

Celina City School District
Board of Education
CEA Negotiations
Tentative Agreement Package
July 7, 2022

ARTICLE 3.00 – RECOGNITION

3.01 Recognition of the Board

The Association recognizes the Board as the locally elected body charged with the establishment of policies for public education in the Celina City School District and as the employer of all certificated/licensed personnel of the schools.

3.02 Recognition of the Superintendent

The Association recognizes the Superintendent as the Chief Executive Officer and primary professional advisor of the Board as well as the educational leader of the school system. The Superintendent has the responsibility of carrying out the policies of the Board.

3.03 Recognition of the Association

3.03.1 The Board recognizes the Association as the sole and exclusive bargaining representative for certified regular teaching personnel. Included in the category are:

1. Classroom teachers, both full and part-time;
2. Long-term substitute teachers who work one hundred twenty (120) consecutive days or more each school year;
3. Special program teachers;
4. Guidance counselors;
5. Librarians;
6. Nurses; ~~and~~
7. Intervention tutors; **and**
8. **Social workers.**

* * *

ARTICLE 8.00 – CONTRACTUAL STATUS, NONRENEWAL & TERMINATION

8.01 Types of Contracts

- 8.01.1 Teachers shall receive three (3) one year contracts, if doing satisfactory work.
- 8.01.2 Additional contracts beyond the three (3) years, including continuing contracts, will be issued in accordance with Ohio law.
- 8.01.3 All teachers assigned additional responsibilities beyond their teaching duties shall be given a written supplemental contract for additional compensation that is in addition to their regular teaching contract. Teachers shall not be assigned additional duties on a regular daily basis beyond the regular school day unless it is a part of the supplemental salary schedule. Such supplemental contract shall include the following information: statement of title, complete job description of responsibility and compensation to be provided.
- 8.02 New teachers to the system or teachers changing contract status will receive an individual written contract. This Master Agreement shall be the contract for all other teachers. Each teacher who will have a change in grade or subjects, and/or school building to which he/she will be assigned will be notified prior to the end of the school year. Salary notices shall be issued upon request.
- 8.03 Teachers who are not to be re-employed shall be so notified in writing on or before June 1. If a teacher does not desire re-employment, he/she should notify the Superintendent in writing at the earliest possible date.
- 8.04 **The teacher will be granted a conference with his/her chosen representative and the Superintendent prior to the Superintendent making a recommendation for termination to the Board.** The Board may terminate a teacher's contract in accordance with O.R.C. §3319.16. ~~The teacher, upon receipt of such notice, will be granted a conference with his/her chosen representative and the Superintendent.~~

* * *

ARTICLE 11.00 TEACHER PERFORMANCE APPRAISAL PROCEDURE

11.01 Evaluation Procedure Defined

The evaluation procedure established in this agreement conforms to the framework for the evaluation of teachers developed pursuant to Sections 3319.111 and 3319.112 of the Ohio Revised Code.

11.02 Evaluation Committee

Evaluation of personnel is clearly a management right provision and shall be conducted accordingly. Suggested changes in the assessment program will come from the Evaluation Committee. The Evaluation Committee will be comprised of the Association President or his/her designee and two (2) Association members selected by the President. In addition, the Superintendent or his/her designee and two (2) administrators selected by the Superintendent. Changes agreed upon by the Evaluation Committee will be recommended to the Association President and the Superintendent for inclusion in this Article. Any changes must be ratified by the Board and Association.

11.03 Definitions

“OTES” – Stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education ~~in 2011~~, or as otherwise modified by the State Board of Education.

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

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

Pursuant to O.R.C. 3319.16, it is the responsibility of each teacher to maintain current certification/license in the field of instruction and to maintain all current teaching certification/license areas.

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy. Full-time bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the CEA.

The Superintendent, Treasurer, ~~Assistant Superintendent~~, and any “other administrators” as defined by R.C. 3319.02 are not subject to evaluation under this policy.

“Credentialed Evaluator” – For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

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

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

“Core Subject Area” – Means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

“Student Growth” Measure – ~~For the purpose of the District’s evaluation policy,~~ ~~student growth~~ – Is defined as the change in student achievement for an individual student between two (2) or more points in time.

“Student Learning Objective” (SLOs) – ~~Include goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time.~~

“Shared Attribution Measures” – ~~Student growth measures that can be attributed to a group.~~

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

“Vendor Assessment” – Student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

“Evaluation Cycle” – Is the period of time for the completing of the evaluation procedure. The evaluation cycle is completed when ~~student growth measures are combined with the teacher performance~~ **is assigned a final holistic** ~~to assign a summative evaluation rating.~~

“Evaluation Factors” – Refers to the multiple measures that are required by law to be used in the teacher evaluation procedure. ~~The two (2) factors, which are weighted equally, are student growth measures at fifty percent (50%) and teacher performance at fifty percent (50%).~~

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

“Evaluation Instruments” – Refers to the forms used by the teacher’s evaluator. Those forms, developed by the ODE, are located in the Appendix to this policy.

