NEGOTIATED AGREEMENT

between the

REYNOLDSBURG CITY SCHOOL DISTRICT BOARD OF EDUCATION

and the

REYNOLDSBURG EDUCATION ASSOCIATION

August 1, 2026, through July 31, 2028

TABLE OF CONTENTS

ARTICLE PAGE

ARTICLE I – RECOGNITION 1

ARTICLE II – NEGOTIATIONS PROCEDURE 1

ARTICLE III — GRIEVANCE PROCEDURE 2

A. Purpose 2
B. Definitions 3
C. Rights of Grievant and Association 3
D. Steps of the Grievance Procedure 3
E. Miscellaneous 5

ARTICLE IV — LEAVE PROVISIONS 5

A. Sick Leave 5
B. Long Term, Unpaid Professional Leave 7
C. Personal Leave 8
D. Maternity/Paternity, Child Care and Adoption Leave 10
E. Unpaid Disability Leave of Absence 10
F. Military Leave 11
G. Assault Leave 11
H. Professional Leave 12
I. Jury Duty/Mandatory Court Appearances Leave 13
J. Sabbatical Leave 13
K. Family and Medical Leave Act 14

ARTICLE V — CONTRACT PROVISIONS 14

A. Issuance of Contracts/Resignations 14
B. Regular Teaching Contracts 14
C. Supplemental Contracts 14
D. Sequence of Contracts 15
E. Continuing Contracts 15
F. Nonrenewal of Limited Teaching Contracts 16
G. Reduction in Force/Layoff of Teachers 18
H. Teacher Discipline Procedure 23
I. Contract Termination 24

ARTICLE VI — EVALUATION PROCEDURE 25

A. Definitions 25
B. Purpose 26
C. Evaluators 26
D. Evaluation Committee 26
E. Training 27

F. Schedule for Evaluation 27
G. Performance Assessment 27
H. Observations 27
I. Observation Conference 28
J. Walkthroughs/Informal Observations 29
K. Focus Area 29
L. Professional Growth Plan 29
M. Improvement Plan 30
N. Evaluation Rating 30
O. Due Process 30

ARTICLE VII — PERSONNEL 31

A. Principal's Advisory Council 31
B. Staff Handbooks and Board Policy Manual 31
C. Faculty Meetings/Professional Development 31
D. In-Service and Professional Enrichment 31
E. Cooperating Teachers 32
F. Fee Waiver Committee 32
G. Parent-Teacher Conference 33
H. School Day 33
I. School Calendar 34
J. Personnel Files 35
K. Complaint Procedure 36
L. Covering Unassigned Classes 36
M. Teaching Personnel/Class Size 37
N. Summer School 37
O. LPDC 37
P. Grading 38
Q. Mentoring and Lead Mentors 38
R. Teacher Dress Code 39
S. New Hire Orientation 39

ARTICLE VIII — VACANCIES, TRANSFERS AND ASSIGNMENTS 39

A. Assignments 39
B. Vacancies. Transfers and Reassignments 39
C. Authority of the Superintendent Regarding Assignments 42

ARTICLE IX — COMPENSATION 42

A. Teacher Salary Schedules 42
B. Salary Index 42
C. Supplemental Compensation Index 42
D. Compensation for Extra Duty Assignments and Tutors 42
E. Salary Increments 43
F. Military/Service Credit 43
G. Payroll Deductions 43
H. Paydays 44

I. Extended Duty Compensation 44
J. Mileage Reimbursement 46
K. Attendance Recognition Pay 46
L. National Board Certified Teachers 46

ARTICLE X — FRINGE BENEFITS 47

A. Hospitalization, Surgical and Major Medical Insurance 47
B. Term Life Insurance 50
C. Dental Insurance 50
D. Vision Care Insurance 50
E. STRS Tax Deferral Pick-Up 50
F. Severance Pay 51
G. Tuition Reimbursement 52
H. Insurance Committee 52

ARTICLE XI — INDIVIDUAL, ASSOCIATION AND BOARD RIGHTS 53

A. Individual Rights 53
B. Association Rights 53
C. Board Rights 55

ARTICLE XII — LONG TERM SUBSTITUTES 55

ARTICLE XIII — EMERGENCY LEAVE FUND 55

ARTICLE XIV — EMPLOYMENT OF RETIREES AS TEACHERS 56

ARTICLE XV — CONTRACTS FOR PART-TIME BARGAINING UNIT MEMBERS 57

ARTICLE XVI — DURATION AND INTENT OF AGREEMENT 57

A. Conflict with Law 57
B. Publication of Agreement 57
C. Effects of Contract 57
D. Duration 57

ARTICLE XVII — NO REPRISAL 57

ARTICLE XVIII – SIGNATURES 59

A – Certified Teacher Grievance Form 60

B – Teacher Performance Observation Form 63

C – Speech Language Pathologist Performance Observation Form 74

D – Instructional Coach Performance Observation Form 89

E - District Support Specialist: Teacher on Special Assignment (TSA) Performance Observation Form 105

F - School Nurse Performance Observation Form 121

G – School Counselor Evaluation Rubric 135

H – Library/Media Specialist Performance Observation Form 143

I – Final Summative Rating of Teacher Effectiveness 161

J - Professional Growth Plan 162

K - Improvement Plan 164

L – Certified Application for Internal Posted Position 168

M – Certified Teacher Salary Index 169

N –Teacher Salary Schedule (for teachers who did not receive a step in 2011-2012) 172

O – Certified Teacher Supplemental Compensation Index and Schedule 174

P – Tutor Wage Rate Schedule 179

Q – Summary of Insurance Specifications 179

R – Educational Facilities Concerns Form 182

ARTICLE I – RECOGNITION

The Reynoldsburg City School District Board of Education, hereinafter referred to as the "Board," recognizes the Reynoldsburg Education Association /OEA/NEA, hereinafter referred to as the "Association," as the sole and exclusive bargaining representative for all teachers of the District. For the purposes of this Agreement, the term "teacher" shall mean all certificated teachers of the District including all full-time classroom teachers, regular part-time classroom teachers, tutors, long-term substitutes (teachers who work sixty (60) or more consecutive days in the same position) and nurses and shall expressly exclude administrative and supervisory personnel, psychologists, casual substitute teachers, auxiliary service personnel, and casual teachers paid on an hourly basis. For the purpose of this Article, administrative and supervisory personnel shall be as defined in Ohio Revised Code §§4117.01(F) and 4117.01(K). The term of this recognition shall be as provided by Ohio Revised Code Chapter 4117. Throughout this Agreement, the term "teacher" shall be defined as a member of the recognized bargaining unit described herein.

ARTICLE II – NEGOTIATIONS PROCEDURE

A. Procedure

Either the Association or the Board may initiate negotiations by a Notice to Negotiate forwarded to the other party no earlier than ninety (90) days and no later than sixty (60) days prior to the expiration of the Agreement. Within ten (10) calendar days of transmittal of said notice or at a mutually agreed upon time, the parties shall hold their first negotiation session. The first negotiation session shall be for the purpose of exchanging proposals and determining any ground rules deemed necessary. All proposals must be presented at the first negotiation session. No new proposals will be permitted after the first negotiation session unless mutually agreed. At any negotiation session either party may be represented by no more than six (6) representatives, including consultants. Neither party shall have control over the selection of the bargaining representatives of the other party.

B. Scope of Bargaining

The Board and the Association agree that the subjects of bargaining include wages, hours, and terms, and other conditions of employment, and the continuation, modification or deletion of an existing provision of the Negotiated Agreement between the parties.

C. Dispute Settlement Procedure

1. If, after forty-five (45) calendar days prior to the expiration of the Agreement, agreement has not been reached on all items under negotiations, either party may call for the services of the Federal Mediation and Conciliation Service (FMCS) to assist in negotiations. If a party calls for FMCS involvement, the other party shall join in a joint request.

2. This dispute resolution procedure is mutually agreed to by the parties under Ohio Revised Code §4117.14(C)(1) and is intended to supersede the procedures contained in Ohio Revised Code §4117.14.

3. The mediation period shall be thirty (30) calendar days from the day the initial mediation session is held. The mediation period may be extended beyond the thirty (30) days by mutual agreement of the parties.

4. Both parties agree that this procedure is the final step in this dispute resolution procedure.

D. Agreement

When final agreement is reached through negotiations, the outcome shall be reduced to writing, and within a reasonable time, shall be submitted to the Association for ratification. Following ratification by the Association, the Agreement shall, within a reasonable time, be submitted to the Board for adoption. Upon official adoption by the Board, the Agreement shall be signed by both parties.

E. Provisions of the expiring Agreement which are not contained on the negotiation's agenda shall become a part of the successor Agreement and shall contain an effective date the same as that of the successor Agreement.

F. Waiver of Negotiations

Neither the Association nor the Board waive any rights to bargain or refuse to bargain during the term of any Agreement with respect to wages, hours, terms and other conditions of employment except as may be expressly limited by Chapter 4117 of the Revised Code.

ARTICLE III — GRIEVANCE PROCEDURE

A. Purpose

1. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to grievances which may from time to time arise. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at each given level of the procedure.

2. Nothing contained herein will be construed as limiting the right of any teacher having a grievance to discuss the matter informally with any appropriate member of the Administration and having the grievance adjusted without intervention of the Association, provided the adjustment is not inconsistent with the terms of this Agreement as hereinafter provided.

B. Definitions

1. "Grievance" is a complaint involving the alleged violation, misinterpretation or misapplication of the terms of the written Agreement entered into between the Board and the Association.

2. "Grievant" shall mean a person or group of persons, or the Association, as specified in O.R.C. §4117.08(C) alleging that some violation, misinterpretation or misapplication has actually occurred.

3. "Days" shall mean Mondays through Fridays, exclusive of weekends and holidays, unless identified specifically otherwise.

C. Rights of Grievant and Association

1. A grievant may appear on his/her own behalf or may be represented at any formal steps of the grievance procedure by the Association, by counsel, or by any other person of his/her choice, except that he/she may not be represented by any agent of any organization other than the Association.

2. The Association shall receive notice of each meeting held to resolve the grievance and shall be given a copy of the recommended disposition of such grievance at each step. Such written notice and disposition shall be made at the same time and in the same manner as such notice or disposition is required to be sent to the grievant.

3. The fact that a teacher files a grievance shall not be recorded in his/her personnel file or in any file used in the transfer, assignment or promotion process; nor shall such fact be used in any recommendation for re-employment or other employment; nor shall the grievant, the Association or its officers be placed in jeopardy or be the subject for reprisal or discrimination for having followed this grievance procedure.

D. Steps of the Grievance Procedure

1. Step I — Informal

If a teacher believes there is a basis for a grievance, he/she must first discuss the matter with the lowest ranking administrator who has the authority to resolve the issue in an effort to resolve the problem informally. Within five (5) days of receipt of the request to discuss the matter, the administrator shall meet with the grievant and/or the Association representative in an effort to resolve the issue.

2. Step II — Formal

If the grievance is not resolved within five (5) days of such informal meeting, the grievant may present a formal claim by submitting a completed grievance report form to either Step II or Step III, in triplicate, which form is set forth in Appendix A, within thirty (30) days from the date of occurrence of the act or omission which gave rise to the grievance or the date on which the grievant should reasonably have known about the event giving rise to the grievance. Copies of this completed form

shall be submitted by the grievant to the Association representative, the Superintendent or designee, and the lowest ranking administrator who has the authority to resolve the issue. Within five (5) days of receipt of the grievance report form, the administrator shall meet with the grievant and/or the Association representative in an effort to resolve the grievance. The administrator shall indicate his/her disposition of the grievance within five (5) days after such meeting by completing the appropriate portion of grievance report form and returning it to the grievant. The Association and the Superintendent or designee shall both be notified in writing as to such disposition of the grievance by the administrator.

3. Step III — Formal

If the grievant is not satisfied with the disposition of the grievance in Step II, or if no disposition has been made within the above time limits, the grievant and/or the Association shall complete the grievance report form, Step III, and submit the grievance to the Superintendent or designee within ten (10) days of receipt of disposition, with copies of same given to the administrator and the Association representative. Within five (5) days of receipt of the form, the Superintendent or designee or his/her designated representative shall meet with the grievant and/or the Association representative. Within five (5) days of this meeting, the Superintendent or designee shall indicate in writing the disposition of the grievance by completing the appropriate portion of the grievance report form and forwarding it to the grievant. The Association and the administrator shall be notified in writing of said disposition by the Superintendent or designee.

4. Step IV — Formal

a. If the grievant is not satisfied with the disposition made by the Superintendent or designee, or if no disposition has been made within the above-stated time limits, the grievant and/or the Association shall complete the grievance report form, Step IV, within ten (10) days and submit the grievance to the Board by filing a copy with the Treasurer of the Board. Notification of such appeal shall be given to the Superintendent or designee, the administrator and the Association by the grievant.

b. The Board, at its next regularly scheduled meeting, or within two (2) weeks of the filing of the appeal, whichever is later, shall meet with the aggrieved teacher and/or the Association representative and the Superintendent or his/her designee to review such grievance in executive session, or give such other consideration as it shall deem appropriate.

c. The disposition by the Board shall be made by completing the grievance report form, Step IV, within seven (7) days of the meeting. A written notification of such disposition shall be furnished to the grievant, the Association, the principal and the Superintendent or his/her designee by the Board.

5. Step V — Formal

a. If either the Association or the grievant is not satisfied with the disposition of the grievance by the Board or if no disposition has been received within the period provided above in Step IV, the Association may refer said grievance to arbitration by completion of the grievance report form, Step V, and filing same with the Treasurer of the Board within fifteen (15) days from the receipt of the disposition of the Board. The arbitrator shall be selected from a list provided by the American Arbitration Association (AAA) in accordance with the alternate strike method. Either party has the right to request a second list. The arbitrator shall strictly limit the decision to the application and interpretation of the subject matter and applicable contract provisions cited in the grievance.

b. The decisions and awards made by the arbitrator shall be submitted to the Board, the Association, the grievant, the Superintendent or designee and the administrator and shall be final and binding on all parties.

c. The cost of the arbitrator shall be borne by the party deemed to be the losing party by the arbitrator.

E. Miscellaneous

1. The failure of a grievant to file a grievance or to appeal any decision to the next step within the time set forth shall constitute a waiver of the right to file or of the right to further appeal, and a final disposition of the grievance may be made on the basis of the last decision given.

2. The failure of any agent of the Board to forward a grievance to the next step or to render a timely decision shall constitute a waiver of the right to retain any authority over the forwarding of the grievance to the next step or to arbitration.

3. Any grievance not raised within the time limits under Steps I-V shall be waived and deemed no longer to exist.

4. The parties may mutually agree to waive any of the time limitations established in this procedure; provided that any such waiver must be in writing.

ARTICLE IV — LEAVE PROVISIONS

A. Sick Leave

1. School teachers will be granted sick leave at the rate of one and one-fourth ($1^1/_4$) days per month in accordance with Ohio law.

2. Sick leave may be accumulated up to a maximum of two hundred sixty (260) days.

3. Teachers who are in their first year of teaching in the Reynoldsburg City School District may be advanced six (6) sick leave days once during the contract year if requested, provided that all accumulated sick leave has been exhausted.

4. In all cases where an advancement of sick leave days has been granted, a deduction for all unearned sick leave days used shall be made from the final pay of the individual for that contract year if the individual resigns before accruing sufficient sick leave days to repay for all advanced sick leave days. If the individual stays employed by the district, the advanced days will be paid back no later than the end of the calendar year. Advanced days will be paid back by deducting days as the teacher earns them. The teacher shall be responsible for paying any unpaid balance to the district at the end of the calendar year.

5. Sick leave may be used for:

   a. Personal Illness

      (1) Illness, injury, exposure to a contagious disease which could be communicated to others, incapacitation due to physical and mental condition, and pregnancy disability.

      (2) For the purpose of this provision, disability is the period during which the teacher is not physically and/or mentally capable of performing all the duties and functions of his/her position. The beginning date of disability and the termination of disability shall be established by written statement of the teacher's doctor. Verification of continuing disability may be required by the Superintendent, at Board expense, upon written notice to the teacher.

   b. Illness or Injury in Teacher's Immediate Family -- Immediate family is defined for this purpose as including parents, sister, brother, husband, wife, son, daughter and such other persons who, by reason of special circumstances, stand in the place of the above-enumerated individuals. A maximum of six (6) days may be used for illness or injury to parents-in-law, grandchildren, or persons who by reason of special circumstances stands in the place of the above-enumerated individuals in the teacher's immediate family.

   c. Death in the Teacher's Immediate Family

      (1) A teacher shall be allowed six (6) days of absence utilizing sick leave credit for death in the teacher's immediate family. Immediate family is defined for this purpose as parents, parent-in-law, sister, sister-in-law, daughter, daughter-in-law, grandparents, grandchildren, son, son-in-law, husband, brother, brother-in-law, wife, and such other persons who, by reason of special circumstances, stand in the place of the above-enumerated individuals.

(2) Additional days may be granted by the Superintendent in cases where extensive travel or special circumstances warrant additional days.

6. Deduction of sick leave due to use will be in half-day increments. Deduction of sick leave shall not be made for those days when schools are closed and teachers are excused from performance of their duties by the Superintendent or designated representative.

7. Report of Absence

All staff must contact their Principal or designee at least one (1) hour prior to their start time whenever possible, and also submit an absence on a District-utilized online program. In all absences, a report of absence must be submitted on a District-utilized online program, in accordance with sick leave policy. Access to a District-utilized online program may not be restricted or denied to any teacher unless first contacted by the Principal or designee. Staff may not amend leave (e.g. changing sick to personal leave) thirty (30) days after leave is taken.

8. Reporting of Sick Leave Accumulation

Unused accumulation of sick leave days shall be reported to each teacher by the Treasurer of the Board on the stub of each paycheck.

9. If a bargaining unit member's sick leave usage reveals a pattern that indicates abuse or is statistically excessive, the administration may require the member to attend a meeting to discuss the member's sick leave usage. The bargaining unit member may request union representation. Following such meeting, the bargaining unit member may be required to provide documentation from a medical provider for any future sick leave usage verifying the fact that the member or immediate family member was debilitated by illness or injury that prevented them from reporting to work.

B. Long Term, Unpaid Professional Leave

1. Upon the written request of a full-time teacher, the Board may grant an unpaid leave of absence for a period of not more than two (2) school years for educational, professional, or other purposes that would benefit the teacher and the District. Upon the return to service of the teacher at the expiration of a leave of absence, the teacher shall resume the contract status which the teacher held prior to such leave.

2. For the purposes of this procedure, the following conditions are necessary:

a. The applicant must submit a request for leave of absence, with the reason, to the Superintendent sixty (60) days prior to the beginning date of the leave of absence or as early as possible.

b. After the Superintendent's review and approval of the request, the request will be forwarded to the Board for their consideration.

c. The teacher shall not be paid during such leave of absence.

d. The teacher must notify the Superintendent by certified mail at least sixty (60) days prior to the conclusion of the leave if the teacher plans to return to work. If the teacher fails to notify the Board sixty (60) days prior to the conclusion of the leave, the Superintendent will notify the teacher by certified mail of the teacher's notification requirements. Failure of the teacher to respond within fourteen (14) calendar days after receipt of the Superintendent's notification will be construed as a constructive resignation from the District.

e. The teacher would not receive Board-paid fringe benefits, including the Board-paid STRS retirement contribution, as a result of the leave of absence. The teacher could continue any fringe benefits through the Board, provided he/she pays all costs of the benefit program.

C. Personal Leave

1. Teachers shall be granted up to three (3) personal leave days per school year which shall not be charged to sick leave. The Superintendent may grant additional personal leave for justifiable purposes. Teachers who desire to use additional personal leave for other justifiable purposes must request such leave at least fifteen (15) days prior to the use, when possible.

2. Requests for personal leave shall be submitted through a District-utilized online program five (5) or more days prior to the intended absence. All staff must contact their Principal or designee in addition to submitting an absence on a District-utilized online program. If unusual circumstances make it impossible to submit the request five (5) or more days in advance, the request must be made orally, in person, or by telephone. Personal leave requests will be granted on a first come, first served basis as they are received in a District-utilized online program.

3. Teachers who do not use all of their personal leave days in a given year shall have any unused personal leave days transferred into sick leave days.

   For those teachers who:

   - Use no personal leave in a given year; AND,
   - Have reached the maximum amount of sick leave accumulation,

   they shall be paid for two (2) personal leave days at $150/day, for a total of $300.

a. Personal leave may roll over to the next school year. A teacher may carry over one (1) unused personal day per contract year. The carry-over personal day will be added to the three (3) personal days granted on a yearly basis and will give the employee a potential maximum of four (4) days.

b. Each teacher will be responsible for notifying the Treasurer's office regarding the rollover of personal leave to the next school year in the first pay in May. Such leave may only be amended subject to approval of the Superintendent or designee.

4. A ten percent (10%) cap for personal leave usage will be established per day for each building. A list of building cap limits will be provided on the first school day each year. The number of allotted personal days will be rounded to the whole number and will be adjusted to reflect changes in the number of staff members after the school year has begun.

   Personal leave will be granted on a day when the cap has been met if the building administrator reasonably determines that an emergency has arisen. Additionally, personal leave will be granted on a day when the cap has been met if the building administrator reasonably determines that an extenuating circumstance exists and the request is made at least thirty (30) days in advance (including but not limited to: a wedding or the day before the wedding of the unit member or the member's child, or the need to attend a school-related activity of an immediate family member occurring on a school day; all of which cannot be conducted at any other time except during the regular school day).

5. Personal leave is for personal business/activities and cannot be used to work another job, including self-employment.

6. Personal leave may not be used on the first or last weeks of school, on an in-service day, or on the day before or after a holiday or vacation day, unless an exception is granted in writing by the Superintendent or designee. During May, only one (1) personal day may be used unless additional days are granted by the Superintendent or designee.

7. Teachers need not give a specific reason for the use of personal leave but must certify that the leave will not be used for a restricted purpose.

8. The Superintendent or designee shall grant up to three (3) additional, paid days of personal leave for verified religious holidays that are not included in the school calendar for teachers who have exhausted their personal leave. Teachers who intend to use any additional, paid personal leave for religious holidays shall notify the Superintendent or designee in writing at least ten (10) days prior to the use of the leave.

D. Maternity/Paternity, Child Care and Adoption Leave

1. A teacher planning to request a leave of absence under one of the options in this section shall, whenever possible, notify the building principal and Superintendent/designee of leave ninety (90) days prior to the expected delivery date/adoption date. Such notification shall be in writing and accompanied with a statement from the doctor indicating the expected delivery date. The teacher should select one (1) of the options listed in section 3 below provided at the time of the notification or as soon thereafter as possible.

2. Teachers will not receive Board-paid fringe benefits during the unpaid portion of the leave of absence, except as required by the FMLA; however, a teacher could continue any fringe benefits through the Board, provided he/she pays all costs of the benefit program.

3. This policy is designated to provide teachers with some options to be chosen to cover absence due to pregnancy or adoption. These provisions apply to all regular teachers employed under contract by the Board. Options a, b and c offer various absence and leave options for teachers who wish to return to duty after delivery or adoption. The three (3) basic options are as follows:

   a. A leave of absence without pay not to exceed that current school year, The teacher will designate the time period.

   b. Absence during the period of disability up to eight (8) weeks after the birth with the utilization of sick leave with pay, followed by a leave of absence without pay not to exceed that current school year.

   c. Absence only during the period of disability up to eight (8) weeks after the birth with the utilization of sick leave during such disability, then returning to work.

4. Teachers have the right to return to the same position for which they are properly licensed upon the conclusion of the leave under options 3.a, b, or c above. The Superintendent/designee may assign teachers to the same or similar position for which they are properly licensed upon the conclusion of a leave that extends beyond the current school year.

5. Paid paternity leave will be for a maximum of fifteen (15) consecutive work days beginning anytime within forty-five (45) work days after the birth or adoption of a child. The Superintendent may grant modifications to this if extenuating circumstances arise.

