

AGREEMENT

BETWEEN

THE GALION EDUCATION ASSOCIATION

AND

THE BOARD OF EDUCATION

OF THE

GALION CITY SCHOOL DISTRICT

August 15, 2025 to August 14, 2028

TABLE OF CONTENTS

	Page
ARTICLE I	1
A. Recognition of the Association	1
B. Management Rights	1
C. Duration of Recognition	1
ARTICLE II	2
A. Representation	2
B. Scope of Negotiations	2
C. Directing Requests	2
D. Negotiations Meeting Period	2
E. Agreement.....	4
F. Disagreement	4
G. Reprisals	5
H. Amendment Procedure.....	5
ARTICLE III	5
A. Definitions.....	5
B. Rights of the Grievant and the Association.....	6
C. Time Limits	6
D. Grievance Procedure.....	7
E. Individual Right of the Member	9
ARTICLE IV	10
A. Non-Discrimination/Uniform Application	10
B. Assault.....	10
C. Threats Against Members	10
D. Academic Freedom	11
E. Employment Related Injuries.....	12
F. Personnel Files.....	13
G. Member Substitutions.....	15
H. Student Discipline.....	15
I. Reduction in Force	16
J. Observation/Evaluation – OTES.....	22
K. Ohio School Counselor Evaluation System	39
L. Supplemental Contracts	40
M. Special Needs Students	40

ARTICLE V.....	41
A. Preparation Time	41
B. School Calendar	41
C. Length of School Year	42
D. Length of Teacher Day	42
E. Class Size/Member Workload	43
F. Split Classes.....	45
G. Instructional Materials and Supplies	45
H. Building Meetings	45
I. Teaching Facilities and Instructional Equipment.....	45
J. Lunch Period for Teachers	46
K. Parent Complaint Procedure	46
L. Parent/Teacher Conferences	47
M. Placement of Special Education Students in Regular Classrooms.....	47
N. Maintaining Student Grades	48
O. Online Make-Up Hours	48
P. Open Houses	48
ARTICLE VI.....	48
A. Professional Development.....	48
B. Orientation of New Staff	499
C. District Leadership Team (“DLT”)	49
D. Labor-Management Committee	50
E. Resident Educator	50
F. Local Professional Development Committee	533
ARTICLE VII.....	55
A. Building Use	566
B. Notices/Mail	56
C. Board Meetings	56
D. Payroll Deductions.....	577
E. Membership in NEA/OEA/GEA.....	58
F. Recognition Statement	58
G. Office Machine Use	58
H. Right to Representation.....	58
I. Documents of Public Record	599
J. Academic Distress Commission	59
ARTICLE VIII.....	59

A. Types of Contracts	59
B. Limited Contracts.....	59
C. Continuing Contracts	60
D. Vacancies.....	60
E. Assignments/Reassignments	61
F. Voluntary Transfer/Regular Teaching Duties.....	62
G. Filing and Maintenance of Certificates.....	63
H. Hiring of Retired Teachers.....	644
ARTICLE IX.....	65
A. Sick Leave	65
B. Personal Leave.....	677
C. Maternity/Paternity Leave	688
D. Leave Without Pay	699
E. Absence Without Pay	69
F. Professional Leave	70
G. Association Leave	71
H. Jury Duty/Court Leave.....	71
I. Assault Leave	722
J. Sick Leave Donation System.....	73
ARTICLE X.....	755
A. Salary	755
B. Insurance.....	788
C. Severance Pay	84
D. Extra Duty.....	855
E. Special Project Stipends.....	85
F. Board Pickup of Member Contributions to STRS (Salary Reduction Method)	866
G. Per Diem Rate	877
ARTICLE XI.....	87
A. Board of Education's Rights and Obligations:.....	87
B. Employees' Rights and Obligations:	888
ARTICLE XII.....	899
A. Effects of Contract	899
B. Terms and Conditions of Contract	899
C. Personnel Policies and Practices	899
D. Copies of Contracts	89

E.	Severability	89
F.	Term of Contract.....	90
APPENDIX A	SALARY INDEX, 2025-2028	91
APPENDIX A-1	SALARY SCHEDULE, 2025-2026.....	92
APPENDIX A-2	SALARY SCHEDULE, 2026-2027.....	93
APPENDIX A-3	SALARY SCHEDULE, 2027-2028.....	94
APPENDIX B-1	EXTRA DUTY PAY SCHEDULE, 2025-2028.....	95
APPENDIX B-2	EXTENDED TIME	97
APPENDIX C	ASSAULT LEAVE FORM	99
APPENDIX D	SEVERANCE PAY REQUEST FORM	100
APPENDIX E	NOTICE AS TO TEACHER'S SALARY	101
APPENDIX F	SUPPLEMENTAL CONTRACT	102
APPENDIX G	TEACHER'S CONTRACT - LIMITED	103
APPENDIX H	TEACHER'S CONTINUING CONTRACT.....	104
APPENDIX I	GRIEVANCE REPORT FORM, STEP I.....	105
APPENDIX J	GRIEVANCE REPORT FORM, STEP II.....	106
APPENDIX K	GRIEVANCE REPORT FORM, STEP III.....	107
APPENDIX L	WAIVER OF REPRESENTATION RIGHTS	108
APPENDIX M	TEACHER PERFORMANCE EVALUATION RUBRIC AND OTES EVALUATION FORMS.....	109
APPENDIX N	NON-OTES EVALUATION FORMS A-E	130
	FORM A – TEACHER PRE-OBSERVATION / POST OBSERVATION TERM	138-139
	FORM B – CYCLE TEACHER EVALUATION INSTRUMENT	140-147
	FORM C – TEACHER EVALUATION PROCESS	148-152
	FORM D – PROFESSIONAL DEVELOPMENT PROPOSAL	153
	FORM E – TEACHER EVALUATION SUMMARY & RECOMMENDATION	154
APPENDIX O	LETTER OF INTENT	155
APPENDIX P	APPLICATION FOR SICK LEAVE FROM SICK LEAVE POOL (SLDS).....	156
APPENDIX Q	ELECTION TO WAIVE HEALTH INSURANCE COVERAGE.....	157
APPENDIX R	COMPENSATORY LEAVE NOTIFICATION	158
APPENDIX S	MAJOR MEDICAL PLANS.....	159
APPENDIX T	VSP BENEFITS SUMMARY	160
APPENDIX U	WYANDOT CRAWFORD DENTAL	162
APPENDIX V	SCHOOL COUNSELOR EVALUATION RUBRIC AND OSCES FORMS.....	164
APPENDIX W	CONVERSION OF PERSONAL LEAVE FORM.....	177

This Agreement entered by and between the Board of Education of the Galion City School District (hereinafter the "Board") and the Galion Education Association (hereinafter the "Association"):

ARTICLE I

RECOGNITION

A. Recognition of the Association

The Board recognizes the Association, affiliated with the Ohio Education Association and the National Education Association, as the sole and exclusive representative, for the purposes of and as defined in Chapter 4117 of the Ohio Revised Code, of the bargaining unit, defined as all professional, non-supervisory personnel (as determined by the State Employment Relations Board) both full-time and part-time whether under contract, either verbal or written, on leave, or on a per diem, hourly or class basis, regularly employed or to be employed by the Board.

Management level employees and supervisors, as defined in ORC 4117, shall be excluded from the bargaining unit as well as seasonal and casual employees, non-certified tutors, substitutes, home instruction tutors, school psychologist, drug/alcohol coordinator, and Athletic Director. For purposes of this contract, a full-time employee shall be an employee who is employed to perform a full day's work as defined by this contract for a minimum of 120 days or more in a year and a part-time employee shall be an employee who works less than a full day as defined by this contract and/or less than 120 workdays per year.

Members in the bargaining unit shall hereinafter be referred to as "the member" or the "members."

B. Management Rights

The Board of Education is vested exclusively with rights of management as defined and/or expressly limited by Section 4117.08 of the Revised Code or as otherwise may be specified by the provisions of this contract.

C. Duration of Recognition

The duration of such recognition shall be in accordance with Chapter 4117 of the Revised Code.

ARTICLE II

NEGOTIATIONS PROCEDURES

A. Representation

Representation at negotiation meetings shall be limited to seven (7) representatives of the Association and seven (7) representatives of the Board. Each party shall designate a chief negotiator.

B. Scope of Negotiations

Negotiable matters shall be all matters with respect to wages, hours, terms and other conditions of employment and the continuation, modification, or deletion of an existing provision of a collective bargaining agreement except as otherwise specified in ORC 4117.08.

C. Directing Requests

1. If either the Board or the Association wishes to negotiate with regard to matters that are subjects of negotiations that party shall notify the other party in writing of its desire and notify the other party in writing of the type of negotiation process the party wishes to use (i.e. traditional or interest-based bargaining). Notification from the Association shall be served on the Superintendent and requests from the Board shall be addressed to the President of the Association.
2. Requests for negotiations for the purpose of making modification(s) to the existing Collective Bargaining Agreement that will result in a successor agreement shall commence no more than one hundred sixty-five (165) days nor less than one hundred (100) days prior to the expiration date of the existing Agreement and shall be at a mutually acceptable place and time.

D. Negotiations Meeting Period

1. The first negotiations session shall be held within fifteen (15) calendar days of the date of the initial request.
2. If traditional bargaining is used, at the first negotiations session:
 - a. The first item of business is to exchange proposals. Proposals made by either the Association or the Board shall, in form and detail, specify that to which agreement is sought in terms acceptable to the proponent without clarification or supplementation. Topical listings of items proposed for negotiations shall not be acceptable.

- b. The second item of business is to establish an agenda which shall consist of those items submitted at this meeting by the Association and the Board teams. No further items may be submitted.
 - c. By mutual agreement of the parties, negotiations may take place after the initial negotiation's session.
- 3. If interest-based bargaining is used, the process will be mutually established by the parties through work with the designated mediator on establishing ground rules for the process. The parties will abide by such ground rules throughout the process once established.
- 4.
 - a. Negotiations meetings shall be scheduled at the request of the parties and until negotiations can be concluded, either party may require, at each meeting, a decision on the date, time, and place of a subsequent meeting. Meetings shall be scheduled at reasonable intervals, places, and times.
 - b. Negotiations sessions shall be held in private with no persons other than those mentioned in Section A of this article present.
 - c. During negotiations sessions, items tentatively agreed upon shall be reduced to writing and initialed by representatives of each team and set aside.
 - d. Each team shall provide its own secretarial assistance from within the team membership. Upon mutual consent, tape recorders may be used by either party.
 - e. The negotiating period shall be for forty-five (45) calendar days commencing with the first scheduled session, unless otherwise mutually agreed to.
 - f. Either party may call a caucus at any time. The caucus shall not exceed thirty (30) minutes, unless mutually agreed to.
 - g. The parties agree to furnish, upon written request at any reasonable time, available information concerning the financial status of the district and such other available information as will assist the parties in the development and evaluation of proposals. Excluded from this requirement is information developed by a party from public records or other reports. However, a party is not prohibited from sharing such information if it so chooses. Access to available information in such form as it may exist constitutes compliance with this provision; and neither party is obligated to develop data or information not in

existence or to reword, redraft, summarize, compute, or otherwise develop data or information in other than its existing form.

- h. "To bargain collectively" means to perform the mutual obligation of the public employer, by its representatives, and the representatives of its employees to negotiate in good faith at reasonable times and places with respect to matters set forth in Section B above, with the intention of reaching an agreement, or to resolve questions arising under the agreement. This includes executing a written contract incorporating the terms of any agreement reached. The obligation to bargain collectively does not mean that either party is compelled to agree to a proposal nor does it require the making of any concession.
- i. Instructional staff, the Board and the administration may be informed by their respective negotiation teams of the progress of negotiations.

E. Agreement

When final agreement is reached on the total negotiations package, it shall be reduced to writing and submitted to the Association membership for its consideration. The Association negotiators shall recommend the proposed Agreement for ratification unless they indicate otherwise in writing to the Board's negotiators. The Association membership will vote upon the negotiations package within ten (10) days. If ratified by the Association, the Agreement shall be submitted to the Board for its consideration. The Board's negotiators shall recommend the proposed Agreement for adoption unless they indicate otherwise in writing to the Association negotiators. The Board shall vote within fifteen (15) days from the receipt of notice of the Association ratification. If the Board adopts the total negotiations package, such action shall be deemed to have authorized the signing of the contract as hereinafter provided. If the Agreement is ratified by the Association and the Board, the Agreement shall be signed by the President of the Board and the Superintendent on behalf of the Board and the President of the Association and the Association's Chief Negotiator on behalf of the Association.

F. Disagreement

- 1. Should the Board and the Association not be able to reach agreement on a mandatory item or items of negotiations, either party may request the appointment of a mediator through the Federal Mediation and Conciliation Service (FMCS). The mediator assigned through FMCS shall have the authority to recommend but not to bind either party to any agreements. Nothing herein shall waive the right either party may have to insist at the appropriate proceeding that such unresolved issue or issues is not subject to the dispute settlement proceedings.

The procedure set forth in this article represents a mutually agreed dispute settlement procedure which supersedes the provisions contained in Section 4117.14, Ohio Revised Code.

2. In the event the representatives of the Board and the Association are unable to reach agreement within ten (10) days of the expiration of the existing Agreement, the Association shall have the right to proceed in accordance with Section 4117.14 (D) (2) and Section 4117.18 (C) of the Ohio Revised Code, such right being modified by future changes, if any, to the Ohio Revised Code.
3. Following mediation, either party may publish a summary of the issues in negotiations.

G. Reprisals

No reprisal shall be taken by either party against the participants in the negotiations process by reason of such participation.

H. Amendment Procedure

This Contract may be amended, or provision(s) altered during its term only by the mutual consent of the Board and the Association. Such amendment shall be only as required by ORC 4117. In such case, the finalization of such amendment(s) or altering shall be in accordance with the provisions of Article II, parts E and F.

ARTICLE III

GRIEVANCE PROCEDURE

A. Definitions

1. "Association" shall mean the Galion Education Association.
2. "Administration" shall mean the superintendent, assistant superintendent, administrative assistants, supervisors, building principals, and assistant principals.

"Immediate supervisor" shall mean that administrator having immediate supervisory responsibility over the grievant.
4. "Board of Education" and "Board" shall mean the Galion Board of Education.

5. "Grievance" shall mean a claim by a member of the bargaining unit or the Association that there has been a violation, misinterpretation or misapplication of the negotiated Agreement between the Association and the Board.
6. "Grievant" shall mean an individual(s) and, at his or her sole discretion, the individual's designated representative (which may be the Association) or the Association when the matter being grieved impacts on the Association, initiating a claim as defined in Section A, paragraph 5. (Where more than one person is a grievant, each shall sign the grievance.)
7. "Days" shall mean actual calendar days exclusive of holidays, calamity days and weekends.

B. Rights of the Grievant and the Association

1. A grievant may appear on his/her own behalf and at his or her sole discretion may be accompanied at any time at all steps of the grievance procedure by a representative of the Association or by counsel or by any person of his/her choice, except that a grievant shall not be represented by any teacher's organization other than the Galion Education Association.
2. When a teacher chooses to be represented by other than a representative of the Association, he/she shall so indicate by signing a "Waiver of Representation Rights" form which shall be filed with the Treasurer of the Board and the President of the Association. (See Appendix)
3. In all cases, the Association President shall receive notification of the date, time, and place of the hearing(s) and the Association shall have the right to have a representative(s) present at all hearings and adjustments of the grievance. The adjustment of a grievance(s) shall not be inconsistent with the terms of this Collective Bargaining Agreement.
4. The purpose of these procedures is to provide a problem-solving process by which equitable solutions to grievances can be achieved at the lowest level administrator having the authority to resolve such grievance(s).

C. Time Limits

1. The number of days indicated at each step in the procedure shall be the maximum unless such time limits are extended by the mutual agreement of the grievant, his/her representative, and the administrator or Board involved at that step.
2. If the grievant does not file a grievance in writing within twenty-five (25) days after the grievant becomes aware or should have become aware upon exercise of reasonable diligence, of act or conditions upon which the

grievance is based, then the grievance shall be considered waived. An alleged waiver may be appealed in accordance with the provisions of this article.

3. If a decision on a grievance is not appealed within the time limits or mutually agreed to extension specified at any step of the procedure, the grievance shall be deemed settled on the basis of the disposition at that step and further appeal shall be barred.
4. Failure at any step of these procedures to hold required hearings or to communicate the decision on a grievance within the specified time limits shall entitle the grievant to proceed to the next level.
5. All notices of hearings, dispositions of grievances, written grievances and appeals shall be in writing and hand delivered or mailed by certified mail, return receipt requested, with the date of receipt, hand delivery or date of posting by certified mail recorded thereon. Where hand delivered, receipt shall be acknowledged with each party signing duplicate copies. Time shall be computed from the date of hand delivery or the date of posting by certified mail. The Association shall receive a copy of all notices, forms, and dispositions at the time such would be distributed to the involved individuals.
6. Every effort will be made to process grievances to a satisfactory conclusion by the end of a school year. If this is not possible, the grievance will proceed unless further processing during the summer months causes undue hardship, as determined by mutual consent of the Association President and the Superintendent.
7. Hearings held under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons entitled to be present to attend, but not during the student school day on teaching working days for Steps I, II, and III. The Step IV hearing shall be conducted on a date and at a time designated by the arbitrator. At the discretion of the arbitrator, Step IV arbitration hearings may be held during the regular duty day for teachers; provided however, if the Association desires to have more than five (5) grievants and/or witnesses in attendance at the hearing(s), the time shall be set for non-school hours.

D. Grievance Procedure

1. Informal Procedure:

A grievance, except as indicated in B. 4. above, shall first be discussed with the principal or immediate supervisor in an attempt to resolve the problem. If, following the informal conference, the principal or immediate

supervisor advises that he/she does not have the authority to resolve the grievance, the grievant may then appeal the grievance directly to Step II of the grievance procedure.

2. Formal Procedure:

Step I. If the grievance is not resolved within five (5) days of the informal claim it may be pursued further by submitting a completed Grievance Report Form, Step I (See Appendix), in duplicate. Copies of this form shall be submitted by the grievant to the immediate supervisor and to the Association. Within five (5) days of receipt of the Grievance Report form, the immediate supervisor shall meet with the grievant. The immediate supervisor shall write a disposition of the grievance within five (5) days after such meeting by completing Step I of the Grievance Report form and returning a copy to the grievant, the Association and the Superintendent.

Step II. If the grievant is not satisfied with the disposition of the grievance in Step I, the grievant shall complete Grievance Report form, Step II (See Appendix) and submit the same to the Superintendent or his/her designee within five (5) days of receipt of the disposition of the grievance at Step I. Within five (5) school days of receipt of the grievance form, the Superintendent or his/her designee shall meet with the grievant. Within five (5) days of this meeting, the Superintendent or his/her designee shall write his disposition of the grievance by completing his portion of Step II, forwarding a copy to the grievant, the Association, and the immediate supervisor.

Step III. If the grievant is not satisfied with the disposition of the grievance by the Superintendent in Step II, the grievant may request a hearing before an arbitrator by completing the Grievance Report form, Step III. The grievant's request for arbitration shall be made within five (5) school days following the receipt of the disposition of the grievance from Step II. Within five (5) days following receipt of the grievant's request for arbitration by the Treasurer, the Board or its designated representative and the grievant or his/her designated representative shall mutually petition the American Arbitration Association ("AAA") or Federal Mediation and Conciliation Service ("FMCS") to provide both parties with a list of seven (7) names from which an arbitrator shall be selected and notified in accordance with the voluntary rules of the AAA or FMCS. All other procedures relative to the hearing shall be conducted in accordance with the rules and regulations of the AAA or FMCS.

Once the arbitrator has been selected, he/she shall conduct a hearing on the grievance in accordance with the rules and regulations of the AAA or FMCS provided the arbitrator shall retain jurisdiction over the grievance for ninety (90) days after the award has been ordered. The arbitrator will

render a decision as soon as possible. Such decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on the issues submitted. The arbitrator shall have no power to rescind, modify, or add to any term of this Agreement by such findings of fact, reasoning, and conclusions or by any award made thereupon; however, the arbitrator is authorized by the parties to consider the bargaining intent of the parties, custom and practice, and requirement(s) of law when the language relied upon is not clear. The decision of the arbitrator shall be binding on the parties.

The cost of the arbitrator shall be shared equally by the grievant and the Board.

E. Individual Right of the Member

1. Nothing contained in this procedure shall be construed as limiting the individual right of the member having a complaint or problem to discuss the matter informally with members of the administration through normal channels of communication.
2. Nothing in this Contract shall bind the Association from exercising its discretion in resolving to pursue a grievance at any level. A grievance may be withdrawn at any level without prejudice.

In the event the Association determines, at any level of the grievance procedure, that a grievance should not be carried further, the grievant may continue the procedure, with concurrence of the Association, but shall be liable for any expense incurred in such proceeding(s).

3. The fact that an employee files a grievance shall not be recorded in his/her personnel file or in any files used in the transfer, assignment or promotion process except as may be necessary to document the implementation of the arbitrator's award. No reprisal of any kind shall be taken by or against any participant in the grievance procedure by reason of such participation.

All grievance documents which are retained after the conclusion of the grievance procedure shall be placed in a file designated "Galion School District/Galion Education Association-Teacher Grievance File." Such file shall not be a part of the grievant's personnel file. The Association President or his/her designee shall have access to such file during regular hours of the central administration office.

ARTICLE IV

MEMBER PROTECTION

A. Non-Discrimination/Uniform Application

1. The Board shall not discriminate against any member of the bargaining unit with regard to any wages, hours, or other terms and conditions of employment when such discrimination would have as its basis race, color, creed, national origin, age, sex, sexual orientation and transgender identity, religion, ancestry, marital status, military status, disability, political affiliation or activity, or Association activity.
2. All wages, hours, and other terms and conditions of employment will be applied uniformly to all members of the bargaining unit except as may otherwise be authorized by an express provision of this Contract.

B. Assault

1. The members shall immediately report, in writing, all cases of assault suffered by them in connection with their employment by filing duplicate copies with their building principal and the Superintendent. Assault leave will be granted in accordance with Article IX, part H.

C. Threats Against Members

1. Upon request, members may report, in writing, any threats of physical violence or of criminal or civil action against them arising out of, and in the course of, their employment by filing duplicate copies of such threats with the building principal and the Superintendent. Said written reports shall be handled in a confidential manner and shall not be released to any individual without the consent of the involved member(s) to the extent permitted by law. The Superintendent will review the matter and take such action as he/she deems appropriate. A plan of action may be initiated only after consultation with the involved member(s); however, the Board and the administration will cooperate and assist the involved member(s) should the member(s) decide to file suit relative to the involved incident, except as required by law.
2. Such cooperation shall not be construed to require any form of financial assistance.
3. Disciplinary action shall not be taken against a member solely on the basis of a signed written complaint by a parent or a student unless allegations in complaint are verified by investigation by the administration.

D. Academic Freedom

1. Except as otherwise limited herein, members shall have the right to teach without interference, harassment, pressure, or intimidation on matters they have a responsibility to present including material emanating from state approved and Board adopted graded course of study to their classes in such a way as to contribute to the overall intellectual growth and general development of each child. Members shall be given adequate encouragement so that, while following Board adopted course of study, subjects may be explored openly and adequately within the classroom; provided however, the member shall be held accountable for exercising good judgment in selecting for discussion those issues which he/she deems appropriate when consideration is given to the maturity of the students, their intellectual development, and the potential educational value to the students involved. The discussion and analysis of controversial issues shall be conducted within the framework of the fundamental values of the community as they are expressed in the educational philosophy and objectives of the Board. Further, nothing herein shall restrict the authority of the Board or administration from taking appropriate disciplinary action when in the good faith judgment of either, a member of the bargaining unit has exceeded the rights granted herein.
2. Within the preceding frame of reference, and as it pertains to the course to which a member is assigned and within the limits of the graded course of study, academic freedom in the schools is defined as:
 - a. The right to teach and learn about controversial issues which have economic, political, scientific, or social significance.
 - b. The right to select and use outside resource materials which are relevant to the levels of ability and maturity of the students and to the graded course of study.
 - c. The right to maintain a classroom environment which is conducive to the free exchange and examination of ideas.
 - d. The right of students to hold divergent ideas as long as the expression of their dissent is done within the guidelines of debate and discussion which are generally accepted by teachers in a normal classroom environment.
 - e. The right of members to free expression of conscience on matters of public concern as private citizens with the correlative responsibility of a professional presentation of balanced views relating to

controversial issues as they are studied in the classroom. The member's personal views will be clearly identified as opinion.

3. Guidelines for selection of controversial issues to be studied in the classroom are:
 - a. The issue shall be suitable for students of the maturity and background represented in the class.
 - b. The issue shall be relevant to the graded course of study and help achieve course objectives.
 - c. The issue shall provide the student an opportunity to study controversial issues.
 - d. The issue shall provide the student competent instruction balancing the various and/or conflicting points of view in an atmosphere free from bias and prejudice.
 - e. The issue shall provide the students their right to form, identify and express their own opinions on controversial issues as long as a balanced presentation is made on conflicting positions.
 - f. The issue shall be free of emotional criticism and the inappropriate promotion of a cause within the classroom.
4. The evaluation of student performance is the primary responsibility of the staff member in accordance with policy as adopted by the Board of Education. No grade or test score assigned to a student may be changed without just cause, without prior attempts to consult with the member, and without written notice to the member who assigned the grade or score.

E. Employment Related Injuries

1. Members in the bargaining unit who receive any injury in the course of, and arising out of, their employment are protected by the provisions of the Ohio Worker's Compensation law.
2. Members will be instructed in the proper way to lift students. No member of the bargaining unit shall be required to lift a student, if such lifting is likely to cause injury to said member, except in case of emergency or emergency drills.

F. Personnel Files

1. The Board shall maintain the official personnel file system, in accordance with Section 1347.01 et. seq., Ohio Revised Code, in the office of the Superintendent for all members of the bargaining unit.
2. Such file shall be maintained under the supervision of the Superintendent or his/her designee, who shall be responsible for developing necessary and reasonable rules regarding the access to the system, proper placement of material, and the security of the system.
3. The purpose of this system is to serve as the official repository of personal information and records that are necessary and relevant to the individual staff member's employment and professional responsibilities.
4. Access to the personnel file of an individual member of the bargaining unit will be limited to the bargaining unit member, the Superintendent, Central Office administrators, including the Treasurer, the Board members, the individual member's immediate principal or supervisor, Board's legal counsel, and clerical employees assigned responsibilities that involve the maintenance or upkeep of the system. If disclosure is made in accordance with law, the member will be informed within twenty-four (24) hours by email following said disclosure and advised of the information that was disclosed. The member's personnel file and documents contained within said file shall not be removed under any circumstances from the personnel file system or the office area where said file system is maintained without the expressed written consent of the Superintendent or his/her designee. Such removal under the aforementioned conditions shall be limited to forty-eight (48) hours. Placement of any documents, entrance to the file, and/or removal of the file of a member of the bargaining unit shall be logged with the log to include name, date, time, purpose of such entry, location when removal has been made, and the title and date of all placements into the file. Said log is to be a part of the permanent personnel file of the member and shall not be removed from the personnel file system, except as required by law.
5. Disclosure will be permitted to the representative of a member, where the representative presents a signed written authorization made by the member to inspect all personal information in the system of which he/she is the subject.
6. Except as otherwise provided in subsection 3 above, the member shall have access to his/her official personnel file upon request during the regular duty hours of the central administration office.
7. Upon request by the member, the Superintendent shall:

- a. Grant the member the right to be accompanied by a person of his/her choice when examining personal information contained in the system;
 - b. Furnish the member with a copy of any information contained in the system. The first copy of any document shall be provided without cost. Second and subsequent copies shall be provided at a cost of five cents (5¢) per page.
 - c. The bargaining unit member shall be afforded an opportunity to place his/her signature and the date on any material prior to its placement in the system. The signing of the material does not indicate that the member agrees with the content of the document. Further, the member shall have the right to respond, in writing, to any material that is to be placed in the system within fifteen (15) days of the date of the employee's signature. Said response shall be attached to and shall become a part of the document that is to be placed in the system. The response shall be included should dispersal of the original document be made. The member's refusal to sign any material shall not bar or prevent the filing of such material in the system. When material is to be placed in the system which may reasonably be considered unfavorable, the involved member shall receive written notice of the inclusion of such document. A copy of the document shall be provided the member. The member shall be given the opportunity to compare his/her copy with the original and shall sign and date such document, or attach a signed and dated response, or make a notation that he/she does not intend to sign said document within fifteen (15) days of receipt of the written notice.
8. If the member disputes the accuracy, relevance, timeliness, or completeness of information contained in the system, he/she may request the Superintendent to investigate the current status of the information once in any calendar year. Within a reasonable time, the Superintendent shall undertake such investigation and shall notify the member of the results of the investigation and the action, if any, the District plans to take with respect to the disputed information.
9. The Superintendent or his/her designee may require that clerical staff be physically present when a member of the bargaining unit is viewing his/her personnel file. The provisions of this section shall not delay or postpone the member's access to his/her file. It is further understood that documents contained in the file shall not be removed by the member or anyone acting for or on behalf of said member without the expressed written approval of the Superintendent or his/her designee. This shall in no way alter the

member's right to obtain a copy/copies of any or all documents that are contained in the member's file as otherwise authorized in Section "F" herein.

