

Columbus Education Association



**Master
Agreement
2022–2025**



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AGREEMENT

between

**THE
COLUMBUS BOARD
OF EDUCATION**

and

**THE
COLUMBUS
EDUCATION
ASSOCIATION**

2022–2025

To be in effect until midnight
of the day before the first
regular teacher contract day of
August, 2025

Dear CEA Family,

This is your copy of the new *Master Agreement* between the Columbus Education Association and the Columbus Board of Education. It is imperative that every CEA member read and understand the contents of this Agreement. It represents the many hard-fought rights that have been won and how these impact our professional obligations. This contract outlines improvements to our working conditions and continues to be a tremendous step forward in the effort to fight for the schools *#ColumbusStudentsDeserve*.

This Agreement embodies the hard work and sacrifice of many members. Thanks are owed to the Bargaining Team for the countless hours they invested to bring this contract to completion. Regina Fuentes, our Spokesperson, deserves our gratitude for being the voice of this campaign. The Membership Action Team, Picket Captains, and our CEA Faculty Representatives deserve our thanks for the amazing job they did organizing membership at every level. To the many members who stood united and rejected an unacceptable contract offer, your courage and commitment to our students and community will not be forgotten. Much appreciation to our OEA and NEA leadership, whose support was greatly needed. Many thanks to the CEA staff who kept the office running while organizing the strike. Lastly, thank you to our friends in the labor movement, and politicians who supported CEA during this contract campaign.

Much precious time was spent fighting for this contract. It is our duty to enforce it in order to maintain its worth. The Board and CEA have agreed to make this commitment. Every teacher and administrator are obligated to enforce this legally binding contract.

In Solidarity,

A handwritten signature in black ink that reads "John Coneglio". The signature is written in a cursive, flowing style.

John Coneglio

CEA Negotiations Team

Core Team

John Coneglio	Chief Negotiator, President
Teri Mullins	Chairperson
Phil Hayes	Vice President/Recorder
Annelise Taggart	Recorder
Traci Arway	Member
Carla Davis	Member
Kevin Daberkow, Ph. D.	Member
Vicki Evans	Member
J Sanchez	Member
Jeremy Baiman	OEA Labor Relations Consultant

Team Members

D Keith Adams	Renee Kelley
Ben Alexander	Megan Kelly
Maria Angel	Jen Kinkela
Carol Ball	Karen Krueger
Michael Barnes	Jennifer Kuhns
Heather Barnett	Mandy Lord
Heidi Baxter	Cindy Love
Donna Benke	Amy Mondillo
Joe Bernowski	Karen Nussdorfer
Sandi Bopp	Cynthia Price
Karen Bromberg	Jennifer Riley, Ph.D.
Becky Coyne	Charley Risby, Ph.D.
Kriston Crombie Stotik	Taraja Shephard Allen
Gerry Curran	Mona Simons
Cassandra Daniels	Denise Sizemore
Angel Dyer Sanchez	Cynthia Smithers
Keith Emrick	Andrea Tippery
Claudia Eschelbach	Amanda Viau
MD Ferguson	April Walsh
Regina Fuentes	Chris Weyand
Ellen Giovinazzo	Scott Wilson
Ashley Green	Connie Workman, Ph.D.
Jennifer Harvey	Benita Wright Smith
Tai Hayden	Laura Young
Tracie Helmbrecht	Matt Yuhasz
Megan Hinz	Angy Zalenski
Hal Howard	Dwayne Zimmerman
CJ Jamison	Jennifer Zutterling

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Columbus Education Association

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Part I

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AGREEMENT
between the
COLUMBUS BOARD OF EDUCATION
and the
COLUMBUS EDUCATION ASSOCIATION

This Agreement entered into at Columbus, Ohio, this 22nd day of August 2022, between the Columbus Board of Education of the Columbus City School District (hereinafter referred to as the “Board”) and the Columbus Education Association (hereinafter referred to as the “Association or CEA”).

Chapter 100

Article 101
Recognition

101.01 The Board recognizes the Association as the sole and exclusive bargaining representative for all teachers of the District. For purposes of this Agreement, the term “teachers” shall mean the certificated teaching employees of the Columbus City School District including, but not limited to, certificated/licensed teachers, nurses, occupational therapists, physical therapists, dental hygienists, full-time (minimum of six (6) hours per day and a minimum of thirty-seven (37) weeks per year) hourly-rated teachers, part-time employee positions that are scheduled for more than twelve (12) hours each week during the school year and require licensure from the Ohio Department of Education (“part-time teachers”), part-time hourly-rated tutors who work regularly during the majority of the school year, latchkey teachers and instructional support substitutes. “Teachers” shall also mean other regular full-time professional staff members except classified and civil-service type personnel and except instructional assistants and educational media aides. Members of the bargaining unit as defined above may hereinafter be referred to as “teachers” or “members of the bargaining unit.” However, only those provisions of this Agreement which are specifically identified as applicable to hourly-rated tutors, latchkey teachers, instructional support substitutes, and part-time teachers shall apply to such employees. The bargaining unit shall include a person hired as a regular contract teacher who (a) fails to pass the appropriate PRAXIS test(s) within the first sixty (60) work days and (b) serves in the same assignment for more than forty-five (45) days so long as the person is continued in that same assignment. All employees herein defined as teachers shall be members of the bargaining unit, but said bargaining unit shall exclude the Superintendent, Deputy Superintendent, assistant Superintendents, principals, assistant principals, and other administrative or supervisory personnel. “Other administrative or supervisory personnel” shall include any certificated or professional employee having the authority to responsibly direct other certificated or professional employees and the authority to hire, transfer, assign, promote, discharge or discipline other certificated or professional employees, or to responsibly recommend such action.

101.02 Subcontracting

A. Prior to subcontracting work that has been typically performed

by teachers as defined in Section 101.01, the Superintendent or designee shall notify the President of the Association, in writing, about the work to be subcontracted and the proposed start and completion dates. At the request of the President of the Association, a meeting will be held with the Superintendent and/or designees to determine the feasibility of performing the work in-house. The Board retains the right to make the final determination about subcontracting any work.

- B. During the term of this Agreement the Board shall not layoff any members of the bargaining unit as a result of the subcontracting of work being performed by members of the bargaining unit, whether such a resulting layoff actually precedes or follows the initiation of the subcontracted work.
- C. At no time, except as agreed upon by the Board and the Association, shall the number of subcontracted positions performing bargaining unit work exceed fifteen (15) percent of the total number of bargaining unit members on payroll, on a full-time equivalent (FTE) basis, as provided to the Association consistent with the provisions of Article 109.02(A). A list of all subcontracted positions performing bargaining unit work shall be provided to the Association concurrently and shall include the position title, FTE(s), and vendor.

Article 102

Responsibility of the Board

It is recognized by the parties that the Board is invested by the laws of the State of Ohio with the management and control of all the public schools in the Columbus City School District. The authority shall include, but shall not be limited to, the right to hire, discharge or discipline teachers, subject to the terms of this Agreement and applicable law, and the authority to make such rules and regulations, subject to the terms of this Agreement and applicable law, and the authority to make such rules and regulations, subject to the terms of this Agreement and applicable law, as are necessary for the government of the public schools, the employees of the Board and the pupils of the schools. Nothing in this Agreement shall constitute a derogation or transfer of the authority of the Board as established by the laws of the State of Ohio.

Article 103

Authority of the Superintendent

The administrative authority of the Board shall be implemented by the Superintendent, Deputy Superintendent, assistant Superintendents, principals, assistant principals, and other administrative or supervisory personnel employed by the Board. The Superintendent shall have the sole authority to direct, assign and transfer teachers, subject to the terms of this Agreement and applicable law.

Article 104

Responsibility of the Association

The Association shall represent all teachers of the Columbus City School District equally and without discrimination, regardless of their membership or non-membership in the Association.

Article 105

Equal Employment Rights

Members of the bargaining unit will not be discriminated against in anyway in the exercise of their employment rights or their rights un-

der this Agreement because of race, sex, sexual orientation, religion, color, national origin, age, gender identity or expression, ancestry, familial status, military status, disability, genetic information or any other legally protected category. The Board and administration will comply with all federal, state and local fair employment laws.

Article 106

Continuous Performance Pledge

106.01 The Association agrees that it will neither cause nor sponsor any strike, “study day,” “professional holidays,” or other work stoppage during the period of this Agreement. In the event that the Association violates this provision, it shall be subject to appropriate legal penalties and the Board shall be entitled to any other appropriate relief available under law.

106.02 Any teacher who initiates or participates in a strike or other act prohibited by this article will be subject to appropriate legal penalties and the Board shall be entitled to any other appropriate relief available under law.

106.03 The Association will make every reasonable effort to prevent or terminate violations of the pledge.

Article 107

Present Policies

To the extent that any provision of the *Administrative Guide*, other Board policy, regulation or procedure conflicts with an expressed provision of this Association-Board Agreement, the provisions of the Association-Board Agreement shall have precedence.

Article 108

Board-Association Consultation

108.01 During the term of this Agreement, the Board or its administrative agents shall make it a practice to advise the Association President or designees prior to the adoption of new or substantially revised citywide policies, programs or procedures of significant importance to and directly involving teachers.

108.02 During the term of this Agreement, the Superintendent and designees shall meet on a regular basis, generally once a month, with not more than five (5) representatives of the Association to discuss matters of policy, procedure, safety, reports of outstanding payments owed to teachers and proposed payment dates, and programs of the school district. In order to promote a free exchange of views, all matters discussed in such meetings shall be considered confidential by all parties unless otherwise noted in the meetings.

108.03 All Administrative forms provided by this Agreement shall be mutually acceptable to the Board and the Associations, subject to binding Arbitration in case of dispute. The development of such mutually acceptable forms shall include discussion between the parties of the procedures for the use of such forms. In the event mutual agreement on a form does not occur, the Board shall be free to utilize its preferred form until an arbitrator renders a decision.

108.04 All school forms developed by the school district shall be free of sexual stereotyping. The school system may continue to use supplies of forms presently in stock. The Association may advise the administrator of Labor Relations of any forms in need of revision. No form that is in violation of this article shall be the subject of a grievance unless that form has been identified as

provided above. Existing supplies of such a form may be continued in use until liquidated.

108.05 The Board and the Association shall establish an attendance advisory committee. The committee shall be composed of five (5) representatives appointed by the Superintendent and five (5) representatives appointed by the Association. The committee shall review data to analyze patterns and reasons for employee absences and make recommendations regarding comprehensive, research-based strategies to address the causes of absences. The committee shall meet during the 2019–2020 school year, and it shall make a report to the Joint Labor-Management Committee pursuant to Section 108.02 by June 30, 2020. The committee shall disband on June 30, 2020.

Article 109

Rights of the Association

109.01 The President of the Association or designees shall have the right to visit all schools in the District for the purpose of carrying out Association business. Upon entering a school, the President or designee shall first notify the principal of the visitation. In the absence of the principal, notification shall be to the assistant principal or a school office employee. In no event shall such visits interfere with or interrupt typical school operations.

109.02

- A. Unless otherwise mutually agreed upon, the Board shall continue to supply the Association by the second work day following the pay date, or as soon as possible thereafter, with electronic media containing personnel information for members of the bargaining unit from the computer personnel file. The electronic media shall contain the following data: employee name, street address, city, ZIP code, race code, areas of certification, hire date, Board date, department code, administrative location code, facility code, pay plan, percent of employment, class code and description, check location code and description, dues deduction types and amounts and date. In the event the Board cannot reasonably continue to supply such information in such manner, the parties will meet to determine a feasible course of action. The Board will not be arbitrary or capricious regarding this matter and will notify the Association as soon as practicable whenever they determine the electronic media will be delayed.
- B. The Board of Education shall supply the Association with names and addresses of all new teachers and their administrative assignments within one (1) week after official Board action employing such teachers.
- C. Twenty-five (25) copies of the annual *Building Staff Assignment Directory* and twenty-five (25) copies of the annual *Employee Directory* will be provided to the Association if and when such publications are typically distributed.
- D. The information provided in A, B and C above shall be only for the private use of the Association.

109.03 Membership Dues Deduction

- A. Membership dues of the Association and its district, state and national affiliates, shall be deducted in nineteen (19) equal installments for teachers on plan A and twenty-four

(24) equal installments for teachers on plan B on dates defined in Chapter 1400 on the basis of written authorizations supplied by the Association to the Treasurer. The Treasurer shall transmit dues to the Association one (1) Columbus City School business day following the pay date in which the pay was received by the employee or as soon as possible thereafter. Such deduction shall be irrevocable for periods of one (1) year except that authorizations may be withdrawn during a period of fifteen (15) days each year ending September 15, providing that notifications of withdrawal are submitted to the Treasurer during such fifteen (15) day period. The Association shall keep on file a copy of each individual's deduction authorization form.

- B. Authorization shall be on a continuing basis from year to year unless withdrawn in keeping with provision 109.03(A) above. Such withdrawal must be submitted in writing to the Treasurer of the Board, with a copy to the Association. The effective date for a new authorization or a change in an existing authorization shall not be later than the earning period following submission of the new or changed authorization.
- C. The Association shall supply the Treasurer with the dues structure for the following school year by July 1 of each year.
- D. The balance of the annual deductions shall be deducted from the final paycheck of a member resigning the member's position, receiving an unpaid leave of absence, leaving a bargaining unit position or terminating the member's employment after the opening of school.
- E. The Association will indemnify the Board and Treasurer against liability for all deductions made in accordance with these provisions.
- F. The Association will compensate the Board in the amount of fifteen cents (\$.15) per member per year for the payroll deduction service to be deducted from the first deduction period each school year.
- G. The Board will provide the Association with a single printout for all organizations showing the members from whom dues were deducted and the appropriate organization. This itemized statement with a transmittal letter will be prepared monthly.
- H. The Association shall have exclusive payroll deduction rights for union dues for members of the bargaining unit.
- I. ***Payroll Procedures and Deductions***
 - 1. United Way deductions shall be continuous from year to year until canceled in writing to the Treasurer's Office. Changes will be made by completing new option cards during the annual campaign period.
 - 2. Salary reductions for annuities and Section 125 accounts shall be determined by dividing the yearly amount by the appropriate number of pay dates per employee.
 - 3. Deductions for missed dues shall be recovered and collected within thirty (30) days of knowledge of the omission. The Association will be promptly notified in writing whenever the above occurs.
 - 4. Amounts for credit union deductions, Association dues, and TBS shall be electronically transmitted by the next Columbus City Schools business day following the

- employee's pay date.
5. Amounts for annuities and flexible spending accounts shall be electronically transferred by the third Columbus City Schools business day following the employee's pay date when ACH transfer is available.
 6. Bargaining unit members desiring to change from pay plan A to plan B or plan B to plan A must do so during the open change period of June 1 to the end of the first week of the next school year.
 7. When an employee's bank account is debited by the Treasurer's Office, a credit with the corrected amount must be made at the same time (or manual check on pay date). Advance notification of these actions should be given to the employee as soon as possible.
 8. Errors in sick leave and personal leave shall be reported to the Treasurer's Office on a form mutually agreed to by the Board and the Association. Every effort will be made for necessary corrections to be made in a timely fashion generally on the paycheck following the receipt of the report. The processing date of a payroll may cause this correction to be delayed until the following pay date. Whenever corrections are not made on the next paycheck, the Association will be promptly notified.
 9. Every effort will be made to correct errors in deductions and entitlements by the following pay date that the error was reported. The processing date of a payroll may cause this correction to be delayed until the following pay date.
 10. Tutors shall be paid biweekly after submitting to the payroll office a biweekly certification of hours actually worked. Tutors must submit an enrollment sheet to the office of special education on a monthly basis.
 11. Printouts of information provided to the Association may be replaced, by mutual agreement, by electronic media.
 12. Supplemental wages will be included in the regular paycheck. The federal tax deduction will be calculated according to method B for supplemental wages in the IRS Circular E, Employer's Tax Guide.
 13. Current practice shall be followed for payment of supplemental duties that are not provided for in Article 905 of the current Agreement with the new biweekly pay plan.
 14. Unused sick leave shall be cumulative without limit. For contract teachers, sick leave shall accumulate at a rate of fifteen (15) days per year. All such teachers shall be credited with one and one-half (1.5) days at the end of each month. The accruals will occur September through June.
 15. The benefits provided in Article 806, 807, 808, and 809 shall be effective for newly employed members of the bargaining unit on the first day of the month after the first thirty (30) calendar days of employment. Such benefits shall terminate on the last day of the month for which the employee has paid for such coverage in case of retirement. Resignations to be effective for the next school year or during the school year will result in insurance benefits being terminated on the last day of the month of the effective date of the employee's resignation. In calculating the "final pay" the treasurer

will add back in any prepaid insurance premiums to the day of the pay. The “final pay” shall be made by the thirtieth (30th) calendar day after the teacher’s last work day or the date the Superintendent received the teacher’s written notice of resignation, whichever is later. Coverage for members of the bargaining unit electing coverage under Article 805 shall be in accordance with the biweekly payroll and deduction schedule.

16. Payment for performance of extra duties listed in 905.01 shall be made in a single payment as soon as practicable following the completion of the performance of the extra duty. Payments shall be made on the sixth, thirteenth, fifteenth and twenty-first pay dates.
17. Government savings bonds deductions shall be provided by January 1, 1998.
18. Eligible tutors may elect the health benefits provided in Article 806 of this Agreement, the dental insurance coverage provided in Article 807 of this Agreement, and the vision insurance coverage provided in Article 808 of this Agreement. The Board shall pay a proportionate percent of the cost of such insurance, and the eligible tutor shall pay the balance of the premium by the payroll deductions schedule, based upon the number of hours for which the particular tutor is scheduled per week, as follows: fifteen (15) to twenty-five (25) hours, the Board shall pay fifty (50) percent and the employee fifty (50) percent of the cost; more than twenty-five (25) hours, the Board shall pay seventy-two (72) percent and the employee shall pay twenty-eight (28) percent. Determination of eligibility and percentage contribution based on hours is set forth in Sections 1008.05–.06.
19. Election of the coverages must be made during the annual open enrollment period for tutors.
20. The joint Association/Board Payroll Committee that includes the Treasurer or designee will meet as often as necessary to review and correct procedures with regard to the bi-weekly payroll system. The parties are committed to arriving at solutions, short of the grievance process, to any unanticipated problems that may arise from implementation of the biweekly payroll.

109.04 The Association shall be provided bulletin board space in the area of teacher mailboxes in each school for the posting of notices and other materials relating to Association activities. Such notices and other materials shall not include campaign materials or endorsements for candidates in local, state and national public elections. Such materials may be posted by teachers in teachers’ lounges. The bulletin board space shall be identified with the name of the Association and Association faculty representative(s) who has the responsibility for maintaining the bulletin board.

109.05

- A. During the term of this Agreement, principals, assistant principals, school clerks, secretaries and other office personnel shall not distribute nor post materials from any employee union or similar organization except to distribute mail which is addressed to employees by name or except

where the employee is posting or distributing materials as a function of such employee's role in such an organization.

B. The Association shall be included on a regular school building mail route.

109.06 Representatives of the Association shall be permitted to transact Association business on school property at reasonable times with the approval of the principal, without charges, provided that this shall not interfere with or interrupt typical school operations. Such approval shall not be arbitrarily or capriciously withheld.

109.07

- A. The President and/or Vice President of the Association, upon request of the Association by June 1, shall be granted an unpaid leave of absence. Such leaves shall be granted for one (1) school year and shall be renewed upon request of the Association by June 1 of each year. The specific individuals on such leaves shall not be changed during the school year except as a result of a change in elected officers of the Association and with thirty (30) days notification to the Board. The President and Vice President shall be given full experience credit on the salary schedule for the period of such leave.
- B. Upon request of the Association by June 1, up to ten (10) additional designees of the Association shall be granted unpaid leaves of absence. Such leaves shall be granted for one (1) school year and shall be renewed for one (1) school year upon request of the Association by June 1. The increase from six to 10 designees shall be effective in the 2001–2002 school year. Such designees shall not be changed during the school year.
- C. The Association shall reimburse the Board for the cost of the teacher's and Board's contributions to the State Teacher Retirement System on behalf of each teacher on leave as provided in Paragraphs A and B above, which will include the cost for up to 55 additional days (for a total of up to 250 days in each school year) at the teacher's daily rate of pay based on the salary schedules in Article 902. The continuation of insurance benefits for such teachers shall be contingent upon timely monthly payment of the premium to the Board.

109.08 The Association faculty representatives and/or governors may request the principal's permission to use individual school office equipment and audio-visual equipment when such equipment is not otherwise in use. Such permission shall not be arbitrarily or capriciously withheld.

109.09 Upon written request to the Board prior to September 30, the Association shall be provided a regularly scheduled period of fifteen (15) minutes of air time each week on WCBE Radio after 3:30 p.m. for educational programs and announcements (so long as the Board retains the license for WCBE).

109.10 The members of the Association's Board of Governors and/or the Association's faculty representatives shall be permitted to work on Association business in their assigned school buildings until the arrival of their pupils each morning and immediately after their pupils' departure each afternoon provided such activities do not interfere with the regular school responsibilities of such

governors and faculty representatives. In addition, members of the Association's Board of Governors and the Association's faculty representatives shall be permitted to leave their assigned school buildings after their pupils' departure in the afternoon in order to attend scheduled meetings of the Association provided such scheduled meetings do not interfere with the regular school responsibilities of such. Governors and faculty representatives who leave their assigned school buildings after their pupils' departure in the afternoon shall advise the building administrator of the nature of their departure.

109.11 Representatives of the Board will not interfere with the faculty representative in scheduled hearings where the teacher is entitled to representation as provided in this Agreement. However, nothing in this provision is intended to limit, in any manner, the authority of the principal to give direction or to discipline the faculty representative except as provided in the scope of this article.

109.12 Board representatives will advise the Association President of the payroll deduction procedures which will be followed by the Board for contributions to Teachers for Better Schools (TBS), to the United Negro College Fund (UNCF) and/or to the Ohio Tuition Trust Authority (OTTA). Such procedures will include furnishing the names and addresses to the appropriate organization of teachers making such contributions to TBS and such procedures will be developed in consultation with the Association. The reasonable cost recovery realized by the Board shall not exceed two cents (\$.02) per month per deduction for TBS.

109.13 The Association Senior Faculty Representative in each Columbus school will not be assigned duties during the bargaining unit member's duty period.

109.14 The Association will take the primary responsibility for the distribution, collection and filing of deduction forms or cards for charities named in this article.

Article 110

Grievance Procedure

110.01 During the course of this Agreement, problems may arise concerning the alleged violation, misinterpretation or misapplication of the provisions of this Agreement. When such problems arise, an attempt should be made to settle them informally by the teacher or teachers involved and the immediate administrative supervisor. During the effort to settle such a problem at the informal level, the teacher or teachers involved shall advise the supervisor of the section or sections of the Agreement which relate to the problem. A problem which cannot be resolved informally will be processed as a grievance. The grievant(s) shall not be confined to the sections(s) referred to in this section when a formal grievance is filed.

110.02 Each grievance shall be processed in the following manner:

Step 1.

- A. Within ten (10) school days after the occurrence of the incident, which is the subject of the grievance, the teacher involved will reduce the grievance to writing, on a form provided by the Board and will present it to the building principal. Upon receipt, the principal will email to or place a copy of the grievance in the Association faculty representative's school mailbox.
- B. Within four (4) school days after the grievance is submitted,

the building principal will discuss the grievance with the teacher involved and attempt to resolve it.

- C. Within four (4) school days after this meeting, the principal shall notify the grievant of the decision in writing on the grievance form. Notification may be provided by email.

Step 2.

If the grievant is not satisfied with the decision concerning the grievance at Step 1, the teacher may, within four (4) school days of receipt of such decision forward the grievance to the Director of Labor Management and Employee Relations. The Superintendent shall schedule a hearing within ten (10) school days of receipt of the grievance, and shall notify the grievant and the Association of the time and place of such hearing. Within five (5) school days after such hearing, the Superintendent, or the Superintendent's designated representative at such hearing, shall notify the grievant of the decision in writing.

- 110.03** The failure of a grievant to appeal any decision to the next step within the time set forth for such appeal shall constitute a waiver of the right of further appeal, and a final disposition of the grievance shall be made on the basis of the last decision given. Any of the time limits established in this grievance procedure may be waived by mutual agreement of the parties.
- 110.04** All grievance hearings shall be held outside of the typical teaching hours of the grievant or grievants involved so as not to interfere with their teaching responsibilities. A representative of the Association shall have the right to be present and may, at the option of the grievant, represent the grievant at all steps of the grievance procedure and arbitration. A teacher shall not be represented or accompanied by a representative of any other employee organization at any grievance or arbitration hearing.
- 110.05** In the event there is a grievance which involves a number of teachers in one school, it may be submitted as a group grievance. The teachers involved in the grievance will be named on the grievance form.
- 110.06** The Association may file a grievance at Step 1 on behalf of an individual or on behalf of a group of teachers in one school, or it may file a group grievance at Step 2 on behalf of itself or on behalf of a group of teachers in more than one school.
- 110.07** As used above in this grievance procedure, the term "school day" shall mean a day when school is in session for students and teachers. If a grievance occurs in such a way that time lines would take the process beyond the end of the typical school year, or if a grievance arises during the summer break beyond the typical school year, the parties, by mutual agreement, may opt for the grievance to proceed beyond the school year, in which case the term "school day" shall mean a weekday (Monday through Friday) excluding legal holidays.

Article 111
Arbitration

- 111.01** If a grievance is not resolved to the satisfaction of the grievant at Step 2 of the grievance procedure above, the Association may make a written request for arbitration within thirty (30) calendar days after receipt of the decision of the Superintendent or designated representative.
- 111.02** Within three (3) days after this written request for arbitra-

tion, the Board and the Association shall attempt to agree upon a mutually acceptable arbitrator and shall obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the specified period, a request for a list of arbitrators shall be made jointly to the American Arbitration Association. An arbitrator shall be selected from the list submitted by alternately striking names from the list.

111.03 The arbitrator so selected shall be requested to hold a hearing on the earliest date available, and unless such time is extended by mutual agreement, shall issue the arbitrator's decision not later than thirty (30) days from the date of the hearing. The arbitrator's decision shall be in writing and shall set forth the arbitrator's findings of fact, reasoning, and conclusions on the issue submitted.

111.04 The parties recognize that the Board of Education is legally charged with the responsibility of operating the school system. The sole power of the arbitrator shall be to determine whether the terms of this Agreement have been violated, misinterpreted or inequitably applied, and the arbitrator shall have no power or authority to make any decision which modifies, alters or amends any terms of this Agreement or which is violative of the terms of this Agreement. The arbitrator shall not substitute the arbitrator's judgment for that of the Board, except in the following circumstances:

A. Where an issue to be determined by the arbitrator is an issue of fact.

B. Where the issue before the arbitrator involves the interpretation of the terms of this Agreement.

111.05 The decision of the arbitrator shall be submitted to the Board and to the Association and subject to law and the foregoing stipulations of this Agreement, shall be final and binding in respect to the interpretation, meaning or application of any provision of this Agreement. Other recommendations of the arbitrator shall be advisory only and no judgment may be entered thereon.

111.06 The costs for the services of the arbitrator, including per diem expenses, if any, and actual and necessary travel and subsistence expenses, as well as the related cost of the American Arbitration Association services, shall be borne totally by the loser. The arbitrator shall designate in the arbitrator's award the prevailing party, or the predominately prevailing party, and shall submit all charges to the other party for payment. Such charges shall not be divided by the arbitrator between the parties in any manner or under any circumstances without prior approval of both parties. The expenses of witnesses and other representatives shall be borne by the party they represent. A stenographic record of the arbitration proceedings shall be made. Each party shall pay for its own copy of such record, and the parties shall share equally the cost of the arbitrator's copy. The parties may mutually agree to forego a stenographic record. ❖

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Chapter 200

Article 201

Academic Freedom

- 201.01** Teachers shall be guaranteed academic freedom. Such freedom shall be exercised within the bounds of general standards of professional responsibility, and shall not prohibit consultation and direction by Board representatives. The right to academic freedom herein established shall include the right to support or oppose political causes and issues outside of the teaching role and the teacher's school-related activities and relationships.
- 201.02** During the term of this Agreement, there shall be no general expansion of the citywide standardized testing program prior to discussion with representatives of the Association as provided in Article 108. This provision shall not restrict the Administration from modifying present tests, from substituting new tests for those tests presently being utilized so long as such substitution does not result in a significant increase in teacher duties related to test administration, from making minor additions to present tests, or from discontinuing a particular test and substituting a different test at that or another grade level so long as the new test does not result in a significant increase in teacher duties related to test administration. Teachers shall conduct testing and student assessment as required for the teacher's particular assignment.
- 201.03** In the event the school administrator changes a student's nine-week grade, the administrator will, as promptly as practical, notify the teacher who gave the original grade. In the event the school administrator changes a student's final grade, the administrator will initial and date such change and, as promptly as practical, notify the teacher who gave the original grade.

Article 202

Association Building Council (ABC)

- 202.01** Each school or CEA Association unit shall have an Association Building Council (ABC) to be organized during the first month of the school year, consisting of not less than five (5) teachers, which will meet with the principal and members of the staff at least once a month.
- 202.02** The Association Senior Faculty Representative shall be a member of the Association Building Council. Except as provided otherwise in this Agreement, two other members of the ABC shall be elected by secret ballot of the teachers at a general staff meeting and the remaining two members of the ABC shall be appointed by the principal. Schools having more than thirty (30) teachers shall, at the request of either the Senior Faculty Representative or the principal, elect one (1) additional ABC member and appoint one (1) additional ABC member as provided above, for every additional twenty (20) teachers or fraction thereof. All members shall serve by consent. The term of office shall be one school year.
- 202.03** The Association Building Council shall be advisory only and is intended to assist the principal and the school staff in developing policies and programs for the school involved. The ABC shall assume the responsibility for being knowledgeable about matters in this Agreement which relate to its functions.
- 202.04** The ABC shall elect a chairperson at its first meeting each year. The ABC chairperson shall prepare an agenda prior to each

subsequent meeting, after consultation with the principal. The ABC chairperson shall record the business of each meeting and shall make a written report of such business to the teachers. It shall be the responsibility of the principal, utilizing the office staff, to provide each teacher with a copy of the agenda no later than two (2) days after receiving it from the ABC chairperson and a copy of the ABC chairperson's report no later than five (5) days after receiving it from the chairperson. The length of the ABC chairperson's report is to be no more than five (5) single-spaced type-written pages unless a larger report is deemed necessary by the ABC chairperson and the principal.

202.05 Each professional staff member shall have the right to have matters placed on the ABC agenda and shall have the right to speak to the ABC on an item which the staff member has initiated unless a majority of the ABC shall vote to limit the discussion. The ABC's meetings shall be open to all teachers in the building, except that a majority of the ABC may declare executive session.

Article 203

Election of Department Chairpersons/Leaders

Prior to the last teacher work day of each school year, the teachers in each of the departments listed in Section 905.01 Assignment Group B may meet and elect one or more consenting candidates as nominees for the position of department chairperson/leader in each of their respective departments. Where no department exists, the Senior Faculty Representative or Association designee will conduct the election. In such an event, the names of the elected nominees shall be submitted to the building principal. The building principal shall include consideration of all such nominees, if any, in the final selection of teachers to serve as department chairpersons/leaders for the following school year. All selections shall be made with the consent of the chosen bargaining unit member. The selection shall typically be made by the close of the school year and the selection announced to the department members by such date. The basis for the selection of department chairpersons/leaders by the principal shall not be arbitrary or capricious.

Article 204

Length of Work Day

204.01 Teachers shall typically remain on duty until they have completed their professional duties, but in no event shall they leave the school prior to fifteen (15) minutes after the close of the scheduled student school day. It is understood that when split sessions are in operation, teachers will leave the schools after their students as soon as possible after 6 p.m.

204.02 The length of the student school day for all elementary schools shall typically be five and one-half (5 ½) hours per day, excluding the lunch period.

204.03 The length of the student school day for all middle and high schools shall typically be seven (7) hours per day, including one (1) class period for lunch.

204.04 Except as provided elsewhere in this Agreement, the regular work day for all full-time teachers is to be seven and one-half (7 ½) hours. Such seven and one-half (7 ½) hours shall include a duty-free lunch period and planning-preparation time. Teachers may contract individually with the Board for extra-duty assignments that may extend beyond the seven and one-half (7 ½) hour day. Full-time hourly-rated teachers and those members of the

bargaining unit not assigned to a regular school staff shall have a regular workday not to exceed eight (8) hours. In no event shall a teacher's workday begin before 7:15 a.m. or end after 4:45 p.m. except as specifically provided elsewhere in this Agreement, unless the teacher so elects from time to time, or unless the teacher elected employment for, or chose assignment to, a position with a posted work day beginning before 7:15 a.m. or ending after 4:45 p.m. Notification to teachers of a change of school day start and end times, for the following school year, shall be made prior to the beginning of the Article 211 process. Upon written notification to the Board, a teacher may request a voluntary staff reduction as the result of a change to school day start and end times.

204.05 In schools that vary their schedules from the typical teacher work day, teachers shall be provided lunch periods, conference periods, and other released-time periods stipulated by this Agreement for various assignments equal in minutes per week to those periods provided teachers in schools on typical schedules. Nothing in this provision shall prohibit the Board from developing innovative programs in certain schools so long as the staff in such a school, by secret ballot, votes approval of such innovation, provided no teacher is required to work in excess of the provisions of Section 204.04 above and provided no teacher is required to work in excess of the teacher's regular contract year. Prior to any such secret ballot vote, the Association Building Council shall study the proposed innovative programs and shall make recommendations to the staff.

204.06

- A. The lunch schedule shall be developed (if possible) by agreement between the principal and the Association Building Council. Absent an agreement, the final determination shall be made by the principal.
- B. No elementary teacher shall be deprived of at least a thirty (30) minute uninterrupted, duty-free lunch period, in the context of a sixty (60) minute student lunch period.

Article 205

Building Staff Meetings

205.01 All teachers assigned to a school building will be required to attend two (2) regular building-level staff/in-service meetings per month if called by the principal of that school. In-service meetings tied to the early release of students shall not count as one (1) of these two (2) meetings. In-service meetings will include topics related to multicultural education. Except in the case of emergency, or as provided below, such required staff/in-service meetings will not extend beyond forty-five (45) minutes after the teacher's scheduled workday.

205.02 In addition to the regular building-level staff/in-service meetings, the principal, in consultation with the Association Building Council, may schedule two (2) forty-five (45) minute building level staff meetings per month and/or extend one (1) required building-level staff/in-service meeting per month a maximum of thirty (30) minutes beyond the limitations in 205.01 above for purposes of staff development. Attendance at such additional meetings or extension will be voluntary unless a majority of the staff has voted by secret ballot to require attendance at a particular meeting. In the case of such meeting, at which attendance is required, the Association Building Council shall assist the

principal in developing the program and agenda.

- 205.03** Announcements concerning Association activities may be made by the Association's faculty representative at the conclusion of staff meetings.
- 205.04** Regular building-level staff/in-service meetings will typically be scheduled on Mondays. If, due to unusual circumstances, there is a need to hold a meeting on a different day, the staff will be advised as far in advance as is practical and reasonable. Except in the case of emergency, the principal shall not schedule building-level staff/in-service meetings in the afternoon of the first Thursday of each month during the regular school year.
- 205.05** The principal shall designate one full day at the beginning of the school year as being for the teacher's own professional utilization at the teacher's assigned building.
- 205.06** Notwithstanding Sections 205.01 and 205.04 above, citywide programs teachers who are assigned to school buildings may be required to attend two (2) citywide program after-school staff/in-service meeting on a pupil attendance day during the school year. Announcement of this meeting shall clearly state attendance is mandatory. This meeting shall not exceed one and one-half (1 ½) hours in length.
- 205.07** The parties agree that, in the event the Board determines to pilot a longer school year and/or longer school day during the term of this contract, the parties will bargain this issue in good faith recognizing that time is of the essence. Such pilot programs will not be implemented without agreement of the Association.

Article 206

Teaching Environment and New Buildings

- 206.01** Copying machine(s) (or technologically more advanced equipment) and computers shall be made available in the teachers' workspace, classrooms and/or teachers' lounges. The number of copiers and their capacity shall be equitably distributed among school buildings consistent with funds appropriated and budgeted for such purpose. Copiers shall be maintained and repaired as soon as possible. The district shall continue to implement secure, advanced technology for teacher access to enter school and student information.
- 206.02** Each classroom shall have sufficient chalkboard/whiteboard and bulletin board space and, effective January 2020, a telephone. Each classroom will have a computer and projection capability. In addition, students shall have equitable access to district technology. The Board shall continue to provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs pursuant to Board policy 2520.
- 206.03** Teachers shall be permitted to have coffee making devices and coffee and soft drink vending machines in the teachers' lounges as space permits. Teachers shall be permitted to have efficiency-type ranges, microwave ovens and refrigerators in teachers' lounges as space and the availability of utilities permit. All such devices and equipment shall be maintained by the faculty. Teachers shall not be required to perform the custodial duties in the staff lounge and shall not be required to prepare food, clean tables or perform other significant custodial chores in connection with the lunch programs. Teachers who use the staff lounge or use the appliances

in the staff lounge may be required to share in the cleaning of the appliances, to keep their personal property cleaned and stored and to leave their eating area in a clean and orderly condition. The expenditure of any profits realized from the above-mentioned vending machines shall be in accordance with guidelines established by the principal in consultation with the Association Building Council where the development of such guidelines are requested by the Association Building Council.

206.04 Classroom interruptions by the public address system shall be permitted only in the case of an emergency. Regular announcements may be made at any regularly scheduled time during the day. Other classroom interruptions for administrative or other purposes shall be held to a minimum.

206.05 The parties agree that consistent with Board appropriations, building budgets and the district facilities plan(s), all school buildings should be provided with adequate resources and equipment in a safe infrastructure, with reasonable attention to lighting and snow and ice removal in school parking lots. The Board shall make reasonable efforts, taking into account timing, transportation, cost and other relevant considerations, to address lack of power, heat or water in a building in a manner that is safe and promotes the well-being of students and teachers. Complaints about alleged non-compliance with EPA or OSHA regulations are subject to the following process, notwithstanding the provisions of O.R.C. 4167.10 (B)(1) regarding the existence of imminent danger:

- A. An employee or Association representative shall file in writing a health and safety complaint with the immediate supervisor or principal within five (5) work days of the occurrence of the alleged violation.
- B. If the immediate supervisor or principal does not respond in writing to the alleged violation to the satisfaction of the employee/Association within ten (10) work days, the employee or the Association may appeal the complaint to the Director of Buildings and Grounds by filing a written appeal with the director within five (5) work days of the immediate supervisor/principal's response or due date to respond. The director or designee shall respond in writing to the complaint within ten (10) work days of submission of the appeal. If the corrective action is identified in the response, then the response shall include a planned date of project completion.
- C. After receiving the response from the Director of Buildings and Grounds, a bargaining unit member who is dissatisfied with the disposition of the Health and Safety complaint may file a complaint with the Ohio Bureau of Workers Compensation Public Employees Risk Reduction Program (PERRP) using Form SH-6.

206.06 Not less than one room appropriately furnished and vented shall be reserved as a faculty lounge with workspace unless workspace is provided in another room.

206.07 Where an extension telephone for the use of the professional staff is not presently available in a school building, one shall be installed upon request of the Association Building Council. The location of the extension telephone shall be determined by the principal. Such telephones may not be locked during the typical

school day or teachers otherwise unreasonably inconvenienced in their use.

- 206.08** The Board recognizes that clerical responsibilities detract from the effectiveness of the classroom teachers; therefore, a continued effort shall be made, with this Agreement, to avoid substantive increases in such clerical work. However, the parties recognize that, in the event reductions in school personnel are necessary, such reductions may adversely impact the Board's effort.
- 206.09** The following shall be provided in each school built or substantially remodeled as a result of the passage of the November 2002 bond issue:
- A. A lunch area for teachers separate from that of pupils;
 - B. Adequate storage facilities in which teachers may store instructional supplies;
 - C. A workroom available for use of teachers containing the equipment and supplies necessary for the preparation of instructional materials.
- 206.10** The expenditure of any profits received from fundraising projects for a school's General Fund in which teachers were directly involved may be considered by the Association Building Council with appropriate recommendations to the principal.
- 206.11** Upon request, any teacher shall be advised in a reasonably prompt manner of the status of the various school fund accounts.
- 206.12** It shall be the responsibility of the building principal to see that the Board of Education's adopted expulsion, suspension and removal regulations are prominently posted in each respective building. This section is not subject to the grievance procedure.
- 206.13** Elementary classroom teachers required to permanently change classrooms on or after the workday prior to the first student attendance day during a school year, shall be provided one (1) school day without pupils to accomplish such move.
- 206.14** New and renovated elementary buildings shall be designed with rooms for art and music classes. The Board shall make reasonable efforts to designate specific rooms for both art and music in elementary buildings for the particular school year and physical facility. If in the unusual circumstance where an art or music room is under consideration for repurposing, the Superintendent or designee will provide written notice to the building Senior Faculty Representative for that building at least seven (7) days before repurposing. A meeting of the Association Building Council will be convened seven (7) days after the written notice for the purpose of providing Association representatives the opportunity to present alternative space allocation plans. If a space is repurposed, the Association Building Council will convene by the end of the school year to discuss the use of that instructional space for the upcoming school year.
- 206.15** Beginning with the 2023–2024 school year, teachers will be provided a secure location (e.g., cabinet, locker, or drawer) in which to lock personal items and/or confidential files.
- 206.16** The Board and the Association shall establish a Labor-Management Health and Safety Committee. The committee shall be composed of four (4) representatives appointed by the Board and four (4) representatives appointed by the Association. The duties of the committee will be to identify health and safety related problems, evaluate current and recommend, as appropriate, new

health and safety work practices and procedures, improve communication about the work order process, and promote awareness and encourage compliance with health and safety practices and procedures. The committee shall meet quarterly. A designee of the committee shall report at least annually to the Joint Labor-Management Committee pursuant to Section 108.02.

Article 207

Guidelines for Classroom Visitations and Teacher Conferences

The Association and the Board wholeheartedly support parent and community involvement in schools and encourage members of the community to visit the schools and confer with teachers. However, because of the potential interruption and disruption of children's education posed by uncontrolled classroom visitations and conferences, the Board hereby adopts as its policy the following guidelines for public or parental visitations in classrooms in order to minimize disruption of the educational process.

- A. All visitors must check in at the office upon entering the school.
- B. The visitor shall be escorted to the classroom unless the teacher is expecting the visitor and directions to the visitor will be sufficient. In the latter case, the teacher should be advised by the office so the teacher will know the office is aware of the visitor's presence.
- C. Where practical, visitations should be by prior arrangement with the teacher. Visitors should inform the teacher of the general purpose of the classroom visitation or conference in advance.
- D. Teachers shall have the right to reschedule a visitor when prior arrangements have not been made.
- E. Where practical, the visitor and teacher should arrange a conference to discuss a classroom visitation.
- F. No electronic devices will be used to make any audio or visual record of the visit or conference except by agreement of the teacher.
- G. Every effort will be made to minimize the amount of disruption caused by such visits. In the event a problem develops in a given school with regard to application of the guidelines provided in this article, an effort shall first be made by the teachers involved to resolve the problem directly with the principal before the filing of a grievance.
- H. The parties agree and acknowledge being responsive to parental requests for information or a conference is a high priority. If a parent is present at a building and is not being disruptive, the teacher shall make every effort to attend and participate in a conference with the parent if the principal or designee so arranges. If reasonably possible, the conference shall occur outside the student instructional day.

Article 208

Classroom Atmosphere

208.01 The Administration recognizes its responsibility to give all reasonable support and assistance to teachers with respect to the maintenance of control and discipline in the classroom. It is the responsibility of the teachers and Administration to provide an atmosphere within the classroom and within the school building that is conducive to learning. Administrators are to administer the discipline policy for their school or program and are to provide appropriate administrative support to teachers that is legal

and consistent with Board policy (currently including the Guide to Positive Student Behavior). Teachers and administrators are to abide by such specific Board-adopted disciplinary policy as may now be in existence or may be replaced or modified.

- 208.02** Teachers shall not administer corporal punishment. Nothing in this Agreement is intended to abridge the rights of teachers provided in Section 3319.41(G) of the Ohio Revised Code.
- 208.03** The principal, in consultation with the Association Building Council, will establish procedures for the administration of all forms of discipline within the school. Such will include procedures related to suspension and recommendation for expulsion. Written building discipline plans shall be in place at the beginning of the school year. Failure of a principal to establish a building discipline plan by the first day of student attendance is grievable at Step 2 of the grievance procedure. In the event the principal is newly appointed, transferred or assigned, such failure must first be brought to the principal's attention in writing at least ten (10) calendar days before the grievance is filed in order for the principal to develop or finalize a building plan. Nothing in this paragraph shall be interpreted as a restriction on the right of the Board or Superintendent to establish future policy or guidelines related to disciplinary procedures, provided such right is exercised without specific violation of this Agreement or law.
- 208.04** The removal of a student from a curricular or extracurricular activity by a teacher shall be processed according to the provisions set forth in Section 3313.66 of the Ohio Revised Code. A teacher removing a student according to this provision shall communicate such action on a mutually developed form.
- 208.05** Teachers shall be given released time as required for appearances at administrative hearings and court proceedings arising out of their professional activities, upon as much advance notice as possible to the supervisor or principal.
- 208.06** When a pupil is initially assigned to a class as a result of a central office decision to change the building assignment of a pupil for disciplinary reasons, teachers who will be regularly assigned to instruct such pupil shall be so advised.
- 208.07** If a student inflicts bodily injury on a teacher, the student, after required due process, will be expelled and may, if proper circumstances exist, be permanently excluded from school under Section 3313.662 of the Ohio Revised Code, except as provided in federal and state special education laws. However, expulsion is not required in cases of incidental or accidental physical contact. "Bodily injury" for the purposes of this section means physical injury requiring treatment by a medical doctor for a broken bone or sprain, laceration with stitches or other serious bodily injury. The teacher must promptly report the teacher's injuries in writing to the Office of Human Resources, if possible, and upon request release the teacher's medical records of the injury(ies) to that office. Nothing in this article alters the rights of the Administration, Board of Education, parents or guardians under federal or state law.
- 208.08** If a teacher initiates student discipline which results in a legally required hearing, the teacher shall be sent a copy of all written notices sent to the student's parent or guardian with respect to the hearing and appeal process.

- 208.09** Generally, students will not be transferred to a different building more than once in a school year for disciplinary reasons. Exceptions are unusual circumstances, such as threat of personal injury or damage to a person; or physical injury to a person, as a result of an assault or battery; or where the best interests of the pupil and schools compel a transfer in unusual circumstances. Completion of an assignment to the I-PASS Center is not considered a transfer to a different building.
- 208.10** Each principal shall keep a copy of the 190-Corrective Measures Forms that the principal deems to involve Level 3 behaviors separate from other 190 forms. Upon request, such copies shall be made available in a timely manner for the Senior Faculty Representative for review.
- 208.11** Principals shall return all 190 Corrective Measure forms to the originating staff member with the corrective action noted within three (3) work days of receiving it unless there are extenuating circumstances, in which case it shall be returned reasonably promptly. The Principal's disposition shall be entered into the student information system.

Article 209

Co-Curricular Activities and Extra Duties

- 209.01** Assignment of teachers to sponsorship of school organizations where such sponsorship extends beyond the teachers' regular school day and assignment of teachers to the extra duties specified in Section 905.01 of this Agreement will be with the consent of the teacher.
- 209.02** In the event volunteers cannot be secured for the necessary supervision of school events which take place outside teachers' regular work day, teachers may be assigned to supervise at such activities by the school principal, provided such teachers shall be notified of the assignment two (2) weeks in advance where possible. These assignments will be rotated equally among the entire teaching staff of the school so that no teacher will be required to supervise more than five (5) such activities per school year. Such required supervisory assignments shall not extend more than three (3) hours in length or the length of a typical school-related evening activity.
- 209.03** Teachers may voluntarily use their personal automobiles for the purpose of transporting students on field trips, transporting athletic teams or other business of the Columbus City Schools, but may not be required to do so.
- 209.04** When any member of the bargaining unit is absent for one half of a school day or more and no substitute is available, the assignment shall, in elementary schools, be divided, and in middle and high schools, rotated among the teaching staff at the school involved. In the event no substitute is available:
- A. Elementary teachers who are assigned students from the absent teacher's class shall be compensated at the rate of six times the supplemental hourly rate [6 x supplemental hourly rate] per day divided equally among the teachers receiving the students.
 - B. Middle school and high school teachers who are assigned during their conference periods to cover the assignment of the absent teacher shall be paid the supplemental hourly rate for each class period.
- In the event a self-contained middle school assignment is di-

vided among teachers of other self-contained classes, compensation shall be in accordance with Section 209.04(A) above.

In cases of a sudden illness or an emergency which requires a teacher to leave after the work day has started and said teacher is charged sick leave or personal leave as defined in Chapter 700 of this Agreement, teachers receiving the students shall be compensated as in (A) or (B) above, except that the six (6) in the formula in (A) above will be reduced to the number of hours such students were divided during the day.

- 209.05** Except in an emergency, the Board shall provide a substitute teacher for the classes of a teacher out of school for a full school day in order to attend approved functions such as athletic events, tournaments, club activities, Association leave and other professional leave.
- 209.06** Nothing in these provisions shall prohibit members from voluntarily assisting each other or from temporarily rearranging assignments for purposes of team teaching or other professional activity with the approval of the school principal.
- 209.07** No teacher shall be required to join any organization, participate in the activities of any organization or contribute to or support any charity. Nothing in this provision is intended to relieve teachers of their required participation in an annual open house and/or an annual parent grade-level meeting where scheduled, provided such required participation shall be counted towards the number of supervisory activities that may be required in Section 209.02 above.
- 209.08** Teachers shall not be required to sell or process school pictures, tickets of any kind, candy, insurance or other like items if school aides or volunteers are available to perform these functions.
- 209.09** During the term of this Agreement, a minimum of one half-time instructional assistant shall be provided for each school for the purpose reducing the amount of duties teachers are required to perform in the supervision of study halls, school yards, lunchrooms and school halls.
- 209.10** Teachers shall not be required to perform the duties of school treasurer.
- 209.11** No elementary teacher shall be required to conduct more than two (2) textbook and two (2) equipment inventories annually.
- 209.12** Members of the bargaining unit who are required by their assignment to travel on their lunch period shall not be asked to assume extra duties during their lunch period.

Article 210

Teacher-Parent/Legal Guardian Conferences and Reports to Parents

- 210.01** Each elementary classroom teacher and middle school “self-contained” classroom teacher (self-contained is not intended to suggest a middle school with full-day self-contained classrooms) shall attempt to conduct a minimum of two (2) personal conferences per school year with each of the bargaining unit member pupil’s parents. Elementary and middle schools shall utilize the two (2) designated school calendar days in connection with such conferences. Other middle school teachers (those teachers who do not have “self-contained” classrooms) may hold small group parent conferences in lieu of individual

conferences; however, an attempt shall be made by such teachers to have personal conferences where a need exists.

210.02 If a high school pupil or a middle school pupil in an academic course has been given a failing grade in a teacher's subject area during any grading period and/or the pupil has been designated as a disciplinary problem by a teacher, the teacher involved shall make a concerted effort to conduct at least one (1) personal conference with the pupil's parents during the current grading period or the following interim reporting period. In addition, all middle and high school teachers are encouraged to conduct further personal conferences during the school year, as possible, with the parents of the other pupils in their teaching area. Such conferences with parents shall be conducted during the school day, at school, or in the home, and shall be reported to the principal on a form mutually approved by the Board and the Association.

210.03 The grade reporting system shall be based on four (4) grading periods per school year, with each grading period covering approximately nine (9) weeks.

1. Teachers shall communicate with families regularly about student academic performance, discipline problems, and irregular attendance throughout the school year. This provision is inclusive of in-person contact, such as conferences. Contacts and contact attempts shall be documented in the district-provided student information system.
2. For grades six (6) through twelve (12):
 - a. Teachers shall keep families informed of student progress by regularly updating assignments and grades in their district-provided electronic gradebook.
 - b. The grade entry window shall be open beginning five (5) school days before the end of each grading period and ending the day prior to distribution of grade reports.
3. For grades Pre-Kindergarten through grade five (5):
 - a. The grade entry window shall be open beginning five (5) school days before the end of each grading period and ending the day prior to distribution of grade reports.
4. All teachers shall have final student grades entered into the electronic grading system in accordance with the grade mark entry schedule.
 - a. Teachers of students in grade twelve (12) shall enter their students' final and fourth quarter grades as soon as practicable following the last day of grade twelve (12) student attendance.
5. Notwithstanding the above, all teachers shall comply with all progress monitoring requirements identified in students' IEPs and/or 504 plans.

210.04 Pursuant to implementation of a uniform elementary grade card format, the District will phase in implementation of a secure electronic advanced technology for teacher access to enter school and elementary student information between the 2005-06 and 2007-08 school years.

210.05 Principles for elementary grade card computer entry

- A. The computer system should be accessible at all times except for routine maintenance and/or scheduled outages.
- B. Teachers should be able to access the system for personal convenience via their personal computers through a net browser.

The District shall strive to achieve these goals through education, technology and other means. If the elementary grade card system is generally unavailable for eight (8) or more consecutive hours between the hours of 6 a.m. and midnight or three and one-half (3 ½) or more consecutive hours during the elementary work day due to system failure during the work week after the end of the grading period, teachers will have an extra work day for the deadline to complete report cards. The District is not responsible for teachers' personal computers or their operation.

C. The report card committee shall:

1. Consist of four members appointed by the Association, four members appointed by the Superintendent.
2. The Superintendent and Association President shall mutually agree to two (2) parent(s) to serve as non-voting consultant(s) to the committee.
3. The purpose of the committee shall be to make recommendations jointly to the Superintendent regarding the format of the report card so:
 - a. To improve communication with parents and accurately report student progress as it relates to the Ohio Learning Standards.
 - b. To develop guidelines for report card completion to ensure uniform procedures and alignment throughout the district.
 - c. To increase the effectiveness and efficiency of the grade reports. No later than the beginning of the 2023–2024 school year, the committee shall recommend to the Superintendent a revised elementary report card. The revised streamlined elementary report card shall be implemented not later than the beginning of the 2024–2025 school year.
4. The committee shall meet at least once per semester unless otherwise agreed upon by the Superintendent and CEA President. The committee may be disbanded by a majority vote of its members once final decisions have been made on their recommendations.

Article 211

Assignments and Transfers

211.01 *Posting and Filling Vacancies*

- A. All known teacher vacancies for the following school year shall be posted by the first teacher workday in April. Vacancies to be identified shall be those vacancies after reorganization of the existing staff based on the anticipated needs of the following year. Such postings shall describe the vacant position, including special factors. Examples of such factors are special knowledge, skills or training and extra duties. The posting shall include the deadline and directions for making application. They shall be posted in each school during the school year, and in each high school summer school center during the summer recess. Supplemental postings shall be made as needed.
- B. Teachers desiring to be considered for such vacancies shall apply by the timely submitting of a cover letter, copy of current certification for the position, and resume. Such application(s)

shall be made to the appropriate administrator describing relevant information about their qualifications for the known vacancy for which they wish to interview. Applicants who are not yet certified/licensed in Ohio shall provide written information about their intended certification.

- C. Teachers whose applications are to be submitted to the Human Resources Department, will be notified by the Human Resources Department, of the receipt of their applications.
- D. Vacancies will be filled utilizing the interview/selection process. The interview/selection panel in a building will consist of the principal, the Senior Faculty Representative, one elected member of the Association Building Council, and two parents/members of the school community, or an alternative panel as agreed at the building between the principal and Association. The administrator shall determine which applicant is selected for the position. If the administrator's selection does not follow the panel's recommendation, the administrator shall send written notice of the selection to members of the interview panel and to the Association President. The interview/selection panel can utilize subcommittees or delegate any of its responsibilities.
 - 1. Only persons who have completed the joint program training on Article 211 and interviewing may participate on an interview/selection panel. Such training shall remain valid until the parties jointly make significant changes in the Article 211 process.
 - 2. A majority of the interview/selection panel of a building must participate in the interview/selection process. Members of the panel must make themselves reasonably available to participate in the process.
 - 3. The two most senior applicants qualified by certification/licensure for the posted position shall be interviewed. The panel may rely on the seniority dates specified on the applications from applicants.
- E. In the case of assignments to multiple buildings and/or city-wide programs, a similarly constituted interview/selection panel shall be created. A position involving multiple building assignments shall not be treated as a vacancy because of a change in building assignment(s) unless over one-half of the total assignment is changed.
- F. An applicant who accepts an offer to fill a vacancy must complete and sign a selection agreement form.
- G. An applicant who accepts an offer to fill a vacancy is committed to the building or program assignment for three (3) years unless released.
- H. A joint committee, co-chaired by the Executive Director for Human Resources and the President of CEA or their designees, shall be appointed to improve the efficiency of and streamline the procedures for the selection process described in 211.01 (D). The joint committee shall implement any procedural changes on which agreement is reached by December 2004.
- I. ***Complaint Review Procedure***
 - 1. If a teacher, CEA or the Administration has a complaint about how the procedures of Sections 211.01 are carried out, the person or entity must file a written complaint

within ten (10) calendar days of the occurrence. The complaint must be served promptly on the Administration (Labor Relations) and on CEA and must set forth a specific description of the complaint and the facts surrounding the process to which the complaint is addressed. Complaints must relate directly to an alleged violation of the process contained in Section 211.01, not to the merits of the staff member selected. The complaining person shall have the burden of proving a violation(s).

