

APPENDIX A

**Canfield Local Schools
Canfield, Ohio**

Request for Transfer
Revised 9/91, 12/03, 6/14; 9/25

5.021 A. 1.

a. Voluntary Transfer

(1) Employed teachers, appropriately certified/licensed, can make known their interest in changing positions when made aware of such opening through job advertisement or annually by notifying the Superintendent by March 1. Application for transfer shall be made on printed forms which shall be available through the building principal and shall be forwarded directly to the Superintendent.

(2) If such transfer is denied, the teacher shall be provided with written reasons by the Superintendent for the denial. The teacher may also request a follow-up conference with the Superintendent, which will be scheduled within ten (10) days of such request.

(3) When more than one bargaining unit member is under consideration for voluntary transfer to a vacated position, the factors to be considered in making the transfer will be consistent with those set forth in Section 5.021. In the circumstance of staffing changes necessitated by an enrollment "bubble," the Administration will first review voluntary transfer requests and consider seniority within the district and also experience in similar positions prior to making a final determination on a grade level transfer.

Name _____ Date _____

Building _____

Grade _____ Subject _____

I hereby request consideration for the position of:

Teacher's Signature

APPENDIX B

PROFESSIONAL LEAVE REQUEST

Article IV, Section 4.08

(Revised 9/91; 9/97; 9/00; 12/03; 6/08; 6/14; 9/17; 9/25)

(Complete in Duplicate)

I hereby request permission to attend a professional meeting described as follows:

Name of Convention or Meeting _____

Location _____

Date(s) _____ Registration Fee \$ _____

Transportation by: _____ School car must be used if available. If personal vehicle is used when a school car is available, there will be no mileage reimbursement. Car pooling is encouraged.

_____ Bus
_____ Air
_____ Other _____

Date Substitute Teacher is needed _____

I have used _____ professional days this school year.

Signature of Staff Member

Approved: _____ Disapproved: _____ Building Principal _____ Date: _____

Disapproval Reason _____

Any disapproval may be appealed to the Superintendent

Approved: _____ Disapproved: _____ Superintendent _____ Date: _____

Expenses to be reimbursed according to the schedule delineated below.

Approved: _____ Disapproved: _____ Superintendent _____ Date: _____

NOTE: The established rate of reimbursement is as follows:

Meals (overnight only) – up to the following amounts:

\$55.00 per day

ITEMIZED RECEIPT REQUIRED

(Breakfast \$15.00)

(Lunch \$15.00)

(Dinner \$25.00)

***Maximum tip allowed – 20%; Sales tax not reimbursed – exemption forms provided upon request.**

Lodging **RECEIPT REQUIRED**

Reasonable Usual Customary Rate to a maximum of \$120/night

Sales tax not reimbursed – exemption forms provided upon request.

Mileage At IRS rate in effect at the time of travel

Registration Usual Customary Rate (UCR) **RECEIPT REQUIRED**

ADVANCE APPROVAL BY SUPERINTENDENT REQUIRED

APPENDIX C

TO BE ATTACHED WITH REQUISITION***
REQUEST FOR PAYMENT OF TRAVEL EXPENSES
(Revised 9/91; 9/97; 12/03; 6/08; 6/14; 9/17; 9/25)

SCHOOL BUSINESS
Article VI, Section 6.06

Date _____

Canfield Board of Education
100 Wadsworth Street
Canfield, Ohio 44406

Approval Date of Professional Leave Request** _____

Staff Member's Name _____

Expenses incurred for _____
(Name of Conference)

to attend the conference at _____
(City and State)

Date(s) of conference _____

Registration ***(RECEIPT REQUIRED)** \$ _____

Meals (Not to exceed \$55.00 per day - maximum tip 20%) \$ _____

(Breakfast \$15.00)

(Lunch \$15.00)

(Dinner \$25.00)

***(ITEMIZED RECEIPT REQUIRED)**

Miles _____ at IRS rate \$ _____
(Number)

(Maximum allowed 600 miles)

Motel (Not to exceed \$120.00 per night) \$ _____

***(RECEIPT REQUIRED)**

Miscellaneous Expenses (Itemize)

***(RECEIPT REQUIRED)** \$ _____

1. _____

2. _____

3. _____

TOTAL AMOUNT \$ _____

(Signature of Staff Member)

*Receipts must be attached for reimbursement – sales tax not reimbursed – exemption forms provided upon request

**Please attach copy of approved professional leave request form

***Please enter requisition and attach this request for payment of travel expenses

APPENDIX D

Canfield Local Schools

GRIEVANCE PROCEDURE FORM

(New 10/88)

Name of Employee _____ Date of Filing _____

Home Address _____

Telephone _____ or _____

School _____ Position _____

Supervisor _____

Name of Association Representative _____

STATEMENT OF GRIEVANCE: (Include Date, Time and Place)

Action Requested: _____

Signature of Grievant

Date Received _____

Signature _____

10/1988



APPENDIX E

CANFIELD LOCAL SCHOOLS

Certified Evaluation

Position: **Behavior Coach**

Supervisor Building Principal or Director of Special Services

Employee Name: _____

Evaluator: _____

Building Assigned: _____

Contract Status: Limited _____ Continuing _____

Length of Experience: _____ **Length of District Experience** _____

Evaluation Year: _____ **Mid-Year Evaluation** _____ **Year-End Evaluation** _____

Procedure

Staff evaluation is an on going process. Therefore, administrators, supervisors, and coordinators as well as staff members should familiarize themselves with all items on the evaluation, although all items may not be addressed. The evaluation is a summary of job performance as well as informal observations through the year. To elaborate on the itemized evaluation, the evaluator may use the narrative. A narrative must accompany any rating of 2 or 3.

- A. Planned observations of the work performance shall be conducted openly and with full knowledge of the classified employee and shall be designed to permit a fair and reasonable observation of the staff member's job performance.
- B. All personnel shall be thoroughly advised by their immediate supervisor in regard to the evaluation procedure.
- C. Job performance of classified employees will be evaluated on an on going basis with the final year-end evaluation being completed by the employee's immediate supervisor(s). This evaluation is then reviewed and signed by the designated educational administrator. The evaluation of the employee shall be performance based and will reflect the adequacy with which the performance responsibilities are achieved.

Purpose

- A. The improvement of job performance
- B. To help the staff member achieve greater effectiveness
- C. Provide definite written records of performance to be used:
 - 1. As evidence of classified staff performance
 - 2. In advancement of positions and awarding of continued employment
 - 3. As reference material (for recommendation to other systems)
 - 4. For an on going plan for improvement

Explanation of Ratings:

- | | |
|-----------------|--|
| Rating 1 | Meets Expectations
Performance meets expectations and objectives for the position on a consistent basis. An employee operating at this level of performance accomplishes the key responsibilities and meets any objectives set for the position in a timely fashion. This should be the expected level of performance in a position. |
| Rating 2 | Needs Improvement
Performance for some areas does not meet acceptable levels. Additional training, experience, and/or attention by staff member are required to meet acceptable levels of performance. The staff member should develop action plans to meet acceptable levels of performance for key areas and objectives. |
| Rating 3 | Does Not Meet Expectations
Performance of a fully trained employee does not meet acceptable level and requires improvement. Important job responsibilities are left undone or incomplete, others need to be redone, and the total effort does not make a meaningful contribution to the established goals of the organizational unit. Separation or reassignment may be necessary unless performance significantly improves within a specified period of time. |
| Rating 4 | Not Applicable
Indicates category is not applicable. |

Narrative Statements

A rating of 2 or 3 in any performance area requires a narrative statement to explain or otherwise support the evaluator's rating.

