
AGREEMENT

between the

**BRECKSVILLE-BROADVIEW HEIGHTS
BOARD OF EDUCATION**

and the

**BRECKSVILLE-BROADVIEW HEIGHTS
EDUCATION ASSOCIATION**

CUYAHOGA COUNTY

Effective July 1, 2021 through June 30, 2024

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SECTION 1 – STATEMENT OF PURPOSE

A. Philosophy

The Board of Education of the Brecksville-Broadview Heights City School District (hereinafter referred to as the Board) and the Brecksville-Broadview Heights Education Association, affiliated with the Ohio Education Association and the National Education Association (hereinafter referred to as the B.E.A. or Association) do hereby agree that it shall be the ultimate objective of the parties to continue to foster a harmonious relationship between them so that the educational needs of the community may be served.

B. Legal Contract

The parties agree that those areas of agreement culminating in this Agreement, when subsequently ratified by the membership of B.E.A. and the Board, shall be binding as a legal contract between them.

C. Definition of Days

Day(s) shall mean school calendar day(s) unless otherwise specified in any section of this Agreement.

SECTION 2 – RECOGNITION

A. B.E.A. Recognition

The Board recognizes the B.E.A. as the sole and exclusive representative for teachers in matters pertaining to wages, hours, terms and conditions of employment, and the continuation, modification, or deletion of an existing provision of a collective bargaining agreement.

B. Bargaining Unit Members

1. Teacher(s) shall mean all certificated/licensed personnel, but excluding the Superintendent, Director of Human Resources, Director of Teaching, Learning, and Collaboration, Principal, Assistant Principal, Technology Coordinator, Director of Pupil Services, county employees, day-to-day substitutes, home instruction tutors, High School Athletic Director, and all other supervising and managerial personnel. Additionally, if any certificated/licensed employee holds a part-time administrative position during the regular school year that is excluded from the bargaining unit, his/her individual teaching position shall also be excluded from the bargaining unit for the period that he/she is in the part-time administrative position.
2. Long-term substitutes hired for less than one (1) full school year shall be excluded from the bargaining unit until said hired teacher shall be employed in the same assignment for more than sixty (60) actual work days at which time said teacher shall be considered a bargaining unit member and shall be given all of the rights

and privileges of the Agreement beginning with the sixty-first (61st) day of employment subject to the provisions of Section 17. During the school year when a vacancy occurs due to death, resignation, retirement or termination of a teacher, a long-term substitute hired for less than one (1) school year may be employed. Long-term substitutes hired for one (1) full school year shall be considered members of the bargaining unit from their first day of employment and shall be given all of the rights and privileges of the Agreement from their first day of employment subject to the provisions of Section 17. A long-term substitute hired for less than one (1) full school year, whose position subsequently becomes a full year position because of a teacher's request for leave of absence extension, shall be considered a member of the bargaining unit after sixty (60) days in the same hired position, shall be given all of the rights and privileges of the Agreement subject to the provisions of Section 17 with the sixty-first (61st) day of employment, and will not be eligible for retroactivity from his/her first day of employment.

C. Rights of B.E.A.

The rights of the B.E.A., as set forth in this Agreement, are continuous unless challenged pursuant to Chapter 4117 of the Ohio Revised Code and the Rules and Regulations of the State Employment Relations Board (SERB).

SECTION 3 – RIGHTS OF THE BOARD

A. Board Recognition

The B.E.A. recognizes the Board as the locally elected body legally charged with the establishment of policies for public education in the school district and as the employer of all teachers in the school system, and that the Board has the right to manage the schools.

B. Rights of Board

The exercise of rights, authority, duties, and responsibilities of the Board, the adoption of policies, rules, regulations, and practices thereof, and the use of judgment and discretion shall be limited only by the terms of this Agreement and provisions of Chapter 4117 of the Ohio Revised Code.

SECTION 4 – RIGHTS OF B.E.A.

A. Bulletin Board

Each school shall provide adequate space on the present bulletin board for B.E.A. materials for the purpose of communications with the bargaining unit of official notice of, or results of, official business, activities, and meetings of the B.E.A. This shall not be interpreted to exclude others from the use of the bulletin board, but their use shall not deprive the B.E.A. of the exclusive use of the space reserved for the B.E.A.

B. B.E.A. Meetings

The B.E.A. shall have the privilege, without charge, of official membership meetings on school property within limits of the Board approved building use regulations. Meetings shall occur outside of the teacher workday, but may be scheduled at the discretion of the BEA for no more than 30 minutes within the teacher workday with at least 48 hours' notice to the building principal(s). This may not interfere with any mandatory/emergency teacher(s) meetings or work duties.

C. B.E.A. Business Release Time

B.E.A. shall be granted up to a total of nineteen (19) days per year of released time for use by teacher members for B.E.A. business with cost of travel and meeting borne by the B.E.A. Additionally, the B.E.A. shall be granted five (5) days of release time for use by teacher members for B.E.A. business with B.E.A. reimbursing the Board for the cost of the substitutes for these days. This benefit shall be limited to a maximum, at any one time, of three (3) teacher members for a maximum of two (2) days each. This released time is to be taken in increments of no less than half day increments unless approved by the building principal. All absence requests shall be submitted to the Superintendent/Superintendent's designee at least one (1) week prior to B.E.A. business meetings. Teachers shall receive regular pay during the approved absence period and substitutes will be provided as required.

D. Use of School-Owned Copy Equipment

B.E.A. may use school-owned copy equipment and e-mail, providing that:

1. The use is for necessary and actual BEA business;
2. Use of equipment does not interfere with school-usage requirements and the operation is conducted by teaching personnel at such times other than contracted service periods;
3. The purpose is solely the legitimate and internal business of B.E.A. such as records, notices, and correspondence and not for public distribution; and
4. Cost of expendable supplies and equipment repairs from misuse shall be reimbursed by B.E.A.

E. Mailboxes/Email

The B.E.A. shall have, without charge, use of the District email, mail service and teacher mailboxes for communications to teachers. The Board shall not authorize another teacher labor organization to use the teacher email or mailboxes.

SECTION 5 – FAIR SHARE FEE

A. Automatic Payroll Deduction

The Board agrees to automatic payroll deduction, as a condition of employment, of an amount equal to the dues of the United Education Profession (B.E.A., UniServ, NEOEA, OEA, NEA) from the pay of all members (excluding members on leave of absence and casual substitutes) who elect not to become members of the United Education Profession (UEP), or who elect not to remain members.

B. Implementation

The Board Treasurer, upon notification from the B.E.A. that a member has terminated membership, shall commence the check-off of the fair share fee with respect to the former member, and the amount of the fee yet to be deducted shall be the annual membership dues less the amount previously paid through payroll deduction.

C. Commencement

Payroll deduction of such fair share fee shall begin with the first paycheck in February and shall continue through the first paycheck in August.

D. Transmission of Rates

Dues rates and fair share fee rates shall be transmitted by the B.E.A. to the Board's Treasurer for the purpose of determining amounts to be payroll deducted, and the Board agrees to promptly transmit all amounts deducted to the B.E.A.

E. New Hires

The Board's Treasurer shall inform the B.E.A. when there is a newly-hired teacher after the school year begins within five (5) calendar days of that teacher being hired. If that teacher elects not to join the B.E.A., the B.E.A. shall inform the Board's Treasurer of that within thirty (30) calendar days of that teacher's date of hire and shall also inform the Board's Treasurer as to that teacher's annual fair share fee. Payroll deductions, in substantially equal amounts, shall commence on the first pay date after the later of sixty (60) calendar days of employment or the first paycheck in February and shall continue through the first paycheck in August.

F. Provisions of Records

The Board agrees to provide B.E.A. with an initial list of names of teachers for whom such deductions are being made and the amount deducted for each. The B.E.A. will be notified of any changes in the initial list.

G. Appeal

Upon timely demand, non-members may appeal to the OEA the payment of the fair share fee pursuant to the internal procedure adopted by the OEA or such non-members may submit such appeals as provided by law.

H. Amount

Nevertheless, the amount to be deducted from the pay of all non-Association members shall be the full dues of the UEP unless the B.E.A. notifies the Board Treasurer to the contrary, and such deductions shall continue through the remaining number of payroll periods over which B.E.A. membership dues are deducted.

I. Exclusive Right of B.E.A.

The above fair share fee provision shall be an exclusive right of the B.E.A. not granted to any other organization seeking to represent teachers in the bargaining unit represented by the B.E.A.

J. Defense and Indemnification

B.E.A. agrees to indemnify, defend, and hold the Board and administration, including each individual Board member, harmless for any cost or liability incurred as a result of the implementation and enforcement of this provision. B.E.A. reserves the right to designate the attorneys for the purpose of responding to any claims, demands, suits, or other forms of action hereunder. The Board shall give B.E.A. written notice of any claim or demand arising out of or in any way related to the implementation of this provision within ten (10) calendar days after receipt of such demand or claim. The Board will cooperate with the B.E.A. at all levels of any proceedings.

K. Any provisions of this section that were declared unconstitutional by the U.S. Supreme Court in *Janus v. American Federation of State, County, and Municipal Employees, Council 31*, shall no longer apply, unless or until the *Janus* decision is overturned or modified by future Supreme Court rulings and/or changes in state or federal law. All other provisions of this Article which are unaffected by the scope of the *Janus v. American Federation of State, County, and Municipal Employees Council 31*, shall remain in full force and effect.

SECTION 6 – SHARED SOLUTIONS COMMUNICATIONS FORUM

A. Purpose

There shall be a Shared Solutions Communications Forum. The purposes of this Shared Solutions Communications Forum is to maintain continued sound communication between the administration and teaching staffs. The administration shall have the right to invite their legal counsel. The Association shall have the right to invite their OEA/NEA Labor Relations Consultant.

B. Dissolution

The Shared Solutions Communications Forum may be dissolved by the B.E.A. or the Board for any reason by delivery of written notice to the other party. The written notice must include the specific reasons for the dissolution.

C. Schedule

The guidelines will be revised to reflect up to six (6) meetings per school year, with every other meeting being scheduled outside of the school day. The Director of Human Resources and B.E.A. President will meet no later than the second week of the school year to establish a schedule for the meetings. Participants for meetings occurring during the school day will be limited to seven (7) per team. At the request of either party, a mediator from FMCS may be invited to facilitate.

D. Agenda

The development of the agenda and recording of minutes will be a shared responsibility between the Director of Human Resources and the B.E.A. President. If there are no substantive issues to be discussed, the meeting will be cancelled by mutual agreement. The agenda will be provided two (2) work days prior to the scheduled meeting of the Shared Solutions Communications Forum. While pending grievances will not be a topic of discussion at the Shared Solutions Communications Forum, issues which may become grievances are acceptable topics of discussion.

SECTION 7 – LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

A. Responsibilities

A District-wide Local Professional Development Committee (LPDC) will be established in accordance with Ohio Revised Code. The responsibilities of this committee shall include, but not be limited to: (1) approving individual professional development plans for certificate/license renewal, (2) recommending in-service activities, (3) and obtaining/developing programs that will satisfy the Ohio Department of Education requirements for Professional Development Continuing Education Units (CEUs).

B. Release Time/Compensation

Adequate release time shall be granted to study requests, to research programs/in-service activities, and to obtain/develop programs for CEU's. If members of the LPDC determine to conduct some of their meetings/activities outside of the school year and/or school day, each member shall be compensated at the rate of .0007 of the BA base salary for each hour of LPDC work.

C. Facilities and Supplies

The Board shall provide reasonable facilities, supplies, and services to the LPDC.

D. Structure

This District-wide LPDC shall be comprised of eight (8) persons, four (4) of whom shall be teachers who are selected by the Association President. The LPDC will have five (5) voting members and three (3) alternates (one (1) teacher and two (2) administrators) on any given teacher-related issues. When discussing an administrative request, the administration will have the voting majority. The intention is for representation of each school building in the district within the distribution of members.

1. Each LPDC teacher member shall have a term of three (3) years, unless they are replaced prior to the end of the term by mutual agreement of the Superintendent and BEA President.
2. If any vacancies occur in any of the positions selected by the B.E.A., the B.E.A. President shall be responsible for selecting teachers to fill the vacancies.
3. The members of the LPDC will determine the frequency of the meetings, the dates of the meetings, and the time of the meetings.
4. The members of the LPDC shall function under Robert's Rules of Order unless agreed otherwise in whole or in part.

SECTION 8 – MASTER TEACHER COMMITTEE

A. Responsibilities

There shall be a Master Teacher Committee. The responsibilities of this committee shall include, but not be limited to: (1) reviewing and scoring Master Teacher applications, narratives and document samples; (2) establishing an appeal process; and (3) maintaining records including EMIS reporting forms, candidates' scoring reports and candidates' written narratives.

B. Release Time/Compensation

Adequate release time shall be granted to study applications, narratives and documents and to maintain the records mandated by the Master Teacher program. If members of the Master Teacher Committee determine to conduct some of their meetings/activities outside of the school year and/or school day, each member shall be compensated at the rate of .0007 of the BA base salary for each hour of MTC work.

C. Facilities and Supplies

The Board shall provide reasonable facilities, supplies and services to the Master Teacher Committee.

D. Structure

This District-wide MTC shall be comprised of five (5) persons, three (3) of whom shall be

teachers. All three grade level bands (Pre-K-5, 6-8, 9-12) will be represented by teachers on the committee. In the initial year of implementation, the teachers must qualify as potential Master Teachers and be endorsed by both the Association and the administration. In subsequent years, teacher representatives will be selected by the B.E.A. and must hold the Master Teacher credential.

1. Following the initial year, each teacher representative shall have a term of three years, unless they are replaced prior to the end of the term by mutual agreement of the Superintendent and BEA President, established through a staggered introduction so that eventually, only one term expires in any given year.
2. If any vacancies occur in any of the positions selected by the B.E.A. President, the B.E.A. President shall be responsible for selecting teachers to fill the vacancies according to the criteria noted above.
3. The members of the MTC will determine the frequency of meetings, the dates of meetings, and time of the meetings.
4. The members of the MTC shall function under Robert's Rules of Order unless agreed otherwise in whole or in part.

SECTION 9 – NEGOTIATIONS PROCEDURES

A. Initiation

Either the Board or the B.E.A. may initiate negotiations by serving written notice to the Superintendent, on behalf of the Board, or the B.E.A. President, on behalf of the B.E.A., not more than one hundred and twenty (120) days nor less than ninety (90) days prior to the expiration of this Contract. By mutual agreement, the parties may follow a different timeline for negotiations. The party initiating negotiations will notify SERB with a copy of the existing Agreement (unless one has been previously provided), copying the other party with such communication.

B. First Session

The first negotiating session will be held within thirty (30) calendar days of the date on which the notice to negotiate was filed by either party.

C. Scope

Negotiations shall be for the purpose of negotiating all matters with respect to wages, hours, terms and conditions or employment and the continuation, modification, or deletion of an existing provision of a collective bargaining agreement.

D. Schedule and Proposals

The schedule for the negotiating sessions shall be prepared through a meeting for the parties within twenty (20) calendar days of the date on which either the Board or the B.E.A.-

initiated negotiations by serving written notice to the Superintendent on behalf of the Board, or the B.E.A. President, on behalf of the B.E.A. Once the schedule for bargaining has been mutually agreed to, a date for the exchanging of proposals shall be set. Once bargaining proposals have been exchanged, no new items may be added by either party except through mutual agreement.

E. Exchange of Information

During negotiations, the Board and the B.E.A. will present relevant data, exchange points of view and make proposals and counterproposals. All public records will be made available to the B.E.A. upon reasonable request, in writing, during normal business hours.

F. Good Faith

Good faith requires that the Board and the B.E.A. be willing to react to each other's proposals in the same fashion as the proposals are submitted by either party. If a proposal is unacceptable to one of the parties, that party is obligated to give its reasons. Neither party shall be compelled to agree to a proposal; nor is either party required to make a concession.

G. Tentative Agreement

During negotiations, items tentatively agreed to shall be reduced to writing and initialed by representatives of each negotiating team and set aside. No item shall be finally agreed to by the respective negotiating teams until all items have been agreed to.

H. Impasse

Every effort will be made to conclude negotiations forty (40) calendar days prior to the expiration of this Agreement. If negotiations have not been concluded by that time, either party may declare impasse.

I. Federal Mediation

If either party declares impasse, the parties shall request the Federal Mediation and Conciliation Service (FMCS) to appoint a federal mediator for the purpose of assisting the parties. The mediation process shall conclude on the date the Agreement expires.

J. Closed Sessions

Negotiating sessions between the Board and the B.E.A. shall be closed to the press and the public. During each negotiating session, the total number of persons representing the B.E.A. shall not exceed six (6) teachers and one (1) Labor Relations (OEA) representative unless mutually agreed upon by the teams. The Board team shall not exceed seven (7) in number. The names of Board and B.E.A. team members shall be exchanged along with the contract proposals. With advance notice to the other party, the teams may invite persons with specialized knowledge of a specific topic to participate in discussions of that topic only.

K. Notification of SERB

It is agreed that the foregoing procedure shall represent the parties' alternate procedure for negotiations and impasse as authorized under Section 4117.14 of the Ohio Revised Code and that the parties shall, at the outset of negotiations, and in any case not less than fifty (50) calendar days prior to the expiration of this Agreement, notify SERB of this alternate procedure and their intention that it control in lieu of the procedure under Section 4117.14 of the Ohio Revised Code and shall supply SERB with a copy of this Agreement at that time, unless a copy has been supplied pursuant to (A) of this Section.

L. Alternate Negotiations Procedure

The parties shall meet at least six (6) months prior to the expiration of the Agreement to discuss and decide whether an alternate negotiations procedure (*e.g.*, Interest Based Bargaining) shall be used instead of the traditional procedure described above. If an alternative negotiations procedure is agreed upon by the parties, ground rules will be established, and Sections 9.B., 9.D., and the number of negotiations team members on each team found in Section 9.J. shall be waived.

M. Interim Negotiations

1. Upon mutual agreement of both parties to negotiate during the term of this Agreement and in accordance with Section 4117.08 of the Ohio Revised Code, negotiations shall begin within ten (10) calendar days after the parties mutually agree to negotiate. In the event the parties fail to reach agreement within twenty (20) calendar days after the first negotiations session, the parties agree to contact the Federal Mediation & Conciliation Service (FMCS) for assistance in resolution of the disagreement. This mediation is the parties' mutually agreed to dispute resolution procedure which supersedes and takes precedence over any inconsistency or alternative procedure set forth in Section 4117.14 of the Ohio Revised Code.
2. If agreement is not reached within twenty (20) calendar days after the first mediation session, the provision of O.R.C. 4117.14(D)(2) shall apply.

SECTION 10 – GRIEVANCE PROCEDURE

A. Purpose

It is the policy of the Board and the B.E.A. that all grievances be resolved informally or at the earliest possible stage of this grievance procedure. Informal settlement at any stage shall bind the immediate parties to the settlement but shall not be precedents in a later grievance proceeding.

B. Definitions

1. A "grievance" is an alleged violation of this Agreement or any dispute with

respect to its meaning or application.

2. A “teacher” is any member of the bargaining unit covered by this agreement.
3. An “aggrieved party” is the B.E.A., a teacher, or a group of teachers who submit a grievance or on whose behalf it is submitted.
4. “Days” shall refer to school calendar days.

C. Submission of Grievance

1. Informal Step

Before submission of a written grievance, the aggrieved party must attempt to resolve it informally, and where necessary and proper, with the assistance of the immediate supervisor to the aggrieved party. When the grievant attempts to resolve the grievance informally, the grievant shall state to the immediate supervisor at the meeting that this is the informal step of the grievance procedure.

2. Each grievance shall be submitted in writing on a form (Attachment 1) and shall identify the aggrieved party, the provisions of this Agreement involved in the grievance, the time when and the place where the alleged events or conditions constituting the grievance existed, and, if known, the identify of the person responsible for causing such events or conditions, and a general statement of the grievance and redress sought by the aggrieved party. When a grievance has been submitted, the B.E.A. shall be entitled to be present at all formal grievance levels.
3. A grievance shall be deemed waived unless it is submitted within thirty (30) days after the aggrieved party knew or should have known of the events or conditions or absence hereof on which it is based. The failure of a teacher to file a grievance when the violation of the Agreement is an issue shall not constitute any waiver of B.E.A.’s right to file a future grievance on that issue involving another grievant within the required thirty (30) day period of the occurrence.
4. In the event a grievance is filed at such time that it cannot be resolved by the close of a school year, further attempts at resolution shall be postponed until the beginning of the new school year, unless the parties in interest otherwise agree. The parties shall so agree where irreparable injury would result from a postponement until the next school year.
5. A teacher or group of teachers may submit grievances which affect them personally and shall submit such grievances to the building principal. If mutually agreed upon by the grievant and the Superintendent, grievances where the building principal does not have the sole authority to make adjustments may be filed directly with the Superintendent.
6. The B.E.A. may submit any grievance. If it is limited in effect to one school, the grievance shall be submitted to the building principal; otherwise, it shall be submitted directly to the Superintendent. If mutually agreed upon by the grievant

and the Superintendent, grievances where the building principal does not have the sole authority to make adjustments may be filed directly with the Superintendent.

7. The aggrieved teacher may at his/her own option and at his/her own expense be represented at all formal stages of the grievance procedure by a person of his/her own choosing, except that he/she may not be represented by a representative or any officer of any teaching organization other than the B.E.A., OEA, and NEA.
8. In the event a teacher chooses to have a grievance processed without the participation of the B.E.A., such party shall be liable for any expenses incurred in such processing.
9. The parties may mutually agree to extend any of the grievance timelines.
10. No reprisals of any kind shall be taken by the Board or by any member of the administration against the grievant(s), the Association, or any participant(s) in the grievance procedure by reason of such participation.

D. Grievance Procedure

1. Step One: Building Principal

The building principal shall respond in writing to each grievance received. If an aggrieved party is not satisfied with the response of the building principal, or if no response is received within ten (10) days after the submission of a grievance, such aggrieved party may submit a copy of the grievance within ten (10) days to the Superintendent.

2. Step Two: Superintendent/Designee

The Superintendent/designee shall, upon request, confer with the aggrieved parties with respect to the grievance and shall deliver to the aggrieved parties a written statement of his/her position no later than ten (10) days after the grievance is received. If the Superintendent/designee gives no response within ten (10) days, the grievance may be advanced to the next step. The grievance must be advanced within ten (10) days. The temporary absence of a principal, Superintendent/designee, the teacher(s), or the representative of the teacher(s) shall suspend the running of the days during the absence, but in no case for more than ten (10) additional days.

3. Step Three: Mediation

- a. If the grievance is not resolved through Step Two, or if no disposition has been made within the above time limit, the aggrieved party and/or representative may within ten (10) days present a written request for facilitation/mediation by directing such request in writing to the Superintendent/designee with copies to all parties in interest. The purpose of facilitation is to help the parties reach a mutually agreeable resolution to a

grievance. Facilitation is voluntary for both sides and the facilitator has no authority to require any particular resolution.

- b. The Superintendent/designee shall, within ten (10) days after receipt of the written request for facilitation respond to the B.E.A. as to whether the District is amenable to facilitation/mediation.
- c. If both parties have agreed to the facilitation option and agree upon a facilitator, the Board and the B.E.A. shall contact the third-party facilitator, which may include Federal Mediation and Conciliation Services, to schedule a facilitation meeting at a time agreeable to the B.E.A., the Board and the facilitator. If the matter isn't resolved in mediation, the grievance must be advanced within ten (10) days.

4. Step Four: Arbitration

- a. If the teacher(s) does not accept the decision of the Superintendent/designee, and the grievance involves the meaning or application of a specific section(s) of this Agreement, he/she may, within ten (10) days, refer the grievance to the B.E.A. Within ten (10) days of receipt of the grievant's request for a Step Three hearing (arbitration), the B.E.A. will decide whether to request a Step Three hearing (arbitration). Such a request for arbitration will be sent to the Superintendent within ten (10) days of the B.E.A.'s decision. Therefore, the request for arbitration must be submitted to the Superintendent no later than the twentieth (20th) day after the grievant(s) received the Superintendent's written response or, in the case of no response from the Superintendent, no later than the twenty-fifth (25th) day after the grievance was submitted to the Superintendent. Upon receipt of the request, B.E.A. shall request the American Arbitration Association to submit a list of seven (7) National Academy arbitrators. Either party may request a second list. Upon receipt of such list, the Board and the B.E.A., or their designees, shall alternately strike names from the list until one (1) ultimately is designated as the arbitrator.
- b. The arbitrator shall be empowered only to base his/her decision upon a specific section(s) of this Agreement and shall have no power to add to, subtract from, or modify this Agreement.
- c. The decision of the arbitrator, if rendered within and in accordance with the above stated power, shall be final and binding on B.E.A., its members, the teacher(s) involved, and the Board.
- d. The fees and expenses of the arbitrator shall be shared equally by the Board and by B.E.A.
- e. The grievant(s), employees who are witnesses, the B.E.A. President, and the B.E.A. Grievance chairperson shall be excused from work for arbitration hearings with no loss of pay, benefits or emoluments. Teachers who are to be excused for an arbitration hearing shall notify their building principal or

designee of their request at least forty-eight (48) hours prior to the date of hearing.

SECTION 11 – THE CONTRACT DOCUMENT

The teacher contract shall contain:

A. Master Agreement

The Master Agreement shall be sent in electronic form to each teacher's school email address as well as being available electronically on the District's web site. Teachers may utilize a district copier to print a black and white copy as needed.

B. Annual Teacher Contract Notice

The annual teacher contract notice shall contain:

1. Type, Length

Limited, extended limited, or continuing, and, if limited, the number of years for its duration.

2. Salary

Salary to be received, breakdown included as to experience credit, military credit, and training credit.

SECTION 12 – DEFENSE AND INDEMNIFICATION

A. Defense Provision

The Board shall provide for the defense of a teacher, in any state or federal court, in any civil action or proceeding, to recover damages for injury, death, or loss to persons or property allegedly caused by an act or omission of the teacher in connection with a governmental or proprietary function, if the act or omission occurred or is alleged to have occurred while the teacher was acting in good faith, and not manifestly outside the scope of his/her employment or official responsibilities. Amounts expended by the Board in the defense of any teacher shall be from funds appropriated for this purpose or from proceeds of insurance. The duty to provide for the defense of a teacher specified in this section does not apply in a civil action or proceeding that is commenced by or on behalf of a political subdivision.

B. Co-Counsel

The teacher shall have the right to employ his/her own co-counsel, at the teacher's costs, to assist in the representation of the teacher in any civil action as described herein, provided that employing said co-counsel is not contrary to the terms of any applicable insurance

policy, and provided further that the conduct of the defense, including any and all decisions regarding a consent judgment or settlement, shall remain the exclusive province of the Board, its insurance company, or counsel retained by the Board or its insurance company to represent the teacher.

C. Indemnification Provision

Except as otherwise provided in this section, the Board shall indemnify and hold harmless a teacher in the amount of judgment, other than a judgment for punitive or exemplary damages, that it obtained against the teacher in a state or federal court or, as a result of a law of a foreign jurisdiction and that is for damages for injury, death, or loss to persons or property caused by an act or omission in connection with a governmental or proprietary function, if at the time of the act or omission the teacher was acting in good faith and within the scope of his/her employment or official responsibilities.

D. Consent Judgment or Settlement

The Board may enter into a consent judgment or settlement and may secure releases from liability for itself or a teacher, with respect to any claim for injury, death, or loss to persons or property caused by an act or omission in connection with a governmental or proprietary function. The teacher will be contacted regarding a proposed settlement or consent judgment releasing the teacher's liability if the insurance company notifies the Board in advance of the settlement, but failure to so consult shall not nullify any settlement or consent judgment.

E. Appeal Restrictions

No grievance, action, or appeal of any kind shall be brought by any teacher or the B.E.A. with respect to the decision of the Board, or on behalf of the Board, whether to enter into a consent judgment or settlement or to secure releases, or concerning the amount and circumstances of a consent judgment or settlement, including whether the teacher was contacted or consulted regarding the consent judgment or settlement. Amounts expended for any settlement shall be from funds appropriated for this purpose or from proceeds of insurance.

F. Release Time

The Board shall provide adequate release time for any teacher who, by reason of suit brought against him/her, is required to attend a deposition or court hearing involving a claim of liability as described in this section. Said release time will not result in the teacher's loss of wages or deduction from any Board-approved leave.

G. Securing Professional Advice

Any teacher shall be provided a minimum of two (2) working days to secure professional advice before he/she is required to file a written accident report or to give an oral account to the Board of the incident that could result in a claim of liability.

H. Confidentiality

No confidential communication of a teacher made in connection with a liability claim shall be made a part of the teacher's personnel record or utilized in any way that will adversely impact on the teacher's wages, hours, or terms and conditions of employment either at the time the claim is filed or at some future date after the claim has been filed. An accident report made pursuant to Board policy shall not be considered a confidential communication of the teacher.

I. Teacher Cooperation

The B.E.A. will encourage all teachers to cooperate with the Board in and defense to all claims of liability.

SECTION 13 – NO STRIKES

During the term of this Agreement, no member of the bargaining unit shall withhold services, or engage in any strike, slowdown or interruption of normal school activities.

SECTION 14 – PROGRESSIVE DISCIPLINE

A. Just Cause

For good and just cause, the administration may take disciplinary action against any teacher. Discipline in cases of leave misuse is not covered in this section; it is covered in Section 20. The administration shall immediately notify a teacher whenever there is a reasonable belief that the District may be required by law to report any action, investigation or final disposition related to the discipline of a teacher to the Ohio Department of Education (ODE), except at the request of law enforcement in a criminal matter or as prohibited by law. The teacher will be notified if a report is submitted to ODE and shall be provided with a copy of the report submitted to ODE.

B. Steps of Progressive Discipline

The administration will use the following steps of progressive discipline in the disciplinary process. In the case of a serious infraction, progressive discipline may begin at any step:

- Step 1. Verbal reprimand
- Step 2. Written reprimand
- Step 3. Suspension with or without pay, not to exceed two (2) days
- Step 4. Suspension with or without pay, not to exceed five (5) days
- Step 5. Termination in accordance with O.R.C. 3319.16

C. Fact Gathering Meeting

1. Fact gathering meetings are required for any disciplinary step.

2. The teacher shall have the right to have up to two (2) representatives at this meeting. The fact gathering meeting scheduling letter will identify this right and shall be sent to the teacher and the BEA President. These representatives shall be either B.E.A. and/or OEA representatives. The administrator conducting the fact gathering meeting may invite district representative(s).
3. When the request for such BEA/OEA representative(s) is made, no meeting shall take place unless the representative(s) are present. The parties shall work in good faith to schedule the meeting as soon as possible.
4. If the teacher chooses not to have a BEA or OEA representative at the fact gathering meeting, he/she shall inform the Director of Human Resources or the Superintendent, and BEA President prior to the fact gathering meeting.
5. The failure to present rebuttal testimony or other evidence at a fact gathering meeting shall not be used against the teacher.

D. Disciplinary Hearing: If the administrator determines that progressive discipline is warranted, a disciplinary hearing shall be held, which shall follow any fact gathering meeting. The teacher shall be informed before the discipline hearing of the anticipated step on which he/she is being placed.

1. If the anticipated step is step 1 or 2, the teacher's immediate supervisor or designee shall hold the disciplinary hearings.
2. If the anticipated step is step 3 or 4, either the Director of Human Resources or the Superintendent shall conduct disciplinary hearings.
3. If the anticipated step is step 5, the Superintendent shall conduct the disciplinary hearing.
4. At least two (2) workdays prior to the disciplinary hearings the teacher will receive written notice of the reasons for the hearing and the right to have up to two (2) B.E.A./OEA representatives of his/her choice at this hearing. If a representative(s) is requested, no disciplinary hearing shall occur unless the representative(s) is present. The parties shall work in good faith to schedule the meeting as soon as possible. The administrator conducting the hearing may invite district representative(s). The Director of Human Resources and Association President, will also receive a copy of the notice. If the teacher does not choose to have B.E.A. or OEA representatives at the disciplinary hearing, one (1) B.E.A. or OEA observer may attend the meeting. [See Attachment 11]
5. At this hearing the teacher shall have the right to face his/her accuser(s) and rebut the allegations. If the accuser(s) is a student(s), the student's parents will be permitted to attend the hearing.
6. The failure to present rebuttal testimony or other evidence at a disciplinary hearing shall not be used against the teacher.

7. At the conclusion of this disciplinary hearing, if the administrator issues a verbal reprimand, that administrator shall notify the B.E.A. President and the Director of Human Resources on the appropriate form (Attachment 10) that a verbal reprimand has been issued. This form shall not be placed in the teacher's personnel file; instead it will be placed in the administrative working file subject to the restrictions outlined in Section 14-G and Section 28-I. If the administrator issues a discipline other than a verbal reprimand, a copy will be placed in the teacher's personnel file.
8. Following the conclusion of the hearing, if the District determines that discipline is warranted, the teacher shall be provided with specific written reasons for the discipline and the discipline step being imposed shall be stated.
9. Following the conclusion of the disciplinary hearing, if a suspension without pay is issued, the Superintendent has the authority to suspend a teacher without pay without Board action.
10. Following the conclusion of the disciplinary hearing, if termination is being recommended, then ORC 3319.16 shall apply.

E. Twenty-Four Months

Any sequence of steps of discipline shall be for the same or similar offense. If more than twenty-four (24) months have lapsed between any step of the progression, it may not be used as part of the progression.

F. Termination

In the case of a serious infraction, progressive discipline may begin at any step. Termination will be in accordance with O.R.C. 3319.16.

G. Right of Appeal

Following the appropriate administrator's determination of the need for discipline, the teacher shall have the right to appeal Step 1, Step 2, Step 3 and Step 4 discipline through the grievance procedure of this Agreement. The grievance procedure cannot be used to appeal Step 5 discipline; the only Step 5 remedy is through O.R.C. 3319.16.

1. A grievance may be filed on the basis of unjust discipline as well as on violation of the process outlined in Section 14 of the Agreement.
2. In the event a grievance is filed on a suspension (other than a suspension that occurs pending termination in Step 5), the suspension shall be held in abeyance until after the grievance procedure has been completed.
3. Should the teacher be supported in his/her position on the grievance, all records of such discipline shall be removed from all personnel and building files.

H. Pay/Benefits

If the teacher does not grieve a suspension without pay or if he/she does grieve a suspension without pay and does not prevail in the grievance, the resulting loss of pay will be reflected in the remaining paychecks for that year on a pro-rata basis or as otherwise agreed by the parties. All benefits will continue in force during any suspension (except a Step 5 suspension, with or without pay) as contained in Section 14.

I. Assignment to Home

In the case of a serious infraction the Superintendent or, in the absence of the Superintendent, the Director of Human Resources, may immediately assign a teacher to his/her home with pay prior to a fact gathering meeting and/or a disciplinary hearing.

1. When the teacher is assigned to his/her home, he/she shall be given written reasons for the assignment.

SECTION 15 – WORKING CONDITIONS
IN EFFECT FOR THE 2021-2022 SCHOOL YEAR ONLY

A. Length of the Teacher’s Day

1. The teacher workday shall be as follows:
 - a. For the 2021-2022 school year, all teachers’ workdays will be eight hours. Start and end times shall align to the Memorandum of Understanding for the 2019-2020 and 2020-2021 school years, as follows:
 - (1) 7:10 a.m. to 3:10 p.m. – High School
 - (2) 7:20 a.m. to 3:20 p.m. – Middle School
 - (3) 8:00 a.m. to 4:00 p.m. – Elementary Schools K-4
 - (4) 7:30 a.m. to 3:30 p.m. – Stepping Stone
 - b. The sixty (60) minutes per week of PLC time may be scheduled through mutual PLC decision in sixty (60) minute blocks and occur beyond the scheduled eight (8) hour workday, whereby Association members will be provided flexible time on another day(s). Association members shall notify their building administration prior to using flexible time.
 - c. Thirty (30) hours of administratively-called meetings per year (exclusive of student disciplinary meetings, IEP meetings, and emergency meetings called by the Superintendent) scheduled during the eight (8) hour workday.
 - d. Three-Hundred and Sixty (360) minutes of planning time per week for

elementary teachers during the student day.

- e. Four Hundred (400) minutes of planning time per week for middle school and high school teachers during the student day.
- f. If a staff member is unable to attend a scheduled PLC meeting, an equivalent alternative will be developed between the teacher and his/her supervisor.

2. School Year

- a. The parties acknowledge that from time to time certain circumstances arise whereby it may be prudent to adjust the starting and ending times of a teacher workday.
- b. When such circumstances arise, and upon the mutual agreement between the teacher and the building administrator, and with prior written approval of the teacher's building principal, the starting and ending time of a teacher's workday may be adjusted to times which are different from the teacher workday consistent with the parameter that the adjusted workday or make-up day time arrangement must still conform with the eight (8) hour workday requirement for teachers.

B. Lunch Time

All teachers shall be granted a minimum forty (40) minute lunch period without assigned responsibilities. The pass time between bells shall not be included in the calculations of a teacher's lunch period. When necessary, and with mutual agreement between the Superintendent (or designee) and the B.E.A. President, the forty (40) minute lunch period may be reduced to accommodate other instructional needs and objectives. The occasional shortening of the forty (40) minute lunch period for routine activities such as assemblies, pep rallies or early releases shall not be subject to this provision. However, in no instance shall lunch be shortened to less than 35 minutes under any of the aforementioned circumstances.

C. School Year

- 1. The school year shall consist of one hundred eighty-six (186) days.
 - a. The first two teacher days of the school calendar shall be for building and District meetings and teacher work; however, the meetings will not exceed the equivalent of one (1) day.
 - b. The last day of the first and third quarters shall be one-half ($\frac{1}{2}$) day for professional development (3.5 hours) and one-half ($\frac{1}{2}$) day for teacher work.
 - c. The last day of each semester shall be one-half ($\frac{1}{2}$) teacher work day and one-half ($\frac{1}{2}$) unassigned day.

- d. The Wednesday before Thanksgiving shall be release time in exchange for the two (2) parent teacher conferences.
2. Teachers new to the district are required to attend a two-day new teacher orientation.
3. There shall be one (1) student early release day on the last student day of the school calendar for teacher work.
4. Students enrolled in the Developmental Preschool Program shall have a delayed start to the school year for the first three (3) regularly scheduled student days and shall be released early from attending the last four (4) regularly scheduled student days.
5. There shall be a Teaching and Learning Committee at each building that is comprised of teachers and at least one (1) administrator. Additionally, there shall be a District Teaching and Learning Committee comprised equally of administrators and teachers. One (1) person from each Building Teaching and Learning Committee shall serve on the District Teaching and Learning Committee.
6. In the event that calamity days are to be made up if the amount used in a school year is in excess of five (5), a committee will be formed consisting of one representative from the Brecksville-Broadview Heights Education Association, one representative from the Brecksville-Broadview Heights Organization of Support Staff, one administrator, and one community member. The committee will make a recommendation to the Board as to when the days should be made up.

Calamity make up days will be reflected on the District's calendar. In the event of a delayed start due to District-wide or building calamity, teachers will be expected to report to work at their normal schedule unless directed otherwise. Such directive to remain at home shall not be unreasonably withheld. Teachers shall not be reprimanded if adverse weather conditions prevent them from reporting at this regularly scheduled time on days where there is a delayed start for students.

D. Assignment

1. The Superintendent, after consultation with the building principal or principals, will assign teachers or reassign teachers to buildings within the system. Building principals are responsible for assigning each teacher his/her instructional and non-instructional work load. The assignments are normally regarded as annual assignments but may be modified during the year by the principal as conditions warrant. No teaching assignment is regarded as permanent.
2. Prior to March 31st of each school year, each teacher will be given the opportunity of expressing any desired change in assignment by completing the Staff Survey and Transfer Request Form (Attachment 2). A teacher who requests consideration for a vacancy will be notified of a vacancy in the area stated on his/her Staff Survey and Transfer Request Form. During the summer break, such notification shall be

by the District's website. Teachers may sign up for automatic email alerts about postings.

3. The needs of the school district are the major criteria for making instructional and non-instructional assignments. Other factors which shall be considered in developing equitable work loads are: size of the class, new programs, specialized needs of a typical student, specialized talents of the teacher, formal preparation as authorized on the state certificate/license, and personal preference of individual staff members.
4. An annual assignment notice shall be provided to each teacher prior to the end of the school year. Assignment at a later date or changes in assignment may be made by the administration if, in its judgment, it is the best interest of the school system. Every effort will be made to assign teachers to classes which correspond to their formal preparation, but exceptions may be made for a justified cause. The assignment notice shall include:
 - a. Subject area, course, and/or grade levels to be taught;
 - b. Building to which the teacher is assigned.
5. In addition to the classroom instructional assignment, teachers may be assigned on an equitable basis, as determined by the building principal, such non-instructional assignments as supervision of homeroom, corridors, lunchrooms, playgrounds, and other tasks necessary for operating a school building. These tasks are considered a part of the total teaching assignment except when the Board approves certain duties deserving compensation above the salary schedule.
6. It is desirable to provide teachers the opportunity to be considered for vacancies. During the summer months administrative, teaching, and supplemental vacancies will be listed on the District's website. Teachers may sign up for automatic email alerts about postings. Teachers who apply for such vacancy within seven (7) days of the posting of the notice shall be given full consideration for any vacancy based upon area of competence, certification, evaluation, and length of service in the District.
7. When vacancies meeting specific requests are available, the teacher requesting such change will be given first consideration, providing that teacher is qualified for the position available.
8. In order to ensure effective delivery of instruction by appropriately certified and licensed individuals, a teacher must maintain his/her teaching certification/licensure for at least five (5) years after his/her date of hire. After that time, if the teacher has not taught in an area in which he/she is certified/licensed in any rolling five (5) year period, the teacher may drop that area of certification/licensure with notice to the Superintendent/designee as per Ohio Department of Education requirements, to be submitted on or before March 31 of the fifth (5th) year of the rolling five (5) year period via Attachment 2. For a

teacher on a leave of absence, the rolling five (5) year period would encompass only years of active teaching service.

9. Teachers are expected to maintain on file with the Superintendent's office paperwork reflecting current licensure. In the event a teacher does not timely complete his/her coursework requirements or timely file to renew the teacher's licensure prior to the start of the school year, the teacher will be expected to apply for and receive a substitute license and will teach under the substitute license until the teacher's regular teaching license is renewed. The teacher will be paid at the hourly substitute teaching rate of pay and will not be eligible for benefits for the period in which they are teaching under the substitute license. The teacher will not be entitled to any retroactive reinstatement of the teacher's regular salary upon receipt of the renewed license. In the event the teacher does not obtain the renewed license prior to the start of the second grading period, the teacher will be terminated for cause pursuant to ORC 3319.16. This deadline of the start of the second grading period shall be mutually extended if it is violated for reasons beyond the teacher's control.

E. Position-sharing

Position-sharing shall refer to an option available to pairs of teachers to share one full-time position.

1. Position-sharing opportunities shall be granted pursuant to the teachers' seniority, i.e., the total years of seniority in the partnership.
2. The total number of position-sharing teachers shall not exceed ten (10) teachers, i.e., five (5) pairs per year. In no event will there be more than one (1) position sharing arrangement at any grade level in any K-3 elementary building. At the 4-5 elementary building there will be no more than three (3) position sharing arrangements with no more than one (1) per grade level/specials/special education unless the administrator determines the master schedule can accommodate an exception.
3. Initial applications for position-sharing teachers must be submitted not later than February 1st. Teachers who wish to reapply for the following year must submit their applications by March 1st. Each teacher shall assume the responsibility for finding his/her position-sharing partner but may request assistance from the Director of Human Resources' Office in finding a position-sharing partner. No teacher shall be required to position-share.
4. On or before April 1st the position sharing teams must submit for approval to the building principal a Position Sharing Plan ("Plan") which must address the following elements:
 - a. A full description of the teaching techniques, methods, and grading practices to be employed by the team;

- b. How the team will communicate with one another to ensure information learned during school meetings or during the work day is timely shared;
 - c. How the position sharing teachers will handle parent or third-party communications and ensure both teachers are fully up to date on all issues and concerns regarding their students;
 - d. How the teachers will effectively communicate during the course of the work day, work week and school year to ensure seamless communication between the teachers; and
 - e. How the teachers will divide up instruction and planning time.
5. Each teacher shall acquire one-year seniority for each year of position-sharing work providing each teacher works a minimum of 120 days per year or is scheduled to work two and one-half (2 ½) days per week. For example, a Kindergarten teacher with a fifty percent (50%) contract would be required to perform two and one-half (2 ½) days of instruction per week.
 6. Position-sharing teachers shall receive a pro-rata share of all salary and benefits as contained in this contract.
 7. The schedule to be worked by position-sharing teachers shall be determined by the administration with input from the teachers involved. The Plan developed by the team (see paragraph 4, above) will reflect the master schedule.
 8. A teacher with documented professional difficulties shall not be eligible for position-sharing.
 9. Position-sharing applications will be considered annually. Upon the dissolution of a partnership, the individual position-sharing teacher shall be guaranteed the contract that he/she held prior to position-sharing.
 10. Position sharing arrangements will be evaluated on an ongoing basis by the administration to determine if the Plan is being effectively implemented. The evaluation may include classroom observations and meetings with the team members. The team will meet with the administrator at least two (2) times prior to the end of the first semester to formally review the effectiveness of the position sharing arrangement. Any concerns related to the effectiveness of the position sharing arrangement will be promptly communicated to the team, which will be responsible for developing a strategy to address the concern(s), including revising the Plan. If the concerns persist, the team will be advised prior to February 1st that the arrangement will not be approved for the following year. An unsuccessful position sharing arrangement will not preclude a teacher from applying for another opportunity with a different partner.
 11. Position-sharing teachers who teach in the morning must attend all morning meetings; position-sharing teachers who teach in the afternoon must attend all

afternoon meetings. Position-sharing teachers must attend all required evening meetings.

12. If more than five (5) pairs of teachers apply to position-share in any school year, anyone who has position-shared for at least three (3) years would not be eligible to position-share in that year.
13. Not being able to position-share during a particular school year does not prevent a teacher from requesting a part-time assignment. However, once a teacher has entered into a contract for a part-time position, he/she is only guaranteed that percent of employment in future years.

F. Meetings

1. Whenever possible under all existing circumstances, building meetings will be on an “as required” basis with an advanced agenda and scheduled at convenient times. For purposes of this section, teachers teaching in more than one (1) building shall be assigned to only one (1) building’s meetings.
2. When any teacher attends a meeting during his/her guaranteed forty (40) minute lunch, he/she shall be compensated for this time at his/her pro-rated per diem rate if the meeting was requested by the building administrator.
3. Staff meetings shall be scheduled at convenient times and an agenda shall be provided at least twenty-four (24) hours in advance of the meeting. There can be a maximum of thirty (30) hours of administratively-called meetings per year (exclusive of student disciplinary meetings, IEP meetings, and emergency meetings called by the Superintendent).
4. The Administration will notify teachers in advance of any meetings that will be recorded or broadcast in part or in full.
5. The Administration may utilize up to ten (10) minutes of additional flex-time twice a month to schedule forty (40) minute administratively-called staff meetings. Staff meetings utilizing flex-time must be scheduled a minimum of two (2) weeks in advance or staff attendance will not be required for any additional time beyond the contractual day. Minutes utilized under this section are part of the thirty (30) hours of administratively-called meetings.

SECTION 15 – WORKING CONDITIONS
IN EFFECT FOR THE 2022-2023 SCHOOL YEAR AND THEREAFTER

A. Length of the Teacher’s Day

1. The teacher workday shall be as follows:

a. For the 2022-2023 school year and thereafter, all teachers’ workdays will be no greater than seven hours and fifty minutes.

(1) 7:30 a.m. to 3:20 p.m. – High School

(2) 7:30 a.m. to 3:20 p.m. – Middle School

(3) 8:10 a.m. to 4:00 p.m. – Elementary Schools K-4 5

(4) 7:30 a.m. to 3:20 p.m. – Stepping Stone

Start and end time(s) may be shifted by the administration for ten minutes earlier or later than the above, except the elementary teacher workday will not go past 4 p.m.

b. Thirty (30) hours of administratively-called meetings per year (exclusive of PLC meetings scheduled during the student day, student disciplinary meetings, IEP meetings, and emergency meetings called by the Superintendent) scheduled during the seven hours and fifty minutes workday.

c. Four hundred (400) minutes of planning time per week for elementary teachers during the student day.

d. Four Hundred (400) minutes of planning time per week for middle school and high school teachers during the student day.

e. If a staff member is unable to attend a scheduled PLC meeting, an equivalent alternative will be developed between the teacher and his/her supervisor.

