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## §100 CONTRACT

1. Term of Contract

This contract is made and entered into by and between the Cincinnati Board of Education ("Board") and the Cincinnati Federation of Teachers Local 1520 AFT, OFT, AFL–CIO ("Federation") and shall be binding and effective from July 1, 2025 through December 31, 2028. The Parties shall agree to start negotiations August 15, 2028 and conclude negotiations by November 15, 2028, unless the parties mutually agree to conclude negotiations by December 1, 2028.

2. Contract Implementation

The Board and Federation shall jointly plan and implement training in regard to contract implementation.

Training shall cover the entire contract. Participants shall include, at a minimum, Federation Building Representatives, Executive Council, and staff; principals, appropriate central office and field administrators, and all members of the bargaining unit as soon as such information can be reasonably shared.

The parties shall also conduct a briefing for community leaders about all provisions of the contract.

3. Implementation Plan

The Board and Federation enter into this collective Bargaining Agreement committed to its implementation. Together, no later than thirty days after Ratification and Passage of the Collective Bargaining Agreement, the Designees of the Superintendent and Treasurer and Federation President will meet and develop a CBA Implementation Plan, Timeline and Calendar (CBAIPTC). The group will include representatives from the respective negotiations teams. Within ninety (90) days or less the CBAIPTC will be reviewed with the original working group and any adjustments can be made and presented to the Board. Throughout the life of the CBA, issues regarding the CBAIPTC may be brought and resolved through the Educational Initiatives Panel (EIP).

## §110 RECOGNITION

1. Sole and Exclusive Bargaining Agent

The Board recognizes the Federation as the sole and exclusive bargaining agent for the purpose of bargaining wages, hours, benefits and all other terms and conditions of employment for all teachers in the bargaining unit, including classroom teachers, certificated night-school teachers and summer school teachers who are also day-school classroom teachers on an annual rate, librarians/media specialists, school social workers, coordinating teachers, nurses, counselors, psychologists, occupational therapists, physical therapists, audiologists, speech and language pathologists, and pre-school teachers, and daily-rate substitutes; but excluding, other daily and hourly-rate teachers, lunchroom managers, administrative assistants, directors, associate directors, associates, assistant principals, principals, personnel director, assistant superintendents, deputy superintendents, and superintendents. Henceforth, regardless of legal licensure, state certification and/or absence of licensure or certification, all members of the bargaining unit may be referred to as teachers.

2. Rules Governing Recognition Election

Any effort by any other employee organization or members of the bargaining unit to replace or remove the Cincinnati Federation of Teachers as the sole and exclusive bargaining agent for the bargaining unit described above in Paragraph 1 shall be governed solely by the provisions of O.R.C. §4117 and the rules concerning recognition elections adopted by the State Employment Relations Board (SERB). In any election conducted by SERB, the election ground rules are available separately.

3. No Recognition of Rival Organizations

The Board shall not recognize any other organization which seeks the right to represent the employees in the bargaining unit represented by the Federation during the term of this contract, nor shall the Board contribute to the growth or creation of rival organizations.

4. Information Available about Conditions of Employment

Information, statistics, and records relating to wages, hours, benefits, and all other terms and conditions of employment reasonably necessary for the proper enforcement of the terms of this contract shall be made available to the Federation upon request and upon payment by the Federation of any costs related thereto.

5. Receipt of Information Given to the Public

On the Friday before the Board of Education meeting, or as soon thereafter as possible, the information which is to be available to the public at the Board of Education meeting shall be sent electronically to the Federation.

6. Availability of Public Information to the Federation

Public information referred to in the minutes but not distributed shall be made available to the Federation upon request at cost.

## §120 FAIR PRACTICES

1. By Board

The Board agrees that no person(s), group(s), department(s) or division(s) responsible to the Board shall discriminate against any employee on the basis of race, creed, color, national origin, sex, age, disability, sexual orientation and gender identity and expression or membership in, lawful participation or association with the lawful activities of the Federation.

The Board agrees that no employee shall be subject to harassment as defined in Board policy 2260.02, because of protected characteristics such as race, creed, color, national origin, sex, age, disability, sexual orientation or gender identity or expression by any student, parent, visitor, contractor, or person(s) responsible to the Board.

The Board agrees that no employee shall be subject to threatening behavior, as described in Board Policy Section 4362.01, consisting of any words or deeds of any parent, visitor, contractor, or any other person responsible to the Board that intimidate an employee or causes anxiety concerning his/her physical wellbeing.

No employee shall be subject to retaliation because he/she made a complaint, filed a grievance, or provided evidence in support of a complaint or grievance, alleging discrimination, harassment, or threatening behavior in violation of Board policy or this agreement.

2. By Federation

The Federation agrees to represent all persons in the bargaining unit equally and fairly.

3. Teacher evaluations shall not rely on Artificial Intelligence.

## §130 FEDERATION RIGHTS

1. Exclusive Organizational

a. Orientation

The Federation shall have the exclusive right to participate in the New Teacher Orientation, or similar summer inservice program, which may replace the New Teacher Orientation and shall have the opportunity to meet separately with new teachers. The Board shall consult with the Federation in planning the summer orientation program for new teachers.

b. Federation Meetings

The facilities requested by the Federation under §130 Paragraph (2a) shall not be denied, except where there is a previously announced and conflicting school activity.

Upon notification of a chapter meeting, the principal shall not subsequently schedule any meeting or event to conflict with a Federation Chapter meeting.

c. Bulletin Board

The Federation shall have the exclusive right to use one bulletin board. If the mail room is not in the main office, the bulletin board shall be in the mail room. Otherwise, the bulletin board shall be in the teacher workroom nearest the mail room.

d. Dues Deductions

The Board shall deduct the uniform and periodic Federation dues from the paychecks of any teacher who voluntarily authorizes in writing that such deductions be made. Dues shall be deducted at one of two rates, representing either the full annual Federation dues or partial annual dues divided by the number of paychecks. The Board shall transmit dues deducted from the paychecks of employees to the Federation promptly following the delivery of paychecks to employees. The Board shall make every effort to transmit dues within five (5) days of paycheck delivery.

Dues for substitutes shall be deducted at a daily rate. When a substitute changes from a daily rate to long-term substitute or long-term substitute to daily rate substitute, the appropriate adjustment shall be made by the Board in the rate of dues deduction.

Teachers who desire to cancel Federation dues deduction shall obtain from the Federation a "cancellation of dues deduction" form, complete it and return it to the Federation. A "cancellation of dues deduction" form may be submitted by a teacher only during a thirty (30) day period ending February 15 of each year, to enable the Federation to adjust its annual budget based on anticipated dues revenue. Any cancellation of dues deduction by a teacher shall become effective as of the following September 1 of the year when cancellation is requested. The Federation shall transmit the original "cancellation of dues deduction" form promptly to the Board. Under no circumstances shall the Federation deny the right of any teacher to revoke an authorization of payroll deduction of union dues when revocation is properly requested as allowed by this paragraph.

The Board shall not be liable to the Federation for the remittance of payment of any sum other than that constituting actual deductions made from the wages of teachers. The Federation shall indemnify and hold the Board harmless against any and all claims, demands, suits or other forms of liability including, by way of example and not limitation, the cost of any judgment against the Board and the reasonable value of any attorney fees incurred, that may arise out of or by reason of action taken by the Board or not taken by the Board for the purpose of complying with any provision of this Section.

The Board shall provide the Federation, at no cost, promptly following the end of each payroll period, an alphabetical list of all employees who have authorized the Federation dues deduction for the pay period and an alphabetical list of all employees from whose paychecks the Board has deducted fair share fees pursuant to Paragraph (e) below. Following the end of each payroll period, the Board shall provide the Federation promptly a list of teachers added to or deleted from dues deduction or fair share fee during that pay period. The Board shall make every effort to transmit this information within five working days following the end of each payroll period.

e. Fair Share Fee

In the event the Federation's ability to collect fair share fees from non-federation members without written authorization, is restored by judicial or legislative action, the provision from §130.e ("Fair Share Fee") as previously contained in the Collective Bargaining Agreement effective July 1, 2017 shall be reinstated.

f. Other Voluntary Deductions

CFT COPE and other voluntary deductions listed in §700.3.n which have been voluntarily authorized in writing by a teacher, shall be made upon receipt of the written authorization. The Board shall not establish for teachers, deductions for other political funds or insurance coverage not currently in effect without the written agreement of the Federation. This provision does not restrict the Board's right to change insurance carriers.

Regarding COPE deductions, the Board shall deduct from the amount transmitted to the Federation, $.04 per deduction and $10.00 per transmittal.

Employees who desire to cancel CFT COPE deductions shall notify the Federation in writing. The Federation shall transmit any such cancellations promptly to the Board. Under no circumstances shall the Federation deny the right of employees to revoke the authorization of payroll deduction of CFT COPE contributions.

The Board shall not be liable to the Federation for the remittance of payment of any sum other than that constituting actual deductions made from the wages of teachers. The Federation shall indemnify and hold the Board harmless against any and all claims, demands, suits or other forms of liability including, by way of example and not limitation, the cost of any judgment against the Board and the reasonable value of any attorney fees incurred, that may arise out of or by reason of action taken by the Board or not taken by the Board for the purpose of complying with any provision.

g. Federation Leave

Upon written request of the Federation, the Federation President and up to three (3) others shall be assigned to the Federation to conduct Federation business. Any employee so assigned shall be paid the full salary to which the employee is entitled according to Appendix A, Schedule C, and shall include any extended time or supplemental pay requested by the Federation, up to limits established by STRS and enjoy all increments, benefits and leaves as other bargaining unit members, and shall continue to accrue seniority. The Federation shall reimburse the Board for salary, medical, dental and term life benefits provided to such employees, retirement contributions paid on their behalf, and any other expenses related to salary and fringe benefit costs. In addition, upon written request by the Federation, this shall also be granted to any CFT member elected or hired for a full-time position with the Federation's state or national affiliates, and to part-time CFT employees who are compensated for work beyond the school day. Such employees shall be paid the full salary to which the employee is entitled according to Appendix A, Schedule C, shall enjoy all increments, benefits and leaves as other bargaining unit members, and shall continue to accrue seniority. The Federation shall reimburse the Board for salary, medical, dental and term life benefits provided to such employees, retirement contributions paid on their behalf, and any other expenses related to salary and fringe benefit costs. For an elected position, the request shall be honored indefinitely, if the Federation so desires. For a member hired for a position, the request shall be honored for up to four years, if the Federation so desires.

If the Human Resources Office (Human Resources and Talent Development Department may be used interchangeably, but refer to the same department) is notified by April 1 of a given school year that an employee assigned to the Federation wishes to return to regular service the ensuing school year, such employees shall return to regular service on the same basis as a teacher returning from a leave of absence longer than one school year.

h. Printing of Contract

Upon ratification of this contract, the Federation's and the Board's designees shall meet to jointly approve the wording of the final agreement and thereafter shall jointly submit the contract for printing. The Federation shall have up to 4,000 copies of this contract printed, 750 of which shall be delivered to the Board. In addition, the Board may, at its own cost, produce additional digital copies of the contract for distribution. The Board and the Federation shall agree on the format. The Board shall pay one-half (1/2) the cost of having the contract printed in a union shop within the school District submitting the lowest of three bids obtained by the Federation. The Federation shall distribute one (1) copy to each member of the bargaining unit. The Board shall provide new employees with a copy upon employment.

The District shall distribute electronically the Tentative Agreement to CFT members.

i. Federation Pony Delivery

The building in which the Federation office is located shall be included as a regular stop on the school mail delivery route.

2. Non-Exclusive Organizational Rights

a. Federation Chapter

The Federation chapter in each building shall have the right to transact Federation business on school property before and after the teachers' regular school day.

b. Board Meetings

The Federation President or designee shall have a seat and the right to speak at all public meetings of the Board of Education and its subcommittees.

c. Employee Relations/Federation Meetings

The Superintendent or his/her designee for labor relations and the Federation President, or his/her designee, shall meet at least monthly during the year to discuss current school problems and procedures of this contract. Additional meetings shall be held upon request of either party.

d. School Visitation

The Federation President, or his/her employee designee, shall have the right to visit the schools to investigate working conditions, teacher complaints or problems, or for a purpose relating to the terms and conditions of employment, provided there is no interruption of the school program and that the Federation representative announces his/her arrival and departure to the principal or to the person in charge if the principal is not immediately available. If possible, visits should be announced by telephone before the visit. Representatives of rival organizations visiting a school or work location shall be afforded only such privileges as are granted to any member of the public.

e. Building Representation and Privileges

Every school or unit in the system shall have a Federation Building Representative from that building/unit who shall be elected by the Federation. Federation Building Representatives and Federation elected officials, if surplussed or returning from leave, must be placed in a school or their regular assignment during the transfer process.

f. Distribution of Materials

The Federation shall have the right to distribute bulletins and other pertinent materials through the inter-school mail delivery system. The Board shall not accept for distribution through the inter-school mail system bulk mailings, which are clearly identified as produced by a rival organization.

g. Posting Notices

Federation representatives shall have the responsibility for posting and removing Federation notices and no other person shall do so.

h. Use of Mailboxes

The Federation shall have the right to distribute bulletins and other pertinent materials by placing them in the mailboxes of teachers and other professional employees.

i. Use of Faculty Bulletin Boards

The Federation shall have the right to use a portion of existing faculty bulletin boards including those in any teacher workroom.

j. Directory Information

Board will annually, within 20 days of the first paycheck delivered to teachers in September, provide to CFT a list of bargaining unit members, including their work location, position classification, and home address. Teachers assigned to more than one school shall be listed at their "home school" (paycheck site).

In addition, the Board shall provide the following information for each bargaining unit member as soon as such information is entered in Board computers: phone numbers (unless employee objects), seniority date, areas of certification, grade(s) and/or subject(s) taught, whether the teacher holds a supplemental contract under Appendix A, Schedule E. Any part of such information that has been entered in Board computers will be provided even if all of the information listed above is not available.

k. New Employee Information

The Board shall promptly provide electronically the Federation with the names and addresses of new employees.

l. Electronic Network

The Federation shall be treated as a school site regarding technology networking. The Board shall provide the network connections to the Federation's network server. In addition, data which is public information or required as part of this agreement, if available electronically, shall be made available to the Federation electronically. Board

expenditures to provide such information shall be limited to the cost of maintaining the network connection to the CFT office using the same standards as for school offices.

## §140 PERSONNEL FILES

1. Access to Personnel Files

The official personnel file of each teacher shall be maintained by the Human Resources Office. The Board and Federation recognize that certain Ohio laws govern access to records maintained by or on behalf of the Board. However, insofar as they are acting in their capacity as employees or representatives of the Board, only the following may have access to teacher personnel files: members of the Board of Education; attorneys of the Board needing access to personnel files; the Superintendent and his/her designees who serve in an administrative or supervisory capacity in relation to the teacher, and other Board employees conducting an evaluation or assessment of the teacher or considering the teacher for a position, with the approval of the Director of Human Resources, or his/her designee; the teacher; and such other persons as the teacher may authorize in writing.

2. Examining One's Own Personnel File

A teacher may examine his/her personnel file upon request. With respect to the official personnel file, the teacher shall schedule an appointment at least one (1) working day in advance with a representative of the Human Resources Office in whose presence the file shall be examined. Copies of any material in the personnel file shall be made available upon request and upon payment of the cost of copying. After seven (7) years, upon teacher request, all disciplinary infractions that have not re-occurred and do not create a legal exposure or liability for the Board shall be expunged by mutual agreement.

3. Notice of Material Placed in a File

Upon receipt of any written communication (including a notation) involving accusations or derogatory statements against a teacher, the Human Resources Office shall, before placing such material in the official personnel file, notify the teacher of his/her right to dispute the accuracy, relevance, timeliness, or completeness of the communication (or notation). Notification shall not be required when documents are addressed or copied to the teacher. The teacher's written response must remain attached to the derogatory statements as long as the item is on file.

4. Maintenance of Other Personnel Files

No other official personnel file concerning a teacher shall be maintained. However, letters, memoranda, copies of documents which are in the official personnel file and other material concerning a teacher may be maintained in a personnel file by the building/unit administrator.

5. Notice of Material in Other Files

When a principal or other administrator finds it necessary to insert any written communication (including a notation) in a teacher's personnel file maintained at the building/unit level which reflects adversely upon the teacher's conduct, service, character, or personality, he/she shall afford the teacher an opportunity to read such communication. The teacher shall also have the right to answer such communication and his/her answer shall be attached to the file copy.

6. Use of Material in Personnel Files

Any written material withheld from the official personnel file and the personnel file maintained at the building/unit level, and not otherwise known to the teacher, shall not be used as evidence in any action against the teacher. Should a teacher dispute the contents of a written communication or notation in either personnel file referred to above, the Board shall delete any information that it cannot verify or that it finds to be inaccurate.

7. Notice of Citizen Examination of a Personnel File

Upon receipt of a citizen request for access to a teacher's personnel file under O.R.C. §149.43, the Human Resources Office shall notify the teacher in writing, including the date of the request and the name of the person making the request.

## §145 PROFESSIONAL LEARNING COMMUNITIES

The Board and Federation are both committed to improving student achievement by establishing Professional Learning Communities (PLC) in which all stakeholders take collective responsibility to ensure student learning and to promote a

collaborative educational culture focused on continuously improving results. The dominant models for PLCs are teaching teams and learning teams. Unless specifically requiring District governance, schools may organize their teams according to the structure that best suits the needs of the students in that school's programs. Limits on the number of teams per school will be determined by the ILT and reviewed by the LSDMC based on the financial constraints established by the District budget requirements.

1. Professional Learning Communities: Teams and Elected Team Leaders

Elected Team Leaders will facilitate meetings and professional discourse that focus on the analysis of current school data. The teams will determine professional development activities based on the data analysis. If requested and approved by the principal, the Team Leader will be trained in professional discourse at extended pay rate for one day.

a. LSDMC Composition

The District shall ensure that every school has an LSDMC constituted according to Board policy.

b. School Team Structures

The prevailing organization for schools in the District shall be through teams as described below:

However, if a school community wishes to be organized differently, they may request an exemption by the Superintendent. A request for exemption shall require a two-thirds (2/3) affirmative vote of the ILT, two-thirds (2/3) affirmative vote of the faculty, concurrence by the LSDMC, and informing the EIP. The exemption shall require renewal every three (3) years and shall be made by March 1 for the following school year.

2. Description of Teams

a. Teams

A team shall consist of four (4) or more teachers sharing a common group of students.

Teams may utilize teacher leader positions differently and some schools may create more teams than other schools, but team configuration or number of teams does not necessarily mean greater funds from the District. Teachers shall be assigned to teams or departments based on team/department plans that are aligned to the building Lead Teacher allocation approved by ILT.

(1) *Teams for Grades K-6 and K-8*

All schools shall be organized with either vertical or horizontal teams sharing the same students for at least two (2) years unless they have received an exemption from the Superintendent pursuant to §1451b.

- Each team shall select a Team Leader from among the team to serve two years according to the process outlined in 2b. Two or more leaders may alternate leadership within the year, but not share it simultaneously.

(2) *Teams for Middle Grades 6-8 or 7-8*

All elementary schools with grades 7-8 shall adopt the following structural and organizational features, unless they are Montessori or have received an exemption from the Superintendent according to §145 1b above.

- If the school has fewer than eight (8) academic teachers (math, science, social studies, English), then there shall be one middle school team.
- Include at least one (1) Intervention Specialist, but sufficient to serve all students with IEPs, according to their needs. An Intervention Specialist may service more than one (1) team depending upon caseload.
- Each team shall select a Team Leader from among the team to serve two (2) years according to the process outlined in 2b. Two (2) or more leaders may alternate leadership within the year, but not share it simultaneously.

(3) *Middle Teams*

For grades 7-8, a team must include teachers with middle grades or secondary certification in math and science or twenty (20) semester hours in those disciplines that would count towards secondary certification. Teams of four (4) or more shall also include teachers with middle grades or secondary certification in social studies and English or twenty (20) semester hours in those disciplines that would count towards secondary certification.

(4) *Grades 9-12*

The team must include teachers certified in the core academic areas, i.e. math, science, English and social studies and may include foreign language.

b. Team Leaders within a school building shall be selected as follows:

Principal notifies team of Team Leader vacancy for the succeeding school year.
Interested parties notify Principal of interest in Team Leader position in writing within five (5) working days from the time the vacancy is announced.
Team convenes interviews for interested teacher(s).
Team shall select a Team Leader to serve for two (2) years.
Principal must concur with the team selection of Team Leader. If the Principal does not concur, the Principal must submit to the Team in writing the concerns or objections which are based on the job description about the proposed candidate. The Team will reconvene and address the objections. If the team's attempt to address the concerns are not satisfactory to the principal, the matter shall go to the TLPP Panel. The TLPP Panel shall review the documentation from the team and the principal and approve or reject the recommended candidate for reasons that align to the job description. Substitute teachers shall not participate in the selection of Team Leaders or High School Department Chairs or be eligible to serve as Team Leaders or High School Department Chairs.

c. Team Leader Role

Any teacher, including specialist teachers, shall be eligible to be a Team Leader with Team Leader compensation—as long as this provision does not inadvertently produce more teams and provided that the teacher meets job qualifications. The Team Leader's duties include, but are not limited to, the following: serves as instructional leader of the team; represents the team on the ILT; conducts team meetings; mentors and coaches team members; submits team meeting minutes and quarterly reports to the principal; coordinates the analysis of student achievement data; facilitates the implementation of the learning teams and teaching teams process; and facilitates team communication with parents.

d. School-wide Lead Teachers and District Level Lead Teachers Selection Process

School-wide Lead Teachers and District Level Lead Teachers are selected through the process outlined in the Teacher Leadership Pathway Program Agreement, Appendix D.

e. Secondary Schools

Secondary Schools shall be organized in the following ways; however, if a school community wishes to be organized differently, they may request an exemption by the Superintendent:

- There shall be horizontal teams at grades 9 and 10. These teams shall include math, English, social studies, science, language arts, and special education teachers who serve the students in that horizontal team.
- There shall be department chairs in the following subjects: mathematics, English, social studies, science, special education, fine arts, foreign language. (At schools with specialties, there may be additional department chairs if the department numbers at least four (4).) Department chairs will serve as the department leaders with a paid lead teacher stipend. Their role is to carry out the Board adopted curricular standards and evaluate student performance within their department's discipline. Within each core discipline department, math, science, social studies and English, the department chair shall also serve as the content innovation specialist.
- High School Department Chairs (also referred to in Appendix D as "Subject Area Leaders") shall be selected by the process outlined in Appendix D ("Teacher Leadership Pathway Program Agreement") – Selection of Lead Teachers Within A School Building.

3. Team Composition and Plans

Once the school has received its annual budget and staffing sheets, the staff will develop team / department structures according to §145 or to other organizational structures approved by the Superintendent, above, and submit team plans by the first Wednesday after the second scheduled staff meeting in January. The ILT shall review the team / department plans and share any concerns in writing. The principal must also concur. If either has concerns or objections, the team or teams shall reconvene and address the concerns to align with the structure of lead teacher allocations that have been approved by the ILT.. The ILT and principal shall determine team assignments before the beginning of the transfer rounds.

After existing staff has been assigned to teams based on team plans, the transfer and staff selection procedures in §250 shall be used to fill remaining team vacancies and to fill vacancies in positions that serve the school as a whole.

4. Role of Teams

a. Team Rights and Responsibilities

A team shall be responsible for teaching its students to help them meet or exceed state standards. The team shall determine instructional methods, consistent with the school's adopted program focus, if any, and shall determine how to group and schedule students for instruction in the subjects covered by the team. The team shall determine disciplinary procedures consistent with the District's Code of Conduct and the Positive School Culture Plan. Continuity in student-teacher relationships shall be a primary consideration.

b. Assigning Students to Teams

Students with disabilities shall be assigned to teams as determined by the Least Restrictive Environment outlined in their IEPs. For students who are not in specialized units (Autism, Multiple Disabilities, Strides) managed by the DSS, the case coordinator, principal, and intervention specialists shall assign students with disabilities to teams to ensure equity of assignments across teams. The assignment of students to teams shall be in alignment with the school's continuum of service delivery. The student services manager, principal, case coordinator, general education teacher(s), and intervention specialist(s) shall meet at the beginning of the school year to resolve concerns specifically related to students with disabilities, continuum of services and assignment of students to teams taking into account the student's IEPs and ETR data.

c. Assigning Teachers and Staff

Along with the school administrative team, the ILT will determine the most efficient use of teachers and staff based on servicing students.

5. Budget Allocations for Schools and Teams

School budget allocations shall be made according to the Board's adopted budgeting process. The ILT, with the approval of the LSDMC, shall use the school's funds to support the school's academic mission. The ILT, with the approval of the LSDMC, shall allocate a percentage of the school's budget for teams' use in the instruction of their students.

With the approval of the principal, teams may agree to combine resources in order to requisition goods or services or dollars for personnel. Teachers shall be entitled to choose among vendors selected by the Board for transportation for field trips or related curricular, co-curricular or extracurricular or recognition events.

If a team agrees to provide coverage for a teacher's absence for personal/family illness, personal leave, or for approved absences for training or professional meetings where grant money or the Professional Development Funds would pay for the substitute, the funds that the substitute would have cost the District shall be transferred to that team's budget.

**§150 COLLABORATIVE DECISION MAKING**

1. Instructional Leadership Teams (ILT)

An Instructional Leadership Team shall be formed at each school.

a. Role of the ILT

Instructional Leadership Teams (ILTs) shall be established so that the principal, teachers, parents and other members may share leadership and make decisions in the following areas:

- develop, review, and evaluate the instructional program;
- monitor and improve school operations and procedures that impact instruction;
- plan and monitor training of staff;
- develop and monitor the allocated school budget for submission to the LSDMC;
- create and maintain a safe and orderly school environment;
- oversee the formation of teams within given parameters;
- perform all other responsibilities assigned by this contract to the ILT; and
- meet to review budget and implementation of ILT decisions quarterly.

The principal and all staff members shall implement decisions of the ILT when it acts within the scope of its authority and in compliance with applicable laws, regulations, contractual requirements and Board policies. Discipline of teachers or other staff and other personnel matters shall not be handled by the ILT, except as provided in this agreement.

b. ILT Composition

The Instructional Leadership Team shall include:

- the principal;
- up to two assistant principals;
- two parent representatives selected by the parent members of the LSDMC;
- two non-teaching staff members elected by the non-teaching staff of the school;
- teacher members, as follows:
  - The Federation Building Representative.
  - Any lead teacher serving as program facilitator or in another school-wide lead teacher position.
  - At least one (1) elected representative of special education teachers.
  - Each team, department (of four or more), or level shall have an elected representative selected through the process outlined in the Teacher Leadership Pathway Program (Appendix D).
  - One (1) elected representative for the Educational Support Personnel teachers in a school. (For this purpose, Educational Support Personnel shall include District employed nurses, speech pathologists, psychologists, school social workers, occupational therapists, physical therapists, and counselors.)
  - One (1) elected representative for the specialist teachers in a school. Specialists include art, music, physical education, health, drama, dance, media specialist, technology teachers and building substitutes.
  - Content Innovation Specialists as non-voting members,
  - In addition, at secondary schools the math, science, English language arts, and social studies departments shall have a representative on the ILT. The ILT shall combine other departments (including foreign language, career paths/business, health) that have fewer than four (4) members each for the purpose of representation.
  - Any site location with three (3) preschool teachers or more shall have an elected representative.
  - Additional teachers shall be elected at large to bring teacher membership to sixty (60) percent on the ILT.
- The Instructional Leadership Team shall include ESL representation on ILT for ESL specialists and/or teachers if a school has three (3) or more ESL certificated service providers, in schools with fewer than three (3) ESL certificated service providers, they shall be represented by an existing team leader within the school; however, the representative must be employed by CPS.

c. Operation of ILT

(1) ILT Voting Procedures

The ILT will determine how it will make decisions. Decisions of the ILT shall be made when a quorum of ILT members are present. A quorum shall be fifty-one (51) percent of the members of the ILT and shall include the principal. All meetings of the ILT shall be open and shall be held outside of the student day, except under urgent or emergency circumstances.

(2) Faculty Approval of ILT Decisions

- Faculty approval of the ILTs recommendations, by majority vote unless otherwise indicated, shall be required for the following decisions. These areas are:
- lesson plan format under §220.11,
- approval of the school's budget for submission to the LSDMC
- distribution of instructional supply funds
- extra-curricular activities plan
- approval of the school's One Plan (2/3 vote)
- Positive School Culture Plan

Teachers shall elect faculty liaisons to parent organizations and teacher representatives to the LSDMC.

(3) ILT Subcommittees

The ILT may appoint subcommittees to assist in carrying out its responsibilities, including developing policies and procedures listed above. However, the ILT shall act on the reports and/or recommendations of any subcommittees. Such subcommittees may include non-ILT members.

(4) ILT Agendas and Minutes

The Principal and a teacher co-chair, annually selected by the teacher members of the ILT, shall jointly prepare an agenda for ILT meetings. The agenda shall be distributed to all teachers, staff, and parent ILT members twenty-four (24) hours prior to each regular ILT meeting; and minutes shall be taken and distributed to all ILT members, LSDMC members, and staff within three (3) days. The minutes shall include all decisions made by the ILT.

If a school has an externally funded Ohio Department of Education coach, the coach shall report periodically to the ILT on progress in improving student achievement.

d. ILT Training

The Board and Federation encourage ILT training, jointly developed by both parties, through Launch ED for schools requesting training. All first-year administrators, building representatives, and ILT co-chairs shall have ILT training at the beginning of the school year.

Further, the parties shall provide assistance and mediation if the members of an ILT so request or if the parties agree that an ILT is having difficulty working together or making decisions.

e. Policies and Practices

Policies and practices, which are implemented at the building level, shall not be inconsistent with the terms of this contract. However, if an issue specifically related to instruction can be mitigated by a short-term request for suspension of specific provisions for less than twenty (20) school days, the following process may be used to permit the deviation from strict adherence to the contract.

The faculty member(s) shall consult simultaneously with the principal and building representative to place the issue before the ILT. The ILT shall discuss the requested change. A two-thirds (2/3) vote is required for approval. Upon approval, the change shall be submitted to the Superintendent and Federation for approval. The timeline for approval shall be ten (10) calendar days.

After the time requested for the suspension has passed, all terms of the contract affected shall be reinstated. A request for suspension may be renewed once following the same process.

After one (1) year from the ratification of this agreement, this provision may be ended by a forty-five (45)-day notice of either party.

f. Parallel Structures

No other structure shall be established by the administration or the teachers to supersede or parallel the ILT.

g. Role of LSDMC

Nothing in this section shall detract from the role or the authority currently granted to the LSDMC by Board Policy.

If a school has an externally funded Ohio Department of Education coach, the coach shall report periodically to the LSDMC on progress in improving student achievement.

## §155 FLEXIBLE ACCOUNTABILITY SYSTEM

1. Purpose

Individual schools in the District perform at different levels. As a result, the level of support and degree of flexibility, as well as oversight, may be unique. The Cincinnati Federation of Teachers and the Board of Education agree that the District shall provide resources, tools and services to schools to produce rigorous learning environments and improved academic achievement for all students. This section establishes the parameters the District shall use to determine the various levels or tiers into which schools will be placed and the unique assistance that may be offered to schools based on that identification. However, services to schools in the same category may differ.

2. Cohesive Leadership Characteristics

The Board is committed to a central office focused on support rather than management, aligned policies through all levels in the District, wide and meaningful engagement of stakeholders, and aligned improvement initiatives that determine and deliver resources specific to sites.

The parties support school use of timely and relevant data, job embedded professional development and greater focus on instruction.

3. Partnership for Excellence

The parties agree to establish the Partnership for Excellence to be operated by the Board and Federation under guidelines mutually developed. The Partnership will be comprised of CPS corporate and civic partners. Its role will be to focus on raising funds and enlisting expertise in order to enhance recruitment, retention and reward of excellent classroom teachers.

4. Adoption of a New School Wide Program Focus

When the Board or administration selects a new school wide program focus, the announcement shall be made to the staff by January 1st of the previous school year, prior to the transfer rounds. Teachers who choose to teach in the program may be required to participate in training which shall be paid for by CPS. A teacher's failure to participate in the training may be grounds for the teacher being surplussed.

5. Support to Schools

As a result of a complete audit, the parties shall develop plans that push the boundaries of how schools typically function, rethink how schools operate, reduce barriers to innovation, and develop a plan that will sustain change. Provided funding is available and approval of the LSDMC, all schools may apply through EIP to be a site to introduce:

- New or specialized curriculum
- Concentrated professional development
- Innovative pedagogy
- Models of positive building culture
- Increased attention on one or more subgroups of students
- Joint training for the schools Admin Team and the Building Rep Leadership
- ILT Training

6. Resource Stability

The District shall provide needed resources in personnel, training, and program adoption. The Board is committed to equitably distributing resources among schools.

7. Staffing

a. Redesign Schools

In a school that is a candidate for redesign, a full school audit shall be performed the year prior. The results of the audit will be reviewed by the EIP and used to assist the Superintendent in formulating a recommendation to the Board of Education.

All teachers in redesigned schools will be surplussed with an opportunity to reapply to that school.

When a school falls in the Redesign category and is closed, all teachers serving at the school shall be displaced and treated as surplussed. All teaching positions at any new school, which replaces the closed school, shall be considered vacancies. Teachers shall be selected based on their training, experience, and individual qualifications for the program to be offered at the redesigned school and for specific teaching positions. Teachers displaced by school redesign shall have the opportunity to apply for vacancies at the newly designed school or other open positions, if they possess the appropriate certificate or license, and shall have the rights afforded to surplus teachers under § 250.4.a(3)above. However, §250.4.c (relating to returning to original school) shall not apply.

b. Visiting Instructor Program (VIP)

In association with universities (not exclusive of Xavier University, University of Cincinnati, College of Mount St. Joseph, Northern Kentucky University, and Miami University), Human Resources will develop a Visiting Instructor Program (VIP). VIPs will then be able to have an initial entrance path to CPS employment upon completion of their licensure.

8. School Workday and Calendar for High Needs Schools

a. Schools may have additional professional development at the beginning of the year, throughout the school year, and as invited at the end of the school year.

b. The SPT will make recommendations regarding specific high needs schools' work day, work week, work year, compensation, and program to the Superintendent and Federation President, as co-chairs of EIP.

## §160 GENERAL

1. Long Range Planning

The Board and the Federation agree that long-range planning shall be essential for an efficient and effective education program in the Cincinnati Public Schools. Any committee established by the Board for such purpose shall include representation from the Federation, appointed by the Federation. The Federation recognizes the Board's right to appoint additional representatives of the community, stakeholders, and parents.

2. Academic Freedom

Academic Freedom shall be guaranteed to teachers, and no arbitrary limitations shall be placed on study, investigation, presentation, supplemental materials, manipulatives, and interpretation of facts and ideas concerning man, human society, the physical and biological world, and other branches of learning. However, such freedom must be exercised within the accepted standards of professional responsibility, the Board's responsibilities to approve standards-based curriculum, and to the Board's responsibility to govern the public schools.

3. Personal Life

A teacher's personal life shall not adversely affect his/her employment status except as it may directly prevent the teacher from properly performing his or her assigned duties during work hours. Within the framework of this section, teachers shall not be intimidated in their work by non-staff groups or individuals.

4. Residency

Teachers shall live where they choose. The Board and Federation encourage teachers to live in the school District and enroll their children in District schools.

5. Temporary Contract Alteration

A specific provision of this contract may be temporarily suspended or altered only upon the written consent of both parties.

## §170 PROFESSIONAL DEVELOPMENT

1. Teacher Leadership Pathway Program

The Federation and the Board are both committed to improving the profession of teaching. A profession offers opportunities for professional growth, involvement in decision-making, communication and collaboration, and increased responsibilities and accountability. Teachers have the opportunity to take on greater responsibilities which bring with it greater status, additional compensation, opportunities to collaborate, as well as leadership roles to improve instruction and raise student achievement. The parties also view a career ladder as a way to give incentives to attract and retain quality teachers in the profession. To this end, the parties have established and are mutually committed to revising the Teacher Leadership Pathway Program that will inform the redesign of the current Teacher Evaluation System and be consistent with state and federal mandated reforms.

a. Levels and Advancement

(1) The Teacher Leadership Pathway Program creates career pathways and a lead teacher credentialing process. A teacher applying for lead teacher will undergo a credentialing evaluation within two (2) years preceding the first credentialed year. That evaluation will be in lieu of the District's annual evaluation but will include a student growth measure in order to equate a final summative rating to be reported to the state.