E. Unpaid Disability Leave of Absence

1. Upon a written request from a full-time teacher, the Board shall grant an unpaid disability leave of absence for a period of not more than two (2) consecutive school years. Upon subsequent written request, such leave may be renewed by the Board.

For the purpose of this policy, disability is the period during which the teacher is not physically and/or mentally capable of performing the necessary duties and functions of his/her position. The beginning date of disability and the termination of disability shall be established by written statement of the teacher's doctor.

2. Upon the return to service of the teacher at the expiration of the leave of absence, the teacher shall resume the contract status which the teacher held prior to such leave.

3. The teacher would not earn pay or sick leave during the period of disability leave of absence.

4. The teacher would receive all Board fringe benefits during the period of disability leave of absence.

F. Military Leave

1. In accordance with §3319.14 of the Ohio Revised Code, a military leave of absence shall be granted to any regular contract teacher who shall be inducted or called to active duty, or who enlists or volunteers for military duty with any branch of the armed forces of the United States.

2. Any teacher whose teaching service in the District has been interrupted by active duty in the armed forces shall be re-employed in accordance with the provisions of Ohio Revised Code §3319.14.

3. Both parties agree to abide by Ohio Revised Code §5923.05.

G. Assault Leave

Assault is defined by law as:

knowingly causing or attempting to cause physical harm to another (or to another's unborn); and/or

recklessly causing serious physical harm to another (or to another's unborn).

1. Any teacher who is unable to perform his/her contract duties because of injury or illness caused by a physical assault while he/she is in the course of employment shall remain on the payroll as a regular teacher and shall receive all benefits as if on sick leave in accordance with the terms and conditions provided herein.

2. To be eligible for assault leave, the certificated teacher shall apply for Workers' Compensation. If Workers' Compensation benefits are paid, the Board shall pay to said teacher the difference between the benefits received from Workers' Compensation and the teacher's regular salary.

3. For those days that compensation is made to the injured teacher by the Bureau of Workers' Compensation, there shall be no deduction from the accumulated sick leave of the teacher.

4. If Workers' Compensation benefits are denied because such injury was not received in the course of and arising out of the injured teacher's employment, the assault leave provided hereunder shall be denied. If such Workers' Compensation benefits are denied because the injured teacher did not meet the qualifying period of injury, the assault leave provided herein shall be paid in accordance with these provisions.

5. Assault leave as provided herein shall not exceed more than thirty (30) days, and it shall terminate at such time Workers' Compensation benefits are terminated, whichever occurs first.

6. The teacher shall be required to provide a physician's statement describing the nature of the disability and its duration.

7. Upon the exhaustion of paid assault leave of thirty (30) days, he/she shall be eligible for a disability leave of absence in accordance with the provisions of Article IV, Section E, of this Agreement.

H. Professional Leave

The Association and the Board recognize that Professional leave is to be taken for reasons that substantially align with the District's vision and mission. Professional leave must also be operationally feasible, as determined by the Superintendent/designee.

1. A teacher interested in using professional leave shall create the absence on a District-utilized online program. All staff must contact their Principal, in addition to submitting any absence on a District-utilized online program.

2. Upon a teacher making a request for professional leave, the Principal shall within five (5) school days approve or deny the professional leave request.

3. If the Principal fails to respond to the request within five (5) school days, the request will be submitted by the teacher to the Superintendent/designee who shall approve or deny the professional leave request.

4. If professional leave is denied, the teacher shall be provided with the reason(s) in writing within five (5) school days of the denial.

5. Upon return from professional leave, the Principal shall meet within (5) school days with the teacher to discuss the professional development experience. In lieu of said meeting, the teacher may be required to provide a written summary or reflection of the professional development experience.

I. Jury Duty/Mandatory Court Appearances Leave

1. Due to the course of employment, any teacher who is not a party in interest against the Board served with a subpoena issued by any state or federal court and resulting in involuntary absence from school to appear on behalf of the Board will be paid his/her salary minus any remuneration received. The Board shall grant allowance for actual and necessary expenses incurred for appearing in court. Expenses shall include mileage, at the IRS rate, parking fees and one (1) meal per day commensurate with current Board Policy.

2. Jury Duty

   Any teacher who has served on jury duty shall be paid his/her salary less the remuneration for serving as a juror for each working day served as a juror.

3. A teacher shall not be required to use emergency leave for Items 1. and 2.

4. The provisions of Section I. shall not be applicable if such teacher or any agent, person, association, or other body on behalf of such teacher is the plaintiff in any cause of action against the Board or its members, teachers or agents is/are party or parties defendant to such suit except such leave shall be allowed for teachers who are subpoenaed to appear and who actually appear as a party or witness at a SERB hearing.

J. Sabbatical Leave

1. A teacher who submits a written application for sabbatical leave to the Superintendent, not later than April 1 of any school year, will have said leave request submitted to the Board for its consideration within sixty (60) days after the Superintendent receives the request. Teachers will be notified within a reasonable time after Board consideration of the disposition of the request.

2. In order to be eligible for a sabbatical leave, a teacher must have been employed in the Reynoldsburg District for at least five (5) years, unless said requirement is waived by the Board.

3. Teachers requesting such leaves must accompany their applications with detailed plans for the proposed use of their sabbatical.

4. As a precondition to being granted a sabbatical leave, a teacher must agree to teach in the Reynoldsburg City Schools for a period of one (1) year upon returning from leave unless this requirement is waived by the Board.

5. All such sabbatical leave shall be granted in conformity to the provisions of O.R.C. §3319.131 and/or this Agreement.

6. Within ninety (90) days after the expiration of his/her leave, the unit member will make a written report to the Superintendent detailing the use which was made of

his/her leave. If the leave was granted for graduate study, the unit member will present to the Superintendent a transcript from the university or college attended.

K. Family and Medical Leave Act

The Board will comply with benefits for teachers provided under the Federal Family and Medical Leave Act.

ARTICLE V — CONTRACT PROVISIONS

A. Issuance of Contracts/Resignations

Any teacher employed under a limited contract is deemed re-employed unless the Board gives such teacher written notice of its intention to nonrenew him/her on or before June 1 of the year of expiration of the limited contract, except as prescribed in Article V(F)(1) of this Agreement. A teacher re-employed is to return their signed contract on or before July 1. Any teacher who has a contract for the ensuing school year is permitted to resign provided written notification of intention to do so is received by the Board on or before June 15.

B. Regular Teaching Contracts

1. A written teaching contract and/or salary notice will be issued to any employed or re-employed teachers on or before June 30.

2. All regular teaching contracts will contain the type of contract, the school year the contract covers, and the teacher's name.

3. All salary notices will contain the teacher's name, the annual salary to be paid, the years of experience for placement on the salary schedule, and the level of training.

4. Teachers shall be notified of their school, grade, subject, and course assignments via email, no later than June 15. Such assignments may be subject to reassignment as determined by the Superintendent pursuant to Article VIII.C.

C. Supplemental Contracts

1. Supplemental contracts shall be for a term of one (1) year and shall expire automatically without any action required by the Board. Notwithstanding §3319.11 of the Ohio Revised Code, supplemental contracts shall not be automatically extended.

2. The Board will issue a supplemental contract to all qualified teachers who have been offered and have accepted responsibilities that call for additional compensation pursuant to the Board-adopted supplemental salary schedule. The supplemental contract will include the name of the teacher, a brief description of the duties, and the amount of compensation.

3. No teacher agreeing to perform supplemental duties as a condition of employment as a regular teacher shall resign from such supplemental duties until such teacher has served for one (1) years under such supplemental contract(s).

D. Sequence of Contracts

1. The Board, when issuing limited and continuing regular teaching contracts, shall act in accordance with the following sequence:

   a. First year -- one (1) year limited contract.

   b. Second year -- one (1) year limited contract.

   c. Third year -- one (1) year limited contract.

   d. Fourth year -- two (2) year limited contract.

   e. Sixth year and subsequent years (unless eligible for a continuing contract) -- three (3) year limited contract.

2. A teacher eligible for a multi-year limited contract may be granted a probationary one (1) year limited contract provided such teacher is notified on or before May 10 of the Superintendent's intention to recommend such one (1) year limited contract with written reasons directed at the professional improvement of the teacher as identified by the evaluation process. No teacher may be granted more than one (1) such probationary one (1) year limited contract.

3. Upon expiration of the one (1) year probationary contract as specified above, if renewed, the teacher will return to the appropriate place in the sequence as identified in D(1) above.

4. A teacher, who becomes eligible for a continuing contract during the term of a limited contract, shall upon written request to the Superintendent be reviewed for continuing contract status. If the Board determines not to award a continuing contract or the teacher does not request early consideration, such teacher shall then be considered for a continuing contract prior to the expiration of the limited contracts pursuant to Section E(1) below.

E. Continuing Contracts

1. The Board will abide by the statutory provisions regarding the issuance of continuing contracts, except that the parties agree that any teacher who does not inform the Administration in writing on or before October 15 that he/she will be eligible for a continuing contract during the school year shall have his/her continuing contract consideration deferred until April of the following school year. Also, no teacher shall be deemed eligible for a continuing contract unless such teacher has on file with the Superintendent, on or before February 1, such teacher's professional, permanent or life certificate/license, required transcripts.

2. A continuing contract issued during the term of an unexpired limited contract will nullify and void the limited contract on the date the continuing contract becomes effective. Nothing herein shall be construed to require the granting of the continuing contract during the term of a limited contract.

F. Nonrenewal of Limited Teaching Contracts

1. For limited contract teachers who have been employed by the Board for three (3) years or less, the following nonrenewal process shall apply:

   a. On or before May 10 of the year in which the limited contract expires, teachers shall be notified of the Superintendent's intention to recommend that the Board not re-employ the teacher for the next school year.

   b. This nonrenewal procedure for teachers who have been employed for three (3) or fewer years supersedes all provisions of O.R.C. §3319.11 and O.R.C. §3319.111, and such teachers shall have no right to challenge said nonrenewal pursuant to O.R.C. §3319.11 or 3319.111.

2. For limited contract teachers who have been employed by the Board for more than three (3) years, the following nonrenewal process shall apply:

   a. On or before May 10 of the year in which the limited contract expires, teachers shall be notified of the Superintendent's intention to recommend that the Board not re-employ the teacher for the next school year.

   b. If evaluation procedures have not been complied with pursuant to Article VI of this Agreement, or the Board does not give the teacher written notice of nonrenewal on or before June 1, the teacher is deemed re-employed pursuant to the provision of Ohio Revised Code §3319.11.

   c. Extended limited contracts in lieu of regular limited contracts may be granted by the Board in accordance with Ohio Revised Code §3319.11.

   d. Any teacher receiving written notice of the intention of the Board not to re-employ him/her for the next school year may, within ten (10) calendar days of the date on which he/she received the nonrenewal notice, file with the Treasurer of the Board a written demand for a written statement describing the circumstances that led to the Board's intention not to employ the teacher.

   e. The Treasurer of the Board, on behalf of the Board, shall within ten (10) calendar days of the date on which he/she received the written demand for a written statement, provide the teacher with a written statement describing the circumstances that led to the Board's intention not to reemploy the teacher.

f. Within five (5) calendar days of the date the teacher receives the written statement described in paragraph (e) above, the teacher may file with the Treasurer of the Board a written demand for a hearing before the Board.

g. Board Hearing

(1) The Treasurer of the Board, on behalf of the Board and within ten (10) calendar days of the date on which he/she receives a written demand for a hearing described in paragraph (f) above, shall provide to the teacher a written notice setting forth the date, time and place of the hearing.

(2) The hearing shall be scheduled and concluded within forty (40) days of the date on which the Treasurer of the Board receives a written demand for a hearing pursuant to paragraph (f) above.

(3) The hearing shall be conducted by a majority of the members of the Board and held in executive session unless the Board and teacher mutually agree to hold the hearing in public.

(4) The Superintendent, Assistant Superintendent, teacher and any person designated by either party to take a record of the hearing may be present at the hearing.

(5) The Board may be represented by counsel and the teacher may be represented by counsel or designee at the hearing.

(6) A record of the hearing may be taken by either party at the expense of the party taking the record.

(7) Within ten (10) calendar days of the conclusion of the hearing, the Board shall issue to the teacher a written decision containing an order affirming or vacating the intention of the Board not to re-employ the teacher. If the Board decision is to vacate its intention not to re-employ the teacher, any record of the intention, notice of the intention, and hearing record shall be expunged.

h. Any decision by the Board not to re-employ a limited contract teacher shall be based solely upon the teacher's evaluation and other information relevant to classroom performance. If no other information relevant to the teacher's performance is present, then the nonrenewal will be based solely on the teacher's evaluation.

i. After a teacher has worked for eight (8) years in the District, nonrenewal shall only occur for just cause.

j. A teacher may appeal an order affirming the Board's intention not to re-employ the teacher to the court of common pleas pursuant to O.R.C.

§3319.11. The Board and Association agree that the provisions of Article V(F) Nonrenewal of Limited Teaching Contracts may only be challenged through actions in the courts. No member of the bargaining unit shall have the right to appeal an alleged violation, misapplication or misinterpretation of Article V(F) through the negotiated grievance procedure. The court shall have the jurisdiction at law and equity as provided by law and shall have the authority to base its decision on procedural due process procedures contained O.R.C. §3319.11 as well as breach of contract claims Article V, Section F, paragraphs (h) and (i) of this Agreement and shall have the power to order the full range of legal remedies available to the court under Ohio law.

k. Except as specifically modified by this provision, it is the intent of the parties that all rights prescribed in O.R.C. 3319.11 shall remain in full force and effect.

G. Reduction in Force/Layoff of Teachers

1. Reduction in Force (RIF)

When by reasons of declining student enrollment, program changes, revisions or reductions, program elimination, course offering changes and selections, budgetary constraints and/or for other reasons set forth in O.R.C. §3319.17, the Board determines that it will be necessary to reduce the number of teachers, it may make a reasonable reduction in each teaching field as prescribed by law. In making such reduction, normal attrition, all retirements and voluntary resignations will be the first group of certified personnel to effect a RIF program. If further reduction is required, then the Administration or Board will notify the teaching staff of its need to make a reasonable reduction of staff no less than thirty (30) days prior to such reduction.

2. Layoffs

Upon notification of the intent to lay off teachers as provided in section 1. above, a Reduction in Force (RIF) list shall be prepared on which all teachers shall be listed by seniority and all areas of certified teaching field(s), hire date, contract status, and group as defined in Article V, Section (G)(3). Such RIF list shall be posted on all staff bulletin boards and in the Administration office of each building and given to each building representative of the Association. Any challenge to the accuracy of such list shall be the responsibility of the individual teacher. Such challenges shall be filed in writing with the Superintendent within ten (10) workdays of such posting. A seniority list shall be prepared and distributed to each building for posting on or before October 15 of each year.

3. Criteria

Criteria for placement on the RIF list shall be as follows:

a. Seniority, areas of certification, licensure, endorsement, contract status, and formal evaluation will be the criteria used in the placement of teachers on the RIF list for any reduction in force.

b. Teachers who have more than one (1) valid teacher certificate/licensure/endorsement issued by the Ohio Department of Education shall be placed on the RIF list in order of seniority in each area of certification.

c. A "teaching field" shall be defined as that grade level and/or subject area(s) that is authorized to be taught (or professional services rendered) within the certification issued by the Ohio Department of Education and held by the individual teacher.

d. "Seniority" shall be defined as continuous employment in the District and shall begin with the first date of work. Seniority shall have continued to accrue during all paid leaves of absence. Seniority shall not be broken by approved leaves or by a disability leave of absence. If an employee leaves the bargaining unit to become an administrator in the District and subsequently returns to the bargaining unit, their seniority shall be reinstated to the seniority they had on the date they left the bargaining unit, but they shall not accrue seniority for time worked outside of the bargaining unit.

e. Any teacher whose contract is to be suspended pursuant to this Article shall be notified in writing no less than twenty (20) days prior to the date of the intended suspension.

f. Ties in seniority shall be broken by:

(a) Date of Board meeting hired.

(b) Date teacher signed initial employment contract.

(c) By lot.

g. Any teacher who is to be placed on a suspended contract as a result of a RIF shall have the right to displace any less senior teacher whose work he/she is certificated/licensed to perform. Written notice of the intent to exercise this right shall be given to the Superintendent and the Association within ten (10) days of notification of lay off. A teacher who is displaced according to this section has the same displacement rights vis-a-vis any less senior teacher.

h. Any teacher having certification/licensure/endorsement in more than one (1) area who exercises the right of displacement as authorized in subsection g. herein shall be reassigned at the discretion of the Superintendent so long as such reassignment is in an area for which such teacher has a valid certificate/licensure.

i. Any RIF'd teacher who notifies the Board of efforts to obtain additional certification/licensure and for whom the Superintendent signs an application for a temporary certificate shall be given consideration to fill any vacancy which cannot be filled from the RIF list by certificated/licensed teachers. The teacher must be able to gain temporary certification per O.R.C. §3319.28 while the teacher continues to pursue full certification.

j. Teachers whose contracts have been suspended shall have the obligation of notifying the Board if suitable employment is found elsewhere. The Board will honor without recrimination all resignations of affected teachers made subsequent to the July 10 deadline.

k. All teachers whose contracts are suspended shall have the following rights:

(1) To review his/her own seniority and certification records with representatives of his/her choice.

(2) To be placed on the District's substitute list.

(3) To be informed of and have the opportunity to fill all vacancies which may occur or new positions which may be created for which the teacher is certified and qualified or can gain temporary certification. The Board shall notify in writing by certified mail the availability of these positions to those teachers so certified and qualified. The teacher shall notify the Board within five (5) days of his/her acceptance or rejection of said position. Rejection of such position shall be construed as a resignation.

(4) To continue any and all group insurance plans which are in effect at the time of the layoff without an interruption in benefits; provided, however, that all premium costs of such group insurance plans shall be paid by the member.

(5) To the use of fee waivers as may be authorized by the Fee Waiver Committee.

l. Any teacher whose contract is suspended and who voluntarily resigns from the District forfeits all reinstatement rights.

m. Recall of teachers shall be in the inverse order of the layoff.

n. All teachers whose contracts are suspended are obligated to keep the Board informed of current addresses and phone numbers.

o. The parties agree that reduction in force shall be accomplished only by the suspension of contracts. However, the Board is under no obligation to fill a vacancy created by nonrenewal in accordance with the contractual nonrenewal provisions herein.

p. No preference shall be given to any member based on seniority, except when deciding between members who are in comparable groups and have the same final summative evaluation ratings, as described below.

q. A bargaining unit member whose contract will be suspended will have the right to displace any less senior bargaining unit member whose work he/she is certified/licensed to perform so long as the displacing member possesses a comparable or better evaluation than the member being displaced. Within ten (10) calendar days of the Board's action to implement a RIF, a bumping meeting, if necessary, shall be held for all affected teachers.

r. Any reduction in force shall proceed using the following procedures and criteria:

(1) The Board shall handle all staff reductions first through normal attrition, all retirements and voluntary resignations.

(2) Then, first-year limited contract teachers shall be reduced by using the following order:

(a) Licensure/Certification

(b) Competency as determined by final summative rating or, if there is no final summative rating, observations.

(c) When evaluations are comparable, by lowest seniority in the District.

(3) Then limited contract teachers who are in the second through fifth year in the District shall be reduced only after all first-year limited contracts by using the following order:

(a) Licensure/Certification

(b) Competency as determined by final summative rating

(c) Within each group with the same final summative rating by lowest seniority in the District.

(4) Limited contract teachers who have been employed by the District for at least six (6) years and continuing contract teachers shall be suspended only after all limited contracts in years 1 through 5 in the teaching field of assignment by using the following order:

(a) Licensure/Certification

(b) Competency as determined by final summative rating

(c) Within each group with the same final summative rating:

i. Limited contract teachers shall be reduced first by lowest seniority in the District;

ii. Continuing contract teachers next by lowest seniority in the District.

4. Recall

The following procedures will be used in the recall process:

a. Teachers who were employed under a continuing or limited contract when laid off shall have recall rights for a period of twenty-four (24) months from the effective date of the layoff.

b. Such teachers will be recalled in reverse order of layoff if/when there is a vacancy for which the teacher is certified/licensed to perform the work in question.

c. Notice of recall will be by certified mail to the last address given to the Board by the teacher. The teacher has ten (10) calendar days after receipt of the notice of recall to indicate acceptance or not. No acknowledgment of the notice within fifteen (15) calendar days of the date it is postmarked will be the same as refusal.

d. A teacher will remain on the recall list for twenty-four (24) months after the effective date of layoff unless:

(1) recall rights are waived in writing by the teacher;

(2) a resignation is offered by the teacher; or

(3) the teacher fails to accept the position to which he/she has been recalled.

e. No unit member whose contract has been suspended pursuant to this Article shall lose the right to recall by reason of having declined recall to a position that is less than full-time or, if the unit member was not employed full-time

just prior to suspension of the member's contract, to a position requiring lesser percentage of full-time employment than the position the unit member last held while employed in the District.

f. Upon acceptance of the notice to resume active employment status, the unit member shall be entitled to the same contractual status which was held prior to the RIF.

H. Teacher Discipline Procedure

1. Administration shall take progressive disciplinary action against a member for just cause. The Board agrees to follow principles of progressive discipline set forth herein with the understanding that some or all steps in the progressive discipline sequence may be bypassed on a case-by-case basis depending upon the seriousness of the offense and all relevant surrounding circumstances.

2. Progressive Discipline Sequence:

a. Documented verbal warning, which must expressly state it is a "Verbal Warning"
b. Written reprimand
c. Suspension, with or without pay, not to exceed two (2) days
d. Suspension, with or without pay, not to exceed five (5) days
e. Termination in accordance with O.R.C. 3319.16.

3. Discipline

a. Prior to disciplinary action given to a teacher more severe than a documented verbal warning under 2.a above, the Administration shall first have a meeting with the teacher. Except in emergency circumstances or documented verbal warnings, the member will receive at least twenty-four (24) hours' written notice of a disciplinary conference/meeting. No prior written notice shall be required for a meeting resulting in a documented verbal warning.

b. The advance notice of the meeting shall state the following:

(1) The meeting is to determine whether disciplinary action will be taken;

(2) The nature of the concern;

(3) The date, time, and location of the meeting.

c. The teacher has the right to Association representation at all disciplinary meetings. It is the responsibility of the teacher to request Association representation.

d. All written reprimands shall clearly state that it is a reprimand.

e. Discipline shall be for just cause.

f. Any written record of disciplinary action will be kept in the employee's active personnel file in accordance with Article VII(J) – Personnel Files.

4. Teacher Suspension Procedure

a. The Administration has the right to suspend a teacher with or without pay for disciplinary purposes.

b. Prior to any such suspension, the Administration shall investigate, and conduct a pre-disciplinary hearing of the incident or infraction(s) upon which any such suspension will be based. The results of the investigation and pre-disciplinary hearing shall be reduced to writing and given to the teacher along with a recommendation for a possible suspension with or without pay.

c. Upon request of the teacher and within five (5) days of the teacher's receiving written notification of a possible suspension with or without pay, the teacher may request a meeting with the Superintendent. The teacher shall have the right to representation at the meeting.

d. The Superintendent's decision on the suspension shall be issued within ten (10) days after the Superintendent's meeting.

e. Suspension of a teacher with or without pay for disciplinary reasons shall only occur for just cause. This just cause standard in this provision shall not apply to the nonrenewal of the teacher's limited teaching contract, nor shall it affect in any way the rights of the Board or members of the bargaining unit with respect to termination procedures initiated under O.R.C. §3319.16.

I. Contract Termination

1. The Board and Association agree that termination of teacher contracts shall be in accordance with O.R.C. §3319.16 and shall not be subject to the negotiated grievance procedure.