Essential Functions:

Provides consultation and intervention regarding behavior management, effective education and assessment of behavioral needs of students with and without disabilities

Possesses the ability to conduct functional behavioral assessments and design, implement and monitor behavior intervention plans

Understands State and Federal regulations relative to behavioral requirements and students with disabilities

Develops crisis intervention plan when needed

Serves as the liaison between students receiving special education services and outside providers, private psychiatrists, psychologists and community agencies

Follow student in alternative placements; facilitates transition during referral and reintegration phases

Serves as member of the IEP team for students with behavioral concerns

Prepare written reports as needed by district to outside psychiatric professionals/community agencies re: behavioral concerns of identified special education students

Consults with school staff working with student with behavioral needs on behavior management techniques and information on specific student needs

Provides consultation to parents re: child development, behavior management techniques

Conducts professional development on training behavior management, de-escalation and crisis prevention, progress monitoring, data collection techniques, social skills or other targeted district needs

Familiarizes self with most recent research/practice in applied behavior analysis

Provides social skill lessons and materials to teachers, student groups or individual student as needed

Designs, implements and monitors behavior programs for students

Oversees the implementation of behavior programs by others

Assists with PBIS/MTSS programs in the district

Essential Functions Narrative

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Other Duties and Responsibilities

Serve as a role model for students	
Respond to routine questions and requests in an appropriate manner	
Perform other duties as assigned by Superintendent	

Other Duties and Responsibilities Narrative

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Required Knowledge, Skills, and Abilities

Ability to work effectively with others	
Ability to communicate ideas and directives clearly and effectively both orally and in writing	
Effective, active listening	
Organizational and problem solving skills	

Required Knowledge, Skills, and Abilities**Additional Comments**

Employee's signature indicates receipt of appraisal report.

Employee: _____

Evaluator: _____

Position: _____

Title: _____

Date: _____

Date: _____

Copies to: Personnel File; Supervisor; and Employee



CANFIELD LOCAL SCHOOLS

Licensed Evaluation

Position: **Instructional Coach: Reading/Math**

Supervisor Building Principal or Director of Curriculum and Instruction

Employee Name: _____

Evaluator: _____

Building Assigned: _____

Contract Status: Limited _____ Continuing _____

Length of Experience: _____ **Length of District Experience** _____

Evaluation Year: _____ **Mid-Year Evaluation** _____ **Year-End Evaluation** _____

Procedure

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Explanation of Ratings:**Rating 1 Meets Expectations**

Performance meets expectations and objectives for the position on a consistent basis. An employee operating at this level of performance accomplishes the key responsibilities and meets any objectives set for the position in a timely fashion. This should be the expected level of performance in a position.

Rating 2 Needs Improvement

Performance for some areas does not meet acceptable levels. Additional training, experience, and/or attention by staff member are required to meet acceptable levels of performance. The staff member should develop action plans to meet acceptable levels of performance for key areas and objectives.

Rating 3 Does Not Meet Expectations

Performance of a fully trained employee does not meet acceptable level and requires improvement. Important job responsibilities are left undone or incomplete, others need to be redone, and the total effort does not make a meaningful contribution to the established goals of the organizational unit. Separation or reassignment may be necessary unless performance significantly improves within a specified period of time.

Rating 4 Not Applicable

Indicates category is not applicable.

Narrative Statements

A rating of 2 or 3 in any performance area requires a narrative statement to explain or otherwise support the evaluator's rating.

Essential Functions:

Provide leadership and vision to the school-wide reading program to meet diverse student needs

Promote the importance of quality reading/math

Keep abreast of national, state, and Canfield Local Schools reading/math curricular content by participating in the activities of professional associations and District level vertical committees

Support teachers in differentiating reading instruction

Provide supplementary reading instructions and design appropriate interventions for students who are struggling to master key reading/math concepts

Lead a school-based reading committee to identify reading/math areas of concern and to devise strategies for bringing about positive change in reading/math

Provide sustained professional development in reading/math geared to the specific needs of the schools

Assist staff in interpreting and using formal and informal data to inform instruction

To assist teachers in the effective use of technology in daily instruction

To collect and analyze data about what is and is not working and to use the data, including results from students' assessment, to improve curriculum and instruction

To encourage reflection on, and the discussion of, what is working, what is not working, and how to make improvements

To collaborate with the staff to determine needs and priorities for professional development

Maintain district-wide focus on high achievement for all students

Provide opportunities for meaningful input and feedback from internal and external stakeholders

Oversee state/district reading assessments

Support principal with curriculum needs and data

Model classroom instruction

Participate in district scheduled meetings to facilitate a K-12 vertical alignment

Provide professional development for staff

Focus will be on Best Practice instruction

Assist teachers with the implementation of District Reading/Math program

Assist teachers in diagnosing individual student reading/math weaknesses and match these areas of need with appropriate instructional strategies and resources based

Monitor and report the effectiveness and progress of improved reading/math instruction and student's performance to building principals

Help make recommendations regarding instructional materials

Help create reading common assessments as needed

Other duties as assigned by the Superintendent or his/her designee

Essential Functions**Essential Functions Narrative****Other Duties and Responsibilities**

Serve as a role model for students	
Respond to routine questions and requests in an appropriate manner	

Other Duties and Responsibilities Narrative**Required Knowledge, Skills, and Abilities**

Ability to work effectively with others	
Ability to communicate ideas and directives clearly and effectively both orally and in writing	
Effective, active listening	
Organizational and problem solving skills	

Ability to work alone with little direction	
Basic computer skills	

Required Knowledge, Skills, and Abilities
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Additional Comments

Employee's signature indicates receipt of appraisal report.

Employee: _____

Evaluator: _____

Position: _____

Title: _____

Date: _____

Date: _____

Copies to: Personnel File; Supervisor; and Employee



CANFIELD LOCAL SCHOOLS

Licensed Evaluation

Position: **School Psychologist**

Supervisor Director of Special Services or Building Principal

Employee Name: _____

Evaluator: _____

Building Assigned: _____

Contract Status: Limited _____ Continuing _____

Length of Experience: _____ **Length of District Experience** _____

Evaluation Year: _____ **Mid-Year Evaluation** _____ **Year-End Evaluation** _____

Procedure

Staff evaluation is an on going process. Therefore, administrators, supervisors, and coordinators as well as staff members should familiarize themselves with all items on the evaluation, although all items may not be addressed. The evaluation is a summary of job performance as well as informal observations through the year. To elaborate on the itemized evaluation, the evaluator may use the narrative. A narrative must accompany any rating of 2 or 3.

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Explanation of Ratings:**Rating 1 Meets Expectations**

Performance meets expectations and objectives for the position on a consistent basis. An employee operating at this level of performance accomplishes the key responsibilities and meets any objectives set for the position in a timely fashion. This should be the expected level of performance in a position.