Resident Educator

A Resident Educator is a teacher at the beginning of his or her career who has met initial licensure requirements and is working to develop the skills required for a career in teaching. Resident Educators work to meet or exceed an overall “Developing” level of performance. They receive ongoing, regular support from an Ohio Resident Educator (ORE) mentor to complete the ORE program and earn their professional license. Resident Educators are not eligible to apply for lead teacher credentials.

Professional (Career) Teacher

A Professional Teacher has met the requirements to obtain a professional license and has demonstrated the skills needed to have a career in teaching. A Professional Teacher is working toward an overall score of Skilled or Accomplished. He or she has an approved Individual Professional Development Plan. The Professional Teacher may elect to undergo a credentialing evaluation in order to obtain lead teacher credentials and/or a continuing contract.

Lead Teacher

“Lead Teacher” is a model for instructional excellence. A Lead Teacher has met the requirements to obtain a Professional, Senior, or Lead License and is continuing to master the art of teaching, demonstrating at least an overall Skilled level of teaching. A Lead Teacher has demonstrated an overall score of Skilled or Accomplished. The Lead Teacher has an approved Individual Professional Development Plan. The Lead Teacher has successfully completed the process to obtain CPS lead teacher credentials. Advancement to the level of Lead Teacher shall not be automatic.

(2) Lead teachers are selected from teachers with a professional license who are undergoing a credentialing evaluation and have met or are pursuing additional criteria established by the Teacher Leadership Pathway Program Agreement. The program includes opportunities for Lead teachers to accept assignments, including teaching assignments, meeting the District's instructional needs. Advancement to the level of Lead Teacher shall not be automatic. The number of Lead Teacher positions available shall be determined annually by the needs of the District, but shall be at least ten (10) percent of the bargaining unit, subject, however, to agreement of the parties on the availability of funds, on the program budget, and on the distribution of lead teacher positions for each year. Lead teachers' duties may include the following: consulting teachers,

curriculum specialists, staff development specialists, demonstration teachers, subject leaders, team leaders, and program facilitators.

Lead teachers in District level released positions shall have the right to return to the same schools and to the same or similar assignments without loss of seniority provided they exercise the right no later than the expiration of their first term. If this occurs in subsequent terms away from the sending school, no specific assignment is guaranteed.

If a school-based lead teacher position is eliminated during the lead teacher's first term in an assignment, the teacher has no rights to a position in the receiving school and the teacher may elect to return to the original sending school. If this occurs in subsequent terms away from the sending school, no specific assignment is guaranteed. Lead teachers shall receive stipends above the salary to which they would otherwise be entitled. Such pay, in recognition of the additional time worked and additional responsibilities, shall be negotiated by the parties, pursuant to the Teacher Leadership Pathway Program Agreement.

(3) The Teacher Leadership Pathway Program shall include all position classifications such as counselors, psychologists, school social workers, librarian/media specialist and teacher librarian/media specialist.

(4) The Teacher Leadership Pathway Program is committed to having the credentialed lead teachers reflect the diversity in the District's teaching staff. Efforts shall continue to recruit all eligible candidates to apply for credentialing.

b. Teacher Leadership Pathway Panel

The parties shall establish a six member Teacher Leadership Pathway Panel. The term of each member shall be no longer than three (3) years. The Federation shall appoint three lead teachers; the Superintendent shall appoint three administrators. There shall be co-conveners, one (1) appointed by the Federation and one (1) appointed by the Superintendent. The Panel will develop and implement the process for credentialing lead teachers and recommend additional roles and responsibilities for lead teachers but will not assign lead teachers to positions. The panel has the authority to make procedural decisions necessary to implement the Teacher Leadership Pathway plan; to interpret and apply provisions of the plan; and to amend the plan. Amending the plan requires unanimous agreement of the Panel and approval by the Superintendent and Federation President.

c. Funding

The Board will allocate $1.1 million each school year or an amount annually agreed to by the parties pursuant to the Teacher Leadership Pathway Program Agreement exclusive of career teacher increments. Both parties may, by February 1, mutually agree to adjust the budget. Any adjustment must be the product of mutual agreement. If not requested, it shall remain the same as the previous year. The Federation and Board agree to mutually seek funding to supplement the planning and implementation of the plan including the funding of additional Lead Teacher positions.

2. Federation Conventions

Teachers shall be given up to one hundred twenty (120) days of release time without loss of pay or benefits to attend Federation conventions and related conferences. Costs shall be charged against the Cincinnati Teachers' Professional Development Fund (CTPDF). The Federation will be assessed one-half the cost of the substitute for the leave of teachers whose attendance rate is less than ninety-five (95) percent. Otherwise, additional costs shall be charged against the CTPDF.

The Committee is not required to release more than three (3) teachers from any particular school on a given day for Federation conventions or conferences. Adequate notice shall be provided to all schools so that arrangements for instruction may be made.

Conference leave shall not be granted during the first week of the school year unless the Federation's national convention is scheduled that week.

3. Educational Initiatives Panel

The Board and Federation recognize their responsibility to promote positive change and reform in the Cincinnati Public Schools in order to improve educational results. The parties agree that collaboration between teachers and administration is vital to the development and implementation of sound educational policies and programs. Therefore, the Educational Initiatives Panel (EIP) shall serve as a strategic planning team responsible for educational reform in the District. The Panel

will be composed of an equal number of administrators appointed by the Superintendent and teachers appointed by the Federation. The Superintendent and the Federation President shall Co-Chair the Panel.

The EIP will monitor the progress of current initiatives, plan new programs, support and encourage local school improvement and restructuring efforts. Board of Education approval may be required for some programs or initiatives.

The Superintendent and the Federation President shall annually evaluate the previous year's work and then establish priorities for the work of the EIP. These priorities shall be on the agenda for the first meeting of the school year, no later than October 1. The Panel shall establish any necessary internal operating guidelines. The EIP shall be responsible to communicate regularly with its constituents.

The EIP shall annually review and disseminate the Master Schedule Guidelines.

a. Joint Committees

Committees which relate to instructional policies and practices, or those, whose work will impact on terms and conditions of employment, shall be established as joint committees by the EIP. Each joint committee shall have Co-Chairs, one designated by the administration and one designated by the Federation. Committees shall have at least as many teachers as administrators. Teacher representatives shall be appointed by the Federation. The parties recognize the importance of parent and community participation in developing programs and the EIP will seek representatives from parents, community, and other employee groups, as appropriate.

The EIP shall review annually the existence of joint committees and subcommittees, and shall implement joint committees for Artificial Intelligence (AI) and Multi-Tiered Systems of Supports (MTSS)..

The EIP will monitor joint committees which currently exist and take action on their reports, with the following exceptions: Peer Review Panel, Teacher Leadership Pathway Panel and Appeals Panel, Teacher Allocation Committee, Employee Benefits Committee, Cincinnati Teachers Professional Development Panel, and the Health & Safety Committee.

When a committee has been charged with making recommendations to the Superintendent, the Superintendent shall respond to the committee stating his/her intentions regarding the report.

The Board and the Federation are committed to having membership on joint committees reflect the diversity in the community, staff, and student population as well as representation by teaching fields, grade levels and/or professional roles.

b. State and Federal Funds

The EIP shall review programs supported by state and federal grants and approve plans regarding the best educational use of these funds. Funds shall include Title I and Title VI programs, Impact Aid, and Educational Mobility Funds, as well as other state and federal grants which may become available to the District. The EIP may establish committees in regard to specific programs referred to above. These committees shall be established in conformity with the state and/or federal requirements for stakeholder participation in program design.

c. School Performance Committee

On behalf of the District, a joint committee of the EIP, will address and review the District's schools' performance with special emphasis on high needs schools.

It shall be a joint committee of the EIP with ten (10) members, five (5) appointed by the Superintendent and five (5) appointed by the Federation President. Members shall serve terms no longer than four (4) consecutive years. The co-chairs of the committee shall also be members of the EIP. Recommendations of the Team go to the EIP.

Both parties will share responsibility for bringing innovative ideas as soon as possible to the committee for review by the EIP. The Superintendent and Federation President shall mutually establish timelines for review of these innovative concepts.

In the context of analyzing schools' needs, pursuant to §155.6, the committee shall report to the EIP regarding new program initiatives, innovative program designs and alternate structures or organizations.

The Superintendent will, upon direction of the Board, review new models and determine school structures in order to develop a more expansive range of options for students, parents and teachers.

d. Testing Review Committee

The Cincinnati Federation of Teachers (CFT) and the Board of Education shall establish a Testing Review Committee, a sub committee of EIP, to evaluate all District Non-State mandated testing. EIP will review ODE recommendations, make necessary changes to be in alignment with the state, and shall collaboratively review all of the District Non-State mandated tests each year by August 1.

The following are guiding questions:

- What is the purpose of each District test?
- How reliable and valid are the tests?
- Do the tests have any diagnostic purpose?
- Are the tests culturally biased?
- Are there students with disabilities for whom the tests are appropriate/harmful?
- How has the frequency and quantity of testing increased?
- How much time in school is devoted to testing?
- How does student "test fatigue" affect testing results?
- How much instructional time is lost because of testing?
- How much money does testing cost, including the cost of test preparation, bandwidth, software?
- Are there English Language Learners for whom the tests are appropriate/harmful?
- Are there gifted students for whom the tests are appropriate/harmful?

4. Curriculum Councils

Curriculum Councils are elected bodies established by the Federation to represent teachers in the various subject areas as well as support service professionals. Curriculum Councils will work cooperatively with the Superintendent's Designee and other appropriate administrative units to develop and maintain high quality curriculum, assessment instruments and practices, and select and/or create high quality teaching materials. Curriculum Councils will provide teachers for textbook selection committees and for development or revision of curriculum and assessment instruments.

Councils also provide a vehicle for teachers to communicate among themselves about effective teaching practices, research and other new developments in their disciplines, communicate with professional organizations in their disciplines and with external agencies which impact on teachers or can assist teachers in their work. Councils are encouraged to plan professional development activities for their constituents.

Each Curriculum Council shall have a chairperson, which shall be a lead teacher position. The Chairperson shall be selected by the Council's Steering Committee and approved by the Superintendent's Designee.

In addition, each Council shall have the opportunity to send one (1) elementary delegate and one (1) secondary delegate, one of whom shall be the Chairperson or designee, to the national convention of the professional organization for that discipline, funded by the Professional Development Fund. The Fund's expense and reporting guidelines shall apply.

The Curriculum Council Chairpersons shall together constitute the Interdisciplinary Council; the Superintendent's Designee shall meet at least quarterly with the Interdisciplinary Council to discuss the District's instructional programs and act, as needed, to improve quality. Further, the District shall designate a liaison to each of the Curriculum Councils for on-going communication. Resolutions of Curriculum Councils may be presented to the EIP after having been reviewed by the Interdisciplinary Curriculum Council. The EIP shall respond to the resolution within forty-five (45) days.

The Board shall provide routine clerical services and supplies through a percentage of an FTE assigned to the Central Office to support the work of the Councils. Curriculum Council Chairs will receive four (4) release days, if needed, per quarter in

order to complete their duties. All Curriculum Council Chairs will receive a stipend determined by the Teacher Leadership Pathway Agreement.

5. Individual Professional Development

Professional Development hours scheduled during the teacher workday may be applied toward Individual Professional Development Plans (IPDPs).

6. Cincinnati Teachers Professional Development Fund

The Board and Federation will seek to encourage ongoing professional development through continued participation in professional organizations, conferences, continuing education, and other professional growth activities. Therefore, the parties have created the Cincinnati Teachers' Professional Development Fund ("CTPDF").

a. Joint Committee

The Cincinnati Teachers' Professional Development Fund shall be governed by a joint committee comprised of an equal number of teachers appointed by the Federation and administrators appointed by the Superintendent.

The CTPDF Committee will determine guidelines, criteria and application procedures for professional development activities referred to in paragraph (b) below. These recommendations shall be submitted to the Superintendent and Federation President for approval.

The Committee shall also be responsible for rating, evaluating, and awarding the proposals. In the event of a tie vote, the applicant may be asked to submit additional information prior to an additional vote. In the event of another tie vote, the applicant shall be granted the funding for the activity.

b. Conference/Convention Fund

The Board shall establish a joint professional conference/convention fund.

The Board shall budget annually $325,000.

The Board shall budget an additional $250,000 for new hires and teachers with less than 5 years' experience.

Up to 40% of the allocated funds shall be set aside for conventions and conferences for which similar opportunities are unavailable outside the academic year. These funds may be used for travel, lodging, registration, fees, substitute coverage and food.

Any unused funds shall provide professional development opportunities outside the academic year. Guidelines and application procedures shall be established by the Cincinnati Teachers' Professional Development Fund Committee.

The applicant shall be required to submit a written summary for the Committee detailing how the experience will benefit instruction. The Cincinnati Teachers' Professional Development Fund Committee will require recipients to provide a report of service to the District as a result of their participation. At the end of each quarter, the committee shall report, using District records, the recipients, the activities funded, and the cost of each activity to the Superintendent and Federation. The funds awarded from the Cincinnati Teachers' Professional Development Fund are to be used only for the applicant.

The committee shall seek to provide equitable opportunities for use of the funds to teachers in various teaching fields and levels. In its guidelines, the committee may reserve funds annually for program priorities.

## §180 SCHOOL BUDGETS

1. Commitment of Parties to a Balanced Budget

The Board and Federation acknowledge their commitments to educate the children of the District within a balanced budget and to work cooperatively to achieve these goals.

The parties further acknowledge their commitment to focus additional funds, as the resources are available, to reducing K-12 class size, providing student services in the area of social work to students in grades K-8, and for counseling students in grades 9-12.

2. District Funding of Schools

School budgets, including staffing sheets, shall be charged the average salary and benefits per FTE for each job classification in its budget and shall be made available to BRs and ILT co-chairs by December 20 to inform the transfer process. Annual contact information for BRs and ILT co-chairs shall be made available to the Treasurer's office.

The school District shall make available the annual budget packet and monthly budget reports to the LSDMC members and ILT co-chairs.

3. Money for Instructional Supplies

Funds allocated by the Board for consumable classroom materials and supplies shall be spent for that purpose. The amount allocated to each school for this purpose shall be reported to the principal and to the Federation building representative annually. The dollar apportionment for supplies made available to the school or unit shall be made on an equitable basis system-wide. Once the budget is approved by the ILT and faculty, teachers – including preschool teachers – shall be able to place their order before the end of the school year so the supplies will be available at the beginning of the next school year. The parties understand and agree that supplies must be purchased only using the appropriate school year budget.

4. Adequacy of Supplies

Supplies, equipment and instructional material necessary for the implementation of all programs and course work shall be provided to teachers for each school year. The Board shall ensure that teachers have reasonable access to copy machines at each school for the reproduction of teaching materials. The ILT may allocate funds from their instructional supply money for consumable supplies for the copy machine**.** ILTs shall be responsible for ensuring the adequacy of supplies to each teacher.

## §200 TEACHER CERTIFICATES AND CONTRACTS

Believing that higher standards are needed for schools, teachers and administrators in order to provide an outstanding education for all students, the Board and Federation affirm their commitment to the legal guidelines for licensure in Ohio.

1. New Teachers

New teachers shall hold a Provisional License, successfully complete the Entry-Year Program and performance assessment within two (2) years, and obtain a five (5) year Professional License.

2. Teaching Outside Area of Certification

No teacher shall be required as a condition of employment to teach outside his/her area of certification/licensure.

3. Renewal of Certificate/License

Teachers who have a certificate or license on file in the Human Resources Office, which needs to be renewed, shall be informed by the administration of the necessity to renew in January of the year of renewal.

4. Re-Employment of Limited Contract Teachers

Limited contract teachers who are re-employed shall be offered contracts before the close of the school term.

5. Contract Renewal

A contract shall be considered automatically renewed unless notification is given by June 1, except that supplementary contracts shall terminate upon completion of the assigned duties and payment therefore and are not subject to notification to the employee of non-renewal. The Board shall use reasonable efforts to provide earlier notification to limited contract teachers whose contracts will be non-renewed.

6. Continuing Contracts

Notwithstanding any criteria and procedures for attaining continuing contract status under Section 210, the Cincinnati Evaluation System (CTES), and the Career in Teaching Agreement/Teacher Leadership Pathway Program, CPS will automatically confer a continuing contract for every teacher under a limited contract who meets the following criteria:

(a) Holds a professional, senior professional, or lead professional license;

(b) Has taught in CPS for at least three (3) of the last five (5) years (or for teachers who, prior to their employment within CPS, had attained continuing contract status in some other District, and have taught two (2) years in CPS; and

(c) Attained an overall rating of Skilled or Accomplished in their last full (annual) evaluation.

Full-time personnel with multiple job contracts shall be permitted to apply for a continuing contract in the field of choice, provided they work at least one-half (1/2) time in that field.

A teacher's continuing contract shall not be withheld due to delay in receiving transcripts from a college or university provided the teacher supplies official documentation that the necessary courses have been successfully completed and is in good standing with the college or university.

7. Year of Service

A year of service for regular, full-time contract teachers shall be a minimum of one hundred twenty (120) days of full-time employment within a given school year. A day of service for regular, full-time contract teachers shall be a minimum of seven (7) hours.

8. Continuing Contracts for Non-Classroom Teachers

Employees serving in the position classifications of school counselor, librarian/media specialist, psychologist, teacher-librarian/media specialist, school nurse, and school social worker, upon meeting the above criteria as they apply to the aforementioned positions, shall be offered a continuing contract, upon re-employment in their current positions.

If an employee previously held a continuing contract as a classroom teacher during the current period of employment in the Cincinnati Public Schools and is reduced-in-force from a second position classification for which s/he holds a current continuing contract, the employee shall have the option of waiving the current continuing contract and reverting to the former continuing contract status as a classroom teacher. In the event the employee is reinstated to the position classification from which s/he was reduced-in-force, the employee shall have the option of selecting which continuing contract is to be in effect.

9. Notice of Separation

Consistent with state statutes, teachers should notify the Board of their separation from service, for any reason, no later than July 10.

10. Rehiring Educational Retirees

Educational retirees may be considered for re-employment without public hearings, notwithstanding ORC 3309.345.

Educational retirees re-employed as a full-time teacher by the District after the ratification of this agreement shall receive a limited contract. They shall be placed on level ten (10) of the salary schedule, and may move no higher than level thirteen (13). All current rehired educational retirees shall be placed on level ten (10) of the salary schedule. The educational retiree loses previous lead teacher credentials, training or career increments, and eligibility for any subsequent severance incentives. A lead teacher who returns to a certificated teaching position in CPS within one year shall regain their lead teacher credentials if they submit a request to Human Resources requesting same within one year of their return.

The District and CFT will annually review the creation of a retire / rehire incentive for shortage areas to retain quality teachers in CPS as opposed to losing them to other Districts.

Seniority

An educational retiree re-employed as a full-time teacher shall not accrue seniority vis-à-vis non-rehired retirees. However, they shall have seniority vis-à-vis other re-employed educational retirees.

In times of economic constraints, re-employed educational retirees shall be the first to be released as a result of a Reduction in Force (RIF).

Part-time teachers, limited contract teachers, and those with continuing contracts shall be considered to have greater seniority than re-employed educational retirees. Those returning from RIF shall be considered only during the transfer rounds in which new hires with no experience are considered. Those selected for positions shall be re-employed.

## §210 TEACHER EVALUATION

A teacher shall undergo a Cincinnati Teacher Evaluation System (CTES) Annual Evaluation that the parties will jointly develop to align with the state approved framework, as defined below. Every teacher will be given a Final Holistic Rating. The Final Holistic Rating of those who spend at least fifty (50) percent of their time employed providing student instruction will be based on the OTES 2.0 Framework. The Final Holistic Rating will be based entirely on Teacher Performance. Teachers being evaluated are expected to cooperate with the process.

A teacher shall undergo the Annual Evaluation every year s/he is not participating in a Credentialing Evaluation. If they are on a streamlined evaluation cycle based on the state model of teachers with an Accomplished rating being evaluated every three years and Skilled rating being evaluated every two years, their rating will carry forward. In addition, teachers who are participating in the Resident Educator Summative Assessment for the first time and are not new to Cincinnati Public Schools, will be exempt from evaluation that year. Annual Evaluation, as defined by Board Policy 3220, shall include at least two (2) classroom observations and two (2) classroom walkthroughs sufficient in length to justify the conclusions reached.

The following issues shall be considered in the CTES Annual Evaluation System:

- How to provide for and integrate professional development with the standards in the evaluation system;
- How to reduce the time required from the teachers being evaluated;
- How to develop and maintain exemplars to illustrate to teachers what behaviors and activities are expected;
- Whether the number of standards can be reduced; and
- How to include more formative activity, including coaching, mentoring and other support and assistance for teachers being evaluated.

1. Evaluation

a. Orientation

To initiate the evaluation process, teachers must attend an orientation about the evaluation standards and procedures. The evaluators, prior to conducting an initial observation shall introduce themselves at the school site and explain their role and duties to the teacher.

b. Ratings

Ratings are aligned with the Ohio Teacher Evaluation Framework.

c. Performance Evaluation Form

There shall be one (1) standard Final Holistic Rating of Teacher Effectiveness Report used for evaluation of classroom teachers, which shall be provided to teachers in the orientation.

Each position classification in the bargaining unit shall have a standard form for Credentialing Evaluations and Annual Evaluations that captures their duties and responsibilities.

d. Who Administers the Evaluation

The principal or assistant principal or teacher evaluator, District-wide Mentor or contracted evaluator shall be responsible for administering the evaluation process and must be an OTES Board approved credentialed evaluator. Any teacher who performs or assists in the evaluation of another teacher shall be certified by the District. Administrators completing evaluations must be licensed. All evaluators must participate in local training to ensure inter-rater reliability. Teachers assigned to non-public schools and teachers assigned to three (3) or more schools may be evaluated by an administrator designated by the Superintendent, or, in the case of a Credentialing Evaluation, by a District-wide Mentor teacher. Teachers with ratings of Accomplished may choose their credentialed evaluator for the evaluation cycle. Teacher with ratings of Skilled may have input on the selection of their credentialed

evaluator for the evaluation cycle. The Annual Evaluation is a holistic process; the administrator who begins the evaluation process should complete it. In extenuating circumstances where this is not possible, the newly assigned administrator should meet with the teacher prior to resuming the evaluation in order to clarify the teacher's goals and the evaluation process to date.

e. Observation Reports

The evaluator shall, as a part of the evaluation process, list the date, time, place, arrival and departure times, and subject of observations made with the classroom teacher, which are used, as the basis of the evaluation. It is recognized that the observation reports for non-classroom teachers may not be specific as to date, time, and place because the report may include observations of activities occurring over a period of time. However, such reports shall specify the type of activity observed. The report must include a narrative that documents specific evidence related to the teaching and learning that occurred during the observation.

f. Evaluator's Responsibilities

All teachers will be given a rating for Teacher Performance.

A Final Holistic Rating shall be given to all teachers who have been evaluated by a Board-approved OTES credentialed evaluator. Final Holistic Ratings shall be reported as a District-wide aggregate report to the state.

There are two (2) ways that a teacher can receive a performance rating through the CTES Annual Evaluation or the CTES Credentialing Evaluation.

Before a teacher may be given a rating in a CTES Annual, the evaluator(s) must follow the CTES Procedure Manual including:

(1) have made at least two (2) observations and two (2) classroom walk throughs of the teacher's performance, sufficient in length to justify the conclusions. A formal observation should be a class period and minimum of 30 minutes in length. Classroom Walkthroughs are 10-15 minutes in length. These observations will account for the Teacher's Final Holistic Rating;

(2) conduct a pre-conference prior to the first formal observation of the year;

(3) conduct a post-observation conference held within twenty (20) days of the first formal observation of the year and also provides the teacher with the opportunity to share their Professional Growth Plan and Focus Area for the annual evaluation;

(4) have provided the teacher with written suggestions for improvement;

(5) provide written reasons for such rating after a final consultation with the teacher; and

(6) work collaboratively to develop an Improvement Plan with teachers who demonstrate deficiencies.

Before a teacher may be given a rating in a CTES Credentialing Evaluation, the evaluator(s) must further:

(1) have made at least four (4) observations (either individually or cumulatively) of the teacher's performance, sufficient in length to justify the conclusions. The Cumulative Performance Rating will account for the Teacher's Final Holistic Rating;

(2) have consulted with the teacher being evaluated;

(3) provide written reasons for such rating after a final consultation with the teacher; and

(4) provide feedback after the CTES Credentialing Evaluation.

The TE shall provide the teacher with feedback about the evaluation that includes specific written recommendations based on the strengths and deficiencies witnessed by the TE. The feedback shall include professional development opportunities and possibly specific workshops, courses, seminars provided by the District, or other providers.

The teacher is expected to use the product of this conference to design their Individual Professional Development Plan (IPDP) and to develop goals and measurement parameters for annual evaluations.

g. When Teachers May Be Evaluated using the CTES Credentialing Evaluation Process

Teachers will be scheduled for a CTES Credentialing Evaluation:

(1) when a teacher requests continuing contract status; and

(2) when the teacher is applying for lead teacher credentials.

Active National Board Certification satisfies the credentialing evaluation requirement for lead teacher credentialing and continuing contract.

h. Peer Assistance Timeline and Responsibilities

| Year | Assistance | Person Responsible | Evaluation | Person Responsible |
|---|---|---|---|---|
| 1 | District will provide assistance through the District-wide mentoring which will include practicum sessions, informal observations, ORE mentoring, and one-to-one site mentoring support as needed.<br><br>Administrative Support | District-Wide Mentor<br><br>Principal | *Annual | Principal |
| 2-4 | ORE mentoring/RESA support<br><br>Peer Support<br><br>Administrative Support | ORE Mentor<br><br>District-Wide Mentor<br><br>Team Leader<br><br>Principal | *Annual | Principal |
| 5+ | Peer Support<br><br>Administrative Support | Team Leader<br><br>District-Wide Mentor<br><br>Principal | Teachers may elect to go on Credentialing Evaluation to obtain a continuing contract and/or lead teacher credentials.<br><br>Those not on Credentialing Evaluation will be on *Annual. | Teacher Evaluator<br><br>Principal |

*Any teacher at any time who is identified by the evaluating administrator or evaluator as having Ineffective practices can be recommended for an improvement plan. If serious deficiencies are demonstrated they may be recommended for the Comprehensive Assistance Review. Serious deficiencies are defined as having ineffective practices and being overall Ineffective for Resident Educators or overall Developing for Career teachers.

i. CTES Annual Evaluation New Hires/First-Year Teachers

New Hires/First Year Teachers will receive assistance based on the above chart when entering the District, which will include practicum sessions, informal observations, Ohio Resident Educator (ORE) Mentoring, and one-to-one support as needed. Any new hire/first-year teacher that is identified in their Annual Evaluation to have Ineffective practices may be placed on an Improvement Plan. In the event improvement is not evident, a recommendation for Comprehensive Assistance and Review may be made to the Peer Review Panel.

Teachers New to Cincinnati Public Schools

Teachers new to Cincinnati Public Schools will receive support from his/her ORE mentor (if applicable), peer support from his/her team leader, and administrative support from his/her principal or principal designee as a part of the Peer Assistance and Review Program (PARP).

j. Identified Deficiencies

Any teacher at any year of experience who is identified by their evaluator as having Ineffective practices could be given an Improvement Plan. Anyone identified with overall Ineffective practice could be recommended for the Comprehensive Assistance and Review.

- When the teacher's principal has concerns about the teacher's performance, the principal shall inform the teacher in writing of his/her concerns regarding the evaluation.
- The principal and teacher shall develop an Improvement Plan in response to evidence of Ineffective practice. A plan of improvement may be initiated any time during the evaluation cycle by the evaluator based on deficiencies in performance as documented by evidence collected by the evaluator.
- If a teacher receives a holistic Ineffective rating, an Improvement Plan will be initiated the following year.

k. Teachers in Danger of Termination and/or Non-Renewal

A teacher's CTES Annual Evaluation shall be considered for retention and promotion and separation decisions.

Teachers in danger of termination due to inadequate progress or completion of the Improvement Plan will be placed on Comprehensive Assistance Review.

(1) Comprehensive Assistance Review will include one (1) follow-up interview with the teacher conducted by the principal, who will explain why they are being referred to Comprehensive Assistance Review.

(2) After the follow-up interview, a meeting of the principal and the District-Wide Mentor with the referred teacher will be held in order to intervene and develop a plan of assistance and its duration required in order to improve teacher performance. The plan may include additional two (2) observations by OTES credentialed evaluator who, with the principal, will make a recommendation to the Peer Review Panel, which will act upon that recommendation by providing targeted Comprehensive Assistance Review.

(3) Teachers on CTES Comprehensive Assistance Review shall not move on the salary schedule until they have been released from Comprehensive Assistance Review. At that time, they will be placed on the appropriate level based on the criteria in §700.

(4) All evidence gathered in Comprehensive Assistance Review, as well as evidence gathered prior to placement on CAR, shall be reviewed holistically by the panel to complete a review that will be forwarded to the Superintendent. The Superintendent then makes the determination as to whether the teacher should be released from CAR, terminated/non-renewed or provided continued support for improvement through the CAR process.

* Based on serious deficiencies, the principal may refer the teacher to the PRP, which is the governing body of the Peer Assistance and Review Program (PARP), in order to expedite CAR services. This can be done in lieu of being placed on or completing an Improvement Plan.

l. Teacher Request for a CTES Credentialing Evaluation

Teachers, who ask to be considered for a continuing contract and teachers applying for initial lead teacher credentials, if capacity to serve them exists, must submit a written request for a CTES Credentialing Evaluation to the Talent Office starting April 15, but no later than September 15. The Talent office will screen applicants to ensure they have the requisite skilled or accomplished rating needed for a credentialing evaluation.

m. Use of Evaluation

The observation and evaluation process shall be carried out with the full knowledge of the teacher and shall not be used in a manner inconsistent with the purpose of evaluation.

n. Special Assistance for Newly Assigned Teachers

Special assistance shall be given to newly assigned teachers using such resources as can be provided by the principal, the District-Wide Mentor, and other personnel.

o. Teacher's Copies of Observation Reports

A copy of all report forms and supportive documents shall be made available via OhioES or email, within fifteen (15) days of each observation. Assessments, including classroom observation summaries, must remain confidential and must be delivered electronically.

p. Deadlines for Final Written Evaluations

The CTES Annual and CTES Credentialing Final Holistic Evaluation Report shall be completed and submitted to the Talent Office no later than the 2nd Friday in March if the rating could result in the teacher being non-renewed, terminated, placed in Comprehensive Assistance Review, or denied an increment. In the case of a recommendation of non-renewal arising out of the evaluation process only, the evaluator's recommendation of non-renewal of a limited contract shall be given to the teacher not later than the 2nd Friday in March. All other evaluation reports shall be completed and submitted by May 1. Failure to meet these deadlines may be a basis for appeal. Copies of all evaluation materials shall be furnished to the teacher evaluated prior to placement in the teacher's personnel file. The teacher shall have the right to attach a written comment to the report. In the event the teacher is to be terminated, the Board shall advise the teacher in compliance with the Ohio Revised Code.

(See exception regarding mid-year dismissal, §210.2.g)

q. Appeal Process

The Superintendent and Federation President shall each appoint five (5) members to a CTES Peer Review Panel. The Panel shall review CTES appeals of teachers and determinations by evaluators. Teachers may appeal their scores by sending a written *Request for Review* to the Talent Office within ten (10) working days of receiving the final scores on the CTES Annual or CTES Credentialing evaluations. The CTES Peer Review Panel shall review the documentation and determine if the evidence supports the scores given by the evaluators. If not, the CTES Peer Review Panel will review the evidence and provide the summary of their review to the Superintendent.

r. Appeal with Respect to Non-Renewal

Teachers who receive notice of a recommendation for non-renewal as a result of an evaluation through Comprehensive Assistance Review shall have the appeal rights specified in the Peer Assistance and Review Program Guidelines of 2014-2015.

In addition, any teacher who receives a written notice of the intention to terminate or not re-employ the teacher shall have the rights specified in §300.3.d, e, or f and ORC.

s. Joint Committee Decision-Making

Annually, the EIP shall be responsible for analyzing data and monitoring the progress of the CTES Annual and the CTES Credentialing Evaluation System for equity, reliability and fairness.

2. Peer Assistance and Review Program

The Board and the Federation have established a Peer Assistance and Review Program to improve the quality of teaching in the Cincinnati Public Schools. Peer Assistance and Review Program has two (2) components: (a) Entry designed to assist and develop teachers during their first year of service in the District; and (b) CTES Comprehensive Assistance Review, intended to assist teachers who exhibit serious deficiencies.

a. Peer Review Panel

The Peer Review Panel (PRP) shall serve as the governing body of the program, and shall recommend to the Superintendent guidelines consistent with terms of the Collective Bargaining Agreement and Board policy. The PRP shall be responsible for administering the budget of the CTES Peer Assistance and Review Program. It shall consist of an equal number of teachers appointed by the Federation and administrators appointed by the Superintendent.

b. Scope of Program

The Peer Assistance and Review Program shall be available in all teaching fields and ESP categories. Up to twenty (20) District-Wide (FTE's) shall be assigned by the Peer Review Panel depending on caseloads arising each school year. Additional Teacher Evaluator, if needed, may be funded through the Career in Teaching Program budget. Part-time Teacher Evaluators shall be utilized to serve certain teaching fields where there is not a sufficient caseload for a full time position. District-Wide Mentors and/or Teacher Evaluators (extended time) will also be assigned to conduct classroom observations of teachers participating in Credentialing Evaluations as defined in CTES.

c. Caseload for District-Wide Mentors and Teacher Evaluators

Caseloads of the full-time District-Wide Mentors shall be limited to twenty (20). Teacher evaluators may be used to conduct CTES Credentialing Evaluations and may be used to further assist in principal/assistant principal caseloads. Contracted evaluators will be determined by agreement. Caseload assignment will be determined annually by the Superintendent or Superintendent's designee.

d. Term for District-Wide Mentors/Teacher Evaluators

District-Wide Mentors /Teacher Evaluators shall serve in the position for a term of three (3) years.

e. Applicants for District-Wide Mentor/Teacher Evaluator

Lead teachers will refrain from serving in administrative roles including shadowing and internship in a building in which they are serving as a teacher leader or teacher evaluator, to avoid any conflicts of interest.

f. Stipend

Full-time District-Wide Mentors/Teacher Evaluators are lead teachers. The Peer Assistance and Review Program shall consider any lead teacher applicant(s) who is properly certificated for an available District-Wide Mentor/Teacher Evaluator position. However, if no lead teacher applies, the Peer Assistance and Review Program may select an otherwise qualified applicant who is not a lead teacher but has received a skilled or accomplished rating on their last Evaluation.

District-Wide Mentors/Teacher Evaluators shall receive lead teacher stipends consistent with the TLPP agreement.

g. Mid-Year Dismissal

If a teacher cannot complete the CAR process provided in the PARP Guidelines, and if in a December interim report the subsequent school year, the teacher is rated “ineffective”, s/he may be dismissed. In the PARP, such recommendations for dismissal prior to the end of the school year must be approved by the PRP. If PRP approves the recommendation for dismissal, the teacher shall have the rights afforded to a limited contract teacher facing non-renewal for performance reasons under the Collective Bargaining Agreement.

Dismissal under this provision shall not afford the teacher the due process rights under O.R.C. §3319.16. During the subsequent school year, they agree to undergo at least two (2) observations prior to December 1. If, after those two (2) observations, the teacher’s evaluation would still justify non-renewal or termination, the teacher may be released any time prior to the end of the school year. Failure to release the teacher prior to the end of the school year shall constitute a waiver of the right to do so, and CAR shall be considered complete. To participate in this option, the teacher is required to sign an agreement permitting early release from employment.

h. Teacher Responsibilities

Teachers being evaluated under the Comprehensive Assistance and Review are expected to cooperate with the process.

## §215 DISCIPLINE AND DISMISSAL

1. Right to a Conference

Before a teacher has a written reprimand placed in his/her official personnel file or personnel file maintained at the building level or before a teacher receives an administrative transfer, suspension without pay for a period not to exceed three (3) days, or a written notice of dismissal, the teacher, upon request, shall have a conference during which the circumstances shall be explored. In cases of an administrative transfer, suspension without pay for a period not to exceed three (3) days, or notice of dismissal, the administrator shall notify the teacher of his/her right to have such a conference. The teacher shall be entitled to be accompanied by a Federation representative or another employee of the teacher's choice. If the conference results in discipline, the reasons for the discipline shall be reduced to writing and given to the teacher following the conference.