2. However, in the event that O.R.C. §3319.16 is amended or changed in a manner which affects the rights of teachers and/or the standard for termination in a material way, the standard for teacher termination shall be that the contract of any teacher shall not be terminated except for gross inefficiency, immorality, willful and persistent violations of reasonable regulations of the Board or for other good and just cause. In this event, it is the intent of the Board and the Association that this section shall supersede all statutory procedural and substantive rights of teachers with respect to contract termination, and teachers shall only have the right to appeal such terminations through the negotiated grievance procedure.

ARTICLE VI — EVALUATION PROCEDURE

The language provided below applies only to those teachers who are subject to the Ohio Teacher Evaluation System (OTES) per the requirements of sections 3319.111 and 3319.112 of the Ohio Revised Code. The evaluation of School Counselors will follow section 3319.113 of the Ohio Revised Code and the Ohio School Counselor Evaluation System (OSCES). The evaluation of other personnel, including but not limited to nurses, library media specialists, and speech pathologists, will follow a similar rubric aligned with the structure of the Ohio Teacher Evaluation System (OTES).

A. Definitions

1. 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.

2. Ohio Teacher Evaluation System (OTES): The teacher evaluation system that is codified under sections 3319.111 and 3319.112 of the Ohio Revised Code.

3. Ohio School Counselor Evaluation System (OSCES): The School Counselor evaluation system that is codified under section 3319.113 of the Ohio Revised Code.

4. Evaluation Framework: The documents created and approved by the State Board of Education in accordance with sections 3319.111(A) and 3319.113 of the Ohio Revised Code that establish~~es~~ the standards-based frameworks for the evaluation of teachers and the evaluation of School Counselors developed under sections 3319.112 and 3319.113 of the Ohio Revised Code.

5. Evaluation Factors: The multiple measures that are required by law to be used in the evaluation procedure.

6. Performance: The assessment of a teacher's performance, resulting in a performance rating. As an evaluation factor, the performance dimension is based on formal observations and informal observations/walkthroughs that are performed by a credentialed evaluator.

7. Evaluation Rating: The final evaluation level that is assigned to a teacher based on the holistic review of the evaluation factors that are conducted pursuant to the terms of this agreement. The evaluation rating is assigned at the conclusion of the evaluation cycle when the performance rating is established as provided for in this agreement. Each completed evaluation will result in the assignment of one of the following evaluation ratings: Accomplished, Skilled, Developing or Ineffective.

8. Evaluation Cycle: The period of time for the completion of the evaluation procedure. The evaluation cycle is completed when the observations conducted for

the current school year are assessed and result in the assignment of an evaluation rating.

9. Evaluation Instrument: The process and forms used by the evaluator. The instruments are located in Appendices B through I appended to this agreement.

10. High Quality Student Data (HQSD) for teacher evaluations: To be used for teacher evaluations beginning in the 2022-2023 school year. At least two (2) measures that are used to guide instructional decisions and to meet student learning needs. One of the two measures must be Value-Added data, if available. Other HQSD shall be determined locally and may be approved vendor assessments or other District-determined instruments. ODE's HQSD Verification Form will be used.

11. Ohio Evaluation System (OhioES): The system used by the District to electronically report to ODE aggregate final, summative evaluation ratings.

B. Purpose

The purpose of the evaluation system is to foster and promote professional growth, to improve performance and enhance student learning/positive student outcomes.

C. Evaluators

1. An evaluator must be on the approved board list, who is credentialed by ODE as an evaluator. Every evaluator must complete state-sponsored evaluation training as required by ODE and is required to pass an online credentialing assessment.

   a. The list of approved evaluators will be recommended by district administration and REA representatives, and approved by the Board of Education.

   b. The final rating will be issued by the teacher's direct supervisor, if different than the evaluator.

2. Not later than thirty (30) student school days after the student's first day of school each year, or in the case of a new teacher, within thirty (30) work days of the first day worked, each teacher shall be notified in writing of the name and position of his/her direct supervisor and evaluator(s). If there is a change in evaluator, the teacher will be notified as soon as possible.

D. Evaluation Committee

1. The parties intend that the evaluation process shall be in accordance with the Ohio Revised Code. The Evaluation Committee will be comprised of up to six (6) persons -up to three (3) appointed by the Association President/Co-Presidents or Designee and up to three (3) appointed by the Superintendent or Designee. The Evaluation Committee will review and act on issues that arise with the evaluation process.

2. The committee shall not have the authority to negotiate wages, hours, or terms and conditions of employment.

E. Training

Training shall be provided prior to the implementation of any new evaluation.

F. Schedule for Evaluation

1. The evaluation shall be completed not later than the first 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 day of May.

2. Teachers on approved leave for fifty percent (50%) or more of the school year may be exempt from the evaluation cycle for that year.

3. Teachers who have submitted a notice of retirement that has been accepted by the Board by December 1 shall be exempt from the evaluation cycle.

G. Performance Assessment

1. Performance shall be assessed based on the standards for the teaching profession/for school counselors and the criteria set forth in the evaluation instrument, Appendix B to this agreement.

2. All monitoring or observation of the work performance shall be conducted openly and with full knowledge of the teacher.

3. In implementing performance assessments, the District shall conduct all assessments so as to observe the legal and constitutional rights of teachers.

H. Observations

1. Schedule of Observations

a. A minimum of two (2) or three (3) (*see,* section VI.H.1.a (8), below) formal observations shall be conducted to support each performance assessment. A formal observation shall last a minimum of thirty (30) consecutive minutes.

(1) The first formal observation, which is a holistic observation, and post conference must be conducted and completed by the end of first semester.

(2) The second observation, which is a focused observation, and third observation, if applicable, must be conducted and completed no later than May 1.

(3) When possible, there shall be at least five (5) work weeks between formal observations.

(4) For teachers not in the final year of a limited contract (i.e., not anticipated to have three (3) observations), if after the second formal observation, 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.

(5) Teachers shall not receive a formal observation on the day before or after a holiday or vacation day.

(6) Teachers with a final evaluation rating of "Accomplished" will be evaluated once every three (3) years (unless they are in the final year of a limited contract); provided that the teacher submits a self-directed Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. One (1) observation and one (1) conference must be held with the teacher once a year for each year of the deferred evaluation cycle.

(7) Teachers with a final evaluation rating of "Skilled" will be evaluated at least once every two (2) years (unless they are in the final year of a limited contract); provided that the teacher and the evaluation jointly develop a Professional Growth Plan and the evaluator determines the teacher is making progress on that plan). One (1) observation and one (1) conference must be held with the teacher once a year for each year of the deferred evaluation cycle.

(8) 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 will be considering renewal of a teacher's contract pursuant to division (B), (C)(3), (D), or (E) of that section. The evaluator may elect to forego the third observation if the teacher's contract is being renewed the following school year.

I. Observation Conference

1. The evaluator shall notify the teacher of the scheduled day to perform the first formal observation at least two days before the formal observation. A teacher will be given a reasonable range for subsequent observations.

2. A pre-conference will typically be held no earlier than two (2) days prior to the first observation. If the evaluator changes between the pre-conference and the observation, a new pre-conference will be held.

3. Post-observation conferences shall be held within ten (10) work days of each observation and no more than fourteen (14) calendar days after the observation. The conference shall be used to inform the teacher if observed instructional/performance practices are aligned with the expectations that are identified in the teacher's professional growth or improvement plan.

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

5. Evidence shall be provided to the teacher at the post conference.

J. Walkthroughs/Informal Observations

1. The walkthrough/informal observation process results in a formative written assessment that may focus on one or two of the standards and/or an area of focus.

2. The walkthrough/informal observation shall be a brief survey of classroom instruction/work performance and environment, lasting no longer than twenty consecutive minutes.

3. The teacher shall be provided feedback and/or a copy of the completed walkthrough/informal observation form.

4. A teacher may request walkthroughs/informal observations with a specific focus at any time in addition to those initiated by the evaluator.

K. Focus Area

1. Formal observations resulting in the identification of focus areas shall be addressed during the post-observation conference. Focus areas identified by the evaluator shall be compiled and reported in writing and a copy of the written report, Appendix B, shall be provided to the teacher at the post-observation conference.

2. The evaluator involved shall make recommendations and otherwise assist the teacher for the purpose of development in identified focus areas.

3. The evaluator and teacher shall create a plan for development in identified focus areas and such plan shall be reduced to writing and provided to the teacher, Appendix K.

L. Professional Growth Plan

1. Professional growth plans shall be developed as follows:

a. Professional growth plans for a school year shall be developed and submitted to the direct supervisor using Appendix J by September 30. The professional growth plan should reflect available evidence and focus on the most recent evaluations and observations. The plan will have at least two

(2) goals, one of which should be aligned to the building's Continuous Improvement Plan.

b. Teachers who are rated Accomplished must develop a self-directed professional growth plan.

c. Teachers who are rated Skilled must develop a professional growth plan collaboratively with a credentialed evaluator assigned by the Superintendent/Designee for the evaluation from the board approved list.

d. Teachers who are rated Developing must develop a professional growth plan that is guided by a credentialed evaluator assigned by the Superintendent/Designee for the evaluation from the Board approved list.

2. The Board shall provide for professional development agreed upon by the evaluator and teacher and for the allocation of financial resources, if necessary, to accelerate and continue teacher growth and improvement.

M. Improvement Plan

Teachers with a final evaluation rating of Ineffective will be placed on an improvement plan developed by the evaluator. The Improvement Plan is at Appendix K.

N. Evaluation Rating

1. Final Rating Report

In conjunction with the assignment of the final evaluation rating, a conference shall be held between the teacher and the evaluator to discuss the Final Rating report. Appendix I.

2. Response to Evaluation

The teacher shall have the right to make a written response to the evaluation and to have it attached to the evaluation report to be placed in their personnel file. A signed copy shall be provided to the evaluator.

O. Due Process

Teachers who disagree with the rating of performance and/or the final evaluation rating shall be allowed to present their disagreement to the evaluation committee. Issues not resolved by the evaluation committee may be presented to the Superintendent who shall resolve the issue.

The teacher has the right to association representation at all evaluation meetings. It is the responsibility of the teacher to request association representation.

ARTICLE VII— PERSONNEL

A. Principal's Advisory Council

1. Within each school, there shall be a Principal's Advisory Council, to be organized during the first month of the school year, consisting of not more than five (5) teachers, which will meet with the principal and members of the staff at the call of the principal or a majority of council members.

2. Three (3) members of the Council shall be elected by secret ballot of the teachers at the general staff meeting. The remaining two (2) members of the Council shall be appointed by the principal. All members shall serve by consent. The term of office shall be one (1) school year.

3. The Principal's Advisory Council shall be advisory only and is intended to assist the principal and the school staff in developing policies and programs for the school involved and in discussing school concerns. The Advisory Council shall assist the principal in developing the building calendar. The council shall assume the responsibility for being knowledgeable about matters in this Agreement which relate to its function.

B. Staff Handbooks and Board Policy Manual

1. Prior to the first student day, each principal will provide the staff members of his/her school with a Staff Handbook and/or will ensure that it is accessible online. The Staff Handbook may be provided by e-mail. One (1) hard copy of the Staff Handbook shall be available in the building office.

2. At least one (1) copy of the Board's policy manual shall be maintained in the library of each school building, or the Board policy manual will be made available to staff on the District's website.

3. The REA President/Co-President will be notified of any policy change or addition that affects certified teachers within five (5) days of such change or addition.

C. Faculty Meetings/Professional Development

Each building principal will designate a day when faculty meetings will ordinarily be conducted. A faculty meeting shall be defined as any meeting of the majority of the staff. Except in cases of catastrophe or crisis, the principal may schedule a total of two (2) faculty meetings/professional development meetings per month during the teacher contract workday. When possible, the time and place for the faculty meeting(s) shall be announced at least forty-eight (48) hours prior to the meeting(s).

D. In-Service and Professional Enrichment

1. Each teacher has the responsibility to acquire the necessary qualifications for employment or continued employment under a regular or supplemental contract

with the Board. No teacher shall be required to attend a school-sponsored class or workshop after school hours. In-service programs as set forth in paragraph 2 below shall not be subject to this provision.

2. Teachers will be required to participate in an on-going in-service program during each school year under the direction of the building principal and building professional development committee.

3. Professional Development Committees

The Principal shall determine the amount of building funds, excluding grant funds, to be allocated for professional development purposes. A building professional development committee shall be formed to determine the use of building professional development funds. The Association shall select the teacher members of the building professional development committees. A District professional development committee shall be formed consisting of a representative from each building's professional development committee and central office personnel to share information on District professional development activities.

E. Cooperating Teachers

1. A teacher who acts as a cooperating teacher should have the following qualifications:

a. Possess at least a Provisional Certificate and a Bachelor's Degree.

b. Have three (3) years teaching experience, at least one (1) of which must have been in the present teaching field.

c. Have taught at least one (1) year in the Reynoldsburg Schools.

d. Indicate an interest in teacher training and professional development.

e. Recommended by building principal.

2. No teacher will be assigned a student teacher without that teacher's consent.

F. Fee Waiver Committee

1. The Board shall work cooperatively with universities on Exchange of Services Program. For university programs in the schools (e.g., student teaching, research projects or observations), the Board will receive such fee waiver cards as may be issued by the university.

2. The Association shall select two (2) teachers to serve as Co-Chairpersons of the fee waiver program application and distribution process. The Co-Chairpersons will receive a stipend of $250 each to be paid by the District. The amount will be paid no later than June 10.

3. The Co-Chairpersons will develop guidelines and administrative procedures for the fee waiver program at the beginning of each school year.

4. The guidelines and administrative procedures developed by the Co-Chairpersons shall be submitted to the Superintendent. Such guidelines and procedures shall be uniformly applied and shall not be amended during the school year without notice to the Superintendent. Appeals regarding the application of the guidelines and procedures and the receipt of fee waivers may be made by any teacher. Appeals will be decided by the Association President/Co-President or delegate, the Superintendent, and one of the Co-Chairpersons.

5. All teachers and Administrators, including the Business Manager and the Treasurer, shall be eligible to participate in the fee waiver program. Administrators shall be defined as those required to hold an Administrative certificate or license as determined by the State Department of Education.

G. Parent-Teacher Conference

The guidelines for parent-teacher conferences shall include:

1. All parent-teacher conferences are for the benefit of the child.

2. If a teacher anticipates difficulty, he/she may request the principal to be present. If requested, the principal shall attend provided that the time and date of such conference has been mutually agreed upon by the parent, the teacher and the principal. The principal may exercise the option to attend any other parent-teacher conference.

3. All parties should be informed, as early as possible, and to the extent possible, of the purpose and time of the conference.

4. Any information discussed in a conference is to be confidential except where the teacher and principal determine it to be of benefit to the child.

H. School Day

1. The hours of the school day shall be published in the Staff Handbook. In no case shall the length of the school day exceed seven and three-fourths (7¾) hours including a minimum thirty- (30) minute uninterrupted duty-free lunch period.

2. Each teacher shall be provided a minimum of two hundred twenty (220) minutes per week for instructional planning, evaluation, and conferences. Teachers' planning time will be teacher-directed for three (3) days per week. The Superintendent will meet with the REA President/Co-President and the Building Principal at the request of either party to discuss teacher planning time issues. During the last five (5) workdays of each quarter, teachers will have at least thirty (30) minutes per day of teacher-directed planning time.

3. Teachers whose assignment requires them to travel between buildings shall be given adequate travel time between each building. This travel time shall not reduce the time allocated for lunch and teacher-directed planning period time.

4. When schools are closed by the Superintendent or his/her designated representative for inclement weather or other public calamity, teachers shall not be required to report for duty except in cases of urgent necessity. Any teacher who is required to report for duty on such days shall be paid for any make-up day for students if such teacher is required to report for duty on such make-up day.

I. School Calendar

1. The contract year shall be one hundred eighty-four (184) days which shall include two (2) days of parent-teacher conferences and four (4) days for professional and in-service meetings. At least one-half (1/2) of a day shall be on the last workday before student arrival in the Fall and will be used by the teacher in his/her classroom for planning and preparation. The last day of each quarter will consist of one-half (1/2) day for professional and in-service meetings and one-half (1/2) day teacher directed work time after lunch.

2. The established Board Calendar Committee will meet to construct a calendar to present to the Superintendent. The Association shall be invited to send up to four (4) representatives to meetings at which the school calendar for the next two (2) years is considered.

3. The Superintendent's calendar recommendation shall be submitted to the Board by April 15. The Association shall be offered an opportunity to be heard on the issue prior to final Board action.

4. In each building, the principal is responsible for posting the building calendar electronically by the first workday of the school year. The building calendar, pursuant to Article VII(A)(3), may require a teacher's attendance at a maximum of four (4) scheduled evening activities. If changes in such scheduled activities are made after the school year begins, the principal will first consult with the Principal's Advisory Council. All such scheduled activities are subject to the following provisions:

   a. Required attendance at such functions will not exceed two and one-half (2½) hours.

   b. Such functions will be scheduled on a regular workday.

   c. Bargaining unit members with scheduled supplemental contract duties which directly interfere with the scheduled function shall not be required to attend the scheduled function. Members with urgent personal obligations which cannot be postponed or rescheduled will be excused upon request made in person by the member.

5. If, due to weather, energy, or other emergency situations, an adjustment is made in the District calendar during the school year, the change will not be made prior to there having been an emergency meeting of the School Calendar Advisory Committee.

J. Personnel Files

1. Location and Maintenance:

The official personnel filing system for all teachers shall be kept and administered by the Superintendent/designee.

2. Contents of Personnel Files:

The official personnel file shall contain the following, to the extent that such records are retained:

a. Application for employment.

b. Confidential pre-employment references.

c. Transcripts of training and education records.

d. Copies of current, valid certificates and/or licenses.

e. Copies of the evaluations of the teacher performance made by the supervisory personnel.

f. Teacher responses to the evaluations.

g. Disciplinary records issued under Article V, Section H – Teacher Disciplinary Procedure.

h. Teacher responses to any disciplinary record.

i. Notes of commendation.

3. Access to the official personnel file shall be available during regular office hours to the teacher and/or his/her representative. The review of such personnel file shall be in the presence of the Superintendent or his/her designee. Neither the file nor any part thereof shall be removed from the Board office.

4. Each teacher shall have the right to respond in writing to any material contained in the file which would be generally considered as detrimental to the personal or professional interest of such teacher, and said response shall be filed within thirty (30) calendar days from the day the teacher received a copy and shall be attached to the specific material.

5. Each teacher shall have the right to indicate those documents and/or other materials in his/her personnel file which he/she believes to be obsolete, inappropriate, and/or inaccurate. The teacher shall have the right to request that the obsolete, inappropriate, and/or inaccurate materials be removed from the file and destroyed to the extent permitted by law. Such request shall be reviewed by the Superintendent. If the Superintendent does not agree to remove the materials, the teacher shall have the right to respond in writing with the teacher's explanation as to what they believe is obsolete, inappropriate, and/or inaccurate and such explanation will be included with the material in question.

6. In the event of a request by a member of the general public to review the personnel file of a member, the Board will notify the member of the name and address of the person requesting a file review. Consistent with the right of the requesting person to inspect public records, the member whose file has been requested to be inspected, or his/her designee, shall have a reasonable opportunity to observe the inspection.

7. Teachers shall be provided one (1) copy of all materials placed in the file.

8. Upon written request of the teacher that is submitted to Human Capital Management, record of a disciplinary nature shall be removed from the personnel file after two (2) years if there have been no other intervening incidents of the same nature.

K. Complaint Procedure

Complaints concerning a teacher shall be referred to the appropriate Administrator for preliminary investigation. If such preliminary investigation indicates that probable cause exists, the Association President/Co-President or his/her designee shall be notified, and a written statement of the nature of the complaint shall be given to the teacher so affected.

L. Covering Unassigned Classes

1. In all cases of teacher absence, principals shall make a reasonable effort to secure the necessary substitute teachers. Only when a qualified substitute is not available or an emergency arises during the school day will teachers be requested by the principal to cover classes or to assume the responsibility for students placed in their room (i.e., study hall) during the absence of a teacher. The principal shall request teachers to cover classes of absent teachers on an equitable basis. Teachers who cover classes at the same time they are teaching their own classes, who forego their planning time to cover a class/assume responsibility for students, or who assume responsibility for students placed in their room with their class(es) will be paid at the rate of Twenty-One Dollars and Twenty-Two Cents ($21.22) per hour when covering an unassigned class. Teachers who are relieved of their own duties to cover the duties of an absent teacher are not entitled to additional compensation.

2. Nothing in this section is intended to preclude a bargaining unit member to, volunteer to cover classes/duties for one another without pay in order for a bargaining unit member to be released by the principal for good reason.

3. Any staff member shall have the right to refuse such request without recrimination by the Administration for good cause shown.

M. Teaching Personnel/Class Size

1. The parties agree to the following guidelines for class sizes:

   a. twenty-five (25) students per core academic class in elementary;

   b. thirty (30) students per core class in middle school; or caseloads of up to one hundred forty-five (145) students per academic year; and

   c. thirty-five (35) students in high school or caseloads of thirty (30) students multiplied by the number of instructional classes taught per day, not to exceed six (6) instructional classes.

2. If the number of students in a class or on a caseload exceeds these guidelines for at least five (5) consecutive school days, the teacher may request a meeting with the administration to discuss the issue and explore alternatives (e.g., adjusting schedules, adding paraprofessionals, providing additional compensation ($5.00/student/day for the time that the class size or caseload exceeds the guidelines), etc.). The administration shall implement one (1) of the foregoing remedies or another mutually agreed upon remedy within five (5) school days following the meeting. In the event that the mutually agreed upon remedy cannot be implemented within five (5) school days, a temporary remedy will be implemented on day six (6).

3. Every effort will be made to keep the number of pupils in a classroom consistent with the space, equipment, and subject matter.

4. If the maximum daily work load for regular classroom academic teachers grades 7 to 12, excluding special education, exceeds five (5) classes/labs and three (3) separate and distinct preparations per day, the teacher shall not be required to perform any duties during the school day.

N. Summer School

Each year the Administration will post summer school teaching positions. Individuals interested should forward applications to the Superintendent's office. The number of classes, type of programs and total summer school operation will vary from year to year depending upon the needs of the Reynoldsburg community and its students. Class size, salaries, materials, and length of program will vary depending upon the needs of students and the type of program.

O. LPDC

1. The parties intend that the structure and procedure of the LPDC Committee shall be in accordance with the Ohio Revised Code. The Committee will be comprised

of five (5) persons—three (3) appointed by the Association President/Co-President and two (2) appointed by the Superintendent. The Committee will review and act on all professional development plans.

2. The Board agrees to fund the efforts and recommendations of the Committee with an amount equal to $2.00 per District student based upon the October ADM of that school year, which shall be used to support efforts of the Committee to improve student achievement. The money in the LPDC account shall be carried over from one fiscal year to the next.

3. The parties agree that the Individual Professional Development Plan (IPDP) of each member of the bargaining unit shall in all respects be aligned with District goals and the goals of the member's individual assignment.

4. The Chair of the LPDC shall be paid One Thousand Five Hundred Dollars ($1,500) and each of the other two (2) members of the committee shall be paid One Thousand Dollars ($1,000).

P. Grading

1. Teachers shall be trained on attendance, grading, and assessment software programs prior to the first student day.

2. Training shall be provided prior to the implementation of any new grading software program.

Q. Mentoring and Lead Mentors

Every Resident Educator shall have a mentor for each of their first two (2) years. Resident Educator Mentors shall be paid One Thousand Dollars ($1,000.00) per year. For the duration of this Agreement only (the 2023 Agreement), Resident Educators who have completed the Resident Educator program shall have a mentor in the third (3rd) year and the mentor shall be paid five Hundred Dollars ($500). This compensation shall be paid in two (2) equal installments, the first at the end of the first semester and the second payment at the end of the school year.

The Board shall comply with State Board of Education's requirement for the Alternative Resident Educator program (2-year program).