2. School Year

a. The parties acknowledge that from time to time certain circumstances arise whereby it may be prudent to adjust the starting and ending times of a teacher workday.

b. When such circumstances arise, and upon the mutual agreement between the teacher and the building administrator, and with prior written approval of the teacher’s building principal, the starting and ending time of a teacher’s

workday may be adjusted to times which are different from the teacher workday consistent with the parameter that the adjusted workday or make-up day time arrangement must still conform with the seven hour and fifty minute workday requirement for teachers.

B. Lunch Time

All teachers shall be granted a minimum thirty (30) minute lunch period without assigned responsibilities. The pass time between bells shall not be included in the calculations of a teacher's lunch period.

C. School Year

1. The school year shall consist of one hundred eighty-six (186) days.
 - a. The first two teacher days of the school calendar shall be for building and District meetings and teacher work; however, the meetings will not exceed the equivalent of one (1) day.
 - b. The last day of the first and third quarters shall be one-half ($\frac{1}{2}$) day for professional development (3.5 hours) and one-half ($\frac{1}{2}$) day for teacher work.
 - c. The last day of each semester shall be one-half ($\frac{1}{2}$) teacher work day and one-half ($\frac{1}{2}$) unassigned day.
 - d. The Wednesday before Thanksgiving shall be release time in exchange for the two (2) parent teacher conferences.
2. Teachers new to the district are required to attend a two-day new teacher orientation.
3. There shall be one (1) student early release day on the last student day of the school calendar for teacher work.
4. Students enrolled in the Developmental Preschool Program shall have a delayed start to the school year for the first three (3) regularly scheduled student days and shall be released early from attending the last four (4) regularly scheduled student days.
5. There shall be a Teaching and Learning Committee at each building that is comprised of teachers and at least one (1) administrator. Additionally, there shall be a District Teaching and Learning Committee comprised equally of administrators and teachers. One (1) person from each Building Teaching and Learning Committee shall serve on the District Teaching and Learning Committee.
6. In the event that calamity days are to be made up if the amount used in a school year is in excess of five (5), a committee will be formed consisting of one representative from the Brecksville-Broadview Heights Education Association, one representative

from the Brecksville-Broadview Heights Organization of Support Staff, one administrator, and one community member. The committee will make a recommendation to the Board as to when the days should be made up.

Calamity make up days will be reflected on the District's calendar. In the event of a delayed start due to District-wide or building calamity, teachers will be expected to report to work at their normal schedule unless directed otherwise. Such directive to remain at home shall not be unreasonably withheld. Teachers shall not be reprimanded if adverse weather conditions prevent them from reporting at this regularly scheduled time on days where there is a delayed start for students.

D. Assignment

1. The Superintendent, after consultation with the building principal or principals, will assign teachers or reassign teachers to buildings within the system. Building principals are responsible for assigning each teacher his/her instructional and non-instructional workload. The assignments are normally regarded as annual assignments but may be modified during the year by the principal as conditions warrant. No teaching assignment is regarded as permanent.
2. Prior to March 31st of each school year, each teacher will be given the opportunity of expressing any desired change in assignment by completing the Staff Survey and Transfer Request Form (Attachment 2). A teacher who requests consideration for a vacancy will be notified of a vacancy in the area stated on his/her Staff Survey and Transfer Request Form. During the summer break, such notification shall be by the District's website. Teachers may sign up for automatic email alerts about postings.
3. The needs of the school district are the major criteria for making instructional and non-instructional assignments. Other factors which shall be considered in developing equitable work loads are: size of the class, new programs, specialized needs of a typical student, specialized talents of the teacher, formal preparation as authorized on the state certificate/license, and personal preference of individual staff members.
4. An annual assignment notice shall be provided to each teacher prior to the end of the school year. Assignment at a later date or changes in assignment may be made by the administration if, in its judgment, it is the best interest of the school system. Every effort will be made to assign teachers to classes which correspond to their formal preparation, but exceptions may be made for a justified cause. The assignment notice shall include:
 - a. Subject area, course, and/or grade levels to be taught;
 - b. Building to which the teacher is assigned.

5. In addition to the classroom instructional assignment, teachers may be assigned on an equitable basis, as determined by the building principal, such non-instructional assignments as supervision of homeroom, corridors, lunchrooms, playgrounds, and other tasks necessary for operating a school building. These tasks are considered a part of the total teaching assignment except when the Board approves certain duties deserving compensation above the salary schedule.
6. It is desirable to provide teachers the opportunity to be considered for vacancies. During the summer months administrative, teaching, and supplemental vacancies will be listed on the District's website. Teachers may sign up for automatic email alerts about postings. Teachers who apply for such vacancy within seven (7) days of the posting of the notice shall be given full consideration for any vacancy based upon area of competence, certification, evaluation, and length of service in the District.
7. When vacancies meeting specific requests are available, the teacher requesting such change will be given first consideration, providing that teacher is qualified for the position available.
8. In order to ensure effective delivery of instruction by appropriately certified and licensed individuals, a teacher must maintain his/her teaching certification/licensure for at least five (5) years after his/her date of hire. After that time, if the teacher has not taught in an area in which he/she is certified/licensed in any rolling five (5) year period, the teacher may drop that area of certification/licensure with notice to the Superintendent/designee as per Ohio Department of Education requirements, to be submitted on or before March 31 of the fifth (5th) year of the rolling five (5) year period via Attachment 2. For a teacher on a leave of absence, the rolling five (5) year period would encompass only years of active teaching service.
9. Teachers are expected to maintain on file with the Superintendent's office paperwork reflecting current licensure. In the event a teacher does not timely complete his/her coursework requirements or timely file to renew the teacher's licensure prior to the start of the school year, the teacher will be expected to apply for and receive a substitute license and will teach under the substitute license until the teacher's regular teaching license is renewed. The teacher will be paid at the hourly substitute teaching rate of pay and will not be eligible for benefits for the period in which they are teaching under the substitute license. The teacher will not be entitled to any retroactive reinstatement of the teacher's regular salary upon receipt of the renewed license. In the event the teacher does not obtain the renewed license prior to the start of the second grading period, the teacher will be terminated for cause pursuant to ORC 3319.16. This deadline of the start of the second grading period shall be mutually extended if it is violated for reasons beyond the teacher's control.

E. Position-sharing

Position-sharing shall refer to an option available to pairs of teachers to share one full-time position.

1. Position-sharing opportunities shall be granted pursuant to the teachers' seniority, i.e., the total years of seniority in the partnership.
2. The total number of position-sharing teachers shall not exceed ten (10) teachers, i.e., five (5) pairs per year. In no event will there be more than one (1) position sharing arrangement at any grade level in any K-3 elementary building. At the 4-5 elementary building there will be no more than three (3) position sharing arrangements with no more than one (1) per grade level/specials/special education unless the administrator determines the master schedule can accommodate an exception.
3. Initial applications for position-sharing teachers must be submitted not later than February 1st. Teachers who wish to reapply for the following year must submit their applications by March 1st. Each teacher shall assume the responsibility for finding his/her position-sharing partner but may request assistance from the Director of Human Resources' Office in finding a position-sharing partner. No teacher shall be required to position-share.
4. On or before April 1st the position sharing teams must submit for approval to the building principal a Position Sharing Plan ("Plan") which must address the following elements:
 - a. A full description of the teaching techniques, methods, and grading practices to be employed by the team;
 - b. How the team will communicate with one another to ensure information learned during school meetings or during the work day is timely shared;
 - c. How the position sharing teachers will handle parent or third-party communications and ensure both teachers are fully up to date on all issues and concerns regarding their students;
 - d. How the teachers will effectively communicate during the course of the work day, work week and school year to ensure seamless communication between the teachers; and
 - e. How the teachers will divide up instruction and planning time.
5. Each teacher shall acquire one-year seniority for each year of position-sharing work providing each teacher works a minimum of 120 days per year or is scheduled to work two and one-half (2 ½) days per week. For example, a Kindergarten teacher with a fifty percent (50%) contract would be required to perform two and one-half (2 ½) days of instruction per week.
6. Position-sharing teachers shall receive a pro-rata share of all salary and benefits as

contained in this contract.

7. The schedule to be worked by position-sharing teachers shall be determined by the administration with input from the teachers involved. The Plan developed by the team (see paragraph 4, above) will reflect the master schedule.
8. A teacher with documented professional difficulties shall not be eligible for position-sharing.
9. Position-sharing applications will be considered annually. Upon the dissolution of a partnership, the individual position-sharing teacher shall be guaranteed the contract that he/she held prior to position-sharing.
10. Position sharing arrangements will be evaluated on an ongoing basis by the administration to determine if the Plan is being effectively implemented. The evaluation may include classroom observations and meetings with the team members. The team will meet with the administrator at least two (2) times prior to the end of the first semester to formally review the effectiveness of the position sharing arrangement. Any concerns related to the effectiveness of the position sharing arrangement will be promptly communicated to the team, which will be responsible for developing a strategy to address the concern(s), including revising the Plan. If the concerns persist, the team will be advised prior to February 1st that the arrangement will not be approved for the following year. An unsuccessful position sharing arrangement will not preclude a teacher from applying for another opportunity with a different partner.
11. Position-sharing teachers who teach in the morning must attend all morning meetings; position-sharing teachers who teach in the afternoon must attend all afternoon meetings. Position-sharing teachers must attend all required evening meetings.
12. If more than five (5) pairs of teachers apply to position-share in any school year, anyone who has position-shared for at least three (3) years would not be eligible to position-share in that year.
13. Not being able to position-share during a particular school year does not prevent a teacher from requesting a part-time assignment. However, once a teacher has entered into a contract for a part-time position, he/she is only guaranteed that percent of employment in future years.

F. Meetings

1. Whenever possible under all existing circumstances, building meetings will be on an “as required” basis with an advanced agenda and scheduled at convenient times. For purposes of this section, teachers teaching in more than one (1) building shall be

assigned to only one (1) building's meetings.

2. When any teacher attends a meeting during his/her guaranteed thirty (30) minute lunch, he/she shall be compensated for this time at his/her pro-rated per diem rate if the meeting was requested by the building administrator.
3. Staff meetings shall be scheduled at convenient times and an agenda shall be provided at least twenty-four (24) hours in advance of the meeting. There can be a maximum of thirty (30) hours of administratively-called meetings per year (exclusive of PLC meetings scheduled during the student day, student disciplinary meetings, IEP meetings, and emergency meetings called by the Superintendent).
4. The Administration will notify teachers in advance of any meetings that will be recorded or broadcast in part or in full.
5. The Administration may utilize up to ten (10) minutes of additional flex-time twice a month to schedule forty (40) minute administratively-called staff meetings. Staff meetings utilizing flex-time must be scheduled a minimum of two (2) weeks in advance or staff attendance will not be required for any additional time beyond the contractual day. Minutes utilized under this section are part of the thirty (30) hours of administratively-called meetings.

**SECTION 16 – RESPONSIBILITIES AND DUTIES OF INSTRUCTIONAL STAFF
IN EFFECT FOR THE 2021-2022 SCHOOL YEAR ONLY**

A. Teacher Responsibility

1. All teachers are responsible to the Superintendent through the building principal or other administrative or supervisory staff members.
2. The senior high school teaching load will be up to six (6) assignments plus homeroom and an assigned non-curricular duty. Within the six (6) high school English academic class assignments (English I-IV, AP English & Creative Writing I-II), there shall be an effort to limit the assigned number of students to each English teacher to a total of 125 students as of August 1st, preceding each school year. High School teachers will have four hundred (400) minutes of planning time per week during the student day (prorated for part-time teachers). In no event, as of the August 1st date, shall there be a total in excess of 135 student assignments to each English teacher at the high school. For teachers who instruct English academic classes and specific English elective classes (Modern Novel, Debate, Public Speaking, Journalism & Newspaper Publishing), there shall be an effort to limit the assigned number of students to those English teachers to a total of 135 students as of August 1st, preceding each school year. In no event, as of the August 1st date, shall there be a total in excess of 145 student assignments to those English teachers at the high school. The Superintendent shall have complete discretion and authority after August 1st to assign in excess of the 135 or 145 students due to subsequent

increased student enrollment. If the limits are exceeded as of the first Monday in October, each affected English teacher will receive a stipend of twenty dollars (\$20) for each student in excess of the 135 or 145 students assigned to the English teacher as of the first Monday in October. Students enrolled after the first Monday in October will not be counted toward the stipend. Said stipend shall be paid by separate check on or before the first payroll in November and is subject to withholdings (taxes, S.T.R.S., etc.).

3. During the 2021-2022 school year, the District will convene a committee made up of BEA members, appointed by the BEA President, and high school administrators to discuss and make recommendations regarding the high school master schedule for the 2022-2023 school year. Any recommendations that come out of the committee will be submitted to the administration by the end of the first semester.
4. During the 2021-2022 school year, the District will convene a committee made up of BEA members, appointed by the BEA President, and middle school administrators to discuss and make recommendations regarding the middle school master schedule for the 2022-2023 school year. Any recommendations that come out of the committee will be submitted to the administration by the end of the first semester.
5. During the 2021-2022 school year, the District will convene a committee made up of BEA members, appointed by the BEA President, and elementary administrators to discuss and make recommendations regarding the elementary school master schedule for the 2022-2023 school year. Any recommendations that come out of the committee will be submitted to the administration by the end of the third grading period.
6. Middle school teachers will have 400 minutes of planning time weekly during the student day (prorated for part-time teachers). Efforts will be made to assign each seventh and eighth grade English teacher a maximum of 135 students. However, if the 135-student limit is exceeded as of the first Monday in October, each affected seventh and eighth grade English teacher will receive a stipend of twenty dollars (\$20) for each student in excess of the 135 students assigned to the English teacher as of the first Monday in October. Middle school students enrolled after the first Monday in October will not be counted toward the stipend. Said stipend shall be paid by separate check on or before the first payroll in November and is subject to withholdings (taxes, S.T.R.S., etc.).
7. Each elementary teacher, intermediate teacher, elementary school counselor, psychologist (all levels), and Speech/Language Pathologist (all levels) shall have at least three hundred forty (340) minutes of planning and conference time per week during the student day. This planning/conference time shall be in blocks of no fewer than ten (10) minutes. In addition, building teachers may work with their respective grade level team leaders to devise a schedule that will release kindergarten-fifth

grade teachers during the school day up to four (4) hours per year for collaboration and/or individual planning time that will be determined by the teachers' preferences/needs. The schedule must be approved by the building administration. The scheduled time for each teacher will be dependent upon sufficient supervision of students by existing staff, supplemented as possible with volunteers.

B. Assignment of Student Teachers

1. Teachers shall be encouraged to recognize their obligation to the profession by accepting the assignment of student teachers.
2. Principals shall have the responsibility of selecting co-operating teachers and sharing with them the orientation of student teachers. The assignment of student teachers shall be done equitably.
3. In the event a college or university is barred from giving a stipend to a co-operating teacher, and instead gives that stipend to the District, the District shall create a supplemental contract for the cooperating teacher in the amount equal to the stipend the college or university awarded to the District. Said supplemental contract shall be paid to the teacher at the end of the semester in which the student teacher worked in the District.

C. Lesson Plans

A teacher shall have available clearly-written weekly lesson plans on the first school day of each week. The plans shall be based on the approved course of study and the standards made applicable to the District.

D. Professional Meetings

1. Teachers are encouraged by the Board to attend local, regional, state, and national meetings which contribute to professional growth. The Board may pay transportation and expenses. Prior approval to attend a meeting is required. The opportunity for attendance at meetings should be distributed as equally as possible by the administration.
2. These meetings shall be exclusive of OEA, NEA, and NEOEA conventions and business meetings.

E. Collecting Money

A teacher shall be freed of the responsibility of collecting money from students, except for Board-approved fees or projects.

F. Parent-Teacher Conferences

1. Parent-teacher conferences (K-12) will be held on two evenings during the school year. Each evening will consist of three hours. Over the course of the two three-hour evenings for parent-teacher conferences, each teacher shall schedule a

minimum of fourteen (14) in-person and/or telephone conferences (for the parents who are unable to attend in person). Teachers shall document each parental conference including the name, time and student's grade at the time of the conference. Additional comments shall not be required unless the student is in jeopardy of failing at the time of the conference or the teacher wishes to document the communication.

2. The scheduling of the parent conference evenings will be determined by the building principals K-5, 6-8, and 9-12 after receiving staff input. These dates will be announced at least thirty (30) days before the conference evenings.
3. Elementary teachers shall be provided additional release time as necessary to enable each teacher to complete parent-teacher conferences.
4. Intervention specialists, psychologists, counselors and speech-language therapists shall attend parent-teacher conferences.

G. Traveling Teachers

1. Each traveling teacher shall be given a minimum of fifteen (15) minutes to travel from one building to another. The fifteen (15) minutes shall come from the total student contact time of the traveling teacher.
2. Each traveling teacher shall be reimbursed at the IRS rate for mileage traveled going from one building to another.
3. Each traveling teacher shall only be required to attend the evening meetings of his/her home school.
4. The administration will make every effort to schedule each traveling teacher's planning and conference time adjacent to his/her traveling time, and will make every effort to limit the amount of times per day that each traveling teacher has to travel between school buildings.
5. If a traveling teacher is going to be late to the school to which he/she is reporting due to unforeseen or hazardous circumstances (e.g., bad roads due to inclement weather, vehicle break-down, etc.), that teacher will contact the building principal/designee at the school to which he/she is reporting as soon as possible. The building principal/designee shall make arrangements to have the class of the traveling teacher covered until the traveling teacher arrives.

H. Developmental Pre-School

1. Each teacher in the developmental pre-school program shall have students four (4) days a week (Monday through Thursday).
2. Fridays shall be used for conferencing, preparation, planning, and home visits.

I. Medical Procedures

1. No teacher shall be required to perform any medical procedures (including but not limited to bandaging cuts/abrasions, gastrostomy tube feedings, tracheostomy suctioning and catheterizations) on any student.
2. The administration of student medication shall be in accordance with the Ohio Revised Code and its regulations. No teacher shall be required to clean up body fluids of any student.
3. At the time a teacher or the District initiates an out of District trip, the affected teacher(s) can request a meeting with a building administrator and healthcare aide or coordinator (or athletic trainer for athletic trips) to discuss the participating students' needs and strategize how to address those needs.
4. A school employee under the definition appearing in ORC 2744.01(B) is immune from liability unless his or her acts or omissions were manifestly outside the scope of his or her employment or official responsibilities, involved malice or bad faith, were made in a wanton or reckless manner, or unless the Revised Code expressly imposes liability.
5. In accordance with ORC 2744.07 and with respect to suits against a school district employee for acts or omissions in connection with a governmental or proprietary function, the District shall provide for the employee's defense if the act or omission occurred while the employee was acting in good faith and not manifestly outside the scope both of his or her employment or official responsibilities.

J. Non-classroom Teachers

Each elementary principal shall assign each teacher who is not a regular classroom teacher in his/her building to a grade level team. This non-classroom teacher, however, does not need to attend grade level team meetings or portions of grade level team meetings where information being discussed does not affect him/her.

K. Mandated Individually Administered Diagnostic Tests

1. Preschool teachers will receive a substitute for one (1) day per semester to accommodate the administration and grading of state-mandated diagnostic assessments (i.e. Early Learning Assessments). If a teacher requires additional release time due to class size, arrangements can be coordinated through the building principal.
2. Kindergarten teachers will use the first three days of school for kindergarten phase-in, orientation, and any required testing.
3. When a diagnostic test requires a one-to-one administration setting according to the required guidelines, the building principal shall work with the teacher teams to establish an appropriate testing schedule and to provide classroom teachers with substitutes when needed.

4. To facilitate the administration of diagnostic testing, a team approach to administration shall be utilized by ensuring that the educational professionals are assisting in the educational process (i.e., reading specialists, ELL teachers, regular education teachers, school counselors, etc.)

L. Professional Learning Community

1. Sixty (60) minutes per week, divided into a minimum of thirty (30) minute blocks, will be dedicated to the work of professional learning communities (“PLC”). The collaboration of teams shall cover PLC work, the continuous improvement plans for the building (“CIP”), and the strategic (or long-range plan) of the district. PLC time shall not be considered planning time under the terms of this Agreement.
2. At the Pre-K-3 level, the Administration may schedule districtwide grade-level or content-level meetings once per month. The elementary day will be adjusted to 8:00 a.m. to 4:00 p.m. for that day. This sixty (60) minute meeting will satisfy the weekly sixty (60) minute PLC meeting requirement for that week. Teachers will be provided with travel time when meetings are held away from their home school.

M. College Credit Plus

1. In order to address the implementation of student options for state-mandated postsecondary education, a co-facilitated College Credit Plus (CCP) committee shall be created. The committee will meet regularly (at least quarterly) to develop a comprehensive plan for the implementation of College Credit Plus. The committee shall be comprised of an equal number of bargaining unit members and Brecksville-Broadview Heights City School District administrative employees. The bargaining unit members shall be appointed by the BEA President, and the administrative employees shall be appointed by the Superintendent. The total combined number of the committee members shall not exceed eight (8) unless additional staff is invited by mutual consent.
2. The co-facilitated committee shall present the product of its efforts to the BEA President and Superintendent on a mutually agreed upon date. The BEA and Board shall then negotiate the mitigating issues identified based on the recommendations of the co-facilitated committee for implementation during the 2017-2018 school year. The parties agree that the committee will meet quarterly in order to review, assess and, if necessary, refine the implementation of College Credit Plus as mutually agreed.
3. Adequate release time shall be granted for the work of the committee. If members of the College Credit Plus Committee determine by consensus to conduct some of their meetings/activities outside of the school year and/or school day, each member shall be compensated at the rate of .0007 of the highest teacher base in effect for each hour of College Credit Plus work beyond the teacher day. The members of the College Credit Plus Committee will determine the frequency of meetings beyond those contractually required, the date of meetings, location, and time of meetings.

**SECTION 16 – RESPONSIBILITIES AND DUTIES OF INSTRUCTIONAL STAFF
IN EFFECT FOR THE 2022-2023 SCHOOL YEAR AND THEREAFTER**

A. Teacher Responsibility

1. All teachers are responsible to the Superintendent through the building principal or other administrative or supervisory staff members.
2. The senior high school teaching load will be up to six (6) assignments plus homeroom and an assigned non-curricular duty. Within the six (6) high school English academic class assignments (English I-IV, AP English & Creative Writing I-II), there shall be an effort to limit the assigned number of students to each English teacher to a total of 125 students as of August 1st, preceding each school year. High School teachers will have four hundred (400) minutes of planning time per week during the student day (prorated for part-time teachers). In no event, as of the August 1st date, shall there be a total in excess of 135 student assignments to each English teacher at the high school. For teachers who instruct English academic classes and specific English elective classes (Modern Novel, Debate, Public Speaking, Journalism & Newspaper Publishing), there shall be an effort to limit the assigned number of students to those English teachers to a total of 135 students as of August 1st, preceding each school year. In no event, as of the August 1st date, shall there be a total in excess of 145 student assignments to those English teachers at the high school. The Superintendent shall have complete discretion and authority after August 1st to assign in excess of the 135 or 145 students due to subsequent increased student enrollment. If the limits are exceeded as of the first Monday in October, each affected English teacher will receive a stipend of twenty dollars (\$20) for each student in excess of the 135 or 145 students assigned to the English teacher as of the first Monday in October. Students enrolled after the first Monday in October will not be counted toward the stipend. Said stipend shall be paid by separate check on or before the first payroll in November and is subject to withholdings (taxes, S.T.R.S., etc.).
3. Middle school teachers will have 400 minutes of planning time weekly during the student day (prorated for part-time teachers). Efforts will be made to assign each seventh and eighth grade English teacher a maximum of 135 students. However, if the 135-student limit is exceeded as of the first Monday in October, each affected seventh and eighth grade English teacher will receive a stipend of twenty dollars (\$20) for each student in excess of the 135 students assigned to the English teacher as of the first Monday in October. Middle school students enrolled after the first Monday in October will not be counted toward the stipend. Said stipend shall be paid by separate check on or before the first payroll in November and is subject to withholdings (taxes, S.T.R.S., etc.).
4. Each elementary teacher, intermediate teacher, elementary school counselor, psychologist (all levels), and Speech/Language Pathologist (all levels) shall have at least four hundred (400) minutes of planning and conference time per week during the student day. This planning/conference time shall be in blocks of no fewer than ten (10) minutes. In addition, building teachers may work with their respective

grade level team leaders to devise a schedule that will release kindergarten-fifth grade teachers during the school day up to four (4) hours per year for collaboration and/or individual planning time that will be determined by the teachers' preferences/needs. The schedule must be approved by the building administration. The scheduled time for each teacher will be dependent upon sufficient supervision of students by existing staff, supplemented as possible with volunteers.

B. Assignment of Student Teachers

1. Teachers shall be encouraged to recognize their obligation to the profession by accepting the assignment of student teachers.
2. Principals shall have the responsibility of selecting co-operating teachers and sharing with them the orientation of student teachers. The assignment of student teachers shall be done equitably.
3. In the event a college or university is barred from giving a stipend to a co-operating teacher, and instead gives that stipend to the District, the District shall create a supplemental contract for the cooperating teacher in the amount equal to the stipend the college or university awarded to the District. Said supplemental contract shall be paid to the teacher at the end of the semester in which the student teacher worked in the District.

C. Lesson Plans

A teacher shall have available clearly-written weekly lesson plans on the first school day of each week. The plans shall be based on the approved course of study and the standards made applicable to the District.

D. Professional Meetings

1. Teachers are encouraged by the Board to attend local, regional, state, and national meetings which contribute to professional growth. The Board may pay transportation and expenses. Prior approval to attend a meeting is required. The opportunity for attendance at meetings should be distributed as equally as possible by the administration.
2. These meetings shall be exclusive of OEA, NEA, and NEOEA conventions and business meetings.

E. Collecting Money

A teacher shall be freed of the responsibility of collecting money from students, except for Board-approved fees or projects.

F. Parent-Teacher Conferences

1. Parent-teacher conferences (K-12) will be held on two evenings during the school

year. Each evening will consist of three hours. Over the course of the two three-hour evenings for parent-teacher conferences, each teacher shall schedule a minimum of fourteen (14) in-person and/or telephone conferences (for the parents who are unable to attend in person). Teachers shall document each parental conference including the name, time and student's grade at the time of the conference. Additional comments shall not be required unless the student is in jeopardy of failing at the time of the conference or the teacher wishes to document the communication.

2. The scheduling of the parent conference evenings will be determined by the building principals K-5, 6-8, and 9-12 after receiving staff input. These dates will be announced at least thirty (30) days before the conference evenings.
3. Elementary teachers shall be provided additional release time as necessary to enable each teacher to complete parent-teacher conferences.
4. Intervention specialists, psychologists, counselors and speech-language therapists shall attend parent-teacher conferences.

G. Traveling Teachers

1. Each traveling teacher shall be given a minimum of fifteen (15) minutes to travel from one building to another. The fifteen (15) minutes shall come from the total student contact time of the traveling teacher.
2. Each traveling teacher shall be reimbursed at the IRS rate for mileage traveled going from one building to another.
3. Each traveling teacher shall only be required to attend the evening meetings of his/her home school.
4. The administration will make every effort to schedule each traveling teacher's planning and conference time adjacent to his/her traveling time, and will make every effort to limit the amount of times per day that each traveling teacher has to travel between school buildings.
5. If a traveling teacher is going to be late to the school to which he/she is reporting due to unforeseen or hazardous circumstances (e.g., bad roads due to inclement weather, vehicle break-down, etc.), that teacher will contact the building principal/designee at the school to which he/she is reporting as soon as possible. The building principal/designee shall make arrangements to have the class of the traveling teacher covered until the traveling teacher arrives.

H. Developmental Pre-School

1. Each teacher in the developmental pre-school program shall have students four (4) days a week (Monday through Thursday).

2. Fridays shall be used for conferencing, preparation, planning, and home visits.

I. Medical Procedures

1. No teacher shall be required to perform any medical procedures (including but not limited to bandaging cuts/abrasions, gastrostomy tube feedings, tracheostomy suctioning and catheterizations) on any student.
2. The administration of student medication shall be in accordance with the Ohio Revised Code and its regulations. No teacher shall be required to clean up body fluids of any student.
3. At the time a teacher or the District initiates an out of District trip, the affected teacher(s) can request a meeting with a building administrator and healthcare aide or coordinator (or athletic trainer for athletic trips) to discuss the participating students' needs and strategize how to address those needs.
4. A school employee under the definition appearing in ORC 2744.01(B) is immune from liability unless his or her acts or omissions were manifestly outside the scope of his or her employment or official responsibilities, involved malice or bad faith, were made in a wanton or reckless manner, or unless the Revised Code expressly imposes liability.
5. In accordance with ORC 2744.07 and with respect to suits against a school district employee for acts or omissions in connection with a governmental or proprietary function, the District shall provide for the employee's defense if the act or omission occurred while the employee was acting in good faith and not manifestly outside the scope both of his or her employment or official responsibilities.

J. Non-classroom Teachers

Each elementary principal shall assign each teacher who is not a regular classroom teacher in his/her building to a grade level team. This non-classroom teacher, however, does not need to attend grade level team meetings or portions of grade level team meetings where information being discussed does not affect him/her.

K. Mandated Individually Administered Diagnostic Tests

1. Preschool teachers will receive a substitute for one (1) day per semester to accommodate the administration and grading of state-mandated diagnostic assessments (i.e. Early Learning Assessments). If a teacher requires additional release time due to class size, arrangements can be coordinated through the building principal.
2. Kindergarten teachers will use the first three days of school for kindergarten phase-in, orientation, and any required testing.

3. When a diagnostic test requires a one-to-one administration setting according to the required guidelines, the building principal shall work with the teacher teams to establish an appropriate testing schedule and to provide classroom teachers with substitutes when needed.
4. To facilitate the administration of diagnostic testing, a team approach to administration shall be utilized by ensuring that the educational professionals are assisting in the educational process (i.e., reading specialists, ELL teachers, regular education teachers, school counselors, etc.)

L. Professional Learning Community

1. For middle and high school, sixty (60) minutes per week, divided into a minimum of thirty (30) minute blocks, will be dedicated to the work of professional learning communities (“PLC”). The collaboration of teams shall cover PLC work, the continuous improvement plans for the building (“CIP”), and the strategic (or long-range plan) of the district. PLC time shall not be considered planning time under the terms of this Agreement.
2. At the Pre-K-5 level, the Administration may schedule one administratively-directed grade-level or content-level meetings once per week for no greater than 50 minutes. In addition, thirty (30) minutes of administratively-directed PLC time within the teacher day can be used once per month when needed.

M. College Credit Plus

1. In order to address the implementation of student options for state-mandated postsecondary education, a co-facilitated College Credit Plus (CCP) committee shall be created. The committee will meet regularly (at least quarterly) to develop a comprehensive plan for the implementation of College Credit Plus. The committee shall be comprised of an equal number of bargaining unit members and Brecksville-Broadview Heights City School District administrative employees. The bargaining unit members shall be appointed by the BEA President, and the administrative employees shall be appointed by the Superintendent. The total combined number of the committee members shall not exceed eight (8) unless additional staff is invited by mutual consent.
2. The co-facilitated committee shall present the product of its efforts to the BEA President and Superintendent on a mutually agreed upon date. The BEA and Board shall then negotiate the mitigating issues identified based on the recommendations of the co-facilitated committee for implementation during the 2017-2018 school year. The parties agree that the committee will meet quarterly in order to review, assess and, if necessary, refine the implementation of College Credit Plus as mutually agreed.
3. Adequate release time shall be granted for the work of the committee. If members of the College Credit Plus Committee determine by consensus to conduct some of their meetings/activities outside of the school year and/or school day, each member

shall be compensated at the rate of .0007 of the highest teacher base in effect for each hour of College Credit Plus work beyond the teacher day. The members of the College Credit Plus Committee will determine the frequency of meetings beyond those contractually required, the date of meetings, location, and time of meetings.

SECTION 17 – LONG-TERM SUBSTITUTES AND GRANT-FUNDED TEACHING POSITIONS

A. Expiration of Employment

A long-term substitute teacher's employment shall expire at the end of the long-term substitute assignment without action by the Board or further notice to the long-term substitute.

B. Contract Stipulations

Long-term substitutes who do not substitute the entire school year need not be offered a written contract of employment. The provisions of Section 11 (The Contract Document) shall not apply to long-term substitutes who do not substitute the entire school year. Long-term substitutes who substitute the entire school year shall be given a written contract of employment that states they are long-term substitutes.

C. Provisions Not Applicable

Neither the provisions of Section 29, (Non-renewal), nor the provisions of Section 3319.11, Ohio Revised Code, shall apply to long-term substitutes.

D. Exception

Neither the provisions of Section 30, (Staff Reduction), nor the provisions of 3319.17, Ohio Revised Code, shall apply to long-term substitutes. However, if a long-term substitute who was in the same position for at least one hundred twenty (120) days during the school year is given a regular teaching position that begins the very next school year, the period of time he/she spent as a long-term substitute immediately previous to the regular teaching position shall count for the purpose of seniority.

E. Provisions Not Applicable

Neither the provisions of Section 26, (Evaluation), nor the provisions of Section 3319.111, Ohio Revised Code, shall apply to long-term substitutes.

F. Indefinite Assignment

Any long-term substitute who, after finishing the school year in a particular teaching assignment, is reassigned to that same assignment the following year, shall be offered a teaching contract, shall become a bargaining unit member, and shall have all of the rights

and privileges afforded by the contract.

G. Grant-Funded Teaching Positions

1. Teachers hired for full or part-time positions that are newly-created after September, 2003, that are fully-funded by State and/or Federal grants will be contracted as long-term substitutes. Teachers hired under this subsection shall be considered "Grant-Funded Teachers". This does not apply to existing positions in the bargaining unit where teachers are currently on regular teaching contracts.
2. These positions may be renewed based upon the receipt of continuing and/or additional grant monies.
3. Section 17 subsections A through F above shall apply to Grant-Funded Teachers.

SECTION 18 – INTERACTIVE DISTANCE LEARNING

A. Definition

An Interactive Distance Learning (IDL) teacher is one presenting an entire course for student credit, through IDL technology, involving remote sites. Only teachers of the District can teach student-credit IDL originating in this District.

B. Job Security

No teacher shall lose his/her job, or have his/her hours reduced, as a result of the implementation of IDL.

C. Assignments

Assignments to IDL courses shall be made on a semester/yearly basis, and must be mutually agreed to by the teacher and the originating site district.

D. Course Structure

The originating district shall determine the course of study for each IDL course offered. Each IDL teacher shall be solely responsible for the content, material selection, instruction, testing, and evaluation of students at the originating site and at all remote sites.

E. Discipline

Behavior, discipline, and supervision of students at IDL remote sites shall be the responsibility of the remote site district.

F. Equipment

IDL teachers shall be responsible for setting up and using the equipment according to

training guidelines. Installation and major maintenance of IDL equipment shall be the responsibility of the originating district and shall be done in a timely manner.

G. Make-Up Work

Videotapes of an IDL course may be used for make-up work for all students enrolled in that IDL course. Remote sites are responsible for their students' make-up work.

H. Videotapes

Videotapes of IDL courses are the property of the originating site district. If the originating site teacher requests it within five (5) days of the presentation, he/she shall receive a copy of his/her presentation at no cost.

I. Teacher Evaluation

The evaluation of a teacher who teaches an IDL course(s) shall be in accordance with the evaluation process contained in the Agreement. All observations/evaluations shall require the physical presence of the evaluator. No observations or evaluations for the purpose of professional improvement or renewal or non-renewal of the teacher's contract shall be done or conducted by electronic means.

J. Class Size

The class size of an IDL course shall be based upon the appropriate number of students for the specific learning activity, and shall be small enough to allow for full two-way interactive participation. Because of the technology involved and because not all students are on site, total class size, including students at the originating site and those at the remote sites, shall not exceed twenty-five (25) students per teacher in no more than one (1) originating and three (3) remote locations unless there is agreement of the originating site teacher. Students at the remote sites shall not exceed the number of stations.

K. Teacher Absence

If the IDL teacher is absent, his/her substitute shall present the course.

L. Strikes

No IDL broadcast shall be provided to a school district where the teachers are conducting a legal strike.

M. Course Offerings

Course offerings with the Brecksville-Broadview Heights City School District as the IDL remote site shall be limited to: (1) courses that are not in the existing curriculum OR (2) classes in the existing curriculum that are not being offered due to insufficient student enrollment OR (3) classes in the existing curriculum that are being offered but have very low student enrollment.

N. Compensation/Preparation Period

If the Brecksville-Broadview Heights City School District is the originating site district, each teacher who is teaching a full-year IDL course shall have either: (1) an additional preparation period daily or its time equivalent for the first year he/she teaches on the IDL network, or (2) compensation of .108 of the BA base salary for the first year he/she teaches on the IDL network. The additional preparation time or compensation shall be pro-rated for IDL courses that are not a full year in length. Whether the teacher is given additional preparation time or compensation is determined by the administration.

O. Training

Initial and on-going training regarding IDL shall be made available to each teacher who will be teaching an IDL course. Each teacher participating in administration-approved training outside the normal school day/school year shall be compensated at .0007 of the BA base salary per hour.

P. Extended Day

If an IDL teacher presents an IDL course outside of the normal school day or normal school year, he/she shall be compensated at a pro rata amount of his/her normal daily rate of pay.

Q. First Year Evaluation

During a teacher's first year of teaching an IDL course, observations and/or evaluations of the teacher's IDL teaching shall have no adverse effect on the teacher's employment status with the Board. This provision has no B.E.A. ring on the evaluation of the teacher's other classes.

R. Travel

An originating site district teacher who may be required to use his/her personal automobile to travel between sites or to other meeting regarding IDL shall be reimbursed for his/her allowable mileage at the IRS mileage rate.

SECTION 19 – SPECIAL EDUCATION

A. Inclusive/Collaborative Team Notification

Inclusive/collaborative programs should be designed to meet individual student needs and, therefore, need to be flexible from year to year. Staff will be notified if they are to be part of any inclusion/collaborative team for the following school year, if possible.

B. Volunteers

Regular education teachers who volunteer for inclusive/collaborative programs will receive priority for participation.

C. Training

Teachers in need of training (as requested by either the teacher or administrator) will be provided such by the district (in house or otherwise). Every effort will be made to provide this training before the student is in his/her classroom. Training, if needed, will also be available during the first year a teacher has included students in his/her classroom.

D. Class Size

Efforts will be made to reduce class size for regular classroom teachers involved in inclusive programs which require additional planning for special education students.

E. Common Planning Time

Common planning time, where it is possible, for regular and intervention specialists who are involved in these programs needs to be figured into the building master schedule.

F. Planning Time

As incentives for participation in these programs, additional collaboration/planning time or compensation for planning required outside the school day will be offered to staff, which may take the form of the following:

1. Planning time beyond the school day
 - a. Participation is limited to those teachers who work together in a collaborative manner within the regular classroom.
 - b. “Paid planning hours” can be applied for, through the building principal by regular teachers, and/or intervention specialists, and/or related service personnel who require time to collaborate and plan together outside of the school day. Paid planning time may include before the school day, after the school day, or during lunch. Compensatory time may be applied for in lieu of payment by intervention specialists during the regular school day for times they are not responsible for students (i.e., assemblies, field trips, parties, etc.).
 - c. Paid planning hours are limited to fifty (50) hours per semester and shall be paid at the rate of .0005 of the BA base salary per hour.
 - d. For circumstances that occur outside the above parameters, the building principal has the discretion to make an exception.
2. Planning time, where possible, as additional release time (examples of release time options would be special duty, homeroom, study halls, etc.).

G. IEP Writing

At the start of the school year, the principal and special education staff will develop schedules for IEP writing days. If there are conflicts with a scheduled date(s), the teacher and building principal will mutually reschedule the date(s) in conflict.

Intervention specialists, developmental pre-school teachers, and school psychologists will be assigned, by the Director of Human Resources, one IEP writing workday for every four (4) IEPs on a case manager's caseload. Intervention specialists, developmental pre-school teachers, and school psychologists will be assigned, by the Director of Human Resources, one-half IEP writing workday for every two IEPs after their increment of four IEPs on a case manager's caseload.

These days must be utilized in full-day increments (except as stated above for two IEPs after an increment of four). IEP writing days may occur at an off-site location- and will not be available on the following days:

- the first or last day of the school year;
- any non-student school calendar day;
- the day before or after holidays and long weekends;
- Monday or Fridays during the last nine weeks of school year;
- during District-wide professional development days including waiver days and in-service days.

1. Autism Scholarship Program

- a. For the evaluation responsibilities created by the Peterson and Autism Scholarship Programs in non-public schools within the Brecksville-Broadview Heights City School District, the obligation to perform such evaluations will be rotated through the K-12 school psychologists within the District according to full-time status (e.g., half-time psychologists would be assigned half the cases of a full-time psychologist (unless a half-time psychologist chooses to opt in for the full cycle).
- b. Report writing for the evaluations conducted for non-public schools will be done outside the work day and be compensated One Hundred Eighty Dollars (\$180.00) per student that requires a full report. Compensation for evaluations will only occur for fully-completed evaluation team reports and not for any student where the District and parent have determined that the reevaluation is not necessary (a "waiver"). Designated hours shall be submitted using the adopted time sheet.

2. In the event that an IEP is added to an intervention specialist's caseload in a manner that cannot be resolved under Section 19(G) by the end of the school year, the intervention specialist shall be compensated at .002 of the BA base salary for the

IEP. For example, when an Intervention Specialist with four (4) IEPs is assigned one (1) additional student, but not two (2), they are entitled to payment no later than the second pay in July.

H. Multi-Factored Evaluation

Any teacher involved in multi-factored evaluation (initial or triennial review) may be released one-half (½) day a month for testing and observation of the student(s) as deemed necessary by the building administrator.

I. Speech/Language Pathologists

1. Each speech/language pathologist shall be given NEOEA Day and President's Day as an extended time day in order to write IEPs.
 - a. If a speech/language pathologist wants to attend an NEOEA Day activity, he/she shall consult with the Director of Pupil Services in order to determine a different extended time day which must be scheduled on a day that is not part of the school calendar.
 - b. Payment for the extended time shall be made over the course of twenty-six (26) pays.
 - c. The speech/language pathologist will not use planning and conference time to deliver instructional services to his/her students.
 - d. SLPs shall be provided with a half-day per month for the purpose of testing, report writing, Medicaid billing, and make-up therapy sessions.
2. Additionally, the speech/language pathologist will be provided with two full days or four half days of release time for the purpose of writing and maintaining a student's IEP. At the start of the school year, SLPs in collaboration with their supervisor will develop schedules for IEP writing days. If there are conflicts with a scheduled date(s), the SLP and building principal will mutually re-schedule the date in conflict. The speech/language pathologist will be responsible for reporting the absence through Renhill as a "professional day". Release time will not be available:
 - the first or last day of the school year;
 - any non-student school calendar day;
 - the day before or after holidays and long weekends;
 - Monday or Fridays during the last nine weeks of school year;
 - during District-wide professional development days including waiver days and in-service days.

J. IEP Meetings

1. Each teacher who attends an IEP meeting for non-public students outside the teacher day shall be compensated at the rate of .00065 of the BA base salary per hour for each hour of meeting attendance.
2. Teachers who are required to attend an out-of-district (non-public student) IEP meeting during their planning period will be compensated at a rate of .00065 of the BA base salary per full planning period, prorated for partial periods.

L. Special Education Case Loads

3. Each intervention Specialist will receive with his/her student roster for the new school year a designation of where the teacher's assignment falls on the Office for Exceptional Children (OEC) case load ratios chart.
4. In the event the teacher's case load ratio exceeds the OEC requirements, the teacher will request a meeting with the building principal to discuss alternative solutions. The Director of Pupil Services and B.E.A. President may also participate in this meeting. The teacher will also provide input into any waiver request and will receive a copy of a waiver request filed with OEC.

SECTION 20 – LEAVES

A. Sick Leave

1. Sick Leave Accumulation

- a. Each teacher shall be granted sick leave on the following basis: one and one-quarter (1¼) days for each completed month of service or, fifteen (15) days of each completed year of service.
- b. If needed, up to five (5) days of sick leave shall be advanced to all teachers without accumulated sick leave at the beginning of each school year.
- c. Unused sick leave accumulation shall be unlimited.
- d. Each teacher shall be informed in writing on his/her paycheck the number of sick leave days he/she has accumulated.
- e. A teacher on an approved leave of absence (other than paid sick leave) shall neither accrue nor lose accumulated sick leave while on said leave. A teacher on paid sick leave may accrue sick leave at the rate of one and one-quarter (1¼) days for each completed month of service.

2. Approved Use of Sick Leave Days

- a. Each teacher shall be granted paid sick leave up to the maximum number of days that he/she has accumulated.
- b. Teachers may use sick leave for absence due to personal illness, pregnancy, care for his/her newborn child up to 6 weeks of age, injury, or exposure to contagious disease.
- c. Teachers may use sick leave for absence due to illness, injury, or death in the immediate family. Immediate family shall be defined as spouse, child, parent, relative living in the same household as the teacher, or any person living in the same household as the teacher and who clearly has stood in the same relationship to the teacher as a spouse, child, or parent although not related to the teacher by law.
- d. Members of the family not listed above – Absence shall be granted up to but not to exceed five (5) days in any one (1) school year. Family in this category includes parent-in-law, grandparent, grandparent-in-law, grandchild, brother, sister, brother-in-law, sister-in-law, aunt, and uncle.
- e. Except for members of the immediate family, absence to provide day care for individuals who are ill is not considered an appropriate use of sick leave.
- f. In extenuating circumstances, the Superintendent/designee may grant additional days. With prior approval of his/her supervisor and contingent upon the availability of telework, teachers required by an order of the state and/or local department of health to quarantine due to a documented exposure to COVID-19 or other public health emergency issue may be permitted to telework and not charged sick leave..

3. Notification of Sick Leave Use

- a. In case of absence, a preschool and elementary (PreK-5) teacher must email or submit online (or telephone if email/online is not possible) his/her absence to the person or service responsible for obtaining substitutes before 7:00 a.m., a middle school teacher must email or submit online (or telephone if email/online is not possible) before 6:30 a.m., and a high school teacher must email or submit online (or telephone if email/online is not possible) before 6:00 a.m. If building start times are adjusted, these times shall likewise be adjusted a commensurate amount.
- b. If a teacher is absent on one day, and will not be returning to school the next day, he/she shall email or submit online (or telephone if email/online is not possible) his/her absence to the person or service responsible for obtaining substitutes by 2:00 p.m. on the day he/she is absent. Such notification is not necessary for known prolonged illnesses.

4. Long-Term Use of Sick Leave

- a. For leaves that exceed sixty (60) consecutive days, the Superintendent may, at the Board's cost, require the teacher or the person for whom the leave is taken to be examined by a doctor selected by the Superintendent. If the opinion of the doctor selected by the Superintendent is that the continuation of sick leave is not medically necessary, the teacher or the person for whom the leave is taken shall be examined, at the Board's cost, by a second doctor selected jointly by the Superintendent' doctor and the treating physician of the teacher or person for whom leave is taken. The opinion of the second doctor in regard to continuation of sick leave shall be binding on the teacher and the Board as to the medical necessity of the leave.
- b. A teacher who leaves and returns in the same school year shall be returned to his/her same assignment.