Rating 2 Needs Improvement

Performance for some areas does not meet acceptable levels. Additional training, experience, and/or attention by staff member are required to meet acceptable levels of performance. The staff member should develop action plans to meet acceptable levels of performance for key areas and objectives.

Rating 3 Does Not Meet Expectations

Performance of a fully trained employee does not meet acceptable level and requires improvement. Important job responsibilities are left undone or incomplete, others need to be redone, and the total effort does not make a meaningful contribution to the established goals of the organizational unit. Separation or reassignment may be necessary unless performance significantly improves within a specified period of time.

Rating 4 Not Applicable

Indicates category is not applicable.

Narrative Statements

A rating of 2 or 3 in any performance area requires a narrative statement to explain or otherwise support the evaluator's rating.

Essential Functions

Rating

1. Collects and utilizes data from multiple sources to identify student strengths and needs and to develop and measure the success of interventions and programs within a multitiered system of supports	
2. Applies assessment and data collection methods to implement and evaluate academic interventions and instructional supports that address students' cognitive and developmental needs	
3. Provides compliant comprehensive evaluations of individual children identified as or suspected of being disabled and interpret results of the evaluation to appropriate individuals within required timelines	
4. Participates as a member of the evaluation/placement team and contributes to the written report of that team regarding student's individual strengths and weaknesses 5. Facilitates the 504 process and conducts compliant 504 evaluations	
6. Contributes to the creation and implementation of preventive and responsive services that ensure a safe and supportive school environment, including effective crisis response and recovery	
7. Demonstrates effective consultation, collaboration, and communication skills with individuals, families, groups, and systems in supporting decision-making and service delivery	
8. Facilitates collaboration between families, schools, and community agencies to enhance the academic and social-behavioral outcomes of students	

9. Collaborates with others on evidence-based practices that enhance school-wide learning, behavior, and mental health in a safe and supportive environment	
10. Provides counseling individually and for groups, for students and/or their parents as needed	
11. Establishes rapport with students and supports a culture of positive mental health throughout the school	
12. Designs, implements, and evaluates mental and behavioral health services that promote resilience, positive behavior, and social-emotional functioning among students	
13. Plans and delivers effective interventions that advances the learning or social emotional development of individual students	
14. Participates in student concerns process with school personnel and parents to develop interventions, plan evaluation, and/or provides consultation for students	
15. Maintains appropriate child study files	
16. Keeps abreast of new developments in the field	
17. Adheres to established professional and ethical standards for school psychologists	
18. Ability to work effectively with others	
19. Ability to communicate ideas and directives clearly and effectively both orally and in writing	
20. Effective, active listening skills	
21. Organizational and problem-solving skills	
22. Able to respond to routine questions and requests in an appropriate manner	
23. Serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings	
24. Other duties as assigned by the Superintendent or his/her designee	

Essential Functions Narrative

Additional Comments:

Employee's signature indicates receipt of appraisal report.

Employee: _____

Position: _____

Date: _____

Evaluator: _____

Title: _____

Date: _____

Copies to: Personnel File; Supervisor; and Employee



CANFIELD LOCAL SCHOOLS

Licensed Evaluation

Position: **Tutor: Intervention**

Supervisor Building Principal

Employee Name: _____

Evaluator: _____

Building Assigned: _____

Contract Status: Limited _____ Continuing _____

Length of Experience: _____ **Length of District Experience** _____

Evaluation Year: _____ **Mid-Year Evaluation** _____ **Year-End Evaluation** _____

Procedure

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Explanation of Ratings:**Rating 1 Meets Expectations**

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Rating 2 Needs Improvement

Performance for some areas does not meet acceptable levels. Additional training, experience, and/or attention by staff member are required to meet acceptable levels of performance. The staff member should develop action plans to meet acceptable levels of performance for key areas and objectives.

Rating 3 Does Not Meet Expectations

Performance of a fully trained employee does not meet acceptable level and requires improvement. Important job responsibilities are left undone or incomplete, others need to be redone, and the total effort does not make a meaningful contribution to the established goals of the organizational unit. Separation or reassignment may be necessary unless performance significantly improves within a specified period of time.

Rating 4 Not Applicable

Indicates category is not applicable.

Narrative Statements

A rating of 2 or 3 in any performance area requires a narrative statement to explain or otherwise support the evaluator's rating.

Essential Functions:

Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students.

Regularly monitors progress of students who are participating in intervention.

Implements evidence-based reading or math interventions with fidelity as intended

Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.

Assists the teacher/IEP Team in devising special strategies for reinforcing material or skills based on an empathetic understanding of individual students, their needs, interests, and abilities.

Operates and cares for equipment used in the classroom for instructional purposes.

Helps students master equipment or instructional materials assigned by teacher.

Distributes and collects workbooks, paper, and other materials for instruction.

Guides independent study, enrichment work, and remedial work set up and assigned by the teacher, coach, or supervisor.

Assists with the supervision of students during emergency drills, assemblies, play periods, and field trips if assigned.

Assists with such large group activities as drill work, reading aloud, and storytelling when directed by the teacher.

Reads to students, listens to students read, and participates in other forms of oral communication with students.

Alerts the regular teacher to any problem or special information about an individual student.

Maintains a high level of ethical behavior and confidentiality of information about students.

Participates in inservice training programs, as assigned.

Develops and participates in implementation of Individualized Education Programs (IEPs) for students with disabilities (if applicable).

Monitors progress toward Individualized Education Programs (IEPs) goals and objectives for students having disabilities (if applicable).

Assist in the identification of students needing additional support in reading and mathematics.

Assist classroom teachers in providing reading and mathematics intervention to identified students

Monitor and communicate all student progress with the classroom teacher and parents.

Follow any instructions provided by the classroom teacher and/or the building principal.

Other duties assigned by supervisor, superintendent, or superintendent designee

Essential Functions

Essential Functions Narrative

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Other Duties and Responsibilities

Serve as a role model for students	
------------------------------------	--

Respond to routine questions and requests in an appropriate manner	
--	--

Other Duties and Responsibilities Narrative

Required Knowledge, Skills, and Abilities

Ability to work effectively with others	
Ability to communicate ideas and directives clearly and effectively both orally and in writing	
Effective, active listening	
Organizational and problem-solving skills	
Ability to work alone with little direction	
Basic computer skills	

Required Knowledge, Skills, and Abilities

Additional Comments

Employee's signature indicates receipt of appraisal report.

Employee: _____

Evaluator:

Position: _____

Title:

Date: _____

Date:

Copies to: Personnel File; Supervisor; and Employee

APPENDIX F

CANFIELD LOCAL SCHOOLS
Job Description

Position: Tutor

Reports to: Teacher and Building Principal

Qualifications

1. Certificate, license, or other legal credentials required.
2. Degree(s) required and area of major study.
3. Kind and amount of prior job experience required.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Job Goal

- To assist the teacher achieve teaching objectives by working with individual students or small groups to help them achieve the skill levels of the class as a whole.
- or-
- To provide a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and available resource materials.