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

“Evaluation Rating” – Means the final **holistic rating** ~~summative evaluation~~ level that is assigned to a teacher pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle. ~~when the teacher performance rating is combined with the results of student growth measures where fifty percent (50%) of the evaluation rating is based on student growth measures as provided for in this policy and fifty percent (50%) the evaluation rating is based on a teacher performance rating as provided for in this policy.~~ Each completed evaluation will result in the assignment of one (1) of the following evaluation ratings to Accomplished, Skilled, Developing, or Ineffective.

“Teacher Performance” – Is the assessment of a teacher’s performance, resulting in a performance rating. As an evaluation factor, ~~the teacher performance dimension~~ is based on direct observations of a teacher’s practice (including materials and other instructional artifacts) and walkthroughs that are performed by a credentialed evaluator. ~~Teacher performance results are reported as a teacher performance rating that may be coded as “1” indicating lowest performance to “4” indicating highest performance.~~

“Teacher-Student Data Linkage” (TSDL) – Refers to the process of connecting the teacher(s) of record (based upon above definition) to a student and/or defined group of students’ achievement scores. ~~for the purpose of attributing student growth to that teacher.~~

“Self-Assessment Summary Tool” – Is provided to help the teacher identify areas of strength and areas for growth, think about sources of evidence, and establish overall priorities to enhance practice. The priorities that are established through this process should be used to aid in the development of goals for the Professional Growth Plan, as well as provide guidance to teacher and evaluator on the selection of the focus area(s).

11.04 **Criteria for Performance Assessment**

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based ~~in~~ ~~equal part~~ upon teacher performance. ~~and student growth.~~

Each teacher evaluation will result in an effectiveness rating of:

1. Accomplished;
2. Skilled;
3. Developing; or
4. Ineffective

11.05 **Assessment of Teacher Performance**

Teacher performance will be evaluated during formal observations and at least two (2) informal observations also known as “classroom walkthroughs” occurring prior to the **final holistic summative** rating. **OTES 2.0 requires one (1) formal holistic observation, followed by a conference; at least two (2) walkthroughs (informal observations) and one (1) formal focused observation, both with an emphasis on identified focus areas, when applicable; and one (1) summative conference.**

Teachers who are not being considered for non-renewal will receive a minimum of two (2) formal observations. Teachers who are being considered for non-renewal and have a limited or extended-limited contract will receive a minimum of three (3) formal observations.

During the first formal observation, the evaluator documents all observed areas on the Teacher Performance Evaluation rubric as well as information collected through the pre-conference. A post-conference between the teacher and the evaluator occurs after the formal holistic observation to determine the identified area of focus. The focus may be an area of strength, an area for improvement, or both.

This first observation allows teachers with a final holistic rating of “accomplished” to select their own focus area. Teachers with a final holistic rating of “skilled” select the focus area in collaboration with their evaluator. Teachers with a final holistic rating of “developing” receive guidance from their evaluator to determine the focus area. Evaluators select the focus area for teachers with a final holistic rating of “ineffective.”

The second formal focused observation and classroom walkthroughs are focused on identified focus area(s). However, during walkthroughs and the formal focused observation, evaluators are not limited to collecting evidence on the identified focus areas.

- A. The purpose of performance evaluations is to identify strengths of employees, to discover areas in which employees may have difficulties, to determine and provide what help the employee may require to be successful, and to document the circumstances that lead to the decision.
- B. Performance evaluations will be done openly with the full knowledge of the employee, and will be carried out in a fair, reasonable and objective manner.
- C. All observations and evaluation will be conducted by the building principal/designee as long as designee has regular contact with the employee, and is properly certified to perform evaluations.

11.06 Walkthroughs Procedure

- A. The walkthrough shall be less than thirty (30) minutes but shall not constitute a formal observation.

- B. Data gathering from a walkthrough for evaluation purposes must be documented.