10. Upon request of the member, the Superintendent may remove materials from a member's personnel file.
11. The Superintendent shall delete any information that he/she cannot verify or that he/she finds to be inaccurate or not pertinent.
12. Should information concerning a member be contained in any file other than the shared file, i.e., principal's file, member evaluation file, etc., in any building or level of the District, such information shall be destroyed or transferred at the end of the school year to the member's personnel file.

G. Member Substitutions

1. In cases where the building principal assigns members, including specialists, to cover classes because the member normally on duty (including elementary special teachers) is absent, the member so assigned will be compensated up to a maximum of thirty-eight dollars (\$38.00) per day according to the schedule below:

60 minutes or less	\$20.00
Beyond 60 minutes	\$38.00

H. Student Discipline

1. In accordance with R.C. 3313.66(c), a member may remove a student in grades 4-12 from curricular or extra-curricular activities under his/her supervision if in the professional judgment of the member a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting, in a behavioral sense, the academic process taking place within the classroom.
2. Within twenty-four (24) hours following such removal, the member shall submit written reasons for such removal to the building principal. Such reasons shall be forwarded to the parents of the student by the administration and the member shall attend and participate in any subsequent disciplinary hearing(s).
3. In accordance with R.C. 3313.66(c), a member may remove a student in grades pre K-3 from curricular or extra-curricular activities under his/her supervision if in the professional judgment of the member a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting, in a behavioral sense, the academic process taking place within the classroom. Within that same school day of the removal,

the member shall submit written reasons for such removal to the building principal. Such reasons shall be forwarded to the parents of the student.

4. If, following a member's removal of a student from his/her classroom for disciplinary reasons, the building principal determines not to take further disciplinary action, the member may discuss that decision with the principal.
5. If the Superintendent or the principal reinstates a pupil in a curricular or extra-curricular activity under the member's supervision prior to the hearing following a removal pursuant to Section 3313.66, the member shall, upon request, be given in writing the reasons for such reinstatement.
6. Upon the student's return to school from a suspension or expulsion or following a student's removal from a classroom or activity, the member may request that the involved student be assigned to another classroom. If the building principal disagrees, the member may discuss that decision with the principal, where the principal will explain his/her reasons for the decision.
7. Decisions and reasons regarding student discipline, including expulsions and removals, made by a building principal, the Superintendent and the Board are not subject to the grievance procedure. Procedural elements of this provision are subject to the grievance procedure.

I. Reduction in Force

1. When by reason of decreased enrollment of pupils, return to duty of regular members after leaves of absence, by reason of suspension of schools or territorial changes affecting the District, inadequate financing, or discontinuance of instructional program(s), or for identified financial reasons, a reasonable reduction of bargaining unit staff may be made. Such reduction shall be made by suspending staff member's(s') contract(s), by the Board, in accordance with the provisions of this section and ORC 3319.17.
2. The procedures for reduction are as follows:
 - a. Except by reason of return from a leave of absence, implementation of a RIF program shall be effective as of the start of the ensuing school year.
 - b. Upon written request of the Association President, a meeting(s) shall be held between the representatives of the Association and representatives of the Board to review data upon which the Board relies to implement such a RIF program.
 - c. Procedures for determining seniority list(s):

- 1) A seniority list(s) shall be prepared of all staff members according to continuous service in the District within each and every area(s) of certification/licensure.
- 2) This list(s) shall be maintained and updated on an annual basis prior to January 15. All approved "leave of absence" will be applied toward continuous service for seniority purposes, but such time while on said leave shall not count as service in the District.
- 3) The list(s) shall include the following information:
 - a) Date of initial employment (continuous service in the district);
 - b) Date of application for employment;
 - c) Areas of certification/licensure on file with the Board as of October 1;
 - d) Current teaching area(s);
 - e) At least one (1) copy of the seniority list shall be available in each building for inspection by members no later than January 15 of each year. Inaccuracies must be reported in writing to the Superintendent and/or Board Treasurer by February 1. A finalized list shall be prepared by February 15 each year. The Association President shall receive two (2) copies of the seniority list(s) by February 15 of each year. No right or privilege shall be asserted by any member of the bargaining unit by reason of inaccuracies not reported in writing by February 1.
- d. Transfer of member(s) during a RIF program shall not be implemented until the Association President has been properly notified.
- e. A formalized list shall be prepared indicating the anticipated number of positions to be eliminated within each area of certification/licensure. This list will be shared with the Association President on or before May 1 of the year of implementation.
- f. Contracts that are to be suspended as the result of a reduction in force will be accomplished by applying the following steps:

- 1) Any reduction in force shall be covered to the extent possible through normal attrition (leave of absence, resignation, retirement, etc.).
- 2) If suspension of contract(s) by the Board is/are necessary to accommodate the returning staff member(s) or position reduction, the positions to be eliminated, as established in 2. f. will be applied as follows:
- 3) Effect of Seniority and Certification/Licensure
 - a) With respect to OTES bargaining unit members, the Board shall not use seniority in determining contract suspensions except as specified herein but shall proceed to suspend contracts for teachers based upon evaluations of those who have been evaluated in accordance with the Board-adopted, standards based evaluation policy and provisions of the collective bargaining agreement. Retention of bargaining unit members and recall of eligible teachers whose contracts have been suspended pursuant to a reduction in force will not be based upon seniority, except in circumstances when choosing between teachers with comparable evaluations.
- 4) 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.
- 5) When the position(s) to be eliminated or reduced in part to accomplish RIF has been determined, the following order shall be followed to determine the order of suspending contracts of bargaining unit employees:
 - a) Limited contract teachers shall be reduced in the affected teaching fields (certification/licensure) utilizing the following order:
 - i. Comparable evaluations as defined in accordance with provisions of this agreement.
 - ii. When evaluations are comparable, seniority in the District shall prevail, with the contract of the

least senior limited contract teacher in the affected teaching field the first to be suspended.

- b) Should the necessary reduction of staff required exceed the number of limited contract teachers in the affected field, continuing contract teachers be reduced in the affected teaching fields (certification/licensure) utilizing the following order:
 - i. Comparable evaluations as defined in accordance with provisions of this agreement.
 - ii. When evaluations are comparable, seniority in the District shall prevail, with the contract of the least senior continuing contract teacher in the affected teaching field the first to be suspended.
- c) For bargaining unit members not subject to the Board's standards-based evaluation policy (non-OTES teachers).
 - i. Certification and system-wide seniority shall be the exclusive criteria of any layoff.
 - ii. Unit members who are subject to being laid off have the right to bump unit members with less seniority in other teaching areas subject to the following stipulations:
 - (a) The unit member who bumps must be properly certificated/licensed in the teaching area which he/she intends to bump into.
 - (b) The unit member who bumps must bump the least senior unit member in the teaching area which he/she intends to bump into.
 - iii. Displacement: Any OTES teacher rated above "ineffective" who is subject to contract suspension by virtue of a reduction in force may displace another (less senior) member in an area of the suspended teacher's certification/licensure as follows:

- (a) Displacement must be of the least senior teacher with a lower effectiveness rating, when available; then
- (b) Displacement of the least senior teacher in the same effectiveness rating category, if available.

3. Procedure for Recall

- a. All unit members whose contracts were suspended as a result of a layoff shall be placed on a recall list stating their seniority in each teaching field for which they are certified/licensed to teach. Teachers shall remain on the recall list for two (2) years, unless tenured, in which case length of time on the list is unlimited.
- b. As positions become available, unit members whose contracts have been suspended in whole or in part shall be rehired to positions for which they are properly licensed and qualified to teach. Seniority shall not be a factor in recalling any bargaining unit member, unless the decision is between teachers with comparable evaluations. In addition, teachers with continuing contracts will be given preference in recall. Unit members on the recall list shall be offered reemployment to full-time positions, as they become available, for which they are certified/licensed in the reverse order of layoff; last laid off, first recall.
- c. A unit member who is recalled to a position shall resume the contract status he/she held prior to the layoff and shall be credited with sick leave accumulation and years of service for salary schedule placement he/she had prior to being laid off.
- d. The seniority of a recalled unit member shall be calculated as if service were not interrupted.
- e. When an opening(s) occurs, the Board shall send a certified letter to all unit members certified/licensed for the position to their last known address to advise them of such position. It is the unit member's responsibility to keep the Board informed of his/her whereabouts. The unit member shall, within ten (10) days from the postmark date of the letter, indicate availability and desire for such position. If after being offered reinstatement, a unit member fails to notify the Board within the specified period of time, or if a unit member rejects the offered full-time position, said unit member shall be considered to

have rejected the position and to have forfeited his/her right to recall to service in the District.

- f. No teachers new to the District shall be employed until all properly certified/licensed unit members on the recall list have been offered a contract for the position in accordance with the provisions of this procedure.
- g. Transfers of unit members employed but not affected by the layoff shall be limited to positions not affected by said program. If a position(s) is established, the position(s) will be staffed first from the recall list, assuming there are qualified and properly licensed members on the list. Transfers may be made to a position affected by the layoff after the position(s) has been offered to all properly certified/licensed unit members on the recall list.
- h. Unit members remaining laid off will be given preferential consideration as substitute teachers and part-time teachers. However, employment or non-employment as a substitute or part-time shall not affect that unit member's placement or continued placement on the recall list for full-time employment.
- i. Laid off unit members shall have the right to maintain insurance coverage by making appropriate COBRA payments not later than the completion of the first month of effective layoff.
- j. No unit member who is laid off shall have his/her limited contract non-renewed during the term of the layoff.
- k. A staff member(s) whose contract(s) is suspended by the Board as a result of a RIF program shall be given written notification by registered mail or hand delivery by May 1 or within ten (10) days from the date such suspension is ordered by the Board, whichever is earlier. This notification shall indicate the date that the Board acted to suspend the teacher's contract, and the effective date of such suspension.
- l. Written notice mailed to the member's payroll address constitutes notice for the purpose of subsection (k) above.
- m. No staff members new to the District will be employed until all properly certificated/licensed staff members on the recall list have been offered a contract for the position in accordance with the provisions of the policy.

- n. Upon reemployment, all rights related to salary, fringe benefits, and seniority shall be fully restored.
 - o. Limited contract members shall retain the rights as granted in this subsection for a period of two (2) years. Recall rights for continuing contract teachers do not expire.
4. Nothing herein shall abridge the right of the Board to non-renew the limited contract of a member for any otherwise lawful purpose.

J. Observation/Evaluation – OTES

1. Definitions

- a. “Teacher” – means a licensed instructor who spends at least 50% of his/her time providing content-related student instruction and who is working under one of the following:
 - 1) A license issued under ORC Sections 3319.22, 3319.26, 3319.222 or 3319.226; or
 - 2) A permanent certificate issued under ORC Section 3319.222 as it existed prior to September 2003; or
 - 3) A permanent certificate issued under ORC Section 3319.222 as it existed prior to September 2006; or
 - 4) A permit issued under ORC Section 3319.301.
 - 5) Teachers not meeting this definition are not subject to evaluation under OTES. Full-time bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures set forth below for non-OTES members.
 - 6) The Board may elect not to evaluate a teacher who was on leave from the District for fifty percent (50%) or more of the school year and/or who submitted notice of retirement that was accepted by the Board no later than December 1st of the year the teacher was scheduled to be evaluated.
- b. Evaluation Procedure: The procedural requirements set forth in this agreement to provide specificity to the statutory obligations established under sections 3319.111 and 3319.112 of the Ohio Revised Code and to conform to the framework for the evaluation of

teachers developed under section 3319.112 of the Ohio Revised Code.

- c. Evaluation Framework: The document created and approved by the Ohio Department of Education (ODE) in accordance with section 3319.111(A) of the Ohio Revised Code that establishes the standards-based framework for the evaluation of teachers developed under section 3319.112 of the Ohio Revised Code.
- d. Evaluation Factors: The multiple measures that are required by law to be used in the teacher evaluation procedure. The factors include a combination of observations, a growth or improvement plan and the use of High-Quality Student Data as defined in the OTES 2.0 rubric evidence of practice and professionalism.
- e. High-Quality Student Data (HQSD): a component of the evaluation system used to provide evidence of student learning attributable to the teacher being evaluated. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use one (1) other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable, and all teacher evaluations must include at least two (2) measures of HQSD. However, HQSD shall not be applied for purposes of completing 2020-2021 school year evaluations, but rather will be completed based only upon the performance-related components pursuant to Ohio House Bill ("HB") 164 and any subsequent ODE guidance. Teachers will still collect, analyze, and use student data, including student academic growth data, to adapt instruction to meet individual student needs to improve the teacher's practice.
- f. Teacher Performance Evaluation Rubric: The assessment of a teacher's performance which is based upon the educator professional standards, resulting in a performance rating. As an evaluation factor, the teacher performance evaluation rubric incorporates formal and informal observations that are performed by a credentialed and licensed evaluator. Based on the evaluation rubric, as well as HQSD, conferences, and evidence of practice and professionalism, teacher performance results are reported as a teacher performance rating.
- g. Holistic Evaluation Rating: The final, summative evaluation level that is assigned to a teacher based on evaluations that are conducted pursuant to the terms of this agreement. The evaluation rating is assigned at the conclusion of the evaluation cycle when the teacher

performance rating is combined with the results of a combination of observations, growth or improvement plans, conferences, periodic walkthroughs, and evidence of practice and professionalism. All evidence collected must be factual and documented. Each completed evaluation will result in the assignment of a teacher to one of the following evaluation ratings: Accomplished, Skilled, Developing, or Ineffective.

- h. Evidence: Information collected by the credentialed and licensed evaluator and/or information provided to the evaluator by the teacher, to support and inform the accurate reflection of the Evaluation Factors. Examples may include, but are not limited to, learning style surveys, newsletters, classroom rules, lesson plans, student portfolios, summative assessments, and student work samples.
- i. Poorly Performing Teacher: The focus of the Ohio Teacher Evaluation System is to provide a mechanism for facilitating professionalism and enhancing instruction. Teachers experiencing difficulties or demonstrating deficiencies will be provided with meaningful feedback and assistance as set forth herein and through the OTES process. As such, the parties agree that the determination as to whether a teacher is deemed as a poorly performing teacher only will be made in accordance with law and the express language of this collective bargaining agreement.
- j. Evaluation Cycle: The period of time for the completion of the evaluation procedure. The evaluation cycle is completed when the evaluation terms of this Agreement and evaluation components are completed and combined pursuant to Ohio Revised Code Sections 3319.111 and 3319.112 to assign an evaluation rating.
- k. Evaluation Instrument: The process and forms used by the teacher's evaluator.
- l. The Ohio Evaluation System (OhioES): The method used by the District to electronically report to ODE aggregate final holistic teacher evaluation ratings. The District shall report the number of teachers for whom an evaluation was conducted, and the number of teachers assigned to each evaluation rating.
- m. Improvement Plan: A detailed, written plan guided by the evaluator, but developed with the teacher, utilized solely when a teacher receives an Evaluation Rating of Ineffective. The contents for the Improvement Plan are reflected in Appendix N.

- n. Improvement Pathway Plan: A detailed, written plan collaboratively developed by the teacher and evaluator, utilized solely when the evaluator identifies deficiencies during a formal observation.
- o. Professional Growth Plan: A written plan, self-directed or jointly developed between the teacher and evaluator, designed for the sole purpose of continuing teacher growth focused on areas identified in the teacher's evaluation cycle. The contents for the Professional Growth Plan are reflected in Appendix N.
- p. Teacher-Student Data Linkage (TSDL): Refers to the process of connecting the teacher(s) of record to a student and/or defined group of students' achievement scores for the purpose of attributing student growth to that teacher.

2. Purpose

- a. The purposes of teacher evaluation are:
 - 1) To serve as a growth tool inform the professional development of teachers as adopted in Ohio's Professional Learning Standards.
 - 2) To give guidance in instructional planning.
 - 3) To assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement.
 - 4) To be used for retention and promotion decisions and for the removal of poorly performing teachers provided however that seniority shall not be a basis to retain or recall a teacher except when making decisions between teachers that have comparable evaluations.

3. Evaluators

- a. An evaluator must be a full-time, credentialed appropriately licensed contracted administrator either employed by the District or who is assigned fulltime to the District by an educational service center and who:
 - 1) Meets the eligibility requirements under ORC Section 3319.111(D); and

- 2) Holds a credential established by the Ohio Department of Education for OTES 2.0 evaluation.
 - b. In assessing a teacher's performance, evaluators will not make judgments, or otherwise discriminate, on the basis of a teacher's age, gender identification, race, ethnicity, national origin, religion, sexual orientation, marital status, military status, disability, Association membership or Association activism.
 - c. Should an unforeseen emergency arise, a new evaluator must be assigned. Accomplished teachers will choose their new evaluator, all other teachers will be informed of the change.
 - d. Upon written request of the teacher to the Superintendent, the teacher shall be assigned a different evaluator if documentation shows the evaluator has discriminated against the teacher or made false claims against the teacher.
4. Evaluation Committee
- a. The Association and the Board agree to establish a standing joint Evaluation Development Committee for the purpose of reviewing and recommending changes to the evaluation policy, procedure, and process, including the evaluation instrument and determination of HQSD, for the evaluation of teachers in the District and to regularly review the effectiveness of the policy, procedure, and process, including the evaluation instrument, for the evaluation of teachers in the District.
 - b. Committee Composition
 - 1) The committee shall be comprised by an equal number of Association and Board representatives not to exceed a total of five (5) from each side. In addition, each party may appoint up to one ad hoc non-voting member to assist and/or attend committee meetings.
 - 2) Committee members shall be representative of elementary, middle school, secondary, and specialty areas (e.g., music, art, special education) within the District.
 - c. Committee Operation
 - 1) The Committee shall be chaired jointly by a Committee member from the Association and a Committee member from the Board.

- 2) Members of the Committee will receive training in all aspects of teacher evaluation, the state adopted evaluation framework, and the standards for the teaching profession prior to beginning their work.
- 3) The Committee will establish by mutual agreement a meeting calendar, tasks for the Committee to complete, and timelines for the completion of specific tasks. Included with the calendar will be a recommendation to the Superintendent of time needed for substitute release time or the contractual hourly rate.
- 4) One task of the Committee shall be to determine those conditions that would likely have an adverse impact on HQSD, such as maternity/paternity leave, long-term illness, the acceptance and mentoring of student teachers, changes in teacher assignments, implementation of the Common Core State Standards, etc. The Committee shall perform this task over the term of this agreement and shall make recommendations to inform future contract negotiations.
- 5) Committee agendas will be developed jointly by the co-chairpersons of the Committee.
- 6) All decisions of the Committee will be achieved by consensus.
- 7) At the initial Committee meeting, the Committee will develop the ground rules by which the Committee will operate. These ground rules will be read aloud at the commencement of every meeting and will be reviewed annually unless waived by consensus. Consensus shall be defined by the Committee.
- 8) At each meeting, the Committee will select an individual to act as the official recording scribe for that meeting.
- 9) Minutes of meetings will be distributed to Committee members, Association President, and Superintendent within seven (7) days following meetings of the Committee.
- 10) The Committee may establish sub-committees to assist with their work.
- 11) Sub-committees will be jointly appointed by the Superintendent/designee and the Association President/designee.

- 12) The Committee shall be authorized to utilize consultant(s) (examples include, but are not limited to, educational consultants, software consultants, credentialing trainers, etc.) as it deems appropriate. The cost, if any, shall be borne by the Board with advanced approval by the Superintendent.

d. Compensation

- 1) Any Committee work performed outside of the contractual work day will be paid at the agreed upon contractual rate (See Article X G).

e. Committee Authority

- 1) The Committee is responsible for jointly developing, reviewing, and recommending the policy, procedure, and process, including the evaluation instrument, for teacher evaluation.
- 2) The Committee shall not have the authority to negotiate wages, hours, or terms and conditions of employment.
- 3) The Board and the Association shall bargain during regular contract negotiations all elements of the teacher evaluation procedure that are not expressly prohibited subjects of bargaining, and these negotiations must be satisfactorily completed prior to the implementation of the evaluation procedure or prior to any modification or amendment of same. Any agreement that is achieved through said negotiations shall be subject to ratification by both parties.
- 4) Upon ratification of the negotiated agreement, the Board shall amend its evaluation policy to conform to the terms of this agreement.
- 5) If either party wishes to consider any change or revision to the evaluation procedure or process, including the evaluation instrument, during the term of this agreement, it will discuss the matter with the Committee. If the discussion results in a recommendation by the Committee to change or revise the evaluation procedure or process, including the evaluation instrument, during the term of the agreement, then said recommendation shall be subject to ratification by the Board and the Association, to the extent that any proposed changes

affect terms and conditions of employment, including working conditions, as defined by state law.

- 6) In the event of legislative action by the Ohio General Assembly that impacts in any way on this topic, the parties to this agreement shall discuss this topic to determine whether adjustments are appropriate during the term of this agreement.

5. Orientation

- a. Not later than September 15 of each year, or in the case of a new teacher, within thirty (30) days of the first day worked, each teacher shall be notified in writing of the name and position of his or her evaluator. A teacher will be notified in writing of any change in his/her evaluator within two (2) weeks of the change.
- b. A teacher newly employed or one reassigned after the beginning of the work year shall be notified by the evaluator of the evaluation procedures in effect. Such written notification shall be within two (2) weeks of the first day in a new assignment.

6. Training/Professional Development

- a. No later than September 15 of each year, training, and updates on the components of the teacher evaluation cycle including the determination of evaluation ratings, the Standards for Ohio Educators, rubrics, tools, processes, methodology, and the use of High Quality Student Data (HQSD) will be provided, at Board expense, for all teachers prior to the implementation of the evaluation procedure.
- b. Joint Evaluation Instrument Training
 - 1) The Board, through the BLTs, shall provide joint training and written instruction for administrators and teachers that ensures awareness of and an understanding of all processes, forms and tools used in the evaluation procedure by September 15th or in the case of a new teacher, not later than thirty (30) days after initial employment with the District.
- c. Teachers
 - 1) Each new teacher shall be given training on the purpose, mechanics, and dimensions of the evaluation cycle, including the teaching standards and rubrics on which the evaluation is

based by September 15th or if past September 15th, no later than thirty (30) days after initial employment with the District.

- 2) Written instructions will be supplemented by specific group evaluation instrument training to familiarize teachers on how the evaluation instrument is designed and how the evaluation instrument will be utilized.
- 3) Nothing herein shall remove the primary responsibility of teachers to familiarize themselves with the Ohio Teacher Evaluation System.

7. Schedule for Evaluation

- a. All teachers evaluated based on these procedures shall not have additional evaluations outside these guidelines.
- b. The evaluation cycle shall be completed not later than the first (1st) day of May, and the teacher being evaluated shall receive a written report of the results of this evaluation, including the assigned evaluation rating, not later than the tenth (10th) day of May.
- c. If the Board has entered into a limited contract or extended limited contract with a teacher pursuant to section 3319.11 of the Ohio Revised Code, the Board shall perform a minimum of three formal observations during the evaluation cycle in any school year in which the Board may wish to declare its intention not to re-employ a teacher pursuant to division (B), (C)(3), (D), or (E) of that section.
- d. Teachers who receive a rating of “Accomplished” on his/her most recent evaluation cycle may be evaluated once every three (3) years, so long as the teacher submits a self-directed professional growth plan to the evaluator and the evaluator determines that the teacher is making progress on that plan. Teachers with ratings of Accomplished may choose their credentialed evaluator for the evaluation cycle. However, each year at least one predetermined 30-minute observation, using the negotiated, informal observation form used in Ohio ES shall occur and include a post-observation conference.
- e. Teachers who receive a rating of “Skilled” on his/her most recent evaluation cycle may be evaluated once every two (2) years, so long as the teacher and evaluator jointly develop a professional growth plan for the teacher and the evaluator determines that the teacher is making progress on that plan. Teachers with ratings of Skilled may request their credentialed evaluator for the evaluation cycle.

However, each year at least one predetermined 30-minute observation, using the negotiated, informal observation form used in Ohio ES shall occur and includes a post-observation conference.

- f. Holistic evaluations will be completed by the end of the first semester. Growth/improvements plans will be completed by October 31st for teachers returning to the district. Growth/improvement plans will be completed for teachers new to the district by no later than November 15th. The Superintendent and Association President may agree to adjust these dates due to extenuating circumstances.

8. Criteria for Teacher Evaluation

- a. A teacher's performance shall be assessed based on the Ohio Standards for the Teaching Profession and the criteria set forth in the evaluation instrument, Appendix N to this agreement.
- b. No teacher shall be evaluated on his or her classroom/instructional work performance except based on the observations of the teacher by the teacher's assigned evaluator, evidence, and the walkthroughs that are set forth in this agreement.
- c. All monitoring or observation of the work performance of a teacher shall be conducted openly and with full knowledge of the teacher.
- d. No misleading, inaccurate, untimely, or undocumented information may become part of a teacher's teacher evaluation. All results and conclusions of teacher evaluations must be documented and supported by evidence.
- e. Evaluation data may be collected through the use of electronic devices as approved by the Teacher Evaluation Committee. No video or audio recording shall be made or used at any time during the observation/evaluations process unless the teacher and/or administrator is working remotely, and the video or audio recording is mutually agreed upon by the teacher and evaluator.
- f. The OTES Self-Assessment Form may be utilized by teachers as a resource, but it is not required, nor is the completion of such Form or its contents to be used in determining the evaluation cycle or rating outcomes.

9. Observations

- a. Schedule of Observations

- 1) A minimum of two (2) formal observations shall be conducted to support each full evaluation cycle. A formal observation shall last a minimum of thirty (30) continuous minutes. If a teacher's performance is found deficient to the extent that adverse personnel action may result, a minimum of one additional observation shall be conducted which will be a formal holistic evaluation.
- 2) The first formal observation shall be holistic. The second formal observation shall be focused on 2 or 3 areas from the teacher performance evaluation rubric identified for growth. Evidence from other areas of the rubric may be documented as part of the formal focused evaluation.
- 3) There shall be at least three (3) weeks between formal observations. A teacher employed under a limited or extended limited contract or who is under consideration for non-renewal will receive three formal observations, in the following order: holistic, focused, holistic.
- 4) All formal observations shall be announced.

b. Observation Conference

- 1) All formal observations shall be preceded by a conference between the evaluator and the teacher in order for the teacher to explain plans and objectives for the work situation to be observed. A pre-observation conference may be waived by the teacher.
- 2) A post-observation conference and notification of placement on the teacher performance rubric shall be held within fifteen (15) days after each formal observation. Conversation will be based upon the Teacher Performance Evaluation observation rubric. Following the post-observation conference for the first formal holistic observation, the teacher and evaluator shall identify 2 or 3 areas from the teacher performance evaluation rubric identified for growth. At the post-observation conference, teachers may provide additional evidence to the evaluator, including but not limited to student information affecting educational progress, student interest or learning style surveys, newsletters, classroom rules, lesson plans, portfolios, summative assessments, and student work samples.

- 3) A teacher may request a formal observation at any time in addition to those required by this procedure.