Every teacher new to the District with more than three (3) years of experience shall be offered a mentor for their first semester. The mentor shall be paid Two Hundred and Fifty Dollars ($250.00).

Mentors shall be selected and assigned by mutual agreement between the principal and the building representative.

R. Teacher Dress Code

All members of the bargaining unit will dress in a professional manner appropriate to the subject area in which they teach.

S. New Hire Orientation

1. The District shall provide an annual new bargaining unit member orientation for all newly hired bargaining unit members to take place within fourteen (14) calendar days of the first day of classes, except when no bargaining unit members are commencing employment at the start of a school year.

2. New bargaining unit members shall be paid fifty dollars ($50.00) per day for all the time spent in an orientation that is held outside the member's contract day and/or year.

3. The District shall provide written notice, to the Association President of the date, time, and location of all bargaining unit member orientations upon request.

4. The Association shall be provided with not less than ninety (90) uninterrupted minutes of time during the lunch period to communicate with bargaining unit members at each new bargaining unit member orientation. All non-bargaining unit members shall excuse themselves during this portion of the orientation.

ARTICLE VIII — VACANCIES, TRANSFERS AND ASSIGNMENTS

A. Assignments

1. Teachers under contract during a school year will be notified in writing of their teaching assignment, which includes school, grade, and course assignment/grade level, for the following school year by June 15. After the above date, any change in such assignment required by the needs of the District will be made known to the teacher, in writing, as soon as possible. If the teacher's assignment changes (excluding involuntary transfers) during the school year, the teacher shall receive up to three (3) professional workdays prior to the commencement of the assignment depending upon the nature of the move.

2. Teachers shall not be involuntarily assigned outside the scope of their teaching certificates, except in an emergency. Such assignment shall not continue beyond the remainder of the school year.

B. Vacancies. Transfers and Reassignments

1. Definitions:

a. "Vacancy" shall be defined as a job opening created by the death, resignation, retirement, nonrenewal or termination of the teacher formerly

filling such position or by reason of being newly created by action of the Board or Administration.

b. "Transfer" shall be defined as the assignment of a teacher to another building/academy within the District.

c. "Reassignment" shall be defined as the assignment of a teacher to a grade level or subject area other than the one(s) previously taught in the same building/academy.

d. "Seniority" is defined in Article V, Section G.3 – Reduction in Force. Seniority shall have continued to accrue during all paid leaves of absence. Seniority shall not be broken by an unpaid leave of absence or by disability leaves of absence, but shall not be accrued otherwise during any unpaid leave of absence.

e. For the purpose of this section, teachers on lay-off status shall have first right to any vacancy, taking precedence over seniority.

2. Vacancies

a. When a vacancy occurs, the vacancy will be posted pursuant to the Posting of Vacancies procedure described in Section 4 below.

b. Members of the bargaining unit may apply for the vacant position by completing an application form for the specific vacancy after the vacancy has been posted (See Appendix L).

c. The following criteria shall be used to consider applicants:

(1) Experience;

(2) Educational background;

(3) Evaluations; and

(4) Additional information gained through an interview which is relevant to the position.

d. All internal applicants will be interviewed prior to a decision being made by the Administration.

e. Seniority shall be a criteria factor only when all other factors listed in 2(c) are equal.

f. After the above procedure has been followed, the Administration shall decide who fills the vacancy based upon the criteria.

g. The Administration shall notify all unsuccessful applicants via email of its decision on a timely basis.

3. Involuntary Transfer and/or Reassignment

a. When a transfer and/or reassignment of a teacher is determined by the Superintendent to be necessary, the teacher concerned shall be notified in writing at the earliest date possible with the reason(s) for the transfer and/or reassignment listed. The teacher may request a meeting with the Superintendent to discuss the transfer/reassignment and may be accompanied by an Association representative. The meeting will occur within five (5) work days of the teacher request for a meeting, when possible.

b. When it is necessary to involuntarily transfer and/or reassign a teacher, the teacher shall be given consideration for reassignment to a vacancy of such teacher's choice.

c. The Board shall assist in moving all classroom materials and teaching aids to the new assignment. This will be accomplished within ten (10) working days of the teacher's request to the building principal for such help.

d. If the teacher cannot be notified at least one (1) calendar month preceding commencement of the duties involved in the new assignment, the Superintendent may provide the teacher with five (5) days' release time to prepare for the new assignment.

e. A teacher involuntarily transferred or reassigned shall be placed in a position for which he/she is certificated and qualified, shall receive no reduction in total compensation for the remainder of the school year and shall maintain the contract status held at the time of such involuntary transfer or reassignment.

f. Involuntary transfers and/or reassignments shall be kept to a minimum and shall be based in operational necessity and/or best interests of the District.

4. Posting of Vacancies

a. All vacancies, including supplemental positions, with minimum qualifications shall be posted through the District's web site no later than one (1) week after the vacancy occurs. Except in cases of emergency, the position shall remain open for five (5) working days after it is posted in the Board office. For purposes of this section, emergency shall be defined as a teacher leaving his/her teaching position after August 1.

b. The Association President/Co-President will be provided a copy of all job vacancy notices upon the occurrence of the vacancy.

C. Authority of the Superintendent Regarding Assignments

The purpose of this Article is to establish an orderly procedure for the filling of vacancies and the transfer and reassignment of teachers and to facilitate an acceptable level of lateral mobility among members of the bargaining unit. However, nothing herein shall abrogate the power and authority of the Superintendent to assign teachers as prescribed by law.

ARTICLE IX — COMPENSATION

A. Teacher Salary Schedules

1. Effective August 1, 2023, the BA-0 base salary shall be Fifty Thousand Four Hundred Thirty-Seven($50,437) (2.5% applied to the base salary). Effective August 1, 2027, the BA-0 base salary shall be Fifty-One Thousand Six Hundred Ninety-Eight ($51698) (2.5% applied to the base salary).

2. The salary schedule that appears in Appendix N of the Negotiated Agreement applies to all teachers except those who were employed in the District in 2011-2012 that were ineligible for a step advancement and received an increase of two percent (2%) of their annual salary followed by an additional one percent (1%) of their annual salary in 2012-2013. Those teachers' salary schedule will be set forth in Appendix O.

3. Effective August 1, 2017, bargaining unit members who experienced a step freeze in 2013-14 will recover one (1) step on the salary schedule.

B. Salary Index

The salary index shall be as set forth in Appendix M.

C. Supplemental Compensation Index

The supplemental salary schedule shall be as set forth in Appendix P.

Members of the bargaining unit shall be paid their supplemental salary in accordance with Appendix O**.** All other persons who hold supplemental contracts and who are not members of the bargaining unit shall be paid salaries at the discretion of the Board, not to exceed the supplemental salary in Appendix P.

D. Compensation for Extra Duty Assignments and Tutors

1. Compensation for Summer School, Home Instruction Tutors, IEP/504 meetings/writing, and Intramurals

The hourly rate for summer school and home instruction tutors shall be .000676 multiplied times Forty-Three Thousand Nine Hundred and Twenty-Two Dollars ($43,922).

2. With the Superintendent or designee's approval to have an IEP or 504 meeting occur outside the teacher workday, during the school year, those teachers at the meeting will be compensated at the hourly rate prescribed in Section 1 above.

3. With the Superintendent or designee's approval, a teacher may complete IEP writing outside the teacher workday during the school year. Those teachers with prior approval will be compensated at the hourly rate prescribed in Section 1 above.

E. Salary Increments

1. A full increment shall only be granted to teachers who have served the equivalent of one hundred twenty (120) or more school days within a given school year.

2. To receive an increment for training beyond the Bachelor's Degree, a teacher must submit a transcript of credit from an institution approved for teacher education by the Ohio Department of Education or any other Department of Education from another state. Transfer to a new salary column will be made at the beginning of the school year if the transcript is submitted by October 15 of the school year, or at the beginning of the second semester if the transcript is submitted by February 15 of the school year. Second semester changes will be made only if the teacher has notified the Superintendent prior to October 15 that such a request will be forthcoming. All coursework used to move to a new column must be in the field of education or in the subject matter of the teaching area where the teacher is certified or licensed.

F. Military/Service Credit

Credit for military service and for years of public school teaching experience outside the District shall be in accordance with the state statutes.

G. Payroll Deductions

Upon proper authorization from each individual, the Board shall administer the following payroll deductions:

1. Dues for the recognized bargaining agent -- any member choosing to discontinue payroll deduction of dues must notify the Board Treasurer and REA Treasurer in writing between August 1 and August 31, annually;

2. Tax-sheltered annuities;

3. Franklin County School Teachers Federal Credit Union; Whitehall Credit Union; Education First Credit Union

4. Board-sponsored medical and life insurance policies;

5. FCPE contributions;

6. United Way; and

7. Any other deduction mutually agreed to by the Board and the Association.

H. Paydays

1. Salaries will be paid on the basis of twenty-four (24) equal installments paid on the 10th and 25th of each month. For the first year, first-time teachers, however, will receive their first pay on August 25th and shall have twenty-five (25) pays over their first year of employment.

2. If a payday falls on a national holiday or a weekend, checks will be electronically deposited the prior business day.

3. Supplemental earnings submitted to the Treasurer's Office during the current pay period will be included in the following pay period.

4. Mandatory direct deposit of teacher paychecks to the financial institution of the teacher's choice shall be administered. In the event that the pay date falls on a holiday, the electronic transfer shall take place the workday prior to the holiday.

I. Extended Duty Compensation

1. No teacher shall be required to perform regularly assigned duties before or after the regular school year for teachers unless compensated for such services at such teacher's per diem rate.

2. The following positions/duties/responsibilities may be filled at the discretion of the Board to receive the extra duty assignment and payment; a teacher must be approved by the Board. Such assignment shall be on a year-to-year basis at the rates set forth below:

a. $20 per hour (for any time duties are performed outside the teacher work day):

Crossing Guard
STEM Coordinator
Teacher PD
WEP and WAP Writing
Raider Check-In
Scheduling Prep
CS Lead
Building Leadership Team
Other Professional Leadership duties
Certification and Training for HS Pathway Classes and Electives / Special Courses
Supervising Students Waiting for Buses After School

b. $29.69 per hour (for any time duties are performed outside the teacher work day)

After School Clubs
After School Extensions
Lesson Planning and/or Grading for an unfilled position, teacher on leave, online courses

c. $250 flat rate:

Safety Patrol Advisor

d. Rate of $20 per hour, not to exceed $500:

PBIS/MTSS Committee
Targeted Committee Work
PowerSchool Lead
Tech/Testing/Community Outreach/Spirit Committee Coordinator
Community Outreach

e. Rate of $25 per hour, not to exceed $750:

Power of the Pen
National Junior Honor Society

f. Rate of $25 per hour, not to exceed $1,000:

Tutoring Coordinator

g. $1,250 flat rate:

Teacher Leads
MTSS Lead
PBIS Lead

h. $2,000 flat rate:

After School Coordinator

i. $4,500 flat rate:

Summer School Coordinator

j. Paid at teacher's daily/hourly rate (for work outside the teacher contract year):

Extended Days
IEP/504 Meetings
Summer Testing

J. Mileage Reimbursement

1. Teachers will be paid travel expenses for approved travel in connection with school business. The Superintendent must authorize and approve trips for which travel expenses are paid for school teachers.

2. Travel expenses will be paid at the rate established by the IRS as of July 1 of each year. Teachers are to submit expense forms monthly and return through the building principal or supervisor.

3. If the amount is less than Ten Dollars ($10.00), the Treasurer's office will accumulate these forms until a Ten Dollar ($10.00) total is accumulated before issuing payment.

K. Attendance Recognition Pay

The Board and Association agree that the quality of instruction is enhanced by the uninterrupted service of the regular teacher. Therefore, the Board wishes to recognize and reward teachers who have excellent attendance in accordance with the following schedule:

1. A teacher who has not used any sick and personal leave in a school year shall receive additional compensation of Three Hundred Dollars ($300.00).

2. A teacher who has used only one (1) day or partial day of sick and personal leave in a school year shall receive additional compensation of Two Hundred Dollars ($200.00).

3. A teacher who has used more than one (1) but not more than two (2) days of sick and personal leave in a school year shall receive additional compensation of One Hundred Dollars ($100.00).

4. This incentive compensation shall be paid no later than the second paycheck in July for the prior school year.

5. Fractions of days shall be added accumulatively. When the sum of partial days exceeds a day, the fractional part shall be counted as a full day.

L. National Board Certified Teachers

All members of the bargaining unit who are National Board Certified at the start of a school year and who remain employed for the entire school year shall receive a lump sum annual cash payment of Five Hundred Dollars ($500.00) to be paid within thirty (30) days after the end of the school year.

ARTICLE X— FRINGE BENEFITS

A. Hospitalization, Surgical and Major Medical Insurance

1. The Board will offer family or single hospitalization, surgical, and major medical insurance benefits to full-time teachers, and teachers agree to pay the following percentages of the monthly premium for single or family coverage:

Year	Family Coverage	Single Coverage
2023-24 and 2024-25	10.0%	10.0%
Effective Sept. 1, 2023		

(See Appendix V for a summary of insurance specifications.)

2. During the term of this Agreement, the Board agrees to negotiate any regressive changes in the insurance coverage.

3. Second Surgical Opinion Expenses

a. This plan pays a benefit for charges of a physician for a second surgical opinion on the need or advisability of performing a surgical or oral procedure for which the charges are a covered medical expense; which is recommended by the first physician who proposed to perform the surgery; and which is non-emergency. Non-emergency means the procedure can be postponed without undue risk to the patient.

b. A benefit is also payable for charges made for a third surgical opinion if the second surgical opinion does not confirm the recommendation of the first physician who proposed to perform the surgery.

c. A surgical opinion is an exam of the individual; x-ray and lab work; and a written report by the physician who is rendering the opinion.

d. The surgical opinion must both be performed by a physician who is certified by the American Board of Surgery or other specialty board; and take place before the date the surgery is scheduled to be performed.

e. Surgical opinion benefits are not payable for an opinion if the physician rendering the surgical opinion is associated or in practice with the first physician who recommended and proposed to perform the surgery.

f. If, in connection with one of the following surgical procedures when it is non-emergency in nature, a surgical opinion which would be covered under the plan is not obtained before surgery; or the only surgical opinion obtained is rendered by a physician associated or in practice with the first physician who recommended and proposed to perform the surgery; then the benefit payable for the charges incurred for the performance of the surgical

procedure under any other part of this plan will be at the rate of fifty percent (50%) after the deductible:

Hysterectomy	Prostatectomy
Knee Surgery	Cholecystectomy
Tonsillectomy	Cataract Removal
Adenoidectomy	Herniorrhaphy
Hemorrhoidectomy	Hip Surgery
Submucous Resection	Laminectomy

4. Certification for Hospital Admissions

If an individual becomes confined in a hospital as a full-time inpatient; and the insurance carrier has not certified that such confinement (or any day of such confinement) is necessary; then expenses incurred on any day not certified during the confinement will be paid as follows:

a. With respect to Major Medical Expense Coverage:

(1) With respect to expenses for hospital room and board:

(a) If certification has been requested and denied, or if certification has not been requested and the confinement is not necessary, no benefits will be paid under this Major Medical Expense Coverage.

(b) If certification has not been requested and the confinement is necessary, benefits will be paid under this Major Medical Expense Coverage at fifty percent (50%) after any deductible rather than at the coinsurance percentage.

(2) With respect to other Covered Medical Expenses, benefits will be paid under this Major Medical Expense Coverage at the coinsurance percentage after any deductible.

b. With respect to Basic Medical Expense Coverage:

No benefits will be paid under Basic Medical Expense Coverage for expenses for hospital room and board. Benefits for all other expenses will be paid under Basic Medical Expense Coverage on the same terms as would apply in the absence of this Certification for Hospital Admissions.

c. Whether or not a day of confinement is certified, no benefit will be paid for expenses incurred on any day of confinement as a full-time inpatient if excluded by any other terms of this plan; except that, if certification has been given for a day of confinement, the exclusion of services and supplies

because they are not necessary will not be applied to expenses for hospital room and board.

d. Certification of days of confinement can be obtained as follows:

(1) If the admission is a non-urgent admission, the teacher must get the days certified by calling the insurance carrier at a toll-free number provided to each teacher. This must be done at least fourteen (14) days before the date the individual is scheduled to be confined as a full-time inpatient.

(2) If the admission is an emergency or an urgent admission, the teacher, the teacher's physician or the hospital must get the days certified by calling the carrier at the toll-free number provided. This must be done before the start of a confinement as a full-time inpatient which requires an urgent admission; or not later than forty-eight (48) hours following the start of a confinement as a full-time inpatient which requires an emergency admission; unless it is not possible for the physician to request certification within that time. In that case, it must be done as soon as reasonably possible.

(3) In the event the confinement starts on a Friday or Saturday, the forty-eight (48) hours requirement will be extended to seventy-two (72) hours.

e. Definitions

(1) "Emergency admission" is defined as an admission where the physician admits the individual to the hospital due to a sudden and unexpected change in the individual's physical or mental condition which is severe enough to require immediate confinement as an inpatient in a hospital.

(2) "Urgent admission" is defined as an admission where the physician admits the individual to the hospital due to the onset of or change in a disease; or the diagnosis of a disease; or an injury caused by an accident, which, while not needing an emergency admission, is severe enough to require confinement as an inpatient in a hospital within two (2) weeks from the date the need for confinement becomes apparent.

(3) "Non-urgent admission" is defined as an admission which is not an emergency admission or an urgent admission.

f. If, in the opinion of the individual's physician, it is necessary for the individual to be confined for a longer time than already certified, then the teacher, the teacher's physician, or the hospital may get more days certified by calling the carrier at the toll-free number provided. This must be done no

later than on the last day that has already been certified. Written notice of the number of days will be sent promptly to the hospital. A copy will be sent to the teacher and to the physician.

B. Term Life Insurance

Term life insurance shall be provided for full-time teachers as follows:

1. Group Term Life Basis — Forty Thousand Dollars ($40,000.00)

2. Accidental Death and Dismemberment — Forty Thousand Dollars ($40,000.00)

C. Dental Insurance

1. The Board will pay all of the dental plan premium for full-time teachers only, except for Ten Dollars ($10.00) per month which shall be paid by the teacher.

2. The level of coverage will equal or exceed the current coverage. (See Appendix Q for summary of insurance specifications.)

D. Vision Care Insurance

1. The Board agrees to provide vision care insurance to full-time teachers. The Board will pay five dollars ($5.00) of the single plan premium and ten dollars ($10.00) of the family plan premium. The level of benefits of this plan are as follows:

Item	Level of Benefit
Eye Examination	$50.00
Single Lenses	$60.00
Bifocal/Trifocal Lenses	$70.00
Contact Lenses	$80.00
Frames	$40.00

2. The plan will pay for one (1) eye examination and the fitting of one (1) pair of lenses and frames, or one (1) pair of contact lenses in accordance with the above benefit schedule within a twelve (12) month period.

E. STRS Tax Deferral Pick-Up

The Board agrees to pick-up (assume and pay) contributions to the State Teachers' Retirement System (STRS) on behalf of the teachers in the bargaining unit on the following terms and conditions:

1. The amount to be picked up and paid on behalf of each teacher shall be the total teacher contribution. The teacher's annual compensation shall be reduced by an amount equal to the amount picked up and paid by the Board.

2. The pick-up percentage shall apply uniformly to all teachers.

3. No teacher covered by this provision shall have the option to elect a wage increase or other benefit in lieu of the employer pick-up.

4. The pick-up shall apply to all compensation including supplemental earnings.

5. If the Internal Revenue Service or other governmental entity declares the pick-up not to be tax deferred, this section shall be null and void, and the STRS contribution procedure in place prior to the effective date of this provision shall be in effect.

F. Severance Pay

All certificated teachers in the District will be eligible for severance pay at the time of their retirement from the District in accordance with the following procedure:

1. To be eligible for severance pay, a certificated teacher must indicate in writing that his/her reason for termination of employment is retirement from school service. The effective date of retirement must be no later than the end of the next semester following the termination, and the teacher must be eligible for retirement by that date, in accordance with the requirements of STRS.

2. Severance pay will be based on the number of the accrued but unused sick leave days the teacher has accumulated at the date of termination. The teacher will be paid one-fourth ($^1/_4$) of the value of the unused sick leave days up to a maximum of sixty-five (65) days' severance pay in part 1 above.

3. Severance pay will be based on the teacher's salary at the time of retirement with the salary calculated on a daily rate in relation to the number of workdays in the teacher's contract year. Severance pay shall be based on the teacher's salary for regular duties and shall not include compensation earned for supplemental duties.

4. Payment for sick leave on this basis shall be considered to eliminate all sick leave credit accrued by the teacher at that time. Such payment shall be made only once to any teacher.

5. Payments for severance pay shall be made no later than theJanuary following the effective date of retirement with STRS and shall be made in accordance with internal revenue service guidelines in effect at the time that payment is due.

6. The teacher may elect to have all or part of the teacher's severance payment placed in a tax-deferred account, subject to the maximum exclusions allowance and all other IRS regulations. It is the teacher's responsibility to indicate in writing if they wish to select this option according to the above requirements by June 30th. If there is remaining severance pay after transfer to the tax deferred account, it will be paid in a lump sum no later than the January following the effective date of retirement with STRS

G. Tuition Reimbursement

1. The Board shall appropriate Seventy-Five Thousand Dollars ($75,000) per fiscal year for the purpose of tuition reimbursement.

2. All courses for which bargaining unit members are applying for tuition reimbursement shall be approved by the Local Professional Development Committee.

3. Members who are approved and are eligible for tuition reimbursement shall be reimbursed after successfully completing coursework for no more than fifty percent (50%) of the tuition cost. The Association will develop and administer a disbursement plan.

4. The Association shall submit the names of members and the amount to be reimbursed to the District's Treasurer with appropriate receipts and documentation. The Treasurer shall make payment to the member in August following receipt of documentation from the Association, provided that the member is still employed by the Board at that time.

5. The Tuition Reimbursement Coordinator will annually submit applicant documentation to the Treasurer.

6. LPDC funds will be used to pay the tuition reimbursement chairperson an annual salary of Five Hundred Dollars ($500.00) to be paid as a supplemental salary.

H. Insurance Committee

1. An insurance committee shall be created which consists of members from the Administration, RSSA, and REA. The Administration may select up to three (3) members, the RSSA may select up to three (3) members, and the REA may select up to (3) members.

2. The purpose of the Committee shall be to make recommendations designed to optimize the quality of health care available to District employees and improve cost effectiveness of the health insurance program. The Committee shall meet at least once each quarter during the year. Committee members shall review data, work with the District insurance consultant, collaborate on making recommendations for changes in plan design, review bids by insurance companies, and ultimately consider recommending plan changes to their respective constituencies.

ARTICLE XI — INDIVIDUAL, ASSOCIATION AND BOARD RIGHTS

A. Individual Rights

1. Teachers will not be discriminated against in any way in the exercise of their employment rights or their rights under this Agreement because of race, color, creed, national origin, age, sex, sexual orientation, gender identification, religion, ancestry, handicap or physical disability.

2. Within the bounds of the course of study and curriculum guide adopted, the Board recognizes the rights of individuals and the expression of freedom of individual conscience including the rights of academic freedom. Association and expression will be encouraged, and fairness of procedures will be observed; provided however, each teacher shall be responsible for exercising reasonable and sound judgment in selecting for discussion those issues which he/she deems appropriate when consideration is given to the maturity and understanding of the students involved.

B. Association Rights

1. The Association, through its designated spokesperson, shall have the right at any regular meeting of the Board to speak, pursuant to Board policy, on any issue.

2. If not already posted on the District website, the President/Co-President and Vice-President/Co-Vice-President or designee of the Association shall receive an electronic copy of the Board meeting agenda upon request. Additionally, if not already posted on the District website, the Association shall receive an electronic copy of the minutes and monthly financial statements after Board approval and as soon as they are available upon request. These materials will be placed in the Association mailbox in the Central Office.