5. Sick Leave Pool

- a. If a teacher is currently incapacitated for thirty (30) consecutive calendar days or more due to an accident, catastrophic illness, or long-term illness [defined as an illness where it is anticipated that the teacher will be absent at least ten (10) additional working days] of the teacher, his/her spouse or minor child, and has exhausted all of his/her accumulated sick leave, the teacher may apply to use the sick leave pool (Attachment 3) and another teacher may donate up to five (5) days (Attachment 4) of his/her accumulated sick leave to the absent teacher. The requirement of thirty (30) consecutive days absence may be waived in extraordinary circumstances at the discretion of the Superintendent.
- b. No teacher may receive more than an aggregate of thirty (30) donated sick leave days in any one school year. This thirty (30) day limit may be waived in extraordinary circumstances at the discretion of the Superintendent.
- c. Donation of sick days shall be initiated by a teacher on Attachment 4, no later than the pay period within which the sick leave of the absent teacher is exhausted.
- d. Donated sick leave shall be added to the accumulated sick leave of the absent teacher and deducted from the donating teacher (Attachment 5).
- e. Donated sick leave shall not be considered as sick leave used for purposes of merit incentive for attendance payments.
- f. Upon request for sick days donation, the Superintendent/designee shall discuss with the B.E.A. President the eligibility of the claim. A teacher who meets the criteria set forth in paragraph (a) above, but who has been approved for other paid benefits such as workers compensation benefits or STRS retirement (disability or regular), will generally not be eligible to use the Sick Leave Pool. Exceptions may be made if the use of the Sick Leave

Pool will enable the teacher to complete 120 work days for purposes of STRS benefits or in the event of a unique and extreme financial hardship.

- g. The Superintendent may require a doctor's certificate verifying eligibility. The decision to grant use of the Sick Leave Pool is made by the Superintendent. If the Superintendent and B.E.A. President are not in agreement as to whether use of the Sick Leave Pool shall be granted, either the Superintendent or B.E.A. President may decide that the specific situation will be decided by the Sick Leave Pool Committee. The Sick Leave Pool Committee is comprised of two (2) administrators appointed by the Superintendent, two (2) teachers appointed by the B.E.A. President, and one (1) Board member appointed by the Board. The decision of this Committee is made by majority vote and cannot be appealed.

B. Religious Holidays

A maximum of two (2) days may be granted during any one (1) year for religious holidays which are not recognized in the school calendar, and which prohibit the teacher from working on those days. Religious holidays are not deductible from sick or personal leave.

C. Personal Leave

1. Each teacher shall be granted up to three (3) days of personal leave each school year without loss of salary.
2. Personal leave cannot be taken during "restricted time periods" which are defined as the first or last student day of the school year, any non-student school calendar day, and any Friday or Monday during the last four (4) weeks of school, or the day before or after holidays and long weekends.
3. During the "restricted time periods", personal leave may be approved for valid, disclosed reasons. Reasons that are considered to be valid are: funerals, weddings of the employee or of a family member, court appearances, emergencies that create a hazardous condition to the teacher's family or property, graduations, school programs/events of the teacher's child, college visitations, formal religious functions, moving, and travel conditions beyond the teacher's control making it impossible to report as assigned (documentation required for this last reason). Exceptions may be made at the absolute discretion of the Superintendent/designee with reason(s) for the request listed in the "Notes to the Administrator" of the online reporting system.
4. To apply for use of a personal leave day(s), the teacher shall submit his/her request utilizing the online reporting system at least five (5) days in advance of the use of personal leave, unless an emergency arises or there are unforeseen circumstances.
 - a. Where an emergency or unforeseen circumstance arises, the personal leave request may be submitted to the building principal who will immediately forward it to the Director of Human Resources with less than the above-

mentioned time schedule.

- b. However, it is understood that certain circumstances may prevent submission of a request form prior to the emergency or unforeseen circumstances leave. In such instances, the teacher shall submit the request electronically the day following return from such leave. Any teacher requesting emergency or unforeseen circumstances leave shall notify the person responsible for providing substitutes as much in advance as possible prior to said leave.
5. Up to one personal leave day (inclusive of half day) that a teacher does not use during a school year shall be carried over into the following school year. The maximum number of personal leave days allotted in any school year will not exceed four (4) days (i.e. three (3) days assigned for the new school year and one (1) carry over). Any other accrued but unused personal days at the end of each school year shall be converted to sick leave and added to that teacher's sick leave accumulation.

D. Parental Leave

1. Parental leave of absence is a leave without pay and shall be for the balance of the year (the year being defined as July 1st through June 30th) in which delivery or adoption occurs or for a shorter period of time as requested by the teacher.
2. Request for parental leave must be made to the Superintendent no later than one (1) month prior to the beginning of the parental leave. If the one (1) month notice cannot be given, the teacher shall notify the Superintendent as soon as possible. A request for parental leave may be withdrawn at any time before the requested parental leave begins. Under extraordinary circumstances, the Superintendent may delay a teacher who has withdrawn a request for parental leave from returning to their position for up to four (4) weeks in order for the district to make necessary adjustments to staffing (i.e., bumping, initiation of a RIF, reassignment, etc.).
3. Parental leave may begin any time between the birth of a child and the child's first birthday. In the case of adoption, parental leave may begin upon receipt of custody of a child prior to his/her 6th birthday. Upon request by the teacher, sick leave may be used prior to parental leave following the birth or adoption of a child if illness or disability requires.
4. Upon request of the teacher, his/her leave shall be extended for one (1) additional school year. At the end of this one (1) additional school year, and upon request of the teacher, his/her leave shall be extended for one (1) more additional school year.
5. Teachers on parental leave shall be notified by the Superintendent, in writing, of the expiration of the leave on or before March 1st and the necessity of notifying the District, in writing, of his/her plans to return. Written notice by the teacher shall occur no later than March 15th unless the delivery or adoption occurred subsequent to March 1st, in which case the teacher shall have until July 1st to notify the

Superintendent of his/her intention for the coming school year. If notification is not received on the date specified, it will be assumed that the individual on leave does not wish to return to employment with the Board. If notification is received on time, the teacher shall be placed in a teaching position as of the beginning of the coming school year.

6. Upon return from approved parental leave, a teacher shall be entitled to reinstatement to a substantially equivalent position for which the teacher holds a valid unexpired certificate/license.
7. The condition of maternity, pregnancy, miscarriage, abortion, childbirth and recovery there from or adoption shall not be grounds for the termination, nonrenewal, or failure to issue any limited or continuing contract, whether for the regular teaching duties, supplemental duties or administrative duties.
8. Parental leave shall also be given to a teacher who requests it in order to care for his/her parent(s).
9. Consecutive parental leaves shall not exceed four (4) consecutive years. If a teacher has utilized parental leave for four (4) consecutive years, he/she must be in active pay status for a minimum of 120 days before parental leave can again be granted. A parental leave of 120 days or more shall be considered to be a year of parental leave for the purposes of this Section.

E. Sabbatical Leave

1. Subject to the provision of Section 3319.131 of the Ohio Revised Code, sabbatical leave for study and research may be granted by the Board to teachers who have completed at least five (5) years of service in Brecksville-Broadview Heights City School District.
2. The Board shall grant leave to no more than five percent (5%) of the teachers at any one time.
3. Sabbatical leave may not be granted to a teacher more often than once every five (5) years of service, nor may such leave be granted a second time to the same teacher when other teachers have filed a request for such leave.
4. A teacher who is granted sabbatical leave will be required to return to the staff of Brecksville-Broadview Heights City Schools for at least one (1) year. If he/she does not return for one year, he/she shall be required to refund the Board monies given for such leave. This restriction shall not apply to teachers with twenty-five (25) years or more of teaching in Ohio schools.
5. A sabbatical leave may be granted for one nine (9) week period, one (1) semester, one (1) full year, or for the last semester of one (1) year and the first semester of the following year. Each teacher on leave shall receive a salary equal to the difference between his/her expected salary and that of his/her substitute, assuming

such expected salary is greater than that paid to the substitute. It is understood that in computing the substitute's salary there shall be added the cost of the normal fringe benefits to be paid to the substitute. Teaching credit shall be given the same as if the teacher on sabbatical was teaching in the system. The teacher on sabbatical may continue at his/her cost all fringe benefits at the group rate.

6. Application for sabbatical leave shall be made in writing to the Superintendent not later than March 15th or October 15th preceding the school term within which the leave is desired. The application shall include a plan for spending the leave in a manner calculated to contribute to the professional effectiveness of the applicant and the best interests of the school system.

F. Assault Leave

1. If, in the course of employment, a teacher is assaulted by a student/adult, resulting in physical injury to the teacher which is severe enough to preclude the satisfactory performance of regular teaching duties, the teacher shall be granted leave for the period of incapacitation, except that the length of the leave shall be limited to five (5) days unless a doctor certifies that the incapacity will continue beyond such time. This assault leave shall not be charged against any other type of leave. Paid assault leave will be capped at ninety (90) working days except in extraordinary circumstances in which the cap can be extended by mutual agreement of the Superintendent and B.E.A. President.
2. The teacher shall not qualify for assault leave except upon submission of an application justifying the granting of assault leave. If medical attention is required, the employee shall furnish a certificate from the attending physician stating the nature of the disability and its expected duration.
3. Payment of assault leave shall be at the regular rate of pay (teacher's regular pay plus an extra-duty, supplemental and/or supplementary pay) in effect for such teacher at the time of such assault, or at the rate which the teacher may become eligible in accordance with the Ohio Revised Code, less any compensation to which the teacher is entitled under the Workers' Compensation Act of Ohio.
4. A teacher who has been physically assaulted in connection with the performance of a professional assignment of this Board shall immediately give verbal notice to the building principal. In extraordinary circumstances where immediate notice is not possible, the teacher must give verbal notice no later than twenty-four (24) hours after the assault has occurred, unless they are unable to do so due to the extreme nature of their injuries. In addition, the teacher shall file a written report signed by the teacher within two (2) working days of the assault.
5. If court action results, said teacher shall be granted leave of his/her professional duties with no loss of pay for necessary time in court.
6. A teacher temporarily disabled as a result of a physical assault shall be returned to the same position held at the time of the incident, or shall be transferred to the first

available teaching position carrying equivalent pay and equivalent professional duties for which the teacher is certificated/licensed, if the teacher so desires. Any student who assaults a teacher shall not be assigned to that teacher again unless there is no other teacher who teaches that course/grade.

G. Jury Duty

1. A teacher summoned for jury duty shall immediately notify his/her principal.
2. When it is necessary for a teacher to be absent from teaching duties due to a jury summons, the teacher shall not lose any salary.

H. Other Leaves

1. Upon the written request of a teacher, the Board may grant a leave of absence for a period of no more than two (2) consecutive school years for educational or professional or other purposes, and shall grant such leave where illness or other disability is the reason for the request. Upon subsequent request, such leave may be renewed by the Board. Without request, a Board may grant similar leave of absence and renewals thereof to any teacher because of physical or mental disability, but such teacher may have a hearing on such unrequested leave of absence or its renewals.
2. Upon successful completion of a one-year leave of absence for full-time post-graduate work aimed toward an advanced degree and, in the opinion of the Superintendent, directly related to his/her teaching responsibilities, a teacher shall receive a one-year increment. Under no situation shall a teacher receive more than one (1) increment of this type for any one (1) post-graduate degree.
3. Leave may be requested where illness or disability relates to either parent and where there are no accumulated sick leave days available or applicable under the provisions of the sick leave policy.

I. Unpaid Leave of Absence

If any teacher is absent for any approved reason other than those specified in Section 20 of this Agreement, a deduction from his/her salary will be made on the basis of the number of days assigned for that school year.

J. Leave Pursuant to Summons or Subpoena

1. Any teacher who is summoned or subpoenaed for a job-related issue shall be granted leave with no loss of pay or other emoluments for days missed by reasons of the summons or subpoena. A summons or subpoena issued because of a student's custody issue is considered to be job-related.
2. A teacher who is subpoenaed to appear in court as a witness in a proceeding in the

teacher's capacity as an employee of the Board shall be paid at her/his regular rate without use of personal days or sick days.

3. Personal leave must be utilized for a summons or subpoena issued because of a non-job related issue. If the teacher has exhausted his/her personal leave, and is summoned or subpoenaed for something that is not job-related, leave pursuant to summons or subpoena may be used in order to comply with the subpoena or summons.

K. Unpaid Leave Pursuant to Public Service

Any teacher who is elected to a full-time Local, State, or Federal public office, or enlists full-time in the U.S. Armed Forces, shall be granted an unpaid leave of absence for up to eight (8) years. Such leave shall be granted in one (1) year intervals up to a total of eight (8) years. The request for each one (1) year leave interval shall be submitted around the time the teacher has reasonable knowledge of the need for an additional year's leave. Such request shall be approved by the Board. Upon return from approved leave, a teacher shall be entitled to reinstatement to a substantially equivalent position for which the teacher holds a valid unexpired certificate/license.

SECTION 21 – FAMILY AND MEDICAL LEAVE ACT OF 1993 (FMLA)

A. Eligibility

1. Pursuant to the terms and conditions of this Section, an eligible teacher may take up to twelve (12) work weeks of unpaid leave ("FMLA Leave") in any school year (August 1st through July 31st), for one (1) or more of the following circumstances:
 - a. the birth of a teacher's child and to care for the child up to age one;
 - b. the placement of a child with a teacher for adoption or foster care, up to a twelve (12) month period after the placement;
 - c. to care for an immediate family member (spouse, child, or parent) of a teacher when that family member has a serious health condition;
 - d. the teacher's inability to perform the functions of the position because of the teacher's own serious health condition;
 - e. for qualifying military situations arising when a teacher's spouse, son, daughter, or parent is on active duty or is called to activate duty status.
2. To be eligible for FMLA Leave, the teacher must:
 - a. have been working for the Board for at least twelve (12) months before the leave request (these do not need to be consecutive months); and

- b. have worked at least one thousand two hundred fifty (1,250) hours during the twelve (12) month period preceding the FMLA leave.
 - c. a teacher who requests FMLA or who is believed to be eligible per paragraph E will receive a Notice of Eligibility.
3. In cases in which the Board employs both the husband and wife, the total amount of FMLA leave for the couple for the birth or placement of a child or to care for an ill parent (not “parent-in-law”) is limited to a total of twelve (12) weeks. Where the husband and wife both use a portion of the total twelve (12) week FMLA leave entitlement for one (1) of the reasons in this paragraph, the husband and wife would each be entitled to the difference between the amount he or she has taken individually under this paragraph and twelve (12) weeks for FMLA leave for a purpose other than those contained in this paragraph.
4. An eligible teacher may take up to twenty-six (26) workweeks of leave during a single twelve (12) month period to care for a covered service member who is the spouse, son, daughter, parent, or next of kin of the teacher.

For purposes of this Section, a qualifying military situation arises when a teacher’s spouse, son, daughter, or parent is on active duty or called to active duty status (i.e., not on active duty in the Armed Forces) and includes, but is not limited to, the following situations:

- a. attendance at official military-sponsored events,
- b. to provide or arrange for alternative childcare or schooling,
- c. to make financial or legal arrangements to address the member’s absence while on active duty,
- d. counseling,
- e. rest and recuperation, and
- f. post-deployment activities.

For purposes of military caregiver leave, a covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury incurred in the line of active duty that renders a service member medically unfit to perform his or her duties and for which the service member is undergoing medical treatment, recuperation, therapy or otherwise in an outpatient status or on a temporary disability retired list.

B. Serious Health Condition – Defined

1. For purposes of FMLA, “serious health condition” entitling an employee to FMLA leave means an illness, injury, impairment, or physical or mental condition that

involves:

- a. *Inpatient care* (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility including any period of *incapacity* (for purposes of this section, defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery there from), or any subsequent treatment in connection with such inpatient care; or
- b. *Continuing treatment* by a health care provider. A serious health condition involving continuing treatment by a health care provider includes any one or more of the following:
 - (1) A period of *incapacity* (i.e., inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery there from) of more than three consecutive calendar days, and any subsequent treatment or period of incapacity relating to the same condition that also involves:
 - (a) Treatment two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or
 - (b) Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider
 - (2) Any period of incapacity due to pregnancy, or for prenatal care.
 - (3) Any period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one which:
 - (a) Requires periodic visits for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;
 - (b) Continues over an extended period of time (including recurring episodes of a single underlying condition); and
 - (c) May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).
 - (4) A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The teacher or

family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

- (5) Any period of absence to receive multiple treatments (including any period of recovery there from) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).
2. Treatment for purposes of paragraph 1 of this section includes (but is not limited to) examinations to determine if a serious health condition exists and evaluations of the condition. Treatment does not include routine physical examinations, eye examinations, or dental examinations. Under paragraph 1.b.(1)(b), a regimen of continuing treatment includes, for example, a course of prescription medication (e.g., an antibiotic) or therapy requiring special equipment to resolve or alleviate the health condition (e.g., oxygen). A regimen of continuing treatment that includes the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or, bed-rest, drinking fluids, exercise and other similar activities that can be initiated without a visit to a health care provider, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.
3. Conditions for which cosmetic treatments are administered (such as most treatments for acne or plastic surgery) are not "serious health conditions" unless inpatient hospital care is required or unless complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., are examples of conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave. Restorative dental or plastic surgery after an injury or removal of cancerous growths are serious health conditions provided all the other conditions of this regulation are met. Mental illness resulting from stress, or allergies may be serious health conditions, but only if all the conditions of this section are met.
4. Substance abuse may be a serious health condition if the conditions of this section are met. However, FMLA leave may only be taken for treatment for substance abuse by a health care provider or by a provider of health care services on referral by a health care provider. On the other hand, absence because of the employee's use of the substance, rather than for treatment, does not qualify for FMLA leave.
5. Absences attributable to incapacity under paragraphs B.1.b. (2) and (3) qualify for FMLA leave even though the teacher or the immediate family member does not receive treatment from a health care provider during the absence, and even if the

absence does not last more than three days. For example, a teacher with asthma may be unable to report for work due to the onset of an asthma attack or because the teacher's health care provider has advised the teacher to stay home when the pollen count exceeds a certain level. A teacher who is pregnant may be unable to report to work because of severe morning sickness.

C. Health Care Provider – Defined

1. The Act defines “health care provider” as:
 - (a) A doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the State in which the doctor practices; or
 - (b) Any other person determined by the Secretary to be capable of providing health care services.
2. Others “capable of providing health care services” include only:
 - (a) Podiatrists, dentists, clinical psychologists, optometrists, and chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by X-ray to exist) authorized to practice in the State and performing within the scope of their practice as defined under State law;
 - (b) Nurse practitioners, nurse-midwives, and clinical social workers who are authorized to practice under State law and who are performing within the scope of their practice as defined under State law;
 - (c) Christian Science practitioners listed with the First Church of Christ, Scientist in Boston, Massachusetts. Where a teacher or family member is receiving treatment from a Christian Science practitioner, a teacher may not object to any requirement from an employer that the teacher or family member submit to examination (though not treatment) to obtain a second or third certification from a health care provider other than a Christian Science practitioner except as otherwise provided under applicable State or local law or collective bargaining agreement.
 - (d) Any health care provider from whom a teacher's or the teacher's group health plan's benefits manager will accept certification of the existence of a serious health condition to substantiate a claim for benefits; and
 - (e) A health care provider listed above who practices in a country other than the United States, who is authorized to practice in accordance with the laws of that country, and who is performing within the scope of his or her practice as defined under such law.
3. The phrase “authorized to practice in the State” as used in this section means that the provider must be authorized to diagnose and treat physical or mental health

conditions without supervision by a doctor or other health care provider.

D. Notice

1. The teacher shall provide the Superintendent/designee with written notice no fewer than thirty (30) days prior to taking unpaid FMLA leave for the birth or placement of a child when the teacher's need for leave is foreseeable.
2. Whenever unpaid FMLA leave is necessitated by the serious health condition of the teacher or his/her family member and is foreseeable based upon planned medical treatment, the teacher shall provide the Superintendent/designee, not fewer than thirty (30) days prior to the requested leave commencing, with written certification issued by a health care provider to support his/her request for leave.

If a teacher requires intermittent leave or a reduced work schedule as set forth below, the teacher shall provide the Superintendent/designee, not fewer than thirty (30) days prior to commencing the modified work schedule, with written certification issued by a health care provider to support his/her request for leave so long as the need for leave is foreseeable.

3. If the teacher's need for leave is not foreseeable, notice must be given as soon as possible and practical, taking into account all of the facts and circumstances in the individual case. It is expected that a teacher will give notice to the Superintendent/designee within one (1) or two (2) working days of learning of the need for leave, except in extraordinary circumstances. The teacher should provide notice to the Superintendent/designee either in person or by phone, telegraph, facsimile ("fax") machine or other electronic means. Notice may be given by the teacher's representative (e.g., a spouse, family member, or other responsible party) if the teacher is unable to do so personally.

E. Calculation of Total Unpaid/Paid FMLA Leave

1. The Board shall require that paid sick leave taken under Section 20 of the Agreement shall be counted as FMLA leave if (1) the reasons for taking it qualify as FMLA reasons and (2) if the teacher had been notified by the Superintendent/designee while on paid sick leave that this leave would be counted as FMLA leave.
2. Where a teacher has earned paid sick leave days, this paid leave shall be substituted, at the teacher's request, for all or part of any unpaid FMLA leave taken to care for an immediate family member or for the teacher's own serious health condition.
3. When an employee utilizes sick leave for a reason that the Board believes to be a "serious health condition" (that of the teacher or of an immediate family member), or if the employee requests FMLA, the employee will be notified in writing by the Board that said sick leave days count toward his/her annual FMLA leave entitlement. If the employee does not believe his/her leave meets the criteria of a "serious health condition", the teacher must notify in writing the

Superintendent/Designee within fourteen (14) calendar days of receiving the notice and shall explain why his/her sick leave use does not meet the criteria of a “serious health condition.” Unless the employee again hears from the Superintendent/Designee on this specific situation, the Superintendent/Designee will correct the personnel files to reflect that said sick leave use shall not also be considered to be FMLA leave. If the employee does not notify in writing the Superintendent/Designee within fourteen (14) calendar days, the correction will not be made.

F. Intermittent Leave and Reduced-Work Schedule

1. Intermittent leave means leave taken in separate periods of time due to a single illness or injury, rather than for one continuous period of time, and may include leave of periods from an hour or more to several weeks. Reduced-work schedule means a leave schedule that reduces the usual number of hours per work week, or hours per work day of the teacher. Examples of intermittent leave and/or reduced-work schedule leave would include leave taken on an occasional basis for medical appointments related to a serious health condition of the teacher’s or that of an immediate family member’s, or leave taken several days at a time spread over a period of six (6) months, such as for chemotherapy.
2. When medically necessary, a teacher may take intermittent FMLA leave or a reduced-work schedule to care for a spouse, child, or parent who has a serious health condition, or if the teacher has a serious health condition. The teacher shall make reasonable efforts to schedule treatment so as not to unduly disrupt the regular operations of the Board.
3. Where FMLA leave is taken because of birth or placement for adoption or foster care, a teacher may take leave intermittently or on a reduced leave schedule only if the Board agrees.
4. Where a teacher who is principally employed in an instructional capacity requests intermittent FMLA leave or FMLA leave on a reduced work schedule, and where the teacher would be on FMLA leave for more than 20% of the total number of working days over the period during which the FMLA leave would extend, such teacher must elect either:
 - a. to take FMLA leave for a period or periods of a particular duration, not greater than the duration of the planned medical treatment; or
 - b. to transfer temporarily to an available alternative position offered by the Board for which the teacher is qualified, as long as the alternate position has equivalent pay and benefits and the Board has determined that this alternate position better accommodates recurring periods of leave than the regular employment position of the teacher.

G. Leave Near End of Semester

1. If a teacher begins any unpaid FMLA leave more than five (5) weeks prior to the

end of a semester, the Board may require the teacher continue taking leave until the end of the semester, if:

- a. the leave is of at least three (3) weeks duration, and
 - b. the return to employment would occur during the three (3) week period before the end of the semester.
2. If a teacher begins unpaid FMLA leave for purposes of the birth or placement of a child or in order to care for a spouse, child or parent during the period that commences five (5) weeks prior to the end of the semester, the Board may require the teacher to continue taking unpaid FMLA leave until the end of the semester, if:
- a. the unpaid FMLA leave is of greater than two (2) weeks duration, and
 - b. the return to employment would occur during the two-week period before the end of the semester.
3. If a teacher begins unpaid FMLA leave because of the birth or placement of a child or in order to care for a spouse, child for a serious medical condition during the period that commences three (3) weeks prior to the end of the semester and the duration of the unpaid FMLA leave is greater than five (5) working days, the Board may require the teacher to continue to take leave until the end of the semester.
4. When a teacher is required to take leave until the end of a semester and the teacher's leave entitlement under unpaid FMLA ends before the involuntary leave period is completed, the Board is required to maintain health benefits and must restore the teacher and provide other FMLA entitlements when the period of leave ends.

H. Medical Opinion

1. **Additional Certifications:** For unpaid FMLA leave the Board retains the right, at its own expense, to require the teacher to obtain the opinion of a second health care provider designated by the Board. If the second opinion is in conflict with the initial certification provided by the original health care provider, the Board may request, at the Board's expense, the teacher to see a mutually agreed upon health care provider to give a final and binding opinion regarding eligibility for unpaid FMLA leave. The teacher and Board must each act in good faith to attempt to reach agreement on whom to select for the third opinion provider. If the Board does not attempt in good faith to reach agreement, the Board will be bound by the first certification. If the teacher does not attempt in good faith to reach agreement, the teacher will be bound by the second certification.
2. **Subsequent Recertification:** The Board may request recertification, at its own expense, at any reasonable interval but not more often than every thirty (30) days unless:
 - a. The teacher requests an extension of leave.

- b. Circumstances described by the original certification have changed significantly (duration of illness, nature of illness, complications).
- c. The board receives information that casts doubt upon the continuing validity of the certification.
- d. When the teacher is unable to return to work after FMLA leave because of the continuation, recurrence, or onset of a serious health condition.

I. Benefits

The Board shall maintain coverage under the group health plan for the duration of the unpaid FMLA leave at the level and under the conditions that would have been provided if the teacher had continued to work and not taken leave. These group health plans include hospitalization, major medical, dental, and prescription drug. The teacher may opt to continue the life insurance coverage, but payment of the life insurance premium will be at the teacher's own expense. Payment of the teacher's required contribution toward the premium (if any) is due the first day of each month. Failure to make payment within thirty (30) days will result in termination of coverage during the unpaid FMLA leave. The teacher shall not accrue seniority, sick leave or any other employment benefits during the unpaid FMLA leave.

J. Return to Work

1. When an employee is medically able to return to work after a serious health condition for unpaid FMLA leave, he/she shall provide the Board with a statement from his/her health care provider that the teacher is able to resume the job functions for his/her position.
2. Upon return from unpaid FMLA leave, the Board shall restore the teacher to the position he/she held when the leave commenced, or to an equivalent position with equal employment benefits, pay and other terms and conditions of employment.
3. A teacher has no greater right to reinstatement or to other benefits and conditions of employment than if he/she had been continuously employed during the FMLA leave period. (In other words, if the Board conducts a Reduction-in-Force [RIF] during the teacher's leave period, the Board may deny the teacher reinstatement if his/her position was one of the ones affected by the RIF).
4. Should a teacher not return to work at the end of the unpaid FMLA leave or contractual leave that is adjacent to the FMLA leave for reasons other than the continuation, recurrence, or onset of the serious health condition that gave rise to the leave or for circumstances beyond the teacher's control, the teacher shall reimburse the Board for the health insurance premiums paid by the Board during the unpaid FMLA leave period. A teacher shall be required to support his/her claim of inability to return to work because of the continuation, recurrence, or onset of the serious health condition. Certification from the teacher's health care provider

shall be provided in a timely manner, and no later than thirty (30) days after the claimed inability to return. If this certification is not provided in a timely manner, the Board may recover the health benefit premiums it paid during the period of unpaid FMLA leave. In order to avoid having to reimburse the Board for premiums, the teacher must return to work for thirty (30) days unless precluded from doing so by Board action.

K. Penalties for Misuse

A teacher who fraudulently obtains FMLA Leave from the Board is not protected by the terms of these provisions (i.e. job restoration or maintenance of health benefits provisions may be denied).

L. Inconsistencies Between the Agreement and FMLA

1. All terms which are not defined specifically in this Agreement shall have the same meaning as those terms defined in the Family and Medical Leave Act of 1993, as amended in 2009 and its implementing regulations. If there are any inconsistencies between this Section and the Family and Medical Leave Act of 1993, as amended in 2009 the Family and Medical Leave Act of 1993, as amended in 2009 shall prevail.
2. FMLA does not limit or enlarge entitlement to paid or unpaid leave for which a teacher is otherwise eligible under the Agreement.

SECTION 22 – COMMUNICABLE DISEASES

A. Protection of Individuals

The Board recognizes that communicable diseases are significant medical and social problems. The Board desires to protect the rights of individual students or teachers who may be infected with communicable diseases as well as to protect noninfected students, staff, and the public.

B. Definitions

The purpose of these procedures is to describe the method of handling the issues raised when a teacher is potentially infectious with a communicable disease. A communicable disease is defined as a long-term disease capable of being transmitted from one person to another and that is dangerous to the public. Communicable diseases include, but are not limited to, tuberculosis, hepatitis, and Acquired Immune Deficiency Syndrome (AIDS). For the purpose of this policy, AIDS includes Acquired Immune Deficiency Syndrome, AIDS-related complex or the presence of Human Immunodeficiency Virus (HIV).

C. No Mass Testing

There will be no mass testing to determine if a teacher is infected with a communicable disease.

D. Reporting of Diagnosis

Any teacher who is diagnosed as having a communicable disease is required to report such diagnosis to the Superintendent.

E. Continuation of Normal Work

All teachers shall be required to carry out their normal duties and responsibilities to an infected student or work with an infected teacher where the determination has been made to permit the infected individual to remain in the school setting.

F. Decisions on Case-by-Case Basis

Decisions about each teacher with a communicable disease are to be made on a case-by-case basis.

G. Submission to Medical Evaluation

When there is reason to believe that a teacher has a communicable disease, then he/she is required to submit to a medical evaluation by a public health physician and/or a physician or medical facility selected by the Board, at Board expense. "Reason to believe" shall be defined as:

1. The teacher discloses his/her diagnosis;
2. Knowledge that a member of the teacher's household has a communicable disease;
3. Evidence of impairment in job performance;
4. Other information brought to the attention of the Board. Said information shall promptly be brought to the attention of the teacher.

H. No Loss of Salary, Benefits or Other Emoluments

If there is reason to believe that a teacher has a communicable disease, he/she will be permitted to remain in his/her regular assignment or placed in an alternate assignment with no loss of salary, benefits or other emoluments.

I. Evaluation Team

When there is reason to believe that a teacher has a communicable disease, an evaluation team shall convene within seven (7) calendar days of the teacher/student identification.

1. The evaluation team shall be comprised of: the teacher's physician, the school physician, and a physician specializing in infectious diseases.
2. The school physician shall be chairperson of the evaluation team.

J. Written Report of Evaluation Team

The evaluation team shall review the teacher's diagnosis, treatment, and prognosis and shall submit a written report of its finding and determinations to the Superintendent within five (5) calendar days from when the evaluation team convened.

K. Teacher's Status/Assignment

The Superintendent will make a decision based on medical information concerning a teacher's status/assignment within two (2) calendar days after receiving the report from the evaluation team. A teacher may be (1) kept in his/her original assignment, (2) placed in a different assignment with no loss of salary, benefits or other emoluments, (3) requested to utilize sick leave and would be entitled to unpaid leave of absence for up to two (2) years after paid sick leave has expired, (4) entitled to apply for disability retirement benefits under S.T.R.S. or (5) placed on a leave of absence under O.R.C. 3319.13. A teacher shall not be nonrenewed, terminated, or otherwise separated from employment due to having been diagnosed as having a communicable disease.

L. Confidentiality

Information about the identity and condition of a teacher infected with a communicable disease shall not be disclosed by the evaluation team or by the Superintendent to anyone other than the members of the Board, administrators in the buildings in which the teacher is assigned, school nurse, and any other persons to whom disclosure is recommended by the evaluation team.

M. Monitoring of Medical Condition

The evaluation team shall maintain an active role in monitoring the teacher's medical condition. The teacher's physician shall work with the teacher regarding any change in health status and shall notify the school physician of any change. If any new information is brought to the attention of the school physician, the procedures outlined above shall be followed.

N. Confidentiality and Students

Those teachers to whom disclosure is recommended by the evaluation team shall be notified of the identity and other relevant information regarding students identified as having a communicable disease. Teachers will observe complete confidentiality as to such information.

O. Implementation and Enforcement of Board Policies

The administration will implement and enforce Board policies and the Ohio Revised Code in dealing with student communicable diseases.

SECTION 23 – DRUG/ALCOHOL-FREE WORKPLACE POLICY FOR EMPLOYEES

A. Overview

The Board is committed to a drug/alcohol-free workplace. It will enforce a policy requiring all teachers to refrain from the use, distribution, or possession of illicit drugs, whether on or off school premises. It is also the Board’s policy to prohibit use, distribution, or possession of alcoholic substances (on or off premises) that: 1) interferes with job performance; or 2) results in a violation of state or federal laws while on school property or while teaching, coaching, and/or supervising students under the direction of the Board. Teachers who fail to comply with this policy may be subject to discipline as described below.

B. Use – Disciplinary Action

In cases involving the use of illicit drugs or alcohol, the initial disciplinary action shall be the completion of an appropriate awareness and/or rehabilitation program approved by the Board as determined by the Superintendent with input from the Chemical Dependency Coordinator and the B.E.A. President. Subsequent offenses relating to use of illicit drugs or alcohol may result in further just cause discipline and/or termination in accordance with the Ohio Revised Code and provisions of this Agreement (if applicable). Any violation of the law may result in referral to the appropriate law enforcement agency for prosecution.

C. Distribution/Possession/Sale – Discipline

In cases involving the distribution or possession of illicit drugs or the distribution or sale of alcohol to students and/or minors, the Superintendent shall have the option to institute initial disciplinary action consisting of the completion of an appropriate awareness and/or rehabilitation program. However, the Superintendent shall also have the option to institute at any time disciplinary action consisting of the termination of employment in accordance with the Ohio Revised Code and provisions of this Agreement (if applicable), and/or the referral to the appropriate law enforcement agency for prosecution.

D. Notification to Superintendent of Criminal Conviction

Any teacher convicted of an offense under a criminal drug statute must notify the Superintendent of the conviction no later than five (5) working days after such conviction. Failure to do so may result in discipline for just cause.

E. Notification to Teacher(s) of Policy

To ensure that all teachers are aware of this policy, the Board shall provide written notification of the Drug/Alcohol-Free Workplace Policy. New teachers will be informed of this policy before signing a contract.

F. Available Help for Teacher(s)

The Board is concerned about any teacher who is a victim of alcohol or drug abuse. The

Board has made available for any teachers of Brecksville-Broadview Heights City School District to obtain help through the services of the Chemical Abuse Prevention Association (C.A.P.A.) Coordinator.

G. Provision of Program Information

The goal of the Board working in conjunction with the C.A.P.A. Coordinator will consistently be to provide information about any alcohol and drug counseling, rehabilitation programs, and re-entry programs available to teachers and provide procedures to direct teachers to appropriate programs.

H. Policy: Biennial Review

This policy will be reviewed on a biennial basis as part of the biennial review of all District policies regarding drug prevention (as required by the Drug-Free Schools & Campuses Act Amendments of 1989). The Superintendent/designee will assign responsibility for conducting the biennial review.

SECTION 24 – TOBACCO-FREE ENVIRONMENT

- A. The use of tobacco inside school buildings, District offices, non-instructional facilities, and anywhere on school property (except in personal vehicles) is prohibited. The “use of tobacco” shall mean all use of tobacco, including a cigarette, cigar, pipe, snuff, or any other matter or substances that contain tobacco.
- B. The C.A.P.A. Coordinator shall assist in providing smoking-cessation workshops and information on alternative support systems for smoking cessation.

SECTION 25 – MENTORING PROGRAM

A. Overview

An entry-year/mentoring program is designed to help teachers who are either Resident Educators, new to the Brecksville-Broadview Heights School District, or who hold an Alternative Educator License. Mentors will consult and assist teachers new to the district but they shall not evaluate them. A teacher who volunteers and is selected to be a mentor shall be compensated and shall receive release time as stated below. Additionally, a mentor may be required to attend training sessions during the regular school day and may also be required to attend training sessions/meetings outside of the regular school day to a maximum of eight (8) hours per school year. In order for a teacher to be the mentor of an entry-year teacher (i.e., a teacher who holds a provisional license), the teacher must have successfully completed ODE required Resident Educator training.

B. Resident Educator Mentoring Program

- 1. Qualifications for Resident Educator Mentors/Facilitators

- a. Resident Educator Mentors work with Resident Educators in years one (1) and two (2) of the Resident Educator Program. Resident Educator Mentors must have at least five (5) years of teaching experience.
- b. Resident Educator Mentors must be trained to serve as a mentor through the ODE Instructional Mentoring (IM) and Resident Educator (1-RE) programs.
- c. Resident Educator Mentors must maintain a valid teaching certificate/license.
- d. In order to be selected as a Resident Educator Mentor, the teacher must demonstrate the ability to work cooperatively and effectively with colleagues. The teacher also regularly demonstrates extensive knowledge of best practices for classroom management and instructional techniques.
- e. Resident Educator Facilitators work with Resident Educators in year three (3) and year four (4), if necessary, of the Resident Educator Program. Facilitators must successfully complete ODE Facilitation Training.

2. Selection Process

- a. Teachers interested in serving as a mentor or facilitator to a Resident Educator shall notify the Program Coordinator (Director of Human Resources) by the posting date on the yearly supplemental job posting.
- b. Assignments are for a one-year period and are by the mutual agreement of the Superintendent and the B.E.A. President.

3. Responsibilities

- a. Resident Educator Mentors/Facilitators shall carry out the Resident Educator Program in conjunction with the Resident Educator rules, regulations and guidelines as developed by the ODE.
- b. Resident Educator Mentors shall attend scheduled training sessions/meetings unless notification has been given and approved by the Program Coordinator.
- c. The Mentor shall meet with the mentee for three (3) hours prior to the start of the school year. This meeting date and time shall be mutually determined by the mentor and the mentee.
- d. Release time, during the student contact day, will be provided for observation and conferencing purposes as approved by the Program Coordinator and provided to the Resident Educator Mentor and the Resident Educator. The Resident Educator Mentor will notify the building

Principal(s) of the date and time they plan to meet with the Resident Educator no less than three (3) workdays prior to the date so that substitute arrangements can be made.

- e. Resident Educator Mentors will use the Resident Educator Program formative assessment tools (e.g., Collaborative Log, Ohio Standards for the Teaching Profession Reflection Tool, Goal Setting Agreement, etc.) and protocols to support the Resident Educator.
- f. Assessments and evaluations of Resident Educators shall not be performed by Resident Educator Mentors. Resident Educator Mentors are expected to maintain confidentiality as they provide developmental support and critical feedback to Resident Educators.

4. Compensation

- a. Resident Educator Mentors for 1st year and 2nd year mentees will receive .040 of the BA base salary per year and shall receive this compensation in a single stipend, the first pay in June.
 - i. Ideally, each Resident Educator Mentor shall not have more than one (1) mentee, however, when this is not possible, a member may be given a second mentee but they can never have more than two (2) mentees.
 - ii. Compensation for two (2) mentees is .060 of the base salary.
- b. Facilitators for 3rd year Resident Educators will receive .005 of the BA base salary per year and shall receive this compensation in a single stipend, the first pay in June.

5. Release Time

- a. Resident Educator Mentors shall be given 16 hours of release time to plan, observe, and meet with the mentee.
- b. Resident Educator Facilitators shall be given 1.5 hours of release time to plan and videotape with each assigned mentee.
- c. Resident Educator Mentees in 1st and 2nd year of RESA shall receive up to 8 hours of release time to work with their mentors and up to 8 hours of release time for preparation and submission of RESA materials.
- d. Resident Educator Mentees in their 3rd year in RESA will receive up to 1.5 hours of release time to meet with their Facilitator and up to 8 hours of release time for the preparation and submission of RESA materials.
- e. Resident Educators in their 4th year who still require a Facilitator will receive up to 1.5 hours of release time to meet with their Facilitator. All

Resident Educators in year four (4) will receive up to 8 hours of release time for the preparation and submission of RESA materials.

- f. Resident Educator Mentees will be required to meet up to three hours with the Program Coordinator after the first student day.

C. New to the District Mentoring Program (Non-Resident Educator or Educator with Alternative License)

The New to District Mentoring Program is for educators new to the district who have a professional license, permanent certificate, or alternative license. Teachers in their first year at BBHCSD will be provided coaching, mentoring, and guidance as they transition to a BBHCSD employee.

1. Qualifications for Mentors

- a. The New to District Mentor must have at least five (5) years teaching experience.
- b. A New to District Mentor must have demonstrated the ability to work cooperatively and effectively with the BEA members and have extensive knowledge of a variety of classroom management and instructional techniques.
- c. In order to be selected as a New to District Mentor, the teacher must demonstrate the ability to work cooperatively and effectively with colleagues. The teacher also regularly demonstrates extensive knowledge of best practices for classroom management and instructional techniques.

2. Selection Process

- a. Teachers interested in serving as a New to District Mentor shall notify the Program Coordinator (Director of Human Resources) by the posting date on the yearly supplemental job posting.
- b. Assignments are for a one-year period and are by the mutual agreement of the Superintendent and the B.E.A. President.

3. Responsibilities

- a. New to District Mentors shall carry out the following obligations:
 - i. Design and coordinate yearly goals in collaboration with mentee.
 - ii. Meet monthly with mentee.
 - iii. Record dates and times of monthly meetings and submit at the end of the year to Program Coordinator.

- b. The New to District Mentor shall attend all district meetings scheduled for the year unless notification has been given and approved by the Program Coordinator.
- c. The New to District Mentor shall meet with the mentee for three (3) hours prior to the start of the school year. This meeting date and time shall be mutually determined by the mentor and the mentee.
- d. Release time, during the student contact day, will be provided for observation and conferencing purposes as approved by the Program Coordinator and provided to the New to District Mentor and the New to District Mentee. The New to District Mentor will notify the building Principal(s) of the date and time they plan to meet with the New to District Mentee no less than three (3) workdays prior to the date so that substitute arrangements can be made.
- e. Assessments and evaluations of New to District Educators shall not be performed by their mentors. New to District Mentors are expected to maintain confidentiality as they provide developmental support and critical feedback to their mentees.

4. Compensation

- a. New to District Mentors will receive .020 of the BA base salary per year if their mentee has one or more years of service credit. Mentors will receive this compensation in a single stipend, the first pay in June.. Each additional New to District Mentee will be compensated at .0125 of BA base salary.
- b. New to District Mentors will receive .040 of the BA base salary per year if their mentee has zero years of STRS service credit (i.e. Exempt Teacher) or is hired under an Alternative License. Mentors will receive this compensation in a single stipend, the first pay in June. Each additional New to District Mentee will be compensated at .0125 of BA base salary.

5. Release Time

- a. The New to District Mentor shall be given release time, at his/her determination, up to a maximum of twelve (12) hours per school year. When the mentor determines release time is needed, he/she shall give at least three (3) days advance notice to the building principal so that substitute arrangements can be made.
- b. Experienced teachers new to the District will be given release time up to a maximum of six (6) hours per school year to consult with his/her mentor.

D. Special Exceptions

1. Former Long-Term Substitutes

- a. A former long-term substitute with less than one semester in-District experience or a former long-term substitute from another district who receives a regular teaching contract will be treated as an entry-year teacher.
- b. A former long-term substitute with at least one semester in-District experience who receives a regular teaching contract and who has a teaching certificate or professional license may be provided a mentor in his/her first year of teaching, at the administration's discretion.

E. District Entry-Year/Lead Mentor Coordinator

1. A Lead Mentor/Coordinator, who must be a teacher, shall be selected by the mutual agreement of the Superintendent and the B.E.A. President.
2. The Lead Mentor/Coordinator shall collaboratively work with the Program Director in the design of the district mentoring programs, and the recruitment, selection, assignment and provisions for the training of mentor and entry-year teachers.
3. The Lead Mentor/Coordinator shall be paid .0007 of the BA base salary per hour for time dealing with the RESA and Non-RESA mentoring programs outside of his/her regular instructional/duty periods. This includes district meetings with mentors and mentees. Total hours per school year are limited to forty (40) unless additional hours are approved by the Program Director.

F. Entry-Year Teachers Who Do Not Obtain Licensure

1. Entry-year teachers must successfully complete the entry-year program within two (2) school years. The entry-year teacher must produce a professional license or letter from the Ohio Department of Education verifying the teacher has met the licensure requirements. This must be produced on or before August 1st following completion of the entry-year program. An entry-year teacher who has failed to successfully complete the entry-year program within two (2) years will no longer be employed by the Board.
2. Entry-year teachers who do not successfully complete the entry-year program within the given timeframe will not be entitled to any rights or procedures under this Agreement or applicable state law, including rights or procedures governing nonrenewal or termination or contract. This section expressly supersedes O.R.C. 3319.11, 3319.111, or 3319.16. This section only applies to those teachers who have not satisfied their licensure requirements and does not impact the teacher or Board's rights under this Agreement with respect to nonrenewal or termination of contract for reasons unrelated to failure to obtain licensure.
3. Upon submission of a professional license or verification of completion of licensure requirements, the teacher will no longer be subject to the entry-year mentoring program. Any teacher who has not completed the entry-year program within the first year will be expected to continue to participate in that program during the teacher's second year as an entry-year teacher.

SECTION 26 – EVALUATION

A. Purpose

This evaluation section shall replace O.R.C. 3319.111 in the implementation of O.R.C. 3319.11, or any provision of this contract adopting, modifying, or replacing O.R.C. 3319.111.

Any subsequent changes to this policy shall be deemed a mandatory subject of bargaining and shall be addressed by the parties during negotiations for a successor agreement.

Nothing in this provision shall prevent the Board and the BEA from negotiating changes to OTES during the duration of this agreement so long as the parties do so by mutual agreement only. Any proposed changes to OTES must be ratified by the BEA and the Board.

The purpose of evaluation is to:

1. Provide the staff with a continuous program of evaluation.
2. Provide a cooperative process for evaluator and teacher to work together in improving areas of performance.
3. Recognize performance areas that are successful and identify performance areas needing improvement.
4. Develop performance guidelines and standards for both self-appraisal and evaluation by supervisory personnel.
5. Provide information which may be utilized in the consideration of limited contract renewal or contract termination.

B. Procedures

1. Evaluators

- a. Evaluation of a teacher shall be conducted by the teacher's immediate supervisor, building principal, or assistant principal or by the Director of Pupil Services. In the case of potential non-renewal or termination, a teacher may also be evaluated by the Director of Human Resources or his/her designee.
 - b. No teacher shall have more than one evaluator per year.
 - c. Any evaluator must be OTES 2.0 AND OSCES trained when required.
2. Evaluator assignments shall be made pursuant to the following requirements:

- a. For those teachers with an evaluation rating of skilled, developing, or ineffective on their most recent evaluation, or for those teachers without a rating, the evaluator shall be the teacher's immediate administrator.
- b. For those teachers with an evaluation rating of accomplished on their most recent evaluation, the teacher shall have the option to select their evaluator within their assigned building or their immediate supervisor, on or before October 1st, in the year of their evaluation cycle and notify the Superintendent or his/her designee of said selection. However, in no case shall the selection of the evaluator create an inequitable workload for the evaluators.

3. Criteria

The following schedule of observations and evaluations are minimums. Additional observations and evaluations may be conducted as deemed necessary and do not require the completion of the pre- and post-observation process. All observations subject to the pre- or post-observation reports shall be for at least thirty (30) minutes and shall be conducted with the full knowledge of the teacher. Evaluations shall not be limited to classroom observations.

4. Evaluation Timeline for All Certified Staff

On or before October 1 st	Non-OTES/Non-OSCES teachers must be notified that they are being evaluated.
On or before October 1 st	Teachers must develop and submit their Professional Growth Plan or Improvement Plan.
On or before October 1 st	Goal Setting Sections A and B submitted to evaluator (Non-OTES/Non-OSCES staff only).
On or before December 15 th	First Observation Cycle has been completed for all teachers except those on the off-year evaluation cycle.
On or before Feb. 15 th	Second Observation Cycle for teachers new to the district, teachers applying for Continuing Contract, teachers in the last year of their Limited Contract.
On or before March 1 st	Notice of potential for recommendation of non-renewal must be provided to teacher.
On or before May 1 st	Second Observation Cycle has been completed for teachers with a Continuing Contract, teachers in the first year of a two-year Limited Contract, or the first or second year of a three-year Limited Contract.
On or before May 1 st	Third Observation Cycle for teachers new to the district, teachers applying for Continuing Contract, and all teachers

in the last year of their Limited Contract.