10. Walkthroughs

- a. A walkthrough is an informal observation that focuses on not more than two (2) of the following domains:
 - 1) Focus for Learning;
 - 2) Knowledge of Students;
 - 3) Classroom Environment;
 - 4) Assessment of Student Learning;
 - 5) Lesson Delivery;
 - 6) Professional Responsibilities.
- b. The walkthrough shall not exceed fifteen (15) consecutive minutes in duration.
- c. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.
- d. Feedback from walkthroughs shall be provided electronically on the next teacher work day following the walkthrough. The teacher and/or administrator may request a face to face meeting to discuss observations relative to the identified focus of the walkthrough.

11. High Quality Student Data (HQSD)

- a. Each educator being evaluated shall use two (2) measures of high quality student data (HQSD). When applicable to the grade level or subject area taught by the teacher being evaluated, HQSD shall include the value-added progress dimension as one (1) source of HQSD.
- b. When utilizing vendor assessments to construct HQSD, all related teaching, student, and other educational materials may be purchased, and all affected staff shall be trained on utilization of the assessment. When a vendor assessment is needed, information will be provided to teachers so that input can be communicated to administration.

- c. HQSD shall be used as evidence in any component of the teacher's evaluation in accordance with the rubric as developed by ODE.
- d. No Evaluation Factor shall be impacted by student performance on an assessment except under the domains of Focus for Learning, and Assessment of Student Learning in the teacher performance evaluation rubric. Documentation of HQSD analysis and rating will be placed in the notes box in the High-Quality Student Data section of the OTES 2.0 online platform.
- e. "Evidence of Appropriate Growth" for HQSD will be defined by the rubric created by the HQSD Committee. The rubric will be evaluated by the HQSD Committee annually and adjusted as needed.

12. Finalization of Evaluation

- a. Written Report
 - 1) Before the evaluation cycle is final, and not later than May 10, a copy of the formal written evaluation report shall be given to the teacher and a conference shall be held between the teacher and the evaluator.
- b. Completion of Evaluation Cycle
 - 1) The evaluation cycle shall acknowledge, through the gathered evidence, the performance strengths of the teacher evaluated as well as performance deficiencies, if any.
 - 2) The evaluator shall note evidence from the teacher's current evaluation cycle to complete the final holistic performance rating.
 - 3) The evaluation cycle rating shall be based upon a preponderance of the evidence, assessed in a holistic manner. All evidence of performance of teacher practice will be collected, must be factual, and documented.
 - 4) The evaluation report shall be signed and pinned by the evaluator. The evaluation report should then be signed and pinned by the teacher to verify notification to the teacher that the evaluation will be placed on file, but the teacher's signature and pin should not be construed as evidence that the teacher agrees with the contents of the evaluation report.

- 5) The evaluation report shall be completed by May 10, signed by both parties, and sent to the superintendent.

c. Data Reporting

- 1) The Board will continue to utilize the OhioES system in the teacher evaluation process under the Ohio Department of Education's reporting system unless or until such time as either the legislature or a court of competent jurisdiction has altered the position of OhioES not responding to public records requests of information stored by that system.
- 2) In such eventuality, the Board agrees to immediately move to report "Only the Final Summative Rating of Teacher Effectiveness" to OhioES.
- 3) In addition, the parties agree to meet annually to review the status of the public records position of OhioES, vis-à-vis the viability of its continuing to prevent access to teacher records other than at the local level.

d. Response to Evaluation

- 1) The teacher shall have the right to respond in written or electronic format to the evaluation final holistic rating 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.

13. Professional Development – Professional Growth, Improvement Plans and Improvement Pathway

- a. The professional growth plan shall include the following components:
- 1) Identification of area(s) for future professional growth;
 - 2) Specific resources and opportunities to assist the teacher in enhancing skills, knowledge, and practice including a review of Board-approved and funded options, if applicable; and
 - 3) Outcomes that will enable the teacher to increase student learning and achievement.

- 4) A teacher may use his/her Professional Growth Plan to develop his/her IPDP for the LPDC in order to meet renewal requirements for their certificate/license.
- b. The improvement plan shall include the following components:
- 1) Specific statement of concern related to the Ohio Standards for the Teaching Profession;
 - 2) Specific goal to improve performance on the Ohio Standards for the Teaching Profession;
 - 3) Specific, measurable action plan and instructional practices to be observed;
 - 4) Specific, evidence-based resources, and assistance to be provided;
 - 5) Clearly articulated timelines for the completion of the plan;
 - 6) Monetary, time, material, and human resources sufficient to realize the expectations set forth in the plan; and
 - 7) Shall utilize the contents of the improvement plan that is reflected in the attached form to this agreement as Appendix N that will be in OhioES.
- c. Professional growth and improvement plans shall be developed as follows:
- 1) Teachers whose evaluation rating is Accomplished shall develop a self-directed plan for continuing professional growth. Teachers rated accomplished or who have the professional growth plan shall include the components listed in 13 a.
 - 2) Teachers whose evaluation rating is Skilled shall develop a professional growth plan collaboratively with his/her credentialed evaluator. The professional growth plan shall include the components listed in 13 a.
 - 3) Teachers whose evaluation rating is Developing shall develop a professional growth plan guided by their evaluator, pursuant to the terms of this Agreement.

- 4) Teachers whose final holistic evaluation rating is Ineffective shall develop a professional improvement plan guided by their assigned evaluator, pursuant to the terms of this Agreement.
-
- d. Professional growth and improvement plans shall be aligned to the Teacher's most recent evaluation and, include components of the District's or Building level improvement plan required under the "Elementary and Secondary Education Act of 1965".
 - e. No Improvement Plan or Professional Growth Plan will have more than two (2) goal statements which are aligned to the Teacher Performance Rubric.
 - f. The Board shall provide professional development, mentoring/coaching, the allocation of financial resources to accelerate teacher growth and improvement; and support to poorly performing teachers.
 - g. Remediation of Deficiencies Identified During Observations – Improvement Pathways.
 - 1) Formal observations resulting in the identification of performance deficiencies shall be addressed during the post-observation conference. All deficiencies identified by the evaluator using the teacher performance evaluation rubric shall be evidence based, compiled, and reported in writing and documentation shall be provided to the teacher at the post-observation conference.
 - 2) The evaluator involved shall make written recommendations using the teacher performance evaluation rubric for the purpose of remediation of identified deficiencies.
 - 3) If the evaluator determines a pathways plan is needed, 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 as Appendix N)
 - 4) The improvement pathway, as outlined in this section shall include:
 - a) An Improvement Statement identifying specific area(s) for improvement as related to Ohio Standards for the Teaching Profession.

- b) 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.
 - 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 pathway.
 - 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).
- 5) If an improvement pathway is developed prior to March 1, those identified deficiencies shall be reevaluated as part of the teacher evaluation cycle 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.
 - 6) If an improvement pathway is developed after March 1, the plan shall be continued into the next school year.

14. Due Process

- a. Teachers who provide evidence that identifies errors with, HQSD, data collection or calculation, collection and/or alignment of evidence to the educator standards, and/or the evaluation rating shall be permitted to request a meeting in the following order to address the concern: the evaluator, Director of Instruction, and the Superintendent. The Association President will be notified if a meeting is scheduled with the Director of Instruction and/or the Superintendent.
- b. A teacher shall be entitled to Association representation at any conference held during this procedure.
- c. Any violation of either procedural or substantive due process shall be addressed through the grievance procedure.

15. Non-OTES Members

- a. Bargaining unit members who spend less than fifty percent (50%) of their time in teaching students shall follow the evaluation system established in the 2012-2013 agreement.

K. Ohio School Counselor Evaluation System

- 1. Pursuant to Ohio Revised Code 3319.113, all school counselors shall be evaluated under the OSCES evaluation system subject to the following conditions:
 - a. The school counselor evaluation procedure applies to all school counselors employed by the Board of Education of the Galion City School District.
 - b. All observations/evaluations shall be done utilizing the Ohio Department of Education's (ODE) rubrics, observation, and evaluation forms. See Appendix W.
 - c. All procedural safeguards provided to OTES teachers under the Agreement shall be afforded to School Counselors including, but not limited to:
 - 1) Schedule of Evaluation
 - 2) Criteria for Evaluation
 - 3) Finalization of Evaluation
 - 4) Informal and Formal Observations
 - 5) Evaluators
 - 6) All timelines for the appointment of an evaluator
 - 7) Orientation
 - 8) Training
 - 9) Professional Development-Professional Growth Plans/Improvement Plans
 - 10) Due Process

2. Pursuant to Article IV, Section (J)(4) of the Agreement, the Parties agree to utilize the standing joint Evaluation Development Committee for reviewing and recommending changes to the School Counselor evaluation policy, and for developing, reviewing, and amending the list of Metrics of Student Outcomes approved for use in the school counselor evaluation, and other evaluation concerns.
3. The Board shall not conduct an evaluation for any counselor who was on leave for 50% or more of the school year, or who submitted notice of retirement and such notice has been acted on by the Board of Education of the Galion City School District on or before December 1 of the school year in which they plan to retire.

L. Supplemental Contracts

Upon the recommendation of the Superintendent, the Board may issue a supplemental written contract pursuant to Section 3319.08 of the Revised Code. Such supplemental contract shall be for such duration as set forth in said supplemental written contract; no member of the bargaining unit shall be entitled to any notice of non-reemployment, written statement of circumstances that led to the Board's action not to reemploy, right to a hearing before the Board on the matter of such non-reemployment or shall be subject to any evaluation or other procedure as may be required by Sections 3319.11 and 3319.111 of the Revised Code or to any similar requirements as may be set forth in this Agreement. A member's performance in a supplemental position shall not have an adverse effect on the member's job performance under a regular limited contract.

M. Special Needs Students

1. All members of the bargaining unit who may be required to assume responsibility for orthopedically handicapped students who are orthopedically impaired shall be provided with in-service training with regard to the special needs and movement of the orthopedically impaired.
2. Should it be necessary for such student to be moved from one building level to another, such movement shall be performed by an individual other than the member. Arrangements shall be made for the necessary help that would be necessary to assist the member in moving from the building or to a safe location within the building in emergency situations.
3. Upon the request of either the orthopedic teacher or other member(s), lifting equipment will be provided and/or the assistance of another individual who would move the student in classroom, from classroom to classroom, and to a safe location in emergency situations.

4. No bargaining unit member shall provide or conduct necessary medical procedures. No bargaining unit member, except those involved in the pre-school program, shall be required to perform custodial care services.

ARTICLE V

TEACHING CONDITIONS

A. Preparation Time

1. Definition

- a. Elementary preparation time is that time members are free from student responsibility during the teacher day while their classes are being conducted by special teachers in music, art, physical education, and/or other Board designated programs.
- b. High school and middle school preparation time shall be regularly scheduled blocks of time free from student responsibility; preparation periods shall be equal in length to instructional periods or multiples thereof.

2. Time Requirements

- a. Elementary teachers, including specialists, remedial reading, and special education teachers, shall have daily preparation time equal to the number of minutes of instruction in music, art, physical education or other program(s) conducted by a specialist as required in state minimum standards or approved by the Board. Such preparation time shall be no less than 200 minutes per week and in blocks of at least 40 minutes each unless altered by calamity days or other temporary scheduling changes. A member's responsibility for student supervision shall be completed at the end of the student day.

High school and middle school shall have at least one (1) period per day of preparation time unless altered by calamity days or other temporary scheduling changes

B. School Calendar

1. A joint committee composed of four (4) members from GEA and two (2) members from OAPSE appointed by their respective Presidents and two (2) administrators will meet to develop two (2) draft calendars for the subsequent school year. Draft calendars will be prepared by December 15 to allow vote by both memberships and administration by secret ballot. All

votes will be counted by the calendar committee. The calendar with the majority vote will be recommended to the Board of Education.

2. The Board shall then proceed to adopt a calendar for the succeeding school year.
3. Nothing herein shall constitute a waiver of any right the Association may have to contend at any subsequent proceeding that the establishment of such calendar or any amendment or modification thereof is a mandatory subject of bargaining.

C. Length of School Year

The member contract year shall consist of no more than one hundred eighty-four (184) days, of which one hundred eighty-one (181) will be classroom instruction days as defined by the Ohio Revised Code. Non-instructional days shall be used as follows: one (1) day shall be used for orientation and shall be scheduled immediately before the start of the student school year and one-half (1/2) day shall be scheduled immediately after the close of the school year. The remaining day (1) and one-half (1/2) for district in-service will be identified annually by the calendar committee.

Bargaining unit members who are new to the district shall work an additional three (3) days and will be compensated with a \$150.00 stipend.

On the last day of each of the first three (3) quarters of each school year, students shall be released two (2) hours early for the purpose of teachers completing student grading and progress reports.

All teachers assigned as Intervention Specialists shall be provided two (2) school days per school year for the purpose of writing and/or reviewing Individualized Education Programs (IEPs). Days will be assigned by the administration. IEP writing days will not occur on a Friday.

D. Length of Teacher Day

The primary, intermediate, middle, and high school teacher day shall not exceed seven and one-half (7½) hours inclusive of lunch unless modified as part of a one (1) year pilot program as referenced below.

The teacher day will start no earlier than 7:00 a.m. and no later than 9:00 a.m. unless modified as part of a one (1) year pilot program as referenced below.

The length of periods at the high school and middle school will be no less than forty (40) minutes and no more than ninety (90) minutes unless modified as part of a one (1) year pilot program as referenced below.

The parties agree that, with the agreement of GEA Leadership and the Administration, a pilot program for alternative scheduling may be implemented for one (1) school year. If the parties wish to extend the pilot program beyond one (1) school year in the form originally adopted or with modifications, formal agreement between the parties is required.

Once established, the schedule will not be changed until the following school year.

The Board may offer a voluntary alternative schedule for flexible programming. This would be a member's primary assignment with no difference in pay (current salary schedule). These positions would be filled only by teachers who elect to accept the positions. No member will be involuntarily transferred to a position that is on an alternative schedule. Any and all full time positions in the alternative schedule program will be bargaining unit positions.

E. Class Size/Member Workload

1. When in grades K through 5, the member's workload in a regular elementary class exceeds twenty-seven (27) during any part of the day, an educational assistant shall be assigned to such class for one-half (1/2) of the student day. In departmentalized settings, the educational assistant will follow the students with the class that exceeds 27 during the assigned half day. Members may submit a written statement to their principal indicating that they do not want the educational assistant. If such a statement is submitted, the educational assistant will not be assigned. If the enrollment falls below twenty-eight (28), the educational assistant may be removed. When two or more classes at any one elementary level in the same building reach a size of twenty-eight (28) students, additional students entering that level will be assigned to classrooms in an equitable manner so that class size will not vary by more than one (1) student, unless mutually agreed to by the building principal and the involved member(s). Both the Board and the Association agree that the goal for grades K-2 should be twenty (20) or less; in grades 3-4, twenty-two (22) or less; and in grades 5-6, twenty-five (25) or less.
2. When a member's workload at the middle and/or senior high school level exceeds one hundred seventy (170) students per day, an educational assistant shall be assigned for one half (1/2) of the student day. Members may submit a written statement to the principal indicating that they do not want the educational assistant. If such a statement is submitted, the educational assistant will not be assigned. If the member's workload falls below one hundred seventy-one (171), the educational assistant may be removed. Both the Board and the Association agree that a conscientious effort will be made to equalize the number of students in each section of the same classes and the number of students in each teacher's classes consistent with the need to meet all students' academic requirements.

3. Any bargaining unit member assigned to travel off campus to teach shall be entitled to travel time from the end of the last assignment in one building until the beginning of the assignment in the next building. The maximum travel time allowed for off campus travel shall be thirty (30) minutes of travel time per trip. Travel time on campus shall be no less than ten (10) minutes between the high school and middle school buildings, no less than five (5) nor more than ten (10) minutes between the primary and intermediate buildings, and fifteen (15) minutes between the secondary and elementary buildings. Any scheduling/traveling issues pertaining to students that arise at the end of a class period shall be addressed by the administration.
4. All students shall be counted when determining the aforementioned numbers.
5. The Board shall ensure that no class size exceeds the maximum established by state or federal law; that no class size exceeds the number of desks or work stations necessary for each student; and that no class size shall exceed the physical facilities or equipment necessary to provide adequate instruction.
6. When the number of students served in a resource room by the Intervention specialist exceeds the number of students permitted to be served at one time without issuance of a waiver (as established by Ohio Operating Standards for Students with Disabilities), an educational assistant shall be assigned for one-half ($\frac{1}{2}$) of the student day. Members may submit a written statement to the principal indicating that they do not want the educational assistant. If such a statement is submitted, the educational assistant will not be assigned. If the class falls below the stated limits, the educational assistant may be removed.
7. Elementary specialists (art, music, and physical education teachers) shall work collaboratively with elementary department chairs, principals, and the District Administrator to develop special schedules for each school year. Staff and administration will have input into the development of the schedule. The district goal will be to have the schedule completed by the end of the preceding school year.
8. Under IDEA, an IEP Team must consider inclusion opportunities whenever possible when determining appropriate placement for a student. Staff can give "input", but it ultimately must be the decision of the IEP Team for appropriate placement of a student with special needs.
9. Staff will have "input" in student class placement for all students for the ensuing contract year, but it is ultimately the decision of the administration as to all student class placement.

F. Split Classes

The Board of Education and the Association agree to no split core classes in K-8 and no split physical education classes in K-8 with the exception of special education classes.

G. Instructional Materials and Supplies

1. Building principals will receive from each teacher in their buildings a summary of the next year's supply needs, not later than March 1. Except as otherwise provided in subsection (3) below, at any time funds are made available for the member use, the members shall be given at least thirty (30) days to determine needs and complete requisitions.
2. A reasonable supply of the normally used teacher supplies shall be made available in each building to begin the year and shall be made available to members upon reasonable request. These supplies shall be replenished upon the request of the building provided funds remain in the supply account.
3. Members are urged to requisition supplies, ahead of time, through the building principal under normal circumstances. However, the Treasurer shall establish an account, in each school, with specific guidelines for expenditures involving immediate need and for supplies that cost a small amount. Except in cases of urgent necessity, no such supplies will be requisitioned for the remainder of the school year after April 1.

H. Building Meetings

All building meetings involving members shall be considered as part of the regular duties of members. Members shall not be required to attend more than two (2) staff level meetings per month, except in emergency situations. Meetings held after school shall commence as soon as possible after the dismissal of students and shall not exceed one (1) hour beyond the normal teacher school day. Morning meetings shall not exceed one (1) hour in duration unless the meeting is held on a "late-start day" and the meeting extends into what would normally be student class time.

I. Teaching Facilities and Instructional Equipment

Teachers shall have direct access to all facilities, materials, supplies, and instructional equipment housed within their school system building that are essential and necessary for the performance of their teaching responsibilities in accordance with reasonable guidelines to be established by the principal and any necessary accounting procedures. Building principals and Central Office

administrators will determine how many keys and/or access codes will be available to bargaining unit members.

J. Lunch Period for Teachers

All members shall be entitled to a scheduled uninterrupted, duty-free lunch period of at least thirty (30) minutes. Except in emergency situations, including extreme student unrest, power outage, or other extreme circumstances that would or might require maximum student supervision, such members shall be permitted to leave the building during this period of time.

K. Parent Complaint Procedure

1. Attempts to resolve parent complaints regarding a staff member normally should be resolved by contact between the staff member and parent. If the parent first contacts the principal, he/she shall attempt to schedule a conference involving the member and the parent.
2. When complaints are received by other administrators or at the Board level, the recipient of the complaint shall urge that the parent first contact the member to attempt to resolve the problem at that level.
3. A copy of any material relating to a parent complaint which is placed in the personnel file shall be provided to the member, who shall acknowledge receipt of the material by signing a copy of the complaint. The member shall have the right to respond with a signed, written report which also shall be placed in the personnel file if submitted within fifteen (15) business days of the member's receipt of the complaint.
4. When a parent complaint is placed in the file, the member shall have the right to submit a written response to be placed with the complaint in the file if submitted within fifteen (15) business days of the member's receipt of the complaint.
5. This section in no way nullifies the rights guaranteed to members under Article IV, Section F of this Master Agreement.
6. Notification shall be given to the member when any parent complaint/communication, which requires mediation or solution directly effecting the classroom situation, has been received.
7. No member of the bargaining unit shall take any reprisal against any child of a person who has made a complaint against a teacher by reason of such complaint. Reprisal is a proven, deliberate action taken against the student by the teacher with the intent of retaliation against the parent.

L. Parent/Teacher Conferences

1. The fall conferences for K-12 will consist of two (2) days as determined by the calendar committee and will include evening hours to accommodate parent schedules. The spring conference for grades K-12 will consist of one (1) day and occur in the evening. The teachers will receive one (1) comp day for working the fall conferences. The comp day will occur on the Wednesday prior to Thanksgiving Day. The teachers will receive one-half ($\frac{1}{2}$) day comp time for working the spring conference date. The one-half ($\frac{1}{2}$) comp day will occur on the last teacher workday of the school year. Members of the bargaining unit shall strive to schedule each parent of each child for a parent/teacher conference within the regularly designated conference days and times. However, conferences may be scheduled on other days (due to parent or member availability) and members have the latitude to restructure the amount of time spent at school during the designated conference days to reflect these changes. The teacher day shall not exceed the regular teacher day without the consent of the member(s) involved. The building principal shall have the right of approval of any deviation from the regular conference schedule. Designated conference days will be given first priority when scheduling conferences

Members will not be charged leave time that is requested on Parent/Teacher Conference Day if the time/conferences are scheduled during hours outside the regular work day within two (2) weeks of the scheduled work day.

M. Placement of Special Education Students in Regular Classrooms

1. The IEP Team along with the regular classroom member shall be given the opportunity to review IEP goals and objectives with the Intervention Specialist and building principal (as needed) at the commencement of the placement of a student with special needs.
2. If the regular classroom member feels that the special education student is continually disrupting or presenting a safety issue to the educational atmosphere of the regular classroom, the member should advise the intervention specialist and the principal to discuss the problem. If the student's IEP needs to be changed, an IEP team meeting will be called.
3. The placement of students with special needs in all classroom settings will be determined by the IEP team. All efforts will be made in accordance with Ohio Operating Standards to balance class numbers between general and special education students. The placement of students with special needs in all classroom settings shall not be subject to the grievance procedure.

N. Maintaining Student Grades

Teachers shall maintain records of student grades on a timely basis. If concerns exist with respect to the timely maintenance of students' grades, a meeting will occur between the teacher and the principal to discuss.

O. Online Make-Up Hours

Upon ratification of a successor Agreement, effective August 15, 2025, the Labor-Management Committee shall meet within ten (10) business days to form a subcommittee, with the membership of the subcommittee to be determined by the GEA President and the Superintendent, to study how the parties will jointly address the requirements of R.C. 3313.482. A plan will be finalized for recommendation to the Board by July 1, 2025. Upon approval by the Board, the new requirements for Article IV, Member Protection, Section O. (Renamed "Online Make-Up Hours") shall be adopted by a Memorandum of Understanding and included in the GEA collective bargaining agreement, effective August 15, 2025. The parties may determine to delay printing the new collective bargaining agreement, effective August 15, 2025, to incorporate this change.

P. Open Houses

Each year, Galion City Schools shall hold an Open House the evening immediately prior to the first student day. Each bargaining unit member is required to attend. In exchange for attendance at the Open House, the District, including staff, will operate on a two hour delay the first student day of school.

ARTICLE VI

PROFESSIONAL ENRICHMENT

A. Professional Development

The Board and the Association take seriously the need for professional development enrichment programs. With this in mind, building, departmental, and/or district professional development needs shall be planned jointly by the Board and/or administration and the Association through the District Leadership Team ("DLT") (see DLT, Section C, below). All participants shall have the opportunity to evaluate the merits of the programs. The results shall be used in future professional development planning. Said programs may include options such as visitations, planned seminars, workshops, authorized continuing education programs, etc. No in-service will start later than 8:30 a.m.

B. Orientation of New Staff

The names and addresses of all new staff members and their buildings, grade, and where applicable, subject assignments, shall be available to the Association and may be obtained from the Board offices as soon as available for private use of GEA. The administration will provide a “big brother/big sister” for each new staff member. The “big brother/big sister” will be in the same building as the new staff member. Each “big brother/big sister” shall receive a stipend in the amount of one hundred dollars (\$100) payable in two installments, fifty dollars (\$50) in December, and fifty dollars (\$50) in May.

C. District Leadership Team (“DLT”)

1. A District Leadership Team (“DLT”) shall be composed of four (4) building principals, three (3) central office administrators with one (1) central office administrator who shall act as chairperson, the District Technology coordinator, four (4) elementary members (two [2] from each building), two (2) middle school members, and two (2) high school members. One (1) member shall come from the Galion Local Professional Development Committee (GLPDC). The Superintendent and the Association President will collaborate on the appointment of all individuals to the DLT, with the stipulation that all individuals appointed to the DLT must also serve on the BLT. Each side shall establish alternate members (not to exceed three alternate members).

The Board and the Association agree that if additional or different members are required to be appointed to the DLT as a result of a change in rule or law regarding committee composition, then the Superintendent and the Association President will collaborate on the appointment of the additional or different members to the DLT, in accordance with change in rule or law.

2. The function of the DLT in regards to curriculum shall be as follows:
 - (a) To review and make recommendations for implementation of the curriculum.
 - (b) To preview instructional materials, textbooks, and technology with input sought from teachers who are directly impacted by the use of the materials/textbooks.
3. All decisions of the DLT shall be made using the consensus-based decision making process, i.e., the principles of the Federal Mediation and Conciliation Services (FMCS). Professional development recommendations of this committee’s work will not be subject to approval from another body.

4. Copies of all DLT recommendations shall be forwarded to the Superintendent and Association President. The Superintendent and Association President shall review such recommendations and either submit them to the Board for its consideration or return them to the DLT for modification or further study. Any concerns on the part of either person shall be brought to the attention of the DLT within ten (10) days of receipt of such recommendations.

D. Labor-Management Committee

1. The Board and the Association hereby establish a Labor-Management Committee, the purpose of which is to address issues and interest which develop during the course of the day to day operations of the school district. The adjustment of grievances shall not be a topic for discussion. This cabinet shall meet on a minimum of a monthly basis. Meetings dates will be agreed to in September for the entire school year, but may be altered by mutual consent.
2. A Labor-Management Committee shall consist of the Association President and seven (7) representatives chosen by the Association President. The Committee shall also consist of one (1) Board member appointed by the Board of Education, the Superintendent, and six (6) administrators appointed by the Superintendent.
3. Before an issue may be presented to the Labor-Management Committee, it shall first be presented to GEA leadership, the building principal or immediate supervisor. If the issue remains unresolved, it can then be brought before the Committee.

Training will be provided at the Board's expense and on an as-needed basis as determined by the members of the Labor-Management Committee.

4. Memoranda of Understanding developed by the cabinet and which interpret the contract are subject to approval by the Board of Education and the Executive Committee of Association. Any proposed amendments, additions, or deletions to the contract are subject to ratification by the Board of Education and the membership of the Association, not to exceed seven (7) GEA members total; the Superintendent, Treasurer.
5. LMC training will be scheduled at the beginning of the school year, to be provided by FMCS.

E. Resident Educator

1. Each teacher hired new to the Galion City School System, who is required to complete a Mentor/Resident Educator program, will have a mentor during

the first year of the program and a Resident Educator Summative Assessment (“RESA”) facilitator for the second year, appointed for him/her by the Superintendent after consultation with the Resident Educator Program Coordinator (“REPC”). The mentor/RESA facilitator will be a teacher of no less than five (5) years’ experience and will have completed the necessary training provided by the state of Ohio.