2. Notice and Site of the Conference

Disciplinary conferences may be held either at the Education Center or at the school. The teacher shall receive at least three (3) days' notice in writing of the conference and said conference will be arranged at a mutually convenient time for all parties.

3. Conference Timing

The conference shall precede the discipline as stated in paragraph above except in extreme circumstances where removal from duties may need to precede such conference.

4. Rights under State Law

If the conference results in an administrative recommendation of dismissal, the affected teacher shall have the rights afforded him/her under state law, except where the parties have established specific rights and procedures which are provided in lieu of statutory proceedings.

5. Discipline

As a form of disciplinary action, the Superintendent may recommend to the Board that a teacher be disciplined. Such discipline may include: administrative leave with pay from one (1) to ten (10) days and up to a three (3)-day suspension without pay. However, a teacher may file a grievance challenging the suspension.

## §220 TEACHING ASSIGNMENTS

1. Change in Assignments Defined

A change in assignments shall be defined as a change within a building, a teacher's team assignment or, for teachers not assigned to teams, as a change in a teacher's level and/or subject area within a building or unit.

2. Certification/Licensure

A teacher shall be assigned classes according to his/her certification/licensure.

3. Vacancies in Buildings

Vacancies are subject to assignment within the building using the procedure below before any vacancies are posted District-wide. After teaching assignments within the building are determined, remaining vacancies, if any, shall be posted District-wide.

4. Assignment to Teams

Once the school has received its annual budget, the staff will develop team structures according to §145 or to other organizations approved by the Superintendent, and submit team plans to the extent possible by the first Wednesday after the second scheduled staff meeting in January. The ILT shall review the team / department plans and share any concerns in writing. The principal must also concur. If either has concerns or objections, the team or teams or departments will reconvene and address the concerns to align with the structure of lead teacher allocations that have been approved by the ILT. The ILT and principal shall determine team assignments before the transfer rounds.

Vacancies, which occur after initial assignment to teams, shall be subject to assignment procedures below before being posted District-wide.

5. Principals' Role

Principals are expected to confer with departments regarding assignments for the following school year, including when assignment changes become necessary or vacancies occur.

Principals shall direct each team / department to meet separately for the purpose of recommending teaching assignments and team / department plans for the following school year. A teacher who desires to change departments must submit his/her request, in writing, to the team leader or department chair to the extent possible by January 10. Teams / departments shall submit their recommendations to the principal prior to the first Wednesday after the second scheduled staff meeting in January taking into account special qualifications, which may be necessary for magnet program positions. Teams / departments shall also take into account experience and qualifications that may be needed for particular courses. Team / department members shall strive for consensus in making recommendations to the principal. However, any teacher may indicate, in writing to the principal, his/her disagreement with the recommendations. Where a magnet program exists or is created within a neighborhood school, the teachers in that program shall meet to recommend assignments following the procedures outlined above.

The principal shall either:

a. Approve the recommendations of the team / department, or

b. Decline to approve the recommendations in whole or in part and inform the team / department members of his/her objections or concerns. The team / department shall then reconvene, consider the principal's objections and/or concerns and report their final recommendations to the principal.

The principal shall then determine the schedule and notify teachers of their tentative assignment before the last day of school.

However, the principal may decide after considering team / department recommendations (and disagreement of individual teachers, if any), to post a vacancy on a District-wide basis. In this event, the principal shall communicate to the teacher, in writing, why he/she believes the teacher does not possess training, experience, or individual qualifications appropriate for the assignment.

Seniority is not considered unless training experience and individual qualifications are substantially equal. In that situation, seniority shall control the choice.

The principal or designee shall determine the teaching assignments in consultation with the ILT before the transfer rounds.

6. Assignment Changes

a. Elementary Schools

Changes in assignments after the initial notification may be necessary due to changes in enrollment (school wide or grade level), program offerings, or the school's budget. When such changes become necessary prior to the beginning of the school year, the principal shall notify teachers in writing of the change at the teacher's summer address, including the reasons therefore.

b. Secondary Schools

Assignment changes after the initial notification may be necessary due to changes in enrollment, the school's budget, student optioning, program offerings or problems, which arise in creating the master schedule. In such cases, the principal or assistant principal shall consult with the department chairperson before making assignment changes. Principal or assistant principal shall notify the affected teachers at their summer addresses of the change and the reasons therefore.

c. Timing for Changes in Assignment

Assignment changes after the beginning of the school year shall occur only for reasons of change in pupil enrollment or program offerings. After the first quarter, changes shall take place at the beginning of the quarter and the affected teachers shall have at least four (4) weeks prior notification.

7. Teacher Day

a. Length of Workday

The teacher workday shall be no more than four hundred twenty (420) consecutive minutes per day, including a duty-free lunch period of thirty (30) minutes.

b. School Organization Structure

K-6, K-8, K-12, and 7-12 schools will follow schedules of predominate school organization (i.e. same opening, closing time, lunch, minutes for instruction and planning bells).

c. Preparation Time - Elementary Teachers

Elementary K-8 teachers shall be assigned preparation and/or conference time of two hundred fifty-five (255) minutes per week.

The Federation and Board agree that all elementary students should have regular instruction by art, music, and physical education specialists. All elementary and middle school PALMT teachers shall have a minimum of three minutes between classes. While such instruction is scheduled, the regular classroom teacher shall have a preparation and/or conference period. Every elementary school shall have certificated P.E., art, and music specialists who are non-load bearing. The Board shall assign sufficient specialists so that each K-6 student shall receive instruction from each specialist. Open bells in the PALMT schedule at the elementary level shall be utilized for gifted identification and enrichment of students, schoolwide programming, and other schoolwide initiatives in PALMT teachers' specific content areas to support the development of the whole child. While such instruction is scheduled, the regular classroom teacher shall have at least three (3) preparation and/or conference periods. In addition, each elementary teacher shall be assigned at least one additional thirty (30) minutes preparation/conference period weekly during the students' school day. Planning time shall occur in no less than thirty minute increments.

d. Elementary Library Session

If an elementary class is taken to the library for the presentation of a regularly scheduled lesson by the teacher-librarian/media specialist, the class teacher shall be authorized to use the time for a preparation and/or conference. However, if the teacher has otherwise been scheduled for the required minutes of preparation time, the principal may assign the teacher to participate with the class in the library.

e. Paraprofessional Schedule

Paraprofessionals who work directly with a team of teachers shall be scheduled by the team. Paraprofessionals who serve the school as a whole, if any, shall be scheduled by the ILT and approved by the principal. Any overload paraprofessionals may be scheduled for up to sixty (60) minutes of duty and lunch. Paraprofessionals shall not be diverted from their approved schedule except in emergencies.

It is the intent of the District that non-teaching supervisory duties should be assigned to non-teaching personnel and every effort shall be made to do so. Such duties shall include monitoring bus arrivals or departure or student boarding, monitoring the cafeteria, playground, hallways or student restrooms. The ILT shall recommend a schedule of duties for paraprofessionals to the principal. To the extent possible, the principal shall assign duties as recommended. If an insufficient number of non-teaching personnel hinders the assignment of supervisory duties to non-teaching personnel, the school may request additional paraprofessional time from the Teacher Allocation Committee.

Teachers shall cooperate in the evaluation of Paraprofessionals who assist in their classroom.

Teachers shall be responsible for providing direction to Paraprofessionals assigned to their classrooms.

These provisions do not relieve teachers of the responsibility to assist in the enforcement of school rules and in the maintenance of decorum and discipline required for instruction.

f. Daily Schedule - High School Teachers

For high school, the daily schedule shall consist of not more than a homeroom and two hundred eighty (280) minutes of classroom instruction.

(1) Where the school is organized on a seven (7) fifty (50)-minute class period schedule, each non-career technical teacher shall be assigned no more than five (5) regular classes and one period for preparation. During the remaining period, (the period not solely designated for personal planning), a teacher may be assigned to one of the following for one quarter: study hall; subject-related elective; structured student intervention and support. including tutoring for state or college-preparatory test within teacher licensure area; or to other student activities with approval of the principal. These duties shall be based on the needs of each school program, as determined by the ILT. Necessary student resources shall be provided to the teacher. No teacher evaluation components shall take place during this bell. During the remaining quarters, this remaining period shall be reserved for preparation, conferences, and/or professional collaboration. A teacher may volunteer for other student activities or subject-related elective within the teacher's licensure area with the approval of the principal for one additional quarter per school year.

(2) Where the school is organized on an eight (8) class period schedule, each non-career technical classroom teacher shall be assigned no more than six (6) regular classes and one (1) period for preparation. This form of organization shall be used only for magnet schools or programs with unique requirements.

(3) High schools may adopt schedules different from the two (2) options above, provided the schedule is recommended by the principal and ILT and approved by a two-thirds (2/3) vote of the entire faculty. After presentation of the proposed schedule, approval by the LSDMC and final approval by the Superintendent is required.

(4) All teachers in grades 9-12 shall be assigned no less than two hundred twenty-five (225) minutes per week of preparation and/or conference time or one class period daily, whichever is greater. This preparation and/or conference time shall not be assigned outside the limits of the students' school day.

g. Team Planning

At schools, the ILT shall adopt a schedule in which teachers assigned to a team are scheduled for team planning, if possible, no less than one (1) class periods/week. The Board shall not be required to employ additional teachers solely to comply with this provision.

h. School Day

The daily schedule shall be determined by the ILT and LSDMC. The Superintendent shall determine which schools will be early and late starts and the daily schedule must be within §220.7a.

K-12 schools shall adopt master schedules that accommodate the different needs of elementary and secondary students. The secondary and elementary divisions they designate shall adhere to the provisions in this section. The ILT shall seek recommendations from the level when making decisions affecting only that level.

i Leaving School or Work Center

Teachers may only leave the school or work center with the approval of the principal or his/her designee, or during the thirty (30)-minute duty-free lunch. The teacher shall always notify the office of departure and arrival.

j. Number of Preparations - Secondary Teachers

Teachers (7-12) shall not be assigned more than three (3) preparations in each marking period, including one-quarter course. In the event that the principal is unable to schedule classes in compliance with this provision, the principal may, after consultation with the teacher and the department chair involved, schedule additional preparations by distributing them in an equitable manner, including the academic level of the classes assigned, within a department.

A preparation is defined as a grade level designation or a specific course within a subject area, requiring a separate textbook and/or specific "curriculum bulletin."

k. Assignment of Specialists/Librarians

*Elementary Teacher-Librarians/Media Specialists*:

Each elementary school shall be staffed with a full-time Teacher-Librarian or licensed Media Specialist. In the event a properly licensed Teacher-Librarian or Media Specialist is not available to fill a vacancy, the school may choose another specialist to fill the vacancy. Teacher-Librarians or Media Specialists shall work an additional five (5) days beyond the standard teacher contract. In schools of seven hundred (700) students or more, a paraprofessional shall be

assigned to the library for one (1) hour a day to assist the teacher/librarian. This paraprofessional should be proficient in the use of technology.

A single job description/category shall be developed to allow all K to 12 certified/licensed librarians to transfer between elementary, middle, and secondary schools without the requirement of changing position categories.

*Specialists Service to All Schools*:

The Board will provide P.E., art, music, and library services to all elementary students. Access to these specialists shall be equitably distributed among all schools based on enrollment. Expansion of these services shall be tied to District resources.

All students shall have access to the services of a counselor and/or school social worker.

Specialists may be assigned to more than two (2) schools. Any teacher assigned to more than one (1) school shall have non-classroom duties at only one school. The time allowed for travel shall not be during the thirty (30)-minute duty-free lunch period. In addition, these specialists shall be provided one additional release day dedicated to classroom set up for each building they are assigned to prior to beginning instruction.

The parties are committed to providing instrumental instruction to elementary students. Commitments to provide personnel for this instruction shall be maintained. Elementary music instructors may be assigned up to five (5) schools. In addition, at those elementary and secondary schools, where program demands it, instrumental, and choral music instructors will be provided to secondary schools based on the availability of funds. These teachers shall be centrally assigned and may be assigned to more than two (2) schools.

l. Pupil Breakfast Programs

Teachers shall not be required to participate in any pupil breakfast program unless it is within the four hundred twenty (420) minutes.

m. Traveling Teachers

At schools where, because of facility limitations, all teachers do not have a classroom of their own, the principal and ILT shall jointly develop and implement guidelines to accommodate traveling teachers. The affected teachers shall be represented in the process. These arrangements shall include, at minimum, providing such teachers with desks and a secure place to store instructional materials and personal possessions.

8. Professional Responsibilities

a. General Responsibilities

The instructional responsibility includes the daily preparation for effective teaching to District promotion, credit granting standards, or graded courses of study, including defining teacher goals in terms of the learner, having a wide knowledge of methods, including classroom management techniques from which selection may be made, making effective use of instructor assistants for classroom instruction, and using evaluative techniques that are consistent with those goals. Teachers are expected to adhere to professional standards in regards to attendance and punctuality, grooming, professional growth and renewal, collaboration and cooperation with other personnel. However, these responsibilities are only one (1) element of the total professional task. Responsibilities, some of which require time beyond the school day, as defined in Paragraph (7.a.) of this section, that are considered part of the contractual assignment are:

(1) Parent and student conferences to report and evaluate pupil progress. The parties agree that involving parents in the school and with their children's education, including regular communication with parents, is very important to student success. Teachers are encouraged to develop and implement a plan for maintaining contact with parents regarding student progress. Parents are encouraged to contact teachers if they have concerns about student progress. However, neither parents nor other visitors shall be permitted to interrupt class or come to a teacher's room during class time unless they have made an appointment with the teacher. Parents and other visitors shall be required to check in at the school office.

(2) Conferences with other teachers and administrators regarding students.

(3) Except in emergencies, inservice and staff meetings to improve the instructional program shall be held on Mondays. No more than two (2) building wide staff meetings may be scheduled per month. Business faculty

meetings shall last no longer than one (1) hour except in emergencies. However, meetings scheduled specifically for inservice training or on the first day of the teacher work year may exceed one (1) hour. Inservice shall be planned in consultation with the faculty.

Faculty meetings may be used for professional development.

Teachers may also be required to attend five (5) District-wide inservice or subject area meetings per year, which shall be scheduled on Mondays. Reasonable advance notice shall be given to teachers expected to attend.

At secondary schools, the workday may be extended up to two (2) additional Mondays per month for departmental, grade level, parent or student conferences, or other professional meetings at the school level, scheduled with the teacher.

(4) During the school year, the annual Back to School Open House shall be held by the end of August.

(5) Committee assignments and student activities which do not require an extensive amount of time beyond the school day shall be distributed equitably by the principal after consultation with the ILT. Committees shall be consistent with the provisions of §150.1.f. No teacher shall be required to accept more than two (2) committee assignments functioning at any one time at the building level. No teacher shall be required to accept more than one (1) student activity sponsorship functioning at any one time.

b. Activities Considered in Evaluation

While teachers may participate in other activities beyond the school day not referred to above and in additional activities, such other or additional activities are voluntary. However, these activities, once undertaken, are a component of the Teacher Evaluation System.

c. Activities Receiving Additional Compensation

It is recognized that certain specified activities, which require an extensive amount of time beyond the school day, receive additional compensation beyond the regular salary schedule. Those activities, which are recognized for additional compensation, are indicated on Salary Schedule E, for Athletic Activities and Extra Curricular Activities and co-curricular activities.

9. School Calendar

If the calendar committee recommends a school calendar and the Superintendent recommends a different calendar both will be presented to the Board of Education for consideration and a decision.

The student testing/assessment schedule will be placed on the calendar before the school year begins to allow teachers advance notice. The schedule may be changed if state requirements change during the year. Testing schedule changes not required by the state will be made by mutual agreement of the Administration and Federation.

The school calendar for the school year(s) shall reflect student session days, record reporting day(s), professional meeting day(s) and paid/unpaid holidays.

*ORC 3313.48 Minimum Number of Hours: Elementary 910 Hours, High Schools 1,001 Hours*

**Calamity Days will be made up with hours that are in excess of the minimum number of hours required for calendar school year.*

*Student Instructional/Attendance Days*……**183**

These are days in which instruction of students takes place for no less than the minimum requirements of state statutes.

*Conference Days*……..**2**

The ILT shall determine dates and times for two 3-hour parent/teacher conferences per semester scheduled outside of the school day. The hours of the conferences shall be scheduled to meet the needs of the parents/guardians. Banked time (2 days) shall be scheduled within the parameters of the District calendar.

*Professional Meeting Days* **……..2**

The opening and the last day of school without students are for the purpose of preparing for the opening and closing of school.

The calendar will be aligned with state law and developed according to the process outlined in the CBA.

*Paid Holidays* **……..….8**

Eight (8) days considered as a part of the work year that employees are not required to report.

**Total School Year……...……191**

10. Monthly Calendar

The adopted school calendar shall be printed at Board expense in the "monthly" format. Each member of the bargaining unit shall receive one (1) such copy of this printed calendar.

11. Preparation for Instruction and Reporting of Academic Progress

Teachers shall be required to show evidence of daily preparation for instruction including lesson plans in a format determined by the ILT. Written lesson plans shall include objectives which reflect indicators/standards, the activities to be used to achieve the stated objectives, and the means to be used in evaluating whether the objectives have been achieved. Where objectives or activities for lessons are contained in the teacher edition of assigned textbooks or in adopted curriculum bulletins, teachers will not be required to duplicate or copy such information, but may make reference to such information in abbreviated form. Career and lead teachers shall not be required to submit lesson plans to the principal or designee except during a classroom visit or on an individual basis where the principal has concerns about the teacher's instructional program.

Each teacher shall provide emergency lesson plans for inclusion in substitute folders. The format and contents of the folder shall be recommended by the ILT including procedures for periodically updating the folder.

Junior high and high school (grades 7-12) teachers of record in the District sponsored grading system for core and elective courses shall provide to students electronically, in the District learning management system and a hard copy, a course syllabus or equivalent. The course syllabus shall include scope of the course, core assignments, and assessment practices (i.e. weighting of assignments). In an effort to provide ongoing timely and accurate communication to families, technology is available for teachers to fulfill this professional responsibility and for all students and parents to be informed about class assignments and academic progress (i.e., labeled grades, marks, comments, rubric scores, progress toward standards, etc.). Teachers are expected to update class assignments and academic progress in the District wide grading program or the District learning management system regularly, every week as a District standard. The District will assist in this effort by providing professional development on the District sponsored grading program and the District learning management system. The Parties will research electronic resources that facilitate regular weekly electronic entry of class assignments and academic progress. Parents may expect to a week's delay in reporting the most current class assignments and academic progress. If an assignment is long-term or requires lengthy review, the teacher shall report the weekly status of the assignment until a grade is available (i.e. "collected," "missing assignment," "late," etc.).

Teachers who have a large total student enrollment over one hundred sixty (160) shall be given special consideration for the reporting of grades. Specialists with total enrollment in excess of two hundred twenty five (225) will be required to report mid-quarter and final quarter grades.

## §230 TEACHER ABSENCE

1. Availability of Sick Leave Allowance

a. Accrual of Sick Leave

Pursuant to Section 3319.141 of the Ohio Revised Code, all full-time teachers shall accrue sick leave at the rate of one and one-fourth (1-1/4) day per month for each year under contract. "Full-time" shall be defined as one hundred ninety one (191) days or more of service for at least seven (7) hours per day. Teachers who render less than full time, per diem or hourly service shall accrue proportionate amounts of sick leave for the time actually worked. Unused sick leave shall be cumulative without limitation, with the exception of new hires after May 22, 2004. New hires will be limited to a two hundred (200)-day cap. Sick leave shall be credited fractionally and accrued in accordance with the Ohio Revised Code.

b. Accumulation of Sick Leave

No sick leave shall be accumulated for a teacher in pay status of less than one (1) day in any pay period or less than eight (8) hours in any pay period.

c. Attendance Incentive

Any teacher who has ninety six (96) percent overall attendance for a school year shall have 1 (one) day of sick leave added to his/her accumulated sick leave at the end of the school year. For this purpose, only absence due to sick leave or leave without pay shall be included in calculating the teacher's attendance rate.

2. Sick Leave Advance

Any teacher whose sick leave is exhausted shall receive an advance of five (5) days in the pay period in which loss of pay would otherwise occur. Said advance shall be charged against the sick leave he/she subsequently accumulates. No more than one (1) such advance shall be granted in any year from July 1 through June 30.

Any balance of advanced sick leave remaining to an employee's credit at separation shall be deducted from the employee's final paycheck.

3. Termination of Employment and Sick Leave

a. Retaining Sick Leave Upon Termination

A teacher who leaves the employ of the Board shall retain his/her accumulated sick leave for ten (10) years from the date of termination of his/her last contract.

b. Credit for Previous Employment Upon Re-Employment

A teacher re-employed by the Board who, since leaving the employ of this Board, has been employed by other boards of education or by state, county, or municipal governments of Ohio shall receive full credit for sick leave accumulated both in the prior employ of the Board and in the employ of other agencies listed above as shown in the records of the last employing organization in accordance with the Ohio Revised Code.

c. Credit for Previous Employment upon Initial Employment

Any teacher being employed by the Board who has been in the service of another board of education or state, county, or municipal government of Ohio shall receive full credit for the sick leave accumulated in this previous service as shown in the records of the last employing organization in accordance with the Ohio Revised Code.

Employees hired January 1, 1997 or after, shall not be eligible for conversion upon retirement of sick leave earned with another Ohio public employer. When such employees use sick leave, pursuant to §230.2, they shall first use the sick days earned with the other Ohio public employer(s) until fifty (50) percent of such sick leave is exhausted. Thereafter, when sick leave is used, the Board shall alternately deduct one (1) day of leave earned with the District and (one) 1 day of leave earned with other employers.

4. Limitations and Requirements for Sick Leave Allowance

a. Restrictions on Sick Leave Allowance

No salary payment for days of absence under sick leave provisions shall be made to any teacher except as provided in subsequent paragraphs.

b. Use of Sick Leave

A teacher may use sick leave for absence due to personal illness, injury, pregnancy, and exposure to contagious diseases, which could be communicated to others, and for absence due to illness, injury, or death of the teacher's immediate family. However, a teacher may use one (1) day of sick leave per year for absence due to observance of a religious holiday.

(Immediate family includes: parent, step-parent, child, spouse, sister, brother, grandparent, grandchild, parent-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, aunt, uncle, nephew and niece.)

c. Procedure for Using Sick Leave

For an absence resulting from the aforementioned causes chargeable to sick leave, the prescribed form of the Board must be completed and is subject to administrative approval. This form shall accompany the advice of change in payroll, which is signed and submitted, by the principal or the person in charge or until an electronic system is in place.

d. Maternity/Paternity/Adoptive Leave

A teacher is entitled to fifteen (15) paid days of maternity / paternity leave (not charged against sick leave) for absences for the birth or adoption of a child. A teacher may use up to an additional forty-five (45) days sick leave for absence due to the routine care and bonding with a newborn or newly adopted child.

5. Frequent Absence

When a principal is concerned about a teacher's use of sick leave, the principal should confer with the teacher to determine whether the District can assist the teacher with any problem that may be causing or contributing to the teacher's absence. The principal may inform the teacher of the Employee Assistance Program (EAP) and/or other services. Depending upon circumstances, this section should be invoked before §7 or §8, below.

6. Medical Explanation

A teacher who has used ten (10) or more sick leave days during a school year may be required to provide a medical explanation or a physician's statement justifying the absence. Otherwise, s/he may be required to visit the EAP or a similar service. Any consultation with or services provided by EAP shall be confidential, between the teacher and the EAP counselor.

7. Abuse of Sick Leave

At any time the principal has reasonable suspicion that a teacher is abusing any claimed sick leave, the principal may require the teacher to present evidence that his/her use of sick leave is legitimate, or may give the teacher a written warning which shall include reasons for the suspicion of abuse. The teacher may choose to present evidence that his/her use of sick leave is legitimate to the EAP or similar service. In that event, the EAP shall verify to the Board if the teacher's use of sick leave is legitimate but shall not reveal the specific conditions or reasons, without the employee's consent, unless otherwise required by law.

If the principal is not satisfied with the evidence presented, s/he may refer the matter to the Director of Human Resources. If the Director has reasonable suspicion that the teacher is abusing sick leave, the teacher may be required to visit the EAP or be examined by a Board designated physician.

Abuse of sick leave may result in suspension of pay for up to three (3) days as provided in §215.5 or in suspension or discharge pursuant to ORC §3319.141.

8. Return from Absence

If a teacher expects to be absent for an extended period, the teacher shall provide to the principal an estimated date of return. After ten (10) consecutive days of absence, a teacher shall provide the principal with an estimated date of return, unless the teacher is incapacitated.

9. Extended Absence Due to Personal Illness

If a teacher has been absent due to use of sick leave continuously for more than sixty (60) days or is expected to be absent for such period due to personal illness and after consultation with the teacher, s/he shall be in unassigned sick leave status until his/her sick leave days have been exhausted or until the end of his/her current employment year, whichever is later, at which time s/he shall be placed on leave of absence or separated pursuant to applicable regulations and statutes. For purposes of this section, "current employment year" is defined as the year beginning August 1 and ending July 31, during some part of which the teacher has actually rendered service. A satisfactory teacher with more than one (1) year of service shall have the right to return to the position the ensuing school year.

No advance of sick leave for the ensuing school year shall be granted to a teacher in unassigned sick leave status.

Nothing in this section shall be construed to preclude a teacher from returning to active employment from unassigned sick leave status.

10. Death in Family

Teachers shall be allowed up to three (3) days of absence chargeable to sick leave for death in the immediate family or a permanent member of the household. Additional days may be allowed, chargeable to sick leave, upon approval of the Superintendent or his/her designee.

11. Personal Leave

Three (3) personal leave days shall be available for teachers who are employed before September 30 in the school year. Any teacher employed October through January shall be allocated two (2) personal leave days. Human Resources may assign up to two (2) personal days for teachers employed after January.

It shall be the responsibility of the principal and ILT to jointly develop a plan identifying the number of teachers who may use personal leave on Monday, Friday, days preceding or following a recess or holiday, or any day in May or June.

Personal leave shall be granted if the request complies with the site's personal leave plan and sufficient notice has been provided to the principal. Five (5) days prior to leave on Tuesday through Thursday and ten (10) days prior to leave on Monday or Friday, the day preceding or following a recess or holiday, or any day in May or June is considered sufficient notice. In cases of emergency, these time limits shall be waived.

Any unused personal leave days shall be converted to sick leave on July 31. For any teacher who leaves the Board's employ during the school year, unused personal leave days shall be converted to sick leave upon separation.

12. Military Leave Not to Exceed Thirty-One (31) Days

Any teacher may, at any time upon application and approval thereof, be granted a leave of absence for military service not exceeding thirty-one (31) days in one (1) calendar year as specified in Section 5923.05, Ohio Revised Code. If the teacher's military pay during such a period of absence is less than his/her regular pay would have been for such period, s/he shall be paid by the Board the difference between his/her regular pay and his/her military pay for such period. In determining the teacher's military pay for the purpose of this section, allowances for travel, food, housing or uniforms shall not be considered, but any other pay or allowance of whatever nature, including longevity pay, shall be considered.

13. Extended Military Service

A teacher who leaves his/her position to serve in the armed forces of the United States, as defined by law (Ohio Revised Code 3319.14) shall be considered to be on special leave of absence; and s/he shall be entitled to return to the service of the Cincinnati Public Schools under the terms of pertinent statutes, except that said teacher must return to service with the schools before one (1) year has elapsed from date of discharge. Upon such return, the teacher shall be returned to service in the school without loss of professional or financial status.

14. Non-Compensated Leaves of Absence

a. Personal Illness or Illness in Immediate Family

Upon proper application and verification thereof, a teacher, except those employed in non-contract positions, shall be granted a leave of absence without pay for personal illness or illness on the part of the teacher's immediate family for the current school year.

b. Study and Peace Corps

Upon proper application and approval thereof, a contract teacher with three (3) years of satisfactory service may be granted a leave of absence for study, Peace Corps or exchange teaching in a school outside the Cincinnati Public School system when such teaching is clearly in the interest of Cincinnati Public Schools. A contract teacher may be granted additional leaves of absence, without pay, of like duration for such purposes upon completion of additional periods of professional service of three (3) or more years.

c. Travel and Special Consideration Leaves

A teacher who has completed five (5) or more continuous years of contract status service as a member of the professional staff of the Cincinnati Public Schools, and who has attained continuing contract status, may upon recommendation of the Superintendent be granted a leave of absence without pay for travel or special purposes upon completion of additional periods of professional service of five (5) or more years.

d. Maternity/Parental/Adoptive Leave

(1) A teacher anticipating the birth or adoption of a child to the family may request a maternity/parental or adoptive leave of absence.

(2) A teacher desiring such leave shall send, as soon as possible, to the Human Resources Office a request for such leave, which shall indicate the date desired to begin such leave. The request shall be accompanied by a statement from the physician indicating the anticipated birth of the child. In the case of a request for adoptive leave, a statement from the adoption agency may be substituted for the physician statement.

(3) The teacher shall, except in unusual circumstances, plan such leave to begin at a natural break in the instructional program, such as the end of a unit of study, the end of a marking period, the beginning of a vacation period, so that effectiveness of instruction may be maintained. If the conditions set forth in subparagraphs (1) and (2) above are met, the request for leave shall be granted.

(4) The date of return from such leave shall be determined by the teacher after consultation with his/her physician, where applicable, and shall be planned to coincide with a natural break in the instructional program.

(5) The Human Resources Office may require a statement from the teacher's physician stating that the teacher's health will not be jeopardized by her remaining at work prior to leave or her returning to work following leave.

(6) A maternity/parental/adoptive leave shall be for a definite period, usually the current contract year (unless the leave commences in the second, third, or fourth term of the contract year in which case it may extend, at the teacher's discretion, through the next ensuing contract year) subject to renewal for medical reasons substantiated by a physician's statement.

e. Public Service Leave

A teacher has the right to become a candidate for public office and to serve in such elective office unless there is a specific legal prohibition. Upon application, leave of absence without pay in order to run for or serve in public office shall be granted. Upon return from public service leave, the teacher shall be restored to his/her former contract status.

f. Duration of and Return from Leave of Absence

A leave of absence shall be for a definite period, usually the current contract year, subject to renewal at the discretion of the Superintendent, as provided elsewhere in this contract.

Return from leave of absence prior to the stipulated expiration date shall be permitted. Assignment shall be made to the first available vacancy for which the teacher is qualified.

A teacher returning from a leave of absence shall be placed along with surplus teachers and teachers requesting voluntary transfers, with the following exception. A teacher requesting a leave of absence shall return to the same school if the teacher so requests, and meets the following conditions:

(1) The leave is effective at the beginning of the school year and the teacher agrees to return at the beginning of the ensuing school year.

(2) The teacher requests the leave by August 1.

In such cases, the teacher shall be treated as a member of the staff of that school in making assignments and surplussing decisions, if any, for the ensuing school year.

g. Return from Disability Retirement

A teacher's return from disability retirement shall be governed by applicable statutes and will normally occur at the beginning of the school year following a determination by STRS that the teacher is able to return to work. However, the teacher may request to return to work during the school year. In that event, the teacher shall be placed in the next available vacancy for which s/he has the necessary qualifications, experience, and training, and, provided STRS has notified the Board that the teacher is no longer disabled. In addition, a teacher who returns to CPS service from disability retirement within 5 (five) years retains his/her seniority as of the effective date of the disability retirement. If the returning teacher has been on disability retirement for more than three (3) years, s/he may be placed on evaluation, provided the teacher is notified no later than October 31.

15. Civil Disturbance

In case of a civil disturbance, which occurs before the teacher leaves his/her residence for his/her assignment, the teacher should make every effort to contact the proper school authorities who will determine whether the teacher will be required to report to work. Teacher compensation shall not be affected nor shall the teacher lose any sick days or personal leave days by school closing due to civil disturbances. If the teacher is re-assigned, s/he shall report to another school where no such disturbance exists.

16. Appearance in Court

a. Compensation During Jury Duty

Employees summoned for Jury Duty shall incur no loss in pay, benefits or accrued leave. In case of absence in response to a subpoena in (1) a court proceeding, or (2) an administrative hearing, in which neither the teacher nor a labor organization recognized by the Board is a party, the Board shall deduct from the employee's salary only the amount of any witness fee or other compensation in excess of $35 per day.

b. For Personal Matters

A teacher required to testify or to attend court proceedings as a party in a criminal or civil matter, not of their own making, may use jury duty for the absence. Otherwise, personal leave shall be used.

c. Compensation When Teacher or Federation is a Party

In case of absence from duty for (1) a court proceeding or (2) an administrative hearing, in which the teacher or the Federation is a party, no salary shall be paid to the teacher for the period of absence, except as allowed under the appropriate section of Board policies, unless in the judgment of the Superintendent the teacher should receive pay because the court proceeding or administrative hearing arises from a justifiable line of duty action on the part of the teacher.

d. Subpoenas

If a teacher is subpoenaed for a non-contract day, and the administration cannot provide a court substitute or arrange a continuance, the employee shall be paid at his/her daily rate, on a pro rata basis.

17. Assault Leave

a. Procedure

Pursuant to Section 3319.143 of the Ohio Revised Code, the Board shall provide teachers with assault leave by which a teacher who is absent due to physical disability or injury resulting from an assault, which occurs in the course of employment, shall be maintained on full pay status during the period of such absence. A teacher suffering such an assault may request assault leave by furnishing a signed statement on a form prescribed by the Board. The Board shall provide teacher with assault leave and offer the Employee Assistance Program for mental or emotional duress caused by trauma. Principals are required to have the teacher complete the Assault Report form and turn it into Human Resources and CFT.

Assault leave shall be granted upon approval of the request by the Superintendent. Approval by the Superintendent shall not be unreasonably withheld. The Superintendent may from time to time review the status of a teacher on assault leave so as to determine whether such leave shall continue. A teacher returning from assault leave shall be treated in the same manner as a teacher returning from sick leave. A teacher who has been on assault leave more than 45 (forty-five) days shall apply for disability retirement benefits from the State Teachers Retirement System or the teacher's assault leave will cease.

For daily rate substitutes, salary paid during an assault leave shall be paid based upon the average number of days worked per pay period during all previous pay periods, not to exceed five (5) pay periods. The amount of assault leave paid under this provision shall not exceed 180 (one hundred eighty) days.

b. Payment for Medical Treatment

If medical attention is required, a certificate from a licensed physician stating the nature of the disability and its duration shall be required before assault leave can be approved for payment. Falsification of either a signed statement or a

physician's certificate is grounds for suspension or termination of employment under Section 3319.16 of the Ohio Revised Code.

c. Exclusive of Sick Leave

Assault leave granted under this section shall not be charged against sick leave earned or earnable under Section 3319.141 of the Ohio Revised Code. All earnings paid under this section are in lieu of workers' compensation benefits.

## §240 TEACHING CONDITIONS

1. Contributions/Donations

Solicitation of teachers for contributions and/or donations shall be limited to announcement of opportunities for such contributions. The Federation and the Board recognize the special importance of the United Way, Community Shares, Fine Arts Fund, and United Negro College Fund and encourage every reasonable effort toward participation.

2. Faculty Facilities

a. The Board will continue its efforts to keep the schools reasonably and properly equipped and maintained for the benefit of teaching and learning.

b. All employees shall have access to clean restrooms, including handicapped accessible and gender-neutral restrooms, with locking doors, toilet paper, hot and cold running water, soap, and paper towels.

3. Faculty Space

A facility shall be available to teachers during the school day where liquid refreshments may be purchased. ILT shall determine the use of the proceeds pursuant to Board Policy.

4. Intercoms/PA Systems

All classrooms are to be equipped with a means of direct communication with the school office.

The administration shall be responsible for the efficient operation of the public address system. An audible signal shall be given to indicate the intercom is “on.” Announcements during instructional time shall be minimized.

5. Personal Use of Technology

Each individual teacher receiving an emergency telephone call in the main office will be notified of the call. Teachers’ use of personal cell phones and technology shall not interfere with their duties during the work day. Misuse or overuse of these devices either for telecommunications or texting is subject to discipline. Any misuse of the District’s computers, equipment, or internet access by teachers is also subject to discipline.

6. Library Funds

Fines collected for lost or late library books shall be returned to the school library for use in expanding the collection, and shall be in addition to their regular budget allocation.

The administration shall provide to each school a list showing the amount of library fines collected by each school and returned to each school. The principal shall furnish this information to the librarian or teacher librarian, if any.