On or before May 1st Off year observations must be completed for skilled and accomplished teachers.

On or before May 1st Goal Section C must be submitted to their evaluator (Non-OTES/Non-OSCES staff only).

On or before May 10th Final Evaluation Report is due to teacher.

5. Evaluation Forms Non-OTES and Non-OSCES Staff

- a. The observations listed above require the completion of the Pre-Observation Form (Attachment 13) prior to the observation. This form can be completed by meeting with the evaluator, solely by the teacher, or with the help of a mentor.
- b. Observations listed above require a written Observation Form (Attachments 16-18) which must follow within seven (7) work days of the observation. A conference is encouraged after each observation.
- c. If the teacher opts for self-evaluation (goal setting), the teacher must complete the Goal-Setting Report (Attachment 14) by October 1st. The Self-Evaluation of Goal Achievement of the Goal-Setting Report (Attachment 14) must be completed by May 1.
- d. All necessary forms can be found stored electronically on the building server. A summary of the evaluation documents can be found in Attachment 12.
 - (1) Goal-Setting may be initiated in three ways:
 - (a) teacher developed, principal acknowledged
 - (b) teacher/principal consultation
 - (c) principal recommendation
 - (2) If the two parties cannot agree, the standard observation/evaluation format will be used following the same timeline.
 - (3) The goals will be in alignment with the Ohio's Standards for the Teaching Profession.
- e. The Evaluation Report (Attachments 16-18) and conference must be conducted on or before the prescribed timeline dates. The evaluator and teacher will discuss and sign the written Evaluation Report (Attachments 16-18). The signature by the teacher indicates that the report has been discussed and explained; it does not necessarily indicate approval by the

teacher. If the teacher wishes, he/she can submit a written response to the report which will be attached to the Evaluation Report (Attachments 16-18).

6. Off-Cycle Years (OTES/OSCES and Non-OTES/ Non-OSCES)

- a. A teacher who has been granted a limited contract by the Board for more than seven (7) consecutive school years (minimum of 120 contract days per school year), and/or a teacher who has been granted a continuing contract by the Board; and who receives an evaluation rating of “skilled;” shall not be subjected to another evaluation cycle until the second school year following the rating unless it is determined by the evaluator that the teacher is not making progress on their professional growth plan or if their contract requires board action. The teacher will be provided with at least one (1) formal or informal observation and post-conference in any year that such teacher is not formally evaluated.
- b. A teacher who has been granted a limited contract by the Board for more than seven (7) consecutive school years (minimum of 120 contract days per school year); and/or a teacher who has been granted a continuing contract by the Board; and who receives an evaluation rating of “accomplished;” shall not be subject to another evaluation cycle until the third school year following the rating, unless it is determined by the evaluator that the teacher is not making progress on their professional growth plan or if their contract requires board action. The teacher will be provided with at least one (1) formal or informal observation and post-conference in any year that such teacher is not formally evaluated.

7. Improvement Plan Report

When a teacher receives at least one “Needs Improvement” on the Observation Form, the teacher may be placed on an improvement plan. The teacher and the administrator will develop a plan in a collaborative manner to make the necessary improvements. Teachers placed on an improvement plan will be observed/evaluated as teachers new to the district. Areas that need improvement will be documented on the Improvement Plan Report (Attachment 15 for Non-OTES/Non-OSCES), or in the improvement plan (OTES/OSCES).

The improvement plan shall include:

1. Specific, measurable instructional practices to be observed;
2. Specific, evidence-based resources, and assistance to be provided;
3. Timelines for the completion of the plan;
4. No more than (2) goals per evaluation cycle, unless otherwise mutually agreed.

8. Exemptions

Teachers employed after the stated observation and evaluation deadlines will be

exempt from the prior schedule. However, all new teachers will have a minimum of one (1) observation and evaluation per school year.

9. B.E.A. Representative

A teacher may have a B.E.A. representative present during the evaluation conference and may have a B.E.A. representative present during the Improvement Plan development meeting.

10. Observation Cycle Scheduling

There will be at least thirty (30) calendar days between the scheduled observation cycles set forth in the subsection B.3 of this Section. The last scheduled observation cycle shall be made on or before May 1st of each year for teachers on limited contracts and on or before May 1st of each year for teachers on continuing contracts.

11. Formal Observation Conferences

- A. A pre-observation conference shall be scheduled to occur between the evaluator and the teacher at least one working day prior to each formal observation. At the in person pre-observation conference, the teacher shall provide evidence for the work situation to be observed.
- B. A post-observation conference shall be held after each formal observation. The post-observation conference shall take place not more than ten (10) days following the formal observation, unless extended by mutual agreement. Teachers shall be given the opportunity to provide evidence, which must be utilized to inform the evaluator's rating in all areas of the observation and shall include a discussion of the progress being made on the teacher's professional growth or improvement plan.
- C. Upon request following the final summative evaluation, the evaluator shall provide the teacher with copies of scripts, evidence, and/or artifacts cited in the final summative evaluation, to the extent this information exists.

12. Walkthroughs

- A. A walkthrough is an informal assessment process that focuses on at least two (2) of the following components which results in written notes or a summary:
 - 1. Evidence of planning;
 - 2. Lesson delivery;
 - 3. Differentiation;
 - 4. Resources;

5. Classroom environment;
 6. Student engagement;
 7. Assessment;
 8. Any other component of the Standards for Ohio Educators and rubrics approved for teacher evaluation, or other issues relevant to the teaching profession.
- B. At least one walkthrough will be announced. For the announced walkthrough, the teacher shall receive electronic or written notification that identifies the focus, date, and time of the walkthrough at least one (1) working days prior to each walkthrough. If the teacher is on Board-approved leave during the time the evaluator sends the notification, the walkthrough shall be rescheduled.
 - C. The walkthrough shall be at least ten (10) consecutive minutes, but not more than 15 (fifteen) consecutive minutes in duration.
 - D. The teacher shall be provided a copy of the walkthrough form, including all scripted and anecdotal documents relative to the walkthrough, no later than two (2) work days following the walkthrough.
 - E. At the request of the teacher, a formal debriefing shall occur no later than two (2) work days after the walkthrough to discuss observations of the evaluator, unless otherwise mutually agreed.
 - F. Walkthroughs shall not disrupt the learning environment in the classroom.
 - G. Teacher's may request a walkthrough at any time.
13. High Quality Student Data
- A. Each evaluation shall contain two (2) measures of high quality student data (HQSD). When applicable to the grade level or subject area taught, the HQSD shall include the value-added dimension as one (1) source of HQSD.
 - B. When utilizing vendor assessments to construct HQSD, related teaching, student, and other educational materials shall be purchased, and all affected staff shall be trained on utilization of the assessment program.
 - C. Annually, the Superintendent or designee shall develop a list of approved high-quality student data in consultation with experts in the field of education and with the District's evaluation committee.
 - D. When utilizing vendor assessments to construct HQSD, materials shall be purchased by the Board and all affected staff shall receive training on the assessment program as applicable to their position.

E. HQSD shall be used as evidence in any component of the teacher's evaluation.

14. Professional Growth Plan

A. A professional growth plan shall be developed as follows:

1. Teachers whose evaluation rating is Accomplished on his/her most recent final summative evaluation shall develop a self-directed professional growth plan and may choose his/her their credentialed evaluator for their next evaluation cycle as set forth in this agreement.
2. Teachers whose evaluation rating is Skilled shall develop a professional growth plan collaboratively with his/her credentialed evaluator.
3. A teacher whose final holistic rating is Developing shall develop a professional growth plan with his/her assigned credentialed evaluator.
4. 4. A teacher whose evaluation rating is "Ineffective" will be placed on a professional improvement plan developed in a collaborative manner with their assigned evaluator to make the necessary improvements.
5. A teacher who is new to the profession or new to the District will develop a professional growth plan collaboratively with his/her credentialed evaluator.

B. Professional growth plans shall be aligned to the teacher's evaluation and, if applicable, include one (1) component of the District's or Building level goals.

C. No Professional Growth Plan will have more than two (2) goals per Evaluation Cycle.

15. Evaluation Committee

- a. The Evaluation Committee shall consist of 5 members from each party's team. The Superintendent and B.E.A. President shall be responsible for appointing individuals to their respective teams. This number shall include the possible participation of Board counsel and/or the OEA/NEA Labor Relations Consultant.
- b. Meetings shall be scheduled by mutual agreement of the Evaluation Committee members with a minimum of one (1) per year.
- c. The Evaluation Committee may annually review and make recommendations regarding OTES, OSCES, and Non-OTES evaluations, including for example, review of forms relevant to the evaluation process; HQSD for the evaluation of teachers in the district; selection, review and cost of vendor assessments or other instruments used to gather HQSD.

Annual recommendation may be provided to the Superintendent no later than May 1st each school year.

- ⌘ By February 15, 2022, the Evaluation Committee shall produce a revised Evaluation Procedure (with rubrics and related forms) for non-OTES/non-OSCES staff that shall be presented to the Board and the Association for ratification. Once ratified by both Parties, this procedure shall be incorporated into this agreement, or its successor, and will be in effect for the start of the 2022-2023 school year.

SECTION 27 – PERSONNEL FILES

A. Location of File

The Board agrees to maintain one (1) official personnel file which will be located at the Board of Education office building or available electronically.

B. Availability for Inspection

All materials placed in the teacher’s personnel file after initial employment, other than confidential letters of reference, shall be available for inspection by that teacher during regular business hours of the Board of Education office if in paper form, or available electronically.

C. File Inspection Request

If possible, said file inspection shall take place within one (1) calendar day of the request to the Superintendent, but no later than five (5) calendar days (excluding Saturdays, Sundays, and holidays) of the request unless mutually extended by the Superintendent/designee and the teacher.

D. Accompanied by Representative

Any teacher who elects to review material in his/her file may be accompanied by a representative of his/her choice.

E. Material Dated

All material placed in a teacher’s personnel file shall be dated.

F. Initialing Contents

The initialing and/or signing of any material by the teacher, including any and all observation and evaluation forms, is merely an acknowledgment of having seen the material and does not necessarily indicate agreement or disagreement.

G. Anonymous Source

No material shall be placed in the teacher’s file that comes from an anonymous source.

H. Parental Complaints

Any adverse material and/or parental complaints shall not become a part of the official personnel file or be used in disciplinary decisions unless shared with the teacher.

I. Adverse Material

Each teacher shall be provided with copies of any adverse materials within ten (10) calendar days after receipt and before placement in the file. The teacher shall have the opportunity to reply in writing to the adverse material within ten (10) days after receipt of a copy of such material and the reply shall be placed in his/her file along with the adverse material. Any adverse material, other than those related to charges of child abuse, shall be removed after nine (9) years at the teacher's request if the actions or behaviors noted in the adverse material have not recurred within the nine (9) year period.

J. Complaint Procedure

Complaints against any teacher shall be handled through the established chain of command whenever possible. A complaint is defined as a written or verbal concern expressed to an administrator regarding a situation that occurred. The complaint shall be referred first to the teacher; if unresolved, then to the building principal. Except in the case of alleged criminal activity, if the complainant refuses to contact the teacher, the person receiving the complaint shall inform the teacher of the complaint within five (5) school days. Anonymous complaints shall not serve as the basis for any personnel decisions.

K. Building Administrator Working File

In addition to the one official personnel file, located at the Board of Education office building, a building administrator may maintain a working file that contains documentation relevant to a teacher's performance. At the end of each school year in which the teacher is formally evaluated, the information contained in the working file will either be placed in the official personnel file or expunged. This does not preclude a building administrator from maintaining an extra copy of documents maintained in a teacher's official personnel file.

**SECTION 28 – LIMITED TEACHING CONTRACTS – NON-RENEWAL; TENURE
ELIGIBILITY; EXTENDED CONTRACTS**

A. Non-renewal

The Board, upon recommendation of the Superintendent, may elect not to renew a teacher's limited contract, including an extended limited contract; however, no teacher shall be non-renewed in an arbitrary and/or capricious manner. The provisions of Ohio Revised Code Section 3319.11, as constituted on the date of execution of this Agreement, shall govern the procedures to be followed for the non-renewal of teachers' limited contracts, including

extended limited contracts. Further, the parties agree that the provisions of Section 26 (Evaluation) of this Agreement shall replace and supersede the provisions of Section 3319.111 in the implementation of Section 3319.11. The circumstances of and the procedures followed in the non-renewal of teachers' limited contracts, including extended limited contracts, shall not be the subject of any grievance, it being expressly understood that the remedies set forth in Revised Code Section 3319.11, as constituted on the date of execution of this Agreement, shall be the sole remedies available to the teacher.

B. Eligibility for Continuing Contracts

1. A teacher who is eligible for continuing contract consideration must notify the Superintendent in writing on or before September 30th of the school year in which the teacher becomes eligible in order to be considered for issuance of a continuing contract in April of that school year. A teacher who does not notify the Superintendent on or before September 30th will not be eligible for continuing contract consideration until May of the following year.
2. Any teacher who meets the requirements under O.R.C. §3319.08 will be eligible for continuing contract consideration. (See Continuing Contract Process Flow Chart at the end of this Agreement.)

C. Extended Limited Teaching Contracts

In the event the Superintendent believes an extended limited teaching contract [not to exceed two (2) years] is warranted for a teacher who is otherwise eligible for a continuing contract, the teacher will receive written notice at least five (5) working days prior to any Board action along with reasons directed at professional improvement. The Board must act on an extended limited contract and the reasons directed at professional improvement must be given to the teacher on or before May 15th. The parties agree the Board may bypass the procedures under Section 3319.11 (C) of the Ohio Revised Code and issue an extended limited teaching contract upon the Superintendent's recommendation without first entertaining a recommendation for a continuing contract. Upon subsequent reemployment of the teacher after the expiration of the extended limited contract, only a continuing contract may be entered into. If the Board does not give the teacher written notice of its affirmative action on the extended limited contract on or before May 15th, the teacher is deemed reemployed under a continuing contract at the same salary plus any increment provided by the salary schedule. The teacher is presumed to have accepted employment under such continuing contract unless such teacher notified the Board in writing to the contrary on or before June 1st, and a continuing contract shall be executed accordingly.

SECTION 29 – STAFF REDUCTION

A. Reasons

If the Board determines it is necessary to reduce the number of teachers it may elect to suspend the contracts of teachers to accomplish the reduction but only in the manner and pursuant to the provisions contained herein. A reasonable reduction shall occur only for

one or more of the following reasons consistent with ORC 3319.17:

1. Decrease in pupil enrollment in the District.
2. Suspension of schools or territorial changes affecting the District.
3. Return to duty of teachers after leaves of absence.
4. Financial reasons.

The number of teachers reduced will be kept to a minimum by not hiring replacements, if practical, for teachers who retire, resign, or are terminated or non-renewed. However, it may be necessary to hire some replacements if teachers in the system do not possess the certification/licensure for the position to be filled.

B. Order of Reduction

Within each area of certification/licensure, the Superintendent's recommendation will be as follows:

1. Teachers holding limited contracts shall be suspended in accordance with their seniority. The least senior teacher in the area of certification/licensure by comparable evaluation group shall be suspended first starting with the lowest comparable evaluation group as described herein.
2. Continuing teacher contracts shall be suspended only after all limited contracts in the area of certification/licensure. The least senior teacher in the area of certification/licensure by comparable evaluation group will be suspended first starting with the lowest comparable evaluation group as described herein.

In determining "comparable evaluations" for the purposes of reduction in force, there shall be four (4) categories:

- (1) Ineffective
- (2) Developing for three (3) or more consecutive years
- (3) Developing for fewer than three (3) consecutive years
- (4) Skilled and Accomplished

Bargaining unit members shall be "comparable" to each other only if they are in the same category. The evaluation ratings specified in this section refer to the final summative evaluation ratings assigned to a teacher. If, for whatever reason, the employee does not possess a final summative rating for the year in which the reduction in force will occur, the employees' last rating will be utilized for the purposes of considering whether employees are "comparable." In the event the teacher does not have any prior rating, at the discretion of the District, the most recent evidence (e.g., observations, formal walkthroughs and items uploaded to OhioES) will be considered to assign a rating to the individual.

Any reduction in force shall begin with the lowest comparable evaluation group within each area of certification/licensure affected by the reduction in force in the following order:

- (1) Ineffective
- (2) Developing for three (3) or more consecutive years
- (3) Developing for fewer than three (3) consecutive years
- (4) Skilled and Accomplished

C. Seniority

1. Seniority is defined as the total consecutive years of employment in the District. One hundred twenty (120) days or more in any one school year of at least three and one-half (3-1/2) hours per day shall give a teacher one (1) full year of seniority credit; one hundred twenty (120) days or more in any one school year of fewer than three and one-half (3-1/2) hours per day shall give a teacher one-half (1/2) year of seniority credit. Any teacher with fewer than one hundred twenty (120) days in any one school year shall receive no seniority credit for that year.
2. Seniority shall not be interrupted or affected by authorized leaves of absence approved by the Board and/or the Superintendent. However, a certificated/licensed employee on an unpaid authorized leave as provided in this Agreement shall not accrue seniority when on such leave with the exception of sabbatical leave. Persons on sabbatical leave shall accrue seniority while they are on sabbatical leave. A teacher, upon return from an unpaid leave, shall hold the seniority he/she possessed at the commencement of leave except for those who were on sabbatical leave. Those teachers on sabbatical leave increase their seniority by the year(s) they were on sabbatical leave.
3. If two or more teachers have the same length of consecutive years of service, seniority shall be determined using the criteria below in the order listed.
 - a. Total years plus or minus the day by day calculation of partial years. Any part of a day worked constitutes a full day.
 - b. Board hiring dates.
 - c. Date on the teacher's first job application that led to employment.
 - d. Where applications have been submitted electronically, the electronic time stamp shall be used as a tiebreaker.

D. Recall

Teachers whose contracts have been suspended shall be placed on a recall list by the Board and recalled in order of seniority when a teaching position in their area of certification/licensure becomes vacant or is created for which any of such teachers are or become certificated/licensed, as set forth below.

1. Subject to paragraph 3, below, teachers on limited contracts that have been suspended shall be placed on the recall list for three (3) years after the beginning of the school year immediately following the reduction in force after which time their contracts shall automatically expire without recourse through Section 29 of the Agreement.
2. Subject to paragraph 3 below, teachers on continuing contracts that have been suspended shall have the right of restoration to continuing service status without limitation.
3. Refusal of an offered full-time position (or to the status the teacher held prior to the reduction in force if less than full-time) in the Brecksville-Broadview Heights City School District shall result in removal from the recall list.
4. Refusal or acceptance of a long-term substitute position or a regular teaching position that is fewer hours than the teacher's previous position in the District while the teacher is on the recall list does not remove the teacher from the recall list.
5. Any teacher whose contract was suspended because of a reduction in force who is again hired by the District shall, upon his/her return, be increased one (1) step on the salary schedule from the salary step placement he/she held prior to the suspension. Additionally, he/she shall be given appropriate salary step credit for each full-time teaching year (a year being defined as at least 120 days) in another school district after the Board suspended his/her contract, up to three (3) additional years. The rehired teacher shall also be placed on the salary schedule column commensurate with his/her educational training.

E. Notice of Job Offering

Notice of vacancy shall be sent to the teacher by registered or certified letter addressed to the teacher's last known address. It shall be the responsibility of each teacher to notify the Board of any change in address, whether temporary or permanent. A teacher shall have two (2) days, excluding Saturdays, Sundays, and holidays, from the date of receipt of notification of the opening to indicate his/her intent to accept or reject reemployment, but not to exceed a total of ten (10) days from the mailing date excluding Sundays and holidays; otherwise, such teacher shall lose all rights to be reemployed and shall have no recourse through Sections 28 or 29 of the Agreement.

F. Recall vs. Hiring

No new teachers shall be hired in an area of certification/licensure while there are teachers on the recall list in that area of certification/licensure.

G. Contract Suspension

A teacher whose contract will be suspended because of reduction in force means that a teacher will be placed in an inactive state of employment from an active state of

employment. A teacher whose contract will be suspended shall be notified of such suspension by April 30th but in no event fewer than thirty (30) calendar days prior to the suspension. A copy of the reduction list (name, seniority, and current teaching field) shall be provided to B.E.A. at the same time. After the Board action, the B.E.A. will be promptly provided with an updated recall list.

1. A teacher whose contract is suspended because of reduction in force who has completed the school year but whose reduction in force begins with the next school year shall receive all fringe benefits outlined in Section 34 of the Agreement through August and shall receive his/her paychecks through the summer unless he/she opted for lump sum payment.
2. A teacher whose contract is suspended because of reduction in force during any school year shall receive all fringe benefits outlined in Section 34 of the Agreement until the date he/she is no longer in active pay status because of the reduction in force. Any compensation owed to the teacher shall be paid as a lump sum payment.

H. Dispute Resolution Process

Any dispute regarding alleged noncompliance with the provisions of the statute or the procedures set forth in this Article shall not be subject to the grievance procedure in Section 10, but rather shall be resolved through the judicial process.

SECTION 30– SUMMER SCHOOL HIRING POLICIES

A. Applications

Applications for summer school teaching shall be in writing and shall be considered by the Superintendent and the summer school principal. The following points shall be considered:

1. A teacher in the Brecksville-Broadview Heights City School System should be given first consideration.
2. Additional training experience in the particular teaching area, and regular teaching assignment should be considered, but the greatest consideration should be given to the best-qualified and most competent teachers in the particular area.

B. Notifications

Any teacher interested in a summer school position shall submit an application to the Superintendent/designee. Because of the difficulty of obtaining summer positions, all certificated/licensed personnel who shall work in the summer shall be notified that they are hired by May 15th. A teacher's contract for summer school teaching may be cancelled in the event that there is insufficient enrollment to conduct the class.

SECTION 31 – DEPARTMENT CHAIRPERSON, TEAM LEADER, ELEMENTARY GRADE LEVEL LEADER, SPECIAL EDUCATION TEAM LEADER, COORDINATOR

A. Appointment

Following joint agreement by the principal and the Superintendent, the Superintendent may recommend to the Board the appointment of department chairpersons, team leaders, coordinators, and /or elementary PLC leaders, who shall perform the duties outlined in the job descriptions. If any of these positions is to be filled, it shall be appointed for a one-year renewable period and paid according to Section 33. I of the Agreement.

B. Release Time

During the course of a school year, each department chairperson, team leader, and elementary PLC leader, may arrange necessary release time through his/her building principal.

**SECTION 32– SALARY, EXTRACURRICULAR COMPENSATION, AND OTHER
COMPENSATION**

A. Salary Policies

1. Notification

The Board shall give notice no later than the first day of July to each teacher who holds a contract for the succeeding school year as to the salary to be paid such teacher during the said year.

2. Salary Schedules

a. The salary schedules of teachers during this Agreement shall be as set forth at the end of this section.

b. A yearly longevity payment of \$750 shall be paid to teachers beginning with the 25th step of the salary schedule. Another yearly longevity payment of \$750 shall be paid to teachers beginning with the 30th step of the salary schedule.

Longevity can only be earned if an employee is on Schedule A. However, longevity earned by an employee while on Schedule A will be added to the employee's salary for transition purposes.

c. During the term of this Agreement, the attached salary Schedule A shall be in effect.

d. Effective July 1, 2011, the PhD column on the salary schedule was deleted. Any teacher on the PhD column in 2010-2011 was grandfathered, as was any teacher who was working toward a PhD on or before June 30, 2012. The Ph.D. grandfathering will extend to Schedule B, if a teacher elects to move to the new schedule.

e. For the 2018-19 school year and thereafter, extracurricular contracts and supplemental payments will be based on the BA-1 base of Schedule B.

f. Effective with the start of the 2018-2019 school year, except new teachers per Section 33.A.2.g. below, all members shall have the option to stay on Schedule A and continue to receive normal step progression on Schedule A for the 2021-2022, 2022-2023, and 2023-2024 school years, after which point Schedule A will sunset, and all members will be on Schedule B beginning with the 2024-2025 school year. A member can transition at his/her sole discretion to Schedule B at the start of the 2021-2022, 2022-2023, or 2023-2024 school year by giving written notice to the Treasurer/CFO on or before May 31st. For the 2021-2022 school year, however, members must give notice by August 15, 2021. Any member who notified the Treasurer/CFO by May 31, 2021 for transition starting with the

2021-2022 school year shall be subject to the terms of this paragraph. Anyone who has not transitioned to Schedule B by the end of the 2023-2024 school year will automatically transition to Schedule B for the 2024-2025 school year. Prior to transitioning to Schedule B, a member shall receive his /her step movement on Schedule A, if applicable. The member shall then transition to Schedule B at the same educational column and to a higher step that is at least equal to, but in no case less than, the rate of pay for their newly-calculated salary, not including the Educational Stipend. The member shall then receive one additional step on Schedule B.

- g. For the 2021-2022, 2022-2023, or 2023-2024 school years, the BA base salary on Schedule B shall be increased by 2.75% in each of the three school years. Within thirty (30) days of ratification of this agreement, all teachers shall receive a onetime only \$600 Educational Stipend for all members.
- h. All new teachers will be placed on Schedule B for the 2018-2019 school year and thereafter.

3. Salary Schedule Placement Factors

- a. The following shall be the criteria for which a teacher shall be given salary schedule placement: previous experience in public, private or parochial schools recognized by the State Department of Education, and college or university teaching.
- b. Peace Corps, Vista, or work experience required for certification.
- c. Military Service.
- d. All new hires to the District, including long-term substitutes in the District and excluding retired/rehired teachers, shall be given credit for all years of prior teaching experience up to and including five (5) years, and may be given credit for years of teaching experience after five. For salary placement purposes, new employees shall furnish proof of his/her employment history and salary based upon the employee's STRS statement or other documentation from his/her prior district. A minimum of 120 teaching days are necessary to constitute a year. For retired/rehired teachers, a total of up to and including five (5) years from the combined list above shall be recognized.
- e. For all long-term substitutes that have previously retired into STRS or a comparable retirement system, the teacher's training level must be recognized upon confirmation of their completed coursework, along with a total of up to five (5) years of experience from the combined list above. For all long-term substitutes that have not retired into STRS or a comparable retirement system, the teacher's training level must be recognized upon confirmation of their completed coursework, along with all their years of experience from the combined list above.

4. Course Credit and (Requirements and Qualifications)

- a. A teacher must complete the following requirements for a new salary class:
 - 1) Submit a written application to the Superintendent's office; and
 - 2) Submit an official transcript reflecting the additional credits or a copy of a letter to the university/college requesting an official transcript. Official transcripts may be received after the required deadlines in paragraph b (below) provided the teacher has submitted documentation of the request to the university/college.
- b. When a teacher meets the requirements for a new salary class on or before September 15th, he/she shall be placed on the salary schedule of his/her new class with full credit for all allowable experience effective the first teacher work day of the school year. When a teacher meets the requirements for a new salary class on or before January 15th, he/she shall be placed on the salary schedule of his/her new class with full credit for all allowable experience effective January 1st.
- c. A teacher with a Baccalaureate degree that qualified him/her to be a teacher shall earn salary increments upon the completion of 9, 18, and 30 semester hours of course work. Nine (9) of these semester hours can be undergraduate hours and the Superintendent may approve more than nine (9) undergraduate hours for salary increment purposes.
- d. A teacher with a Master's Degree shall earn salary increments upon the completion of 9, 18, 30, and 42 semester hours of graduate-level course work.

5. Course Work Qualifications

- a. To receive salary credit beyond the Master's Degree degrees the course work must be directly related to one's teaching assignment or related to education, and prior approval must be secured from the Superintendent of Schools.
- b. Once this credit has been granted, it may not be rescinded even though the teaching assignment changes.

6. Reimbursement of Courses Taken at the Request of the Superintendent

- a. Any teacher who is requested by the Superintendent to attend a workshop (on other than school time) shall be paid an additional 1/186th of his/her current salary for each full day of the workshop.
- b. Any teacher requested by the Superintendent/designee to attend such a

workshop shall also receive reimbursement for expenses; provided they are not paid by the state or some other agency.

- c. Upon completion of the workshop and upon the teacher's submission of the appropriate form to the Superintendent/designee, the teacher shall be paid in the next pay period.

B. Compensation for Extracurricular Assignments

1. The salary schedules for extracurricular assignments shall be set forth at the end of this section. Extracurricular assignments shall be paid by separate check/deposit and shall be taxed at the IRS amount for supplementals. The date(s) for payment are found on the Extracurricular Salary Schedule.
2. Effective July 1, 2011, a new extracurricular salary schedule will be implemented for newly issued contracts. Teachers employed under an extracurricular contract for the 2010-2011 school year and who are continuously reemployed in the same contract or same sport/activity will be grandfathered under the 2010-2011 schedule for that sport/activity. (i.e. 2010-2011 Band Director will continue on 2010-2011 schedule for so long as he/she is continuously employed in that position; Band Director who is also assigned a new supplemental, such as Fall Play Assistant, will be placed on the new schedule for that supplemental. The 2010-2011 Assistant Band Director who is later employed as Band Director for 2011-2012 school year will be grandfathered under the 2010-2011 schedule, using the years of experience formula in effect under the grandfathered schedule). A teacher returning to a supplemental upon returning from a Board approved leave will not be considered to have had a break in continuous service for the purpose of a grandfathered schedule. All extracurricular positions will be posted annually.
3. A teacher who moves up within the same activity from Assistant to Head Coach or Director will be given ½ year credit for each year as an Assistant under the grandfathered schedule (i.e. a grandfathered Assistant Baseball Coach with six years experience who moves to Head Baseball Coach will be credited with three years experience.)
4. The Board will pick up the cost of in-house CPR and concussion training; the Pupil Activity Supervisor Permit (including the related BCII check and the cost of in-house first aid training); and the required NFHS Coaching Class.

C. Compensation for Summer School

Summer school shall be compensated at the rate of .0010 of the BA base salary per hour. Upon completion of summer school and the teacher's submission of the appropriate form to the Summer School principal/designee, the teacher shall be paid in the next pay period.

D. Compensation for Course of Study Writing

1. Courses of Study – Written courses of study shall be developed by the professional staff in all subject matter areas. Courses of study shall be reviewed periodically. All courses of study shall reflect sound scholarship and shall be submitted in grammatically correct form. Developing written curricula requested and approved by the administration shall also be compensated pursuant to the terms of this section.
2. Teachers shall be paid at the rate of .0015 of the BA base salary per hour for the number of hours set forth in 3 below. The chairperson of the course of study writing team shall be compensated at the rate of .0020 of the BA base salary per hour. Upon completion of the Course of Study and the teacher's submission of the appropriate form to the Director of Curriculum and Instruction, the teacher shall be paid in the next pay period.
3. Prior to the first meeting, each teacher will be informed in writing of the total number of hours for which he/she will be compensated. The teacher, after receiving this information, has the right to decide not to write a course of study.

E. Compensation for Outdoor Experience

1. Participating teachers are to be compensated at a rate of .0035 of the BA base salary per night when the teacher stays overnight.
2. When a teacher does not stay overnight, but participates in the Outdoor Experience beyond his/her normal work day, that teacher shall be compensated at the rate of .00055 of the BA base salary per hour for each hour of participation in the Outdoor Experience.
3. Upon completion of the overnight Outdoor Experience and the teacher's submission of the appropriate form to his/her principal, the teacher shall be paid in the next pay period.

F. Compensation for Bus-Related Supervision

1. For K-5 teachers, upon the completion of the first ten (10) student school days, the supervision of students arriving more than fifteen (15) minutes before the tardy bell or being dismissed more than fifteen (15) minutes after dismissal because of busing schedules shall be compensated at the rate of .0004 of the BA base salary per hour. Upon completion of the bus-related supervision and the teacher's submission of the appropriate form to his/her principal, the teacher shall be paid in the next pay period.
2. The Middle School Bus Coordinator shall be compensated at the rate of .0004 of the BA base salary per hour. Upon completion of bus-related supervision and the teacher's submission of the appropriate form to his/her principal, the teacher shall be paid in the next pay period.

G. Extra Pay for Substituting for Other Classroom Teachers

1. In the event a teacher is asked to assume the assigned responsibilities of another teacher by the principal or his/her designee, teacher shall be paid at a rate of 0.000015 of the BA base salary per minute. Upon completion of the substitution and the teacher's submission of the appropriate form to his/her principal, the teacher shall be paid in the next pay period.
2. The practice of teachers mutually agreeing to cover or substitute for each other in emergency situations shall not be affected by this provision. However, as in the past, such substituting shall be with the knowledge and approval of the building principal or designee.

H. Compensation for Department Chairperson (HS and MS), Team Leader (MS), Coordinator, and Elementary PLC Leaders (PreK-5)

1. Department Chair (High School and Middle School)

For teachers with fewer than two (2) full time equivalent teachers in the department, in the event such teacher attends a Building Leadership Team meeting, he/she shall be compensated at a rate of .0009 of the BA base salary per hour, pro-rated for partial coverage.

Category A (High School and Middle School) [at least two (2) full-time equivalent teachers but fewer than four (4) full-time equivalent teachers in the department] – compensated at a rate of .025 of the BA base salary.

Category B (High School and Middle School) [at least four (4) full-time equivalent teachers but fewer than seven (7) full-time equivalent teachers in the department] – Compensated at a rate of .050 of the BA base salary.

Category C (High School and Middle School) [seven (7) or more full-time equivalent teachers in the department] – Compensated at a rate of .075 of the BA base salary.

2. Grade Level Leaders (Middle School)

Compensated at a rate of .060 of the BA base salary, with one grade level leader per grade level.

3. Elementary PLC Leader (elementary grades PK-5)

Compensated at a rate of .040 of the BA base salary. There shall be one PLC Leaders per grade level at each K-3 building for 2017-2018, 2018-2019, 2019-2020, and 2020-2021 and 2021-2022 school years (12 max), and one for pre-school for the 2021-2022 school year. Upon completion of one Pre K-5 building, there

shall be two Elementary Education PLC Leaders per grade level (K-5) and one for Pre-School compensated at a rate of .050 of the BA base salary.

4. For the 2022-2023 school year and thereafter, Elementary Coordinators are as follows: [to be paid in essentially equal installments over twenty-six (26) pays] -
 - a. Elementary Art Coordinator – Compensated at a rate of .020 of the BA base salary.
 - b. Elementary Music Coordinator – Compensated at a rate of .020 of the BA base salary.
 - c. Elementary Physical Education Coordinator – Compensated at a rate of .020 of the BA base salary.
 - d. District-wide Coordinators (media [one position] and SLP [one position]) – Compensated at a rate of .045 of the BA base salary.
 - e. Elementary Coordinator (SPED) – Compensated at a rate of .050 of the BA base salary.

I. Merit Incentive for Attendance Payments

1. Each teacher who has used no paid leave (excluding professional leave) during the past school year shall receive a merit incentive for attendance payment of \$500. Any merit attendance payment shall be paid with the second payroll in July.
2. Donation of sick leave shall be considered not to be use of sick leave for the purpose of merit incentive for attendance purposes.

J. Compensation for Music Concerts

Each music teacher shall be compensated at the rate of .003 of the BA base salary for each evening concert, outside of a supplemental, he/she has yearly in excess of two (2). Upon the completion of evening concerts in excess of two (2) and the teacher's submission of the appropriate form to his/her principal, the teacher shall be paid in the next pay period.

K. Compensation for Solo and Ensemble Contests; Large Group Contests

Each teacher involved in Solo and Ensemble Contests and/or Large Group Contests shall be compensated at the hourly rate of .0007 of the BA base salary for each hour at these contests. Upon the completion of any of these contests and the teacher's submission of the appropriate form to his/her principal, the teacher shall be paid in the next pay period.

L. Compensation for Washington, D.C. Trip

Every attempt shall be made to schedule the entire Washington, D.C. trip during the school week. If the trip occurs on a Saturday or Sunday, each participating teacher shall be paid \$50 for each weekend day. Upon completion of the Washington, D.C. Trip and the teacher's submission of the appropriate form to his/her principal, the teacher shall be paid in the next pay period.

M. Compensation for Saturday Detention Proctor

The Saturday Detention Proctor shall be compensated at a rate of .00075 of the BA base salary per hour. Upon completion of the Saturday Detention and the teacher's submission of the appropriate form to his/her principal, the teacher shall be paid in the next pay period.

N. Extended Time

A teacher who is offered contracted days of extended time (e.g., media specialist, guidance counselor) will be paid on the basis of 1/186th of the teacher's yearly salary for each day of extended time. This payment will be made in essentially equal installments over twenty-six (26) pays. The determination regarding the need for extended time will be made by the Board on a case-by-case basis for any given school year. Serious consideration will be given to the joint recommendations of the appropriate administrator and department chair/district coordinator.

O. Professional Development Stipends

1. Each teacher who attends a workshop which involves release time for his/her regular teaching/conference work day shall receive his/her regular per diem pay for his/her attendance.
2. Each teacher who attends a workshop that is sponsored or endorsed by the District held outside of the regular teaching/conference/work day, and is two or more hours in length shall be paid a stipend of \$15.00 per hour.
3. Each teacher who leads a workshop that is sponsored or endorsed by the District and is held outside of the regular teaching/conference/work day shall be paid a stipend of \$30.00 per hour of the workshop for presentation.
4. Each teacher who leads a workshop that is sponsored or endorsed by the District and held during the regular teaching/conference/work day will be paid a stipend of \$15.00 per hour of the workshop (or equivalent release time) for his/her preparation time. Prior to the teacher accepting the opportunity, the teacher will be informed in writing of the total number of hours of the workshop and the hours of release time and/or stipend the teacher will receive for preparation time. The teacher may decline to accept this opportunity.
5. Any teacher who attends a workshop for graduate college credit shall not

be eligible for a stipend.

6. The District may offer professional development opportunities for which no stipend is offered.
7. Any teacher eligible for a Professional Development Stipend shall submit the appropriate form to his/her principal or appropriate administrator after the work has been done and shall be paid in the next pay period.

P. Middle School Athletic Director

In addition to the compensation found on the Extracurricular Salary Schedule, the Middle School Athletic Director shall have one release period per day (i.e., shall be assigned one less period of instruction/duty than other teachers).

Q. Local Professional Development Committee (LPDC) Members

Upon completion of LPDC work and the teacher's submission of the appropriate form to the Director of Human Resources/designee, the teacher shall be paid at the end of the school year.

R. Entry-Year/Mentoring Committee Members

Upon completion of Entry-Year/Mentoring Committee work and the teacher's submission of the appropriate form to the Director of Human Resources/designee, the teacher shall be paid at the end of the school year.

S. Mentors

A teacher who is a mentor shall receive his/her compensation in a single stipend, the first pay in June.

T. Absence

When a teacher cannot complete every day of his/her supplemental duties (any supplemental or Extracurricular Activity discussed in this section):

1. If the teacher's absence has no detrimental effect on the supplemental and a substitute is not needed, the teacher shall receive his/her full supplemental contract amount.
2. If the teacher is absent for a short period of time, but the essential responsibilities of the supplemental contract must be assumed by someone else, it is the responsibility of the teacher to find his/her substitute if there is no assistant for that supplemental. It is preferred that this substitute be a member of the B.E.A. bargaining unit. This substitute must be approved by the building principal. The teacher and the substitute shall determine the compensation for the substitute.

1. If a teacher is absent for a long time period and a long-term substitute must be procured for the supplemental, the teacher is deemed to have resigned his/her supplemental contract and shall be paid on a pro rata basis. The pro rata amount shall be determined by time/and or responsibilities by the Director of Human Resources/designee.
2. Following Board approval, in the event a supplemental contract is canceled by the Superintendent/designee due to lack of student interest and/or unforeseen circumstances, the supplemental contract holder shall be paid on a pro rata basis based on the percentage of work performed, as determined by the District after receiving input from the BEA.

U. Payment and Deferral of Severance Pay

1. Notwithstanding anything in this Agreement or Board policy to the contrary, the Board shall adopt the “Valic National Government Employees Retirement Plan” [the “401(a) Plan] and the “Valic Tax Deferred 403(b) Annuity Plan for government Employees” [the “403(b) Plan”] with the terms that comply with the requirements of this Paragraph V.

The terms of the 401(a) Plan and 403(b) Plan shall include the following:

- a. Participation in the 401(a) Plan and 403(b) Plan shall be mandatory for any teacher actively employed on or after August 1, 2004, who would be entitled to severance pay under Section 35, and also is or will be age 55 or older in the calendar year in which the teacher retires, or, in the case of a retired/rehired teacher, resigns.
- b. If a retiring teacher is a participant in the 401(a) Plan, in lieu of the retiree receiving a cash payment of Severance Pay, an employer contribution shall be made on his/her behalf under the 401(a) Plan in an amount equal to the lesser of:
 - 1) The total amount of the Participant’s Severance Pay, or
 - 2) The maximum contribution amount allowable under the terms of the 401(a) Plan.

The required contribution to the 401(a) Plan shall be made within the timeframe described in Section 35.C for the payment of Severance Pay.

- c. The terms of the 403(b) Plan shall include the following:
 - 1) If a retiring employee is a participant in the 403(b) Plan, in lieu of the employee receiving a cash payment of Severance Pay, an employer contribution shall be made on his/her

behalf under the 403(b) Plan in an amount equal to the employee's Severance Pay that exceeds the maximum contribution amount allowable under the 401(a) Plan.

- 2) Payment shall be made to the 401(b) Plan at the same time that payment is made to the 401(a) Plan; provided, however, that if the amount to be paid to the 403(b) Plan for any year exceeds the maximum amount that may be paid into the 403(b) Plan for such year, the excess shall be paid to the employee by check at the teacher's discretion and as permitted by law and applicable Board policies, such balance may be deferred to a tax-sheltered annuity ("TSA").
 - d. A teacher who is a participant in the 401(a) Plan and/or 403(b) Plan shall complete a sponsor enrollment package prior to retirement; and unless and until a teacher does so, no contribution of Severance Pay shall be made to the 401(a) Plan or 403(b) Plan on behalf of the teacher.
 - e. If a teacher retires, is entitled to have a contribution paid to the 401(a) Plan or 403(b) Plan, and dies prior to such contribution being paid to the Plan, the contribution shall nevertheless be paid to the Plan and shall be paid to a Beneficiary of the teacher in accordance with the terms of the Plan.
 - f. The 401(a) Plan year shall be from July 2nd through July 1st with the first 401(a) Plan year being July 2, 2004 through July 1, 2005.
 - g. The Board shall attempt to find a reputable company providing a 401(a) Plan and 403(b) Plan that does not charge any administrative fees. However, if no such company can be found, any administrative fees shall be borne by the 401(a) Plan and the 403(b) Plan participants.
2. Any teacher who is entitled to Severance Pay and is not an eligible participant in the 401(a) Plan or 403(b) Plan will continue to be eligible for any and all severance payments payable in accordance with Section 35 of this Agreement. The teacher may elect to defer such payments to a TSA as permitted by law and Board policy.
3. All contributions to the 401(a) Plan and 403(b) Plan, all deferrals to a TSA, and all check payments to teachers, shall be subject to reduction for any tax withholding or other withholding that the Treasurer, in his/her sole discretion, determines is required by law. Neither the Board nor the B.E.A. guarantee any tax results associated with the 401(a) Plan and 403(b) Plan, deferrals to a TSA or check payments made to a teacher.

**SCHEDULE A:
BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
TEACHER SALARY SCHEDULE
2021-2022 – 2023-2024**

	1	2	3	4	5	6	7	8	9
Step	BA	BA+9	BA+18	BA+30	MA	MA+9	MA+18	MA+30	MA+42
1	39,786	40,980	42,173	43,765	44,560	45,754	46,947	48,539	50,130
	1.0000	1.0300	1.0600	1.1000	1.1200	1.1500	1.1800	1.2200	1.2600
2	41,775	43,025	44,278	45,953	46,784	48,038	49,291	50,958	52,633
	1.0500	1.0814	1.1129	1.1550	1.1759	1.2074	1.2389	1.2808	1.3229
3	43,856	45,173	46,490	48,245	49,120	50,437	51,754	53,512	55,263
	1.1023	1.1354	1.1685	1.2126	1.2346	1.2677	1.3008	1.3450	1.3890
4	46,052	47,433	48,817	50,656	51,579	52,959	54,344	56,186	58,028
	1.1575	1.1922	1.2270	1.2732	1.2964	1.3311	1.3659	1.4122	1.4585
5	48,352	49,804	51,252	53,194	54,157	55,605	57,057	58,991	60,928
	1.2153	1.2518	1.2882	1.3370	1.3612	1.3976	1.4341	1.4827	1.5314
6	50,775	52,295	53,819	55,852	56,866	58,390	59,914	61,939	63,972
	1.2762	1.3144	1.3527	1.4038	1.4293	1.4676	1.5059	1.5568	1.6079
7	53,313	54,913	56,512	58,645	59,711	61,310	62,910	65,042	67,167
	1.3400	1.3802	1.4204	1.4740	1.5008	1.5410	1.5812	1.6348	1.6882
8	55,979	57,658	59,337	61,569	62,691	64,374	66,057	68,293	70,537
	1.4070	1.4492	1.4914	1.5475	1.5757	1.6180	1.6603	1.7165	1.7729
9	58,772	60,534	62,305	64,652	65,826	67,592	69,355	71,706	74,062
	1.4772	1.5215	1.566	1.625	1.6545	1.6989	1.7432	1.8023	1.8615
10	61,716	63,566	65,416	67,883	69,116	70,970	72,824	75,295	77,762
	1.5512	1.5977	1.6442	1.7062	1.7372	1.7838	1.8304	1.8925	1.9545
11	64,803	66,745	68,687	71,277	72,574	74,519	76,469	79,059	81,653
	1.6288	1.6776	1.7264	1.7915	1.8241	1.8730	1.9220	1.9871	2.0523
12	68,038	70,083	72,128	74,841	76,202	78,247	80,292	83,010	85,739
	1.7101	1.7615	1.8129	1.8811	1.9153	1.9667	2.0181	2.0864	2.1550
13	68,038	70,083	72,128	74,841	76,202	78,247	80,292	83,010	85,739
	1.7101	1.7615	1.8129	1.8811	1.9153	1.9667	2.0181	2.0864	2.1550
14	68,038	70,083	72,128	74,841	76,202	78,247	80,292	83,010	85,739
	1.7101	1.7615	1.8129	1.8811	1.9153	1.9667	2.0181	2.0864	2.1550
15	71,774	73,922	76,095	78,935	80,368	82,548	84,704	87,569	90,434
	1.8040	1.8580	1.9126	1.9840	2.0200	2.0748	2.1290	2.2010	2.2730

Any teacher at Step 25 or above shall receive an additional \$750 per school year.
Any teacher at Step 30 or above shall receive an additional \$750 per school year.