3. Upon request by the Association, the Association will be given the names and addresses of new teachers following Board approval of their contract, provided the individuals give approval in writing on the standard form.

4. The Association may use the interschool mail service for Association matters.

5. A teacher elected to state or national office of a bona fide organization is eligible for a leave of absence without pay for the term in office. Teachers will not receive Board-paid fringe benefits during the leave of absence but may continue any fringe benefits through the Board, provided the group rate of the benefit program is paid by the teacher. Upon the return to service of the teacher at the expiration of a leave of absence, the teacher shall resume the contract status which he/she held prior to such leave.

6. The Association or any committee thereof shall have the right to use buildings and facilities for Association meetings after the school workday. Upon the approval of the principal, the Association may use the building and facilities when students are not in the building. The Association may use the buildings with no rental charge,

except that when the custodians are not normally on duty, the Association shall reimburse the Board for custodial costs. Normal building reservation procedures will be followed.

7. The Association may use the following school facilities and equipment without charge:

   a. A designated bulletin board in each building.

   b. Public address system for brief meeting announcements outside student school hours.

   c. Computers, duplicating equipment and audio-visual equipment.

   d. The use of mailboxes for distribution of Association materials shall be the right of the Association.

   e. The Association shall reimburse the Board for all consumable supplies at the rate established for non-instructional use. The Association shall assume financial responsibility for loss, theft, or willful destruction of equipment while in use by the Association.

8. A teacher may discuss an individual problem with an Association representative during his/her unassigned time or during planning time, if necessary. No teacher may leave his/her assigned building for a grievance meeting except during unassigned time. Teachers elected to the Executive Committee may leave their assigned building upon completion of the student day to attend Association meetings. Building principals shall be notified of the representative's plan to leave.

9. The conduct of Association business shall not interfere with instruction. Any representative from outside a building shall check in with the Principal's office in accordance with state law and Board policy.

10. The Association shall be granted the use of Association leave not to exceed twenty-seven (27) days annually for officers and delegates attending meetings of the district, state, or national associations. For any such leave days, the Board shall not pay the expenses of such officers and delegates. For the first twelve (12) days, the Board shall not be reimbursed for the cost of any substitutes hired to assume the duties of such officers and delegates. For the next fifteen (15) days (days thirteen (13) through twenty-seven (27)) of such Association leave, the Association shall, within thirty (30) calendar days of the substitution, reimburse the Board for the substitutes provided.

11. The President/Co-President of the Association shall receive prior notice of all special or regular meetings of the Board.

C. Board Rights

Management of the District shall have all rights and responsibilities granted to it except as limited by Section 4117.08(C) of the Ohio Revised Code.

ARTICLE XII — LONG TERM SUBSTITUTES

A. A long term substitute, for the purpose of this Agreement, shall be:

- a substitute employed to replace a bargaining unit member who has been granted leave pursuant to this Agreement; and
- who works sixty (60) or more consecutive days in the same position.

Any teacher who has worked as a long term substitute and who is reemployed by the Board shall have all contractual rights.

B. Persons employed as long term substitutes shall be granted contracts for the length of service as needed and as determined by the Board.

C. Long term substitutes shall have no expectation of continued employment beyond the length of service at the time of their employment, and said long term substitute contracts shall automatically expire at the conclusion of the Agreement without further action by the Board, including the nonrenewal of their contract.

D. The provisions of this Agreement regarding evaluation and renewal of teacher contracts shall not apply to long term substitutes.

E. Long term substitutes shall have no displacement or recall rights under the reduction in force procedure in this Agreement and shall be excluded from same.

ARTICLE XIII — EMERGENCY LEAVE FUND

A. An emergency leave fund will be established on an as-needed basis. Each member of the bargaining unit may voluntarily donate a maximum of three (3) accumulated but unused personal/sick leave days to an Emergency Leave Fund.

B. All new bargaining unit members shall be eligible for enrollment in the emergency leave fund and may enroll by donating one (1) personal leave day to the fund.

C. Any donation after the initial donation to enroll in the emergency leave fund will be from sick leave accruals.

D. The Superintendent and the REA President/Co-President shall mutually determine eligibility for persons who apply for use of paid leave from the Emergency Leave Fund. Such eligible teachers must have exhausted all of their sick leave accumulation and

must have a serious or catastrophic illness or injury personally or in their immediate family.

E. The donations to the Emergency Leave Fund shall not be counted as a day of absence for attendance incentive pay.

F. The maximum number of days in the fund shall not exceed the number of members in the bargaining unit.

ARTICLE XIV — EMPLOYMENT OF RETIREES AS TEACHERS

A. Definition of Retiree — A Retiree is an individual who has attained service retirement status with the State Teachers Retirement System and is otherwise qualified by certification and background for public school teaching in Ohio, and who retired from service from any District.

B. Where a teaching vacancy exists which the Board may fill by hiring a properly certified teacher who is not already employed by the Board, the Board may consider and employ Retirees for any such vacancy upon the recommendation of the Superintendent.

C. A Retiree shall be paid in accordance with the negotiated salary schedule.

D. A Retiree shall receive a one-year limited teaching contract which shall expire automatically at the end of the stated term. No notice of non-renewal or Board action is required. Continuation of the employment of a Retiree through offering new one-year limited contracts which automatically expire shall be at the election of the Board and upon recommendation of the Superintendent. The requirements of Article V regarding limited contract teachers shall not apply to Retiree limited contracts. A Retiree is not eligible for a continuing teaching contract, regardless of years of employment with the Board. The parties specifically waive all rights for such teachers pursuant to O.R.C. §§3319.11 and 3319.111.

E. A Retiree shall accumulate and may use sick leave in accordance with Article IV(A) of the Negotiated Agreement, but shall not be entitled to severance pay under Article X(F) of the Negotiated Agreement or under law upon conclusion of employment as a Retiree.

F. A Retiree may participate in insurances provided to the bargaining unit members under Article X(A-D) of the Negotiated Agreement, but such participation shall be at his/her own expense.

G. A Retiree shall not accumulate Seniority in the bargaining unit for any purpose under the Negotiated Agreement (i.e., RIF, bidding on vacancies, etc.) and has no right of recall in the event of a reduction in force pursuant to Article V(G) of the Negotiated Agreement.

H. A Retiree is eligible for a supplemental contract only at the discretion of the Superintendent. This subsection supersedes O.R.C. §3313.53.

I. All other provisions of the Negotiated Agreement not specifically modified or excluded by the above shall apply to Retirees.

ARTICLE XV — CONTRACTS FOR PART-TIME BARGAINING UNIT MEMBERS

The contract for part-time teachers shall be based upon the fractional portion of the seven (7) hour, forty-five (45) minute full-time teacher day that the teacher is required to be on duty. All benefits and rights for part-time teachers shall be prorated based upon the fractional portion of full-time if the teacher is eligible for the benefit.

ARTICLE XVI — DURATION AND INTENT OF AGREEMENT

A. Conflict with Law

If any provision(s) of this Agreement conflicts with any state or federal law, such provision(s) shall be inoperative except to the extent permitted by law, the remaining provisions herein shall remain in effect. The parties shall meet to negotiate concerning the effected provision upon demand of either party within sixty (60) days.

B. Publication of Agreement

The terms of this Agreement shall be prepared by the Board and shall be accessible to all members online. The costs of publication shall be shared equally by the Board and the Association.

C. Effects of Contract

1. During the duration of this Agreement, the employer shall maintain those terms, conditions, and benefits of employment as set forth in this contract as not less than the level as of the effective date of this Agreement.

2. Any contract between the Board and an individual teacher shall be expressly subject to the terms and conditions of this Agreement.

D. Duration

This Agreement shall be in effect from August 1, 2026, through July 31, 2028.

ARTICLE XVII — NO REPRISAL

A. There shall be no reprisals of any kind against any student, parent, community member, the OEA, the REA, or members of the bargaining unit, by the Board of Education or Administration because of support for, or participation in any lawful strike and strike-threat activities that may occur during the negotiations process for this Agreement.

B. There shall be no reprisals by the REA or OEA, its members or members of the bargaining unit, against the Board of Education, Board Members, Administration,

students, teachers, parents, or community members who attended school, worked, and/or supported the Board of Education during any lawful strike and strike-threat activities during the negotiations process for this Agreement.

ARTICLE XVIII – SIGNATURES

IN WITNESS WHEREOF, the parties hereto have set their hands this 18 day of August, 2026, at Reynoldsburg, Ohio.

FOR THE BOARD:

Jessica Alabi

President, Board of Education

Tracy R. Reed

Superintendent

Emily Hatfield

Treasurer

FOR THE ASSOCIATION:

President, REA

APPENDIX A

REYNOLDSBURG CITY SCHOOL DISTRICT
CERTIFIED TEACHER GRIEVANCE FORM

Grievance # _____

Step I -- Informal

INFORMAL -- Any teacher having a grievance may first discuss such grievance with his/her administrator on an informal basis.

Step II -- Formal

ADMINISTRATOR-- A grievance may be submitted to the administrator on this form with copies of same given to the Superintendent and the Association representative.

_____
Name of Grievant *(Please Print)*

Statement of Grievance: _____

_____

_____

Section of Agreement Claimed to Have Been Violated: _____

_____

Date: _____

Relief Requested: _____

_____

Date Received by Administrator: _____

Grievant' s Signature Date Administrator's Signature Date

Step II Disposition: _____

_____

_____

_____ _____
Grievant' s Signature Date Administrator's Signature Date

Step III -- Formal

SUPERINTENDENT -- If the grievant is not satisfied with the disposition of Step H, the grievance may proceed to Step III by submitting this form to the Superintendent with copies to the principal and the Association representative.

Reason for Proceeding to Step III: _____

_____

_____ _____
Date Grievant' s Signature

Date Received by Superintendent: _____

Date of Meeting: _____

Step III Disposition: _____

_____

_____

_____ _____
Date Superintendent's Signature

(Additional pages may be used as needed.)

Step IV -- Formal

BOARD OF EDUCATION -- If the grievant is not satisfied with the disposition at Step III, the grievance may proceed to Step IV by submitting this form to the Treasurer of the Board with copies to the Superintendent, the administrator and the Association representative.

Reason for Proceeding to Step IV:

_____ _____
Date Grievant' s Signature

Date Received by Board: _____

Step IV Disposition: _____

_____

_____ _____
Date Board of Education

Step V

ARBITRATOR – If either the Association or the grievant is not satisfied with the disposition at Step IV, the grievance may proceed to Step V by the Association submitting this form to the Treasurer of the Board with courtesy copies to the Superintendent and the administrator.

Reason for Proceeding to Step V: _____

_____

_____ _____
Date Association Representative's Signature

_____ _____
Date Received by Board
(Additional pages may be used as needed.)

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Ohio Teacher Evaluation System | **Assessment of Teacher Performance**

Teacher Performance Observation Form

Teacher **Date**

Evaluator **Time**

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

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**FOCUS FOR LEARNING (Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measureable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
	Evidence				

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	ASSESSMENT DATA (Standard 3: Assessment) *Sources of Evidence:* Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
	Evidence				

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INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference	The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.	The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson. The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems. The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.
	Evidence				

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INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**KNOWLEDGE OF STUDENTS (Standard 1: Students)** *Sources of Evidence:* Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information. The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.
	Evidence				

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Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)** *Sources of Evidence:* Formal Observation Classroom Walkthroughs/ Informal Observations	A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking. The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.	Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion. The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.	Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques. The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.
	Evidence				
	DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.	The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group..	The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom . The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.

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Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
	Evidence				
	RESOURCES (Standard 2: Content; Standard 4: Instruction) *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
	Evidence				

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Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)** *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.	The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students questions or comments but does not inquire about their overall well-being.	The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.
		There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.	Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.	Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.	Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.
		Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.	The teacher transitions between learning activities, but occasionally loses some instructional time in the process.	Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).	Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.
		The teacher creates a learning environment that allows for little or no communication or engagement with families.	The teacher welcomes communication from families and replies in a timely manner.	The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.	The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.
		Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.	A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.	A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.

Reynoldsburg City Schools



Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
	Evidence				

Reynoldsburg City Schools

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Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)** *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	The teacher does not routinely use assessments to measure student mastery.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.
		The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.	The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion	The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students).The teacher responds to student misunderstandings by providing additional clarification.	The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.
		The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.
		The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.

Reynoldsburg City Schools

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Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
	Evidence				

Professionalism					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	**PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)** *Sources of Evidence:* Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others	The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues. The teacher fails to understand and follow regulations, policies, and agreements. The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. The teacher understands and follows district policies and state and federal regulations at a minimal level. The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies. The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations. The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.	The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. The teacher sets and regularly modifies short-and long-term professional goals based on self-assessment and analysis of student learning evidence.

Reynoldsburg City Schools



	Evidence				

Areas of reinforcement observed	
Areas of refinement suggested	

Teacher signature_____date_____

Evaluator signature_____date_____

The signatures above indicate that the teacher and evaluator have discussed the observation. The signature of the teacher does not indicate agreement with the ratings or evidence but rather that he/she received a copy of this form.

Specialist Performance Evaluation Rubric: Record of Evidence

Specialist _____ Date _____

Specialist Performance Observation Form

Speech Language Pathologist

Evaluator _____ Time _____

The Specialist Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the specialist. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and walkthrough (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, specialists should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Knowledge and Skill in Speech-Language Therapy	SLP demonstrates little or no knowledge and skill in the area of speech-language pathology.	SLP demonstrates basic knowledge and skill in the area of speech-language pathology.	SLP demonstrates thorough knowledge and skill in the area of speech-language pathology.	SLP demonstrates extensive knowledge and skill in the area of speech-language pathology.

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Evidence (IEP progress reports; IEP present levels and/or goals; Standardized speech/language assessments)				
PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Knowledge of District, State, and Federal Guidelines	SLP demonstrates little or no knowledge of special education laws and procedures.	SLP demonstrates basic knowledge of special education laws and procedures.	SLP demonstrates thorough knowledge of special education laws and procedures, and seeks out additional information when needed.	SLP demonstrates extensive knowledge of special education laws and procedures. SLP takes a leadership role in sharing, reviewing and revising building and district policies.
Evidence (IEPs, ETRs, and related documents; Formal observation)				
Establishes Goals for Individual Speech-Language Therapy Programs	SLP has no clear goals for the therapy programs, or they are inappropriate to the individual students.	SLP's goals for the therapy programs are rudimentary and are partially suitable to the individual students' needs and developmental abilities.	SLP's goals for the therapy programs are measurable, clear, and appropriate to the individual students' needs and developmental abilities.	SLP's goals for the therapy programs are measurable, clear and appropriate to the individual students' needs and developmental abilities. SLP's goals are closely aligned to the Ohio Learning Standards.

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Evidence (IEP goals)				

PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Appropriate and Clear Learning Goals for Students	The SLP does not demonstrate or communicate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students.	The SLP demonstrates and communicates a focus for student learning, and develops specific learning objectives; learning objectives are generally based on IEP goals and/or the Ohio Standards.	The SLP demonstrates and communicates a focus for student learning, develops learning objectives that are always appropriate for students based on IEP goals and/or the Ohio standards.	The SLP demonstrates and communicates a focus for student learning, develops learning objectives that are appropriate for students based on IEP goals and/or the Ohio standards. The SLP communicates how the focus fits into the broader therapy plan for the students.
Evidence (Pre-conference; Formal observation)				
Uses Assessments & Data Effectively	The SLP does not use student assessments or data to drive focus of instruction	The SLP generally uses student assessments and data to drive focus of instruction.	The SLP uses a variety of formal and informal assessment techniques to collect evidence of the students' knowledge and skills, and analyzes data to effectively inform instructional planning and delivery.	The SLP continuously analyzes the data from formal and informal assessment techniques to collect evidence of the students' knowledge and skills to effectively inform instructional planning and delivery. The SLP uses this data to help formulate plans of action to

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				increase student success in other environments such as general education classroom or home.
Evidence (Pre-conference; IEPs ETRs and related documents; IEP progress reports; Formal observation)				
PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Utilizes Students' Prior Content Knowledge/Sequence/ Connections	The SLP's lesson does not build on or connect to students' prior knowledge.	The SLP makes an attempt to connect the lesson to students' prior knowledge, previous lessons, or future learning, but is not completely successful.	The SLP makes clear and coherent connections with students' prior knowledge or previous lessons and future learning-both explicitly to students and within the lesson.	The SLP uses the input and contributions from other individuals such as families, colleagues, and other professionals in understanding the students' prior knowledge. The SLP makes meaningful and relevant connections between lessons, other disciplines, and real-world experiences.
Evidence (Pre-conference; Formal observation; Walkthroughs)				
Demonstrates Knowledge of Students	The SLP does not demonstrate knowledge of or familiarity with students. The SLP has made no attempt to obtain this information. The SLP's plan for instruction does not demonstrate an understanding of the students' development,	The SLP demonstrates some knowledge with students' background knowledge and experiences. The SLP's instructional plan draws upon a partial analysis of students' development preferred learning styles, and/or backgrounds and prior	The SLP demonstrates familiarity with students' background knowledge and experiences. The SLP's instructional plan draws upon an accurate analysis of students' development preferred learning styles, and/or backgrounds and prior	The SLP understands the purpose and value of learning about students' background experiences. The SLP demonstrates familiarity with each student's background knowledge and uses the data to accurately connect to specific instructional

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	preferred learning styles, and/or backgrounds/prior experiences.	experiences.	experiences.	strategies and plans. The SLP plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students.
Evidence				
DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Effective Lesson Delivery	The SLP provides explanations that are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding.	The SLP provides explanations that are accurate and generally clear but the SLP may not fully clarify information based on student's questions.	The SLP provides explanations that are clear and accurate. The SLP uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The SLP effectively addresses confusion by re-explaining topics when asked and ensuring understanding.	The SLP provides explanations that are clear, coherent, and precise. The SLP uses individualized and developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The SLP accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions.
Evidence (Pre-conference; Formal observation; Walkthroughs)				

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Demonstrates Differentiation of Instruction	The SLP does not attempt to make the lesson accessible and challenging for most students in a group.	The SLP relies on a single strategy or alternate set of materials to make the lesson accessible to most students, though it may still not be appropriate for all students in a group.	The SLP supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for all students in a group.	The SLP matches strategies, materials, and/or pacing to students' individual needs to make learning accessible and challenging for all students in the group. The SLP effectively uses independent, collaborative, and whole-group instruction to support individual learning goals.
Evidence (Pre-conference; Formal observation; Walkthroughs)				

DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Establishes Student Engagement	The SLP does not structure the therapy session to ensure that all students are engaged throughout the lesson. The SLP does not attempt and is unable to obtain attention or participation from the students.	The SLP has some students participating during the therapy session. When students lose engagement, the SLP attempts to bring the students' attention back, but has some difficulty doing so successfully.	The SLP has all students participating during the therapy session. The SLP establishes strategies and routines to ensure that all students have the opportunity to participate and stay engaged while their peers are speaking, and is generally successful in doing so.	The SLP has all students participating and remaining engaged throughout entire session. The SLP shares strategies for student engagement with other colleagues.
Evidence (Pre-conference; Formal observation; Walkthroughs)				

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Uses Resources and Instructional Materials Appropriately/Effectively	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The SLP uses appropriate instructional materials to support learning goals, but they may not meet individual students' learning styles/needs, or actively engage them in learning.	The SLP uses instructional materials and resources that are aligned to the instructional purposes and are appropriate for students' learning styles and needs. These materials and resources actively engage the students throughout the therapy session.	The SLP uses a variety of instructional materials and resources within a therapy session that are aligned to the instructional purposes and are appropriate for students' learning styles and needs. These materials and resources actively engage the students throughout the therapy session.
Evidence				

DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Environment: Establishes Therapeutic Relationship with Students	There is little or no evidence of a positive rapport between the SLP and students. For example, the SLP may respond disrespectfully to students or ignore their questions or comments.	The SLP is fair in the treatment of students and establishes a basic rapport with them. For example, the SLP addresses student questions or comments but does not inquire and/or make observations about their overall well-being.	The SLP has positive rapport with students and demonstrates respect for and interest in all students. For example, the SLP makes eye contact and connects with individual students.	The SLP has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts, and opinions. For example, the SLP personally knows many aspects of the students' life.

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Evidence (Pre-conference; Formal observation; Walkthroughs)				
Environment: Establishes Effective Classroom Routines	There are no evident routines or procedures; students seem unclear about what they should be doing or are idle the majority of the time.	Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.	Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the lesson/classroom.	Routines are well-established and orderly and students initiate responsibility for the efficient operation of the lesson/classroom.
Evidence (Pre-conference; Formal observation; Walkthroughs)				

DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Environment: Encourages Appropriate Student Behavior	The SLP does not have established expectations of behavior. The SLP responds to misbehavior inappropriately.	The SLP has established appropriate expectations for behavior, but some expectations are unclear or do not address the needs of individual students. The SLP inconsistently monitors/responds to behavior.	The SLP has a behavior management system that has been implemented, and is appropriate and responsive to the classroom and individual needs of the students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.	The SLP has a classroom management system that has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The SLP uses research-based strategies to lessen misbehaviors and reinforce positive behaviors.
Evidence (Pre-conference; Formal observation; Walkthroughs)				
Environment: Effectively Manages Classroom Transitions	Transitions are inefficient with considerable instruction time lost. Lessons progress too slowly or quickly so students are frequently disengaged.	The SLP transitions between learning activities, but occasionally loses some instructional time in the process.	Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole group, cooperative learning, small group, independent work), and maintains a majority of instructional time in the process	Transitions are seamless as the SLP maximizes instructional time and combines independent, collaborative, and whole-group learning situations.
Evidence (Pre-conference; Formal observation; Walkthroughs)				

DELIVERY OF SERVICES

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FOCUS	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Environment: Demonstrates Appropriate Organization and Use of Physical Space	The therapy area is disorganized and poorly suited to working with students. Materials are difficult to find and not easily available. If applicable, decorations in therapy area are not purposeful for learning.	The therapy area is moderately well organized and moderately well suited for working with students. Materials are difficult to find and not easily available. If applicable, decorations in therapy area are somewhat purposeful for learning.	The therapy area is well organized and inviting to students. Materials are available when needed. If applicable, decorations in therapy area are generally purposeful for learning.	The therapy area is highly organized and is inviting to students. Materials are convenient when needed. If applicable, the decorations are purposeful for learning.
Evidence (Pre-conference; Formal observation; Walkthroughs)				
Assessment of Student Learning: Uses Data Management System Effectively	The SLP's data management system is either nonexistent or in disarray. It cannot be used to monitor student progress or to adjust treatment when needed. The SLP does not take data during therapy sessions.	The SLP has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. The SLP takes minimal data during therapy session.	The SLP has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed. The SLP collects accurate data throughout the majority of the therapy session.	The SLP has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. The SLP uses the system to support communication with teachers and parents. The SLP collects accurate data for every student response during therapy session.
Evidence (Pre-conference; Formal observation; Walkthroughs)				

DELIVERY OF SERVICES

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FOCUS	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Assessment of Student Learning: Checks for Student Understanding	The SLP rarely or never checks the students' understanding of content. The SLP fails to make adjustments to instruction to clarify student confusion.	The SLP checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional student confusion.	The SLP checks for understanding at key moments and makes adjustments to instruction accordingly. The SLP responds to student misunderstandings by providing additional clarification, and it is generally effective.	The SLP continually checks for understanding and makes adjustments accordingly throughout the lesson. When an explanation is not effectively leading students to understand the content, the SLP adjusts quickly and seamlessly within the lesson and uses and alternative way to explain the concept.
Evidence (Pre-conference; Formal observation; Walkthroughs)				
Assessment of Student Learning: Utilizes and Provides Corrective Feedback	The SLP does not provide students with feedback about their learning.	The SLP provides occasional or limited feedback about the students' performance.	The SLP provides substantive, specific, and timely feedback of students' performance.	The SLP provides substantive, specific, and timely feedback of students' performance. The SLP provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses.
Evidence (Pre-conference; Formal observation; Walkthroughs)				

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PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Collaborates Effectively with Teachers and Administrators	The SLP is not available to staff for questions and planning. The SLP fails to communicate or collaborate with colleagues the majority of the time.	The SLP generally uses a variety of strategies to communicate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.	The SLP always uses a variety of effective strategies to communicate with colleagues, and works effectively with them to examine problems of practice, analyze student work, and identify targeted strategies to achieve the intended outcome.	The SLP communicates effectively with colleagues. The SLP takes a leadership role and collaborates with colleagues to improve personal and team practices by facilitating dialogue, participating in peer observation and feedback, providing peer coaching when appropriate, and other collegial learning activities.
Evidence (Pre-conference; Formal observation; Walkthroughs; Teacher comments/surveys)				
Effectively Communicates with Families	The SLP makes little or no attempt to communicate with families of students.	The SLP effectively communicates with families at scheduled conferences, IEP/ETR meetings, and progress report times.	The SLP effectively communicates at scheduled conferences, IEP/ETR meetings, and progress report times. The SLP openly initiates and responds to communication with families in multiple ways (phone, email, notes).	The SLP effectively initiates and responds to communication continuously throughout the year with students' families in a variety of ways (phone, email, notes, blog, and website). The SLP provides ongoing communication about the weekly activities and progress occurring within students' therapy.
Evidence (Pre-conference; Formal observation; Walkthroughs; Parent/Teacher comments/surveys; Communication logs)				

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PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Effectively Prepares for and Runs/Participates in ETR/IEP Meetings	The SLP does not prepare appropriate documents prior to meetings and does not meet specific deadlines. The SLP uses inappropriate language with families and colleagues in meeting setting.	The SLP prepares appropriate documents prior to meetings and usually within the required timeline. The SLP uses appropriate and professional language with families and colleagues in meeting setting. The SLP does not provide examples of information. The SLP reads documents word-for word. The SLP is not always cognizant of the audience's prior knowledge, time, or understanding of material.	The SLP prepares appropriate documents prior to meetings and within the required timeline. The SLP accurately conveys information to families and colleagues by including examples and paraphrasing lengthy information. The SLP is generally cognizant and mindful of the audience's prior-knowledge, time, or understanding of material.	The SLP prepares appropriate documents prior to meetings and always within the required timelines. The SLP accurately conveys information to families and colleagues by including examples and paraphrasing lengthy information. The SLP is always cognizant of the audience's prior-knowledge, time, and understanding of material.
Evidence (Observation)				
Engages in professional development	The SLP does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	The SLP participates in professional development activities, but activities are not always relevant, and/or information gained is not implemented into daily practice.	The SLP seeks out opportunities for professional development based on individual assessment of need, and implements/shares information gained into daily practice.	The SLP actively pursues professional development opportunities based on individual assessment of need, implements information gained into daily practice, and makes frequent contribution to the profession through such activities as providing workshops, presentations, or discussions geared towards parents, other SLPs, teachers, or colleagues.