7. Health and Safety

a. Cooperation of Board and Federation

The Board and the Federation will cooperate in making reasonable provisions for the safety and health of its teachers.

b. Grieving Hazardous Conditions

A teacher or group of teachers who believes that a teacher is being required to work under conditions which are unsafe or unhealthy beyond the normal hazard inherent in the assignment in question shall have the right to file a grievance at Level Two.

c. Safety Committee

The Board and the Federation agree to name a Safety Committee consisting of two (2) members designated by the Federation, and two (2) members designated by the Board. The Safety Committee will advise the Superintendent in writing in promoting safety and industrial hygiene. The Board shall determine the specific means by which an alleged safety or industrial hygiene condition is corrected or eliminated, including taking equipment out of service. The committee will hold regular monthly meetings and may decide to conduct inspections, where necessary.

d. Utility Failures

The Federation shall be informed promptly when utility failures occur and of the actions the administration plans to remedy the problem.

e. Snow Removal

The Administration shall implement procedures for prompt removal of snow and ice for pedestrian safety.

f. Safety Procedures for Dangerous Materials

The Board shall establish and distribute to teachers, safety procedures for the storage, handling, and disposal of chemicals and dangerous materials, incorporating OSHA standards. Further, the Board shall identify teachers to receive training regarding these standards. The science/health curriculum council shall participate in the planning of such training.

g. Moving

Teachers will be compensated through mover's insurance for lost property during transitions provided the teacher has submitted an inventory of personal property to the principal prior to the move; District will supervise actual movement of property.

8. Nursing Employees

Each administrator shall provide reasonable daily break time to employees who need to express breast milk. The break time shall, if possible, run concurrently with any break time already provided to employees. Each administrator shall provide nursing employees with a private space (other than a restroom) in close proximity to their work area where they may express milk in privacy. This location shall include a chair, flat surface, "private" sign, a working lock, and an electrical outlet.

## §250 TEACHER TRANSFER PROCEDURES

1. Early Retirement Notification

In order to anticipate staffing needs for the following school year, there will be two (2) Early Retirement Incentive options:

Option I: Teachers will declare their intent to retire at the end of the school year by September 30. If a teacher chooses this option, they will sign a contract to this effect and be exempt from evaluation. Teachers will receive an incentive of five (5) additional days of sick leave conversion (1 for 1).

Option II: Teachers will declare their intent to retire at the end of the school year by December 31. If a teacher chooses this option, they will undergo evaluation. Teachers will receive an incentive of five (5) additional days of sick leave conversion (1 for 1).

2. Vacancy Announcement

a. Honoring Transfer Requests

Teacher requests for transfer will be honored if positions are available and the teacher is qualified for a particular vacancy. However, a teacher who is in the intervention program may not apply for transfer unless approved by the Peer Review Panel.

Teachers shall be considered for vacancies by school interview panels according to procedures described in e. below. At the time a teacher is offered a position, s/he shall either accept or refuse the position. If a teacher accepts a position, s/he may be required to report to that assignment. However, a teacher who was surplused from a building may return to that site until the first day of the new school year. However, a surplus teacher who has accepted a transfer may elect to waive his/her right to return to his/her original school and to serve instead at the newly assigned school for the coming school year.

A teacher may refuse a voluntary transfer after accepting a position only for extenuating circumstances and if it is feasible to reassign the replacement.

b. Vacancy Announcements, Applications and Timeline

The Board shall announce throughout the District vacancies known for the following school year. Teachers who submit a request for transfer shall be considered for the announced vacancies. The District shall at the same time post Lead Teacher vacancies, indicating if there are vacancies at those schools for which Lead Teachers may apply.

Transfer Round

One continuous seven (7)-week transfer round will take place as close to the beginning of February as possible. If the individual school budgets are completed earlier, the transfer round timeline may be adjusted. Weekly updates shall be made through addendums. All surplus teachers shall be placed by Talent Development by June 30.

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| Week One | Initial posting will take place as close to the beginning of February as possible and shall remain open for one calendar week (includes the weekend). Posting shall remain open for five (5) days. If there are no applicants at the end of round one, as determined by the District with the agreement of CFT, then the positions may be posted for external applicants. CFT shall receive the position codes that for which there were no internal applicants. |
| Week Two-Three | First period interviews for eight (8) days (Monday of week 2 through Wed. of Week 3). |
| Week Three-Four | Break to continue offers and acceptances and HR processes (Thurs. of week 3 through Thurs of week 4). |
| Friday, Week Four | Posting of addendum of newly created vacancies as a result of positions being filled during the First Transfer Round period. |
| Week Five | Postings remain open. |

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| Week Six-Seven | Second period interviews. |

New Hires

New Hires will start the interview process for all remaining positions after the rounds. For any position posted in the first period of the Transfer Round for which there are no properly licensed internal applicants, the school may interview and hire external candidates for positions after the close of the initial posting.

For hard to fill positions, as determined by the District and with agreement from CFT, the school may consider qualified external candidates in Round One and Round Two.

c. Teachers Returning From Leave of Absence

Such teachers shall have the opportunity to apply for vacancies and shall be considered along with teachers requesting transfer. Teachers scheduled to return from leave of absence who are not placed by July 1 shall have priority for placement along with surplus teachers.

d. Modification of Dates

The Federation President and the Superintendent will meet annually to set staffing time line dates. They may agree to modify specific dates used in these transfer procedures to accommodate the school calendar. Modifications must be announced before the annual process begins. The dates for budget and staffing activities will be established and announced annually.

*Job share deadline: Prior to the beginning of the transfer round.

*CPS Job Fairs will be open to both internal and external candidates.

e. Selection Process

The Board and Federation agree that teachers and principals should have a greater role in selecting teachers to fill vacancies. Therefore, the parties agree that such decisions shall be discussed jointly by the principal and teachers in that department, team, or level at the school. These provisions apply only to positions, which serve at a single school and report to the principal.

When vacancies occur, teachers in the department, team, primary or intermediate unit shall elect no more than four (4) teachers in the unit, one (1) of whom shall be the lead teacher in the unit, if any, to serve with the principal or designee as an interview panel. In schools, the team and the principal or designee shall constitute the interview panel, with the addition of a teacher in the same subject area as the vacancy who shall be appointed by the ILT.

When vacancies occur in school wide positions, including elementary and middle school art, music and physical education specialists, educational support personnel, librarians and teacher-librarians, the ILT shall select four (4) teachers to serve with the principal or designee as an interview panel. If three (3) or fewer teachers remain in a team, department or unit, the ILT shall select additional teachers to serve on the interview panel to reach a complement of four (4). The panel shall review any relevant written information provided by the applicant or by the principal, and interview preferred applicants. Following such review and the interviews, the panel shall select a teacher for the vacancy. In making its decision, the panel shall apply criteria stipulated in f. and g. below.

Interview Panels: Each Team and/or Department shall submit to Human Resources the names of teachers serving on the Interview Panels by January 10. This will be shared with the CFT.

Applicant Pool: The Interview Panel shall review the complete list of applicants for the posted position. Once the Interview Panel reviews the entire list, recommendation for scheduling interviews shall be made.

The interview panel shall select a properly licensed teacher for the vacancy. Selection of a candidate requires the agreement between the principal and a majority of the teachers of the selection panel and is final unless f. and/or g. are not followed.

A team of teachers or the majority of the team with appropriate certification for the posted positions may apply for vacant positions at any school, which has a sufficient number of vacancies.

For vacancies occurring during summer recess, the principal shall be responsible to make good faith efforts to contact all screening panel members. At least two (2) members of the screening panel must participate in the summer selection process**.**

f. Interview Panel Protocols

The interview panel shall create a list of interview questions. Scoring rubrics shall be created for each question. Panel members shall score each question individually. Score sheets shall be scored, dated, and signed by each panel member. The interview panel shall tally the score sheets together. After the decision is finalized, the Principal shall hold score sheets and tallies until September 1 of the following school year, provided there are no grievances against a position. If a grievance has been filed regarding a position, the Principal shall retain the score sheets and tallies until the grievance(s) have been resolved.

Other information that may be considered by the panel includes:

- Resume
- Evaluation Results
- References
- Observations

a. Determining Factors in Granting Transfer Requests

If more than one (1) teacher who is properly licensed or certified requests a transfer, seniority will not be considered unless training, experience, and individual qualifications are substantially equal. In that case, seniority shall control the choice.

h. Withdrawal of Transfer Request

A teacher may withdraw his/her name from the transfer list at any time prior to written notification of transfer from the Human Resources Office.

i. Vacancy Announcements to Non-Public School Sites

Vacancy announcements shall be distributed through email and website postings, where available.

j. Newly Created Vacancies

The Board shall include newly created vacancies in District-wide vacancy announcements. Such positions include full time teaching assignments and non-classroom student service positions not previously available at a school.

If such a vacancy is created after the transfer round, a notice shall be posted to the school and District website and emailed to all teachers assigned to the school where the position will be created and who possess appropriate certification or licensure. The Board will allow one (1) calendar week from the date of the notice for teachers to apply before filling the position. If no teacher in the building agrees to fill the vacancy, the vacancy shall be posted on the District wide District website and emailed to all current District teachers. The interview committee shall select a properly licensed teacher for the vacancy. Such vacancies are subject to the provisions in §220 Assignment and §250 Transfer.

k. Notice of Transfer Granted

All notices of transfer shall be in writing from the Human Resources Office.

l. Monitoring Personnel Actions

At the end of each transfer round period, Human Resources will provide CFT with a list of confirmed transfers. By the day after Labor Day, Human Resources shall provide a cumulative list of the teachers selected and/or assigned vacant positions since the beginning of the Transfer Round process.

3. Administrative Transfers

A teacher receiving an administrative transfer shall be informed in writing with the reasons delineated by the Superintendent or designee.

In addition to other grounds for administrative transfer, a teacher may be administratively transferred for refusing to take training necessary to implement the school's program focus.

4. Surplussing

a. Reasons for Surplussing

Teachers may be surplussed due to decreased enrollment or a change in program offerings or school organization. Surplussing shall be treated by the following procedures in the order of priority:

(1) Before a teacher is involuntarily "surplussed," the Principal shall grant the surplus request of another teacher in the building with equivalent certification who is willing to be surplussed.

(2) Before a surplus teacher is transferred from his/her school, that teacher who is properly certificated or licensed may displace a junior teacher within the building, provided training, experience, and individual qualifications are substantially equal.

(3) When a surplus teacher is to be transferred from his/her building, that teacher shall have the opportunity to express preference for existing vacancies and be placed along with those teachers requesting a transfer, teachers returning from leave of absence and unassigned teachers. If a choice needs to be made between two (2) or more teachers who are properly certificated or licensed and their training, experience, and individual qualifications are substantially equal seniority shall control the choice.

b. Relocating/Restructuring/Merger/Consolidation/Surplussing in All Schools

Whenever a schools relocation, restructure, merger, consolidation, redesign is contemplated, the District and Federation shall meet to discuss procedures for the specific situation based on the framework set forth below.

Relocating

(1) When an entire school is relocated to a new site, all teachers assigned to such school who desire to remain with the school by transferring to the new school site may do so provided that positions are available.

Restructuring

(1) When an entire school is restructured, all teachers assigned to such school who desire to remain with the school by transferring to the restructured site may do so provided the teacher's licensure/certification is appropriate for the position available.

Merger

(1) If an entire program or school is merged with an existing program or school of the same type, all teachers in both sites shall be considered as one (1) staff and any necessary reductions in staff shall be done in accordance with this section.

(2) When new positions are added in a program within a building or school, such positions shall be treated as vacancies.

(3) Any teacher who is declared surplus shall be entitled to exercise the right to displace a junior teacher-within the building in accordance with provisions of Section §220 and Paragraph 3.a above.

Consolidation

(1) When two (2) or more existing schools are consolidated, all teachers from the sites shall be considered as one (1) staff and any reductions in staff shall be done in accordance with this section. Prior to staffing reductions, teachers from all affected sites shall be given the opportunity to indicate whether or not they want to be considered for a position in the consolidated school. Teachers indicating they do not wish to be considered shall be surplussed without rights.

(2) Teachers indicating they wish to be considered but are surplussed shall have return rights under §250.4.c. Additionally, any teacher indicating a preference to remain that is surplussed, shall have rights set forth in §250.4.a.2.

(3) When two (2) or more existing schools are consolidated, the administration must consult with the Federation prior to making a determination regarding the strategy for delivering instruction. However, the administration retains the right to make the final determination.

(4) Training shall be made available to all teachers not trained in the strategy for delivering instruction after the consolidation in accordance with the District's overall professional development process.

(5) Surplussing and staffing for consolidated schools will occur in conformity with District-wide transfer schedule and be accomplished by the principal or the administration's designee in the absence of a principal.

c. Returning to Original School

Surplus teachers shall have the right to return to their original school in the reverse order of their transfer out, provided a request for such transfer is made and the return can be accomplished within one (1) year of the original transfer, the teacher's last performance evaluation was satisfactory or better. However, if a surplus teacher joins a team at another school, their right to return shall be postponed until the teacher fulfills or is released from their team commitment. If the teacher requests to be released from the teacher's team commitment, the other team members may release the teacher by (the principal and) a two-thirds vote of the team and shall apply only for the ensuing school year.

d. Notification of Surplussing

Any teacher who is surplussed shall be sent written notification. If verbal notice is given, written notice must be sent within ten (10) days.

e. School Intervention and Redesign

When a school falls in the Redesign category, based on the criteria set forth in the §155, and is closed, all teachers serving at the school shall be displaced and treated as surplussed. All teaching positions at any new school, which replaces the closed school, shall be considered vacancies. Teachers shall be selected based on their training, experience, and individual qualifications for the program to be offered at the redesigned school and for specific teaching positions. Teachers displaced by school redesign shall have the opportunity to apply for vacancies at the newly designed school or other open positions, if they possess the appropriate certificate or license, and shall have the rights afforded to surplus teachers under §250.3.a (3) above. However, §250.3.c shall not apply.

5. Job Sharing

Two (2) properly certificated teachers may, upon written joint request to the Director of Human Resources prior to Round One, share one (1) position at a single school for the ensuing school year with each teacher assigned and paid fifty (50) percent, upon approval by the principal. Both teachers shall comply with the provisions of the contract and may designate certain responsibilities and working conditions such as lunch and preparation time subject to the approval of the principal. The Board shall pay the cost of all benefits.

Both teachers shall return to full-time status if previously employed full-time effective the ensuing school year, unless another written joint request for the ensuing school year is approved by the principal. Teachers returning to full-time status from job sharing shall be considered for vacancies within the building and District along with surplus teachers, teachers returning from leave and teachers requesting transfers.

If either of the teachers who are sharing a position cannot or will not perform his/her share of the duties of the shared position, the remaining teacher shall remain in the position, full time.

Teachers sharing a position shall receive credit for a full year of service for purposes of certificate or license renewal or upgrade and one-half (1/2) year of service credit for placement on Salary Schedule C.

6. Selection of Educational Support Personnel

The following provisions shall govern selection of teachers for vacancies in educational support personnel positions, including counselor, school social worker, psychologist, librarian/media specialist, teacher librarian/media specialist, home-school teacher or home-school coordinator. Teachers who are properly certificated or licensed for one (1) or more of the above positions, or who expect to be certificated or licensed by August 1, may apply by April 15 for assignment to a position for the following school year. Each year the Board shall announce this opportunity to teachers by March 15. The announcement shall include the certification or licensure and any other qualifications required for each position.

One (1) screening panel shall be established for all such positions, convened by the Human Resources Director or his/her designee. Alternately, the Human Resources Director or his/her designee may convene separate panels for one (1) or more ESP categories. Each panel shall consist of an equal number of administrators and of practitioners currently serving in such positions who shall be appointed by the Federation. The Human Resources Director or his/her designee will provide the names of members of the screening panel and any separate screening panels by January 15.

The purpose of the screening panel(s) shall be to recommend candidates for placement on eligibility lists for ESP vacancies. The panel(s) shall consider all applicants who meet minimum qualifications, including candidates who are not current CPS employees, and shall review references, personnel files, and other data necessary in arriving at its recommendations. All deliberations shall be confidential. The panel shall submit to the Human Resources Office and CFT a list of candidates recommended for ESP positions in each of the above categories by March 15. This list shall constitute the eligibility list for ESP vacancies for the following school year, unless the position is filled.

Applicants may remain on the eligibility list for no more than two (2) years without applying again to be considered by the screening panel.

However, the Human Resources Director or his/her designee may reconvene the screening panel(s) during the summer or during the school year if less than three (3) applicants remain on the eligibility list for an ESP category or if there are more vacancies in an ESP category than applicants on the eligibility list.

If it is necessary to convene the panel to screen candidates for the eligibility lists during the summer months, the Human Resources Director shall notify the members of the panel at least forty-eight (48) hours in advance of the meeting at their summer addresses. The inability of a panel member to meet during the summer recess shall not prevent the remaining members from making recommendations regarding placement of candidates on the eligibility lists.

When a vacancy occurs and the training, experience, and individual qualifications of the applicants are substantially equal, seniority shall control the choice.

7. Unassigned Teachers Notice of Vacancies

Contract teachers who are unassigned shall be notified of any vacancy via email and web posting, where possible, for which they are properly certified or licensed which occurs during the school year and must be considered for the position.

## §260 SENIORITY

1. Definition

Seniority shall be defined in priority as follows:

a. Years of Continuous Contractual Service

Total number of continuous contractual years in the Cincinnati Public Schools, including any period of approved leave. Teachers whose contracts were not renewed in April 1974, but who were rehired during the 1974-75 school year, shall be considered as having continual contractual service.

Any employee whose contract is non-renewed or suspended due to reduction-in-force who is subsequently rehired as a contract teacher during the term of his/her re-call right under Section 5 below shall be considered as having continual contractual service.

b. Years in Current Building

Total number of years in the school building of current placement.

c. Years in Subject/Level

Total number of years in the assigned subject area and/or level.

d. Years Employed as Certificated Teacher

Total number of years employed as a certificated teacher in a state-approved institution(s).

## §270 REDUCTION-IN-FORCE PROCEDURES

1. Introduction

These procedures shall apply to reductions-in-force only when implemented under the provisions of Section 3319.17 of the Ohio Revised Code.

When conditions such as declining student enrollment, limited financial resources, reduction in or discontinuance of selected services occur, it may be necessary to implement a "Reduction-in-Force" (RIF) procedure. For the purpose of this RIF procedure, the following definitions are used:

a. Reduction-in-Force: to discontinue the services of employees serving in a given classification because of a reduction in the number of positions available.

b. Position Classification: a position title, which is listed on the employee salary schedules by the Board.

c. Displacement: the exercising of the right of an employee with greater entitlement to a position causing another employee with lesser entitlement to be removed from a position within the position classification.

d. Rights: rights of employees determined by the application of the specified criteria listed in Paragraph (2), below.

2. RIF Criteria

The following criteria are to be applied in order of priority as listed:

a. Certification and Licensure: Appropriate certification and licensure for the grade level, subject matter to be taught and/or for the position classification.

b. Retired Educational Retirees – In times of economic constraints re-employed educational retirees shall be the first to be released as a result of a Reduction in Force (RIF).

c. Part-Time Employment: Part-time employees serving under limited contracts shall be considered for reduction-in-force before consideration of full-time employees. Teachers assigned to 0.6FTE or higher will be considered full-time employees. Job shares are considered full time assignments.

d. Contractual Status: For the purpose of reductions in a position classification, teachers with limited contracts shall be considered before those with continuing contracts.

e. Training, Experience and Individual Qualifications: Experience shall not be a substitute for seniority.

f. OTES Evaluation Scores: The District will consider teachers' OTES evaluation scores starting with the 2013-2014 school year.

g. Seniority:

(1) Total number of continuous contractual years of service in the Cincinnati Public Schools, including any period renewed or suspended due to reduction-in-force who is subsequently rehired as a contract teacher during the term of his/her re-call right under Section 5 below shall be considered as having continual contractual service.

(2) Total number of years employed as a certificated teacher in a state-approved institution(s).

3. Applying Criteria

The Board shall not give preference to any teacher based on seniority, except when making a decision between teachers who have comparable evaluations.

4. Reduction in Non-Teaching Positions

The Board shall not give preference to any teacher based on seniority, except when making a decision between teachers who have comparable evaluations.

When the number of employees in any of the following classifications is reduced, such employees shall be identified for change of status on a system-wide basis. Such classifications are counselors, teacher-librarians, librarians, psychologists, school social workers, and school nurses.

An employee who suffers a reduction-in-force who is serving in a position classification other than teacher, and who served as a teacher in the Cincinnati Public Schools prior to assignment in the current position classification, shall have the right to exercise entitlement to a teaching position.

Before a surplus employee, who has been changed in status from a non-teaching-position classification to a classroom teacher, is transferred from his/her school, that employee shall have the right to return to their previous classification.

5. Re-Employment

The Board shall not give preference to any teacher based on seniority, except when making a decision between teachers who have comparable evaluations.

An employee whose position classification has been changed as a result of these RIF procedures shall be offered re-employment to that position classification before such vacancy is filled by an employee who has not served in the position classification previously or a candidate not currently employed by the Cincinnati Board of Education. However, an exception to this is the District may hire teachers who have completed proper Montessori training to teach in a Montessori school, assigned to positions for which they are certificated/licensed.

If the Board and Federation mutually agree that a need exists for specially trained teachers to be hired during a time when RIF re-employment terms apply, the Board and Federation will negotiate a Memorandum of Understanding.

Employees shall be re-employed based upon the criteria specified in Paragraph (2) above, except for Montessori and Paideia trained teachers. Entitlement re-employment shall remain in effect for twenty-four (24) months. When a satisfactory part-time employee is non-renewed under this article, s/he shall be offered full-time employment, if available, before new employees, but after full-time employees have been re-called.

A teacher reinstated within 24 months (of the start of the first school year following the RIF notification) shall be considered as having continuous contractual service. For evaluation purposes and credit on Salary Schedule C, such teacher shall be credited with the years of service s/he had when laid off.

6. Re-Training

For those teachers laid off due to reduction-in-force who have at least five years continuous experience with the District and received a comprehensive evaluation of 3s or better, the Board agrees to reimburse such teachers for tuition expenses up to a maximum of 12 semester or 18 quarter hours, provided the teacher completes the required coursework for a temporary teaching certificate in comprehensive science, secondary math, or other areas of certification which may be designated by the Director of Human Resources or his/her designee. If these re-training certification requirements are completed within 36 months, the Board shall re-employ the teacher effective at the opening of the new school year.

The following provisions shall apply to such re-training opportunities:

a. Must be Willing to Accept Full-Time Position

Part-time teachers who are employed 50 percent of the time or more shall be eligible only if they are willing to accept, if offered, a full-time position.

b. No Interruption of Benefits

Teachers who are re-employed for the following school year shall suffer no interruption of health or term life coverage provided they complete the re-training within the deadline.

c. Re-Training Agreement

A re-training agreement shall be signed by the teacher and the Human Resources Director or his/her designee.

d. Notice

The Board shall make every effort to notify teachers who will be subject to RIF procedures as soon as possible during the school year.

7. Priority as Long-term Substitutes

Teachers who have been RIFFED shall be given priority for long-term substitute positions for which they are qualified.

## §300 GRIEVANCE PROCEDURE

1. Definitions

a. Grievance

A "grievance" shall mean a complaint in writing that there has been an alleged violation, misinterpretation or misapplication of any provision(s) of this contract, which arose during the term of this contract or the predecessor contract if any grievances are pending. Such grievance shall be submitted on the prescribed form, which shall be available in the school office and from the Federation.

b. Grievant

The "grievant" shall mean the teacher, teachers, or the Federation filing the grievance.

c. Days

The term "days," when used in this section, shall mean contract working days unless otherwise indicated. Thus, weekends, holidays, and vacation/recess days are excluded. Summer break is excluded except as indicated in Paragraph (2.h.), below.

2. General Provisions

a. Purpose

Good morale is maintained by sincere efforts of all persons concerned to work toward constructive solutions to problems in an atmosphere of courtesy and cooperation. The purpose of this procedure is to secure equitable solutions to problems at the lowest possible administrative level. The grievance proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

b. Conference

Prior to the formalizing of any grievance into writing, the employee may request a conference with the supervisor for the purpose of presenting a complaint, as well as the possible resolution of the complaint. It shall be the employee's prerogative to have a Federation representative present at such conference or at any other step in the grievance procedure. The parties recommend that attempts to resolve any outstanding issues, as a professional courtesy, be discussed with the principal before a grievance is filed.

c. Federation Right

The Federation shall have the right to appear at any level of the grievance procedure and shall receive copies of all written decisions and records pertaining to the grievance.

d. Rights of Grievant/Representative

Every teacher shall be represented by the Federation in the grievance procedure. The teacher shall have the right to be present at any grievance discussion. When the presence of a teacher at a grievance hearing is requested by either party, illness or other incapacity of the teacher shall be grounds for any necessary extension of grievance procedure time limits.

The failure of the grievant to act on any grievance within the prescribed time limits will act as a bar to any further appeal and any administrator's failure to give a decision within the time limits permits the grievant to proceed to the next step. The time limits, however, may be extended by mutual agreement.

e. Protection of Grievant

An employee who participates or expresses the intent to participate in any grievance as defined herein shall not be subjected to discipline, reprimand, warning or reprisal because of such participation. All documents, communications, and records dealing with the processing of the grievance shall be filed separately from the personnel files of the participant.

f. Hearings, Conference, and Processing

Hearings and conferences under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses entitled to be present, to attend and will be held, insofar as possible, after regular school hours or during non-teaching time of personnel involved. When such hearings and conferences are held at the option of the administration during school hours, all employees whose presence is required shall be excused, without loss of pay or benefits, for that purpose.

It is agreed that any investigation or other handling or processing of any grievance by the grievant or administration shall be conducted so as to result in no interference with or interruption whatsoever of the instructional program and related work activities of school personnel.

g. Expediting Grievance

Grievances shall be expedited. Every effort shall be made to resolve grievances prior to the end of the school year in which the grievance was filed. The time limits specified may be extended by mutual agreement.

h. Reducing Time Limits

(1) If a grievance is filed which might not be finally resolved under the time limits set forth herein prior to the end of the school year, and which if left unresolved until the beginning of the following school year, could result in irreparable harm to those involved in the grievance, the time limit set forth herein shall be reduced so that the grievance procedure may be concluded prior to the end of the school year.

(2) If a grievance is filed prior to the end of the school year and cannot be resolved by the closing of that school year, the grievance procedure shall continue with all time limits enforced unless it is mutually agreed to carry the grievance into the next school year with time limits strictly enforced.

(3) There shall be no arbitration during the summer unless both the Federation and the Board agree.

(4) Any complaint arising over the summer break which is not resolved before the beginning of the school year, may be filed as a grievance two weeks before the first day of school. All time limits shall be enforced at that time.

i. Labor Relations Administrator/Federation Field Representative Meetings

The Superintendent’s designee for Labor Relations and the Federation Field Representatives shall meet bi-weekly to discuss outstanding grievances and/or other contractual issues.

3. Procedure

a. Level One

A grievance must be filed in writing with the principal or the appropriate administrator within fifteen (15) days after said event, upon which it is based, or within fifteen (15) days after said event could reasonably be assumed to have been known by either a teacher or the Federation. The grievance conference shall occur within five (5) days after the grievance is filed. The grievant shall be accompanied by the Federation Building Representative or any other Federation representative of the grievant's choosing. The principal or appropriate administrator shall render a written decision within five (5) days of the grievance conference.

b. Level Two

In the event a grievance has not been satisfactorily resolved at Level One, the Federation shall file, within ten days of the principal's or the appropriate administrator's written decision at Level One, a completed copy of the grievance with the Superintendent or his/her designee. Within seven (7) days after such written grievance is filed, the grievant, the Federation, and the Superintendent or his/her designee should meet to resolve the grievance. The Superintendent or

his/her designee shall file his/her decision within five (5) days of the Level Two meeting and communicate it to the grievant and the Federation.

At the request of either the Board or the Federation, grievance mediation shall occur prior to the Level Two grievance conference. The Board and Federation shall agree on an agency, individual, or panel to provide such mediation services. The parties shall develop specific procedures for grievance mediation, with the assistance of the mediator. If grievance mediation is requested, time limits are suspended until the mediation occurs. A formal Level Two conference shall be conducted within 5 days of the final mediation session, unless the grievance is resolved through mediation.

c. Level Three

If the grievance has not been satisfactorily resolved at Level Two, the Federation may demand arbitration within 60 days of receiving the Level Two decision. The arbitrator's decision shall be final and binding.

(1) The Board and the Federation shall agree on a panel of five (5) arbitrators to hear and decide cases for one (1) year on a rotating basis.

(2) The arbitrator selected to consider a particular grievance shall be that arbitrator next in order of rotation who can schedule the hearing with the parties within thirty (30) days.

(3) The parties shall accept a date(s) offered within the 30 days or as soon thereafter as dates are available, unless the time limit is extended by mutual agreement. Unavailability of the parties' representatives shall not be a valid reason for refusing all such dates offered by arbitrators on the panel.

(4) If more than one arbitration hearing is pending at any time, the date of the initial filing of the grievance shall determine the order of rotation of the arbitrators.

(5) After any arbitrator on the panel has rendered an award, either party, within fourteen (14) days, may remove such arbitrator from the panel. In addition, if either party so requests by August 1 of any school year, one or more arbitrators shall be removed from the panel. In either event, the parties shall attempt to agree on additional arbitrator(s) to complete the panel. If the parties are unable to agree on additional arbitrator(s) within fourteen (14) days of the removal of an arbitrator from the panel, the parties shall request a list or lists, as the case may be, of seven (7) arbitrators each from the Federal Mediation and Conciliation Service. The parties shall then alternately strike names from the list(s) until the number of arbitrators remaining equals the number needed to complete the panel of five (5) arbitrators.

(6) The arbitrator shall not have the authority to alter, modify, add to or subtract from any of the terms of this contract.

(7) The costs for the services of the arbitrator shall be shared equally by both parties.

(8) The schedule for post-hearing briefs, if necessary, will be determined by the parties with the arbitrator at the conclusion of the hearing. The arbitrator shall render a decision in writing within thirty (30) days after post-hearing briefs have been submitted or within thirty (30) days after the hearing, if no briefs are to be filed.

(9) The Arbitrator's decision shall be final and binding upon the Board, Federation, and grievant(s). Within 30 days after receiving an arbitrator's written opinion, the Board of Education shall ratify and initiate implementation of the decision of the arbitrator.

d. Teacher Termination

Binding arbitration is provided at Level Two upon waiver of statutory proceedings by the affected teacher on all teacher dismissal cases.

e. Teacher Non-Renewal (5 years of satisfactory service)

A non-tenured teacher who has completed five consecutive years of satisfactory or better service has the right to file a grievance challenging the Board's decision not to renew his/her contract and to pursue that grievance to final and binding arbitration.

f. Teacher Non-Renewal (less than five (5) years of service)

In lieu of statutory proceedings, a non-tenured teacher with less than five (5) consecutive years of satisfactory or better service shall have the right to a hearing before a Board appointed referee, selected by agreement between the Board

and the Federation to hear such appeals, provided the teacher submits a written request to the Superintendent for such a hearing within ten (10) days of receiving written notice of the Superintendent's recommendation not to re-employ the teacher. The appointed referee may serve no longer than one year, unless the parties agree to extend his/her appointment.

Such hearings shall be held before the Board acts on the Superintendent's recommendation not to re-employ the teacher. However, the teacher's request for a hearing shall automatically extend the deadline for notification of non-renewal through July 31, or the date the Board considers the recommendation of the referee, whichever is later.

At the hearing, the Superintendent, or his/her designee, shall summarize the teacher's evaluation and the reasons for the non-renewal recommendation and shall present any supporting documentation or witnesses within two (2) hours and the teacher shall have the opportunity to present his/her appeal along with any supporting documentation or witnesses within a two (2)-hour period. The teacher shall have the right to representation by the Federation.

The decision of the referee shall be in the form of a recommendation to the Board of Education.

g. Alternate Procedure

Certain grievances filed by teachers regarding personnel decisions shall be assigned to an alternate internal dispute resolution procedure for a prompt, final, and binding decision if the grievance is not resolved at Level I. Such grievances are those that involve applying contract language to a specific incident or administrative decision and in which the meaning or intent of contract provisions is not in dispute. Grievances eligible for this procedure shall include those which contest an assignment, surplussing, or placement decision, Reduction in Force or recall decision, selection of a teacher for ESP positions or for eligibility lists, provided the above stipulations apply. This procedure shall not apply to cases, which involve discipline, dismissal or nonrenewal.

Grievances assigned to this procedure shall be considered by the Alternate Grievance Panel, consisting of two (2) teachers appointed by the Federation and two (2) administrators appointed by the Superintendent. In the event of a tie vote of the panel, the grievant shall have immediate access to Level Three of the grievance procedure.

On the Thursday and Friday two weeks before the end of each quarter, the Alternate Grievance Panel shall meet to resolve outstanding grievances. In addition, the Thursday and Friday two (2) weeks before the opening of school, the Alternate Grievance Panel shall meet to resolve outstanding grievances filed during the summer. Other dates may be agreed to by the Federation and the Board. The grievant, the Federation, and the administration shall be responsible for providing pertinent information and documents to the panel members at least five (5) days prior to the hearing.

The panel shall consider the documentary evidence, hear testimony from any witnesses offered by the parties, and render a final and binding decision, including an appropriate remedy, consistent with the terms of this contract, at the close of the hearing. Neither party shall be represented by attorneys, except by mutual consent, but the grievant shall be entitled to representation by the Federation and the administration shall be appropriately represented. If any panel member has a conflict of interest in any grievance, they shall be temporarily replaced by the appropriate party.

The panel shall determine any other procedures it may require, subject to approval of the parties. Either party may terminate the entire alternate procedure described above by giving thirty (30) days' notice to the other party of its intention to terminate the procedure. In the event the procedure is terminated, all pending cases shall be assigned to Level Two of the grievance procedure.

In the event of a successful grievance, the remedy shall be to place the grievant in the vacancy requested at the beginning of the next reporting period or quarter in the instructional program. The person who has been displaced as a result of a successful grievance shall be given preference in assignment to a similar vacancy elsewhere when available.

4. Mediation for Lawsuits

In the event of a lawsuit between the parties, mediation shall occur at the request of either party using the same service and procedure as in grievance mediation or using another dispute resolution procedure agreed to by the parties.

5. Common Grievance/Arbitration Record

The parties shall compile a common record of grievance activity. The record shall include all grievances filed, dates, a general statement of the issue, dates of grievance conferences, and dates of decisions at each step, and a statement of the final outcome. The data shall be reported annually to the Superintendent, Federation President, and Board of Education. The parties shall each designate a representative to be responsible for monitoring the compilation and reporting of this data.

Decisions of the Alternate Grievance Panel and arbitration decisions shall be jointly reported by the Federation and the Board.

## §400 POSITIVE SCHOOL CULTURE

1. Positive School Culture

The Board's Health and Safety Committee shall establish a positive school culture subcommittee. The members of this subcommittee shall be appointed by the Superintendent and Federation President and shall include members of the Administration, teachers, parents, students and community members. This culture subcommittee shall complete the annual edits for the District's Code of Conduct.

Restorative Practices

Restorative Practices are a specific set of proactive and responsive strategies for strengthening relations / community and repairing harm when it is caused. In addition to encouraging improved behavior, Restorative Practices promote:

- Self-accountability and reflection of misbehavior
- Conflict resolution among students and between students and adults
- Building of social-emotional skills for use in future challenging situations
- Development of better, more effective teacher and student relationships

The Union and the Board agree that when staff is fully trained in restorative practices, student supports using restorative practices are preferable to punitive measures but the two are not mutually exclusive.

District level

a. Cincinnati Public Schools Crisis Intervention Team

Cincinnati Public Schools Crisis Intervention Teams shall coordinate the services to schools necessary when students are in an emotional crisis. These may include support personnel from CPS or outside agencies such as community health partners trained in crisis management.

b. Discipline Liaison

The District shall designate a member of Senior Management as the District's discipline liaison. The Discipline Liaison shall be charged with District and school compliance relating to school culture, climate, and discipline. The Discipline Liaison shall be assigned by the Superintendent to the Board's Health and Safety Committee.