SCHEDULE B-1

**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
TEACHER SALARY SCHEDULE
2021-2022**

2.75%	2021-2022								
\$45,135	1	2	3	4	5	6	7	8	9
	BA	BA+9	BA+18	BA+30	MA	MA+9	MA+18	MA+30	MA+42
1	\$45,135	\$46,489	\$47,843	\$49,648	\$50,551	\$51,905	\$53,259	\$55,065	\$56,870
	1.0000	1.0300	1.0600	1.1000	1.1200	1.1500	1.1800	1.2200	1.2600
2	\$46,489	\$47,884	\$49,278	\$51,138	\$52,068	\$53,462	\$54,857	\$56,717	\$58,576
	1.0300	1.0609	1.0918	1.1330	1.1536	1.1845	1.2154	1.2566	1.2978
3	\$47,884	\$49,319	\$50,754	\$52,673	\$53,629	\$55,065	\$56,500	\$58,418	\$60,332
	1.0609	1.0927	1.1245	1.1670	1.1882	1.2200	1.2518	1.2943	1.3367
4	\$49,319	\$50,799	\$52,280	\$54,252	\$55,236	\$56,717	\$58,197	\$60,169	\$62,142
	1.0927	1.1255	1.1583	1.2020	1.2238	1.2566	1.2894	1.3331	1.3768
5	\$50,799	\$52,325	\$53,846	\$55,882	\$56,897	\$58,418	\$59,944	\$61,975	\$64,006
	1.1255	1.1593	1.1930	1.2381	1.2606	1.2943	1.3281	1.3731	1.4181
6	\$52,325	\$53,896	\$55,462	\$57,556	\$58,603	\$60,174	\$61,740	\$63,834	\$65,929
	1.1593	1.1941	1.2288	1.2752	1.2984	1.3332	1.3679	1.4143	1.4607
7	\$53,896	\$55,512	\$57,127	\$59,285	\$60,359	\$61,979	\$63,595	\$65,748	\$67,906
	1.1941	1.2299	1.2657	1.3135	1.3373	1.3732	1.4090	1.4567	1.5045
8	\$55,512	\$57,177	\$58,842	\$61,063	\$62,169	\$63,839	\$65,500	\$67,721	\$69,941
	1.2299	1.2668	1.3037	1.3529	1.3774	1.4144	1.4512	1.5004	1.5496
9	\$57,177	\$58,892	\$60,607	\$62,896	\$64,038	\$65,753	\$67,468	\$69,756	\$72,040
	1.2668	1.3048	1.3428	1.3935	1.4188	1.4568	1.4948	1.5455	1.5961
10	\$58,892	\$60,657	\$62,426	\$64,782	\$65,956	\$67,725	\$69,490	\$71,846	\$74,202
	1.3048	1.3439	1.3831	1.4353	1.4613	1.5005	1.5396	1.5918	1.6440
11	\$60,657	\$62,476	\$64,295	\$66,723	\$67,937	\$69,756	\$71,575	\$74,003	\$76,427
	1.3439	1.3842	1.4245	1.4783	1.5052	1.5455	1.5858	1.6396	1.6933
12	\$62,476	\$64,353	\$66,227	\$68,727	\$69,973	\$71,850	\$73,723	\$76,224	\$78,720
	1.3842	1.4258	1.4673	1.5227	1.5503	1.5919	1.6334	1.6888	1.7441
13	\$64,353	\$66,281	\$68,213	\$70,790	\$72,072	\$74,003	\$75,935	\$78,508	\$81,081
	1.4258	1.4685	1.5113	1.5684	1.5968	1.6396	1.6824	1.7394	1.7964
14	\$66,281	\$68,271	\$70,257	\$72,911	\$74,234	\$76,224	\$78,214	\$80,864	\$83,513
	1.4685	1.5126	1.5566	1.6154	1.6447	1.6888	1.7329	1.7916	1.8503
15	\$68,271	\$70,320	\$72,365	\$75,100	\$76,463	\$78,512	\$80,557	\$83,292	\$86,018
	1.5126	1.5580	1.6033	1.6639	1.6941	1.7395	1.7848	1.8454	1.9058
16	\$69,634	\$71,724	\$73,814	\$76,599	\$77,993	\$80,083	\$82,168	\$84,958	\$87,742
	1.5428	1.5891	1.6354	1.6971	1.7280	1.7743	1.8205	1.8823	1.9440

17	\$71,029	\$73,159	\$75,290	\$78,133	\$79,550	\$81,685	\$83,811	\$86,655	\$89,494
	1.5737	1.6209	1.6681	1.7311	1.7625	1.8098	1.8569	1.9199	1.9828
18	\$72,451	\$74,622	\$76,797	\$79,695	\$81,144	\$83,319	\$85,490	\$88,388	\$91,286
	1.6052	1.6533	1.7015	1.7657	1.7978	1.8460	1.8941	1.9583	2.0225
19	\$73,900	\$76,116	\$78,332	\$81,288	\$82,764	\$84,985	\$87,201	\$90,157	\$93,113
	1.6373	1.6864	1.7355	1.8010	1.8337	1.8829	1.9320	1.9975	2.0630
20	\$75,375	\$77,637	\$79,898	\$82,913	\$84,420	\$86,682	\$88,943	\$91,958	\$94,973
	1.6700	1.7201	1.7702	1.8370	1.8704	1.9205	1.9706	2.0374	2.1042
21	\$76,883	\$79,189	\$81,496	\$84,574	\$86,109	\$88,415	\$90,721	\$93,800	\$96,873
	1.7034	1.7545	1.8056	1.8738	1.9078	1.9589	2.0100	2.0782	2.1463
22	\$78,422	\$80,774	\$83,125	\$86,267	\$87,833	\$90,184	\$92,536	\$95,673	\$98,810
	1.7375	1.7896	1.8417	1.9113	1.9460	1.9981	2.0502	2.1197	2.1892
23	\$79,988	\$82,389	\$84,791	\$87,991	\$89,588	\$91,990	\$94,386	\$97,586	\$100,786
	1.7722	1.8254	1.8786	1.9495	1.9849	2.0381	2.0912	2.1621	2.2330
24	\$81,591	\$84,037	\$86,483	\$89,751	\$91,380	\$93,827	\$96,273	\$99,541	\$102,804
	1.8077	1.8619	1.9161	1.9885	2.0246	2.0788	2.1330	2.2054	2.2777
25	\$83,220	\$85,720	\$88,216	\$91,543	\$93,208	\$95,704	\$98,200	\$101,531	\$104,858
	1.8438	1.8992	1.9545	2.0282	2.0651	2.1204	2.1757	2.2495	2.3232

SCHEDULE B-2
BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
TEACHER SALARY SCHEDULE
NEW SCHEDULE -2022-2023

2.75%	2022-2023								
\$46,376	1	2	3	4	5	6	7	8	9
	BA	BA+9	BA+18	BA+30	MA	MA+9	MA+18	MA+30	MA+42
1	\$46,376	\$47,767	\$49,159	\$51,014	\$51,941	\$53,333	\$54,724	\$56,579	\$58,434
	1.0000	1.0300	1.0600	1.1000	1.1200	1.1500	1.1800	1.2200	1.2600
2	\$47,767	\$49,201	\$50,634	\$52,544	\$53,500	\$54,933	\$56,366	\$58,276	\$60,187
	1.0300	1.0609	1.0918	1.1330	1.1536	1.1845	1.2154	1.2566	1.2978
3	\$49,201	\$50,675	\$52,150	\$54,121	\$55,104	\$56,579	\$58,054	\$60,025	\$61,991
	1.0609	1.0927	1.1245	1.1670	1.1882	1.2200	1.2518	1.2943	1.3367
4	\$50,675	\$52,196	\$53,718	\$55,744	\$56,755	\$58,276	\$59,797	\$61,824	\$63,851
	1.0927	1.1255	1.1583	1.2020	1.2238	1.2566	1.2894	1.3331	1.3768
5	\$52,196	\$53,764	\$55,327	\$57,418	\$58,462	\$60,025	\$61,592	\$63,679	\$65,766
	1.1255	1.1593	1.1930	1.2381	1.2606	1.2943	1.3281	1.3731	1.4181
6	\$53,764	\$55,378	\$56,987	\$59,139	\$60,215	\$61,829	\$63,438	\$65,590	\$67,742
	1.1593	1.1941	1.2288	1.2752	1.2984	1.3332	1.3679	1.4143	1.4607
7	\$55,378	\$57,038	\$58,698	\$60,915	\$62,019	\$63,684	\$65,344	\$67,556	\$69,773
	1.1941	1.2299	1.2657	1.3135	1.3373	1.3732	1.4090	1.4567	1.5045
8	\$57,038	\$58,749	\$60,461	\$62,742	\$63,879	\$65,595	\$67,301	\$69,583	\$71,865
	1.2299	1.2668	1.3037	1.3529	1.3774	1.4144	1.4512	1.5004	1.5496
9	\$58,749	\$60,512	\$62,274	\$64,625	\$65,799	\$67,561	\$69,323	\$71,674	\$74,021
	1.2668	1.3048	1.3428	1.3935	1.4188	1.4568	1.4948	1.5455	1.5961
10	\$60,512	\$62,325	\$64,143	\$66,564	\$67,770	\$69,587	\$71,401	\$73,822	\$76,242
	1.3048	1.3439	1.3831	1.4353	1.4613	1.5005	1.5396	1.5918	1.6440
11	\$62,325	\$64,194	\$66,063	\$68,558	\$69,805	\$71,674	\$73,543	\$76,038	\$78,529
	1.3439	1.3842	1.4245	1.4783	1.5052	1.5455	1.5858	1.6396	1.6933
12	\$64,194	\$66,123	\$68,048	\$70,617	\$71,897	\$73,826	\$75,751	\$78,320	\$80,885
	1.3842	1.4258	1.4673	1.5227	1.5503	1.5919	1.6334	1.6888	1.7441
13	\$66,123	\$68,103	\$70,088	\$72,736	\$74,054	\$76,038	\$78,023	\$80,667	\$83,310
	1.4258	1.4685	1.5113	1.5684	1.5968	1.6396	1.6824	1.7394	1.7964
14	\$68,103	\$70,149	\$72,189	\$74,916	\$76,275	\$78,320	\$80,365	\$83,088	\$85,810
	1.4685	1.5126	1.5566	1.6154	1.6447	1.6888	1.7329	1.7916	1.8503
15	\$70,149	\$72,254	\$74,355	\$77,165	\$78,566	\$80,671	\$82,772	\$85,583	\$88,384
	1.5126	1.5580	1.6033	1.6639	1.6941	1.7395	1.7848	1.8454	1.9058
16	\$71,549	\$73,696	\$75,844	\$78,705	\$80,138	\$82,285	\$84,428	\$87,294	\$90,155
	1.5428	1.5891	1.6354	1.6971	1.7280	1.7743	1.8205	1.8823	1.9440
17	\$72,982	\$75,171	\$77,360	\$80,282	\$81,738	\$83,932	\$86,116	\$89,038	\$91,955
	1.5737	1.6209	1.6681	1.7311	1.7625	1.8098	1.8569	1.9199	1.9828
18	\$74,443	\$76,674	\$78,909	\$81,886	\$83,375	\$85,610	\$87,841	\$90,819	\$93,796

	1.6052	1.6533	1.7015	1.7657	1.7978	1.8460	1.8941	1.9583	2.0225
19	\$75,932	\$78,209	\$80,486	\$83,524	\$85,040	\$87,322	\$89,599	\$92,636	\$95,674
	1.6373	1.6864	1.7355	1.8010	1.8337	1.8829	1.9320	1.9975	2.0630
20	\$77,448	\$79,772	\$82,095	\$85,193	\$86,742	\$89,066	\$91,389	\$94,487	\$97,585
	1.6700	1.7201	1.7702	1.8370	1.8704	1.9205	1.9706	2.0374	2.1042
21	\$78,997	\$81,367	\$83,737	\$86,900	\$88,477	\$90,846	\$93,216	\$96,379	\$99,537
	1.7034	1.7545	1.8056	1.8738	1.9078	1.9589	2.0100	2.0782	2.1463
22	\$80,579	\$82,995	\$85,411	\$88,639	\$90,248	\$92,664	\$95,080	\$98,304	\$101,527
	1.7375	1.7896	1.8417	1.9113	1.9460	1.9981	2.0502	2.1197	2.1892
23	\$82,188	\$84,655	\$87,122	\$90,410	\$92,052	\$94,519	\$96,982	\$100,270	\$103,558
	1.7722	1.8254	1.8786	1.9495	1.9849	2.0381	2.0912	2.1621	2.2330
24	\$83,834	\$86,348	\$88,861	\$92,219	\$93,893	\$96,407	\$98,920	\$102,278	\$105,631
	1.8077	1.8619	1.9161	1.9885	2.0246	2.0788	2.1330	2.2054	2.2777
25	\$85,508	\$88,078	\$90,642	\$94,060	\$95,772	\$98,336	\$100,901	\$104,323	\$107,741
	1.8438	1.8992	1.9545	2.0282	2.0651	2.1204	2.1757	2.2495	2.3232

**SCHEDULE B-3
BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
TEACHER SALARY SCHEDULE
NEW SCHEDULE -- 2023-2024**

2.75%	2023-2024								
\$47,652	1	2	3	4	5	6	7	8	9
	BA	BA+9	BA+18	BA+30	MA	MA+9	MA+18	MA+30	MA+42
1	\$47,652	\$49,081	\$50,511	\$52,417	\$53,370	\$54,799	\$56,229	\$58,135	\$60,041
	1.0000	1.0300	1.0600	1.1000	1.1200	1.1500	1.1800	1.2200	1.2600
2	\$49,081	\$50,554	\$52,026	\$53,989	\$54,971	\$56,443	\$57,916	\$59,879	\$61,842
	1.0300	1.0609	1.0918	1.1330	1.1536	1.1845	1.2154	1.2566	1.2978
3	\$50,554	\$52,069	\$53,584	\$55,609	\$56,620	\$58,135	\$59,650	\$61,675	\$63,696
	1.0609	1.0927	1.1245	1.1670	1.1882	1.2200	1.2518	1.2943	1.3367
4	\$52,069	\$53,632	\$55,195	\$57,277	\$58,316	\$59,879	\$61,442	\$63,524	\$65,607
	1.0927	1.1255	1.1583	1.2020	1.2238	1.2566	1.2894	1.3331	1.3768
5	\$53,632	\$55,242	\$56,848	\$58,997	\$60,070	\$61,675	\$63,286	\$65,430	\$67,575
	1.1255	1.1593	1.1930	1.2381	1.2606	1.2943	1.3281	1.3731	1.4181
6	\$55,242	\$56,901	\$58,554	\$60,765	\$61,871	\$63,529	\$65,183	\$67,394	\$69,605
	1.1593	1.1941	1.2288	1.2752	1.2984	1.3332	1.3679	1.4143	1.4607
7	\$56,901	\$58,607	\$60,313	\$62,590	\$63,724	\$65,435	\$67,141	\$69,414	\$71,692
	1.1941	1.2299	1.2657	1.3135	1.3373	1.3732	1.4090	1.4567	1.5045
8	\$58,607	\$60,365	\$62,123	\$64,468	\$65,635	\$67,398	\$69,152	\$71,496	\$73,841
	1.2299	1.2668	1.3037	1.3529	1.3774	1.4144	1.4512	1.5004	1.5496
9	\$60,365	\$62,176	\$63,987	\$66,402	\$67,608	\$69,419	\$71,230	\$73,645	\$76,057
	1.2668	1.3048	1.3428	1.3935	1.4188	1.4568	1.4948	1.5455	1.5961
10	\$62,176	\$64,039	\$65,907	\$68,394	\$69,633	\$71,501	\$73,364	\$75,852	\$78,339
	1.3048	1.3439	1.3831	1.4353	1.4613	1.5005	1.5396	1.5918	1.6440
11	\$64,039	\$65,959	\$67,880	\$70,443	\$71,725	\$73,645	\$75,566	\$78,129	\$80,688
	1.3439	1.3842	1.4245	1.4783	1.5052	1.5455	1.5858	1.6396	1.6933
12	\$65,959	\$67,942	\$69,919	\$72,559	\$73,874	\$75,857	\$77,834	\$80,474	\$83,109
	1.3842	1.4258	1.4673	1.5227	1.5503	1.5919	1.6334	1.6888	1.7441
13	\$67,942	\$69,976	\$72,016	\$74,737	\$76,090	\$78,129	\$80,169	\$82,885	\$85,601
	1.4258	1.4685	1.5113	1.5684	1.5968	1.6396	1.6824	1.7394	1.7964
14	\$69,976	\$72,078	\$74,174	\$76,976	\$78,373	\$80,474	\$82,575	\$85,373	\$88,170
	1.4685	1.5126	1.5566	1.6154	1.6447	1.6888	1.7329	1.7916	1.8503
15	\$72,078	\$74,241	\$76,400	\$79,287	\$80,726	\$82,890	\$85,048	\$87,936	\$90,814
	1.5126	1.5580	1.6033	1.6639	1.6941	1.7395	1.7848	1.8454	1.9058
16	\$73,517	\$75,723	\$77,929	\$80,869	\$82,342	\$84,548	\$86,750	\$89,695	\$92,635
	1.5428	1.5891	1.6354	1.6971	1.7280	1.7743	1.8205	1.8823	1.9440
17	\$74,989	\$77,238	\$79,488	\$82,490	\$83,986	\$86,240	\$88,484	\$91,486	\$94,483
	1.5737	1.6209	1.6681	1.7311	1.7625	1.8098	1.8569	1.9199	1.9828
18	\$76,490	\$78,782	\$81,079	\$84,138	\$85,668	\$87,965	\$90,257	\$93,316	\$96,375

	1.6052	1.6533	1.7015	1.7657	1.7978	1.8460	1.8941	1.9583	2.0225
19	\$78,020	\$80,360	\$82,699	\$85,820	\$87,379	\$89,723	\$92,063	\$95,184	\$98,305
	1.6373	1.6864	1.7355	1.8010	1.8337	1.8829	1.9320	1.9975	2.0630
20	\$79,578	\$81,965	\$84,353	\$87,536	\$89,127	\$91,515	\$93,902	\$97,085	\$100,268
	1.6700	1.7201	1.7702	1.8370	1.8704	1.9205	1.9706	2.0374	2.1042
21	\$81,170	\$83,605	\$86,040	\$89,289	\$90,910	\$93,345	\$95,780	\$99,029	\$102,275
	1.7034	1.7545	1.8056	1.8738	1.9078	1.9589	2.0100	2.0782	2.1463
22	\$82,795	\$85,277	\$87,760	\$91,076	\$92,730	\$95,213	\$97,695	\$101,007	\$104,319
	1.7375	1.7896	1.8417	1.9113	1.9460	1.9981	2.0502	2.1197	2.1892
23	\$84,448	\$86,983	\$89,518	\$92,897	\$94,584	\$97,119	\$99,649	\$103,027	\$106,406
	1.7722	1.8254	1.8786	1.9495	1.9849	2.0381	2.0912	2.1621	2.2330
24	\$86,140	\$88,722	\$91,305	\$94,755	\$96,475	\$99,058	\$101,641	\$105,091	\$108,536
	1.8077	1.8619	1.9161	1.9885	2.0246	2.0788	2.1330	2.2054	2.2777
25	\$87,860	\$90,500	\$93,135	\$96,647	\$98,405	\$101,040	\$103,675	\$107,192	\$110,704
	1.8438	1.8992	1.9545	2.0282	2.0651	2.1204	2.1757	2.2495	2.3232

**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
EXTRACURRICULAR “GRANDFATHERED” SALARY SCHEDULE
FOR THE DURATION OF THE AGREEMENT
2021-2022**

2021-2022 BASE SALARY \$ 45,135.00

SUPPLEMENTAL JOB	% OF BASE	% OF HEAD	1ST PAY OF MONTH	FIXED RATE	3-5 YRS	6-8 YRS	9-11 YRS	12+ YRS
ACADEMIC CHALLENGE	3.000%		MAR	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808
ANNUAL ADVISOR - HS	6.500%		NMJ	\$ 2,934	\$ 3,154	\$ 3,390	\$ 3,645	\$ 3,918
ANNUAL ADVISOR - MS	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
ART CLUB - 1 HS/1MS	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
ATHLETIC DIRECTOR - MS	13.000%		NMJ	\$ 5,868	\$ 6,308	\$ 6,781	\$ 7,289	\$ 7,836
BAND - DIRECTOR	16.000%		NOV	\$ 7,222	\$ 7,763	\$ 8,345	\$ 8,971	\$ 9,644
BAND - ASSOC DIRECTOR (2)	12.000%	75%	NOV	\$ 5,416	\$ 5,822	\$ 6,259	\$ 6,729	\$ 7,233
BASEBALL - HEAD COACH	12.000%		JUN	\$ 5,416	\$ 5,822	\$ 6,259	\$ 6,729	\$ 7,233
BASEBALL - ASST. COACH	9.000%	75%	JUN	\$ 4,062	\$ 4,367	\$ 4,694	\$ 5,046	\$ 5,425
BASEBALL - JV	9.000%	75%	JUN	\$ 4,062	\$ 4,367	\$ 4,694	\$ 5,046	\$ 5,425
BASEBALL - 9TH HEAD COACH	8.400%	70%	JUN	\$ 3,791	\$ 4,076	\$ 4,381	\$ 4,710	\$ 5,063
BASKETBALL - BOYS - HEAD COACH	13.500%		MAR	\$ 6,093	\$ 6,550	\$ 7,041	\$ 7,570	\$ 8,137
BASKETBALL - BOYS - ASST. COACH	10.125%	75%	MAR	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
BASKETBALL - BOYS - JV	10.125%	75%	MAR	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
BASKETBALL - BOYS 9TH GR HEAD COACH	9.450%	70%	MAR	\$ 4,265	\$ 4,585	\$ 4,929	\$ 5,299	\$ 5,696
BASKETBALL - BOYS 8TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 3,961	\$ 4,258	\$ 4,577	\$ 4,920	\$ 5,289
BASKETBALL - BOYS 7TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 3,961	\$ 4,258	\$ 4,577	\$ 4,920	\$ 5,289
BASKETBALL - GIRLS HEAD COACH	13.500%		MAR	\$ 6,093	\$ 6,550	\$ 7,041	\$ 7,570	\$ 8,137
BASKETBALL - GIRLS - ASST. COACH	10.125%	75%	MAR	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
BASKETBALL - GIRLS - JV	10.125%	75%	MAR	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
BASKETBALL - GIRLS - 9TH GR HEAD COACH	9.450%	70%	MAR	\$ 4,265	\$ 4,585	\$ 4,929	\$ 5,299	\$ 5,696
BASKETBALL - GIRLS - 8TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 3,961	\$ 4,258	\$ 4,577	\$ 4,920	\$ 5,289
BASKETBALL - GIRLS - 7TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 3,961	\$ 4,258	\$ 4,577	\$ 4,920	\$ 5,289
BIOLOGY CLUB	3.000%		NMJ	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808
BOWLING - 1 GIRLS/1 BOYS	2.000%		MAR	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
BUILDERS CLUB MS	4.500%		NMJ	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
CHEERLEADER COACH 1 FALL/1 WINTER	9.000%		NOV/MAR	\$ 4,062	\$ 4,367	\$ 4,694	\$ 5,046	\$ 5,425
CHEERLEADER COACH 9TH 1 FALL/1 WINTER	4.500%		NOV/MAR	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
CHEERLEADER COACH 7/8TH 1 FALL/1 WINTER	4.500%		NOV/MAR	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
CHEERLEADER COMPETITION COORDINATOR	2.000%		MAR	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
CHINESE CLUB	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206

CHORAL DIRECTOR	4.500%		NMJ	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
CHORAL DIRECTOR 5TH GRADE	4.500%		NMJ	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
COMMENCEMENT COORDINATOR	2.000%		JUN	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
COMMUNICATIONS CLUB	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
CROSS COUNTRY - BOYS/GIRLS	11.500%		NOV	\$ 5,191	\$ 5,580	\$ 5,998	\$ 6,448	\$ 6,932
CROSS COUNTRY - ASST. COACH	8.625%	75%	NOV	\$ 3,893	\$ 4,185	\$ 4,499	\$ 4,836	\$ 5,199
CROSS COUNTRY - HEAD - 7TH (1)/8TH (1)	7.475%	65%	NOV	\$ 3,374	\$ 3,627	\$ 3,899	\$ 4,191	\$ 4,506
CROSS COUNTRY - ASST. - 7TH (1)/8TH (1)	7.200%		NOV	\$ 3,250	\$ 3,493	\$ 3,755	\$ 4,037	\$ 4,340
DRAMA CLUB	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
FACULTY MANAGER - 1 BOYS/1 GIRLS	16.000%		NMJ	\$ 7,222	\$ 7,763	\$ 8,345	\$ 8,971	\$ 9,644
FACULTY MANAGER - MS	9.000%		NMJ	\$ 4,062	\$ 4,367	\$ 4,694	\$ 5,046	\$ 5,425
FALL PLAY - ASST	4.125%	75%	NOV	\$ 1,862	\$ 2,001	\$ 2,152	\$ 2,313	\$ 2,486
FALL PLAY DIRECTOR	5.500%		NOV	\$ 2,482	\$ 2,669	\$ 2,869	\$ 3,084	\$ 3,315
FLAG LINE ADVISOR	5.500%		NOV	\$ 2,482	\$ 2,669	\$ 2,869	\$ 3,084	\$ 3,315
FOOTBALL - HEAD COACH	15.500%		NOV	\$ 6,996	\$ 7,521	\$ 8,085	\$ 8,691	\$ 9,343
FOOTBALL - ASST (6)	11.625%	75%	NOV	\$ 5,247	\$ 5,640	\$ 6,063	\$ 6,518	\$ 7,007
FOOTBALL - 9TH HEAD COACH	10.850%	70%	NOV	\$ 4,897	\$ 5,264	\$ 5,659	\$ 6,084	\$ 6,540
FOOTBALL - 9TH ASST COACH (2)	10.075%	65%	NOV	\$ 4,547	\$ 4,888	\$ 5,255	\$ 5,649	\$ 6,073
FOOTBALL - 8TH HEAD COACH	10.075%	65%	NOV	\$ 4,547	\$ 4,888	\$ 5,255	\$ 5,649	\$ 6,073
FOOTBALL - 8TH ASST COACH (2)	9.300%	60%	NOV	\$ 4,198	\$ 4,512	\$ 4,851	\$ 5,215	\$ 5,606
FOOTBALL - 7TH HEAD COACH	10.075%	65%	NOV	\$ 4,547	\$ 4,888	\$ 5,255	\$ 5,649	\$ 6,073
FOOTBALL - 7TH ASST COACH (1)	9.300%	60%	NOV	\$ 4,198	\$ 4,512	\$ 4,851	\$ 5,215	\$ 5,606
GERMAN CLUB	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
GOLF - HEAD COACH 1 BOYS/1 GIRLS	9.500%		NOV	\$ 4,288	\$ 4,609	\$ 4,955	\$ 5,327	\$ 5,726
GOLF - JV COACH 1 BOYS/1 GIRLS	7.125%	75%	NOV	\$ 3,216	\$ 3,457	\$ 3,716	\$ 3,995	\$ 4,295
GYMNASTICS - GIRLS HEAD COACH	12.000%		MAR	\$ 5,416	\$ 5,822	\$ 6,259	\$ 6,729	\$ 7,233
GYMNASTICS - GIRLS ASST COACH	9.000%	75%	MAR	\$ 4,062	\$ 4,367	\$ 4,694	\$ 5,046	\$ 5,425
HOCKEY - HEAD COACH	12.000%		MAR	\$ 5,416	\$ 5,822	\$ 6,259	\$ 6,729	\$ 7,233
HOCKEY - VARSITY ASST	6.000%	50%	MAR	\$ 2,708	\$ 2,911	\$ 3,130	\$ 3,364	\$ 3,617
HOCKEY - JV	6.000%	50%	MAR	\$ 2,708	\$ 2,911	\$ 3,130	\$ 3,364	\$ 3,617
HONEYBEES (POM POM) ADVISOR	5.000%		NMJ	\$ 2,257	\$ 2,426	\$ 2,608	\$ 2,804	\$ 3,014
HONEYCOMB ADVISOR	3.500%		NMJ	\$ 1,580	\$ 1,698	\$ 1,826	\$ 1,962	\$ 2,110
HUDDLE JR - MS	4.500%		NMJ	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
HY-BREEZE ADVISOR	6.500%		NMJ	\$ 2,934	\$ 3,154	\$ 3,390	\$ 3,645	\$ 3,918
INTERNATIONAL CLUB - HS	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
JAZZ BAND - MS	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
JUNIOR CLASS ADVISOR	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
KEY CLUB	4.500%		NMJ	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712

LACROSSE HEAD COACH 1 BOYS/1 GIRLS	12.000%		JUN	\$ 5,416	\$ 5,822	\$ 6,259	\$ 6,729	\$ 7,233
LACROSSE JV COACH 1 BOYS/1 GIRLS	9.000%	75%	JUN	\$ 4,062	\$ 4,367	\$ 4,694	\$ 5,046	\$ 5,425
LACROSSE 9TH GRADE 1 BOYS/1 GIRLS	8.400%	70%	JUN	\$ 3,791	\$ 4,076	\$ 4,381	\$ 4,710	\$ 5,063
LITERARY MAGAZINE HS	3.000%		JUN	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808
LITERARY MAGAZINE MS	2.000%		JUN	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
MATH CLUB HS	4.500%		MAR	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
MATH COUNTS	4.500%		MAR	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
MOCK TRIAL	3.000%		MAR	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808
MODEL UN - HS	3.000%		NMJ	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808
MODEL UN - MS	3.000%		MAR	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808
NATIONAL HONOR SOCIETY	6.500%		NMJ	\$ 2,934	\$ 3,154	\$ 3,390	\$ 3,645	\$ 3,918
PEP BAND - HS	3.000%		MAR	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808
PERCUSSION (DRUM LINE)	10.400%	65%	NMJ	\$ 4,694	\$ 5,046	\$ 5,425	\$ 5,831	\$ 6,269
PLAY SET DESIGN/CONSTRUCTION FALL(1)/WINTER(1)	3.250%		MAR	\$ 1,467	\$ 1,577	\$ 1,695	\$ 1,822	\$ 1,959
POWER OF THE PEN	4.500%		MAR	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
PROM ADVISOR	2.000%		JUN	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
ROBOTICS - HS LEAD ADVISOR (1)/MS LEAD ADVISOR (1)	6.000%		NMJ	\$ 2,708	\$ 2,911	\$ 3,130	\$ 3,364	\$ 3,617
ROBOTICS - HS ASST (1)/MS ASST (1)	5.000%		NMJ	\$ 2,257	\$ 2,426	\$ 2,608	\$ 2,804	\$ 3,014
SADD	4.500%		NMJ	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
SAFE CLUB HS	3.000%		NMJ	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808
SAFETY PATROL ELEMENTARY (UP TO 3)	3.000%		NMJ	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808
SCIENCE OLYMPIAD - HS (1)/MS(1)	4.500%		MAR	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
SENIOR CLASS ADVISOR	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
SHOW CHOIR DIRECTOR	6.500%		NMJ	\$ 2,934	\$ 3,154	\$ 3,390	\$ 3,645	\$ 3,918
SHOW CHOIR CHOREOGRAPHER	4.875%		NMJ	\$ 2,200	\$ 2,365	\$ 2,543	\$ 2,733	\$ 2,938
SKI CLUB	2.000%		MAR	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
SOCCER HEAD COACH 1 BOYS/1 GIRLS	13.500%		NOV	\$ 6,093	\$ 6,550	\$ 7,041	\$ 7,570	\$ 8,137
SOCCER ASST COACH 1 BOYS/ 1 GIRLS	10.125%	75%	NOV	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
SOCCER JV COACH 1 BOYS/ 1 GIRLS	10.125%	75%	NOV	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
SOCCER 9TH GRADE 1 BOYS/ 1 GIRLS	9.450%	70%	NOV	\$ 4,265	\$ 4,585	\$ 4,929	\$ 5,299	\$ 5,696
SOFTBALL HEAD COACH	12.000%		JUN	\$ 5,416	\$ 5,822	\$ 6,259	\$ 6,729	\$ 7,233
SOFTBALL ASST COACH	9.000%	75%	JUN	\$ 4,062	\$ 4,367	\$ 4,694	\$ 5,046	\$ 5,425
SOFTBALL JV COACH	9.000%	75%	JUN	\$ 4,062	\$ 4,367	\$ 4,694	\$ 5,046	\$ 5,425
SOFTBALL 9TH GRADE	8.400%	70%	JUN	\$ 3,791	\$ 4,076	\$ 4,381	\$ 4,710	\$ 5,063
SPANISH CLUB	2.000%		NMJ	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
SPRING PLAY DIRECTOR	7.000%		JUN	\$ 3,159	\$ 3,396	\$ 3,651	\$ 3,925	\$ 4,219
SPRING PLAY ASST DIRECTOR	5.250%	75%	JUN	\$ 2,370	\$ 2,547	\$ 2,738	\$ 2,944	\$ 3,165
SPRING PLAY ASST CHORAL DIRECTOR	4.200%	60%	JUN	\$ 1,896	\$ 2,038	\$ 2,191	\$ 2,355	\$ 2,532
SPRING PLAY ASST CHOREOGRAPHER	4.200%	60%	JUN	\$ 1,896	\$ 2,038	\$ 2,191	\$ 2,355	\$ 2,532

SPRING PLAY ASST MUSIC DIRECTOR	4.200%	60%	JUN	\$ 1,896	\$ 2,038	\$ 2,191	\$ 2,355	\$ 2,532
STAGE MANAGER*	7.000%		NMJ	\$ 3,159	\$ 3,396	\$ 3,651	\$ 3,925	\$ 4,219
STAGE MANAGER - MS*	4.000%		NMJ	\$ 1,805	\$ 1,941	\$ 2,086	\$ 2,243	\$ 2,411
STRENGTH COACH 1 FALL/1 WINTER/1 SPRING/1 SUMMER	3.000%		NOV/MAR/JUN/NOV	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808
STUDENT COUNCIL - HS	5.500%		NMJ	\$ 2,482	\$ 2,669	\$ 2,869	\$ 3,084	\$ 3,315
STUDENT COUNCIL - MS	4.500%		NMJ	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
SWIM TEAM HEAD COACH	13.500%		MAR	\$ 6,093	\$ 6,550	\$ 7,041	\$ 7,570	\$ 8,137
SWIM TEAM ASSISTANTS (2)	10.125%	75%	MAR	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
TECHNOLOGY COORDINATOR HS	5.000%		NMJ	\$ 2,257	\$ 2,426	\$ 2,608	\$ 2,804	\$ 3,014
TECHNOLOGY COORDINATOR MS	5.000%		NMJ	\$ 2,257	\$ 2,426	\$ 2,608	\$ 2,804	\$ 3,014
TECHNOLOGY COORDINATORS ES (UP TO 3)	5.000%		NMJ	\$ 2,257	\$ 2,426	\$ 2,608	\$ 2,804	\$ 3,014
TENNIS HEAD COACH 1 BOYS/ 1 GIRLS	9.500%		JUN (B)/NOV (G)	\$ 4,288	\$ 4,609	\$ 4,955	\$ 5,327	\$ 5,726
TENNIS ASST COACH 1 BOYS/ 1 GIRLS	7.125%	75%	JUN (B)/NOV (G)	\$ 3,216	\$ 3,457	\$ 3,716	\$ 3,995	\$ 4,295
TRACK HEAD COACH 1 BOYS/ 1 GIRLS	12.000%		JUN	\$ 5,416	\$ 5,822	\$ 6,259	\$ 6,729	\$ 7,233
TRACK ASST COACH 3 BOYS/ 3 GIRLS	9.000%	75%	JUN	\$ 4,062	\$ 4,367	\$ 4,694	\$ 5,046	\$ 5,425
TRACK 8TH GRADE HEAD COACH 1 BOYS/ 1 GIRLS	7.800%	65%	JUN	\$ 3,521	\$ 3,785	\$ 4,068	\$ 4,374	\$ 4,702
TRACK 8TH GRADE ASST COACH 1 BOYS/ 1 GIRLS	7.200%	60%	JUN	\$ 3,250	\$ 3,493	\$ 3,755	\$ 4,037	\$ 4,340
TRACK 7TH GRADE HEAD COACH 1 BOYS/ 1 GIRLS	7.800%	65%	JUN	\$ 3,521	\$ 3,785	\$ 4,068	\$ 4,374	\$ 4,702
TRACK 7TH GRADE ASST COACH 1 BOYS/ 1 GIRLS	7.200%	60%	JUN	\$ 3,250	\$ 3,493	\$ 3,755	\$ 4,037	\$ 4,340
VARIETY SHOW DIRECTOR	2.000%		JUN	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
VIDEO ANNOUNCEMENTS	4.500%		NMJ	\$ 2,031	\$ 2,183	\$ 2,347	\$ 2,523	\$ 2,712
VOLLEYBALL BOYS - CLUB	8.775%		JUN	\$ 3,961	\$ 4,258	\$ 4,577	\$ 4,920	\$ 5,289
VOLLEYBALL GIRLS - HEAD COACH	13.500%		NOV	\$ 6,093	\$ 6,550	\$ 7,041	\$ 7,570	\$ 8,137
VOLLEYBALL GIRLS - ASST COACH	10.125%	75%	NOV	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
VOLLEYBALL GIRLS - JV	10.125%	75%	NOV	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
VOLLEYBALL GIRLS -9TH GRADE HEAD COACH	9.450%	70%	NOV	\$ 4,265	\$ 4,585	\$ 4,929	\$ 5,299	\$ 5,696
VOLLEYBALL GIRLS 8TH GRADE HEAD COACH	8.775%	65%	NOV	\$ 3,961	\$ 4,258	\$ 4,577	\$ 4,920	\$ 5,289
VOLLEYBALL GIRLS -7TH GRADE HEAD COACH	2.000%		NOV	\$ 903	\$ 970	\$ 1,043	\$ 1,121	\$ 1,206
WASHINGTON DC COORDINATOR	5.500%		MAR	\$ 2,482	\$ 2,669	\$ 2,869	\$ 3,084	\$ 3,315
WRESTLING HEAD COACH	13.500%		MAR	\$ 6,093	\$ 6,550	\$ 7,041	\$ 7,570	\$ 8,137
WRESTLING ASST COACH	10.125%	75%	MAR	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
WRESTLING JV COACH	10.125%	75%	MAR	\$ 4,570	\$ 4,913	\$ 5,281	\$ 5,677	\$ 6,103
WRESTLING 9TH GRADE HEAD COACH	9.450%	70%	MAR	\$ 4,265	\$ 4,585	\$ 4,929	\$ 5,299	\$ 5,696
WRESTLING 8TH GRADE HEAD COACH	8.775%	65%	MAR	\$ 3,961	\$ 4,258	\$ 4,577	\$ 4,920	\$ 5,289

WRESTLING 8TH GRADE ASST COACH	8.100%	60%	MAR	\$ 3,656	\$ 3,930	\$ 4,225	\$ 4,542	\$ 4,882
WRESTLING 7TH GRADE HEAD COACH	8.775%	65%	MAR	\$ 3,961	\$ 4,258	\$ 4,577	\$ 4,920	\$ 5,289
WRESTLING 7TH GRADE ASST COACH	8.100%	60%	MAR	\$ 3,656	\$ 3,930	\$ 4,225	\$ 4,542	\$ 4,882
WRESTLING TOURNAMENT DIRECTOR	5.500%		MAR	\$ 2,482	\$ 2,669	\$ 2,869	\$ 3,084	\$ 3,315
YOUTH AND GOVERNMENT	3.000%		MAR	\$ 1,354	\$ 1,456	\$ 1,565	\$ 1,682	\$ 1,808

§If maintaining supplemental contract for current classification.

*Paid .0006 of the BA base salary per hour for outside activities.

**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
EXTRACURRICULAR “GRANDFATHERED” SALARY SCHEDULE
2022-2023**

2022-2023 BASE SALARY \$ 46,376.21

SUPPLEMENTAL JOB	% OF BASE	% OF HEAD	1ST PAY OF MONTH	FIXED RATE	3-5 YRS	6-8YRS	9-11YRS	12+ YRS
ACADEMIC CHALLENGE	3.000%		MAR	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858
ANNUAL ADVISOR - HS	6.500%		NMJ	\$ 3,014	\$ 3,241	\$ 3,484	\$ 3,745	\$ 4,026
ANNUAL ADVISOR - MS	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
ART CLUB - 1 HS/1MS	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
ATHLETIC DIRECTOR - MS	13.000%		NMJ	\$ 6,029	\$ 6,481	\$ 6,967	\$ 7,490	\$ 8,051
BAND - DIRECTOR	16.000%		NOV	\$ 7,420	\$ 7,977	\$ 8,575	\$ 9,218	\$ 9,909
BAND - ASSOC DIRECTOR (2)	12.000%	75%	NOV	\$ 5,565	\$ 5,983	\$ 6,431	\$ 6,914	\$ 7,432
BASEBALL - HEAD COACH	12.000%		JUN	\$ 5,565	\$ 5,983	\$ 6,431	\$ 6,914	\$ 7,432
BASEBALL - ASST. COACH	9.000%	75%	JUN	\$ 4,174	\$ 4,487	\$ 4,823	\$ 5,185	\$ 5,574
BASEBALL - JV	9.000%	75%	JUN	\$ 4,174	\$ 4,487	\$ 4,823	\$ 5,185	\$ 5,574
BASEBALL - 9TH HEAD COACH	8.400%	70%	JUN	\$ 3,896	\$ 4,188	\$ 4,502	\$ 4,839	\$ 5,202
BASKETBALL - BOYS - HEAD COACH	13.500%		MAR	\$ 6,261	\$ 6,730	\$ 7,235	\$ 7,778	\$ 8,361
BASKETBALL - BOYS - ASST. COACH	10.125%	75%	MAR	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
BASKETBALL - BOYS - JV	10.125%	75%	MAR	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
BASKETBALL - BOYS 9TH GR HEAD COACH	9.450%	70%	MAR	\$ 4,383	\$ 4,711	\$ 5,065	\$ 5,444	\$ 5,853
BASKETBALL - BOYS 8TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 4,070	\$ 4,375	\$ 4,703	\$ 5,056	\$ 5,435
BASKETBALL - BOYS 7TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 4,070	\$ 4,375	\$ 4,703	\$ 5,056	\$ 5,435
BASKETBALL - GIRLS HEAD COACH	13.500%		MAR	\$ 6,261	\$ 6,730	\$ 7,235	\$ 7,778	\$ 8,361
BASKETBALL - GIRLS - ASST. COACH	10.125%	75%	MAR	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
BASKETBALL - GIRLS - JV	10.125%	75%	MAR	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
BASKETBALL - GIRLS - 9TH GR HEAD COACH	9.450%	70%	MAR	\$ 4,383	\$ 4,711	\$ 5,065	\$ 5,444	\$ 5,853
BASKETBALL - GIRLS - 8TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 4,070	\$ 4,375	\$ 4,703	\$ 5,056	\$ 5,435
BASKETBALL - GIRLS - 7TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 4,070	\$ 4,375	\$ 4,703	\$ 5,056	\$ 5,435
BIOLOGY CLUB	3.000%		NMJ	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858
BOWLING - 1 GIRLS/1 BOYS	2.000%		MAR	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
BUILDERS CLUB MS	4.500%		NMJ	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
CHEERLEADER COACH 1 FALL/1 WINTER	9.000%		NOV/MAR	\$ 4,174	\$ 4,487	\$ 4,823	\$ 5,185	\$ 5,574
CHEERLEADER COACH 9TH 1 FALL/1 WINTER	4.500%		NOV/MAR	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
CHEERLEADER COACH 7/8TH 1 FALL/1 WINTER	4.500%		NOV/MAR	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
CHEERLEADER COMPETITION COORDINATOR	2.000%		MAR	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
CHINESE CLUB	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
CHORAL DIRECTOR	4.500%		NMJ	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787

CHORAL DIRECTOR 5TH GRADE	4.500%		NMJ	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
COMMENCEMENT COORDINATOR	2.000%		JUN	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
COMMUNICATIONS CLUB	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
CROSS COUNTRY - BOYS/GIRLS	11.500%		NOV	\$ 5,333	\$ 5,733	\$ 6,163	\$ 6,625	\$ 7,122
CROSS COUNTRY - ASST. COACH	8.625%	75%	NOV	\$ 4,000	\$ 4,300	\$ 4,622	\$ 4,969	\$ 5,342
CROSS COUNTRY - HEAD - 7TH (1)/8TH (1)	7.475%	65%	NOV	\$ 3,467	\$ 3,727	\$ 4,006	\$ 4,307	\$ 4,630
CROSS COUNTRY - ASST. - 7TH (1)/8TH (1)	7.200%		NOV	\$ 3,339	\$ 3,590	\$ 3,859	\$ 4,148	\$ 4,459
DRAMA CLUB	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
FACULTY MANAGER - 1 BOYS/1 GIRLS	16.000%		NMJ	\$ 7,420	\$ 7,977	\$ 8,575	\$ 9,218	\$ 9,909
FACULTY MANAGER - MS	9.000%		NMJ	\$ 4,174	\$ 4,487	\$ 4,823	\$ 5,185	\$ 5,574
FALL PLAY - ASST	4.125%	75%	NOV	\$ 1,913	\$ 2,056	\$ 2,211	\$ 2,377	\$ 2,555
FALL PLAY DIRECTOR	5.500%		NOV	\$ 2,551	\$ 2,742	\$ 2,948	\$ 3,169	\$ 3,406
FLAG LINE ADVISOR	5.500%		NOV	\$ 2,551	\$ 2,742	\$ 2,948	\$ 3,169	\$ 3,406
FOOTBALL - HEAD COACH	15.500%		NOV	\$ 7,188	\$ 7,727	\$ 8,307	\$ 8,930	\$ 9,600
FOOTBALL - ASST (6)	11.625%	75%	NOV	\$ 5,391	\$ 5,796	\$ 6,230	\$ 6,698	\$ 7,200
FOOTBALL - 9TH HEAD COACH	10.850%	70%	NOV	\$ 5,032	\$ 5,409	\$ 5,815	\$ 6,251	\$ 6,720
FOOTBALL - 9TH ASST COACH (2)	10.075%	65%	NOV	\$ 4,672	\$ 5,023	\$ 5,400	\$ 5,805	\$ 6,240
FOOTBALL - 8TH HEAD COACH	10.075%	65%	NOV	\$ 4,672	\$ 5,023	\$ 5,400	\$ 5,805	\$ 6,240
FOOTBALL - 8TH ASST COACH (2)	9.300%	60%	NOV	\$ 4,313	\$ 4,636	\$ 4,984	\$ 5,358	\$ 5,760
FOOTBALL - 7TH HEAD COACH	10.075%	65%	NOV	\$ 4,672	\$ 5,023	\$ 5,400	\$ 5,805	\$ 6,240
FOOTBALL - 7TH ASST COACH (1)	9.300%	60%	NOV	\$ 4,313	\$ 4,636	\$ 4,984	\$ 5,358	\$ 5,760
GERMAN CLUB	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
GOLF - HEAD COACH 1 BOYS/1 GIRLS	9.500%		NOV	\$ 4,406	\$ 4,736	\$ 5,091	\$ 5,473	\$ 5,884
GOLF - JV COACH 1 BOYS/1 GIRLS	7.125%	75%	NOV	\$ 3,304	\$ 3,552	\$ 3,819	\$ 4,105	\$ 4,413
GYMNASTICS - GIRLS HEAD COACH	12.000%		MAR	\$ 5,565	\$ 5,983	\$ 6,431	\$ 6,914	\$ 7,432
GYMNASTICS - GIRLS ASST COACH	9.000%	75%	MAR	\$ 4,174	\$ 4,487	\$ 4,823	\$ 5,185	\$ 5,574
HOCKEY - HEAD COACH	12.000%		MAR	\$ 5,565	\$ 5,983	\$ 6,431	\$ 6,914	\$ 7,432
HOCKEY - VARSITY ASST	6.000%	50%	MAR	\$ 2,783	\$ 2,991	\$ 3,216	\$ 3,457	\$ 3,716
HOCKEY - JV	6.000%	50%	MAR	\$ 2,783	\$ 2,991	\$ 3,216	\$ 3,457	\$ 3,716
HONEYBEES (POM POM) ADVISOR	5.000%		NMJ	\$ 2,319	\$ 2,493	\$ 2,680	\$ 2,881	\$ 3,097
HONEYCOMB ADVISOR	3.500%		NMJ	\$ 1,623	\$ 1,745	\$ 1,876	\$ 2,016	\$ 2,168
HUDDLE JR - MS	4.500%		NMJ	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
HY-BREEZE ADVISOR	6.500%		NMJ	\$ 3,014	\$ 3,241	\$ 3,484	\$ 3,745	\$ 4,026
INTERNATIONAL CLUB - HS	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
JAZZ BAND - MS	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
JUNIOR CLASS ADVISOR	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
KEY CLUB	4.500%		NMJ	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
LACROSSE HEAD COACH 1 BOYS/1 GIRLS	12.000%		JUN	\$ 5,565	\$ 5,983	\$ 6,431	\$ 6,914	\$ 7,432