Performance Responsibilities

1. Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students.
2. Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.
3. Assists the teacher/IEP Team in devising special strategies for reinforcing material or skills based on an empathetic understanding of individual students, their needs, interests, and abilities.
4. Operates and cares for equipment used in the classroom for instructional purposes.
5. Helps students master equipment or instructional materials assigned by teacher.
6. Distributes and collects workbooks, paper, and other materials for instruction.
7. Guides independent study, enrichment work, and remedial work set up and assigned by the teacher.
8. Assists with the supervision of students during emergency drills, assemblies, play periods, and field trips.
9. Assists with such large group activities as drill work, reading aloud, and storytelling when directed by the teacher.
10. Reads to students, listens to students read, and participates in other forms of oral communication with students.

11. Alerts the regular teacher to any problem or special information about an individual student.
12. Maintains a high level of ethical behavior and confidentiality of information about students.
13. Participates in inservice training programs, as assigned.
14. May be assigned to other relevant duties within tutor classification.
15. Develops and participates in implementation of Individualized Education Programs (IEPs) for students with disabilities.
16. Monitors progress toward Individualized Education Programs (IEPs) goals and objectives for students having disabilities.

Reading and Mathematics Intervention Tutors

1. Assist in the identification of students needing additional support in reading and mathematics.
2. Assist the classroom teachers in providing reading and mathematics intervention to identified students
3. Monitor and communicate all student progress with the classroom teacher and parents.
4. Follow any instructions provided by the classroom teacher and/or the building principal.

Your summary of benefits



Mahoning County School Employees Insurance Consortium

Anthem® Blue Cross and Blue Shield

Your Plan: Anthem Blue Access PPO

Your Network: Blue Access

Effective Date: 7/1/2025

Visits with Virtual Care-Only Providers	Cost through our mobile app and website
Primary Care, and medical services for urgent/acute care	\$20 copay per visit medical deductible does not apply
Mental Health & Substance Use Disorder Services	\$20 copay per visit medical deductible does not apply
Specialist care	\$50 copay per visit medical deductible does not apply

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use an Out-of-Network Provider
Overall Deductible	\$500 person / \$1,000 family	\$1,000 person / \$2,000 family
Coinsurance Limit	\$1,000 person / \$2,000 family	\$2,000 person / \$4,000 family
Overall Out-of-Pocket Limit	\$8,150 person / \$16,300 family	Unlimited person / Unlimited family

The family deductible and out-of-pocket limit are embedded, meaning the cost shares of one family member will be applied to the per person deductible and per person out-of-pocket limit; in addition, amounts for all covered family members apply to both the family deductible and family out-of-pocket limit. No one member will pay more than the per person deductible or per person out-of-pocket limit.

All medical and prescription drug deductibles, copayments and coinsurance apply to the out-of-pocket limit (excluding Out-of-Network Human Organ and Tissue Transplant (HOTT), Cellular and Gene Therapy services).

In-Network and Out-of-Network deductibles and out-of-pocket limit amounts do accumulate toward each other.

Doctor Visits (virtual and office) *You are encouraged to select a Primary Care Physician (PCP).*

Primary Care (PCP) and Mental Health and Substance Use Disorder Services <i>virtual and office</i>	\$20 copay per visit medical deductible does not apply	40% coinsurance after medical deductible is met
Specialist Care <i>virtual and office</i>	\$50 copay per visit medical deductible does not apply	40% coinsurance after medical deductible is met
Other Practitioner Visits		
Maternity Doctor services (prenatal/postnatal care and delivery)	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use an Out-of-Network Provider
Retail Health Clinic for routine care and treatment of common illnesses; usually found in major pharmacies or retail stores.	\$20 copay per visit medical deductible does not apply	40% coinsurance after medical deductible is met
<u>Other Services in an Office</u> Allergy Testing <i>When Allergy injections are billed separately by network providers, the member is responsible for 20% coinsurance after medical deductible is met. When billed as part of an office visit, there is no additional cost to the member for the injection.</i> Prescription Drugs Dispensed in the office Surgery	20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met
Preventive care / screenings / immunizations	No charge	40% coinsurance after medical deductible is met
Preventive Care for Chronic Conditions per IRS guidelines	No charge	40% coinsurance after medical deductible is met
<u>Diagnostic Services</u> Lab Office Outpatient Hospital	20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met
X-Ray Office Outpatient Hospital	20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met
Advanced Diagnostic Imaging for example: MRI, PET and CAT scans Office Outpatient Hospital	20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use an Out-of-Network Provider
<u>Emergency and Urgent Care</u> Urgent Care <i>includes doctor services. Additional charges may apply depending on the care provided.</i> Emergency Room Facility Services <i>Your copay will be waived if admitted.</i> Emergency Room Doctor and Other Services Ambulance	\$50 copay per visit medical deductible does not apply \$200 copay per visit then 20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met Covered as In-Network Covered as In-Network Covered as In-Network
<u>Outpatient Mental Health and Substance Use Disorder Services at a Facility</u> Facility Fees Doctor Services	20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met
<u>Outpatient Surgery</u> Facility Fees Hospital Physician and other services including surgeon fees Hospital	20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met
<u>Hospital (Including Maternity, Mental Health and Substance Use Disorder Services)</u> Facility Fees Human Organ and Tissue Transplants <i>Cornea transplants are treated the same as any other illness and subject to the medical benefits.</i> Physician and other services including surgeon fees	20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use an Out-of-Network Provider
Home Health Care <i>Coverage is limited to 90 visits per benefit period. Limits are separate for all home health services.</i>	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met
Rehabilitation and Habilitation services <i>including physical, occupational and speech therapies.</i> <i>Coverage for physical and occupational is limited to 30 visits each per benefit period.</i> Office Outpatient Hospital <i>Coverage for speech therapies is limited to 20 visits each per benefit period.</i> Office Outpatient Hospital Manipulation Therapy <i>Coverage is limited to 36 visits per benefit period.</i> Office Outpatient Hospital	 \$20 copay per visit medical deductible does not apply 20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met \$20 copay per visit medical deductible does not apply 20% coinsurance after medical deductible is met	 40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met
Pulmonary rehabilitation Office Outpatient Hospital	 20% coinsurance after medical deductible is met 20% coinsurance after medical deductible is met	 40% coinsurance after medical deductible is met 40% coinsurance after medical deductible is met
Cardiac rehabilitation Office	 20% coinsurance after medical deductible is met	 40% coinsurance after medical deductible is met

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use an Out-of-Network Provider
Outpatient Hospital	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met
Dialysis/Hemodialysis		
Office	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met
Outpatient Hospital	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met
Chemo/Radiation Therapy		
Office	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met
Outpatient Hospital	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met
Skilled Nursing Care (facility) <i>Coverage for Skilled Nursing is limited to 120 days per benefit period.</i>	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met
Inpatient Hospice	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met
Durable Medical Equipment	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met
Prosthetic Devices <i>Coverage for wigs is limited to 1 item after cancer treatment per benefit period.</i>	20% coinsurance after medical deductible is met	40% coinsurance after medical deductible is met
Hearing Aids <i>Limited to one hearing aid per hearing impaired ear every 4 years with a \$2500 max per hearing impaired ear every 4 years (Child(ren) age 0-26/All Employees)</i>	No charge	40% coinsurance after medical deductible is met