This includes: conducting school discipline audits; adoption of school discipline plans; collection of data relating to discipline; implementation of a Positive Behavior Interventions and Support (PBIS) Plan at every school; development and use of a student Code of Conduct handbook, which shall be posted on the school's website; requiring signed student contracts and encouragement of signed family contracts, enforcement of and compliance with all state laws governing discipline and degrees of removal from the classroom, building and District.

c. School Culture Audit

A school culture audit shall be performed as needed and shall be based on data and organized by the Positive School Culture Department. The results of the audit shall be shared with the principal and staff.

d. The Promise Center

Schools may assign students to the Promise Center program based on a Category 2 or Category 3 violation of the District's Code of Conduct found within the Student Support Guide.

While assigned to the Promise Center program, students are expected to attend 100% of the time. Attendance shall be recorded. Students are expected to complete all assignments. Social and emotional supports shall be provided by the Promise Center staff.

Students who are assigned to the Promise Center program should return to their home school with a transition plan. The transition plan should include strategies for success and conflict resolution. The plan may also include a recommendation to the school to create a behavior plan.

2. School Level

a. Compliance with District Code of Conduct and State Law

The suspension, expulsion, or removal of students shall be made in strict compliance with ORC 3313.661 and 3313.66 and Board Policies. The principal shall immediately notify the police when a criminal offense is committed which endangers the safety of students, staff, or others.

b. Administrative Support of Teacher

The Board and Federation agree that consistent enforcement of clear and specific rules are vital to maintaining a safe and orderly learning environment. Teachers, acting in accordance with Board Policy, shall have the full support of the Administration in maintaining classroom discipline through the implementation of the District's Code of Conduct and the School's Positive School Culture Plan. Professional support services shall be provided to ensure that every student's due process rights are protected and that sufficient interventions are provided.

c. Self-Defense

A teacher may use such force as shall be reasonable and necessary to protect himself/herself from attack, to prevent school property from damage and/or destruction, and/ or to prevent possible injury to another person.

d. Positive Behavior Interventions and Supports (PBIS)

The Superintendent shall require that each school adopt and follow a local school discipline policy in accordance with Board policies. It shall include rules for student conduct published in the Positive School Culture Handbook, consequences of violating such rules, responsibilities of parents, teachers, administrators, and other staff. It shall encourage prompt communication with parents.

The PBIS Plan shall be developed by the PBIS Committee, a subcommittee of the ILT and aligned with the current District code of conduct. The plan shall be reviewed and approved annually, with or without revisions, by the ILT. Teachers shall annually approve the plan before the last day of school. If the plan is not approved by the teachers, the last PBIS approved shall remain in effect. All stakeholders, including teachers and administrators, take collective responsibility to ensure collaborative review and implementation of the PBIS Plan in order to promote a positive school culture.

The PBIS Committee shall be comprised the following: a building administrator, teacher representatives elected by each team and/or department, a representative of the office staff, an Education Support Personnel representative (school psychologist, school social worker, school counselor), the ALC facilitator, an intervention specialist elected by the interventionists, a parent and student representative when appropriate.

The plan shall be completed by the last day of the school year for the following school year. It shall be published electronically and/or in writing for the school and distributed to faculty on the first teacher workday of the school year and to students and parents by the first day of the second week of the school year. All students are required and parents/guardians encouraged to sign acknowledgement of receiving the PBIS Plan.

Within the third quarter of the school year, schools shall participate in a climate audit to develop a site-based positive school culture plan. The result of the plan shall be based upon the results of the climate audit, which shall be in place for behavioral needs of the first day of school and incorporate Tiers of Intervention.

Each school shall have an Alternative Learning Center staffed on a daily basis by a trained facilitator. Twice a year the District shall monitor each school's ALC to be sure they have clear operational rules and procedures.

e. Removal of Disruptive Students

A teacher shall have the right to remove from class pupils exhibiting disruptive behavior with reasons submitted in writing as soon as possible. Disruptive behavior includes the use of violence, force, coercion, threat, harassment,

serious insubordination, or repeated acts of misbehavior, any of which cause disruption or obstruction to the educational process. The right to remove students for cause extends to all curricular and extracurricular activities affecting teachers while acting in the course of their employment.

Once removed, a student shall be returned to class once disciplinary action consistent with the school's PBIS Plan has been determined and provided in writing for the teacher and student. If appropriate, the building administrator may also initiate a student assessment to determine if additional social or medical services are required and should be arranged.

f. Chronically Disruptive Students

The Promise Center psychologist shall develop a transition plan for any students assigned sixteen (16) or more days per year to The Promise Center to identify appropriate strategies for students who have exhibited persistent and disruptive behaviors up to and including continuing social and psychological services and mandatory parental/guardian conferences.

The Board and Federation agree to work collaboratively to strengthen professional development and to examine school-based services options and discipline programming options for chronically disruptive students including a virtual option.

g. Discipline Records

Teachers should document minor, classroom-managed Category 1 offenses in, the District's student information system as a minor infraction.

For chronic Category 1, Category 2, and Category 3 offenses, teachers should document the offense code and narrative in a Discipline Log Entry in the District's student information system or by using a paper form depending on the procedure approved in the PBIS Plan. If an incident involves another student(s), the teacher should refer to the student(s) without using a name.

Administrators or certificated designees shall review the Discipline Log Entries submitted by teachers in a timely manner. The administrator or designee shall conduct an investigation and determine the appropriate level of consequences.

If, after investigation and consultation with the assigning teacher, the administrator determines that the initial offense code or narrative description of the offense is not appropriate, the administrator may change the offense code or narrative description. In such case, the administrator shall notify the teacher in writing why changes were necessary.

Administrators shall not delete Discipline Log Entries without consultation with and agreement of the teacher, but may add additional information after an investigation has been conducted and written notification provided to the teacher in the student management system.

h. Student Discipline Reports

Building administrators shall provide the monthly discipline school team report in order for the team and the PBIS Committee to develop appropriate action plans.

i. Assistance for Classroom Management

Individual staff members who are experiencing serious difficulty in classroom management, impacting upon student discipline and learning, shall receive assistance from both the local school and District resources, including teachers at the school. Visitations may be arranged in order for the teacher to observe well-managed classes. Such assistance may be mandated by the principal or voluntarily requested by the teacher. In either case the assistance should be provided within five (5) working days.

3. Teacher Assault By Student

a. Recommendation, Report and Hearing

For purposes of this section, the word "assault", has the same meaning as used in ORC Section 2903.13, and constitutes knowingly causing or attempting to cause physical harm to another or another's unborn, and recklessly causing serious physical harm to another or another's unborn.

When a teacher while performing in the line of duty, including co-curricular and extra-curricular activities, is subject to such an assault by a student, the teacher shall submit a written statement describing the alleged assault to the work place administrator and the CFT building representative. The student shall be removed from the classroom pending an investigation by the workplace administrator, which shall be commenced promptly. If warranted by the investigation, the student shall immediately, in accordance with state law, be suspended or removed to The Promise Center, or elsewhere. All information gathered in the investigation shall, to the extent allowed by law, be distributed to the Superintendent, teacher and CFT.

The work place administrator shall immediately report any substantiated assault by a student on a teacher, the results of the investigation, and the disciplinary action taken or recommended to the Superintendent's designated hearing officer, and, as necessary, to the SRO. If deemed necessary, the designated hearing officer shall submit the results of the investigation to appropriate public authorities.

In the case of an assault by a student on a teacher, the Superintendent's designated hearing officer shall conduct any expulsion hearing and shall make a recommendation to the Superintendent. Upon request, the teacher shall be notified of the date, time and place of the hearing, and shall be given the opportunity to present testimony or other evidence at the hearing or to the hearing officer, with CFT representation. To the extent permitted by law, a student who the principal has recommended for expulsion may not return to the school prior to the hearing. The hearing shall be conducted within ten (10) days of the student's suspension, and shall result in a recommendation to the Superintendent on whether the student should be expelled. To the extent allowed by law, the teacher and CFT shall be informed promptly of the recommendations of the hearing officer to the Superintendent.

If a student appeals a decision of the Superintendent to expel a student who assaulted a teacher, the teacher and CFT shall be notified of the date, time and place of the appeal hearing. If evidence is presented at such hearing, the teacher shall be given the opportunity to present testimony and evidence, with CFT representation.

b. Assistance in Student Assault Cases

The Administration shall:

(1) Obtain information from the building/unit administrator and investigating police officer concerning the case and designate a liaison between the teacher and all parties operating in the case.

(2) Immediately notify the teacher of his/her right to file charges against the student, and to inform him/her of the procedure to be followed. If the teacher files charges against the student, a representative of the administration, upon request, shall be present for any court hearing or proceeding arising from the charge.

(3) Provide the teacher with released time for court appearances stemming from his/her professional activities.

(4) Ensure that the teacher does not lose compensation or accumulated leave.

(5) Assist a teacher who is required to appear in court for an action taken in the exercise of duty to the extent of legal limits. In civil matters, the Board's insurance carrier shall represent the teacher through legal counsel and shall coordinate legal representation with attorneys appointed by the Federation or its insurance carrier. The teacher shall receive compensation for absence from duty for a court proceeding or administrative hearing when such an absence arises from a justifiable line of duty action on the part of a teacher.

4. Pupil Adjustment

a. Intervention Based Services and Supports

Each school should have a fully functioning intervention assistance team (IAT) that includes a general educator, intervention specialist, parent of the child in question, building administrator, and the appropriate related service provider, as needed. All activities related to the functioning of this team must be in compliance with the Ohio Operating Standards. All referrals for multi-factored evaluations shall be consistent with the Ohio Model Procedures and the Operating Standards for Ohio's Schools Serving Children with Disabilities.

b. Multifactored Evaluation Referral

When a teacher submits a referral for multifactored evaluation and the Intervention Assistance Team deems it appropriate for a multifactored evaluation, a request for parent approval shall be sought immediately. If parental approval is obtained, the principal shall ensure that the forms are forwarded to the Department of Student Services.

c. Make-Up Work

The opportunity to make up class work as a result of an unexcused absence is at the discretion of the teacher and the principal. However, the Positive School Culture plan may require teachers to provide assignments to students assigned to in-school suspension, under procedures included in the Positive School Culture plan. Further, teachers are expected to provide assignments for students who are suspended or expelled for more than three (3) but less than sixteen (16) days, if requested by the parent, guardian, or the parent or guardian's designee, or an adult student. Teachers shall also provide make-up work to students suspended for one (1) to three (3) days, upon their return, if requested by the student, a parent or guardian.

Suspensions and expulsions may be scheduled so that students are permitted to attend school for the purpose of taking exams or demonstrating proficiency required for promotion, provided the student does not pose a physical threat to other students, teachers, or staff.

d. Informing Teacher of Student Needs

All staff members who have a legitimate educational interest should be provided with information regarding a student's unique educational and behavioral needs. All staff members shall respect the confidentiality rights of all students.

e. Informing Teacher of Problem

Within the conditions established by the law, a teacher who is assigned a pupil identified to have a physical, social or emotional problem shall be informed by the administrator or counselor of the nature of the problem. The teacher shall also take reasonable steps to understand the nature of the problem and work with the student in a professional manner and maintain the pupil's privacy rights.

f. Administrator Present in Building

For the protection of both pupils and teachers, there shall be an administrator or his/her designee present when the building is open. If the building administrator is absent longer than five (5) days and if his/her designee is a teacher, that teacher shall be relieved of teaching responsibility.

g. Student Absence

In accordance with state law, individual students' progress reports shall include a mark or symbol to indicate that a student was denied credit or is in danger of being denied credit or has failed or is in danger of failing due to excessive absence.

h. Grading and Promotion

Teachers and District administration shall communicate to students and their parents the performance standards students must meet, the meaning of District assessment scores and how grades and rubric scores are determined. Teachers are expected to have documentation for grades and rubric scores assigned.

The teacher's promotion/retention decision (K-8) or report card grade (7-12) may not be changed by the principal. The teacher and principal shall attempt to resolve challenges regarding the report card grade through a collaborative effort between the parties involved. However, if the dispute is not resolved and the principal believes that the teacher's grade or decision is in violation of District policy or is not justified, the principal may request a District audit team composed of teachers and administrators. The team shall examine the teacher's documentation and may, if additional evidence is needed, evaluate the student's proficiency using student work the teacher may have. The audit team may uphold or modify the grade or promotion/retention decision. Decisions of the audit team are final.

i. Reporting of Academic Progress

Quarter and semester grades shall not be due before noon on the fourth teacher workday of each quarter, except that fourth quarter grades and reports may be due at the end of fourth quarter.

Junior high and high school (grades 7-12) teachers of record in the District sponsored grading system for core and elective courses shall provide to students electronically, in the District learning management system and a hard copy, a course syllabus or equivalent. The course syllabus shall include scope of the course, core assignments, and assessment practices (i.e. weighting of assignments). In an effort to provide ongoing timely and accurate communication to families, technology is available for teachers to fulfill this professional responsibility and for all students and parents to be informed about class assignments and academic progress (i.e., labeled grades, marks, comments, rubric scores, progress toward standards, etc.). Teachers are expected to update class assignments and academic progress in the District wide grading program or the District learning management system regularly, every week as a District standard. The District shall assist in this effort by providing professional development on the District sponsored grading program and the District learning management system. The Parties shall research electronic resources that facilitate regular weekly electronic entry of class assignments and academic progress. Parents may expect up to a week's delay in reporting the most current class assignments and academic progress. If an assignment is long-term or requires lengthy review, the teacher shall report the weekly status of the assignment until a grade is available (i.e. “collected,” "missing assignment," “late,” etc.).

Teachers who have a large total student enrollment over one hundred sixty (160) shall be given special consideration for the reporting of grades. Specialists with total enrollment in excess of two hundred twenty-five (225) shall be required to report mid-quarter and final quarter grades.

j. Pupils in Building

Teachers who hold after school activities are expected to remain with students until they have secured a way home or until their next activity. All pupils who are not under the direction of a staff member or Board designee shall be taken to the building administrator or Board designee. The procedures to address this section of the contract shall be included in the positive school culture plan by each school.

k. Student Cumulative Records

Student cumulative records for students changing from one Cincinnati Public School to another shall be available in the receiving school not later than ten (10) working days after the student has been enrolled. Upon receipt of the cumulative record for the student, the teachers of the student shall be notified.

## §500 CLASS SIZE

1. Teacher/Pupil Ratio

The Board will establish a system-wide teacher/pupil ratio of 51 or 51.5 teachers, subject to final review and agreement by the parties, including educational support personnel, per 1,000 regular program pupils based on an average daily membership (full-time kindergarten membership and membership in grades 1 through 12 in regular programs, all as defined in Section 3317.02, et seq. of the Ohio Revised Code) as of the first full school week in October of each school year.

2. Staffing Goals

The Cincinnati Public Schools respect the research that suggests that small classes in early grades have lasting benefits on student achievement. It is also recognized that intermediate grade classes benefit from limited numbers of students per class, additional resources will be provided for content delivery and remediation for students identified as at risk.

Schools and teams may exercise discretion internally to attain the smallest possible class sizes, fewest preparations, and maximize human resources within the instructional site guidelines.

3. Class Size Limits

| Teachers | Limit |
|---|---|
| K-3 Academic | 18 |
| K-3 Academic with Overload | 19-20 |
| **K-3 Academic with Paraprofessional or Overload | 21 - 25 (1st semester) |
| *New Teacher Added | 26 (1st semester) |
| K-3 Academic with Paraprofessional or Overload | 21 - 28 (2nd semester, 26 – 28 overload pay) |
| *New Teacher Added | 29 |
| K-3 Specialist | 28* |
| Montessori Schools – K-3 | 18-25 w/Paraprofessional |
| Montessori School – Intermediate | 28-32 w/Paraprofessional |
| 4-6 Academic | 28 |
| 4-6 Academic with overload pay | 29 |
| ***4-6 Academic with Paraprofessional or Overload | 31 |
| *New Teacher Added | 33 |
| 4-6 Specialist | 34* |
| K-8 schools (only) – Grades 7-8 Academic | 28 |
| K-8 schools (only) – Grades 7-8 Specialist | 32 |
| 7-12 Academic | 30 |
| 9-12 Specialist/Elective | 34 |

*The class size for specialist classes is to support inclusion practices.

**The school, with input from the teaching teams, shall have the discretion to assign a paraprofessional or shall continue to pay overload pay beginning with student 21 in grades K-3 until a paraprofessional is assigned.

*** The school, with input from the teaching teams, shall have the discretion to assign a paraprofessional or shall continue to pay overload pay beginning with student 29 in grades 4-6 until a paraprofessional is assigned.

If classes are combined for specialists, the class list shall be finite.

Teaching teams shall be involved in determining the most efficient way of assigning paraprofessionals to maximize their effectiveness on the academic process and for the smooth and efficient operation of the school.

In grades 7-12 no more than one hundred fifty (150) students per day shall be assigned to any academic teacher. Specialists who teach five (5) periods shall be assigned no more than 180 secondary students per day. Specialists who teach six (6) classes shall be assigned no more than two hundred (200) secondary students per day.

Academic classes shall be defined as: reading; English; math; science; social studies; and foreign language.

For reasons of health and safety of students, *Technical Theater and Construction* classes shall be treated as an academic class for the purpose of class size.

No teacher in grades 4 through 12 shall be assigned more than four (4) students above the limit. Teachers in grades 7-12 who are assigned three (3) to four (4) students above the limit and no other arrangements can be made shall have the right to receive overload payment.

Teachers in grades K-12 who are assigned one (1) to two (2) students over the limit shall receive an overload payment of $135.00 per student per instructional hour per quarter at the conclusion of each quarter.

In any school designated as an exclusively e-learning school, the following caseload caps shall apply, and teachers shall only be eligible for overload pay if the teacher's caseload exceed the following caps:

K-3 – (cap of 50 students per day)

4-6 – (cap of 175 students per day)

7-12 – (cap of 300 students per day)

Overload determination begins when the class size reaches the minimum number listed below:

a. grades 7-12 Class size (academic) 31
   grades 7-12 Class size (specialist) 35

b. For a teacher to qualify for overload payment in sub-paragraphs c. and d. below, the above class sizes shall have been met for at least one-half of a quarter.

c. Elementary teachers shall be approved for overload of each class for each quarter that the overload occurred up to a maximum of four class periods. The $135.00 overload payment in grades 7-12 is established for each student, seen one (1) period per day, per quarter. Students seen less than five (5) periods per week will be pro-rated as a fraction per week and/or the quarter, whichever is applicable.

Class size limits shall not apply to band and choir.

Summer school teachers assigned students above the class size limits shall be eligible for overload pay under guidelines determined by the Teacher Allocation Committee.

Both parties are committed to work toward developing a student-based budgeting model with weighted formulas to reduce overloaded classrooms as much as possible.

4. Enforcement Procedures

As a pre-TAC measure, CFT and CPS are committed to meeting and reviewing projected enrollments for students during the summer, and if necessary, to make adjustments to school teacher allocations for the purposes of minimizing – to the greatest extent possible – the mobility of teachers assigned to schools after the start of the school year.

Enforcement options for class size limits shall be as follows:

1. Audit the use of paraprofessionals to ensure they are assigned to an overload classroom

2. Review the master schedule and make recommendations that could balance classrooms

3. Provide teachers in schools that are over their building capacity and have no more classrooms, for the purpose of co-teaching to ensure class size is in compliance

The Teacher Allocation Committee (TAC) shall continue to monitor class size at all District schools to advise the schools on steps they can take to staff within class size limits. The TAC may recommend to the Superintendent to re-assign teachers

throughout the end of quarter one. In exceptional cases where a school is unable to organize classes within the limits, the TAC shall recommend additional funds for new teaching positions up to a District wide limit of $950,000. Overload payments will not exceed $1.8 million in 2018; $1.7 million in 2019; and $1.6 million in 2020. Individual teacher maximum of $2,450.00 per quarter and not to exceed $9,800.00 per school year.

The Board shall provide overload payments disbursed per quarter.

The TAC may recommend overload pay based on mutually developed guidelines.

Special education enrollment at the District, school, team, and classroom will be assessed and analyzed. Inclusion intervention specialists will be required to schedule their services with general education classes in accordance with the specially designed services in students' IEPs. The student services manager, principal, case coordinator, general education teacher(s) and inclusion intervention specialist(s) will resolve concerns related to the scheduling of inclusion intervention specialist services in general education classes in accordance with the specially designed services in the students' IEPs. The general education teacher and intervention specialist are expected to work together to develop a plan of instruction and ensure the delivery of the general education curriculum.

A grievance may be filed on adherence to the process, on hiring at the ratio in §500.1 above and on establishing a reserve pool, but not on the educational soundness of a decision to allocate or not to allocate any teachers to any school. A grievance cannot be filed on an issue as to which the committee was unable to reach a decision.

Addressing Overage Students

Schools have the option of addressing overage students in any number of ways. Schools shall utilize interventions, credit recovery, ad other digital options available in the District. ILT shall develop a plan to address overage students. The District and schools may provide alternate instructional pathways that address the needs of overage students.

## §605 EDUCATIONAL SUPPORT PERSONNEL

1. General Coordination of Support Staff

   a. Caseload

      Speech pathologists, school social workers, and psychologists shall each form an assignment committee consisting of no more than three (3) administrators for that discipline, the CFT building representative, and three (3) members appointed by the practitioners in that discipline. Each committee shall develop and recommend to the responsible District administrator designated by the Superintendent assignment of schools and caseloads within that discipline. Such assignments shall provide for equitable distribution. Members of each discipline shall be notified of vacancies ten (10) working days in advance of the assignment committee meeting. Members in each discipline will notify the assignment committee of their desire to change assignments within five (5) working days of receiving the vacancy announcement. The assignment committee shall consider change in assignment. The vacancies shall be filled by current members of each discipline according to the transfer procedures of the contract. The Superintendent or his/her designee will evaluate final assignment to schools/students. Each committee shall review caseloads per semester.

      In any school, counselors shall meet, at least annually, with the principal or designee, for the purpose of assigning caseloads within a school. To the extent possible, caseloads shall be assigned on an equitable basis.

   b. Facilities

      All counselors, psychologists, and school social workers shall be provided in each school with a telephone, internet access and adequate office space in a private setting, within existing facilities, for the purpose of conducting conferences and evaluations.

2. Speech Pathologists

Speech pathologists shall receive seven (7) hours released time for every increment of thirty (30) students for the purpose of preparing IEPs, rounded to the nearest one half day. Speech pathologists shall have the same preparation time as load bearing teachers.

3. School Psychologists

a. Vacancies, Transfers, and Assignments

There are presently three (3) general categories of School Psychologists.

(1) School Psychologists

(2) Auxiliary Services School Psychologists

(3) Special Program Positions

When a vacancy occurs in any of these three (3) categories, the vacancy may be filled by present psychologists according to the transfer procedures of the contract.

The parties agree that school psychologists shall be included in the new Collective Bargaining Agreement and shall have contracts of two hundred one (201) days.

Any School Psychologist who conducts and writes evaluations beyond their assigned caseload will be compensated 8 hours per evaluation completed, including all initial evaluations and re-evaluations.

4. School Social Workers

Any extension to the one hundred ninety-one (191)-day contract of educational support personnel is at the discretion of the school hiring the person and/or the District for specific assignment.

At a minimum each school shall have access to school social worker or counselor services at .2 (2/10).

5. Other Staff

Occupational therapists, physical therapists, audiologists and orientation mobility instructors shall provide service and supports to students in accordance with the Operating Standards for Ohio's Schools Serving Children with Disabilities. Occupational therapists, physical therapists and orientation mobility instructors shall have the same preparation time as load bearing teachers.

6. 504 Coordinators

A 504 Coordinator shall be appointed at each school in order to provide services to students who are identified with a 504 disability and students suspected of a 504 disability. The 504 Coordinator shall be selected by an interview panel comprised of an administrator, and ESPs and general education teachers from different levels appointed by the ILT. The school shall convene an interview of interested candidates in their building. The 504 Coordinator shall be approved by the Student Services Director. Such approval must be related to the job description of the position. The term of the 504 Coordinator is two years.

504 coordinators shall be appointed and placed on a supplemental contract under Schedule E.

504 coordinators shall receive supplemental pay at a rate of $50.00 per student.

504 coordinators who receive release time will not receive a 504 coordinator stipend.

7. Substitute Educator

A substitute educator is a teacher assigned to a position that is vacant. They do not have entitlement to the position for the following year. They have all the rights guaranteed by this agreement, although they are not under contract with the District.

8. AEL Educator

An AEL educator is a teacher assigned to a position that is vacant, working towards licensure under sponsorship of CPS in a specific area. They have all the rights guaranteed by this agreement, although they are not under contract with the District. Upon attainment of licensure, they are eligible to receive a contract.

9. Academic Specialist

An academic specialist is a teacher assigned to join a team pursuant to §500.3. An academic specialist may be reassigned to another school or another team at the same school, if that team is no longer eligible for the assistance. This may occur only at the end of each semester. If under contract, for surplussing and transfers, the teacher shall be considered as staff at the school they are assigned to as of March 1. However, for purposes of surplussing, academic specialists have no rights to displace any teacher assigned to the school at the beginning of the school year. If the teacher is hired after the start of the school year, the teacher will be treated as a displaced teacher.

## §610 SPECIAL TEACHERS

1. Special Education

Cincinnati Public Schools shall provide a wide array of supports and services within a comprehensive service delivery model as outlined in the Operating Standards for Ohio's Schools Serving Children with Disabilities. A wide array of supports and services (direct and indirect) includes but is not limited to the following: consultation, individual instruction, large group instruction, small group instruction, whole class instruction, team-teaching, inclusive practices, etc. Intervention Specialists shall be afforded the same rights and responsibilities as all other bargaining members.

| Related Services | School-Age | | Preschool |
|---|---|---|---|
| Adapted PE | 100 | | 100 |
| Audiologist | 100 | | 75 |
| Occupational Therapist | 50 | | 40 |
| Orientation & Mobility | 50 | OR | 40 |
| Physical Therapist | 50 | | 40 |
| Speech-Language Pathologist *(1:2000 students)* | 80<br>50 (MD, HI,AU and/or OI/OHI) | | 50 |
| School Psychologist *(1:2500 students)* | 125 | | 75 |
| Work/study Coordinator | 75 | | NA |
| Vocational SE Coordinator | 50 | | NA |

a. Facilities

All Intervention Specialists shall be provided with a telephone, internet access, adequate office equipment including a locking file cabinet with a key. Each school shall work to provide an environment that supports the Intervention Specialist.

b. Special Education Committee

The Parties shall continue a Special Education Committee which shall meet at least bi-monthly. The Special Education Committee shall report periodically to the Board's Student Achievement Committee. The Committee shall include an equal number of administrators, regular education and special education teachers. Specific duties shall include:

- Review District compliance with state and federal law, and the interpretation and implementation in response to these laws.
- Analyze special education enrollment trends including students who are in the process of being identified for services.
- The committee shall examine issues regarding services to special education students in self-contained and regular education classrooms and make recommendations to TAC and the Superintendent regarding additional resources, review models of service delivery to students in various schools, formalize these models and share them with other schools. This review shall include examining how resource rooms may be funded and appropriately used.

c. Intervention Specialists' Curriculum Council

The Intervention Specialists' Curriculum Council shall represent teachers in development of the District's annual special education plan. However, general education teachers shall be involved in the design of building based service delivery models. Further, the Curriculum Council Steering Committee or its designee(s) shall meet regularly with the

District administrator from student services to address service delivery, compliance issues, program quality and other teacher concerns. Duties shall include:

- The Curriculum Council shall communicate with the Special Education Committee.
- Review Communication Plans to employees regarding serving special education students. Plans should include research, best practices, and established responsibilities. The audience should include all employee groups and affected parents and agencies.
- Review models of service delivery to students in various schools. Formalize these models and make them available to other schools. This review shall include examining how resource rooms may be funded and appropriately used.
- Develop guidelines for IATs, including composition, outcomes and timelines.

d. Service Delivery

Special education enrollment at the District, school, team and classrooms will be assessed and analyzed. Inclusion intervention specialists will be required to schedule their services with general education classes in accordance with the specially designed services in the students' IEPs. The student services manager, principal, case coordinator, general education teacher(s) and inclusion intervention specialist(s) will resolve concerns related to the scheduling of inclusion intervention specialist services in general education classes in accordance with the specially designed services in the students' IEPs. The general education teacher(s), intervention specialist(s), and PAM specialist(s) are expected to work together to develop a plan of instruction and ensure the delivery of the general education curriculum.

Students with disabilities shall be assigned to classes as determined by the Least Restrictive Environment outlined in their IEPs. For students who are not in specialized classrooms (Autism, Multiple Disabilities, STRIDES) managed by the DSS, the case coordinator, principal, and intervention specialists shall assign students with disabilities to classes to ensure equity of assignments across classes. The assignment of students to classes shall be in alignment with the school's continuum of service delivery. The student services manager, principal, case coordinator, general education teacher(s), intervention specialist(s) and PAM specialist(s) shall meet at the beginning of the school year to resolve concerns specifically related to students with disabilities, continuum of services and assignment of students to classes taking into account the students' IEP and ETR data.

The number of students served in or assigned to a special education classroom period/teacher or a preschool disability class/teacher shall not exceed the limits set by the Ohio Department of Education (ODE). As of 7/01/14 ODE limits are as follows:

| Disability Category Assigned | Maximum Number to be Served by School Level | | Maximum Number to be Served During Instructional Period | | Age Range per Instructional Period Shall Not Exceed |
|---|---|---|---|---|---|
| | Elementary, Middle | High School | Elementary, Middle | High School | |
| Intellectual Disabilities | 16 | 24 | 12 | 16 | 60 months |
| Specific Learning Disabilities | 16 | 24 | 12 | 12 | 60 months |
| HI, VI, OI, OHI | 10 | 10 | 8 | 8 | 48 months |
| ED* | 12 | 12 | 10 | 10 | 48 months |
| MD** | 8 | 8 | (8) | (8) | 60 months |
| AU/DB/TBI** | 6 | 6 | 6 | 6 | 60 months |
| Multiple Categories (Formally Cross Categorical) | 16 | 24 | 12 | 14 | 60 months |

*Requires plan for classroom management and crisis intervention support. In the absence of a plan, at least one (1) full-time paraprofessional is required in each special class.
**At least one (1) full-time paraprofessional is required in each special class.
*** 1:1 Paraprofessionals are assigned to specific student(s).

Maximums for self-contained resource room teachers shall be determined in the following way:

The maximum number of students with ED disability category placed in a self-contained resource room should not exceed four (4).

If student reassignment is not possible to address safety concerns, one (1) instructional assistant is to be assigned to the instructional classroom of the intervention specialist, where there is a combination of one (1) or more students with Emotional Disturbance, one (1) or more students with Orthopedic Impairment, or students with Multiple Disabilities students, any one (1) of whom is designated as medically fragile.

Students on IEPs (excluding Speech and Language Disability "speech only" IEPs) shall be distributed in accordance with their IEP and equitably across appropriate settings when being scheduled into regular education and specialist classes. Scheduling decisions shall be made with the intention of avoiding the assignment of a disproportionately large number of students' IEPs into a single general education or specialist classroom. Each school's class enrollment, with numbers of students with disabilities identified, shall be submitted to the school's student services manager by the principal or designee by September 1st of each school year.

When students with disabilities are assigned to the general education or specialist classroom, the following supports may be possible based on the needs of the students' IEPs:

- Assistive technology
- Common planning time with an inclusion specialist who serves those students
- Co-teaching
- Assistance with accommodations and modifications
- A list of accommodations/grade modifications shall be provided to each staff member serving a student with disability on a need-to-know basis.

CPS and CFT agree to work together to provide more guidance to educators about how to provide effective inclusionary teaching.

No more than six (6) students with disabilities shall be assigned to a general education or specialist class for inclusion unless some staff assistance is provided to assist the general education teacher. No more than three (3) students with emotional disturbance (ED) shall be assigned to a general education classroom unless a teacher or paraprofessional assists the general education teacher in the classroom.

When, due to the building schedule, student load and or staff size, those limits cannot be accommodated, the general education teacher shall notify the principal who shall notify the student services manager and a meeting shall be scheduled within two (2) weeks to determine how best to service the students that contribute to the total IEP load of over six (6) students with disabilities and/or the total number of students with emotional disturbance over three (3).

The possible solutions may include staff arrangements, required co-teaching, rescheduling of current building paraprofessional support or student reassignment, weighing the severity or nature of the disabilities and assessing the requirements of each student's IEP in order to determine the services needed and possible arrangements that would assist student learning.

The meeting among the principal, general education teacher(s), intervention specialist(s), PAM specialist(s), case coordinator and student services manager will take place within the first ten (10) school days. Resulting in-house arrangements will be in place prior to the TAC week and if the in-house solution requires District support for the students, the building principal and student services manager will co-sign a preliminary TAC request specifically related to students with special needs**.**

In addition, the principal, general education teacher, intervention specialist, case coordinator and student services manager shall meet quarterly to resolve concerns specifically related to students with disabilities.

e. Placing Students in Classes

All students with disabilities shall have an active and up-to-date IEP that outlines all provisions regarding their special education and related services. Students with disabilities shall not be placed in a special education class unless there is written documentation of the student's disability. The IEP team shall then write an IEP within the time specified in applicable state regulations, including LRE.

Primary and intermediate *students with disabilities* shall not be assigned to the same special education instructional period, except students in grades 2, 3, 4 and 3, 4, 5 may be assigned to the same class.

f. IEPs

Intervention Specialists are responsible for facilitating the annual completion (throughout the school year) of all Individual Education Programs (IEPs) for every student on their caseload. All IEPs are to be submitted by the annual due date to the Department of Student Services immediately upon completion. Each intervention or related service

provider who is responsible for preparing six (6) or more IEPs shall receive compensation at their extended hourly rate for IEP conferences or for writing IEPs outside the workday. This time is provided for the intervention specialist to prepare for and/or participate in IEP conferences and shall be scheduled prior to the deadline for submission of IEPs.

Intervention Specialists with six (6) to sixteen (16) students with disabilities shall be paid up to fourteen (14) hours for IEP development and / or conferences held outside the workday. Intervention Specialists with seventeen (17) to twenty-four (24) students with disabilities shall be paid up to twenty-one (21) hours for IEP development and / or conferences held outside the workday. Intervention specialists who fall out of compliance with timely submission of IEPs or progress reports shall not be eligible for this additional pay.

Any teacher responsible for writing IEPs in excess of the District enrollment limit will receive 7 (seven) hours at extended pay.

Any Intervention Specialist who completes the IEPs for any LTS, who is in an IS position, with approval of the DSS manager, shall be paid up to five (5) hours of extended time per student when the IEP and progress reports are completed.

All IEPs shall be readily accessible to the general education teachers who are assigned students with special needs as soon as they are assigned to their class list.

g. Alternate Assessments

The Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) is aligned to Ohio's Academic Content Standards – Extended (OACS-E) and designed to allow students to demonstrate their knowledge and skills in an appropriately rigorous assessment. Teachers responsible for alternate assessment will receive coverage within the building. The District will provide opportunities, including OACS-E and the administration of the AASCD, on the alignment of IEPs, academic standards, and alternate assessments.

h. Case Coordinators

There shall be a Case Coordinator selected at each school which has a caseload, defined as follows: Caseloads include students identified as disabled and students with suspected disabilities, including students in the school's attendance zone who attend non-public schools or pre-school classes, but excluding cases managed by District teachers or educational support assigned to non-public schools.

Case Coordinators shall be selected through an interview process. Each school shall convene an interview panel comprised of an administrator, and Intervention Specialists and Educational Service Personnel from different levels appointed by the ILT. The Case Coordinator shall be approved by the Student Services Director; such approval must be related to the job description of the position. The term of the Case Coordinator is two years.

An intervention specialist or school psychologist or related service personnel shall receive priority consideration for the position.

Case Coordinators shall receive supplemental pay at an annual rate. Case Coordinators who are released from teaching responsibilities will not receive Case Coordinator stipend.

Case Coordinators shall be paid from a pool of money in an amount not to exceed $200,000 annually. If one hundred percent (100%) of the Case Coordinator supplemental pay is not paid with the aforementioned limit, discussion between CFT and administration will take place.

i. Professional Development

The District shall provide opportunities for training for Special Education documentation.

All Intervention Specialists will be provided with training opportunities to assist in providing academic supports to Students with Disabilities.

j. Special Education Reopened

If the State of Ohio adopts legislation that mandates substantial changes in the design of the Special Education Program, the parties shall reopen regarding the impact on terms and conditions of employment no later than one hundred twenty (120) days before the changes take effect.