11.07 General Procedures for Evaluations

- A. The first formal **holistic** classroom observation must be completed on or before January 20 and the second observation must be completed by May 1.
- B. A teacher who has been granted a continuing contract by the Board of Education and who receives a **final holistic** rating of “Accomplished” on his/her most recent evaluation shall be evaluated once every three (3) school years. ~~, so long as the teacher’s academic growth measures for the most recent school year for which data is available is average or higher, as determined by the Department of Education.~~
- C. The Board may evaluate each teacher who received a **final holistic** rating of skilled on the teacher’s most recent evaluations once every two (2) years. ~~, so long as the teacher’s student growth measure, for the most recent school year for which data is available is average or higher, as determined by the Ohio Department of Education.~~
- D. For skilled and accomplished teachers not evaluated under B and C above, the following evaluation procedure applies: a credentialed evaluator may hold a pre-conference; conduct at least one observation, as defined in law on the standards in performance and be at least thirty (30) consecutive minutes and hold at least one conference with the teacher and must coincide with the observation. Additionally, the post-conference shall be held prior to May 1.
- E. Teachers new to the District will start the full OTES cycle regardless of previous OTES Summative Ratings in a prior district.
- F. The Board may elect not to conduct an evaluation of a teacher who meets one of the following requirements:
 - 1. The teacher was on leave from the District for fifty percent (50%) or more of the school year, as calculated by the Board;
 - 2. The teacher has submitted notice of retirement, and that notice has been accepted by the Board not later than December 1st of

the school year in which the evaluation is otherwise scheduled to be conducted;

~~3. The teacher is participating in the teacher residency program established under O.R.C. §3319.223 for the year during which that teacher takes, for the first time, at least half of the performance-based assessments prescribed by the State Board of Education for resident educators.~~

11.08 **Formal Observations Procedure**

- A. All formal observations, at the teacher's and/or evaluator's request, may be preceded by a conference (**pre-conference**) between the evaluator and the teacher in order for the teacher to explain plans and objectives for the work situation to be observed. The conference shall be held no more than ten (10) workdays prior to the observation.
- B. Formal observations shall be for a duration of at least thirty (30) consecutive minutes.
- C. Within ten (10) workdays of each formal observation, the evaluator shall provide the bargaining unit member with the first written observation report (in the Appendix). Within fifteen (15) workdays of the **formal** observation, the evaluator shall meet ~~with the teacher~~ to discuss the observation **at the request of the teacher and/or evaluator**.

11.09 **High Quality Student Data (HQSD)**

Choosing and using High Quality Student Data to guide instructional decisions and meet student learning needs is key in making sound instructional decisions for students. The teacher evaluation will use at least two (2), but no more than four (4), measures of district-determined HQSD to provide evidence of student learning attributable to the teacher being evaluated. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.

- A. **Teachers will demonstrate how they use data to:**
 - 1. **Plan instruction based on data**
 - 2. **Adjust instruction in response to data**

- 3. Reflect upon the effectiveness of instruction as evidenced in the data**
- B. Teachers must use the data generated from the HQSD instrument by:**
- 1. Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning.**
 - 2. Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students.**
 - 3. Informing instruction, adapting instruction to meet student needs based upon the information gained from data analysis.**
 - 4. Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards.**
- C. Examples of HQSD**
- 1. ODE approved vendor assessments**
 - 2. Locally defined measures**
 - a. Classroom assessments**
 - b. Performance tasks/rubrics**
 - 3. Value-added (EVAAS)**
- D. Any locally defined measure used must be rigorously reviewed to meet all of the following criteria:**
- 1. Align to learning standards**
 - 2. Is directly attributable to the teacher being evaluated for course(s) and grade level(s) taught**
 - 3. Demonstrate evidence of student learning (achievement and/or academic growth)**
 - 4. Follow protocols for administration and scoring**
 - 5. Measure what is intended to be measured**
 - 6. Is fair and unbiased.**
 - 7. Provide trustworthy results**

- E. HQSD Verification Form (found in the Appendix of this negotiated agreement)**
- 1. Designate two (2), but no more than four (4), sources of HQSD that will be used in the given evaluation year.**
 - 2. Teacher submits HQSD verification form to evaluator no later than twenty (20) calendar days after the start of the course to which the HQSD verification form applies.**

~~11.09 Criteria for Student Growth Measures~~

- ~~A. Student growth measures shall account for fifty percent (50%) of a teacher's evaluation.~~
- ~~B. In determining student growth measures, the Board adopts the Ohio Department of Education's Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two points in time. It is important to note that a student who has forty five (45) or more unexcused absences for the school year will not be included in the determination of student academic growth.~~
- ~~C. The following categories shall be used to determine this aspect of a teacher's evaluation, depending upon the instructor involved:~~
- ~~Category B — Approved teacher level vendor assessment data is available. The percentage of vendor assessment used will be established by each building's Building Leadership Team (BLT).~~
- ~~Category C — No teacher level vendor assessment data is available.~~
- ~~D. While state mandated test results are required in law as part of a teacher's evaluation cycle, the state mandated test results will not be the sole or the majority used for any recommendation for teacher non-renewal.~~
- ~~E. The Building Leadership Team (BLT) will approve SLOs using the SLO rubric.~~
- ~~F. When using SLOs as one of the Student Growth Measures (SGM), the teacher shall submit the SLO template to the BLT for approval of the SLO~~