Covered Prescription Drug Benefits	Cost if you use an In-Network Pharmacy	Cost if you use an Out-of-Network Pharmacy
Pharmacy Deductible	Not applicable	Not applicable
Pharmacy Out-of-Pocket Limit	Combined with In-Network medical out-of-pocket limit	Combined with Out-of-Network medical out-of-pocket limit
Prescription Drug Coverage Network: Base Network Drug List: National <i>If you select a brand name drug when generic drug is available, additional cost sharing amounts may apply.</i>		
Day Supply Limits: Retail Pharmacy 30 day supply (cost shares noted below) 90 day supply (three 30 day supply cost-share(s) charged at In-Network Retail Pharmacies. Home Delivery Pharmacy 90 day supply (maximum cost shares noted below). Maintenance medications are available through our home delivery pharmacy. You will need to call us on the number on your ID card to sign up when you first use the service. Specialty Pharmacy 30 day supply (cost shares noted below for retail and home delivery apply). We may require certain drugs with special handling, provider coordination or patient education be filled by our designated specialty pharmacy. Drug cost share assistance programs may be available for certain specialty drugs.		
Tier 1 - Typically Generic	\$10 copay per prescription (retail) and \$25 copay per prescription (home delivery)	25% coinsurance (retail) and Not covered (home delivery)
Tier 2 - Typically Preferred Brand	\$35 copay per prescription (retail) and \$70 copay per prescription (home delivery)	25% coinsurance (retail) and Not covered (home delivery)
Tier 3 - Typically Non-Preferred Brand	\$60 copay per prescription (retail) and \$120 copay per prescription (home delivery)	25% coinsurance (retail) and Not covered (home delivery)
Tier 4 - Typically Specialty (brand and generic)	20% coinsurance up to \$175 per prescription (retail and home delivery)	25% coinsurance (retail) and Not covered (home delivery)

Covered Vision Benefits	Cost if you use an In-Network Provider	Cost if you use an Out-of-Network Provider
<i>This is a brief outline of your vision coverage. To receive the In-Network benefit, you must use a Blue View Vision Provider. Only children's vision services count towards your out-of-pocket limit.</i>		
Children's Vision exam (up to age 19) <i>Limited to 1 exam per benefit period.</i>	No charge	\$0 copayment up to plan's Maximum Allowed Amount
Adult Vision exam (age 19 and older) <i>Limited to 1 exam per benefit period.</i>	No charge	Reimbursed Up to \$42

Notes:

- Dependent Age Limit: to the end of the month in which the child attains age 26.
- Members are encouraged to always obtain prior approval when using Out-of-Network Providers. Precertification will help the member know if the services are considered not medically necessary.
- No charge means no deductible / copayment / coinsurance up to the maximum allowable amount. 0% means no coinsurance up to the maximum allowable amount. However, when choosing an Out-of-Network Provider, the member is responsible for any balance due after the plan payment.
- The Primary Care Physician and Specialist office visit copay applies to both office and facility based office visits for evaluation and management services only.
- Costs may vary by the site of service. Other cost shares may apply depending on services provided. Check your Certificate of Coverage for details.
- The limits for physical, occupational, and speech therapy, if any apply to this plan, will not apply if you get care as part of the Mental Health and Substance Use Disorder benefit.
- If you have received Urgent Care at an Outpatient Facility (e.g., Hospital or Ambulatory Surgical Facility), benefits for Covered Services will be paid under "Outpatient Facility Services" which is generally coinsurance or coinsurance after your deductible is met.
- Ohio's House Bill 388 and the Federal No Surprises Act establish patient protections including from Out-of-Network Providers' surprise bills ("balance billing") for Emergency Care and other specified items or services. We will comply with these new state and federal requirements including how we process claims from certain Out-of-Network Providers.
- Preventive Care Services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits are covered.
- Private Duty Nursing – unlimited visits/Calendar Year
- Plan to cover surgical treatment of morbid obesity, medical, \$30,000 Lifetime.
- Plan to cover Rx for surgical treatment of morbid obesity.
- Plan to cover sexual dysfunction, medical and Rx.
- Exclude elective abortions
- 4th qtr. Deductible carryover applies.
- Benefit Period = Calendar Year

This summary of benefits is a brief outline of coverage, designed to help you with the selection process. This summary does not reflect each and every benefit, exclusion and limitation which may apply to the coverage. For more details, important limitations and exclusions, please review the formal Evidence of Coverage (EOC). If there is a difference between this summary and the Evidence of Coverage (EOC), the Evidence of Coverage (EOC), will prevail.

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APPENDIX H

Book	Policy Manual
Section	3000 Professional Staff
Title	STANDARDS-BASED TEACHER EVALUATION
Code	po3220
Status	Active
Adopted	December 21, 2005
Last Revised	May 12, 2021

3220 - STANDARDS-BASED TEACHER EVALUATION

The Board of Education is responsible for a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the "Standards for the Teaching Profession" as set forth in State law.

The Board adopts the Ohio Teacher Evaluation System ("OTES") model as approved by the State Board of Education.

The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers.

This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the CEA, and in all extensions and renewals thereof.

This policy has been developed in consultation with teachers employed by the Board.

The Board authorizes the Superintendent to establish and maintain an ongoing ERC, with continuing participation by District teachers for the express purpose of recommending necessary changes to the Board for the appropriate revision of the policy.

Definitions

"OTES" - Stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2020, or as otherwise modified by the State Board of Education.

"Teacher" - For purposes of this policy, "teacher" means licensed instructors who spend at least fifty percent (50%) of his/her time providing content-related student instruction and who is working under one (1) of the following:

- A. A license issued under R.C. 3319.22, 3319.26, 3319.222 or 3319.226; or
- B. A permanent certificate issued under R.C. 3319.222 as it existed prior to September 2003; or
- C. A permanent certificate issued under R.C. 3319.222 as it existed prior to September 2006; or
- D. A permit issued under R.C. 3319.301.

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy.

The Superintendent, Treasurer, and any "other administrator" as defined by R.C. 3319.02 are not subject to evaluation under this policy.

"Credentialed Evaluator" - means the appropriately qualified individual, assigned by the District, who is responsible for completing the evaluation process for a teacher. For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

- A. meets the eligibility requirements under R.C. 3319.111(D); and
- B. holds a credential established by the Ohio Department of Education (ODE) for teacher evaluation; and
- C. has completed State-sponsored evaluation training and has passed an online credentialing assessment.

The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

"High-Quality Student Data" - means locally-determined data that provides evidence of student learning attributable to the teacher who is being evaluated. When applicable to the grade level or subject area taught, High-Quality Student Data (HQSD) shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may also include data obtained from the list of Ohio Department of Education approved student assessments.

High-quality student data may not include student learning objectives (SLOs) or shared attribution measures.

"Value-Added" - refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student's scores on State-issued standardized assessments.

"Evaluation Cycle" - means the period of time for the completion of the evaluation procedure. The evaluation cycle is completed when performance assessments are conducted for the current school year and the teacher is assigned a final holistic rating.

"Evaluation Framework" - means the document created and approved by the Ohio Department of Education (ODE) in accordance with R.C. 3319.111(A) that establishes the standards-based framework for the evaluation of teachers developed under R.C. 3319.112.