2. Diverse Learners

(1) Students With Disabilities
(2) English as a Second Language (ESL)

The District and federation agree to:

a. Service Delivery

English as a Second Language (ESL) specialists and teachers will be required to schedule their services with general education classes in accordance with the students' Limited English Proficiency (LEP) plan. The general education teacher (s), ESL specialist(s) and/or ESL teacher(s), and PAM specialist(s) are expected to work together to develop a plan of instruction and ensure the delivery of the general education curriculum.

b. Facilities

All ESOL service providers shall be provided with access to telephone, internet access, adequate office equipment including a locking file cabinet with a key. Each school shall work to provide an environment that supports ESOL service providers.

***ESL Teacher/Specialist Caseload Ranges to Support Actual and Projected Enrollment***

| **Type of EL Student & Category of Instructional Need** | **Acceptable Range of Students per ESL Teacher/ Specialist** | **Alert number for Adding new ESL Staff*** |
|---|---|---|
| *A1. EMIS Code=L* ***9-12th Gr. Newcomers/SLIFE (less than 180 days in the U.S.) requiring significantly intensive, sheltered support*** | 13–18 | 15 |
| *A2. EMIS Code=L* ***Grades 2 thru 8th Newcomers/SLIFE (less than 180 days in the U.S.) requires intensive, sheltered support*** | 19-24 | 20 |
| *B1. EMIS Code=S* ***Grades 9 thru 12 Newcomers/SLIFE in their 2nd Year in U.S. Schools*** | 19-23 | 20 |
| *B2. EMIS Code=S* ***Grades 2 thru 8 Newcomers/SLIFE in their 2nd Year in U.S. Schools*** | 35-45 | 40 |
| C1. EMIS Code=Y ***Grades 9 thru 12 in their 2nd Year in U.S. Schools*** | 35-45 | 40 |
| C2. EMIS Code=Y ***Grades K thru 8 with more than 2 years in U.S. schools OR in Grades K-1 with EMIS codes L or S*** | 65-75 | 70 |
| D. EMIS Code=M ***ALL K-12 students in Trial Mainstream*** | 100-125 | 115 |
| *E. EMIS Code=N (former LEP)* ***Consultation Supports for Exited Students*** | 150-200 | 175 |

**Gradual implementation of the above ranges will occur.**

*When the caseload or single class period reaches the alert number, the ESL team shall notify the building principal (building-based ESOL staff) or ESOL administrator (ESOL Itinerant staff) in order to schedule a meeting to create jointly an ESL Caseload Action Plan. The meeting will take place within 10 working days of the initial notification to determine collaboratively how best to support students.

No more than ten (10) English Learners shall be assigned to a general education class for inclusion unless some assistance is provided to assist the general education teachers. When, due to the building schedule, student load and or staff size, those limits cannot be accommodated, the general education teacher shall notify the principal and an ILT meeting shall be scheduled within two (2) weeks to determine how best to service the students that contribute to the total LEP load of over 10 (ten) English Learners. ESL Manager shall provide consultation as needed.

b. ESL Coordinators

An ESL Coordinator shall be appointed at each school. Each ESOL Coordinator supplemental pay shall be based upon evidence of distribution of Parent/Guardian Notification Letters and LEP plans at an annual rate at $15 per compliant LEP Plan, with a maximum cap of $4500 per building.

c. LEP Plans

Each ESOL teacher shall write initial LEP plans for English Learner students new to CPS and annually update the existing plans for returning EL students in accordance with federal, state, and/or District guidelines. In buildings with more than 1 ESOL teacher, the ESOL Team, in consultation with the Principal, shall come to a consensus upon how to divide the caseload of EL students so that the load of plan writing/revisions is equitable.

3. Gifted Intervention Specialists

Gifted intervention specialists are teachers who hold a valid Ohio teaching license issued by the State of Ohio in the area of Gifted Education and service students identified as gifted.

a. Itinerant gifted intervention specialists shall be granted travel time and mileage reimbursement.

b. Facilities -- All gifted intervention specialists shall be provided with access to telephone, internet access, adequate office equipment including a locking file cabinet with a key. Each school shall work to provide an environment that supports gifted intervention specialists.

c. Gifted intervention specialists caseload shall not be greater than eighty (80) students annually and the maximum number of gifted students to be served in one bell shall not exceed twenty (20) students. When the caseload exceeds these limits, the gifted intervention specialist shall notify the building principal and the gifted administrator to schedule a meeting to create jointly an action plan to determine collaboratively how best to support students.

d. Gifted intervention specialists as a teacher of record in a single subject self-contained classroom shall receive the same minimum instructional time as other non-gifted teachers in the corresponding subject grade level and setting.

4. Career Technical Education

All career technical teachers who are required by state standards to have extended employment and are not on an extended contract shall be paid their daily rate of pay for such employment.

5. Pre-School Teachers

a. Teacher Workday

The workday for pre-school teachers shall be seven (7) hours, including a thirty (30) minute duty free lunch Preschool teachers shall be assigned preparation, data input and/or conference time of two hundred fifty-five (255) minutes per week. The standard work year for pre-school teachers shall be the same as for other teachers. Pre-school teachers shall have one additional day without students per semester to fulfill the requirement of Step-up-to-Quality.

b. Benefits and Leave

Pre-school teachers shall enjoy the same fringe benefits, holidays, personal leave, and sick leave as other teachers.

c. Salaries

Pre-school instructors shall be placed on Salary Schedule C under the same provisions as other teachers.

d. Budget

Pre-school teachers shall be informed of the supply equipment and materials budget for their program.

e. Seniority

For pre-school teachers, seniority shall be defined as the total number of years of continual service in the CPS as a pre-school instructor or contract teacher.

f. Grant Opportunities

The Board and Federation agree to develop a District-wide Preschool Advisory Committee to review grant and funding opportunities on an annual basis.

6. Work-Study Coordinators

Work-study coordinators shall work five (5) days following the close of school. The schedule for such days shall be approved by her/his supervisor. By September 20, each work-study coordinator shall identify five (5) days during the school year s/he will not report to school subject to approval of his/her supervisor. Otherwise, the supervisor of the work-study coordinator shall identify the five (5) days. No two (2) days may fall in the same month nor be consecutive. Other than for reasons of separation, the work-study coordinator shall receive paychecks and accrue sick leave as if those days had been served.

7. Summer School Teachers

a. In schools that operate a summer school program for their own students, principals shall select teachers for summer school positions from among applicants within the school. Positions not filled by teachers at the school shall be announced throughout the District. Preference shall be given to teachers with appropriate certification and grade level. Within those categories professional or above teachers will receive placement to summer positions.

For any summer school program operated by the District, positions will be announced throughout the District and teachers shall be selected on a District-wide basis. Preference shall be given to teachers with appropriate certification and grade level. Within those categories career or above teachers will receive placement to summer positions.

b. Summer school teachers assigned to teach three (3) or more hours per day shall be assigned one (1) forty-five (45)-minute preparation and/or conference period daily.

c. Evaluation procedures will be limited to the end of session program assessment. A District administrator will evaluate the summer bridge or extension programs. Regular summer school programs will be assessed based upon student outcomes. Other summer school teachers will not be evaluated.

d. Summer school salaries are governed by Appendix A, Schedule G.

e. Summer school teachers shall be entitled to use accrued sick leave or personal leave on the same basis as contract teachers during the regular school year. However, any absence of more than three (3) days during the first week of summer school may result in loss of the position.

f. If a reduction in the number of summer school teachers in a summer school operated by the District or school building becomes necessary after the beginning of summer school, summer school teachers shall be released within the level based on certification or licensure, seniority, beginning with the least senior.

g. Upon request, the Board shall mail paychecks of summer school teachers to their home or summer address.

h. Terms of the Collective Bargaining Agreement pertain to summer school teachers.

## §620 SUBSTITUTES

| Class | Role | Pay Status |
|---|---|---|
| Class A | Daily Substitute | Daily Rate Pay |
| Class B | Building Substitute | Building Rate Pay |
| Class C | Leave Substitute | Long Term Substitute Pay |

| | | |
|---|---|---|
| Class D | Vacancy Substitutes | Long Term Substitute Pay with approval of Talent Team |
| Class E | Bell Coverage | Extended Employment Rate |

1. Definition

a. Class A - Daily Substitute

Refers to a substitute teacher who works daily assignments as posted in AESOP or offered from building administration. If a Class A substitute teacher is a no-show for a selected assignment more than one time in any quarter, they may be asked to meet with HR to clarify their role with the District and may be considered for disciplinary action up to and including removal from the substitute list for CPS.

Personal illness and other absences outside the employee's control will not be considered a refusal or no-show, but will be deducted from the substitute teacher's accumulated sick leave and no compensation will be paid provided the substitute teacher has leave. If no leave is available, such absence will be considered a no-show.

b. Class B – Building Substitute

A building substitute is based at a particular school for the year and works daily assignments within that building. The number and location of building substitutes will be jointly determined each May by the Talent Department and CFT using the data from AESOP concerning sub fill rate. Building substitutes are allocated for highest need schools in terms of ability to fill sub vacancies. Building substitutes are expected to work a regular daily schedule. Building substitutes will be paid for days worked.

c. Class C – Leave Substitute

Substitutes assigned to serve in the classrooms of teachers anticipated to be on leave for a minimum of 21 days. Leave status ends upon the return of the teacher or removal of the sub from that assignment. If possible, leave substitute positions should not be filled by building substitutes.

d. Class D – Vacancy Substitute

Substitutes assigned to serve for a vacancy where a licensed teacher was not able to be found for the position. If a licensed teacher is able to be found, the vacancy substitute teacher may be removed from this role anytime during the school year.

e. Class E – Bell Coverage

Teachers who agree to provide coverage as a substitute during their planning bell for another class shall be compensated at the "Extended Rate" in Schedule G. Teachers may not be required to provide coverage during their planning bell for classes that are not part of their regular teaching assignment; every teacher's decision to substitute during the teacher's planning bell is voluntary. No teacher may provide coverage for more than two planning bells per day. Approved coverages will be forwarded to payroll for processing on the next regular check run. Requests over 90 days old will not be considered.

2. Daily Schedule

a. A substitute teacher day shall consist of four hundred twenty (420) minutes, which includes a thirty (30)-minute duty-free lunch and no more than three hundred forty-five (345) minutes subject to assignment in school.

However, in grades 7-12, a leave or vacancy substitute shall not be assigned to teach more than six (6) class periods per day and shall have a preparation period of forty-five (45) uninterrupted minutes or a class period daily, whichever is greater.

This provision will not apply in cases where a substitute teacher arrives late and the regular teacher's preparation time has passed nor will it apply to a substitute teacher who is only assigned for a half day.

Class C and D substitute teachers shall follow the normal daily schedule for that assignment.

b. Call-in Pay for Daily Substitutes

If a daily rate substitute teacher is assigned and subsequently not needed, an attempt will be made to reassign the substitute teacher. If a reassignment is not available, the substitute teacher will be compensated for one-half (1/2) day. The principal may provide one-half (1/2) day of appropriate work for the substitute teacher to perform with pay.

3. Appointment/Discipline/Dismissal

a. All substitute teacher appointments shall be for a school year or a portion thereof remaining after the date of appointment with no expectation of continuing employment. Discipline and dismissal of substitute teachers during the course of a school year shall be in accordance with §215 Par (1, 2, 3, 5). Adherence to the procedures described in this section is subject to the Grievance procedure. However, a substitute teacher may not file a grievance challenging the Board's decision to dismiss said teacher.

b. Principals shall provide documentation to support any request that a particular substitute not return to their school to be a substitute teacher.

4. Sick Leave

a. (Class B), Leave (Class C), and Vacancy (Class D) substitutes shall be eligible for sick leave on the same basis as regular teachers.

b. Sick Leave Conversion

Substitute teachers will have sick leave conversion upon retirement, pursuant to §700.4.s at the substitute's final daily rate of pay, but may not convert accumulated sick leave transferred from another employer.

5. Appearance in Court

Class B, C, and D substitute teachers are eligible for leave for Appearance in Court pursuant to §230.16.

6. Fringe Benefits

a. Class B, C, and D substitutes are eligible for the same health benefits and term life insurance as other full-time teachers, by making the same contribution. Leave subs are only eligible for the time they are serving as a leave substitute.

b. There shall be a separate property damage fund for daily rate substitutes of $1,000.00 per year. This fund shall be administered pursuant to §700.4.s. If a surplus remains in the regular teacher fund, substitute teachers may apply for such surplus.

c. If a leave substitute (Class C) has been in an assignment for at least thirty (30) days of the last quarter, worked at least eighty-five (85) days during the school year, **and** has served to within five (5) days of the end of the school year, s/he will not lose benefits during the summer recess.

7. Daily Substitute Teacher List

Department of Human Resources shall maintain a list of substitute teachers by areas of certification noting grades, subjects and/or areas of greatest experience and shall make that list available to each school, updating it on a quarterly basis.

8. General Provisions

In addition to paragraphs 1 through 7 of this section above, the following provisions of this contract apply to daily rate substitutes: §100 Term of Contract; §110 Recognition; §120 Fair Practices; §130 Federation Rights; §140 Personnel Files;

§150 School Leadership; §155 Flexibility; §160 General Provisions; §180 School Budgets; §220 Teaching Assignments, Par 6, 8, and 11; §230 Teacher Absence, Par 18; §240 Teaching Conditions; §300 Grievance Procedure; §400 Pupils; §700 Salaries/Fringe Benefits, Par 2,p and r, §800 Board Authority; §810 Amendment; §820 Legality; §900 Term of Contract; and other provisions which are expressly applicable to daily rate substitutes or a particular class of daily rate substitute. No other provisions apply.

9. Substitutes

a. Definition

Leave Substitutes are defined as substitutes for teachers on leave and who serve on a temporary basis. The effective date of appointment shall be the 1st day of service in a given position. The substitute shall be paid as a leave substitute beginning with the effective date of the appointment. Consecutive workdays shall not be interrupted by the use of sick leave, assault leave, Federation leave, or any other approved absence.

b. Conditions for Employment

Vacancy substitute teachers may be appointed only when one (1) or more of the following conditions occur:

(1) temporary positions created by absence of regular employees occur for periods of more than thirty (30) consecutive working days;

(2) the vacancy substitute teacher does not meet minimum employment standards by training, references or interview performance or did not qualify for a standard Ohio license;

(3) the vacancy substitute is a retired Ohio teacher;

(4) the vacancy substitute teacher does not wish to make a commitment for the completion of the current school year.

c. Dismissal

Vacancy substitute teachers serve temporarily and are subject to dismissal:

(1) when the performance is less than satisfactory in the judgment of the principal and supervisor;

(2) upon return of the regular employee;

(3) when a vacancy substitute teacher was employed under Paragraph 10.b (2), above, and a fully qualified candidate is available;

(4) at the conclusion of the school year if employed at that time.

d. Qualifications for Seniority Credit

Vacancy substitute teachers who serve one hundred twenty (120) or more days during a given school year and who are employed for a regular vacancy for the ensuing school year for which they are fully licensed shall be offered the opportunity to interview. Vacancy substitute teachers who are employed as of the end of the school year and who served one hundred twenty (120) consecutive working days during the school year as a vacancy substitute teacher and who are employed under contract at the beginning of the ensuing school year shall receive seniority credit effective the date of last appointment as a vacancy substitute teacher.

e. Evaluation

Vacancy or Leave substitute teachers shall be evaluated using an evaluation process.

f. Salaries and Fringe Benefits

Vacancy substitute teachers' salaries and fringe benefits governed by the provisions of the Collective Bargaining Contract applicable to contract teachers.

10. Availability of Substitutes

The parties recognize that maintaining an adequate pool of qualified substitute teachers requires continuous effort. The Board shall actively recruit substitute teachers, including advertising on multiple outlets and holding periodic job fairs.

## §700 SALARIES AND FRINGE BENEFITS

1. Salary Increases

All new hires will begin at level 1 of the new salary schedule.

If there is stable local funding after the November 2025 election, the parties agree to reopen contract negotiations effective November 15, 2025 for the specific purpose of determining whether cost of living adjustments will be implemented effective January 1, 2026 and July 1, 2026.

The parties will also reopen contract negotiations effective November 15, 2026 for the specific purpose of determining whether cost of living adjustments will be implemented effective July 1, 2027.

The increase in base salary/wage schedules shall also apply to the health care tiers, so that no bargaining member shall be pushed into a higher health care contribution as a result of COLAs negotiated during the term of this contract. Health Care Tiers shall be set based on the employee's salary at initial or open enrollment and shall remain the same until the next open enrollment period.

a. Career Teacher Increment

The annual salaries of teachers who qualified for the career teacher increment under the Career in Teaching Program Agreement between the parties, as amended by the parties' June 14, 1999 Budget Reduction Agreement, shall be increased by $1,000, in addition to any lead teacher increment. However, no additional teachers may qualify for the increment after September 1, 2000.

b. Teacher Pay for NTBC/Professional Certification

Any teacher attaining National Teacher Board Certification shall have $1,000 added to his/her base salary, in addition to any salary supplement provided by the state during the next full school year the certification is in effect.

The following are eligible for a $1,000 stipend:

- Speech-language pathologists with national certification from the American Speech, Language, and Hearing Association;
- Occupational Therapists with certification from American Occupational Therapy Association, Inc.;
- Physical Therapists with certification from American Board of Physical Therapy Specialists;
- School Psychologists with certification from National Association of School Psychologists; and
- School Nurses with certification by the National Board for Certification of School Nurses.

c. Training Increments

The annual salaries of teachers who complete one hundred (100) hours of required or inservice instruction shall be increased by $750. The annual salaries of teachers shall be increased by an additional $250 for each one hundred (100) completed additional hours of such instruction. The increments shall be effective at the beginning of the school year following completion of the coursework. However, no additional teachers may qualify for the increment after September 1, 2000.

Recruitment and Retention

The Superintendent may declare content areas of shortage or a District/building need for increased student achievement for each building. Upon declaration, incentives to hire and retain teachers or related services staff in identified areas may be implemented by the Department of Human Resources. These may include:

- The teachers whose certificates or licenses are in a shortage content area, when these teachers agree to be employed in the shortage content area or agree to serve in an Incentive, Intervention or Redesign Campus, or on campuses where a specific weakness in instruction exists for at least three (3) years in the District.

- Placement of new hires on the salary schedule for their level of experience up to seventeen (17) years of service when there is a three (3)-year agreement to be employed in the District.

- The Department of Human Resources may recruit and place any ESP recruits and/or current staff at his/her level or for increased compensation to carry a caseload in high needs schools.

The Department of HR may in their recruitment determine how and when to spend up to $3,000 per recruit for new hires in the areas of identified teacher shortages, content weaknesses, or achievement weaknesses. Current employees who completed re-certification and/or licensure in the areas of identified teacher shortages or have proven growth and achievement results or are willing to teach in high needs schools may receive incentives as well. New hires returning to CPS after a hiatus of one (1) or more years would be eligible to receive the incentive.

2. Salary Schedule

a. Initial Position on Salary Schedule

The initial salary of a teacher shall be the minimum on the schedule for which the teacher is qualified, plus any allowance due the teacher for prior teaching experience and/or military service. Allowance for prior teaching experience shall be made on the basis of:

(1) One (1) year of credit for each year of teaching experience up to a maximum of ten (10) years of which no more than two (2) years of successful substitute teaching in Cincinnati Public Schools may be counted. Starting in the 2021-22 school year, the parties agree that a teacher may use previous teaching experience with a non-tax teaching license provided the teacher has been issued a standard ODE teaching license upon employment with CPS. This provision does not apply to new hires who are only eligible for a substitute teaching license.

(2) Allowance for military service and/or career experience related to teaching field shall be made on the basis of one (1) year of credit for each year of military service up to a maximum of six (6) years.

(3) School nurses shall receive credit for each year of school nursing. That experience is credited the same as prior teaching experience as defined in (2) above. Nurses without school nursing licenses applying for employment who have nursing experience will be granted experience as other career applicants hired.

(4) Allowance for a combination of prior teaching and military service shall be made on the basis of one (1) year of credit for each year of military service and career as well up to a maximum of six (6) years, and prior teaching experience up to a maximum of ten (10) years.

(5) School nurses shall receive credit for each year of school nursing experience up to a maximum of ten (10) years.

(6) In determining the initial salary of a teacher of trade and industrial career technical subjects or academic subjects within a trade and industrial career technical program, a year of work experience, either at the apprenticeship level or beyond, shall be accepted as a substitute for a year of college or university work, and a total of four (4) years of such work experience, or of four (4) years of college or university training and work experience combined, shall be accepted in lieu of college graduation. Any year of work experience above the apprenticeship level, which is not used for satisfying the college graduation requirement, shall be accepted in lieu of teaching experience provided such work experience shall have been directly related to the specific career technical field in which the person is assigned.

(7) Part-time experience shall be credited for initial placement on the salary schedule and for annual service increments as follows:

(a) One (1) full year of credit for regular full-time service of one hundred twenty (120) days within a given school year;

(b) One-half year credit for regular full-time service between sixty (60) and one hundred nineteen (119) days within a given school year;

(c) No credit shall be given for less than sixty (60) regular full-time days of service;

(d) Annual service increments shall be given only at the beginning of a school year;

(e) Credit for one-half (1/2) year of service shall carry forward until a full year of credit is earned and given on the schedule;

(f) Part-time teachers (those appointed for a fraction of the workday) shall receive experience credit on a pro rata basis.

(8) A teacher hired before the start of the school year shall have until October 1st to turn in all employment verifications and transcripts to establish the appropriate pay step and classification and to be eligible for retroactive pay to the start date of the teacher's employment. A teacher hired after the start of the school year shall have sixty calendar days to turn in all employment verifications and transcripts to establish the appropriate pay step and classification and to be eligible for retroactive pay to the start of the teacher's employment.

b. Increments

Salary increments become effective at the beginning of each contract year. Future increments are based upon the completion of the appropriate number of days of prior service. Those teachers placed on Comprehensive Assistance and Review will remain at their current level until they have successfully placed out of Comprehensive Assistance and Review.

A teacher who has been employed full time and has received pay for at least one hundred twenty (120) days is eligible for an annual increment at the beginning of the next school year unless they have been placed on Comprehensive Assistance and Review.

No teacher shall be denied a salary increment due to the administration's failure to conduct a scheduled evaluation.

c. Initial Position on New Salary Schedule

The initial salary of a teacher shall be the minimum on the schedule for which the teacher is qualified, plus any allowance due the teacher for prior teaching experience and/or military service.

(1) All teachers in their first year of employment with the District and their first year of teaching will participate in the Teacher Evaluation System. All teachers in the first year of their teaching career will be placed at the appropriate level.

(2) Teachers new to the District will be placed on the salary schedule based on their years of successful experience. Any Teacher who has a Master's degree with semester hours above thirty four (34), any additional hours above thirty four (34) shall be added towards their Master's Plus 30.

(3) Part-time experience shall be credited for initial placement on the salary schedule and for annual service on a pro rata basis using one hundred twenty (120) days as the equivalent of a full year.

(a) One (1) full year of credit for regular full-time service of one hundred twenty (120) days within a given school year;

(b) One-half (1/2) year credit for regular full-time service between sixty (60) and one hundred nineteen (119) days within a given school year;

(c) No credit shall be given for less than sixty (60) regular full-time days of service;

(d) Annual service increments shall be given only at the beginning of a school year;

(e) Credit for one-half (1/2) year of service shall carry forward until a full year of credit is earned and given on the schedule;

(f) Part-time teachers (those appointed for a fraction of the workday) shall receive experience credit on a pro rata basis.

3. Provisions Applying to the Salary Schedules

a. Appendix A

The salaries of teachers covered by this contract are set forth in Appendix A, which is attached hereto and made a part of this contract. Teachers shall be placed at the appropriate level.

Personnel on year-long Schedule E contracts will be paid quarterly. All others will be paid when contracts are completed.

b. Term of Service

All personnel included under this salary schedule have an annual term of service as per the teacher's individual contract.

c. Pay Plans

All teachers will receive all salary compensation through direct deposit. Twenty-six (26) checks delivered every other Friday year-round. In those years when twenty-seven (27) pays would be in order, the parties agree to subdivide the amount in that year to twenty-seven (27) pays.

Deductions from paychecks shall be made, whenever possible, in uniform amounts.

The above pay plans shall not be construed so as to limit or restrict the board's authority to establish and amend the school calendar or to open and close schools in accordance with state law.

d. Effect of State Mandates on Salary

Any state mandated salary increase shall be part of, and shall not be in addition to, any salary increase resulting from the application of this Article.

e. Emergency School Closings

In explanation of Board policy, where the Superintendent has authorized the closing of school due to an emergency condition, an employee shall receive pay for such day where the employee would otherwise have been in pay status, whether or not the employee has been reassigned to another location. Such pay shall not be charged to any accrued leave. All bargaining unit members shall be treated the same on declared snow days.

f. Montessori Teacher Training

As an exception to our present practice, teachers who have completed a Montessori training program at an institution accredited by one (1) or more of the recognized Montessori associations shall receive credit on the salary schedule as if they had earned college credit for the training provided that the Board has accepted or would accept such training as meeting the Board's training requirements for teaching in a Montessori magnet school.

4. Medical, Prescription and Dental Coverage

a. Medical and Prescription Plans

Employees electing medical coverage shall choose the Health Maintenance Organization (HMO) or the Point of Service (POS) 300 medical plan.

b. Board Contributions

Upon application by the employee, the Board will purchase or provide single, employee plus one, or family coverage for any employee appointed for six tenths (.6) time or more, less the dollar amount shown on the monthly employee contribution schedule below, which shall be deducted from the employee's paychecks.

c. Right to Opt-Out

An employee may decline medical coverage through the Board's Plan. The Board may request proof of alternative coverage. The Board shall pay an employee declining coverage under the Board's Plan $100 /month if eligible for two-person coverage and $200 /month if eligible for family coverage.

d. Dental Plans

Employees shall also be eligible for dental coverage on the same basis as described above.

e. Vision Care

A vision care discount will be offered by the District. In addition, vision examinations are covered under the medical plan.

f. Employee Contributions

Employees electing medical coverage shall choose the HMO, PPO medical plan, or HDHP.

The monthly employee contribution for coverage under Board group medical and dental plans shall be as set forth on the attached schedule. The Board established an IRS §125 Plan that treats employee contributions as pre-tax payments. As of July 1, 2007, a Working Spouse Provision is also being continued. Spouses of employees who (1) are employed and (2) are eligible for any other employer sponsored health coverage costing less than $150.00 per month (least expensive option from that employer) cannot be enrolled as a dependent under the CPS health plan unless he/she also selects his/her employer's health care plan. The parties agree for the purposes of defining eligibility under CPS's healthcare benefits plans, the term "spouse" shall include both opposite-sex and same-sex spouses as determined under applicable state law at the time and location that the marriage was entered into. The CPS health plan will include coordination of benefits (COB) equal to the current COB provision in place. In such cases, however, employees may continue to cover their spouses under the Board's Family or Employee + 1 plans, subject to COB. CPS will conduct another dependent eligibility audit. If a spouse is not subject to the Working Spouse Provisions due to items (1) and/or (2) above not being met, the Spousal Premiums shown in the Spousal Premium section below will continue to apply, as set forth on the schedule.

**Employee Contribution**
**(Medical Plan)**

| SALARY BAND | PPO EMPLOYEE CONTRIBUTION | HMO EMPLOYEE CONTRIBUTION | HDHP EMPLOYEE CONTRIBUTION |
|---|---|---|---|
| 1 $0 - $42,499 | 50% of Salary Band 2's Contribution | P EE Contribution + Full Cost of HMO Buy Up | PPO EE Contribution – Full Cost of HDHP Buy Down |
| 2 $42,500 - $64,999 | 17% of COBRA Rate | PPOEE Contribution + Full Cost of HMO Buy Up | PPO EE Contribution – Full Cost of HDHP Buy Down |
| 3 $65,000 & up | 145% of Salary Band 2's Contribution | PPOEE Contribution + Full cost of HMO Buy Up | PPO EE Contribution – Full Cost of HDHP Buy Down |

The parties agree that effective January 1, 2018, CPS will offer a High Deductible Health Care Plan (HDHP) to employees, in addition to the existing PPO and HMO plans. The District shall make annual contributions to an employee Health Savings Account (HSA) for employees who elect the HDHP in the amount of $500 (employee only) or $1,000 (employee plus one or more). HSA contributions shall be made 50% on the first paycheck in January and 50% on the first paycheck in September. Employee contributions for the HDHP shall be calculated with the employee receiving the benefit of the full "Buy Down" projected savings to the District (in the same manner in which employee contributions are calculated for employees who elect the HMO "Buy Up" option).

In presenting this additional HDHP option to employees, the District represents that it has no present intention of eliminating the PPO or HMO options currently available to employees. The PPO and HMO plans may not be eliminated outside of collective bargaining.

**(Dental Plan)**

The dental plan will remain the same and benefit levels will continue. CFT and CFOP will pay 20 percent (20%) of the dental COBRA rate.

| | Single | Employee + 1 | Family |
|---|---|---|---|
| Dental | .12% | .31% | .31% |

***Medical, Prescription, Employees Assistance Program and Dental Coverage Changes***

Benefits for the Preferred Provider Organization (PPO), Health Maintenance Organization (HMO), and the High Deductible Health Plan (HDHP) are described in the most recent summary plan descriptions. To the extent there is any conflict with the PPO, HMO, HDHP benefits described below, the summary plan descriptions shall prevail.

Rx Plan Changes

| ***Rx Co-Pay*** | **January 1, 2011** | |
|---|---|---|
| | HMO / PPO<br>In/Out of Network<br>(out of network applies to PPO only) | HDHP (In Network / Out of Network) |
| ***Generic*** | $10 / $10 + 30% | 20% / 50% |
| ***Name Brand*** | $30 / $30 + 30% | |
| ***Non Formulary*** | $55 / $55 + 30% | |

| | | |
|---|---|---|
| **Maintenance Rx-** | Use of Anthem's mail order pharmacy is mandatory for maintenance drugs. A penalty of a 2x copay applies after second fill at retail. | Use of Anthem's mail order pharmacy is mandatory for maintenance drugs. A penalty of a 2x (40%) copay applies after second fill at retail. |
| ***Mail-Order Rx Copay Limit*** | 3.0 times retail copay (90 days = 3x monthly copay) | |
| ***Diabetic Supplies*** | No copay (100% plan paid) | |

All Rx tiers and coverage conditions are converted to Anthem's standard Rx3 formulary (except diabetes supplies – see above)

**PPO**

| ***Annual Deductibles*** | **January 1, 2011** |
|---|---|
| | ***In/Out of Network per year*** |
| ***Single*** | $300 / $600 |
| ***Single + One*** | $600 / $1200 |
| ***Family*** | $600 / $1200 |

| ***Coinsurance*** | **January 1, 2011** |
|---|---|
| | ***In/Out of Network*** |
| ***Coinsurance (after deductible)*** | 20% / 40% |

| ***Annual Out-of-Pocket Limits*** | **January 1, 2011** |
|---|---|
| | ***In/Out of Network*** |
| ***Single*** | $1,500/$3,000 |
| ***Single + One*** | $3,000/$6,000 |
| ***Family*** | $3,000/$6,000 |

| | **January 1, 2011** |
|---|---|
| ***Primary (PCP)**** | See Deductible/Coinsurance Above<br>Includes OB/GYN & Endocrinologist |
| ***Specialist*** | See Deductible/Coinsurance Above |
| *Allergy Injections* | See Deductible/Coinsurance Above |
| *Vision/Hearing Exam/Testing* | See Deductible/Coinsurance Above |
| *Reconstruction Surgery* | See Deductible/Coinsurance Above |
| *Chiropractic* | See Deductible/Coinsurance Above |
| *Pregnancy* | See Deductible/Coinsurance Above |

| | |
|---|---|
| *Birthing Center* | See Deductible/Coinsurance Above |
| *PT/OT/ST* | See Deductible/Coinsurance Above |
| *Second Surgical Opinion* | See Deductible/Coinsurance Above |
| *Urgent Care (in/out)* | See Deductible/Coinsurance Above |
| *Emergency Room (in/out)* | See Deductible/Coinsurance Above |

| ***Office Visit Co-Pay*** *(includes chiropractic, vision/hearing exams and ST/PT/OT)* ***(In-Network)*** | **January 1, 2011** |
|---|---|
| | **HMO** |
| ***Primary (PCP)**** | $25 |
| ***Specialist*** | $45 |
| *** PCP Includes OB/GYN** | |
| *** PCP Includes Endocrinologist** | |

| ***Deductibles (In-Network)*** | **January 1, 2011** |
|---|---|
| | **HMO** |
| ***Single*** | N/A |
| ***Single + One*** | N/A |
| ***Family*** | N/A |

| ***Deductibles (Out-Of-Network)*** | **January 1, 2011** |
|---|---|
| | **HMO** |
| ***Single*** | N/A |
| ***Single + One*** | N/A |
| ***Family*** | N/A |

| ***Out of Pocket Limits (In-Network)*** | **January 1, 2011** |
|---|---|
| | **HMO** |
| ***Single*** | $1500 |
| ***Single + One*** | $3000 |
| ***Family*** | $3000 |

| ***Out of Pocket Limits (Out-Of-Network)*** | **January 1, 2011** |
|---|---|
| | **HMO** |
| ***Single*** | N/A |
| ***Single + One*** | N/A |
| ***Family*** | N/A |
| ***Allergy Injections*** | **January 1, 2011** |
| | **HMO** |
| | In Network |
| | 10% |

| *Urgent Care/ ER Copays* | **January 1, 2009** |
|---|---|
| | **HMO** |
| **Urgent Care (in/out)** | $35 |
| **Emergency Room (in/out)** | $100 |

**HDHP**

| *Annual Deductibles* | **January 1, 2018** |
|---|---|
| | ***In/Out of Network per year*** |
| ***Single*** | $1,500 / $3,000 |
| ***Family*** | $3,000 / $6,000 |

| *Coinsurance* | **January 1, 2018** |
|---|---|
| | ***In/Out of Network*** |
| ***Coinsurance (after deductible)*** | 20% / 50% |

| *Annual Out-of-Pocket Limits* | **January 1, 2018** |
|---|---|
| | ***In/Out of Network*** |
| ***Single*** | $3,000 / $7,150 |
| ***Family*** | $6,000 / $14,300 |

| | **(In Network / Out of Network)** |
|---|---|
| ***Primary (PCP)**** | 20% / 50% |
| ***Specialist*** | 20% / 50% |
| *Preventive* | Included / 50% |
| *Allergy Injections* | 20% / 50% |
| *Vision/Hearing Exam/Testing* | 20% / 50% |
| *Reconstruction Surgery* | 20% / 50% |
| *Chiropractic* | 20% / 50% |
| *Pregnancy* | 20% / 50% |
| *Birthing Center* | 20% / 50% |
| *PT/OT/ST* | 20% / 50% |
| *Second Surgical Opinion* | See Deductible/Coinsurance Above |
| *Urgent Care (in/out)* | See Deductible/Coinsurance Above |
| *Emergency Room (in/out)* | 20% |

**Wellness Works Plan as Successor to Benefit Bank**

- A wellness program was put into place January 1, 2012.
- The plan design is to be determined by the CPS Benefit Committee.
- The plan will cover Disease Management, Lifestyle Management and Case Management.
- Employees and spouses will be provided with the opportunity to earn $500 each per year in wellness credit. Earned credits will be applied to individual Wellness Health Reimbursement Accounts (HRA) in the calendar year following the year in which they were earned. (2011 credits applied in 2012.)

- Effective January 1, 2018, there will be no maximum cap on the HRA balances. HDHP participants are required to have Wellness contributions applied to a Health Savings Account (HSA).

- Humana Health Assessments completed in the 2010 calendar year will be applied to the HRAs in the 2011 calendar year. Employees will receive their 2011 Benefit Bank allocation ($350/single, $425/family) into the wellness account versus the Benefit Bank for 2011. Employees who are retired prior to ratification of the agreement will have until 12/31/2012 to spend their allocated Benefit Bank dollars. All current employees will have until 6/30/11 to spend their allocated Benefit Bank dollars. All Benefits Bank balances remaining will be used to offset District dental and health care costs.

- Separation from Employment – Employees will have six (6) months to submit HRA claims incurred prior to their separation from employment. Any balances remaining in the HRA after this six (6) month period will be returned to CPS.

- All employees hired after the ratification of this agreement will not receive any benefit bank allocations.

- Audit – The District shall continue to audit participants of the health plans for eligibility.

**Opt-Out Incentive/Spousal Premium**

- Employee qualifying for Opt-Out Incentive is eligible for the following: Employee Plus One will receive $100 /month. Employee qualifying for Family will receive $200 /month.