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Evidence (Observation)				

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Instructional Coach: Record of Evidence

Instructional Coach _____ Date _____

Performance Observation Form
Instructional Coach

Evaluator _____

The Specialist Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the specialist. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and walkthrough (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, specialists should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

PLANNING				
FOCUS	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Demonstrates Knowledge of Current Trends in Specialty Area and Professional Development	Specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Specialist demonstrates basic familiarity with specialty area and trends in professional development.	Specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.

Evidence				
PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Ensures that the Instructional Content that is Taught is Aligned with the Ohio Academic Content Standards and Curriculum Priorities in the School and District	Specialist does not align instruction and assessment to the state standards.	Specialist demonstrates the knowledge of district curriculum and assessments. Specialist supports teachers in having a basic understanding of academic content standards, curriculum, and assessment. Specialist supports principal to allocate resources that align with the curriculum and assessment needs.	Specialist supports teachers in having a basic understanding of academic content standards and curriculum; instruction, assessments. Specialist provides staff with resources to align with the curriculum and assessment needs.	Specialist organizes the articulation of the academic standards across and between classroom, grade level, groups and content areas. Specialist supports principal and staff in analysis and revision of curriculum, instruction, assessments, and allocation of resources to ensure alignment with standards.

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Evidence				
PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Advocates for High Levels of Learning for all Students, Including Students Identified as Gifted, Students with Disabilities and At-Risk Students	Specialist believes that all students can achieve, but fails to connect this belief with concrete actions.	Specialist supports principal and staff in monitoring the identification of students of diverse abilities and supports staff in implementing state and local policies. Specialist supports principal and staff in monitoring achievement data.	Specialist monitors the identification and instruction of students of diverse abilities and supports staff in implementing state and local policies. Specialist supports principal and staff to use disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school wide students' performance data to determine under- and over-identification of students in gifted or special education.	Specialist fosters systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students. Principal views specialist as invaluable resource in supporting learning for students with diverse needs.
Evidence				
Understands, Encourages and Facilitates the Effective use of Data by Staff	Specialist understands use of data, but fails to consistently link decision-making with data.	Specialist uses data for decision-making.	Specialist models the use of data to inform and make decisions about student progress.	Specialist provides on-going learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress.
Evidence				
PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Demonstrates Knowledge of Resources, both Within and Beyond the School and District	Specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Specialist actively seeks out new resources from a wide range of sources to enrich teacher's skills in implementing the school/district program.
Evidence				

DELIVERY OF SERVICES

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FOCUS	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Creates an Environment of Trust and Respect	Teachers are reluctant to request assistance from the specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the specialist are cordial; teachers don't resist initiatives established by the specialist.	Relationships with the specialist are respectful, with some contacts initiated by teachers.	Relationships with the specialist are highly respectful and trusting, with many contacts initiated by teachers.
Evidence				
Establishes a Culture for Ongoing Instructional Improvement	Specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the specialist.	Specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
Evidence				
Establishes Clear Procedures for Teachers to Gain Access to Instructional Support	When teachers want to access assistance from the specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

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Evidence				
DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates a Thorough Knowledge of Summative and Formative Assessments	Specialist lacks understanding of summative and formative assessments. Specialist is unable to support staff in the implementation of formative assessments.	Specialist has limited knowledge of summative and formative data. Specialist attempts to share assessments that are in place in the districts. Specialist lacks ability to support teachers in developing common formative assessments.	Specialist has a strong knowledge base in summative and formative assessment. Specialist works with staff to develop high quality formative assessments and use results to inform effective teaching practices. Specialist works closely with staff to analyze assessment data to improve student achievement.	Specialist is viewed as an expert in assessment. Specialist leads the staff in developing assessments, analyzing data, and modifying teaching practices. Specialist works collaboratively with staff to gain reliable and timely feedback on student progress. The specialist is willing to share his/her insights and resources with colleagues.

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Evidence				
DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Responsiveness and Accessibility	Specialist does not return phone calls or reply to requests. Is often unable to be located or reached during the work day.	Specialist is not prompt about returning phone calls or replying to requests. Is sometimes difficult to locate or reach during the work day.	Specialist follows up within a reasonable time frame on communications as requested (phone, email, etc.). Is accessible to parents and staff.	Specialist responds promptly to communications. Practices habits that foster greater accessibility for teachers, parents, and administrators.
Evidence				

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Shares Expertise with Staff	Specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The specialist conducts extensive follow-up work with teachers.
Evidence				
Locates Resources for Teachers to Support Instructional Improvement	Specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Specialist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Specialist locates resources for instructional improvement for teachers when asked to do so.	Specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
Evidence				

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PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Supports Staff in Planning and Implementing Research-Based Professional Development	Specialist may be able to identify areas for growth and accept opportunities for professional development, but fails to implement a coherent personal professional plan. Professional development on instructional strategies is offered, but professional development is general and standard for all staff.	Specialist identifies strengths and areas for growth to develop and implement targeted goals for personal professional growth. Specialist uses student data to identify general professional development needs for staff.	Specialist uses staff input and student data to identify professional development needs in order to set short- and long-term professional development goals and takes action to meet these goals. Specialist facilitates professional development opportunities that support classroom instruction.	Specialist regularly modifies short- and long-term professional goals based on analysis of student, staff, and community evidence. Specialist uses data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.
Evidence				
Supports the Principals in Leading the Change Process for Continuous Improvement	Specialist does not have a plan in place for regular review of progress toward goals.	Specialist articulates beliefs about teaching and learning. Specialist supports principals in identifying changes needed to improve student learning.	Specialist articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement. Specialist identifies changes needed to improve student learning and can engage instructional leaders in the change process using effective communication.	Specialist models and provides resources to support staff in thinking systematically about the change process in response to needs of the school community. Specialist facilitates a diverse group of instructional leaders to implement changes needed to improve student learning.

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Evidence				
PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Knows, Understands, and Shares Relevant Research	Specialist may know current research on instruction, but fails to communicate it clearly in a usable way to staff.	Specialist keeps informed and shares current research and theory on effective schooling. Specialist serves as a model for effective teaching.	Specialist engages staff in identifying and discussing research and theory that support the academic needs of students.	Specialist methodically studies research in response to an identified school improvement need. Specialist evaluates the applicability of specific instructional reforms, using strategies such as action research or pilot studies.
Evidence				

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Reflects on Practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the support program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples. Specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
Evidence				

PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Coordinates Work with Other Specialists	Specialist makes no effort to collaborate with other specialists within the district.	Specialist responds positively to the efforts of other specialists within the district to collaborate.	Specialist initiates efforts to collaborate with other specialists within the district.	Specialist takes a leadership role in coordinating projects with other specialists within and beyond the district.

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Evidence				

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PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Shows Professionalism, Including Integrity and Confidentiality	Specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Specialist is honest in interactions with colleagues and respects norms of confidentiality.	Specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
Evidence				

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Performance Rating Rubric Summary Form (Skills and Knowledge)

Overall Specialist Rating

Rating Rubric is intended to be scored holistically.

Coach: _____ **Evaluator Name:** _____

Planning Recommended Rating:	☐ Ineffective	☐ Developing	☐ Skilled	☐ Accomplished
Delivery of Services Recommended Rating:	☐ Ineffective	☐ Developing	☐ Skilled	☐ Accomplished
Professionalism Recommended Rating:	☐ Ineffective	☐ Developing	☐ Skilled	☐ Accomplished

Overall Performance Rating Rubric Score	Ineffective	Developing	Skilled	Accomplished

Principal Signature/Date _____ **Evaluator Signature/Date** _____

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Bringing clarity to school improvement

learners today leaders tomorrow

Specialist Performance Evaluation Rubric: Record of Evidence

Specialist _____ Date _____

Specialist Performance Observation Form

District Support Specialist-Teacher on Special Assignment (TSA)

Evaluator _____ Time _____

The Specialist Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the specialist. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and walkthrough (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, specialists should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

PLANNING				
FOCUS	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Establishes Goals/Procedures to Ensure Program Timelines and Benchmarks are Met	TSA has no goals/procedures in place to ensure program timelines and benchmarks are met.	TSA's goals and procedures are rudimentary and sometimes timelines and benchmarks are met.	TSA has clear and suitable goals and procedures that consistently ensure program timelines and benchmarks are met.	TSA has highly appropriate goals and procedures that ensure timeline and benchmarks for programs are met. TSA has developed these procedures following consultations with colleagues.

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Evidence				
PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Knowledge of District/Building	TSA demonstrates little or no knowledge of district/building programs. Lacks understanding of the foundational tenants for the programs.	TSA demonstrates basic knowledge of district/building programs. Demonstrates limited understanding of the foundational tenants for which the programs were established.	TSA demonstrates thorough knowledge of district/building programs. TSA can articulate the foundational tenants of the program.	TSA deeply understands the reasons the program exists and can support all aspects of the implementation of the program. TSA can support others in their knowledge of the program.
Evidence				
Develops a Plan to Evaluate the Instructional Support Program	TSA has no plan to evaluate the program or resists suggestions that such an evaluation is important.	TSA has a rudimentary plan to evaluate the program.	TSA's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	TSA's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence				

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Understands, Encourages and Facilitates the Effective Use of Data	TSA understands use of data, but fails to consistently link decision-making with data.	TSA uses data for decision-making.	TSA models the use of data to inform and make decisions about programs.	TSA provides on-going learning opportunities that facilitate learning how to collect, analyze, interpret and use data.
Evidence				
PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Knowledge of Resources, Both Within and Beyond the School and District	TSA demonstrates little or no knowledge of resources available in the school or district to advance his/her skills.	TSA demonstrates basic knowledge of resources available in the school and district to advance his/her skills.	TSA is fully aware of resources available in the school and district and in the larger professional community to advance his/her skills.	TSA actively seeks out new resources from a wide range of sources to enrich his/her skills in implementing the school/district program.
Evidence				
Works Collaboratively with District/Building in Leading in the Change Process for Continuous Improvement	TSA lacks understanding of district goals established to promote continuous improvement.	TSA has minimal understanding of district goals and changes needed to ensure continuous improvement.	TSA works collaboratively with colleagues to meet district goals that ensure continuous improvement. TSA understands the change process and identifies critical steps needed to promote change in a positive manner.	TSA can articulate goals and changes needed to ensure district continuous improvement. TSA is viewed as a model in thinking systematically about the change process.

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Evidence				

PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Evidence				
Anticipates, Monitors, and Responds to Educational Developments that Affect School Issues and Environment	TSA is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy.	TSA responds to district issues that affect school issues and programming.	TSA responds to building, district, community and societal changes and issues that affect the programming.	TSA works to anticipate and analyze district, community and societal changes and issues that affect programming.
Evidence				

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DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Ability to Organize and Maintain Program Information	TSA has no system for maintaining information on program. Organization of information is in disarray.	TSA has a system for organizing and maintaining information. Information can be accessed some of the time. TSA is not effective in providing information quickly.	TSA has an effective system for organizing and maintaining program information. TSA can provide information readily.	TSA's system for organizing and maintaining information can be replicated for excellence.
Evidence				
Makes Appropriate Decisions	TSA makes decisions based on self-serving interests.	TSA makes decisions based upon limited professional considerations.	TSA makes decisions appropriate to his/her level of responsibility and in collaboration with colleagues.	TSA makes sound decisions, appropriate to his/her level of responsibility and in collaboration with colleagues. Decisions are based on professional standards and are communicated to everyone affected by the decision.

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Evidence				

DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Creates an Environment of Trust and Respect	Colleagues are reluctant to request assistance from the TSA fearing that such a request will be treated as a sign of deficiency.	Relationships with the TSA are cordial; colleagues don't resist initiatives established by the TSA.	Relationships with the TSA are respectful, with some contacts initiated by colleagues.	Relationships with the TSA are highly respectful and trusting, with many contacts initiated by colleagues.
Evidence				

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Demonstrates Flexibility and Responsiveness	TSA adheres to his/her schedule, in spite of evidence of its inadequacy.	TSA makes modest changes to his/her schedule when confronted with new priorities to enhance district support for programs.	TSA makes necessary changes in his/her schedule to ensure district priorities are met.	TSA is easily able to change his/her schedule to meet district priorities or changes to the program. TSA often forecasts potential needs or problems and suggests new schedules or timelines to ensure district priorities are met.
Evidence				
DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Advocates for High Levels of Learning for all Students, Including Students Identified as Gifted, Students with Disabilities and At-Risk Student Within Their Job Responsibility	TSA believes that all students can achieve, but fails to connect this belief with concrete actions within their job responsibilities.	TSA supports the district in monitoring the identification of students of diverse abilities and supports staff in implementing state and local policies. TSA supports the district in monitoring achievement data.	TSAS monitors the identification of students of diverse abilities and supports the district implementing state and local policies. TSA supports the district to use disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school wide student' performance data to determine under- and over-identification of students in gifted or special education.	TSA fosters systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students. District leaders view TSA as an invaluable resource in supporting learning for students with diverse needs.

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Evidence				
Demonstrates Responsiveness and Accessibility	TSA does not return phone calls or reply to requests. Is often unable to be located or reached during the work day.	TSA is not prompt about returning phone calls or replying to requests. Is sometimes difficult to locate or reach during the work day.	TSA follows up within a reasonable time frame on communications as requested (phone, email, etc.).	TSA Responds promptly to communications. Practices habits that foster greater accessibility to all members of the school community.
Evidence				
DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Organizes Time Effectively	TSA exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	TSA's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	TSA exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	TSA demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; colleagues understand his/her schedules.
Evidence				
Maintains Organization of Work and Fully Utilizes Technology for Efficiency	Files missing or incomplete. Does not use proper/required forms. Lack of technological skills or misuse of technology.	Electronic files are disorganized or not up-to-date. Paperwork shows a lack of attention to neatness and detail. Limited understanding or use of technology; needs to	Performs necessary clerical responsibilities with reasonable accuracy and neatness. Understands and uses technology to support professional functions (word	Maintains complete up-to-date electronic files and organized records pertinent to assessment, consultation, intervention and counseling. Develops new tools or methods that take advantage

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		extend application of technology to job functions.	processing, spreadsheets, databases, email, internet, etc.).	of available technologies.
Evidence				

PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Reflects on Practice/Work	TSA does not reflect on work, or the reflections are inaccurate or self-serving.	TSA's reflection on work is moderately accurate and objective without citing examples, and with only global suggestions as to how work might be improved.	TSA's reflection provides an accurate and objective description of practice, citing specific, positive areas needed for growth. TSA makes specific suggestions for self-improvement and program enhancement.	TSA's reflection is highly accurate and perceptive, citing specific areas for self-improvement and program enhancement. TSA draws on the input of others to formulate improvement strategies.
Evidence				
Engages in Professional Development	TSA does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	TSA's participation in professional development activities is limited to those that are convenient or are required.	TSA seeks out opportunities for professional development based on an individual assessment of need.	TSA actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
Evidence				
PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Coordinates Work with Other Specialists	TSA makes no effort to collaborate with other specialists within the district.	TSA responds positively to the efforts of other specialists within the district to collaborate.	TSA initiates efforts to collaborate with other specialists within the district.	TSA takes a leadership role in coordinating projects with other specialists within and beyond the district.
Evidence				
Participates in a Professional Community	TSA's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	TSA's relationships with colleagues are cordial, and the specialist participates in in school and district events and projects when specifically requested.	TSA participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	TSA makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Evidence				

PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Knows and Understands Research Relevant to District Programs	TSA fails to maintain an updated knowledge on research around district programs and practices.	TSA keeps informed and is well read on current research around topics that are relevant to district programs and practices. TSA does not always share of utilize information.	TSA consistently stays informed and well read on current research that is relevant to district programs and practices. TSA shares updated information with colleagues and uses information to suggest potential changes for improvement.	TSA methodically studies research that impacts district programs. TSA is viewed as a resource for colleagues who need current information. TSA provides applicable and creative suggestions for program improvement.
Evidence				
Shows Professionalism, Including Integrity and Confidentiality	TSA displays dishonesty in interactions with colleagues and violates norms of confidentiality.	TSA is honest in interactions with colleagues and respects norms of confidentiality.	TSA displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	TSA can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
Evidence				

PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Demonstrates Ability to Communicate	TSA fails to communicate clearly and collaborate effectively with professional colleagues. The TSA fails to understand and follow regulations, policies, and agreements.	The TSA uses a variety of strategies to communicate, and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. The TSA understands and follows district policies and state and federal regulations at a minimal level.	TSA uses effective communication strategies and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies. TSA meets ethical and professional responsibilities with integrity and honesty. The TSA models and upholds district policies and state and federal regulations. The TSA sets data-based short- and long-term professional goals and takes action to meet these goals.	TSA communicates effectively with students, families, and colleagues. The TSA collaborates with colleagues to improve personal and team practices by facilitating professional dialogue peer observation and feedback, peer coaching and other collegial learning activities. The TSA meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the district.
Evidence				

PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Maintains Positive Relationships with Internal & External Members of the School Community	TSA's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. Lacks skills necessary to clearly convey messages or to engage in collaboration. Communication style may be argumentative or marked by sarcasm, cynicism, or personal attacks.	TSA's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically requested.	TSA participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Communicates in a manner that promotes collaboration and positive relationships with administration, faculty, and entire school community.	TSA makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Is regarded as an effective communicator. Is able to mediate conflicts.
Evidence				

Areas of reinforcement observed	

Areas of refinement suggested	

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Teacher signature_____date_____

Evaluator signature_____date_____

The signatures above indicate that the teacher and evaluator have discussed the observation. The signature of the teacher does not indicate agreement with the ratings or evidence but rather that he/she received a copy of this form.

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Specialist Performance Evaluation Rubric: Record of Evidence

Specialist _____ Date _____

Specialist Performance Observation Form

School Nurse

Evaluator _____ Time _____

The Specialist Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the specialist. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and walkthrough (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, specialists should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

PLANNING				
FOCUS	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Demonstrates Medical Knowledge and Skill in Nursing Techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.

Evidence (Documentation of competent assessments, plans, implementations and evaluations of medical situations)				
PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Knowledge of Child and Adolescent Development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
Evidence (Alters assessment/implementation techniques appropriate to developmental stage)				
Establishes Goals for the Nursing Program Appropriate to the Setting and the Students Served	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation and the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.

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Evidence (Documented goals and results based on assessment of district health/wellness needs)				

PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Medical Knowledge of Government, Community and District Regulations and Resources	Nurse demonstrates little or no knowledge of government regulations and resources for students available through the school, district or community.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community. Stakeholders seek these resources regularly.
Evidence (Documents and Resources)				
Establishes Plan for the Nursing Program that Considers Both Individuals and Groups of Students Integrated with the Regular School Program	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of students and is integrated with the regular school program.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

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Evidence (Documentation of presentations, classes, programs and screenings)				

PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Develops a Plan to Evaluate the Nursing Program	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. Nurse is willing to share results of the evaluation with others.
Evidence (Documented plan and results)				

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DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Creates an Environment of Respect and Rapport	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with student are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
Evidence (Feedback from students, staff, parents)				
Establishes a Culture for Health and Wellness	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
Evidence (Education: emails, posters, clinic environment, presentations)				

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Follows Heath Protocols and Procedures	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively. Procedures are consistent, make sense and are implemented to support the needs of the students.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations. Nurse can train new employees in best practices.
Evidence (Schedule; Documentation; Organization; Communication)				

DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Supervises Health Aides	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor aides' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors aides' activities sporadically.	Nurse has established guidelines for delegated duties and monitors aides' activities.	Aides work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
Evidence (Feedback from aides; Evaluation tool; Ongoing advisement; Education/training)				

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Organizes Physical Space and Supplies	Nurse's office is in disarray or is inappropriate to the planned activities or poorly stocked. Medications are not stored properly.	Nurse's attempt to create a well-organized, well stocked, physical environment is partially successful. Mediations are stored properly, but are difficult to find.	Nurse's office is well organized, well stocked and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized, well stocked and is highly appropriate to the planned activities. Medications are properly stored and well organized. The space is welcoming and comfortable for students.
Evidence (Walk through of clinics; Medication storage; Observation)				

DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Maintains Confidentiality of Health Information	Nurse does not maintain health information in a confidential manner.	Nurse maintains some health information in a confidential manner, but some is still inappropriately accessible.	Nurse maintains all health information in a confidential manner.	Nurse maintains all health information in a confidential manner and communicates to school staff this need for confidentiality in a professional manner.
Evidence (Observation of health information maintenance)				

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Assesses Student Needs	Nurse does not assess student needs, or the assessment results are inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
Evidence (All student health concerns noted and communicate as appropriate; IHPs; EAPs; Health concern rosters				
Administers Medication to Students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not accurately completed.	Medications are administered by designated individuals, and signed release forms are accurately completed and conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are accurately completed and conveniently stored. Students take an active role in medication compliance.
Evidence (Documentation related to medication administration)				
DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Promotes Wellness Through Classes or Classroom Presentations	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school promoting a healthy lifestyle.
Evidence (Observation of classroom presentations)				

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Manages Emergency Situations	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations, but not others	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies
Evidence (Emergency plans, training, equipment)				
Reflects on Practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
Evidence (Completed self-assessment form)				
DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Maintains Health Records in Accordance with Policy and Submitting Reports in a Timely Fashion	Nurse's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records and documentation are generally accurate, but are occasionally late.	Nurse's reports, records and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient.