"Evaluation Instruments" - refers to the forms developed by the ODE, including the "Teacher Performance Evaluation Rubric".

"Evaluation Procedure" - refers to the procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under R.C. 3319.111 and R.C. 3319.112 and to conform to the framework for the evaluation of teachers developed under R.C. 3319.112.

"Final Evaluation Rating" - means the final holistic evaluation rating that is assigned to a teacher pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual teacher evaluation, each teacher must develop either a professional growth plan or be placed on a professional improvement plan as follows:

- A. A teacher whose final holistic rating is "accomplished" on his/her most recent evaluation will develop a professional growth plan and may choose his/her/their credentialed evaluator from those available to the Board for that purpose, utilizing the components determined by the District.
- B. A teacher whose final holistic rating is "skilled" will develop a professional growth plan collaboratively with his/her credentialed evaluator and will have input on his/her evaluator for the next evaluation cycle, utilizing the components determined by the District.
- C. A teacher whose final holistic rating is "developing" will develop a professional growth plan guided by his/her assigned credentialed evaluator, utilizing the components determined by the District.
- D. A teacher whose final holistic rating is "ineffective" will be placed on a professional improvement plan by their assigned evaluator, utilizing the components determined by the District.
- E. A teacher who is new to the profession or new to the District will develop a professional growth plan collaboratively with his/her credentialed evaluator, utilizing the components determined by the District.
- F. The District administration has discretion to place a teacher on an Improvement Plan at any time based on any individual deficiency exhibited in the evaluation system by the teacher.

Board Professional Development Plan

In accordance with the Ohio State Board of Education's State-wide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of teachers covered by this policy. The plan will be reviewed annually.

Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as "classroom walkthroughs." Such performance will be used to determine the teacher's evaluation rating and will be assessed through a holistic process by trained and credentialed evaluators based upon the following *Ohio Standards for the Teaching Profession*:

- A. understanding student learning and development, respecting student diversity, and holding high expectations for all students to achieve and make progress at high levels;
- B. knowing and understanding the content area for which they have instructional responsibility;
- C. understanding and using varied assessments to inform instruction, evaluate and ensure student learning;
- D. planning and delivering effective instruction that advances individual student learning;
- E. creating learning environments that promote high levels of student learning and achievement for all students;
- F. collaborating and communicating with students, parents, other educators, District administrators, and the community to support student learning; and
- G. assuming responsibility for professional growth and performance as an individual and as a member of a learning community.

Formal Observation and Classroom Walkthrough Sequence

- A. A teacher not under consideration for renewal or nonrenewal who is subject to a full evaluation cycle shall be evaluated based on at least two (2) formal observations of at least thirty (30) minutes each and periodic classroom walkthroughs each school year.

The first formal observation will be a holistic observation where the evaluator assesses all areas of the rubric demonstrated during the observation as well as information gained from any pre-observation conference or other sources selected by the evaluator.

The second and any subsequent formal observation(s) will be focused observations in which the evaluator emphasizes identified focus area(s). Identified focus areas will be selected after completion of the holistic observation, and may include area(s) of relative strength and/or area(s) targeted for improvement. Teachers with a final evaluation rating of Accomplished (from the previous year) will select their own focus area(s). A teacher with a final evaluation rating of Skilled (from the previous year) will select focus area(s) in collaboration with his/her evaluator. A teacher with a final evaluation rating of Developing (from the previous year) will be guided by his/her evaluator in determining focus area(s). A teacher with a final evaluation rating of Ineffective (from the previous year) will have focus area(s) selected by the evaluator. A teacher new to the profession will select focus area(s) in collaboration with his/her evaluator." Evaluators will collect evidence during the focused observation to assess the identified focus area(s). Evaluators will also document evidence to support the final evaluation rating.

- B. A teacher new to the District or any teacher on a limited contract who is under consideration for renewal/nonrenewal shall receive at least three (3) formal observations in addition to periodic (at least two (2)) classroom walkthroughs unless the Superintendent waives the third observation.

A teacher who has been granted a continuing contract by the Board and who receives a rating of "Accomplished" on his/her most recent evaluation may be evaluated once every three (3) years. The teacher will be required to submit a self-directed professional growth plan to the evaluator, and the evaluator will determine if the teacher is making progress on the plan. The professional growth plan will focus on the most recent evaluation of the teacher. The teacher will be provided with at least one (1) formal or informal observation and post-conference in any year that such teacher is not formally evaluated.

The Board may evaluate each teacher who has been granted a continuing contract by the Board and who received a rating of Skilled on the teacher's most recent evaluation once every two (2) years. The teacher and the evaluator will jointly develop a professional growth plan for the teacher and the evaluator will determine if the teacher is making progress on the

plan. The professional growth plan will focus on the most recent evaluation and observations of the teacher. Teachers will be provided with at least one (1) formal observation and post-conference in any year that such teacher is not formally evaluated.

Evaluations will be completed by May 1st and each teacher will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

In evaluating teacher performance, the Board shall utilize the measures set forth by the Ohio Department of Education's OTES "Teacher Performance Evaluation Rubric" for instructional planning, instruction and assessment, and professionalism.

Formal Observation Procedure

- A. The first formal observation may be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. The second observation will be announced.
- B. A post-observation conference shall be held after each formal observation.

Informal Observation/Classroom Walkthrough Procedure

A walkthrough is an informal observation in which an evaluator may assess one or more areas in the Teacher Performance Evaluation Rubric.

Evaluators may but are not limited to collecting evidence in any identified focus area(s). Walkthroughs may be announced or unannounced. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.

A walkthrough shall consist of at least three (3) to ten (10) consecutive minutes, but not more than thirty (30) consecutive minutes in duration. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.

Data gathered from the walkthrough will inform the final evaluation.

Feedback from a walkthrough shall be provided after 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.

Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.

Use of High-Quality Student Data

At least two measures of high-quality student data will be used as evidence of student learning. The teacher will select student data that will be used in consultation with the evaluator, and will provide evidence that demonstrates the teacher has used the data in accordance with this policy. The evaluator may use the data as evidence to determine a performance rating in any component of the evaluation where applicable.

When applicable to the grade level or subject area(s) taught by a teacher, high-quality student data will include the value-added progress dimension. High-quality student data will meet the following criteria:

- A. aligns to learning standards
- B. measures what is intended to be measured
- C. is directly attributable to the teacher being evaluated for course(s) and grade level(s) taught
- D. demonstrates evidence of student learning (achievement and/or growth)
- E. follows protocols for administration and scoring
- F. provides trustworthy results; and
- G. is fair and unbiased

Teachers must provide evidence to their evaluator which demonstrates that they have used high-quality student data in the following ways:

- A. critically analyze and reflect upon results to support improvement and enhancement of student learning
- B. assess student learning needs and styles, including the strengths and weaknesses of an entire class as well as individual students in each class
- C. inform and adapt instruction to meet student needs; and
- D. measure student learning achievement and growth, as well as progress toward achieving state and local standards.

In addition to value-added data, the superintendent may select high-quality data from among state-approved vendor assessments or other locally determined measures or instruments that meet the definition and criteria outlined above.