2. The mentor or RESA facilitator will work with the Resident Educator, the REPC, and other appropriate officials in assisting the Resident Educator in his/her initial years of employment in accordance with the program developed by the state department of education, as revised, effective Fall 2023.
3. Resident Educator Mentors/RESA facilitators will be compensated through a stipend of \$600.00 per Resident Educator Mentee assigned to them. In addition, the REPC will be compensated, in addition to any amount for mentoring a Resident Educator, in a stipend in the amount of \$600.00.
4. The assigned mentor or RESA facilitator shall collaborate with the building principal and other staff members, as appropriate, to assist the Resident Educator in the successful completion of his/her responsibilities. The mentor/RESA facilitator shall not be involved in the formal teacher evaluation process.
5. The responsibilities of the mentor/RESA facilitator shall include, but not be limited to, the following:
 - a. Participation in mentorship and/or facilitator training.
 - b. Accessibility to the Resident Educator on a daily basis with occasional classroom observation, meet monthly the first and second years, from September through May, including an initial group meeting in August with the resident educators and their mentors/facilitators.
 - c. Keeping a log of all dates and times of classroom visits and consultations, submitting the same to the Resident Educator Program Coordinator upon request and at the conclusion of the school year.
6. The REPC will coordinate the activities of the mentors/RESA facilitators under the guidance and direction of the District Central office and will communicate any concerns regarding the Resident Educator Program to the appropriate administrator. The administration is responsible for submitting all appropriate information to the State Board of Education.

7. General Provisions

- a. Other than a notation to the effect that a teacher served as a Mentor Teacher/RESA facilitator, the teacher's activities as a Mentor Teacher/RESA facilitator shall not be part of that staff member's evaluation.
- b. No Resident Educator shall be required to remain in a resident educator program after advancing to a professional educator license.
- c. Neither the REPC nor any Mentor Teacher/RESA facilitator shall participate in the District's evaluation of any Resident Educator.
- d. Neither the REPC nor any Mentor Teacher/RESA facilitator shall be requested or directed to make any recommendation regarding the continued employment of the Resident Educator.
- e. Neither the REPC nor any Mentor Teacher/RESA facilitator shall be requested or directed to divulge information from the written documentation, or confidential Mentor/RESA facilitator/Resident Educator or REPC/Resident Educator discussions. Any violation of this tenet by the Mentor Teacher/RESA facilitator or the REPC shall constitute grounds for immediate removal from his/her role as Mentor Teacher/RESA facilitator or REPC.
- f. The REPC and all Mentor Teachers/RESA facilitators and Resident Educators shall keep confidential all discussions, actions, materials and other information to the extent permitted by law.
- g. Mentor Teachers/RESA facilitators shall communicate directly with the Resident Educators and shall not discuss/report the performance and progress of the Resident Educator with any administrator, assessor, or other teacher, with the exception of the REPC.
- h. Resident Educators who are not successful in completing Year 1 or Year 2 of the program will be eligible to extend their two-year Resident Educator License.
- i. Mentor Teachers may serve in the dual role as Mentor Teacher/RESA facilitator after completing the required training. REPCs may also serve in more than one (1) role such as Mentor Teacher/RESA facilitator.
- j. See the State Board of Education website for additional information.

F. Local Professional Development Committee

1. Purpose

An “LPDC” shall be established for the purpose of determining whether the coursework taken by any teacher meets the requirements of the State Board of Education standards for license renewal. The LPDC will oversee and review professional development plans for coursework, continuing education units, and/or other equivalent activities.

2. Term of Office

The terms of office shall be for one (1) year, to be renewed annually.

3. Committee Composition

The Committee shall consist of five (5) members, except when an administrator’s coursework plan is being reviewed and voted upon, the Committee shall consist of a majority of teachers. The three (3) teacher members shall be appointed by the Association President. The Superintendent shall appoint the administrative members. Whenever an administrator’s coursework plan is being discussed or voted upon, the local professional development committee shall, at the request of one of its administrative members, cause a majority of the committee to consist of administrative members by reducing the number of teacher members voting on the plan.

In the event of a teacher member vacancy, such member shall be appointed by the Association President. In the event of an administrative member vacancy, the Superintendent shall appoint such member. A person appointed to fill a vacancy occurring prior to the expiration date of a term shall hold such office for the remainder of that term.

If a committee member’s coursework plan is up for review, he/she must abstain from any vote.

The Committee will consist of five (5) members, three (3) teacher members and two (2) administrators. Thereafter the Committee will maintain five (5) members in accordance with term of the section.

4. Chairperson and Recorder

The Committee chairperson shall be determined by majority vote of the Committee members. His/her term shall be one (1) year in length. The chairperson shall rotate from year-to-year between teaching employees and

administrative employees. The recorder shall be assigned by the Superintendent.

5. Decision-Making

Decisions shall be made by a majority vote of the Committee members present and voting so long as a quorum is present. A quorum shall consist of four (4) Committee members, at least two (2) of which must be teachers.

6. Training

- a. Members of the LPDC shall be afforded the opportunity to attend training on the purposes, responsibilities, functioning, and legal requirements of LPDCs based upon available financial resources. In the event two (2) members attend any training session, one (1) must be a teacher and one (1) must be an administrator.
- b. LPDC members shall be reimbursed for all actual and necessary expenses incurred as part of the training in accordance with school district policy.

7. Meetings and Compensation

- a. Each school year, the initial meeting of the LPDC upon member appointments shall be called jointly by the Galion Education Association President and the Superintendent.
- b. At such initial meeting, the Committee shall select a chairperson and such other officers, as the LPDC deems necessary. The LPDC shall prepare rules of conduct for its meetings thereafter and not later than September 10th of each year, post in each building the meeting schedule for the year.
- c. The LPDC shall meet as often as the members deem necessary to complete their work. All meetings, including appeals, shall be held outside of the regular instructional day, unless otherwise approved by the Superintendent.
- d. The chairperson shall receive a seven hundred dollar (\$700.00) stipend annually. The Committee members shall receive a four hundred fifty dollar (\$450) stipend annually. Such stipend shall be paid at the final pay of the school year. Members serving less than a year shall receive a prorated stipend.

8. Appeals Process

a. Level I

Any certificated/licensed staff member wishing to appeal the decision of the LPDC may petition the LPDC in writing for review within seven (7) working days of the LPDC's decision. The staff member may resubmit a proposal in writing, which shall be considered. The LPDC shall render its decision in writing within fourteen (14) working days of the receipt of the appeal.

b. Level II

- 1) Any certificated/licensed staff member wishing to appeal the decision of the Level I appeal may petition by filing a written appeal with the chairperson of the LPDC for review within seven (7) working days of the Level I decision.
- 2) An Appeals Committee will be appointed. The Appeals Committee shall consist of three (3) members. These members shall be one (1) teacher from the LPDC, one (1) administrator from the LPDC and an educator chosen by the staff member who is certificated/licensed in the same area. If such a member is unavailable, the staff member shall choose an educator from a comparable area.
- 3) Upon receipt of an appeal from Level I, the Appeals Committee shall meet to hear the appeal. The Committee shall render its decision in writing within fourteen (14) working days of receipt of the appeal.
- 4) The Appeals Committee's decision shall be final, and the decision shall not be grievable or otherwise challenged.
- 5) The staff member shall have the right to a representative of his/her choice at any level of the appeals process.

ARTICLE VII

RIGHTS OF THE ASSOCIATION

The Galion Education Association shall have the sole and exclusive association privileges enumerated in this article.

A. Building Use

The Association and its representatives shall have the right to use the school building after normal school hours upon written request and approval from the administrator at all reasonable hours. School use takes precedence. Representatives of the Association may hold small group meetings without the formality of a building use agreement, provided that the principal is notified in advance of the meeting to permit coordination of scheduled uses and further provided that the meeting would be completed prior to the normal closing time of the building.

B. Notices/Mail

The Association shall have the right to post notices of its activities and matters of Association concern on bulletin boards located in member lounges. All mail sent by the Association through the inter-building communication system will relate to the current business of the District. With the approval of the principal, the Association and/or its representatives shall have the right to make brief announcements at faculty meetings.

C. Board Meetings

1. The Association President shall be provided advance notification of all, regular and special, Board meetings. Said notice shall include the date, time, and place for the meeting. Notices of Board meetings shall be given at least twenty-four (24) hours prior to the meeting unless the meeting is of an emergency nature. In such case, notification shall be made at the earliest possible time prior to the meeting. The Association President or his/her designee shall be provided release time to attend Board meetings that are scheduled during the school day. The Association President shall arrange for his/her or said designee's class to be supervised without additional cost to the Board.
2. The Association President shall be provided a copy of the agenda for all Board meetings and two (2) copies of the official minutes for all Board meetings. Summary of Board meetings will be posted in each building within one (1) week after the Board meeting. Minutes of executive sessions of the Board need only reflect the general subject matter of discussions that occurred in executive sessions.

The Association representative shall be recognized and be afforded the opportunity to express concerns of the Association at Board meetings in accordance with rules governing public participation.

D. Payroll Deductions

1. Upon written request of a member of the bargaining unit, the Board shall provide payroll deductions of dues for membership in the Association and related organizations. Additionally, deductions shall be provided for United Way, credit union, annuities and bonds, government bonds, and political contributions. The enrollment period for payroll deductions of membership dues for the Association shall be from September 1 to October 15 of each year and due to payroll by October 20. Membership dues deductions shall begin in November of each year and continue in equal monthly amounts until the end of the following August. Staff members employed after October 15 shall have the right to enroll for payroll deduction of membership dues at any time. The enrollment period for annuities shall be during September and January, while bonds and United Way deductions can be initiated at any time. Transmittal of deducted monies to the appropriate agency shall take place within five (5) business days of the payroll date from which the deduction was made.
2. The Board further agrees that in the case of membership dues, should an individual's employment be terminated, the balance due for membership dues will be held from the involved member's final paycheck, or the Association may approve (in writing) the termination of employee payroll deduction of dues. The time period for the involved membership shall be for a one-year period of time. Members, upon signing the membership application form, are obligated to pay the appropriate dues amount for this one-year period of time whether they pay by cash, credit card, or payroll deduction. This obligation to pay dues for a one-year period shall be explained to the individual signing for payroll deduction membership dues at the time he/she signs such authorization.
3. A member may authorize a continuing payroll deduction for membership purposes. Such authorization would be initiated (initially) and implemented as indicated above. The authorization would be for a one (1) year period of time but would continue for the next following year unless the Treasurer of the Board received written notification to the contrary from the individual or the Association on or before August 31 of any membership year. When the Treasurer receives notification from a member, the Treasurer shall promptly forward a copy of such notification to the Association President. The Association President shall provide the Treasurer with a modified list of members on continuing payroll deduction for membership in the NEA/OEA/GEA. Said communication will occur on or before October 20 of each membership year.
4. The Association shall indemnify the Board, its members and its administrative and supervisory employees, including the Board's Treasurer (all hereinafter referred to as "indemnities") and hold them harmless from

any and all liability, damages, and expenses as the result of any legal action or administrative claim brought against them as a result of the provision of this section provided that:

- a. The Board shall give a ten (10) day written notice of any claim made or action filed against the employer by a non-member for which indemnification may be claimed;
- b. The Association shall reserve the right to engage counsel for the Board to coordinate the designation of counsel to represent and defend the employer;
- c. The Board agrees to (1) give full and complete cooperation and assistance to the Association and designated counsel at all levels of the proceeding, (2) to not oppose the Association or its affiliates' application to file briefs amicus curiae in the action;
- d. The Board acted in good faith compliance with the payroll deductions provision of this agreement, however, there shall be no indemnification of the Board if the Board intentionally or willfully fails to apply (except due to court order) or intentionally misapplies such payroll deductions provision herein.

E. Membership in NEA/OEA/GEA

The Board and the administration will respect the right of all instructional staff to join or assist the NEA/OEA/GEA.

F. Recognition Statement

The Board agrees not to meet with, recognize, or negotiate with any teacher's organization other than the Association. The Association is the only organization which shall represent members in matters of professional concern.

G. Office Machine Use

The Association shall be allowed to use office machines and technology subject to the District's Acceptable Use Policy and supplies. The Association shall be responsible for the cost of all supplies used. Central office equipment is excluded from this provision.

H. Right to Representation

A member may request the presence of an Association representative at any meeting with the administration/Board. Upon such request, said meeting shall be reasonably delayed for a period not to exceed twenty-four (24) hours until the

representative is in attendance. For the purpose of this section, an "Association Representative" shall mean a building representative, an officer of the Galion Education Association or such representation as the member deems necessary.

I. Documents of Public Record

The Board of Education will make available, on request, documents of public record for review by the Association President. One copy of said records may be obtained by the Association President without cost, up to one hundred (100) pages annually.

J. Academic Distress Commission

ORC Section 3302.10 will have no effect on any provision of this contract unless the district would meet requirements of state law for the Superintendent of Public Instruction to establish an academic distress commission for the district and until the Superintendent of Public Instruction notifies the district that the district is subject to the provisions of ORC Section 3302.10. Should the district enter into academic distress, the intent of the parties is to emerge from said distress with this Agreement intact.

ARTICLE VIII

CONTRACTS

A. Types of Contracts

Upon the recommendation of the Superintendent, the Board may issue two (2) types of teacher contracts, limited or continuing, both of which shall be in writing.

B. Limited Contracts

1. Upon initial employment with the Galion City School District, a member shall be issued limited contracts in accordance with the provisions of this section. The duration of such contracts shall follow the following sequence:
 - a. Three (3) consecutive contracts each being one (1) year in duration.
 - b. Two (2) contracts that are two (2) years in duration.
 - c. After completion of the second two (2) year contract, each subsequent contract shall be three (3) years in duration.
 - d. Multiple year contracts entered into on or before August 1, 2014, will not be interrupted. At the expiration of such multiple year contracts, a limited contract teacher will be issued another in accordance with

the above, i.e., no less than a two (2) year and no more than a three (3) year, with the exception that any teacher currently on a five (5) year contract will remain eligible for five (5) year contracts.

2. When a member becomes eligible for a continuing contract during the term of a limited contract, the Board of Education may, upon written request of the member, interrupt the existing limited contract and grant a continuing contract.
3. Said member is presumed to have accepted such employment unless he/she notifies the Board in writing to the contrary on or before the 1st day of June and a written contract for the succeeding school year shall be executed accordingly. Failure of the parties to execute a written contract shall not void automatic reemployment of such member.
4. The form for a limited contract shall be as set forth in the appendix.

C. Continuing Contracts

1. Continuing contracts shall be issued in accordance with the Ohio Revised Code, Section 3319.11.
2. The form for a continuing contract shall be as set forth in the appendix.

D. Vacancies

1. Position openings for instructional, administrative, supplemental, and any other position which is to be filled and for which members could reasonably qualify will be advertised to certified/licensed staff by posting vacancies on school email and District website during the school year within ten (10) days of becoming a vacancy. The date of posting shall be indicated on the notice. During the summer months, such notices will be announced by automated all-call to check email, displayed on the District website, and sent to the President of the Association. In addition, informational copies will be emailed to members who have previously requested such information. The notice shall clearly set forth the certification (if any) and experience required for the position and the procedure for application. Except in cases of urgent necessity, the opening shall be posted for no less than ten (10) calendar days from the date of posting in the Central Office. Any member(s) within the system who meet the requirements as set forth on the posting notice may apply and shall be granted an interview. A person hired to fill the posted position shall possess all the minimum requirements for the position. If the minimum requirements for the position are reduced, the position shall be re-posted in accordance with the above procedure.

2. Where summer school programs are to take place, vacancy notices shall be posted in accordance with Article VIII, Section D of this agreement. Where summer curriculum programs are to take place, vacancy notices shall be posted by the last student day of the school year, applications taken for ten (10) calendar days following posting, and participants notified five (5) calendar days following end of application period.
3. Any qualified Galion City Schools teacher shall have the opportunity to be considered to instruct College Credit Plus ("CCP") courses.
4. An interim vacancy shall be a vacancy created within a school year and filled for the remainder of a school year only. Interim vacancies shall be posted for a minimum of three (3) school days and may be filled by a long-term substitute. The employment of a long-term substitute will expire without further notice at the end of the substitute period. At the end of the school year, the position shall be posted as a permanent position, unless it is filled by a member who has returned from a leave of absence. Notice of a temporary vacancy shall contain all information required of a permanent position vacancy. If not filled by a long-term substitute, any member(s) within the system who meet the requirements as set forth on the posting notice may apply and shall be granted an interview. A person hired to fill the posted position shall possess all the minimum requirements for the position. If the minimum requirements for the position are reduced, the position shall be re-posted in accordance with the above procedure.

E. Assignments/Reassignments

1. Building assignments shall be made by the Superintendent prior to the end of the duty year for members of the bargaining unit and shall be provided to each member in writing when a change is to be made with respect to the member's building assignment.

After the end of the duty year, changes in assignment can only occur following timely notice in writing to the member.

For the purpose of this subsection, said notice shall be posted by the United States mail to the member's home or summer address. Upon written request of the member within eight (8) days of such posting, a conference shall be held with the member by the Superintendent or his/her designee. The member shall be provided the reasons for such change in assignment, in writing, prior to said meeting. Members being reassigned shall be assigned only to a position for which they are certified.

2. Involuntary Reassignment

Reassignment can be made by the Superintendent in accordance with the following procedures:

- a. A conference shall be held with the member by the Superintendent to explain the reasons for reassignment.
- b. Reassignment shall only be made to the members' area of certification/licensure.
- c. After the school year has ended, members will be notified of reassignment by July 18th preceding the start of the ensuing school year. Emergency Involuntary transfers occurring after July 18th and prior to the ensuing school year must be mutually agreed upon between the Association and the administration. Nothing herein shall preclude the reassignment of a teacher during the school year as deemed necessary by the Superintendent.
- d. Involuntary transfers shall not be arbitrary, capricious, or retaliatory in nature.

F. Voluntary Transfer/Regular Teaching Duties

Members may request a change of assignment in the area of certification/licensure, in accordance with the following procedures:

1. Change of assignment requests shall refer to, but not be limited to, the following:
 - a. change of building;
 - b. change of grade level; and
 - c. change of subject or area of responsibility.
2. Voluntary transfers shall be initiated by members and shall be according to the following guidelines:
 - a. Completion of a Voluntary Transfer/Intent form (see forms) in duplicate (one retained by the office of the Superintendent and one retained by the requesting member).
 - b. The requesting party shall be timely notified in writing by the Superintendent or his/her designee of his/her response to such request.

- c. Should a transfer request be initiated prior to a noted opening, or be postponed, it shall remain in active request for a period of twelve (12) months. The member may withdraw his/her request for transfer at any time during this active period.
- d. There shall be no loss of employee rights due to initiation of voluntary transfer.
- e. A conference with the Superintendent shall be provided to the member upon request concerning the denial of a voluntary transfer.

G. Filing and Maintenance of Certificates

- 1. Members of the bargaining unit shall be responsible for filing with the Treasurer of the Board all certificates issued to the member by the Ohio Department of Education within ten (10) days of receipt of such certificate or at such other times as shall be required by the terms of this Contract. No right or privilege shall be asserted by a member of the bargaining unit by reason of any certificate not filed by the member as provided herein.
- 2. As a condition of employment and reemployment, all members of the bargaining unit hired after August 15, 1989 shall maintain all teaching certificates/licenses held at the time of initial employment by the Board of Education and all certificates/licenses received after such employment. Upon application by the member, the Superintendent may waive the conditions of this article.
- 3. Teachers shall apply for any and all licensure on or before June 30 in the year in which the license is expiring. Failure to do so may result in disciplinary action including termination of contract.
- 4. All members shall file required BCI/FBI record checks with the Board as required by law.

For the safety of students and staff, any member who has not complied with the required date, shall be placed on an unpaid leave of absence until these records are filed with the District.

Members will be reimbursed at the minimum rate available in the area upon presentation of proper documentation for BCI/FBI records checks necessary for the renewal of his/her educator's license under which the member is currently working. Upon presentation of the original BCI/FBI report and the payment receipt, the District will reimburse the member.

H. Hiring of Retired Teachers

1. The Board retains the right to re-employ retired Galion teachers. When a bargaining unit member considering retirement makes a request, the Board shall give the individual an answer as to whether or not he/she will be accepted as a re-employee of the District. The employee's letter requesting reemployment after retirement must be filed with the Superintendent by April 1 and the Board's response must be provided to the employee on or before May 15. Such indication shall be given prior to the retiree surrendering a letter of resignation. The retired employee has no guarantee that he/she will be given the same assignment as before. The goal would be for an assignment to be made by the Superintendent prior to the end of the school year. After the end of the school year, changes in assignment can only occur following the timely notice in writing to the retired employee. Retirees who intend to return must notify the Superintendent in writing no later than June 30 to assure their assignment.
2. Retirees will be employed at Step 10 and at his/her appropriate level of academic training on the salary schedule. Retirees will progress no higher on the salary schedule than the 10th step. For such members only, this provision expressly supersedes Section 3317.13 of the ORC and all other applicable laws.
3. Such member is only eligible for a one-year limited employment contract that shall be automatically non-renewed at the end of that year. Such member will not resume nor be eligible for continuing contract status during any period of employment with the district. For such members only, this provision expressly supersedes the individual contracts and contract renewal provisions of this agreement, Sections 3319.11 of the Ohio Revised Code, and all other applicable laws.
4. Insurance

Re-employed retired Galion teachers are eligible for insurance benefits on par with all other members of the bargaining unit.

The Board shall provide the same insurance waiver to eligible employees as per Article X B (2).
5. Sick Leave
 - a. Such members may retain up to twenty (20) days of accrued but unused sick leave days remaining from his/her accumulated total under Article IX A. 1. of 290 days or less following payment of severance upon retirement.

- b. Retirees shall not be eligible to participate in sick leave bank.
- 6. Reduction in Force

For purposes of Reduction in Force, such teacher shall begin with zero (0) year's seniority in the District.
- 7. Right to a Grievance

The portions of this Section H will not be grievable under the grievance procedures of this agreement nor through any claim or action filed before the State Employment Relations Board (SERB) or any court of law.
- 8. The Board will comply with Section 3307.353.

ARTICLE IX

LEAVE PROVISIONS

A. Sick Leave

- 1. Each member who is employed by the Board will be entitled to fifteen (15) days of sick leave, with pay, for each year under contract, which shall be credited at the rate of one and one-fourth (1¼) days per month. Sick leave accumulation shall be 290 days.
- 2. Any member who has exhausted his/her sick leave or who does not have a sick leave balance may be advanced up to fifteen (15) days in one (1) year. The advancement of this sick leave shall then be charged against any subsequent accumulation by the certified/licensed staff member in question. Advancements cannot exceed the number of days that the member has available for repayment in the year of the advancement. In the event such advancement days are not recovered prior to termination of employment, the salary amounts paid for such advanced days shall be deducted from the member's final check from the Board.
- 3. Each member may use sick leave for absence due to personal illness, injury, exposure to contagious disease which could be communicated to others, and for absence due to illness, injury or death in the member's immediate family. Illness or injury in immediate family refers to illness of spouse, child, parents, stepparents, daughter-in-law, son-in-law, or a member of the immediate household.
- 4. Absence will be granted and charged against the member's accumulated sick leave for an absence due to death in the immediate family. Immediate family for this purpose shall include spouse, child, parent, grandparent,

parent-in-law, son-in-law, daughter-in-law, brother, sister, member of immediate household, niece, nephew, grandchild, aunt, uncle, brother-in-law, sister-in-law, stepparents, or other person who because of special circumstances (to be entered on the District's electronic time and attendance system) has assumed a similar relationship to the staff member. Where for reasonable cause or because of extenuating circumstances which shall be set forth in writing by the individual requesting the leave, the Superintendent may grant sick leave provided in this subparagraph for individuals in addition to those already identified.

5. Notification of a member's intent to use sick leave shall be communicated to the appropriate administrator or designee as established in Board of Education policy, or in the absence of policy, as prescribed in administrative rules and regulations.
6. Each member using sick leave shall enter same on the District's electronic time and attendance system no later than upon return to work. If the absence is for over five (5) consecutive days, the member shall provide, when asked by the administration, a written excuse from the member's attending physician and the dates when he/she was consulted.
7. The Board shall reserve the right to contact the physician for the purpose of verifying the member's statement within the limits of 2317.01 of the Ohio Revised Code (physician - patient privilege).
8. Sick leave shall not be charged for days on which schools are not in session due to public calamity, disease, epidemic, hazardous weather conditions, damage to school building, or other temporary circumstances due to utility failure rendering the school building unfit for school use. Members are required to cancel previously scheduled time through the use of the District's electronic time and attendance system.
9. The previously accumulated sick leave of a member new to the Galion School District who has been separated from public service shall be placed to his/her credit upon his/her employment in the Galion City Schools, provided that such employment takes place within ten years of the date of the last termination from public service. A member who transfers from another school district or other public agency to the Galion School District shall be credited with the unused balance of his/her accumulated sick leave up to the maximum of the sick leave accumulation permitted by the Galion Board of Education. Members who render part-time service shall be entitled to sick leave for the time actually worked at the same rate as that granted like full-time employment.
10. Bargaining unit members shall provide three (3) days' advance notice for routine medical appointments. Bargaining unit members are strongly

encouraged to provide more than three (3) school days' notice when possible.

11. Each member shall be awarded five (5) days of paid leave under the Family Medical Leave Act when adopting or fostering a child within one (1) year of the child's placement in the member's home.

B. Personal Leave

1. All full-time members of the bargaining unit shall be granted a maximum of three (3) school days of personal leave per school year (non-cumulative) with pay.
2. If possible, notification of intent to use a personal leave day(s) will be made three (3) school days in advance.
3. Personal leave days shall be taken on a one (1) day basis or on a one-half ($\frac{1}{2}$) day basis.
4. Personal leave days may be taken during the month of May so long as the district-wide number of members taking personal leave on a single workday does not exceed twelve (12).
5. Otherwise, personal leave days will not be taken during the month of May, on the workday immediately preceding or following a vacation, a holiday, before a record keeping or in-service day, or during a record keeping or in-service day unless, under special circumstances to be determined by the Superintendent, prior approval is granted.
6. Personal leave days shall not be deducted from the member's sick leave.
7. At the end of each school year, unused personal leave will be converted to the member's accumulated sick leave. At the member's option, he/she may instead be paid for unused personal leave days at the rate of \$150.00 per day. A form will be provided to the member on or before May 1 by the administration to confirm the member's choice for conversion to sick leave or the monetary option. In the event a member fails to make an election by the last teacher workday of the school year, any unused personal leave days will be converted to the member's accumulated unused sick leave balance. Payment of the monetary option will be included in the second pay in June.
8. The Galion Education Association will include as a part of its in-service program a statement emphasizing the proper use of personal leave as defined in this policy.

C. Maternity/Paternity Leave

1. Leave Privileges

In addition to the provisions of sick leave provided in Section A, a member who is pregnant or adopts a child under the age of 6, shall, upon request, be granted a leave of absence without pay for maternity/paternity reasons. Such leave may begin at a time after the onset of pregnancy or the delivery of the child, or if adoption, receipt of custody, and to continue for a maximum of one (1) year.

If the member so elects, maternity/paternity leave may begin when the sick leave expires or is terminated, if applicable; provided however, nothing herein shall authorize the use in such sick leave other than during the disability of such member. Members may use accumulated sick leave following delivery, which shall not exceed twelve (12) calendar weeks unless medical necessity is certified in writing by the member's physician.

2. Application for Maternity/Paternity Leave

Applications for maternity/paternity leave shall state in writing:

- a. Expected date of birth or custody
- b. Date requested leave is to commence (if not known give an approximate date)
- c. Date member expects to return to service
- d. Name of physician or adoption official

3. Time Period for Filing Application

Application for maternity/paternity leave should be made twenty (20) days, if possible, but normally not less than ten (10) days, prior to the requested beginning of maternity/paternity leave or extension of same. The application time period will be waived for adoption.

4. Benefits While on Leave

Sick leave shall not accrue during maternity/paternity leave.

Members on maternity/paternity leave may continue to participate in employee Board paid group benefits provided they furnish the Treasurer with the necessary premium payments in advance of when they are due

unless and to the extent the leave qualified under the Family Medical Leave Act.

5. Reinstatement

Upon return from approved maternity/paternity leave, at the time specified in the application, the member shall be entitled to reinstatement to a position for which he/she is certificated.