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Evidence (Completed documentation and submitted reports)				
Communicates with Families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
Evidence (Documentation of communication; Feedback from families)				

PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Participates in a Professional Community	Nurse's relationships with colleagues are negative or self-serving and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial and nurse participates in school and district events and projects when specifically requested to do so.	Nurse's participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.

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Evidence (Participation; Presentations; Precepting/Mentoring; Feedback from staff)				
Demonstrates Flexibility and Responsiveness	Nurse adheres to the plan or program in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent or staff input.
Evidence (Schedule adjustments; Availability via cell phone; Response time)				
Collaborates with Teachers to Develop Specialized Educational Programs and Services for Students with Diverse Medical Needs	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing specialized educational programs.	Nurse initiates collaboration with classroom teachers in developing specialized educational programs.	Nurse initiates collaboration with classroom teachers in developing specialized educational programs and locates additional resources from outside the school.
Evidence Documentation of IEP, 504 plans; IHPs, EAPs; Staff training; Classroom presentations)				
PROFESSIONALISM				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Delivers Medical Procedures	Nurse lacks competence to document plans and perform medical procedures.	Nurse demonstrates capability to perform medical procedures but documentation is lacking.	Nurse develops detailed procedure plans and performs medical procedures in a skilled manner.	Nurse develops detailed procedure plans and performs medical procedures in a skilled manner and student takes an active role in procedure compliance.
Evidence (Observation of performance; Documentation of plan; Record of procedure)				
Provides Staff Training	Nurse neglects needed staff medical training or does not present information in a comprehensible format.	Nurse's staff medical training lacks information vital to appropriate care of student in the school and on field trips.	Nurse regularly offers training opportunities for staff and ensures that training vital to appropriate care of students in school and on field trips is completed and comprehended.	Nurse regularly offers training opportunities for staff and ensures that training vital to appropriate care of students in school and on field trips is completed and comprehended. Staff members communicate a feeling of confidence in managing student health needs.
Evidence (Observation of training; Feedback; Surveys from staff)				

PROFESSIONALISM

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FOCUS	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Engages in Professional Development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse's seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Evidence (Documentation of continuing education)				
Shows Professionalism	Nurse displays dishonesty in interactions with colleagues, students and the public; violates principals of confidentiality.	Nurse is honest in interactions with colleagues, students and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence (Accurate documentation; Feedback from staff, students and families)				
Demonstrates Appropriate use of Health Services Funds	Nurse disregards financial restraints of health services budget when ordering and purchasing supplies for clinics.	Nurse is aware of financial limitations of Health Services budget, but orders/purchases without careful attention to cost.	Nurse carefully calculates needed supplies and cost when ordering/purchasing with Health Services funds.	Nurse is creative in finding resources for procuring supplies to save money for Health Services.
Evidence (Supplies ordered; Sam's Club purchases)				

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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				

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 support students' 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				

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				

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.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	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.
Evidence				

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	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	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.

	success.		success.	
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.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	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.	he 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.	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 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.
	The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.	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.	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.	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.
	The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.	The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.	The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.
Evidence				

Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
	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.
Evidence				

Reynoldsburg City Schools

Specialist Performance Evaluation Rubric: Record of Evidence

Specialist _____ Date _____

Specialist Performance Observation Form

Library/Media Specialist

Evaluator _____ Time _____

The Specialist Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the specialist. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and walkthrough (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, specialists should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Plans and Evaluates the Library Program	LMS has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	LMS has a rudimentary plan to evaluate the library program. The plan fails to incorporate evaluation of instruction, print and digital materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the total school program.	LMS has a plan to evaluate the library program. The plan incorporates evaluation of instruction, print and digital library materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the total school program.	LMS has a highly sophisticated plan to evaluate the library program. The plan incorporates evaluation of instruction, print and digital materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the total school program.
Evidence (Circulation reports; Staff & student surveys; Website statistics; Library advisory committee)				

PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Knowledge of Content, Curriculum, and Instructional Goals	LMS does not demonstrate a familiarity with the Common Core Standards and does not understand the connections among the resources, literacies (e.g., information, media, technology) and the research process. LMS does not demonstrate an understanding of the instructional goals for the disciplines and the student population and makes little or no effort to provide necessary resources and instructional services to support the instructional goals.	LMS is familiar with the Common Core Standards but cannot articulate the connections among the resources, literacies (e.g., information, media, technology) and the research process. LMS displays some understanding of the instructional goals for the different disciplines and the student population and sporadically provides necessary resources, technology and instructional services to support the instructional goals.	LMS displays knowledge of the Common Core Standards, resources, literacies (e.g., information, media, technology) and the research process and is able to develop connections. LMS displays understanding of the instructional goals for most disciplines and the student population and consistently provides necessary resources, technology, and instructional services to support the instructional goals.	LMS displays knowledge of the Common Core Standards, resources, literacies (e.g., information, media, technology) and the research process and is able to develop connections. LMS displays understanding of the instructional goals for most disciplines and the student population and consistently provides necessary resources, technology, and instructional services to support the instructional goals. LMS is viewed a support person for colleagues.
Evidence (Lesson plans; Library website; Student presentations; Collaborative instructional units)				

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PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Focuses on Appropriate Learning Goals with Measureable Outcomes	LMS does not demonstrate a clear focus for student learning. Learning goals are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Common Core Standards. The learning activities do not reflect the connections among the resources, literacies, and research process.	LMS communicates a focus for student learning, develops learning goals that are appropriate for students and reference the Common Core Standards but does not include measurable goal(s). The learning activities inconsistently reflect the connections among the resources, literacies, and research process.	LMS demonstrates a focus for student learning with appropriate learning goals that include measurable goal(s) for student learning aligned with the Common Core Standards. LMS demonstrates the importance of the goal(s) and its appropriateness for students. The learning activities consistently reflect the connections among the resources, literacies, and research process.	LMS demonstrates a focus for student learning with appropriate learning goals that include measurable outcomes for student learning aligned with the Common Core Standards. LMS demonstrates the importance of the goal(s) and its appropriateness for students. The learning activities consistently reflect the connections among the resources, literacies, and research process. LMS demonstrates ability to mentor colleagues to accomplish.
Evidence				
Develops an Appropriate Budget for the Library/Media Program	LMS develops a budget proposal that inadequately reflects the needs of the library program. LMS ignores teacher requests when preparing library budget.	LMS develops a budget proposal necessary to maintain the library program. LMS responds sometimes to teacher requests when preparing library budget.	LMS develops a budget proposal necessary for a comprehensive library program. LMS consistently responds in a timely manner to teacher requests when preparing library budget.	LMS uses data to develop a budget proposal necessary for a progressive and comprehensive library program. LMS anticipates and confirms teacher needs when preparing library budget.
Evidence (Annual reports; Budget request worksheets)				

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PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Follows Building and District Guidelines for Managing the Budgets	LMS either is unfamiliar with or does not follow departmental and/or district guidelines or procedures for managing the budget and often overspends or under spends.	LMS follows departmental and/or district guidelines or procedures for managing the budget and maintains records.	LMS follows departmental and/or district guidelines or procedures for managing the budget and maintains accurate records.	LMS follows departmental and/or district guidelines or procedures for managing the budget and maintains accurate records. Demonstrates ability to mentor colleagues to accomplish.
Evidence (Annual reports; Budget request worksheets)				
Maintains Accurate Records	LMS does not maintain accurate or current records. LMS is unfamiliar with or does not follow departmental and/or district guidelines or procedures for maintaining records.	LMS maintains records such as inventories of resources, circulation, equipment, as well as statistics of library and resource usage. LMS follows departmental and/or district guidelines or procedures for maintaining records.	LMS maintains accurate, reasonably current, and accessible records such as a current catalog of resources; circulation records; an inventory of equipment; and statistics of library and resource usage. LMS follows departmental and/or district guidelines or procedures for maintaining records.	LMS maintains accurate, current, and easily accessible records such as a current catalog of resources; circulation records; an inventory of equipment; and statistics of library and resource usage. LMS follows departmental and/or district guidelines or procedures for maintaining records. LMS is able to train others in maintenance of records.
Evidence (Catalog analysis; Circulation statistics)				

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PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Develops and Maintains Collection of Resources	LMS designs and develops a library program that is incoherent in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-directed recreational reading.	LMS designs and develops a library program that is minimally coherent in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-directed recreational reading.	LMS designs and develops a library program that is coherent in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-directed recreational reading.	LMS designs and develops a library program that is exceptionally coherent in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-directed recreational reading. Teachers see the LMS as a tremendous support and resource.
Evidence (Collection analysis report; Circulation reports; Student/staff surveys; Inventory reports)				

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PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Adheres to Professional Guidelines in Selecting Material	LMS fails to adhere to district or professional guidelines in selecting materials in a variety of formats for the collection, does not periodically purge the collection of outdated materials, and maintains a collection that is unbalanced among different areas. Collection lacks appealing recreational reading materials. LMS fails to periodically inventory the library. LMS fails to use an online integrated library system when it is available.	LMS inconsistently adheres to district or professional guidelines in selecting materials in a variety of formats for the collection, does not consistently purge the collection of outdated materials, and maintains a collection that is somewhat unbalanced among different areas. Collection contains few appealing recreational reading materials despite adequate funding. LMS inconsistently inventories the library. LMS inconsistently uses an online integrated library system when it is available.	LMS adheres to district or professional guidelines in selecting materials in a wide variety of formats for the collection, consistently purges the collection of outdated materials, and maintains a collection that is balanced among different areas. Collection contains appealing recreational reading materials in accordance with adequate funding. LMS periodically inventories the library. LMS uses an online integrated library system when it is available.	LMS demonstrates superior adherence to district or professional guidelines in selecting materials in a variety of formats for the collection, routinely purges the collection of outdated materials and formats, and maintains a collection that is highly balanced among different areas. Collection contains varied and engaging recreational reading materials in accordance with adequate funding. LMS regularly inventories the library. LMS demonstrates mastery in the use or an online integrated library system.
Evidence (Collection analysis report; Circulation reports; Student surveys; Inventory reports)				

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PLANNING				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Demonstrates Knowledge of Students	LMS demonstrates a lack of familiarity or understanding of the levels of childhood/adolescent development, how students learn, and knowledge of students' backgrounds, interests, cultures, prior knowledge, skills, language proficiencies, special needs and does not seek such understanding.	LMS demonstrates some familiarity and understanding of the levels of childhood/adolescent development, how students learn, and some knowledge of students' backgrounds, interests, cultures, prior knowledge, skills, language proficiencies, special needs, and seeks to attain this knowledge for the class as a whole or groups, but not for individual students.	LMS demonstrates knowledge of the levels of childhood/adolescent development and how students learn and purposefully gathers information from multiple sources about individual students' backgrounds, interests, cultures, prior knowledge, skills, language proficiencies, and special needs.	LMS demonstrates extensive knowledge of childhood/adolescent development and actively seeks new knowledge. LMS displays understanding of student learning, learning styles, and modalities by articulating that knowledge in planning for instruction. LMS continually and purposefully gathers information from multiple sources about individual students' backgrounds, interests, cultures, prior knowledge, skills, language proficiencies, and special needs.
Evidence (Student surveys; Documented varied materials/resources)				

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DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Engages Students in Learning	LMS adheres to the instructional plan in spite of evidence of little student understanding or interest; makes minimal adjustments to the instructional plan; fails to respond to students' questions.	LMS makes minor adjustments as needed to the instructional plans and attempts to accommodate students' learning styles, questions, needs, interests, with moderate success. Use of diverse strategies is limited.	LMS successfully makes adjustments as needed to the instructional plans and accommodates students' learning styles, questions, needs, interests, and abilities. LMS persists in differentiating instructional approaches for students, drawing on varied repertoire of strategies to provide intervention and enrichment as needed.	LMS responds to opportunities arising from spontaneous events or student's learning styles, needs, interests, abilities; successfully adjusts and differentiates instruction to address individual student misunderstandings. LMS persists in seeking effective instructional approaches for students at all levels of learning, drawing on an extensive repertoire of strategies, and effectively matches various intervention and enrichment strategies to students' learning differences as needed.
Evidence (Lesson plans, Class visits, Work sheets, Instructional handouts, Student presentations)				

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DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Provides Appropriate Resources to Students	LMS is not able to recommend or guide students to appropriate engaging resources.	LMS sometimes recommends or guides students to resources that connect well with the content learning goals, the students' knowledge, backgrounds and experiences. Resources seldom engage students cognitively and stimulate their active construction of knowledge.	LMS usually recommends or guides students to resources that connect well with the content learning goals, the students' prior knowledge, backgrounds and experiences.	LMS recommends or guides students to resources that connect well with the content learning goals, the students' prior knowledge, backgrounds and experiences. Resources consistently engage students cognitively and stimulate their active construction of knowledge.
Evidence (Lesson plans, Class visits, Work sheets, Instructional handouts, Student presentations)				
Holds Students to High Expectations	Expectations for students are low; students do not respond.	Expectations for students are inconsistently present; students inconsistently respond to those expectations.	Expectations for students are high and usually present; students generally respond to those expectations.	Expectations for students are high and consistently present; students consistently respond to those expectations. Students are actively encouraged to be responsible for their behavior.

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Evidence (Lesson plans, Class visits, Work sheets, Instructional handouts, Student presentations)				

DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Communicates Clearly and Uses Developmentally Appropriate Language with Students	LMS does not communicate clearly; directions, procedures and/or explanations are often confusing, incoherent, or inaccurate, and are generally ineffective in building student understanding. LMS uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.	LMS directions, procedures and/or explanations are accurate and generally clear but often needs to repeat and clarify. LMS may not fully clarify information based on students' questions about content or instructions for learning activities. LMS may use some language that is developmentally inappropriate leading to confusion or limiting discussion. LMS re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation.	LMS directions, procedures and/or explanations are clear and accurate. LMS uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. LMS effectively addresses confusion by re-explaining topics when asked and ensuring understanding.	LMS explanations are clear, coherent, and precise. LMS uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. LMS shows an interest in individual student's experiences, thoughts and opinions.

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Evidence (Lesson plans, Tutorials, Library web site, Screen shots, Photos, Videos; Observations)				

DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Uses Questioning Techniques to Develop Students Higher Level Thinking Skills	LMS fails to address student confusion or frustration and does not use questions effectively and usually tells the student what to do.	LMS asks questions that guide students and help them think about their research topic.	LMS often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	LMS always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. LMS accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions.
Evidence (Lesson plans, Tutorials, Library web site, Screen shots, Photos, Videos)				

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Demonstrates Knowledge of Literature	LMS has little or no knowledge of literature and is unable to recommend appropriate books to students.	LMS has limited knowledge of literature and sometimes directs students to books that are not appropriate for their interest or reading level.	LMS demonstrates a thorough knowledge of literature and consistently recommends appropriate books to students.	LMS demonstrates a deep and broad knowledge of literature and recommends appropriate books to students and staff. Staff utilizes the LMS as a resource and frequently asks for his/her support.
Evidence (Observation; Book talks; Displays book commercial; Website; Booklists; Signage)				
DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Uses Technology Effectively	LMS does not use technology to support student learning.	LMS use of technology is inconsistent and not always effective.	LMS uses technology efficiently to demonstrate and model ways to use resources and tools in the library and virtual environments.	LMS uses technology to demonstrate and model productive ways to use the resources and tools in the library and virtual environments. LMS is viewed as a person to support training others in technology systems.
Evidence (PD; Collaborative teaching sessions)				

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Collaborates with Staff and Uses Assessments to Inform Instruction	LMS does not or rarely collaborates with the classroom teacher for the assessment of student learning or does not analyze student learning data to inform lesson plans; LMS does not use or only uses one measure of student performance to assess learning.	LMS occasionally collaborates with the classroom teacher and explains the characteristics, uses, and limitations of various assessments (e.g., formative, summative, diagnostic) but does not consistently incorporate this knowledge to inform lesson plans; LMS uses more than one measure of student performance but does not appropriately vary assessment approaches or may have difficulty analyzing data to effectively inform instructional planning and delivery.	LMS collaborates well with the classroom teacher and demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating a variety of assessments (e.g., formative, summative, diagnostic) into lesson planning.	LMS collaborates well with the classroom teacher and demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating a variety of assessments (e.g., formative, summative, diagnostic) into lesson planning. LMS may attend team or department meetings to collaborate with teachers.
Evidence (Student work, Student created projects, Test results, Notes of appreciation from teachers)				
DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**
Uses Assessment and Data to Monitor Student Learning	LMS does not use assessment of student learning to monitor student mastery and check for understanding of student learning	LMS uses assessments inconsistently during instruction to monitor student mastery and check for understanding of student learning. LMS gathers and uses student data from a few sources (questions / prompts / assessments) for evidence of learning	LMS uses assessments consistently during instruction to monitor student mastery and check for understanding of student learning. LMS gathers and uses student data from a variety of sources (questions / prompts / assessments) during instruction for evidence of learning	LMS purposefully plans assessments and differentiates assessment choices to meet the full range of student needs, abilities and learning styles and fully integrates formative assessment into instruction to monitor student progress and to check for understanding of student learning.

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Evidence (Trails-online literacy assessments, Surveys, Star/HR tests, Test results)				
Maintains a Physical Environment that Supports Student Learning	LMS does not maintain an inviting, attractive or comfortable physical space for students. Traffic flow may be unsafe or confusing for students. Visuals may be outdated or lack any connection to the curriculum being taught in the library.	LMS maintains an inviting, attractive and comfortable physical space for students some of the time. Traffic flow Is safe. Visual aids have little meaning to students.	LMS maintains an inviting, attractive and comfortable physical space for students. The space is designed to support safe traffic flow. Visual aids are connected to the current curriculum goals.	LMS maintains an inviting, attractive and comfortable physical space for students. The space is designed effectively for safety and learning. Visual aids are always connected to curriculum goals and support student learning. Students can explain how they utilize the visuals/materials to support their learning.
Evidence (Observation; Photos)				

DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Utilizes Routines and Procedures that Support Student Learning	LMS has not established clear procedures and routines for students. Procedures may not be developmentally appropriate for students. Students are confused and time is lost with constant explanations.	LMS has developed some procedures and routines that are developmentally appropriate for students. Procedures are not consistently implemented causing confusion for students.	LMS utilizes developmentally appropriate routines and procedures to support student learning. Time is gained for instruction because students have a clear understanding of expectations in the media center.	LMS utilizes developmentally age appropriate routines and procedures to support student learning. Students have a clear understanding of all expectations and follow them consistently. Time for core learning is maximized because of the structures in place in the media center. LMS is willing to share procedures with other specialists.
Evidence (Observation)				

DELIVERY OF SERVICES				
FOCUS	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**

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Interacts with all Students in a Caring Respectful Way and Creates a Safe Environment for Students.	LMS interactions with students and among students are negative, inappropriate or insensitive to students' cultural backgrounds and characterized by sarcasm, put-downs, or conflict. LMS has not established clear standards of conduct, or does not implement established standards of conduct. LMS engages in very little or no monitoring of student behavior.	LMS interactions with students and among students are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity of unresponsiveness to cultural or developmental differences among students. LMS has established standards of conduct but implementation is inconsistent.	LMS interactions with students and among students are polite and respectful, and are appropriate to the cultural and developmental differences among groups of students. LMS has established standards of conduct with consistent implementation so most students follow the standards of conduct. LMS response to students' inappropriate behavior is consistent, proportionate, respectful to students and effective.	LMS interactions and individual students are highly respectful, demonstrating sensitivity to students' cultures and levels of development. High levels of civility are exhibited among students in the library. LMS and students establish and implement standards of conduct so students follow the standards of conduct and self-monitor their behaviors. Students take an active role in monitoring their own behavior.
Evidence (Observation; Discipline referrals; Student surveys)				
Engages in Professional Development	LMS does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	LMS's participation in professional development activities is limited to those that are convenient or are required.	LMS seeks out opportunities for professional development based on an individual assessment of need.	LMS actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Evidence (Webinar attendance certificate; Transcript certifications; Certificates of Attendance)				

PROFESSIONALISM

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FOCUS	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Collaborates Effectively with all Members of the School Community	LMS fails to communicate clearly with the school community about the library program and its services. LMS does not collaborate with teachers in planning, implementing, and assessing instructional lessons and units	LMS uses a variety of strategies to communicate clearly with the school community about the library program, new resources and services. LMS collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the lesson/unit.	LMS uses effective communication strategies with the school community to keep them informed and to promote the use of the library program, new resources and services. LMS collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	LMS communicates effectively with the school community including outside libraries to keep them informed and employs evidence to promote the effectiveness of instructional efforts as well as to communicate the development of the library program, new resources and services. LMS collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.
Evidence (Promotional materials; Fliers; Bookmarks; Newsletters; Instructional Handouts)				

PROFESSIONALISM

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FOCUS	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Upholds Districts Policies and State and Federal Regulations	LMS does not comply with school and district regulations. LMS does not adhere to the professional ethics of librarianship	LMS understands and follows district policies and state and federal regulations at a minimal level. LMS is knowledgeable about the ethics of librarianship but inconsistently adheres/follows the Library Bill of Rights and its interpretation for School Library Media Programs; ALA's Code of Ethics; and current copyright law (specifically as it affects activities in the school library)	LMS models and upholds district policies and state and federal regulations. LMS is knowledgeable about the ethics of librarianship and consistently adheres to or follows the Library Bill of Rights and its interpretation for School Library Media Programs; ALA's Code of Ethics; and current copyright law (specifically as it affects activities in the school library)	LMS, through teaching and practice, demonstrates a commitment to the professional ethics of librarianship by upholding the Library Bill of Rights and its interpretation for School Library Media Programs; ALA's Code of Ethics; and adheres/follows copyright laws.
Evidence (Promotional materials; Fliers; Bookmarks; Newsletters; Instructional Handouts)				
Reflects on Professional Practice, Program Effectiveness and Identify Areas for Goals	LMS fails to demonstrate evidence and ability to accurately self-assess on the effectiveness of library services, resources, and instructional strategies and to appropriately identify areas for professional development.	LMS identifies strengths and areas for growth (e.g., effectiveness of library services, resources, instructional strategies and facilities) to develop and implement targeted goals for professional growth.	Using data (e.g., library services, resources, instructional strategies and facilities) LMS sets short and long-term professional goals and takes action to meet these goals.	LMS sets and regularly modifies short and long-term professional goals based on self-assessment and analysis of services, resources, instructional strategies and facilities).
Evidence (Personal notes and plans-journal; PD attendance; Professional memberships)				

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Final Summative Rating of Teacher Effectiveness

Proficiency on Standards 50%	INEFFECTIVE 1	DEVELOPING 2	SKILLED 3	ACCOMPLISHED 4
Cumulative Performance Rating (Holistic Rating using Performance Rubric)				
Areas of reinforcement/ refinement:				

Student Growth Data 50%	LEAST EFFECTIVE 1	APPROACHING AVERAGE 2	AVERAGE 3	ABOVE AVERAGE 4	MOST EFFECTIVE 5
Student Growth Measure of Effectiveness					
Areas of reinforcement/ refinement:					

Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐ Check here to indicate that an Improvement Plan is attached.

Teacher Signature _____ **Date** _____

Immediate Supervisor Signature _____ **Date** _____

The signatures above indicate that the teacher and immediate supervisor have discussed the Summative Rating.
Note: The signature of the teacher does not indicate agreement with the ratings or comments but rather that he/she received a copy of this form.