Annually, the Superintendent shall develop a list of approved high-quality student data in consultation with experts in the field of education and with the District's evaluation committee.

For the purpose of selecting high-quality student data, the Board defines the term "expert" to include members of the District's administrative team, credentialed evaluators, as well as employees or consultants hired by the educational service center, or another private or public entity to provide expertise on student growth and learning.

Final Evaluation Procedures

Evaluators will consider evidence gathered during the evaluation cycle to assign a final holistic evaluation rating, based upon the criteria developed by the Ohio Department of Education.

The evaluator shall submit the final written evaluation using the reporting system prescribed by the Ohio Department of Education (ODE). The teacher will confirm receipt of the same.

Retention and Promotion Decisions/Removal of Poorly Performing Teachers

It is the purpose of this Standards-Based Teacher Evaluation Policy to improve the quality of instruction, enhance student learning, and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e., retention, promotion of teachers, renewal of teaching contracts, and the removal/nonrenewal of poorly performing teachers.

Definitions:

"Retention" - for purposes of this policy refers to employment decisions on the question of whether or not to suspend a contract pursuant to a reduction in force, nonrenew a limited or extended limited contract, or terminate employment for good and just cause. In the case of a reduction in force, seniority will not be considered when making decisions on contract suspensions, except in the instance of comparable evaluations. The decision to nonrenew or terminate the contract of a poorly performing teacher may be informed by the evaluation(s) conducted under this policy. However, decisions to nonrenew or terminate a teaching contract are not limited by the existence of this policy.

"Promotion" - as used in this context is of limited utility given the fact that teachers covered by this policy are not currently employed in any discernible hierarchy. Nevertheless, when making decisions relative to such matters as determining department or grade level chairpersons, selections to curricular or strategic planning bodies, or teaching assignments, the Board will consider teacher performance as indicated by evaluations.

"Poorly Performing Teachers" - refers to teachers identified through the evaluation process set forth in this policy who demonstrate an inability and/or unwillingness to meet the reasonable expectations of this standards-based evaluation system.

"Comparable Evaluations" - since seniority may not be the basis for teacher retention or other employment decisions, except when deciding between teachers who have comparable evaluations, this refers to teachers within the categories of "Ineffective," "Developing," "Skilled," and "Accomplished."

Removal of Poorly Performing Teachers

Removal of poorly performing teachers will be in accordance with the nonrenewal and termination statutes of the Ohio Revised Code.

Nothing in this policy will be deemed to prevent the Board from exercising its rights to nonrenew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the CEA. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to nonrenew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher's holistic rating.

Revised 6/19/13
Revised 10/15/14
Revised 5/20/15
Revised 6/21/17
Revised 10/21/20

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Legal

R.C. 3319.02, 3319.11, 3319.111, 3319.112, 3319.114, 3319.22, 3319.222

R.C. 3319.223, 3319.226, 3319.26, 3333.0411

A.C. 3301-35-03(A)

Sub. 216 (2018), H.B. 362

H.B. 64 (2015)

APPENDIX I

3223 - STANDARDS-BASED SCHOOL COUNSELOR EVALUATION

The Board of Education is responsible for a standards-based school counselor evaluation policy which conforms to the framework for the evaluation of school counselors as approved by the State Board of Education and aligns with the "Standards for School Counselors" as set forth in State law.

The Board of Education adopts the Ohio School Counselor Evaluation System (OSCES) as approved by the State Board of Education.

The Board believes school counselors play a critical role in supporting student learning and success and maintaining a positive school environment. The standards based system of school counselor evaluations is designed to provide meaningful and consistent feedback to support counselor professional growth and inform employment decisions.

This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the Canfield Education Association (CEA), and in all extensions and renewals thereof.

Definitions

"OSCES" - Stands for the Ohio School Counselor Evaluation System as adopted by the Ohio State Board of Education, or as otherwise modified by the State Board of Education.

"School Counselor"– For purposes of this policy, "school counselor" means an employee who holds a license issued pursuant to O.A.C. 3301-24-05 by the Ohio Department of Education in the area of school counseling and who is assigned to a position in that capacity.

Teachers and other employees who do not meet this definition are not subject to evaluation under this policy. Full time bargaining unit members who do not meet the definition will be evaluated in accordance with Board policy and/or utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the Canfield Education Association (CEA).

"Credentialed Evaluator"- For purposes of this policy, each counselor subject to evaluation will be evaluated by a person who has completed the OSCES training as required by the Ohio Department of Education.

The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

"Evaluation Cycle" – is the period of time for the completion of the evaluation procedure. The evaluation cycle is completed when selected student metrics are combined with the counselor performance ratings resulting from performance assessments on the standards that are conducted for the current school year to assign a summative evaluation rating.

"Evaluation Factors"– refers to the multiple measures that are required by law to be used in the school counselor evaluation procedures, including performance on all six (6) areas identified by the standards and the ability to produce positive outcomes using student metrics selected by the Board. School counselors will receive a score in each of the six (6) standards and the student metrics, which shall be weighted equally (1/7 of the final summative score).

"Evaluation Framework" – means the standards-based framework adopted by the State Board of Education for the evaluation of school counselors in accordance with R.C. 3319.113.

"Evaluation Instruments" – refers to the forms used by the school counselor's evaluator as developed locally.

"Evaluation Procedure" – the procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under R.C. 3319.113 and to conform to the framework for the evaluation of school counselors developed under R.C. 3319.113.

"Evaluation Rating" – means the final summative evaluation level that is assigned to a school counselor pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle when the school counselor performance rating is combined with the results of student metrics. Each completed evaluation will result in the assignment of one (1) of the following evaluation ratings to Accomplished, Skilled, Developing, or Ineffective.

"High Performing School Counselor" - is a school counselor who earns a summative rating of "Accomplished" or "Skilled" on his/her most recent evaluations.

"School Counselor Performance" – is the assessment of a school counselor's performance on each of the six State-adopted standards, resulting in a performance rating. As an evaluation factor, the school counselor performance dimension is based on direct observations of a counselor's practice by a credentialed evaluator. Performance results are reported as a performance rating that may be coded as "1" indicating lowest performance to "4" indicating highest performance.

"Student Metrics" - the locally determined measure(s) that assess a school counselor's ability to produce positive student outcomes.

Standards-Based School Counselor Evaluation

School Counselor evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each school counselor and assigning an effectiveness rating based upon school counselor performance and the counselor's assessment on selected student metrics.

- A. Accomplished;
- B. Skilled;
- C. Developing; or
- D. Ineffective.

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually cause to be filed a report to the Ohio Department of Education (ODE) in accordance with requirements mandated by ODE. The Board will utilize the ODE's guidelines for reporting this information.

Assessment of School Counselor Performance

School Counselor performance will be evaluated during formal observations and periodic informal observations. Such performance will be assessed through a holistic process by trained and credentialed evaluators based upon the following Ohio Standards for School Counselors:

- A. Comprehensive School Counseling Program Plan;
- B. Direct Services for Academic, Career and Social/Emotional Development;
- C. Indirect Services: Partnerships and Referrals;
- D. Evaluation and Data;
- E. Leadership and Advocacy; and
- F. Professional Responsibility, Knowledge and Growth.