D. Leave Without Pay

1. In accordance with Ohio Revised Code Section 3319.13, upon written request of the member, the Board may grant a leave of absence for period of not more than two (2) years for educational or professional or other purposes and shall grant such leave where illness or other disability is the reason for the request. A request for such leave of absence will be submitted in writing, will state the reason for said leave and will state the anticipated expiration date of the requested leave. If said leave is requested as a result of illness or other disability, said request will be accompanied by a written statement from the member's physician substantiating that an illness or disability exists.
2. Upon the return to service of a member at the expiration of such leave of absence, said member shall resume the contract status which he/she held prior to such leave.
3. During the leave of absence, the member may choose to continue to receive benefits from any or all employee group insurance benefit programs by submitting the necessary premiums to the Treasurer of the Board unless and to the extent the member may continue to receive employee group insurance benefits if the type of leave qualifies under the Family Medical Leave Act.
4. The member of the bargaining unit shall notify the Superintendent on or before April 1 of the year of expiration of the leave of absence that he/she shall return to the employment of the district at the expiration of such leave. Except for good cause shown, failure to timely file such notice shall be deemed a forfeiture of all the member's rights and privileges of employment.

E. Absence Without Pay

1. Excused absence without pay may be granted by the Superintendent.

2. Unexcused absence without pay will be charged against a bargaining unit member when that member is absent without any provision for leave or excused absence without pay.

However, any unexcused absence without pay will be noted in the personnel record of the bargaining unit member who uses it. Subsequent unexcused absence or absences without pay may be cause for disciplinary action and nothing herein shall diminish the responsibility of bargaining unit members to be in attendance or in authorized leave status at all times.

F. Professional Leave

1. Certificated personnel may be authorized to attend professional meetings which are scheduled during the regular school term and to visit other schools and/or school districts where such attendance or visits will contribute to the in-service education of the staff and the development of the educational program of the Galion City Schools. All in-service conferences by GEA, NCOEA, and OEA shall be attended by Association members. It is the duty of the Superintendent and the Association President to seek teachers who would gain the greatest benefit from these opportunities.
2. Requests for attendance at professional meetings shall be submitted to the principal and Superintendent via online form.

Professional development requests to attend non-district sponsored professional development will be limited to no more than four (4) days in which school is in session. Additional professional development must be approved by the principal/supervisor and superintendent. Professional development requests related to extra-duty responsibilities are not applied to the four (4) day limit mentioned above. Requests related to extra duty assignments will be approved by the principal/supervisor and superintendent.

3. Staff members shall be reimbursed upon presentation of original itemized invoices, in addition to the teacher's salary, for the actual expenses incurred as a result of approved attendance at such meetings up to the following limits:
 - a. Travel at the mileage rate established by the IRS, round-trip, tourist-class airfare, or by rail, whichever is less.
 - b. 1) The hotel or motel bill, a copy of which must be submitted with the reimbursement request.

- 2) Hotel costs at an approved conference shall be paid in full. Non-conference hotel bills will be limited to \$150.00/night. Hotel expenses will be reimbursed for conferences more than a 50-mile distance for the Board office. Whenever feasible, hotel accommodations will be shared.
- c. Registration and special fees.
- d. Teachers on professional leave, outside the boundaries of the school district, who buy meals shall be reimbursed a per diem rate of ten dollars (\$10.00) for breakfast; fifteen dollars (\$15.00) for lunch; and twenty dollars (\$20.00) for dinner. Teachers must complete the pre and post approval process.
4. Approvals for attendance at professional meetings shall be limited to budget appropriations approved by the Galion Board of Education for such purposes and as authorized pursuant to F (1) and (2) above.
5. Upon written request of the department chairman, building principal, or Superintendent prior to the commencement of the professional leave, a member shall submit a written report to be shared with the Board of Education and staff members where applicable in order to ensure maximum in-service professional growth of the staff. Association Leave.

G. Association Leave

1. Twelve (12) days of leave will be granted annually to permit attendance of Association members at conventions or other meetings sponsored by the OEA or to permit the Association President or designee to attend to Association business without loss in pay but at their own expense.
2. The Association President shall submit written notice, by email, to the Superintendent of the names of the members who will take such leave under this provision at least one (1) week in advance of the intended absence. No more than two (2) members from any building will be granted this leave at the same time.

H. Jury Duty/Court Leave

1. A member of the bargaining unit who is summoned for jury duty or a court appearance shall be granted paid leave in accordance with this section for the specific day(s) summoned. If a member of the bargaining unit is summoned for jury duty on a work day, said employee shall remit any and all compensation received for jury duty service to the District Treasurer.

2. In the event that an employee is summoned for jury duty on a day or days when the employee is not required to work for the Board, the employee shall be entitled to retain all compensation received from the court.
3. This provision does not apply when the Association is the plaintiff in a lawsuit or where the member of the bargaining unit is a plaintiff in the action.

I. Assault Leave

1. Pursuant to and in accordance with Section 3319.143 of the Ohio Revised Code, assault leave shall be granted to a member of the Galion Education Association bargaining unit who is absent from his/her duties because of injury resulting from an assault. Said leave shall not be charged against sick leave earned or earnable under Section 3319.141 of the Ohio Revised Code, or leave granted under rules adopted by the Galion Board of Education pursuant to Section 3319.08 of the Ohio Revised Code. Said member shall be granted the aforementioned assault leave and shall be maintained on full pay status in accordance with this procedure.
2. A member of the bargaining unit shall be granted assault leave according to the following rules:
 - a. The incident, resulting in the absence of the bargaining unit member, must have occurred during the course of employment with the Galion Board of Education while on school property, or where required to be in attendance at a school sponsored function.
 - b. Upon notice to the principal or immediate supervisor that an assault upon a member has been committed, any member having information relating to such an assault shall, as soon as possible, prepare a written statement embracing all facts within the member's knowledge regarding said assault, sign said statement, and present it to the building principal or immediate supervisor.
 - c. If the employee receives medical attention and is absent from his/her duties more than five (5) days, a certificate from a licensed physician, stating the nature of the physical disability and its duration, may be required before assault leave payment is made for more than five (5) days.
 - d. The member of the Association bargaining unit shall complete the appropriate Assault Leave form. (See appendix for Assault Leave form.)
 - e. Said member shall not be permitted to accrue assault leave.

- f. Full payment for assault leave compensation shall not exceed the member's per diem rate of pay (including supplementary pay, if any, but less Worker's Compensation benefits received, if any) and will not be approved for payments unless and until the form and certificate, as provided above, are supplied to the Treasurer.
- 3. Payment shall be in accordance with the following:
 - a. Pay, as herein defined, for up to five (5) days of assault leave shall be granted upon submission of the completed form.
 - b. After the first five (5) days, pay shall be granted for an additional twenty (20) days (to a total of twenty-five [25] days) if the member's physical disability for such period, or any part thereof, is certified by his/her attending physician.
 - c. If, after having exhausted twenty-five (25) days of assault leave the disability continues, the Board shall grant additional assault leave for the period of physical disability certified by a physician named by the Board, up to a maximum of one hundred eighty four (184) days total payment or until the member is eligible to receive and is approved for disability retirement benefits, whichever occurs first.
- 4. Falsification of either a signed statement or a physician's certificate is reason for suspension or termination of employment under Section 3319.16 of the Ohio Revised Code.

J. Sick Leave Donation System

The Sick Leave Donation System is designed to assist members who experience a serious accident or major illness member for which they do not have adequate sick leave as provided under Section A of this article.

To be eligible, a member must have used all available sick leave requested and then used the fifteen (15) days advance provided for in this Contract or a member of his/her immediate family must be recovering from a specific illness or injury of twenty (20) days or more. If an injury or illness continues into a subsequent school year, the member must reapply for approval to use sick leave pool days and eligibility must be re-certified. However, in no case may a member apply for or receive more than one hundred sixty (160) days from the sick leave pool during a member's career with Galion City Schools.

Emergency sick leave shall be approved for all members who have:

- 1. used all available sick leave, earned and borrowed;

2. presented a physician's certificate indicating an absence due to a single illness or accident that will last, or exceed twenty (20) consecutive days (a second opinion may be required);
3. contributed to the sick leave pool of this program. Eligibility is based on the annual contribution of a sick leave day by September 1 of each school year. In the case of new employees hired, such contribution must be made within the first fifteen (15) days of their hiring by the Board. The annual contribution may be suspended by mutual agreement of the Association and the Superintendent when the aggregate days contained in the pool has reached two hundred fifty (250) days, and shall be reinstated when the total is less than seventy-five (75) days.

The sick leave pool is formed from the contribution of at least one day of accumulated sick leave from each member who wishes to participate in the program, and members who wish to donate additional days. Once a day has been contributed to the pool, it cannot be withdrawn.

Members are not eligible to use the sick leave pool if:

1. they have not donated a day of accumulated sick leave;
2. they are voluntarily absent for any reason;
3. it is a routine maternity;
4. the specific injury or illness is not twenty (20) consecutive days or more;
5. they are eligible for any other paid leave or compensation that equals or exceeds their normal salary. If the member is eligible for Worker's Compensation, he/she must apply for such compensation prior to application to the sick leave pool. Sick leave pool days may be used to supplement Worker's Compensation benefits to equal the difference between the Worker's Compensation benefit and the member's salary. Each sick leave pool day used to supplement Worker's Compensation will reduce the sick leave pool by one full day.

All aspects of this pool shall be administered by the Association President and the Superintendent. Any of the requirements of this program shall not have an impact on the administration of sick leave as is required in Section A of this article. In the event the Superintendent and the Association President are not able to agree on administration of the pool in a specific case, a review meeting shall be held. The review meeting shall be for the purpose of reviewing compliance with the eligibility requirements and shall include the Superintendent, Assistant Superintendent, Association President and one GEA bargaining committee member. If practical,

the member applicant will be invited to attend the review meeting and is permitted to be accompanied by the person of his/her choice.

Members must apply to participate in the Sick Leave Donation System by submitting the Sick Leave Donation participation form (see Appendix P). The Superintendent and Association President will indicate on the form whether or not the application is approved.

ARTICLE X

SALARY AND FRINGE BENEFITS RELATED TO SALARY

A. Salary

1. Salary Schedule

- a. The base amounts stated shall be applied to the index found in Appendix A.
- b. Effective September 1, 2025, the base salary shall be increased by four percent (4%) to forty-one thousand four hundred eighty-six dollars (\$41,486). Effective September 1, 2026, the base salary shall be increased by two percent (2%) to forty-two thousand three hundred sixteen dollars (\$42,316). Effective September 1, 2027, the base salary shall be increased by one percent (1%) to forty-two thousand seven hundred thirty-nine dollars (\$42,739).

2. Credit for Experience

Credit on the salary schedule shall be given to teachers for experience in private schools chartered by the State of Ohio and in public schools in the U.S., including U.S. Territories, Protectorates, and schools operated by the U.S. Department of Defense up to ten (10) years. Credit on the salary schedule shall be given to teachers for experience in the Armed Forces of the United States for up to five (5) years. The Board shall be able to place teachers on the salary schedule at a level beyond ten (10) years, but no higher than the number of years of experience that teacher possesses. For such teachers only, this provision expressly supersedes Section 3317.13 of the Ohio Revised Code.

3. Credit for Additional Hours

Additional hours of college credit earned during a school year will be reflected by appropriate advancement on the salary schedule where such credit is properly certified to the Treasurer by submitting a written dated request including the column move and supporting official transcripts.

Opportunity for advancement under this section shall be available two (2) times per contract year, as follows:

- a. For advancement for a full year, certification must be completed and submitted to the Treasurer on or before October 1 of the contract year. Advancement, if approved by the Board thereafter, will be effective with the first pay of that same contract year.
- b. For advancement for a half year, certification must be completed and submitted to the Treasurer on or before February 10 of the contract year. Advancement, if approved by the Board thereafter, will be pro-rated and effective with the fourteenth pay of that same contract year.
- c. For a member to move from a BS+24 to a BS+36 or MS column, he/she must possess an MS degree or have obtained the 36 hours before August 15, 1995. At least 24 of the 36 hours must be in the field of education.

4. Additional Training Reimbursement

Upon prior approval of the Superintendent, members shall be reimbursed for the full cost of tuition, books, and/or fees for additional training obtained through graduate college courses in the field of education to a maximum of seven hundred dollars (\$700) per fiscal year. The District will budget a total of thirty-five thousand dollars (\$35,000) per fiscal year for additional training reimbursement for members. Once the thirty-five thousand dollars (\$35,000) is spent and/or otherwise encumbered during a fiscal year, no additional reimbursement for training for members will be made. Any unused funds per fiscal year from the thirty-five thousand dollars (\$35,000) budgeted amount but not to exceed fifteen thousand dollars (\$15,000) of unused funds will be carried over for use for this purpose in the subsequent fiscal year. Total funds available in any fiscal year will not exceed fifty thousand dollars (\$50,000).

Such additional training shall be (1) related to the individual's teaching field, or (2) for certification in an educational area, or (3) to obtain an advanced degree in the field of education. The total reimbursement shall be forwarded to the member at the end of the first payroll period after the necessary documentation and proof of successful completion has been submitted.

Member will submit for reimbursement within ninety (90) days of completion of class. Member will notify the treasurer within those ninety (90) days if grade has not been received. If grade has not been received within ninety (90) days, member will have thirty (30) days from receipt of grade to submit request for reimbursement.

5. Paydays

Beginning with the 2022-2023 school year, bargaining unit members shall be paid on the 5th and the 20th of each month for a total of 24 pay periods.

6. Electronic deposit is mandatory for all bargaining unit members. The member may elect deposits in up to three (3) accounts. The accounts do not need to be in the same financial institution.

Direct deposit notification will be delivered to the bargaining unit member's District email account.

7. One-Time Signing Bonus for Hard to Fill Positions

- a. Newly hired employees in "hard to fill positions" will be paid a signing bonus of two thousand dollars (\$2,000.00) one time only. A current teacher who is transferred, voluntarily or involuntarily, into a hard to fill position shall be eligible for the one-time signing bonus. "Hard to fill positions" are limited to the licensure areas of intervention specialist, math, science, industrial technician, family & consumer science, and World languages.
- b. Prorated repayment of the signing bonus will be imposed if the newly hired employee leaves employment with the Board prior to completion of at least fifty-five (55) weeks of employment, as outlined in paragraph c. through e. below. A current employee who is voluntarily transferred into a "hard to fill position" will be subject to the same prorated repayment of the signing bonus as a newly hired employee if the current employee resigns employment with the Board or is granted a voluntary transfer to a position that is not designated as a "hard to fill position." If a current employee is involuntarily assigned to a "hard to fill position," and is thereafter involuntarily reassigned to a position not designated as a "hard to fill position," he/she shall not be subject to the prorated repayment as described in this provision.
- c. The proration shall be as follows: one hundred percent (100%) of the bonus must be returned to the District if the employee leaves prior to completion of the first eighteen (18) weeks of the school year beginning with the first day for students; fifty percent (50%) of the bonus must be returned to the District if the employee leaves between nineteen (19) and thirty-six (36) weeks of the school year beginning with the first day for students; twenty-five (25%) of the bonus must be returned to the District if the employee leaves employment between thirty-seven (37) and fifty-four (54) weeks of the school year beginning with the first day for students.

- d. Repayment shall be made by withholding compensation from the terminal paycheck.
- e. Should the terminal paycheck be insufficient to cover the reimbursement of the signing bonus, the employee will enter into a repayment agreement with the Board.
- f. The signing bonus shall be paid during the first contractual pay period.

B. Insurance

The Galion City School District will offer any insurance plans to its employees that have been adopted and offered by the Wyandot Crawford Health Benefits Fund Consortium. Current information regarding District insurance plan offering(s) can be found on the District's website.

1. Medical Coverage

- a. New hires only or employees who choose to convert to part-time status: part-time employees (defined as employees who work less than thirty [30] hours per week) shall pay a pro-rated portion in addition to the employee's standard share for District insurance coverage, for example:

75% of FTE = employee pay 20% and 25% of the Board's share for Plan D adjusted on January 1, 2026 and on January 1 each year thereafter.

50% of FTE = employee pay 20% and 50% of the Board's share for Plan D adjusted on January 1, 2026 and on January 1 each year thereafter.

75% of FTE = employee pays 15% and 25% of Board's share for Plan C adjusted on January 1, 2026 and on January 1 each year thereafter. This plan includes a Health Saving Account ("HSA") contribution by the Board in the amount(s) as follows:

Effective January 1, 2026, the Board will make lump sum HSA contribution(s) in the amounts of one thousand five hundred dollars (\$1,500) for bargaining unit members on individual plans and two thousand eight hundred dollars (\$2,800) for bargaining unit members on family, employee + spouse, or employee + children plans.

Effective January 1, 2027, the Board will make lump sum HSA contribution(s) in the amounts of one thousand seven hundred dollars (\$1,700) for bargaining unit members on individual plans and three thousand dollars (\$3,000) for bargaining unit members on family, employee + spouse, or employee + children plans.

Effective January 1, 2028, the Board will make lump sum HSA contribution(s) in the amounts of two thousand dollars (\$2,000) for bargaining unit members on individual plans and three thousand three hundred dollars (\$3,300) for bargaining unit members on family, employee + spouse, or employee + children plans.

The HSA lump sum incentive will be evaluated at the end of the negotiated agreement.

50% of FTE = employee pays 15% and 50% of Board's share for Plan C adjusted on January 1, 2026 and on January 1 each year thereafter. This plan includes a Health Saving Account ("HSA") contribution by the Board in the amount(s) as follows:

Effective January 1, 2026, the Board will make lump sum HSA contribution(s) in the amounts of one thousand five hundred dollars (\$1,500) for bargaining unit members on individual plans and two thousand eight hundred dollars (\$2,800) for bargaining unit members on family, employee + spouse, or employee + children plans.

Effective January 1, 2027, the Board will make lump sum HSA contribution(s) in the amounts of one thousand seven hundred dollars (\$1,700) for bargaining unit members on individual plans and three thousand dollars (\$3,000) for bargaining unit members on family, employee + spouse, or employee + children plans.

Effective January 1, 2028, the Board will make lump sum HSA contribution(s) in the amounts of two thousand dollars (\$2,000) for bargaining unit members on individual plans and three thousand three hundred dollars (\$3,300) for bargaining unit members on family, employee + spouse, or employee + children plans.

The HSA lump sum incentive will be evaluated at the end of the negotiated agreement.

75% of FTE = employee pays 30% and 25% of Board's share for Plan B adjusted on January 1, 2026 and on January 1 each year thereafter.

50% of FTE = employee pays 30% and 50% of Board's share for Plan B adjusted on January 1, 2026 and on January 1 each year thereafter.

75% of FTE = Plan A shall not be available after December 31, 2025. Plan A is not available to new hires for the 2025-2026 school year.

50% of FTE = Plan A shall not be available after December 31, 2025. Plan A is not available to new hires for the 2025-2026 school year.

- b. All full-time employees shall pay the following premium amounts for Major Medical and Prescription Drug plans:

Plan D: employee pays twenty percent (20%) of premium adjusted on January 1, 2026 and on January 1 each year thereafter.

Plan C: employee pays fifteen percent (15%) of premium adjusted on January 1, 2026 and then on January 1 each year thereafter. This plan includes a Health Saving Account ("HSA") contribution by the Board in the amount(s) as follows:

Effective January 1, 2026, the Board will make lump sum HSA contribution(s) in the amounts of one thousand five hundred dollars (\$1,500) for bargaining unit members on individual plans and two thousand eight hundred dollars (\$2,800) for bargaining unit members on family, employee + spouse, or employee + children plans.

Effective January 1, 2027, the Board will make lump sum HSA contribution(s) in the amounts of one thousand seven hundred dollars (\$1,700) for bargaining unit members on individual plans and three thousand dollars (\$3,000) for bargaining unit members on family, employee + spouse, or employee + children plans.

Effective January 1, 2028, the Board will make lump sum HSA contribution(s) in the amounts of two thousand dollars (\$2,000) for bargaining unit members on individual plans and three thousand three hundred dollars (\$3,300) for bargaining unit members on family, employee + spouse, or employee + children plans.

The HSA lump sum incentive will be evaluated at the end of the negotiated agreement.

Plan B: employee pays thirty percent (30%) of premium adjusted on January 1, 2026 and then on January 1 each year thereafter.

Plan A: shall not be available after December 31, 2025. Plan A is not available to new hires for the 2025-2026 school year.

- c. All full-time employees shall pay ten percent (10%) of premium for Dental and Vision for Single, Employee +1, and Family plans.
- d. The employee/Board contribution rates for any new plans offered by the Wyandot Crawford Health Benefits Fund Consortium shall be subject to a vote by MOU.
- e. Effective October 1, 2012, members' dependents eligible for adult dependent care coverage will receive said coverage at no additional cost for such coverage until their 26th birthday. Effective January 1, 2017, members' dependent eligible for adult dependent care coverage will be determined by the consortium and will be reviewed by the Insurance committee with recommendations made for vote by the parties by way of MOU.
- f. Insurance Committee

The Board and the Association shall jointly establish an Insurance committee for the purposes of reviewing insurance plans and being updated on the current status of the plan provided to employees. Meeting will be held quarterly or as needed. Minutes of consortium meetings will be forwarded to all members of the Insurance committee when available. Each party will also provide timely insurance reports to the Association if requested.
- g. An open enrollment period will occur each November for a thirty (30) day period with the effective date of coverage under the new plan year being January 1.

- 2. Waiver of Coverage – Full-time employees who are currently enrolled in the Board's insurance plan who elect to decline the Board-provided health insurance shall be entitled to receive an annual insurance waiver in the amount of one thousand five hundred dollars (\$1,500) per year of active waiver. Part-time employees who are currently enrolled in the Board's insurance plan who elect to decline the Board-provided health insurance shall be entitled to receive an annual insurance waiver in a pro-rated amount of one thousand five hundred dollars (\$1,500) based on FTE.

3. The waiver must be elected in writing (see Appendix Q) and submitted to the Treasurer's Office by November 30 prior to the waiver year. The waiver is only available to employees who can show proof of coverage from another source not including the Wyandot-Crawford consortium. Employees electing this waiver of coverage option agree to remain out of the Board's insurance plan for at least one full year. If the employee waives coverage and subsequently loses his/her other insurance coverage due to circumstances beyond his/her control, he/she can apply to re-enroll in the Board's plan in less than one year's time (from when he/she originally left). Employees who are re-admitted in less than one year's time (from when they waived the Board's insurance) shall refund a pro-rata share of the one thousand five hundred dollars (\$1,500) payment.
4. If both spouses are employed by the Galion City Schools, they will be offered one family or employee plus spouse policy through designation of one (1) spouse as head of household at the full amount of the premium contribution from those employees for the plan selected.

The employee spouse who is not head of household for purposes of enrollment in the District's insurance plan(s) will receive a one thousand five hundred dollar (\$1,500) payment annually.

5. Beginning with 2009-10 new hires: Employees, whose spouse is eligible for insurance coverage elsewhere, shall not be eligible for District coverage unless employee has employee +1 or family coverage. If the employee has an employee +1 or family policy, the spouse may use the Galion City School District policy for secondary coverage.
6. Beginning with the 2025-2026 school year, the spouse of an employee new to the District shall not be eligible for any insurance coverage if the spouse is employed and has the opportunity to acquire health insurance through his/her employer.

Written confirmation, from the employer, of unavailability of insurance is required prior to enrollment in the Galion City School District insurance plan. If employment and health insurance availability changes, verification must be resubmitted.

7. Life Insurance - Certificated teachers of the staff shall be provided with a life insurance policy and an accidental death and dismemberment policy in the amount of \$50,000.00.
8. Dental Insurance - The Galion Board of Education shall purchase dental insurance through the Wyandot-Crawford consortium, or another carrier licensed by the State of Ohio. Ninety percent (90%) of the premium shall be paid by the Board and ten percent (10%) by the bargaining unit member.

9. Vision Care Insurance

The Board shall make available vision care insurance coverage for each member, now or hereinafter employed, and his/her eligible dependents. The Board shall pay ninety percent (90%) and the member shall pay ten percent (10%) of the premium.

The vision plan coverage shall be changed through mutual agreement of the parties, based on a recommendation by the Insurance Committee.

Specifications – see Appendix U-V (Summary of Plan Benefits Document).

10. General Provisions

a. 125 Plan

A Section 125 plan or flexible spending account shall be set up to allow employees to pay for certain medical expenses and dependent care expenses with pre-tax dollars. This plan shall operate in accordance with the applicable provisions of the Internal Revenue Code.

b. Copies of Benefit Contract

The Board shall provide the Association President with one (1) copy of each signed contract entered into between the Board and the insurance company(ies) which provides the benefit(s) specified in this Contract. Copies of existing contract(s) shall be provided to the Association within twenty-four (24) hours of ratification of this Contract by both parties. Copies of contracts subsequently entered into by the Board shall be provided to the Association within one (1) week after they are received by the Board.

c. Copies of Benefit Descriptions

Within thirty (30) days of the effective date of this Contract, the Board shall provide each member with a written description, prepared by the carrier, of each insurance plan provided by this Contract.

d. Benefit Description of New Employees

A member employed after the effective date of this Contract shall be provided, at the time of employment, with a written description prepared by the carrier, of each insurance plan that provides benefits specified by this Contract.

e. Copies of Improvements in Existing Benefits

Within thirty (30) days of the effective date of any improvement(s) in an insurance plan provided by this Contract, each member shall receive a written description prepared by the carrier, of the improved plan.

f. Carrier Change

The Galion Education Association shall have the right to make a formal request to the Galion Board of Education to change carriers for any approved insurance plans. The Board shall look at the request by the Association and determine if the matter warrants action in this particular direction.

C. Severance Pay

1. A Galion City School District member with ten (10) or more years of public service who elects in writing to retire through STRS from active service is to be paid one-fourth ($\frac{1}{4}$) of the value of his/her accrued but unused sick leave credit to a maximum of seventy (70) days.

A Galion City School District member with ten (10) or more years of public service who on or before November 1 of the school year in which the member intends to retire, submits written notice to the Superintendent indicating same, and if said notice is approved by the Board on or before December 1 of that school year, and if the member works through May 31 or the last day of that school year (whichever is earlier), and the member then actually retires under STRS from active service, then the member will be paid thirty percent (30%) of the value of his/her accrued but unused sick leave credit to a maximum of eighty-four (84) days. Galion City School District members who elect this option are not eligible for rehire-retire under the provisions of this Agreement.

2. The payment due under paragraph 1 of this section shall be based upon the member's rate of pay at the time of retirement. Payment will be made within sixty (60) days of verification of the first payment from the applicable state retirement system or upon receipt of the member's notice to the District of his/her resignation for purposes of service retirement and the applicable state retirement system notifies the District that the member has applied to said retirement system to receive retirement benefits even if retirement benefits will begin on a later date, once the member becomes eligible to receives retirement benefits.

3. Severance pay under this provision shall also be paid when a member dies while under contract if the employee has been with this District for ten years or more. Payment shall be made in accordance with ORC 2113.04.

D. Extra Duty

1. Any instructional member involved in a negotiated additional duty activity shall receive compensation for that additional duty. Approval of and compensation for extra duty activities added between periods of negotiations shall be determined on the basis of agreement between the Association and the Board. School clubs may be added to the approved extra duty supplemental contract list by virtue of a building principal's recommendation to the Superintendent for presentation to the Board of Education for approval. Members cannot be required to serve as club advisors unless the clubs are approved in accordance with the procedures contained in this section.
2. The Extra Duty Pay Schedule is found in the appendix. The Extra Duty Pay Schedule shall be frozen for all athletic and academic supplemental contracts for the Term of this Contract (2025-2028). This applies to both raises on the base and steps on the schedule. During the term of this contract, a supplement contract committee may be established to determine if changes are needed to the Athletic and/or Academic Supplemental Salary Schedules included Appendix B-1.
3. The form for supplemental limited contracts is found in the appendix.
4. Supplemental positions will be posted, and unfilled positions will be reposted.

*1 additional Middle School Cross Country position will be added if the number of students in Middle School Cross Country exceeds twenty (20) at the start of the season.

E. Special Project Stipends

Any instructional staff member may apply for a stipend of up to two hundred dollars (\$200.00) for special projects and programs over and above regular teaching duties. A special project fund of a minimum two thousand dollars (\$2,000) per year shall be established by the Board of Education for this purpose. The stipend awards will be recommended by the DLT to the Superintendent, who shall decide the final awards. When the budget is constrained, this program may be suspended by the Superintendent.

The DLT will consider the following criteria in selecting grant participants.