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Reynoldsburg City Schools

12264530v1

Ohio Department of Education

Reynoldsburg City Schools

PROFESSIONAL GROWTH PLAN

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Teachers who meet or exceed expected levels of student growth and teacher performance must develop a Professional Growth Plan collaboratively with a credentialed evaluator assigned by the Superintendent/Designee for evaluation from the board approved list.
Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial). Goals for the year will be reviewed during the Summative Evaluation Conference.

Teacher _____ Evaluator _____

Annual Focus These are addressed by the evaluator as appropriate for this teacher.	**Date** Record dates when discussed	**Areas for Professional Growth** **supports needed, resources, professional development** Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.	**Professional Growth Plan Results** **goal statement reflection and results**
***Goal 1**: Student Achievement/Outcomes for Students* *Goal Statement:* *Evidence Indicators:*			o Growth is demonstrated and performance standards are being met o Growth Plan is continued for the following specified timeline: _____ o A new Goal has been generated
***Goal 2** : Teacher Performance on the Ohio Standards for the Teaching Profession* *Goal Statement:* *Evidence Indicators:* *Areas of Refinement as indicated in previous summative evaluation (as applicable)*			o Growth is demonstrated and performance standards are being met o Growth Plan is continued for the following specified timeline: _____ o A new Goal has been generated

Evaluator Signature **Date** **Teacher Signature** **Date**

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The signatures above verify that the teacher and evaluator have discussed and agreed upon this Professional Growth Plan.

Reynoldsburg City Schools

IMPROVEMENT PLAN

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/ her students AND/OR receives an overall ineffective/developing rating or an ineffective/developing rating on any of the components of the OTES system or as needed. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

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

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

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

Beginning Date	Ending Date (No Less than Six Weeks)	Level of Performance Specifically Describe Successful Improvement Target(s)

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Improvement Plan (continued)

Section 3: Specific Plan of Action

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

Section 4: Assistance and Professional Development

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

Date for this Improvement Plan to Be Evaluated: _____

Teacher's Signature: _____ Date: _____

Immediate Supervisor's Signature: _____ Date: _____

Improvement Plan: Results

Teacher Name:_____ Grade level/Subject_____

School Year_____ Building_____ Date of Evaluation:_____

Immediate Supervisor/Evaluator_____

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

☐ Improvement is demonstrated and performance standards are met to a satisfactory level of performance. Improvement plan is no longer necessary at this time. *

☐ The Improvement Plan should continue for time specified: _____

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 immediate supervisor. 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: _____

Immediate Supervisor Signature: _____ Date: _____

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

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

Reynoldsburg City Schools

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Certified Application for *Internal* Posted Position

Please return a signed copy to RCSD Human Resources

Employee Name _____ Contact Info: _____

Current Assignment & Building _____

Current Area(s) of Certification _____

Name of Immediate Supervisor _____

Posted Position Applying for _____ Building Posted Position Is In _____

Please express/discuss your desire to fill the position: _____

_____

_____

_____

_____

_____

_____

_____

Employee Signature *Date*

_____

Administrator Signature *Date*

_____

Received by Signature *Date*

Please sign and return to RCSD Human Resources

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REYNOLDSBURG CITY SCHOOL DISTRICT

APPENDIX M

CERTIFIED TEACHER SALARY INDEX
AUGUST 1, 2023, THROUGH JULY 31, 2025

YEARS	BS	BS/150 HRS	MASTERS	MA+30 HRS
0	1.0000	1.0400	1.1249	1.1649
1	1.0400	1.0816	1.1699	1.2115
2	1.0816	1.1249	1.2167	1.2600
3	1.1249	1.1699	1.2653	1.3104
4	1.1699	1.2167	1.3159	1.3628
5	1.2167	1.2653	1.3686	1.4173
6	1.2653	1.3159	1.4233	1.4740
7	1.3159	1.3686	1.4802	1.5329
8	1.3686	1.4233	1.5395	1.5942
9	1.4233	1.4802	1.6010	1.6580
10	1.4802	1.5395	1.6651	1.7243
11	1.5395	1.6010	1.7317	1.7933
12	1.6010	1.6651	1.8009	1.8650
13	1.6651	1.7317	1.8730	1.9396
14	---	1.8009	1.9479	2.0172
15	---	---	2.0258	2.0979
27	---	---	2.1037	2.1786

Reynoldsburg City School District
REA Salary Schedules
2026-2027 Contract Year
2.5% Base Wage Increase

	Current Salary Schedule				Grandfathered Salary Schedule (Teachers who did not receive a Step in 2011-2012)			
Step	Bachelor's	Bachelor's +150	Masters	Masters +30	Bachelor's	Bachelor's +150	Masters	Masters +30
1	$50,437	$52,455	$56,737	$58,755	$50,437	$52,455	$56,737	$58,755
2	$52,455	$54,553	$59,007	$61,105	$52,455	$54,553	$59,007	$61,105
3	$54,553	$56,737	$61,367	$63,551	$54,553	$56,737	$61,367	$63,551
4	$56,737	$59,007	$63,818	$66,093	$56,737	$59,007	$63,818	$66,093
5	$59,007	$61,367	$66,371	$68,736	$59,007	$61,367	$66,371	$68,736
6	$61,367	$63,818	$69,029	$71,485	$61,367	$63,818	$69,029	$71,485
7	$63,818	$66,371	$71,787	$74,345	$63,818	$66,371	$71,787	$74,345
8	$66,371	$69,029	$74,657	$77,315	$66,371	$69,029	$74,657	$77,315
9	$69,029	$71,787	$77,648	$80,407	$69,029	$71,787	$77,648	$80,407
10	$71,787	$74,657	$80,750	$83,625	$71,787	$74,657	$80,750	$83,625
11	$74,657	$77,648	$83,983	$86,969	$74,657	$77,648	$83,983	$86,969
12	$77,648	$80,750	$87,342	$90,449	$77,648	$80,750	$87,342	$90,449
13	$80,750	$83,983	$90,832	$94,066	$80,750	$83,983	$90,832	$94,066
14	$83,983	$87,342	$94,469	$97,828	$83,983	$87,342	$94,469	$97,828
15	$83,983	$90,832	$98,247	$101,742	$83,983	$90,832	$94,469	$101,742
16	$83,983	$90,832	$102,176	$105,812	$83,983	$93,556	$98,247	$105,812
17	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$102,176	$108,985
18	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$105,242	$108,985
19	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$105,242	$108,985
20	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$105,242	$108,985
21	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$105,242	$108,985
22	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$105,242	$108,985
23	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$105,242	$108,985
24	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$105,242	$108,985
25	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$105,242	$108,985
26	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$105,242	$108,985
27	$83,983	$90,832	$102,176	$105,812	$86,505	$93,556	$105,242	$108,985
28	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
29	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
30	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
31	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
32	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
33	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
34	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
35	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
36	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
37	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
38	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
39	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
40	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181
41	$83,983	$90,832	$106,105	$109,883	$86,505	$93,556	$109,287	$113,181

Reynoldsburg City School District
REA Salary Schedules
2027-2028 Contract Year
2.5% Base Wage Increase

	Current Salary Schedule				Grandfathered Salary Schedule (Teachers who did not receive a Step in 2011-2012)			
Step	Bachelor's	Bachelor's +150	Masters	Masters +30	Bachelor's	Bachelor's +150	Masters	Masters +30
1	$51,698	$53,766	$58,156	$60,224	$51,698	$53,766	$58,156	$60,224
2	$53,766	$55,917	$60,482	$62,633	$53,766	$55,917	$60,482	$62,633
3	$55,917	$58,156	$62,901	$65,140	$55,917	$58,156	$62,901	$65,140
4	$58,156	$60,482	$65,414	$67,746	$58,156	$60,482	$65,414	$67,746
5	$60,482	$62,901	$68,030	$70,455	$60,482	$62,901	$68,030	$70,455
6	$62,901	$65,414	$70,754	$73,272	$62,901	$65,414	$70,754	$73,272
7	$65,414	$68,030	$73,582	$76,203	$65,414	$68,030	$73,582	$76,203
8	$68,030	$70,754	$76,524	$79,248	$68,030	$70,754	$76,524	$79,248
9	$70,754	$73,582	$79,590	$82,417	$70,754	$73,582	$79,590	$82,417
10	$73,582	$76,524	$82,769	$85,716	$73,582	$76,524	$82,769	$85,716
11	$76,524	$79,590	$86,083	$89,143	$76,524	$79,590	$86,083	$89,143
12	$79,590	$82,769	$89,526	$92,711	$79,590	$82,769	$89,526	$92,711
13	$82,769	$86,083	$93,103	$96,417	$82,769	$86,083	$93,103	$96,417
14	$86,083	$89,526	$96,831	$100,274	$86,083	$89,526	$96,831	$100,274
15	$86,083	$93,103	$100,703	$104,286	$86,083	$93,103	$96,831	$104,286
16	$86,083	$93,103	$104,730	$108,458	$86,083	$95,895	$100,703	$108,458
17	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$104,730	$111,710
18	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$107,874	$111,710
19	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$107,874	$111,710
20	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$107,874	$111,710
21	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$107,874	$111,710
22	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$107,874	$111,710
23	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$107,874	$111,710
24	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$107,874	$111,710
25	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$107,874	$111,710
26	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$107,874	$111,710
27	$86,083	$93,103	$104,730	$108,458	$88,668	$95,895	$107,874	$111,710
28	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
29	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
30	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
31	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
32	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
33	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
34	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
35	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
36	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
37	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
38	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
39	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
40	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011
41	$86,083	$93,103	$108,758	$112,630	$88,668	$95,895	$112,020	$116,011

APPENDIX O

REYNOLDSBURG CITY SCHOOL DISTRICT
CERTIFIED TEACHER SUPPLEMENTAL
COMPENSATION INDEX

Salary will be determined as a percentage of the BA-0 base salary.

LEVEL	GROUP											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1	½%	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%	12%
2	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%	11%	13%
3			4%	5%	6%	7%	8%	9%	10%	11%	12%	14%
4					7%	8%	9%	10%	11%	12%	13%	15%
5							10%	11%	12%	13%	14%	16%
6										14%	15%	18%
7										15%	16%	19%

1. Level of placement will be determined each year by experience and performance as determined by the Superintendent. Movement between levels is not to be considered automatic.

2. Consideration in initial level of placement will be given to experience gained in other positions in Reynoldsburg or other school districts.

3. When a new supplemental duty contract is created, the Superintendent/designee will determine the group and level of placement after a conference with the individual involved in or responsible for the activity. Following approval by the Board for any new supplemental duty position, the Association shall be immediately notified of the new position and its placement on the supplemental salary schedule. In the event that the Association disagrees with the placement of the position, the Board and the Association agree to meet within thirty (30) days of a written request by the Association to discuss this subject.

4. If the Superintendent determines there is a substantial change in the nature of the duties such as, but not limited to, the number of students served, amount of time required, or the level of responsibility required, the Superintendent may assign the position to a different group. The individual involved may request a conference to discuss the change.

5. The Board is not required to fill any supplemental duty position.

6. All supplemental duties are in addition to teaching contracts.

7. It is further understood and agreed that the compensation for supplemental duties shall be paid in accordance with the supplemental compensation index stated above as a percentage of the BA-0 base salary which is in effect at the time the supplemental contract duties are scheduled to begin.

8. Year-long supplementals shall be paid on the basis of two (2) equal installments on the December 25th and June 10th pay dates; provided that, the employee submits any necessary paperwork and/or has completed all of the duties/responsibilities of the supplemental.

REYNOLDSBURG CITY SCHOOL DISTRICT
CERTIFIED TEACHER SUPPLEMENTAL
COMPENSATION SCHEDULE

GROUP XII: Instrumental Music Advisor - HS
Basketball (Boys) -- Head Varsity
Basketball (Girls) -- Head Varsity
Football -- Head Varsity
Wrestling -- Head Varsity
Robotics – Head Advisor + HS

GROUP XI: Baseball -- Head Varsity
Softball -- Head Varsity
Track (Boys & Girls) -- Head Varsity
Athletic Faculty Manager – HS

GROUP X: Band Director - HS
Orchestra Director - HS
Choir Director - HS
–*Marching Band Director – HS Basketball (Boys) – Jr. Varsity
Basketball (Girls) — Jr. Varsity
Cheerleading -- Head Varsity (All Year) or
Seasonal Var. and Res.
Cross Country (Boys & Girls) -- Head Varsity
Football -- Asst. Varsity/Jr. Varsity
Golf Head Varsity
Soccer (Boys) — Head Varsity
Soccer (Girls) — Head Varsity
Swimming (Boys & Girls) — Head Varsity
Tennis (Boys) — Head Varsity
Tennis (Girls) — Head Varsity
Volleyball — Head Varsity
Wrestling — Jr. Varsity

GROUP IX: Newspaper Advisor - HS
Yearbook Advisor – HS
Robotics – Asst. Advisor
Baseball — Jr. Varsity
Basketball (Boys) -- Asst. Varsity
Basketball (Girls) — Asst. Varsity
Cheerleading —Jr. Varsity (All Year)
Cross Country (Boys & Girls) — Jr. Varsity
Football — Ninth Grade
Golf—Jr. Varsity (Includes Ninth Grade)
Soccer (Boys) — Jr. Varsity
Soccer (Girls) — Jr. Varsity

Softball – Jr. Varsity
Tennis (Boys) — Jr. Varsity
Tennis (Girls) — Jr. Varsity
Track (Boys & Girls) — Jr. Varsity
Volleyball — Jr. Varsity
Wrestling — Asst. Varsity

GROUP VIII: Drama Advisor - HS
Student Council Advisor - HS
Baseball -- Asst. Varsity
Baseball — Ninth Grade
Basketball (Boys) — Ninth Grade
Basketball (Girls) — Ninth Grade
Cheerleading — Ninth Grade
Cross Country (Boys & Girls) — Asst. Varsity
Football — Eighth Grade
Football — Seventh Grade
Soccer (Boys) -- Asst. Varsity
Soccer (Girls) — Asst. Varsity
Softball — Asst. Varsity
Softball — Ninth Grade
Swimming (Boys & Girls) — Jr. Varsity
Track (Boys & Girls) — Asst. Varsity
Volleyball — Asst. Varsity
Volleyball — Ninth Grade

GROUP VII: *Color Guard Advisor - HS
Student Council Advisor – MS
Band Asst. Director – HS
*Marching Band Asst. Director
Orchestra Asst. Director – HS
Choir Asst. Director – HS
Band Director – MS
Orchestra Director – MS
Choir Director – MS
Baseball — Eighth Grade
Baseball — Seventh Grade
Basketball (Boys) — Eighth Grade
Basketball (Girls) — Eighth Grade
Basketball (Boys) — Seventh Grade
Basketball (Girls) — Seventh Grade
Cheerleading — Eighth Grade
Cheerleading — Seventh Grade
or Seasonal Eighth & Seventh
Cross Country (Boys & Girls) — Seventh & Eighth Grade
Golf— Seventh & Eighth Grade
Softball — Eighth Grade
Softball — Seventh Grade

Tennis (Boys) — Seventh & Eighth Grade
Tennis (Girls) — Seventh & Eighth Grade
Track (Boys & Girls) — Seventh and Eighth Grade
Volleyball — Eighth Grade
Volleyball — Seventh Grade
Wrestling — Seventh & Eighth Grade
Wrestling — Mat Stat Advisor - HS
Yearbook Advisor - MS
Athletic Faculty Manager — JH

GROUP VI: Senior Class Advisor
Junior Class Advisor

GROUP V: In the Know Advisor

GROUP IV: None

GROUP III: None

GROUP II: National Honor Society
Elementary Vocal (AT LEAST 3 AFTER SCHOOL PERF./YR.)

GROUP I: None

*Includes Band Camp

APPENDIX P

REYNOLDSBURG CITY SCHOOL DISTRICT
TUTOR WAGE RATE SCHEDULE
AUGUST 1, 2023, THROUGH JULY 31, 2025

YEARS	BS	BS/150 HRS	MASTERS	MA+30 HRS
0	$28.88	30.04	32.49	33.64
	1.0000	1.0400	1.1249	1.1649
1	30.04	31.24	33.79	34.99
	1.0400	1.0816	1.1699	1.2115
2	31.24	32.49	35.14	36.39
	1.0816	1,1249	1.2167	1.2600
3	32,49	33.79	36.54	37.84
	1.1249	1.1699	1.2653	1.3104
4	33.79	35.14	38.00	39.36
	1.1699	1,2167	1,3159	1.3628
5	35,14	36.54	39,53	40.93
	1.2167	1.2653	1.3686	1,4173
6	36.54	38.00	41.10	42.57
	1.2653	1.3159	1.4233	1.4740
7	38.00	39.53	42.75	44.27
	1.3159	1,3686	1.4802	1,5329
8	39.53	41.10	44.46	46.04
	1,3686	1.4233	1.5395	1.5942
9	41.10	42.75	46.24	47.88
	1.4233	1,4802	1,6010	1.6580
10	42.75	44.46	48.09	49.80
	1.4802	1.5395	1.6651	1.7243
11	44.46	46.24	50.01	51.79
	1.5395	1.6010	1.7317	1.7933
12	46.24	48,09	52.01	53.86
	1.6010	1,6651	1.8009	1.8650
13	48.09	50.01	54.09	56.02
	1.6651	1,7317	1.8730	1,9396
14	48.09	52.01	56.26	58.26
	1.6651	1.8009	1.9479	2.0172
15	48,09	52.01	58.51	60.59
	1.6651	1,8009	2.0258	2.0979
27	48.09	52.01	60.75	62.92
	1.6651	1.8009	2.1037	2.1786

APPENDIX Q

REYNOLDSBURG CITY SCHOOL DISTRICT
SUMMARY OF INSURANCE SPECIFICATIONS

1. Lifetime Maximum Benefit for Eligible Expenses $2,000,000
2. Deductible (Calendar year)
   In network
   per person ..... $500 eff. 1/1/2021; $600 eff. 1/1/2022
   per family ..... $1000 eff. 1/1/2021; $1200 eff. 1/1/2022
   Out of network
   per person ..... $1000 eff. 1/1/2021; $1200 eff. 1/1/2022
   per family ..... $2000 eff. 1/1/2021; $2400 eff. 1/1/2022
3. Percentage for all Care and Treatment
   In Network..... 90%
   Out of Network 70%
   Co-insurance Limit
   In-network
   per person $1,000
   per family $2,000
   Out of network
   per person $2,000
   per family $4,000
4. Individual Out-of-Pocket Maximum per year including deductible:
   In Network ..... .Per Person: $1500 / Per Family: $3000 eff. 1/1/2021
   In Network ..... .Per Person: $1600 / Per Family: $3200 eff. 1/1/2022
   Out of Network ..... Per Person: $3000 / Per Family: $6000 eff. 1/1/2021
   Out of Network ..... Per Person: $3200 / Per Family: $6400 eff. 1/1/2022
5. Special Care Units ..... R&C, Subject to deduc. & coinsur.
6. Ancillary Services Maximum ..... R&C, subject to deduc. & coinsur.
7. In-Hospital Physician Visits . ..... R&C, Subject to deduc & coinsur.
8. Diagnostic, X-Ray and Lab
   In & Out Patient ..... R&C, subject to deduc. & coinsur
9 Routine Pap Smear, Prostate Test or Mammogram
   In network ..... $20 copay, then 100% R&C
   Out of network . ..... 70% after deductible
10. Surgical Services ..... R&C, Subject to deduc. & coinsur.
11 Anesthesia ..... R&C, Subject to deduc. & coinsur.
12 Inpatient Therapy Services ..... R&C, Subject to deduc & coinsur.
13. Occupational Therapy ..... R&C, Subject to deduc. & coinsur.
14 Home Health Care Services ..... R&C, Subject to deduc. & coinsur.
   Calendar year Maximum ..... 100 visits
15. Hospice Care ..... R&C, Subject to ded & coins.
16. Pregnancy Services ..... .Treated as any other illness
17. Newborn Exam - first inpatient visit only ..... .Covered under Mother
18. Pre-Admission Testing ..... R&C, Subject to deduc. & coinsur.
19. Voluntary second or third opinion ..... R&C, Subject to deduc. & coinsur.
20 Emergency Room Treatment ..... separate $100 co-pay
   waived if admitted and R&C, Subject to deductible & coinsurance.
   Urgent Care Co-Pay
   In-network $20
   Out-of-network ..... 70% after deductible
21. Mental, Nervous Disorders
   and Substance Abuse ..... R&C, Subject to deduc. & coinsur
   Calendar Year Maximum ..... Inpatient $25,000 - Outpatient $5,000
   Remove exclusion for marriage counseling
22 Abortion ..... not covered unless medically necessary
23. Tubal and Vasectomy
   In Network ..... R&C, Subject to deduc. & coinsur.
   Out of Network ..... R&C, Subject to deduc. & coinsur
24. All office visits
   In-network..... $20 co-pay in network (copay does not apply toward deductible)
   Out-of-network. ..... 70% after deductible

25. Prescription Benefit Card (Retail — 30-day supply) ..... $10.00 generic/50% of cost up to a max of $50.00 name brand*
Mail Order (90-day supply) ..... $20.00 generic/50% of cost up to a max of $100.00 name brand*
* The following programs apply to all prescriptions
a) Prescription Coverage Management
- Prior Authorization
- Step Therapy
- Quantity Limit

b) Prescription Generic Incentive
c) Specialty Solution Management/SaveonSP

26. Routine Physical Exam .....Office visit copay $20; then 100% in network
27. All Immunizations .....Office visit copay $20; then 100% in network
28. Well Child Care Services Including Exam and Immunizations .....Office visit copay $20; then 100% in network
29. Well Child Care Laboratory Tests .....Office visit copay $20; then 100% in network
30. Colonoscopy .....Office visit copay $20; then 100% in network
31. Supplemental Accident ..... Subject to deduc, & coinsur.

Note: All services are subject to deductible and coinsurance unless otherwise indicated. Flat dollar copays do not apply toward deductible or out-of-pocket maximums.

Dental Insurance Summary

		PPO	
Network		DentalGuard Preferred	
Calendar year deductible		*In-Network*	*Out-of-Network*
Individual		$25	$25
Family limit		2 per	family
Waived for		Preventive	Preventive
Charges covered for you (co-insurance)		*In-Network*	*Out-of-Network*
Preventive Care (e.g. cleanings)		100%	100%
Basic Care (e.g. fillings)		85%	85%
Major Care (e.g. crowns, dentures)		70%	70%
Orthodontia		60%	60%
Annual Maximum Benefit		$2500	$2500
Lifetime Orthodontia Maximum		$1000	
Dependent Age Limits (Non-Student/Student)		19/25	

Eye Med Vision Plan

Frequency	12 / 12 / 12	Lined Trifocal Lenses	$25 copay
WellVision Exam	$10 copay	Lenticular Lenses	$25 copay
Frames	$130 allowance; 20% off balance over allowance	Progressive Lenses	$80 - $200 (varies based on tier)
Single Vision Lenses	$25 copay	Elective Contact Lenses	Covered up to $130 allowance
Lined Bifocal Lenses	$25 copay	Contact Lens Fitting & Evaluation	Standard: $40 Premium; 10% of retail

APPENDIX R

REYNOLDSBURG CITY SCHOOL DISTRICT
EDUCATIONAL FACILITIES CONCERNS FORM

A copy of the Educational Facilities Form shall be given to the designated Building Representative.

Statement of Concern: _____

Date, time and location *(if applicable):* _____

Suggested Resolution: _____

_____ _____
Signature of Initiator Date

STEP 1 -- BUILDING PRINCIPAL

Disposition: _____

_____ _____
Signature of Principal Date

(Copy to Building Representative)

STEP 2 -- BUSINESS MANAGER

Reason for Step 2: _____

_____ _____
Signature of Initiator Date

Disposition: _____

_____ _____
Signature of Director or Manager Date

STEP 3 -- SUPERINTENDENT

Reason for Step 3: _____

_____ _____
Signature of Initiator Date

Disposition: _____

_____ _____
Signature of Superintendent Date