LACROSSE JV COACH 1 BOYS/1 GIRLS	9.000%	75%	JUN	\$ 4,174	\$ 4,487	\$ 4,823	\$ 5,185	\$ 5,574
LACROSSE 9TH GRADE 1 BOYS/1 GIRLS	8.400%	70%	JUN	\$ 3,896	\$ 4,188	\$ 4,502	\$ 4,839	\$ 5,202
LITERARY MAGAZINE HS	3.000%		JUN	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858
LITERARY MAGAZINE MS	2.000%		JUN	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
MATH CLUB HS	4.500%		MAR	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
MATH COUNTS	4.500%		MAR	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
MOCK TRIAL	3.000%		MAR	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858
MODEL UN - HS	3.000%		NMJ	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858
MODEL UN - MS	3.000%		MAR	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858
NATIONAL HONOR SOCIETY	6.500%		NMJ	\$ 3,014	\$ 3,241	\$ 3,484	\$ 3,745	\$ 4,026
PEP BAND - HS	3.000%		MAR	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858
PERCUSSION (DRUM LINE)	10.400%	65%	NMJ	\$ 4,823	\$ 5,185	\$ 5,574	\$ 5,992	\$ 6,441
PLAY SET DESIGN/CONSTRUCTION FALL(1)/WINTER(1)	3.250%		MAR	\$ 1,507	\$ 1,620	\$ 1,742	\$ 1,872	\$ 2,013
POWER OF THE PEN	4.500%		MAR	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
PROM ADVISOR	2.000%		JUN	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
ROBOTICS - HS LEAD ADVISOR (1)/MS LEAD ADVISOR (1)	6.000%		NMJ	\$ 2,783	\$ 2,991	\$ 3,216	\$ 3,457	\$ 3,716
ROBOTICS - HS ASST (1)/MS ASST (1)	5.000%		NMJ	\$ 2,319	\$ 2,493	\$ 2,680	\$ 2,881	\$ 3,097
SADD	4.500%		NMJ	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
SAFE CLUB HS	3.000%		NMJ	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858
SAFETY PATROL ELEMENTARY (UP TO 3)	3.000%		NMJ	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858
SCIENCE OLYMPIAD - HS (1)/MS(1)	4.500%		MAR	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
SENIOR CLASS ADVISOR	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
SHOW CHOIR DIRECTOR	6.500%		NMJ	\$ 3,014	\$ 3,241	\$ 3,484	\$ 3,745	\$ 4,026
SHOW CHOIR CHOREOGRAPHER	4.875%		NMJ	\$ 2,261	\$ 2,430	\$ 2,613	\$ 2,809	\$ 3,019
SKI CLUB	2.000%		MAR	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
SOCCER HEAD COACH 1 BOYS/1 GIRLS	13.500%		NOV	\$ 6,261	\$ 6,730	\$ 7,235	\$ 7,778	\$ 8,361
SOCCER ASST COACH 1 BOYS/ 1 GIRLS	10.125%	75%	NOV	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
SOCCER JV COACH 1 BOYS/ 1 GIRLS	10.125%	75%	NOV	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
SOCCER 9TH GRADE 1 BOYS/ 1 GIRLS	9.450%	70%	NOV	\$ 4,383	\$ 4,711	\$ 5,065	\$ 5,444	\$ 5,853
SOFTBALL HEAD COACH	12.000%		JUN	\$ 5,565	\$ 5,983	\$ 6,431	\$ 6,914	\$ 7,432
SOFTBALL ASST COACH	9.000%	75%	JUN	\$ 4,174	\$ 4,487	\$ 4,823	\$ 5,185	\$ 5,574
SOFTBALL JV COACH	9.000%	75%	JUN	\$ 4,174	\$ 4,487	\$ 4,823	\$ 5,185	\$ 5,574
SOFTBALL 9TH GRADE	8.400%	70%	JUN	\$ 3,896	\$ 4,188	\$ 4,502	\$ 4,839	\$ 5,202
SPANISH CLUB	2.000%		NMJ	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
SPRING PLAY DIRECTOR	7.000%		JUN	\$ 3,246	\$ 3,490	\$ 3,752	\$ 4,033	\$ 4,335
SPRING PLAY ASST DIRECTOR	5.250%	75%	JUN	\$ 2,435	\$ 2,617	\$ 2,814	\$ 3,025	\$ 3,252
SPRING PLAY ASST CHORAL DIRECTOR	4.200%	60%	JUN	\$ 1,948	\$ 2,094	\$ 2,251	\$ 2,420	\$ 2,601
SPRING PLAY ASST CHOREOGRAPHER	4.200%	60%	JUN	\$ 1,948	\$ 2,094	\$ 2,251	\$ 2,420	\$ 2,601
SPRING PLAY ASST MUSIC DIRECTOR	4.200%	60%	JUN	\$ 1,948	\$ 2,094	\$ 2,251	\$ 2,420	\$ 2,601

STAGE MANAGER*	7.000%		NMJ	\$ 3,246	\$ 3,490	\$ 3,752	\$ 4,033	\$ 4,335
STAGE MANAGER - MS*	4.000%		NMJ	\$ 1,855	\$ 1,994	\$ 2,144	\$ 2,305	\$ 2,477
STRENGTH COACH 1 FALL/1 WINTER/1 SPRING/1 SUMMER	3.000%		NOV/MAR/JUN/NOV	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858
STUDENT COUNCIL - HS	5.500%		NMJ	\$ 2,551	\$ 2,742	\$ 2,948	\$ 3,169	\$ 3,406
STUDENT COUNCIL - MS	4.500%		NMJ	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
SWIM TEAM HEAD COACH	13.500%		MAR	\$ 6,261	\$ 6,730	\$ 7,235	\$ 7,778	\$ 8,361
SWIM TEAM ASSISTANTS (2)	10.125%	75%	MAR	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
TECHNOLOGY COORDINATOR HS	5.000%		NMJ	\$ 2,319	\$ 2,493	\$ 2,680	\$ 2,881	\$ 3,097
TECHNOLOGY COORDINATOR MS	5.000%		NMJ	\$ 2,319	\$ 2,493	\$ 2,680	\$ 2,881	\$ 3,097
TECHNOLOGY COORDINATORS ES (UP TO 3)	5.000%		NMJ	\$ 2,319	\$ 2,493	\$ 2,680	\$ 2,881	\$ 3,097
TENNIS HEAD COACH 1 BOYS/ 1 GIRLS	9.500%		JUN (B)/NOV (G)	\$ 4,406	\$ 4,736	\$ 5,091	\$ 5,473	\$ 5,884
TENNIS ASST COACH 1 BOYS/ 1 GIRLS	7.125%	75%	JUN (B)/NOV (G)	\$ 3,304	\$ 3,552	\$ 3,819	\$ 4,105	\$ 4,413
TRACK HEAD COACH 1 BOYS/ 1 GIRLS	12.000%		JUN	\$ 5,565	\$ 5,983	\$ 6,431	\$ 6,914	\$ 7,432
TRACK ASST COACH 3 BOYS/ 3 GIRLS	9.000%	75%	JUN	\$ 4,174	\$ 4,487	\$ 4,823	\$ 5,185	\$ 5,574
TRACK 8TH GRADE HEAD COACH 1 BOYS/ 1 GIRLS	7.800%	65%	JUN	\$ 3,617	\$ 3,889	\$ 4,180	\$ 4,494	\$ 4,831
TRACK 8TH GRADE ASST COACH 1 BOYS/ 1 GIRLS	7.200%	60%	JUN	\$ 3,339	\$ 3,590	\$ 3,859	\$ 4,148	\$ 4,459
TRACK 7TH GRADE HEAD COACH 1 BOYS/ 1 GIRLS	7.800%	65%	JUN	\$ 3,617	\$ 3,889	\$ 4,180	\$ 4,494	\$ 4,831
TRACK 7TH GRADE ASST COACH 1 BOYS/ 1 GIRLS	7.200%	60%	JUN	\$ 3,339	\$ 3,590	\$ 3,859	\$ 4,148	\$ 4,459
VARIETY SHOW DIRECTOR	2.000%		JUN	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
VIDEO ANNOUNCEMENTS	4.500%		NMJ	\$ 2,087	\$ 2,243	\$ 2,412	\$ 2,593	\$ 2,787
VOLLEYBALL BOYS - CLUB	8.775%		JUN	\$ 4,070	\$ 4,375	\$ 4,703	\$ 5,056	\$ 5,435
VOLLEYBALL GIRLS - HEAD COACH	13.500%		NOV	\$ 6,261	\$ 6,730	\$ 7,235	\$ 7,778	\$ 8,361
VOLLEYBALL GIRLS - ASST COACH	10.125%	75%	NOV	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
VOLLEYBALL GIRLS - JV	10.125%	75%	NOV	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
VOLLEYBALL GIRLS -9TH GRADE HEAD COACH	9.450%	70%	NOV	\$ 4,383	\$ 4,711	\$ 5,065	\$ 5,444	\$ 5,853
VOLLEYBALL GIRLS 8TH GRADE HEAD COACH	8.775%	65%	NOV	\$ 4,070	\$ 4,375	\$ 4,703	\$ 5,056	\$ 5,435
VOLLEYBALL GIRLS -7TH GRADE HEAD COACH	2.000%		NOV	\$ 928	\$ 997	\$ 1,072	\$ 1,152	\$ 1,239
WASHINGTON DC COORDINATOR	5.500%		MAR	\$ 2,551	\$ 2,742	\$ 2,948	\$ 3,169	\$ 3,406
WRESTLING HEAD COACH	13.500%		MAR	\$ 6,261	\$ 6,730	\$ 7,235	\$ 7,778	\$ 8,361
WRESTLING ASST COACH	10.125%	75%	MAR	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
WRESTLING JV COACH	10.125%	75%	MAR	\$ 4,696	\$ 5,048	\$ 5,426	\$ 5,833	\$ 6,271
WRESTLING 9TH GRADE HEAD COACH	9.450%	70%	MAR	\$ 4,383	\$ 4,711	\$ 5,065	\$ 5,444	\$ 5,853
WRESTLING 8TH GRADE HEAD COACH	8.775%	65%	MAR	\$ 4,070	\$ 4,375	\$ 4,703	\$ 5,056	\$ 5,435
WRESTLING 8TH GRADE ASST COACH	8.100%	60%	MAR	\$ 3,756	\$ 4,038	\$ 4,341	\$ 4,667	\$ 5,017

WRESTLING 7TH GRADE HEAD COACH	8.775%	65%	MAR	\$ 4,070	\$ 4,375	\$ 4,703	\$ 5,056	\$ 5,435
WRESTLING 7TH GRADE ASST COACH	8.100%	60%	MAR	\$ 3,756	\$ 4,038	\$ 4,341	\$ 4,667	\$ 5,017
WRESTLING TOURNAMENT DIRECTOR	5.500%		MAR	\$ 2,551	\$ 2,742	\$ 2,948	\$ 3,169	\$ 3,406
YOUTH AND GOVERNMENT	3.000%		MAR	\$ 1,391	\$ 1,496	\$ 1,608	\$ 1,728	\$ 1,858

§If maintaining supplemental contract for current classification.

*Paid .0006 of the BA base salary per hour for outside activities.

**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
EXTRACURRICULAR “GRANDFATHERED” SALARY SCHEDULE
FOR THE DURATION OF THE AGREEMENT
2023-2024**

2023-2024 BASE SALARY	\$47,651.56							
SUPPLEMENTAL JOB	% OF BASE	% OF HEAD	1ST PAY OF MONTH	FIXED RATE	3-5 YRS	6-8YRS	9-11YRS	12+ YRS
ACADEMIC CHALLENGE	3.000%		MAR	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909
ANNUAL ADVISOR - HS	6.500%		NMJ	\$ 3,097	\$ 3,330	\$ 3,579	\$ 3,848	\$ 4,136
ANNUAL ADVISOR - MS	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
ART CLUB - 1 HS/1MS	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
ATHLETIC DIRECTOR - MS	13.000%		NMJ	\$ 6,195	\$ 6,659	\$ 7,159	\$ 7,696	\$ 8,273
BAND - DIRECTOR	16.000%		NOV	\$ 7,624	\$ 8,196	\$ 8,811	\$ 9,472	\$ 10,182
BAND - ASSOC DIRECTOR (2)	12.000%	75%	NOV	\$ 5,718	\$ 6,147	\$ 6,608	\$ 7,104	\$ 7,636
BASEBALL - HEAD COACH	12.000%		JUN	\$ 5,718	\$ 6,147	\$ 6,608	\$ 7,104	\$ 7,636
BASEBALL - ASST. COACH	9.000%	75%	JUN	\$ 4,289	\$ 4,610	\$ 4,956	\$ 5,328	\$ 5,727
BASEBALL - JV	9.000%	75%	JUN	\$ 4,289	\$ 4,610	\$ 4,956	\$ 5,328	\$ 5,727
BASEBALL - 9TH HEAD COACH	8.400%	70%	JUN	\$ 4,003	\$ 4,303	\$ 4,626	\$ 4,973	\$ 5,346
BASKETBALL - BOYS - HEAD COACH	13.500%		MAR	\$ 6,433	\$ 6,915	\$ 7,434	\$ 7,992	\$ 8,591
BASKETBALL - BOYS - ASST. COACH	10.125%	75%	MAR	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
BASKETBALL - BOYS - JV	10.125%	75%	MAR	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
BASKETBALL - BOYS 9TH GR HEAD COACH	9.450%	70%	MAR	\$ 4,503	\$ 4,841	\$ 5,204	\$ 5,594	\$ 6,014
BASKETBALL - BOYS 8TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 4,181	\$ 4,495	\$ 4,832	\$ 5,195	\$ 5,584
BASKETBALL - BOYS 7TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 4,181	\$ 4,495	\$ 4,832	\$ 5,195	\$ 5,584
BASKETBALL - GIRLS HEAD COACH	13.500%		MAR	\$ 6,433	\$ 6,915	\$ 7,434	\$ 7,992	\$ 8,591
BASKETBALL - GIRLS - ASST. COACH	10.125%	75%	MAR	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
BASKETBALL - GIRLS - JV	10.125%	75%	MAR	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
BASKETBALL - GIRLS - 9TH GR HEAD COACH	9.450%	70%	MAR	\$ 4,503	\$ 4,841	\$ 5,204	\$ 5,594	\$ 6,014
BASKETBALL - GIRLS - 8TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 4,181	\$ 4,495	\$ 4,832	\$ 5,195	\$ 5,584
BASKETBALL - GIRLS - 7TH GR HEAD COACH (2)	8.775%	65%	MAR	\$ 4,181	\$ 4,495	\$ 4,832	\$ 5,195	\$ 5,584
BIOLOGY CLUB	3.000%		NMJ	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909
BOWLING - 1 GIRLS/1 BOYS	2.000%		MAR	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
BUILDERS CLUB MS	4.500%		NMJ	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864

CHEERLEADER COACH 1 FALL/1 WINTER	9.000%		NOV/MAR	\$ 4,289	\$ 4,610	\$ 4,956	\$ 5,328	\$ 5,727
CHEERLEADER COACH 9TH 1 FALL/1 WINTER	4.500%		NOV/MAR	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
CHEERLEADER COACH 7/8TH 1 FALL/1 WINTER	4.500%		NOV/MAR	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
CHEERLEADER COMPETITION COORDINATOR	2.000%		MAR	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
CHINESE CLUB	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
CHORAL DIRECTOR	4.500%		NMJ	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
CHORAL DIRECTOR 5TH GRADE	4.500%		NMJ	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
COMMENCEMENT COORDINATOR	2.000%		JUN	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
COMMUNICATIONS CLUB	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
CROSS COUNTRY - BOYS/GIRLS	11.500%		NOV	\$ 5,480	\$ 5,891	\$ 6,333	\$ 6,808	\$ 7,318
CROSS COUNTRY - ASST. COACH	8.625%	75%	NOV	\$ 4,110	\$ 4,418	\$ 4,750	\$ 5,106	\$ 5,489
CROSS COUNTRY - HEAD - 7TH (1)/8TH (1)	7.475%	65%	NOV	\$ 3,562	\$ 3,829	\$ 4,116	\$ 4,425	\$ 4,757
CROSS COUNTRY - ASST. - 7TH (1)/8TH (1)	7.200%		NOV	\$ 3,431	\$ 3,688	\$ 3,965	\$ 4,262	\$ 4,582
DRAMA CLUB	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
FACULTY MANAGER - 1 BOYS/1 GIRLS	16.000%		NMJ	\$ 7,624	\$ 8,196	\$ 8,811	\$ 9,472	\$ 10,182
FACULTY MANAGER - MS	9.000%		NMJ	\$ 4,289	\$ 4,610	\$ 4,956	\$ 5,328	\$ 5,727
FALL PLAY - ASST	4.125%	75%	NOV	\$ 1,966	\$ 2,113	\$ 2,272	\$ 2,442	\$ 2,625
FALL PLAY DIRECTOR	5.500%		NOV	\$ 2,621	\$ 2,817	\$ 3,029	\$ 3,256	\$ 3,500
FLAG LINE ADVISOR	5.500%		NOV	\$ 2,621	\$ 2,817	\$ 3,029	\$ 3,256	\$ 3,500
FOOTBALL - HEAD COACH	15.500%		NOV	\$ 7,386	\$ 7,940	\$ 8,535	\$ 9,176	\$ 9,864
FOOTBALL - ASST (6)	11.625%	75%	NOV	\$ 5,539	\$ 5,955	\$ 6,402	\$ 6,882	\$ 7,398
FOOTBALL - 9TH HEAD COACH	10.850%	70%	NOV	\$ 5,170	\$ 5,558	\$ 5,975	\$ 6,423	\$ 6,905
FOOTBALL - 9TH ASST COACH (2)	10.075%	65%	NOV	\$ 4,801	\$ 5,161	\$ 5,548	\$ 5,964	\$ 6,411
FOOTBALL - 8TH HEAD COACH	10.075%	65%	NOV	\$ 4,801	\$ 5,161	\$ 5,548	\$ 5,964	\$ 6,411
FOOTBALL - 8TH ASST COACH (2)	9.300%	60%	NOV	\$ 4,432	\$ 4,764	\$ 5,121	\$ 5,505	\$ 5,918
FOOTBALL - 7TH HEAD COACH	10.075%	65%	NOV	\$ 4,801	\$ 5,161	\$ 5,548	\$ 5,964	\$ 6,411
FOOTBALL - 7TH ASST COACH (1)	9.300%	60%	NOV	\$ 4,432	\$ 4,764	\$ 5,121	\$ 5,505	\$ 5,918
GERMAN CLUB	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273

GOLF - HEAD COACH 1 BOYS/1 GIRLS	9.500%		NOV	\$ 4,527	\$ 4,866	\$ 5,231	\$ 5,624	\$ 6,046
GOLF - JV COACH 1 BOYS/1 GIRLS	7.125%	75%	NOV	\$ 3,395	\$ 3,650	\$ 3,924	\$ 4,218	\$ 4,534
GYMNASTICS - GIRLS HEAD COACH	12.000%		MAR	\$ 5,718	\$ 6,147	\$ 6,608	\$ 7,104	\$ 7,636
GYMNASTICS - GIRLS ASST COACH	9.000%	75%	MAR	\$ 4,289	\$ 4,610	\$ 4,956	\$ 5,328	\$ 5,727
HOCKEY - HEAD COACH	12.000%		MAR	\$ 5,718	\$ 6,147	\$ 6,608	\$ 7,104	\$ 7,636
HOCKEY - VARSITY ASST	6.000%	50%	MAR	\$ 2,859	\$ 3,074	\$ 3,304	\$ 3,552	\$ 3,818
HOCKEY - JV	6.000%	50%	MAR	\$ 2,859	\$ 3,074	\$ 3,304	\$ 3,552	\$ 3,818
HONEYBEES (POM POM) ADVISOR	5.000%		NMJ	\$ 2,383	\$ 2,561	\$ 2,753	\$ 2,960	\$ 3,182
HONEYCOMB ADVISOR	3.500%		NMJ	\$ 1,668	\$ 1,793	\$ 1,927	\$ 2,072	\$ 2,227
HUDDLE JR - MS	4.500%		NMJ	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
HY-BREEZE ADVISOR	6.500%		NMJ	\$ 3,097	\$ 3,330	\$ 3,579	\$ 3,848	\$ 4,136
INTERNATIONAL CLUB - HS	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
JAZZ BAND - MS	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
JUNIOR CLASS ADVISOR	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
KEY CLUB	4.500%		NMJ	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
LACROSSE HEAD COACH 1 BOYS/1 GIRLS	12.000%		JUN	\$ 5,718	\$ 6,147	\$ 6,608	\$ 7,104	\$ 7,636
LACROSSE JV COACH 1 BOYS/1 GIRLS	9.000%	75%	JUN	\$ 4,289	\$ 4,610	\$ 4,956	\$ 5,328	\$ 5,727
LACROSSE 9TH GRADE 1 BOYS/1 GIRLS	8.400%	70%	JUN	\$ 4,003	\$ 4,303	\$ 4,626	\$ 4,973	\$ 5,346
LITERARY MAGAZINE HS	3.000%		JUN	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909
LITERARY MAGAZINE MS	2.000%		JUN	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
MATH CLUB HS	4.500%		MAR	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
MATH COUNTS	4.500%		MAR	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
MOCK TRIAL	3.000%		MAR	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909
MODEL UN - HS	3.000%		NMJ	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909
MODEL UN - MS	3.000%		MAR	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909
NATIONAL HONOR SOCIETY	6.500%		NMJ	\$ 3,097	\$ 3,330	\$ 3,579	\$ 3,848	\$ 4,136
PEP BAND - HS	3.000%		MAR	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909
PERCUSSION (DRUM LINE)	10.400%	65%	NMJ	\$ 4,956	\$ 5,327	\$ 5,727	\$ 6,157	\$ 6,618
PLAY SET DESIGN/CONSTRUCTION FALL(1)/WINTER(1)	3.250%		MAR	\$ 1,549	\$ 1,665	\$ 1,790	\$ 1,924	\$ 2,068
POWER OF THE PEN	4.500%		MAR	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
PROM ADVISOR	2.000%		JUN	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
ROBOTICS - HS LEAD ADVISOR (1)/MS LEAD ADVISOR (1)	6.000%		NMJ	\$ 2,859	\$ 3,074	\$ 3,304	\$ 3,552	\$ 3,818
ROBOTICS - HS ASST (1)/MS ASST (1)	5.000%		NMJ	\$ 2,383	\$ 2,561	\$ 2,753	\$ 2,960	\$ 3,182

SADD	4.500%		NMJ	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
SAFE CLUB HS	3.000%		NMJ	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909
SAFETY PATROL ELEMENTARY (UP TO 3)	3.000%		NMJ	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909
SCIENCE OLYMPIAD - HS (1)/MS(1)	4.500%		MAR	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
SENIOR CLASS ADVISOR	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
SHOW CHOIR DIRECTOR	6.500%		NMJ	\$ 3,097	\$ 3,330	\$ 3,579	\$ 3,848	\$ 4,136
SHOW CHOIR CHOREOGRAPHER	4.875%		NMJ	\$ 2,323	\$ 2,497	\$ 2,685	\$ 2,886	\$ 3,102
SKI CLUB	2.000%		MAR	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
SOCCER HEAD COACH 1 BOYS/1 GIRLS	13.500%		NOV	\$ 6,433	\$ 6,915	\$ 7,434	\$ 7,992	\$ 8,591
SOCCER ASST COACH 1 BOYS/ 1 GIRLS	10.125%	75%	NOV	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
SOCCER JV COACH 1 BOYS/ 1 GIRLS	10.125%	75%	NOV	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
SOCCER 9TH GRADE 1 BOYS/ 1 GIRLS	9.450%	70%	NOV	\$ 4,503	\$ 4,841	\$ 5,204	\$ 5,594	\$ 6,014
SOFTBALL HEAD COACH	12.000%		JUN	\$ 5,718	\$ 6,147	\$ 6,608	\$ 7,104	\$ 7,636
SOFTBALL ASST COACH	9.000%	75%	JUN	\$ 4,289	\$ 4,610	\$ 4,956	\$ 5,328	\$ 5,727
SOFTBALL JV COACH	9.000%	75%	JUN	\$ 4,289	\$ 4,610	\$ 4,956	\$ 5,328	\$ 5,727
SOFTBALL 9TH GRADE	8.400%	70%	JUN	\$ 4,003	\$ 4,303	\$ 4,626	\$ 4,973	\$ 5,346
SPANISH CLUB	2.000%		NMJ	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
SPRING PLAY DIRECTOR	7.000%		JUN	\$ 3,336	\$ 3,586	\$ 3,855	\$ 4,144	\$ 4,455
SPRING PLAY ASST DIRECTOR	5.250%	75%	JUN	\$ 2,502	\$ 2,689	\$ 2,891	\$ 3,108	\$ 3,341
SPRING PLAY ASST CHORAL DIRECTOR	4.200%	60%	JUN	\$ 2,001	\$ 2,151	\$ 2,313	\$ 2,486	\$ 2,673
SPRING PLAY ASST CHOREOGRAPHER	4.200%	60%	JUN	\$ 2,001	\$ 2,151	\$ 2,313	\$ 2,486	\$ 2,673
SPRING PLAY ASST MUSIC DIRECTOR	4.200%	60%	JUN	\$ 2,001	\$ 2,151	\$ 2,313	\$ 2,486	\$ 2,673
STAGE MANAGER*	7.000%		NMJ	\$ 3,336	\$ 3,586	\$ 3,855	\$ 4,144	\$ 4,455
STAGE MANAGER - MS*	4.000%		NMJ	\$ 1,906	\$ 2,049	\$ 2,203	\$ 2,368	\$ 2,545
STRENGTH COACH 1 FALL/1 WINTER/1 SPRING/1 SUMMER	3.000%		NOV/MAR/JUN/NOV	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909
STUDENT COUNCIL - HS	5.500%		NMJ	\$ 2,621	\$ 2,817	\$ 3,029	\$ 3,256	\$ 3,500
STUDENT COUNCIL - MS	4.500%		NMJ	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
SWIM TEAM HEAD COACH	13.500%		MAR	\$ 6,433	\$ 6,915	\$ 7,434	\$ 7,992	\$ 8,591
SWIM TEAM ASSISTANTS (2)	10.125%	75%	MAR	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
TECHNOLOGY COORDINATOR HS	5.000%		NMJ	\$ 2,383	\$ 2,561	\$ 2,753	\$ 2,960	\$ 3,182
TECHNOLOGY COORDINATOR MS	5.000%		NMJ	\$ 2,383	\$ 2,561	\$ 2,753	\$ 2,960	\$ 3,182

TECHNOLOGY COORDINATORS ES (UP TO 3)	5.000%		NMJ	\$ 2,383	\$ 2,561	\$ 2,753	\$ 2,960	\$ 3,182
TENNIS HEAD COACH 1 BOYS/ 1 GIRLS	9.500%		JUN (B)/NOV (G)	\$ 4,527	\$ 4,866	\$ 5,231	\$ 5,624	\$ 6,046
TENNIS ASST COACH 1 BOYS/ 1 GIRLS	7.125%	75%	JUN (B)/NOV (G)	\$ 3,395	\$ 3,650	\$ 3,924	\$ 4,218	\$ 4,534
TRACK HEAD COACH 1 BOYS/ 1 GIRLS	12.000%		JUN	\$ 5,718	\$ 6,147	\$ 6,608	\$ 7,104	\$ 7,636
TRACK ASST COACH 3 BOYS/ 3 GIRLS	9.000%	75%	JUN	\$ 4,289	\$ 4,610	\$ 4,956	\$ 5,328	\$ 5,727
TRACK 8TH GRADE HEAD COACH 1 BOYS/ 1 GIRLS	7.800%	65%	JUN	\$ 3,717	\$ 3,996	\$ 4,295	\$ 4,617	\$ 4,964
TRACK 8TH GRADE ASST COACH 1 BOYS/ 1 GIRLS	7.200%	60%	JUN	\$ 3,431	\$ 3,688	\$ 3,965	\$ 4,262	\$ 4,582
TRACK 7TH GRADE HEAD COACH 1 BOYS/ 1 GIRLS	7.800%	65%	JUN	\$ 3,717	\$ 3,996	\$ 4,295	\$ 4,617	\$ 4,964
TRACK 7TH GRADE ASST COACH 1 BOYS/ 1 GIRLS	7.200%	60%	JUN	\$ 3,431	\$ 3,688	\$ 3,965	\$ 4,262	\$ 4,582
VARIETY SHOW DIRECTOR	2.000%		JUN	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
VIDEO ANNOUNCEMENTS	4.500%		NMJ	\$ 2,144	\$ 2,305	\$ 2,478	\$ 2,664	\$ 2,864
VOLLEYBALL BOYS - CLUB	8.775%		JUN	\$ 4,181	\$ 4,495	\$ 4,832	\$ 5,195	\$ 5,584
VOLLEYBALL GIRLS - HEAD COACH	13.500%		NOV	\$ 6,433	\$ 6,915	\$ 7,434	\$ 7,992	\$ 8,591
VOLLEYBALL GIRLS - ASST COACH	10.125%	75%	NOV	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
VOLLEYBALL GIRLS - JV	10.125%	75%	NOV	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
VOLLEYBALL GIRLS -9TH GRADE HEAD COACH	9.450%	70%	NOV	\$ 4,503	\$ 4,841	\$ 5,204	\$ 5,594	\$ 6,014
VOLLEYBALL GIRLS 8TH GRADE HEAD COACH	8.775%	65%	NOV	\$ 4,181	\$ 4,495	\$ 4,832	\$ 5,195	\$ 5,584
VOLLEYBALL GIRLS -7TH GRADE HEAD COACH	2.000%		NOV	\$ 953	\$ 1,025	\$ 1,101	\$ 1,184	\$ 1,273
WASHINGTON DC COORDINATOR	5.500%		MAR	\$ 2,621	\$ 2,817	\$ 3,029	\$ 3,256	\$ 3,500
WRESTLING HEAD COACH	13.500%		MAR	\$ 6,433	\$ 6,915	\$ 7,434	\$ 7,992	\$ 8,591
WRESTLING ASST COACH	10.125%	75%	MAR	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
WRESTLING JV COACH	10.125%	75%	MAR	\$ 4,825	\$ 5,187	\$ 5,576	\$ 5,994	\$ 6,443
WRESTLING 9TH GRADE HEAD COACH	9.450%	70%	MAR	\$ 4,503	\$ 4,841	\$ 5,204	\$ 5,594	\$ 6,014
WRESTLING 8TH GRADE HEAD COACH	8.775%	65%	MAR	\$ 4,181	\$ 4,495	\$ 4,832	\$ 5,195	\$ 5,584
WRESTLING 8TH GRADE ASST COACH	8.100%	60%	MAR	\$ 3,860	\$ 4,149	\$ 4,460	\$ 4,795	\$ 5,155

WRESTLING 7TH GRADE HEAD COACH	8.775%	65%	MAR	\$ 4,181	\$ 4,495	\$ 4,832	\$ 5,195	\$ 5,584
WRESTLING 7TH GRADE ASST COACH	8.100%	60%	MAR	\$ 3,860	\$ 4,149	\$ 4,460	\$ 4,795	\$ 5,155
WRESTLING TOURNAMENT DIRECTOR	5.500%		MAR	\$ 2,621	\$ 2,817	\$ 3,029	\$ 3,256	\$ 3,500
YOUTH AND GOVERNMENT	3.000%		MAR	\$ 1,430	\$ 1,537	\$ 1,652	\$ 1,776	\$ 1,909

§If maintaining supplemental contract for current classification.

*Paid .0006 of the BA base salary

SECTION 33– FRINGE BENEFITS

A. Hospitalization and Medical

The Board shall provide hospitalization and medical insurance coverage in the Consortium Plan 1(A) (see attached) for all teachers working thirty (30) hours or more per week. [Teachers working less than thirty (30) hours per week but more than fifteen (15) hours per week shall have their hospitalization and major medical coverage paid on a pro rata basis should they elect to enroll.] The lifetime maximum shall be unlimited. Each teacher enrolled in the hospital and medical plan shall have, on a monthly basis, fifteen percent (15%) of the monthly insurance premium deducted from his/her paychecks (using the Section 125 Plan). The insurance changes shall be effective on November 1, 2012.

Effective January 1, 2022, the Board shall provide hospitalization and medical insurance coverage in the Consortium Modified Ideal Plan (see attached) for all teachers working thirty (30) hours or more per week. [Teachers working less than thirty (30) hours per week but more than fifteen (15) hours per week shall have, their hospitalization and major medical coverage, including prescription coverage, paid on a pro rata basis should they elect to enroll.] The lifetime maximum shall be unlimited. Each teacher enrolled in the hospital and medical plan, including prescription coverage, shall have, on a monthly basis, fifteen percent (15%) of the monthly insurance premium deducted from his/her paychecks (using the Section 125 Plan).

B. Life Insurance and AD&D Coverage

The Board shall pay for life insurance and AD&D coverage of \$50,000 for each teacher working thirty (30) or more hours per week. Teachers working less than thirty (30) hours per week but more than fifteen (15) hours per week shall be provided life insurance and AD&D coverage in the amount of \$20,000.

C. Dental Plan

The Board shall provide a Dental Plan comparable to Oasis Trust Dental Plan #B2897 with \$1,500 annual maximum, \$1,000 lifetime maximum for orthodontics per person, individual deductibility - \$25, and family deductibility - \$50 for all teachers working thirty (30) or more hours per week. [Teachers working less than thirty (30) hours per week but more than fifteen (15) hours per week shall have dental and prescription coverage paid on a pro rata basis if they elect to enroll.] The Board will pay up to eighty- five percent (85%) of the dental premium.

D. Prescription Drug Plan

The Board shall provide a prescription drug plan comparable to Medical Mutual of Ohio Prescription Drug Plan – with a \$5 (generic) / \$10 (name brand formulary drug) / \$18 (name brand non-formulary drug) co-pay or \$10/\$20/\$36 mail order co-pay. The Board will pay up to 85% of the prescription drug premium.

Effective January 1, 2022, the Board shall provide a prescription drug plan comparable to

Medical Mutual of Ohio Prescription Drug Plan – with a \$10 (generic) /\$15 (name brand formulary drug) / \$25 (name brand non-formulary drug) co-pay or \$20/\$30/\$50 mail order co-pay. The Board will pay up to 85% of the prescription drug premium. Employees electing coverage under Section A above must likewise elect to take coverage under Section D.

E. Statement Verification

Each teacher, upon receipt of any statement from a health care provider which is submitted for payment under any insurance provided by the Board under this Agreement, shall have the obligation to review such statement for accuracy and to satisfy him/herself that all services charged were actually received. If a teacher identifies an overcharge and/or inappropriate charge, which is subsequently rebated or deleted by the health care provider, that teacher shall receive a reward equal to one-half (1/2) the dollar amount recovered, up to a maximum of \$500 per line error.

F. Spousal Enrollment

1. If an employee's spouse is eligible to participate, as a current employee or retiree in group health insurance and/or prescription drug insurance sponsored by his/her employer or any public retirement plan, the spouse must enroll in such employer (or public retirement plan) sponsored group insurance coverage(s).
2. This requirement does not apply to any spouse who works less than thirty (30) hours per week AND is required to pay more than fifty percent (50%) of the single premium to participate in his/her employer's group health insurance coverage and/or prescription drug insurance coverage. This requirement also does not apply to any spouse who is a retiree under a public retirement plan and enrolled in Medicare coverage.
3. Upon the spouse's enrollment in any such employer (or public retirement plan) sponsored group insurance coverage, that coverage will become the primary payor of benefits, and the coverage sponsored by the Board of Education will become the secondary payor of benefits.
4. Any spouse who fails to enroll in any group insurance coverage sponsored by his/her employer or any public retirement plan, as required by this Section, shall be ineligible for benefits under such group insurance coverage sponsored by the Board of Education.
5. Every employee whose spouse participates in the Board of Education's group health insurance coverage and prescription drug insurance coverage shall complete and submit to the Board of Education, upon request, a written certification verifying whether his/her spouse is eligible to participate in group health insurance coverage and prescription drug insurance coverage sponsored by the spouse's employer or any public retirement plan. If any employee fails to complete and submit the certification form by the required date, such employee's spouse will be removed immediately from all health and prescription drug insurance coverages sponsored

by the Board of Education. Additional documentation may be required.

6. If the employee submits false information or fails to timely advise the Plan of a change in his/her spouse's eligibility for employer (or public retirement plan) sponsored group health insurance and/or prescription drug insurance, and such false information or such failure by the employee results in the Plan providing benefits to which the employee's spouse is not entitled, the employee will be personally liable to the Plan for reimbursement of benefits and expenses, including attorneys' fees and costs, incurred by the Plan. Any amount to be reimbursed by the employee may be deducted from the benefits to which the employee would otherwise be entitled. In addition, the employee's spouse will be terminated immediately from group health insurance and/or prescription drug insurance coverage under the Plan. If the employee submits false information, the employee may be subject to disciplinary action by the Board, up to and including termination of employment.

G. Other Insurance

It is agreed and understood that in any case where a teacher is covered by another non-contributory hospitalization or welfare plan comparable or better than that provided herein, said teacher must choose coverage under such plan. All teachers in the bargaining unit shall cooperate in the implementation of this understanding.

H. Insurance Study Committee

The Insurance Study Committee, which is advisory to the B.E.A. and the administration, shall continue. The purpose of this committee is to "troubleshoot" concerns with present insurance coverages along with developing cost-saving alternatives to the present insurance plan. This committee shall be comprised of two (2) administrative representatives (appointed by the Superintendent) and six (6) B.E.A. representatives (1 per building appointed by the B.E.A. President) and shall meet on a quarterly basis.

I. Payment in Lieu of Insurance Coverage

1. A teacher may elect not to receive all of the Medical/Hospitalization/prescription insurance coverage provided above and instead elect to receive additional compensation of \$2000 per year (the year being October 1st through September 30th), less applicable payroll deductions, to be issued during the first week of October of the following year. In order to elect this option and receive this additional compensation, the teacher must, during the enrollment period (September 1st through September 21st) in a given year, complete, sign and file with the Board Treasurer a form indicating his/her election. Once this election is made, it shall remain in effect and the teacher shall not be entitled to receive the coverage provided above for the duration of the one-year period. In the event of a change in the teacher's circumstances (e.g., divorce, death of spouse, spouse loses insurance coverage) after this election has been made, the teacher may elect to receive the insurance coverage after a three (3) month waiting period. There shall be no pre-existing condition exclusion for any teacher who re-enters the insurance program provided above after originally electing not to participate in said program. Effective with the 2005-06 school year, if sixty-five (65) or more teachers

participate in the waiver of insurance, the lump sum payment will be \$2,000 for such year. In the event seventy-five (75) or more teachers participate in the waiver of insurance, the lump sum payment will be \$2,500 for each such year. The actual amounts in any given year will be determined based upon the number of teachers seeking payment in lieu of insurance coverage during the enrollment period.

2. Any teacher who is newly-employed after the start of the school year and who wishes to receive payment in lieu of insurance coverage under this subsection J will have thirty (30) days in which to make an election and will receive a pro-rated payment based upon the total months waived over the course of the plan year. Likewise, a teacher who elects payment in lieu of insurance coverage and who separates from employment during the plan year will receive a pro-rated payment based upon the actual number of months waived during the plan year prior to the teacher's separation.

J. Minimum Value Plan

A minimum value insurance plan is offered in compliance with the Affordable Care Act.

SECTION 34 – SEVERANCE PAY

A. Amount

Teachers who elect to retire under the requirements of S.T.R.S., shall be paid a lump sum equal to twenty-eight percent (28%) of the value of accrued but unused sick leave days to a maximum of eighty-two (82) days (less any amount that is payable under the 401(a) Plan and/or 403(b) Plan described in Section 33 for eligible teachers). Effective January 1, 2011 the maximum will increase to 88 days. Additionally, teachers, at their election shall receive \$1,000 (1) as a lump sum payment in their final paycheck, or (2) in the form of a tax-sheltered annuity. If a teacher completes the school year but retires before August 31st, he/she shall be credited with additional sick leave equal to the difference between fifteen (15) days and the days accrued from September 1st of the previous calendar year.

B. Basis of Payment

Payment of the sum determined above shall be based upon the teacher's daily rate of pay at the time of retirement, exclusive of any supplemental contract. The daily rate for a teacher who has worked on a part-time basis will be based on a full-time daily rate of pay; however, the total number of days credited will be prorated to reflect the teacher's part-time years of service. For example, a teacher who has only been employed on a half-time basis (50% FTE) and who is eligible for 88 days of severance would receive the full-time daily rate for 44 days. If that same teacher worked a combination of full-time and part-time over the course of his/her employment (e.g., 20 years full-time and 10 years part-time), the teacher would receive the full-time daily rate for 59 days (67% of 88 days) and the full-time daily rate for 14.5 days (33% of 88 days divided by 2). For purposes of this calculation, part-time employment does not include position-sharing.

C. Receipt of Severance Pay

The teacher shall receive his/her severance pay no later than two hundred forty (240) days following the effective date of his/her retirement (or resignation in the case of a retired/rehired teacher). The actual date of such payment will be made at the discretion of the school district. Acceptance of severance pay shall be considered to eliminate all sick leave credit accrued by the teacher. Such payment shall only be made once to any teacher.

D. Payment to Spouse/Estate in Case of Death

Any teacher who dies prior to severing employment who would otherwise have been entitled to such payment, shall be deemed to have severed employment the day preceding their death. Said payments for such accrued sick leave shall then be paid to his/her surviving spouse and/or to his/her estate in the manner provided by law.

E. Re-Hired Teacher

If a teacher has retired into a teacher retirement system and, after such retirement, is hired by the Board, he/she shall receive severance pay upon resigning from the District. Said teacher shall be paid a lump sum equal to twenty-eight percent (28%) of the value of accrued but unused sick leave days to a maximum of eighty-eight (88) days [less any amount that is payable under the 401(a) Plan and 403(b) Plan described in Section 33 for eligible teachers]. The number of unused sick leave days to be used in this calculation are those sick leave days accrued in the District after the teacher retired and then was hired by the District. If a teacher completes the school year but resigns before August 31st, he/she shall be credited with additional sick leave to the difference between fifteen (15) days and the days accrued from September 1st the previous calendar year. Severance payments under this paragraph are subject to paragraphs B, C, and D above.

SECTION 35 – PAYROLL PRACTICES

A. Payroll Deductions

Teachers shall have payroll deductions for credit union deposits; hospitalization and major medical insurance; federal, state, and city income tax; United Way contributions; tax sheltered annuity savings; retirement funds; Ohio Tuition Authority; and other items mutually agreed upon by the B.E.A. and the Board. Annuity contributions shall be remitted by the Board to the appropriate annuity company within two (2) days from the date of the paycheck.

B. S.T.R.S. Pick-up of Retirement Contribution

To the extent permitted by S.T.R.S. and the Internal Revenue Service, the Board will adopt a policy for the automatic pick up. With the implementation of these procedures and the acceptance of said procedures by the S.T.R.S., the Board will not deduct state or federal taxes on the amount of the teacher's total required contribution to the S.T.R.S. with appropriate notations made on the individual teacher's W-2 forms.

C. Payroll Deductions for B.E.A./U.E.P. Dues

The B.E.A. shall have the sole and exclusive privilege of payroll deductions for its UEP dues: (OEA, NEOEA, NEA, B.E.A. and UniServ).

1. On or before October 15th of each school year, the B.E.A. Treasurer shall provide the Board Treasurer with a list of all B.E.A. members and the total amount of dues to be deducted.
2. Dues deductions shall be on a continuing basis and without cost to the teacher or B.E.A. All members shall submit a written dues deduction authorization form. Thereafter, only new members shall submit a written dues deduction authorization form. For all school years following the submission of the dues deduction authorization, dues shall continue without the need to resubmit additional authorization forms, unless between August 15th and September 15th the member discontinues membership by providing written notice to the B.E.A. Treasurer and the Board Treasurer.
3. Dues deductions shall be for eight (8) months, beginning with the first pay in November and continuing through June. Deductions will occur bi-monthly.
4. Members employed after October 15th of any school year who elect payroll deduction shall have their dues deducted in even installments from the remaining paychecks through the last paycheck in June. The B.E.A. Treasurer shall inform the Board Treasurer of the total amount to be deducted for each member employed after October 15th.
5. The Board Treasurer shall submit a check or electronic funds transfer in the total amount of member deductions per month to the B.E.A. Treasurer no later than three (3) days following the issuance of payroll checks. Such check or electronic funds transfer will be made payable to the Brecksville-Broadview Heights Education Association. The Board Treasurer shall also submit a bi-monthly listing of the names and amounts deducted for each member to the B.E.A. Treasurer.

D. Payroll Deductions for the OEA Fund for Children and Public Education (formerly EPAC)

1. Members may elect to contribute through payroll deductions to political organizations and parties and non-partisan issues in accordance with Ohio Revised Code.
2. FCPE deductions shall be in twelve (12) essentially equal installments and shall begin with the first pay in March. The B.E.A. shall provide to the Board Treasurer by February 10th the authorization forms.
3. Any member may opt to have continuing deductions for the Fund for Children and Public Education. The continuing deduction authorization shall be given to the Board Treasurer through the B.E.A. by February 10th and the member shall have

essentially equal installments deducted the first pay of every month until the member either rescinds his/her continuing FCPE deduction authorization or is no longer employed by the school district. The amount of the essentially equal installments may be changed annually by the member through the B.E.A. and said change shall be given to the Board Treasurer by February 10th.

E. Payday

1. Teachers, shall be paid in twenty-six (26) essentially equal installments, payments being made on alternate Fridays.
2. If a payday occurs when schools are not in session, the Board may either submit such pay to the teacher the last day in session or mail the check so that the teacher receives said pay on the due date.
3. The Board shall make electronic transfers for a teacher who so notifies the Board Treasurer. A teacher's salary shall be paid by electronic transfer to an institution of the teacher's choosing on the electronic transfer system on each pay day. Any teacher hired on or after January 1, 2005 will receive his/her pay via electronic transfer.
4. Teachers desiring to have their summer pay in one check must notify the Board Treasurer by September 15th. The Treasurer shall send each teacher a written reminder of the lump-sum payment deadline by September 1st. The summer paycheck will be issued with the second paycheck in June where the Treasurer determines funds are available (i.e.; the Board Treasurer does not have to borrow funds). If the obligation to issue lump-sum summer paychecks by the second paycheck in June would require the District to borrow money, the lump-sum summer paycheck will be issued with the first paycheck in July.
5. If a paycheck must be re-issued for any reason (e.g., the teacher never received the paycheck, the paycheck is lost or stolen, the paycheck is damaged and not negotiable, etc.) the teacher must pay a fifty dollar (\$50) fee prior to re-issuance of the paycheck.

F. Resignation

When a teacher resigns due to retirement or for any other reason either during a school year or at the end of a school year, the teacher shall receive any compensation owed to him/her in a lump-sum payment the first pay period following his/her resignation date. Health insurance benefit and life insurance will be discontinued on the resignation date.

G. Ohio Deferred Compensation Plan

Teachers may contribute to the Ohio Deferred Compensation Plan (an Internal Revenue Code Section 457 Plan) via payroll deductions. In addition, the Board and the B.E.A. shall explore and consider implementation of at least one other Section 457 Plan.