1. Distribution of grants across buildings and grade levels.
2. Numbers of students involved.
3. Number of teachers involved.
4. Length of special project.
5. Compatibility with adopted curriculum.
6. The DLT shall make a determination within two (2) meetings of the receipt of the request.

F. Board Pickup of Member Contributions to STRS (Salary Reduction Method)

1. For purposes of this Section F, total annual salary, and salary per pay period for each member shall be the salary otherwise payable under this agreement. The total annual salary and salary per pay period of each member shall be payable by the Board on two parts: (1) deferred salary and (2) cash salary. A member's deferred salary shall be equal to that percentage of said member's total annual salary or salary per pay period which is required from time to time by the State Teachers Retirement System (STRS) to be paid as an employee contribution by said member and shall be paid by the Board to STRS on behalf of said member as a "pickup" of the STRS employee contribution otherwise payable by said member. A member's cash salary shall be equal to said member's total annual salary or salary per pay period less the amount of the pickup for said member and shall be payable, subject to applicable payroll deductions, to said member. The Board's total combined expenditures for members' total annual salaries otherwise payable under this agreement (including pickup amounts) and its employer contributions to STRS shall not be greater than the amounts it would have paid for those items had this provision not been in effect.

2. The Board shall report for federal and Ohio income tax purposes as a member's gross income said member's total annual salary less the amount of the "pickup."

The Board shall report for municipal income tax purposes as a member's gross income said member's total annual salary, including the amount of the pickup. The Board shall compute income tax withholding based upon gross income as reported to the respective taxing authorities.

3. An addendum to each member's contract currently in effect shall be prepared and distributed which states (1) that the member's contract salary is being restated as consisting of (a) a cash salary component, and (b) a

"pickup" component, which is equal to the amount of the employer contribution to STRS being "picked up" by the Board on behalf of the member; (2) that the Board will contribute to STRS an amount equal to the member's required contribution to STRS for the account of such member; and (3) that sick leave, severance, vacation, appropriate supplemental, and extended service pay shall be calculated upon both the cash salary component and the pickup component of the member's restated salary.

G. Per Diem Rate

The per diem rate shall be 1/184 of the member's annual salary. Any member who is required to perform responsibilities that are not included in the extra duty pay schedule and are beyond the regular school year or day shall be paid at the rate of twenty-five dollars (\$25.00) per hour. An extended time contract(s) (counselor, media specialist, etc.) will be paid at the per diem rate of the member(s) effective with ratification.

ARTICLE XI

HEALTH AND SAFETY

A. Board of Education's Rights and Obligations:

1. The Galion City School District Board of Education will provide its employees with a place of employment that is free from recognized hazards that are causing, or are likely to cause, death or serious physical harm to its employees.
2. The Board of Education will comply with state OSHA standards ("Ohio Employment Risk Reduction Standards"), rules and orders adopted or issued pursuant to R.C. Chapter 4167.
3. The Board of Education is not required to take any action under this section that would cause it an undue hardship unless the action is required to prevent imminent danger of death or serious harm to its employees. Undue hardship is defined as "significant difficulty or expense."
4. There shall be no reprisals, restraints, interference, coercion, or discrimination against an employee for filing a report of an unsafe or unhealthy condition, for refusing, in accordance with paragraph B.3., to work under conditions that the public employee reasonably believes present an imminent danger, or for any other participation in the health and safety program.
5. The employer shall ensure that in the main offices and in every lab there shall be an adequate first aid kit, which shall be maintained.

6. The employer shall provide in every building an adequate supply of rubber gloves, CPR masks, disinfectant, and paper towels, locations to be determined or established through the Labor-Management Committee at each building.

B. Employees' Rights and Obligations:

1. Employees will comply with state OSHA standards ("Ohio Employment Risk Reduction Standards"), rules and orders adopted or issued pursuant to R.C. Chapter 4167 which are applicable to the employees' actions and conduct.
2. Employees will comply with safety rules the Board of Education establishes for the purpose of complying with state OSHA standards ("Ohio Employment Risk Reduction Standards"), rules and orders adopted or issued pursuant to R.C. Chapter 4167.
3. An employee acting in good faith has the right to refuse to work under conditions that s/he reasonably believes present an imminent danger of death or serious harm to him/herself, provided that such conditions are not such as normally exist for or reasonably might be expected to occur in the occupation of the employee.

Certain criteria must be met prior to an employee refusing to perform assigned tasks:

- a. The employee must have previously requested, in writing, that the Board correct the hazardous conditions and the conditions remain uncorrected; or
- b. There was insufficient time to eliminate the danger by resorting to the procedure detailed above in paragraph a; and
- c. The danger was one that a reasonable person under the circumstances then confronting the employee would conclude is an imminent danger of death or serious physical harm to the employee.

If a public employee refuses in good faith to perform assigned tasks, s/he may be reassigned to other tasks by the Board. The Board will not discriminate against said employee and the employee shall receive his/her full compensation for the tasks that would have been performed.

ARTICLE XII

EFFECTS AND DURATION OF CONTRACT

A. Effects of Contract

The terms of this Contract shall be from August 15, 2025 through August 14, 2028.

B. Terms and Conditions of Contract

The terms and conditions as set forth in this Contract indicate the understanding that exists between the parties to this Contract; however, it is further agreed that nothing contained in said Contract should be interpreted to deny the Association or the staff members of any rights, benefits, privileges, etc., that might be forthcoming as the result of laws of the State of Ohio and any legal precedence of such laws unless an included provision has been expressly composed to alter a provision of law in accordance with ORC 4117.10 (A).

C. Personnel Policies and Practices

The Board shall change its personnel policies and practices as may be necessary in order to give full force and effect to this Contract. Should there be a conflict between this Contract and any such policy or practice, then the terms of this Contract shall prevail.

D. Copies of Contracts

Within a reasonable period of time after this Contract has been signed, the number of needed copies will be agreed upon by both sides. The contract will also be posted to the website electronically under a password protected link for all members, Board of Education, and administration. The expense related to duplication will be divided equally between the Association and the Board. Each member hired thereafter will also receive a copy at the time of employment. Any subsequent revision(s) or amendment(s) shall be printed and posted to the website (as described above) within a reasonable period of time and distributed to all members. The Association will distribute copies of the Contract and/or revisions to the members.

E. Severability

This Contract supersedes and prevails over all statutes of the State of Ohio (except as specifically set forth in Section 4117.10 (A), Revised Code) to the extent permitted under law. However, should the State Employment Relations Board or any court of competent jurisdiction, determine, after all appeals or times for appeal have been exhausted, that any provision herein is unlawful, such provision shall

be automatically terminated but all other provisions of the Contract shall remain in full force and effect.

The parties shall meet within ten (10) days after the final determination to bargain over its impact and to bring the Contract into compliance.

If the parties fail to reach agreement over the effected provision, the statutory dispute settlement procedure shall be utilized to resolve the dispute.

F. Term of Contract

Except as otherwise specifically stated the articles of this Contract shall become effective at 12:01 a.m., August 15, 2025, following the ratification by both parties and the written execution thereof. This agreement is made and entered into at Galion, Ohio, on this _____ day of _____, 2025, by and between the Board and the Association.

The Board of Education of
the Galion City School District

Galion Education Association

By: _____
President Date

By: _____
President Date

By: _____
Treasurer Date

By: _____
Negotiations Chair Date

APPENDIX A

Galion City Schools
2025-2028 Contract Year

Step	BS	BS+12	BS+24	MS BS+36	MS+15	MS+30
0	1.0000	1.0400	1.0800	1.1200	1.1600	1.2000
1	1.0500	1.0900	1.1300	1.1700	1.2100	1.2500
2	1.1000	1.1400	1.1800	1.2200	1.2600	1.3000
3	1.1500	1.1900	1.2300	1.2700	1.3100	1.3500
4	1.2000	1.2400	1.2800	1.3200	1.3600	1.4000
5	1.2500	1.2900	1.3300	1.3700	1.4100	1.4500
6	1.3000	1.3400	1.3800	1.4200	1.4600	1.5000
7	1.3500	1.3900	1.4300	1.4700	1.5100	1.5500
8	1.4000	1.4400	1.4800	1.5200	1.5600	1.6000
9	1.4500	1.4900	1.5300	1.5700	1.6100	1.6500
10	1.5000	1.5400	1.5800	1.6200	1.6600	1.7000
11	1.5000	1.5900	1.6300	1.6700	1.7100	1.7500
12	1.5000	1.6400	1.6800	1.7200	1.7600	1.8000
13	1.5000	1.6400	1.7300	1.7700	1.8100	1.8500
14	1.5000	1.6400	1.7800	1.8200	1.8600	1.9000
15	1.5000	1.6400	1.7800	1.8700	1.9100	1.9500
16	1.5000	1.6400	1.7800	1.9200	1.9600	2.0000
17	1.5000	1.6400	1.7800	1.9200	2.0100	2.0500
18	1.5000	1.6400	1.7800	1.9200	2.0600	2.1000
19	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500
20	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500
21	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500
22	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500
23	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500
24	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500
25	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500
26	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500
27	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500
28	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500
29	1.5000	1.6400	1.7800	1.9200	2.0600	2.1500

**GALION CITY SCHOOLS
TEACHER SALARY SCHEDULE
EFFECTIVE FOR THE 2025-2026 SCHOOL YEAR**

BASE	41,486.00	(4% increase)				
STEP	BA	BA+12	BA+24	MA BS+36	MA+15	MA+30
0	41,486.00	43,145.00	44,805.00	46,464.00	48,124.00	49,783.00
1	43,560.00	45,220.00	46,879.00	48,539.00	50,198.00	51,858.00
2	45,635.00	47,294.00	48,953.00	50,613.00	52,272.00	53,932.00
3	47,709.00	49,368.00	51,028.00	52,687.00	54,347.00	56,006.00
4	49,783.00	51,443.00	53,102.00	54,762.00	56,421.00	58,080.00
5	51,858.00	53,517.00	55,176.00	56,836.00	58,495.00	60,155.00
6	53,932.00	55,591.00	57,251.00	58,910.00	60,570.00	62,229.00
7	56,006.00	57,666.00	59,325.00	60,984.00	62,644.00	64,303.00
8	58,080.00	59,740.00	61,399.00	63,059.00	64,718.00	66,378.00
9	60,155.00	61,814.00	63,474.00	65,133.00	66,792.00	68,452.00
10	62,229.00	63,888.00	65,548.00	67,207.00	68,867.00	70,526.00
11	62,229.00	65,963.00	67,622.00	69,282.00	70,941.00	72,601.00
12	62,229.00	68,037.00	69,696.00	71,356.00	73,015.00	74,675.00
13	62,229.00	68,037.00	71,771.00	73,430.00	75,090.00	76,749.00
14	62,229.00	68,037.00	73,845.00	75,505.00	77,164.00	78,823.00
15	62,229.00	68,037.00	73,845.00	77,579.00	79,238.00	80,898.00
16	62,229.00	68,037.00	73,845.00	79,653.00	81,313.00	82,972.00
17	62,229.00	68,037.00	73,845.00	79,653.00	83,387.00	85,046.00
18	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	87,121.00
19	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00
20	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00
21	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00
22	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00
23	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00
24	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00
25	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00
26	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00
27	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00
28	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00
29	62,229.00	68,037.00	73,845.00	79,653.00	85,461.00	89,195.00

**GALION CITY SCHOOLS
TEACHER SALARY SCHEDULE
EFFECTIVE FOR THE 2026 - 2027 SCHOOL YEAR**

BASE	42,316.00	(2% increase)				
STEP	BA	BA+12	BA+24	MA BS+36	MA+15	MA+30
0	42,316.00	44,009.00	45,701.00	47,394.00	49,087.00	50,779.00
1	44,432.00	46,124.00	47,817.00	49,510.00	51,202.00	52,895.00
2	46,548.00	48,240.00	49,933.00	51,626.00	53,318.00	55,011.00
3	48,663.00	50,356.00	52,049.00	53,741.00	55,434.00	57,127.00
4	50,779.00	52,472.00	54,164.00	55,857.00	57,550.00	59,242.00
5	52,895.00	54,588.00	56,280.00	57,973.00	59,666.00	61,358.00
6	55,011.00	56,703.00	58,396.00	60,089.00	61,781.00	63,474.00
7	57,127.00	58,819.00	60,512.00	62,205.00	63,897.00	65,590.00
8	59,242.00	60,935.00	62,628.00	64,320.00	66,013.00	67,706.00
9	61,358.00	63,051.00	64,743.00	66,436.00	68,129.00	69,821.00
10	63,474.00	65,167.00	66,859.00	68,552.00	70,245.00	71,937.00
11	63,474.00	67,282.00	68,975.00	70,668.00	72,360.00	74,053.00
12	63,474.00	69,398.00	71,091.00	72,784.00	74,476.00	76,169.00
13	63,474.00	69,398.00	73,207.00	74,899.00	76,592.00	78,285.00
14	63,474.00	69,398.00	75,322.00	77,015.00	78,708.00	80,400.00
15	63,474.00	69,398.00	75,322.00	79,131.00	80,824.00	82,516.00
16	63,474.00	69,398.00	75,322.00	81,247.00	82,939.00	84,632.00
17	63,474.00	69,398.00	75,322.00	81,247.00	85,055.00	86,748.00
18	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	88,864.00
19	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00
20	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00
21	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00
22	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00
23	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00
24	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00
25	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00
26	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00
27	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00
28	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00
29	63,474.00	69,398.00	75,322.00	81,247.00	87,171.00	90,979.00

**GALION CITY SCHOOLS
TEACHER SALARY SCHEDULE
EFFECTIVE FOR THE 2027 - 2028 SCHOOL YEAR**

BASE		42,739.00	(1% increase)			
STEP	BA	BA+12	BA+24	MA BS+36	MA+15	MA+30
0	42,739.00	44,449.00	46,158.00	47,868.00	49,577.00	51,287.00
1	44,876.00	46,586.00	48,295.00	50,005.00	51,714.00	53,424.00
2	47,013.00	48,722.00	50,432.00	52,142.00	53,851.00	55,561.00
3	49,150.00	50,859.00	52,569.00	54,279.00	55,988.00	57,698.00
4	51,287.00	52,996.00	54,706.00	56,415.00	58,125.00	59,835.00
5	53,424.00	55,133.00	56,843.00	58,552.00	60,262.00	61,972.00
6	55,561.00	57,270.00	58,980.00	60,689.00	62,399.00	64,109.00
7	57,698.00	59,407.00	61,117.00	62,826.00	64,536.00	66,245.00
8	59,835.00	61,544.00	63,254.00	64,963.00	66,673.00	68,382.00
9	61,972.00	63,681.00	65,391.00	67,100.00	68,810.00	70,519.00
10	64,109.00	65,818.00	67,528.00	69,237.00	70,947.00	72,656.00
11	64,109.00	67,955.00	69,665.00	71,374.00	73,084.00	74,793.00
12	64,109.00	70,092.00	71,802.00	73,511.00	75,221.00	76,930.00
13	64,109.00	70,092.00	73,938.00	75,648.00	77,358.00	79,067.00
14	64,109.00	70,092.00	76,075.00	77,785.00	79,495.00	81,204.00
15	64,109.00	70,092.00	76,075.00	79,922.00	81,631.00	83,341.00
16	64,109.00	70,092.00	76,075.00	82,059.00	83,768.00	85,478.00
17	64,109.00	70,092.00	76,075.00	82,059.00	85,905.00	87,615.00
18	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	89,752.00
19	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00
20	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00
21	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00
22	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00
23	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00
24	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00
25	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00
26	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00
27	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00
28	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00
29	64,109.00	70,092.00	76,075.00	82,059.00	88,042.00	91,889.00

Galion Schools ATHLETICS Salary 2025-26-2027/28

Payment is the listed percent
of the base of \$36505

	Step 0	Step 1	Step 2	Step 3	Step 4
Group 1	0.18	0.19	0.20	0.21	0.22
Group 2	0.15	0.16	0.17	0.18	0.19
Group 3	0.14	0.15	0.16	0.17	0.18
Group 4	0.11	0.12	0.13	0.14	0.15
Group 5	0.09	0.10	0.11	0.12	0.13
Group 6	0.08	0.09	0.10	0.11	0.12
Group 7	0.05	0.06	0.07	0.08	0.09
Group 8	0.05	0.055	0.06	0.065	0.07

Group 1

Football – Head
Basketball (Boys/Girls) - Head

Group 2

Track (Boys/Girls) - Head
Wrestling – Head

Group 3

Baseball – Head
Soccer (Boys/Girls) – Head
Softball – Head
Swimming – Head
Volleyball – Head

Group 4

Assistant High School AD
Basketball (Boy/Girl) - Varsity Asst
Cross Country – Head
Football - Varsity Asst
Golf (Boys/Girls) – Head
Middle School Athletic Director
Soccer (Boys/Girls) - Varsity Asst
Tennis (Boys/Girls) – Head
Wrestling - Varsity Asst

Group 5

Baseball – Freshman
Baseball - Varsity Asst
Basketball (Boys/Girls) - Freshman
Cheerleading - HS
Cross Country - Varsity Asst
Football - Freshman
Golf (Boys/Girls) - Assistant
Softball - Freshman
Softball - Varsity Asst
Swimming - Varsity Asst
Tennis (Boys/Girls) - Assistant
Track - Freshman
Track (Boys/Girls) - Varsity Asst
Volleyball - Freshman
Volleyball - Varsity Asst

Group 6

Basketball - Middle School
Cross Country - Middle School
Football - Middle School
Track - Middle School
Volleyball - Middle School
Wrestling - Middle School

Group 7

Cheerleading - Freshman Advisor
Cheerleading - Middle School
Bowling – Head

Group 8

Weight Training (1/season, 4 seasons total)

Note:

Any member who held an extra duty position listed below in 2018-2019 and continues to hold the same position will be paid at the following index using the \$36,505 base:

	Step 4
Assistant Football	0.18
Assistant Wrestling	0.18
Assistant Swimming	0.18

****Senior High Cheerleader Advisor will continue to be paid two contracts at the Group 5 index rate as long as the individual who served in that position during the 2018-2019 school year continues in that position.**

Galion Schools ACADEMICS Salary 2025/26-2027/28

Payment is the listed percent of the base (frozen at 2024-2025 base):

2024-2025: \$39,890

	Step 0	Step 1	Step 2	Step 3	Step 4
Group 1	0.18	0.19	0.20	0.21	0.22
Group 2	0.15	0.16	0.17	0.18	0.19
Group 3	0.14	0.15	0.16	0.17	0.18
Group 4	0.11	0.12	0.13	0.14	0.15
Group 5	0.09	0.10	0.11	0.12	0.13
Group 6	0.08	0.09	0.10	0.11	0.12
Group 7	0.05	0.06	0.07	0.08	0.09
Group 8	0.05	0.055	0.06	0.065	0.07
Group 9	0.04	0.045	0.05	0.055	0.06

Group 2

Marching Band - Senior High

Group 4

Showtunes

Group 5

Marching Band - HS
Asst

Group 6

Spring Dramatics

Group 7

Yearbook Advisor (2)
Building Tech Coach

Group 8

Fall Dramatics
GECA Director
Senior Class Advisor

Group 9

Department Chair/Team Leader
DLT Facilitator
Dramatics - HS Asst
(Instrumental)
Dramatics - HS Asst (Vocal)
E-Sports (up to 3)
Fifth Grade School Patrol
Freshman Class Advisor
Academic Challenge Advisor
Academic Challenge Advisor-MS
HS Jazz Band Director
Junior Class Advisor (2)
National Honor Society
Pep Band Director
RESA Coordinator
Senior High Student Council (2)
Sophomore Class Advisor
Student Council Elementary/MS
World Language Club
Yearbook – MS

APPENDIX B-2

Extended Time:

Elementary School Guidance Counselor(s) 10 Days (advance approval by Supt. required)

Middle & H.S. Guidance Counselor(s) 20 Days

Sr. High Marching Band 10 Days (advance approval by Supt. required)

Sr. High Marching Band Assistant 10 Days (advance approval by Supt. required)

Instructional Coaches 10 Days (advance approval by Supt. required)

*Extra-duty pay for special education teachers was eliminated on August 16, 1991 and will be provided only for special education teachers employed prior to that date who have continuous service in that area.

**An Assistant Coach who advances to the Head Coach position in the same sport will be paid at Step 0 for the Head Coach position unless the compensation for the Head Coach position at Step 0 is less than the compensation earned by the employee as an Assistant Coach in the same sport. If the Head Coach salary is less than the salary earned by the Assistant Coach in the same sport, given the years of services as an Assistant Coach, the employee will be paid on the salary step for the Head Coach that most closely matches, but is not less than, the salary earned by the employee as an Assistant Coach in the same sport.

***The administration will meet quarterly with School Improvement Facilitators to review duties, concerns and time commitment during the first year of the program.

****The grade 5-12 Band Director and grade 6-12 Choir Director may be paid up to 10 days extended time based on student participation and attendance at district and OMEA sponsored band/music contests. The annual schedule of events will be mutually agreed upon between the members and the Superintendent by September 15. Time will be paid from a time sheet submitted upon completion of the events.

Activities that are a part of the regular marching band season are excluded from extended time.

Trade time will not be offered for grades 5-12 band and choir directors.

Elementary music teachers (k-5) will trade time during parent-teacher conferences/in-services for no more than four (4) programs per year. A minimum of two (2) hours trade allowance will be given per program regardless of length of program with advanced approval by the building principal.

*****Any teacher teaching an advancement placement or dual enrollment course shall be paid a stipend of \$300.00 a quarter or \$450.00 a semester not to exceed \$900.00 a year.

GALION CITY SCHOOLS ASSAULT LEAVE

NAME _____ DATE _____

SCHOOL OR DEPARTMENT _____

Assault leave has been taken in accordance with the Ohio Revised Code (ORC) 3319.143 and Article IX, Section H of the Negotiated Agreement between the Galion Board of Education and the Galion Education Association.

_____ day(s) of assault leave was/were taken beginning at

_____/_____/_____/20____ and ending at ____/____/_____/20____
Time Day Month Year Time Day Month Year

Medical attention _____ required
was/was not

If medical attention was required or if your leave was for more than five (5) days, the following information must be stated:

Name of Physician: _____

Office Address: _____

Applicant's Signature

Principal _____

Superintendent

The applicant is advised that such payment will not be made unless the provisions of Article IX (H) are complied with. The applicant is further advised that a written report of the incident must be prepared and presented to the building principal or immediate supervisor as soon as possible.

GALION CITY SCHOOLS

SEVERANCE PAY REQUEST FORM

NAME _____ DATE _____

BUILDING OR DEPARTMENT _____

I hereby certify that, having ten (10) or more years of public service, I elected to retire from certain teaching service effective _____ and request severance pay in accordance with Article X (C) of the Negotiated Agreement and Ohio law.

Not desiring to have my accumulated sick leave transferred to another public agency in Ohio, I hereby request Severance Pay increment under Article X, Section C of the Board-GEA Negotiated Agreement. Payment will be made within sixty (60) days of verification of the first payment from the State Teachers Retirement System.

Signature of Employee

To: Treasurer
Superintendent

BOARD OF EDUCATION
GALION CITY SCHOOL DISTRICT

NOTICE AS TO TEACHER'S SALARY

TO _____ DATE _____, 20_____

In accordance with Section 3319.12 ORC, you are hereby notified that your salary as a teacher for the school year 20____/20_____ will be \$_____.

The salary computation found below is based on provisions of the salary schedule presently established by the Galion Board of Education.

PLEASE SIGN AND RETURN ONE (1) COPY WITHIN TEN (10) DAYS

TOTAL SALARY \$_____ (Payable in twenty-six [26]
installments every two weeks.)

Schedule Placement: Column _____ Step _____
Total Credited Experience _____
Education Level _____

THE BOARD OF EDUCATION
GALION CITY SCHOOLS

Teacher's Signature

Treasurer

Date

APPENDIX F

GALION CITY SCHOOLS
SUPPLEMENTAL CONTRACT
(3319.08 RC)

This limited contract entered into by and between _____
(name)

_____ of _____,
(address)

_____, Ohio hereinafter referred to as "Teacher," and
(city)

the Galion City School District Board of Education of Crawford County, Ohio, hereinafter referred to
as "Board,"

WITNESSETH:

In addition to Teacher's regular teaching duties, said Teacher does hereby promise and agree to perform
the following duties for and in behalf of said Board: _____

_____, and further
the parties agree to abide by and maintain the policies, rules and regulations adopted by such Board and the
administration, the Negotiated Agreement between said Board and the Galion Education Association, and the
laws of the State of Ohio. Such additional duties shall be performed by Teacher during the _____
year.

In consideration of the duties to be performed by said Teacher, the Board promises and agrees to pay
Teacher the sum of \$_____ annually, payable as
follows: _____

_____.

This limited contract entered into at Galion, Ohio, this _____ day of _____, 20_____.

Teacher

Galion City Board of Education

By _____
Treasurer

BOARD OF EDUCATION
GALION CITY SCHOOLS DISTRICT

TEACHER'S CONTRACT-LIMITED

An agreement entered into by and between _____
(hereinafter, Teacher) and the Board of Education of the Galion City School District (hereinafter, Board).

WHEREAS, the Board of Education has determined it necessary to provide for the service hereinafter set forth, has received the recommendation of the Superintendent, has determined that the Teacher be engaged to perform such services for a period of _____ school year(s), and has authorized this contract;

NOW THEREFORE, IT IS MUTUALLY AGREED that on and after the effective date of employment under this contract, _____, 20____, the Teacher shall be employed in the public schools of the Galion City School District to teach in the following area(s) of certification: _____.

Said Teacher and the Board further agree to abide by and observe the rules, regulations and policies of the Galion City Board of Education, including the Negotiated Agreement between said Board and the Galion Education Association, and the laws of the State of Ohio.

In consideration of and for such services, said Board agrees to pay, at the office of the Treasurer, to the Teacher the sum of \$_____ for the 20____ - _____ school year. It is further understood that the salary for additional school years covered by this contract shall be in accordance with the Board adopted salary schedule and applicable state laws.

Notice will be given annually, in accordance with Revised Code Section 3319.12, as to the salary to be paid to the Teacher for the succeeding year.

Entered into at Galion, Ohio, this _____ day of _____, 20____.

Date Signed

Teacher

THE GALION CITY BOARD OF EDUCATION

President

Treasurer

BOARD OF EDUCATION
GALION CITY SCHOOLS DISTRICT
GALION, OHIO

TEACHER'S CONTINUING CONTRACT

AN AGREEMENT entered into between _____
and the BOARD OF EDUCATION OF THE GALION CITY SCHOOLS of Galion, Ohio, Crawford County; the
said _____ hereby agrees to teach in the Public Schools of said
District from the date of this contract until he/she resigns, elects to retire, is retired pursuant to law, or until
contract is terminated as provided by law. Said _____ and
the Board of Education further agree to abide by and maintain the rules, regulations and policies adopted by
said Board of Education, including the Board/Galion Education Association Negotiated Agreement and the
laws of the State of Ohio.

Said Teacher is employed to teach in the following area(s) of certification:
_____.

IN CONSIDERATION of and for such services, the said Board of Education agrees to pay, at the office
of its Treasurer, to the said _____ the sum of
\$_____ for the 20_____/20_____ school year. The salary for each
following school year shall be as set forth on the "Notice as to Teacher's Salary" which shall be in accordance
with the Board adopted salary schedule and appropriate state laws.

NOTICE WILL BE GIVEN ANNUALLY, in accordance with Revised Code Section 3319.12, to each
teacher who holds a contract valid for the succeeding school year.

Entered into at Galion, Ohio, this _____ day of _____, 20_____.

Date Signed: _____
Teacher

FOR THE BOARD OF EDUCATION

President

Treasurer

GRIEVANCE REPORT FORM
STEP I

Grievance # _____ Distribution of Form:
 1. Superintendent
 2. Immediate Supervisor
 3. Association Grievance Chairperson
 4. Grievant

BUILDING	ASSIGNMENT	NAME OF GRIEVANT	DATE FILED
----------	------------	------------------	------------

A. Position of Grievant (set forth section or sections of agreement claimed to be involved) (Date cause of Grievance occurred) _____

B. Relief Sought

 Signature

 Date

C. Date received by Immediate Supervisor _____

D. Disposition

 Signature

 Date

GRIEVANCE REPORT FORM

STEP II

Grievance # _____

Distribution of Form:

1. Superintendent
2. Supervisor
3. Association Grievance Chairperson
4. Grievant

1.