Formal and Informal Observations

- A. School Counselors shall be evaluated based on at least two (2) formal observations of at least thirty (30) minutes each and informal observations each school year.
- B. A high performing school counselor will be evaluated less frequently as follows.
 - 1. A school counselor who receives a rating of "Accomplished" on his/her most recent evaluation may be evaluated every three (3) years, as long as the counselor's metrics for student outcomes for the most recent year for which data is available, is "skilled" or higher. If the determination is made to evaluate every three (3) years, the counselor will nevertheless be provided with at least one (1) observation and conference in any year that such counselor is not formally evaluated.
 - 2. A school counselor who receives a rating of "Skilled" on his/her most recent evaluation may be evaluated every other year, as long as the counselor's metrics for student outcomes for the most recent year for which data is available, is

"skilled" or higher. If the determination is made to evaluate every other year, the counselor will nevertheless be provided with at least one (1) observation and conference in any year that such counselor is not formally evaluated.

Evaluations will be completed by May 1st and each school counselor will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

Each school counselor evaluated under this policy shall annually complete a "Self-Assessment" utilizing the Self-Assessment Summary Tool approved by the Board.

Formal Observation Procedure

The observations will not be conducted when school counselors are engaged in counseling activities with students that require confidentiality.

All formal observations shall be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed.

Informal Observation/Walkthrough Procedure

The observations will not be conducted when school counselors are engaged in counseling activities with students that require confidentiality.

An informal observation is a formative assessment process that focuses on one (1) or more of the components included in the State-adopted standards.

An informal observation should be of sufficient duration to allow the evaluator to assess the focus of the observation.

Data gathered from the observation must be placed on the appropriate designated form. Written feedback from observations shall be provided after the observation. The school counselor and/or evaluator may request a face to face meeting to discuss observations relative to the identified focus of the informal observation.

- A. Informal observations shall not unreasonably disrupt and/or interrupt the work day.
- B. A final debriefing and completed form must be shared with the employee within a reasonable amount of time.

Assessment of Student Metrics

The Board will select student metrics that will be utilized for school counselor evaluations in the areas of academics, career, and social emotional development. Any modifications to the metrics that will be used in school counselor evaluations will be adopted before the start of the school year.

Data from these approved measures of student growth will be scored on four (4) levels, with a score of "1" being the lowest and "4" being the highest.

Final Evaluation Procedures

Each school counselor's performance rating for each of the six (6) standards will be combined with the assessment of student metrics to produce the final summative.

The evaluator shall provide that each evaluation is submitted to the school counselor for his/her acknowledgement by written receipt. If signed by the employee, the receipt is to be sent to the Superintendent as soon as received.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual evaluations conducted in accordance with this policy, each school counselor must develop either a professional growth plan or professional improvement plan as follows:

- A. School counselors with a final summative rating of "Accomplished" will develop a professional growth plan.
- B. School counselors with a final summative rating of "Skilled" will develop a professional growth plan collaboratively with their evaluator.
- C. School counselors with a final summative rating of "Developing" will develop a professional growth plan collaboratively with their evaluator. A building administrator must approve the professional growth plan.
- D. School counselors with a final summative rating of "Ineffective" will develop an improvement plan with their evaluator. A building administrator must approve the improvement plan.

Professional growth and improvement plans must be completed each school year. The Board retains the discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

Board Professional Development Plan

In accordance with the State Board of Education's Statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of school counselors covered by this policy. The plan will be reviewed annually.

Retention and Promotion Decisions/Removal of Poorly Performing School counselors

The evaluations produced will serve to inform the Board on employment decisions, i.e., retention, promotion of school counselors, renewal of employment contracts, and the removal/nonrenewal of poorly performing school counselors.

Definitions:

"Retention"- for purposes of this policy refers to employment decisions on the question of whether or not to suspend a contract pursuant to a reduction in force, nonrenew a limited or extended limited contract, or terminate employment for good and just cause. In the case of a reduction in force, seniority will not be considered when making decision on contract suspensions, except in the instance of comparable evaluations. The decision to nonrenew or terminate the contract of a poorly performing school counselor may be informed by the evaluation(s) conducted under this policy. However, decisions to nonrenew or terminate an employment contract are not limited by the existence of this policy.

"Promotion"- as used in this context is of limited utility given the fact that school counselors covered by this policy are not currently employed in any discernible hierarchy. Nevertheless, when making decisions relative to such matters as determining employee assignments, the Board will consider school counselor performance as indicated by evaluations.

"Poorly Performing School Counselors"- refers to school counselors identified through the evaluation process set forth in this policy who demonstrate an inability and/or unwillingness to meet the reasonable expectations of this standards-based evaluation system.

"Comparable Evaluations"- since seniority may not be the basis for school counselor retention or other employment decisions, except when deciding between counselors who have comparable evaluations, this refers to counselors within the categories of "Ineffective," "Developing," "Skilled," and "Accomplished."

Removal of Poorly Performing School Counselors

Poorly performing school counselors may be removed, upon recommendation of the Superintendent, either through nonrenewal or termination, when the receipt of an "Ineffective" rating by a school counselor has been demonstrated.

Removal of poorly performing school counselors will be in accordance with the nonrenewal and termination statutes of the Ohio Revised Code and/or the relevant provisions of the collective bargaining agreement in effect between the Board and the Canfield Education Association (CEA).

Nothing in this policy will be deemed to prevent the Board from exercising its rights to nonrenew, terminate, or suspend a school counselor contract as provided by law and the terms of the collective bargaining agreement in effect between it and the Canfield Education Association (CEA). The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for employees on a limited contract that are evaluated under this policy. The Board reserves the right to nonrenew a school counselor evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the school counselor's final summative rating.

R.C. 3319.02, 3319.11, 3319.113, R.C. 3319.16

A.C. 3301-24-05

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COLLABORATIVE PROJECT GUIDELINES

(Contact your building LPDC representative with questions regarding this information.)

Before beginning your project, you must submit the following information in writing:

1. The topic and/or need
2. The content standards to which this project will connect
3. A list of the members of your team (You must have at least three staff members)
4. Documentation of the project process (Examples include: journals, logs, work samples, etc.)
5. A timeline for the completion and implementation of the project
6. A list of the materials that will be created (Examples include: lesson and/or unit plans, assessments, activities, etc.)
7. A summary of the benefits to students and/or colleagues
8. **The minimum requirement for the project should be 30 hours.**

After completing your project, you must submit the following requirements:

1. A separate confirmation sheet for each individual participant, including the total hours spent on the project
2. A work session log with meeting dates, sign-in sheets including times, and a description of the activities and objectives of each work session
3. One copy of all materials produced must be submitted upon the completion of the project

NOTE

1. **Payment for a collaborative project will not exceed \$600, however, contact hours are earned each time a person participates in a meeting/or work session (issued in December and June).**
2. It is very important that accurate logs are kept for each meeting/work session. Participants' signatures and in/out time must be logged for each meeting or work session.
3. All work must be done **on school property.**

Canfield Local Schools

Local Professional Development Committee

Developed August, 2001, *Revised November, 2001, *Revised September 2004, Revised 2017 (**bold**)