- For those spouses who work and who have availability of health care coverage and who are not required to move to their employer's health plan will pay the following spousal premium surcharge; based upon the employee's salary.

- For Spousal Premium based on employee's income:

| ***Spousal Premium/ Month **** | **January 1, 2011** |
|---|---|
| | **New Plan** |
| ***Under $30,000*** | $80 |
| ***$30-$60,000*** | $100 |
| ***$60-$90,000*** | $120 |
| ***$90,000+*** | $140 |

**Benefits Consultant**

- The District shall select a Health Benefits Consultant, pending the availability of funds. The Benefits Committee will assist developing the criteria for the selection of the consultant. The consultant shall convene Benefits Committee meetings and provide support.

g. Right of Board to Change Carriers

The Board may change the health (medical and/or dental) insurance carrier(s), or provide coverage through self-insurance, provided that:

(1) the resultant coverage(s) is at least equivalent to the coverage(s) as of July 1, 2011;

(2) the Board has given the Federation sixty (60) days' notice of the proposed change and an opportunity to be consulted about the proposed change;

(3) the Board has selected the new carrier(s) through solicitation of proposals, unless the change is to self-insurance; and

(4) the Employee Benefits Committee has been given the opportunity to evaluate and make recommendations about the change.

h. Eligibility for Coverage While on Leave

Teachers shall not be eligible for coverage under the Board group plan unless part or all of the fee is payable by the Board. However, the Board shall pay the full cost for one (1) year of either a single or family health contract (if eligible) less the employee contribution for any teacher placed on unpaid leave of absence due to personal illness or maternity. Employees on such leave of absence for personal illness or maternity for an additional year(s), and employees on other unpaid leaves of absence, shall have the option to continue coverage under the Board Group Plan by paying the full monthly premium. Long-term substitutes shall become eligible for coverage effective the first day of the month following thirty (30) workdays of employment.

i. COBRA Coverage

In accordance with the provisions of the various sections of 3923 O.R.C., as amended, and Public Law 99-272, Title X (COBRA), as amended, the Board shall offer current and former employees continuation of Medical, Dental, and Prescription coverage in the event of change(s) in marital status, birth or adoption of a child, loss of dependent status, death of the primary insured, or loss/reduction of job/hours.

j. Wellness Initiative

(1) The program may include: health assessments and screenings; smoking cessation plans; cardiac programs, diabetes care; physical fitness programs; and additional incentives as may be agreed by the parties.

This program will be funded by resources that were set aside annually for the benefit bank. Employees will earn credits towards medical reimbursements. These credits will be made available to the employee in the succeeding calendar year. The parties, through mutual agreement, will establish a menu of options from which employees may choose. Credits earned in one (1) year will be available for use in the next year.

Wellness account monies will be made available through a debit card as well as a reimbursement process.

(2) Participation*:* Teachers shall be expected to participate in the program for the 2012 calendar year. It is expected that during the 2011 calendar year, employees shall demonstrate and report the behaviors that make them eligible for participation on the program. During this time, educational activities about the program shall be provided by the Benefits Committee.

(3) Evaluation*:* The Benefits Committee shall mutually determine an evaluation system to determine the effectiveness of each program option. The evaluation shall include usage data, cost data, and estimates of how future use may be impacted. The Benefits Committee shall receive data quarterly and shall formally review the evaluation and make recommendations regarding modifications to the wellness program and options by August1 of each year.

k. Employee Assistance Program

The Board will continue to offer/provide an employee assistance program. The Employee Benefits Committee shall adopt guidelines concerning the operation of the program.

l. Employee Benefits Committee

(1) Composition

The Board and the Federation agree to continue the Employee Benefits Committee with membership from all unions, representing Board of Education employees. The committee shall include a minimum of two (2) members from each bargaining unit with proportional representation among the bargaining units. The committee shall not be less than fifteen (15) or more than nineteen (19) in number. The Board shall also be represented on the Committee. Representatives on the committee may call for smaller caucuses of their choosing at any time during the meeting.

(2) The role of the Employee Benefits Committee is to:

(a) recommend needed benefit changes;

(b) research, analyze, and recommend benefit providers and changes;

(c) communicate to and educate employees about utilization of benefits to promote cost containment and effective implementation of benefits; and

(d) provide on-going monitoring of providers' performance and employee concerns.

(3) The Employee Benefits Committee shall meet at least once monthly to review health care utilization and plan for future design of the plan. No later than twelve (12) months prior to the expiration of the Board's contract with the health care provider or administrator, the Committee shall meet and review the plan's utilization and cost. No less than six (6) months prior to the expiration of the health care contract, the Committee shall make recommendations to the bargaining units and the Board. Request for a proposal shall be accepted no later than five (5) months prior to the contract expiration with the Committee making a recommendation to the parties as to the carrier, cost and design. Agreement on the carrier, plan design and cost shall be reached no later than three (3) months prior to expiration of the health care contract. Employees on the Committee shall not suffer any loss of pay for reasonable hours of committee duty, which conflict with the employee's scheduled duty hours.

m. Additional Voluntary Insurance Programs

The Board shall offer voluntary programs group plans for home, auto, long-term care and prepaid legal services payable 100 (100%) percent by employees.

n. Term Life Insurance

Eligibility for the $30,000 term life insurance shall be extended to include part-time teachers. Full-time teachers are eligible to purchase an at least an additional one-half (1/2) of their annual take-home salary.

o. Termination of Health Insurance

The Cincinnati Board of Education shall terminate health coverage immediately for each teacher who is absent without authorized leave, but such coverage shall be reinstated immediately upon the teacher's return to work. During the interim period of time between the start of a teacher's absence without authorized leave and the time when the health care provider is able to terminate the health coverage for said teacher, the Cincinnati Board of Education shall have the right to deduct from the teacher's paycheck, the amount equal to the teacher's pro rata share for health coverage for each day of unauthorized absence up to the time the termination becomes effective. It is expressly understood that such termination of coverage shall continue for any period of time that the Cincinnati Public Schools are closed due to a strike or work stoppage for each teacher who was absent without authorized leave on the last working day immediately before the shutdown.

p. Tax Sheltered Annuity

Embodying the benefits of Section 403(b) of the Internal Revenue Code of 1954 as amended, the Board may, upon authorization of the teacher, make annual salary deductions to be applied to the purchase of an annuity contract.

q. Pay Deductions Authorized By The Teacher

Pay deductions may be directed to the following organizations:

(1) Greater Cincinnati Public School Employee Credit Union
(2) United States Savings Bonds
(3) United Way
(4) Health care provider mutually agreed upon by the Federation and the Board
(5) Washington National Insurance
(6) Cincinnati Federation of Teachers
(7) United Negro College Fund
(8) CFT COPE
(9) STRS deductions for purchase of service credit
(10) Kentucky State Income Tax withholding
(11) Greater Cincinnati Community Shares
(12) Art Waves (formerly Fine Arts Fund)
(13) Others mutually agreed upon by the Federation and the Board

r. Purchasing STRS or SERS Service Credit

District employees shall have the option of purchasing STRS and SERS credit on a pre-tax basis, as provided by law.

s. Conversion of Sick Leave at Retirement

Subject to the provisions of Section 124.39 of the Ohio Revised Code, a retiring employee hired before May 27, 2004, shall be eligible to be paid for one-half (1/2) of his/her accrued but unused sick leave at the daily rate of pay which is the teacher's salary divided by the number of days in the work year minus one (1) day.

A retiring employee hired after May 26, 2004 shall be paid for one-quarter (1/4) of his/her accrued but unused sick leave at the daily rate of pay which is the teacher's salary divided by the number of days in the work year minus one (1) day. The payment shall eliminate all sick leave accrued by the employee.

The daily rate of pay will be calculated by factoring in the teacher's contract salary and any applicable career level stipend, training increment, and lead teacher stipend and dividing by one hundred ninety one (191).

Federation and the Board recognize the obligation of sick leave payout to comply with applicable provisions of the Internal Revenue Code and Regulations.

Payments of accrued sick leave to retiring employees shall be made to an employer sponsored 403(b) and 401(a) plan, the terms of which shall be submitted to Federation for approval.

Accrued sick leave payments shall be made with respect to retiring employees, as follows:

First Payment: The maximum amount payable under the Internal Revenue Code and Regulations in the first year of distribution of such benefits shall be paid in the first of the month following the cashing/receipt of the first retirement payment by the employee, providing the Board is notified by the 20th of the month of the cashing/receipt of such payment.

Subsequent Payments: The second payment, which shall be in an amount equal to the maximum amount allowed under the Internal Revenue Code and Regulations, shall be made on the first Friday of January in the year following the first payment. If any subsequent payments remain due, such payments shall be made the first Friday of the following January.

The parties understand that the Internal Revenue Code and Regulations allow a maximum payment of no more than $82,000 of accrued sick leave in year one (1) and no more than $41,000 in year two (2) or subsequent years. To the extent that applicable Internal Revenue Code and Regulations change, then the Board shall make payments to retiring employees consistent with such changes, distributing the maximum allowed by the Internal Revenue Code and Regulations in the year of retirement and in subsequent years in accordance with the schedule for payments in this section.

An employee who notifies the Board officially by the early retirement date notification published annually that he/she plans to retire effective at the end of the school year shall receive an additional five (5) days' pay at the daily rate added to sick leave conversion in addition to their normal entitlement. However, participants in the 1/1/2011 retirement incentive will not receive this benefit if they meet the criteria for the 1/1/2011 retirement incentive.

Sick leave conversion shall be paid to survivors upon the death of an employee who has ten (10) years of service with the Board on the basis of one (1) day's pay for each two (2) days accumulated, unused sick leave. For those hired after May 22, 2004, sick leave conversion shall be paid to survivors upon the death of an employee who has ten (10) years of service with the Board on the basis of one (1) day's pay for each four (4) days accumulated, unused sick leave.

If teachers do not qualify as part of the eligible or defined group in the Accumulated Leave Plan, the following provision applies:

The Board shall make these payments to retiring staff as follows: One-half (1/2) of the sick leave conversion the first of the month following the cashing/receipt of the first retirement payment, providing the Board is notified by the 20th of the month of the cashing/receipt. If the first half is paid between January 1 and June 30, then the second half shall be paid the first Friday of the following January. If the first half is paid between July 1 and December 31, then the second half shall be paid the first Friday of the following July.

t. Mileage Reimbursement

Eligible teachers shall receive reimbursement at the rate permitted by the Internal Revenue Service for employee business expenses when their automobiles are used for Board business.

Teachers eligible to receive mileage reimbursement shall be those who report to more than one (1) location on any school day to perform assigned duties. Reimbursement shall be made by the Treasurer's Office after receiving the Mileage Report Form signed by the teacher and approved by the school administrator to whom the teacher reports.

u. Damage to Personal Property

The Board shall provide reimbursement for damage to a teacher's personal property excluding cash resulting from an assault, which occurred in the course of employment or, from vandalism or theft on the school site or at another location while on school business. The Board shall establish an annual fund of $10,000 to pay claims under this provision. The fund will provide reimbursement to teachers only to the extent that the teacher does not have insurance coverage protecting against such damage. When the fund is exhausted, the Board shall have no further obligation to pay such claims. The Board and CFT will agree on guidelines concerning the payment of expenses from this fund. The plan shall have a $100 deductible after private insurance coverage has been exhausted. The employee pays the first hundred dollars ($100) of loss, except in cases of loss due to an assault by a student.

v. Holidays and Holiday Pay

In explanation of Board policy, any employee absent without pay on either his/her next scheduled workday preceding a holiday or his/her next scheduled workday following a holiday shall be allowed no pay for the holiday; however, if an employee was sick and had exhausted earned sick leave, and had worked up to five (5) working days of a holiday, and reported to work within five (5) days after the holiday, the employee, upon approval by the Board, shall be allowed pay for the holiday.

w. Retirement “Pick-up”

The Board shall designate each employee's mandatory contribution to the STRS of Ohio as “picked-up” by the Board as contemplated by IRS Revenue Rulings 77-462 and 81-36 (although they shall continue to be designated as employee contribution as permitted by OAG Opinion 82-097) in order that the amount of the employee's income reported by the Board as subject to Federal and Ohio income taxes shall be the employee's total gross income reduced by the then current percentage amount of the employee's mandatory STRS contribution which has been designated as “picked-up” by the Board. The amount designated as “picked-up” by the Board shall be included in computing the final average salary for retirement purposes, provided that no employee's total gross income is increased by such “pick-up” nor is the Board's total contribution to the STRS of Ohio increased thereby. The amount designated as “picked-up” by the Board shall be included in computing the employee's daily rate for the purpose of sick leave conversion upon retirement.

x. Tuition Waivers for CPS

For teachers who live outside the school District who wish to enroll their child, step-child, or minor dependent in CPS, tuition waivers shall be granted, provided the current Ohio State Statutes permit State aid to be received for the student. The same enrollment and application procedures, including deadlines, as those applied to other non–resident pupils shall be in effect. Children of CPS full-time employees who reside in Ohio will be prioritized for admission over other open enrollment students and not before resident students.

## §800 BOARD AUTHORITY

1. Board Authority Granted by State Law

It is recognized by the parties that the Board is invested by the laws of the State of Ohio with the government and control of all of the Cincinnati Public Schools. This authority of the Board shall include, but shall not be limited to, the authority to make such rules, regulations and policies as are necessary for the government of the public schools, the employees of the Board, and the pupils of the schools. Nothing in this contract shall constitute transfer of the authority of the Board as established by the laws of the State of Ohio.

2. Implementation of Board Authority

The administrative authority of the Board shall be implemented by the Superintendent and his/her designees whose authority shall include, but not be limited to, the authority to direct and assign teachers and to carry out such other duties as the Board determines as provided by the Ohio Revised Code.

3. Exclusion of Board Policies and Practices from Contract

Policies and practices of the Board and the administration are not a part of this contract, except as stated herein, and may be adopted, revised, amended, suspended or rescinded at the discretion of the Board or the administration.

## §810 AMENDMENT

1. Necessity to Renegotiate

This contract may be amended by mutual written agreement of the Board and the Federation. Nevertheless, the parties acknowledge that during the negotiations, which resulted in this contract, each had the unlimited right and opportunity to make demands and proposals, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this contract.

Therefore, for the life of this contract, each party agrees that the other shall not be obligated to negotiate with respect to any subject matter not specifically referred to or covered in this contract.

## §820 LEGALITY

1. Conflict with Law

If any provision of this contract or any application of this contract to any teacher or group of teachers is contrary to law, then such provision or application shall not be deemed valid except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

**§900** **TERM OF CONTRACT**

This contract shall expire on December 31, 2028

Effective this 1st day of July 2025

Julie Sellers, President
Cincinnati Federation of Teachers

Dr. Kareem Moffett, President
Cincinnati Board of Education

Shauna Murphy
Superintendent

Michael Gustin
Treasurer / CFO

# APPENDIX A: TEACHER PERFORMANCE SCHEDULE

## SCHEDULE A

## SALARY SCHEDULES FOR PROFESSIONAL EMPLOYEES

1. Definitions

a. Teacher

"Teacher" applies to any employee required by law or the rules and regulations (policies) of the Board of Education to be certificated as a teacher or otherwise certificated for a position wherein the base salary is determined from the teacher's salary schedule. (See statements under Section C).

b. Salary Schedules for Teachers Who Are Qualified for Regular Appointment

(1) Class II Schedule
"Class II Schedule" applies to a teacher who possesses a Bachelor's Degree and to certain Career Technical.

(2) Class III Schedule
"Class III Schedule" applies to all teachers who possess 150 semester hours with a Bachelor's Degree.

(3) Class IV Schedule
"Class IV Schedule" applies to all teachers who possess the Master's Degree.

(4) Class V Schedule
"Class V Schedule" applied to all teachers who possess 30 semester hours after attaining the Master's Degree. For this purpose, hours earned after September 1991, must be in an area related to a teaching certificate or clearly of direct benefit to one's current teaching assignment.

Beginning on July 1, 2021, "Class V Schedule" applies to all teachers who possess 30 semester hours after obtaining the Master's degree, graduate or undergraduate (providing the undergraduate hours are earned after July 1, 2021, and those hours are not duplicative of prior coursework).

(5) Class VI Schedule
"Class VI Schedule" has applied to all teachers who possess an earned Doctor's Degree in an area related to the teaching certificate. Beginning with school year 2018-19 teachers with a Master's plus 45 semester hours will be included with Class VI Schedule.

Beginning on July 1, 2021, "Class VI Schedule" applies to all teachers who possess 45 semester hours after obtaining the Master's degree, graduate or undergraduate (providing the undergraduate hours are earned after July 1, 2021, and those hours are not duplicative of prior coursework).

c. Conversion of Continuing Education Units on Salary Schedule

The Board shall grant credit on the teacher Salary Schedule A for completion of continuing education units, under the following guidelines:

(1) Three CEU's are equivalent to one semester hour on the salary schedule for certificated employees.

(2) CEU's refer to those Continuing Educational Units (CEU's) that are approved by the Ohio Department of Education for certificated personnel

(3) Certificated personnel may use CEU's for credit on the salary schedule A in the following manner:

After a certificated employee has received a baccalaureate degree, s/he may apply CEU's toward Class III status (Bachelor's and 150 hours) on the salary schedule. After a certificated employee has received a Master's degree,

s/he may apply CEU's toward Class V statue (Master's plus thirty and plus forty five graduate semester hours) on the salary schedule. CEU's are not acceptable for Master's or Doctorate equivalence.

## APPENDIX A: TEACHER PERFORMANCE SCHEDULE

## SCHEDULE C

| | 2025 Salary Schedule effective July 1, 2025 | | | | |
|---|---|---|---|---|---|
| | Class II | Class III | Class IV | Class V | Class VI |
| | BA | BA+150 | MA | MA+30 | MA + 45 or Phd |
| 01 | $ 51,203.78 | $ 52,063.82 | $ 55,996.95 | $ 58,862.78 | $ 63,689.57 |
| 02 | $ 53,374.87 | $ 54,237.68 | $ 58,655.50 | $ 61,515.68 | $ 66,348.09 |
| 03 | $ 55,582.35 | $ 56,445.19 | $ 60,826.57 | $ 63,689.57 | $ 68,522.00 |
| 04 | $ 59,067.28 | $ 59,930.12 | $ 63,896.88 | $ 66,762.69 | $ 71,589.49 |
| 05 | $ 61,689.38 | $ 62,552.23 | $ 66,933.59 | $ 69,796.61 | $ 74,628.99 |
| 06 | $ 64,311.47 | $ 65,174.32 | $ 70,003.93 | $ 72,866.91 | $ 77,696.50 |
| 07 | $ 67,381.79 | $ 68,244.63 | $ 73,522.46 | $ 76,388.29 | $ 81,215.08 |
| 08 | $ 70,900.36 | $ 71,763.17 | $ 77,458.39 | $ 80,318.63 | $ 85,151.12 |
| 09 | $ 74,833.50 | $ 75,696.32 | $ 81,836.98 | $ 84,702.78 | $ 89,529.57 |
| 10 | $ 79,181.27 | $ 80,044.07 | $ 86,632.96 | $ 89,495.95 | $ 94,328.36 |
| 11 | $ 79,181.27 | $ 80,044.07 | $ 86,632.96 | $ 89,495.95 | $ 94,328.36 |
| 12 | $ 79,181.27 | $ 80,044.07 | $ 86,632.96 | $ 89,495.95 | $ 94,328.36 |
| 13 | $ 79,181.27 | $ 80,044.07 | $ 86,632.96 | $ 89,495.95 | $ 94,328.36 |
| 14 | $ 79,181.27 | $ 80,044.07 | $ 86,632.96 | $ 89,495.95 | $ 94,328.36 |
| 15 | $ 84,481.49 | $ 85,344.33 | $ 91,933.18 | $ 94,798.99 | $ 99,628.59 |
| 16 | $ 84,481.49 | $ 85,344.33 | $ 91,933.18 | $ 94,798.99 | $ 99,628.59 |
| 17 | $ 84,481.49 | $ 85,344.33 | $ 91,933.18 | $ 94,798.99 | $ 99,628.59 |
| 18 | $ 84,481.49 | $ 85,344.33 | $ 91,933.18 | $ 94,798.99 | $ 99,628.59 |
| 19 | $ 84,481.49 | $ 85,344.33 | $ 91,933.18 | $ 94,798.99 | $ 99,628.59 |
| 20 | $ 87,944.00 | $ 88,806.83 | $ 95,359.28 | $ 98,225.09 | $ 103,054.70 |
| 21 | $ 87,944.00 | $ 88,806.83 | $ 95,359.28 | $ 98,225.09 | $ 103,054.70 |
| 22 | $ 87,944.00 | $ 88,806.83 | $ 95,359.28 | $ 98,225.09 | $ 103,054.70 |
| 23 | $ 87,944.00 | $ 88,806.83 | $ 95,359.28 | $ 98,225.09 | $ 103,054.70 |
| 24 | $ 87,944.00 | $ 88,806.83 | $ 95,359.28 | $ 98,225.09 | $ 103,054.70 |
| 25 | $ 93,274.44 | $ 94,163.17 | $ 100,912.16 | $ 103,863.96 | $ 108,838.45 |
| 26 | $ 93,274.44 | $ 94,163.17 | $ 100,912.16 | $ 103,863.96 | $ 108,838.45 |
| 27 | $ 93,274.44 | $ 94,163.17 | $ 100,912.16 | $ 103,863.96 | $ 108,838.45 |
| 28 | $ 93,274.44 | $ 94,163.17 | $ 100,912.16 | $ 103,863.96 | $ 108,838.45 |
| 29 | $ 93,274.44 | $ 94,163.17 | $ 100,912.16 | $ 103,863.96 | $ 108,838.45 |
| 30 | $ 97,005.42 | $ 97,929.68 | $ 104,948.65 | $ 108,018.52 | $ 113,191.98 |

New teachers entering the District with less than one full year of teaching experience shall enter on Step 1 of the Schedule. Teachers entering the District with 1 or more years of experience shall enter at the salary step corresponding to their experience, subject to the maximums. After initial placement, teachers shall move up the salary schedule based on service credit subsequently earned.

## APPENDIX A: TEACHER PERFORMANCE SCHEDULE

## SCHEDULE D

### SALARY SCHEDULES FOR CERTIFICATED PERSONNEL WHO RECEIVE SALARY FOR SPECIAL ASSIGNMENTS IN ADDITION TO THE REGULAR TEACHER'S SALARY

Effective July 1, 2025

| POSITION | SALARY* |
|---|---|
| **191 Days of Service** | |
| Teacher | T |
| **196 Days of Service** | |
| Librarian / Media Specialist | T + 5 additional days |
| **201 Days of Service** | |
| Psychologist | T + 10 additional days |
| **211 Days of Service** | |
| Counselor | T + 20 additional days |

* "T" is the salary on Appendix A – Schedule C – 191 day contract.

Pay for additional days are computed on the teacher's daily rate.

# APPENDIX A: TEACHER PERFORMANCE SCHEDULE

## SCHEDULE E

## SCHEDULE OF EXTRACURRICULAR AND COCURRICULAR ACTIVITIES AND AMOUNT PER POSITION FOR WHICH EMPLOYEES MAY BE COMPENSATED

| Position | Amount Per Employee |
|---|---|

All amounts are effective for the term of the contract beginning July 1, 2025.

**Senior High**

**ATHLETICS**

| | | |
|---|---|---|
| Athletic/Artistic Director | 6,267.87 | |
| Assistant Athletic Director | 2,551.37 | |
| Head Varsity Football Coach | 5,567.09 | |
| Assistant Varsity Football Coach | 4,172.35 | |
| Junior Varsity Football Coach | 3,133.08 | |
| Assistant Junior Varsity Football Coach | 2,551.37 | |
| Head Freshman Football Coach | 3,146.70 | |
| Assistant Freshman Football Coach | 2,041.10 | |
| Varsity Basketball Coach | 4,527.83 | |
| Assistant Varsity Basketball Coach | 3,401.82 | |
| Junior Varsity Basketball Coach | 3,146.70 | |
| Freshman Basketball Coach | 2,551.37 | |
| Varsity Coach (Track; Volleyball; Softball; Baseball; Wrestling; Gymnastics; Soccer; Swimming; Lacrosse, Water Polo) | 2,551.37 | |
| Varsity Coach (Cross Country; Tennis; Golf; Diving; Weight Training; Bowling; Indoor Track; Weight Training, Flag Football) | 1,700.92 | |
| Assistant Varsity Coach (Track; Volleyball; Softball; Baseball; Wrestling; Gymnastics; Soccer; Swimming; Cross Country; Tennis; Golf) | 1,275.70 | |
| Junior Varsity Coach (Volleyball, Softball; Baseball; Soccer) | 1,700.92 | |
| Junior Varsity Coach (Tennis) | 1,275.70 | |
| Freshman Coach (Volleyball; Soccer; Tennis) | 1,530.83 | |
| Intramurals Coach | 1,700.92 | |
| Athletic Trainer | 1,700.92 | |
| Varsity Cheerleader Coach (per season) | 1,700.92 | *cheers at school events |
| Competition Cheerleader Coach (per season) | 2,700.92 | *cheers at school events AND competes at least twice |
| Assistant/Junior Varsity Cheerleader Coach (per season) | 1,275.70 | *cheers at school events |
| Assistant Competition Cheerleader Coach (per season) | 2,275.70 | *cheers at school events AND competes at least twice |
| Freshman Cheerleader Coach | 1020.54 | |
| Esports Coach – Seasonal | 850.46 | |
| AAA Pathway 1 participation from previous school year | 1700.92 | *Stipends dependent on student-athlete |
| AAA Pathway 2 participation from previous school year | 3241.10 | * Stipends dependent on student-athlete |
| AAA Pathway 3 participation from previous school year | 5387.20 | * Stipends dependent on student-athlete |

By the end of June, all Fall Schedule E is to be submitted to the District Athletics Office.
By the end of September, all other Schedule E assignments are to be submitted to the District Athletics Office.

**Senior High**

**ACADEMIC**

| | | |
|---|---|---|
| Activities Coordinator | 1,394.78 | *assists with oversight of activities that occur outside the school day |
| Head Marching Band Directors | 4,175.35 | *performs on the field at home football games~~)~~ |
| Competition Head Marching Band Directors | 5,175.35 | *performs on the field at home games AND competes weekend/overnight at least 2 events |
| Assistant Marching Band Directors | 2,082.21 | *performs on the field at home football games~~)~~ |
| Assistant Competition Marching Band Directors | 3,082.21 | *performs on the field at home games AND competes weekend/overnight at least 2 events |
| Pep/Parade Band Directors (per season) | 1,020.54 | *performs in stands at games or parades~~)~~ |
| Drill Team/Dance Team/Color Guard/Majorette Instructors (per season) | 1,700.92 | *performs at school events |
| Competition Drill Team/Dance Team/Color Guard/ Majorette Instructors (per season) | 2,700.92 | *performs at school events AND competes at least twice |
| Assistant Drill Team/Dance Team/Color Guard/ Majorette Instructors (per season) | 1,275.70 | *performs at school events |
| Assistant Competition Drill Team/Dance Team/ Color Guard/Majorette Instructors (per season) | 2,275.70 | *performs at school events AND competes at least twice |
| Concert Band/Concert Choir/Orchestral Directors (per semester) | 850.46 | *performs at least once outside the school day |
| Contest Concert Band/Concert Choir/ Orchestral Directors (per semester) | 1,850.46 | *performs once outside the school day AND travels weekend/overnight to at least 2 events |
| Jazz Band/Jazz Trio/Percussion Ensemble/ Small Ensemble/Steel Drum Directors (per semester) | 510.24 | *performs at least once outside the school day |
| Contest Jazz Band/Jazz Trio/ Percussion Ensemble/ Small Ensemble/Steel Drum Directors (per semester) | 1,510.24 | *travels weekend/overnight to at least 2 events |
| Jazz Choir/Special Choir Directors (per semester) | 510.24 | *performs at least once outside the school day |
| Contest Jazz Choir/Special Choir Directors (per semester) | 1,510.24 | *travels weekend/overnight to at least 2 events |
| Musical Theater/Show Choir Directors (per semester) | 1,051.17 | *weekend rehearsals and at least 2 shows outside of the school day |
| Contest Musical Theater/Show Choir Directors (per semester) | 2,051.17 | *travels weekend/overnight trip to at least 2 events |
| Dance/Dramatics Directors (per semester) | 850.46 | *at least one production outside of the school day |
| Contest Dance/Dramatics Directors (per semester) | 1,850.46 | *travels weekend/overnight to at least 2 events |
| Dance/Drama Ensemble Directors (per semester) | 1,051.17 | *production with tech week/dress rehearsals outside of the school day |
| Senior High Drama Director | 3,503.87 | *production with a tech week/dress rehearsals and at least 2 shows outside of the school day |
| Producer/Director Annual Show (Talent Show, Corbett Awards, etc.) | 1,190.63 | *production with auditions and show outside of the school day |
| Technical Director: | | |
| Costume | 6,424.40# | #Stipends for assisting with at least 4 major productions with tech weeks of dress rehearsals and multiple shows |
| Lighting | 6,424.40# | |
| Scenic | 6,424.40# | |
| Stage Manager (per semester) | 1,751.94 | *oversees/coordinates at least 6 productions backstage at school and/or off-site |
| Theater Technical Director | 1,751.94 | *oversees/coordinates at least 6 |

| | | |
|---|---|---|
| (per semester) | | productions/events at school and/or off-site |
| High School Musical: | | |
| Accompanist | 3,503.87+ | +Stipends for a production with a tech week of |
| Choreographer/Dance Director | 3,503.87+ | dress rehearsals and at least 3 shows outside of |
| Costume/Visual Designer | 2,102.22+ | the school day |
| Lead Director | 6,455.90+ | |
| Lighting Designer | 2,102.22+ | |
| Orchestra Pit Director | 3,854.25+ | |
| Scenic/Stage Designer | 2,102.22+ | |
| Vocal Director | 3,503.87+ | |
| Art Show Coordinator (per semester) | 510.21 | *hosts at least one show outside the school day |
| Art Gallery Director | 2,102.22 | *produces at least 3 show openings during the school year |
| Academic Team Coach | 1,743.43 | *most activities occur outside of the school day |
| Debate Team Coach | 1,023.69 | *most activities occur outside of the school day |
| Class Advisors: 12th Grade | 1,530.84 | *most activities occur outside of the school day |
| Class Advisors: 11th Grade | 1,190.64 | *most activities occur outside of the school day |
| Class Advisors: 10th Grade | —850.46 | *most activities occur outside of the school day |
| Class Advisors: 9th Grade | —850.46 | *most activities occur outside of the school day |
| Club Advisors | —724.06 | *most activities occur outside of the school day |
| Club Advisors (Seasonal) | 724.06 | *most activities occur outside of the school day, |
| this position will meet consistently during the fall, winter, or spring season | | |
| Student Council | 1,190.64 | *most activities occur outside of the school day |
| Student Newspaper Advisor | 1,700.93 | *publishes at least 4 publications |
| Yearbook Advisor | 2,380.33 | *not a class, meets outside of the school day |

By the end of June, all Fall Schedule E is to be submitted to the Student Activities Manager and EIP.
By the end of September, all other Schedule E assignments are to be submitted to the Student Activities Manager and EIP.

# APPENDIX A: TEACHER PERFORMANCE SCHEDULE

## SCHEDULE E
## SCHEDULE OF EXTRACURRICULAR AND COCURRICULAR ACTIVITIES AND AMOUNT PER POSITION FOR WHICH EMPLOYEES MAY BE COMPENSATED

| Position | Amount Per Employee | |
|---|---|---|
| All amounts are effective for the term of the contract. | | |
| **Middle School** | | |
| **ATHLETIC** | | |
| Athletic Director | 3,401.86 | |
| Athletic Coordinator | 1,700.93 | |
| Head Football Coach | 3,146.70 | |
| Assistant Football Coach | 2,041.11 | |
| Head Basketball Coach | 2,551.37 | |
| Assistant Basketball Coach | 1,530.83 | |
| Middle School Head Coach (Volleyball; Baseball; Track; Soccer; Softball; Tennis; Cross Country; Lacrosse; Wrestling) | 1,530.83 | |
| Middle School Assistant Coach (Volleyball; Baseball; Track; Soccer; Softball; Tennis; Cross Country; Lacrosse; Wrestling) | 1,020.54 | |
| *Special Sports Coach | 1,020.54 | |
| Intramurals Coach | 1,700.92 | |
| Cheerleader Coach (per season) | 1,020.54 | *cheers at school events |
| Competition Cheerleader Coach (per season) | 2,020.54 | *cheers at school events AND competes at least twice |
| Drill Team/Dance Team Instructors (per season) | 1,020.54 | *performs at school events |
| Competition Drill Team/ Dance Team Instructors (per season) | 2,020.54 | *cheers at school events AND competes at least twice |
| Esports Coach – Seasonal | 850.46 | |
| Flag Football Coach | 1020.54 | |
| **ACADEMIC** | | |
| Activities Coordinator | 1,020.54 | *assists with oversight of activities that occur outside the school day |
| Band/Choir/Orchestra Directors (per semester) | 850.46 | *performs at least once outside the school day |
| Contest Band/Choir/Orchestra Directors (per semester) | 1,850.46 | *performs once outside the school day AND travels weekend/overnight to at least 2 events |
| Dance/Dramatics Directors (per semester) | —850.46 | *at least one production outside of the school day |
| Dance Ensemble/Drama Ensemble Directors (per semester) | 1,051.17 | *production with tech week/dress rehearsals outside of the school day |
| Junior Drama/Play Director | 3,503.87 | *production with tech week/dress rehearsals |
| Producer/Director Annual Show (Talent Show, Holiday Show, etc.) | 1,190.63 | *production with auditions, a dress rehearsal, and show outside of the school day |
| Junior High Musical: | | |
| +Accompanist | 3,503.87+ | +Stipends for a production with a tech week of dress rehearsals and at least 3 shows outside of the school day |
| +Choreographer/Dance Director | 3,503.87+ | |
| +Costume/Visual Designer | 2,102.23+ | |
| +Lead Director | 6,455.90+ | |
| +Lighting Designer | 2,102.23+ | |
| +Orchestra Pit Director | 3,854.25+ | |
| +Scenic/Stage Designer | 2,102.23+ | |

| | | |
|---|---|---|
| +Vocal Director | 3,503.87+ | |
| Art Show Coordinator (per semester) | 510.27 | *hosts at least one show outside the school day |
| Academic Coach | 680.37 | *most activities occur outside of the school day |
| Class Advisor: 8th Grade | 850.46 | *most activities occur outside of the school day |
| Class Advisor: 7th Grade | 850.46 | *most activities occur outside of the school day |
| Club Advisor | 724.06 | *most activities occur outside of the school day |
| Club Advisors (Seasonal) | 724.06 | *most activities occur outside of the school day, this position will meet consistently during the fall, winter or spring season |
| Student Council | 1,020.54 | *most activities occur outside of the school day |
| Student Newspaper Advisor | 1,020.54 | *publishes at least 4 publications |
| Yearbook Advisor | 1,020.54 | *not a class, meets outside of the school day |

*Special Sports Coach is a placeholder for a sport that may not be listed. If a new sport is introduced to the District, a Schedule E Committee will convene to add the position to the CBA.

By the end of June, all Fall Schedule E is to be submitted to the Student Activities Manager and EIP.
By the end of September, all other Schedule E assignments are to be submitted to the Student Activities Manager and EIP.