BUILDING

ASSIGNMENT

NAME OF GRIEVANT

DATE FILED

A. Position of Grievant _____

B. Relief Sought _____

Signature

Date _____

C. Date received by Superintendent _____

D. Disposition by Superintendent _____

Signature

Date _____

GRIEVANCE REPORT FORM

STEP III

Grievance # _____ Distribution of Form:

1. Arbitrator
2. Board of Education
3. Association Grievance Chairperson
4. Grievant

BUILDING	ASSIGNMENT	NAME OF GRIEVANT	DATE FILED
----------	------------	------------------	------------

A. Position of Grievant _____

B. Relief Sought _____

Signature

Date _____

C. Date received by Treasurer of Board of Education _____

D. Disposition by Arbitrator _____

Signature

Date _____

WAIVER OF REPRESENTATION RIGHTS

By my signature, I hereby state that I choose not to be represented by the Galion Education Association or a GEA representative or other Association representative in any grievance initiated on _____ concerning
(date)

I hereby give notice to the Board and to the Association of this choice.

Signature

Date

TEACHER PERFORMANCE EVALUATION RUBRIC AND OTES EVALUATION FORMS

Ohio Teacher Evaluation System

Teacher Performance Evaluation Rubric

Teacher Performance Evaluation Rubric

The *Teacher Performance Evaluation Rubric* is to be scored holistically. This means evaluators will assess which level provides the best overall description of the teacher. The rating process is to occur on completion of each 30-minute observation and post-conference. To determine the rating for each 30-minute observation, the evaluator is to consider evidence gathered during the pre-conference, observation, post-conference and classroom walkthroughs, if applicable. Note that when completing the performance rubric, evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers may, but are not required to, bring additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-conferences and post-conferences as well as information from the Professional Growth and/or Improvement Plan, if applicable.

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING				
Domains	Components	Ineffective	Developing	Skilled
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments	Use of High-Quality Student Data Element 1.1 Element 1.2 Element 1.3 Element 3.3	The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).	The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.
	Connections to prior and future learning Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5	The teacher plans lessons that demonstrate no connections to student prior learning or future learning.	The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear.	The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that use the input and

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING				
Domains	Components	Ineffective	Developing	Skilled
				contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	<p>Connections to state standards and district priorities</p> <p>Element 2.3 Element 4.1 Element 4.7</p>	The teacher's instructional plan does not reference Ohio's Learning Standards.	The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.	<p>The teacher's instructional plan incorporates assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.</p> <p>The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.</p>
<p>KNOWLEDGE OF STUDENTS</p> <p>(Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)</p> <p>Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys</p>	<p>Planning instruction for the whole child</p> <p>Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4</p>	The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.	The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds.	<p>The teacher's instructional plan reflects consistent connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.</p>

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT				
Domains	Components	Ineffective	Developing	Skilled
LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) <i>Possible Sources of Evidence:</i> pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review	Communication with students Element 2.2 Element 4.3 Element 4.6 Element 6.1	The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used.	The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals.	Accomplished The teacher is consistent and effective in communicating differentiated learning goals (such as needs based, interest based, strength based), expectations for mastery and models of exemplary performance to students through multiple communication techniques.
		The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement.	The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students demonstrate little engagement in the lesson.	The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions.
		The teacher does not give students feedback.	Feedback to students is general, occasional or limited and may not always support student learning.	The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT				
Domains	Components	Ineffective	Developing	Skilled
LESSON DELIVERY (continued)	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
	Student-centered learning Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher directed. Students are not participating in learning activities. There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	Learning is primarily teacher directed. Students participate in whole class learning activities. There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning. Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys	Classroom routines and procedures Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
	Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher.	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.
		There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being.	There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.	There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.	There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT				
DOMAINS	Components	Ineffective	Developing	Skilled
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) <i>Possible Sources of Evidence:</i> pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference	Use of assessments Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments.	The teacher makes limited use of varied assessments.	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs.
		The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs.	The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs.	The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students.
		The teacher does not share evidence of student learning with students.	The teacher shares evidence of student learning with students.	The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.
	Evidence of student learning Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.

ORGANIZATIONAL AREA: PROFESSIONALISM				
Domains	Components	Ineffective	Developing	Skilled
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) <i>Possible Sources of Evidence:</i> <i>Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review</i>	Communication and collaboration with families Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.
	Communication and collaboration with colleagues Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues with limited improvement of professional practice.	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.
	District policies and professional responsibilities Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.

ORGANIZATIONAL AREA: PROFESSIONALISM				
Domains	Components	Ineffective	Developing	Skilled
	Professional learning Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.
				The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.

Self-Assessment Summary Tool

Directions: Teachers should record evidence to indicate strengths and areas of growth for each domain. Then, they should look holistically at their responses and identify two priorities for the upcoming year by placing checkmarks in the far-right column.

Name: _____

Grade/Subject: _____

	Standard	Strengths	Areas for Growth	Priorities (Check Two)
Standard 1: Students	<ul style="list-style-type: none"> Knowledge of how students learn and of student development Understanding of what students know and are able to do High expectations for all students Respect for all students Identification, instruction and intervention for special populations 			
Standard 2: Content	<ul style="list-style-type: none"> Knowledge of content Use of content-specific instructional strategies to teach concepts and skills Knowledge of school and district curriculum priorities and Ohio's learning standards Relationship of knowledge within the discipline to other content areas Connection of content to life experiences and career opportunities 			
Standard 3: Assessment	<ul style="list-style-type: none"> Knowledge of assessment types Use of varied diagnostic, formative and summative assessments Analysis of data to monitor student progress and to plan, differentiate and modify instruction Communication of results Inclusion of student self-assessment and goal-setting 			

Self-Assessment Summary Tool, continued

Standard	Strengths	Areas for Growth	Priorities (Check Two)
Standard 4: Instruction <ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio's learning standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs 			
Standard 5: Learning Environment <ul style="list-style-type: none"> • Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance of an environment that is conducive to learning for all students 			
Standard 6: Collaboration & Communication <ul style="list-style-type: none"> • Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies 			
Standard 7: Professional Responsibility & Growth <ul style="list-style-type: none"> • Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 			

Professional Growth Plan

Professional Growth Plan

The Professional Growth Plan helps the teacher identify areas of professional development that will enable the teacher to enhance practice. The teacher is accountable for implementing and completing the plan. The plan must align to any district and/or building improvement plan(s). The Professional Growth Plan is developed annually. It is to be reviewed regularly and updated as necessary based on collaborative conversations between the evaluator and the teacher.

The Professional Growth Plan should reflect the evidence available and focus on the most recent evaluation and observations. The Professional Growth Plan should be individualized to the needs of the teacher. The school or district should provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). The Professional Growth Plan must be clear and comprehensive. It is aligned to the most recent evaluation results and proposes a sequence of appropriate activities leading to progress toward the goals.

Teacher Name: _____	Evaluator Name: _____	<input type="checkbox"/> Self-Directed (Accomplished)	<input type="checkbox"/> Jointly Developed (Skilled)	<input type="checkbox"/> Evaluator Guided (Developing)
Choose the Domain(s) aligned to the goal(s).				
<input type="checkbox"/> Focus for Learning <input type="checkbox"/> Knowledge of Students <input type="checkbox"/> Lesson Delivery	<input type="checkbox"/> Classroom Environment <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Professional Responsibilities			
Goal Statement(s) Demonstrating Performance on Ohio Standards for the Teaching Profession	Action Steps & Resources to Achieve Goal(s)	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)		Dates Discussed
_____	_____	_____		_____
Describe the alignment to district and/or building improvement plan(s): _____				
Comments: _____				

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____
 The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.

Improvement Plan

Improvement Plan

Teacher
Name:

Grade Level/ Subject:

School year:

Building:

Date of Improvement Plan
Conference:

A written Improvement Plan is to be developed when an educator has a Final Holistic Rating of **Ineffective**. However, districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. The notice requirements for being placed on an Improvement Plan, the components of the plan and the implementation process for the plan may be subject to the terms of a collective bargaining agreement. The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take corrective actions in the timeline specified in the Improvement Plan, the evaluator may recommend the teacher be dismissed or continue working under the plan.

Section 1: Improvement Statement—List specific area(s) for improvement related to the **Ohio Standards for the Teaching Profession**. Attach documentation.

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

Section 2: Desired Level of Performance—List specific goal(s) to improve performance. Indicate what will be measured for each goal.

List Goal Statement(s) Indicating Performance on Ohio Standards for the Teaching Profession	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 actions the teacher must take to improve performance. Indicate the sources of evidence the evaluator will use to document the completion of the Improvement Plan.

Actions to be Taken	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)

Section 4: Assistance and Professional Development—Describe in detail specific supports that will be provided as well as opportunities for professional development.

Section 5: Alignment to District and/or Building Improvement Plan(s)—Describe the alignment to district and/or building improvement plan(s).

Comments:

Date for Improvement Plan to be evaluated: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____
The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.

Improvement Plan, continued

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 will be one of the following.

- ☐ 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 the recommended action.

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____
The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.

Walkthrough: Open-Ended Form

Teacher Name:

Grade(s)/Subject Area(s):

Date:

Evaluator Name:

Time Walkthrough Begins:

Time Walkthrough Ends:

OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature: _____

☐ Photocopy to Teacher

Final Holistic Rating of Teacher Effectiveness – Full Evaluation

Final Holistic Rating of Teacher Effectiveness—Full Evaluation

	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Formal Holistic Observation (followed by conference)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Focused Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus Area(s): <input type="checkbox"/> Focus for Learning <input type="checkbox"/> Knowledge of Students <input type="checkbox"/> Lesson Delivery <input type="checkbox"/> Classroom Environment <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Professional Responsibilities				
Professional Growth Plan (or Improvement Plan) Goal(s): <input type="text"/>				
(Goal prepopulates from the earlier entry)				
Evaluator Comments: <input type="text"/>				
Teacher Comments: <input type="text"/>				
Final Holistic (Overall) Rating	INEFFECTIVE <input type="checkbox"/>	DEVELOPING <input type="checkbox"/>	SKILLED <input type="checkbox"/>	ACCOMPLISHED <input type="checkbox"/>

☐ Check here if Improvement Plan has been recommended.

Teacher Signature

Date

Evaluator Signature Date

Final Holistic Rating of Teacher Effectiveness – Accomplished or Skilled Carry Forward

Final Holistic Rating of Teacher Effectiveness—Accomplished or Skilled Carry Forward

Professional Growth Plan Goal(s)		Dates:			
Alignment: <input type="checkbox"/> Mark Domain Area(s): <input type="checkbox"/> Focus for Learning <input type="checkbox"/> Knowledge of Students <input type="checkbox"/> Lesson Delivery <input type="checkbox"/> Classroom Environment <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Professional Responsibilities		Date of Observation: _____ Date of Conference: _____ Comments: _____			
Focus Area(s) Comments: _____					
Professional Growth Plan Goal(s):		(Goal(s) prepopulate from previous entry)			
Progress on Professional Growth Plan Goal(s):		<input type="checkbox"/> Progress Made (By checking this box, the teacher will continue with rating as per schedule until time for a full evaluation cycle.)		<input type="checkbox"/> Insufficient Progress Made (By checking this box, the teacher will automatically be placed on a full evaluation cycle the following school year.)	
Evaluator Comments: _____					
Teacher Comments: _____					
Final Holistic (Overall) Rating: Pre-Populated in OhioES Portal		INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
<input type="checkbox"/> Carry forward from previous rating <input type="checkbox"/> End of Cycle (Full evaluation required in the next school year) <input type="checkbox"/> Check here if Improvement Plan has been recommended.					

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

High-Quality Student Data Verification Form

High-Quality Student Data Verification Form

Teacher Name: _____

Evaluator Name: _____

Content Area(s): _____

Grade Level(s): _____

List sources of High-Quality Student Data used to inform instruction. Value-added data must be used as one source if available.

1. _____

2. _____

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Align to learning standards
- Measure what is intended to be measured
- Be attributable to a specific teacher for course(s) and grade level(s) taught
- Demonstrate evidence of student learning (achievement and/or growth)
- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias

AND

The teacher must use the data generated from the high-quality student data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students
- Informing instruction, adapting instruction to meet student need based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards

Comments: _____

Teacher Signature: _____

Date: _____

HQSD Approval Signature: _____

Date: _____

Pathway Plan

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 pathway plan 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

Pathway Plan (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.

--

Date for this Pathway 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.

Pathway Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/Subject _____

School Year: _____ Building _____ Date of Evaluation _____

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

- ☐ Growth is demonstrated and performance standards are met to a satisfactory level of performance
- ☐ Pathway Plan 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.

NON-OTES EVALUATION FORMS A-E

Galion City School District - Ohio Teacher Evaluation System

Assessment of Instructional Coach
Performance**Instructional Coach Performance Evaluation Rubric**

The *Instructional Coach Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the Instructional Coach. The rating process is to occur on completion of each 30-minute observation and post-conference. To determine the rating for each 30-minute observation, the evaluator is to consider evidence gathered during the Professional Growth and/or Improvement Plan, conferences, observations, and walkthroughs. Note that when completing the performance rubric, evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, coaches and evaluators may, but are not required to, bring additional pieces of evidence to address all indicators.

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
FOCUS FOR LEARNING	Use of Data	The coach does not use data to develop measurable and appropriate growth goals.	The coach uses one source of data and attempts to analyze patterns to develop measurable and appropriate growth goal(s). The analysis may be incomplete or inaccurate.	The coach thoroughly and correctly analyzes patterns in at least two sources of data, develops measurable and appropriate growth goal(s) and monitors progress toward goal(s).	The coach thoroughly and correctly analyzes trends and patterns in at least two sources of data to develop measurable and appropriate growth goal(s) and monitors progress toward goal(s). The coach plans for the facilitation of appropriate data collection and strategies to assist in goal setting and progress monitoring.

FOCUS FOR LEARNING (continued)	Connections to prior and future learning	The coach plans lessons that demonstrate no connections to teacher's prior learning or future learning.	The coach plans lessons that attempt to make connections with teacher's prior learning or future learning. These connections are not clear.	The coach plans lessons that intentionally make clear and coherent connections with teacher's prior learning and future learning and includes strategies that communicate the connections.	The coach plans lessons that intentionally make clear and coherent connections with teacher's prior and future learning and includes strategies that communicate the connections - among lesson content, other disciplines and/or real-world experiences. The coach plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each teacher's prior knowledge while supporting development.

<p>FOCUS FOR LEARNING (continued)</p>	<p>Connections to state standards and district policies</p>	<p>The coach does not demonstrate a clear focus for teacher/student learning. The coach does not demonstrate a clear understanding of Ohio's Academic or Behavior Standards.</p>	<p>The coach communicates a focus for teacher/student learning, develops learning objectives that are appropriate for teacher/student and reference the Ohio's Academic or Behavior Standards, but do not include measurable goals.</p>	<p>The coach demonstrates a focus for teacher/student learning, with appropriate learning objectives that include measurable goal(s) for teacher/student learning aligned with the Ohio's Academic or Behavior Standards. The coach demonstrates the importance of the goal and its appropriateness for teachers/students.</p>	<p>The coach establishes challenging and measurable goal(s) for teacher/student learning that aligns with the Ohio's Academic or Behavior (PBIS) Standards and reflects a range of student learner needs. The coach demonstrates how the goal(s) fit into the broader unit, course, and school goals for learning and skills.</p> <p>The coach participates in studying and evaluating advances in academic/behavior strategies and/or provides input on school and district curriculum.</p>
<p>Evidence</p>					

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
<p>KNOWLEDGE OF STUDENTS</p>	<p>Planning instruction for the whole learner</p>	<p>The coach's instructional plan makes no connections to and the coach is not familiar with teacher/student experiences, culture, developmental characteristics or backgrounds.</p>	<p>The coach's instructional plan makes minimal connections to teacher/student experiences, culture, developmental characteristics or teacher/student backgrounds.</p>	<p>The coach's instructional plan reflects connections to teacher/student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.</p>	<p>The coach's instructional plan reflects consistent connections to teacher/student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.</p>
<p>Evidence</p>					

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
LESSON DELIVERY	Communication with Teachers	The coach does not communicate goals and expectations and does not model exemplary performance to teachers. Teachers cannot discern goals. Differentiated goals are not used.	The coach inconsistently communicates goals, expectations and models of exemplary performance to the teacher. There is limited use of differentiated goals.	The coach is consistent and effective in communicating appropriate, needs-based, differentiated goals, expectations and models of exemplary performance to teachers.	The coach is consistent and effective in communicating differentiated goals (such as needs based, interest based, strength based), expectations and models of exemplary performance to teachers through multiple communication techniques.
		The coach does not demonstrate content knowledge by using content-specific, appropriate language or content-specific strategies. There is no teacher engagement.	The coach demonstrates some content knowledge by using limited content-specific, appropriate language and limited content-specific strategies. Teachers demonstrate little engagement in the learning.	The coach consistently demonstrates content knowledge by using content-specific, appropriate language and content-specific strategies to engage teachers. The coach's communication strategies and questioning techniques check for understanding and encourage higher-level thinking.	The coach consistently demonstrates content knowledge by using content-specific, appropriate language and content-specific strategies to engage teachers and/or students. The coach's communication strategies and questioning techniques engage teachers in higher-level and creative thinking and stimulate teacher-to-teacher interactions.
		The coach does not give teachers feedback.	Feedback to teachers is general, occasional or limited and may not always support learning.	The coach gives teachers substantive, specific and timely feedback to support their learning.	The coach gives teachers substantive, specific and timely feedback to support individual teacher learning. The coach gives teachers opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.

LESSON DELIVERY (continued)	Monitoring Understanding	The coach fails to monitor and address teacher confusion and misconceptions.	The coach inconsistently monitors or incorrectly addresses teacher confusion and misconceptions.	The coach consistently monitors and addresses common teacher confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The coach consistently monitors, addresses, articulates and anticipates individual teacher confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.

LESSON DELIVERY <i>(continued)</i>	Learning Centered	Learning is entirely coach directed. Teachers are not participating in learning.	Learning is primarily coach directed. Teachers participate in whole group learning.	Learning is a balance between coach-directed instruction and teacher- directed interaction as teachers apply their knowledge and skills as appropriate. The coach effectively combines collaborative and whole group learning opportunities to maximize teacher learning.	Learning is primarily self-directed with the coach in the role of facilitator encouraging teachers to apply their knowledge and skills as appropriate. The coach encourages the teachers to persist in the learning tasks. The coach effectively combines independent, collaborative and whole group learning opportunities to maximize teacher learning.
		There are no opportunities for teacher choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	There are few opportunities for teacher choice about what will be learned and how learning will be demonstrated. The coach uses limited differentiated instructional strategies or resources.	The coach gives opportunities for choice about learning paths or ways to demonstrate their learning. The coach uses differentiated instructional strategies and resources for groups of teachers.	The coach routinely promotes opportunities for teachers to actively take part in developing goals, and teachers are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all teachers, while supporting the various learning needs.
		The coach never enters the classroom or provides modeling/instructional coaching.	The coach inconsistently enters the classroom to provide modeling/instructional coaching.	The coach is consistent and effective in entering the classroom to provide modeling/instructional coaching.	The coach is consistent and effective in entering the classroom to provide modeling/instructional coaching. When appropriate the coach seeks out and provides resources to strengthen instructional practices. Which results in improvements in teacher instruction.

Evidence					
-----------------	--	--	--	--	--

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
CLASSROOM ENVIRONMENT	Classroom routines and procedures	The coach has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time. I	The coach establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. The coach makes decisions about operations.	The coach consistently uses routines, procedures and transitions that effectively maximize instructional time. Teachers assume appropriate levels of responsibility for effective operations.	The coach and teachers have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. Teachers initiate responsibility for effective operations.

CLASSROOM ENVIRONMENT (continued)	Classroom climate and cultural competency	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among teachers and the coach.	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among teachers and the coach.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among teachers and the coach.	The coach intentionally creates an environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among teachers and the coach.
		There is no demonstration of regard for teacher perspectives, experiences and culture. The coach does not address needs related to the teacher sense of well-being.	There is inconsistent demonstration of regard for teacher perspectives, experiences and culture. The coach is aware of needs related to the teacher sense of well-being but does not address them effectively.	There is demonstration of regard for teacher perspectives, experiences and culture. The coach models expectations and behaviors that create a positive climate of openness, respect and care. The coach anticipates and effectively addresses needs related to teachers sense of well-being.	There is demonstration of regard for teacher perspectives, experiences and culture. The coach models expectations and behaviors that create a positive climate of openness, respect and care. The coach anticipates and effectively addresses needs related to teacher's sense of well-being. The coach seeks and is receptive to the thoughts and opinions of individual teachers and the group. When appropriate, the coach includes other school professionals and/or community resources to ensure all teachers are recognized and valued.
Evidence					

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
ASSESSMENT OF LEARNING	Use of Assessments	The coach does not use varied assessments.	The coach makes limited use of varied assessments.	The coach selects and uses multiple assessments, including routine use of various diagnostic, formative, summative, direct, and/or indirect assessments.	The coach intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative, summative, direct, and/or indirect assessments. The coach offers differentiated assessment choices to meet the full range of teacher/student needs.
		The coach fails to analyze data and makes little or no attempt to modify instruction to meet teacher/student needs.	The coach attempts to analyze data and modify instruction, though the modifications do not meet teacher/student needs.	The coach analyzes patterns to measure targeted teacher/student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of teachers/students.	The coach analyzes data trends and patterns to measure targeted teacher/student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual needs.
		The coach does not share evidence of teacher/student learning with teachers.	The coach shares evidence of teacher/student learning with teachers.	The coach helps create a plan and supports teachers in sharing evidence of student learning with parents.	The coach shares evidence of a plan and supports colleagues and parents to collaboratively plan instruction to meet individual needs.

ASSESSMENT OF LEARNING (continued)	Evidence of learning	The coach's assessment data demonstrates no evidence of growth and/or achievement over time for most teachers/students.	The coach uses one source of student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some teachers/students.	The coach uses at least two sources of student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most teachers/students.	The coach uses at least two sources of student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most teachers/students.
Evidence					

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
PROFESSIONAL RESPONSIBILITIES	Communication and collaboration with families	The coach does not communicate with teachers, students, and families.	The coach inconsistently or unsuccessfully uses communication and engagement strategies with teachers, students, and families. These do not contribute adequately to teacher/student learning, well-being and development.	The coach uses effective and appropriate communication and engagement strategies with teachers, students, and families, resulting in partnerships that contribute to teacher/student learning, well-being and development.	The coach uses multiple effective and appropriate communication and engagement strategies with individual teachers, students, and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each teacher/student's learning, well-being and development.
PROFESSIONAL RESPONSIBILITIES (continued)	Communication and collaboration with colleagues	The coach does not communicate and/or collaborate with colleagues.	The coach inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	The coach effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.	The coach initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.

PROFESSIONAL RESPONSIBILITIES (continued)	District Policies and Professional responsibilities	The coach demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The coach demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The coach demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The coach demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The coach exemplifies effective leadership characteristics beyond the classroom. The coach helps shape policy at the school, district or state level.
PROFESSIONAL RESPONSIBILITIES (continued)	Professional learning	The coach sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The coach sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The coach sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The coach takes appropriate action to meet the goals.	The coach consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The coach takes appropriate action to meet the goals. The coach collaborates with colleagues and others to share best practices.
Evidence					

Non-OTES Evaluation Form
Teacher Pre-observation/Post-observation Form

Teacher _____ School _____ Evaluator _____

Specific Lesson _____ Subject/Class _____ Date _____

PLANNING AND PREPARATION – DOMAIN 1

What are the goals of the lesson (1b)?

What are the materials/resources to be used (1c & 1d)?

Will the instruction link past content, current content, and future content (1a)?

How do you differentiate instruction to meet the needs of all the learners (1b)?

How and when do you plan to evaluate student learning (1e)?

Teacher Pre-observation/Post-observation Form

Date _____

PROFESSIONAL RESPONSIBILITY – DOMAIN 4

To what extent did students learn what you intended and how do you know that (4a)?

If you were to teach this class again, what would you do differently (materials/resources, content, methods) (4a)?

Did you depart from anything you planned to do this class period? If so, when and why (4a)?

How will you use the information students' evaluation to plan future instruction (4a)?

What evidence can you provide that you:

- a) Maintain accurate records (4b)
- b) Communicate with families (4c)
- c) Take initiative in meeting professional responsibilities (4d)
- d) Participate in professional growth, both with and beyond the district (4c)

Non-OTES Evaluation Form**Galion City Schools – Cycle Teacher Evaluation Instrument**

Teacher _____ School _____ Evaluator _____

Specific Lesson _____ Subject/Class _____ Time _____ Date _____

Specific Lesson _____ Subject/Class _____ Time _____ Date _____

Exceed Expectations	Meets Expectations	Needs Improvement	Not Applicable	Areas of Evaluation	Observation One	Observation Two
				Knowledge of characteristic of age group		
				Knowledge of students' varied approaches to learning		
				Knowledge of students' interest and cultural heritage		
				Value		
				Clarity		
				Suitability for diverse students		
				Balance		

Exceed Expectations	Meets Expectations	Needs Improvement	Not Applicable	Areas of Evaluation	Observation One	Observation Two
				Knowledge of content		
				Knowledge of prerequisite relationships		
				Learning Activities		
				Instructional materials and resources		
				Instructional groups		
				Lessons and Unit Structure		
				Resources for teaching		
				Resources for students		
				Congruence with instructional goals		
				Criteria and standards		
				Use for Planning		
Summary/Recommendation 1:						
Summary/Recommendation 2:						

Exceed Expectations	Meets Expectations	Needs Improvement	Not Applicable	Areas of Evaluation	Observation One	Observation Two
				Teacher interaction with students		
				Student interaction		
				Importance of the content		
				Student pride in work		
				Expectations for learning and achievement		
				Management of instructional groups		
				Management of transitions		
				Management of materials and supplies		
				Performance of non-instructional duties		
				Supervision of volunteers and paraprofessionals		
				Expectations		
				Monitoring of student behavior		
				Response to student misbehavior		

Exceed Expectations	Meets Expectations Needs Improvement	Not Applicable	Areas of Evaluation	Observation One	Observation Two
			Safety and arrangement of furniture		
			Accessibility to learning and use of physical resources		
Summary/Recommendation 1:					
Summary/Recommendation 2:					
			Directions and procedures		
			Oral and written language		
			Representation of content		
			Activities and assignments		
			Grouping of students		
			Instructional material and resources		
			Structure and pacing		

Exceed Expectations	Meets Expectations	Needs Improvement	Not Applicable	Areas of Evaluation	Observation One	Observation Two
				Quality of questions		
				Discussion techniques		
				Student participation		
				Quality, accurate, substantive, constructive, and specific		
				Timeliness		
				Lesson adjustment		
				Response to students		
				Persistence		
Summary/Recommendation 1:						
Summary/Recommendation 2:						

Exceed Expectations	Meets Expectations	Needs Improvement	Not Applicable	Areas of Evaluation	Observation One	Observation Two
				Accuracy		
				Use in future teaching		
				Student completion of assignments		
				Student progress in learning		
				Non-instructional records		
				Information about the instructional program		
				Information about individual students		
				Engagement of families in the instructional program		
				Participation in school and district projects		
				Decision making		
				Attendance and Punctuality		

Exceed Expectations	Meets Expectations Needs Improvement	Not Applicable	Areas of Evaluation	Observation One	Observation Two
			Enhancement of Developing Professionally		
			Service to the profession		
			Relationships with colleagues		
Summary/Recommendation 1:					
Summary/Recommendation 2:					

Evaluator's Comments:

This conference was held within 7 days because of noted deficiencies requiring the development of a plan for improvement.

Teacher's Comments:

Signature of Evaluator _____

Date _____

Signature of Teacher _____

Date _____

Note: Your signature denotes that you have received a copy of this report but it does not necessarily indicate agreement. If you believe any portion is not accurate, please state your concern in writing to the evaluator.