H. Section 125 Plan (“Cafeteria Plan”)

1. The Board shall establish, a “Cafeteria Plan” that is designed to (a) allow teachers who must make employee contributions for health care coverage to elect to do so on a pre-tax basis, (b) allow teachers to elect to receive additional cash in lieu of Board paid health care coverage (as agreed to by the Board and the B.E.A.), and (c) allow teachers to elect to participate in the dependent care and medical care flexible spending accounts (“FSAs”) described in paragraph 3 below. In accordance with the foregoing, the Payment in Lieu of Insurance Coverage (Section 34 J) provisions of this Agreement shall be made through the Cafeteria Plan.
2. The Cafeteria Plan will be designed to meet the requirements of Internal Revenue Code (“IRC”) Section 125 and applicable regulations. Accordingly, each teacher will have an opportunity on an annual basis to enroll in the Cafeteria Plan. The election to participate must be submitted during the enrollment period which must be completed at least ten (10) business days before the beginning of the plan year (October 1st through September 30th). Any teacher employed after September 15th may enroll in the Section 125 Plan using the same timelines as enrolling for insurance coverage and, for the first year of employment, the Section 125 Plan year shall be from the first (1st) of the month after enrollment through September 30th. The enrollment in the Section 125 Plan may not be revoked during the current plan year unless there is a change in the teacher’s circumstances that, in accordance with IRC Section 125, permits the teacher to change his/her election under the plan (e.g., divorce, death of spouse, change in employment status including employment status affecting a spouse or dependent, birth or adoption of a child, a child losing eligibility for coverage, a court order requiring coverage, or other enrollment rights consistent with federal law). If revoked, any account balance will be governed by paragraph 3.c. Details of the Cafeteria Plan will be provided on an annual basis at the time of enrollment and will also be available through the Board Treasurer’s office.
3. Dependent Care FSA
 - a. Under the Cafeteria Plan, each teacher will be allowed to make a pre-tax “salary reduction” election up to the maximum amount allowable under IRC Section 129 (currently \$5000 per year), and receive a corresponding credit under a dependent care FSA. Under the dependent care FSA, reimbursement may be received for dependent care expenses described in IRC Section 129.
 - b. The salary reduction and corresponding credits will be made and issued in eighteen (18) equal installments, beginning with the last pay in October.
 - c. No teacher may be entitled to reimbursement from the dependent care account in excess of the amount credited to the account.
4. Health Care FSA
 - a. Under the Cafeteria Plan, each teacher will be allowed to make a separate

pre-tax “salary reduction” election up to a maximum amount of \$4,000 (exclusive of teacher contributions for health coverage) per year, and receive a corresponding credit under a health care FSA. Under the health care FSA, reimbursement may be received for medical expenses (under IRC Section 213) that are not otherwise reimbursable by the health care plans of the Board or of another employer.

- b. The salary reduction shall be made in eighteen (18) equal installments beginning with the last pay in October.

5. Forfeiture of Unused Allocations

To comply with the requirement of IRC Section 125, amounts remaining in either the dependent care or health care FSA at the end of each plan year will be forfeited. In the event a teacher separates from employment during a plan year with a remaining balance in the FSA account(s), the teacher may continue to receive reimbursements from the account(s) through the end of that plan year.

6. Administrative Fees

The Board shall be the administrator of the Cafeteria Plan, but may delegate administration to the Board Treasurer’s office and/or a third party administrator. Any administrative costs associated with a third party administrator will be offset by a service fee of \$1 per pay per participating teacher.

I. Additional Time

Unless stated elsewhere in the negotiated agreement, employees who are eligible for additional compensation for time worked must submit a completed timesheet to the building administrator or administrator responsible for the event/meeting within two weeks of the time worked to receive payment.

SECTION 36 – INTRA-DISTRICT OPEN ENROLLMENT

Teachers may submit their requests for intra-district open enrollment consideration on an annual basis as early as March 1st.

SECTION 37 – CONTRARY TO LAW

If any provision of this Agreement between the B.E.A. and the Board is found to be contrary to law in a court of competent jurisdiction or by mutual agreement of the parties, then such provisions shall be deemed invalid to the extent such provision is contrary to law, then that section shall be altered to comply with the law if possible, but all other provisions shall continue in full force and effect.

SECTION 38 – NON-DISCRIMINATION

The Board and the Association agree that there will be no discrimination or preference with respect to hiring, compensation, terms, conditions or privileges of employment based on age, race, creed, color, religion, national origin, gender, disability, veteran status, membership or non- membership in the Association or based on genetic information. Nor will there be retaliation against an employee for engaging in protected activity with respect to complaints or participation in an investigation of any claim of discrimination in violation of this section.

SECTION 39 – SCOPE

- A. The parties agree that all negotiable items have been discussed or were open for discussion during the negotiations leading to this Agreement and therefore agree that negotiations will not be reopened on any items, whether contained herein or not, during the life of this Agreement except by mutual agreement. The duties and obligations of the parties to this Agreement shall be limited to those expressly set forth by law and/or by the provisions of this Agreement. The Board acknowledges that any changes or modifications in terms and conditions of employment can only be made in compliance with Section 4117.08 of the Ohio Revised Code.
- B. Notwithstanding the paragraph above or any other provisions of this Agreement, the parties agree to reopen the Agreement at the request of either the Board or the B.E.A. to bargain the effects of the “No Child Left Behind Act” which reauthorized the Elementary and Secondary Education Act, and related state law. The procedures set forth in Section 9 (Negotiations Procedures) will govern these midterm negotiations.

SECTION 40 – NO REPRISAL

- A. There shall be no reprisals of any kind against any student, parent, community member, the OEA, the BEA, or members of the bargaining unit, by the Board of Education or Administration because of support for, or participation in, strike-threat activities during the negotiations process.
- B. There shall be no reprisals by the BEA 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 the negotiations process.

SECTION 41 – TERM OF AGREEMENT

Unless otherwise specified herein, this Agreement shall be effective from July 1, 2021, and remain in full force and effect through June 30, 2024.

This Agreement by and between the parties shall bind the B.E.A. and the Board as agreed.

Forms, found as Attachments, may be amended by mutual agreement of the B.E.A.’s Negotiations Chairperson and the Director of Human Resources.

SECTION 42

For the conclusion for the 2021-2022 school year, and for August 29, 2022:

- Packing stipend of \$200 for any teacher who needs to relocate and/or unpack their classroom due to the opening of the new elementary school (PreK-5); and for any teacher who is displaced or relocated within the Middle School building due to the opening of the new elementary school (i.e., is required to move their classroom by the District)
- August 29, 2022 may be used at the teacher’s discretion for unpacking for any teacher who needs to relocate and/or unpack their classroom due to the opening of the new elementary school (PreK-5); and for any teacher who is displaced or relocated within the Middle School building due to the opening of the new elementary school (i.e., is required to move their classroom by the District)

FOR THE BOARD:


Mark Dosen, Board President


Ellen Kramer, Board Vice President


Joelle Magyar, Superintendent

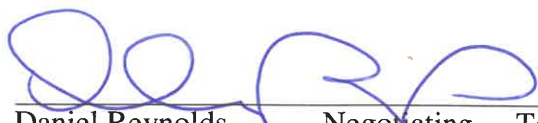

Brian Wycuff, Director of Human Resources

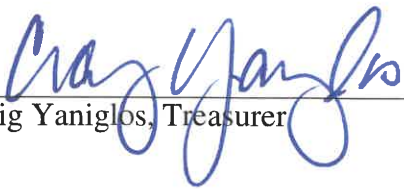
FOR THE ASSOCIATION:


Bonnie Monteleone, President, BEA


Tad Colbeck, (OEA/NEA)


Brady Bourquin, Negotiating Team Member


Daniel Reynolds, Negotiating Team Member


Craig Yaniglos, Treasurer


Kristyn Haschka, Negotiating Team Member


Christa Carr, Negotiating Team Member


Janelle Valenti, Negotiating Team Member


Amy Dubasak, Negotiating Team Member

ATTACHMENT 1

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

COMPLAINT BY THE AGGRIEVED

(To be completed within twenty (20) working days after the aggrieved party knew or should have known of the events or conditions, or absence thereof, on which it is based.)

Aggrieved Party _____ Date of Submission _____

School(s) _____ Grade/Subject Area _____

Date and place grievance occurred _____

Statement of Grievance: (State the specific Section of the Agreement which is being violated, and detail in full the event or conditions constituting the violation.)

Action Requested

Signature of Aggrieved Party _____

ATTACHMENT 2

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

The following shall be utilized in paper or electronic form:

TO: All Certificated/Licensed Personnel

FROM: _____
Principal

SUBJECT: Staff Survey and Transfer Requests for 20__ - __ School Year

This staff survey is designed to assist in planning for the 20__-20__, school year. Please realize that your completion of this survey is a very important part of the process.

If you are requesting a transfer, remember that you must have proper certification for any proposed change.

I would welcome the opportunity to discuss with you your future plans or any questions that you might have.

Please complete the form and return it to the Superintendent/designee no later than Friday, _____, 20__.

TEACHER'S NAME: _____ Building _____

Please check the appropriate statement:

_____ I plan to continue as a staff member during the 20__ - ____ school year.

_____ I do not plan to continue as a staff member during the 20__ - ____ school year.
(This response will not be considered a resignation.)

_____ My plans for the 20__ - ____ school year are not definite at this time.

_____ I would like to request a transfer for the 20__ - ____ school year to:
area, position, grade level, and/or building: _____

_____ I would like to be considered for any vacancy that occurs in the following areas:

_____ I have not taught in _____ area for five years and will be filing a notice with the
ODE that I will be dropping my _____ license effective July 1, 20__.

ATTACHMENT 3

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

APPLICATION TO USE SICK LEAVE POOL

I _____ wish to apply for days of sick leave from the Brecksville-Broadview Heights Schools Sick Leave Pool.

I have reviewed the criteria found in Section 20 A 5 of the Agreement between the Brecksville-Broadview Heights Board of Education and the Brecksville-Broadview Heights Education Association.

I will need days from the sick leave pool because _____

I understand that all accumulated sick leave must be exhausted before I can receive days from the Sick Leave Pool. I additionally understand that any sick leave that accumulates during my absence will be deducted before days from the Sick Leave Pool will be use

Signature and Date

This form must be forwarded to the Superintendent who will review the application with the B.E.A. President.

Number of Sick Leave Pool days approved _____

Superintendent Signature and Date

ATTACHMENT 4

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

SICK LEAVE DONATION FORM

I, _____, wish to donate _____ day(s) of sick leave
to the Sick Leave Pool to be used by _____
(teacher needing the sick leave)

I understand that I will be notified of the deduction when it is made.

Signature and Date

This form should be sent directly to the Board Treasurer.

ATTACHMENT 5

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

NOTIFICATION OF USE OF SICK LEAVE

Donating Teacher's Name

The _____ day(s) of sick leave that you donated to _____ has
been used and will be deducted from your accumulated sick leave.

Thank you very much for your concern for your colleague in need.

Signature of Board Treasurer Date

ATTACHMENT 6

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

The following shall be utilized in paper or electronic form:

NOTIFICATION OF PERSONAL LEAVE USE

Date of Form Submission _____
Month Day Year

Date of Personal Leave Use _____
Month Day Year

A.M. _____ P.M. _____

All Day _____ Other _____

Except in the case where an emergency arises or in the case of unforeseen circumstances, personal leave may be used with five (5) days prior notification to the building principal.

Personal leave cannot be taken during “restricted time periods” which are defined as the first or last day of the school year, any non-student school calendar day, or the day before or after holidays and long weekends.

If requesting personal leave during a “restricted time period”, complete the “Request for Personal Leave” form (Attachment 7) instead of this form.

Teacher’s Signature Date

Principal’s Acknowledgement Date

Director of Human Resource’s Acknowledgment Date

ATTACHMENT 7

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

The following shall be utilized in paper or electronic form:

REQUEST FOR PERSONAL LEAVE DURING RESTRICTED TIMES

Date of Application _____
Month Day Year

Date of Request _____
Month Day Year

A.M. _____ P.M. _____

All Day _____ Other _____

Except in the case where an emergency arises or in the case of unforeseen circumstances, personal leave may be used with five (5) days prior notification to the building principal.

Personal leave cannot be taken during “restricted time periods” which are defined as the first or last day of the school year, any non-student school calendar day, or the day before or after holidays and long weekends.

If requesting personal leave during a “restricted time period”, the reason for the personal leave must be disclosed and must be for a valid reason. Reasons that are considered to be valid are: funerals, weddings, court appearances, emergencies that create a hazardous condition to the teacher’s family or property, graduations, school programs/events of the teacher’s child, college visitations, formal religious functions, moving, and travel conditions beyond the teacher’s control making it impossible to report as assigned (documentation required for this last reason). Exceptions may be made at the absolute discretion of the Superintendent/designee if personal leave is needed during a restricted time period.

State the reason for the personal leave request: _____

Teacher’s Signature Date

Principal’s Acknowledgement Date

Director of Human Resource’s Approval Date

ATTACHMENT 8 [INTENTIONALLY BLANK]

ATTACHMENT 9

HEALTH CARE PROVIDER'S CERTIFICATION FOR RETURN TO WORK

I hereby certify that I have physically examined _____(Employee) and have determined that she/he is able to resume all essential job functions of his/her position and so is eligible to return to work in the Brecksville-Broadview Heights School District.

The following limits exist or accommodations are necessary to resume her/his essential job functions:

Health Care Provider (Please print or type.)

Signature

Telephone Number

Date

Return this form to

Superintendent
Brecksville-Broadview Hts.
Board of Education
6638 Mill Road
Brecksville, OH 44131

ATTACHMENT 10

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

PROGRESSIVE DISCIPLINE – VERBAL REPRIMAND RECORD

On _____, I verbally reprimanded _____
Teacher's Name

at _____ regarding the following concern (problem)
School

Principal

Teacher

B.E.A. Representative (if applicable)

The teacher's signature is merely acknowledgement that a reprimand was given. It does not indicate agreement or disagreement. This form will NOT be placed in the teacher's personnel file.

Copies: Director of Human Resources
 B.E.A. President

ATTACHMENT 11

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

WRITTEN NOTICE PRIOR TO DISCIPLINARY HEARING

_____ is being provided this written notice prior to a
Name of Employee

Anticipated Step__ hearing based on the following facts/concerns:

We anticipate the following individuals will be in attendance at the hearing:

Anticipated Step _____ hearing will be held on _____, at _____, __.m.,
Date Time

at _____.
Location

Administrator

Employee*

Date Employee Received Notice

It is recommended that you contact the B.E.A. President as the District may be required by law to report any action investigation or final disposition related to the discipline of a teacher to the Ohio Department of Education.

*The employee's signature is merely an acknowledgement of receipt of notice of a disciplinary hearing. It does not indicate agreement or disagreement with the contents of the notice.

- cc: Director of Human Resources
B.E.A. President
Personnel
File (only if imposed discipline is a Steps 2-5)

ATTACHMENT 12

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

SUMMARY OF EVALUATION DOCUMENTS

The documents and folders listed below are part of the mutually agreed upon evaluation process. They are permanently stored on the staff “T” drive in each building and available at all times.

EVALUATION Folder	
DOCUMENTS Goal-Setting Report (Attachment 14) Improvement Plan (Attachment 15) Pre-Observation Form (Attachment 13)	
FOLDERS by Teaching Assignment	SUBFOLDER With documents
Media Specialist Folder	Media Specialist Evaluation Report (Attachment 16-C) Media Specialist Observation Form (Attachment 16-B) Media Specialist Rubric (Attachment 16-A) Multipurpose Praxis Guide
School Psychologist Folder	School Psychologist Evaluation Report (Attachment 17) School Psychologist Observation Form (Attachment 17) School Psychologist Rubric (Attachment 17)* Multipurpose Praxis Guide
Speech and Language Pathologist (SLP) Folder	Speech & Language Pathologist Evaluation Report (Attachment 18-C) Speech & Language Pathologist Observation Form (Attachment 18-B) Speech & Language Pathologist Rubric (Attachment 18-A) Multipurpose Praxis Guide

* Also included in the published contract.

ATTACHMENT 13

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

PRE-OBSERVATION FORM

Teacher: _____

Evaluator: _____

Grade/Subject/Assignment: _____

Observation Date/Time: _____

Directions:

1. Schedule a *Pre-observation Conference* with the evaluator noted above.
2. Submit a copy of your week's lesson plan with this form. In the event the observation occurs at the beginning of the week, the previous three days plans may be included.
3. In preparation for the observation process, you may wish to consult the appropriate documents (rubric/self-reflection guide/multipurpose tool) that are stored on the staff "T" drive.
4. The following areas may be part of the observation conferences:
 - a. What are the **GOALS** for student learning for this class?
 - b. Where appropriate in **PLANNING THIS LESSON** have you used or accommodated the diverse experiences that your students bring to class?
 - c. How does the **CONTENT** of this lesson build on what has been learned **PREVIOUSLY**?
 - d. How does the **CONTENT** of this lesson relate to what students will be learning in the **FUTURE**?
 - e. What teaching **METHODS** have you selected to help achieve the learning goals set for your students?
 - f. What learning **ACTIVITIES** are planned for this class?
 - g. What instructional **MATERIALS**, if any, will you use to help your students reach the specific learning goals?
 - h. If you will be **GROUPING** students for this class period, please describe the group makeup. Is this a **TYPICAL** grouping pattern?
 - i. How will you **EVALUATE** whether the students have learned what you intended them to learn?

ATTACHMENT 14

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

GOAL-SETTING REPORT

Teacher: _____
Grade/Subject/Assignment: _____
School Year: _____

Evaluator: _____
Building/Date: _____
Contract: 2nd/3 year or Continuing _____
Circle one

Directions: Sections A and B of the *Goal-Setting Report* are to be completed and submitted to the evaluator by October 1st. Section C is to be completed and submitted to the evaluator by May 15th. The *Goal-Setting Report* can be found as a Microsoft Word document in the *Evaluation* folder on the staff “T” drive.

A. GOAL: Give a brief description of the goal you are setting.
(You may include the Praxis domain(s) it will impact which may be found in the appropriate rubric on the staff “T” drive.)

[insert text, expand as needed]

B. PLAN OF ACTION: List the activities and possible timeline for your goal.

DATE	<u>PLANNED ACTIVITY</u>	INTENDED RESULTS
	<i>[insert text, expand as needed]</i>	<i>[insert text, expand as needed]</i>

Evaluator’s Acknowledgement by October 15th -

C. SELF-EVALUATION OF GOAL ACHIEVEMENT: Describe in detail the results of the achievement of your goal.

[insert text, expand as needed]

Teacher’s Signature _____

Date _____

Distribution: Teacher
Education Center

ATTACHMENT 15

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

IMPROVEMENT PLAN REPORT

Teacher: _____
Grade/Subject/Assignment: _____
School Year: _____
Date of Conference: _____

Evaluator: _____
Building: _____
Contract: _____

The **Improvement Plan** is intended to be a collaborative process between the evaluator and teacher. The teacher may request a B.E.A. representative to be present during the development of this report.

A. AREA(S) FOR IMPROVEMENT: List the domain and area(s) for improvement as documented in an observation/evaluation.	
DOMAIN(S)	AREA(S) FOR IMPROVEMENT
	<i>[insert text, expand as needed]</i>

B. PLAN OF ACTION: List the date and activities that are planned for the improvement.		
DATE	PLANNED ACTIVITY	INTENDED RESULTS
	<i>[insert text, expand as needed]</i>	

C. DOCUMENTATION OF RESULTS: Document dates, activities and results for improvement(s).		
DATE	ACTIVITY	RESULTS
	<i>[insert text, expand as needed]</i>	

D. COMMENTS: Were the improvement goals met?
<i>[insert text, expand as needed]</i>

Evaluator's Signature _____
 Teacher's Signature _____

Date _____
 Date _____

Distribution: Teacher
 Education Center

ATTACHMENT 16-A

MEDIA SPECIALIST RUBRIC

DOMAIN A: PROGRAM ADMINISTRATION AND MANAGEMENT

A.1 Develops and maintains written policies and procedures on information issues (selection, challenges, acceptable use, controversial materials) reflecting legal guidelines and professional ethics.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Policies and Procedures	<ul style="list-style-type: none"> SLMS/TL is not completely familiar with board adopted policies regarding materials selection, challenges, acceptable use, and including of controversial materials. Librarian has insufficient knowledge of legal guidelines in regard to these policies. 	<ul style="list-style-type: none"> SLMS/TL is familiar with all board adopted policies regarding materials selection, challenge, acceptable use, inclusion of controversial materials. SLMS/TL follows legal guidelines in regard to these policies. 	<ul style="list-style-type: none"> SLMS/TL regularly reviews all board-adopted policies regarding materials selection, challenges, acceptable use, and including of controversial materials. Librarian actively solicits staff input in development and revision of such policies. Librarian is aware of and closely follows and interprets legal guidelines regarding such issues.

A.2 Establishes effective routines and procedures in order to maintain an inclusive and caring library media center environment that is conducive to learning.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Routines and procedures for effective environment	<ul style="list-style-type: none"> SLMS/TL does not establish procedures and routines that effectively manage student groups, library materials, and/or equipment. The environment of the media center does not foster and support productive and focused learning. 	<ul style="list-style-type: none"> SLMS/TL establishes and uses effective routines and procedures for managing student groups, library materials, and/or equipment that create a productive and welcoming atmosphere. 	<ul style="list-style-type: none"> SLMS/TL establishes and uses effective routines and procedures that incorporate managing student groups, library materials, and/or equipment. The environment stimulates and supports productive and focused learning.

A.3 Establishes and maintains consistent standards of media center behavior that are conducive to learning.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Student interactions and behavioral expectations	<ul style="list-style-type: none"> SLMS/TL's interactions with students are generally appropriate but at times negative. Behavioral expectations and rules for conduct are not clearly communicated. 	<ul style="list-style-type: none"> SLMS/TL's interactions with students demonstrate respect. Interactions are inclusive and appropriate. Behavioral expectations and rules for conduct are communicated and published for students. 	<ul style="list-style-type: none"> SLMS/TL's interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. Behavioral expectations and rules for conduct are clearly articulated and published in the student handbook.

ATTACHMENT 16-A

MEDIA SPECIALIST RUBRIC

A.4 The Implements effective methods of circulation and maintenance of all materials and instructional equipment to assure optimum use.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Circulation and maintenance of materials/equipment	<ul style="list-style-type: none"> • SLMS/TL does not maintain or organize circulation records. Librarian is not proficient at utilizing all the features of the current library automation software system. The collection of materials is not regularly inventoried or weeded. Equipment repair issues are not addressed. 	<ul style="list-style-type: none"> • SLMS/TL organizes circulation records and procedures in compliance with school policy. Librarian utilizes most features of current library automation/circulation software. Materials and equipment are inventoried and weeded occasionally. Equipment repair is handled adequately. 	<ul style="list-style-type: none"> • Librarian organizes circulation records and procedures in compliance with school policy. Librarian expertly utilizes all features of current library automation/circulation software. Materials and equipment are inventoried and weeded on a regular basis. A procedure for timely repair of equipment is utilized regularly.

A.5 Organizes reports, budgets, policies and circulation according to district policy.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Reports, budgets, policies and circulation	<ul style="list-style-type: none"> • SLMS/TL rarely or never prepares reports for the principal and administration. District and building budget procedures are not closely followed. Allocation of the library budget is not closely mapped to curricular needs. Deadlines for spending are not followed consistently. 	<ul style="list-style-type: none"> • SLMS/TL sometimes prepares reports for the principal and administration. District and building budget policies are followed adequately and spending deadlines are followed. Allocation of the media budget is mapped in general to curricular needs. 	<ul style="list-style-type: none"> • SLMS/TL complies with district and school budget policies and consistently meets deadlines for spending. Allocation of library funds is closely mapped to curricular needs. Librarian prepares and disseminates clear and effective reports for the principal and administration on a regular basis.

ATTACHMENT 16-A

MEDIA SPECIALIST RUBRIC

DOMAIN B: COLLECTION DEVELOPMENT AND CURRICULAR SUPPORT

B.1 Collaboratively develops, evaluates, and maintains a well-balanced collection to support curriculum, reflect students’ interests, and meet diverse needs of learners.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Collection development	<ul style="list-style-type: none"> • SLMS/TL does not seek input from staff and students for collection development purposes. SLMS/TL makes minimal effort to provide a balanced resource collection. SLMS/TL makes some effort to provide for a current and relevant collection. 	<ul style="list-style-type: none"> • SLMS/TL seeks input from staff and students for collection development purposes. SLMS/TL makes available a balance of resource types for students to use for research and other studies. SLMS/TL is aware of collection needs and selects resources accordingly to provide a current and relevant collection. 	<ul style="list-style-type: none"> • SLMS/TL actively seeks input from faculty and students regarding resources to be purchased for the collection. SLMS promotes and makes available a balanced collection of a variety of resource types that support the curriculum, foster life-long learning, and provide for personal pursuits. SLMS maps collection to curriculum and continuously monitors and provides for a contemporary and relevant collection in each subject area.

B.2 Provides flexible and equitable access to information, ideas, and resources for learning and personal interests during and beyond the school day as much as is possible.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Access to information	<ul style="list-style-type: none"> • SLMS/TL does not effectively use an online public access catalog (OPAC) to make media resources available to staff and students. SLMS does not make media center resource or media center services easily accessible during and beyond the school day. Interlibrary loan is not facilitated within the district or with public and college library systems. 	<ul style="list-style-type: none"> • SLMS/TL provides and maintains an all inclusive online public access catalog (OPAC) which is networked and accessible within and outside of the media center. SMLS/TL makes all Media Center resources accessible within the school, the district, and the community. Interlibrary loan is utilized within the district, the public and college library systems. The media center is accessible to students during the school day. 	<ul style="list-style-type: none"> • SLMS/TL actively provides, maintains, and promotes an all inclusive online public access catalog (OPAC which is networked and accessible within and outside of the media center. SLMS/TL actively, effectively, and continually promotes all Media Center resources and makes them optimally accessible within the school, the district, and the community. Interlibrary loan is actively utilized within the district, the public and college library systems. The media center ins openly accessible to student as much as possible during and beyond the school day.

ATTACHMENT 16-A

MEDIA SPECIALIST RUBRIC

B.3 Organizes, arranges, and promotes all resources to provide easy access and encourage use.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Resources for easy access	<ul style="list-style-type: none"> Books and other media center resources are not organized effectively and access to materials is compromised. Promotional activities and displays are seldom arranged. An accurate shelf list and inventory is not maintained. 	<ul style="list-style-type: none"> Most resources are organized in a manner to make them easily accessible to students and staff members. Promotional displays and thematic activities are regularly arranged. A shelf list and inventory is maintained. 	<ul style="list-style-type: none"> All resources are efficiently organized to provide maximum access to staff and students. Attractive promotional displays and thematic activities are arranged to market media center materials. An accurate shelf list and inventory is continually maintained and evaluated.

B.4 Clearly communicates mission, goals, programs, and functions of the media center through a variety of venues.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Communication of mission	<ul style="list-style-type: none"> SLMS/TL does not regularly communicate to promote and inform the staff, students, and community of the Media Center's programs, functions, mission, and goals. SLMS/TL is not an active advocate the resources and services of the media center program. 	<ul style="list-style-type: none"> SLMS/TL communicates through a variety of venues to promote and inform the staff, students, and community of the Media Center's programs, functions, mission, and goals. SLMS/TL works to advocate the resources and services of the media center program 	<ul style="list-style-type: none"> SLMS/TL communicates creatively and effectively through a variety of venues to promote and inform the staff, students, and community of the Media Center's programs, functions, mission, and goals. SLMS/TL is an active and positively vocal advocate of the media center program.

B.5 Uses current standard methods of cataloguing and circulating media center materials.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Cataloguing and circulating materials	<ul style="list-style-type: none"> SLMS/TL classifies and catalogs all media center resources but is rarely consistent in using standard acceptable methods. SLMS/TL does not keep current with library automation software modules. New materials are not processed in a timely fashion. 	<ul style="list-style-type: none"> SLMS/TL classifies and catalogs all media center materials according to current standards of the ALA guidelines and current software in place. SLMS/TL is proficient at utilization of current library management/automation software system. Materials are processed in a timely fashion. 	<ul style="list-style-type: none"> SLMS/TL classifies and catalogs all media center materials according to current standards of the ALA guidelines and specifications of the current software in place. The SLMS is a proactive leader in utilization of library management/automation software system. Materials are immediately available to be accessed by staff and students.

ATTACHMENT 16-A

MEDIA SPECIALIST RUBRIC

DOMAIN C: TEACHING FOR LEARNING

C.1 Acquires and utilizes knowledge of the ACS for all curricular areas. Integrates information, media, and technology literacy into the curriculum across all grade levels and content areas as detailed in the BBHCS D Media Centers’ COS and ODE Guidelines for Effective School Libraries.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Integration of information across curricular areas	<ul style="list-style-type: none"> • SLMS/TL does not acquire sufficient information about the Academic Content Standards for each curricular area and grade level and does not regularly incorporate the principles of the Media Center Course of Study into the curricular areas. 	<ul style="list-style-type: none"> • SLMS/TL acquires detailed information about the Academic Content Standards for each curricular area and grade level and regularly incorporates the principles of the Media Center Course of Study into each of these areas on a regular basis. 	<ul style="list-style-type: none"> • SLMS/TL acquires extensive and detailed information about the Academic Content Standards for each curricular area and grade level and regularly and consistently incorporates the principles of the Media Center Course of Study into every curricular area in an ongoing manner.

C.2 Collaborates with teachers to implement standards-based instruction for students, individuals and/or groups.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Collaboration	<ul style="list-style-type: none"> • SLMS/TL does not consult or communicate regularly or effectively with the curricular area teachers. Lessons are not collaboratively designed and are not clearly articulated or aligned correctly with the standards. Standards for the curricular area and the media component are not adequately identified or addressed. Activities designed fall short of achieving the goals of the lesson. 	<ul style="list-style-type: none"> • SLMS/TL works to consult and communicate with teachers in all curricular areas before designing and writing lesson plans. Collaborative lessons are designed with clear instructional objectives that are aligned with the standards. Standards for the curricular lesson and the media center component are generally identified and activities to address these components and are designed to achieve the goals of the lesson. 	<ul style="list-style-type: none"> • SLMS/TL effectively and regularly consults and communicates with teachers in all curricular areas before designing and writing lesson plans. Collaborative lessons are designed with clear instructional objectives that are aligned with the standards. Standards for the curricular lesson and the media center component are correctly identified. Creative and diverse activities geared to the learning style and abilities of the student group are designed to ensure achievement of the goals of the lesson.

ATTACHMENT 16-A

MEDIA SPECIALIST RUBRIC

C.3 Ensures that learning goals and instructional procedures are clear to students.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Learning goals and instructional procedures	<ul style="list-style-type: none"> • SLMS/TL selects and designs instructional goals with activities that set expectations but are not clearly focused on meeting standards within the curriculum. Learning goals are not clearly articulated to students. Librarian does not make clear connections the ODE Library Guidelines and the Media COS. 	<ul style="list-style-type: none"> • SLMS/TL designs and writes lesson plans with clear instructional goals. Goals are articulated to students in a clear fashion. Activities are planned that establish high expectations for student performance and provide opportunities for students to make continuous progress toward meeting the standards-based learning goals. Curricular connections are made to the ODE Library Guidelines and the Media COS. 	<ul style="list-style-type: none"> • SLMS/TL designs and writes lesson plans with clear and measurable instructional objectives that are aligned with the standards. These goals are clearly and logically articulated to students at the onset of the lesson. Instructional goals are coordinated with activities that establish high expectations for student performance and provide opportunities for students to make continuous progress toward meeting or exceeding standards. Curricular connections are consistently made to ODE Library Guidelines and the Media COS.

C.4 Encourages and engages students in reading, viewing, and listening for enjoyment, enrichment, and understanding.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Engaging students	<ul style="list-style-type: none"> • SLMS/TL provides reading materials for staff and students. SLMS/TL does not routinely assist students and staff in selection of reading materials. Promotional activities regarding reading and literature are not planned. SLMS/TL is not involved in suggestion of supplemental reading materials to staff members. 	<ul style="list-style-type: none"> • SLMS/TL selects and provides appropriate reading materials for students. SLMS/TL assists students and staff in selection of reading materials based on individual needs. SLMS provides opportunities for reading activities using different techniques. SLMS/TL assists teachers in selection of supplemental reading materials. 	<ul style="list-style-type: none"> • SLMS/TL selects and provides a variety of quality age-appropriate reading material for students. SLMS/TL actively assists students and staff in the selection or reading material based on abilities, reading level, interests, and information needs. SLMS/TL creatively and continually facilitates reading activities using a wide array of activities. SLMS/TL continually assists teachers in selection of high-quality literature to supplement and enrich their curricular studies.

ATTACHMENT 16-A

MEDIA SPECIALIST RUBRIC

C.5 Supports diverse learning abilities, styles, and individual needs. Fosters individual and collaborative inquiry.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Diverse learning and inquiry	<ul style="list-style-type: none"> • SLMS/TL’s lessons, planning, and interactions with students do not demonstrate a clear awareness of students’ academic needs, learning styles, interests, heritage, and community backgrounds. SLMS/TL’s does not utilize a variety of effective techniques to foster individual and collaborative inquiry for learning. 	<ul style="list-style-type: none"> • SLMS/TL utilizes lessons, planning and interactions with students that demonstrate awareness of students’ academic needs and learning styles, interests, heritage, and community backgrounds. SLMS/TL implements activities that invite student interaction and choice, strategies that address various learning styles and special needs, instruction that addresses strengths and weaknesses in student background knowledge and skills. 	<ul style="list-style-type: none"> • SLMS/TL clearly utilizes lessons, planning, and interactions with students that demonstrate astute awareness of students’ academic needs and learning styles, interests, heritage, and community backgrounds. SLMS/TL utilizes a variety of effective activities that invite student interaction and choice, strategies that address various learning styles and special needs, instruction that addresses strengths and weaknesses in student background knowledge and skills.

C.6 Uses a variety of techniques to assess student achievement, provides constructive feedback, and reflects upon the effectiveness of a project or lesson.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Student achievement	<ul style="list-style-type: none"> • Assessment criteria and/or performance standards are not clearly communicated to students. Task-specific criteria are not clearly articulated to students for achievement of the various performance levels. Inadequate methods are utilized for assessing student achievement. Lessons are not revised and reviewed based on assessment results. 	<ul style="list-style-type: none"> • SLMS/TL communicates assessment criteria and/or performance standards to students. SLMS/TL communicates the task-specific criteria for various performance levels. SLMS/TL evaluates student achievement using a variety of methods and revises lessons accordingly. 	<ul style="list-style-type: none"> • SLMS/TL clearly and accurately communicates assessment criteria and/or performance standards to students. SLMS/TL communicates the task-specific criteria for various performance levels. SLMS/TL utilizes a variety of tools to assess student achievement and revises lessons accordingly.

ATTACHMENT 16-A

MEDIA SPECIALIST RUBRIC

DOMAIN D: PROFESSIONALISM

D.1 Communicates with staff and school community to inform them of new and existing resources as well as policies, events, and activities organized and offered through the media center.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Communication	<ul style="list-style-type: none"> • SLMS/TL minimally communicates with staff, students, and the community of the school area, to inform and promote the media center’s resources and services. Communications lack variety and do not address all of the stakeholders of the school community served by the media program. 	<ul style="list-style-type: none"> • SLMS/TL regularly communicates with staff, students, and the community of the school area, to inform and promote the resources, activities, and services of the media center. Communications are varied in content, intent, and address the various stakeholders served by the media program. 	<ul style="list-style-type: none"> • SLMS/TL creatively, effectively, and regularly communicates with students, staff, and the community in general to inform and promote the variety of new and existing media center resources, activities, and services. Communications are creative and varied in content, intent, and adapted to a variety of audiences served by the media center.

D.2 Provides flexible and equitable access to information, ideas, and resources for learning and personal interests during and beyond the school day as much as is possible.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Resources for flexible and equitable access	<ul style="list-style-type: none"> • SLMS/TL does not maintain an effective virtual library presence (Media Center Web Page) to maximize access to media center resources. Media Center resources and services are not actively promoted. The media center is open and available to staff and students during the school day. The environment of the media center is not positive and welcoming. 	<ul style="list-style-type: none"> • SLMS/TL utilizes and promotes use of a virtual library presence (Media Center Web Page) to maximize access to media center resources. Media Center resources and services are actively promoted regularly. The media center is open and available to staff and students as much as is possible during and beyond the school day. A positive and welcoming media center environment is maintained. 	<ul style="list-style-type: none"> • SLMS/TL effectively utilizes and promotes use of an effective and useful virtual library presence (Media Center Web Page) to maximize access to media center resources. Media Center resources and services are actively and creatively promoted regularly. The media center is open and available to staff and students as much as is possible during and beyond the school day. A positive and welcoming media center environment is continually maintained.

ATTACHMENT 16-A

MEDIA SPECIALIST RUBRIC

D.3 Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Professional relationships to coordinate learning activities	<ul style="list-style-type: none"> • SLMS/TL does not follow a consistent pattern of initiating and engaging other staff members in a discourse about professional issues and integrated student learning opportunities. SLMS/TL does not consistently connect classroom application of knowledge gained through integration of the media program and resources into the curriculum. 	<ul style="list-style-type: none"> • SLMS/TL demonstrates a consistent pattern of initiating, leading, and engaging other staff members in discourse about professional issues and integrated student learning opportunities. SLMS/TL implements and describes classroom applications of knowledge gained through integration of the media program and resources into the curriculum. 	<ul style="list-style-type: none"> • SLMS/TL demonstrates an active, effective, and consistent pattern of initiating, leading, and engaging other staff members in discourse about professional issues and integrated student learning opportunities. SLMS/TL consistently implements and describes classroom applications of knowledge gained through integration of the media program and resources into the curriculum.

D.4 Offers regular in-service opportunities to staff members regarding effective utilization and features of all types of library media resources and available technology..

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
In-service opportunities	<ul style="list-style-type: none"> • SLMS/TL exhibits minimal effort at arranging regular in-service activities to staff members that are geared toward the various curricular areas. Demonstrations of optimum use of the available technology and media center resources are not effectively conducted. Curricular connections to resources and units of study are not strongly stressed. 	<ul style="list-style-type: none"> • SLMS/TL arranges a variety of in-service activities to staff members geared toward each curricular area. Effective utilization of technology and optimum use of all available resources are stressed by demonstrating practical integration of these tools into the various curricular areas and units of study. 	<ul style="list-style-type: none"> • SLMS/TL actively and regularly arranges a variety of in-service activities to staff members geared toward each curricular area. Effective utilization of technology and optimum use of all available resources are stressed by demonstrating practical integration of these tools into the various curricular areas and units of study.

ATTACHMENT 16-B

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

MEDIA SPECIALIST OBSERVATION FORM

Media Specialist: _____

Evaluator: _____

Situation Observed: _____

Building: _____

Observation Dates: _____

Length of Observation: from ___ **to** ___

Ratings are based on the Brecksville-Broadview Heights *Media Rubric* located on the staff "T" drive.
A rating of "1" requires a narrative comment to explain why the rating was given.

(1) Needs Improvement (2) Proficient (3) Exceeds Expectations

A. PROGRAM ADMINISTRATION AND MANAGEMENT		
	A.1	Develops and maintains written policies and procedures on information issues (selection, challenges, intellectual freedom, acceptable use, confidentiality) reflecting legal guidelines and professional ethics.
	A.2	Establishes effective routines and procedures in order to maintain an inclusive and caring library media center environment that is conducive to learning.
	A.3	Establishes and maintains consistent standards of media center behavior that are conducive to learning.
	A.4	Implements effective methods of circulation and maintenance of all materials and instructional equipment to assure optimum use.
	A.5	Organizes reports, budgets, policies and circulation according to district policy.

COMMENTS: *[insert text, expand as needed]*

B. COLLECTION DEVELOPMENT AND CURRICULAR SUPPORT		
	B.1	Collaboratively develops, evaluates, and maintains a well-balanced collection to support curriculum, reflect students' interests, and meet diverse needs of learners.
	B.2	Provides flexible and equitable access to information, ideas, and resources for learning and personal interests during and beyond the school day as much as is possible.
	B.3	Organizes, arrange, and promotes all resources to provide easy access and encourage use.
	B.4	Clearly communicates mission, goals, programs, and functions of the media center through a variety of venues.
	B.5	Uses current standard methods of cataloguing and circulating media center materials.

COMMENTS: *[insert text, expand as needed]*

C. TEACHING FOR LEARNING		
	C.1	Acquires and utilizes knowledge of the ACS for all curricular areas. Integrates information, media, and technology literacy into the curriculum across all grade levels and content areas as detailed in the BBHCSD Media Centers' COS and ODE guidelines for Effective School Libraries.
	C.2	Collaborates with teachers to implement standards-based instruction for students, individuals and/or groups.
	C.3	Models and promotes creative, facilitative, effective, and collaborative teaching.
	C.4	Ensures that learning goals and instructional procedures are clear to students.
	C.5	Encourages and engages students in reading, viewing, and listening for enjoyment, enrichment, and understanding.
	C.6	Supports diverse learning abilities, styles, and individual needs. Fosters individual and collaborative inquiry.
	C.7	Uses a variety of techniques to assess student achievement, provides constructive feedback, and reflects upon the effectiveness of a project or lesson.

COMMENTS: *[insert text, expand as needed]*

Distribution: Media Specialist
 Evaluator

ATTACHMENT 16-B

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

MEDIA SPECIALIST OBSERVATION FORM

D. PROFESSIONALISM		
	D.1	Communicates with staff and school community to inform them of new and existing resources as well as policies, events, and activities organized and offered through the media center.
	D.2	Provides flexible and equitable access to information, ideas, and resources for learning and personal interests during and beyond the school day as much as is possible.
	D.3	Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
	D.4	Offers regular in-service opportunities to staff members regarding effective utilization and features of all types of library media resources and available technology.

COMMENTS: *[insert text, expand as needed]*

Evaluator's Signature _____

Date _____

Distribution: Media Specialist
Evaluator

ATTACHMENT 16-C

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

MEDIA SPECIALIST EVALUATION REPORT

Media Specialist: _____
Building Assignment(s): _____
Observation Dates: _____

Evaluator: _____
Building: _____
Conference Date: _____

A. PROGRAM ADMINISTRATION AND MANAGEMENT

[insert text, expand as needed]

B. COLLECTION DEVELOPMENT AND CURRICULAR SUPPORT

[insert text, expand as needed]

C. TEACHING FOR LEARNING

[insert text, expand as needed]

D. PROFESSIONALISM

[insert text, expand as needed]

For limited contract teachers circle one:

*I do / do not recommend renewal of the limited contract
I do / do not recommend an extended limited contract in lieu of
a continuing contract (for tenure eligible teachers)*

Evaluator's Signature _____

Date _____

Media Specialist's Signature _____

Date _____

Signature by the media specialist does not necessarily indicate approval by the media specialist.
The media specialist may submit a written response to this report.

Distribution: Media Specialist
Education Center

ATTACHMENT 17

BRECKSVILLE-BROADVIEW HEIGHTS SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST EVALUATION PROCESS

School psychologist	Evaluator
1. Meet with Evaluator to review Annual Professional Growth Plan	1. Meet with School psychologist to review Annual Professional Growth Plan and School Psychologist Evaluation Form
2. Meet with Evaluator to discuss and complete School Psychologist Evaluation Form by_____. If Ineffective in any category, collaboratively create School Psychologist Improvement Plan.	2. Meet with School psychologist to discuss and complete School Psychologist Evaluation Form by_____. If Ineffective in any category, collaboratively create Improvement Plan. Provide school psychologist with signed copy of the form(s).
	3. Submit a signed copy of the School Psychologist Evaluation Form (and if created, School Psychologist Improvement Plan) to the Psychologist by_____and keep a copy for your records.

ATTACHMENT 17
 BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
ANNUAL PROFESSIONAL GROWTH PLAN- SCHOOL PSYCHOLOGISTS

School Psychologist Name		School Year		
Evaluator Name		Date Created		Date(s) Reviewed

Self-Directed **Collaborative**

- ❖ As a result of the evaluation process, school psychologist and evaluator should focus on accelerating and continuing School Psychologist growth.
- ❖ Please review the School Psychologist Standards included in the Appendix as they relate to creating professional goals.
- ❖ Professional goals should be individualized to the needs of the school psychologist and specifically relate to his/her areas of refinement/growth as identified in the school psychologists' evaluation.
- ❖ The evaluator and school psychologist should have collaborative discussions related to activities aligned to the goals.

<u>Professional Goals</u> These are addressed by the evaluator as appropriate for this school psychologist Consider creating goals that meet SMART criteria S- Specific (What do I want to measure?) M – Measurable (How am I going to measure it?) A – Attainable (Is this a reasonable goal?) R – Results-oriented (What will my goal look like when I've reached it?) T – Time-Bound (When will I reach my goal?)	<u>Evidence Indicators</u> What will show your progress toward the goal? What will show your achievement of the goal? <i>Include tentative deadlines</i>
Goal 1: Goal Statement:	
Goal 2: Goal Statement:	

School Psychologist's Signature _____ Date _____ Evaluator's Signature _____
 Date _____

Signatures above verify acknowledgement of receipt of final documented plan by both parties.
 Both parties should keep a copy of this document as a point of reference throughout the year.
 A copy of this document should be shared with the Building Principal.

A final copy should be submitted to the Human Resources Office by May 30.

ATTACHMENT 17

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST EVALUATION FORM

School Psychologist Name		School Year	
Evaluator Name		Date	

Proficiency of Standards: <i>Includes information from observations, conferences, and other evidence</i>	Ineffective	Developing	Skilled	Accomplished
DOMAIN 1: PLANNING AND PREPARATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Areas of strength:</i>				
<i>Areas in which growth is needed:</i>				
Ineffective	Developing	Skilled	Accomplished	
DOMAIN 2: THE ENVIRONMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Areas of strength:</i>				
<i>Areas in which growth is needed:</i>				
Ineffective	Developing	Skilled	Accomplished	
DOMAIN 3: DELIVERY OF SERVICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Areas of strength:</i>				
<i>Areas in which growth is needed:</i>				

ATTACHMENT 17

Proficiency of Standards: <i>Includes information from observations, conferences, and other evidence</i>	Ineffective	Developing	Skilled	Accomplished
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Areas of strength</i>				
<i>Areas in which growth is needed:</i>				

Final Rating:	Ineffective	Developing	Skilled	Accomplished
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If final summative rating is Ineffective, an **Improvement Plan** (in Appendix) will be collaboratively created by the school psychologist and evaluator.

Check here if Improvement Plan has been created. A copy of the Improvement Plan will be submitted by the evaluator with the **Evaluation Form**.

School Psychologist's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Building Administrator's Signature _____

Date _____

While I have signed this, I also intend to submit a supplement by _____ Date _____ School Psychologist's Initials _____

Evaluator should send a completed copy of this form including signatures to Human Resources Office May 30 with a final copy of the Annual Professional Growth Plan.

ATTACHMENT 17

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

APPENDIX
SCHOOL PSYCHOLOGIST STANDARDS

This list is from the Professional Conduct Manual for School Psychology, National Association of School Psychologists (NASP) and Ohio School Psychologists Association (OSPA).

Guideline 1 - School psychologists use a decision-making process in collaboration with other team members to (a) identify academic and behavior problems, (b) collect and analyze information to understand the problems, (c) make decisions about service delivery, and (d) evaluate the outcomes of the service delivery. School psychologists must (a) utilize current professional literature on various aspects of education and child development, (b) translate research into practice through the problem-solving process, and (c) use research design and statistics skills to conduct investigations to develop and facilitate effective services.

- School psychologists define problems in ways that (a) identify desired goals (e.g., academic/behavioral), (b) are measurable, (c) are agreed upon by those involved, and (d) are linked appropriately to assessment strategies.
- School psychologists select assessment method(s) that are validated for the problem area under consideration including formal and informal assessment procedures, as appropriate, and include data collected from all settings and persons necessary and appropriate to complete the problem-solving process.
- School psychologists develop and implement effective interventions that are based upon the data collected and related directly to the desired outcomes of those interventions.
- School Psychologists use appropriate assessment information to evaluate interventions to determine their effectiveness, their need for modification, or their need for redevelopment. Effectiveness is determined by the relationship between the actual outcome of the intervention and the desired goal articulated in the problem-solving process.
- School psychologists apply the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.

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Guideline 2 - School psychologists must have the ability to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level. School psychologist must understand the degree to which policy influences systems, systems influence programs, programs and interventions impact consumers, and the methods to facilitate organizational development through strategic change.

- School psychologists use decision-making skills and are proficient in systems consultation to facilitate communication and collaboration with students and school personnel, community professionals, agencies, and families/schools.
- School psychologists participate in public policy discussions and understand the process by which public policy influences systems. By applying decision-making methods to public policy determination, school psychologists facilitate organization development and change.
- School psychologists must be able to present and disseminate information to diverse communities, such as parents, teachers, school boards, policy makers, business leaders, and fellow school psychologists in a variety of contexts, in an organized and meaningful manner.
- School psychologists facilitate the development of healthy learning environments and reduce divisiveness through the use of conflict resolution and negotiation skills.
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, local, state, and federal levels.

Guideline 3 - School psychologists (in collaboration with others) develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.