# APPENDIX A: TEACHER PERFORMANCE SCHEDULE

## SCHEDULE E

## SCHEDULE OF EXTRACURRICULAR AND COCURRICULAR ACTIVITIES AND AMOUNT PER POSITION FOR WHICH EMPLOYEES MAY BE COMPENSATED

| Position | Amount Per Employee | |
|---|---|---|
| All amounts are effective for the term of the contract. | | |
| **Elementary** | | |
| **ATHLETIC** | | |
| Athletics Coordinator | 1,020.54 | |
| Intramurals Coach | 1,020.54 | |
| Extended Physical Education | 1,020.54 | |
| Extended Athletic Sponsor (may include basketball; baseball; volleyball; softball; soccer or track) | | |
| Three or four teams | 900.66 | |
| Two teams | 680.37 | |
| One Team | 340.18 | |
| Academic Team – Winter Season | 1,020.54 | |
| **ACADEMIC** | | |
| Activities Coordinator | 1,020.54 | *assists with oversight of activities that occur outside the school day |
| Instrumental/Choral Directors | 1,020.54 | *performs at least twice outside the school day |
| Dance/Dramatics Directors | 1,020.54 | *performs at least twice outside the school day |
| Dance Ensemble/Drama Ensemble Directors | 1,751.96 | *at least 2 productions with tech week/dress rehearsals outside of the school day |
| Producer/Director Annual Show (Talent Show, Holiday Show, etc.) | 724.06 | *production with auditions and at least 1 show outside of the school day |
| Elementary Drama/Play Director | 2,102.33 | *production with a tech week/dress rehearsals and at least 2 shows outside of the school day |
| Productions: | | |
| Choreographer/Dance Director | 2,169.62+ | +Stipends are for productions with a tech week, dress rehearsals, and at least 3 shows outside of the school day |
| Costume/Visual Director | 2,169.62+ | |
| Drama Director | 2,169.62+ | |
| Music Director | 2,169.62+ | |
| Scenic/Stage Director | 2,169.62+ | |
| Art Show Coordinator | 1,020.54 | *at least two art shows outside the school day |
| Club Advisor | 724.06 | *most activities occur outside of the school day |
| Club Advisors (Seasonal) | 724.06 | *most activities occur outside of the school day, this position will meet consistently during the fall, winter or spring season |
| Safety Patrol Advisor | —680.37 | *most activities occur outside of the school day |
| Student Council Advisor | —680.37 | *most activities occur outside of the school day |
| Student Newspaper Advisor | 1,020.54 | *produces at least 4 publications |
| Yearbook Advisor | 1,020.54 | *not a class, meets outside of the school day |

By the end of June, all Fall Schedule E is to be submitted to the Student Activities Manager and EIP.
By the end of September, all other Schedule E assignments are to be submitted to the Student Activities Manager and EIP.

# APPENDIX A: TEACHER PERFORMANCE SCHEDULE

## SCHEDULE E

A. The following criteria are applicable where an employee is to receive additional compensation for activities authorized in this schedule: (a) the teacher must be assigned to extra duty and be under a supplemental contract for the position, and (b) the assignment must be performed either before or after the regular school day. This schedule does not restrict the use of an unassigned period(s) for an activity, which requires time during the regular school day.

In order to be eligible to receive a coach, a school must have a team with a published schedule.

B. Positions on Schedule E may be job shared on a 50%/50% basis, if approved in writing by both teachers and the principal.

C. If a principal declares a vacancy in any position, the principal shall post the vacancy in the building for five (5) working days during which time a teacher may indicate his/her preference for such position. If a vacancy is not filled by a teacher in the building, the principal may declare a vacancy system wide and, if so, shall distribute a notice of vacancy to each school and consider any applications received within ten (10) working days of the date of distribution. The principal shall consider all teachers who have indicated their preference for a position and shall appoint a District teacher unless no current teacher applies who is qualified for the position. If two (2) or more District teachers apply for the position, the principal shall consider their training, experience, and individual qualifications and the number of other extra-curricular activities to which the teachers are assigned. If those factors are substantially equal, seniority shall control the choice. However, if a position must be filled before the above procedure can be completed, the principal may temporarily assign a teacher to fill the position on a temporary basis until the procedure has been completed. The principal shall announce the names of those teachers awarded supplemental contracts within five (5) days of selection.

In addition, the Board shall provide the Federation a list of the positions filled and submitted to the Board for approval. The list shall include the name, supplemental position, school, regular positions and school, and supplemental salary.

D. Supplemental contracts specifying the amount of compensation shall be issued to all teachers who are assigned to positions under Schedule E upon approval of the application for the extracurricular activity by and prior to the time of supplemental employment or as soon thereafter as possible. Where a supplemental contract has not been issued to a teacher assigned to an extracurricular position prior to the time of supplemental employment, the principal shall provide the teacher with written confirmation of his/her assignment and of the compensation that he/she is to receive. A teacher who is replaced as a coach or extra-curricular activity sponsor shall be notified that his/her supplemental contract will not be renewed at least sixty (60) days prior to the date that the supplemental employment begins. Payment shall be made during the pay period following completion of the supplemental employment or as soon thereafter as possible.

E. The listing of an amount by any position does not require the Board to staff such position with one (1) or more employees.

F. Ten per cent (10%) of the base amount shall be paid as an experience increment for five (5) or more years of experience in the same sport (e.g., football, basketball) or activity (e.g., student council, band) regardless of grade level in the Cincinnati School District.

a. Staff members should notify their supervisor that they are eligible for longevity when completing their contract.
b. When it is confirmed by HR that a staff member has completed 5 years of a supplemental position, they will receive the 10% longevity (5 year experience) bonus for their 6th year receiving the contract.
c. These do not have to be the same exact positions, for example a staff member could be the Jr. High basketball coach for 3 years and the Freshman basketball coach for 2 years, then on the 6th year as the varsity assistant basketball coach, they would receive longevity. This would apply to the same sport or the same non-athletic activity.
d. The 5 years of experience does not have to be consecutive years.

G. Principals may require anyone serving in a Schedule E position to submit goals annually for the program or activity. The Extracurricular Authorization Form and Participation Report must be submitted electronically each quarter to the District Athletics Office then shared with each school's administrator and ILT.

H. The ILT shall develop an extracurricular (Schedule E) plan by May 15 annually, taking into consideration gender equity. Any unused money (from athletic or non-athletic activities) shall be returned to form a pool of money from which any school may apply to provide additional athletic or non-athletic programs at their schools. The EIP shall develop the guidelines and approve any additional allocations to schools.

I. The number and type of coaches funded by Schedule E, for each sport, shall be limited to those as defined in Schedule E.

J. The District and CFT may meet to discuss additional positions needed prior to negotiations.

# APPENDIX A: TEACHER PERFORMANCE SCHEDULE

## SCHEDULE G

### SALARY SCHEDULES FOR WEEKLY, DAILY, AND HOURLY RATES FOR TEACHERS

**Teacher in Charge**

Effective July 1, 2021, a Teacher in Charge earns a maximum of $1,081.57 per academic year. Effective July 1, 2022, a Teacher in Charge earns $1,114.02 per academic year.

In schools without an assistant principal, a teacher may be designated as a teacher in charge in the principal's absence. Such teacher shall be paid for one (1) additional hour at extended employment rate for each day that a principal is absent for more than one-half (1/2) of the school day.

**Extended Employment**

| | | |
|---|---|---|
| Coordinating Teacher/j | Hourly | $43.79 |
| Home Instructor | Hourly | $33.19 |
| Teacher/b | Hourly | $40.71 |
| Teacher/b | Hourly | $33.19 |
| Textbook Selection/c | Hourly | $40.71 |

**InService /d**

| | | |
|---|---|---|
| Coordinating Teacher/j | Hourly | $40.71 |
| Teacher | Hourly | $35.68 |

**Summer School**

| | | |
|---|---|---|
| Coordinating Teacher/j | Hourly | $37.64 |
| Teacher | Hourly | $32.99 |

| | | |
|---|---|---|
| Testing Coordinator/8 / 10 | Annual | $2,500 |
| K-8/K-6 Technology Coordinator/9 /10 | Annual | $,652.25 |
| High School Technology Coordinator /10 | Annual | $2,652.25 |
| High School Master Scheduler /10 /11 | Annual | $3,000 |
| Teacher in Charge /i | Hourly | $47.49 |

**Substitute Teachers**

| | | |
|---|---|---|
| Class A (Daily Substitute) | Daily | $146.79 |
| Class B (Building Substitute) | Daily | $178.23 |

Class C (Leave Substitute) & D (Vacancy Substitute) is paid on the teacher salary schedule

| | | |
|---|---|---|
| Extended Employment | Hourly | $40.71 |
| Extended Employment/b | Hourly | $33.19 |
| Summer School | Hourly | $35.68 |

b/ The lower rate is paid whenever a teacher is assigned tutorial duties or home instruction.

c/ Amount specified is payment for participation in and completion of the textbook selection process.

d/ When paid in-service training is assigned, the rate for each hour of such assignment shall be as specified above, except where state or federal law establishes a lower rate. This provision does not limit the assignment of in-service training without pay. Effective first full pay period of the year listed.

e/ Any certificated employee whose work assignment is continued on a full time basis in the same or a comparable position beyond his/her normal term of employment shall be paid at the same rate as is applicable to the normal term of employment in the contract year in which the extended time falls.

i/ Teacher-in-charge shall receive this amount (once daily) when a principal is out of the building for more than half of the day (3.5 hours or more).

j/ Coordinating teacher shall refer to the individual teacher responsible for planning, designing, and implementing the activity.

8/ All buildings shall have a testing coordinator and K-12 buildings shall have two (2) Testing Coordinators.

9/ K-8, K-6 AND 7-12 buildings shall have one (1) Technology Coordinator.

10/ ILT shall annually approve all coordinators.

11/ To the extent possible, the high school scheduler shall follow the approved Master Schedule Guidelines.

# APPENDIX C – NON-RENEWAL APPEAL RIGHTS (NOT PAEP)

## APPEAL PROCEDURES

I. Appraisees have the right, at any time, to appeal alleged procedural violations and to submit rebuttals to observation report forms or other data included in the appraisal documentation. They also have the right to appeal the final appraisal reports. Upon request, the representative teacher organization may provide the following services:

A. Review data pertinent to the appraisal.

B. Advise the counsel appraisees regarding their rights and suggest possible courses of action.

C. Represent appraisees pursuing the appeal procedures.

II. The steps in the appeal procedure are as follows:

A. Appraisees may request conferences with appraisers to clarify and/or question alleged violations of the process and the accuracy of data.

B. Appraisees may submit written rebuttals to documentation used in the appraisal process.

C. Issues which are not resolved with the appraisers to the appraisees' satisfaction may be appealed in writing to the appraisers' immediate superordinates.

D. If issues are not resolved satisfactorily in Step C, written appeals may be submitted to Assistant Superintendents.

E. If issues are not resolved satisfactorily at the Assistant Superintendent's level, written appeals may be submitted to the Superintendent.

F. Time periods for appears and responses to appeals – Requests for conferences with the appraisers, written rebuttal statements and written appeals must be submitted within five (5) working days from the date of the alleged violation or receipt of a written response from appraiser or other administrator. Appraisers or administrators to whom appeals are submitted shall respond in writing within five (5) working days. Conferences concerning written appeals are conducted only upon invitation of administrators when additional clarification is needed.

G. When a formal grievance is filed regarding an appraisal issue which is being appealed, the grievance shall take precedence and the appeal shall be deferred temporarily pending resolution of the grievance.

## APPENDIX D – CPS Teacher Leadership Pathway Program

This program provides opportunities for teacher leadership in all District schools and specifically addresses enhanced supports needed for our high-need schools to attract and retain great teachers and improve student achievement.




**Selectivity**: Rigorous application and evaluation processes to ensure high quality teacher leaders are having an impact beyond the walls of their own classroom.

**Support & Compensation**: Improve and encourage teachers' professional growth opportunities and expand opportunities for collaboration among professional educators. Provide incentives to attract and retain quality teachers in the profession and in our high-need schools.

**Roles & Accountability**: Give teachers broader roles and responsibilities which will foster student growth and/or achievement and provide better schools for children and teachers.

**Selectivity**

The Teacher Leadership Pathway Program creates a career pathway and a lead teacher credentialing process. A teacher applying for lead teacher status will undergo a credentialing evaluation within two (2) years preceding the first credentialed year. That evaluation will be in lieu of the District's annual evaluation and a final summative rating will be reported to the state. The building administrator will be informed of the ongoing observation process and be invited to participate in the final evaluation conference.

## Teacher Leadership Pathways:

### Resident Educator:

A Resident Educator is a teacher at the beginning of his or her career who has met initial licensure requirements and is working to develop the skills required for a career in teaching. Resident Educators work to meet or exceed an overall "Developing" level of performance. They receive ongoing, regular support from an Ohio Resident Educator (ORE) mentor to complete the ORE program and earn their professional license. Resident Educators are not eligible to apply for lead teacher credentials.

### Professional / Career Teacher:

A Professional/Career Teacher has met the requirements to obtain a professional license and has demonstrated the skills needed to have a career in teaching. A Professional Teacher is working toward an overall score of Skilled or Accomplished. He or she has an approved Individual Professional Development Plan. The Professional Teacher may elect to undergo a credentialing evaluation to obtain lead teacher credentials and/or a continuing contract.

### Lead Teacher:

A "Lead Teacher" is a model for instructional excellence. A Lead Teacher has met the requirements to obtain a Professional, Senior, or Lead License and is continuing to master the art of teaching. A Lead Teacher has demonstrated an overall score of Skilled or Accomplished. The Lead Teacher has an approved Individual Professional Development Plan. The Lead Teacher has successfully completed the process to obtain CPS lead teacher credentials. Advancement to the level of Lead Teacher shall not be automatic.

## The Application and Credentialing Process[1]

Teachers who would like to pursue a lead teacher credential must submit a request for review of eligibility to the Talent Department.

The Talent Department will assess eligibility based on possessing a professional or permanent license, skilled or accomplished performance for the past five years and the results of a principal questionnaire jointly developed by CFT and CPS.

The Teacher Leadership Pathway Panel – a collaborative panel comprised of three teachers selected by the CFT President and three administrators selected by the Superintendent – shall then review and evaluate eligible the teacher's qualification for lead teacher status.

Application period(s) shall be determined by the Teacher Leadership Pathway Panel.

Beginning in the 2021-22 school year, if a team or department selects a non-credentialed team member to serve as their leader, that leader must successfully complete the CPS Lead Teacher Credentialing Process prior to applying for another term in a teacher leader role.

The Teacher Leadership Pathway Panel shall review and evaluate the teacher's qualifications for lead teacher status.

[1] ORE Mentor and Content Innovation Specialist role qualifications do not require CPS lead teacher credentials.

Application period(s) shall be determined by the Teacher Leadership Pathway Panel, allowing all eligible teachers who desire consideration the opportunity to complete an application. To submit an application, a teacher must be at the career/professional level. Teachers who have not had a credentialing evaluation shall have the opportunity to apply to the Teacher Leadership Pathway Panel for lead teacher status provided they have had five (5) years of consistently skilled or equivalent or above teaching of which the last three (3) have been, at the minimum, half-time employment in CPS, and who are currently employed 0.6 and above. If the application is accepted prior to October 15, the teacher shall be scheduled a credentialing evaluation that year.

The Teacher Leadership Pathway Program is committed to having lead teachers reflect the diversity in the CPS teaching staff assessed annually.

**The Application**

The application is designed to identify those unique skills that enable a teacher to assume leadership roles among colleagues. The application shall include information about teaching experience, professional growth activities, educational background, and career plans. It may require statements clarifying the teacher's instructional philosophy, personal goals while serving as a leader, and experience in collaborative relationships. The application will be reviewed and assessed by the Panel based on the following criteria:

Among the characteristics a lead teacher may demonstrate through their application:

- uses student data to inform instruction that supports student learning and closing achievement gaps
- leadership in their profession.
- effective written and verbal communication skills.
- involvement of parents and the school community in their education program.
- teaching techniques and curriculum development that are culturally responsive.
- a consistent pattern of professional growth.
- articulation of convictions about teaching.
- history of cooperation and collaboration with others.
- commitment to teaching as a career.
- how technology or innovative practices contribute to their instruction.

**Credentialing Evaluation Process**

The credentialing evaluation should be completed within two years of completing the application for Lead Teacher. A Credentialing Evaluation takes the place of two observations and two walkthroughs that are completed by a building level administrator/evaluator. It consists of four unannounced observations by a Teacher Evaluator and includes post-observation reflections completed by the teacher. The holistic rating from these observations must be Skilled or Accomplished to be considered for Lead Teacher Credentialing. Active National Board Certification (NBC) satisfies the Credentialing Evaluation requirement for Lead Teacher Credentialing and Continuing Contract. Teachers with active NBC should send a copy to the facilitator of CIT in place of requesting a Credentialing Evaluation.

The credentialing process shall include a review of the applicant's personnel file.

Finally, the credentialing process may include a personal interview with the applicant and with peers and

others as determined by the Teacher Leadership Pathway Panel to verify that candidate's ability to work well with other teachers and the school community.

All applicants will be notified of their status in writing by the close of the school year. The lead teacher assessment and selection procedure will assure that teachers assessed and credentialed the second semester of any school year have full opportunities to apply for lead teacher positions for the following school year. Those who successfully complete the credentialing process by meeting the basic criteria will be credentialed. Any teacher not meeting these criteria will be sent a summary sheet identifying the unmet criteria and may not reapply during the next application period. All applicants have the opportunity to appeal the Panel's decision according to the appeal procedures outlined in this document.

The Teacher Leadership Pathway Panel shall identify a pool of eight (8) specially trained teachers who may conduct the interviews of applicants.

Lead teachers will refrain from serving in administrative roles including shadowing and internship in a building in which they are serving as a teacher leader or teacher evaluator, to avoid any conflicts of interest.

**Teacher Leadership Pathway Panel**

The parties shall establish a six (6) member Teacher Leadership Pathway Panel. The term of each member shall be no longer than three (3) years. The Federation shall appoint three (3) lead teachers; the Superintendent shall appoint three administrators. There shall be co-conveners, one appointed by the Federation and one appointed by the Superintendent. The Panel will develop and implement the process for credentialing lead teachers and recommend additional roles and responsibilities for lead teachers but will not assign lead teachers to positions. The panel has the authority to make procedural decisions necessary to implement the plan; to interpret and apply provisions of the plan; and to amend the plan. Amending the plan requires unanimous agreement of the Panel and approval by the Superintendent and Federation President.

**Teacher Programs Facilitator**

The Federation President and Superintendent shall select a credentialed lead teacher to serve as The Teacher Programs Facilitator. The Facilitator shall lead three (3) programs: Teacher Leadership Pathway Program, Peer Assistance and Review Program and the Ohio Resident Educator Program. The Facilitator shall serve a four (4)-year term and be released full time. The Teacher Programs Facilitator position may be extended beyond the (5) five-year lead teacher term limit by approval of the Superintendent and CFT President.

Specifically regarding the Teacher Leadership Pathway Program, the Facilitator shall implement the lead teacher credentialing process, assist in the process to fill lead teacher position vacancies, monitor and assist the selection of team leaders, monitor the Teacher Leadership Pathway Budget Agreement, and track the number and placement of credentialed lead teachers and teachers filling positions called for in this agreement. The Facilitator shall also assist to implement any plan the parties develop to distribute the best teachers equitably across the District, with a special emphasis on high-needs schools.

**Selection of Lead Teachers for Positions**

Teachers will be able to apply for lead teacher positions within the District as they are developed. Available lead teacher positions will be posted and filled annually. Lead teachers must reapply for any position at the end of their term.

**Selection of Lead Teachers within a School Building:**

Team Leaders shall be selected as outlined in Section 145.2.b.

Selection of Department Chairs within a School Building:

- Principal notifies Department of Department Chair vacancy for the succeeding school year.
- Interested parties notify the Principal of interest in the Department Chair position in writing within five (5) working days from the time the vacancy is announced.
- The Department convenes interviews for interested teacher(s).
- Department members will select a Department Chair to serve for two (2) years.
- Principals must concur with the Department's selection of Department Chair. If the Principal does not concur, the Principal must submit to the Department in writing the concerns or objections, which are aligned to the job description, about the proposed candidate. The Department will reconvene and address the objections. If the Department's attempt to address the concerns are not satisfactory to the principal, the matter shall go to the TLPP Panel. The TLPP panel shall review the documentation from the selection panel and the principal and approve or reject the recommended candidate for reasons which align to the job description. Substitute teachers shall not participate in the selection of Department Chairs or be eligible to serve as Department Chairs.

**Selection of Lead Teachers for School-Wide and District Level Positions**

Selection of lead teachers for school-wide positions, including program facilitators functioning at the school level, shall be governed by the following provisions. The principal or designee shall convene a screening panel composed of the principal/designee and no more than four (4) teachers from the candidate's department (or other teachers who will be served by the lead teacher). The screening panel shall be selected by the members of the constituency to be served. The teachers for said screening panel will review the credentials of, and interview, candidates. If representatives of various departments are required, teachers will be selected by their respective departments. Following the interviews, the screening panel will consider all the candidates based on the needs of the school. The panel will recommend up to three (3) acceptable candidates. However, if there are fewer than five (5) candidates, the panel will recommend up to two (2) acceptable candidates. The principal shall either (a) select one of the acceptable candidates or (b) provide to the panel their objections in writing and reopen the selection process using the same process as outlined above.

Lead teacher candidates from within the building where the vacancy occurs must be interviewed by the screening panel and any other lead teacher(s) who has been identified by the screening panel to be interviewed.

All vacancies will be announced. Teachers may apply and shall be considered despite their credential status, however the compensation is reduced for non-credentialed lead teachers. For District level positions, teachers who hold CPS Lead Teacher Credentials receive priority consideration. All deliberations regarding the assessment of candidates shall be done in a discreet and confidential manner. Substitute teachers shall not participate in the selection of lead teachers or be eligible to serve as a lead teacher.

**Selection of District Level Lead Teachers**

Selection of non-building level lead teachers will be made by the administration based on training, experience and individual qualifications of the applicants.

If a District level lead teacher position serves a District wide constituency, the selection process shall be the same as above. However, the selection panel shall be selected by members of the constituency to be served. The Federation shall facilitate the selection of the screening panel. The administrator in the selection process shall be the administrator to whom the lead teacher will report. If a District level lead teacher position has no constituency, then the Federation shall select the members of the selection panel.

**Selection of Non-Lead Teachers for District Level Lead Teacher Positions**

If no lead teacher qualified for a position applies or is selected, then the position can be offered to a non-lead teacher. Non-credentialed teachers may apply and the selection process above shall be followed. In selecting, the choice should be made based on training, experience and individual qualifications of the applicants. The teacher's professional tier shall be a significant factor. The following provisions apply:

A. The non-lead teacher is required to apply for lead teacher credentials during the next application period, if eligible. If not eligible, the lead teacher position will be reposted the following year, unless funding restrictions do not allow a change in personnel.

B. The non-lead teacher shall continue in the position as long as he/she is pursuing lead teacher credentials in a timely manner.

C. The non-lead teacher serving in a lead teacher position shall receive half of a lead teacher stipend as reflected in Table B.

**Report to Panel/Credentialing**

The Teacher Leadership Pathway Panel shall review the teacher application and any other related forms and documentation prior to making a final determination for lead teacher credentialing. At least two-thirds (2/3) of the members of the full panel are required to credential a lead teacher. If the panel is tied, the decision is sent to the four (4)-member Appeals Panel. The Appeals Panel must confirm the decision by at least a three-fourths majority of the full panel. If the Appeal Panel is tied, the teacher may apply the following year.

Those individuals who are unsuccessful in the credentialing process shall be informed by the Panel and provided a summary sheet and other documentation developed by the Teacher Leadership Pathway Program aimed at assisting the teacher in developing a program of professional improvement. Unsuccessful applicants may not reapply during the next application period. All applicants have the opportunity to appeal the Panel's decision according to the appeal procedures outlined in this document.

**Lead Teacher – Right to Return**

If a school based lead teacher position is eliminated during the lead teacher's first term in an assignment, the teacher has no rights to a position in the receiving school and the teacher may elect to return to the original sending school. If this occurs in subsequent terms away from the sending school, no specific assignment is guaranteed.

Lead teachers in District level positions shall have the right to return to the sending schools and to the same or similar assignments without loss of seniority provided they exercise the right no later than the expiration of their first term.

## Lead Teacher Appeal Process

Teachers who apply for lead teacher credentials and are denied by the Teacher Leadership Pathway Panel are entitled to a review by the Teacher Leadership Pathway Appeals Panel on the credentialing process exclusive of the credentialing evaluations. The review conducted by the Teacher Leadership Pathway Appeals Panel will be limited to verifying that the proper procedures were followed and determining whether the action to deny that status was supported by the evidence. A teacher desiring to appeal shall provide written notification of his/her intent to the Panel along with the reasons for appealing within ten (10) working days of being notified of the decision of the Teacher Leadership Pathway Panel.

The Teacher Leadership Pathway Appeals Panel will consist of two (2) lead teachers appointed by the CFT and two administrators appointed by the Superintendent. This Panel shall meet to review the procedures and evidence for all appeals after each application period. Only evidence collected during the credentialing process will be admissible. After reviewing the procedures and evidence, the Teacher Leadership Pathway Appeals Panel shall have the right to call on the teacher, or the Teacher Leadership Pathway Panel, to appear before the Teacher Leadership Pathway Appeals Panel for clarification.

Following their review, the Teacher Leadership Pathway Appeals Panel will make a determination as to whether proper procedures were followed and whether the Teacher Leadership Pathway Panel's action was supported by the evidence. Within thirty (30) calendar days of the review, the Teacher Leadership Pathway Appeals Panel will submit their decision in writing to the teacher and Teacher Leadership Pathway Panel. The decision shall either uphold the Teacher Leadership Pathway Panel's action or direct an appropriate remedy. If the Teacher Leadership Pathway Appeals Panel overrides the appeal, it shall provide the specific rationale, in writing, to the teacher.

# Support & Compensation

## Lead Teachers – Professional Development & Leadership

Beginning in the 2021-22 school year, teachers serving in lead teacher positions will annually participate in eighteen hours of professional learning coordinated by Talent and the Teacher Leadership Pathway Panel. This professional learning will be offered at various times throughout the year to make them accessible to all teacher leaders. For credentialed teachers, this will serve as three of the five extended time days included in the role. The remaining 12 hours will be used within the scope of the lead teacher responsibilities at the local school or site. Non-credentialed teacher leaders serving in a lead teacher position will receive up to eighteen hours of extended time pay for the in-service training until they earn their credential.

## A Focused Approach for Select School Buildings

Both parties recognize the need to sometimes recruit teacher leaders from across the District to work in our high needs schools and have an interest in piloting and implementing a teacher coaching model that would involve a lead teacher who has responsibility for their own students and coaching responsibilities for other classrooms in the same school building. The pilot model outlined below will attract and incentivize lead teachers to support the cultural transformation that is needed to foster student achievement and/or growth by leading highly effective teams of teachers. The parties recognize that such a model would supplement some of the leadership structure and stipends in the above Teacher Leadership Pathway Program
Agreement.

## Hiring and Compensation

Vacant teacher leader positions within the building will be centrally posted to attract the best talent throughout the District. Selected candidates will receive an additional five-thousand-dollar stipend for each year of the initial three-year term.

**Conditions**

Schools would develop scheduling plans with the support of Talent to allow for flexibility, support, and common planning time. Plans could include, for example, a specialized super-substitute teacher assigned to work specifically with a team to allow for the lead teacher's release. The lead teacher will have the flexibility to go into classrooms throughout their team and provide needed support. In addition, common planning time, outside of the individual teacher's planning, will be built into the master schedule that is common to all team members. This will allow for reflection and planning based on the analysis of students' data.

Over the three years, the impact of the program will be evaluated by examining the following data: student achievement and/or growth, teacher retention within the building, and from culture surveys completed by staff, students, and their families. The lead teacher can re-apply and be selected to assume a regular two-year term in that position when the initial term ends.

**Annual Negotiations**

Pursuant to §170.1.c, the number of lead teacher positions shall be determined annually by the needs of the District but shall be at least ten per cent of the bargaining unit subject, however, to agreement of the parties on the availability of funds, on the program budget and on distribution of lead teacher positions for each year.

The Teacher Leadership Pathway Program Budget Agreement including specific number and types of lead teacher positions shall be determined during annual negotiations that may be called for by either party, prior to February 1. If no notice is given, the resources set aside for the previous year shall be continued for the next school year. Such reopener, however, shall not provide the Federation with the right to strike, nor the Board with the right to unilaterally implement, and shall not subject the parties to impasse resolution procedures set forth in O.R.C. ß4117.14.

CPS and CFT will jointly develop and implement a pilot program to generate data on the benefits and resources needed to enhance the PARP model to include a role for DWMs to conduct annual evaluations of Resident Educators in coordination with the provision of assistance and mentoring by ORE Mentors.

## COMPENSATION OF TEACHERS IN LEADERSHIP POSITIONS

The compensation for each lead teacher position is as follows. These figures are over and above the contractual salary.

Table A

| | Released Time | $ Amount | Additional Days |
|---|---|---|---|
| Subject area leader (Department Chair):<br>At least 5 but less than 12 members<br>12 or more members | 0 | <br>$6,000<br>$6,500 | <br>5<br>5 |
| Team Leader with teams of at least 4 members | 0 | $6,000 | 5 |
| School-wide Lead Teacher | 0 | | |

| | | | |
|---|---|---|---|
| At least 5 but less than 12 members<br>12 or more members | | $6,000<br>$6,500 | 5<br>5 |
| Districtwide Lead Teacher -1.0<br><br><br><br>Districtwide Lead Teacher -.5 | Varies by position<br><br><br>Varies by position | 6,500<br><br>6,500<br><br>3,250 | *5*<br><br><br>*2.5* |
| Content Innovation Specialist | 0 | $3,000 | 0 |
| Curriculum Council Chair | Up to four days per quarter | $6,500 | 5 |
| Program Facilitator/Coordinator<br>Building Level<br>District Level | Varies | $6,000<br>$6,500 | 5<br>5 |
| ORE Mentor | | $250 minimum | 0 |

The compensation for each non-lead teacher position is as follows. These figures are over and above the contractual salary.

Table B

| | Released Time | $ Amount |
|---|---|---|
| Subject area leader (Department Chair):<br>At least 5 but less than 12 members<br>12 or more members | 0 | <br>$3,000<br>$3,250 |
| Team Leader with teams of at least 4 members | 0 | $3,000 |
| Districtwide Lead Teacher – 1.0<br>Districtwide Leader Teacher - .5<br><br>Districtwide Lead Teacher – no release | Varies by position | $3,250<br>$1,625<br><br>$3,250 |
| Content Innovation Specialist | 0 | $3,000 |
| Curriculum Council Chair | Up to four days per quarter | $3,250 |
| Program Facilitator/Coordinator<br>Building Level<br>District Level | Varies | <br>$3,000<br>$3,250 |

Lead teachers shall be paid quarterly or as part of level pay, §700.2. The Treasurer shall make that determination. All lead teachers shall be treated the same with respect to pay.

Any positions that need additional days beyond those listed above will be compensated at the teacher's daily rate of pay.

The stipend for other lead teacher positions established or implemented in the future may be greater than or less than the amounts above.

## Roles & Accountability

### Pathways of Teacher Leaders

Leadership opportunities are important for teachers at varying stages in their careers. The Teacher Leadership Pathway Program underscores the District's long-standing commitment to teacher quality. The parties are committed to having a complement of lead teachers at every school. Teacher leadership opportunities exist at the building or District level in the roles described below. By agreement, the parties may create new roles or position titles or amend those listed below. Relevant training will be provided at the District-level to support these roles.

### ORE Mentor

Building-based role that clearly communicate Resident Educator (RE) program expectations, conducts a non-evaluative observation of the RE's professional practice, engages in collaborative focused, problem solving conversations and reflection, supports the RE in developing and reaching professional goals through formal and informal communication, and advocating for supportive environments at the school and District level.

### Content Innovation Specialist

Building-based role that is specially trained in a specific area of curriculum; provides job embedded professional development to individuals and groups of teachers at the school site; expertise extends to curriculum, technology, and pedagogy.

### Curriculum Specialist/Coach

District-level or building-based role that assists in the development and/or implementation of curriculum; demonstrates the use of educational technology within a given subject area; provides ongoing support to teachers in specialized or small teaching fields.

### Student Specialist

District-level or building-based role that demonstrates to and consults with all staff regarding a specialized group of students, such as a high risk, gifted/talented, handicapped.

### Demonstrators

District-based role that explains, exhibits, and teaches in order for others to benefit from an area of expertise and specialization; teaches in classroom open to observation in order for others to benefit; pilots new programs; disseminates research, and provides in-service training on instructional techniques and curriculum.

### Demonstration Teacher

District-based role that serves as a model teacher that others can freely observe; works with a wide range of teachers.

### Coordinator

District-based role that manages and directs appropriate teaching and learning activities within the school District.

**Program Facilitator**

District-based or Building-based role that serves as a catalyst for new or special programs during the first two (2) years or oversees sustained District programs.

**School-wide Lead Teacher**

Building-based role serves as a lead teacher in a K-6 or K-8 school focusing on implementation of a particular program or focus that the school has adopted. Leads professional development at school site; mentors new teachers in the school's reform model or program; serves on the Instructional Leadership Team (ILT); and works with the ILT to develop the OnePlan.

**Teacher Evaluator**

District-level role that conducts evaluations for the purpose of credentialing lead teachers, continuing contract applicants and assists principals with annual evaluations.

**Team Leader**

Building-based role that serves as instructional leader of the team to improve instruction and achievement; responsible for the effective functioning of the team; assists the team in determining instructional strategies of focus for the year; assists teachers being evaluated and coordinates their efforts with the evaluator(s); represents the team on the ILT; conducts team meetings; mentors and coaches team members; submits team meeting minutes and quarterly reports to the principal; coordinates the analysis of student achievement data, facilitates the implementation of District curriculum.

**Subject Area Leader**

(Department Chair) Building-based role that serves at the local school providing instructional leadership to other professionals; serves as a mentor for new teachers at the local school level; assists teachers new to the building upon request, serves on ILT In mathematics, English, social studies, and science is also the content innovation specialist.

**Educational Service Personnel Specialists**

District-level role that provides leadership to specialized position classifications (e.g., counselor, psychologist, school social worker; serves as a mentor for new educational support personnel; serves as a consultant offering voluntary confidential assistance to other educational support personnel to improve their skills.

**District Wide Mentor**

District-level role that mentors and supports teachers, such as through coaching, observation and feedback on instructional techniques, providing or arranging for classroom materials, reviewing curriculum, reviewing teaching standards and rubrics, orienting them to record-keeping requirements, demonstrating teaching and/or co-teaching, arranging for observation of other teachers, and planning for instruction. In addition, DWMs observe and evaluate teachers assigned to their caseloads, support teachers through planning and providing professional development, collaborate with the Peer Review Panel to provide teacher support, and complete required documentation.

**New Positions**

Any new roles shall have the position description developed by a subcommittee of the Teacher Leadership

Pathway Panel with the guidance of Talent and Development and substantial input from the parties to be served by the position.

The Board or a school may create additional jobs within roles and position titles contained within the plan. If the Board or a school desires to create a new position that does not fall within the roles and position titles contained within the plan, the parties will seek agreement to amend the plan or negotiate regarding terms and conditions of employment for the position outside the plan. If the parties are unable to agree, the Administration may create and fill the job. However, such action is subject to challenge by CFT through remedies available under the Collective Bargaining contract and applicable law.

Any positions that fall within the roles or position titles contained within the plan shall be filled in accordance with the provisions of the plan.

**Limits on Lead Teacher Terms**

The term for non-released lead teacher positions is two (2) years. A teacher may apply to serve consecutive terms. No teacher shall serve in a full-time or part-time released position more than three (3) years. However, the Teacher Leadership Pathway Panel may recommend that the current term of the full-time or part-time released position may be extended for up to five (5) years. Approval of the Federation President and Superintendent is also required. If the position is continued and filled as a release time position, a different lead teacher must be selected for the position.

When an out-of-classroom lead teacher completes a full-time or part-time out of classroom assignment, he/she may not reapply for another out-of-classroom position for at least two (2) years and will fill a regular assignment during that time.

A teacher may not hold more than one (1) lead teacher position at a time.

Lead teacher positions within one (1) school may be shared. However, no two (2) people may share a position at the same time.

**Lead Teacher Performance Review**

Lead teachers report to the principal and are responsible to the principal and their constituents. Lead teachers shall provide quarterly reports to the principal and the teachers they represent during their term, describing their activities satisfying the goals described above. The continuation of lead teachers in a position shall be based on attainment of the team, department or level's goals and on the lead teacher's performance of the job descriptions duties and responsibilities. A lead teacher may be removed from a position effective at the end of a school year, by agreement of the principal and the screening panel for the unit, provided the lead teacher is notified by March 10.

**Reevaluating Lead Teachers**

Those credentialed as lead teachers shall be reassessed no sooner than three (3) years. If their overall rating falls below Skilled, the teacher loses lead teacher credentials. If the teacher returns to Skilled status within five (5) years, the teacher will regain lead teacher credentials, pending their reassessment status.

**Rehiring Lead Teachers**

When a teacher separates from the District, takes an administrative position, or retires, lead teacher status is ended.

A lead teacher who returns to a certificated teaching position in CPS within one year shall regain their lead teacher credentials if they submit a request to Human Resources requesting same within one year of their return.

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