NON-OTES EVALUATION FORM
GALION CITY SCHOOLS – TEACHER EVALUATION PROCESS

DOMAIN 1: PLANNING AND PREPARATION			
COMPONENT			
1a. Demonstrating knowledge of content and designing coherent instruction 1b. Demonstrating knowledge of content 1c. Selecting instructional goals 1d. Demonstrating knowledge of resources 1e. Assessing student learning	The teacher does not explain how the content of this lesson relates to the content of previous or future lessons.	The teacher accurately explains how the content of this lesson relates to the content from both previous lessons or what will follow in future lessons.	The teacher accurately explains how this content relates to what came before it or what will follow in future lessons and why this sequence is logical in terms of the larger learning goals of the discipline.
	The teacher demonstrates a lack of understanding of why it is important to become familiar with students' background experiences, does not know how to find this information and lacks familiarity with students' background experiences.	The teacher demonstrates some understanding of why it is important to become familiar with students' background experiences, describes one procedure used to obtain this information, and has some familiarity with the background knowledge and experiences of students.	The teacher demonstrates a comprehensive understanding of why it is important to become familiar with students' background experiences, describing several procedures used to obtain this information, and demonstrates a clear understanding of students' background knowledge and experiences.
	The teacher's goals are stated only as instructional activities, not learning outcomes or the learning goals are not clear or appropriate for the students.	The teacher's goals are stated in terms of student outcomes appropriate for this particular group of students.	The teacher's goals are stated as differentiated learning outcomes with a thoughtful explanation of why they are appropriate for groups or individual students or teacher's goals are stated in terms of students' outcomes appropriate for the whole class, groups, or individuals with an acceptable explanation of how and to what extent goals are appropriate.
	The teacher chooses methods, activities, or materials that are not related to the lesson goals or are clearly not appropriate for the students.	The teacher chooses methods, activities, and materials that are aligned with the goals of the lesson and that are developmentally appropriate.	The teacher chooses methods, activities, and materials that are aligned with the lesson goals and are differentiated to meet the diverse needs of students or the teacher provides an explanation for why a single method or activity is appropriate for all students.
	The teacher's approach to evaluation is not systematic or is not appropriately aligned with instructional goals or appropriate to the students.	The teacher's evaluation plan is systematic, designed to evaluate student learning that is aligned with lesson goals and appropriate to the students.	The teacher's systematic plan for evaluating student learning is aligned with lesson goals and appropriate to the students. It describes how the results of the evaluation will be used for planning future instruction.

GALION CITY SCHOOLS – TEACHER EVALUATION PROCESS

DOMAIN 2: THE CLASSROOM ENVIRONMENT			
COMPONENT			
2a. Creating an environment of respect and rapport	Classroom interactions, either between teacher and students or among students shows no evidence of respect and rapport.	All classroom interactions reflect a sense of respect and any obviously disrespectful behavior among students is not acceptable.	All classroom interactions promote respect among students is actively encourage.
2b. Establishing a culture for learning	The teacher's learning expectations for individuals, for groups within the class, or for the class as a whole, are very low.	The teacher's learning expectations for individuals, for groups within the class, or for the class as a whole, communicate that each student is capable of achievement.	The teacher's learning expectations are challenging, but achievable and suitable for individuals and groups of students. The teacher actively encourages students to meet these learning goals.
2c. Managing student behavior	Standards for appropriate classroom behavior either do not exist, are inappropriate, are not enforced, or the teacher's response to disruptive behavior does not demonstrate respect for the students.	Standards for appropriate classroom behavior are in place; disruptive behavior is handled in a respectful way or does not occur.	Standards for appropriate behavior are in place; student behavior is consistently appropriate or disruptive behavior is successfully handled in an effective and respectful way.
2d. Organizing physical space	The teacher makes poor use of the physical environment, resulting in either unsafe or inaccessible conditions or an interference with learning activities.	The physical environment is safe and does not interfere with learning activities.	The teacher uses the physical environment as a response to support learning activities. The classroom is safe and learning is accessible to all students, regardless of the level of control the teacher has over the physical setting.

GALION CITY SCHOOLS – TEACHER EVALUATION PROCESS

DOMAIN 3: TEACHING FOR STUDENT LEARNING			
COMPONENT			
3a. Communicating clearly and accurately	Students are presented no information, confusing information, or inaccurate information about the learning goals or the instructional procedures for the lesson.	Students are presented clear and accurate information about the learning goals and the instructional procedures. Most of the students seem to understand.	Students are presented clear and accurate information about the learning goals and the instructional procedures. Students seem to fully understand the learning goals. The teacher ensures that all students, including those who may initially have trouble, understand and can carry out the instructional procedures for the lesson.
3b. Engaging students in learning	The content appears to be incomprehensible to the students or the lesson contains substantive inaccuracies.	The content is accurate and appears to be comprehensible to the students.	The content is accurate and appears to be comprehensible to the students. As a whole, the lesson has a logical and coherent structure.
3c. Using questioning and discussion techniques	Students are either discouraged to think independently, creatively, or critically or are not encouraged to extend their thinking.	Students are encouraged to think independently, creatively, or critically in the context of the content being studied.	Activities or strategies used are specifically designed to actively encourage students to think independently, creatively, or critically about the content being taught.
3d. Providing feedback to students	The teacher makes no attempt to determine whether students are understanding and gives them no feedback.	The teacher monitors the students' understanding of the content. The students receive feedback as necessary.	The teacher monitors individual students or groups of students' understanding of the content and makes appropriate instructional adjustments if necessary. If appropriate, students receive substantive and specific feedback.
3e. Demonstrating flexibility and responsiveness	Substantial amounts of instructional time are spent on activities of little instructional value or the pacing of the lesson is inappropriate to the content and/or the students.	The pacing of the lesson is appropriate for most of the students. Non-instructional procedural matters do not occupy an excessive amount of time.	The teacher provides students with activities or instructional value for the entire lesson or learning activity and paces them appropriately. Any necessary non-instructional procedures are performed efficiently.

GALION CITY SCHOOLS – TEACHER EVALUATION PROCESS

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT

4a. Reflecting on teaching	The teacher cannot accurately identify the strengths and weaknesses of the lesson in relation to the learning goals or how the experience of teaching this lesson could be used in instruction.	The teacher accurately describes the strengths and weaknesses of the lesson in relation to the learning goals; in general terms, the teacher describes how the experience of teaching this lesson could be used in future instruction and makes suggestions about how the lesson may be improved.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Citing many specific examples offering specific alternative actions and weighing the relative strength of each.
4b. Maintaining accurate records	The teacher's system for maintaining information on student completion of assignments and student progress is in diary or marginally effective. The teacher's records for non-instructional activities are inadequate, resulting in errors, confusion, and requiring frequent monitoring. Required reporting forms (i.e., interims, grade cards, scan sheets, etc.) are not completed on time. Substitute teacher instructions are inadequate.	The teacher's system for maintaining information on student completion of assignments and student progress is effective. The teacher's system for maintaining information on non-instructional activities is also effective. All required forms are completed on time and substitute teacher instructions are adequate.	The teacher's system for maintaining information on student completion of assignments and student progress is fully effective. Students participate in the maintenance and interpretation of records. The teacher's system for maintaining information on non-instructional activities is fully effective. Required forms are well documented with other supporting evidence. Substitute teacher instructions are exemplary.
4c. Communicating with families	The teacher makes no or little attempt to communicate with parents or guardians about the instructional progress or individual student needs, even when communication is clearly needed.	The teacher provides frequent information to parents or guardians about the instructional program and student progress. The teacher is available as needed to respond to parent concerns and makes efforts to engage families in the instructional program.	The teacher provides frequent information to parents or guardians about the student progress. Students participate in preparing materials for their families. Response to parent concerns is handled with great sensitivity. Teacher efforts to engage families in the instructional program are frequent and successful.

GALION CITY SCHOOLS – TEACHER EVALUATION PROCESS

DOMAIN 4 CONT'D: PROFESSIONAL RESPONSIBILITIES			
COMPONENT			
4d. Contributing professionally to the district	The teacher avoids or seeks little involvement in school and district projects. The teacher makes decisions based on self-serving interests or on limited professional consideration. The teacher does not establish a pattern of being dependable by being punctual and does not attend required meetings. The teacher does not accept responsibility for building duties in addition to teaching assignments.	The teacher participates and contributes in school and district projects. The teacher establishes a pattern of being dependable by being punctual and attends required meetings. The teacher maintains an open mind and participates in team or departmental decision making. The teacher accepts responsibility for building duties in addition to teaching assignments.	The teacher participates in school and district projects, making a substantial contribution by assuming a leadership role. The teacher makes decisions based on highest professional standards. The teacher takes a leadership role in improving building duties and helps to ensure the school environment is safe and roles are clearly defined in addition to teaching assignment.
	4e. The teacher engages in little or no professional development activities to enhance knowledge and makes no or little attempt to share knowledge with others.	The teacher seeks out opportunities for professional development to enhance content knowledge. The teacher participates actively in assisting other educators.	The teacher initiates important activities to contribute to the profession and makes a systematic attempt to grow professionally.

**Non-OTES Evaluation Form
Professional Development Proposal**

Complete Proposal portion of this document and submit to your administrator two weeks prior to expected response and no later than January 15.

1. How will this professional development experience relate to your professional growth or your individual Professional Development Plan?

2. How will this professional development experience:

Improve your student's achievement?

Help meet your building level goals?

Help meet your district level goals?

Increase involvement and support from your community?

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Activity _____

**GALION CITY SCHOOLS
NON-OTES EVALUATION FORM
TEACHER EVALUATION SUMMARY & RECOMMENDATION**

To: Superintendent of Schools

From: _____

Date: _____

Teacher's Name: _____

Teacher's Assignment: _____

The above named teacher:

1. is on year _____ of a _____ year contract or _____ continuing contract.

2. is on Cycle I _____ Performance Review

Cycle II _____ Professional Development/Reflection

3. _____ Recommend for renewal and/or continue in present contract.

_____ Recommend to be placed on Cycle I PERFORMANCE REVIEW
next year.


_____ Recommend non-renewal of present contract.

Administrator Signature

Date

Employee Signature

Date



GALION CITY SCHOOLS
 Jennifer Allarding, Superintendent
 Charlene Parkinson, Treasurer
 Cindy Parrott, Student Services Director
 Melisa Watters, Director of Instruction

CERTIFIED LETTER OF INTENT

TO: All Certificated Staff Members

FROM: Jennifer Allarding, Superintendent

SUBJECT: 20XX – 20XX School Year Intention

DATE: |

It is time to consider plans for the coming school year and to review staffing needs for the 20XX – 20XX school year.

We realize that your plans may not be complete for next year, but we need to know what your intentions are at the present time. We would appreciate you sharing this information with us, as it will help us with our planning for the next school year.


Please check one:

- A. ☐ Retiring
- B. ☐ Resigning
- C. ☐ Remain in Galion City School System in current position
- D. ☐ Remain in Galion City School system – but prefer another assignment provided another position is available for which I might qualify. Please list your preference below:

If you are planning on resigning or retiring, please send us the necessary letter as soon as possible. Please return this form to your building principal by January 31, 20XX.

Employee Name (Print)

Employee Signature

470 Portland Way North | Galion, Ohio 44833
P (419) 468-3432 | F (419) 468-4333
 gallionschools.org

GALION CITY SCHOOLS

APPLICATION FOR SICK LEAVE FROM SICK LEAVE POOL (SLDS)

Date Initiated _____

I, _____, request approval of _____ days
(Employee's Full Name)

sick leave from the sick leave pool. I will be absent on the following days:

Signed _____

(The applicant must present a physician's certificate indicating an absence due to a single illness or accident that will last, or exceed twenty (20) consecutive days.)

I do hereby approve _____, not approve _____, the above sick leave pool request.

Date _____ Signed _____
Association President

I do hereby approve _____, not approve _____, the above sick leave pool request.

Date _____ Signed _____

NOTICE OF
ELECTION TO WAIVE
HEALTH INSURANCE COVERAGE

_____ hereby notifies the Galion Board of Education of his/her intent to waive their health insurance in exchange for \$1,500. It is understood that employees electing this waiver of insurance agree to remain out of the Board's insurance plan for at least one full year. It is further understood that in the event the employee loses his/her other insurance coverage due to circumstances beyond his/her control, he/she can apply to re-enroll in the Board's insurance plan in less than one year's time. Employees re-admitted in less than one year's time shall receive a prorated share of the \$1,500.

This notice is due in the Treasurer's Office by November 30th of each year.

Payment for the waiver will be made by the year following non-participation with a fifty percent (50%) payment in January and the final fifty percent (50%) in July.

Employee's Signature

Treasurer's Approval

Date

Date

GALION CITY SCHOOLS
Compensatory Leave Notification

NOTIFICATION FORM

Date Initiated _____

A. I, _____, give notice of compensatory leave time of
(Employee's Full Name)
_____ day(s).

B. This leave will cause or has caused me to be absent from my assigned duties on the
following day (or days):

(Give dates)

Signed _____

<u>For Treasurer</u>	Sick Days used	_____
	Personal Days used	_____
	Professional Days used	_____
	Visitation Day used	_____
	Days Without Pay used	_____
	Compensatory Days used	_____

Date

Principal or Supervisor

Date

Superintendent

Copies: Applicant _____
Principal _____
Treasurer _____

****The Galion City School District will offer any insurance plans to its employees that have been adopted and offered by the Wyandot Crawford Health Benefits Fund Consortium. Current information regarding District insurance plan offering(s) can be found on the District's website.***

VSP Benefits Summary



SEE HEALTHY AND LIVE HAPPY WITH HELP FROM GALION CITY SCHOOLS AND VSP.



As a VSP® member, you get personalized care from a VSP network doctor at low out-of-pocket costs.

VALUE AND SAVINGS YOU LOVE.

Save on eyewear and eye care when you see a VSP network doctor. Plus, take advantage of Exclusive Member Extras for additional savings.

PROVIDER CHOICES YOU WANT.

It's easy to find a nearby In-network doctor. Maximize your coverage with bonus offers and savings that are exclusive to Premier Program locations—including thousands of private practice doctors and over 700 Visionworks retail locations nationwide.



QUALITY VISION CARE YOU NEED.

You'll get great care from a VSP network doctor, including a WellVision Exam®—a comprehensive exam designed to detect eye and health conditions.

USING YOUR BENEFIT IS EASY!

Create an account on vsp.com to view your In-network coverage, find the VSP network doctor who's right for you, and discover savings with exclusive member extras. At your appointment, just tell them you have VSP.

GET YOUR PERFECT PAIR

EXTRA \$20 +
TO SPEND ON
FEATURED FRAME BRANDS*
UP TO 40%
SAVINGS ON LENS
ENHANCEMENTS

bebe CALVIN KLEIN COLE HAAN FLEXON
LACOSTE Nike NINE WEST

SEE MORE BRANDS AT [VSP.COM/OFFERS](https://vsp.com/offers).



Contact us: 800.877.7195 or vsp.com

YOUR VSP VISION BENEFITS SUMMARY

GALION CITY SCHOOLS and VSP provide you with an affordable vision plan.

PROVIDER NETWORK:

VSP Signature

EFFECTIVE DATE:

01/01/2022



BENEFIT	DESCRIPTION	COPAY	FREQUENCY
YOUR COVERAGE WITH A VSP PROVIDER			
WELLVISION EXAM	• Focuses on your eyes and overall wellness	\$10	Every calendar year
PRESCRIPTION GLASSES			
FRAME	• \$150 featured frame brands allowance • \$130 frame allowance • 20% savings on the amount over your allowance	\$25	Every other calendar year
LENSES	• Single vision, lined bifocal, and lined trifocal lenses • Impact-resistant lenses for dependent children	\$0	Every calendar year
LENS ENHANCEMENTS	• Standard progressive lenses • Tints/Light-reactive lenses • Premium progressive lenses • Custom progressive lenses • Average savings of 40% on other lens enhancements	\$0 \$0 \$80 - \$90 \$120 - \$160	Every calendar year
CONTACTS (INSTEAD OF GLASSES)	• \$130 allowance for contacts; copay does not apply • Contact lens exam (fitting and evaluation)	Up to \$60	Every calendar year
PRIMARY EYECARESM	• Retinal screening for members with diabetes • Additional exams and services for members with diabetes, glaucoma, or age-related macular degeneration. • Treatment and diagnoses of eye conditions, including pink eye, vision loss, and cataracts available for all members. • Limitations and coordination with your medical coverage may apply. Ask your VSP doctor for details.	\$0 \$20 per exam	As needed
EXTRA SAVINGS	Glasses and Sunglasses • Extra \$20 to spend on featured frame brands. Go to vsp.com/offers for details. • 30% savings on additional glasses and sunglasses, including lens enhancements, from the same VSP provider on the same day as your WellVision Exam. Or get 20% from any VSP provider within 12 months of your last WellVision Exam. Routine Retinal Screening • No more than a \$39 copay on routine retinal screening as an enhancement to a WellVision Exam Laser Vision Correction • Average 15% off the regular price or 5% off the promotional price; discounts only available from contracted facilities • After surgery, use your frame allowance (if eligible) for sunglasses from any VSP doctor		
YOUR COVERAGE WITH OUT-OF-NETWORK PROVIDERS			
Get the most out of your benefits and greater savings with a VSP network doctor. Call Member Services for out-of-network plan details.			
Coverage with a retail chain may be different or not apply. Log in to vsp.com to check your benefits for eligibility and to confirm in-network locations based on your plan type. VSP guarantees coverage from VSP network providers only. Coverage information is subject to change. In the event of a conflict between this information and your organization's contract with VSP, the terms of the contract will prevail. Based on applicable laws, benefits may vary by location. In the state of Washington, VSP Vision Care, Inc. is the legal name of the corporation through which VSP does business.			


Log in to vsp.com to find an In-network provider based on your plan type.

*Only available to VSP members with applicable plan benefits. Frame brands and promotions are subject to change. Savings based on doctor's retail price and vary by plan and purchase selection; average savings determined after benefits are applied. Ask your VSP network doctor for more details.

Classification: Restricted

©2021 Vision Service Plan. All rights reserved.

VSP, VSP Vision Care for life, Eyeconic, and WellVision Exam are registered trademarks, VSP Diabetic Eyecare Plus Program is servicemark of Vision Service Plan. Flexion is a registered trademark of Marchon Eyewear, Inc. All other brands or marks are the property of their respective owners.

 Galion Traditional Dental With Orthodontia	
Benefits	
Benefit Period	January 1 st through December 31 st
Dependent Age Limit	23 Dependent / 25 Student Removal upon Birth Date
Benefit Period Maximum (per member)	\$1,500
Benefit Period Deductible Single / Family	\$25 / \$50
Orthodontic Lifetime Maximum	\$1,500
Preventive Services	
Oral Exams – two per benefit period	100% UCR
Bite Wing X-Rays – two sets per benefit period	100% UCR
Prophylaxis (cleaning) – two per benefit period	100% UCR
Fluoride Treatment – one treatment per benefit period, limited to dependents up to age 19	100% UCR
Sealants (limited to dependents up to age 14)	100% UCR
Space Maintainers- limited to eligible dependents up to age 19	100% UCR
Emergency Palliative Treatment – includes emergency oral exam	100% UCR
Restorative Services	
Consultations and Other Exams by Specialist	80% UCR after deductible
Diagnostic X-Rays - including Full Mouth/Panorex, which are limited to one every 36 consecutive months	80% UCR after deductible
Minor Restorative Services	80% UCR after deductible
Endodontics/Pulp Services	80% UCR after deductible
Periodontal Services	80% UCR after deductible
Repairs, Relines & Adjustments of Prosthetics	80% UCR after deductible
Simple Extractions	80% UCR after deductible
Impactions	80% UCR after deductible
Minor Oral Surgery Services	80% UCR after deductible
General Anesthesia	80% UCR after deductible
Complex Services	
Gold Foil Restoration	70% UCR after deductible
Inlays, Onlays – one every five years	70% UCR after deductible
Crowns – one every five years	70% UCR after deductible
Bridgework (Pontics & Abutments) – one every five years	70% UCR after deductible
Partial and Complete Dentures – one every five years	70% UCR after deductible

Benefits	
Orthodontic Services	
Orthodontic Diagnostic Services	60% UCR
Minor Treatment for Tooth Guidance	60% UCR
Minor Treatment for Harmful Habits	60% UCR
Interceptive Orthodontic Treatment	60% UCR
Comprehensive Orthodontic Treatment	60% UCR

Note: Benefits will be determined based on Medical Mutual's medical and administrative policies and procedures.

This document is only a partial listing of benefits. This is not a contract of insurance. No person other than an officer of Medical Mutual may agree, orally or in writing, to change the benefits listed here. The contract or certificate will contain the complete listing of covered services.

In certain instances, Medical Mutual's payment may not equal the percentage listed above. However, the covered person's coinsurance will always be based on the lesser of the provider's billed charges or Medical Mutual's negotiated rate with the provider.

Ohio School Counselor Evaluation System

Professional Growth Plan

Professional Growth Plan

On an annual basis, a school counselor will develop two goals for professional growth and development; one in relation to the six standard areas and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor's evaluation. The development of the plan can be a firming by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

School Counselor Name: _____ Evaluator Name: _____ ☐ Self-Directed ☐ Collaborative

Choose the Standard(s) aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.			
Goal One	<input type="checkbox"/> Comprehensive School Counseling Program Plan	Evaluation and Data	
	<input type="checkbox"/> Direct Services for Academic, Career, and Social/Emotional Development	Leadership and Advocacy	
	<input type="checkbox"/> Indirect Services	Professional Responsibility, Knowledge & Growth	
	Goal Statement Demonstrating Performance in Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators

Choose the domain(s) aligned to the Metric of Student Outcomes goal.			
Goal Two	<input type="checkbox"/> Academic <input type="checkbox"/> College/Career <input type="checkbox"/> Social/Emotional		
	Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators
			Date Discussed

Comments:

School Counselor _____

Evaluator _____

Date: _____

05/12/2016

Ohio School Counselor Evaluation System

Final Summative Rating

Final Summative Rating of School Counselor Effectiveness

Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

Rubric Areas	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Standard 1: Comprehensive School Counseling Program Plan				
Standard 2: Direct Services for Academic, Career and Social/Emotional Development				
Standard 3: Indirect Services: Partnerships and Referrals				
Standard 4: Evaluation and Data				
Standard 5: Leadership and Advocacy				
Standard 6: Professional Responsibility, Knowledge and Growth				
Metrics of Student Outcomes				
Area of reinvestment:	Area of reinvestment:			
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended.

School Counselor Signature _____

Date _____

05/12/2016

Evaluator Signature _____

Date _____

Ohio School Counselor Evaluation System

Improvement Plan

Improvement Plan

Written improvement plans are to be developed when a school counselor receives an overall ineffective rating. In addition, districts have discretion to place a school counselor 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.

School Counselor Name:
School Year:

Date of Improvement Plan Conference:
Building:

Section 1: Improvement Statement - List specific areas for improvement as related to the Ohio Standards for School Counselors. 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 each goal will measure.

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

05/12/2016

Ohio School Counselor Evaluation System

Improvement Plan

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that the school counselor must take to improve his or her performance. Indicate the sources of evidence that the evaluator will use to document 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.

Date for this Improvement Plan to Be Evaluated:

School Counselor's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

05/12/2016

Ohio School Counselor Evaluation System

Improvement Plan

Improvement Plan: Evaluation of Plan

School Counselor Name:
School Year:

Date of Evaluation:
Building:

The improvement plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

- ☐ Improvement demonstrated and professional standards met a satisfactory level of performance.
- ☐ Continue with the Improvement Plan for a specified amount of time. Date:
- ☐ Recommend dismissal.

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.

School Counselor's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

* The level of performance varies depending on school counselor's years of experience

05/12/2016

Ohio School Counselor Evaluation System

Informal Observations

Informal Observation: Open-Ended Form

School Counselor Name:

Activity Observed:

Date:

Evaluator Name:

Time Informal Observation Begins:

Time Informal Observation Ends:

Directions: This form serves as a record of an informal walkthrough by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one informal observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.

TIMES	OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature

05/12/2016

☐ Photocopy to School Counselor

Ohio School Counselor Evaluation System

Assessment of School Counselor Performance

School Counselor Evaluation Rubric

The *School Counselor Evaluation Rubric* is intended to be scored holistically. This means the evaluator will assess which level provides the best overall description of the school counselor. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and informal observations of school counselor activities (if applicable) when completing the rubric.

Standard One: Comprehensive School Counseling Program Plan – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school's goals and mission.			
Ineffective	Developing	Skilled	Accomplished
The school counselor cannot articulate components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.
The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results.
The school counselor identifies no resources to implement the program.	The school counselor identifies resources needed to partially implement the program.	The school counselor identifies resources to fully implement the program.	The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.
Evidence			

05/18/2016

Standard Two: Direct Services for Academic, Career and Social/Emotional Development – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.				
	Ineffective	Developing	Skilled	Accomplished
	The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.
	The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.
	The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.
Evidence				

05/18/2016

Standard Three: Indirect Services: Partnerships and Referrals – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.				
	Ineffective	Developing	Skilled	Accomplished
	The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.
	The school counselor does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.	The school counselor coordinates school and community resources to support students and promote their success.	The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success.
	The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.
Evidence				

05/18/2016

Standard Four: Evaluation and Data – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.				
<div> <div>Ineffective</div> <div>Developing</div> <div>Skilled</div> <div>Accomplished</div> </div>				
Evidence	The school counselor does not monitor student performance and progress.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.
	The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.

05/18/2016

Standard Five: Leadership and Advocacy – School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.			
Ineffective	Developing	Skilled	Accomplished
The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
The school counselor does not advocate for nor responds to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.
The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.
The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success.	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.

05/18/2016

Evidence																				
Standard Six: Professional Responsibility, Knowledge and Growth – School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.																				
<table> <tr> <th>Ineffective</th> <th>Developing</th> <th>Skilled</th> <th>Accomplished</th> </tr> <tr> <td> <p>The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.</p> </td> <td> <p>The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.</p> </td> <td> <p>The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.</p> </td> <td> <p>The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.</p> </td> </tr> <tr> <td> <p>The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.</p> </td> <td> <p>The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.</p> </td> <td> <p>The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.</p> </td> <td> <p>The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.</p> </td> </tr> <tr> <td> <p>The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.</p> </td> <td> <p>The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.</p> </td> <td> <p>The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.</p> </td> <td> <p>The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.</p> </td> </tr> </table>					Ineffective	Developing	Skilled	Accomplished	<p>The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.</p>	<p>The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.</p>	<p>The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.</p>	<p>The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.</p>	<p>The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.</p>	<p>The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.</p>	<p>The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.</p>	<p>The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.</p>	<p>The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.</p>	<p>The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.</p>	<p>The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.</p>	<p>The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.</p>
Ineffective	Developing	Skilled	Accomplished																	
<p>The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.</p>	<p>The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.</p>	<p>The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.</p>	<p>The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.</p>																	
<p>The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.</p>	<p>The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.</p>	<p>The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.</p>	<p>The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.</p>																	
<p>The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.</p>	<p>The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.</p>	<p>The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.</p>	<p>The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.</p>																	
Evidence																				

05/18/2016

Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
Evidence	Ineffective	Developing	Skilled	Accomplished
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.

Conversion of Personal Leave Form

Members who have unused personal leave during the school year have the opportunity to convert these days to accumulated sick leave or into cash at a rate of \$150 for each day not used (Article IX, section B.7. of this CBA). Please indicate below the number of days that you are eligible to include in the process and whether you wish to convert to sick leave or receive the cash payment. Please check only one option.

The figures provided will be compared to those entered into the payroll system throughout this school year and you will be contacted if a difference is detected.

This form will be provided to members on or before May 1 by the administration to confirm the member's choice for conversion to sick leave or the monetary option. In the event a member fails to make an election by the last teacher workday of the school year, any unused personal leave days will be converted to the member's accumulated unused sick leave balance. Payment of the monetary option will be included in the second pay in June.

.....

I would like to convert _____ days of personal leave to accumulated sick leave.

I would like to convert _____ days of personal leave to cash at a rate of \$150 per day as stated in Article IX, Section B.7. of the current collective bargaining agreement.

Signature: _____

Date: _____