- School psychologists apply current empirically based theory and knowledge of learning theory and cognitive processes to the development of effective instructional strategies to promote student learning and social and emotional development.
- School psychologists incorporate assessment information to the development of instructional strategies to meet the individual learning needs of children.
- School psychologists use appropriate and applicable assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary.
- School psychologists assist in facilitating and implementing a variety of research-based instructional methods (e.g., cooperative learning class-wide peer tutoring, cognitive strategy training) to enhance learning of students at the individual, group, and systems level.
- School psychologists assist in the design and delivery of curriculum to help students develop behaviors to support effective learning such as study skills, self-regulation and self-monitoring, planning/organization, time management skills, and making choices that maintain physical and mental health.

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- School psychologists promote the principles of student-centered learning to help students develop (when appropriate) their individual ability to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- School psychologists are informed about advances in curriculum and instruction and share this knowledge with educators, parents, and the community at large to promote improvement in instruction, student achievement, and healthy lifestyles.

Guideline 4 - School psychologists make decisions based on multiple theoretical perspectives and translate current scientific information to develop effective behavioral, affective, or adaptive goals for all students, facilitate the implementation of programs/interventions to achieve these goals, and monitor progress towards these goals.

- School Psychologists use decision-making models (e.g., functional behavioral assessment) that consider the antecedents, consequences, functions and potential causes of behavioral problems experienced by students with disabilities, which may impair learning or socialization
- School psychologists identify factors that facilitate the development of optimal learning environments. Optimal learning environments are characterized as settings where all members of the school or agency community treat one another with respect and dignity. Optimal learning environments are characterized as settings where students' basic needs are assured so that learning can occur and health and mental health are systematically evaluated.
- School psychologists facilitate the development and implementation of strategies that result in instructional environments which foster learning and high rates of academic engaged time and reduce the presence of factors that promote alienation and impact learning and behavioral progress.
- School psychologists demonstrate appropriate knowledge of treatment acceptability and treatment integrity by including these principles in the development, implementation, and evaluation of interventions.
- School psychologists apply the principle of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings - school, home, and community.
- School psychologists develop and implement behavior change programs (individual, group, classroom) that demonstrate the use of alternative, appropriate approaches (e.g., positive reinforcement, social skills training, academic interventions) to student discipline, ecological and behavioral approaches to classroom management, and awareness of classroom climate.
- School psychologists assist parents and other adult caregivers in the development, implementation, and evaluation of behavior change programs in the home in order to facilitate the learning and behavioral growth of their child.

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- School psychologists incorporate appropriate strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment. These programs include program to program, early childhood to school, school to school, and school to work transitions.
- School psychologists evaluate interventions (learning/behavioral) for individuals and groups. These include the skills necessary both to evaluate the extent to which the intervention contributed to the outcome and to identify what constitutes a “successful” outcome.

Guideline 5 - School psychologists have the sensitivity, knowledge, and skills to work with individuals and groups with a diverse range of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.

- School psychologists develop academic and behavioral interventions. They recognize that interventions most likely to succeed are those which are adapted to the individual needs and characteristics of the student(s) for whom they are being designed.
- School psychologists recognize (in themselves and others and in the techniques and instruments that they use for assessment and intervention) the subtle racial, class, gender, and cultural biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students. School psychologists work to reduce and eliminate these biases where they occur.
- School psychologists promote practices that help children of all backgrounds feel welcome and appreciated in the school and community.
- School psychologists incorporate their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.

Guideline 6 - School psychologists demonstrate their knowledge of schools (or other institutional settings) as systems when they work with individuals and groups to facilitate structure and public policies that create and maintain schools and other systems as safe, caring, and inviting places for all persons in that system.

- School psychologists use their knowledge of development, learning, family, and school systems to assist schools and communities to develop policies and practices related to discipline, decision-making, instructional support, staff training, school improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.
- School psychologists use their knowledge of organizational development and systems theory to assist in creating climates that result in mutual respect and caring for all individuals in the system, an atmosphere of decision-making and collaboration, and a commitment to quality services.
- School psychologists regularly participate in the development of policies and procedures that advocate for effective programs and services.

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- School psychologists are actively involved in the development of systems change plans (such as school improvements plans) that directly impact the programs and services available to children, youth, and their families and that directly impact the ways in which school psychologists deliver their services.
- School psychologists assist in the development of policies and procedures to ensure that schools are safe and violence free. School psychologists participate in the implementation and evaluation of programs that result in safe and violence free schools and communities.
- School psychologists are actively involved in public policy at the local, state, and federal levels as a means of creating systems of effective educational services.
- School psychologists are aware of funding mechanisms that are available to school and communities that support health and mental health services.
- School psychologists participate in the development of funding strategies to assure that needed services are available to students and their families.

Guideline 7 - School psychologists shall appropriately utilize prevention, health promotion, and crisis intervention methods based on knowledge of child development, psychopathology, diversity, social stressors, change, and systems.

- School psychologists shall apply knowledge of child development, psychopathology, diversity, social stressors, change, and systems to the identification and recognition of behaviors that are precursors to school dropouts or the development of mental health disorders such as conduct disorders or internalizing disorders.
- School psychologists shall provide direct counseling and indirect interventions through consultation for students with disabilities and suspected disabilities who experience mental health problems that impair learning and/or socialization.
- School psychologists shall develop, implement, and evaluate prevention and intervention programs based on recognized factors that are precursors to development of severe learning and behavioral problems.
- School psychologists shall collaborate with school personnel, parents, students, and the community to provide competent mental health support during and after crises (for example, suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, and sexual harassment).
- School psychologists promote wellness by (a) collaborating with other health care professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (C) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.

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Guideline 8 - School psychologists have knowledge of family influences that affect students' wellness, learning and achievement and are involved in public policy that promotes partnerships between parents, educators, and the community.

- School psychologists design and implement and evaluate programs to promote school-family partnerships for the purpose of enhancing academic and behavioral goals for students. These might include (but are not limited to) developing parent education programs, establishing drop-in centers for parents, establishing homework hotlines, or providing other supports for parents to help them parent successfully and to help them enhance the academic and psychological development of their children.
- School psychologists help parents feel comfortable participating in school functions or activities. These might include providing support for them when participating on special education and I.E.P. teams, encouraging parental involvement in school-wide committees such as school improvement teams, and facilitating home-school communication when problems arise and includes assisting parents in accessing community-based services for their family.
- School psychologists educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.
- School psychologists help create linkages between schools, families, and community agencies and help coordinate services when programming for children involves multiple agencies.
- School psychologists are knowledgeable about the local system of care and related community services available to support students and their families.
- School psychologists work with parent organizations to promote public policy that empowers parents to be competent consumers of the local system of services.
- School psychologists are active participants in public policy by serving on committees, participating in work groups and task forces, and in responding to proposed legislation and rules.

ATTACHMENT 17

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION	Ineffective	Developing	Skilled	Accomplished
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine eligibility for services in conjunction with the evaluation team.	Psychologist uses a wide range of psychological instruments to evaluate students and is able to isolate variables in which specific instruments will have greater diagnostic value in determining educational needs and eligibility.
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and can articulate variations of the typical patterns.
1c: Establishing goals for serving students in the school setting that align with the school ecology	Psychologist has no clear goals for serving students or has goals that are inappropriate to either the environment, ages of the students.	Psychologist’s goals for providing school services are rudimentary and are Not entirely suitable to the environment or ages of the students.	Psychologist’s goals for service delivery are clear and appropriate for the setting and ages of the students.	Psychologist’s goals for service delivery are clear and appropriate for the setting and ages of the students, and have been developed following consultations with students, parents, and/or relevant team members.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources outside of the district.	Psychologist’s knowledge of governmental regulations and of resources for students is extensive, including those available through the district and in the community.

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DOMAIN 2: THE ENVIRONMENT	Ineffective	Developing	Skilled	Accomplished
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in an assessment session(s).	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the assessment session(s).	Students demonstrate a comfort with the psychologist outside of the assessment session(s), reflecting a comfort and ease in the relationship.
2b: Establishing a culture for positive mental health throughout the school	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health by discussing general supports available to students and teachers.	Psychologist promotes a culture for positive mental health in the school among students and teachers by providing specific information to teachers or students that guide positive behavior and choices.	Psychologist offers mental health support (within the scope of school practice) for students and teachers and establishes a collaborative approach for facilitating positive outcomes with specific goals in mind.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers ask for clarification regarding "how" to refer a student for special services, the school psychologist is unaware.	Psychologist follows established procedures for referrals, but the details are not always clear.	Psychologists are able to discuss the procedures for referrals and consultations with teachers, parents and administrators.	Procedures for all aspects of referral and testing protocols are clearly articulated to parents, teachers and administrators, with clear communication.
2e: Organizing physical space for testing of students and storage of materials	The location in which the psychologist provides services is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the school psychologist's office/allocated space are stored securely, but the center is not well organized, and materials are difficult to find when needed.	The school psychologist's office/allocated space is well organized; materials are stored in a secure location and are available when needed.	The school psychologist's office/allocated space is highly organized and ready to receive students. Materials are stored in a secure location and are easily located when needed.

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DOMAIN 3: DELIVERY SERVICE	OF	Ineffective	Developing	Skilled	Accomplished
3a: Responding to referrals; consulting with teachers and administrators		Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised during the initial referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to administer evaluation instruments that target the initial referral questions/concerns.	Psychologist consults frequently with pertinent team members, determining evaluation procedures that match the questions raised by the initial referral.	Psychologist consults frequently with colleagues, contributing own insights and determining evaluations as an outgrowth of questions raised by the initial evaluation.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines		Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are followed according to professional guidelines.	Psychologist selects from a broad repertoire, those assessments that are most appropriate to the referral questions and collects information from colleagues (through written or oral dialogues) to ensure that compliance with all procedures and safeguards are met.
3c: Leading evaluation team discussions following assessment administration		Psychologist declines to assume leadership of the evaluation team.	When directed to do so, Psychologist assumes leadership of the evaluation team discussion.	Psychologist assumes leadership position when sharing assessments or evaluation planning procedures.	Psychologist assumes leadership position when sharing assessments or evaluation planning procedures and shares all necessary materials with parents and/or team members in a systematic fashion.
3d: Assisting in development/identification of interventions to maximize students' likelihood of success		Psychologist fails to contribute to intervention planning or suggests strategies that are not suitable for students (i.e. interventions are mismatched with assessment findings).	Psychologist suggests interventions for students that are partially suitable for them or are not consistently aligned with identified needs.	Psychologist suggests/guides interventions for students that are aligned with identified needs.	Psychologist develops or provides materials to initiate a comprehensive plan for student(s), by incorporating various elements that are specifically designed to address identified needs.
3e: Maintaining contact with physicians and community mental health service providers		Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers in order to collect data when needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers in order to gain or provide meaningful information about services available when needed.

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<p>3f: Demonstrating flexibility and responsiveness</p>	<p>Psychologist adheres to a plan or program, in spite of evidence of its inadequacy.</p>	<p>Psychologist makes modest changes in an intervention plan when confronted with evidence of the need for change.</p>	<p>Psychologist makes revisions in an intervention plan when it is needed, based on data.</p>	<p>Psychologist is continually seeking ways to improve an intervention plan and makes changes based on data, feedback from teachers, parents and/ or student input.</p>
--------------------------------------------------------------------	-------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</p>	<p>Ineffective</p>	<p>Developing</p>	<p>Skilled</p>	<p>Accomplished</p>
<p>4a: Reflecting on district practices</p>	<p>The school psychologist is unable to refer to specific BBH policies and procedures and contributes to confusion or discord in situations with parents or teacher teams.</p>	<p>The school psychologist can refer to BBH policies and procedures using appropriate terms although does not consistently demonstrate guidelines when working with teams of teachers during collaborative problem-solving.</p>	<p>The school psychologist may refer to BBH policies and procedures using appropriate terms and in a variety of situations. Reference to BBH guidelines is made among teams of teachers and parents during collaborative problem-solving efforts.</p>	<p>The school psychologist refers to BBH policies and procedures using appropriate terms and in a variety of situations. BBH guidelines are shared with teams of teachers and parents during collaborative problem-solving efforts to maintain integrity and best practice.</p>
<p>4b: Communicating with families</p>	<p>Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.</p>	<p>Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.</p>	<p>Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.</p>	<p>Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist offers support to families of students to enhance trust.</p>
<p>4c: Maintaining accurate records</p>	<p>Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.</p>	<p>Psychologist's records are accurate and legible and are stored in a secure location.</p>	<p>Psychologist's records are accurate and legible, well organized, and stored in a secure location.</p>	<p>Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be accurately interpreted by another qualified professional.</p>

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<p>4d: Participating in a professional community</p>	<p>Psychologist’s relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.</p>	<p>Psychologist’s relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically required.</p>	<p>Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<p>Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</p>
<p>4e: Engaging in Professional development</p>	<p>Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.</p>	<p>Psychologist’s participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Psychologist seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering professional development opportunities or training to colleagues.</p>

ATTACHMENT 17

**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST IMPROVEMENT PLAN**

School Psychologist Name		School Year/Building	
Evaluator Name		Date of Conference	

Written improvement plans are to be developed in circumstances when an educator makes below expected academic growth with his/her students AND/OR receives an overall Ineffective rating or an Ineffective rating on any of the components on the January Formative School Psychologist Evaluation. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

Psychologist Area(s) Needing Improvement From School Psychologist Evaluation Rubric/Evaluation Forms	Improvement Statement List specific areas for improvement	Specific Plan of Action <ul style="list-style-type: none"> Describe in detail specific plans of action that must be taken by the school psychologist to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan. 	Assistance & Professional Development Examples include: <ul style="list-style-type: none"> Mentoring Observing other colleagues PD 360 Attend workshops

School psychologist's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature above verifies that the proper procedures in the local contract have been followed.

A copy of this plan should be submitted to the Human Resources Office with Evaluation Forms by _____ as applicable.

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**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST IMPROVEMENT PLAN- EVALUATION**

School Psychologist Name		School Year/Building	
Evaluator Name		Date of Conference	

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

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

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

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

School psychologist's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature above verifies that the proper procedures in the local contract have been followed.

Evaluator should send a completed copy of this form including signatures to Human Resources Office by _____ with the Evaluation Form.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

DOMAIN A: PLANNING AND PREPARING FOR LEARNING

A.1: The SLP acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students’ academic needs, cultural heritage, interests and community.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Acquisition of Information About Individual Learners	<ul style="list-style-type: none"> • The SLP does not acquire knowledge of individual students as learners. <li style="text-align: center;">-or- • The SLP does not acquire that knowledge from a variety of sources and in an on-going manner. 	<ul style="list-style-type: none"> • The SLP acquires detailed information about individual students as learners from a variety of sources, and/or in an on-going manner. 	<ul style="list-style-type: none"> • The SLP acquires extensive and detailed information about individual students as learners from a variety of sources, and in an on-going manner.
Use of Acquired Information	<ul style="list-style-type: none"> • The SLP planning shows little or no awareness of students’ academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through the following: <ul style="list-style-type: none"> *Flexible groupings *Activities that invite student interaction and choice *Strategies that address various learning styles, special needs and cultural heritage *Instruction that addresses strengths and gaps in student background knowledge and skills. • The SLP does not clearly communicate planning. • There is little evidence that the SLP uses achievement data or other assessment results to plan instruction. 	<ul style="list-style-type: none"> • The SLP clearly communicates how planning shows consideration for the students’ academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through most of the following: <ul style="list-style-type: none"> *Flexible groupings *Activities that invite student interaction and choice *Strategies that address various learning styles, special needs and cultural heritage *Instruction that addresses strengths and gaps in student background knowledge and skills. • The SLP uses achievement data and other assessment results to plan lessons to meet individual/group instructional needs. 	<ul style="list-style-type: none"> • The SLP clearly communicates how planning incorporates consideration for the students’ academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through all of the following: <ul style="list-style-type: none"> *Flexible groupings *Activities that invite student interaction and choice *Strategies that address various learning styles, special needs and cultural heritage *Instruction that addresses strengths and gaps in student background knowledge and skills. • The SLP analyzes and uses achievement data and other assessment results to plan lessons to meet individual/group instructional needs.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

A.2: The SLP demonstrates the ability to follow due process procedures, including the selection and administration of diagnostic instruments and procedures as defined by the Individuals with Disabilities Education (IDEA) and completes required due process paperwork.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Variety of Diagnostic Assessments	<ul style="list-style-type: none"> The SLP is unable to select appropriate diagnostic instruments. 	<ul style="list-style-type: none"> The SLP selects and administers diagnostic instruments and procedures based on the student's developmental level, areas of concern and SLP/parent input. The SLP gathers information on how the student's developmental disorder affects educational performance from limited sources. 	<ul style="list-style-type: none"> The SLP selects and administers a variety of diagnostic instruments and procedures based on the student's developmental level, areas of concern and SLP/parent input. The SLP gathers information on how the student's developmental disorder affects educational performance from a variety of sources.
Due Process	<ul style="list-style-type: none"> The SLP demonstrates a basic knowledge of the IDEA. The appropriate referral process is not followed. 	<ul style="list-style-type: none"> The SLP demonstrates an adequate understanding of IDEA by generally following appropriate procedures for referral, identification, placement and exits. 	<ul style="list-style-type: none"> The SLP demonstrates a thorough understanding of the IDEA by consistently following appropriate procedures for referral, identification, placement and exits.
Documentation	<ul style="list-style-type: none"> The documentation for due process is not complete. The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> The documentation for initial placement, exit, and re-evaluation packets is usually complete and thorough. The SLR clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> The documentation for initial placement, exit, and re-evaluation packets is accurately completed and thorough. The SLP clearly communicates an explanation of the evidence.
Recommendations	<ul style="list-style-type: none"> The SLP is unable to interpret diagnostic results or make case management recommendations. 	<ul style="list-style-type: none"> The SLP demonstrates the ability to make appropriate case management recommendations after interpreting diagnostic results. 	<ul style="list-style-type: none"> The SLP demonstrates the ability to make appropriate case management recommendations after accurately interpreting diagnostic results for a variety of communication disorders.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

A.3: The SLP uses a variety of assessments that align with standards and provides feedback to students about their progress toward the IEP objectives.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Alignment with Standards	<ul style="list-style-type: none"> Assessments do not provide opportunities for student to demonstrate proficiency. 	<ul style="list-style-type: none"> Assessments aligned with IEP goals provide evidence that students at some developmental levels are given opportunities to meet the IEP goals. 	<ul style="list-style-type: none"> Assessments aligned with IEP goals provide evidence that students at all developmental levels are given multiple opportunities to meet the IEP goals.
Alignment and Variety	<ul style="list-style-type: none"> The SLP uses assessments that are not aligned with the IEP objectives. The SLP uses mainly summative assessments. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Planning for assessment is not evident. 	<ul style="list-style-type: none"> The SLP uses assessments that align with the IEP goals. <p style="text-align: center;">-and-</p> <ul style="list-style-type: none"> The SLP uses informal/formal and formative/summative assessments. 	<ul style="list-style-type: none"> The SLP uses assessments that align with the IEP goals. <p style="text-align: center;">-and-</p> <ul style="list-style-type: none"> The SLP uses extensive and varied informal/formal and formative/summative assessments.

DOMAIN B: CREATING AN ENVIRONMENT FOR LEARNING

B.1: The SLP creates an inclusive and caring environment in which each individual is respected and valued.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
SLP interaction with Students	<ul style="list-style-type: none"> SLP interactions with students are negative, demeaning, or inappropriate. 	<ul style="list-style-type: none"> SLP interactions with all students demonstrate respect. Interactions are inclusive and appropriate. 	<ul style="list-style-type: none"> SLP interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate.
Interactions Among Individuals	<ul style="list-style-type: none"> SLP tolerates inappropriate and/or disrespectful interactions among individuals. 	<ul style="list-style-type: none"> SLP encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals. 	<ul style="list-style-type: none"> SLP encourages and/or reinforces positive and respectful interactions among individuals <p style="text-align: center;">-and/or-</p> <ul style="list-style-type: none"> Interactions are respectful.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

B.2: The SLP establishes effective routines and procedures, maintains a safe and orderly environment and manages transitions to maximize instructional time.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Routines/Procedures	<ul style="list-style-type: none"> The SLP uses procedures for managing student groups, supplies, and equipment that result in considerable loss of instructional time. The SLP maintains an environment where hazards exist. 	<ul style="list-style-type: none"> The SLP establishes and uses effective routines and procedures for managing student groups, supplies, and/or equipment. The SLP acts to maintain a safe environment. 	<ul style="list-style-type: none"> The SLP establishes and uses effective routines and procedures that incorporate student responsibility for managing student groups, supplies, and/or equipment. The SLP acts to maintain a safe environment.
Transitions	<ul style="list-style-type: none"> The SLP does not establish procedures for most transitions. Considerable instructional time is lost. 	<ul style="list-style-type: none"> The SLP establishes and directs procedures for transitions. No instructional time is lost. 	<ul style="list-style-type: none"> The SLP establishes procedures for managing seamless transitions incorporating student responsibility. No instructional time is lost.

B.3: The SLP manages and monitors student behavior to maximize instructional time.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Monitoring of Student Behavior	<ul style="list-style-type: none"> The SLP does not monitor student behavior and/or the SLP is unaware of student behaviors, which results in considerable loss of individual, group, and/or whole class time on task. 	<ul style="list-style-type: none"> The SLP monitors student behavior at all times, which promotes individual, group, and/or whole class time on task. 	<ul style="list-style-type: none"> The SLP monitors behavior in a manner that anticipates and prevents student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which results in no loss of time on task.
Response to Misbehavior	<ul style="list-style-type: none"> The SLP does not respond to off-task or disruptive behavior. -or- The SLP response to student misbehavior is inconsistent and/or has minimal results. 	<ul style="list-style-type: none"> The SLP response to misbehavior is appropriate, consistent, and the desired behavior is attained. 	<ul style="list-style-type: none"> The SLP response to misbehavior is appropriate, consistent, and sensitive to students' individual needs, and the desired behavior is attained. -or- Student misbehavior is not evident.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

DOMAIN C: TEACHING FOR LEARNING

Standard C.1: The SLP communicates the objectives from the Individual Education Plan (IEP) and the directions and procedures for the daily activities to the students.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Communication of the IEP Objectives	<ul style="list-style-type: none"> The SLP does not communicate the IEP objectives to the student. 	<ul style="list-style-type: none"> The SLP clearly and accurately communicates IEP objectives to each student. 	<ul style="list-style-type: none"> The SLP clearly and accurately communicates the IEP objectives to each student and a rationale for this learning.
Instructional directions and procedures	<ul style="list-style-type: none"> The SLP does not communicate instructional directions or procedures. -or- The SLP communicates instructional directions or procedures inaccurately. 	<ul style="list-style-type: none"> The SLP clearly and accurately communicates instructional directions and procedures for the activity. 	<ul style="list-style-type: none"> The SLP clearly and accurately communicates instructional directions and procedures for the activity. The SLP anticipates possible student misunderstanding.
Monitoring and Adjusting	<ul style="list-style-type: none"> The SLP is unable to develop a method of periodic monitoring. 	<ul style="list-style-type: none"> The SLP develops a program of periodic monitoring of student progress toward IEP goals. The SLP uses information to modify treatment plans, strategies or materials to meet the needs of the student. 	<ul style="list-style-type: none"> The SLP develops a program of periodic monitoring of student progress toward IEP goals. The SLP uses information to modify treatment plans, strategies or materials to meet the needs of the student. SLP involves the student in monitoring of progress.
Use of Information	<ul style="list-style-type: none"> The SLP does not have the information to determine the present level of performance on quarterly reports. 	<ul style="list-style-type: none"> The SLP uses monitored information to report student's present level on quarterly reports. 	<ul style="list-style-type: none"> The SLP uses monitored information to report student's present level on IEP and quarterly reports or in collaboration with special education.

C.2: The SLP demonstrates content knowledge of speech and language development and therapy techniques.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Knowledge of Speech/Language Development	<ul style="list-style-type: none"> The SLP uses daily activities and objectives that may or may not be related to the hierarchy of speech/language development. Tasks are unrelated to student's needs or instructional level. 	<ul style="list-style-type: none"> The SLP chooses daily activities and objectives in the hierarchy of speech/language development, which move the student toward fulfilling IEP goals. Tasks assigned are at or near instructional level. 	<ul style="list-style-type: none"> The SLP chooses daily activities and objectives in the hierarchy of speech/language development, which move the student toward fulfilling IEP goals. SLP manipulates tasks assigned so that students consistently work at the instructional level.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Knowledge of Speech/Language Techniques and Service Delivery Models	<ul style="list-style-type: none"> The SLP uses one model of therapy for treatment of speech/language disorders for all students. Service is delivered only in Speech Resources area. 	<ul style="list-style-type: none"> The SLP uses a variety of therapy models and techniques to meet individual student needs as specified in the IEP. Services are delivered within various environments. 	<ul style="list-style-type: none"> The SLP uses a variety of therapy models and techniques to deliver appropriate services to meet individual student needs as specified in the IEP. Services are delivered in the environment most appropriate to student and IEP needs.

C.3: The SLP conducts the therapy session, addressing the specific areas of disability delineated in the IEP.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Conceptual Understanding	<ul style="list-style-type: none"> The SLP conducts lessons that are not appropriate to the specific area of disability and are not relevant to the IEP. 	<ul style="list-style-type: none"> The SLP challenges students in a variety of adaptable activities that address the specific areas of disability and promotes mastery of IEP goals and objectives. 	<ul style="list-style-type: none"> The SLP consistently challenges students in a variety of creative, adaptable activities that address the specific areas of disability and promotes mastery of IEP goals and objectives.
Monitoring and Adjustment	<ul style="list-style-type: none"> The SLP presents the lesson as planned and makes no adjustments. 	<ul style="list-style-type: none"> The SLP periodically monitors the student's current skill level and consistently adapts activities and pacing to move the student to mastery. 	<ul style="list-style-type: none"> The SLP monitors the student's current skill level and consistently adapts activities and pacing to move the student to mastery.
Extension of Thinking	<ul style="list-style-type: none"> The SLP creates situations that do not challenge students to think about the IEP goal being taught. 	<ul style="list-style-type: none"> The SLP creates situations that challenge students to think independently, creatively or critically about the IEP objective being taught. 	<ul style="list-style-type: none"> The SLP creates situations that challenge students to think independently, creatively or critically about the IEP objective being taught to reflect their understanding and consider new possibilities.

Standard C.4: The SLP provides opportunities that promote student responsibility, enhance interest in learning, and increase student engagement.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Student Engagement	<ul style="list-style-type: none"> The SLP has difficulty engaging the students in selected activities. 	<ul style="list-style-type: none"> The SLP consistently engages the students in learning through use of controlled choices, relevancy to speech/language progress and the student's instructional level. 	<ul style="list-style-type: none"> The SLP consistently engages the students in learning through use of controlled choices, relevancy to academic progress and the student's instructional level.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

Thought-Provoking questions	<ul style="list-style-type: none"> • The SLP frequently asks questions that are inappropriate to the objectives of the lesson. • The SLP frequently does not ask follow-up questions. • The SLP does not provide appropriate wait time. 	<ul style="list-style-type: none"> • The SLP asks thought-provoking questions that focus on the objectives of the lesson. • The SLP seeks clarification through additional questions. • The SLP provides appropriate wait time. 	<ul style="list-style-type: none"> • The SLP routinely asks thought-provoking questions that focus on the objectives of the lesson. • The SLP seeks clarification and elaboration through additional questions. • The SLP provides appropriate wait time.
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C.5: The SLP provides feedback to students about their performance during therapy sessions using a variety of methods.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Quality-methods and timelines	<ul style="list-style-type: none"> • The SLP provides insufficient and/or inaccurate feedback to students about their progress toward the learning objectives. -or- • Feedback is not provided in a timely manner. 	<ul style="list-style-type: none"> • The SLP provides accurate, specific, and timely feedback to students about their progress toward the learning objectives. • The SLP provides feedback using a variety of methods and facilitates student self-assessment. 	<ul style="list-style-type: none"> •The SLP routinely provides substantive, accurate, specific, and timely feedback to students about their progress toward the learning objectives. • The SLP provides feedback using a variety of methods and facilitates student self-assessment.
Student errors/misconceptions	<ul style="list-style-type: none"> •The SLP does not correct student content errors. • The SLP fails to address misconceptions. 	<ul style="list-style-type: none"> •The SLP corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept. • The SLP addresses misconceptions as they arise. 	<ul style="list-style-type: none"> • The SLP corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating opportunities for self-correction. • The SLP anticipates and addresses misconceptions.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

C.6: The SLP reflects upon the session’s effectiveness and uses that reflection in planning future instruction.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Session effectiveness	<ul style="list-style-type: none"> • The SLP misjudges and/or makes an inaccurate assessment of the session’s effectiveness or the extent to which the instructional goals of the session were met. <li style="text-align: center;">-or- • The SLP does not address the session observed. <li style="text-align: center;">-or- • The SLP did not submit the Evidence of Reflection form. • The SLP does not clearly communicate the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP makes an accurate assessment of the session’s effectiveness and the extent to which it achieved its goals by citing examples from the session. • The SLP clearly communicates the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP makes a thoughtful and accurate assessment of the session’s effectiveness and the extent to which it achieved its goals, citing specific examples from the session’s strengths and/or weaknesses related to the session’s objectives. • The SLP clearly communicates the explanation of the evidence.
Student Engagement	<ul style="list-style-type: none"> • The SLP makes inaccurate assessment of the level of student engagement. <li style="text-align: center;">-or- • The SLP did not submit the Evidence of Reflection form. • The SLP does not clearly communicate the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP makes an accurate assessment of the level of student engagement, listing positive and negative examples of student actions. • The SLP clearly communicates the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP makes a thoughtful and accurate assessment of the level of student engagement, addressing specific examples of positive and/or negative student actions. • The SLP clearly communicates the explanation of the evidence.
Future Planning	<ul style="list-style-type: none"> • The SLP does not explain why changes may or may not be necessary. • The SLP gives up and/or blames the students or the environment for the students’ lack of success. <li style="text-align: center;">-or- • The SLP does not address the session observed. <li style="text-align: center;">-or- • The SLP did not submit the Evidence of Reflection form. • The SLP does not clearly communicate the explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP offers appropriate explanations for why the assessment choices, SLP’s contributions to meetings, or future instruction would not be changed. <li style="text-align: center;">-and/or- • The SLP offers appropriate explanations and specific suggestions for why the assessment choices, SLP’s contributions to meetings, or future instruction would be changed. • The SLP clearly communicates the explanation of the evidence 	<ul style="list-style-type: none"> • The SLP offers insightful explanations for why the assessment choices, SLP’s contributions to meetings, or future instruction would not be changed. <li style="text-align: center;">-and/or- • The SLP offers insightful explanations and constructive suggestions for why the assessment choices, SLP’s contributions to meetings, or future instruction would be changed. • The SLP clearly communicates the explanation of the evidence.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

DOMAIN D: PROFESSIONALISM

D.1: The SLP will provide constructive information on student performance to teacher and other professionals and will collaborate with these individuals regarding case management of the student, including the IEP team.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Collaboration with Teacher and Other Professionals	<ul style="list-style-type: none"> The SLP does not collaborate with other professionals. The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> The SLP demonstrates collaboration by sharing results of assessments with other professionals. The SLP seeks information on student performance from the teacher. The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> The SLP demonstrates effective professional collaboration by sharing results of on-going assessments of student's performance. The SLP seeks information on student performance from the teacher. The SLP keeps documentation of teacher collaboration and/or meetings. The SLP clearly communicates an explanation of the evidence.
Collaboration with IEP Team	<ul style="list-style-type: none"> Another school designee must convene the team, the SLP gives minimal cooperation with needed paperwork, and speech terms dominate the language requiring translation for the team members to understand. The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> The SLP convenes the team when the IEP is due. All forms are at hand but may not be completed, and language includes speech terms with are unclear to some team members. The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> The SLP convenes the team when the IEP review is due. All forms are ready, with language clear to all team members. The SLP clearly communicates an explanation of the evidence.
Needs of the Student	<ul style="list-style-type: none"> The present level of performance is given as a generic statement; the needs of the student are defined by the SLP's program. The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> The present level of performance is stated with general agreement of the team; the needs of the student are developed in consideration of communication development. The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> The present level of performance is stated with supporting evidence is provided; the needs of the student are developed in consideration of communication needs for classroom performance. The SLP clearly communicates an explanation of the evidence.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

D.2: The SLP informs the family about the progress of their child toward IEP goals and completes progress reports designated in the IEP.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Communication with Parents	<ul style="list-style-type: none"> The SLP does not provide progress information to the families. 	<ul style="list-style-type: none"> The SLP demonstrates clear and effective communication with the student's parents/family by providing progress information to families of program students as designated in the IEP. The SLP seeks information on student performance from the parent. 	<ul style="list-style-type: none"> The SLP demonstrates clear and effective communication with the student's parents/family by providing progress information and sharing the results of on-going assessment to families of program students as designated in the IEP. The SLP actively seeks information on student performance from the parent. The SLP encourages the parent's involvement in the therapeutic process. The SLP provides relevant information on speech/language disorders.

D.3: The SLP establishes and maintains professional relationships with peers and team members and functions as a member of an Intervention Assistance Team (when included as a team member by the school), participates in staff, district and school initiatives.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Professional Relationships	<ul style="list-style-type: none"> The SLP does not respond top the needs of staff members and/or attends Intervention Assistance Team meetings when invited. The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> The SLP demonstrates the establishment of professional relationships by actively participating in the Intervention Assistance Team and supporting the team developing and implementing decisions. The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> The SLP demonstrates the establishment of professional relationships by actively participating in the Intervention Assistance Team and supporting the team developing and implementing decisions. The SLP responds to the needs and concerns of school staff members as it relates to students not directly serviced by an IEP. The SLP clearly communicates an explanation of the evidence.

ATTACHMENT 18-A

SPEECH & LANGUAGE PATHOLOGIST RUBRIC
(SLP)

D.4: The SLP improves professional knowledge and therapeutic skills by participating in professional development activities and applies what is learned.

Elements	Needs Improvement (1)	Proficient (2)	Exceeds Expectations (3)
Professional Knowledge and Therapeutic Skills	<ul style="list-style-type: none"> • The SLP does not participate in school/district professional development activities. 	<ul style="list-style-type: none"> • The SLP participates in required school/district professional development activities and in additional designed to improve professional knowledge and therapeutic skills. 	<ul style="list-style-type: none"> • The SLP participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve professional knowledge and therapeutic skills.
Application	<ul style="list-style-type: none"> • There is no evidence that the SLP implements knowledge gained through professional development. •The SLP does not clearly communicate the evidence. 	<ul style="list-style-type: none"> • The SLP consistently implements and describes therapeutic applications of knowledge gained though required professional development. • The SLP clearly communicates an explanation of the evidence. 	<ul style="list-style-type: none"> • The SLP consistently implements and describes therapeutic applications of knowledge gained though required and SLP-selected professional development. • The SLP clearly communicates an explanation of the evidence.

ATTACHMENT 18-B

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

SPEECH & LANGUAGE PATHOLOGIST (SLP) OBSERVATION FORM

SLP: _____
Situation Observed: _____
Observation Dates: _____

Evaluator: _____
Building: _____
Length of Observation: from ___ **to** ___

Ratings are based on the Brecksville-Broadview Heights *SLP Rubric* located on the staff "T" drive.

A rating of "1" requires a narrative comment to explain why the rating was given.

(1) Needs Improvement (2) Proficient (3) Exceeds Expectations

A. PLANNING AND PREPARING FOR LEARNING		
A.1	The SLP acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students' academic needs, cultural heritage, interests and community.	
A.2	The SLP demonstrates the ability to follow due process procedures, including the selection and administration of diagnostic instruments and procedures as defined by the Individuals with Disabilities Education (IDEA) and completes required due process paperwork.	
A.3	The SLP uses a variety of assessments that align with standards and provides feedback to students about their progress toward the IEP objectives.	

COMMENTS: *[insert text, expand as needed]*

B. CREATING AN ENVIRONMENT FOR LEARNING		
B.1	The SLP creates an inclusive and caring environment in which each individual is respected and valued.	
B.2	The SLP establishes effective routines and procedures, maintains a safe and orderly environment and manages transitions to maximize instructional time.	
B.3	The SLP manages and monitors student behavior to maximize instructional time.	

COMMENTS: *[insert text, expand as needed]*

C. TEACHING FOR LEARNING		
C.1	The SLP communicates the objectives from the Individual Education Plan (IEP) and the directions and procedures for the daily activities to the students.	
C.2	The SLP demonstrates content knowledge of speech and language development and therapy techniques.	
C.3	The SLP conducts the therapy session, addressing the specific areas of disability delineated on the IEP.	
C.4	The SLP provides opportunities that promote student responsibility, enhance interest in learning, and increase student engagement.	
C.5	The SLP provides feedback to students about their performance during therapy sessions using a variety of methods.	
C.6	The SLP reflects upon the session's effectiveness and uses that reflection in planning future instruction.	

COMMENTS: *[insert text, expand as needed]*

D. PROFESSIONALISM		
D.1	The SLP will provide constructive information on student performance to teacher and other professionals and will collaborate with these individuals regarding case management of the student, including the IEP team.	
D.2	The SLP informs the family about the progress of their child toward IEP goals and completes progress reports designated in the IEP.	
D.3	The SLP establishes and maintains professional relationships with peers and team members and functions as a member of an Intervention Assistance Team (when included as a team member by the school). The SLP participates in staff, district and school initiatives.	
D.4	The SLP improves professional knowledge and therapeutic skills by participating in professional development activities and applies what is learned.	

COMMENTS: *[insert text, expand as needed]*

Evaluator's Signature _____

Date _____

Distribution: SLP
 Evaluator

ATTACHMENT 18-C

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT

SPEECH & LANGUAGE PATHOLOGIST (SLP) EVALUATION REPORT

SLP: _____
Building Assignment(s): _____
Observation Dates: _____

Evaluator: _____
Building: _____
Conference Date: _____

A. PLANNING AND PREPARING FOR LEARNING

[insert text, expand as needed]

B. CREATING AN ENVIRONMENT FOR LEARNING

[insert text, expand as needed]

C. TEACHING FOR LEARNING

[insert text, expand as needed]

D. PROFESSIONALISM

[insert text, expand as needed]

*For limited contract teachers circle one: I do / do not recommend renewal of the limited contract
I do / do not recommend an extended limited contract in lieu of a
continuing
contract (for tenure eligible teachers)*

Evaluator's Signature _____

Date _____

SLP's Signature _____

Date _____

Signature by the SLP does not necessarily indicate approval by the SLP.
The SLP may submit a written response to this report.

Distribution: SLP
 Education Center

ATTACHMENT 19

Beginning January 1, 2022 (Modified Ideal Plan 3.2):

**BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT
SUMMARY OF INSURANCE SPECIFICATIONS -- CONSORTIUM MODIFIED IDEAL PLAN**

Benefits	Network	Non-Network Facility Charges
Benefit Period	January 1 st through December 31 st	
Dependent Age Limit	26; Removal upon Birthdate	
Working Spouse Language	Applies to Medical & Prescription Drug (member must opt in to both)	
Pre-Existing Condition Waiting Period	None	
Blood Pint Deductible	0 pints	
Lifetime Maximum	Unlimited	
Benefit Period Deductible - Single / Family ¹	\$250/\$500	\$500/\$1,000
Coinsurance	90%	70%
Coinsurance Out-of-Pocket Maximum (Excluding Deductible) - Single / Family	\$250 / \$500	\$500 / \$1,000
Maximum Out-of-Pocket For Deductible and Coinsurance Combined (excluding co-pays) - Single / Family	\$500/\$1,000	\$1,000 / \$2,000
Physician/Office Services		
Office Visit (Illness/Injury) ²	\$15 copay, then 100%	70% after deductible
SCP	\$20 copay, then 100%	70% after deductible
Urgent Care Office Visit ²	\$35 copay, then 100%	70% after deductible
All Immunizations	100%	70% after deductible
Preventative Services		
Office Visit / Routine Physical Exam (Age 21 and older) ²	100%	70% after deductible
Well Child Care Services including Exam and Immunizations (To age 21) ²	100%	70% after deductible
Well Child Care Laboratory Tests (To age 21)	100%	70% after deductible
Routine Mammogram (One per benefit period)	100%	70% after deductible
Routine Pap Test (One per benefit period)	100%	70% after deductible
Routine Lab, X-rays and Medical Tests (All ages)	90% after deductible	70% after deductible
Routine Colonoscopy and Sigmoidoscopy Services (All ages)	100%	70% after deductible
Outpatient Services		
Surgical Services	90% after deductible	70% after deductible
Diagnostic Services	90% after deductible	70% after deductible

Physical Therapy, Occupational Therapy and Chiropractic Therapy - Facility and Professional (Professional subject to medical review after 20 visits)	\$20 copay, then 90% after deductible	70% after deductible
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Benefits	Network	Non-Network Facility Charges
per benefit period)		
Speech Therapy - Facility and Professional (Professional subject to medical review after 10 visits per benefit period)	\$20 copay, then 90% after deductible	70% after deductible
Cardiac Rehabilitation	90% after deductible	70% after deductible
Emergency use of an Emergency Room	\$100 copay, then 90% (copay waived if admitted)	
Non-Emergency use of an Emergency Room ³	\$250 copay, then 90% (copay waived if admitted)	\$250 copay, then 90% (copay waived if admitted)
Inpatient Facility		
Semi-Private Room and Board	90% after deductible	70% after deductible
Maternity	90% after deductible	70% after deductible
Skilled Nursing Facility	90% after deductible	70% after deductible
Additional Services		
Ambulance	90% after deductible	70% after deductible
Durable Medical Equipment including Prosthetics Appliances and Orthotic Devices	90% after deductible	70% after deductible
Home Healthcare	90% after deductible	70% after deductible
Hospice	90% after deductible	70% after deductible
Organ Transplants	90% after deductible	70% after deductible
Private Duty Nursing	90% after deductible	70% after deductible
Mental Health and Substance Abuse – Federal Mental Health Parity		
Inpatient Mental Health and Substance Abuse Services	Benefits paid are based on corresponding medical benefits	
Outpatient Mental Health and Substance Abuse Services		
Prescription Drug		
Retail Program without Oral Contraceptive Coverage (Additional Covered Benefits: Anorexiant (Weight Loss Medications); Exclusions: Immunization Agents)- 34 Day Supply	\$10 Generic / \$15 Formulary Brand / \$25 Non Formulary Brand	
Mail Order Program without Oral Contraceptive Coverage (Additional Covered Benefits: Anorexiant (Weight Loss Medications); Exclusions: Immunization Agents) - 90 Day Supply	\$20 Generic / \$30 Formulary Brand / \$50 Non Formulary Brand	

Non-Contracting and Facility Other Providers will pay the same as Non-Network.

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

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

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

¹Maximum family deductible. Member deductible is the same as single deductible.

²The office visit copay applies to the cost of the office visit only.

³Copay waived if admitted. The copay applies to room charges only.

MEMORANDUM OF AGREEMENT CONCERNING
SUPERINTENDENT'S MEMORANDUM
ON STAFF MEETINGS

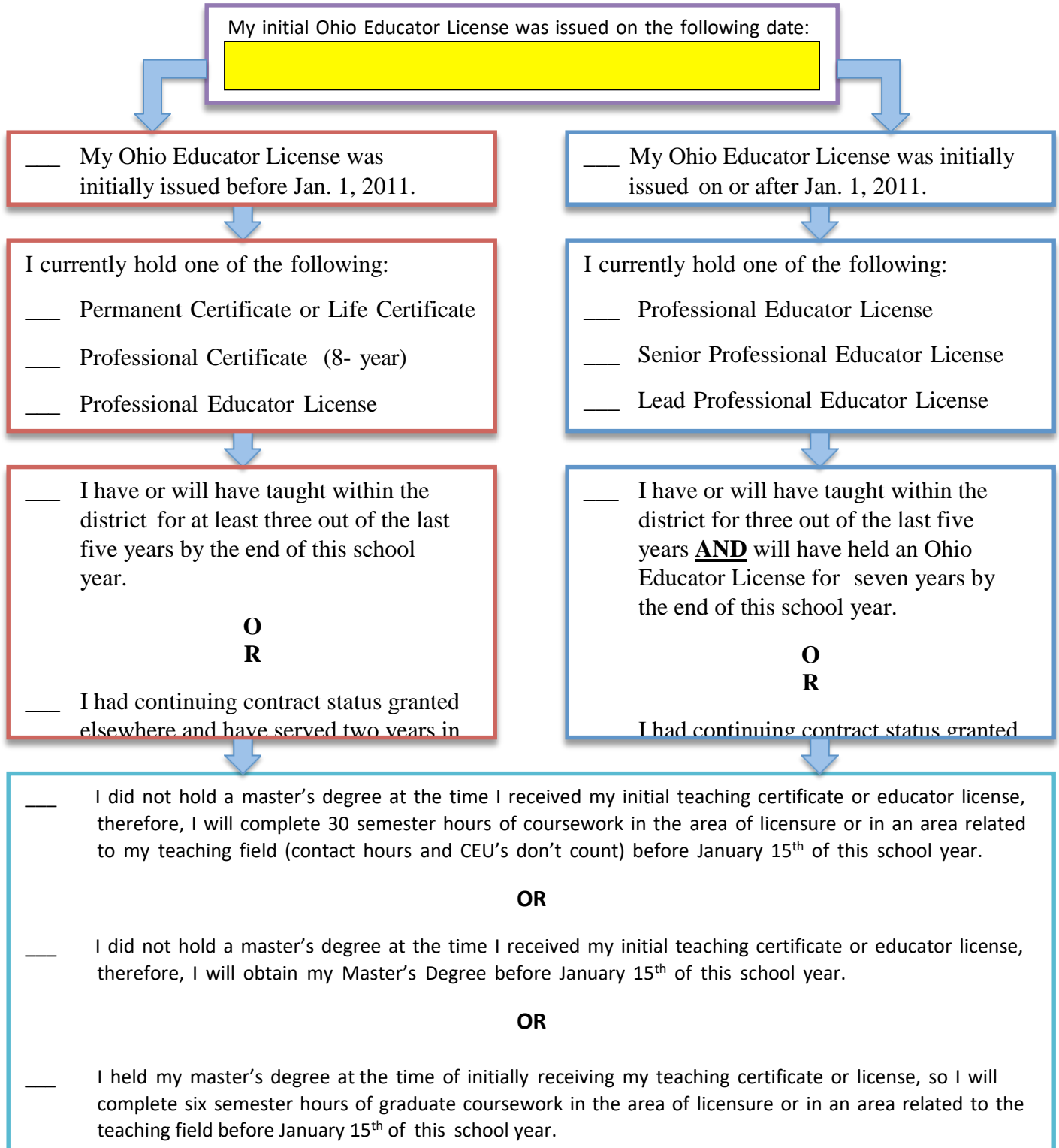
In order to resolve concerns raised by the B.E.A. concerning the efficient and effective communication to staff members, the Superintendent will issue a memorandum to all building administrators reminding them about the demands placed on staff as a result of the number of meetings throughout the workday and encouraging them to use written forms of communications in lieu of staff meetings where that information can be effectively communicated without the need for staff input and interaction. The memorandum will further encourage administrators to limit the duration and frequency of routine building staff meetings to no more than one (1) hour per month. The memorandum will further advise building administrators to allow for individual circumstances where a teacher is unable to attend a staff meeting or must leave early because of a professional or family conflict (e.g., child care, doctor appointments, supplemental contracts, etc.).

CONTINUING CONTRACT APPLICATION

NAME: _____ DATE: _____

EVALUATOR: _____ ASSIGNMENT: _____

Directions: Enter the issuance date of your initial license then work your way down the red or blue pathway. In order to be eligible for Continuing Contract, you must be able to check off one statement in each box until you reach the bottom of the flow chart.



Applicant

I hereby certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of obtaining continuing contract within the Brecksville-Broadview Heights CSD.

Applicant's Signature: _____ Date: _____

Application must be submitted to building principal on or before September 15th.

Principal

Date of Submission: _____

Administrator's Signature: _____

Central Office

The application has been reviewed and it has been determined that the applicant has:

Met the requirements to be considered for continuing contract. Not met

the requirements to be considered for continuing contract.

Notes: _____

Signature:

Date: