

MEMORANDUM OF UNDERSTANDING
Between The
GALION CITY SCHOOL DISTRICT BOARD OF EDUCATION
And The
GALION EDUCATION ASSOCIATION

This Memorandum of Agreement is by and between the Galion City School District Board of Education (hereinafter "Board" or "District") and the Galion Education Association (hereinafter "GEA").

WHEREAS, the parties agree to a Memorandum of Agreement which shall be incorporated into the August 15, 2016 – August 14, 2019 Master Contract Agreement as an addendum to Article IV, Member Protection: and

WHEREAS, this Memorandum of Agreement constitutes the full understanding between the District and the GEA regarding the issues outlined herein. There are no other written or verbal agreements, understandings, or arrangements between the parties regarding the issues outlined herein. All other terms of the Collective Bargaining Agreement, including the unaffected terms of Article IV, shall remain the same.

NOW, THEREFORE, BE IT AGREED BETWEEN THE PARTIES TO MODIFY ARTICLE IV AS FOLLOWS:

Article IV Section 7 Remediation of Deficiencies Identified During Observations—Improvement Pathways page 32:

11. Remediation of Deficiencies Identified During Observations—Improvement Pathways
 - a. Formal observations resulting in the identification of performance deficiencies shall be addressed during the post-observation conference. All deficiencies identified by the evaluator shall be compiled and reported in writing and a copy of the written report shall be provided to the teacher at the post-observation conference or formal debriefing.
 - b. The evaluator involved shall make written recommendations for the purpose of remediation of identified deficiencies.
 - c. The evaluator and teacher shall mutually develop a written improvement pathway for remediation of identified deficiencies which will be provided to the teacher. **(Improvement pathway form attached)**
 - d. ~~The improvement pathway, as outlined in this section, could include:~~
 - 1) ~~Performance issues documented as deficient;~~
 - 2) ~~Specific performance rubric expectations;~~
 - 3) ~~Access to District resources and assistance to be provided to support professional development of the teacher;~~

a. 4) ~~Sufficient, specific timelines, as to allow for the~~
~~remediation~~
~~of~~ ~~identified~~ ~~deficiencies.~~

d. The improvement pathway, as outlined in this section shall included:

1. An Improvement Statement identifying specific area(s) for improvement as related to the Ohio Standards for the Teaching Profession;
2. Sufficient, specific timelines, as to allow the improvement to a desired measurable level of performance. A desired level of performance will be defined as advancement to the next level of the OTES rubric.
3. A specific Plan of Action that must be taken by the teacher to improve his/her performance with sources of evidence (measurable goals) to document the completion of the improvement pathway
4. A description of educational supports and/or opportunities for professional development, including a review of Board-approved and funded options, if applicable, needed to improve the identified area(s).

e. ~~If an improvement pathway is developed, those identified deficiencies shall be reevaluated as part of the teacher evaluation process for the remainder of the school year and thereafter as appropriate.~~

f. ~~As needed, improvement pathways may be continued into the following school year.~~

e. If an improvement pathway is developed prior to March 1, those identified deficiencies shall be reevaluated as part of the teacher evaluation process for the remainder of the school year. An improvement pathway for deficiencies that are successfully remediated during the remainder of the school plan shall be deemed completed.

f. If an improvement pathway is developed after March 1, the plan shall be continued into the next school year.

Article IV J13. Finalization of Evaluation (page 35):

e d Response to Evaluation

- 1) The teacher shall have the right to ~~make a written response~~ **respond in written or electronic format** to the evaluation and to have it attached to the evaluation report to be placed in the teacher's personnel file.
- 2) A copy of the evaluation, signed by both parties, shall be provided to the teacher.

Article IV J. 14 (page 36):

14. Professional Development – Professional Growth and Improvement Plans

- 3) Teachers who **receive an overall summative rating of ineffective** ~~meet Below-Expected levels of student growth and are rated ineffective on the Teacher Performance component~~ must comply with an improvement plan developed with their credentialed evaluator or an evaluator assigned by the Superintendent/designee from the District's Board-approved list. ~~Improvement plans for the next school year shall be developed not later than June 1st of each school year.~~ The improvement plan shall include the following components:
 - a) An Improvement Statement identifying specific area(s) for improvement as related to the Ohio Standards for the Teaching Profession;
 - b) A desired measurable level of performance that is expected to improve and a specific, sufficient time period to correct deficiencies;
 - c) A specific Plan of Action that must be taken by the teacher to improve his/her performance with sources of evidence (measurable goals) to document the completion of the improvement plan;
 - d) A description of educational supports and/or opportunities for professional development, including a review of Board-approved and funded options, if applicable, needed to improve the identified area(s).
 - e) A teacher may use their ~~Professional Growth Plan~~ **Improvement Plan** to develop his/her IPDP for the LPDC in order to meet renewal requirements for their certificate/license.

Article IV J. 16 (page 38):

16. Personnel Action Requirements

~~Until July 1, 2016, all decisions concerning the retention, promotion, removal, reduction or recall of any teacher shall continue to be governed by the terms set forth in this agreement.~~

Article IV Section I. Reduction in Force (page 18):

~~4. For the transition period ending June 30, 2016, all evaluations above "ineffective" on the teacher performance standards of the evaluation shall be deemed comparable. Full implementation of OTES using student growth data (S.G.D.) may occur once three consecutive years of S.G.D. is available. As of August 15, 2016 and thereafter, unless otherwise negotiated by the parties, comparability will be determined in accordance with the effectiveness rating categories as defined by O.R.C. 3319.112 for OTES teachers.~~

GALION CITY SCHOOL DISTRICT BOARD OF EDUCATION

Date: _____

By: _____
Superintendent

GALION EDUCATION ASSOCIATION

Date: 6/20/17

By: Shelly Barton
Shelly Barton, President

Improvement Pathway

Teacher Name: _____ Grade/Level/Subject _____

School Year: _____ Building _____ Date of Pathway Plan Conference _____

Written improvement pathways are to be developed in the circumstances outlined in the collectively bargained agreement. The purpose of the improvement pathway is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

Section 1: Improvement Statement-List specific areas for growth as related to the Ohio Standard for the Teaching Profession.

Performance Standard(s) Addressed in This Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Growth

Section 2: Desired Level of Performance-List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Beginning Date	Ending Date	Level of Performance
		Specifically Describe Successful Pathways Targets

Galion City Schools

Improvement Pathway

Improvement Pathway (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of actions that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the pathway plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4 :Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

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Date for this Improvement Pathway to Be Evaluated:

Teacher's Signature _____

Evaluator's Signature _____

Date _____

Date _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

Improvement Pathway : Evaluation of Plan

Teacher Name: _____ Grade Level/Subject _____

School Year: _____ Building _____ Date of Evaluation _____

The Improvement pathway will be evaluated at the end of the time specified in the plan. Outcomes from the Improvement pathway demonstrate the following actions to be taken:

- ☐ Growth is demonstrated and performance standards are met to a satisfactory level of performance*
- ☐ Improvement Pathway should be continue for time specified: _____
- ☐ Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

The evaluator's signature on the form verifies that the proper procedures as detailed in the local contract have been followed.

Improvement Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____

Building: _____

Date of Improvement Plan Conference: _____

Written improvement plans are to be developed in the circumstances when an educator has a final summative rating of ineffective. However, districts have discretion to place a teacher on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement

Section 2: Desired Level of Performance - List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Beginning Date	Ending Date	Level of Performance
		Specifically Describe Successful Improvement Target(s)

Improvement Plan (continued)**Section 3: Specific Plan of Action**

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

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Date for this Improvement Plan to Be Evaluated:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

Improvement Plan: Evaluation of Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____

Building: _____

Date of Evaluation: _____

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken;

- ☐ Improvement is demonstrated and performance standards are met to a satisfactory level of performance*
- ☐ The Improvement Plan should continue for time specified:
- ☐ Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

*The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Skilled level or above.