2. A representative of the CEA and of Labor Relations shall meet promptly, review the complaint and decide whether the complaint moves to a neutral conciliator.
3. Within thirty (30) calendar days of such decision, a hearing will be held before a neutral conciliator agreed upon by the CEA and Board. The conciliator will hold an informal hearing at which the CEA and the Administration may introduce evidence and documents, cross examine witnesses and make arguments. Based on what the conciliator has heard and seen at the hearing, the conciliator will issue a decision within ten (10) calendar days. The conciliator will determine whether there has been a violation of Section 211.01 and what the remedy will be. The cost of the conciliator will be borne equally by the CEA and the Board. The conciliator's decision will have the force and effect of a final and binding arbitration award. No grievance alleging a violation of Section 211.01 may be filed, separate from this Complaint Review Procedure.
4. If a final selection of a candidate to fill the vacancy in question has been made, the conciliator has no authority to change or overturn the selection.

211.02 *Involuntary Transfers*

Transfers will be on a voluntary basis, whenever possible. However, correct and proper operation of the school district will necessarily require that involuntary transfers be made. In making involuntary transfers, the convenience and wishes of the individual teacher will be honored to the extent that these considerations do not conflict with the instructional requirements and best interest of the school district and the pupils. If the teacher so elects, involuntary transfers will only be made after a conference between the teacher, principal and Chief of Human Resources, or the designated representative from the Human Resources Department, concerning the basis for this transfer. The teacher involved may be accompanied by an Association representative of the teacher's choice at such conference. After the date the above conference has been made available by the Human Resources Department, teachers shall be given a minimum of two (2) school days' notice before receiving students in their new assignment if the transfer is to be carried out. Teachers transferred involuntarily during the school year, after students have initially reported, shall be provided two (2) school days without pupils to work in the school they are leaving and to work in their newly assigned school in preparation for their new teaching duties. At least one of the two such days shall be in the newly assigned school.

211.03 Staff Reductions

- A. Staff reduction transfers which occur because of declining enrollment or because of other personnel reductions at a given school or in a given program shall be based on seniority as provided herein. Seniority shall be measured from the first day of paid status resulting from the most recent employment by the Board as a member of the Association bargaining unit. In case of a tie, the date of Board action to employ shall determine seniority. Except as provided elsewhere, the staff member(s) to be transferred shall be the least senior teacher(s) within the given elementary school's grade level category to be reduced or within the given middle or high school's teaching area to be reduced.
- B. Grade level categories in an elementary school shall be kindergarten through grade 5 for K-5 buildings, kindergarten through grade 6 for K-6 buildings, and Kindergarten through grade 5 and grade 6 through grade 8 for K-8 buildings. Identification of staff reduction teachers shall be based upon grade level assignment prior to reorganization for the following school year.
- C. The staffing level in each teaching area shall be based upon organizational needs in the given school for the following school year. Identification of staff reduction teachers in middle and high schools shall be based upon the teaching area assignment prior to reorganization for the following school year. Seniority shall be the basic criterion for identification of staff reduction teachers within each teaching area. However, the parties recognize that important organizational and staffing needs in a given middle or high school and the complexities created by and the need to utilize multiple-certificated teachers will not constructively permit a rigid adherence to the basic seniority concept. In the event seniority is not followed in the identification of the staff reduction teacher in a given middle or high school, the teacher being transferred shall, upon request, receive written explanation of the major specific considerations leading to such a decision.
- D. In all cases where a staff reduction will occur, a more senior teacher in the grade level category or the teaching area may elect to volunteer for the staff reduction status.
- E. The parties agree that the assignment of staff in middles and high schools in a manner which provides a range of staff skills and interests needed for the various extra-duty assignments is an important responsibility of the Administration. In the event, in a given middle or high school, no teacher on the staff is interested in and qualified to perform the duties and functions of a given extra-duty assignment, then a teacher on the staff may be transferred on a staff reduction basis. Seniority shall be the basic criterion for identification of the staff reduction teacher. In the event seniority is not rigidly followed in the identification of the staff reduction teacher, the teacher being transferred shall, upon request, receive written explanation of the major specific considerations leading to such a decision.
- F. Beginning with and during the term of this Agreement, in the event the Administration determines that staff reduction is necessary in the city-wide programs listed below, and as further delineated in a September 1, 1983 memo (amended June 3,

1992) from the Office of Labor Relations to the Association, teachers who are staff reduced and continue on paid status shall have reassignment rights to such city-wide programs for thirty-six (36) months. Reassignment shall be on the basis of seniority as measured from the most recent date of employment by the Board as a member of the Association bargaining unit without regard for unpaid leaves since such date.

Elementary Field Librarians
Elementary School Counselors
School Social Workers
Professional Specialists
Special Education Teachers (per same program listing as Special Education Coordinators)
Special Education Consultants
Work Study Coordinators
School Nurses
Staff Development/Human Relations
Psychologists
Occupational Therapists
Physical Therapists

211.04 *Job Fair*

Any positions remaining vacant after April 1 will be staffed with unassigned personnel. One job fair shall be held before the start of the school year. Persons may bid for vacancies on the basis of certification and seniority, except in no case may a person bid on a vacancy that a person previously held or has been previously denied during the same school year. The Human Resources Department shall make the final assignment decisions. Vacancies filled through job fair and assignment shall be considered filled for two school years. At the end of the second school year those teachers shall be considered staff reduced.

211.05 *Miscellaneous*

- A. Vacancies that occur on or after the first day of student attendance during the first semester of the school year shall be filled with contract teachers. Vacancies that occur during the second semester may be filled with substitute teachers.
- B. Teachers may express their preferences related to their teaching assignment for the following school year at their assigned building by submitting such preferences in writing to the building principal prior to February 1.
- C. Teachers under contract during a school year will be notified in writing of their teaching assignment for the following school year not later than the close of the current school year. Such notification shall include the teacher's proposed salary, school assignment and subject assignment. Any change in such assignment required by the needs of the school district will be made known to the teacher, in writing, as soon as possible.
- D. Teachers shall not be involuntarily assigned outside the scope of their teaching certificates/licenses or their major or minor field of certification/licensure, except in an emergency situation. Such emergency assignment shall not continue beyond the remainder of the contract year.
- E. Involuntary transfers resulting from the evaluation process will be made in compliance with Section 211.02 above.

- F. Any position filled by a procedure other than the interview/selection process shall be posted as a vacancy on the first teacher workday following April 1.
- G. A six-member joint Association/Board committee shall be appointed to oversee implementation of Article 211. The joint committee may consider delaying the interview/selection process for teachers in multiple buildings or in city-wide positions, in whole or in part until 1999.

211.06 *Inter-School Travel*

In arranging schedules for teachers who are assigned to more than one school, every effort shall be made to limit the amount of inter-school travel.

211.07 *Instructional Rounds*

Instructional Rounds are defined as a tool used for nonevaluative observations of a teacher by another teacher or administrator for the purpose of improving student instruction, practice and student learning.

- A. Instructional Rounds and all other tools used for nonevaluative teacher observation shall not be used by the district and/or its agents to supplant, modify or otherwise compromise the standards, procedures and instruments for teacher evaluation recognized and contained within this Agreement.
- B. Instructional Rounds and all other tools used for non-evaluative teacher observation shall not be used by the district and/or its agents to supplant, modify or otherwise compromise the content of any part of this Agreement.
- C. Any written document generated as a result of Instructional Rounds or any other non-evaluative teacher observation shall remain the property of the observer. Said property, whether written or verbal, should not be disclosed or attributed to any individual or classroom. This property, written or verbal, shall not become part of any teacher's personnel file or evaluation.
- D. If either party wishes, the parties will meet to ensure that Instructional Rounds protocols are implemented in a manner consistent with the expression and spirit of this section. If consensus cannot be reached following this meeting, either party can issue a written notice to suspend Instructional Rounds until there is mutual agreement that the resumption of Instructional Rounds will be implemented with the expression and spirit of this section.
- E. Bargaining unit members involved in Instructional Rounds shall be provided with appropriate training in Instructional Rounds protocols and adequate time for the meetings and observations to occur within the work day.
- F. The professional Instructional Rounds team shall include the Senior Association Faculty Representative or Association designee.
- G. This section does not limit or apply to administrator nonevaluative observations in classrooms/buildings or work of coaches and coordinators who support instructional improvement.

Article 212 Residence

During the term of this Agreement, the Board will not adopt a policy requiring teachers who are members of the bargaining unit at the

time of ratification of this Agreement to reside within the Columbus City School District.

Article 213

Job Sharing

213.01 Teachers may be granted job sharing opportunities annually subject to approval of the building principal, Superintendent/designee and the Board. The salary and Board cost for insurance fringe benefits (Articles 806, 807, 808 and 809) will be prorated for job sharers based on their share of 1.0 FTE, effective with the 2010–11 school year.

213.02 A joint committee of two (2) persons appointed by the President of the Association and two (2) persons appointed by the Superintendent will review and modify, if appropriate, the existing guidelines for a Memorandum of Agreement, which shall be implemented when signed by the President of the Association and the Superintendent.

213.03 Job share agreements approved in writing by the teacher(s), principal(s) and Superintendent/designee shall be recommended to the Board of Education for consideration. Approved job share agreements can be altered by mutual written agreement of the parties (job share teachers, principal(s) and Superintendent/designee).

Article 214

Lesson Plans

- A. Evidence of planning shall be required of each teacher and plans shall be available for review by the principal/supervisor upon their request. The principal/supervisor shall be permitted to make a copy of the plan upon request.
- B. For planned absences of classroom teachers, a substitute lesson plan must be available for substitutes to facilitate instruction when the teacher is absent. This substitute lesson plan shall contain the basic information necessary for a substitute to provide instruction aligned to the curriculum for the term of the absence, up to five (5) days. ❖

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OHIO EDUCATION ASSOCIATION

CHAPTER 300

Article 301

Class Size

301.01 Classes shall be organized and maintained in compliance with the Administrative Policy on Class Size and the class size limitations provided in such policy dated August 31, 1992, or as modified in compliance with the provisions included in such policy as shown below:

Administrative Policy on Class Size

Effective August 1, 1997

The following shall constitute the Administrative Policy on Class Size of the Columbus City Schools:

1. All school and grade level regular elementary classes (kindergarten and grades 1–5) will be organized in each school building on the basis of approximately 25 pupils per classroom teacher. Variations will be necessary because of different grade level enrollment totals. Classes which exceed 30 pupils on October 1 will be reduced so that no class will exceed 30 pupils except that if the teacher(s) involved so elect and the principal so elects, a given class(es) may exceed 30 pupils as an alternative to reorganization of the classes within the given school (29 pupils rather than 30 pupils beginning in 1998-1999 for grade K–3; 28 pupils beginning in 2020–21 for grade Kindergarten; 27 pupils beginning in 2021–2022 for grade Kindergarten and 28 pupils beginning in 2021–22 for grade 1; beginning in 2022–2023, 27 pupils for grade Kindergarten and grade 1 and 28 pupils for grade 2; beginning in 2023–2024, 27 pupils for grade Kindergarten - grade 2 and 28 pupils for grade 3; beginning in 2024–2025, 27 pupils for grade Kindergarten - grade 3 and 28 pupils for grade 4. Phase in of class size reduction will continue until the maximum class size is 27 pupils for grades K–5).
2. All middle school academic classes will be organized in each school building on the basis of approximately 30 pupils per classroom teacher. Variations will be necessary because of different grade level enrollment totals. Classes which exceed 35 pupils (33 pupils effective with the 2023–2024 school year) on October 1 and class loads which exceed an average of 30 pupils per academic period for an individual teacher on October 1 will be reduced so that no class will exceed such maximums, except that if the teacher(s) involved so elect and the principal so elects, a given class or a given teacher's class load may exceed such maximums as an alternative to reorganization of the classes within the given school.
3. All high school academic classes will be organized in each school building so as to have an average class size in each departmental area of approximately 28 pupils per class. Classes which exceed 36 pupils on October 1 will be reduced so that no class will exceed 36 pupils (34 pupils effective with the 2023–2024 school year), except that if the teacher(s) involved so elect and the principal so elects, a given class(es) may exceed 36 pupils (34 pupils effective with the 2023–2024 school year) as an alternative to reorganization of the classes within the given school.

4. All middle and high school nonacademic classes will be organized in each school building so as to have a class size not in excess of the number of pupil stations in each subject area. All middle and high school nonacademic classes will be organized in each building so as to have a class size not in excess of the number of pupil stations in each subject area.
5. Except in certain activity type classes such as computer, physical education and music, no middle school or high school teacher is to instruct more than 150 pupils per day exclusive of study halls. The reorganization necessary to comply with this standard will be completed by October 1.
6. When a class exceeds the above limits after October 1, the Administration will investigate the specific circumstances and determine the most constructive course of action to reduce, where feasible, the number of pupils to the October 1 class size limits. The investigation will include consideration of enrollment and organizational factors at the building level and will provide for input from the principal and the teacher(s). In cases where a reduction to the October 1 class size limit does not occur, a written explanation will be provided to the teacher upon request.
7. The Administration shall notify the Association at least sixty (60) days prior to any change in this administrative policy, except that such notification shall not occur prior to April 15 of the year in which the Agreement expires. If such notification is made while negotiations for a successor agreement is in progress, the Association may introduce a class size proposal for negotiations even though a negotiations agenda may have been set, unless the issue class size is already on said agenda.

301.02 The maintenance of equitable class size is a matter of proper concern to the teachers, and to the extent that class sizes create substantial inequities in staffing in relation to comparable courses in the same school, such substantial inequities shall be subject to the grievance procedure.

301.03 The Association Building Council shall study and make recommendations to the principal in each middle and high school concerning the number of pupil stations in nonacademic classrooms.

301.04 The administration will make a concerted effort to complete the initial class size adjustments within the first eighteen (18) pupil attendance days of the school year.

301.05 This article is subject to possible modification as a result of the following:

1. Either party may reopen negotiations using the procedure of Section 1401 if the General Assembly enacts legislation during the term of this Agreement mandating lower class size ratios and providing the funding for class size reductions.
2. The Superintendent or designee(s) and the Association President or designee(s) shall meet and confer after the 1997–1998 school year to discuss the results of a pilot emphasis project with grades K–3 at specified schools and to consider modification of administrative policy or of this article with respect to class size limits at those grade levels in light of those results.

301.06 *Split Classes*

- A. All parties agree that split classes are not beneficial to students, especially in grades kindergarten through three.
- B. The Superintendent and the Administration will use all reasonable efforts to avoid K–3 split classes where feasible (e.g., space limitations, finances, size of resulting classes).
- C. “Split classes” mean that two or more distinct classes with different grades are combined into one classroom, but does not mean programs with multiple ages, mastery programs, gifted programs, or those based on similar educational reasons.

Article 302

Teacher Class Load

302.01 The class load for middle and high school teachers shall not exceed five (5) academic class periods per day and/or twenty-five (25) academic class periods per week. Middle and high school teachers shall have one period for lunch, one period for conference, and one period for duty, equal to the length of a student academic period. High school English teachers shall receive two (2) conference periods per day.

302.02 *Elementary Planning-Preparation Time*

Full-time teachers, including preschool/pre-kindergarten, in elementary schools shall have planning/preparation time averaging approximately forty-five (45) minutes per day. Such planning preparation time shall be considered to be a portion of the unassigned time during the teacher’s regular work day. Meetings shall not be scheduled on Monday or Friday mornings in elementary schools.

302.03 Full-time teachers in regular elementary schools teaching pre–K through fifth grade or pre–K through sixth grade shall be assured a daily ten (10) to fifteen (15) minute break. Such break shall be free of pupil supervision and other assigned duty responsibilities and shall occur approximately mid-morning or mid-afternoon, as determined by the building principal. Regular or chronic violation of this provision shall be subject to the grievance procedure, provided the building principal and Central Administration have been advised of the claimed violations and given a reasonable period of time in which to correct the problem.

302.04 Where unusual scheduling exists, the daily average of a teacher’s weekly schedule shall approximate the above time distributions.

302.05 Following spring break and before the last teacher work day of the year, each elementary school staff shall conduct a written ballot to determine whether there shall be one (1) or two (2) fifteen (15) minute recesses per day for the following school year. Recess takes place mid-morning or mid-afternoon, not adjacent to the beginning, lunchtime, or end of the school day, unless the school selects to do so through the process of this paragraph. The results of such ballot shall be posted on the school’s bulletin board. In the event of a tie, the issue shall be decided by the principal. That status quo shall remain in effect in future years unless the ABC or the principal calls for reconsideration. Reconsideration can only be called for once per school year for the following school year, and if so called, then a written ballot will be conducted as described above.

302.06 The parties recognize that a large number of preparations for high school teachers in the academic areas may detract from their teaching effectiveness. Therefore, high school administrators will make an effort, where practical with the assigned staff in relation to the school program, to make teaching assignments to such teachers in a manner that will limit the necessary preparations to three (3) or fewer for distinctively different courses. The parties recognize that certain teaching areas, such as diversified English and foreign language, may tend to have more exceptions to this goal than other teaching areas. The parties also recognize that the financial condition of the school system may negatively impact the Administration's effort in this regard.

Article 303

Online Learning

303.01

- A. All bargaining unit members working with online learning students will be provided with technology hardware, software, and professional development necessary to complete job duties. Requests for technology shall be made to the bargaining unit member's immediate supervisor.
- B. Bargaining unit members who provide instruction in an online format will record the direct instruction portion of lessons (inclusive of relevant discussion and questions/answers) during the video-conferenced portion of the lesson and place on the district's learning management system for students and parents to review. With prior approval of a supervisor/principal, a bargaining unit member, in their professional judgment, may choose not to record and/or post a lesson.
- C. Bargaining unit members working with students online shall make a good faith effort to protect student information and data, including reasonable security measures such as using password protection and physically securing the device. Bargaining unit members acting in good faith to protect student information and data will be held harmless by the Board for any data breach.
- D. If any disciplinary situation arises in connection with delivery of live instruction online including any alleged violation of FERPA or Board Policy, the Administration will hold the bargaining unit member(s) harmless so long as the bargaining unit member(s) acted in good faith with the best interest of students in mind in a manner consistent with the bargaining unit member(s) job description and within the scope of employment and responsibilities. Additionally, should a bargaining unit member, acting in good faith as described above, need to defend their action in front of a licensing agency in the State of Ohio, including but not limited to the Ohio Department of Education, then upon the employee's request, the District shall provide a letter of support for the bargaining unit member. The bargaining unit member as well as a CEA designees shall review the letter prior to it being provided to the department/agency.
- E. Bargaining unit member content may be used by the Board for purposes other than instruction of Board students (or a Board or law enforcement investigation) with prior written notification to the bargaining unit member and CEA President.

303.02 Online Learning Programs Structure

- A. All teachers, intervention specialists, unified arts, and related

service providers assigned to an online learning program will, to the extent feasible given existing space limitations, be housed at board worksites based upon the following grade bands: K through five (5); grades six (6) through eight (8); grades nine (9) through twelve (12).

- B. For the purpose of required student testing which must be completed in-person, testing shall occur with the support of the student's teacher of record. If it is not feasible for a student to test with their teacher of record, the CEA President or designee and the Superintendent's designee shall meet prior to the testing date with the intent of reaching agreement on an alternative testing plan.
- C. For purposes of Articles 202, 203, 205, 301, and 302, the grade bands of PreK-8 and 9-12 will be considered separate "buildings."

303.03 Online Learning Courses

- A. Bargaining unit members, at their sole discretion and in limited circumstances, may elect to provide in-person learning and live-streaming to a remote location at the same time for class(es). A staff member will be present with students participating remotely in a school building. Requests to teachers to provide voluntary live-streaming shall be intended to expand course offerings and shall be limited to the following courses in grades 9-12: foreign language [other than Spanish or French level one (1) through three (3)], AP, IB, Statistics and Social Justice, and College Credit Plus.
- B. If deemed an appropriate accommodation as the result of a 504 or IEP team meeting, due process or mediation case, a bargaining unit member may be required to provide live instruction to certain students who are remote while also providing in-person instruction.

303.04 Student Support Center

Bargaining unit members assigned to the student support center shall be housed at one board work location. The Student Support Center shall be considered a building consistent with the provisions of Section 303.02(C). All other provisions of this article shall apply to Student Support Center bargaining unit members.

Article 304

Study Halls

304.01 The Board shall continue efforts to reduce the number and size of study halls which have mandatory pupil attendance.

304.02 In academic assist programs in middle schools, the number of pupils under the supervision of a teacher shall not exceed the maximum class size for a middle school academic class. Such supervision by a teacher shall count as an assigned duty.

Article 305

Special Education

305.01 Teachers at Columbus Scioto and Beatty Park schools will continue to be assigned the services of school instructional assistants at present assignment levels through the term of this Agreement.

305.02 The Association Building Councils at Columbus Scioto and Beatty Park schools shall develop and recommend to the principal a training program for their school instructional assistants.

305.03 All bargaining unit members designated as lead teacher for IEP creation will be given the option to select either two (2) re-

lease days or up to twenty (20) hours annually at the supplemental hourly rate to facilitate the completion of the IEPs in a timely manner. The release days, if selected, are regular work days and will be scheduled by the Administration with prior notification of the dates to the designated lead teachers. In addition, designated lead teachers and related service providers shall be paid for up to ten (10) hours annually at the supplemental hourly rate for attendance at IEP meetings or to complete IEP paperwork outside regular work hours. All amounts to be paid under this section will be paid on the 21st pay date after the office of special education has verified that the designated lead teacher/related service provider has completed and turned in IEPs within the required timelines for all of their students. In the event annual IEPs are no longer required, such supplemental compensation shall not be paid.

305.04 All related service providers, school psychologists, and school nurses will document their services for Medicaid to School Reimbursement, including all aspects of being able to do so (maintaining appropriate licensure, registering for a National Provider Identifier (NPI) number, utilizing the HBS documentation system for later reimbursement) during their contractual workday. The Department of Specialized Instruction will provide annual training and opportunities for continued training/coaching.

Article 306

Foreign Language

During the term of this Agreement, the high school city-wide course selection sheets shall include French, Spanish, German, and Latin.

Article 307

Elementary Art, Vocal Music, and Physical Education Programs

307.01 Regular classroom teachers will not typically be required to be physically present when classes are being instructed by an elementary art, music, dance, theater or physical education teacher, except for pre-kindergarten classes when the unified arts teacher is not pre-kindergarten certified.

307.02 Elementary art, music, dance, theater, and physical education teachers will enter grades for pupils in their respective classes at the end of each grading period.

307.03 The Board will provide sufficient number of elementary art, music, dance, theater and physical education teachers to staff the following schedule in regular elementary schools, beginning in the 2018–19 school year, limited to buildings organized as Kindergarten through Fifth or Kindergarten through Sixth:

A. Art once a week for forty-five (45) minutes for the full year in grades Kindergarten through Fifth or Kindergarten through Sixth.

B. Music once a week for forty-five (45) minutes for the full year in grades Kindergarten through Fifth or Kindergarten through Sixth.

C. Physical education once a week for forty-five (45) minutes for the full year in grades Kindergarten through Fifth or Kindergarten through Sixth.

Beginning with the 2023–2024 school year, the Board shall schedule with the intent that no elementary school, as defined in this article, shall have more than one unified arts teacher assigned per subject area but in no case shall an elementary unified

arts teacher, except for instrumental music teachers, be assigned to more than two (2) buildings at a time in a school year.

- 307.04** The duties of each elementary art, music and physical education teacher shall be proportional to the amount of time assigned to a school.
- 307.05** Elementary unified arts teachers class load shall be organized in each school building on the basis of approximately twenty-five (25) classes per week. No elementary unified arts teacher's class load shall exceed twenty-seven (27) classes per week. There shall be a transition time between classes of no less than five (5) minutes.

Article 308

Calamity Days and Remote Learning

- 308.01** The Superintendent has the sole discretion to officially close on a district wide, building, program, equity based and/or classroom basis owing to disease epidemic, hazardous weather condition, or other public calamity.
- 308.02** Notification to teachers of a calamity day or remote day shall be made as soon as practicable.
- 308.03** Teachers shall not be required to complete Board work on calamity days. Student learning during calamity days shall be governed by annual memorandums between the Board and Association pursuant to Ohio Revised Code Section 3313.482.
- 308.04** The Superintendent has sole discretion to move between remote and in-person learning on a district wide, or building level. Remote learning is not considered closure for purposes of calamity.
- 308.05** While providing remote learning, teachers will perform work consistent with their job assignment. During temporary remote learning, the provisions of 303.01(A), 303.01(C), 303.01(D), and 303.01(E) shall apply.
- 308.06** On the first designated remote learning day of each semester, teachers will work remotely from home, will engage in planning, but will not be required to provide student instruction. Beginning with the second remote learning day, teachers will work remotely from home and provide students with asynchronous (content-aligned, grade level appropriate content planned and organized by the teacher which allows for student-directed learning and does not include real-time interaction).
- 308.07** In the event a closure at the classroom, program, building, or district level may exceed three (3) consecutive school days, the Board and Association shall meet with the intent of creating a plan for synchronous remote learning (live instruction and group or individual student work so long as the teacher is available for real-time interaction).
- 308.08** The impact of a transition to remote learning on teacher evaluation shall be determined by the Joint Evaluation Panel.
- 308.09** Notification to teachers of a transition from remote learning to in-person learning shall occur no later than the end of the previous teacher workday. ❖



mid-ohio food collective



Mid-Ohio Food Collective acquires and distributes a significant amount of nutritious food to our hungry neighbors. We're a hub for caring people who want to give back with their time, talent, testimony, and treasure. We work hard to create and apply technologies, using data to innovate and inform our work.

We are the largest hunger-relief organization in central and eastern Ohio. We partner with an amazing agency network of some 700 local charities across 20 counties to nourish our communities.

Mid-Ohio Foodbank provides enough food for over 170,000 meals every day to help stabilize families.

Mid-Ohio Markets are free food markets, making fresh, healthy food and wrap-around services more accessible for people struggling to make ends meet.

Mid-Ohio Farmacy focuses on Food as Health by delivering innovative approaches for access to healthy food to improve health outcomes.

Mid-Ohio Kitchen provides nourishment for all, fostering the positive impact that fresh food has on the physical and mental health of our customers.

Mid-Ohio Farm is an "edu-farm" model that transforms vacant spaces into fresh, food-producing smart farms.

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Chapter 400

Article 401

Teacher Evaluation

401.01

- A. Teachers (except for substitutes and adult education instructors) who instruct students for at least percent (50%) of the teacher's time employed shall be evaluated in accordance with O.R.C. Sections 3319.11 and 3319.112 consistent with the Framework adopted by the Ohio State Board of Education, as that Framework is amended from time to time. The "Teacher and Licensed Support Professional Evaluation" and the "CCS Teacher Performance Rubric" shall constitute the process, criteria and standards used for such teachers. The "Teacher and Licensed Support Professional Evaluation" and the "CCS Licensed Support Professional Performance Rubric" will apply to other members of the bargaining unit. Neither the evaluation process nor rubric will apply to persons employed under Chapters 1100, or 1200 of the Master Agreement.
- B. The Superintendent shall make decisions and take actions to implement this provision in the variety of instructional assignments and environments in the District. This authority shall be exercised through the Joint Evaluation Panel (JEP) of CEA and the Board, established by a Memorandum of Agreement between the parties.
- C. The following exceptions exist to the annual evaluation requirement:
 1. Effective with the 2020–2021 School Year:
 - a. A teacher who receives a rating of "accomplished" on the teacher's most recent evaluation shall be evaluated at least once every three (3) school years, so long as the teacher submits a self-directed professional growth plan to the evaluator that focuses on specific areas identified in the observations and evaluation and the evaluator determines that the teacher is making progress on that plan.
 - b. A teacher who receives a rating of "skilled" on the teacher's most recent evaluation shall be evaluated at least every two (2) years, so long as the teacher and evaluator jointly develop a professional growth plan for the teacher that focuses on specific areas identified in the observations and evaluation and the evaluator determines that the teacher is making progress on that plan.
 2. In any year that a teacher is not formally evaluated as a result of receiving a rating of accomplished or skilled on the teacher's most recent evaluation, a credentialed evaluator shall conduct at least one observation of the teacher and hold at least one conference with the teacher.
 3. Teachers are not required to be evaluated if they have provided a written resignation for retirement purposes by December 1 that has been accepted by the Board.
 4. Teachers are not required to be evaluated if they are absent half or more of their contracted work days for a particular school year.
- D. The exclusive means for a member of the CEA bargaining unit to challenge the member's evaluation shall be through the Joint Evaluation Panel and expedited arbitration pursu-

ant to the Memorandum of Agreement with the CEA.

- E. Development of growth plans or improvement plans shall be as follows:
 1. Effective with the 2020–21 School Year:
 - a. Teachers with an evaluation rating of accomplished for the previous year will develop a self-directed professional growth plan that focuses on specific areas identified in the observations and evaluation.
 - b. Teachers with an evaluation rating of skilled will develop a professional growth plan jointly with the evaluator that focuses on specific areas identified in the observations and evaluation.
 - c. Teachers with an evaluation rating of developing will develop a professional growth plan jointly with the evaluator.
 - d. An improvement plan will be developed by the administrator/evaluator for teachers with an evaluation rating of ineffective.
 2. New teachers to Columbus City Schools and in the PAR program will develop an improvement plan with their PAR consulting teacher.
 3. Teachers who are not in PAR and who have no student growth measure rating for the previous year will develop a professional growth plan.

401.02

- A. An evaluator must be a credentialed employee of the District; provided, however, that the evaluator will be a PAR consultant if the teacher is in the PAR program. The JEP Panel annually shall approve a pool of credentialed evaluators.
- B. The person who is responsible for assessing a teacher's performance shall be:
 1. The teacher's immediate supervisor for those teachers with an expected level of student growth or a below expected level of student growth on the student growth measure dimension of the evaluation procedure.
 2. An evaluator selected by the teacher from the District pool of credentialed evaluators for those teachers with an above expected level of student growth on the student growth measure dimension of the evaluation procedure.
 3. The person designated by the Peer Assistance Review (PAR) program as negotiated.
 4. In the event a teacher performs work under the supervision of more than one supervisor, one supervisor shall be designated as the evaluating supervisor.

401.03 No later than October 31 of each school year (or in the case of a new teacher or change in the evaluator, within one month) the administration or Joint Evaluation Panel will notify each teacher to be evaluated of the name and position of the teacher's evaluator.

401.04 The teacher shall have the right to make a written response to the evaluation and to have it attached to the evaluation report to be placed in the teacher's personnel file.

401.05 *Special Evaluation:*

- A. When the Board or any of the administrative agents deem that a teacher's performance may be seriously unsatisfactory

and it is their intention to recommend involuntary transfer, non-renewal of contract, or termination of contract or investigate further with the possibility of making any of the aforementioned recommendations, the building administrator shall notify such teacher of the administrator's intent in writing on a form mutually agreeable to the Board and the Association. Such notification shall set forth the specific areas of alleged seriously unsatisfactory performance. Following such notification, the administrator shall evaluate the teacher's performance under this paragraph. The administrator will observe the teacher at least twice. Each observation will be for at least thirty (30) minutes. A conference shall be held between the administrator and the teacher to discuss the teacher's performance prior to any final action by the administrator. The teacher may be accompanied or represented by an Association representative at such conference and shall have three (3) days prior notification of the conference. In such conference, the principal may be accompanied by a Board representative if the teacher is accompanied in such conference. Final administrative action in regard to the alleged seriously unsatisfactory performance shall not conflict with any provision of this Agreement.

- B. Unusual Condition – If conditions threaten the physical or emotional well-being of pupils or when conditions result in a significant disruption or threat to, the educational program or the well-being of the school, then:
- (1) the classroom observations provided in (A) above shall not be required if such observations would not substantively contribute to an evaluation of such unusual condition;
 - (2) the Notice of Special Evaluation issued as a part of the special evaluation process shall be accompanied by a written statement identifying the unusual condition, and if applicable, indicating the reason(s) classroom observations would not substantively contribute to an evaluation of such condition.

401.06 No member of the bargaining unit shall have the member's limited contract non-renewed without accomplishment of a special evaluation and without accomplishment of such regular evaluations as are required by this article, provided that nothing in this Agreement shall require accomplishments of such evaluations in order (1) to non-renew limited contracts or to suspend limited contracts and/or continuing contracts, in accordance with Article 704 entitled "Reductions in Personnel;" (2) to terminate a limited contract or continuing contract, in accordance with the Ohio Revised Code; (3) to non-renew a limited contract teacher providing service under a temporary certificate unless such teacher possesses a regular certificate in another teaching area and has previously provided service under such regular certificate in the Columbus City Schools; (4) to non-renew a limited contract teacher advised prior to employment that such non-renewal may occur due to the special nature of the specific assignment for which such teacher is being employed.

401.07

- A. The evaluation and any related actions involving teachers

during the period of assignment to the Peer Assistance and Review Program (PAR Program) shall be in accordance with the procedures established by the PAR Program Panel, which shall be consistent with O.R.C. 3319.111 and 3319.112 to the extent such laws apply. Such related actions shall include action by the Board based on recommendations by the PAR Program Panel regarding intern teachers and action by the Board based on reports by the PAR Program Panel regarding teachers who have been previously assigned to the PAR Program for intervention.

- B. The provisions of this Article 401 shall apply to teachers assigned to the PAR Program only in the event of administrative action which is not in accordance with the PAR Program Panel procedures. Such administrative action shall only be initiated where the basis for such action is primarily related to concerns other than classroom teaching performance.
- C. Any teacher may request to be assigned to the PAR Program by submitting a written request to the Association President. If the teacher requesting assignment to the PAR Program has been given a Notice of Special Evaluation and has more than five (5) years of continuous Columbus teaching experience, such teacher shall be accepted into the intervention phase of the PAR Program. The final determination of whether to admit a teacher with five (5) or less years of continuous Columbus teaching experience to the PAR Program will be made by the PAR Panel.
- D. Only teachers who have a summative evaluation rating of Ineffective on their most recent evaluation form may be recommended for PAR Intervention by an administrative-initiated referral.

401.08 Teachers eligible for continuing service status shall be those teachers who qualify under the Ohio Revised Code, which currently (August, 2013) reads as follows:

- A. Teachers eligible for continuing service status shall be those teachers qualified as described in division (D) of Section 3319.08 of the Ohio Revised Code, who within the last five years have taught for at least three years in the district, and those teachers who, having attained continuing contract status elsewhere, have served two years in the district, but the Board, upon the recommendation of the Superintendent, may at the time of employment or at any time within such two-year period, declare any of the latter teachers eligible. Ohio Revised Code 3319.11 (B)
- B. A continuing contract is a contract that remains in effect until the teacher resigns, elects to retire, or is retired pursuant to former Section 3307.37 of the Ohio Revised Code, or until it is terminated or suspended and shall be granted only to the following:
 - (1) Any teacher holding a professional, permanent, or life teacher's certificate;
 - (2) Any teacher who meets the following conditions:
 - (a) The teacher was initially issued a teacher's certificate or educator license prior to January 1, 2011.
 - (b) The teacher holds a professional educator license issued under Section 3319.22 or 3319.222 or former Section 3319.22 of the Ohio Revised Code or a se-

nior professional educator license or lead professional educator license issued under Section 3319.22 of the Ohio Revised Code.

- (c) The teacher has completed the applicable one of the following:
 - (i) If the teacher did not hold a master's degree at the time of initially receiving a teacher's certificate under former law or an educator license, thirty semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license, as specified in rules which the state board of education shall adopt;
 - (ii) If the teacher held a master's degree at the time of initially receiving a teacher's certificate under former law or an educator license, six semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license, as specified in rules which the state board shall adopt.

(3) Any teacher who meets the following conditions:

- (a) The teacher never held a teacher's certificate and was initially issued an educator license on or after January 1, 2011.
- (b) The teacher holds a professional educator license, senior professional educator license, or lead professional educator license issued under Section 3319.22 of the Ohio Revised Code.
- (c) The teacher has held an educator license for at least seven years.
- (d) The teacher has completed the applicable one of the following:
 - (i) If the teacher did not hold a master's degree at the time of initially receiving an educator license, thirty semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of that license, as specified in rules which the state board shall adopt;
 - (ii) If the teacher held a master's degree at the time of initially receiving an educator license, six semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of that license, as specified in rules which the state board shall adopt. Ohio Revised Code 3319.08(D)

C. Upon the recommendation of the Superintendent that a teacher eligible for continuing service status be reemployed, a continuing contract shall be entered into between the Board and such teacher unless the Board by a three-fourths (3/4) vote of its full membership rejects the recommendation of the Superintendent. The Superintendent may recommend reemployment of such teacher, if continuing service status has not previously been attained elsewhere, under an extended limited contract for not to exceed two years, provided that written notice of the intention to make such recommendation has been given to the teacher with reasons directed at the professional improvement of the teacher on or before June 1, and provided that written notice

from the Board of its action on the Superintendent's recommendation has been given to the teacher on or before June 1, but upon subsequent reemployment only a continuing contract may be entered into. If the Board does not give such teacher written notice of its action on the Superintendent's recommendation of an extended limited contract for not to exceed two years before June 1, such teacher is deemed reemployed under a continuing contract at the same salary plus any increment provided by the salary schedule. Such teacher is presumed to have accepted employment under such continuing contract unless the teacher notifies the Board in writing to the contrary on or before June 15, and a continuing contract shall be executed accordingly.

- D. A teacher eligible for continuing contract status employed under an additional extended limited contract for not to exceed two years pursuant to written notice from the Superintendent of the Superintendent's intention to make such recommendation is, at the expiration of such extended limited contract, deemed reemployed under a continuing contract at the same salary plus any increment granted by the salary schedule, unless the Board, acting on the Superintendent's recommendation as to whether or not the teacher should be reemployed, gives such teacher written notice of its intention not to reemploy the teacher on or before June 1. Such teacher is presumed to have accepted employment under such continuing contract unless the teacher notifies the Board in writing to the contrary on or before June 15, and a continuing contract shall be executed accordingly.
- E. A limited contract may be entered into by the Board with each teacher who has not been in the employ of the Board for at least three years and shall be entered into, regardless of length of previous employment, with each teacher employed by the Board who holds a provisional or temporary certificate/license.
- F. Any teacher employed under a limited contract, and not eligible to be considered for a continuing contract is, at the expiration of such limited contract, deemed reemployed under the provisions of this section at the same salary plus any increment provided by the salary schedule unless the Board, acting on the Superintendent's recommendation as to whether or not the teacher should be reemployed, gives such teacher written notice of its intention not to reemploy the teacher on or before June 1. Such teacher is presumed to have accepted such employment unless the teacher notifies the Board in writing to the contrary on or before June 15, and a written contract for the succeeding school year shall be executed accordingly.

The failure of the parties to execute a written contract shall not void the automatic reemployment of such teacher. The failure of the Superintendent to make a recommendation to the Board under any of the conditions set forth in this section, or the failure of the Board to give such teacher a written notice pursuant to this section shall not prejudice or prevent a teacher from being deemed reemployed under either a limited or continuing contract as the case may be under the provisions of this section.

401.09

- A. Notwithstanding Sections 3319.11(B)(3), 3319.11(C), 3319.11(D), 3319.11 (E), 3319.11(G), and 3319.111 of the Ohio Revised Code as enacted by Am. Sub. H.B. No. 330, or any

subsequent amendment thereto, the limited or extended limited contract of a teacher may be non-renewed by the Board without evaluations, hearing, or written Board decision or order thereafter if the written statement describing the circumstances that led to the intention of the Board not to reemploy the teacher provided to the teacher pursuant to Ohio Revised Code Section 3316.11(G) (2) or otherwise recites as a basis for non-renewal (1) a reason for a reduction in personnel or the non-renewal of a limited contract set forth in Article 704 of this Agreement, (2) that the teacher's current contract entails service being provided under a temporary certificate without the teachers possessing a regular certificate in another teaching area under which the teacher has previously provided service in the Columbus City Schools or (3) that the teacher has been advised prior to employment that such non-renewal may occur due to the special nature of the specific assignment for which such teacher was employed.

- B. Except as provided above in Section 401.01(D), a teacher may file a grievance under Article 110 of this Master Agreement for an alleged violation of this Article 401. This article supersedes and replaces Subsections 3319.11(G)(3-7) of the Ohio Revised Code.

Article 402

Teacher Contract Forms

402.01 Regular Teacher Contracts

All bargaining unit members shall be offered an appropriately worded individual teaching contract.

402.02 Supplemental Contracts

- A. Teachers who have supplemental contracts to perform extra duty assignments provided in Article 906, shall be notified by April 30 if such contract is not to be renewed for the following school year. All other supplemental contracts shall automatically be non-renewed following the performance of the service authorized by the Board, and no action or notification by the Board shall be required in connection with such non-renewal.
- B. The regular distribution of supplemental contracts shall be on or before June 15 of each year.
- C. Supplemental contracts shall contain language which clearly establishes the right of the Board to declare such contracts null and void in the event the school where the service was to be provided is closed. In the event a school is closed, all such contracts for service at the closed school shall be declared null and void, but the Step will not change if the teacher is re-employed in the same supplemental position but at a different school within the District within two years.
- D. Supplemental contracts shall not be awarded until there is sufficient evidence available to the Administration of adequate participation. This provision specifically applies to situations where the supplemental contract was not issued the previous year or where participation the previous year was not adequate.
- E. 1. Teachers who have completed three (3) or more consecutive years of service in a school in the extra-duty position of senior head coach, football, basketball, baseball, track, volleyball, softball, or wrestling shall be eligible for a three (3) year supplemental contract upon the expiration of their contract. Such three (3) year supplemental contracts shall be offered to such eligible teachers by June 15. No teacher shall be eligible

for such three (3) year supplemental contract for more than one (1) such coaching position.

2. Teachers who are eligible for such three (3) year supplemental contracts shall be offered written reasons for a decision leading to a recommendation not to initially issue or not to renew such a supplemental contract. Any failure to observe this provision in regard to the offering of written statements relative to the non-issuance or non-renewal of such a three (3) year supplemental contract shall be subject to the grievance procedure set forth in this Agreement.

- F. The parties agree to maintain the past practices regarding the discontinuation of supplemental contracts and prorating of pay when there are insufficient participants for the activity to either begin or continue. This practice has been the most common with freshman and reserve coaching positions and least common with head coaching positions.

402.03 All teacher contracts, provided in Sections 402.01 and 402.02 of this article, shall have language mutually agreed to by the Association and the Board.

Article 403

Professional Personnel Records

403.01 When a complaint is made by the parent of a student or any other member of the public concerning a teacher's conduct, service, character or personality, which is deemed serious enough to become a matter of formal record, the teacher shall be informed of the complaint by the principal, and the teacher and principal shall attempt to resolve the complaint of the complaining party.

403.02 When a principal or other administrator finds it necessary to make a notation in a teacher's file which reflects adversely upon the teacher's conduct, service, character or personality, the teacher shall be offered an opportunity to read such notation. The teacher shall acknowledge having read such notation by signature on the actual document filed, with the understanding that such signature does not indicate agreement with its contents. The teacher shall also have the right to answer such notation and said answer shall be attached to the file copy.

403.03 Each teacher or designee shall be guaranteed the right to examine and review the teacher's personnel file. Prior arrangements for such examination shall be made with the administrator of Human Resources or designee.

403.04 Upon written request from a teacher, the administrator of Human Resources shall give consideration to removing a notation which reflects adversely upon the teacher from the teacher's file provided the notation has been in said file for a minimum of two (2) years. If sustained demonstrated improvement in the area noted has occurred, such removal shall generally be granted. In the event the request for removal is denied, the written reasons for denial shall be provided to the teacher, and the basis for the denial shall not be arbitrary or capricious. The parties understand that it is unlikely that notations that result from very serious circumstances will be removed. Nothing in this section pertains to ratings or comments on evaluations.

Article 404

Professional Behavior

404.01 A teacher shall be entitled, upon request, to have present an

Association faculty representative or other representative of the Association when the teacher is being given a formal reprimand or warning, is being disciplined for any alleged infraction of rules, delinquency, or unprofessional performance, or is being given a recommendation that such teacher resign or take a leave of absence without pay. The request for the presence of a representative of the Association shall not delay such proceedings for more than five (5) school days. A teacher also shall be entitled, upon request, to have present an Association faculty representative or other representative of the Association when Board personnel in authority seek information which that teacher reasonably could believe may lead to discipline. The request for the presence of a representative of the Association shall not delay such inquiry by the building administrator(s) for more than one (1) school day, or by central office or external district authority for more than two (2) school days.

404.02

- A. Bargaining unit members shall only be disciplined for just cause and only in compliance with the discipline procedures contained herein. Any such action shall be subject to the grievance procedure set forth in this Agreement. Verbal direction and summaries of conference, and other similar communications with a bargaining unit member do not constitute formal discipline. Such communication shall not be subject to the grievance process and shall not be placed in the member's personnel file.
- B. Discipline will typically be administered progressively, with due regard for the severity of the violation. Progressive discipline shall take into account the nature of the violation, as well as the bargaining unit member's record of discipline. The Board or Administration may apply a higher level of discipline (including termination) if appropriate, considering the alleged misconduct subject to the just cause provision of paragraph (A) above.
- C. Forms of formal disciplinary action are:
 - (1) Letter of direction;
 - (2) Written reprimand;
 - (3) Suspension with pay (1–3 days)
 - (4) Suspension without pay (1–3 days);
 - (5) Suspension without pay (4–10 days);
 - (6) Termination
- D. A bargaining unit member may prepare a written rebuttal to any formal disciplinary action, which will be attached and placed in the bargaining unit member's personnel file.
- E. Appeal of formal disciplinary action, up to and including suspension, shall be made exclusively through the grievance procedure and shall be initiated at Step Two of the procedure. Termination shall be according to Section 3319.16 and related provisions of the Ohio Revised Code and applicable provisions of this Agreement.
- F. If an administrator is assigned to conduct an investigatory interview, the President of the Association or designee shall be notified prior to any interview of a bargaining unit member that the District reasonably believes could lead to discipline of the bargaining unit member.

- G. The misconduct form, allegations of abuse/neglect form, or other documents triggering an investigation shall be provided electronically to the President of the Association or designee when scheduling an interview of a bargaining unit member who is the subject of the investigation.
- H. All documents and other evidence to be utilized by the Board or its agents during a pre-disciplinary hearing shall be provided electronically to the President of the Association or designee when notice of the pre-disciplinary hearing is sent to the bargaining unit member.
- I. The President of the Association or designee shall be notified immediately of any removal of a bargaining unit member from the classroom/workspace. Following removal, the bargaining unit member shall be reassigned to an alternative work location or placed on administrative leave. Removal from regular assignment shall continue until the bargaining unit member is otherwise directed by the Superintendent or designee.
- J. Except in the case of alleged violations as described in Section 404.02(I), or other extenuating circumstances the administrative investigation process shall not be initiated more than forty-five (45) school days after the district becomes aware of the alleged violation.

404.03 The termination of the contract of a teacher shall not be subject to the grievance procedure set forth in this Agreement. Teachers whose contracts are terminated shall have recourse to their rights under Section 3319.16 of the Ohio Revised Code or any successor section.

404.04 The reasons for a decision leading to a recommendation not to reemploy a non-tenured teacher shall be made available in writing to the affected teacher at the teacher's option.

404.05 Any failure to observe the provisions of Section 404.04 of this article in regard to the giving of written statements relative to reemployment shall be subject to the grievance procedure set forth in this Agreement.

404.06 In general, direct, verbal criticism of a teacher by an administrator in front of students or parents tends to reduce the teacher's effectiveness in maintaining an orderly teaching environment. As a result, the parties agree that this practice should be avoided where reasonably practical. Agreement to avoid such criticism where reasonably practical is in no way intended to limit the right of the administrator to give direction to members of the teaching staff. In the event a teacher believes that such criticism has occurred, the teacher may request a conference with the administrator to discuss the incident. Following such a conference, in the event the teacher believes that such criticism has again occurred, the teacher may request a conference with the administrator and a representative of the Superintendent. In either conference, the teacher may be accompanied and represented by a representative of the Association, and the administrator may be accompanied by a Board representative if the teacher elects representation.

404.07 Members of the bargaining unit shall not be subjected to repeated and/or extreme verbal abuse by administrators or other agents of the Board. ❖

Chapter 500

Article 501

Annual Evaluation

The Association, through the Association Building Councils, shall have the right to make an evaluation of each school as to the professional environment, democratic procedures, teacher involvement and co-curricular programs in the school. This evaluation will be set forth on a form developed by the parties and administered during the month of February. The results of the survey will be submitted to the principal and school staff, the Superintendent and the Association office no later than April of each year. Handwritten comments solicited as a part of this evaluation will be typewritten before such comments are returned to the building. Reasonable safeguards will be taken to assure anonymity of the evaluators. During the 1997-1998 school year, a joint committee will review the current building survey and make recommendations, if any, to the parties.

Article 502

Libraries

502.01 The Board will provide an adequate Instructional Materials Center in each existing and new elementary school as a part of the building program resulting from such bond issue.

502.02 Standards for Instructional Materials Centers shall be established by the Joint Committee on Libraries and recommended to the Board of Education.

Article 503

Alternative Schools

During the term of this Agreement, the Board shall continue the operation of the existing alternative schools, except that the Board may determine to close an alternative school if the enrollment in such a school is less than seventy-five (75) percent of rated capacity as a result of insufficient student applications for such school.

Article 504

Teaching Aids

504.01 Notice of nominations of textbook selection committees shall be made system-wide. Nominees for textbook selection committees shall be elected by the teachers of the schools involved in the subject areas and grade levels affected. These elections shall be conducted at each school by the principal and the Association Building Council. Nominees for textbook committees may also be submitted by the Administration at the election of the Administration. Selection of the textbook committee members shall be made by a joint committee composed of an equal number of Board and Association members, except that the Administration shall have the right to designate one (1) member of each textbook committee.

504.02 The present Test Selection Committee will be continued. However, the Association will have the right to appoint fifty (50) percent of the representatives to the committee.

504.03 All committees included in this article, including textbook selection committees, shall adhere to the provisions of the article entitled "Committee Procedures."

Article 505

Textbooks

In conformance with previous policy statements made by the

Columbus Board of Education, a concerted effort will continue to be made in the selection process to provide textbooks and other teaching materials which avoid male and female role stereotyping, which reflect a diverse society and which portray both in printed text and illustrations the contributions made to American society by all elements of the society.

Article 506

Committee Procedures

- 506.01** Committees formed or continued as a result of this Agreement shall function in a democratic fashion with chairpersons elected by the committee members.
- 506.02** There shall be no ex-officio members. The times, places, agenda and all other procedural or substantive decisions or recommendations of these committees shall be made by vote of the members.
- 506.03** Such committees may call upon the Association or the Board for consultants as needed, but the composition of the committees may not be changed without mutual consent of the Association and the Board.
- 506.04** The term “joint committee” as used in this Agreement shall mean, unless it is otherwise stipulated, a committee composed of equal numbers of Board-appointed and Association-appointed members. Such committees shall adhere to the procedures set forth in Sections 506.01, 506.02, 506.03.
- 506.05** By August 15, 2015, the President of the Association and the Superintendent shall appoint two (2) persons to an ad hoc committee that will review the purpose and responsibilities of all joint CEA-Board or CEA-Central Office Administration committees and pay equity for committee work. The ad hoc committee shall make recommendations to the President and Superintendent by May 1, 2016. If approved in writing by the President and the Superintendent, the changes will be implemented for the 2016–17 school year.

Article 507

Professional Development

- 507.01** The parties believe that professional development is an ongoing process that promotes and supports both professional and personal growth for all teachers and is aimed at increasing student progress/growth. The parties agree to examine strategies and mechanisms that will increase training time of teachers other than the workdays set forth in Section 1401.03. Strategies and mechanisms shall include, but not be limited to, courses offered by the District and CEA, customized courses developed in partnership with institutions of higher education, distance learning and video programming. Customized content will also be developed, as appropriate, in consultation with department based team members, including bargaining unit members and administrators in the following areas: adapted physical education, related service providers, school psychologists, social workers, counselors, library media specialists, unified arts, early childhood education, and nurses. Professional development will focus on building teacher quality to increase student progress/growth.
- 507.02** The parties agree that the principles in paragraph 507.01 will guide the Joint Professional Development Committee in the

planning and the implementation of professional development.

- 507.03** Full-time teachers must engage in a minimum of forty (40) hours each school year of job-embedded professional development that is aligned to high-impact strategies identified in the school's Ohio Improvement Plan or the district improvement plan. Job-embedded professional development shall occur during the district's professional development days, early release days, TBTs, instructional rounds, and/or building staff meetings. The forty (40) hours will be prorated for less than full-time teachers and for teachers who have a leave of absence exceeding ten (10) consecutive days using sick leave, FMLA, or other health-related approved leave.
- 507.04** Individual bargaining unit members may apply for professional development outside the district. The bargaining unit member shall share information gained from the professional development to staff on the bargaining unit member's team.
- 507.05** The Joint Professional Development Committee shall recommend provisions for make-up of professional development or on-line/webinar materials for those absent on for any professional development. If a teacher is absent during a professional development, the teacher must complete make-up(s) prior to the beginning of the next school year, utilizing on-line resources or in-person make up sessions provided by the district during the contractual work day.
- 507.06** The District shall provide time during the teacher day to complete required compliance and safety computer-based training. ❖



CAPITAL

DISTRICT

OHIO EDUCATION ASSOCIATION



CAPITAL DISTRICT

Capital President:
Kristin Crombie Stotik

Capital Vice President:
Gerry Curran

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Professional Development.”**



Chapter 600

Article 601

Instructional Assistants

- 601.01** The employment and use of instructional assistants shall also be in accordance with Section 3319.088 of the Ohio Revised Code, guidelines established by the State Board of Education and guidelines established by the Board. If it becomes necessary to revise the guidelines established by the Board during the term of this Agreement, such revisions will be made only after consultation with the Association in keeping with Article 108.01 of this Agreement. During the term of this Agreement, the number of instructional assistants employed shall be left the judgment of the school administration, except as provided elsewhere in this Agreement.
- 601.02** In addition to the system-wide guidelines established by the Board, guidelines, written job descriptions and the assignment of instructional assistants to provide assistance to teachers, nurses, librarians and other school personnel will be established in each school building by the principal with the advice of the local Association Building Council.
- 601.03** Guidelines and written job descriptions established by the Board or building principal shall not conflict with the content or intent of the instructional assistant statute or guidelines established by the State Board of Education.
- 601.04** In those school in which there are sufficient instructional assistants available, the supervision of all study halls, school yards, lunchrooms and school halls shall be performed by instructional assistants under the direction of a teacher. Therefore, to the extent feasible, the use of teachers will be directed toward the fullest possible utilization of their professional training and capabilities and their non-teaching duties correspondingly minimized.
- 601.05** The Association Building Council shall consider and recommend to the principal appropriate procedures for the participation of teachers in the interview and selection of instructional assistants.

Article 602

Volunteer Workers

In each school which uses volunteer workers, the principal, in consultation with the Association Building Council, may develop guidelines for such workers. The utilization of volunteer workers in a teacher's classroom shall be at the option of each teacher.

Article 603

School Counselors

- 603.01** Counselors shall not be required to construct the master schedule for their assigned school.
- 603.02** During the term of this Agreement, the Board shall meet and may exceed the counselor staffing requirement mandated by the state.

Article 604

School Nurses

- 604.01** School nurses shall be covered by all applicable provisions of this Agreement on the same basis as all other members of the bargaining unit.
- 604.02** An Association Building Council shall be established for the

administrator of Nursing Services in the same manner and to function with the same responsibilities and constraints as are set for the Association Building Council in Article 202 of this Agreement.

Article 605

School Nurse Orientation and In-Service

605.01 The Board shall continue with this Agreement to place one nurse in charge of orientation. This nurse shall assist the supervisor of nurses and be responsible for orientation of new nurses.

605.02 All school nurses may attend in-service meetings sponsored by nursing associations or other groups concerned with health problems, provided such attendance has been approved by the supervisor of nurses. This provision does not prohibit school nurses from applying for and being granted professional leave.

Article 606

School Social Workers

Each school social worker shall be provided work space in a room in at least one of the school social worker's assigned schools with access to a telephone and a filing cabinet or desk that can be locked.

Article 607

Kindergarten Teachers

Half-time kindergarten teachers who have been reemployed for the following school year and who desire a full-time position for the following school year shall indicate their desire to the administrator of Human Resources by June 1. Such teacher shall be granted a full-time position in a vacancy requiring a certification/license held by the teacher, provided the Board would otherwise have employed a new teacher for such vacancy.

Article 608

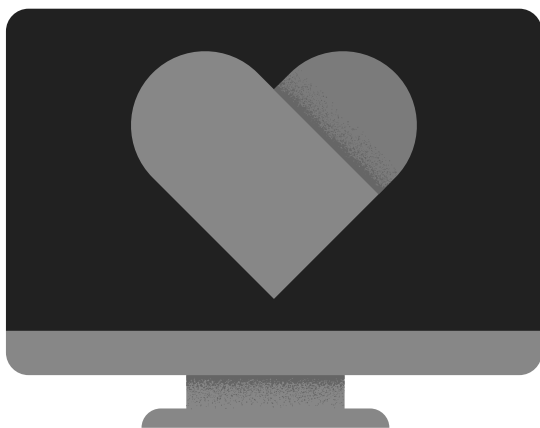
Library Media Specialists

Library Media Specialists shall be paid two (2) hours annually per assigned building, at the supplemental hourly rate, for the completion of book inventory. Such hours shall be completed outside the regular work hours and scheduled at the discretion of the bargaining unit member with the approval of the supervisor. Documentation for such hours shall be submitted on a supplemental time sheet no later than the last records day of the school year. ❖

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Corps members are an additional heartbeat in the educational process. They are significant change agents in the lives of students. The corps members are a light to each day and are full of love and energy. Educators such as myself find them priceless jewels."

Malissa A. Thomas-St. Clair, 8th Grade Math Teacher
Champion Middle School

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Chapter 700

Article 701

Sick Leave

701.01 *General Rules Pertaining to Sick Leave*

- A. Unused sick leave shall be cumulative without limit. For contract teachers, sick leave shall accumulate at a rate of fifteen (15) days per year. All such teachers shall be credited with one and one-half (1.5) days on the second payday of each month. The accruals will occur September through June. The effective date for deducting sick leave credit shall be the final day of each pay-reporting period.
- B. Each new full-time bargaining unit member shall be credited with five (5) days of sick leave, which may be used in case any such bargaining unit member is unable to work because of personal illness or illness or death in the bargaining unit member's immediate family, after beginning the bargaining unit member's employment but before the bargaining unit member has accumulated that amount of sick leave in the manner provided in Paragraph A above. If any of said five (5) days of sick leave is used, it shall be deducted from the total sick leave which the bargaining unit member's may accumulate during the first year of service as provided in Section 701.01(A) above.
- C. Sick leave for regular teachers employed on other than a full-time basis shall be credited and deducted at the proportionate rate set forth in their contract of employment.
- D. It shall be the responsibility of each bargaining unit member to transfer any unused sick leave from a previous employer to the office of the Treasurer of the Columbus Board of Education. When a former bargaining unit member in the Columbus School System returns to the employ of the Board, the bargaining unit member's unused accumulated sick leave, if any, shall be automatically reinstated. Such transfer or reinstatement of sick leave will be accepted by the Board provided the teacher's most recent employment takes place within ten (10) years of the date of the last termination from Ohio public service and provided such sick leave was earned in Ohio public service.

701.02 Sick leave with pay may be used only for the purposes provided in paragraphs A, B, and C below:

- A. For absence of the teacher due to personal illness, pregnancy, injury or exposure to contagious disease which could be communicated to others.
- B. For absence of the teacher due to illness or injury of someone in the teacher's immediate family. Immediate family is defined as father, mother, brother, sister, son, daughter, wife, husband, grandmother, grandfather, grandson, granddaughter, father-in-law, mother-in-law, legal guardian, or foster or step-parents of said teacher; and all dependents as defined by IRS living in the home or any person living in the home to whom a teacher becomes the primary caregiver. A physician must certify the primary caregiver.
 1. If a teacher is absent not more than three (3) consecutive school days because of the illness of a member of the teacher's immediate family, the teacher need only make the report of absence required by Section 701.06(A) of this Agreement in order to be eligible for sick leave with pay for such absence.
 2. If a teacher is absent in excess of three (3) consecutive school days for this reason, the teacher must provide the administrator

of Human Resources, with a doctor's certificate setting forth the identity of the patient, the nature of the illness involved and the need for the absence of the teacher in order for the teacher to be eligible for sick leave with pay for such absence.

- C. For absence due to death in the immediate family of a teacher. Death in the immediate family of a teacher is defined to mean the death of the father, mother, brother, sister, son, daughter, husband, wife, grandmother, grandfather, grandson, grand-daughter, aunt, uncle, father-in-law, brother-in-law, or sister-in-law, legal guardian or foster or step-parents of the said teacher; or dependents as defined by IRS. Absence due to death in the immediate family shall not exceed five (5) consecutive school days.

D. ***Assault Leave***

In addition, a teacher may use up to forty (40) days of assault leave due to injury resulting from a physical assault on a teacher which occurs on Board premises or which occurs off Board premises in connection with the performance of assigned duties, subject to the following stipulations:

1. The teacher's conduct was within the bounds of general standards of professional behavior.
2. The building administrator or other appropriate administrator was notified as soon as possible of the occurrence.
3. The teacher submits to the Human Resources Department the certificate required in case of sick leave absence, accompanied by the physician's statement required in Paragraph (4) below.
4. The teacher provides a physician's statement describing the nature and duration of the resulting disability and the necessity of absence from regular employment, with the findings of the physician subject to review by the Board physician.
5. In the event the foregoing conditions are satisfied, none of the first forty (40) days of absence resulting from such occurrence shall be deducted from the teacher's accumulated sick leave or personal leave.
6. Workers' Compensation cannot be received simultaneously with assault or sick leave benefits.
7. Any assault leave request that is in dispute will be determined by a joint committee of three administrators and three Association representatives. The three administrators shall not include the administrator who made the initial decision to deny the request, and the three Association representatives shall not include the requesting teacher. The initial decision may be reversed by a two-thirds (2/3) vote of the full committee. The joint committee's decision shall be final and binding.
8. In particularly severe or unusual cases, a reasonable extension of assault leave benefits may be agreed to between the Parties on a non-precedent setting basis.
9. The Joint Committee set forth in Paragraph 7 may grant use of assault leave benefits for mental or emotional injury certified by the teacher's physician and arising in connection with a physical assault; however, the Joint Committee may require review or examination by a physician or other health care professional designated by the Board at the Board's expense.

701.03 Use of Sick Leave Notification

- A. When any member of the bargaining unit is to be absent for a full school day, or a longer period, such absence shall be reported to the principal and to the Substitute Employee Management System, if designated by the principal, at least one hour and thirty minutes prior to the teacher's scheduled start time or as soon as possible thereafter by any teacher who wishes to use sick leave in accordance with the above procedures. The teacher shall not be required to state, during this notification, the cause or type of illness involved. If possible, however, the teacher will estimate the duration of the teacher's absence.
- B. In the event the estimated duration of the absence is expected to be continuous for a period in excess of three (3) school days, or when an absence has been continuous for such a period, the teacher shall advise the administration in writing of the estimated duration of the need for sick leave.
- C. In the event the estimated duration of the bargaining unit member's absence is expected to be continuous for a period in excess of two weeks (10 school days), or when an absence has been continuous for such a period, the teacher shall advise the Administration of the estimated duration of disability by submitting the designated form to Human Resources by the tenth (10th) day of absence and include a physician's statement. The teacher will provide the Office of Human Resources with written notice at least three (3) school days before intending to return to work.

701.04 A teacher who has been absent on a Monday through Thursday shall inform the principal or school clerk by 2 p.m. on the day before the teacher's wish to return. The administrator shall assume that a teacher who is absent on Friday or the day before the start of a vacation period will return on the next Monday or the first working day after the vacation unless the teacher notifies the principal or designee on Sunday or the last vacation day not later than 7 p.m. that the teacher will not return to duty on the next day. Whenever it can be determined by the teacher on a Friday or the school day prior to the starting of a vacation that the teacher will not be returning to duty on the next scheduled school day, the teacher should let the principal or school clerk know by 2 p.m. that the teacher will not be returning so that the same substitute teacher can be continued.

701.05 Absence on Saturdays, Sundays, paid holidays and paid non-work days shall not be charged against sick leave.

701.06 Certificates Required in Case of Sick Leave Absence

- A. When a teacher is absent, a report for such absence, signed by the teacher, shall be completed by such employee on a form supplied by the Board. Such form shall be filed with the principal or immediate supervisor within three (3) school days following the last day of such absence or three (3) days after the close of a school year, whichever occurs first.
- B. If medical attention was required, the teacher shall list the name and address of the attending physician and the dates when the physician was consulted on the form provided in Section 701.06(A) above.
- C. Such report shall be made in a manner which will satisfy the requirements of Section 3319.141 of the Ohio Revised Code. The filing of any willfully false statement by a teacher shall be

considered by the Board as grounds for disciplinary action in such form and manner as the Board may deem advisable.

- D. Teachers who have been out of school because of serious illness, extending over a period of two or more weeks, must have the approval of the Superintendent before returning to regular school work. The Superintendent or designated central office administrator may require medical or psychological verification of the teacher's ability to return to work and any limitations on the teacher's return. In meeting the medical (or psychological) verification requirement, generally the written certification of the teacher's physician or psychologist is sufficient. In circumstances where the Superintendent or central office designee requires additional explanation, the teacher shall provide a written report from his or her physician or psychologist to the Superintendent or central office designee.
- E. Members of the bargaining unit shall not be asked or required to sign a statement authorizing a doctor or hospital to release medical records unless the absence due to illness, injury, or pregnancy of the member of the bargaining unit has been challenged, in which case the teacher shall be furnished with the written reasons for such a challenge and the need to examine medical records.
- F. The purpose of this section is to provide tools for management to curb sick leave abuse. These tools shall not be utilized in an arbitrary, capricious, or harassing manner.
 - 1. If the principal or supervisor has a question about a teacher's use of sick leave, the principal or supervisor shall hold a conference with the teacher, at which the teacher shall be represented by the Senior Faculty Representative at that building or Association designee. The conference shall take place within two (2) school days of the principal or supervisor's request, unless an extension is mutually agreed upon by the teacher and the principal or supervisor. This step must precede (3) below.
 - 2. The Superintendent may (but need not always) require written certification to justify use of sick leave from the teacher's physician when:
 - a. There is a pattern of use such as, but not limited to, workdays before or after a holiday or vacation period, on Mondays or Fridays, or a certain time of year; or
 - b. There is reasonable suspicion of sick leave abuse; or
 - c. The teacher has been absent using sick leave for three (3) or more consecutive workdays; or
 - d. The teacher has been absent using sick leave for more than seven (7) days total during the same school year; or
 - e. The teacher is on an extended absence and the Superintendent has reasonable grounds to question the continued absence, once every thirty (30) calendar days.
 - 3. The Superintendent may (but need not always) require the teacher to be examined at Board expense by a physician or psychologist designated by the Superintendent when:
 - a. The Superintendent wishes to verify the teacher's fitness for return to work; or
 - b. There is reasonable suspicion of sick leave abuse; or
 - c. The teacher is on duty, but there is a reasonable question whether the teacher is able to perform essential functions of the job; or

- d. Where the teacher's personal physician or psychologist certification under (2) above requires additional explanation. The Board designated physician or psychologist shall provide a written report to the Superintendent.
4. Under this section (F), the Superintendent includes the Superintendent or designated central office administrator.

701.07 Catastrophic Illness/Injury Sick Leave Donation Procedure

A member of the bargaining unit who has exhausted all accumulated paid leave as a result of a catastrophic illness or injury of a temporary nature may be granted additional sick leave days through the donation of accumulated unused sick leave by other bargaining unit members who volunteer to do so in accordance with the following guidelines:

- A. For purposes of this procedure, the term "catastrophic illness or injury" shall include illnesses, disabilities, injuries and/or surgeries which are calamitous in nature, constituting a great misfortune, where the lack of immediate treatment will result in a life threatening or life debilitating circumstance for the employee or immediate family. Examples of catastrophic diagnosis include, but are not limited to the following:
 - Accident resulting in multiple fractures or amputation of limb
 - AIDS
 - ALS (amyotrophic lateral sclerosis)
 - Cancer
 - Cerebral palsy, muscular dystrophy
 - Condition causing paralysis
 - Hemophilia
 - Mental illness (requiring hospitalization)
 - Rare disease
 - Severe burn involving over 20 percent of the body
 - Server head injury requiring hospitalization
 - Spinal cord injury
 - Stroke or cerebrovascular accident
- B. A joint Association/Board committee consisting of three (3) members of the bargaining unit appointed by the Association and three (3) administrators shall be appointed on a yearly basis to review requests under this provision. In order to approve a request for catastrophic illness/injury sick leave donation, a two-thirds (2/3) vote of the entire committee must prevail. The joint committee will establish rules and procedures for the allocation and disposition of donated leave under this Section 701.07. All rules and decisions of the joint committee require a two-thirds (2/3) vote of the entire committee.
- C. Applications for catastrophic illness/injury sick leave donation must be jointly submitted to the administrator of Labor Relations and the Association President. Applications will include, but not be limited to, the following information:
 1. Nature of illness/injury
 2. Physician(s) statement as to the condition and the need for sick leave
 3. Projected date of return to duty
 4. Explanation of previous sick leave usage
 5. Any other pertinent information that applicant can submit to the committee for its consideration.
- D. The committee shall meet and make a determination regarding the request. The bargaining unit member shall be informed

of the committee's decision in writing within three (3) days of the meeting. The decision of the committee shall be final.

- E. The Association will assume the responsibility for solicitation of donations for approved bargaining unit members, subject to procedures established by the joint committee. A form shall be mutually developed to solicit donations. Bargaining unit members may donate any amount of their unused sick leave to the affected member. A maximum of forty-five (45) days may be granted to the applicant. If additional sick leave donation beyond the forty-five (45) days maximum is needed, the bargaining unit member must reapply for consideration by the committee. One renewal will be considered by the committee. All donation forms will be submitted by the Association to the administrator of Labor Relations.
- F. The joint committee shall not grant donated sick leave so as to delay the disability retirement of a teacher.
- G. All information and reports relating to the applications under this policy shall remain confidential to the extent allowed by law.
- H. A teacher using donated sick leave shall not earn or accrue any sick leave under Section 701.01.

701.08 The Joint Committee on Sick Leave Bank, established in the Memorandum of Understanding in the 2003 Addendum, shall continue its study of a sick leave bank. If determined to be administratively feasible, the bank will be implemented at the beginning of the 2005–2006 school year.

Article 702

Leaves of Absence

702.01 *Ill Health*

- A. The Superintendent or designated central office administrator may require medical or psychological verification of written application of a leave of absence, without pay, for ill health. In meeting the medical (or psychological) verification requirement, generally the written certification of the teacher's physician or psychologist is sufficient. In circumstances where the Superintendent or designated central office administrator requires additional explanation, the teacher shall provide a written report from the bargaining unit member's physician or psychologist to the Superintendent or designated central office administrator.
- B. Such request for leave, if approved, shall be granted for the remainder of the semester or the remainder of the school year, or for an entire school year, with the possibility of a renewal of the leave, upon written request, according to the provisions of Section 3319.13 of the Ohio Revised Code. An earlier termination of this leave, if requested in writing by the employee, shall be at the discretion of the Superintendent and in accordance with the needs and interests of the schools.
- C. At least thirty (30) days before a teacher on a leave of absence for ill health expects to resume the teacher's duties, the teacher, or someone acting in the teacher's behalf, must request in writing the reinstatement of said teacher to the staff. In requesting reinstatement, said teacher does not forfeit the teacher's right to request an extension of the leave of absence for ill health. Failure to comply with this regulation shall be deemed an automatic resignation.
- D. Not less than ten (10) days before termination of leave, a

doctor's statement must be submitted by the teacher. The Superintendent or designated central office administrator may require medical or psychological verification of the teacher's ability to return to work and any limitations on the teacher's return. In meeting the medical (or psychological) verification requirement, generally the written certification of the teacher's physician or psychologist is sufficient. In circumstances where the Superintendent or designated central office administrator requires additional explanation, the teacher shall provide a written report from his or her physician or psychologist to the Superintendent or designated central office administrator.

- E. Whenever any teacher has been absent from active service a sufficient number of days to exhaust the teacher's accumulated sick leave days and continues in absence without applying for a leave of absence under this section, the Superintendent shall investigate the facts of the case and shall have authority to recommend to the Board that an unrequested leave of absence be granted according to the provisions set forth in Section 3319.13 of the Ohio Revised Code. Any teacher who refuses to comply with the terms of such a leave of absence shall be considered to have terminated the teacher's contract. Such refusal shall not deny the teacher's rights to request a hearing under Section 3319.13 of the Ohio Revised Code if the teacher files with the Treasurer a written demand for such a hearing within ten (10) days of the Board's approval of the Superintendent's recommendation that a leave of absence be granted hereunder. Notwithstanding any other provision of this contract, a teacher returning from ill health leave under this subsection (E) shall be immediately placed on active status if the position has been filled by a substitute teacher.

702.02 Family and Parental Leave

- A. In addition to the reasons identified in Section 701.02 above, paid family leave shall be granted to full-time teachers for absences related to the birth, adoption, or foster placement for purposes of adoption (referred to as "foster" throughout this section) of a child as follows:
1. For the birth or adoptive/foster parent, up to thirty (30) paid family leave days for the birth of the child or the placement of the adoptive or foster child:
 - a. For the initial ten (10) days of leave, the teacher may use accrued sick leave or take unpaid leave.
 - b. For the next twenty (20) days of leave, the teacher will be paid at seventy percent (70%) of regular pay. Teachers may supplement their pay, up to one hundred percent (100%), during the twenty (20) days by using accrued sick or personal leave.
 2. For the non-birth parent, up to fifteen (15) family leave days within six (6) months of the birth of the child:
 - a. For the initial ten (10) days of leave, the teacher may use accrued sick leave or take unpaid leave.
 - b. For the next five (5) days of leave, the teacher will be paid at seventy percent (70%) of regular pay. Teachers may supplement their pay, up to one hundred percent (100%), during the five (5) days by using accrued sick or personal leave.
- B. In addition to family leave granted pursuant to 702.02(A), a

teacher anticipating the birth, adoption, or foster placement for purposes of adoption of a child to the family may request and shall be granted an unpaid parental leave of absence, provided the following stipulations have been met:

1. Such request shall be submitted on the designated form to the administrator of Human Resources, at least thirty (30) days prior to the beginning date of the requested leave.
2. A parental leave request shall be accompanied by a statement from the attending physician indicating the anticipated date of birth of the child and the expected date of disability; or
3. The request for adoptive/foster leave shall be accompanied by a statement from the adoption/foster agency.
4. The requested duration of such leave shall be for the remainder of the semester in which the leave commences and not to exceed the four subsequent semesters. All such leaves must terminate at the end of a school year. The teacher may submit a request to the administrator of Human Resources, for return to service at any time during the leave. Such request shall be in writing and shall be at least thirty (30) days in advance of the desired return date. Such teacher shall be returned to service on the requested date or on the earliest following date when a vacancy occurs requiring a certification/license held by the teacher, provided the Board would otherwise have employed a new teacher for such vacancy.
5. The teacher shall notify the administrator of Human Resources, in writing, of the intention to return to service at least 120 days before the teacher expects to resume duties except, when delivery occurs during such 120 days, notification shall be no more than thirty (30) days after delivery. The teacher shall be informed of receipt of such notification of intent to return. Failure on the part of the teacher to comply with this regulation may be deemed by the Board as an automatic resignation.
6. In the case of an adoptive leave, if the adoption is canceled after a replacement for the adopting teacher has been arranged, the adopting teacher may request early reinstatement from leave and such request will be given priority consideration by the Administration.

702.03 Exchange Teaching

- A. An employee on a regular teacher's contract shall be eligible for leave of absence for a period of one (1) full semester, or one (1) full year beginning with the opening of the semester or year, only after the bargaining unit member has filed a written request for such leave of absence at least two (2) months prior to the beginning of a requested leave, and the leave has been granted on the recommendation of the Superintendent. No compensation may be paid to a teacher while absent on such leave of absence unless the exchange-teaching leave involves the use of some teacher from outside the Columbus area as a replacement for the employee on leave. In the latter case, the replacement must be approved by the Superintendent before the leave can be approved and the employee will be on paid leave with full compensation and benefits paid by the Board, as long as the replacement is on paid leave, with full compensation and benefits paid by the sending district. Credit on the salary schedule shall be given for

time spent in exchange teaching. The granting of such leaves of absence shall be determined by the Superintendent on the basis of the value of such a leave to the Columbus City Schools.

- B. Termination of such a leave of absence shall be by written request of the teacher to the Superintendent not less than 120 days prior to the time that the teacher expects to return to duty in the Columbus City Schools. Failure to comply with this regulation shall be deemed an automatic resignation.
- C. The above policies with reference to exchange teaching also apply to employees granted leaves of absence for the purpose of teaching in the Armed Forces Dependents Schools.
- D. In the light of any present or future federal or state legislation regarding exchange teaching, exceptions may be made to the above regulation on the recommendation of the Superintendent and the approval of the Board.

702.04 Professional Study or Travel

- A. Leaves of absence for professional study or travel may be granted to teachers on the basis of either one (1) full semester or one (1) full year. Application for such a leave is to be made no less than sixty (60) days in advance. An applicant for leave for professional study shall outline, in writing, the program of study to be pursued. Such a program shall, in general, include a full college or its equivalent, and the Superintendent shall recommend the approval of such leave only if it appears that the program of study is of such a nature as to contribute directly to improved educational conditions in the Columbus City Schools.
- B. Leaves of absence for travel shall be requested in writing, in which the scope or nature of the travel shall be outlined in detail. Such applications must show clearly how the travel will contribute directly to improved classroom instruction and the reasons why such travel cannot be accomplished when schools are not in session.
- C. In no case shall leave of absence for professional study or for travel be granted for periods of less than one (1) semester, except at the discretion of the Superintendent, and only when it can be shown that the program of the Columbus City Schools will not suffer as a result of the granting of such leave. Absence for either of the above reasons, without leave having been granted, shall be considered as termination of contract by the teacher.
- D. Termination of the above two (2) kinds of leave shall be only on written request of the teacher on leave said request being filed with the Superintendent not less than 120 days prior to the return to duty of the teacher. Failure to comply with this regulation shall be deemed an automatic resignation.
- E. Any teacher who, while on leave for professional study or for travel, shall engage in employment comparable to the teacher's employment with the Columbus City Schools shall be considered to have terminated the teacher's contract. Reinstatement to active paid status following either of the above types of leaves shall be made only if the Superintendent shall find that there has been substantial compliance with the originally approved program of study or travel. No compensation shall be paid to any teacher while absent on either of the above leaves.

702.05 Military Leave

- A. In accordance with Section 3319.14 of the Ohio Revised Code, military leave of absence, without pay, shall be granted

to any regular contract teacher who shall be inducted, called to active duty or who enlists for military duty with any branch of the armed forces of the United States.

- B. Any teacher whose teaching services in the Columbus City Schools has been interrupted by active duty service in the armed forces shall be reemployed in accordance with the provisions of Section 3316.14 of the Ohio Revised Code and shall be given full credit on the salary schedule for such service.
- C. Military leave shall be granted pursuant to Section 5923.05 of the Ohio Revised Code.

702.06 *Special Leaves*

In order to accommodate special and clearly defined needs of the Columbus City School District, the Superintendent may recommend that the Columbus Board of Education grant a leave of absence, without pay, to a contract teacher in accordance with the following procedures:

- A. The Superintendent shall submit to the Board of Education a statement defining the specific needs of the Columbus City School District that can be accommodated through the granting of such a leave of absence.
- B. The Superintendent shall identify and select from the staff of contract teachers such personnel as the Superintendent deems capable of accommodating such needs of the Columbus City School District and shall recommend to the Board of Education that such personnel be granted leaves of absence.
- C. The Superintendent shall have discretion to authorize such personnel to accept employment with remuneration paid by an agency other than the Columbus Board of Education during such a leave if, in the judgment of the Superintendent, such employment provides specialized training for such personnel that cannot be obtained in a more feasible manner by such personnel as employees of the Columbus Board of Education.
- D. Before such a leave of absence shall become effective, such personnel shall sign a statement indicating their intention to return to the service of the Columbus City School District upon termination of such a leave of absence.
- E. Such a leave of absence shall be for a period of up to one (1) full school year. Extension of such leaves shall be subject to the recommendation of the Superintendent and the approval of the Board of Education.
- F. Time spent by personnel on such a leave of absence shall be recognized by the Columbus City School District for salary purposes and shall not affect the tenure status of such personnel.
- G. Termination of such a leave shall be effected in writing by the Superintendent.

702.07 *Special Leave Without Publicly Stated Reasons*

The Superintendent may, in the Superintendent's sole discretion, grant a special leave to a teacher without the reasons being stated in writing. Such a leave, if granted, cannot exceed one (1) school year and, while it will not affect tenure, it will be without pay and, upon return, the teacher will not be entitled to a salary increment. The Superintendent in granting such leave can establish terms and conditions of the teacher's return.

702.08 *Returning from Leave*

The following provisions apply except as provided in Article 704

entitled "Reductions in Personnel:"

- A. A teacher returning from any leave of absence enumerated in Section 702.01 through Section 702.07 of this article shall be placed immediately on the payroll if the termination date is known at the time that the leave of absence was granted. If the termination date of the leave of absence was not known at the time that the leave was granted, the Board will not be required to place the teacher on the payroll until thirty (30) days after the termination date. Said termination date is the date on which the teacher is available for assignment and has so informed the administrator of Human Resources, in compliance with the requirements of the teacher's specific leave.
- B. The teacher returning from any leave of absence as enumerated in Section 702.01 through Section 702.07 of this article shall be given the same consideration in assignment as provided teachers in a staff reduction status.

702.09 To accomplish school needs, short-term periods of absence, without loss of pay, may be granted by the Superintendent, to attend local, state and national meetings, to participate in civic activities and to provide community service. Only upon recommendation of the Superintendent and approval of the Board may personnel be reimbursed for expenses incurred in attending such meetings or providing such services.

702.10 Upon written request to the Superintendent, a leave of absence without payment of salary shall be granted to a teacher who has illness in the immediate family. Such leave shall be granted for the remainder of the semester or school year, or for an entire school year, and may be renewed upon written request. A written request for reinstatement shall be filed with the Superintendent at least thirty (30) days prior to the return to duty of the teacher.

702.11 *Religious Leave*

A teacher may be absent, with pay, on a day identified by a duly constituted religious body as a religious holiday, provided the duly constituted religious body has established that in order to properly observe such religious holiday no work should be performed on such day and provided the employee is an active member of such religious body. Requests for such absence shall be made of the Human Resources Department at least five (5) school days prior to the holiday. Such absence shall not exceed three (3) days during the school year, which days shall not be deducted from any other leave.

702.12 *Personal Leave*

- A. Each teacher shall be credited with two (2) personal leave days each school year and may use personal leave days for absence due to personal reasons. Personal leave days shall not be deducted from sick leave, and unused personal leave days shall be cumulative from year to year. Except for unusual or unforeseen circumstances, a teacher shall provide a written notification to the teacher's principal/supervisor or designee at least five (5) school days in advance of the intention to take personal leave. Such notification shall contain certification by the teacher that the absence is not for one of the reasons proscribed below. The filing of a false statement by a teacher shall be considered by the Board as grounds for disciplinary action in such form and manner as the Board may deem advisable. The following do not constitute valid reasons for the use of personal leave:

1. Gainful employment or other income-producing activity;
 2. Any activity in connection with a strike, "study day," "professional holiday," or any other work stoppage or any concerted action related to such activities.
- B. For purposes of Section 702.12(A), a school year is from August 1 to the following July 31. Teachers employed after January 1 in a given school year shall be credited with one (1) day of personal leave in that school year. Teachers employed after April 1 in a given school year shall not be credited with personal leave in that school year.
- C. Absence on Saturdays, Sundays, paid holidays and paid non-work days shall not be charged against personal leave.
- D. Annually no later than May 1, teachers may submit in writing a request to participate in the Board's personal leave buy back program for up two (2) personal days per year. Teachers shall be compensated at eighty-five percent (85%) of the daily rate of the BA minimum salary per day. Payment will be made by the date of the 26th pay.

702.13 Jury Duty Leave

Teachers, upon written request to the Superintendent, shall be eligible for leave for the number of days or partial days needed to accept jury duty. Upon submission of proof of jury service and any funds received for jury service, the teacher shall be paid the regular salary for the number of days involved. Such leave shall not be deducted from any other leave.

702.14 Association Leave

The Board shall authorize a pool of up to a total of 215 days of leave with pay per year for the use of members of the bargaining unit who are elected to represent the Association or who are chosen to serve on programs or to represent the Association in any official capacity at meetings, conferences or conventions attended by representatives of the Association. Such leaves will be granted upon written application made not less than five (5) school days in advance to the administrator of Human Resources, and in no event shall more than three (3) teachers be granted such leaves at the same time from any school.

702.15 National Service Leave

- A. Leaves of absence for national service programs (Peace Corps and VISTA), without pay, shall be granted to regular contract teachers for a period of one (1) full semester or one (1) full year. Written application for such leave must be filed with the Superintendent no later than two (2) months prior to the beginning of the requested leave must be filed with the Superintendent no later than two (2) months prior to the beginning of the requested leave period. Credit on the salary schedule shall be given for time spent in teaching while on a national service leave.
- B. Termination of a national service leave shall be by written request of the teacher to the Superintendent not less than 120 days prior to the time that the teacher expects to return to duty in the Columbus City Schools. Failure to comply with this regulation shall be deemed an automatic resignation.
- C. At the time a teacher returns from national service leave, the bargaining unit member shall file with the Superintendent official evidence of their Peace Corps or VISTA service. Such official

evidence is to include dates of service and duty assignments.

702.16 The Professional Leave Committee established by a Memorandum of Agreement in 1986 will continue to function as set forth in said memorandum and as agreed to by the parties. Further, the Board will provide \$200,000 per school year to fund this professional leave provision.

Article 703

Sabbatical Leave

703.01 Upon written application made not later than March 1 of any school year, and with the approval of the Superintendent and the Board of Education, not more than fifteen (15) teachers shall be granted sabbatical leaves for the following school year.

703.02 All applications for sabbatical leaves will be reviewed for recommendation to the Superintendent and Board by a committee consisting of three (3) representatives of the Board and three (3) representatives of the Association. The committee shall consider, among other qualifications, the following:

- A. The proposed program of the applicant as related to professional graduate study, travel, writing or research
- B. The value of the proposed program to the Columbus City Schools, its pupils and the individual applicant.
- C. The applicant's total length of service with the Columbus City Schools.

703.03 Teachers approved for a sabbatical leave will be notified of their approval by April 30 or as soon thereafter as possible. Teachers on a sabbatical leave shall be entitled to a salary equal to the difference between the teacher's regular contract salary in effect at the time the sabbatical leave is approved and the minimum bachelor's degree salary in effect at the time the sabbatical leave is approved.

703.04 A teacher on sabbatical leave will be given an employment contract for the year of leave.

703.05 In order to be eligible for a sabbatical leave, a teacher must have been employed in the Columbus City Schools for at least five (5) years.

703.06 Teachers requesting such leaves must accompany their application with a detailed plan for the use of the sabbatical leaves. Within sixty (60) days after the expiration of their leave, a teacher will make a written report to the Superintendent detailing the use which was made of the leave. If the leave was granted for graduate study, the teacher will present to the Superintendent a transcript from the university or college attended.

703.07 As a condition of being granted a sabbatical leave, a teacher must agree to teach in the Columbus City Schools for a period of one (1) school year upon returning from leave. Failure to do so will require the teacher to refund to the Board all payments received from the Board during the leave period.

703.08 Teachers on sabbatical leave shall be given full credit on the salary schedule for the period of leave.

703.09 All such sabbatical leaves shall be granted in conformity with the provisions of Section 3319.131 of the Ohio Revised Code.

Article 704

Reductions in Personnel

704.01 In the event a reduction in the number of teachers is neces-

sary which requires the Board to suspend contracts, such reductions shall be implemented in conformity with the following: When, by reason of decreased enrollment of pupils, return of duty of regular teachers after leaves of absence, by reason of suspension of schools, demonstrable financial reasons, or territorial changes affecting the District, the Board of Education decides that it will be necessary to reduce the number of teachers, it may make a reasonable reduction. When a proposed reduction in personnel is due to demonstrable financial reasons, a meeting will be scheduled consistent with Article 108.02 for the purposes of discussing the reasons and reviewing relevant financial documents. The procedure for reduction in personnel shall conform with the following:

1. First, the Board shall accomplish any necessary reductions in staff through attrition (i.e. retirement, voluntary resignation, etc.) before any suspension of contracts.
2. Second, should it be necessary to suspend contracts to achieve the necessary reduction in staff, limited contract teachers shall be reduced first utilizing the following order:
 - A. Certification/licensure within the affected teaching field
 - B. Comparable evaluations as defined in this Agreement
 - C. When evaluations are comparable, seniority in the district shall prevail, with the contract of the least senior limited contract teacher in the affected teaching field the first to be suspended.
3. Third, should the necessary reduction of staff exceed the number of limited contract teachers in the affected field, only then shall continuing contract teachers be reduced by utilizing the following order:
 - A. Certification/licensure within the affected teaching field
 - B. Comparable evaluation as defined in this Agreement
 - C. When evaluations are comparable, seniority in the District shall prevail, with the contract of the least senior continuing contract teacher in the affected teaching field the first to be suspended.
4. *Comparable evaluations*

Comparable evaluations shall be defined as follows and reductions in force will be conducted in the following order based on the highest summative rating received from a teacher's two most recent full evaluation cycles within the District. A single summative rating shall be used for the purposes of this article only in the event that two full evaluations have not been completed with the District.

 - A. Bargaining unit members without a previous Columbus City Schools OTES, OSCES, and/or LSP evaluation.
 - B. Ineffective OTES, OSCES, and/or LSP rating
 - C. Developing OTES, OSCES, and/or LSP rating
 - D. Skilled or accomplished OTES, OSCES, and/or LSP rating
5. No reduction in force shall be accomplished through the nonrenewal or termination of the contract of any bargaining unit member. This does not apply to contracts that automatically nonrenew each year.

704.02 Teachers, whose continuing contracts are suspended,

shall have the right of restoration to continuing service status in reverse order of suspension if and when teaching positions become vacant or are created for which any of such teachers are or become qualified. Following the right to restoration by continuing contract teachers, limited contract teachers shall be recalled in reverse order of suspension as positions are available in their areas of certification/licensure. The Board shall recall all teachers on layoff status in the various areas of certification prior to employment of any new teachers in such certification areas.

Stipulations:

- A. For the purposes of this section, seniority shall conform to the definition in Article 211.03.
- B. As teaching positions become available, teachers who have been reassigned as a result of the reductions of other personnel, may again be reassigned at the discretion of the Administration to a teaching position more closely conforming to their assignment prior to the reduction transfer. More closely conforming is not intended to include geographical location of assignment.
- C. Music teachers shall be considered as vocal and instrumental for purposes of layoff and recall (as well as assignments) based upon their election. New employees shall make their election during the first year of employment. Election shall be made on a form which indicates the purposes of the election and which provides for the election of instrumental, vocal or both.
- D. Teachers on a layoff status shall be responsible for keeping the administrator of Human Resources informed as to their current address and telephone number. Notification of recall by the administrator of Human Resources shall be to such address, and failure to contact the administrator of Human Resources, within fourteen (14) calendar days of the date of mailing shall remove the teacher from layoff status. The administrator of Human Resources will also attempt a telephone contact of the teacher. Further, failure to accept the offered assignment shall remove the teacher from layoff status except for continuing contract teachers, who shall not lose that right of restoration to continuing service status by reason of having declined recall to a position that is less than full-time or, if the teacher was not employed full-time just prior to suspension of the teacher's continuing contract, to a position requiring a lesser percentage of full-time employment than the position the teacher last held while employed. Acceptance of an extra-duty assignment shall not be required as a part of such offered assignment. Teachers on layoff status may work as substitute teachers in the Columbus City Schools without jeopardizing their layoff status.
- E. Teachers who are reemployed from a layoff status shall have all seniority rights restored to their status which were in effect on their last date of employment including, but not limited to, salary, transfer and evaluation rights. As an example, a teacher with one year of experience prior to layoff would be given credit for one year of teaching experience on the salary schedule at the time of recall.

- F. All rights provided in this provision for teachers on a layoff status shall be limited to thirty-six (36) months.
- G. Because resignations and retirements may occur after a reduction in force, some teachers who are notified of a reduction in force may be recalled prior to the beginning of the following school year. However, the administration shall have the right to utilize substitute teachers in a limited number of positions during August and September before determining that such positions will be permanently needed and filled by teachers on a layoff status. In addition, substitute teachers may continue to be utilized in the same manner as in the past. In particular, this would include the use of substitute teachers:
 1. For teachers who are on sick leave;
 2. For the balance of the school year in vacancies occurring during the second semester; and
 3. For the balance of the school year in vacancies occurring throughout the school year provided there is reasonable expectation that layoffs may be necessary the following September.
- H. A six-member joint Association/Board committee shall be appointed to advise the Administration on problems which may result from the implementation of this provision as such problems are identified by the administrator of Human Resources or the Association.

704.03 The non-retention in employment or the reduction of assignment below six (6) hours per day on a regular basis of full-time hourly professional employees (teachers) resulting from program cancellations or other cutbacks shall be accomplished consistent with the provisions of Article 704.01. The following stipulations are in place:

- A. Seniority shall be measured from the first day of paid status in the earliest year of continuous employment by the Board of Education. To qualify as a year of continuous employment, the employee must have worked a minimum of thirty-seven (37) weeks with a minimum of six (6) hours per day on a regular basis during the year.
- B. Such teachers shall be considered in a layoff status and shall be recalled in reverse order of suspension as contract or full-time hourly positions are available for which they are certified. Such teachers as may be recalled to contract teaching positions may, at the option of the Board, be reassigned at the end of the school year to a full-time hourly teaching position.
- C. All provisions of Section 704.02 of this article not in conflict with Section 704.03 shall also apply to full-time hourly professional employees.
- D. Any full-time hourly professional employee whose assignment is reduced to less than six (6) hours per day on a regular basis shall be considered on layoff status; however, such employee may elect to remain in the less than full-time position without prejudicing the bargaining unit member's rights under 704.03(B) above. ❖

COLUMBUS EARLY CAREER EDUCATORS

WHO ARE WE?

Educators just like you!
We are a committee within CEA meant to support and engage educators with 0-10 years of experience.

WHAT DO WE DO?

We host monthly socials meant to help give those in the first 10 years of their career a chance to build a social network and professional opportunities.



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CECE
(COLUMBUS EARLY CAREER EDUCATORS)



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Chapter 800

Article 801

Summer Employment

801.01 Each fall, during the term of this contract, summer school teaching employment for the following summer shall be made available to at least as many teachers as taught during the previous summer school term. Such teachers will receive a separate, supplemental contract for teaching in the summer school at the supplemental rate of pay established in this Agreement. In the event summer school pupil enrollment does not result in the need for all teachers receiving such supplemental contracts, such contracts of such teachers as are not needed will be null and void beginning with the least senior teacher. Supplemental contracts issued in accordance with this provision will contain language clearly establishing the right of the Board to declare such contracts null and void for reasons herein contained.

801.02 The employment of any summer school staff shall be made in accordance with the following:

Priority I. The selection of applicants will be based on seniority within the bargaining unit with the following stipulations:

- A. Employed in only one program in the Columbus City Schools during the summer
- B. Fully certified/licensed in the area applying
- C. Is willing to work the entire term
- D. Continuity of programs (classes) from regular school to summer school
- E. Have application filled out completely and in by the published deadline
- F. The most recent formal evaluation free of unsuccessful ratings
- G. Has not taught summer school for more than two (2) of the previous four (4) summers

Priority II. Members of the bargaining unit not meeting all of the stipulations in Priority I will be selected by the Administration to complete the summer school teaching staff.

801.03 Summer school teaching pay shall be in accordance with the supplemental hourly rate of pay established in this Agreement for the number of hours required in the given assignment.

801.04 Each summer school teacher shall have available supplies and equipment in amounts and kinds comparable to the supplies and equipment available to teachers of similar courses during the regular school year.

801.05 Administrative, supervisory and executive personnel will not be assigned to summer school teaching positions if qualified teachers are available to fill such positions.

801.06 Specialized programs or experiences offered in the summer outside the courses of study approved for regular instruction by the Board of Education are not covered by Section 801.02.

Article 802

Use of College Scrip

Scrip shall be issued according to the following priorities and stipulations:

Priority I. Present full-time professional staff members in M.A. or Ph.D. programs who must finish course work during the upcoming quarter or lose credits, and present full-time professional staff members, including vocational teachers, who must attend

the university to maintain their present position because of certification/licensure requirements.

Priority II. Professional staff members on sabbatical leaves. (Such staff members shall be given sufficient scrip for full-time attendance, subject to availability.) Priority II also includes certificated staff enrolled in a master's or doctoral program in a college of education.

Priority III. All other applicants, not in Priority groups I and II listed above, shall be considered on the basis of seniority in the Columbus City School System.

Stipulations:

- A. A joint Association/Board committee shall be appointed to resolve problems which may arise in the credit bank system and to apply the above-mentioned priorities if limitations or restrictions shall be deemed necessary by the committee.
- B. An application form which reflects the above priorities and which indicates whether or not the applicant is an Association member, shall be mutually developed by the parties. Association membership shall in no way relate to the priorities established above.

Article 803

Physical Examination

803.01 The cost of a physical examination of a teacher which is required by the Board shall be borne by the Board of Education. The Board shall have the right to designate the doctor to administer such required physical examination.

803.02 For the purposes of this article, the term physical examination does not include the initial employment physical examination required of all teachers new to the Columbus City Schools.

Article 804

Annuity Programs

804.01 The Board shall continue to provide payroll reductions from the annual salary of any regular teacher for any tax deferred annuity which is available from a company conforming to the Board's General Policies, Tax Deferred Annuities, revised April 1975; provided, however, that no deductions to a company will continue unless at least ten (10) employees have tax-deferred annuity deductions for that company. Any tax-deferred annuity deductions made for employees to a company with fewer than ten (10) employees as of June 1, 2000, shall be discontinued when the deduction contract authorization that is in effect on June 1, 2000, expires or on June 30, 2001, whichever occurs earlier. Members of the bargaining unit may change annuity companies or amounts entirely at the member's discretion.

804.02 The amount of the salary reduction shall be in conformance with applicable laws and rules of the Internal Revenue Service. The amount of the salary reduction shall be agreed to between the member of the bargaining unit and the annuity company. The Association and the member of the bargaining unit shall hold the Board harmless in regard to the amount of salary reduction, provided that the reduction is made in accordance with an amendment to a salary contract signed by the member of the bargaining unit and a representative of the annuity company. The Treasurer shall transmit all such salary reduction funds to the designated companies in accordance with Section 109.03(I) (5) of this Agreement.

Article 805

Disability Insurance Payroll Deductions

- A. The Association will indemnify the Board and Treasurer against all liability for all deductions and for all acts of the insurance carrier made in accordance and connection with this program.
- B. This article does not apply to annuity deductions.
- C. Teachers may enroll in voluntary payroll deductions during the annual open enrollment period. A teacher upon written notice can cancel such deductions at any time.

Article 806

Health Benefits

806.01 The Board shall provide one or more health benefit plans to teachers. As of January 1, 2010, the only such plans are the Preferred Provider Organization (“PPO”) plan and the Exclusive Provider Organization (“EPO”) plan. Those two plans, along with the prescription drug plan(s), will remain in effect as they existed in May 2009 until changed by the decision of the Joint CEA/Board of Education Insurance Committee established in Section 806.05 below. The Board will implement best practices at the time they are required by the State’s School Employees Health Care Board to be effective.

806.02 During the term of this Agreement, a member of the bargaining unit married to, or the domestic partner of another employee of the Board, both of whom are eligible for the benefits provided in Section 806.01 above and who have no dependents, shall be provided two (2) single plans or one (1) single plus one plan at the option of such employees. In addition, such personnel shall be provided family coverage effective on the first day of the month in which they acquire a dependent eligible for coverage, provided they advise the Board of their eligibility for family coverage no later than thirty (30) days after becoming eligible for the change in status.

806.03 During the term of this Agreement, members of the bargaining unit may elect to enroll in a health maintenance organization offered by the Board as an alternative to the program provided above in Section 806.01. Such election shall be in accordance with the following:

- A. The employee shall pay, by the biweekly payroll deduction schedule, the difference between the cost of the health maintenance organization and the Board’s cost for such employee coverage as provided in Section 806.04 below.
- B. Teachers may change their status under this program with regard to enrollment, withdrawal, or change to other plans during the enrollment period.

806.04 The Board shall contribute the amounts derived from the following percentages toward the monthly funding (“premium”) cost for health benefits for one half time or more teachers and for full-time hourly professional based on the “benchmark plan.” The “benchmark plan” is the PPO unless and until the plans are changed by the Joint CEA/Board of Education Insurance Committee. If the Joint CEA/Board of Education Insurance Committee offers three or more plans, the “benchmark plan” will be the second to lowest cost plan.

<u>Plan Coverage</u>	<u>Board Contribution of Benchmark Plan Cost</u>
Single	90%
Single plus one (except as below)*	90%
Single with spouse or domestic partner enrolling for primary coverage to begin with the 2009–10 contract year or thereafter	70%
Family (except as below)*	90%
Family with spouse or domestic partner enrolling for primary coverage to begin with the 2009–10 contract year or thereafter	70%

The three-tiered premium structure (adding “single plus one”) will take effect January 1, 2010. Teachers who were CEA bargaining unit members in May 2009 shall, so long as they are continuously employed as teachers by the Board, be entitled to enroll a spouse for primary coverage with 90% Board contribution if a “qualifying event” occurs that allows change in enrollment outside the open enrollment period.

It is the parties’ intent to limit health and prescription drug (“insurance”) benefit cost increase to less than eight percent (8%) annually. Beginning in the fall of 2009, if the insurance plan consultant recommends increases in per employee per month (PEPM) funding for the calendar year beginning on the next January 1 of eight percent (8%) or more, the Joint CEA/Board of Education Insurance Committee shall determine what plan design changes to make, if any, to bring the PEPM funding increase below eight percent (8%) for the year beginning January 1. The Joint Committee may agree on plan design changes, higher contribution rates or a combination of both. If the Joint CEA/Board of Education Insurance Committee does not make such agreement, the funding increases above eight percent (8%) shall become employee surcharges through payroll deduction in addition to the employee cost for insurance set forth above. The parties’ agreements about domestic partners or children of domestic partners shall terminate and be of no force and effect on the first (1st) day of the next health insurance year that is at least one hundred and twenty (120) days after any legal change that makes marriage of same-sex domestic partners in Ohio legal.

806.05 Joint CEA/Board of Education Insurance Committee

The parties agree to continue to maintain a joint insurance committee, consisting of five (5) persons appointed by the Association President and four (4) persons appointed by the Superintendent. The Association President and the Superintendent shall each name a co-chair.

- A. Mission: To provide leadership and guidance in the management of the district’s health benefits provided for the CEA bargaining unit.
- B. Decisions: All attempts will be made to utilize consensus decision making strategies; however, in lieu of such, at least 2/3 vote of the full committee membership will be required to pass a resolution or reach agreement.
- C. Scope: The joint committee shall make recommendations to the Board of Education on matters including, but not limited to, plan design, wellness programs, coverage for other members of the teacher’s household, funding levels, premiums and employee contribution levels for the CEA bargaining unit.

These recommendations, if approved and signed by the CEA President and Superintendent, shall be binding as if negotiated and ratified.

- D. Meetings: Meetings will be scheduled as needed by the co-chairs. Each meeting will have a regular recorder (non-voting). A quorum is required consisting of at least three (3) members from the Association and two (2) members from Administration. The joint committee will make recommendations on the selection of providers and consultants.

Article 807

Dental Insurance

During the term of this Agreement, the Board shall continue the current dental insurance program, as specifically modified below, for members of the bargaining unit electing and eligible for such coverage, in accordance with the following provisions and stipulations:

- A. The Board shall pay ninety (90) percent of the cost of the unitary rate for regular contract employees employed a minimum of one-half time or more and for full-time hourly professional employees. Such employees shall pay ten (10) percent of the cost of such coverage by the payroll deduction schedule.
- B. In the event the Board elects to change the insurance carrier during the term of this Agreement, the benefits provided under such insurance programs shall not be reduced.
- C. The dental insurance program shall be follows:

- 1. **Description of Covered Services**

Subject to the exclusions and limitations hereinafter stated, the following is a brief description of covered dental services when such services are rendered by a licensed dentist and when necessary and customary, as determined by the standards of generally accepted dental practice: This program pays the following percent of the Usual, Customary and Reasonable Fees

- 2. **Basic Dental Services**

Preventive: **100%**
Prophylaxis (cleaning, scaling and polishing, not more often than once in any six-month period), topical application of fluoride solutions, space maintainers, oral examinations, and emergency (palliative) treatment.

Diagnostic: **100%**
X-rays and other diagnostic procedures to evaluate the existing condition to determine the required dental treatment. Also included are diagnostic casts, when necessary.

Oral surgery: **80%**
Procedures for extractions and other oral surgery, including pre- and post-operative care.

Restorative: **80%**
Provides amalgam, synthetic porcelain and plastic restorations for treatment of carious lesions. Restorative crowns, onlays and other cast restorations are benefits only when other materials will not satisfactorily restore the tooth.

Endodontics: **80%**
Procedures for pulpal therapy and root canal filling.

Periodontics: **80%**
Procedures for treatment of the tissue supporting the teeth.

Prosthodontics: **50%**

Procedures for construction of bridges, partial and complete dentures.

Orthodontics:50%

Procedures for the correction of malposed teeth.

3. ***Deductible***

There are no deductibles

4. ***Maximum Benefit***

Each eligible patient shall be entitled to a \$1,500.00 benefit per calendar year, except that Orthodontics shall be limited to a lifetime maximum benefit of \$1,000.00 per patient.

5. ***Exclusions***

- Dental services which are compensable under Worker's Compensation or other similar laws
- Surgical services with respect to congenital or developmental malformations and dentistry for purely cosmetic reasons.
- Any prosthodontic service started prior to the date the patient became eligible
- General anesthesia other than for oral surgery
- Prescription drugs and appliances other than the prosthodontic appliances
- Sealants, oral hygiene instruction and dietary instruction
- Plaque control programs
- Myofunctional therapy
- Treatment for disturbance of the temporomandibular joint
- Procedures, appliances or restorations necessary to increase vertical dimension and/or restore or maintain the occlusion—such procedures include, but are not limited to, equilibration, periodontal splinting, restoration of tooth structure lost from attrition and restoration of malalignment of the teeth.
- All other services not specified.

6. ***Limitations***

- Full-month X-rays are a benefit once in a three-year period.
- Bitewing X-rays are a benefit once in each six months.
- Prophylaxis is a benefit once in each six months.
- Gold restorations are provided when amalgams, silicates or plastics cannot satisfactorily restore a tooth.
- Prosthodontics and crowns are a benefit once in any five-year period.
- The allowance for a standard prosthodontic appliance will be allowed toward the cost of an implant.

7. ***Predetermination of Benefits***

If other than brief and routine dental services are needed, an Attending Dentist's Statement (claim form) listing the proposed services should be submitted to Delta Dental Plan of Ohio in advance of the dentist completing such services. The Predetermination of Benefits procedure will enable Delta Plan of Ohio to verify eligibility and state the amount of benefit payable by your program.

Article 808

Vision Care Insurance

Effective January 1, 1998, or as soon thereafter as feasible, and for the

duration of this Agreement, the following vision care coverage shall be provided at Board expense for all members of the bargaining unit.

Prepaid Program

(Provides benefits through participating and non-participating providers)

Participating Providers

- Exam\$10 copayment
- Materials\$10 copayment

Frequency:

- Examonce every 24 months
- Lenses.....once every 24 months
- Framesonce every 24 months

(Subject to plan limitations on participating providers)

Non-Participating Providers

Plan will reimburse up to these levels:

- Eye examination..... \$35
- Single-vision lens, up to \$25
- Bifocal lens, up to \$40
- Trifocal lens, up to..... \$55
- Lenticular lens, up to \$80
- Frame, up to \$35
- Contact lenses (necessary for vision correction) \$210
- Contact lenses (elective) \$105

Services obtained through non-participating providers are subject to the same copayments and limitations as through plan limitations on participating doctors.

Article 809

Term Life Insurance

809.01 The Board shall provide, at Board expense, \$50,000 group term life insurance for members of the bargaining unit employed on a full-time basis and shall provide, at Board expense, \$25,000 group term life insurance for members of the bargaining unit who are contract teachers employed on a half-time basis or more but less than full time.

809.02 Members of the bargaining unit may elect to buy additional group term life insurance in addition to that provided in Article 809.01 The parties shall provide opportunity for individuals to purchase additional term life insurance in the maximum amount permitted by the carrier. To the extent possible, coverage shall be offered to bargaining unit members without need of physical exams. This additional insurance shall be paid through payroll deduction with the employee paying the total cost of the voluntary additional life insurance, effective January 1, 2010. Election of this additional coverage or deletion of this additional coverage shall be made each year only during the open enrollment period with an effective date of the following January 1.

Article 810

Severance Pay

810.01 Members of the bargaining unit who have been employed by the Board for at least five (5) consecutive years may, at the time of their separation from service with the Columbus City Schools, elect to be paid in cash for the value of their accrued but unused sick leave and personal leave credit in accordance with Section 810.02 below. The following stipulations shall apply:

- A. Only those members of the bargaining unit whose effective date of retirement with the State Teachers Retirement system is no later than one hundred twenty (120) calendar days after the last paid day of service, the last day of an unpaid leave of absence with the Columbus City Schools or while on layoff status as defined in Article 704 of this Agreement, shall be eligible to be paid for such accrued but unused sick leave/ personal leave credit.
- B. Such payment shall be based on the eligible member's rate of pay at the time of separation.
- C. Payment for sick leave and personal leave on this basis shall be considered to eliminate all sick leave and personal leave credit accrued by the eligible member at that time.
- D. Such payment shall be made only once to any employee.
- E. Such payment shall be made on the first payroll date, if feasible, otherwise the second payroll date, following the effective date of the teacher's retirement with STRS, and in no case will the payment be made outside of the two and one-half month period after the employee's last paid contract day.

810.02 The cash payment to an eligible member or beneficiary receiving severance pay shall be determined by and shall include the following:

- A. Fifty (50) percent of the member's accrued but unused personal leave days.
- B. The following percentage of the member's accrued but unused sick leave if the member gives the Human Resources department written notice of intent to retire by February 1 when the effective date of retirement is from May 31 to October 31 inclusive, or if the member gives the Human Resources Department written notice after September 1 and ninety (90) days before the effective date of retirement, when the effective date of retirement is between November 1 and May 31.

<u>Accumulated Sick Leave</u>	<u>Percentage Applicable to the Specified Number of Days</u>
0-100.....	25%
>100-200.....	30%
>200-300.....	35%
>300-400.....	40%
>400.....	45%

- C. However, twenty (20) percent of the member's accrued but unused sick leave if the member gives the Human Resources Department written notice of intent to retire after February 1 of a school year when the effective date of retirement is from May 31 to October 31 inclusive, or if the member gives the Human Resources Department less than ninety (90) days notice before the effective date of retirement, when the effective date of retirement is to be between November 1 and May 31. Exceptions to this provision shall be subject to written mutual agreement of the parties.

810.03 Severance pay benefits for an eligible member of the bargaining unit who dies while on active status or on leave of absence shall be paid to the member's life insurance beneficiary. A member shall be eligible for this benefit if, at the time of death, the member was eligible for superannuation retirement benefits.

Article 811

Voluntary Employee Separation Assistance Plan (VESA)

The Parties may jointly examine the possibility of an early separation incentive.

Article 812

STRS Board “Pick-Up”

STRS-Board “Pick-up” shall be implemented and effective beginning with the first pay period of the 1983–84 school year for the teachers on pay plans A and B and effective with the pay period beginning September 1, 1983, for teachers paid on a monthly basis. This change in procedure will be of no cost to the Board and is solely for the purpose of reducing current tax for members of the bargaining unit and will remain in effect so long as Revenue Ruling No. 77-462 remains substantially unchanged. Teachers are individually responsible for reviewing the relationship between this article and their other tax deferral arrangements, if any.

Article 813

Effective Dates

For effective dates, see Section 109.03 (I)(15)

Article 814

Cafeteria Premium Payment Plan

Effective with pay dates beginning January 1, 1993, the Board shall sponsor and administer a Cafeteria Premium Payment Plan established in accordance with Internal Revenue Code Section 125 for members of the bargaining unit. Under this plan, all employee payroll deductions towards the premium(s) for health (Article 806), dental (Article 807), vision (Article 808), life (Article 809), and/or disability (Article 805) insurance(s) will be paid into the Cafeteria Premium Payment Plan. It is the intention that such employee payroll deductions will be excluded from an employee’s gross income under Section 125 of the Internal Revenue Code. This Cafeteria Premium Payment Plan is provided solely for the purpose of reducing current income tax for members of the bargaining unit who contribute employee payroll deductions for insurance premiums. The Board will have no liability to the members of the bargaining unit for the tax treatment of such employee payroll deductions, and is assuming no additional portion of the cost of such benefits. This Cafeteria Premium Payment Plan will continue to be sponsored by the Board only to the extent that Section 125 of the Internal Revenue Code or the regulations promulgated thereunder remain substantially unchanged.

Article 815

Employee Assistance Program (EAP)

Within sixty (60) days of the effective date of this Agreement, a committee will be established for the purpose of continuing the development of an Employee Assistance Program (EAP) for all Columbus City School employees. The Association shall have a right to appoint at least as many members to this committee as any other employee organization represented. The committee will oversee the EAP or establish another body which will oversee the EAP. ❖



The members of the Columbus Education Association (CEA) are deeply invested in the success of each of our students. In order to affect positive political change that will improve the future for Columbus students, teachers and our school community, CEA established Teachers for Better Schools (TBS).

TBS is the political action committee of CEA. It raises money for local and state pro-public education candidates who recognize that we are deeply committed to the success of every child. TBS supports elected officials who put our students at the center of education reform. CEA does not use any dues money to promote individual candidates.

Ask your Senior Faculty Representative for an application.

Chapter 900

Article 901

Salary Policies

- 901.01** It is the conviction of the Board and the Association that salaries should be at a level which will enable teachers to assume a place in the community in keeping with the importance of their work and which will provide security for their later years.
- 901.02** Progress toward maximum salaries shall be made by increments.
- A. A full increment shall be granted to members who have served 120 or more school days within a given school year.
 - B. Those teachers currently employed by the Board who have received credit for partial increment shall continue to receive the amount of that partial increment in effect prior to this Agreement.
 - C. Salary column placement for training beyond the bachelor's degree shall be effective the earning period following the submission of the required documentation to the Human Resources Department.
- 901.03** Half-time contract teaching shall qualify for a year of teaching experience for salary credit purposes with the following stipulations:
- A. The teacher has served 120 or more school days within each of two school years.
 - B. The two years being combined shall be for services in the Columbus City Schools.
 - C. This provision shall be applied to qualifying service provided after July 1, 1983.
- 901.04** Credit for years of teaching experience outside the Columbus City School District for salary purposes, up to a maximum of five (5) years, shall be granted to teachers with a Trades and Industries certificate who are initially employed to teach under such certificate, in accordance with the guidelines established under Section 904.05. After initial employment, members of the bargaining unit reassigned into a Trades and Industries teaching area or reassigned out of a Trades and Industries teaching area shall not have their outside teaching experience for salary purposes re-evaluated on the basis of such guidelines. This section shall be applicable to all teachers, with a vocational education teaching certificate/license and hire date of July 1, 1992, or later, who are initially employed to teach under such certificate. OWE and OWA shall not be considered a Trades and Industries or vocational teaching area for purposes described in this section. Experience credit for vocational teachers hired on or after July 1, 2000, based upon documented other related employment or related self-employment, up to ten (10) years' experience. If years of experience are used as a substitute for a degree and the teacher subsequently obtains a degree after July 1, 2000, those years of experience shall be given to the teacher as experience credit on the experience steps.
- 901.05** Members of the bargaining unit possessing a bachelor's degree and providing service in a Trades and Industries teaching area shall be placed on the 150 Hours and Bachelor's Degree track for salary purposes. OWE and OWA shall not be considered a Trades and Industries teaching area for purposes described in this section.
- 901.06** Recognition of training shall be on the basis of transcripts of credit.
- 901.07** Credit for years of public school teaching experience shall be granted in full up to five (5) years and, for teachers hired

on or after July 1, 2000, may be granted up to ten (10) years, inclusive of all years of active military service in the armed forces as defined by O.R.C. 3317.13. A “year” shall consist of at least one hundred and twenty (120) days for at least seven (7) hours per day during a school year. Public school teaching experience, for purposes of this provision, shall include teaching experience in all public schools, teaching experience in accredited armed forces and U.S. State Department Dependency Schools, and teaching experience in the Peace Corps and VISTA. Service credit may be given to physical therapists, school social workers, nurses, occupational therapists and speech therapists for private employment or self-employment prior to employment by the Board, with at least eight months’ full-time employment or self-employment in a twelve-month period counting as one year.

901.08 Eligibility for the Master’s Degree Plus 30 Semester Hours track shall be based on credit earned after the date of the master’s degree.

901.09 Eligibility for the Master’s Degree Plus 30 Semester Hours track and the Ph.D. Degree track shall be granted for graduate study in the field of education or graduate study which is generally related to the teacher’s area of certification.

901.10 The annual contract salary for members of the bargaining unit on teachers’ payroll plan A or teachers’ payroll plan B shall be divided into twenty-one (21) equal checks for teachers on payroll plan A and twenty-six (26) equal checks for teachers on payroll plan B and such members shall have the option of receiving their checks on plan A or plan B. The confidentiality of individual checks shall be maintained through the use of pay envelopes or other procedures mutually agreed upon by the parties.

901.11 Notwithstanding Article 901, during the term of this Agreement, placement on the salary schedules in Article 902 shall be at the Bachelor’s Degree, 3-years experience step, unless and until such time as the training and experience places a teacher at a higher salary. No teacher placed at the Bachelor’s Degree, 3-year experience step shall be placed on that step for more than three consecutive school years. Teachers who move to the Bachelor’s Degree, 4-years experience column shall be deemed to have 4-years experience when they exit the Bachelor’s Degree, 3 years experience step for purposes of future placement in the Bachelor’s Degree column but in that column only.

901.12 Teachers paid in accordance with Sections 902.01, 902.05, and 902.09 who are eligible for placement on the Ph.D. track shall be paid 6.4 percent more than the Master’s Degree Plus 30 Semester Hours track from the 0-years experience level through the 14-years experience level.

901.13 Teachers shall be paid by direct deposit to a bank, subject to the following:

A. The employee must select at least one (1) but not more than two (2) bank(s), savings and loan(s) or credit union(s) which are members of the Federal Reserve Wire System and willing and able to accept direct deposits.

B. The Board shall furnish the employee with a direct deposit statement of earnings for the pay period.

901.14 Supplemental wages will be included in the regular paycheck. The federal tax deduction will be calculated according to method B for supplemental wages in the *IRS Circular E, Employer’s Tax Guide*.

901.15 The Board shall create a special fund for receipt of gifts, dona-

tions and grants from persons or organizations for the purpose of rewarding members of the bargaining unit for obtaining new certification or licensure in an area identified by the Human Resources Department as a shortage teaching field. Stipends may be paid from this fund to such members.

Article 902

Teacher Salary Schedules

902.01 Effective August 22, 2022, teachers and school nurses possessing a valid school nurse certificate shall be paid in accordance with the following:

Steps/ Years Expe- rience	Pre-License Bachelor's Degree	Bachelor's Degree	150 Hours and Bachelor's Degree	Master's Degree	Master's Degree + 30 Semester Hours	Ph.D.
0	\$37,798	\$47,424	\$48,798	\$52,593	\$53,588	\$57,018
1	37,798	47,424	48,798	53,637	54,679	58,179
2	39,315	49,321	50,744	54,679	55,770	59,339
3	40,878	51,313	52,782	56,861	58,000	61,710
4	42,539	53,353	54,869	59,139	60,276	64,133
5	44,199	55,485	57,099	61,509	62,692	66,706
6	46,001	57,714	59,375	63,975	65,208	69,380
7	46,001	59,990	61,746	66,534	67,816	72,155
8	46,001	62,409	64,211	69,190	70,566	75,082
9	46,001	64,924	66,771	71,942	73,364	78,058
10	46,001	67,484	69,428	74,833	76,303	81,188
11	46,001	70,186	72,225	77,822	79,338	84,417
12	46,001	73,033	75,119	80,953	82,516	87,797
13	46,001	75,924	78,106	84,176	85,835	91,330
14	46,001	78,961	81,236	87,544	89,250	94,961
15	46,001	82,137	84,507	91,174	92,976	98,919
16	46,001	82,338	84,710	91,496	93,297	99,241
17	46,001	82,541	84,912	91,698	93,499	99,442
18	46,001	82,541	84,912	91,698	93,499	99,442
19	46,001	83,454	85,824	92,609	94,413	100,355
20	46,001	84,364	86,735	93,522	95,324	101,267
21	46,001	84,364	86,735	93,522	95,324	101,267
22	46,001	84,364	86,735	93,522	95,324	101,267
23	46,001	85,763	88,135	94,921	96,724	102,667
24	46,001	87,164	89,536	96,321	98,124	104,067
25	46,001	87,164	89,536	96,321	98,124	104,067
26	46,001	87,164	89,536	96,321	98,124	104,067
27	46,001	89,099	91,470	98,257	100,060	106,002
28	46,001	91,034	93,404	100,192	101,994	107,936
29	46,001	91,034	93,404	100,192	101,994	107,936
30	46,001	93,059	95,429	102,217	104,021	109,962
31	46,001	95,084	97,455	104,241	106,043	111,986

902.02 Effective at the beginning of the 2023–2024 school year, teachers and school nurses possessing a valid school nurse certificate, shall be paid in accordance with the following:

Steps/ Years/ Experience	Pre-License Bachelor's Degree	Bachelor's Degree	150 Hours and Bachelor's Degree	Master's Degree	Master's Degree + 30 Semester Hours	Ph.D.
0	39,310	49,321	50,750	54,697	55,732	59,299
1	39,310	49,321	50,750	55,782	56,866	60,506
2	40,888	51,294	52,773	56,866	58,001	61,713
3	42,513	53,365	54,893	59,135	60,320	64,179
4	44,241	55,487	57,064	61,504	62,687	66,698
5	45,967	57,704	59,383	63,969	65,200	69,374
6	47,841	60,022	61,750	66,534	67,816	72,156
7	47,841	62,390	64,216	69,195	70,529	75,041
8	47,841	64,906	66,779	71,958	73,389	78,085
9	47,841	67,521	69,442	74,820	76,298	81,181
10	47,841	70,183	72,205	77,827	79,355	84,435
11	47,841	72,994	75,114	80,935	82,512	87,793
12	47,841	75,954	78,124	84,191	85,816	91,309
13	47,841	78,961	81,230	87,543	89,269	94,983
14	47,841	82,119	84,486	91,046	92,820	98,760
15	47,841	85,423	87,888	94,821	96,695	102,875
16	47,841	85,631	88,098	95,156	97,029	103,211
17	47,841	85,842	88,308	95,366	97,239	103,419
18	47,841	85,842	88,308	95,366	97,239	103,419
19	47,841	86,792	89,257	96,313	98,190	104,369
20	47,841	87,738	90,204	97,263	99,137	105,318
21	47,841	87,738	90,204	97,263	99,137	105,318
22	47,841	87,738	90,204	97,263	99,137	105,318
23	47,841	89,193	91,660	98,718	100,593	106,773
24	47,841	90,651	93,117	100,173	102,049	108,229
25	47,841	90,651	93,117	100,173	102,049	108,229
26	47,841	90,651	93,117	100,173	102,049	108,229
27	47,841	92,663	95,129	102,187	104,063	110,242
28	47,841	94,676	97,141	104,199	106,074	112,254
29	47,841	94,676	97,141	104,199	106,074	112,254
30	47,841	96,782	99,247	106,306	108,182	114,361
31	47,841	98,887	101,353	108,411	110,284	116,466

902.03 Effective at the beginning of the 2024–2025 school year, teachers and school nurses possessing a valid school nurse certificate, shall be paid in accordance with the following:

Steps/ Years Expe- rience	Pre-License Bachelor's Degree	Bachelor's Degree	150 Hours and Bachelor's Degree	Master's Degree	Master's Degree + 30 Semester Hours	Ph.D.
0	40,882	51,294	52,780	56,884	57,961	61,671
1	40,882	51,294	52,780	58,014	59,141	62,926
2	42,523	53,346	54,884	59,141	60,321	64,181
3	44,214	55,500	57,089	61,501	62,733	66,746
4	46,010	57,707	59,347	63,964	65,195	69,366
5	47,806	60,013	61,758	66,528	67,808	72,149
6	49,755	62,423	64,220	69,195	70,529	75,042
7	49,755	64,886	66,784	71,963	73,350	78,043
8	49,755	67,502	69,450	74,836	76,324	81,208
9	49,755	70,222	72,220	77,812	79,350	84,428
10	49,755	72,990	75,094	80,940	82,529	87,812
11	49,755	75,914	78,118	84,172	85,812	91,305
12	49,755	78,992	81,249	87,558	89,249	94,961
13	49,755	82,120	84,480	91,044	92,840	98,782
14	49,755	85,404	87,865	94,688	96,532	102,710
15	49,755	88,840	91,403	98,613	100,563	106,990
16	49,755	89,057	91,622	98,962	100,910	107,339
17	49,755	89,276	91,841	99,180	101,129	107,556
18	49,755	89,276	91,841	99,180	101,129	107,556
19	49,755	90,264	92,827	100,166	102,117	108,544
20	49,755	91,248	93,813	101,153	103,103	109,530
21	49,755	91,248	93,813	101,153	103,103	109,530
22	49,755	91,248	93,813	101,153	103,103	109,530
23	49,755	92,761	95,327	102,666	104,617	111,044
24	49,755	94,277	96,842	104,180	106,131	112,558
25	49,755	94,277	96,842	104,180	106,131	112,558
26	49,755	94,277	96,842	104,180	106,131	112,558
27	49,755	96,369	98,934	106,275	108,225	114,652
28	49,755	98,463	101,026	108,367	110,317	116,744
29	49,755	98,463	101,026	108,367	110,317	116,744
30	49,755	100,653	103,216	110,558	112,509	118,935
31	49,755	102,843	105,408	112,747	114,696	121,124

Article 903
Supplemental Hourly Rate

Except as provided elsewhere in this Agreement for specific supplemental services, effective the first teacher work day of the 2022–2023 school year, the rate of pay for Board authorized supplemental services provided by members of the bargaining unit shall be \$37.11 per hour. Effective the first teacher work day of the 2023–2024 school

year, the rate of pay for Board authorized supplemental services provided by members of the bargaining unit shall be \$38.59 per hour. Effective the first teacher work day of the 2024–2025 school year, the rate of pay for Board authorized supplemental services provided by members of the bargaining unit shall be \$40.14 per hour.

Article 904

Full-Time Hourly Professional Employees

904.01 During the term of this Agreement, full-time hourly professional employees (other than “tutors” who are governed by Chapter 1000) shall be paid in accordance with the following: (Full-time is minimum of six (6) hours per day on a regular basis.)

Effective July 1, 2022:

<u>Years of Experience</u>	<u>Hourly Rate</u>
0, 1 or 2	\$40.52
3	41.27
4 or 5	42.03
6	42.79
7 or more	43.57

Effective July 1, 2023:

<u>Years of Experience</u>	<u>Hourly Rate</u>
0, 1 or 2	\$42.14
3	42.92
4 or 5	43.71
6	44.50
7 or more	45.31

Effective July 1, 2024:

<u>Years of Experience</u>	<u>Hourly Rate</u>
0, 1 or 2	\$43.82
3	44.63
4 or 5	45.46
6	46.28
7 or more	47.12

904.02 Full-time hourly professional employees shall be entitled to two weeks of paid vacation annually upon completion of 37 weeks of full-time employment. Full-time hourly professional employees working a minimum of forty-eight (48) weeks per year shall be entitled to three (3) weeks of paid vacation annually after ten (10) years of continuous service. Guidelines for the reasonable use of such vacation shall be developed by the administrators in each of the full-time hourly rate programs in consultation with the Association Faculty Representative. Such guidelines shall make provisions for requiring the use of vacation prior to the expiration date of programs where continuation of such program is not reasonably assured.

904.03 Full-time hourly professional employees shall be provided all the benefits of this Agreement except that leave return provisions shall be dependent upon the continued availability of the program from which the employee took such leave.

904.04 Full-time hourly professional employees shall be granted the following paid holidays at their regular rate of pay: Labor Day, Thanksgiving Day, Christmas Day, New Year’s Day, Martin Luther King Day, one (1) day during spring vacation, Memorial Day, and Independence Day. Such employees shall be paid at their regular rate of pay for “snow days” so long as they were scheduled to work on such days and their school program was

canceled by the Superintendent.

904.05 The following guidelines shall be followed in determining teaching years of experience for full-time hourly professional employees:

- A. All full-time previous Columbus City School District teaching experience is counted.
- B. A maximum of five (5) years experience out of the system with or without a degree.
 1. Includes military service.
 2. Relevant work experience can be counted if it is for twelve (12) months per year and above and beyond certification requirements.
- C. Full-time teaching experience if it is for 120 days or more per year.
- D. Teaching experience in public education institutions, maximum of five (5) years.
- E. Teaching in federally funded programs, such as: Concentrated Employment Programs, Neighborhood Youth Corps, Manpower Development and Training
- F. In order to be counted, federally funded programs must meet full-time teaching requirements: six (6) or more hours per day, five (5) days per week and thirty-seven (37) weeks per year
- G. Substitute teaching in Columbus City Schools if 120 days or more per year.
- H. Degree held-recognize and give credit for relevant work experience up to five (5) years.

904.06 In the event the Board adjusts the work week for full-time hourly employees so that such an employee works thirty (30) or more hours per week but less than five (5) days per week, such employee shall retain full-time hourly status.

904.07 Each full-time hourly professional employee shall be employed under a limited contract whose duration is at least equal to one (1) school year. Subject to the provisions of Article 401 and Section 704.3 of this Agreement, any such contract shall be deemed renewed for a like term at the negotiated salary unless, on or before a date that is ninety (90) calendar days before the ending date of such contract, the Board gives the full-time hourly professional employee employed thereunder written notice of its intention not to renew same.

904.08 A full-time hourly professional employee who is or becomes eligible for a continuing contract (as established by state law) shall be offered the next regular contract teaching vacancy (for which the teacher is certificated) after the teacher has provided the necessary documentation to the Human Resources establishing such eligibility. If the teacher accepts the vacancy, the teacher shall be granted a continuing contract. Rejection of the offered vacancy by the teacher shall permanently terminate the Board's obligation under this section to that teacher. A full-time hourly professional employee who is or becomes licensed in a compulsory school age area may apply for a transfer to such compulsory school age area in keeping with provisions of this Agreement. If such transfer is allowed, such employee shall no longer be a full-time hourly employee.

Article 905

Pay for Extra Duties

905.01 During the term of this Agreement, teachers performing the

following extra duty assignments shall be paid in accordance with the following schedule: (Payment shall be made in a single payment as soon as practicable following the completion of the performance of the extra duty. Payments shall be made on the sixth, thirteenth, fifteenth and twenty-first pay dates. Payment throughout each school year shall be determined on the basis of the BA minimum salary in effect on September 1 of each school year.)

- A. After four (4) complete years of continuous service in an extra duty position, a teacher continuing in an extra duty position will be paid in accordance with Step 2 so long as service is continuous. Continuous service shall not be transferable between Group A and Group B. Teachers providing service under two (2) or more supplemental contracts must provide continuous service under two (2) or more supplemental contracts in order to be eligible for Step 2 under the additional contract(s).
- B. The Superintendent and the President of the Association each shall appoint three (3) persons to a joint committee by thirty (30) days following ratification of this Agreement. The committee shall make decisions by consensus to revise the percentages in the supplemental salary scale contained in this Section 905.01 above based on relative levels of responsibility and number of participants in the three (3) prior school years in the activities and sports. The joint committee shall make its recommendations as soon as reasonably possible. Its recommendations shall not increase the total cost of supplemental salaries. (The total cost of supplemental salaries may increase through changes in the base salary on which supplementals are calculated.) The recommendations of the joint committee shall be implemented if approved in a written memorandum by the Superintendent and President of the Association.

Assignment

Group A	Step 1(%)	Step 2(%)
Varsity Cheerleader Advisor Fall (15 hours)	7.23%	8.68%
Varsity Cheerleader Advisor Winter (15 hours) ..	7.23%	8.68%
Marching Band Director (40 hours).	15.23%	18.13%
Varsity Drill Team Advisor Fall (15 hours)	6.18%	7.18%
Varsity Drill Team Advisor Winter (15 hours) ...	6.18%	7.18%

Varsity Head Coach

Boys' Baseball* (15 hours)	13.27%	16.17%
Boys' Basketball* (30 hours)	14.45%	17.35%
Boys' Bowling (15 hours)	8.00%	10.00%
Boys' Cross Country (30 hours)	10.35%	12.35%
Boys' Football* (96 hours)	19.62%	22.51%
Boys' Golf (30 hours)	10.35%	12.35%
Boys' Lacrosse (15 hours)	13.27%	16.17%
Boys' Soccer (30 hours)	10.35%	12.35%
Boys' Swimming (25 hours)	9.95%	11.95%
Boys' Tennis (15 hours)	9.17%	11.17%
Boys' Track & Field* (15 hours)	13.27%	16.17%
Boys' Volleyball (15 hours)	10.35%	12.35%
Boys' Wrestling* (25 hours)	14.05%	16.95%
Girls' Basketball* (30 hours)	14.45%	17.35%
Girls' Bowling (15 hours)	8.00%	10.00%

Girls' Cross Country (30 hours)	10.35%	12.35%
Girls' Golf (30 hours)	10.35%	12.35%
Girls' Lacrosse (15 hours)	13.27%	16.17%
Girls' Soccer (30 hours)	10.35%	12.35%
Girls' Softball (15 hours)	13.27%	16.17%
Girls' Swimming (25 hours)	9.95%	11.95%
Girls' Tennis (30 hours)	10.35%	12.35%
Girls' Track & Field (15 hours)	13.27%	16.17%
Girls' Volleyball* (30 hours)	14.45%	17.35%
Girls' Wrestling (25 hours)	14.05%	16.95%
Strength and Conditioning Semester I (30/30) .	16.62%	19.51%
Strength and Conditioning Semester II (15)....	16.62%	19.51%

Varsity Assistant Coach

Boys' Baseball (15 hours).....	9.17%	11.17%
Boys' Basketball* (30 Hours)	9.17%	11.17%
Boys' Cross Country (30 Hours).....	8.00%	10.00%
Boys' Football (96 Hours).....	15.52%	17.52%
Boys' Lacrosse (15 Hours).....	9.17%	11.17%
Boys' Soccer (30 Hours)	8.00%	10.00%
Boys' Swimming (25 Hours).....	6.00%	7.00%
Boys' Track & Field (15 Hours).....	9.17%	11.17%
Boys' Wrestling* (25 Hours).....	8.00%	10.00%
Girls' Basketball* (30 Hours).....	9.17%	11.17%
Girls' Cross Country (30 Hours)	8.00%	10.00%
Girls' Lacrosse (15 Hours).....	9.17%	11.17%
Girls' Soccer (30 Hours)	8.00%	10.00%
Girls' Softball (15 Hours)	9.17%	11.17%
Girls' Swimming (25 Hours)	6.00%	7.00%
Girls' Track & Field (15 Hours).....	9.17%	11.17%
Girls' Wrestling (25 Hours)	8.00%	10.00%

Junior Varsity Coach

Boys' Baseball (15 Hours).....	9.17%	11.17%
Boys' Basketball (30 Hours).....	10.35%	12.35%
Boys' Bowling (15 Hours).....	6.00%	7.00%
Boys' Football (96 Hours).....	10.35%	12.35%
Boys' Lacrosse (15 Hours).....	8.00%	10.00%
Boys' Soccer (30 Hours)	8.00%	10.00%
Boys' Tennis (15 Hours)	6.00%	7.00%
Boys' Volleyball (15 Hours)	10.35%	12.35%
Boys' Wrestling (25 Hours)	9.95%	11.95%
Girls' Basketball (30 Hours).....	10.35%	12.35%
Girls' Bowling (15 Hours).....	6.00%	7.00%
Girls' Lacrosse (15 Hours).....	8.00%	10.00%
Girls' Soccer (30 Hours)	8.00%	10.00%
Girls' Softball (15 Hours)	13.27%	16.17%
Girls' Tennis (30 Hours)	10.35%	12.35%
Girls' Volleyball (30 Hours)	10.35%	12.35%
Girls' Wrestling (25 Hours)	9.95%	11.95%
Golf (30 Hours).....	6.00%	7.00%

Junior Varsity- B Coach

Boys' Baseball	6.00%	7.00%
Boys' Basketball.....	6.00%	7.00%
Boys' Football.....	6.00%	7.00%
Boys' Lacrosse.....	6.00%	7.00%

Boys' Soccer	6.00%	7.00%
Boys' Volleyball	6.00%	7.00%
Boys' Wrestling	6.00%	7.00%
Girls' Basketball	6.00%	7.00%
Girls' Lacrosse	6.00%	7.00%
Girls' Soccer	6.00%	7.00%
Girls' Softball	6.00%	7.00%
Girls' Volleyball	6.00%	7.00%
Girls' Wrestling	6.00%	7.00%

Middle School Coach

Baseball	6.00%	7.00%
Basketball	6.00%	7.00%
Soccer	6.00%	7.00%
Softball	6.00%	7.00%
Track	6.00%	7.00%
Volleyball	6.00%	7.00%

Middle School Assistant

Baseball	5.00%	6.00%
Basketball	5.00%	6.00%
Soccer	5.00%	6.00%
Softball	5.00%	6.00%
Track	5.00%	6.00%
Volleyball	5.00%	6.00%

*Credit for continuous service in other Group A extra duty positions shall be limited to a maximum of two (2) years.

Assignment Group B

Step 1(%) Step 2(%)

Senior Yearbook Advisor (30 hours)	10.35%	12.35%
Elementary Lunchroom (K-5, K-6, and K-5 in K-8 Buildings)	8.00%	10.00%
Middle School Activity Coordinator/Director	8.00%	10.00%
Senior Class Advisor	8.00%	10.00%
Senior Drama (by production-2 per year)	4.00%	5.00%
Senior Newspaper or Literary Publication (Limit 1)	4.00%	5.00%
Chess Club Advisor	4.00%	5.00%
Senior Instrumental*/Orchestra Music	3.50%	4.00%
Senior Vocal Music	3.50%	4.00%
Elementary Safety Patrol	3.50%	4.00%
Academic League, Mock Trial (Limit 2)	2.80%	3.30%
Middle School Drama (by production-1 per year)	2.00%	2.50%
Middle School Instrumental/Orchestra Music	2.00%	2.50%
Middle School Vocal Music	2.00%	2.50%

Department chairs (H.S.) (English, Math, Science, Social Studies, Unified Arts, Spec. Ed. and ESL) (30 hours) .. 16.00%... 20.00%
 Department Chairs (M.S.) (English, Math) (30 hours).. 16.00%... 20.00%
 Elementary School Department Leaders **

(ELA or Math) (30 hours) 16.00%... 20.00%
 Department chair/leader positions shall be reflective of elementary, middle, and high school grade bands regardless of the building grade band composition.

*This position is only available for schools that do not have a marching band director

**This includes 6th grade in K-6 schools unless there are two or more 6th grade teachers in the school, then there will be one middle school

department chair allocation (ELA or Math).

Assignment Group C - Joint Committees

Evaluation Panel	20.00%	20.00%
Local Professional Development Committee (LPDC)	20.00%	20.00%
PAR Panel	20.00%	20.00%
Reform Panel	20.00%	20.00%

905.02

- A. The number of hours indicated in parentheses after certain positions above represent hours worked in the supplemental position either prior to the opening of the school year, during the winter recess, during the spring recess or after the close of the school year. Included in the indexed rates of pay above is the supplemental hourly rate for such hours of service. Failure to perform such hours of service shall result in a corresponding reduction in pay for the supplemental service.
- B. An assistant marching band director shall be employed for forty (40) hours at the supplemental hourly rate of pay during the two (2) weeks prior to the opening of school to assist the marching band director.

905.03 Teachers with the following extra duty responsibilities shall not have more than five (5) daily assignments:

- Varsity Head Coach, Boys' Football
- Varsity Head Coach, Basketball
- Varsity Head Coach, Boys' Baseball
- Varsity Head Coach, Track and Field
- Varsity Head Coach, Boys' Wrestling
- Varsity Head Coach, Girls' Wrestling
- Varsity Head Coach, Boys' Lacrosse
- Varsity Head Coach, Boys' Volleyball
- Varsity Head Coach, Girls' Volleyball
- Varsity Head Coach, Girls' Softball
- Varsity Head Coach, Girls' Lacrosse
- Senior Instrumental Music Director
- Senior Yearbook Advisor*
- Senior Newspaper Advisor*
- Middle School Yearbook Advisor
- Middle School Newspaper Advisor

* English Teachers with these responsibilities shall have no more than four (4) daily assignments total.

* A teacher with both responsibilities (yearbook and newspaper) shall have no more than four (4) daily assignments total.

During the off season(s), the principal can assign the coach to other duties in the building during the coach's extra conference period. Such assignments shall not be arbitrary, capricious, or vindictive.

905.04

A. Varsity Head Coaches, as provided in 905.01 above, shall be authorized provided there are enough participants to field a team and play a regular schedule for the season. The minimum number of participants in individual sports are as follows:

- Boys' Baseball 12
- Boys' Basketball 10
- Boys' Bowling 8
- Boys' Cross Country 10
- Boys' Soccer 14
- Boys' Swimming 15
- Boys' Tennis 10

Boys' Track & Field	14
Boys' Wrestling	12
Girls' Basketball	10
Girls' Bowling.....	8
Girls' Cross Country	10
Girls' Soccer	14
Girls' Softball	12
Girl's Swimming.....	15
Girls' Tennis	10
Girls' Track & Field.....	14
Girls' Volleyball.....	12
Girls' Wrestling	12
Golf.....	8
Lacrosse	12
Middle School Baseball	12
Middle School Basketball	10
Middle School Soccer	14
Middle School Softball	12
Middle School Track	12
Middle School Volleyball	12

1. In the event there are not enough participants to initially qualify for a Head Coach, the Director of Student Activities: may authorize the appointment of a coach with a prorated salary based on number of participants and/or amount of season; or may seek alternative options for the students who wish to participate in a particular sport.
 2. Cross Country: In the event there are not enough participants for a Boys' Cross-Country Coach and/or a Girls' Cross-Country Coach, a Co-Ed Cross-Country coach shall be authorized with a minimum of twelve (12) participants.
 3. Swimming: In the event there are more than twenty (20) participants in swimming and minimum of eight (8) boys and eight (8) girls, a Head Coach is authorized for both boys' swimming and girls' swimming.
 4. Students will not be counted in the minimum number of participants for more than one team during the same season. A student may participate in more than one sport in a season and must be listed on the OHSAA/CCS eligibility sheet for each sport in which they participate but cannot count as one of the minimum number in more than one sport to justify the varsity head coach position.
- B. Except as provided elsewhere, varsity assistant coaches shall be authorized for the following sports provided there are enough participants to field a team and play a regular schedule for the season and shall be separate from the junior varsity coach. Varsity Assistant Coaches may be required to assist with junior varsity responsibilities (as assigned by the schools' administration). The minimum number of participants necessary to qualify for a varsity assistant coach in individual sports are as follows:
1. Baseball: Twelve (12) participants required for a Varsity Head Coach. At fifteen (15) participants a Varsity Assistant Coach shall be authorized. At twenty-five (25) participants a Junior Varsity Coach shall be authorized and must play a full junior varsity schedule. At thirty-five (35) participants a Junior Varsity-B Coach shall be autho-

rized and must play a full junior varsity-b schedule for the season.

2. Basketball: Ten (10) participants required for a Varsity Head Coach. At fifteen (15) participants a Varsity Assistant Coach shall be authorized. At twenty-five (25) participants a Junior Varsity Coach shall be authorized and must play a full junior varsity schedule. At thirty-five (35) participants a Junior Varsity-B Coach shall be authorized and must play a full junior varsity-b schedule for the season.
 3. Cross Country: Ten (10) participants required for a Varsity Head Coach. At twenty-five (25) participants a Varsity Assistant Coach shall be authorized.
 4. Soccer: Fourteen (14) participants required for a Varsity Head Coach. At nineteen (19) participants a Varsity Assistant Coach shall be authorized. At twenty-eight (28) participants a Junior Varsity Coach shall be authorized and must play a full junior varsity schedule. At thirty-eight (38) participants a Junior Varsity-B Coach shall be authorized and must play a full junior varsity-b schedule for the season.
 5. Softball: Twelve (12) participants required for a Varsity Head Coach. At fifteen (15) participants a Varsity Assistant Coach shall be authorized. At twenty-five (25) participants a Junior Varsity Coach shall be authorized and must play a full junior varsity schedule. At thirty-five (35) participants a Junior Varsity-B Coach shall be authorized and must play a full junior varsity-b schedule for the season.
 6. Swimming: Fifteen (15) participants required for a Varsity Head Coach. At fifteen (15) participants a Varsity Assistant Coach shall be authorized. At twenty-five (25) participants a Junior Varsity Coach shall be authorized and must play a full junior varsity schedule. At thirty-five (35) participants a Junior Varsity-B Coach shall be authorized and must play a full junior varsity-b schedule for the season.
 7. Track & Field: Fourteen (14) participants required for a Varsity Head Coach. At eighteen (18) participants a Varsity Assistant Coach shall be authorized. At thirty (30) participants an additional Assistant Coach shall be authorized and participants must participate fully in the schedule.
 8. Wrestling: Twelve (12) participants required for a Varsity Head Coach. At fifteen (15) participants and seven (7) different weight class participants (as verified by the School Athletic Director) a Varsity Assistant Coach shall be authorized. At twenty-three (23) participants a Junior Varsity Coach shall be authorized and must participate in a full junior varsity schedule. At thirty-three (33) participants a Junior Varsity-B Coach shall be authorized and must participate in a full junior varsity-b schedule.
- C. Football: The number of Varsity Assistant Coaches for boys' football shall be determined by the number and types of teams fielded for competition with enough participants to

play a regular schedule according to the following:

1. Varsity team only (30+ participants):
Three (3) Varsity Assistant Coaches.
2. Varsity team and junior varsity (45+ participants):
Four (4) total Assistant Coaches.
3. Varsity team, junior varsity and junior varsity-b (60+ participants): Five (5) total Assistant Coaches.

D. Junior Varsity Coaches, as provided in 905.01 Above, shall be authorized provided there are enough participants to field a team and play a regular schedule for the season. The minimum number of participants in addition to those in 905.04(A) and 905.04(B) above in an individual sport are as follows:

Bowling.....	8
Golf.....	8
Tennis.....	10
Volleyball.....	10

E. Junior Varsity-B Coaches, as provided in 905.01 above, shall be authorized provided there are enough grade level ninth (9th) and tenth (10th) grade participants to field a team and play a regular schedule for the season. The sports and participation numbers for junior varsity-b teams is are outlined in 905.04(B). Any sport not listed must be approved by the director of student activities.

F. Middle School Coaches, as provided in 905.01 above, shall be authorized provided there are enough participants to field a team and play a regular schedule for the season. The minimum number of participants necessary to qualify for a Middle School Assistant Coach in individual sports are as follows:

Baseball.....	15
Basketball.....	15
Soccer.....	19
Softball.....	15
Track.....	20
Volleyball.....	18

G. A Varsity Cheerleader Advisor shall be authorized provided there are minimum of eight (8) participants. A Varsity Drill Team Advisor shall be authorized provided there are minimum of eight (8) participants. The positions of Varsity Cheerleader Advisor Fall and Winter, and Varsity Drill Team Advisor Fall and Winter are established to replace a single contract for either activity. A joint Association/Board committee shall be established to clearly delineate the division of the responsibilities for each supplemental contract. A single individual may hold both (fall and winter) positions. Acceptance of either will count as a full year of service and shall not interrupt continuous service within Group A.

H. Additional Junior Varsity, Junior Varsity-B Assistant Coaches and Middle School Coaches may be added where the Board determines the need exists and provided pay is in accordance with Section 905.01 above. In the event the Board elects to initiate any additional junior varsity-b or middle school interscholastic sports activities, such shall be considered Group A assignments and shall be at a six (6) percent and seven (7) percent rate of pay.

I. The Middle School Activity Coordinator/Director supplemental contract will be offered first to the school's physical

education teacher. If the physical education teacher declines the offer, the supplemental position can be made available to other teachers in the building and then to other teachers within the district.

- J. There shall be department chairperson/leader positions as described in 905.01. Department Chairpersons/Leaders must attend monthly off-site department meetings.
- K. To be qualified to hold and fulfill a coach's supplemental contract, the coach's driving record (abstract) must be acceptable to the fleet insurer if the coach is required to drive as part of their supplemental responsibilities. Where appropriate, coaches must have van certification to drive a vehicle that transports students on a non-emergency basis and their drivers' licenses must have acceptable records to the Board's insurer.
- L. Teachers holding a supplemental contract for Elementary Safety Patrol for the first time must attend an in-service program designated by the director of transportation prior to the beginning of the school year. Teachers who hold a contract for this duty and have previously held a contract for this duty must attend the in-service program at least one every four years.
- M. A Chess Club Advisor shall be authorized provided there are a minimum of seven (7) team members and there is participation in all school and district matches and activities.
- N. In the event that there are not enough participants for an individual, competitive, same season, sports team of both genders and no full or partial contract is appropriate for one gender.
 - 1. The coach of the gender with adequate participants will provide supervision for the underrepresented gender to enter competitions previously scheduled together.
 - 2. If the number of underrepresented gender brings the combined number of participants above the next threshold for a coaching position such as an assistant coach, that assistant position would be offered to the coach of the underrepresented gender without another posting. In this case, it would be anticipated that both genders would receive coaching.
 - 3. If the number of participants before combination has resulted in an assistant coach under contract, then the contract status of the head coach and assistant coach shall remain in effect.

Article 906

School Psychologist and High School Counselors

906.01 School Psychologists The work year for school psychologists shall be the regular school year, and the regular contract salary shall be the amount indicated by the individual psychologist's placement on the teacher salary schedule. In addition, each school psychologist shall be offered a supplemental contract for four (4) weeks of extended service – two (2) weeks immediately prior to and two (2) weeks immediately following the regular school year. The pay for such four (4) weeks shall be an amount equal to fifteen (15) percent of the 14-years experience step of the master's degree salary, prorated on a daily basis at the time such extended service is provided.

906.02 High School Counselors The work for high school counselors shall be the regular school year, and the regular contract salary shall be the amount indicated by the individual school counselor

placement on the teacher salary schedule. In addition, each school counselor shall be offered a supplemental contract for four (4) weeks of extended service — two (2) weeks immediately prior to and two (2) weeks immediately following the regular school year. The pay for such four (4) weeks shall be an amount equal to fifteen (15) percent of the 14-years experience step of the Master's degree salary, prorated on a daily basis at the time such extended service is provided.

Article 907

Transportation Mileage Rate

All members of the bargaining unit who must use private transportation to perform their assigned duties will be reimbursed at the rate allowed by the Internal Revenue Service in effect at the time of the travel.

Article 908

National Board Certification Stipends

908.01 The Board shall pay a stipend, beyond any stipend provided by the State of Ohio, in the amount of \$1,500 annually during the term of this Agreement, beginning with school year 2000-2001, to teachers who obtain National Board Certification before the beginning of a school year. Such NBPTS teachers shall each have the responsibility to provide two (2) staff development presentations during each school year as determined by the Local Professional Development Committee (LPDC) in concurrence with the Superintendent or designee. The LPDC and Administration shall coordinate the delivery of such presentations with the scheduling needs of the teacher and the district.

908.02 A teacher who completes the school year in compliance with Section 908.01 above shall be paid the appropriate lump sum stipend(s) on the twenty-first (21st) pay date.

Article 909

Performance Advancement System

909.01 There shall be a Performance Advancement System (PAS) for individual teachers or groups of teachers who volunteer, based on student achievement and demonstrated accountability for student progress. Beginning in the fall of 2005, qualifying teachers, including each teacher in a group, shall receive \$2,500 annually based on achievement results during the previous school year.

909.02 The Superintendent and Association President each shall appoint four (4) persons to a joint committee which will work to determine the details of this Performance Advancement System and how it will be implemented. The joint committee will continue to determine the details of how PAS will be implemented.

909.03 Upon agreement of the Superintendent and the President of the Association, the joint committee shall meet to consider the relationship between research-based indicators of successful teaching and student achievement.

909.04 "Student achievement and demonstrated accountability for student progress" in Section 909.01 above means: (a) for teachers for whose students "value added" data exists for the school year in question, an average value added exceeding one year per student; and (b) for other teachers, achievement measures as determined by the joint committee. This article constitutes the agreement of the Association and the Board, and of those teachers who volunteer to participate in PAS, to use value added

data or like data related to the particular teacher for purposes of this article, notwithstanding any other agreement, policy or practice of the Association, the Board and/or the teacher or any other organization.

909.05 This article is retained only for payment in the fall of 2015 for those teachers who qualify and who participated in PAS during the 2014–2015 school year. Thereafter this article ceases to have any force or effect.

Article 910

Value Added

910.01 A joint committee is established, consisting of four (4) persons appointed by the Superintendent and four (4) persons appointed by the President of the Association. The committee shall be created August 1, 2005, and shall complete its work by May 1, 2006. The joint committee shall determine an appropriate methodology(ies) to extend the value added progress dimension as defined in O.R.C. 3302.01(K), to as many subject areas and grade levels as possible and to assemble and maintain data on value added to individual students during the 2006–07, 2007–08 and 2008–09 school years.

Article 911

Assignment Stipend

911.01 The purpose of this article is to improve student achievement at high needs school buildings.

911.02 The parties agree to a \$4,000 stipend for each “eligible teacher” who is assigned for a particular school year by the Superintendent/designee to accomplish the purposes of this Article 911. An “eligible teacher” is a bargaining unit member who: (a) files a written statement with the Superintendent/designee by December 1 that the bargaining unit member is willing to be assigned at the Superintendent’s/designee’s discretion for the next school year; and (b) is given written notice from the Superintendent/designee by February 1 of the bargaining unit member’s acceptance into the assignment program under this Article 911 for the next school year. A teacher may only file a written statement with the Superintendent under (a) if the bargaining unit member has:

1. At least five (5) years teaching experience;
2. The recommendation of the principal of the building where currently assigned, other administrator or the Association President; and
3. A demonstrated record or student achievement over the last two (2) years by objective measures if available (value added data or similar achievement measurements).

911.03 The Superintendent/designee will base the selection and assignment of individual teachers on the needs of the District and the licensure, experience and demonstrated abilities of the teacher. Assignments shall not be made in an unreasonable, arbitrary or capricious manner.

Article 912

High Needs Licensure, Certification and/or Endorsements

912.01 The purpose of this article is to improve student achievement at high needs and/or unique needs school buildings and/or programs.

912.02 *High Needs Licensure, Certification and/or Endorsements*

- A. Each year by November 1, the Board shall post electronically a list of licensures, certifications, and/or endorsements identified as “high needs”. The list shall be accessible by all CEA bargaining unit members.
- B. An eligible teacher who applies to enter the assignment program shall, upon acceptance to the program, complete coursework at an accredited college or university to receive Ohio Department of Education licensure, certification, and/or endorsement in an area identified by the Board as “high needs”. The Board shall offer all necessary coursework free of charge to CEA bargaining unit members. Completion of all coursework shall take place outside of the bargaining unit member’s contractual work day and shall be completed within eighteen (18) months of acceptance in the assignment program.
- C. Upon demonstration to the Board that the identified “high needs” licensure, certification, and/or endorsement has been achieved by the bargaining unit member, the eligible teacher shall be assigned for the following school year to a bargaining unit position which requires the “high needs” licensure, certification, and/or endorsement, provided a vacancy is available. If a vacancy is not available, assignment in subsequent years shall be made only by mutual agreement of the Superintendent/designee and bargaining unit member.
- D. The parties agree to a stipend equal to twenty percent (20%) of the base salary in effect the first year of the assignment for each “eligible teacher” who is assigned by the Superintendent/designee to accomplish the purposes of this Article 912 with twenty-five percent (25%) of the stipend payable at the end of the first school year, twenty-five percent (25%) of the stipend payable at the end of the second year, and fifty percent (50%) of the stipend payable at the end of the third year. Payment shall be paid as supplemental compensation and shall not be part of the salary schedule.
- E. An “eligible teacher” is a bargaining unit member who:
 - (a) files a written statement with the Superintendent/designee by December 1 that the bargaining unit member is willing to be assigned at the Superintendent’s/designee’s discretion following receipt of the high needs licensure, certification and/or endorsement; and
 - (b) is given written notice from the Superintendent/designee by February 1 of the bargaining unit member’s acceptance into the assignment program. The Superintendent/designee will base the selection and assignment of individual teachers on the needs of the District and the licensure, experience and demonstrated abilities of the teacher. Assignments shall not be made in an unreasonable, arbitrary, or capricious manner. A teacher may only file a written statement with the Superintendent under (a) if the bargaining unit member has completed at least three (3) years teaching experience in Columbus City Schools. ❖

Chapter 1000

Article 1001

Definition of Tutors

For the purposes of this Agreement the term “tutors” shall mean the hourly rated tutors who work regularly during the majority of the school year. By definition, such tutors shall be members of the bargaining unit provided they render paid tutorial service during the month of October or who first render paid tutorial service after October and shall remain members of the bargaining unit as long as they render paid tutorial service during each successive month at least through the following May. Those tutors who have rendered paid tutorial service during October and each successive month, at least through the following May, will remain members of said bargaining unit during the months of June, July, August and September provided their employment contracts are not terminated, non-renewed or resigned.

Article 1002

Applicability

The provisions of this Chapter 1000 shall apply only to hourly-rated tutors who are members of the bargaining unit only as a result of such employment. Provisions of this Chapter 1000 shall not apply to hourly-rated tutors who are regular contract teachers or full-time hourly contract teachers otherwise members of the Association’s bargaining unit by virtue of Article 101 of this Agreement. Only the provisions of this Chapter 1000, and other provisions of this Agreement which are specifically identified in chapter 1000 as being applicable to hourly rated tutors, shall apply to such tutors.

Article 1003

Tutor Contracts

1003.01 Tutors shall be offered appropriately worded individual one-year tutor contracts. The regular distribution of tutor contracts shall be on or before June 15 of each year. All tutor contracts shall be deemed automatically nonrenewed as of their expiration date and no action or notification by the Board shall be required in connections with such nonrenewal.

1003.02 The parties shall meet promptly to mutually establish guidelines prior to the start of the 1992–93 school year regarding the assignment of hours, students and buildings to SLD tutors. These guidelines shall take into consideration the current assignment patterns of experienced tutors, but shall be designed to ensure that changing needs of SLD students are met. In the event that some one-year tutor contracts that guarantee pay for five (5) hours per day for each full day for which teachers are paid to assist in meeting these student needs, the awarding of such contracts shall be incorporated into these guidelines. In the event some tutors receive such five (5) hours guarantee contracts, they shall accrue two (2) days personal leave per school year in accordance with all provisions of Section 702.12 and be reimbursed at the transportation mileage rate as established in Article 907 if assigned to more than one school in a day.

1003.03 All tutor contracts, provided in Section 1003.01 and 1003.02 of this article, shall have language mutually agreed to by the Board and the Association.

Article 1004

Progress Reports

1004.01 Tutors shall be required to complete and submit to the classroom teacher, the building principal and the supervisor of the tutorial program written progress reports for each student they tutor no later than one (1) week prior to the last day of each grading period.

1004.02 The form(s) to be used for tutor progress reports shall be mutually developed by the Board and the Association.

Article 1005

Sick Leave

All provisions of Article 701 of the Agreement shall apply to tutors except that a tutor's sick leave shall accumulate at the rate of four and six-tenths (4.6) hours for each eighty (80) hours worked, and absences shall be reported on school forms 233 and 265. Sections 701.01B and 701.01C will not apply to tutors.

Article 1006

Personal Leave for Tutors

Beginning with the 2005–06 school year, tutors shall be entitled to personal leave under Section 702.12 except that: (a) they shall be credited with one (1), not two (2), personal leave days each school year; and (b) personal leave cannot be used in the 2005–06 school year. The one (1) day of personal leave earned in 2005–06 shall be credited to tutors and be available for use beginning in the 2006–07 school year.

Article 1007

Calamity Days

Tutors shall be compensated at their hourly rate for hours they were scheduled to work but did not work as a result of schools being closed for a calamity, as with regular contract teachers in the same schools, up to the maximum number provided by law in a school year for such calamity days.

Article 1008

STRS Service Credit Reporting

Contingent upon current and continued approval of the State Teacher Retirement System (STRS) of Ohio, tutor work will be reported to STRS in days instead of hours. A day will be reported for each paid day regardless of the number of hours worked.

Article 1009

Insurance and Annuity Programs

1009.01 Eligible tutors may elect the health benefits provided in Article 806 of this Agreement and/or the dental insurance coverage provided in Article 807 of this Agreement. The Board shall pay a proportionate amount of the cost of such insurance as set forth in Section 109.03(I)(18) of this Agreement. The eligible tutor shall pay the balance of the monthly premium by the payroll deduction schedule.

1009.02 In order to be eligible for such insurance, a tutor must have assigned work averaging fifteen (15) hours per week and must continue to be a member of the bargaining unit. Except for tutors newly employed after October, eligibility will be determined during October and November of each year. Initial coverage shall be effective January 1.

1009.03 Election of the coverages must be made during the annual open enrollment period, not to end before November 30 for

tutors. A tutor may not change coverages except during the annual enrollment period. If a tutor drops out of a program or misses their share of a monthly premium payment to the Board's Treasurer, that tutor cannot re-enroll until the next annual enrollment period.

1009.04 Tutors who are eligible to purchase insurance shall also be eligible to utilize payroll reductions for the purpose of purchasing annuities. The Board Treasurer may establish such rules as deemed necessary to govern these reductions.

1009.05 The phrase "assigned work averaging fifteen (15) hours per week" means: To be eligible for insurance, the tutor (except for a tutor newly employed after October) must attain fifteen (15) hours per full work week sometime during the period October and November and most likely will continue to render instruction as a tutor for at least fifteen (15) hours per full work week for the balance of the school year. It does not mean the tutor must average a full fifteen (15) hours per week for all work weeks during the school year. If a tutor is deemed eligible for insurance and later slips below fifteen (15) hours per full work week, that tutor may continue to be provided insurance as set forth in this Article 1007 for the balance of that school year (through August), provided the reduction in hours was not through the tutor's choice (i.e., the tutor chooses to drop pupils or declines additional pupils). To be eligible for and to continue such insurance, the tutor must continue to be a member of the bargaining unit as defined in Article 1001.

1009.06 To be eligible for a seventy-two (72) percent Board contribution to insurance as provided in Section 109.03(I)(18) the tutor (except for a tutor newly employed after October) must attain more than twenty-five (25) hours per full work week sometime during the period October and November and most likely will continue to render instruction as a tutor for more than twenty-five (25) hours per full work week for the balance of the school year. It does not mean the tutor must average a full twenty-five (25) hours per week for all work weeks during the school year. If a tutor is deemed eligible and later slips to twenty-five (25) or fewer hours per full work week, that tutor may continue to be provided insurance as set forth in this Article 1008 for the balance of that school year (through August), provided the reduction in hours was not through the tutor's choice, (i.e., the tutor chooses to drop pupils or declines additional pupils). To be eligible for and to continue such insurance, the tutor must continue to be a member of the bargaining unit as defined in Article 1001.

1009.07 Effective January 1, 1995, the Board shall provide, at Board expense, \$20,000 group term life insurance for tutors eligible for enrollment in the Comprehensive Major Medical Insurance Program as defined in Sections 1008.02 and 1008.05 of this Agreement.

Article 1010

Hourly Rate

Tutors shall be paid in accordance with the following rates:

A. Effective the first teacher work day of the 2022–2023 school year:

<u>Years of Experience</u>	<u>Hourly Rate</u>
0, 1 or 2	\$37.11
3, 4 or 5	38.39
6, 7 or 8	39.73
9 or more	41.05

B. Effective the first teacher work day of the 2023–2024 school year:

<u>Years of Experience</u>	<u>Hourly Rate</u>
0, 1 or 2	\$38.59
3, 4 or 5	39.92
6, 7 or 8	41.32
9 or more	42.69

C. Effective the first teacher work day of the 2024–2025 school year:

<u>Years of Experience</u>	<u>Hourly Rate</u>
0, 1 or 2	\$40.14
3, 4 or 5	41.52
6, 7 or 8	42.97
9 or more	44.40

“Years of Experience” means the number of consecutive years under contract as a tutor in Columbus City Schools.

Article 1011

Salary Experience

A tutor who becomes a regular contract teacher shall be granted up to five (5) years of Columbus teaching experience for salary purposes. In order to qualify for a year of tutor teaching experience, a tutor must have been paid for a minimum of six hundred (600) hours of tutoring in the Columbus City Schools during a single school year. Such tutor teaching experience, up to five (5) years, shall be added to regular contract teaching experience. This provision shall apply to tutors becoming regular contact teachers after July 22, 1987.

Article 1012

Severance Pay

The following percentage of the member’s accrued but unused sick leave will be paid if the member gives the Human Resources Department written notice of intent to retire by March 1 of a school year.

<u>Accumulated Sick Leave</u>	<u>Percentage Applicable to the Specified Numbers of Hours</u>
0–400 hours	25%
>400–800 hours	30%
>800–1200 hours	35%
>1200–1600 hours	40%
>1600 hours	45%

Article 1013

Pay Plan Selection

Beginning with earnings in the 2005–06 school year, tutors who work at least 15 hours per week shall have the options of payroll plan A or payroll plan B in accordance with Sections 109.03(I)(6) and 901.10, provided time sheets are received in a timely manner.

Article 1014

Negotiations Procedures

Bargaining with tutors shall be conducted in conjunction with bargaining on the Agreement covering other members of the bargaining unit and shall follow Section 1201.11 as to impasse resolution.

Article 1015

Other Provisions

The following provisions of the current Agreement shall be considered to be a part of this Chapter 1000: 101, 102, 103, 104, 105, 106, 107, 108, 109.03, 110, 111, 202.05, 211.01, 401.09, 802, 810 (except 810.02(B)), 813, 901.13, Chapter 1400, and Chapter 1500. ❖

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Chapter 1100

Article 1101

Applicability

This Chapter shall govern “latchkey teachers” who work regularly during the majority of the school year. The parties acknowledge that the Board of Education may create or change the supervisory authority over the latchkey program and latchkey teachers.

Article 1102

Latchkey Contracts

Latchkey teachers shall be offered appropriately worked individual one (1)-year latchkey contracts. The regular distribution of latchkey contract shall be on or before June 15. All latchkey teacher contracts shall be deemed automatically non-renewed as of their expiration date and no action or notification by the Board shall be required in connection with such nonrenewal. The Superintendent or designee shall determine the number of latchkey teachers needed. All latchkey contracts shall have language mutually agreed to by the Board and the Association.

Article 1103

Assault Leave

In addition, a latchkey teacher may use up to twenty (20) days of assault leave due to injury resulting from a physical assault on a latchkey teacher which occurs on Board premises or which occurs off Board premises in connection with the performance of assigned duties, subject to the following stipulations:

- A. The latchkey teacher’s conduct was within the bounds of general standards of professional behavior;
- B. The building administrator or other appropriate administrator was notified as soon as possible of the occurrence;
- C. The latchkey teacher submits the certificate required in case of sick leave absence, accompanied by the physician’s statement required below;
- D. The latchkey teacher provides a physician’s statement describing the nature and duration of the resulting disability and the necessity of absence from regular employment, with the findings of the physician subject to review by the Board physician;
- E. In the even the foregoing conditions are satisfied, none of the first twenty (20) days of absence resulting from such occurrence shall be deducted from the latchkey teacher’s accumulated sick leave;
- F. Workers’ Compensation cannot be received simultaneously with sick leave benefits.

Article 1104

Personal Leave

Beginning with the 2005–06 school year, latchkey teachers shall be entitled to personal leave under Section 702.12 except that: (a) they shall be credited with one (1), not two (2), personal leave days each school year; and (b) personal leave cannot be used in the 2005–06 school year. The one (1) day of personal leave earned in 2005–06 shall be credited to latchkey teachers and be available for use beginning in the 2006–07 school year.

Article 1105

Wages

1105.01 Latchkey teachers shall be paid at the following rate per hour for work time that is authorized and approved by the

Supervisor of Early Childhood Education or designee:

<u>Effective Date</u>	<u>Rate</u>
First teacher work day 2022–2023 school year	\$37.11
First teacher work day 2023–2024 school year	38.59
First teacher work day 2024–2025 school year	40.14

1105.02 Latchkey teachers shall be compensated for the regular scheduled hours on days they were scheduled to work, but did not work as a result of schools being closed for a calamity, as with regular contract teachers in the same schools, up to a maximum of five (5) such calamity days in a school year.

Article 1106

Stretch Pay

Beginning with earnings in the 2005–06 school year, latchkey teachers shall have the options of payroll plan A or payroll plan B in accordance with the Sections 109.03(I)(6) and 901.10.

Article 1107

Insurance Programs

1107.01 Latchkey teachers may enroll in the District's dental and/or vision insurance plans during the usual enrollment period. The latchkey teacher shall pay the full cost of the coverage for which she or he enrolls, except for the Board's seventy-two (72) percent share of the cost effective January 1, 2001.

1107.02 Latchkey teachers may enroll in the District's health insurance plans during the usual enrollment period. The latchkey teacher shall pay the full cost of the coverage for which they enroll, except for the Board's seventy-two (72) percent effective January 1, 2001.

1107.03 All insurance benefits provided by this Agreement, if enrolled in by the employee, shall be effective September 1, 1998, based on enrollment between May 15 and May 31, 1998, and for newly employed latchkey teachers on the first day of the month following the second pay date in which the new employee works. Such benefits shall terminate on the last day of the month for which the employee has paid for such coverage. Coverage for latchkey teachers electing disability insurance shall be in accordance with the coverage available to other Association bargaining unit(s).

Article 1108

Vacancy Postings

1108.01 Not later than May 20 of each year, the Supervisor of Early Childhood Education or designee will prepare a list of all known vacancies in latchkey teaching positions for the following school year. Vacancies to be identified shall be those vacancies after reorganization of the existing staff based on the anticipated needs for the following school year.

1108.02 Latchkey teachers desiring to be considered for such vacancies shall apply in writing on forms agreed to between the Board and the Association.

1108.03 Latchkey teachers will receive their assigned schools prior to latchkey orientation in August.

1108.04 Prior to a reassignment recommendation, a conference involving an administrator and latchkey teacher shall be conducted where the concerns may lead to such recommendation shall be discussed.

Article 1109

STRS Payments

Contingent upon current and continued approval of the State Teachers Retirement System (STRS) of Ohio, latchkey work will be reported to STRS in days instead of hours. A day will be reported for each paid day regardless of the number of hours worked.

Article 1110

Professional Behavior

A latchkey teacher shall not be given a formal written reprimand or warning, or be disciplined for any alleged infraction of rules, delinquency, or unprofessional performance, or be dismissed or terminated during the term of the individual contract without just cause. Any such action shall be subject to the grievance procedure set forth in this Agreement, except that any failure to reemploy a latchkey teacher for another school year shall not be grieved with non-compliance with this paragraph cited as a claimed violation. The grievance and arbitration process supersedes and replaces any and all Ohio statutory provisions and procedures on discipline, dismissal or termination for cause, just cause or good and just cause.

Article 1111

Other Provisions

The following provisions of the current Agreement shall be considered a part of this Chapter 1100: Articles 101, 102, 103, 104, 105, 106, 107, 108, 109.01, 109.02(A), (B), and (D), 109.03 (A–H), (I)(1–9) and (11–17), 109.06, 109.08, 109.11, 109.12, 110, 111, 202.05, 211.01, 403, 404.01, 404.06, 404.07, 701.01(A), (B), (D), 701.02(A), (B), (C), 701.03, 701.04, 701.05, 701.06 (A), (B), (C), (F), 802, 803, 804, 805, 810, 812, 815, 901.13, Chapter 1400, and Chapter 1500.

Article 1112

Agreement

This Chapter is the entire agreement between the parties with respect to latchkey teachers. ❖

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Chapter 1200

Article 1201

Instructional Support Substitutes

- A. The Board, beginning with the 2000-01 school year, shall hire up to thirty (30) instructional support substitutes who will be assigned as needed by the Superintendent or designee. These substitutes shall be bargaining unit members employed on one (1) year limited contracts that automatically expire at the end of the school year.
- B. These substitutes shall be paid a per diem rate based on the BA-2 year's experience annual salary multiplied by seventy-five (75) percent divided by 178 workdays. The Board shall pay fifty (50) percent of the cost for enrollment in insurance under Articles 806, 807, 808, and 809.
- C. These substitutes shall earn and may use three (3) days of paid leave for illness, injury, death in family or personal reasons. The CEA and Board will cooperate in recruiting persons for employment as instructional support substitutes.
- D. Other provisions of the current Agreement shall be considered to be part of this Chapter 101, 102, 103, 104, 105, 106, 107, 108, 109.03, 110, 111, 202.05, 401.17, 802, 813, 901.13, 901.14, Chapter 1400 (with exception of "TCH B" references in 1403, 1406, 1409), and Chapter 1500.

Note: The Instructional Support Substitutes will be trained in the reading initiatives to provide continuity of instruction. ❖



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Chapter 1300

Article 1301

Part-Time Employees

1301.01 The Board recognizes the Columbus Education Association as the exclusive representative of part-time employee positions that are scheduled for more than twelve (12) hours each week and that require licensure from the Ohio Department of Education (“part-time teachers”), excluding substitutes, administrative, supervisory management-level positions.

1301.02 Such part-time teachers shall be employed exclusively on one-year limited contracts. Evaluation of part-time teachers is not required pursuant to Article 401, and the one-year limited contracts of part-time teachers may be non-renewed by written notice to the employee by April 30 of any school year. Part-time teachers shall be considered “as needed” employees, and the Superintendent or designee may modify or reduce their work hours and assign them based upon need as determined from time to time by the Superintendent in their sole discretion. The evaluation and employment contracts of part-time teachers are governed solely and exclusively by this Chapter 1300, which specifically and expressly supersedes and replaces Sections 124.39, 3319.08, 3319.11, 3319.16, 3319.17, 3319.111 and 3319.141 of the Ohio Revised Code.

1301.03 The following provisions, and only the following provisions of this Agreement, apply to part-time teachers: Articles 102, 103, 104, 105, 106, 109.02, 109.03 (A–H), 110, 111 and 211.01. This Chapter 1300 eliminates and supersedes any and all past practices of the parties or either of them existing prior to or as of the 2009–10 school year with respect to part-time teachers. ❖

Chapter 1400

Article 1401

Columbus City Schools

2022–2023 School Calendar

School Month	M	T	W	TH	F	Holidays in School Year	Prof. Mtgs. & Records Day	Teacher-Parent Conference	Days of No School	No. Days Schools Open
Aug. 22-	△22	△23	△24	25	26		3			
Sept. 16	29	30	31	1	2					
	Ⓟ5	6	7	8	9	1				
	12	13	14	15	16					16
Sept. 19-	19	20	21	22	23					
Oct. 14	26	27	28	29	30					
	3	4	5	6	7					
	10	11	12	13	14					20
Oct. 17-	17	18	19	20	△21		1			
Nov. 11	24	25	△26	27	28		1			
	31	1	2	3	4					
	7	△8	9	10	11		1			17
Nov. 14-	14	15	16	17	18					
Dec. 9	Ⓟ21	Ⓟ22	Ⓟ23	Ⓟ24	Ⓟ25	1		1	3	
	28	29	30	1	2					
	5	6	7	8	9					15
Dec. 12-	12	13	14	15	16					
Dec. 19	19	20*				(*Winter Recess - Dec. 21-Jan. 3 inclusive)				
Jan. 4-			4	5	6					
Jan. 9	9	10	11	12	13					15
Total	(First Semester)					2	6	1	3	83
Jan. 16-	Ⓟ16	△17	△18	19	20	1	2			
Feb. 7	23	24	25	26	27					
	30	31	△1	2	3		1			
	6	7	8	9	10					16
Feb. 13-	13	14	15	16	△17		1			
Mar. 10	Ⓟ20	21	22	23	24			1		
	27	28	1	2	3					
	6	7	△8	9	10		1			17
Mar. 13-	13	14	15	16	17					
Apr. 7	20	21	22	23	24					
	27	28	△29	30	31		1			
	3	4	5	6	7				1	18
Apr. 10-	Ⓟ10	Ⓟ11	Ⓟ12	Ⓟ13*	Ⓟ14				5	
May 5	17	18	19	20	21					
	24	25	26	27	28					
	1	2	3	4	5					15
May 8-	8	9	10	11	12					
June 2	15	16	17	18	19					
	22	23	24	25	26					
	Ⓟ29	30	31	1	△2	1	1			18
Total	(Second Semester)					2	7	1	6	84
TOTAL	(Both Semesters)					4	13	2	9	167
	(Teacher Contract Year)									195

Symbols:

○ Holiday

Ⓟ Days of No School



△ Professional Meeting/Records Day (pupils not in attendance)

Ⓟ Parent Conference Day

By majority vote of full-time teachers assigned to a building, with the concurrence of the building principal, the date(s) and schedule for Parent-Teacher Conferences may deviate from this schedule (with an equal total amount of time). If so, all teachers in that building must comply with selected schedule and date(s). Once the schedule has been determined, that practice shall continue until changed by majority vote with concurrence of the principal.

*Schools will close ½ hour early. Members of the bargaining unit assigned to school buildings shall be permitted to leave immediately following pupil dismissal. All other members of the bargaining unit shall be dismissed one hour early. Early dismissal shall not be reason for reduction in compensation.

Article 1402 2022–2023 School Calendar

First Semester

Begins	Aug. 22, 2022
Professional Meeting	Aug. 22, 2022
Professional Meeting	Aug. 23, 2022
Students Report	Aug. 24, 2022
Labor Day	Sept. 5, 2022
Professional Development Day	Oct. 21, 2022
Records Day	Oct. 26, 2022
Professional Development Day	Nov. 8, 2022
Autumn Break/Compensatory Day for Parent Conference	Nov. 21–25, 2022
Schools Close ½ hour early	Dec. 20, 2022
Winter Recess	Wednesday, Dec. 21, 2022–Tuesday, Jan. 3, 2023
School Resumes	Jan. 4, 2023
First Semester Ends	Jan. 13, 2023

Second Semester

Martin Luther King Day	Jan. 16, 2023
Professional Development Day	Jan. 17, 2023
Records Day	Jan. 18, 2023
Second Semester Begins	Jan. 19, 2023
Professional Development Day	Feb. 1, 2022
Professional Development Day	Feb. 17, 2022
Compensatory Day for Parent Conferences	Feb. 20, 2023
Professional Development Day	Mar. 8, 2023
Records Day	Mar. 29, 2023
Schools Close ½ hour early	Apr. 6, 2023
Spring Recess	Friday, Apr. 7–Sunday, Apr. 14, 2023
School Resumes	Apr. 17, 2023
Memorial Day	May 29, 2023
Last Day of Student Attendance	June 1, 2023
Records Day	June 2, 2023

Pay for Days Schools Are Not In Session

Aug. 22, 2022	Professional Meeting
Aug. 23, 2022	Professional Meeting
Sept. 5, 2022	Labor Day
Oct. 26, 2022	Records Day
Nov. 21, 2022	Autumn Break
Nov. 22, 2022	Autumn Break
Nov. 24, 2022	Thanksgiving Holiday
Nov. 25, 2022	Thanksgiving Friday
Jan. 15, 2023	Records Day
Jan. 16, 2023	Martin Luther King Day
Jan. 17, 2023	Professional Development Day
Jan. 18, 2023	Records Day
Mar. 8, 2023	Professional Development Day
Mar. 29, 2023	Records Day
Apr. 7, 2023	Spring Recess
Apr. 10, 2023	Spring Recess
Apr. 11, 2023	Spring Recess
Apr. 12, 2023	Spring Recess
Apr. 13, 2023	Spring Recess
Apr. 14, 2023	Spring Recess
May 29, 2023	Memorial Day
June 2, 2023	Records Day

Article 1403



2022-23 Payroll and Deduction Schedule

All Columbus City Schools Employees - Bi-weekly

Columbus City Schools - Office of the Treasurer

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REPORTING PERIODS		Due in		Payroll ***		Pay Dates		Notes		BENEFITS DEDUCTION			TBS & ANNUITIES			ORGANIZATION DUES			CHARITIES			
From	Through	TCH A SCH YR	FULL	TCH B 12 MONTH	ADMIN	FULL	TCH A SCH YR	TCH B 12 MONTH	ADMIN	FULL	TCH A SCH YR	TCH B 12 MONTH	ADMIN	TCH A	TCH B	ADMIN	CLASS	TCH A SCH YR	TCH B	ADMIN	CHARITIES	
07/23/22	08/05/22	1st	Full	prior yr	2nd	Sep	1st	prior yr	2nd		1st	prior yr	2nd									
08/06/22	08/19/22	2nd	Oct	1st	3rd		2nd	1st	3rd		2nd	1st	3rd									
08/20/22	09/02/22	3rd		2nd	4th		3rd	2nd	4th		3rd	2nd	4th				1st					
09/03/22	09/16/22	4th	Nov	3rd	5th	Oct	4th	3rd	5th		4th	3rd	5th				2nd					
09/17/22	09/30/22	5th		4th	6th		5th	4th	6th		5th	4th	6th				3rd					
10/01/22	10/14/22	6th	Dec	5th	7th	Nov	6th	5th	7th		6th	5th	7th				4th					
10/15/22	10/28/22	7th	Jan	6th	8th		7th	6th	8th		7th	6th	8th				5th					
10/29/22	11/11/22	8th	Feb	7th	9th	Dec	8th	7th	9th		8th	7th	9th				6th					
11/12/22	11/25/22	9th	Mar	8th	10th		9th	8th	10th		9th	8th	10th				7th					
11/26/22	12/09/22	10th		9th	11th	Jan	10th	9th	11th		10th	9th	11th				8th					
12/10/22	12/23/22	11th		10th	12th		11th	10th	12th		11th	10th	12th				9th					
12/24/22	01/06/23	12th		11th	13th	Feb	12th	11th	13th		12th	11th	13th				10th					
01/07/23	01/20/23			12th	14th		12th	12th	14th		12th	12th	14th				11th					

01/21/23	02/03/23	02/06/23	02/17/23	B*	13th	Apr	13th	15th	Mar	13th	13th	15th	11th	11th	11th	12th	8th	8th
02/04/23	02/17/23	02/20/23	03/03/23		14th	May	14th	16th		14th	14th	16th	12th	12th	12th	13th	9th	9th
02/18/23	03/03/23	03/06/23	03/17/23	C*	15th		15th	17th		15th	15th	17th	13th	13th	13th	14th	10th	10th
03/04/23	03/17/23	03/20/23	03/31/23		16th	Jun	16th	18th	Apr	16th	16th	18th	14th	14th	14th	15th	11th	11th
03/18/23	03/31/23	04/03/23	04/14/23		17th		17th	19th		17th	17th	19th	15th	15th	15th	16th	12th	12th
04/01/23	04/14/23	04/17/23	04/28/23		18th	July	18th	20th	May	18th	18th	20th	16th	16th	16th	17th	13th	13th
04/15/23	04/28/23	05/01/23	05/12/23		19th		19th	21st		19th	19th	21st	17th	17th	17th	18th	14th	14th
04/29/23	05/12/23	05/15/23	05/26/23		20th	Aug	20th	22nd	Jun	20th	20th	22nd	18th	18th	18th	19th	15th	15th
05/13/23	05/26/23	05/26/23	06/09/23	D*	21st	Sep	21st	23rd		21st	21st	23rd	19th	19th	19th	20th	16th	16th
05/27/23	06/09/23	06/12/23	06/23/23				22nd	24th	Jul	22nd	22nd	24th	20th	20th	20th		17th	17th
06/10/23	06/23/23	06/26/23	07/07/23				23rd	25th		23rd	23rd	25th	21st	21st	21st		18th	18th
06/24/23	07/07/23	07/10/23	07/21/23				24th	26th	Aug	24th	24th	26th	22nd	22nd	22nd		19th	19th
07/08/23	07/21/23	07/24/23	08/04/23				25th	1st		25th	25th	1st	23rd	23rd	23rd		20th	20th
07/22/23	08/04/23	08/07/23	08/18/23				26th	2nd	Sep	26th	26th	2nd	24th	24th	24th			

*** All on the Monday following the Friday "Through" date except for those dates boxed which have been moved up 1-2 days due to a holiday.

SUPPLEMENTAL PAY DATES:

A* Fall Supplementals

B* 1st Semester Supplementals

C* Winter Supplementals

D* Spring Supplementals

NOTE: The open period for TEACHER pay plan changes is May 1 through August 15, 2023, at 5:00 PM.

The open period for CLASSIFIED pay plan changes is May 1 through June 30, 2023, at 5:00 PM.

The Teacher and Classified Pay Plan Change forms will be available in the payroll Office and under Resources in the Employee Self Service system.

NOTE: In order to be eligible for holiday pay and calamity day pay, an employee must accrue earnings on the employee's last scheduled workday prior to such holiday and the employee's first scheduled workday following such holiday.

TCH A = 21 pay plan teacher

TCH B = 26 pay plan teacher

SCH YR = classified school year payroll

12 MON = classified year round payroll

ADMIN = administrator payroll

CLASS = school year and 12 month classified

Note: classified includes classified supervisors

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**Article 1409
2024–2025 BiWeekly Payroll and Deduction Schedule for
Certificated A & B Pay Plan Employees**

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Chapter 1500

Article 1501

Procedures for Professional Negotiations

1501.01 *Exclusive Representative*

The Exclusive Representative shall mean the teacher organization recognized by the Board as the Exclusive Representative of all teachers of the Columbus City School District, for purposes of professional negotiations. Such Exclusive Representative shall, for purposes of professional negotiations, represent all teachers regardless of their membership or lack of membership in such teacher organization, and shall represent all teachers equally without regard to their race, creed, color, national origin, sex, age or marital status. The Association will comply with all federal, state and local fair employment laws.

1501.02 *Scope of Negotiations*

- A. The scope of bargaining between the Board and the Association shall be as established by Section 4117.08 of the Ohio Revised Code. Section 4117.08 provides as follows:
1. All matters pertaining to wages, hours, or terms and other conditions of employment and the continuation, modification or deletion of an existing provision of a collective bargaining agreement are subject to collective bargaining between the public employer and the exclusive representative, except as otherwise specified in this section.
 2. The conduct and grading of civil service examinations, the rating of candidates, the establishment of eligible lists from the examinations and the original appointments from the eligible lists are not appropriate subjects for collective bargaining.
 3. Unless a public employer agrees otherwise in a collective bargaining agreement, nothing in Chapter 4117 of the Ohio Revised Code impairs the right and responsibility of each public employer to:
 - a. Determine matters of inherent managerial policy which include, but are not limited to areas of discretion or policy such as the functions and programs of the public employer, standards of services, its overall budget, utilization of technology, and organizational structure;
 - b. Direct, supervise, evaluate, or hire employees;
 - c. Maintain and improve the efficiency and effectiveness of governmental operations;
 - d. Determine the overall methods, process, means, or personnel by which governmental operations are to be conducted;
 - e. Suspend, discipline, demote, or discharge for just cause, or lay-off, transfer, assign, schedule, promote, or retain employees;
 - f. Determine the adequacy of the work force;
 - g. Determine the overall mission of the employer as unit of government;
 - h. Effectively manage the work force;
 - i. Take actions to carry out the mission of the public employer as a governmental unit. The employer is not required to bargain on subjects reserved to the management and direction of the governmental unit except as af-

fect wages, hours, terms and conditions of employment, and the continuation, modification, or deletion of an existing provision of a collective bargaining agreement. A public employee or exclusive representative may raise a legitimate complaint or file or grievance based on the collective bargaining agreement.

- B. During the term of this Agreement, any change in the Ohio Revised Code which modifies the scope of bargaining hereunder shall automatically and simultaneously change the scope of bargaining, as provided in paragraph A above, in the same manner and without consultation or agreement by the Board and the Association.

1501.03 School Calendar

The school calendar shall be subject to negotiations and notwithstanding any other provision of this chapter, bargaining the school calendar for the school year immediately following the expiration of a collective bargaining agreement will commence no later than March 16 prior to the expiration of said agreement. If the parties are unable to reach agreement by April 1, on a school calendar for the subsequent school year, the parties mutually agree that the Board may adopt a calendar for the coming school year provided the adopted calendar is in compliance with the following provisions:

- A. Pupil attendance days do not exceed 181.
- B. Teacher duty days do not exceed 185, except, effective with the 2023-2024 school year teachers in their first year of employment will have 188 duty days with three (3) days of induction immediately prior to the regular school year.
- C. The first teacher duty day is not prior to August 10, and the last teacher duty day is not after June 10, (the first teacher duty day shall not be prior to September 1, and the last teacher duty day shall not be after June 17 if the first teacher duty day begins after Labor Day) except for teachers who are voluntarily assigned to year-round schools.
- D. A winter intermission starting before December 24, and ending after January 1
- E. Any such school calendar will also include:
 - 1. Labor Day as paid holiday
 - 2. Thanksgiving and the Friday immediately following as paid holidays
 - 3. Martin Luther King's observed birthday as a paid holiday
 - 4. A spring intermission of six (6) paid school days of which five (5) shall be consecutive days
 - 5. The observed Memorial Day as a paid holiday
 - 6. 195 contract days, except, effective with the 2023-2024 school year teachers in their first year of employment will have 198 duty days with three (3) days of induction immediately prior to the regular school year.
 - 7. The school calendar shall include four (4) records days as paid work days. Each records day shall be student non-attendance days and occur the Wednesdays after the end of the first and after the end of the second grading periods. Records day for the third grading period will depend upon state testing dates. Records day for the fourth grading period shall occur on the last teacher work day of the school year.

Collective bargaining for school calendars other than for the school year immediately following the expiration of a collective bargaining agreement are not subject to this section, but are subject to bargaining in accordance with other sections of this article.

- F. The three (3) days of induction for teachers in their first year of employment shall be for the purpose of orientation and induction and shall replace previous new teacher orientation practices prior to the 2023–2024 school year. For attendance during these three days, teachers shall be compensated for each day at their daily rate of pay. During such days, CEA shall be scheduled for four (4) hours to address attendees.

1501.04 *Joint Negotiation Committee*

No more than nine (9) representatives or designees of the Board, the Superintendent or designated representative, and no more than ten (10) representatives named by the Exclusive Representative shall comprise a joint committee for the purpose of negotiating. All negotiations shall be conducted in executive session and exclusively between said representatives or designees. In addition, each team of representatives or designees shall be authorized to admit no more than two observers at one time to such meetings. Such observers, if any, shall be designated prior to each Joint Negotiation Committee meeting and shall be without the right to speak or to otherwise comment to either party during said meetings.

1501.05 *Good Faith Bargaining*

Good faith bargaining shall mean the obligation on all parties to deal openly and fairly on all matters being negotiated in a sincere effort to reach a mutual understanding and agreement on such matters, but such obligation does not compel either party to agree to a proposal or require the making of a concession.

1501.06 *Days*

Days shall mean calendar days.

1501.07 *Meetings*

Negotiation Meetings – Upon written request of the Exclusive Representative made not less than fifteen (15) days and not more than thirty (30) days prior to March 15, the Board President or designated representative shall call for the initial meeting of the Joint Negotiation Committee to take place not later than March 15, giving due notice of time and place. The purpose of this initial meeting shall be for establishing agenda items for subsequent meetings, and for the handling of administrative details. Thereafter, negotiations meetings shall be held at such times and places as are agreed to by the members of the Joint Negotiation Committee.

Negotiation meetings shall be held as often as necessary between March 15 and June 1. In the event the member of the Joint Negotiation Committee are unable to reach agreement by June 1, negotiations shall be suspended for approximately forty-five (45) days. Negotiations shall resume after July 15.

In the event an existing agreement between the Board and the Exclusive Representative expires at a time other than immediately prior to the beginning of a school year, negotiations on a new agreement shall begin and the initial meeting shall be held no less than three (3) months and no more than four (4) months prior to such expiration date. The above provisions notwith-

standing, the parties may negotiate at such other dates as may be established in any agreement or memorandum of the parties. In the event an agreement is reached, it will continue in full force and effect for its established term, and no further negotiations will take place between the parties until the schedule provided above, except for interim negotiations which may occur as provided elsewhere in these procedures.

Negotiation meetings shall not be conducted during the regular school day.

1501.08 *Exchange of Information*

The Board agrees to furnish the Exclusive Representative, upon written request, through a person designated by the Superintendent, with such relevant information as is currently available which will assist the Exclusive Representative before and during negotiations, before and during any impasse procedures, and during implementation of negotiated agreements. Likewise, the Exclusive Representative agrees to furnish the Board or their representatives, upon written request, such relevant information as is currently available before and during negotiations, before and during any impasse procedures, and during implementation of negotiated agreements.

1501.09 *Consultants*

Notwithstanding any other provision of this Agreement, up to two (2) consultants at any one time may be called upon by either party for advice and information on matters being considered by the Joint Negotiations Committee and may participate in the negotiations. The expenses of such consultants shall be borne by the party retaining them.

1501.10 *Agreement*

When an agreement is reached, it shall be reduced to writing by the Joint Negotiation Committee and be submitted to the Exclusive Representative and, if approved by such Exclusive Representative, thereafter to the Board.

1501.11 *Impasse*

This section provides a mutually agreed to dispute settlement procedure which supersedes the procedures contained in Ohio Rev. Code 4117.14. If the parties have not reached agreement by May 15 of the year in which this Agreement expires, they shall request the services of the Federal Mediation and Conciliation Service. If there is not agreement by June 15, the parties may, by mutual agreement, agree to submit the unresolved issues to advisory fact-finding, using procedures like those of O.R.C. 4117.14(C). The fact-finder may be mutually selected or, if there is no mutual agreement, may be selected from a list supplied by the American Arbitration Association. In the event there is no new agreement by June 30, or within seven (7) days of the rejection of a fact-finding report by either party, whichever is later, then the procedures set forth herein are deemed exhausted and the parties shall have their respective rights under law, including the Association's right to strike upon ten (10) days notice in accordance with O.R.C. 4117.14(D)(2) and 4117.18(C).

1501.12 *Rights of Individuals and Minority Organizations*

Individuals and minority teacher organizations may present their views and recommendations in writing to the Superintendent on or before January 1 in any year in which negotiations are

to be held; however, professional negotiations shall be conducted only with the recognized teacher organization. A copy of such views and recommendations shall be filed concurrently with the Treasurer of the Board of Education.

Article 1502

Interim Negotiations

1502.01 If, during the term of this Agreement, there is a change in any applicable state or federal law, or valid rule or regulation adopted by a federal agency or a state agency pursuant thereto, which would invalidate any provision of this Agreement, the parties will meet to negotiate any necessary change in the Agreement relative to the affected provision within sixty (60) days by demand of either party.

1502.02 Upon written request of the Exclusive Representative, the Board President, or designated representative, shall call for the initial meeting of the Joint Negotiation Committee for the purpose of interim negotiations to be held not later than fifteen (15) days after receipt of such written request. Negotiation meetings shall be held as often as necessary pursuant to procedures set forth in 1201.07; however, the last negotiation meeting shall be held not later than fifteen (15) days after the first meeting. In the event the members of the Joint Negotiation Committee are unable to reach agreement during the period of interim negotiations, all unresolved issues will be submitted to final and binding arbitration.

1502.03 At the last negotiations meeting, the Joint Negotiation Committee will request the American Arbitration Association to submit to them a list of qualified arbitrators. The American Arbitration Association shall be instructed to submit the list within ten (10) days of the date of request. Within three (3) days of the receipt of such a list, the Board and the Exclusive Representative shall select the arbitrator by alternately striking names from the list submitted. The arbitration shall be held in accordance with the rules of the American Arbitration Association.

1502.04 There shall be no interim negotiations during the term of this Agreement except as provided in Section 1502.01 of this article. In the event additional funds from the state require mandated raises for members of the bargaining unit, the salary increases herein provided shall be considered to be a result of such mandated raises and any such stipulated raises that require the Board to exceed the salary levels provided herein in any given year shall not result in increasing the salary levels provided in the succeeding year(s).

Article 1503

Reform Panel

1503.01 The Reform Panel shall facilitate the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the District, (b) requests for variances that may be submitted by school-based shared decision-making cabinets, and (c) instructional and curricular recommendations that may be made by committees created by the panel. The panel shall operate as a joint committee as provided in Article 506 of this Agreement.

1503.02 The panel shall have the authority to grant and cancel variances to this Agreement and shall have the authority to require variances in practice in one or more schools. The panel may grant

variances for a specific period of time; if not the variances shall continue until changed. School-based shared decision-making cabinets may apply for renewal of variances which are scheduled to expire. Approval by the panel shall require a majority vote of the panel membership. Such approval shall not be unreasonably denied. Variances from this Agreement shall also require the approval of the Superintendent and Association President.

1503.03 All new programs or other initiatives approved by the panel which may result in variances in practice and all variances and all cancellations of variances approved by the panel shall be in writing and shall be signed by the panel chairperson, the Association President and the Superintendent. Any internal processing requirements by the separate parties prior to panel approval shall be left to the separate parties.

1503.04 The panel shall establish application forms and procedures for requesting variances. Such procedures must not require a majority vote by teachers in a building in support of the variance exceeding two-thirds (2/3). Such procedures must be consistent with this Agreement. In addition, to assist in the work of the panel, it shall form and direct committees, including a committee on state-mandated Competency Based Education. If a request for variance has sufficient support from the building, the requested variance shall be added to the Reform Panel agenda for the next meeting.

1503.05 Notwithstanding Section 202.02 of this Agreement, if there is a panel-authorized shared decision-making cabinet in a school, the Association Building Council shall continue to perform the duties and functions of the ABC as provided in this Agreement, except when any of those duties and functions are assumed by such cabinet and the ABC has been so advised by the cabinet. In such a school, the ABC shall be made up of the elected teacher members of the cabinet and the Senior Faculty Representative, who shall serve on both. The cabinet shall have no authority with regard to the PAR Program.

1503.06 The panel shall begin operations with the ratification of this Agreement and shall continue in effect with full authority as provided herein and without regard to the term of this Agreement, until either party notifies the other in writing of its desire to terminate the panel. In the event of such notifications, as with a PAR Panel, the authority of the Reform Panel shall be terminated thirty (30) days after such notification. All variances to this Agreement in effect at the time of termination shall be automatically canceled as shall all variances in practices required by the panel except those related to the implementation of state-mandated Competency Based Education or other legally mandated programs.

1503.07 During the thirty (30) day period between notification of cancellation and termination, the panel shall make every effort to provide for an orderly transition period by attempting to minimize problems resulting from the cancellation of variances. The parties recognize that educational sensibility and personnel considerations will not permit some variances to be phased out during this thirty (30) day transition period. No later than the date of termination of the panel, the Board will provide the Association with a timeline for completing the cancellation

of any variances that cannot sensible be completed during the thirty (30) day transition period. In addition, representatives of the Board and Association shall meet promptly and as necessary to discuss such orderly transition and to determine if the parties wish to retain any of the variances. Any variances to this Agreement which the parties wish to maintain must be processed as amendments to this Agreement.

1503.08 The Reform Panel shall be co-chaired by the Association President, or designee, and the Superintendent, or designee. The Reform Panel shall be made up of an equal number of Association representatives and Administration representatives. ❖

Notes

Multiple horizontal lines for writing notes.

Chapter 1600

Article 1601

Amendment Procedures

The President of the Association and Superintendent may meet privately during the term of this Agreement for the purpose of discussing the amendment of this Agreement. In the event this discussion produces a mutual accord that a specific amendment is desirable, such proposal for amendment will be referred to the Joint Negotiation Committee and, if the amendment is mutually agreed upon by the joint committee, it will be submitted for ratification by the Board of Education and a policy-making body of the Association. No public discussion or disclosure of the desire for amendment shall take place prior to or unless mutually agreed to be submitted to the Joint Negotiation Committee.

Article 1602

Applicable State Law

1602.01 In the event there is a conflict between a provision of this Agreement and any applicable state or federal law, or valid rule or regulation adopted by a federal agency or state agency pursuant thereto, the applicable state or federal law or valid rule or regulation adopted by a federal or a state agency shall prevail as to that provision. All other provisions of this Agreement which are not in conflict with any applicable state or federal law, or valid rule or regulation adopted by a federal agency or a state agency pursuant thereto, shall continue in full force and effect in accordance with their terms.

1602.02 The Board and the Association agree that all items in this contract which supersede applicable state law and which may permissible do so under Ohio Revised Code Section 4117 shall not be affected by this Article. Should any clause of this contract be held to be in violation of the law by a court of competent jurisdiction, then that clause of the contract shall be rendered null and void, but the remainder of the contract shall remain in full force and effect.

Article 1603

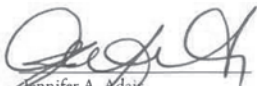
Duration of Agreement

This Agreement supersedes the Agreement which expired on August 21, 2022, and any amendments to such Agreement. This Agreement shall become effective at 12:01 a.m. on August 22, 2022, and shall continue in full force and effect until midnight of the day before the first regular teacher contract day of the 2025–2026 school year. ❖

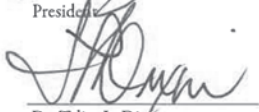
In witness whereof the parties have caused this Agreement to be executed on the day and year first mentioned above.

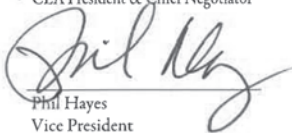
Board of Education
of the Columbus City
School District
by

The Columbus
Education Association
by


Jennifer A. Adair
President

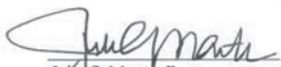

John T. Coneglio
CEA President & Chief Negotiator


Dr. Talisa L. Dixon
Superintendent


Phil Hayes
Vice President


Michael J. De Fabbo
Chief Talent Officer


Teri Mullins
Negotiations Chair


Julie C. Martin, Esq.
Chief Negotiator

Part II

Memoranda

This is not a complete collection of all the memoranda that exist but a listing of the most commonly referenced.

Memorandum of Understanding

With Respect To The Supreme Court's Ruling In Janus V. American Federation Of State, County, And Municipal Employees, Council 31, No. 16-1466, 585 U.S. ____ (2018), The Columbus Education Association And Columbus City Schools Have The Following Understanding:

1. Because Of The Janus Decision, the Parties Agree To Remove the Reference to the service fees in Section 109.03 (I)(3), the reference to Agency Fees in Section 109.03(I)(4) and Article 112 in its entirety and to delete references to Article 112 and any sections therein from any and all other provisions of the Agreement, including, but not limited to Article 1015, Article 1111, Section 1201(D) and Section 1300.03 from the Agreement between parties.
2. The parties agree that if Janus is subsequently overruled by the supreme court, and the right of the association to collect agency fees from non-members becomes legally permissible, the above identified provisions shall go into full force and effect in the beginning of the school year immediately following said decision consistent with that decision.

Agreement reached between CCS/CEA as a result of the 2019–2022 Master Agreement

Memorandum of Understanding

The Columbus City Schools Board of Education ("Board") and the Columbus Education Association ("CEA") hereinafter referred to as "the parties" agree to the following:

1. Before the first regular teacher contract day of the 2025–2026 school year, the following spaces will be climate controlled: learning spaces, including but not limited to, classrooms, auditoriums, gymnasiums, libraries, cafeterias, and teacher work areas. Enforcement of this provision shall be consistent with the procedures enumerated in Article 206.05 of the parties' Master Agreement.
2. CEA will collaborate with the Board on ensuring that the Columbus City Schools are properly funded.

Agreement reached between CCS/CEA as a result of the 2022–2025 Master Agreement

Memorandum of Understanding

The Columbus City Schools Board of Education ("Board") and the Columbus Education Association ("CEA") hereinafter referred to as "the parties" agree to the following:

1. By the end of the contract day of the Friday following Labor Day, non-classroom teachers shall provide written notice of whether they want to participate in a voluntary class coverage pool for the following school year. Participation shall be at the sole discretion of each non-classroom teacher and authorization shall expire at the end of the school year. A copy of the voluntary class coverage pool list shall be provided to the CEA President or designee.
2. Participants in the pool may be directed to provide class

coverage at the discretion of the Board at any location in the district, for any assignment for which they are properly licensed/certified, no more than five (5) instances per quarter. An instance shall consist of any class coverage assignment at one (1) building on one (1) day regardless of the duration of such assignment. Assignments shall be made with due regard for previously scheduled non-classroom teachers' work responsibilities and shall only be made when a substitute is unavailable and regular classroom coverage within the building cannot be provided. Non-classroom teachers shall be compensated in accordance with the provisions of this Article

3. If the District determines that there are not sufficient volunteers, then the parties will convene to discuss solutions to provide continuity of instruction and to maintain in-person learning.
4. This Memorandum of Understanding expires at the end of the 2022–2023 school year unless the Parties, by mutual agreement, agree to extend on a year-by-year basis through the 2024–2025 school year.

Agreement reached between CCS/CEA as a result of the 2022–2025 Master Agreement

Memorandum of Agreement

Between Columbus City Schools and the Columbus Education Association (February 2006)

Article 211

Whereas in response to the planned closure of twelve buildings, the implementation of alternative student schedules at the high school and middle school, and the implementation of a Limited Separation Plan, the Columbus City Schools Board of Education and the Columbus Education Association have agreed that staff reductions, as part of Article 211 of the current collective bargaining agreement, shall be performed as follows for the staffing of the 2006–2007 school year:

1. When a building is being closed and students reassigned to other existing buildings, the entire staff of the building being closed will be automatically staff reduced and participate in the normal 211 interview process.
 2. When two buildings are being merged, the staff of both buildings will be merged and treated as one staff for purposes of staff reduction. When the building to which the staff are being merged will be on a balanced calendar, all staff must agree with their signature to accept the terms of the balanced calendar. Refusal to accept the terms will result in a voluntary staff reduction.
 3. When a building is being closed and moved into a “swing” space, the building will be subject to the normal staff reduction process identified in Article 211.
 4. All special education units will be transferred in whole to their new locations and not subject to this agreement as it affects regular classroom personnel. Normal staff reduction rules shall apply.
 5. As previously agreed, staff that bid to an assignment during the March 2004 211 process will be automatically staff reduced.
-

Memorandum of Understanding–School Transformation Pilot Program

The Columbus Education Association (“CEA”) and the Columbus City School District Board of Education (“BOARD”) agree as follows:

1. During the life of this agreement, the Reform Panel, consistent with its purpose as codified in Article 1503 of the CEA-CCS Master Agreement, shall initiate a School Transformation Pilot Program.
2. During the 2022–2023 School Year, the Reform Panel shall study site-based school transformation models, including but not limited to the National Education Association (NEA) Community Schools model, which have demonstrated evidence-based improvements in academic achievement. Prior to the end of the 2022–2023 School Year, the Reform Panel shall design and/or select one such model that merits site-based implementation planning.
3. During the 2023–2024 School Year, the Reform Panel shall design and implement an education and application process so that by the end of the 2023–2024 school year, BOARD schools may apply, and one (1) school shall be selected by the Reform Panel for school transformation site-based planning.
4. During the 2024–2025 School Year, the BOARD school selected to begin site-based planning shall engage in relevant professional development and conduct site-based planning with the guidance of the Reform Panel to prepare for potential implementation of the transformation model the following school year.
5. The BOARD shall allocate up to fifty thousand (\$50,000) each school year for expenses related to the School Transformation Pilot Program consistent with BOARD expense policy.
6. Review and potential implementation of the School Transformation Pilot Program at the selected BOARD school shall be a mandatory subject of bargaining for a successor agreement to the 2022–2025 CEA-CCS Master Agreement.

Agreement reached between CCS/CEA as a result of the 2022–2025 Master Agreement

Memorandum of Understanding

Reference: Special Factors impacting the Article 211 Process at International High School (IHS). The Columbus Board of Education (District) and the Columbus Education Association (CEA), which are parties to a collective bargaining agreement (CBA), agree to this Memorandum of Understanding (MOU) as an addition to terms set forth in the collective bargaining agreement:

1. Teachers selected and/or assigned to International High School (IHS) shall be fluent, native or near-native speakers of the required world language to be taught for that position.
2. Other special qualifications may include special knowledge, fluent language, skills or training that is requisite to perform the essential duties of the job.
3. Vacancies at IRS that remain unfilled after the job fairs

shall be offered to new hires, provided that no unassigned member of the CEA bargaining unit meets the qualifications stated above.

This Agreement shall be in effect indefinitely until both parties agree to modify or revise.

Entered this 23rd day of February 2011.

For the Association: Rhonda Johnson

For the District: Gene T. Harris

Letter of Understanding

Teacher Retiring & Re-employment

The Ohio Revised Code requires a break in service and a two (2) month waiting period prior to re-employment. Agreement to waive this requirement is a matter to be addressed by the State Teacher Retirement System and the teacher.

1. New Employment Application

The Board of Education retains the right to decide whether to hire a retiree and that decision will be made on a case-by-case basis. Teachers who retire and desire to be considered for reemployment in CCS shall complete a new employment application and provide the required employment application materials specified by the Human Resources Department.

2. Teaching Experience & Salary Schedule Placement

Teachers who are selected for reemployment may be granted up to 10 years of outside teaching experience credit for placement on the teacher salary schedule. Former CCS teachers may be granted full credit for CCS teaching experience for placement on the teachers' salary schedule. In no event will a retired CCS employee be re-employed and placed on the salary schedule beyond the year 14 step in the salary schedule.

3. Health Insurance

Teachers may purchase CCS health insurance coverage provided they authorize payroll deductions for health insurance premiums consistent with Board policy and practices.

4. Sick Leave

No sick leave carryover from previous employment shall be permitted.

5. Severance Pay

No severance pay eligibility exists for rehired retirees.

6. Individual Employment Contract

Retirees who are rehired shall be granted a limited teaching contract. Retirees shall not be eligible for continuing employment contracts after retirement.

7. Severance Benefits

810.02 Effective November 30, 2001, the cash payment to an eligible member or beneficiary receiving severance pay shall be determined by and shall include the following:

- A. Fifty (50) percent of the member's accrued but unused personal leave days.
- B. The following percentage of the member's accrued but unused sick leave if the member gives the Human Resources Department written notice of intent to retire by March 1, when the effective date of retirement is from

May 31 to October 31 inclusive, or if the member gives the Human Resources Department written notice after September 1 and ninety (90) days before the effective date of retirement, when the effective date of retirement is between November 1 and May 31.

<i><u>Accumulated Sick Leave</u></i>	<i><u>Percentage Applicable to the Specified Number of Days</u></i>
0–100.....	25%
>100–200.....	30%
>200–300.....	35%
>300–400.....	40%
>400.....	45%

C. However, twenty (20) percent of the member’s accrued but unused sick leave if the member gives the Human Resources Department written notice of intent to retire after March 1 of a school year when the effective date of retirement is from May 31 to October 31 inclusive, or if the member gives the Human Resources Department less than ninety (90) days notice before the effective date of retirement, when the effective date of retirement is to be between November 1 and May 31. Exceptions to this provision shall be subject to written mutual agreement of the parties.

After June 8, 2001, but prior to November 30, 2001, an employee shall give the Human Resources Department as much written notice as possible.

Signed by Rick Logan and by Ernest Blanden (May 5, 2001)

ADDITIONAL CLARIFICATION REGARDING

The Letter of Understanding

Teacher Retiring & Re-employment

Signed May 1, 2001 by Rick Logan and Ernest Blanden

Table discussions during negotiations of the Memorandum of Agreement on Teacher Retiring and Re-employment signed May 1, 2001, clearly indicated that both sides wanted to provide additional resources to the district during the shortage of qualified teachers but did not want to limit access to new teachers entering the profession. The clarification is those retired teachers who are rehired are automatically non-renewed at the end of each school year without additional notice. This prohibits the accumulation of seniority for retired/rehired teachers who could then displace a less senior teacher if reductions are necessary.

The Letter of notice to teachers of the RETIRE/REHIRE OPPORTUNITY dated May 22, 2001, that had been revised by John Grossman did provide for evaluations. However, with this clarification, evaluations will not be necessary.

April 15, 2002

John Grossman, for the Association

Mary A. Thomas, for the District

Memorandum of Understanding

Reconfiguration, Closing and Consolidation of Schools

Whereas in response to the planned reconfiguration, reconsolidation

and closure of various buildings that will occur now and into the foreseeable future, the Columbus City Schools Board of Education (District) and the Columbus Education Association (Association) have agreed that staff reductions, as part of Article 211 of the current collective bargaining agreement, shall be performed as necessary.

1. When a building is being closed and students are reassigned to other existing buildings, the entire staff of the building being closed will be automatically staff reduced.
2. When a building is being closed and students are reassigned to a single new or existing location, the staff of the building being closed is subject to the normal staff reduction process and will not be automatically staff reduced.
3. When two buildings are being merged, the staff of both buildings will be merged and treated as one staff for purposes of staff reductions. When the building to which the staff is being merged will be on a balanced calendar, all staff must agree with their signature to accept the terms of the balanced calendar. Refusal to accept the terms will result in a voluntary staff reduction.
4. When an elementary school building is adding a grade level(s) (grades 6, 7, and/or 8), staff will be considered part of the 1–5 grade level category that currently exists in Section 211.03(8) of the contract.
5. When a building is being closed and moved into a “swing” space, the building will be subject to the normal staff reduction process identified in Article 211.
6. All special education units will be transferred in whole to their new locations and not subject to this agreement as it affects regular classroom personnel. Normal staff reduction rules shall apply.

WHEREFORE, the Association and the District confirm this Agreement with their Signature on the 21st day of February, 2012.

For the Association: Rhonda Johnson

For the District: Gene T. Harris

Memorandum of Understanding School Restructuring Plans

Whereas the Columbus City Schools and Columbus Education Association have reviewed and approved individual School Restructuring Plans for schools that are not meeting accountability standards.

Now, therefore, the parties to this agreement agree to the following:

Restructuring

Staff Component:

- Teachers have the option for voluntary staff reduction effective at the completion of School Improvement Year Designation Level 4.
- Teachers may be involuntarily staff reduced in schools identified as School Improvement Designation Level 4 Delay or Level 5 as long as the act is not arbitrary or capricious.
- Notification of involuntary or voluntary staff reduction will occur prior to start of the district’s assignment and transfer process (Article 211).

This Memorandum will be reviewed by the parties no later than January of the preceding school year.

Signed for the Columbus Education Association by Rhonda Johnson and for the Board of Education by Gene Harris in March 2008.

TO: The Columbus Education Association
FROM: Office of Contract Relations
SUBJECT: Citywide Program Delineation
Limited to Section 211.03 (C) (7) of the
Board/CEA Agreement
DATE: September 1, 1983 (amended June 3, 1992)

Elementary Field Librarians

Certified Librarians serving several assigned elementary schools.
(Note: Does not include catalog or resource librarians assigned to
17th Library)

Elementary School Counselors

Certified Guidance Counselors serving in public elementary schools
regardless of funding.

(Note: Does not include NPSS Counselors)

School Social Workers

All visiting teachers

Professional Specialists

Professional specialists working in Evaluation Services

Special Education Consultants

(Separate programs as listed below)

- A. *Hearing Handicapped*
- B. *Orthopedically Handicapped*
- C. *Visually Handicapped*
- D. *Multiple-Severe Handicapped*
- E. *Severe Behavioral Handicapped*
- F. *Developmentally Handicapped*
- G. *Specific Learning Disability*

Work Study Coordinators

(Separate programs listed below)

- A. *Hearing Handicapped*
- B. *Orthopedically Handicapped*
- C. *Developmentally Handicapped*

School Nurses

(Note: Does include NPSS funded nurses)

Staff Development/Human Relations

Psychologists

(Note: Does include NPSS funded)

Memorandum of Understanding

The Columbus Education Association (“CEA”) and the Columbus
City School District Board of Education (“Board of Education”) agree as follows:

1. The parties agree that the board shall allocate funds for and post the additional fte bargaining unit positions during fiscal year 2020:
 - A. School nurses—two (2)
 - B. ESL – teachers—ten (10)
 - C. Early childhood education teachers – four (4); one of which shall hold any of the following:
 - Early childhood intervention specialist (prek–3)
 - Intervention specialist visual impairment (prek–12)
 - Intervention specialist hearing impairment (prek–12)
 - Pre-kindergarten special needs endorsement
2. The parties agree that the board shall allocate funds for and post

the following fte bargaining unit positions during fiscal year 2021:

A. School nurses—ten (10)

B. Social workers—fifteen (15)

C. Early childhood education teachers—four (4)

3. This memorandum of agreement expires at the end of the bargaining agreement between the parties.

Agreement reached between CCS/CEA as a result of the 2019–2022 Master Agreement

Letter of Understanding

This letter of understanding is entered into on August 25, 2000, in connection with the agreement between the Columbus Education Association and the Columbus Board of Education.

1. The reserve pool of substitute teachers needs to be referenced in the recognition Article of the contract.
 2. The Board will comply with all language of the contract that is not changed in this round of negotiations, including Article 208.
 3. Item six (6) on page nine of the training manual for Article 211 shall be rewritten to read: “mutual agreement by Personnel Director and CEA regarding a philosophical difference or health and safety.
 4. The parties will make grammatical and punctuation changes to the contract that do not change the meaning.
-

Memorandum of Agreement

The adult education program in the Columbus City Schools is currently under review. In the event adult programs at North High School are phased out or relocated in other schools, the following stipulations shall control:

- A. In the event of the intact relocation of a full-time adult program, the teacher shall have the right to relocate with the program.
- B. In the event a current full-time adult program is relocated and will include both adult and compulsory age students, the current full-time hourly teacher shall have first right to the teaching position if there is a vacancy.
- C. Full-time hourly teachers who are relocated and assigned to teach classes of compulsory age students shall be given a regular teaching contract.
- D. Full-time hourly teachers who are relocated and assigned to teach classes of adult students or classes including both adult and compulsory age students will be given a regular teaching contract if it is a school year program and will be given a full-time hourly contract if it is a calendar year program. In either case, the class load will be similar to what existed in the North High School adult program rather than the conventional high school or career center with compulsory age students.
- E. All assignments above are subject to appropriate certification.
- F. Full-time hourly teachers shall continue to have all rights provided in the Agreement.

This Memorandum of Agreement entered into in connection with the settlement of complete Agreement between the Columbus Education Association and the Columbus Board of Education effective June 26, 1989.

Memorandum of Agreement Community School Staffing

Whereas the parties to this agreement reaffirm their support for innovative programs; and

Whereas the Board of Education of Columbus Public Schools (CPS) has reviewed and approved the chartering of specific community schools that meet its standards; and

Whereas community schools may contract with Columbus Public Schools to provide teaching staff as well as Human Resource and Payroll Services,

Now, therefore, the parties to this agreement agree as follows:

1. All teaching staff provided to community schools will be employees of Columbus Public Schools and members of the Columbus Education Association (CEA) bargaining unit.
2. Twenty percent of the teaching positions at district-sponsored community schools will be made available to staff employed at regular CPS schools. These members must be selected via interview by the community school administration or board. Only the Articles addressing compensation, benefits, transfers and seniority in the CPS/CEA labor agreement will apply to these members. Further, their assignment to a community school may be terminated at any time, by either party, for philosophical reasons, at which time they may exercise rights to return to a regular CPS position for which they are qualified within 30 days of the separation with the community school. Seniority will accrue while assigned to the community school. Selection will be contingent on the employee's written agreement to work under the work rules established for the specific community school (See item 4).
3. The remaining eighty percent of the staff provided to the community school will be hired by CPS to be specifically assigned to the community school. These staff members will be placed on a salary schedule identical to the one found in Article 902.06 in the CPS/CEA labor agreement labeled "Pre-license Bachelor's". This schedule will be labeled as the "Community School Staff" salary schedule. Staff hired to work at a community school will remain on that schedule while assigned to a community school without adjustment due to degree, license or credit hours. CPS teacher benefits will be made available to those employees who agree to contribute 20% of the premium for such insurance. Staff may participate in the interview phase of the Article 211 process contained in the CPS/CEA labor agreement and be selected into regular CPS positions provided they are fully qualified for the position. Upon assuming duties in a regular CPS position the member will be appropriately assigned to the non-community school CPS salary schedule for teachers and gain full access to the rights of CPS employees under the CPS/CEA labor agreement, including PAR Intern services. An employee whose assignment is rejected by the community school and who does not meet the criteria of a highly qualified teacher under No Child Left Behind for a position in a regular CPS school, will be immediately released from their employment contract with CPS.
4. As a separate legal entity from CPS, community school administration will define work rules for the school consistent with its mission in collaboration and consultation with all staff members.

Work rules will include, but not be limited to: class size, length of day, number of periods and duration, leave of absence procedures, evaluation procedures, student discipline, curriculum, staff development, staff qualifications, and staff levels.

Signed for CEA by Rhonda Johnson and for the Board of Education by Craig Bickley on April 4, 2006

**Memorandum of Understanding
Regarding Language Immersion Schools**

1. Beginning with the 2008–09 school year, regular classroom teachers selected and/or assigned to language immersion schools shall be fluent, native or near-native speakers of the world language of that particular school.
2. Vacancies in language immersion schools that remain unfilled after the job fairs shall be offered to new hires, providing no unassigned member of the CEA bargaining unit meets the qualifications stated above.
3. Exceptions to this Memorandum of Understanding can be made upon agreement between the CEA and the Superintendent. All other terms and conditions of employment, certification/licensure and highly-qualified rules shall apply.

Signed by Rhonda Johnson for CEA and
by Gene Harris for the Board of Education
Entered February 19, 2008.

Memorandum of Understanding

Reference: Staffing at the K–8 Language Immersion Schools (École Kenwood and Columbus Spanish Immersion): for SY 2012–13.

The Columbus Board of Education (District) and the Columbus Education Association (CEA), which are parties to a collective bargaining agreement (CBA), agree to this Memorandum of Understanding (MOU) as an addition to terms set forth in the collective bargaining agreement:

1. Teachers at either of the K-8 language immersion schools in the 2011–12 school year who were staff-reduced from their current position due to a projected decline in student enrollment and selected or assigned to a different school or department, shall have the right to return to their position during the 2012–13 school year.
2. 1bis provision is contingent upon actual student enrollment that would require the addition of teaching staff during the 2012–13 school year and establishment of a position that would require the particular certificate/license .

This Agreement shall be in effect for 2012–13 school year and until both parties agree to modify or revise.

Entered this 27th day of March, 2012

For the Association: Rhonda Johnson

For the District: Gene T. Harris

Memorandum of Understanding

Reference: Staffing at the Language Immersion Schools (École

Kenwood, Columbus Spanish Immersion), Fifth Avenue International and International High School.

The Columbus Board of Education (District) and the Columbus Education Association (CEA), which are parties to a collective bargaining agreement (CBA), agree to this Memorandum of Understanding (MOU) as an addition to terms set forth in the collective bargaining agreement:

1. Teachers at the K–8 language immersion schools and Fifth Avenue K–8, who are part of the middle school allocation (Grades 6, 7, 8 “affected teachers”) will be staff reduced from their current assignments as part of the Article 211 process. This staff reduction will result from each of these three K–8 schools moving to a K–6 format, beginning SY 2013–14. Additionally, the International High School will add grades 7 and 8, making this a 7–12 high school. These new positions will be posted as part of the Article 211 process.
2. All “affected teachers” to include unified arts teachers at the above mentioned schools, will have a special interview round prior to the Article 211 process and job fair. Affected teachers not hired will have rights to article 211 and job fair.
3. For 6th grade positions that are posted at the two language immersion schools and Fifth Avenue International, selections will be made on the basis of language fluency, and native, or near-native speaking ability of the world language at that particular school, as outlined in the special factors of the Article 211 postings for these schools.
4. The programmatic needs of these K–6 schools and the International High School may change over time but will be reflected in the posting of special factors during Article 211.
5. This MOU does not replace former agreements that pertain to the language immersion schools this Agreement shall be in effect for 2013–14 school year and until both parties agree to modify or revise.

Entered this 13th day of March 2013

For the Association: Rhonda Johnson

For the District: Gene T. Harris

Memorandum of Agreement

Whereas the parties to this agreement reaffirm their support for innovative programs developed cooperatively by individual school staff; Now, therefore, the parties to this agreement consent to the following:

1. Bargaining unit members will follow the year-round school calendar for school year 2012–2013 that includes the same number of holidays in the school year, all professional meetings and records days, parent-teacher conference days, days of no school for students, including any days waived by the Ohio Department of Education, and days of school for students.
2. Bargaining unit members assigned to a year-round school for school year 2012–2013 may voluntarily staff reduce themselves if they do not want to participate in the year-round program. Staff remaining at a year-round school must have a willingness to participate in the entire program, including intersessions.
3. If there are vacancies for the 2012–2013 school year, staff from

other buildings may apply even if they are still in a three-year commitment to another school. If they are selected at a year-round school, they will be released from their three-year commitment at the other school.

4. Staff participating in the year-round program must be paid on plan B, 26 pays per year. Deposit statements for pay dates during the intersession will be mailed to employees' homes.
5. Staff participating in the intersessions will be paid extended time at the supplemental hourly rate in effect at the time service is rendered. No paid sick or personal leave will be granted during intersession.
6. Participation in intersessions will be rotated among staff as much as possible with seniority being considered if there are more volunteers than are needed.
7. If not enough volunteers are available to staff the intersessions, non-volunteering staff, starting with least senior, will be required to work. This requirement to work will be rotated as much as possible so as to equalize the time worked among all staff per school year.
8. Leave will be accrued on the same cycle as other bargaining unit members.

For the Association: Rhonda Johnson 3/20/12

For the District: Gene T. Harris 11/20/12

Memorandum of Understanding Between Columbus Public Schools and The Columbus Education Association Regarding

Columbus Africentric Early College

This Memorandum of Understanding (Agreement) is made between the Columbus Public Schools (CPS) and the Columbus Education Association (CEA) for the purpose of establishing an early college high school in Columbus, Ohio, the Columbus Africentric Early College (CAEC). The purpose of CAEC is to link secondary and post-secondary educational experiences and to provide a transition between secondary and post-secondary education.

Columbus Public Schools (CPS) and The Columbus Education Association (CEA) enter the following in agreement for the terms of which
WITNESS THE FOLLOWING:

WHEREAS the parties to this Memorandum of Understanding desire to establish an Early College High School in the Columbus Public Schools to be known as the Columbus Africentric Early College and serve grades 9–12, and to provide Concurrent Enrollment for Academic Dual Enrollment college courses for high school students; and

WHEREAS Early College High Schools are small schools with enrollments of 400 or fewer students who can earn both a high school diploma and two years of college credit toward a bachelor's degree; and

WHEREAS Early College High Schools facilitate the transition and reduce obstacles to postsecondary access for targeted students, including low income and underrepresented students, making college more affordable for low-income students; and

WHEREAS Early College High Schools prepare students for successful career and educational futures through a full integration

of high school, college and the world of work, improve academic performance and self-concept, and increase high school and college completion rates;

NOW THEREFORE, the parties of this Memorandum of Understanding mutually agree as follows:

1. The Columbus Public Schools and the Columbus Education Association will ensure that the implementation of the Columbus Africentric Early College will align with all current board of education policies, practices and procedures and all sections of the negotiated agreement between the Columbus Board of Education and the Columbus Education Association. Exceptions to this will be approved only after prior agreement between both parties. IN WITNESS THEREOF, the parties have duly approved this agreement on this 13th date of August 2004.

Columbus Public Schools

By: Gene T. Harris, Ph.D., Superintendent

Columbus Education Association

By: Rhonda Johnson, President

Letter

John Coneglio, President

Columbus Education Association

929 East Broad Street

Columbus, Oh 43205

RE: Negotiations Discussions

Dear Mr. Coneglio,

This letter memorializes the discussion between the representatives of CEA and the Columbus Board Of Education relating to article 201, academic freedom. The parties agree that while not specified in this article, all CEA bargaining unit members shall provide instruction which is aligned with board approved curriculum (inclusive of curriculum guides and frameworks), primarily utilizing instructional resources provided by the Board. CEA and the Board further agree that the right of bargaining unit members to choose supplemental materials and methods that are aligned with board approved curriculum (inclusive of curriculum guides and frameworks), and which are appropriate to the levels of ability and maturity of the students, is a basic tenet of academic freedom.

Additionally, CEA and the Board believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools. Introduction and instruction of controversial issues shall be consistent with board policy 2240 as last revised June 29, 2021. any substantive revision of board policy 2240 shall be subject to the provisions of article 108.01.

Sincerely,

Julie C. Martin, Chief Negotiator

Columbus City Schools Board of Education

Memorandum of Understanding

The Columbus City Schools Board of Education ("Board") and the

Columbus Education Association (“CEA”) hereinafter referred to as “the parties” agree to the following:

1. The parties agree that for the 2022-2023, 2023-2024, and 2024-2025 school years only, the Board of Education shall employ a minimum of fifteen (15) full-time bargaining unit members as social emotional learning practitioners. Consistent with Board Guardrails 2 and 4, the role of these bargaining unit members will be to support the development, implementation and sustainability of an equity-centered social, emotional, and academic learning framework.
2. The parties agree that for the 2022-2023, 2023-2024, and 2024-2025 school years, all buildings containing students in any combination of grades seven (7) through twelve (12) shall have a full-time district employee assigned for the sole purpose of providing supervision to any students in in-school suspension as behavioral intervention.
3. An advisory committee to the Superintendent shall be formed consisting of four (4) administrators appointed by the Superintendent, four (4) Association Representatives appointed by the Association President, and up to four (4) other persons representing different stakeholders in pupil well-being and success mutually agreed upon by the Superintendent and Association President. By October 2022, a representative of the committee shall report their meeting schedule and agendas to the Reform Panel. At the conclusion of its work, the committee shall make written recommendations to the Superintendent on strategies for success for all students, including restorative practices, trauma informed care, PBIS, and other social emotional learning practices so that students and staff may have a safe and educationally sound learning environment. The goal of this committee will be to maintain students in their current educational learning environment while holding students accountable for their actions and behaviors consistent with board policy. The committee will also provide recommendations on how to use discipline to change student behavior as opposed to punishing and excluding students from learning and how to effectively design and implement alternative educational settings. With the assistance of a professional evaluator, the committee will evaluate and review the work of social emotional learning practitioners as identified in paragraph 1 above and in-school suspension settings in place as identified in paragraph 2 specifically with respect to services to students, impact on student learning and discipline, staffing, job descriptions and funding. The recommendations shall be used by January 15, 2025. Recommendations of the committee as well as associated data shall be topics of discussions during negotiations for a successor agreement.

Agreement reached between CCS/CEA as a result of the 2022–2025 Master Agreement

May 20, 2015

Ms. Ezetta Murray

Columbus Education Association

929 E. Broad St.

Columbus, Ohio 43205

Re: Effects of Implementation of the Electronic Student Information Management System (5/20/15)

- .01 The Superintendent/designee shall consult closely with the President of the CEA/designee about implementation of the electronic student information management system, including but not limited to the creation of a written plan anticipating and suggesting solutions or action steps for problems.
- .02 The Board shall provide training to teachers before requiring them to enter additional information or use data in particular ways in connection with the electronic student information system (but this sentence does not compel training or requirements to be implemented districtwide or at the same time).
- .03 While teachers shall use their best efforts to enter data accurately, no teacher shall be disciplined except for good and just cause for errors or omissions in complying with the requirements that they enter or use information in the electronic student information system.

Sincerely,
Greg Scott
Negotiator for the Board of Education

Memorandum of Understanding

The Columbus City Schools Board of Education (“Board”) and the Columbus Education Association (“CEA”) hereinafter referred to as “the parties” agree to the following:

- 1. The parties desire to work together to research and make recommendations regarding an affordable High Deductible Health Plan with a Health Savings Account (HSA) component that may be offered as an optional benefit to employees in addition to existing health insurance option.
- 2. The parties further desire to achieve this goal by working together in meetings of the Joint CEA/Board of Education Insurance Committee established under Section 806.05 of the Collective Bargaining Agreement.
- 3. The parties understand the scope of this endeavor and further agree that each party may engage outside consultants at their own expense to assist the Committee in researching and making recommendations regarding the aforementioned High Deductible Health Plan and HSA. The parties also agree that the consultants may be invited to attend the meetings of the Joint Insurance Committee to offer their expertise and guidance on this matter.
- 4. The parties agree to commence working on this task at the October 2022 meeting of the Joint Committee and established as a goal of completing this task and making a report to the Board and the Association no later than January 31, 2023.

Agreement reached between CCS/CEA as a result of the 2022–2025 Master Agreement

**Memorandum of Understanding
Health Insurance Contributions**

The Columbus Education Association and the Columbus Board

of Education agree to the following understanding on the implementation of Articles 806(A) and 806(F)(5) of the Contract, from January 1, 1999, forward:

The Board's ninety percent (90%) contribution to the cost of employee group health insurance is benchmarked to the cost of the preferred provider organization plan. The dollar amount derived from that calculation is applied to other plan options that are offered, not to exceed the total cost of enrollment in a particular option. Such dollar amount is the "Board defined dollar contribution."

Memorandum of Agreement

Funding of Deficit

1. The parties acknowledge that the District's health insurance fund is running a deficit. Part of that deficit is the result of the District's failure to make contributions to the fund in certain years for members on payroll plan A during periods of time when they were not receiving the five additional pays provided under Plan B. This portion shall be referred to as "Board Share" underfunding. Another part of the deficit is due to underfunding the plan's liability for claims. This portion shall be referred to as "Underfunding." The final portion of the deficit is due to the lack of a sufficient funding of the "Incurred But Not Reported" liability, otherwise referred to as the "Reserve."
 2. The Board is responsible for funding 100% of the "Board Share" and 90 percent of the "Underfunding" and "Reserve" portions of the deficit. Employees are responsible for 10 percent of the "Underfunding" and "Reserve" portions of the deficit, specific to each plan.
 3. The plan approved by the Board provides for the funding of the employee portion of the deficit in the form of a surcharge over three (3) years specific to the "Reserve" amount, and six (6) years specific to the "Underfunding" amount. The surcharge will be separate from the base premium established to fund current plan expenses. Annual increases will apply only to the base premium necessary to fund current plan expenses and not be calculated upon the surcharge amounts. Surcharges will terminate upon fulfillment of the responsibility.
 4. The health benefits premium rates and employee and Board shares as presented to the CEA bargaining team on June 1, 2005, shall be implemented July 1, 2005.
-

Memorandum of Agreement

Domestic Partner Benefits

1. The parties agree that domestic partners of teachers and the children of such domestic partners are eligible for benefits under Articles 806, 807 and 808 of the Agreement in the same manner and subject to the same conditions, limitations and qualifications as members of the bargaining unit. There shall be an enrollment period in August 2009 for initial enrollment of domestic partners who qualify and file the completed "Affidavit of Same Sex Domestic Partnership" and "Domestic Partner" enrollment forms. Coverage shall begin October 1, 2009 from such initial

enrollment. Enrollment after August, 2009 for changes in coverage may occur within thirty (30) calendar days of a domestic partner becoming a parent, the lay-off or separation from employment of a domestic partner who had primary coverage at his/her employment, death of a domestic partner or termination of the domestic partnership, or during the open enrollment.

2. "Immediate family" of a teacher for purposes of Sections 701.02(B) and 701.02(C) of the Agreement shall include the domestic partner of a teacher and the "immediate family" of such domestic partner.
3. The attached eight-page "CEA/Columbus Board of Education Policy Statement on Domestic Partners" shall guide implementation and administration of this Memorandum. To receive benefits under paragraph (1) and/or (2) above a teacher must qualify and file the required form(s).

Signed by Richard L. Logan for CEA and by Greg Scott for the Board of Education
June 2009

Memorandum of Agreement (Substance-Free Workplace Program)

(August 2007)

Whereas, the parties of this agreement acknowledge a shared concern that all staff of Columbus City Schools be free of illegal substances, or illegal levels of legal substances, while in the performance of their respective duties; and

Whereas, the parties acknowledge the value and investment in current staff and the desire to first attempt to rehabilitate afflicted staff; and

Whereas, the parties willingly and jointly united to draft a uniform program for all employees of the school district, exclusive of those covered under federal guidelines;

NOW THEREFORE BE IT RESOLVED, the parties have agreed to implement the Columbus Public School's Substance-Free (Drug-Free) Workplace Program as adopted by the Board of Education on August 28, 2007.

Signed for the Columbus Education Association by Rhonda Johnson and for the Board of Education by Gene Harris

Memorandum of Understanding 403(B)

This Memorandum of Understanding ("MOU") is entered into this 11th day of March 2009 between the Columbus City School District Board of Education ("CBE") and the Columbus Education Association ("CEA").

In accordance with Internal Revenue Service regulations and federal law effective January 1, 2009, CBE is adopting a 403(b) Plan to enable CEA members to invest a portion of their annual income into tax-deferred retirement benefit plans. CEA and CBE understand and agree that components of the Plan are mandated by Internal Revenue Service regulations and federal tax law. To the

extent that Internal Revenue Service regulations and federal tax law do not impose mandates requiring the adoption, content, administration and operation of the 403(b) Plan, CEA and CBE recognize and agree that they are obligated to bargain the 403(b) Plan to the full extent required by R.C. Chapter 4117 and their collective bargaining agreements.

Agreed to by CEA and CBE on the date above written. This MOU shall remain in effect until mutually canceled in writing by CEA and CBE.

Signed by Rhonda Johnson for CEA and

Gene Harris for the Board

11th day of March 2009.

Memorandum of Agreement

Elementary Lunchroom Duty

(September 29, 1986)

(Amended May 29, 2003)

Based on the recommendations of the Joint Committee formed to conduct a study and feasibility of utilizing the supplemental contract approach to elementary school lunchroom supervision, the following guidelines and stipulations are accepted:

- A. The duties and responsibilities of the lunchroom duty teacher shall continue to be the general supervision of pupils in the lunchroom. Lunchroom duty is exercised under the general supervision of the principal.
- B. A supplemental contract shall be issued for one school year or the balance of a school year. The supplemental service may be provided by two teachers on a 50 percent basis for each. The lunchroom duty supplemental contract shall be administered in a manner consistent with Article 905 of the current Board/CEA Agreement. Pay shall be at the 8.00% rate and shall be paid in two equal amounts on the thirteenth and twenty-first pay dates. The number of lunch periods necessary to accommodate the students in a building shall be determined by the principal. There shall be one supplemental contract for each lunch period (which may be shared by two teachers).
- C. An Instructional Assistant(s), if assigned to lunchroom duty, will work in cooperation with and under the supervision of the lunchroom duty teacher. The number of assistants assigned will be determined by the principal. This program is not intended to reduce the assignment of assistants in the lunchroom.
- D. Teachers accepting the lunchroom duty supplemental contract shall not claim a violation of Section 302.02 as a result of duties connected with such supplemental service.
- E. Lunchroom duty teachers shall be included equally in number on the roster for duties assigned to other staff members. Supplemental contract lunchroom duty teacher(s) shall not be assigned other duties during the regularly scheduled lunch period.
- F. Lunchroom supervision shall be rotated equally among the staff as a regular duty without extra pay when the paid lunchroom duty teacher is absent. In the event of extended absence by the lunchroom duty teacher where there is not a shared contract, a second contract can be issued for the prorated amount with a corresponding reduction in the original contract. An extended absence is one that lasts or is expected to last beyond one rota-

tion of the staff on lunch duty.

- G. Elementary principals will be promptly provided with a description of this program and directions regarding the securing of volunteers for the lunchroom duty supplemental contract. Principals will select a teacher(s) from among the volunteers and forward the name(s) for appointment. In the event there are no volunteers in a school, lunchroom supervision will continue to be assigned as an unpaid duty.
- H. During the 1986–1987 school year, the Joint Committee will continue to monitor the program and will make whatever changes they determine are needed. Late in the school year, the Joint Committee will make recommendations to the Superintendent and the CEA President regarding any changes that should be made and specifically recommending continuation or termination of the lunchroom duty supplemental contract program. The Superintendent will discuss these recommendations with the CEA President prior to making a decision regarding the continuation or termination of the program.

Signed by John E. Grossman for CEA and Charles C. Hall for the Board

Updated language agreed to on May 29, 2003, by Mary Thomas for the Board and Rhonda Johnson and Bob Buelow for CEA.

Memorandum of Understanding

The Columbus Board of Education (hereafter referred to as the “Board”) and the Columbus Education Association (hereafter referred to as “CEA”) have discussed the absence of marching bands at Columbus Alternative High School (CAHS) and Ft. Hayes Arts & Academics High School (FHAAHS) and agree that there is a need for an instrumental leader at those schools to guide their concert bands.

The Board and the CEA therefore agree to the following:

The Board and CEA shall agree to create a Senior Instrumental Concert Director supplemental contract for CAHS and FHAAHS: This MOU shall include, but not be limited to, the following :

1. The Senior Instrumental Concert Director supplemental rate of pay will be the same as a Senior Vocal Music Director’s supplemental rate of pay.
2. All normal supplemental contract processes and procedures will be followed.

Nothing herein shall preclude the Board and CEA from entering into lawful agreements which modify the terms of this Memorandum of Understanding; however, neither party shall be obligated to agree to such modifications. This agreement shall remain in effect until one party submits to the other party a dated written request to terminate this MOU.

Entered this 25th day of February 2011.

For the Association: Rhonda Johnson

For the District: Gene T. Harris

Memorandum of Agreement

(Religious Leave for Hourly Tutors)

This Agreement between the Columbus Education Association

(hereinafter the Association) and the Columbus City School District (hereinafter the District) is entered into as ‘a change of Article 702.11, “Religious Leave,” as outlined in the Association/District Master Agreement.

WHEREAS, the Association and the District have agreed that hourly tutors in the bargaining unit shall be equally entitled to religious leave as teachers.

NOW THEREFORE, the parties confirm these agreements and understandings as follows:

1. Article 702.11 shall apply to all hourly rated tutors as defined in chapter 1000 of the CEA/Board Agreement and shall become part of Article 1015.
2. All other contractual guidelines for Religious Leave shall stay in effect as stated in the Master Agreement.
3. This MOA continues the practice of granting religious leave to tutors and shall remain in effect unless changed in a successor agreement.

WHEREFORE, the Association and the District confirm this Agreement with their Signature on their Signature on the 30th day of January, 2012.

For the Association: Rhonda Johnson

For the District: Gene T. Harris

To: Tracey Johnson
From: Rhonda Rice
Date: September 18, 2015
Subject: MOU

Please find enclosed a signed copy of the Memorandum of Understanding between the district and CEA for the evaluation of tutors/part-time teachers.

Thank you!

Memorandum of Agreement

Make Up of Excessive Calamity Days

The parties identified below agree that if it becomes necessary to make up calamity days beyond those provided under statute, such “make up” days will be added to the end of the current school calendar in June for school year schools, and to the end of the last quarter for year-round schools.

Signed by Rhonda Johnson for CEA and by Craig Bickley for the Board in February 2007.

Memorandum of Understanding

The Columbus City Schools Board of Education (“Board”) and the Columbus Education Association (“CEA”) hereinafter referred to as “the parties” agree to the following:

1. Beginning with the 2022–2023 school year, CEA and the Board shall convene a temporary committee for the purpose of reviewing CEA-Board Memoranda of Understanding, Memoranda of Agreement, Letters of Agreement, Letters of Understanding, or any other mutually agreed to provisions outside the parties’ Master Agreement entered into prior to

August 22, 2022 (“Memoranda”) and Joint Committees. The CEA President and the Superintendent shall each appoint three (3) representatives to serve on the committee.

2. The committee shall review and catalog all CEA-Board Memoranda and Joint Committees to determine the status and utilization of such Memoranda and Committees and to make recommendations about such Memoranda and Committees.
3. A report regarding the Committee’s recommendations shall be made to the Superintendent and CEA President no later than January 15, 2024. Following the issuance of the report, the committee shall be disbanded.

Agreement reached between CCS/CEA as a result of the 2022–2025 Master Agreement

Memorandum of Understanding

The Columbus City Schools Board of Education (“Board”) and the Columbus Education Association (“CEA”) hereinafter referred to as “the parties” agree to the following:

1. It is in the parties’ mutual best interest to labor-management relations by attempting to resolve disputes at the lowest possible level.
2. To achieve this goal, the parties will jointly request facilitation regarding ongoing labor-management disputes, inclusive of grievances, be provided by the Federal Mediation and Conciliation Service. Such facilitations shall be scheduled once per semester and may continue for the duration of the current Master Agreement by mutual agreement.
3. Up to six (6) representatives from each party may attend each facilitation.
4. Participation in FMCS facilitation shall not be construed as a waiver of any recourse for dispute resolution by either party.
5. If issues are identified during facilitation which FMCS training would appropriately address, the parties may mutually agree to include one or more training components in facilitation meetings.
6. This Memorandum of Understanding expires on the last teacher contract day of the 2024–2025 school year.

Agreement reached between CCS/CEA as a result of the 2022–2025 Master Agreement

Memorandum of Agreement

The President of CEA and the Superintendent will appoint committees made up of an equal number of teachers and administrators for the purposes outlined below. The size, specific responsibilities, and any timeline expectations of each committee will be determined by the President and the Superintendent and communicated to each committee.

- A. A professional leave committee will be formed to develop and administer a professional leave program for the members of the bargaining unit. The Board will provide up to \$100,000 per year for FY 1987, 1988 and 1989. The purpose of this leave

program is to improve the professional performance of teachers. The funds provided shall be used to support activities directed toward this purpose. As an example, the funds may be used to pay for registration at a conference, related out-of-town travel expenses and the cost of classroom substitute teachers but shall not be used to pay the teacher for attending a conference.

- B. A committee will be formed to conduct a study and a pilot program designed to assess the desirability and feasibility of utilizing the supplemental contract approach to elementary school lunchroom supervision.
 - C. A committee will be formed to study the feasibility and desirability of providing tape recorded, telephone answering service for the use of teachers in reporting their expected absence from work.
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Memorandum of Agreement

Joint Committee on Evaluation

By September 15, 2003, the parties will create a joint committee to review and revise the evaluation procedures and forms by May 15, 2004, for implementation in the 2004–05 school year.

PAR Panel

The PAR panel will develop procedures for building principals to make interim reports to the PAR panel.

Memorandum of Understanding

Joint Committee on Sick Leave Bank

The catastrophic illness/injury joint committee under Section 701.07(B), by December 2004, will study and consider a sick leave bank.

Memorandum of Understanding

Joint CCS/CEA Teacher Evaluation Committee

Change the current evaluation process to implement the recommendations of the Joint CCS/CEA Teacher Evaluation Committee. The implementation must occur the following school year (2010–2011). No other evaluating tools will be used in the evaluation of the teacher.

Memorandum of Understanding

District Forms

A joint committee consisting of two (2) persons appointed by the President of the Association and two (2) persons appointed by the Superintendent shall take responsibility for making District forms available online, starting with Human Resources forms. The committee shall take into account all security and privacy provisions as required by HIPAA and other federal laws.

Memorandum of Understanding

Professional Learning Community

This letter is to affirm the agreement of the Columbus Superintendent and the Association President made at the Panasonic LAP Institute in April of 2005. Upon the ratification of the 2005 Collective Bargaining Agreement, the Superintendent and the Association President will serve as leaders of the Professional

Memorandum of Understanding

Discussions within the bargaining process during August, 1983, provided the following clarifications of the Board/CEA Agreement of September 1, 1983:

- A. The Agreement does not provide just cause protection for a teacher who is nonrenewed in accordance with the procedures provided in Section 401.03.
 - B. With regard to the interpretation of Article 101, a cadet principal, released full time from a regular classroom teaching assignment, is not a member of the bargaining unit.
 - C. Section 204.04 provides that full-time hourly-rated teachers and those members of the bargaining unit not assigned to a regular school staff shall have a regular work day not to exceed eight (8) hours. This language is interpreted to mean that full-time hourly-rated teachers do not have a lunch period included in such eight (8) hours. Teachers not assigned to a regular school staff have a lunch period included in such eight (8) hours so that such teachers' actual required work day shall not exceed seven and one-half (7 1/2) hours.
 - D. The change in Section 901.03 permits the combining of two (2) half-time years for one (1) year of salary experience credit, provided the years being combined occur after July 1, 1983. Such years may be combined even if they are separated by a leave, a break in service, or by a year of full-time service. Previously, the two years being combined had to be consecutive years of service.
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Memorandum of Agreement

In connection with the settlement of a new Agreement between the Board of Education and the Columbus Education Association effective August 25, 1986, certain table agreements and commitments were made. They are as follows:

- A. The objection filed with the State Employment Relations Board on behalf of the Columbus Board of Education with regard to the inclusion of tutors in the CEA bargaining unit will be withdrawn and no further objections, in any form, will be filed on behalf of the Board of Education. Should SERB, at a future date, include tutors in the current teacher bargaining unit, the Board and CEA agree that bargaining after such inclusion between the Board and CEA will establish whatever contractual provisions are applicable to tutors and that none of the provisions of the August 25, 1986, Board/CEA Agreement will automatically apply to tutors.
 - B. The six full-time hourly professional employees currently teaching at the North Education Center in the daytime high school program will be offered regular teaching contracts for the 1986-87 school year. The board will not establish new full-time hourly positions in this program. The parties recognize that the work year for teachers in this program will be somewhat different from the regularly adopted school calendar. The total number of work days will not exceed the number in the adopted calendar.
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Memorandum of Agreement

Additional Teacher Inservice Days

The Reform Panel will consider and may recommend the possible addition of one or more teacher inservice days to the 1993–94 and 1994–95 school calendars.

Parent Conference Days

High school/career center parent conference days will be piloted during the 1992–93 school year. The usefulness of this program will be monitored by the Reform Panel who will make recommendations for continuation or discontinuation of the program in future school years to the Superintendent. Additionally, the Reform Panel will monitor the placement of the second parent conference day on President's Day to make recommendations for the future placement of parent conference days to coincide with state holidays.

Student Transfers

Except for unusual circumstances, no student will be given a change in building assignment for disciplinary and/or adjustment reasons more than once during a school year. Assignment to the I-PASS Center and approved parental/guardian transfer requests are excluded from this provision.

Elementary Interim Reports and Grade Cards

The completion date for handwritten elementary grade cards or interim reports to parents shall be no sooner than three (3) school days prior to distribution.

Alternative Schools

In the event the Board adopts a substantially different student assignment plan, alternative school programs may be relocated, restructured, expanded, and/or eliminated as required by the Board adopted plan.

Evaluation Forms and Syllabus

A joint CEA/Board Committee will be formed to recommend changes in the current teacher evaluation form and accompanying Syllabus.

Elementary Art, Vocal Music and Physical Education Programs

The Reform Panel will continue to study art, music, and physical education staffing patterns in elementary alternative schools and make recommendations regarding the equability of services in all elementary schools within the current staffing allocation.

Job Postings

To improve communications with teachers regarding teacher vacancies, the parties will mutually develop a process to facilitate the posting of jobs which are required to be posted during the school year and in the summer. This process will not interfere with the regular May 20 posting of vacancies and will not require the posting of jobs that have not been posted in the past.

Community Education

A school/community task force shall be formed, by mutual agreement of the parties, to review the current Community Education Program and to make recommendations to the Reform Panel concerning the future direction of the Community Education Program.

Bargaining Unit Seniority

Administrators returning to the teachers' bargaining unit shall have their bargaining unit seniority determined by the length of service as a member of the bargaining unit from their most recent

date of employment by the Board.

Cafeteria Premium Payment Plan

As soon as the Board determines it is feasible and practicable they shall expand the Cafeteria Premium Payment Plan as defined in Article 813 of the June 3, 1992, CEA/Board Agreement to other allowable flexible spending accounts in accordance with Internal Revenue Code Section 125. In the event a third party administrator is required to administer an expanded Cafeteria Premium Payment Plan, such third party shall be mutually selected.

Payroll Deductions for Tutors

In the event there are insufficient funds in a tutor's paycheck for the full monthly premium for medical and/or dental insurance as provided in Section 1008.01 of the Board/CEA Agreement of June 3, 1992, it shall be the tutor's responsibility to submit the required amount to the Board's Treasurer by the first of each month of coverage.

This Memorandum of Agreement entered into in connection with the settlement of a complete Agreement between the Columbus Education Association and the Columbus Board of Education effective June 27, 1992.

Memorandum of Agreement

This Memorandum of Agreement is entered into in connection with the settlement of a complete Agreement between the Columbus Education Association and the Columbus Board of Education effective June 27, 1994.

Innovative Programs

The parties reaffirm their support for innovative programs developed cooperatively by individual school staffs. The Reform Panel will continue to assist schools in removing barriers to school reform through careful consideration of variances from state law, board policy, contract provisions, and administrative practice.

Teacher Inservice

A joint CEA/Board committee will be formed to examine teacher inservice needs and recommend strategies to meet those needs. This examination will include a review of the effectiveness of inservice opportunities currently provided through early release, substitute teacher coverage, and voluntary paid and unpaid evening and summer programs. Recommended strategies may include the addition of one or more teacher inservice days to the school calendar and inservices outside the teacher workday that teachers are required to attend.

Notification of Eligibility of Continuing Contract

The current Notification of Eligibility for Continuing Contract form will be modified to reflect a March 1 application deadline.

Adjustment to Comprehensive Major Medical Insurance Program

The Board will adjust the Comprehensive Major Medical Insurance Program to include coverage for one (1) routine mammogram per year at the usual, customary and reasonable charge. The next revision of the Major Medical Program Benefits Handbook will reflect such change.

Distance Education

A joint CEA/Board committee will be formed to develop guidelines, review the system's practices, continuation, and/or expansion plans in the utilization of distance education through

telecommunications and multimedia technology. Such recommendations will reflect the parties continued recognition of the importance of personal interaction between student and teacher to the learning process.

Professional Behavior

A joint CEA/Board committee will mutually develop a more clearly defined progressive discipline process for teachers. This process may include a variety of options. Any additional disciplinary option shall meet the test of just cause and shall not be arbitrarily or capriciously applied.

Letter of Agreement

Implementation of CEA Contract Sections 208.11 and 401.02

This letter is created to memorialize the agreement of the Columbus Board of Education and the Columbus Education Association about implementation of an alternative educational program for chronically disruptive students and a revised evaluation process for teachers. Neither party nor their members, employees or agents may file an unfair labor practice charge, grievance, or complaint of any kind based on an alleged failure to implement an alternative education program under Section 208.11 or a revised evaluation process under Section 401.02. The parties agree that both efforts are integral to improvement of Columbus City Schools. The CEA President and the Superintendent agree to fully support these efforts through the timely appointment and providing of resources to committees working on these tasks.

Letter of Agreement

May 22, 2009

Mr. Richard L. Logan
Chief Negotiator
Columbus Education Association
929 East Broad Street
Columbus, OH 43205

Re: Negotiations Discussions

Dear Mr. Logan:

This letter memorializes the discussion between the representatives of the CEA and the Columbus Board of Education in this year's negotiations regarding certain issues.

1. The parties will establish a joint committee to study and, if deemed appropriate by a consensus of the committee, make recommendations to the Superintendent and the President of the Association with respect to student discipline in middle schools. The Superintendent/ designee will modify the assignment of the dean of students in middle schools where deemed appropriate to in-school discipline duties.
2. The parties agree to refer the following two issues to their Labor-Management Committee: the class load for related services staff; and the impact of the State's biennial budget for 2009- 10 and 2010-11 after enactment.
3. The District plans to increase reading tutoring in the primary grades and guidance counselor services in K-8 schools.

4. The District's Human Resources office is committed to using its best efforts to cover class time during professional development for teachers and will consider reinstating employment of "super-substitutes."
5. With respect to the quarterly diagnostic tests, the Association's representatives on the Testing and Assessment Committee may participate in the review of Requests for Proposals/Requests for Quotations submitted by testing or assessment providers.

Signed by Gregory B. Scott, Chief Negotiator,
Columbus City School District Board of Education

Part III

Association Building Council

Instructional Assistants

School Forms

Association Building Council

The Board/CEA Master Agreement, Article 202 establishes a five-member Association Building Council (ABC) for each school to be organized during the first month of the school year; two are elected, two are appointed by the principal and one is the Senior Faculty Representative.

The Role of Members of the Association Building Council

Members of the Association Building Council should assume the responsibility of verbalizing the function and concept of the Association Building Council bearing in mind:

1. Council members serve by consent only for a period of one year;
2. Council members have the opportunity to encourage teachers to present their problems or concerns;
3. Although the Council is advisory only, it is an excellent vehicle to promote staff ideas, for which a record is kept;
4. Council members should be knowledgeable of the areas of the Agreement which relate to the function of the Association Building Council;
5. The following articles are areas of the Agreement which speak to expectations of the Association Building Council. Council members should review each of them.

Article 202

Association Building Council (ABC)

202.01 Each school or CEA Association unit shall have an Association Building Council (ABC) to be organized during the first month of the school year, consisting of not less than five (5) teachers, which will meet with the principal and members of the staff at least once a month.

202.02 The Association Senior Faculty Representative shall be a member of the Association Building Council. Except as provided otherwise in this Agreement, two other members of the ABC shall be elected by secret ballot of the teachers at a general staff meeting and the remaining two members of the ABC shall be appointed by the principal. Schools having more than thirty (30) teachers shall, at the request of either the Senior Faculty Representative or the principal, elect one (1) additional ABC member and appoint one (1) additional ABC member as provided above, for every additional twenty (20) teachers or fraction thereof. All members shall serve by consent. The term of office shall be one school year.

202.03 The Association Building Council shall be advisory only and is intended to assist the principal and the school staff in developing policies and programs for the school involved. The ABC shall assume the responsibility for being knowledgeable about matters in this Agreement which relate to its functions.

202.04 The ABC shall elect a chairperson at its first meeting each year. The ABC chairperson shall prepare an agenda prior to each subsequent meeting, after consultation with the principal. The ABC chairperson shall record the business of each meeting and shall make a written report of such business to the teachers. It shall be the responsibility of the principal, utilizing the office staff, to provide each teacher with a copy of the agenda no later than two (2) days after receiving it from the ABC chairperson and a copy of the ABC chairperson's report no later than five (5) days

after receiving it from the chairperson. The length of the ABC chairperson's report is to be no more than five (5) single-spaced type-written pages unless a larger report is deemed necessary by the ABC chairperson and the principal.

202.05 Each professional staff member shall have the right to have matters placed on the ABC agenda and shall have the right to speak to the ABC on an item which the staff member has initiated unless a majority of the ABC shall vote to limit the discussion. The ABC's meetings shall be open to all teachers in the building, except that a majority of the ABC may declare executive session.

Article 204

Length of School Day

204.05 In schools that vary their schedules from the typical teacher work day, teachers shall be provided lunch periods, conference periods, and other released-time periods stipulated by this Agreement for various assignments equal in minutes per week to those periods provided teachers in schools on typical schedules. Nothing in this provision shall prohibit the Board from developing innovative programs and schedules in certain schools so long as the staff in such a school, by secret ballot, votes approval of such innovation, provided no teacher is required to work in excess of the provisions of Section 204.04 above and provided no teacher is required to work in excess of the teacher's regular contract year. Prior to any such secret ballot vote, the Association Building Council shall study the proposed innovative programs and shall make recommendations to the staff.

204.06

- A. The lunch schedule shall be developed (if possible) by agreement between the principal and the Association Building Council. Absent an agreement, the final determination shall be made by the principal.
- B. No elementary teacher shall be deprived of at least a thirty (30) minute uninterrupted, duty-free lunch period, in the context of a sixty (60) minute student lunch period.

Article 205

Building Staff Meetings

205.02 In addition to the regular building-level staff/in-service meetings, the principal, in consultation with the Association Building Council, may schedule two (2) forty-five (45) minute building level staff meetings per month and/or extend one (1) required building level staff/in-service meeting per month a maximum of thirty (30) minutes beyond the limitations in 205.01 above for purposes of staff development. Attendance at such additional meetings or extension will be voluntary unless a majority of the staff has voted by secret ballot to require attendance at a particular meeting. In the case of such meeting, at which attendance is required, the Association Building Council shall assist the principal in developing the program and agenda.

Article 206

Teaching Environment and New Buildings

206.03 Teachers shall be permitted to have coffee-making devices and coffee and soft drink vending machines in the teachers' lounges as space permits. Teachers shall be permitted to have efficiency-type ranges, microwave ovens and refrigerators in teachers' lounges as space and the availability of utilities permit.

All such devices and equipment shall be maintained by the faculty. Teachers shall not be required to perform the custodial duties in the staff lounge and shall not be required to prepare food, clean tables or perform other significant custodial chores in connection with the lunch programs. Teachers who use the staff lounge or use the appliances in the staff lounge may be required to share in the cleaning of the appliances, to keep their personal property cleaned and stored and to leave their eating area in a clean and orderly condition. The expenditure of any profits realized from the above-mentioned vending machines shall be in accordance with guidelines established by the principal in consultation with the Association Building Council where the development of such guidelines are requested by the Association Building Council.

206.07 Where an extension telephone for the use of the professional staff is not presently available in a school building, one shall be installed upon request of the Association Building Council. The location of the extension telephone shall be determined by the principal. Such telephones may not be locked during the normal school day or teachers otherwise unreasonably inconvenienced in their use.

206.10 The expenditure of any profits received from fund-raising projects for a school's General Fund in which teachers were directly involved may be considered by the Association Building Council with appropriate recommendations to the principal.

206.14 New and renovated elementary buildings shall be designed with rooms for art and music classes. The Board shall make reasonable efforts to designate specific rooms for both art and music in elementary buildings for the particular school year and physical facility. If in the unusual circumstance where an art or music room is under consideration for repurposing, the Superintendent or designee will provide written notice to the building Senior Faculty Representative for that building at least seven (7) days before repurposing. A meeting of the Association Building Council will be convened seven (7) days after the written notice for the purpose of providing Association representatives the opportunity to present alternative space allocation plans. If a space is repurposed, the Association Building Council will convene by the end of the school year to discuss the use of that instructional space for the upcoming school year.

Article 208

Classroom Atmosphere

208.03 The principal, in consultation with his/her Association Building Council, will establish procedures for the administration of all forms of discipline within the school. Such will include procedures related to suspension and recommendation for expulsion. Written building discipline plans shall be in place at the beginning of the school year. Failure of a principal to establish a building discipline plan by the first day of student attendance is grievable at Step 2 of the grievance procedure. In the event the principal is newly appointed, transferred or assigned, such failure must first be brought to the principal's attention in writing at least ten (10) calendar days before the grievance is filed in order for the principal to develop or finalize a building plan. Nothing in this paragraph shall be interpreted as a restriction on the right of

the Board or Superintendent to establish future policy or guidelines related to disciplinary procedures, provided such right is exercised without specific violation of this Agreement or law.

Article 211

Assignments and Transfers

211.01 *Posting and Filling Vacancies*

- A. All known teacher vacancies for the following school year shall be posted by the first teacher workday in April. Vacancies to be identified shall be those vacancies after reorganization of the existing staff based on the anticipated needs of the following year. Such postings shall describe the vacant position, including special factors. Examples of such factors are: special knowledge, skills or training, and extra duties. The posting shall include the deadline and directions for making application. They shall be posted in each school during the school year, and in each high school summer school center during the summer recess. Supplemental postings shall be made as needed.
- B. Teachers desiring to be considered for such vacancies shall apply by the timely submitting of a cover letter, copy of current certification for the position, and resume. Such application(s) shall be made to the appropriate administrator describing relevant information about their qualifications for the known vacancy for which they wish to interview. Applicants who are not yet certified/licensed in Ohio shall provide written information about their intended certification.
- C. Teachers whose applications are to be submitted to the Human Resources Department, will be notified by the Human Resources Department, of the receipt of their applications.
- D. Vacancies will be filled utilizing the interview/selection process. The interview/selection panel in a building will consist of the principal, the Senior Faculty Representative, one elected member of the Association Building Council, and two parents/members of the school community, or an alternative panel as agreed at the building between the principal and Association. The administrator shall determine which applicant is selected for the position. If the administrator's selection does not follow the panel's recommendation, the administrator shall send written notice of the selection to members of the interview panel and to the Association President. The interview/selection panel can utilize subcommittees or delegate any of its responsibilities.
 1. Only persons who have completed the joint program training on Article 211 and interviewing may participate on an interview/selection panel. Such training shall remain valid until the parties jointly make significant changes in the Article 211 process.
 2. A majority of the interview/selection panel of a building must participate in the interview/selection process. Members of the panel must make themselves reasonably available to participate in the process.
 3. The two most senior applicants qualified by certification/licensure for the posted position shall be interviewed. The panel may rely on the seniority dates specified on the applications from applicants.

- E. In the case of assignments to multiple buildings and/or city-wide programs, a similarly constituted interview/ selection panel shall be created. A position involving multiple building assignments shall not be treated as a vacancy because of a change in building assignment(s) unless over one-half of the total assignment is changed.
- F. An applicant who accepts an offer to fill a vacancy must complete and sign a selection agreement form.
- G. An applicant who accepts an offer to fill a vacancy is committed to the building or program assignment for three (3) years unless released.
- H. A joint committee, co-chaired by the Executive Director for Human Resources and the President of CEA or their designees, shall be appointed to improve the efficiency of and streamline the procedures for the selection process described in 211.01 (D). The joint committee shall implement any procedural changes on which agreement is reached by December 2004.
- I. *Complaint Review Procedure*
 1. If a teacher, CEA or the Administration has a complaint about how the procedures of Sections 211.01 are carried out, the person or entity must file a written complaint within ten (10) calendar days of the occurrence. The complaint must be served promptly on the Administration (Labor Relations) and on CEA and must set forth a specific description of the complaint and the facts surrounding the process to which the complaint is addressed. Complaints must relate directly to an alleged violation of the process contained in Section 211.01, not to the merits of the staff member selected. The complaining person shall have the burden of proving a violation(s).
 2. A representative of the CEA and of Labor Relations shall meet promptly, review the complaint and decide whether the complaint moves to a neutral conciliator.
 3. Within thirty (30) calendar days of such decision, a hearing will be held before a neutral conciliator agreed upon by the CEA and Board. The conciliator will hold an informal hearing at which the CEA and the Administration may introduce evidence and documents, cross-examine witnesses and make arguments. Based on what the conciliator has heard and seen at the hearing, the conciliator will issue a decision within ten (10) calendar days. The conciliator will determine whether there has been a violation of Section 211.01 and what the remedy will be. The cost of the conciliator will be borne equally by the CEA and the Board. The conciliator's decision will have the force and effect of a final and binding arbitration award. No grievance alleging a violation of Section 211.01 may be filed, separate from this Complaint Review Procedure.
 4. If a final selection of a candidate to fill the vacancy in question has been made, the conciliator has no authority to change or overturn the selection.

Article 301

Class Size

301.03 The Association Building Council shall study and make recommendations to the principal in each middle and high school concerning the number of pupil stations in nonacademic classrooms.

Article 302

Teacher Class Load

302.05 Following spring break and before the last teacher work day of the year, each elementary school staff shall conduct a written ballot to determine whether there shall be one (1) or two (2) fifteen- (15) minute recesses per day for the following school year. Recess takes place mid-morning or mid-afternoon, not adjacent to the beginning, lunchtime, or end of the school day, unless the school selects to do so through the process of this paragraph. The results of such ballot shall be posted on the school's bulletin board. In the event of a tie, the issue shall be decided by the principal. That status quo shall remain in effect in future years unless the ABC or the principal calls for reconsideration. Reconsideration can only be called for once per school year for the following school year, and if so called, then a written ballot will be conducted as described above.

Article 305

Special Education

305.02 The Association Building Councils at Columbus Scioto and Beatty Park schools shall develop and recommend to the principal a training program for their school instructional assistants.

Article 501

Annual Evaluation

The Association, through the Association Building Councils, shall have the right to make an evaluation of each school as to the professional environment, democratic procedures, teacher involvement and co-curricular programs in the school. This evaluation will be set forth on a form developed by the parties and administered during the month of February. The results of the survey will be submitted to the principal and school staff, the Superintendent and the Association office no later than April of each year. Handwritten comments solicited as a part of this evaluation will be typewritten before such comments are returned to the building. Reasonable safeguards will be taken to assure anonymity of the evaluators. During the 1997–1998 school year, a joint committee will review the current building survey and make recommendations, if any, to the parties.

Article 504

Teaching Aids

504.01 Notice of nominations of textbook selection committees shall be made system-wide. Nominees for textbook selection committees shall be elected by the teachers of the schools involved in the subject areas and grade levels affected. These elections shall be conducted at each school by the principal and the Association Building Council. Nominees for textbook committees may also be submitted by the Administration at the election of the Administration. Selection of the textbook committee members shall be made by a joint committee composed of an equal number of Board and Association members, except that the Administration shall have the right to designate one (1) member of each textbook committee.

Article 601

Instructional Assistants

601.02 In addition to the system-wide guidelines established by the

Board, guidelines, written job descriptions and the assignment of instructional assistants to provide assistance to teachers, nurses, librarians and other school personnel will be established in each school building by the principal with the advice of the local Association Building Council.

601.05 The Association Building Council shall consider and recommend to the principal appropriate procedures for the participation of teachers in the interview and selection of instructional assistants.

Article 602

Volunteer Workers

In each school which uses volunteer workers, the principal, in consultation with the Association Building Council, may develop guidelines for such workers. The utilization of volunteer workers in a teacher's classroom shall be at the option of each teacher.

Article 604

School Nurses

604.02 An Association Building Council shall be established for the administrator of Nursing Services in the same manner and to function with the same responsibilities and constraints as are set forth for the Association Building Council in Article 202 of this Agreement.

Article 1503

Reform Panel

1503.05 Notwithstanding Section 202.02 of this Agreement, if there is a panel-authorized shared decision-making cabinet in a school, the Association Building Council shall continue to perform the duties and functions of the ABC as provided in this Agreement, except when any of those duties and functions are assumed by such cabinet and the ABC has been so advised by the cabinet. In such a school, the ABC shall be made up of the elected teacher members of the cabinet and the Senior Faculty Representative, who shall serve on both. The cabinet shall have no authority with regard to the PAR Program.

Values of Association Building Council

Building Councils will only be as good as their members make them. If the teachers in a given building assume that they have such a council, that it meets regularly and that it deals with matters of real concern and value to the teachers, they have an effective vehicle for democratic involvement in the decision-making process of their school. On the other hand, in a school where teachers rely on others to make the council work, they may find that they have a democratic council on paper only, or that they have no council at all. Any school that does not develop such a council will be in violation of board policy as well as the negotiated agreement.

Use of Instructional Assistants

Instructional assistants shall be employed for use in the Columbus City Schools under the following guidelines:

Guidelines

1. The function of an instructional assistant is to assist the teacher in the performance of the assigned duties. The term teacher is used as defined in Section 3319.09 of the Ohio Revised Code to mean any certificated professional staff employee.
2. The duties and work schedule for instructional assistants should be flexible and the hours employed consistent with the needs of the particular school.
3. Instructional assistants assigned to a teacher to assist in the supervision of children shall, when the teacher is not immediately present, maintain the degree of control and discipline which would be maintained by that teacher. However, an educational aide may not render corporal punishment.
4. The activity of an instructional assistant shall at all times be under the direction and supervision of the teacher to whom assigned. In the event an instructional assistant is assigned to assist more than one teacher, the assignment shall be clearly delineated and so arranged that the instructional assistant shall never be subject to simultaneous supervision or direction by more than one teacher.
5. Instructional assistants shall have all rights, benefits and legal protection available to other non-certificated employees and shall be members of the School Employees Retirement System. Instructional assistants shall be compensated according to a salary plan adopted annually by the Board.
6. No person who is, or who has been employed as an instructional assistant shall divulge, except to the teacher to whom assigned, or the administrator of the school in the absence of the teacher to whom assigned, or when required to testify in a court of proceeding, any personal information concerning any pupil in the school district which was obtained or obtainable by the instructional assistant while so employed. Violation of this provision is grounds for disciplinary action or dismissal, or both.
7. A continuing evaluation procedure will be used to insure that both the professional and the aide are having needs met and description fulfilled.
8. Total responsibility for the employment, assignment, and/or the release from duty of instructional assistants shall rest with the local school administrator.
9. The responsibility for the allocation of instructional assistants shall rest with the Division of Administration.
10. The responsibility for the processing of records and personal data of the instructional assistant shall rest with the Division of Administration.
11. The responsibility for the processing of certification for the instructional assistant shall rest with the Division of Human Resources.
12. Following the determination of the assignment and general job description of an instructional assistant and subject to supervision by the teacher's immediate administrative office, a teacher to whom an instructional assistant is assigned shall make all final determinations of the duties to be assigned to such aide.

Job Description

1. The function of the instructional assistant is to assist teachers in instructional activities and non-instructional duties.

2. The instructional assistant shall work under the supervision of the building principal and under the direction of the classroom teacher or librarian to whom assigned.
3. The duties of an instructional assistant need not be performed in the physical presence of the teacher to whom assigned, but the activity of an instructional assistant shall at times be under the direction of the teacher to whom assigned.

Qualifications

1. Proper qualifications and formal education to perform the tasks assigned.
2. The ability to exercise patience and relate well to all children.
3. A sincere interest in and respect for all people.
4. Emotional and social stability.
5. Adequate language competency.
6. Good physical and mental health. Assistants should meet the same health requirements as applied to other school employees.
7. High moral integrity.
8. Show promise of being able to profit from inservice training and be willing to participate in such training.
9. A disposition toward accepting the kinds of work most needed.

Inservice Training

To accommodate the successful employment of instructional assistants, inservice training will be given in the following areas:

- A. System-wide orientation
 1. Responsibilities
 2. Benefits
 3. Legal considerations
 4. Relationships with staff members, pupils and the public.
 5. Elements of child and adolescent psychology.
 6. Methods of control and supervision.
 7. Theories of learning.
- B. School-wide orientation
 1. Use of the playground and playground equipment, and rules for playground games.
 2. Directions for entering and exiting the building.
 3. First-aid, caring for sick children, and helping with emergencies.
 4. Telephone procedures in order to insure good public relations.
 5. Information as to the location of all equipment and supplies.
 6. The operation of all audio-visual equipment, the kiln, and all office machines.

Role of Instructional Assistants

To clarify the role of instructional assistants, five major categories have been listed as ways a classroom teacher will use Assistants' services. Examples of services are listed under each category. Teachers and principals will think of other services which may be included under each category. The fifth category states special areas where the aide has no responsibility.

A. Assist with Instructional Activities

To strengthen and reinforce skills already taught. (The original teaching is the responsibility of the classroom teacher.)

1. Assisting children in locating research material and in the

selection of library books.

2. Administering the library or the Instructional Materials Center.
 3. Giving special attention and help to a restless, upset or unmotivated child.
 4. Assisting with drill or practice work.
 5. Supervising small independent work or study groups.
 6. Assisting the teacher in special demonstrations in such areas as science or art.
 7. Assisting with games and physical education activities.
 8. Helping the teacher supervise students on field trips.
 9. Assisting teachers in administering standardized or teacher-made tests.
 10. Helping pupils prepare for an assembly program.
 11. Helping at snack time in the kindergarten.
 12. Assisting kindergarten and primary age children with clothing.
 13. Helping children with the care of plants and classroom pets.
 14. Assisting in the organization of games on the playground before school begins, at recess, and at lunch.
- B. Assist with Instructional-Related Activities
1. Preparing instructional materials—charts, graphs, transparencies, flash cards and games.
 2. Preparing tapes of reading assignments for less-able children.
 3. Helping to arrange interesting and inviting corners for learning: science, math, recreational reading.
 4. Helping to set up special exhibits as science or social studies fairs.
 5. Helping to prepare and organize materials for art activities and to care for paint, paste and clay and other art materials.
 6. Helping load and unload the kiln.
 7. Providing accompaniment for music classes or singing with children.
 8. Keeping bulletin board and showcase displays current and neat.
 9. Securing, setting up and operating audio-visual equipment.
 10. Correcting standardized and objective tests.
 11. Assisting and checking pupils' independent work.
 12. Putting written work on the blackboard.
- C. Assist with Routine Building Activities
1. Keeping attendance and homework records.
 2. Assisting teachers with housekeeping duties and keeping store-rooms tidy.
 3. Assisting teachers in case of an accident or illness of a child.
 4. Escorting children to and from various places in the building—assembly seating, picture taking, visits to nurse.
 5. Assisting at doors and walkways at dismissal to prevent loitering and pupil contention.
 6. Supervising lunchrooms, halls playgrounds, study halls, restrooms, and the loading and unloading of school buses with the understanding that an Assistant shall at all times be under the direction of a teacher.
 7. Helping in classrooms or special rooms during indoor recess.
 8. Supervising playground clean-up and checking equipment for safety.
 9. Assisting the teacher-supervisor of the School Patrol.
 10. Helping with inventories of textbooks, physical education equipment, audio-visual equipment and educational materials.
 11. Organizing and operating lost and found departments.
 12. Acting as hostess to pre-school parents during health appraisals.

13. Helping with extra-curricular activities as student council, parties, or hobby groups.
- D. Assist with Clerical Duties
1. Building up and filing resource materials for various teaching units.
 2. Keeping and maintaining a folder of representative work on each child.
 3. Setting up and maintaining seating charts.
 4. Sending for free and inexpensive classroom material.
 5. Keeping records of books children have read.
 6. Collecting monies - lunch and milk money, PTA dues, pictures, classroom books, yearbooks, and magazines.
 7. Assembling and distributing materials.
 8. Operating the ditto, mimeograph and copy machines.
 9. Recording names, addresses on absence cards, records, tests sheets, and grade cards.
 10. Proofreading materials.
 11. Typing ditto masters and stencils.
 12. Checking and posting attendance.
- E. Responsibilities the Instructional assistant Shall Not Perform
1. Making and maintaining the office records.
 2. Making the monthly report.
 3. Teaching a skill or concept.
 4. Working on cumulative records, test profiles and registers.
 5. Substituting for absent certificated employees.

Effective: 9/1/70

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Absence Certification Form



Columbus City Schools REPORT OF EMPLOYEE ABSENCE

RETURN COMPLETED & SIGNED FORM TO YOUR PRINCIPAL OR IMMEDIATE SUPERVISOR WITHIN 3 DAYS FROM THE LAST DAY OF ABSENCE. CONTACT SUPERVISOR IN CASES OF EXTENDED LEAVE.

LAST NAME	FIRST NAME	MI	EMPLOYEE ID NUMBER
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FIRST DATE OF ABSENCE	LAST DATE OF ABSENCE
<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>

<input type="checkbox"/> Certified/Administrator <input type="checkbox"/> Classified/Classified Supervisor	Number of Days: _____ Number of Hours: _____	Record in quarter-day increments. Record in quarter-hour increments.
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Assigned Building(s) a.m.: _____ p.m.: _____
 Example: If a teacher is assigned to different buildings on the day of absence, separate forms must be completed for each location.

Dual Position Titles a.m.: _____ p.m.: _____
 Example: An instructional assistant (IA) working at two different buildings or working as an IA in the a.m. and a secretary in the p.m. must complete separate forms at each location.

REASON FOR ABSENCE

Sick Leave

- To comply with federal regulations, medical documentation should be attached by employee after supervisor's signature.
- Medical documentation for personal illness and family illness in accordance with the bargaining unit contract is to be sent to Human Resources.

<input type="checkbox"/> Personal Illness	(See bargaining unit contract for timeframes when medical documentation is required.)
<input type="checkbox"/> Family Illness	Relationship: _____ (See bargaining unit contract for definition and when medical documentation is required.)
<input type="checkbox"/> Family & Medical Leave Act (FMLA)	Initial application requires approval from Human Resources.
<input type="checkbox"/> Death in Family	Relationship: _____ (See bargaining unit contract for definition.)
<input type="checkbox"/> Work-related Injury	Submit an accident report to the Benefits Office within two business days of injury.

Workers Compensation Claim No. (if available): _____

Personal Leave

The following do not constitute valid reasons for the use of personal leave: (1) Gainful employment, or (2) Any activity in connection with a strike, "study day," "professional holiday," or any other work stoppage, or any concerted action related to such

Vacation

Other (Requires pre-approval from Human Resources.)

<input type="checkbox"/> Jury Duty	<input type="checkbox"/> Assoc./Union Leave	<input type="checkbox"/> Professional Leave	<input type="checkbox"/> SL Donation	<input type="checkbox"/> LWOP
<input type="checkbox"/> Military	<input type="checkbox"/> Staff Development	<input type="checkbox"/> Religious		

SIGNATURES

To facilitate timely reporting, an employee signature is not necessary on the copy forwarded to Payroll in cases of extended leave.

Supervisor: _____	Date: _____
Building: _____	Phone: _____
Employee: _____	Date: _____
Building: _____	Phone: _____

Employee is on extended leave and is not available for signature

COPIES
 PAYROLL OFFICE
 HUMAN RESOURCE (IF MEDICAL DOCUMENTS ATTACHED)
 SCHOOL DEPARTMENT
 EMPLOYEE

Notification of Eligibility for Continuing Contract

<p>K0002_234_PI Notification of Eligibility for Continuing Contract</p> <h2 style="text-align: center;">Notification of Eligibility for Continuing Contract</h2> <p>If you believe that you will be completing the requirements making you eligible for a continuing teacher contract for the 2022-2023 school year, you must complete the form below and have your official transcripts sent electronically to transcripts@colerain.k12.oh.us by March 4, 2022.</p> <p>Your transcripts must show the requisite coursework and including graduation dates and degree received. If you have already provided your transcripts prior to this application and they are on file, then you will not need to send another copy unless the information has changed. Please order transcripts electronically and have them sent to transcripts@colerain.k12.oh.us.</p> <p>The requirements for a Continuing Contract can be found in the OEA Master Agreement 2019-2022, page 42, Section 401.08. You may also see the CCB file below for additional information regarding this process. https://www.ccb.ohio.gov/faq/21348</p> <p>If you have questions about the eligibility requirements, please contact Teacher Certification/Licensure at 614-605-6800 or licensing@colerain.k12.oh.us.</p> <p>* Please note: Official transcripts must be sent. Please email transcripts@colerain.k12.oh.us to verify if the transcripts are file up-to-date.</p> <p>*Required</p> <p>1. Email *</p> <p>Application</p> <p>2. Name (Please include a maiden name if applicable). *</p> <p style="text-align: right;">18</p>	<p>K0002_234_PI Notification of Eligibility for Continuing Contract</p> <p>3. School *</p> <p>_____</p> <p>4. Employee Number *</p> <p>_____</p> <p>Certification</p> <p>5. Do you have a 3-year professional license or a permanent certificate from ODE on file in Columbus? (The certificate/license should be received in Human Resources on or before March 3, 2022. (Ks of state license are not accepted)</p> <p>Mark only one oval.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>6. If you answered yes to the question above, was your professional license issued after January 1, 2011?</p> <p>Mark only one oval.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p style="text-align: right;">19</p>
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<p>K0002_234_PI Notification of Eligibility for Continuing Contract</p> <p>7. If your professional license was issued after January 1, 2011, have you had your professional license for 3 years (36 year date may be before year 2011), so qualify for the 20-23 school year?</p> <p>Mark only one oval.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Not applicable (my license was issued before January 1, 2011)</p> <p>8. At the conclusion of this school year, you must have completed three years of successful Columbus teaching experience within the last five years OR, if you previously had a continuing contract in Columbus or another Ohio district, you must have completed two successful years of Columbus experience.</p> <p>Check all that apply:</p> <p><input type="checkbox"/> Yes, I have or will have 3 years of successful Columbus teaching experience within the last five years at the conclusion of the 2021-2022 school year.</p> <p><input type="checkbox"/> Yes, I previously had a continuing contract in Columbus in another Ohio district, and I have completed two successful years of Columbus experience.</p> <p><input type="checkbox"/> No, the 2020-2021 school year will complete my 3rd year.</p> <p>Under the new licensing standards you must also meet the following coursework requirement.</p> <p>9. If you hold a master's degree at the time of initially receiving a teacher's certificate/license, six 60 semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of such 3-year certificate or license is required.</p> <p>Mark only one oval.</p> <p><input type="radio"/> Yes, I have a master's degree and 6 semester hours of graduate coursework.</p> <p><input type="radio"/> No, I do not have 6 semester hours of graduate coursework.</p> <p>If you answered yes to the above question, please skip the next question.</p> <p style="text-align: right;">20</p>	<p>K0002_234_PI Notification of Eligibility for Continuing Contract</p> <p>10. If you do not hold a master's degree at the time of initially receiving a teacher's certificate/license, thirty (30) semester hours of graduate coursework or above in the area of licensure or in an area related to the teaching field since the initial issuance of such 3-year certificate or license is required.</p> <p>Mark only one oval.</p> <p><input type="radio"/> Yes, I have the 30 semester hours of 300 level coursework as stated above.</p> <p><input type="radio"/> No, I do not have the 30 semester hours of 300 level coursework as stated above.</p> <p><input type="radio"/> No, I will have the 30 semester hours of 300 level coursework at the end of the 20-21 school year.</p> <p>11. Check below if you will be ordering new transcripts or using transcripts already on file. *</p> <p>Check all that apply:</p> <p><input type="checkbox"/> Ordering new transcripts</p> <p><input type="checkbox"/> Transcripts already on file</p> <p>12. Please place additional comments below:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>If you submit your application electronically, you will receive an electronic confirmation. Please check your email (junk or spam folders) prior to the deadline as additional information may be needed. Your transcripts may be sent electronically to transcripts@colerain.k12.oh.us. Be sure they include your degree earned, and graduation date. If you had a previous Continuing Contract with another district, please provide proof of that contract to licensing@colerain.k12.oh.us. All applications must be submitted via Google.</p> <p style="text-align: right;">21</p>
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K0002_234_PI Notification of Eligibility for Continuing Contract

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22

Teacher's Continuing Contract

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Notification of Eligibility for Continuing Contract

Notification of Eligibility for Continuing Contract

If you believe that you will be completing the requirements making you eligible for a continuing teacher contract for the 2022-2023 school year, you must complete the form below and have your official transcripts sent electronically to transcripts@columbus.k12.oh.us, by March 4, 2022.

Your transcripts must show the requisite coursework and including graduation dates and degree received. If you have already provided your transcripts prior to this application and they are on file, then you will not need to send another copy unless the information has changed. Please order transcripts electronically and have them sent to transcripts@columbus.k12.oh.us.

The requirements for a Continuing Contract can be found in the CEA Master Agreement 2019-2022, page 43, Section 401.08. You may also see the CCS link below for additional information regarding this process. <https://www.ccs.oh.us/Page/10588>

If you have questions about the eligibility requirements, please contact Teacher Certification/Licensure at 614-365-6680 or license@columbus.k12.oh.us.

* Please note: Official transcripts must be sent. Please email license@columbus.k12.oh.us to verify if the transcripts on file are up to date.

* Required

1. Email *

Application

2. Name (Please include a maiden name if applicable): *

https://docs.google.com/forms/d/1FpFX9BFHG6Cq_8_oYazr7xJwMxNig9Zor8F5qIR_rAQ/edit

1/5

Full-Time Hourly Professional Employee's Limited Contract

BOARD OF EDUCATION OF THE CITY SCHOOL DISTRICT
COLUMBUS, OHIO
FULL-TIME HOURLY PROFESSIONAL EMPLOYEE'S LIMITED CONTRACT

Agreement between the Board of Education of the City School District of Columbus, Ohio, herein referred to as "Board" and <Employee Name> herein referred to as "Employee", pursuant to a Resolution duly adopted by the Board on <Board Date>.

WHEREAS, the Superintendent of Schools has recommended the employment of the Employee for not to exceed one (1) year and the Board has approved such recommendation;

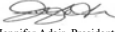
NOW THEREFORE, the parties to this agreement for and in consideration of their mutual promises, do hereby agree as follows:

1. The Board does hereby enter into a Limited Contract with the Employee for the period commencing <Date>, and ending on <Date>, for the number of days established by the program work schedule and fixes the hourly rate of pay of the Employee on <Hourly Rate> per hour. The salary will be paid in accordance with salary schedules adopted by the Board and in effect at the time service is performed and will be only for services actually performed.
2. The appointment made hereby is subject to the right to reassign the Employee whenever the good of the service may require, subject to the terms of the Master Agreement between the Board of Education and the Columbus Education Association.
3. This individual contract is made pursuant to and subject to all other terms and conditions of the above mentioned Master Agreement.
4. The Employee agrees to serve the Board of Education of the City School District of Columbus, Ohio, for the aforesaid period, and further agrees to abide by the rules and regulations of the Board now in effect and such rules and regulations as may be amended or adopted during the term of this contract, subject to the terms of the Master Agreement.
5. Subject to the provisions of Sections 904.07 and 704.03 and Article 401 of the aforementioned Master Agreement, this contract shall be deemed renewed for a like term at the negotiated salary unless, on or before a date that is ninety (90) calendar days before the ending date of such contract, the Board gives the full-time hourly professional employee employed thereunder written notice of its intention not to renew same.
6. The Employee hereby states the following as material representations inducing the Board to enter into this contract and agrees to provide acceptable proof of same prior to commencing service under this contract unless otherwise provided:
 - (A) is the holder of a valid Ohio teaching certificate.
 - (B) is in a satisfactory state of health and is free from any communicable disease to the best of the teacher's knowledge.
 - (C) has provided the Board with an Ohio State Teacher's Retirement System Membership Record.
 - (D) has electronically submitted to the Board a W-4 for federal income tax purposes and an IT-4 for Ohio income tax purposes and direct deposit banking information.
 - (E) will file with the Board an official transcript of any additional work taken DURING THE PRECEDING SCHOOL YEAR, INCLUDING SUMMER SCHOOL, NOT LATER THAN SEPTEMBER 15 DURING THE TERM HEREOF.
 - (F) is not under contract to serve elsewhere during any portion of the term of this contract.

SIGNATURE

Date

BOARD OF EDUCATION OF THE CITY
SCHOOL DISTRICT, COLUMBUS, OHIO


Jennifer Adair, President


Stanley J. Bahorek, Treasurer

Dated: <Issued Date>

FTH

Instructional Support Substitute Teacher's Limited Contract

BOARD OF EDUCATION OF THE CITY SCHOOL DISTRICT COLUMBUS, OHIO

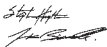
INSTRUCTIONAL SUPPORT SUBSTITUTE TEACHER'S LIMITED CONTRACT

Agreement between the Board of Education of the City School District of Columbus, Ohio, herein referred to as the "Board" and
«TEACHER_NAME» herein referred to as "Teacher", pursuant to a Resolution duly adopted by the Board on «BOARD_DATE».

WHEREAS, the Superintendent of Schools has recommended the employment of the Teacher for not to exceed one (1) year and the Board
has approved such recommendation;

NOW THEREFORE, the parties to this agreement for and in consideration of their mutual promises, do hereby agree as follows:

1. The Board does hereby enter into a Limited Contract with the Teacher for the school year 2000-2001 consisting of 178 days as provided in the Master Agreement between the Board and the Columbus Education Association, and fixes the salary of the Teacher at the rate of \$136.69 per day in accordance with the salary schedule set forth in the aforementioned Master Agreement as it exists or as it may be amended during the duration of this contract. Payment shall be made in accordance with the pay plan prescribed by the Board.
2. Acceptance of appointment shall be made within 15 days days from the date of execution by the Treasurer. Failure to execute and return this agreement with the allotted time will be considered a declination.
3. This individual contract is made pursuant to and subject to all relevant terms and conditions of the above mentioned Master Agreement.
4. The Teacher agrees to teach in the service of the Board for the aforesaid school year, and further agrees to abide by the rules and regulations of the Board now in effect and such rules and regulations as may be amended or adopted during the term of this contract, subject to the terms of the Master Agreement between the Board and the Columbus Education Association. The Teacher and the Board agree to abide by all applicable provisions of the Ohio Revised Code now in effect and such provisions as may be amended or enacted during the term of this contract.
5. The Teacher hereby states the following as material representations inducing the Board to enter into this contract and agrees to provide acceptable proof of the same prior to commencing service under this contract unless otherwise provided:
 - (A) is the holder of a valid Ohio teaching certificate.
 - (B) is the holder of a B.S., B.S. including 150 semester hours or M.A. degree and has submitted a complete official transcript of teaching training credits to the Board.
 - (C) is in a satisfactory state of health and is free from any communicable disease to the teacher's knowledge.
 - (D) has provided the Board with an Ohio State Teacher's Retirement System Membership Record.
 - (E) has completed and delivered to the Board a Form W-4 for federal income tax purposes and Form IT-4 for Ohio income tax purposes.
 - (F) will file with the Board an official transcript of any additional work taken DURING THE PRECEDING SCHOOL YEAR, INCLUDING SUMMER SCHOOL, WITHIN 30 DAYS OF THIS AGREEMENT.
 - (G) is not under contract to serve elsewhere during any portion of the term of this contract



President

Treasurer

Date: «DATE_ISSUED»

Teacher

Date

Please sign this copy and return to: Payroll Office
Board of Education, 270 E. State Street, Columbus, Ohio 43215
Retain a copy for your records

Teacher's Limited Contract

EID: <Employee ID>

**BOARD OF EDUCATION, COLUMBUS CITY SCHOOLS
COLUMBUS, OHIO
TEACHER'S LIMITED CONTRACT**

This Agreement is between the Board of Education, Columbus City Schools herein referred to as "Board" and <Teacher Name>, herein referred to as "Teacher", pursuant to a Resolution duly adopted by the Board on <Board Date>.

WHEREAS, the Superintendent of Columbus City Schools has recommended the employment of the Teacher for not to exceed one (1) year and the Board has approved such recommendation;

NOW THEREFORE, the parties to this agreement for and in consideration of their mutual promises, do hereby agree as follows:

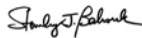
1. The Board does hereby enter into a Limited Contract with the Teacher for the school year 2022-2023 consisting of 195 days as provided in the Master Agreement between the Board and the Columbus Education Association, and fixes the salary of the Teacher at the rate of <Annual Salary> (<FTE> FTE) per year, or a proportional part of this sum for such portion of the year served, in accordance with the salary schedule set forth in the aforementioned Master Agreement as it exists or as it may be amended during the duration of this contract. Payment shall be made in accordance with one of the pay plans prescribed by the Board as selected by the Teacher.
2. The appointment made hereby is subject to the right to transfer the Teacher from grade to grade, from school to school, and from one ranking to another, whenever the good of the service may require, subject to the terms of the above-mentioned Master Agreement.
3. This individual contract is made pursuant to and subject to all other terms and conditions of the above mentioned Master Agreement.
4. The Teacher agrees to teach in the service of the Board for the aforesaid school year, and further agrees to abide by the rules and regulations of the Board now in effect and such rules and regulations as may be amended or adopted during the term of this contract, subject to the terms of the Master Agreement between the Board and the Columbus Education Association. The Teacher and the Board agree to abide by all applicable provisions of the Ohio Revised Code now in effect and such provisions as may be amended or enacted during the term of this contract.
5. The Teacher hereby states the following as material representations inducing the Board to enter into this contract and agrees to provide acceptable proof of the same prior to commencing service under this contract unless otherwise provided:
 - (A) is the holder of a valid Ohio teaching certificate
 - (B) is the holder of a BS, BS including 150 semester hours, or a MA degree and has submitted a complete official transcript of teaching training credits to the Board.
 - (C) is in a satisfactory state of health and is free from any communicable disease to the teacher's knowledge.
 - (D) has provided the Board with an Ohio State Teacher's Retirement System Membership Record
 - (E) has electronically submitted to the Board a W-4 for federal income tax purposes and an IT-4 for Ohio income tax purposes and direct deposit banking information.
 - (F) will file with the Board an official transcript of any additional work taken during the preceding school year, including summer school, NO LATER THAN SEPTEMBER 15, DURING THE TERM HEREOF.
 - (G) is not under contract to serve elsewhere during any portion of the term of this contract

NAME Date

BOARD OF EDUCATION OF THE CITY
SCHOOL DISTRICT, COLUMBUS, OHIO



Jennifer Adair, President



Stanley J. Bahorek, Treasurer

Date Issued: <Date Issued>

One-Year Latchkey Teacher Contract

BOARD OF EDUCATION OF THE CITY SCHOOL DISTRICT
COLUMBUS, OHIO

ONE-YEAR LATCHKEY TEACHER CONTRACT

Agreement between the Board of Education of the City School District of Columbus, Ohio, herein referred to as "Board" and <Employee Name> herein referred to as "Latchkey Teacher", pursuant to a Resolution duly adopted by the Board on <Board Date>.

WHEREAS, the Superintendent of Schools has recommended the employment of the Latchkey Teacher for the 2022-2023 school year and the Board has approved such recommendation:


NOW THEREFORE, the parties to this agreement for and in consideration of their mutual promises, do hereby agree as follows:

1. The Board does hereby enter into a One-Year Latchkey Teacher Contract with the Latchkey Teacher for the period commencing <Date> and ending on June 30, 2023 for the number of hours needed and assigned by an appropriate administrator, and fixes the hourly rate of pay of the Employee at <Hourly Rate> per hour as provided in the Master Agreement between the Board and the Columbus Education Association.
2. The appointment made is subject to the right to transfer the Latchkey Teacher from school to school whenever the good of the service may require, subject to the terms of the above mentioned Master Agreement.
3. This individual contract is made pursuant to and subject to all relevant terms and conditions of the above mentioned Master Agreement.
4. The Latchkey Teacher agrees to provide services to the Board of Education of the City School District of Columbus, Ohio, for the aforesaid period, and further agrees to abide by the rules and regulations of the Board now in effect and such rules and regulations as may be amended or adopted during the term of this contract, subject to the terms of the Master Agreement.
5. This contract shall be deemed automatically nonrenewed as of its expiration date and no action or notification by the Board shall be required in connection with such nonrenewal.
6. The Latchkey Teacher hereby states the following as material representations inducing the Board to enter into this contract and agrees to provide acceptable proof of same prior to commencing service under this contract unless otherwise provided:
 - (A) is the holder of a valid Ohio teaching certificate.
 - (B) is in a satisfactory state of health and is free from any communicable disease to the Latchkey Teacher's knowledge.
 - (C) has provided the Board with an Ohio State Teacher's Retirement System Membership Record.
 - (D) has completed and delivered to the Board a Form W-4 for federal income tax purposes and Form IT-4 for Ohio income tax purposes.
 - (E) is not under contract to serve elsewhere during any portion of the term of this contract.

BOARD OF EDUCATION OF THE CITY
SCHOOL DISTRICT, COLUMBUS, OHIO

SIGNATURE

DATE


Jennifer Adair, President


Stanley J. Bahorek, Treasurer

ISSUED: <Issued Date>

PLEASE EMAIL YOUR SIGNED CONTRACT TO CONTRACTQUESTIONS@COLUMBUS.K12.OH.US
RETAIN A COPY FOR YOUR RECORDS

One-Year Tutor Contract

BOARD OF EDUCATION OF THE CITY SCHOOL DISTRICT
COLUMBUS, OHIO

ONE-YEAR TUTOR CONTRACT

Agreement between the Board of Education of the City School District of Columbus, Ohio, herein referred to as "Board" and <Employee Name>, hereafter referred to as "Tutor", pursuant to a Resolution duly adopted by the Board on <Board Date>.

WHEREAS, the Superintendent of Schools has recommended the employment of the Tutor for the 2022-2023 school year and the Board has approved such recommendation;

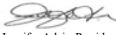
NOW THEREFORE, the parties to this agreement for and in consideration of their mutual promises, do hereby agree as follows:

1. The Board does hereby enter into a One-Year Tutor Contract with the Tutor for the period commencing <Date> and ending on 6/30/2023 for the number of hours needed and assigned by an appropriate administrator, and fixes the hourly rate of pay of the Employee at <Hourly Rate> per hour as provided in the Master Agreement between the Board and the Columbus Education Association. The salary will be paid in accordance with salary schedules adopted by the Board and in effect at the time service is performed and will be only for services actually performed.
2. The appointment made hereby is subject to the right to adjust the assigned hours of work and to reassign the Tutor whenever the good of the service may require, subject to the terms of the above mentioned Master Agreement.
3. This individual contract is made pursuant to and subject to all relevant terms and conditions of the above mentioned Master Agreement.
4. The Tutor agrees to provide services to the Board of Education of the City School District of Columbus, Ohio, for the aforesaid period, and further agrees to abide by the rules and regulations of the Board now in effect and such rules and regulations as may be amended or adopted during the term of this contract, subject to the terms of the Master Agreement.
5. This contract shall be deemed automatically non-renewed as of its expiration date and no action or notification by the Board shall be required in connection with such nonrenewal.
6. The Tutor hereby states the following as material representations inducing the Board to enter into this contract and agrees to provide acceptable proof of same prior to commencing service under this contract unless otherwise provided:
 - (A) is the holder of a valid Ohio teaching certificate.
 - (B) is in a satisfactory state of health and is free from any communicable disease to the teacher's knowledge.
 - (C) has provided the Board with an Ohio State Teacher's Retirement System Membership Record.
 - (D) has completed and delivered to the Board a Form W-4 for federal income tax purposes and Form IT-4 for Ohio income tax purposes.
 - (E) will file with the Board an official transcript of any additional work taken during the preceding school year, including summer school, NOT LATER THAN SEPTEMBER 15 DURING THE TERM HEREOF.
 - (F) is not under contract to serve elsewhere during any portion of the term of this contract.

BOARD OF EDUCATION OF THE CITY
SCHOOL DISTRICT, COLUMBUS, OHIO

SIGNATURE

Date


Jennifer Adair, President


Stanley J. Bahorek, Treasurer

Date Issued: <Issued Date>

Supplemental Contract (Single Year)

BOARD OF EDUCATION OF THE CITY SCHOOL DISTRICT COLUMBUS, OHIO

SUPPLEMENTAL CONTRACT (Single Year)

This limited supplemental contract entered into by and between «First_Name» «Last_Name» hereinafter referred to as the "Employee" and the Board of Education of the City School District, Columbus, Ohio, hereinafter referred to as the "Board" witnesses:

In addition to Employee's regular duties, said Employee does hereby promise and agree to perform the duties of «Job_Class_Long_Description» for and on behalf of said Board. Employee further agrees to abide by and maintain the policies and regulations adopted by this Board, subject to the Master Agreement between the Board and the Columbus Education Association. Such additional duties shall be performed by employee during the period beginning on the first day of the 2022-2023 adopted school calendar and ending on the last day of the 2022-2023 adopted school calendar.

In consideration of these additional duties performed by said Employee, the Board promises and agrees to pay the Employee the sum of \$«Annual_Salary».

The salary will be paid in accordance with salary schedules adopted by the Board and in effect at the time service is performed and will be only for services actually performed.

This supplemental limited contract will terminate upon the termination of the Employee's regular contract.

This supplemental limited contract may be declared null and void by the Board in the event the school where the service was to be performed is closed. No advance notice of this declaration is necessary.

This contract is offered for a period of fifteen (15) days from the date below and failure to execute this contract within such time period will nullify the contract.

The person named herein must possess a valid Ohio Teaching Certificate.

If the position is for a "sport-type" activity, including all sports, marching band, drill team, and cheerleading, the following requirements must be met before the appointee may begin performing his/her duties and must be met for the entire duration of the season. In addition, the following must be issued on or before the first practice date of the sport/activity to be performed:

- Completion of an approved CPR class conducted by the American Red Cross, the American Heart Association, or similar entity.
- Completion of a Sports Medicine course, National Federation of High Schools (NFHS) First Aid for Coaches course or American Red Cross Sports Safety First Aid course.
- Completion of a Bloodborne Pathogen Exposure Training course conducted by a Columbus City Schools Nurse or Athletic Trainer. (Football, Soccer, Basketball and Wrestling Coaches only.)
- A Pupil Activity Permit (PAP) issued by the Ohio Department of Education or an application for a PAP must be sent to the Ohio Department of Education. A valid PAP must be received by the Department of Human Resources prior to any monetary compensation issued to the coach/advisor.
- Completion of a NFHS Fundamentals of Coaching course (not applicable if PAP issued prior to January 1, 2010).
- Completion of the annual Ohio Department of Health's Sudden Cardiac Arrest training.
- Possession of a valid Ohio Teaching Certificate.

The person named herein is not eligible to be paid prior to receipt of the above documents (relevant to the sport/activity to be performed) in the Department of Human Resources.

Violations will render this supplemental contract null and void and a break in any continuous service provision.

BOARD OF EDUCATION OF THE CITY
SCHOOL DISTRICT, COLUMBUS, OHIO

Signature of «First_Name» «Last_Name»

«Employee»
Employee ID Number

Date Signed


President


Treasurer

**RETURN SIGNED CONTRACTS TO: STRATEGIC STAFFING @ 3700 S. HIGH ST
ATTN: SUPPLEMENTAL CONTRACTS**

«Location_Description»
REVISED 9/17

«Last_Name» «First_Name»

Supplemental Contract (Multiple Year)

BOARD OF EDUCATION OF THE CITY SCHOOL DISTRICT COLUMBUS, OHIO

SUPPLEMENTAL CONTRACT (Multiple Year)

This limited supplemental contract entered into by and between «First_Name» «Last_Name» hereinafter referred to as the "Employee" and the Board of Education of the City School District, Columbus, Ohio, hereinafter referred to as the "Board" witnesseth:

In addition to Employee's regular duties, said Employee does hereby promise and agree to perform the duties of «Job_Class_Long_Description» for and on behalf of said Board. Employee further agrees to abide by and maintain the policies and regulations adopted by this Board, subject to the Master Agreement between the Board and the Columbus Education Association. Such additional duties shall be performed by employee during the period beginning on the first day of the 2022-2023 adopted school calendar and ending on the last day of the 2022-2023 adopted school calendar.

In consideration of these additional duties performed by said Employee, the Board promises and agrees to pay the Employee the sum of \$«Annual_Salary».

The salary will be paid in accordance with salary schedules adopted by the Board and in effect at the time service is performed and will be only for services actually performed.

This supplemental limited contract will terminate upon the termination of the Employee's regular contract.

This supplemental limited contract may be declared null and void by the Board in the event the school where the service was to be performed is closed. No advance notice of this declaration is necessary.

This contract is offered for a period of fifteen (15) days from the date below and failure to execute this contract within such time period will nullify the contract.

The person named herein must possess a valid Ohio Teaching Certificate.

If the position is for a "sport-type" activity, including all sports, marching band, drill team, and cheerleading, the following requirements must be met before the appointee may begin performing his/her duties and must be met for the entire duration of the season. In addition, the following must be issued on or before the first practice date of the sport/activity to be performed:

- Completion of an approved CPR class conducted by the American Red Cross, the American Heart Association, or similar entity.
- Completion of a Sports Medicine course, National Federation of High Schools (NFHS) First Aid for Coaches course or American Red Cross Sports Safety First Aid course.
- Completion of a Bloodborne Pathogen Exposure Training course conducted by a Columbus City Schools Nurse or Athletic Trainer. (Football, Soccer, Basketball and Wrestling Coaches only.)
- A Pupil Activity Permit (PAP) issued by the Ohio Department of Education or an application for a PAP must be sent to the Ohio Department of Education. A valid PAP must be received by the Department of Human Resources prior to any monetary compensation issued to the coach/advisor.
- Completion of a NFHS Fundamentals of Coaching course (not applicable if PAP issued prior to January 1, 2010).
- Possession of a valid Ohio Teaching Certificate.

The person named herein is not eligible to be paid prior to receipt of the above documents (relevant to the sport/activity to be performed) in the Department of Human Resources.

Violations will render this supplemental contract null and void and a break in any continuous service provision.

BOARD OF EDUCATION OF THE CITY
SCHOOL DISTRICT, COLUMBUS, OHIO

Signature of «First_Name» «Last_Name»

«Employee»

Employee ID Number

Date Signed

President

Treasurer

RETURN SIGNED CONTRACTS TO: STRATEGIC STAFFING @ 3700 S. HIGH ST
ATTN: SUPPLEMENTAL CONTRACTS

«Location_Description»

REVISED 06/17

«Last_Name», «First_Name»

Office Referral Form

Columbus City Schools Office Referral Form



Student Name _____

Date _____ Time _____

Grade Level: Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Referring Staff _____

School _____

Incident Location

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Auditorium | <input type="checkbox"/> Library |
| <input type="checkbox"/> Bus | <input type="checkbox"/> Office |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Parking Lot |
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Playground |
| <input type="checkbox"/> Entrance/Exit | <input type="checkbox"/> Restroom |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> _____ |

LEVEL I Behavior

- Disruptive Behavior
- Dress Code Violation
- Electronic Communication Devices
- Forgery/Fraud/False Identification
- Gambling
- Profanity
- Tobacco/Smoking
- Absenteeism
- Tardiness
- Truancy

LEVEL II Behavior

- Bullying/Harassment/Threats
- Cheating/Plagiarism
- Extortion
- Fighting
- Firearms Look-Alike
- Improper Operation of a Vehicle
- Insubordination
- Sexual Misconduct
- School Bus Disruption
- Theft
- Trespassing
- Unauthorized Use of the Internet
- Vandalism

LEVEL III Behavior

- Alcohol/Drug Possession/Use/Sale
- Arson
- Explosives
- False Alarms/Bomb Threats
- Firearms
- Physical Assault
- Serious Bodily Injury
- Sexual Offenses
- Volatile Act
- Weapons Other Than Firearms

Comments _____

Repeated Behavior Previous Corrective Measures: Office Referral Time-Out/PEAK Conference Parent Conference SAIL Referral/IAT
Other _____

Administrative Action

- | | |
|--|--|
| <input type="checkbox"/> Loss of Privilege _____ | <input type="checkbox"/> PALS |
| <input type="checkbox"/> Time-Out/PEAK _____ | <input type="checkbox"/> ISS In-School Suspension (____ days) |
| <input type="checkbox"/> Conference with Student _____ | <input type="checkbox"/> OSS Out-of-School Suspension (____ days) |
| <input type="checkbox"/> Parent Contact _____ | <input type="checkbox"/> SAIL Referral/IAT |
| <input type="checkbox"/> _____ | <input type="checkbox"/> Referral to Hearing Office |

Sch180 Rev. 3/25/11
Form #200308

Administrator

Date

Teacher/Staff

Date

Classroom Teacher's Copy

Behavioral Referral (Instructions)



1

Navigate to Campus Tools: There are two main modules in Infinite Campus called Campus Tools and Campus Instruction. You must be in the Campus Tools module to enter a Behavior Referral. Click on the drop down menu and select "Campus Tools" from the menu.



2

Open the Behavior Referral Module:
Path: Index>Behavior>Behavior Referral
Select **New** to enter a new referral.



3

Date and Time of Incident: Defaults to current date and time.

Context: Record the setting in which the incident occurred
Location: A drop-down list providing a choice of locations.

Notify: Select one or more behavior managers.

Details: Narrative of the incident. Enter the narrative of the behavior without using student names. Names will be added on the Events and Participants in the next step. It is important that confidential information is not entered in the details field.

Add Event/Participant: Click

Add Event/Participant to add the event and participant in Step 4. Once you click Add Event/Participant, your screen will look like this:



Event and Participant Details

Event Details
Event Type

4

Enter Event Type & Participant(s):
Select an Event Type from the List Provided

Note: If the behavior event selected was one of these event types:

- Level II-Fighting/Threats
- Level III-Volatile Act
- Level III-Physical Assault

AND

The event involved violence directed at another person, you will need to select who the violence was directed at in the "Violence Directed At" field.

Add Participants-Offenders, Participants, Witness or Victim

Add Details-pertaining to the student's participation in the incident.

Save Draft-This will return you to the Incident Details screen.



5

Review and Submit the Incident:

After you save the draft, you will be returned to the Incident details screen:

Select the Incident by clicking on the one you want to review.

Review information Be sure to review all information in the referral, as once it is submitted, the referral cannot be modified in the behavior referral tool. The behavior manager will then be in charge of reviewing and assigning any resolutions through the behavior management tool.

if you do need to make any changes, do it before you submit by clicking on the event.

Submit Click on the "Submit" button when you are ready to submit. The behavior manager will not receive the referral until you submit the referral.



Behavioral Referral

10/17/2019 Infris Campus
District Edition 41205054-RDICAL ST...ES 6 | 10:20 Wednesday, MS

Behavior Referral
Save Draft Submit Delete New

Search Campus Tools

- Katherine Mrva
 - Links
 - Student Information
 - Census
 - Behavior
 - Behavior Referral**
 - Attendance
 - Scheduling
 - Grading & Standards
 - Program Admin
 - Ad Hoc Reporting
 - System Administration
 - Messenger
 - Access Log

Incident Detail Information
This section stores information specific to the incident and will be shared on all participants behavior tab.

*Alignment Discipline ▼	*Date of Incident [Date]	*Time of Incident 10:39 AM
*Title [Text]		*Notify (CTRL-click or SHIFT-click to select multiple) [Form]
Context [Form]		
Content Description [Form]		
Location [Form]		
*Starting ID# [Form]		
*Details [Form]		
*Damages \$ [Form]		

Events and Participants
This section will store event and participant information. Event Details will be shared across participants. Participant Details will only be displayed on that person's behavior tab.

Add Event/Participant Add Behavior Response

<https://campus.columbus.k12.oh.us/campus/main.jsf> 1/1

Behavioral Detail Report

Behavior Detail Report

Name: [REDACTED] Grade: 07

19-20 [REDACTED] MS

Total Demerits/Points: 0

Alignment: Discipline
Date/Time: [REDACTED] **Submitted:** 09/11/2019 3:31 PM
Damages: 0.00 **Submitted By:** [REDACTED]
Location: Off campus: School bus
Location Description:
Context: On the way from school
Context Description:
Incident Details: [REDACTED]
Event 1: Level II - Bullying/Harassment Other
Role: Victim **Demerits/Points:** 0
Injury: No Injury
Injury Description:
Medical Service Provided: No
Participant Details: [REDACTED]
Harassment Details: **Type:** Other **Description:** [REDACTED]
Resolution 1: PBIS-Parent contact
Assign Date: [REDACTED]
Start Date: [REDACTED] **Start Time:** 3:37 PM
End Date: [REDACTED] **End Time:**
Behavior Admin Staff Name: [REDACTED]
Resolution Details: Parent Contact

Parent/Guardian Date

Student Date

Removal of Student from Curricular or Extra Curricular Activity Memorandum and Form

MEMORANDUM

TO: Building Principals
CEA Senior Faculty Representatives

FROM: Karen Balko, Negotiator, Columbus Board of Education
Rick Logan, Negotiator, Columbus Education Association

DATE: November 13, 1992

In the most recent round of contract negotiations Article 208.04 was modified. This article now reads as follows:

The removal of a student from a curricular or extra curricular activity by a teacher shall be processed according to the provisions set forth in Section 3313.66 of the Ohio Revised Code. A teacher removing a student according to this provision shall communicate such action on a mutually developed form.

Attached to this memorandum is the mutually developed form referenced in the above contract provision. The intention of the parties during the bargaining process was to bring order to the way this provision of the law is invoked by teachers and processed by administrators.

This process should be initiated only in circumstances where a teacher has repeatedly attempted to correct a student's behavior and feels that the presence of the student in the class or extra curricular activity poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. This form is not a substitute for the Corrective Measures Communication Form (SCH 190).

Please note the teacher's responsibility to attach documentation regarding prior attempts to correct student behavior when submitting reasons for removal to the principal.

Fifty of these forms are being sent to every building. They should be placed in a convenient place for teachers so that they may access one when necessary.

KB:jn
Attachment

Columbus Public Schools REMOVAL FROM A CURRICULAR OR AN EXTRACURRICULAR ACTIVITY

REMOVAL

The presence of the student indicated below poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process.

Student Name _____

Class/Extracurricular Activity _____

Date _____ Time _____

As soon as practicable, I will submit the reasons for such removal and additional required documentation.

Teacher's Signature _____

REASONS FOR REMOVAL

(This portion of the form must be completed and submitted to the principal or his/her designee as soon as practicable.)

I removed this student from my class/supervised extracurricular activity because:

Attach all documentation that demonstrates your prior attempts to correct the student's behavior. This documentation must include, but is not limited to, classroom behavioral modification plans, parental conferences/phone calls/written communications, and copies of the Corrective Measure Communication Forms (School Form 190).

Date _____ Time _____ Teacher's Signature _____

HEARING

(This section is to be completed by the building principal or his/her designee. A hearing must be held within three (3) school days from the time the initial removal is ordered. The teacher is required to attend the hearing.)

Hearing Date _____ Time _____

Check one: Student will not be reinstated until after the hearing.

Student will be reinstated prior to the hearing (The teacher may request in writing reasons for this reinstatement)

Date _____ Principal or Designee's Signature _____

Submit copy at time of removal. Send an additional copy to the principal for routing after you have completed the Reasons for Removal section and attached supporting documentation. Keep a copy for your files.

Report to Principal of Parent Conference

Cat. No. 200358

COLUMBUS PUBLIC SCHOOLS
Report to Principal of Parent Conference



Student _____ H.R. _____ Teacher(s) _____

Grading Period 1 2 3 4 5 6 Date _____ Time _____

Location of Conference Home School Phone _____

Parent or Guardian Name(s) _____

Reason(s) for Conference:

Failing Grade in _____

Disciplinary Problem Other _____

Cooperation: Cooperative Uncooperative

Summary of Conference: (Optional) _____

Proposed Action: (Optional)

(Use other side if necessary)

19

Primary Grade Card Sample

COLUMBUS CITY SCHOOLS GRADE KG REPORT CARD 2019-2020

Page 1 of 2

Student: _____
School: _____

ATTENDANCE				
Term	Q1	Q2	Q3	Q4
Days Present	0	0	0	0
Days Absent	0	0	0	0
tardy	0	0	0	0

Academic Performance Level for Elementary Schools	
Name	Score
Exceeds the standard	4
Meets the standard	3
Progressing toward standard	2
Working below the standard	1
No enough work to score	0
Not taught (at this school)	NA
Not evaluated this period	N

Academic Performance Level for Effort	
Name	Score
Consistently focused	4
Usually focused	3
Sometimes focused	2
Hardly focused	1
No evidence of effort	0

Academic Performance Level for Work and Social Behavior	
Name	Score
Excellent	5
Satisfactory	3
Improvement needed	1
Unsatisfactory	0

Academic Performance Level for Reading Level	
Name	Score
At Grade Level	A1
Above Grade Level	A2
Below Grade Level	B1

Parent/Guardian of _____

	Term			
	Q1	Q2	Q3	Q4
Foundational Skills (sounds, syllables, sounds phonics, fluency)				
Key Ideas & Details (plot, text, author's craft)				
Craft & Structure (text structures, authors main purpose, point of view)				
Integration of Knowledge & Ideas (analyze, compare & contrast text)				
Reading Effort				

	Term			
	Q1	Q2	Q3	Q4
Current Reading Level				

	Term			
	Q1	Q2	Q3	Q4
Writing Types and Purposes (Write for different purposes)				
Production and Distribution of Writing (drafts, revise, edit, publish)				
Research to Build and Present Knowledge				
Writing Effort				

	Term			
	Q1	Q2	Q3	Q4
Uses correct grammar when writing and speaking				
Uses correct capitalization, punctuation and spelling when writing				
Vocabulary acquisition and Use				
Language Arts Effort				

	Term			
	Q1	Q2	Q3	Q4
Comprehension and Collaboration				
Speaking Effort				

	Term			
	Q1	Q2	Q3	Q4
Presentation of Knowledge and Ideas (Speaking)				
Speaking and Listening Effort				

	Term			
	Q1	Q2	Q3	Q4
Counting and Cardinality				
Number and Operations Base Ten				
Operations and Algebraic Thinking				
Geometry				
Measurement and Data				
Mathematics Effort				

	Term			
	Q1	Q2	Q3	Q4
Earth and Space Sciences				
Life Sciences				
Physical Sciences				
Science Inquiry and Application				
Science Effort				

	Term			
	Q1	Q2	Q3	Q4
History				
Government				
Civics				
Geography				
Social Studies Effort				

	Term			
	Q1	Q2	Q3	Q4
Art Achievement				
Art Effort				

UNIFIED ARTS				
	Term			
	Q1	Q2	Q3	Q4
GENERAL MUSIC				
General Music Achievement				
General Music Effort				
HEALTH				
Health Achievement				
Health Effort				
PHYSICAL EDUCATION				
Physical Education Achievement				
Physical Education Effort				
See T Comments				
ADDITIONAL CCS-APPROVED INSTRUCTION				
	Term			
	Q1	Q2	Q3	Q4
WORLD/LANGUAGE				
World Language Achievement				
World Language Effort				
WORK AND SOCIAL BEHAVIOR				
	Term			
	Q1	Q2	Q3	Q4
Works well independently				
Works well with others				
Demonstrates self-discipline				
Completes class work				
Completes homework				
See T Comments				
Participates in classroom activities & discussions				
Listens and follows directions				
Respects rights and property of others				
COMMENTS				
	Term			
	Q1	Q2	Q3	Q4
Report Card Comments				
See T Comments				

Grade KG Report Card 2019-2020 for _____

Page 2 of 2

COMMENTS				
	Term			
	Q1	Q2	Q3	Q4
Student attendance is determined by the actual number of minutes missed, including tardy to school and early leaves, so you may see a fractional number for student absent/present days.				

Promotion to fourth grade is based on a benchmark score on the American Institutes for Research (AIR) Assessment in English Language Arts or a state approved alternative reading assessment.

Placement for 2020-2021

Your child will be assigned to the _____ grade.

Teacher Signature _____

Principal Signature _____

Parent Signature _____

COMMENTS				
	Term			
	Q1	Q2	Q3	Q4
Report Card Comments				
See T Comments				

Intermediate Grade Card Sample

COLUMBUS CITY SCHOOLS GRADE 05 REPORT CARD 2019-2020

Page 1 of 2

Student: _____
School: _____

ATTENDANCE				
Term	Q1	Q2	Q3	Q4
Days Present	0	0	0	0
Days Absent	0	0	0	0
Months Tardy	0	0	0	0

Academic Performance Level for Elementary Schools	
Name	Score
Exceeds the standard	4
Meets the standard	3
Approaching the standard	2
Working below the standard	1
Not enough work to score	0
Not enough work to score	0
Not enough work to score	0
Not enough work to score	0

Academic Performance Level for Effort	
Name	Score
Consistently focused	4
Usually focused	3
Sometimes focused	2
Rarely focused	1
No evidence of effort	0

Academic Performance Level for Work and Social Behavior	
Name	Score
Excellent	5
Satisfactory	4
Improvement Needed	3
Unsatisfactory	2

Academic Performance Level for Reading Level	
Name	Score
At Grade Level	27
Above Grade Level	48
Below Grade Level	26

Parent/Guardian of _____

READING				
Term				
	Q1	Q2	Q3	Q4
Foundational Skills (sounds, syllables, sounds, phonics, fluency)				
Key Ideas & Details (infer, cite, comprehend on reader writing & print)				
Term 1 Comments:				

Craft & Structure (with structure, author's main purpose, & point of view)				
Term 1 Comments:				
Integration of Knowledge & Ideas (text, media, graphics & connect text)				
Term 1 Comments:				
Reading Effort				
Term 1 Comments:				

READING LEVEL				
Term				
	Q1	Q2	Q3	Q4
Current Reading Level				
Term 1 Comments:				

WRITING				
Term				
	Q1	Q2	Q3	Q4
Writing Types and Purposes (write for different purposes)				
Term 1 Comments:				

Production and Distribution of Writing (write, revise, edit, publish)				
Term 1 Comments:				
Research to Build and Present Knowledge				
Term 1 Comments:				
Writing Effort				

LANGUAGE ARTS				
Term				
	Q1	Q2	Q3	Q4
Uses correct grammar when writing and speaking				
Term 1 Comments:				

Uses correct capitalization, punctuation and spelling when writing				
Term 1 Comments:				

Vocabulary acquisition and use				
Term 1 Comments:				

SPEAKING AND LISTENING				
Term				
	Q1	Q2	Q3	Q4
Comprehension and Collaboration (listening)				
Production of Knowledge and Ideas (speaking)				
Term 1 Comments:				

Speaking and Listening Effort				
Term 1 Comments:				

MATHEMATICS				
Term				
	Q1	Q2	Q3	Q4
Number and Operations: Fractions				
Number and Operations in Base Ten				
Term 1 Comments:				
Operations and Algebraic Thinking				
Geometry				
Measurement and Data				
Mathematics Effort				

Grade 05 Report Card 2019-2020 for _____

Page 2 of 2

SCIENCE				
Term				
	Q1	Q2	Q3	Q4
Earth and Space Sciences (see T-Collection)				
Term 1 Comments:				
Life Sciences				
Term 1 Comments:				
Physical Sciences				
Term 1 Comments:				
Science Inquiry and Application				
Term 1 Comments:				
Science Effort				
Term 1 Comments:				

SOCIAL STUDIES				
Term				
	Q1	Q2	Q3	Q4
History				
Government				
Geography				
Economics				
Social Studies Effort				

UNIFIED ARTS				
Term				
	Q1	Q2	Q3	Q4
ART				
Art Effort				
GENERAL MUSIC				
General Music Achievement				
General Music Effort				
HEALTH				
Health Achievement				
Health Effort				
PHYSICAL EDUCATION				
Physical Education Achievement				
Physical Education Effort				

ADDITIONAL CCS-APPROVED INSTRUCTION				
Term				
	Q1	Q2	Q3	Q4
WORLD LANGUAGE				
World Language Achievement				
World Language Effort				

WORK AND SOCIAL BEHAVIOR				
Term				
	Q1	Q2	Q3	Q4
Works well independently				
Works well with others				
Demonstrates self-discipline				
Completes class work				
Contributes to groups				
Participates in classroom activities & discussions				
Listens and follows directions				
Respects rights and interests of others				

COMMENTS				
Term				
	Q1	Q2	Q3	Q4
Report Card Comments				
Term 1 Comments:				

Student attendance is determined by the actual number of minutes missed, including tardy to school and early leaves, so you may see a fractional number for student absent/present days.

Placement for 2020-2021
Your child will be assigned to the _____ grade.

Teacher Signature _____

Principal Signature _____

Parent Signature _____

Grievance

Columbus Public Schools GRIEVANCE		(Certificated Teaching Personnel)
+	The Association on behalf of the affected bargaining unit members at	
	Grievant's Name _____	(Please print)
	Statement of Grievance: See Attached	
	Section of Agreement or Policy, Rule or Procedure claimed to have been violated: Including, but not limited to Articles _____	
Date, Time and Location of Occurrence: Ongoing since _____		
Relief Requested: _____		
See Attached _____		
STEP 1	Presented to Principal/Supervisor: _____	
	Date	Grievant's Signature
	Disposition _____	

Response Date: _____		
Principal/Supervisor		
STEP 2	I hereby request that my grievance be forwarded to Step 2.	
	Presented to Principal/Supervisor _____	
	Date	Grievant's Signature
	Date received by Superintendent _____	
	Disposition _____	

Response Date: _____		
Superintendent/Designee		
ARBITRATION	The Association requests that this grievance be submitted for arbitration.	
	Association President/Designee Signature _____	
	Date Received by Superintendent:	Date
Submit in triplicate WHITE-Routing Copy CANARY-Principal's Copy PINK-Building Rep. Copy GOLDEN ROD-Grievant's Copy		

Prior Employment Verification Form



Talent Department
 Strategic Staffing
 3700 South High Street
 Columbus, OH 43207
 Tel: (614) 365-5000
 Fax: (614) 365-8332

Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

PRIOR EMPLOYMENT VERIFICATION FORM EMPLOYEE SECTION

COMPLETE THIS SIDE OF THE FORM **ONLY** AND FORWARD ONE FORM TO EACH FORMER EMPLOYER. This applies to all teachers (teachers are nurses, librarians, school counselors, school psychologists, occupational therapists, speech pathologists, physical therapists, school social workers, or other position titles which hold a one-year limited or continuing contract and is a member of the CEA bargaining unit).

EMPLOYEE'S NAME: _____ SS# _____

ADDRESS: _____

Street City State Zip Code

For experience credit to be granted for the current school year, Columbus City Schools must receive verification no later than the last working day of the current contract period. If resigning before completing the current contract period, verification must be received before the resignation date.
 Employee Signature is required below:

BY MY SIGNATURE, I ACKNOWLEDGE THAT IT IS MY RESPONSIBILITY TO OBTAIN COMPLETE WRITTEN EMPLOYMENT VERIFICATION(S) FROM MY PREVIOUS EMPLOYER(S) AND SUBMIT THE COMPLETED INFORMATION TO THE HUMAN RESOURCES DEPARTMENT. I ALSO AUTHORIZE THE RELEASE OF ALL INFORMATION REQUESTED ON THE REVERSE SIDE OF THIS FORM TO COLUMBUS CITY SCHOOLS.

SIGNATURE _____ Date _____

PLACEMENT ON THE COLUMBUS CITY SCHOOLS SALARY SCHEDULE WILL BE BASED ON ACCEPTABLE VERIFIED EXPERIENCE.

EMPLOYEE MUST SUBMIT THE COMPLETED FORM TO:

HR@columbus.k12.oh.us

Please be advised that the employee must send this document to each employer via email and Copy (CC) the HR@columbus.k12.oh.us email box. Forms must be returned the same.

Human Resources Supporting Vision: Maximizing Human Capital for Student Success

The Columbus City School District does not discriminate based upon sex, race, color, national origin, religion, age, disability, sexual orientation, gender identity/expression, ancestry, familial status, or military status with regard to admission, access, treatment, or employment. This policy is applicable in all districts programs and activities.

VERIFYING EMPLOYER, PLEASE COMPLETE THIS SIDE

REQUEST FOR VERIFICATION OF PRIOR FULL-TIME EMPLOYMENT RETURN COMPLETED FORM TO THE EMPLOYEE

The individual whose name appears on the reverse side of this form is employed by Columbus City Schools. To establish correct Ohio Certification and salary placement, it is necessary to verify previous professional employment. Please complete this form to provide verification of employment in your school system, business, or institution. Your assistance in establishing a correct service record for this employee is appreciated.

Employee's Name _____ SSN: _____

The following information is needed to determine salary placement of the above-named individual. List FULL-TIME and CONTINUOUS employment only. Use separate lines if there is a break in service. If you need more space, please duplicate this form. Also please indicate any unpaid leaves of absence with beginning date and ending date.

Start Date MM/DD/YYYY	End Date MM/DD/YYYY	Position Title	Hours Worked Per Week	CCS Use Only Years Awarded
Description of job duties:				
IMPORTANT! PLEASE COMPLETE BOX BELOW! TEACHING OR SUBSTITUTE TEACHING EXPERIENCE ONLY (If you did not complete 120 days within a school year, the time will not count)				
1.) Did this position require a teaching certificate or professional license? <input type="radio"/> Yes <input type="radio"/> No (If yes, please complete 2,3 and 4) (If No, please complete company name/school district)				
2.) Did employee have a continuing contract as a teacher <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A				
3.) If an employee was a substitute teacher, enter total days worked in space above				
4.) For employers and school districts, is your school district <input type="radio"/> Public or <input type="radio"/> Private?				

Company/School District Name & Address:

Name _____ Signature of Verifying Official _____
 Address _____ Title of Verifying Official _____
 City _____ State _____ Zip Code _____ Telephone Number _____



TO PROVE AUTHENTICITY, THIS DOCUMENT MUST BE RETURNED TO THE EMPLOYEE AND COPY (CC) THE [HR@COLUMBUS.K12.OH.US](mailto:HR@columbus.k12.oh.us) EMAIL BOX.

The Columbus City School District does not discriminate based upon sex, race, color, national origin, religion, age, disability, sexual orientation, gender identity/expression, ancestry, familial status, or military status with regard to admission, access, treatment, or employment. This policy is applicable in all districts programs and activities.

Fee Waiver Application

FEE WAIVER APPLICATION

IMPORTANT INFORMATION:

APPLICATION FILING PROCESS:

Complete online form before the deadline to ensure your application is received on time.

AUTHORIZATION:

A letter will be sent to all applicants who applied for a fee waiver approximately two to three weeks after the deadline.

PENALTIES:

Do not request a fee waiver unless you plan to use it. Teachers who apply for fee waivers but do not complete course work will lose rights to fee waivers for the next three consecutive semesters.

DEADLINE TO SUBMIT FEE WAIVER APPLICATIONS IS MONDAY, NOVEMBER 18, 2019

IMPORTANT DATES FOR REGISTRANTS AT OHIO STATE UNIVERSITY FOR SPRING 2020

Spring Session
Classes Begin:
January 6, 2020

Regularly Scheduled
Classes End:
April 20, 2020

Last day to pay fees:
December 30, 2019

Spring Commencement:
May 3, 2020

SPRING SEMESTER 2020 APPLICATION

ONLY "MEMBERS OF THE BARGAINING UNIT" AND ADMINISTRATORS ARE ELIGIBLE FOR FEE WAIVERS

ARE YOU A CEA MEMBER? YES NO

OHIO STATE UNIVERSITY

SECOND CHANCE OSU

GRADUATE OR UNDERGRADUATE:

GRADUATE

UNDERGRADUATE

CREDIT HOURS:

1 2 3 4 5 6

More Hours

Fee waivers for Ohio State University will be issued on a **PRIORITY** basis* according to Article 802 of the Board/CEA Agreement and will be limited to one fee waiver to cover the cost of one course or partial cost of one course.

Your OSU ID number is an 8-9 digit number.

Course Name:

Course Number:

Please click the box which corresponds with your current status.

DOCUMENTATION MUST BE UPLOADED AT THE TIME YOU COMPLETE A FEE WAIVER APPLICATION IF YOU ARE A PRIORITY I OR A PRIORITY II.

Fee waivers will be issued according to the following priorities and stipulations:

PRIORITY I

Present full-time professional staff members in M.A. or Ph.D. program who **must** finish course work during the upcoming semester or lose credits, and present full-time professional staff members, including vocational teachers, who must attend the university to maintain their present position because of licensure requirements.
DOCUMENTATION REQUIRED: copy of expiring license or letter verifying from university that you will lose credits.

PRIORITY II

Professional staff members on sabbatical leaves. (Such staff members shall be given sufficient script for full time attendance, subject to availability.) **Priority II also includes certificated staff enrolled in a Master, Doctorate or Endorsement Program in a College of Education.**
DOCUMENTATION REQUIRED: a letter verifying that you are currently in a Master, Doctorate or Endorsement Program on college letterhead.

11/1/2019

Fee Waiver Application

PRIORITY III

All other applicants, not in priority Groups I and II listed above, shall be considered on the basis of seniority in the Columbus City School System.

NAME:

CCS ID:

OSU ID:

LOCATION:

Save


Certificated Professional Leave Request Form

<p style="font-size: small; margin: 0;">#3002: 10:10 AM 2042 CEA Professional Leave Request</p> <h2 style="text-align: center; margin: 10px 0;">22-23 CEA Professional Leaves Request</h2> <p style="font-size: x-small; margin: 0;">Prior to completing the CEA Professional Leave Request, please read the Guidelines & Schedule located on the CCS website @ https://www.ccs.k12va.gov/Portals/0/Forms/2022-23_CEA_Professional_Leaves_Request_Form.pdf</p> <p style="font-size: x-small; margin: 0;">THIS REQUEST MUST BE APPROVED BY YOUR ADMINISTRATION IN ORDER TO BE SUBMITTED TO THE COMMISSION. IT IS YOUR RESPONSIBILITY TO FOLLOW-UP WITH YOUR ADMINISTRATION, IF YOU DO NOT RECEIVE AN APPROVAL CONFIRMATION EMAIL.</p> <p style="font-size: x-small; margin: 0;">I hereby request permission to attend the following conference/activity in accordance with Board policies and Administrative regulations and directives.</p> <p style="font-size: x-small; margin: 0;">* Required</p> <p style="font-size: x-small; margin: 0;">* This form will record your name. Please fill your name.</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">1. Today's Date *</p> <p style="font-size: x-small; margin: 0;">Please input date (MM/DD/YYYY) <input style="width: 100%; height: 15px;" type="text"/></p> <p style="margin: 10px 0;">2. Last Name *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="font-size: x-small; margin: 0;">https://forms.office.com/pages/responsepage.aspx?id=7a2042b2-2222-4222-8222-222222222222&route=WebPage-Office365-214</p>	<p style="font-size: small; margin: 0;">#3002: 10:10 AM 2042 CEA Professional Leave Request</p> <p style="margin: 10px 0;">3. First Name *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">4. Employee ID# *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">5. Employee Vendor#</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">6. CCS Email Address *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">7. Department & Location *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">8. Enter Employment Hire Date *</p> <p style="font-size: x-small; margin: 0;">Please input date (MM/DD/YYYY) <input style="width: 100%; height: 15px;" type="text"/></p> <p style="font-size: x-small; margin: 0;">https://forms.office.com/pages/responsepage.aspx?id=7a2042b2-2222-4222-8222-222222222222&route=WebPage-Office365-214</p>
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<p style="font-size: small; margin: 0;">#3002: 10:10 AM 2042 CEA Professional Leave Request</p> <p style="margin: 10px 0;">9. Position *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">10. Did You Receive Funds in 21-22? *</p> <p style="font-size: x-small; margin: 0;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin: 10px 0;">11. How Much Did You Receive? *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">12. Supervisor's Name *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">13. Supervisor's CCS Email Address *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="font-size: x-small; margin: 0;">https://forms.office.com/pages/responsepage.aspx?id=7a2042b2-2222-4222-8222-222222222222&route=WebPage-Office365-214</p>	<p style="font-size: small; margin: 0;">#3002: 10:10 AM 2042 CEA Professional Leave Request</p> <h3 style="margin: 0;">Conference/Activity Information</h3> <p style="margin: 10px 0;">14. Conference/Activity Name *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">15. Conference/Activity Location *</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">16. Start Date of Conference/Activity *</p> <p style="font-size: x-small; margin: 0;">Please input date (MM/DD/YYYY) <input style="width: 100%; height: 15px;" type="text"/></p> <p style="margin: 10px 0;">17. End Date of Conference/Activity *</p> <p style="font-size: x-small; margin: 0;">Please input date (MM/DD/YYYY) <input style="width: 100%; height: 15px;" type="text"/></p> <p style="margin: 10px 0;">18. Select the appropriate purpose. *</p> <p style="font-size: x-small; margin: 0;"> <input type="checkbox"/> Attend general/professional activity <input type="checkbox"/> Represent school district as an officer, committee member, evaluator, etc. <input type="checkbox"/> Presenter </p> <p style="font-size: x-small; margin: 0;">https://forms.office.com/pages/responsepage.aspx?id=7a2042b2-2222-4222-8222-222222222222&route=WebPage-Office365-214</p>
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<p style="font-size: small; margin: 0;">#3002: 10:10 AM 2042 CEA Professional Leave Request</p> <p style="margin: 10px 0;">19. Provide a brief description of conference/activity *</p> <input style="width: 100%; height: 20px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">20. Provide educational rationale of conference/activity *</p> <input style="width: 100%; height: 20px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">21. Please upload the following documents: descriptive conference/activity brochure and/or agenda *</p> <div style="border: 1px solid #ccc; padding: 5px; font-size: x-small; margin: 5px 0;"> <p>Upload file</p> <p>File: Number: 1; Single file; Size: 1GB; Allowed file types: Word, Excel, PDF, PPT, Image, Video, Audio</p> </div> <p style="font-size: x-small; margin: 0;">https://forms.office.com/pages/responsepage.aspx?id=7a2042b2-2222-4222-8222-222222222222&route=WebPage-Office365-214</p>	<p style="font-size: small; margin: 0;">#3002: 10:10 AM 2042 CEA Professional Leave Request</p> <h3 style="margin: 0;">Purchase Order Information</h3> <p style="font-size: x-small; margin: 0;">A Purchase Order (PO) is processed to allow for payment of approved activity/conference. The PO is addressed to the Vendor as the vendor. The PO is to be provided to the company vendor travel agent to involve agent for registration and travel expenses. In addition, the PO is used to itemize reimbursement for any non-pocket expenses. Some companies do not accept POs which they are not the billed vendor. If this is the case, please the company provide an approved vendor with CCS and a request must be made to address the PO to the company. PLEASE confirm method.</p> <p style="margin: 10px 0;">22. Does the PO need to be addressed to a company? If so, please provide the company's name and CCS vendor#. If the company is not an approved vendor, the PO is unable to be addressed to them.</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="margin: 10px 0;">23. If only a portion of the requested funds is to be included in the PO to the company, provide that amount.</p> <input style="width: 100%; height: 15px; margin: 5px 0;" type="text"/> <p style="font-size: x-small; margin: 0;">https://forms.office.com/pages/responsepage.aspx?id=7a2042b2-2222-4222-8222-222222222222&route=WebPage-Office365-214</p>
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Certificated Professional Leave Request Form cont.

<p>9/20/2016 10:45 AM 2/24/2016 Professional Leave Request</p> <p>Acknowledgement</p> <p>45. I acknowledge I have read the CEA Professional Leaves Guidelines and Schedule and confirm that I understand and agree to comply with the program guidelines and schedule. *</p> <p><input type="checkbox"/> Yes</p> <p><small>https://forms.office.com/pages/default.aspx?SurveyID=6d1101c5-4500-4200-8000-000000000000 10/16</small></p>	<p>9/20/2016 10:45 AM 2/24/2016 Professional Leave Request</p> <p>Notification</p> <p>Thank you for your submission. Your supervisor will be notified of this request for their approval or rejection. An email will be sent from Professional Leave@ceda.net regarding the status of your request and additional information regarding the process.</p> <p>This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.</p> <p> Microsoft Forms</p> <p><small>https://forms.office.com/pages/default.aspx?SurveyID=6d1101c5-4500-4200-8000-000000000000 10/16</small></p>
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Application for Salary Change Due to Training Beyond the Bachelor's Degree

Human Resources Department

(614)365-5000

APPLICATION FOR SALARY CHANGE DUE TO TRAINING BEYOND A BACHELOR'S DEGREE

Name _____ Date _____

Employee ID# _____ Work Location _____
SHOWN AS THE FILE NUMBER ON YOUR PAY STUB

Employee Signature: _____

Email address (for notification): _____

NOTE: If your certificate is due to expire June 30 of THIS current school year and you intend to renew your certificate with coursework from the attached transcripts, **STOP!** You must submit SEPARATE OFFICIAL transcripts for BOTH salary increments AND renewal of certification or licensure. The Ohio Department of Education now requires official transcripts, and an official transcript must also be a part of your personnel file.

I am applying for the following salary increase: (check one):

- Bachelor's Plus** Total credit hours must equal 150 semester hours or 225 quarter hours. Attach official transcripts indicating all credits after your bachelor's degree.
- Master's Degree** Attach official transcripts indicating degree and date conferred. DO NOT have official transcripts mailed to this office from your college/university. Request they be mailed directly to you.
- Master's Degree plus 30 semester hours or 45 quarter hours.** Credits must be graduate-level courses in education or graduate level courses generally related to your area of certification. All credits toward this increment must be AFTER the date of the master's degree.
- Ph.D. Degree** Attach official transcripts indicating degree and date conferred. DO NOT have official transcripts mailed to this office from your college/university. Request they be mailed directly to you.

→ You will receive a confirmation email indicating your new salary and the date for Board approval.

HUMAN RESOURCES DEPARTMENT USE ONLY

EFFECTIVE DATE _____ BOARD DATE _____

CURRENT DEGREE _____ NEW DEGREE _____ PAY PLAN _____

YEARS _____ NEW SALARY RATE \$ _____ GRAD DATE _____

COLLEGE _____ SEM. HRS _____

TIME/DATE STAMP

Revised 12/30/2020

Certificated Leave of Absence Application



Columbus City Schools Application for Leave



CERTIFICATED STAFF & ADMINISTRATORS

Section 701.03(8) Board/CEA Agreement
 In the event the estimated duration of the absence is expected to be continuous for a period in excess of two weeks (10 days), or when an absence has been continuous for such a period, the teacher shall advise the administration of the estimated duration of disability by submitting the designated form to Human Resources by the tenth (10) day of absence and include a physician's statement. The teacher will provide the Office of Human Resources with written notice at least three school days before intending to return to the job.

Employee's Name (Please Print)		I.D. #	
Home Address		Phone	
City	State	Zip	E-mail
Work Location		Position (Teacher, etc.)	
Employee's Signature		Date	
Supervisor/Administrator's Signature		Date	

Signature of Supervisor/Administrator does not constitute approval of leave request

CHECK ALL THAT APPLY: (See reverse side of form for explanations and documentation requirements)

Applying for Family Medical Leave?*		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<input type="checkbox"/> Regular FML	<input type="checkbox"/> Intermittent FML	<i>Relationship if for family member</i>	
<input type="checkbox"/> Sick Leave (paid medical leave for):		<input type="checkbox"/> Self	<input type="checkbox"/> Family member - relationship
<input type="checkbox"/> Ill Health (unpaid medical leave for):		<input type="checkbox"/> Self	<input type="checkbox"/> Family member - relationship
Maternity/Paternity/Adoptive		Select one: <input type="checkbox"/> Maternity <input type="checkbox"/> Paternity <input type="checkbox"/> Adoptive	
<input type="checkbox"/> Assault Leave	Date of Assault	Incident Report Filed	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Worker's compensation	Date of Injury	Injury Report Filed	<input type="checkbox"/> Yes <input type="checkbox"/> No
Military Leave <input type="checkbox"/> Please request separate packet for FMLA Military Leave			
<input type="checkbox"/> Exchange Teaching		<input type="checkbox"/> Professional Study or Travel	
<input type="checkbox"/> Sabbatical Leave			
Special Leaves <i>Please check appropriate number</i> <input type="checkbox"/> Section 702.07 or <input type="checkbox"/> Section 702.10			
<input type="checkbox"/> Other (Section 702.10 o-4 702.15)		Please state reason:	

Paid Leave Dates			
Anticipated or Actual Effective Date of Absence: Month _____ Day _____ Year _____			
Should sick leave balance become exhausted during this medically certified period of absence you have the option of using your personal leave and vacation (if you accrue vacation), in that order? Do you wish to use your available:			
[1] Personal Leave <input type="checkbox"/> Yes <input type="checkbox"/> No [2] Vacation (if applicable) <input type="checkbox"/> Yes <input type="checkbox"/> No			
Current Estimated Return to Work Date: Month _____ Day _____ Year _____			
<input type="checkbox"/> YES, I am releasing my position & expect my leave to extend into the subsequent school year			
<input type="checkbox"/> NO, I do not wish to release my position			

Unpaid Leave Dates			
To the Superintendent of Schools: Today's Date _____			
I Hereby Request a Leave of Absence Beginning:		Month _____	Day _____ Year _____
And Extending Through:		Month _____	Day _____ Year _____

NOTE: All employees who are eligible will be placed on Family Medical Leave.

Sick Leave Bank Donation Form



**COLUMBUS CITY SCHOOL DISTRICT
CEA MEMBERS
SICK LEAVE BANK
APPLICATION TO JOIN/ DONATE**

LAST NAME FIRST NAME MI EMPLOYEE NUMBER

*NUMBER OF DAYS/HOURS BEING DONATED _____²
(Must be 2 days)

I freely donate the days/hours as indicated above to the CEA Sick Leave Bank. I am aware that these days will be deducted from my sick leave accrual and will NOT be counted as sick leave days used.

SIGNATURE:

EMPLOYEE _____ DATE _____ PHONE _____ BLDG _____

***2 days must be donated. For an hourly employee a day is the equivalent of the number of approved scheduled daily working hours.**

SICK LEAVE BANK COMMITTEE MEMBER SIGNATURE DATE

SEND FORM TO: leavesofabsence@columbus.k12.oh.us

DEADLINE TO SUBMIT IS FRIDAY, SEPTEMBER 30, 2022

Sick Leave Bank Loan Application



COLUMBUS
CITY SCHOOLS



Columbus Education Association

Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

SICK LEAVE BANK LOAN APPLICATION

NAME (please print): _____

ID #: _____

NUMBER OF DAYS REQUESTED (MAX. 10): _____

DATES OF LEAVE: _____

Obligations to the Bank must be repaid before additional days will accrue to the individual's earned sick leave balance.

Any alleged abuse of leave time will be investigated by the Committee. If a finding of abuse of the days granted by the Bank occurs, the employee will repay all of the sick leave credits drawn from the Bank, and the employee will be subject to other disciplinary action as determined by the school district.

An employee will lose the right to utilize the benefits of the Bank due to:

- Termination or suspension of employment with Columbus City Schools
- Cancellation of participation by the member on the proper form
- Transfer to a position in another union or association

An outstanding "loan balance" becomes due upon the employee's separation of service from Columbus City Schools.

I have read the terms stated above and agree to abide by such terms.

Signature: _____ Date: _____

COMMITTEE USE:

APPROVED: _____ DENIED: _____ DATE OF ACTION: _____

NUMBER OF DAYS APPROVED: _____

Committee Member Signature _____

Please return form to: Human Resources Administration or leavesofabsense@columbus.k12.oh.us

Human Resources Supporting Vision: Maximizing Human Capital for Student Success

The Columbus City School District does not discriminate based upon sex, race, color, national origin, religion, age, disability, sexual orientation, gender identity/expression, ancestry, familial status or military status with regard to admission, access, treatment or employment. This policy is applicable in all district programs and activities.

PR-01 Prior Written Notice to Parents

PR-01 PRIOR WRITTEN NOTICE TO PARENTS

CHILD'S INFORMATION

NAME: _____ DATE OF BIRTH: _____ DATE OF NOTICE: _____

This is to notify you of the district's action:

TYPE OF ACTION TAKEN

- Proposes to initiate an initial evaluation
- Refusal to initiate an evaluation
- Expedited evaluation
- Change of placement
- Change of placement for disciplinary reasons
- Proposes to change the identification, evaluation or educational placement of the child or provision of FAPE
- Refusal to change the identification, evaluation or educational placement of the child or provision of FAPE
- Reevaluation
- IEP issues/meetings where the parent(s) disagree with the district
- Revocation of Consent
- Due process hearing, or an expedited due process hearing, initiated by the district
- Graduation from high school
- Exiting high school due to exceeding the age eligibility for FAPE
- Other

2. A description of the action proposed or refused by the school district:

3. An explanation of why the school district proposes or refuses to take the action:

4. A description of other options that the IEP team considered and the reasons why those options were rejected:

5. A description of each evaluation procedure, assessment, record or report the school district used as a basis for the proposed or refused action:

6. A description of other factors that are relevant to the school district's proposal or refusal:

PROVISION OF PROCEDURAL SAFEGUARDS

As a parent of a child with a suspected or identified disability, you have procedural safeguard protection under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004. **You will be given a copy of your procedural safeguards once per year.** In addition, you will be given a copy of your procedural safeguards when you request a copy, when your child is referred for their first evaluation, when you request an evaluation for your child, when you file a formal written complaint or request a due process hearing and in accordance with the discipline procedures in 34 CFR 300.530(i).

If you have any questions about the action(s) described in this form, your rights as described in the Procedural Safeguards Notice, other related concerns, or you wish to obtain a copy of the Procedural Safeguards Notice, please contact the following:

Name: _____ Title: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____ E-mail: _____

School District: _____

PR-02 Parent Invitation

PR-02 PARENT INVITATION

TO: _____

DATE: _____

FROM: _____

WRITTEN NOTICE NUMBER: _____

I am inviting you to attend a meeting to discuss the educational needs of:

CHILD'S NAME: _____ DATE OF BIRTH: _____

PURPOSE FOR MEETING (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> To determine if a child has a suspected disability | <input type="checkbox"/> To discuss transition from early childhood to school-age programs |
| <input type="checkbox"/> To develop an evaluation plan | <input type="checkbox"/> To discuss transition from school-age to secondary programs/activities |
| <input type="checkbox"/> To determine eligibility for services as a child with a disability | <input type="checkbox"/> To discuss disciplinary matters |
| <input type="checkbox"/> To develop, review, and/or revise the student's IEP | <input type="checkbox"/> At your request to discuss: _____ |
| <input type="checkbox"/> To determine reevaluation needs | <input type="checkbox"/> Other: _____ |

THIS CONFERENCE WILL BE SCHEDULED AS A: (check all that apply)

- Face to face meeting Video conference Telephone conference/Conference Call

DATE: _____ TIME: _____ LOCATION: _____

OTHER PERSONS WHO HAVE BEEN INVITED TO ATTEND THIS MEETING INCLUDE:

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> Student | <input type="checkbox"/> Other |
| <input type="checkbox"/> Intervention Specialist | <input type="checkbox"/> School Psychologist | _____ |
| <input type="checkbox"/> Speech and Language Pathologist | <input type="checkbox"/> District Representative | _____ |

You are welcome to bring any information, including formal or informal test results, work samples, etc., to the meeting. You may bring someone who has knowledge or special expertise regarding your child or someone to assist you at the meeting.

If you would like to schedule the conference at a different time, date, or location, or schedule a different type of meeting, or if you require an interpreter, please contact:

CONTACT: _____ PHONE: _____

02/17

RESPONSE TO PARENT INVITATION

COMPLETE AND RETURN TO THE CHILD'S SCHOOL

CHILD'S NAME: _____

DATE OF BIRTH: _____

- I will attend/participate I will not attend/participate

- Another/Others will accompany me (optional)

I would like the location of this meeting changed to: _____

I would like to change the type of meeting to: _____

I would like this meeting rescheduled for the following suggested date and time: _____

- A bilingual or sign language interpreter is requested.

Desired language/mode of communication _____

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

PR-02 PARENT INVITATION FORM REVISED BY ODE December 1, 2017

PAGE 1 of 1

Attempts to Obtain Parent Participation

OP-9 Attempts to Obtain Parent Participation (Optional Form) District Name

Child's Name: [Redacted]
Date of Meeting: [Redacted]

Student ID: [Redacted]

Grade: [Redacted]

Determination of Suspected Disability

Initial IEP

Annual Review of IEP

Evaluation/Reevaluation

Other: [Redacted]

Meeting proposed for: Date: [Redacted] Time: [Redacted] Location: [Redacted]

Documentation of Attempts to Contact Parents

Forms of Contact	Date(s)	Outcome
Correspondence	[Redacted]	[Redacted]
Telephone Calls	[Redacted]	[Redacted]
Home Visits	[Redacted]	[Redacted]
Outreach Activities	[Redacted]	[Redacted]
Other	[Redacted]	[Redacted]

Evaluation Team Report School Age Evaluation Planning Form

ETR Evaluation Team Report

District: _____

SCHOOL AGE EVALUATION PLANNING FORM (Required)

DATE OF PLAN: _____

INITIAL EVALUATION REEVALUATION

CHILD'S NAME: _____ ID NUMBER: _____ DATE OF BIRTH: _____

TEAM CHAIRPERSON: _____

TEAM MEMBERS: _____

SUSPECTED DISABILITY(IES): _____

ASSESSMENT AREAS RELATED TO SUSPECTED DISABILITY(IES)	Data for Review	PERSON RESPONSIBLE FOR ASSESSMENT AND REPORT
Information Provided by Parent	▼	
General Intelligence	▼	
Academic Skills	▼	
Classroom-based Evaluations and Progress in the General Curriculum	▼	
Data from Interventions	▼	
Communicative Status	▼	
Vision	▼	
Hearing	▼	
Social Emotional Status	▼	
Physical Exams/General Health	▼	
Gross Motor	▼	
Fine Motor	▼	
Vocational/Transition	▼	
Background History	▼	
Observations	▼	
Behavior Assessment	▼	
Adaptive Behavior	▼	
Braille Needs	▼	
Audiological Needs	▼	
Assistive Technology Needs	▼	
Other: _____	▼	

The Team has taken into consideration limited English proficiency to plan this assessment

The Team has taken into consideration possible sources of racial or cultural bias in planning this assessment

SIGNATURES

School District Representative (Name/ Date)

Parent/Guardian (Name/ Date)

General Education Teacher (Name/ Date)

Intervention Specialist (Name/ Date)

Evaluation Team Report Report Preschool Evaluation Form

ETR Evaluation Team Report

District: _____

PRESCHOOL EVALUATION PLANNING FORM (Required)

CHILD'S NAME: _____

ID NUMBER: _____

TEAM CHAIRPERSON: _____

DATE OF BIRTH: _____

DATE OF PLAN: _____

INITIAL EVALUATION

REEVALUATION

TRANSITION FROM PART C

SUSPECTED DISABILITY CATEGORY (may check more than one)

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Deaf-blindness | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Deafness | <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Other Health Impairment | <input type="checkbox"/> Traumatic Brain Injury |
| | | | <input type="checkbox"/> Visual Impairment |

Developmental Delay - If selecting only this category, the team has considered the disability categories above and determined that they are not applicable to the child. See 3301-51-11(C)(3)(i) & (d)

Note: Each developmental area must be assessed using one of the methods/data sources listed and all methods/data sources must be used at least once.

DEVELOPMENTAL AREAS (Required for all)	EXISTING DATA AVAILABLE	ADDITIONAL DATA NEEDED	ASSESSMENT METHODS/DATA SOURCES (Indicate the position responsible for assessment and/or data collection, and report.)				Data from Part C and/or Community or Preschool Program Provider**
			Structured Interview	Structured Observations *	Norm-Referenced Assessments	Criterion-Referenced Assessments	
ADAPTIVE BEHAVIOR	<input type="checkbox"/>	<input type="checkbox"/>					
COGNITION (including pre-academic)	<input type="checkbox"/>	<input type="checkbox"/>					
COMMUNICATION	<input type="checkbox"/>	<input type="checkbox"/>					
HEARING	<input type="checkbox"/>	<input type="checkbox"/>					
VISION	<input type="checkbox"/>	<input type="checkbox"/>					
SENSORY/MOTOR FUNCTIONING	<input type="checkbox"/>	<input type="checkbox"/>					
SOCIAL/EMOTIONAL FUNCTIONING	<input type="checkbox"/>	<input type="checkbox"/>					
BEHAVIORAL FUNCTIONING	<input type="checkbox"/>	<input type="checkbox"/>					
SPECIALIZED ASSESSMENTS: Required in some situations, see 3301-51-06 (IEI)(3)(i) and 3301-51-06 (H).							
PHYSICAL EXAMINATION	<input type="checkbox"/>	<input type="checkbox"/>					
VISION EXAMINATION	<input type="checkbox"/>	<input type="checkbox"/>					
AUDIOLOGICAL EXAMINATION	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>					

*Structured observations are required in more than one setting and during multiple activities. 3301-51-11 (C)(1)(b)

**Data from Part C only applies if the child is transitioning from Part C Early Intervention. Data from community or preschool program providers is required if the child attends such program in the past 12 months. 3301-51-06 (F)(1)

The team has taken into consideration limited English proficiency in planning the assessments.

The team has taken into consideration possible sources of racial/cultural bias in planning the assessments.

SIGNATURES

School District Representative (Name/Date)

Parent/Guardian (Name/Date)

Individualized Education Program (IEP)

IEP Individualized Education Program 09/01/11 FORM 108

THIS FORM IS TO BE COMPLETED USING THE REGULATORY FRAMEWORK SET FORTH IN SECTION 445.002(1) SCHOOL YEAR SERVICES.

CHILD'S INFORMATION

NAME: _____ ID NUMBER: _____
 STREET: _____ ADDRESS: _____ ZIP: _____
 CITY: _____ STATE: _____ ZIP: _____
 DATE OF BIRTH: _____
 DISTRICT OF RESIDENCE: _____ COUNTY OF RESIDENCE: _____ DISTRICT OF SERVICE: _____

Is the child a grandchild? YES NO
 Has the child ever been admitted to the school of this IEP? YES NO
 Is the IEP longer than 12 years of age for the transition and postsecondary goals? YES NO
 Is the IEP a result of an appeal? YES NO
 If yes, provide the name of the hearing panel: _____

IEP by individual(s) (if completing from form), select: YES NO

PARENT/GUARDIAN INFORMATION

NAME: _____
 STREET: _____ CITY: _____ STATE: _____ ZIP: _____
 HOME PHONE: _____ WORK PHONE: _____
 CELL PHONE: _____ EMAIL: _____

OTHER INFORMATION

AMENDMENTS: Complete only if amending the IEP

IF SECTION THE SCHOOL, DISTRICT AND PARENTS/HAVE AGREED: DATE OF AMENDMENT: _____ PARTICIPANT & ROLE: _____ INITIAL: _____

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IEP Individualized Education Program 09/01/11 FORM 108

1 FUTURE PLANNING

2 SPECIAL INSTRUCTIONAL FACTORS

How should "IEP" will be addressed in the IEP?

Does the IEP have behavior which impedes the learning of others? YES NO
 Does the IEP have limited English proficiency? YES NO
 Is the IEP child a visually impaired? YES NO
 Does the IEP have communication needs beyond the state or hearing impaired? YES NO
 Does the IEP have assistive technology device or service? YES NO
 Does the IEP require specially designed physical education? YES NO

3 PROFILE

(Only profile to include reading assessment and Transition Plan if applicable)

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IEP Individualized Education Program 09/01/11 FORM 108

4 EXTENDED SCHOOL YEAR SERVICES

Has the student demonstrated the ESY services are necessary? YES NO
 If yes, what goals determined the need? _____
 Will the team need to collect further data and measures to make a determination? YES NO
 Date to Re-evaluate: _____

5 POSTSECONDARY TRANSITION

POSTSECONDARY TRAINING AND EDUCATION

MEASURABLE POSTSECONDARY GOAL: _____

Age Appropriate Transition Assessment regarding Post Secondary Training and Education (including student's needs, strengths, preferences and interests)

COURSE OF STUDY: _____ NUMBERS OF ANNUAL GOALS Related to Transition Needs: _____

TRANSITION SERVICE ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED:
 A. Anecdotal Record B. Rubric C. Work Sample
 D. Checklist E. Other (List): _____

COMPETITIVE INTEGRATED EMPLOYMENT

MEASURABLE POSTSECONDARY GOAL: _____

Age Appropriate Transition Assessment regarding Competitive Integrated Employment (including student's needs, strengths, preferences and interests)

COURSE OF STUDY: _____ NUMBERS OF ANNUAL GOALS Related to Transition Needs: _____

TRANSITION SERVICE ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED:
 A. Anecdotal Record B. Rubric C. Work Sample
 D. Checklist E. Other (List): _____

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD COMPLETION OF TRANSITION SERVICE ACTIVITIES:
Note: Progress Report may be completed on a regular basis (e.g., weekly, monthly, quarterly) or on an as-needed basis (e.g., after a significant milestone is reached or a change in circumstances has occurred).

Target Date for Child to Graduate: _____

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IEP Individualized Education Program 09/01/11 FORM 108

MEASURABLE ANNUAL GOALS

NUMBER: 1 AREA: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

MEASURABLE ANNUAL GOAL:

METHODS FOR MEASURING THE CHILD'S PROGRESS TOWARD ANNUAL GOAL:

A. Curriculum-Based Assessment F. Standardized Assessments G. Work Sample
 B. Portfolio H. Performance Assessments I. Observations
 C. Observation J. Checklists K. Rubrics
 D. Anecdotal Records L. Running Records

MEASURABLE OBJECTIVE:

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL: _____

How Progress Report may be completed on a regular basis (e.g., weekly, monthly, quarterly) or on an as-needed basis (e.g., after a significant milestone is reached or a change in circumstances has occurred).

Signatures: _____

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MEASURABLE ANNUAL GOALS

NUMBER: 1 AREA: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

MEASURABLE ANNUAL GOAL:

METHODS FOR MEASURING THE CHILD'S PROGRESS TOWARD ANNUAL GOAL:

A. Curriculum-Based Assessment F. Standardized Assessments G. Work Sample
 B. Portfolio H. Performance Assessments I. Observations
 C. Observation J. Checklists K. Rubrics
 D. Anecdotal Records L. Running Records

MEASURABLE OBJECTIVE:

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL: _____

How Progress Report may be completed on a regular basis (e.g., weekly, monthly, quarterly) or on an as-needed basis (e.g., after a significant milestone is reached or a change in circumstances has occurred).

Signatures: _____

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Individualized Education Program (IEP) cont.

IEP Individualized Education Program (Child's Name) (DOB) (Address)

DESCRIPTIONS OF SPECIALLY DESIGNED SERVICES

TYPE OF SERVICE	DATE INITIATED	PROGRESS TITLE	LOCATION OF SERVICE
SPECIALLY DESIGNED INSTRUCTION			
DATE	TIME	AMOUNT OF TIME	FREQUENCY
RELATED SERVICES			
DATE	TIME	AMOUNT OF TIME	FREQUENCY
ADAPTIVE TECHNOLOGY			
DATE	TIME	AMOUNT OF TIME	FREQUENCY
ACCOMMODATIONS			
DATE	TIME	AMOUNT OF TIME	FREQUENCY
SUPPORT FOR SCHOOL PERSONNEL			
DATE	TIME	AMOUNT OF TIME	FREQUENCY
SERVICES TO SUPPORT MEDICAL NEEDS			
DATE	TIME	AMOUNT OF TIME	FREQUENCY

Worksheet: IEP-01-01-01-001 (06/12/04) (06/12/04)

IEP Individualized Education Program (Child's Name) (DOB) (Address)

TRANSPORTATION AS A RELATED SERVICE

Does the child require special transportation? YES NO
 Does the child need transportation to and from school? YES NO

Does the child need accommodations or modifications for transportation?
 If yes, check any transportation accommodations/modifications below that the child needs:

The location will be within 1/4 mile of child's school or a bus stop
 Specialized school bus
 Wheelchair lift
 Special seat
 Car seat
 Treatment options
 Other _____

NONACADEMIC AND EXTRACURRICULAR ACTIVITIES

Is child eligible with the child have the opportunity to participate in nonacademic and extracurricular activities with their nondisabled peers?
 Describe: _____

If the child will not participate in non-academic/extracurricular activities, explain: _____

GENERAL FACTORS

Has the IEP team considered:
 The strengths of the child? YES NO
 The concerns of the parents for the education of the child? YES NO
 As appropriate, the results of performance on any state or district wide assessment? YES NO
 The academic, developmental and functional needs of the child? YES NO
 Regarding the Third Grade Reading Guarantee, is the child on track for reading? YES NO NA

Worksheet: IEP-01-01-01-001 (06/12/04) (06/12/04)

IEP Individualized Education Program (Child's Name) (DOB) (Address)

LEAST RESTRICTIVE ENVIRONMENT

For School Age:
 Does the child attend the school they would attend if not disabled? YES NO

For Preschool:
 Does the child attend a general education setting? YES NO
 Does the child receive all of their special education and related services embedded within regular classroom routines and activities? YES NO
 What prevents the child from receiving special education and/or related services embedded with the regular classroom routines and activities?

 What prevents the child from being able to attend a general education setting?

 Why provide the child with instruction in the general education curriculum?

STATEWIDE AND DISTRICT WIDE TESTING

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AAASD)? YES NO
 OLS follow for guidelines in considering AAASD?
 (See AAASD Participation Criteria)

Accessibility on district and statewide tests

Will the child participate in district wide and state wide assessments with accommodations? YES NO

For each subject listed in the IEP, please describe the individual accommodations below.
 If "With Accommodations" is chosen for any subject, provide a description of the accommodations for each subject in the right column.
 (Please use appropriate IEP codes and add to IEP-01-01-01-001)

DISTRICT TESTING

Does specific test or test that student will be taking and any differences in allowable accommodations that may be not specified within the document assess the student?

AREA	TEST	DETAIL OF ACCOMMODATIONS
<input type="checkbox"/> EA		
<input type="checkbox"/> Mathematics		

Worksheet: IEP-01-01-01-001 (06/12/04) (06/12/04)

IEP Individualized Education Program (Child's Name) (DOB) (Address)

EXEMPTIONS

Third Grade Reading Guarantee (See The Ohio Third Grade Reading Guarantee Guidance Manual for details)

Applicable NA
 Does the child have a significant cognitive disability? YES NO

If yes, the IEP is not required to take the reading diagnostic assessment and a, therefore, removed from the provisions of the Third Grade Reading Guarantee including selection.
 If no, has been considered for this and made the following selection check one:
 Not to exempt the child from the selection provision of the Third Grade Reading Guarantee
 To exempt the child from the selection provision of the Third Grade Reading Guarantee

Graduation Tests

Applicable NA
 Is the child exempt from the consequences of not passing required graduation tests? YES NO

The child is exempt from the consequences of not passing the required graduation tests in the following subjects:

Category	Course Title	Justification

Other Assessments

Applicable NA

Worksheet: IEP-01-01-01-001 (06/12/04) (06/12/04)

IEP Individualized Education Program (Child's Name) (DOB) (Address)

Assessment	Justification

Check other complex.

Worksheet: IEP-01-01-01-001 (06/12/04) (06/12/04)

Individualized Education Program (IEP) cont.

IEP Individualized Education Program CHILD NAME: _____ AGE: _____ GRADE: _____

MEETING PARTICIPANTS

THIS IEP MEETING WAS:

Face-to-Face Meeting START: _____

Video Conference END: _____

Webinare/Conference Call

Other DATE OF NEXT IEP REVIEW: _____

IEP MEETING PARTICIPANTS

THE FOLLOWING INDIVIDUALS ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP.

NAME (PHN)	POSITION	SIGNATURE	DATE

PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS

NAME (PHN)	POSITION	SIGNATURE	DATE

IF THE GENERAL EDUCATION TEACHER, ATTENDANCE SPECIALIST, SPECIAL EDUCATION SERVICES, AND/OR SCHOOL BUS DRIVER ARE NOT PARTICIPATING IN THE IEP MEETING, THEIR NAMES MUST BE IDENTIFIED IN THIS SECTION OF THE IEP DOCUMENT AND THEIR SIGNATURES MUST BE OBTAINED BY THE IEP TEAM PRIOR TO THE IEP MEETING. IF A PARTICIPANT IS NOT AVAILABLE FOR THE IEP, IT SHOULD BE IDENTIFIED AS SUCH AND REASONS MUST BE IDENTIFIED BY THE IEP TEAM PRIOR TO THE IEP MEETING.

MS-IEP-1000 (REVISED 10/2014) IEP 10/14

IEP Individualized Education Program CHILD NAME: _____ AGE: _____ GRADE: _____

SIGNATURES

INITIAL IEP

I agree with the content of the IEP and the services specified in this IEP.
I agree with the content of the IEP and the services specified in this IEP, but I do not agree with the following content and I will provide input as specified in this IEP.

NAME: _____

I do not agree with the content of the IEP and the services specified in this IEP.
I agree with the content of the IEP and the services specified in this IEP, but I do not agree with the following content and I will provide input as specified in this IEP.

NAME: _____

DATE: _____

IEP ANNUAL REVIEW (Not a Change of Placement)

I agree with the content of the IEP.
I am signing to show my approval of participation in the IEP meeting, but I do not agree with the following content and I will provide input as specified in this IEP.

NAME: _____

DATE: _____

IEP REVIEW (Change of Placement)

I agree with the Change of Placement as identified in this IEP.
I do not agree with the Change of Placement as identified in this IEP.

I do not agree with the Change of Placement as identified in this IEP.
I am signing to show my approval of participation in the IEP meeting, but I do not agree with the following content and I will provide input as specified in this IEP.

NAME: _____

DATE: _____

PROCEDURAL SAFEGUARDS NOTICE

The parent/guardian of this child has the right to:

1. Receive a copy of this IEP at the IEP meeting. YES NO IF NO, DATE SENT TO PARENTS: _____

2. Receive a copy of this IEP at the IEP meeting. YES NO IF NO, DATE SENT TO PARENTS: _____

Transfer of Rights at Age of Majority

By this IEP, I am certifying that I have read and understand the rights of the child and the rights of the parent and I understand that the transfer of parental rights and responsibilities to the child will occur when the child reaches the age of majority.

CHILD'S CURRENT AGE: _____

DATE: _____

COPY OF THE IEP

The parent/guardian of this child has the right to:

1. Receive a copy of this IEP at the IEP meeting. YES NO IF NO, DATE SENT TO PARENTS: _____

2. Receive a copy of this IEP at the IEP meeting. YES NO IF NO, DATE SENT TO PARENTS: _____

MS-IEP-1000 (REVISED 10/2014) IEP 10/14

IEP Individualized Education Program CHILD NAME: _____ AGE: _____ GRADE: _____

CHILDREN WITH VISUAL IMPAIRMENTS

We have read the completed IEP and we are certifying that the IEP meeting was held in accordance with the requirements of the IDEA and the regulations. We have read the IEP and we agree with the content of the IEP and the services specified in this IEP.

1. Annual assessment of reading and writing skills was conducted with each child at all levels (reading, writing, and math). YES NO
The results of these assessments are included in "Present Levels of Academic, Achievement and Functional Performance" on the IEP and include any strengths and weaknesses.

2. The IEP contains a requirement for instruction in Braille reading and writing when that instruction is appropriate and is necessary for the child to achieve his/her goals. YES NO
If not, the IEP team must specify why not.

3. Instruction in Braille reading and writing was specifically considered for this child and appropriate instruction, describing the educational benefits of instruction in Braille reading and writing, was received by the parent. YES NO
If not, the IEP team must specify why not.

4. The following visual conditions were taken into account and discussed in making the above decision: YES NO
 Condition is degenerative and progressive. YES NO
 Condition is currently reversible or correctable and will be re-evaluated if change in visual condition is noted. YES NO
 Condition is temporary and expected to improve. YES NO
 Condition is stable and will be re-evaluated. YES NO

5. Methods for appropriate instructional media: YES NO
 Braille YES NO
 Large Print YES NO
 Magnifier YES NO
 Tape to audio YES NO
 No reader YES NO

6. Consideration of Braille reading and writing: YES NO
 Annual goals provided YES NO
 Short-term objectives provided YES NO
 Date of initiation indicated YES NO
 Frequency and duration of individual sessions indicated YES NO
 List of computers to be utilized provided YES NO
 Braille Braille Braille YES NO
 Braille Braille Braille YES NO
 Braille Braille Braille YES NO

7. Review of Braille reading and writing: YES NO
 Braille Braille YES NO
 Braille Braille YES NO
 Braille Braille YES NO
 Other YES NO

MS-IEP-1000 (REVISED 10/2014) IEP 10/14

Licensed Support Professional (LSP) Performance Rubric



COLUMBUS
CITY SCHOOLS

CCS Licensed Support Professional Performance Rubric



Developed by CCS Licensed Support Professionals,
Teachers on Special Assignment, and Administrators

Licensed Support Professional Performance Evaluation Rubric

Updated 6/17/19

Management and Planning				
	Ineffective	Developing	Skilled	Accomplished
1. Organize and Manage (Time, Task, Data Driven Decision Making)	The professional is unable to prioritize time or tasks and is unable to identify any course of action.	The professional inconsistently prioritizes time and tasks and may identify a course of action that may not be appropriate.	The professional prioritizes time and tasks and is able to identify an appropriate course of action based upon federal, state and local initiatives.	The professional prioritizes time and tasks and is able to identify and create an appropriate course of action based upon federal, state, and local initiatives.
	The professional exhibits lack of appropriate goal to task connection.	The professional is able to identify his/her goal(s) and demonstrates some strategies, content, and delivery related to those goals.	The professional demonstrates specific strategies, content, and delivery related to measurable goals and tasks.	The professional is able to plan for and articulate specific strategies, content, and delivery related to measurable goals and tasks and is able to make connections to other initiatives.
	The professional is unable to identify diagnostic, formative, and summative evidence/data to inform planning of practice.	The professional is able to identify some diagnostic, formative, and summative evidence/data and is unable to connect the data/evidence to inform planning of practice.	The professional is able to analyze varied diagnostic, formative, and summative evidence/data to inform planning of practice.	The professional is able to analyze varied diagnostic, formative, and summative evidence/data to inform planning and construct appropriate interventions as well as assist others in making data driven decisions.

2. Knowledge of Content (Content/Professional Standards)	The professional's planning/organization is deficient in specialized content knowledge and is unable to align content knowledge, practice, with federal, state, and local guidelines/initiatives.	The professional's planning/organization identifies the alignment between knowledge and practice and the connection between content knowledge, practice, with federal, state, and local guidelines/initiatives.	The professional's planning/organization demonstrates the alignment between knowledge and practice and can link content knowledge, practice, with federal, state, and local guidelines/initiatives.	The professional's planning/organization will make meaningful and relevant connections between knowledge and practice that explicitly links content knowledge, practice, with federal, state, and local guidelines/initiatives. The professional will assist other colleagues in making these connections.
3. Knowledge of Context (District Initiatives, Infrastructure and Protocols, Culture and Climate)	The professional is unable to identify district initiatives in planning/organization and/or does not see any connection to role.	The professional inconsistently aligns role to district initiatives in planning/organization.	The professional aligns role performance in planning/organization in support of district initiatives.	The professional has a clear and complete understanding of district initiatives and his/her role within them. The professional uses this knowledge to frame work from a local to global perspective and assists others with this work.
	The professional follows local, state, and federal organizational guidelines, and inconsistently follows professional standards, systems, and protocols.	The professional follows local, state, and federal organizational guidelines, and professional standards, systems and protocols.	The professional successfully utilizes and navigates professional, local, state, federal organizational guidelines, and professional standards, systems and protocols.	The professional empowers others to utilize and navigate professional, local, state, and federal organizational guidelines, and professional standards, systems and protocols.

Licensed Support Professional (LSP) Performance Rubric cont.

	The professional does not establish an environment that is fair, respectful, supportive, safe, and inclusive.	The professional inconsistently establishes an environment that is fair, respectful, supportive, safe, and inclusive.	The professional consistently establishes an environment that is fair, respectful, supportive, safe, and inclusive.	The professional models an environment that is fair, respectful, supportive, safe, and inclusive. The professional successfully empowers constituent growth.
4. Knowledge of Constituents (Diversity, Assets and Needs)	The professional cannot identify strategies to support diverse populations.	The professional supports diverse populations by consistently treating constituents with fairness, respect, and support.	The professional plans and utilizes culturally relevant strategies, content, and delivery that will meet the needs of individual constituents and groups.	The professional plans and utilizes culturally relevant strategies, content, and delivery that will meet the needs of individual constituents and groups. The professional plans to empower constituent growth and models behavior for others.
	The professional does not collect accurate constituent data/evidence and/or may not connect the evidence to specific strategies and plans.	The professional collects constituent data/evidence but inconsistently uses this information to develop specific strategies and plans.	The professional's analysis of constituent data/evidence (development, background, prior experiences, etc.) accurately connects the data/evidence to specific strategies and plans.	The professional's analysis of constituent data/evidence contributes to the growth of district initiatives. The professional actively mentors colleagues in effective data analysis used in planning.

Delivery and Impact				
	Ineffective	Developing	Skilled	Accomplished
5. Constituent Support (Respect and Rapport, Linkage to relevant support, agencies/resources/personnel)	There is little or no evidence of a positive rapport between the professional and constituents.	The professional is fair in the treatment of constituents and establishes a basic rapport with them.	The professional has positive rapport with constituents and demonstrates respect for and interest in their experiences, thoughts, and opinions.	The professional has positive rapport with constituents and demonstrates respect for and interest in their experiences, thoughts, and opinions, being cognizant of the uniqueness of the individual. The accomplished professional models positive interpersonal relations and maintains on-going relationships.
	The professional rarely seeks resources to support constituents.	The professional identifies and seeks individuals, agencies, and resources to support constituents from limited sources.	The professional seeks, identifies, and collaborates with individuals, agencies, and resources to develop and/or enhance the networks available to support constituents.	The professional seeks, identifies, and collaborates with individuals, agencies, and resources to develop and enhance the networks available to support constituents. The professional actively assists colleagues in collaborating with relevant agencies/resources/personnel.
6. Communication (On-going, Clear, Coherent, Precise and Appropriate)	The professional creates an environment that allow for little or no communication with constituents.	The professional welcomes communication from constituents and replies in a timely manner.	The professional engages in two-way communication to support constituent learning.	The professional engages in two-way, on-going communication with constituents that results in active partnerships that contribute to constituent learning and development.

	The professional's communications are unclear, incoherent, or inaccurate and are generally ineffective. The communication's language is inappropriately matched to the constituents and discourages independent or creative thinking.	The professional's communications are accurate and generally clear but the professional might not fully clarify strategies and some communication language might be inappropriately matched to the constituents leading to confusion.	The professional's communications are clear, coherent, and precise and communication language is appropriate for the constituents. The communication strategies are designed to actively encourage independent, creative, and critical thinking.	The professional's communications are clear, coherent, and precise and communication language is appropriate for the constituents. The communication language is designed to actively encourage independent, creative, and critical thinking. The professional actively assists colleagues with communication strategies and language.
7. Differentiated Practice (Need-based, Culturally Relevant, Research/Evidence-Based)	The professional doesn't attempt to match strategies or materials to individual constituents' needs.	The professional relies on one strategy or set of materials to meet the individual constituents' needs.	The professional matches strategies, materials, and pacing to constituents' individual needs.	The professional matches strategies, materials, and pacing to constituents' individual needs. The professional actively mentors colleagues.
	The professional cannot identify strategies to support diverse populations.	The professional supports diverse populations by consistently treating constituents with fairness, respect, and support.	The professional supports diverse populations by utilizing culturally relevant practices to treat constituents with fairness, respect, and support.	The professional supports diverse populations by utilizing culturally relevant practices to treat constituents with fairness, respect, and support. The professional successfully empowers constituent growth.

Licensed Support Professional (LSP) Performance Rubric cont.

	The professional rarely uses research-based materials and information.	The professional inconsistently uses research-based materials and information.	The professional utilizes research-based materials and information to reinforce best practices.	The professional utilizes research-based materials and information to reinforce best practices and successfully empower constituent growth.
8. Use of Data/Evidence (Responsive Services, Formative Evaluation)	The professional rarely uses data to differentiate delivery of services to constituents.	The professional inconsistently uses data to differentiate delivery of services to constituents.	The professional consistently uses data to effectively differentiate delivery of services to constituents.	The professional consistently uses data to effectively differentiate delivery of services to constituents and contribute to the development of colleagues.
	The professional rarely uses data/evidence to evaluate constituents and situations.	The professional inconsistently uses data/evidence to evaluate constituents and situations that may or may not inform future practices while maintaining confidentiality.	The professional consistently uses data/evidence to evaluate constituents and situations to inform future practices while maintaining confidentiality.	The professional consistently uses data/evidence to evaluate constituents and situations to inform future practices and to empower constituent growth while maintaining confidentiality.
9. Evaluation and Impact (Analysis of Constituent Data, Accurately Connects Data to Practice, Checks for accuracy and makes changes as needed)	The professional rarely analyzes assessment data to reflect on effectiveness of services.	The professional inconsistently analyzes assessment data to reflect on effectiveness of services.	The professional consistently analyzes assessment data to reflect on effectiveness of services.	The professional consistently analyzes assessment data to reflect on effectiveness of services, empower constituent growth, and mentor colleagues.

	The professional rarely uses assessment results to reflect on practices.	The professional inconsistently uses assessment results and often sees little connection between data/evidence and practice.	The professional uses assessment results to reflect on the connection of data/evidence to practices in order to monitor strategies and behaviors in relation to constituent success.	The professional uses assessment results to reflect on the connection of data/evidence to practice in order to monitor strategies and behaviors in relation to constituent success. The professional uses assessment results to contribute to the empowerment of constituents and mentor colleagues.
	The professional rarely uses assessment results to check for accuracy of practices.	The professional uses assessment results inconsistently to check for accuracy of practices, with adjustments appearing disorganized and/or unpredictable.	The professional consistently uses assessment results to check for accuracy of practices and make adjustments to practice as needed.	The professional consistently uses assessment results to check for accuracy of practices and make adjustments to practice as needed. The professional uses assessment accuracy to contribute to the empowerment of constituents and mentor colleagues.

Professionalism				
	Ineffective	Developing	Skilled	Accomplished
10. Professional Responsibilities (Follows regulations, policies, ethical standards and agreement, Self-assessment)	The professional fails collaborate effectively with students, families, colleagues and/or relevant constituents.	The professional uses a variety of way to collaborate with students, families, colleagues and/or relevant constituents, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.	The professional uses effective strategies for communication with students, families, colleagues and/or relevant constituents to examine problems of practice, analyze appropriate data, and identify targeted strategies.	The professional collaborates effectively with students, families, colleagues and/or relevant constituents. The professional collaborates with colleagues to improve individual and team practices by engaging in professional dialogue, feedback, coaching and other collegial learning activities.
	The professional fails to understand and follow regulations, policies, ethical standards, and agreements.	The professional understands ethical and professional standards and related responsibilities, and follows district policies and state and federal regulations.	The professional demonstrates ethical and professional standards and related responsibilities. The professional models and upholds district policies and state and federal regulations.	The professional exemplifies ethical and professional responsibilities, helps colleagues access laws and policies, and conveys implications for practice.
	The professional fails to demonstrate evidence of ability to accurately self-assess performance and appropriately identify areas for professional development.	The professional identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The professional sets data-based, short-term and long term professional goals and takes action to meet these goals.	The professional determines short- and long-term goals based on on-going self-assessment and analysis of pertinent evidence.

Notice of Special Evaluation

COLUMBUS CITY SCHOOLS
270 East State Street
Columbus, OH 43215

Notice of Special Evaluation

Date _____

Dear _____,

This notice is to inform you that your performance, as deemed by the Administrator of _____ School, as a professional in the Columbus City Schools, is in need of a special evaluation in accordance with Article 401.03 of the Agreement between the Columbus Education Association and the Board of Education. The area/areas of alleged unsatisfactory performance are indicated below?

- _____ 1. Teacher Performance
- _____ 2. Pupil Relations
- _____ 3. Management Activities
- _____ 4. Overall Value to the School Program
- _____ 5. Personal Characteristics
- _____ 6. Staff Relations
- _____ 7. Parent-Community Relations
- _____ 8. Professional Growth

Please meet with me in my office at _____ to
Time/Date

arrange a conference concerning this special evaluation. The Special Evaluation conference is to occur within the next two (2) school days.

_____ You are entitled to Association
Special Evaluation Conference Time/Date

Representation at this Special Evaluation conference. The professional's signature below indicates that this notice has been read but does not necessarily indicate agreement with the implications.

Professional

Administrator

See Instructions on the Back

INSTRUCTIONS FOR TEACHER EVALUATION

"Notice of Special Evaluation" Form

The Notice of Special Evaluation shall be handled in the following manner:

1. In accordance with Article 401.03 of the Agreement between the Columbus Education Association and the Board of Education, a professional that is alleged to be unsatisfactory in her/his performance is to first be informed through the notice.
2. A check(s) will indicate the area(s) of alleged unsatisfactory performance.
3. The professional must sign both copies and return one to the building administrator.
4. A conference must be held before an observation or further evaluation. At this conference the professional is entitled to Association representation. The request for the presence of a representative of the Association shall not delay this conference for more than one (1) school day. During the conference the administrator shall identify specific professional performance which resulted in the decision to perform this special evaluation.
5. Following the conference arranged through this notice the evaluation process will follow all stipulations of the Agreement. See especially Articles 401.03 and 401.04.
6. The administrator's copy of the Notice of Special Evaluation shall be attached to the completed Appraisal of the Professional form only when the professional receives one or more unsuccessful ratings as a result of the Special Evaluation process.

Ohio School Counselor (OSCES) Evaluation Rubric

Ohio School Counselor Evaluation System

Assessment of School Counselor Performance

School Counselor Evaluation Rubric

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

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

05/18/2016

Standard Two: Direct Services for Academic, Career and Social/Emotional Development – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.

Ineffective	Developing	Skilled	Accomplished
The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.
The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.
The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.
Evidence			

05/18/2016

Standard Three: Indirect Services: Partnerships and Referrals – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.

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

05/18/2016

Ohio School Counselor (OSCES) Evaluation Rubric cont.

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

05/18/2016

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

05/18/2016

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

05/18/2016

Ohio School Counselor (OSCES) Evaluation Rubric cont.

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

05/18/2016

CCS Teacher Performance Evaluation Rubric (OTES)

Ohio Teacher Evaluation System (OTES 2.0)		Assessment of Teacher Performance			
Columbus City Schools (CCS) Teacher Performance Evaluation Rubric					
<p>Through the collaborative OTES 2.0 process, the <i>Teacher Performance Evaluation Rubric</i> is used to promote educator professional growth that leads to improved instructional performance. This process allows for feedback, support, and reflection as determined by the gathered evidence and ratings on the rubric. In CCS, the rating process is to occur on completion of each conference, observation, and walkthrough for timely feedback. To determine the ratings, the evaluator is to consider evidence collected during each event. Note that when completing the performance rubric, evaluators are not expected to gather evidence on all indicators for each event or observation cycle. Likewise, teachers may, but are not required to, provide additional pieces of evidence to address indicators. Additional discussion of the evidence can occur during conferences. By the end of the full evaluation period, evaluators should have provided ratings for each component of the rubric based on sufficient evidence for teachers on a full cycle. At that time, teacher performance is scored holistically. This means evaluators will assess which level provides the best overall description of the teacher.</p>					
ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
<p>FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)</p> <p><i>Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments</i></p>	<p>Use of High-Quality Student Data*</p> <p>Element 1.1 Element 1.2 Element 1.3 Element 3.3</p>	<p>The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).</p>	<p>The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.</p>	<p>The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).</p>	<p>The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).</p> <p>The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.</p>
1					Revised July, 2022

<p>FOCUS FOR LEARNING (continued)</p>	<p>Connections to prior and future learning</p> <p>Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5</p>	<p>The teacher plans lessons that demonstrate no connections to student prior learning or future learning.</p>	<p>The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear.</p>	<p>The teacher plans lessons that intentionally make clear and coherent connections with student prior learning and future learning and includes strategies that communicate the connections to students.</p>	<p>The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.</p>
<p>Connections to state standards and district priorities</p> <p>Element 2.3 Element 4.1 Element 4.7</p>	<p>The teacher's instructional plan does not reference Ohio's Learning Standards.</p>	<p>The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.</p>	<p>The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.</p>	<p>The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.</p> <p>The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.</p>	
2					Revised July, 2022

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING (continued)					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
<p>KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 6: Instruction, Standard 6: Collaboration and Communication)</p> <p><i>Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys</i></p>	<p>Planning instruction for the whole child</p> <p>Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4</p>	<p>The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.</p>	<p>The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds.</p>	<p>The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.</p>	<p>The teacher's instructional plan reflects consistent connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.</p>
3					Revised July, 2022

CCS Teacher Performance Evaluation Rubric (OTES) cont.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) <i>Possible Sources of Evidence:</i> pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review	Communication with students Element 2.2 Element 4.3 Element 6.1	The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used.	The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals.	The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students.	The teacher is consistent and effective in communicating differentiated learning goals (such as needs based, interest based, strength based), expectations for mastery and models of exemplary performance to students through multiple communication techniques.
		The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement.	The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students demonstrate little engagement in the lesson.	The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking.	The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions.
		The teacher does not give students feedback.	Feedback to students is general, occasional or limited and may not always support student learning.	The teacher gives students substantive, specific and timely feedback to support their learning.	The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.
4					Revised July, 2022

LESSON DELIVERY (continued)	Components	Ineffective	Developing	Skilled	Accomplished
	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
	Student-centered learning Element 3.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher directed. Students are not participating in learning activities. There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	Learning is primarily teacher directed. Students participate in whole class learning activities. There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning. Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning. Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.
5					Revised July, 2022

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) <i>Possible Sources of Evidence:</i> pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys	Classroom routines and procedures Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
		Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher.	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.
		There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being.	There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.	There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being.	There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
6					Revised July, 2022

CCS Teacher Performance Evaluation Rubric (OTES) cont.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) <i>Possible Sources of Evidence:</i> pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference	Use of assessments Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments. The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs. The teacher does not share evidence of student learning with students.	The teacher makes limited use of varied assessments. The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs. The teacher shares evidence of student learning with students.	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students. The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs. The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs. The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.
	Evidence of student learning Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.
7					Revised July, 2022

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) <i>Possible Sources of Evidence:</i> Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review	Communication and collaboration with families Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.
	Communication and collaboration with colleagues Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.	The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.
	District policies and professional responsibilities Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.
8					Revised July, 2022

PROFESSIONAL RESPONSIBILITIES (continued)					
Components	Ineffective	Developing	Skilled	Accomplished	
Professional learning Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.	
9					Revised July, 2022

Teacher Pay Plan Change Form



Betty A. R. Arey
Payroll Administrator
Office of the Treasurer
270 East State Street
Columbus, Ohio 43215
Phone: 614-365-6400
Fax: 614-365-5304

Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

22/23 School Year Pay Plan Change Form

To be eligible for participation in year-round "stretch pay", employees must meet the following requirements:

- Classified employees: Per OAPSE contract 18.12 Twelve Month Pay Option, "Only persons who are on direct deposit will be eligible for the twelve (12) month option." Failure to maintain your direct deposit in good standing will result in immediate termination of stretch pay.
- Regular assigned school-year employee
- Scheduled to work 20 or more hours per week

Employees that meet these requirements have the option to choose:

- Twenty-one (21) pays: September - June
- Twenty-six (26) pays "stretch pay": September - August

The plan **remains** in effect until the employee makes a change during open enrollment next year.

If you are already on "stretch pay," you **DO NOT** need to complete another form unless you want to change to 21 pays per year.

OPEN ENROLLMENT DATES:

- Classified employees: May 9 – June 24, 2022 (Form due in Payroll by 5:00 p.m., June 24, 2022)
- Certificated employees: May 9 – August 19, 2022 (Form due in Payroll by 5:00 p.m., August 19, 2022)
- Forms received after the due dates will not be processed.
- Changes **MAY NOT** be made outside of the open enrollment period.

Pay Plan Change Forms are also available on the Employee Self Service system under Resources and in the Payroll office.

PLEASE CHOOSE ONE OPTION

____ I choose the SCHOOL YEAR PLAN. I will receive 21 pays September through June. (NON-STRETCH PAY)

____ I choose the TWELVE MONTH PLAN. I will receive 26 pays September through August. (STRETCH PAY)

Full Name _____ ID# _____
Please Print

Signature _____ Date _____
Sign in blue ink.

Job Title _____

RETURN ORIGINAL SIGNED FORM TO CEC, PAYROLL, ROUTE 3 OR DELIVER TO PAYROLL IN PERSON.

THIS DOCUMENT MAY NOT BE FAXED or SCANNED/EMAILED

Transportation Reimbursement Form

COLUMBUS PUBLIC SCHOOLS
LOCAL TRANSPORTATION REIMBURSEMENT REPORT

Name _____

Period Covered: From _____ Through _____

School/Dept. _____ Check Location _____

Purchase Order # _____

Vendor # _____

Date	Trip Report		Miles	Parking Fees
	From	To		
TOTAL MILES				
X CURRENT MILEAGE RATE				
AMOUNT TO BE REIMBURSED				

I hereby certify that the mileage and parking shown above (1) are correct; (2) were incurred in the discharge of business for the Columbus Public Schools; and (3) have not previously been reimbursed.

_____ Signature _____ SSN _____

Approved By _____ Date _____


Cat. #200396 (Rev. 07/00)

Field Trip Approval Form

FOR SCHOOL USE ONLY

CHECK ONE:

- International Trip _____
- Overnight Trip _____
- Day Trip _____



COLUMBUS CITY SCHOOLS
Field Trip Approval Form

FOR PRINCIPAL USE ONLY

THIS TRIP IS -

- Denied _____ Date _____ Initials _____
- Approved _____ Date _____ Initials _____

→ ALL REQUESTS MUST BE SUBMITTED 4 WEEKS PRIOR TO TRIP TO BE CONSIDERED FOR APPROVAL ←

SCHOOL NAME _____

PRINCIPAL NAME _____

TRIP DESTINATION _____

DATE OF TRIP _____

SIGNATURE OF TEACHER _____ **DATE** _____

SIGNATURE OF BUILDING ADMIN _____ **DATE** _____

SUPERVISING STAFF MEMBERS (one w/cell phone - list number) _____

All field trips will include the total class or group, exceptions to this need to be justified by the Principal.

*****During the field trip emergency medical form should accompany students while away from building.

Signature _____ Date _____
Principal

(Field Trip Approval Form)
Means of Transportation (check all that apply):

- School Bus
- Private Car
- Walking
- Chartered Bus _____ (Name of company)
- Airplane _____ (Name of airline)

Please include funding source for transportation and student admission:

1. Transportation should be charged against this funding source (include funding codes here):

Charged to:

- General Fund 001
- Title Funds 572, 573
- Principal's Fund 018
- Private donations - deposited to what account _____

3	4	3	4	6	3	2	3
FUND	FUND	OBJ	SEC	SUBJ	DEPT	TR	JOB

Amount \$ _____ P.O. # _____ Number of buses/carpools _____

2. **Student admission:** _____
- per student will be \$ _____

Charged to:

- General Fund 001
- Title Funds 572, 573
- Principal's Fund 018
- Private donations - deposited to what account _____

3	4	3	4	6	3	2	3
FUND	FUND	OBJ	SEC	SUBJ	DEPT	TR	JOB

Grade Level: _____ Number of Students: _____

Chaperones: _____ Parents (List Names):

1. _____
2. _____
3. _____

GOALS OF TRIP:

As a result of this field trip what are students expected to demonstrate upon return? (Indicate all appropriate GLF's)

Reform Panel Variance Request Form



REFORM PANEL VARIANCE REQUEST FORM 2022-2023

School/Department Name: _____ Implementation Year: _____

Check One:

New School Request Renewal School Request New District Request Renewal District Request

1. Requesting variance from (check one):

<input type="checkbox"/> CEA/Board Collective Bargaining Agreement	Article No:
<input type="checkbox"/> Columbus Board of Education Policy	Policy Number:
<input type="checkbox"/> State or Federal Regulation	Code/Regulation Number:
<input type="checkbox"/> District Administrative Practice	Briefly Note:

2. Description of variance requested. Please be specific (attach additional sheets if necessary).

3. Rationale for Variance (attach additional sheets if necessary):

4. Expected student outcomes as a result of variance (attach additional sheets if necessary):

5. Variances requiring changes in individual teacher schedules **should be attached** with a written statement from the teachers involved stating they are in agreement with the contract changes.

6. At least 2/3 or 66.7% of the teaching staff, by secret ballot, must vote to support this Variance Request.

VOTES: For _____ Against _____ Abstentions _____ Absences _____ = _____ %

Principal or Chair, Site-Based _____ (date) CEA Senior Faculty Representative _____ (date)

Print Name _____ Print Name _____

REFORM PANEL ACTION

Date of Reform Panel Action: _____

<input type="checkbox"/> Variance Approved as Submitted	<input type="checkbox"/> Variance approved as modified (see below)	<input type="checkbox"/> Variance Denied	<input type="checkbox"/> Complete and Submit State Waiver Request
---	--	--	---

Modifications/Explanation: _____

Superintendent _____ (date) CEA President _____ (date)

Part IV

Index to the Master Agreement

Note: Italicized index items are those that appear in headline or subheadline format in the actual contract including article and section titles.

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