~~no later than twenty (20) calendar days after the start of the course to which the SLO applies. Any unapproved SLO must be returned for formal approval within ten (10) days of receipt.~~

~~G. Teachers who are required to submit an SLO need to submit at least one (1) and no more than four (4).~~

11.10 Finalization of Evaluation

- A. Each teacher's performance rating will be ~~combined with the assessment of student growth measures to~~ produce the **final holistic evaluation summative rating**, based upon the OTES "Evaluation Matrix".
- B. The evaluating administrator/**designee** will schedule and meet with the teacher for the final evaluation conference within **twenty-five (25) fifteen (15)** workdays of the second **formal** observation. This timeline will be extended if the bargaining unit member or evaluator is absent.
- C. The evaluation report shall be signed by the evaluator. The evaluation report should then be signed by the teacher, electronically or on paper, to verify notification to the teacher that the evaluation will be placed on file, but the teacher's signature should not be construed as evidence that the teacher agrees with the contents of the evaluation report. This will be signed by May 10.
- D. A teacher shall have the right and opportunity to submit a written statement for attachment to the written evaluation placed in the member's personnel file.
- E. If the evaluation is not completed due to the absence of the teacher, the evaluation shall be deemed completed based upon the portion of the evaluation procedure completed.

11.11 Professional Growth Plan and/or Professional Improvement Plan

Either a Professional Growth Plan or an Improvement Plan will be developed annually. Each plan will be based upon the results of the evaluation and will be aligned to any existing school district or building improvement plan. Professional Growth Plans cannot replace Individual Professional Development Plans (IPDP), nor can Individual Professional Development Plans replace Professional Growth Plans.

Professional Growth Plans

- A. Professional Growth Plans help teachers **identify** ~~focus on~~ areas of professional development that will enable them to **enhance** ~~improve~~ their practice.
- B. Teachers rated Accomplished, Skilled or Developing **are accountable for implementing and completing the plan and should use it as a starting point for the school year.** ~~will develop a professional growth plan collaboratively with the credentialed evaluator.~~
- C. **A teacher who is new to the profession or district develops a Professional Growth Plan collaboratively with the evaluator. A teacher with a Final Holistic Rating of “Accomplished” develops a self-directed Professional Growth Plan annually. A teacher with a Final Holistic Rating of “Skilled” develops a Professional Growth Plan annually, working jointly with the evaluator. A teacher with a Final Holistic Rating of “Developing” annually develops a Professional Growth Plan guided by the evaluator.**
- D. ~~C.~~ Professional growth plans for a school year shall be developed no later than October 1, **and may be developed as early as the spring of the preceding school year.**
- E. ~~D.~~ Professional growth plans shall describe the specific performance evaluations, resources, and assistance to be provided.
- F. ~~E.~~ The board shall provide for the allocation of financial resources to support professional development.

11.12 Improvement Plans

- A. A professional improvement plan is a clearly articulated, **written** assistance program for a teacher who has a final **holistic** ~~summative~~ rating of ineffective. **A teacher with a Final Holistic Rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluator. The district has the discretion to place any teacher on an Improvement Plan at any time based on any individual deficiency in the evaluation system.**

- B. The professional improvement plan shall include:
 - 1. Specific performance expectations, deficiencies, goals, resources, and assistance to be provided.
 - 2. The District will provide for the allocation of financial resources to support professional development for a teacher on an improvement plan.
- C. The evaluator involved shall assist the teacher in correcting identified deficiencies. The primary responsibility for improvement rests with the teacher.
- D. The District may provide the teacher with trained mentors/coaches as appropriate. If mentors/coaches are prescribed in the improvement plan, release time to allow for meetings/observations with the teacher under an improvement plan will be provided.
- E. Once a teacher receives a rating of Developing or higher, the teacher will no longer be under an improvement plan.

11.12 ~~3~~ Due Process

A grievance may be filed for procedure errors, fraudulent and/or inaccurate data or information.

11.13 ~~4~~ Evaluation of Non-OTES Teachers

- A. The Board must evaluate any teacher on a limited contract or an extended limited contract in any school year in which the Board may wish to non-renew said teacher.
 - 1. The evaluation process requires:
 - a. At least two (2) evaluation cycles shall be conducted in the school year in which the teacher is being evaluated. Each evaluation cycle shall contain at least one formal observation (not less than thirty (30) minutes in duration);

- b. The first observation(s) must be conducted and completed no later than January 20 using the Observation Form for Professional Staff;
- c. The teacher must receive a written report of the evaluation results no later than January 30 using the Evaluation Form;
- d. A second observation must be conducted and completed on or after January 21 and be completed no later than May 1. Either party may elect a third observation, which can occur in a year in which nonrenewal is being considered. If the employee requests a third observation, such request must be made by April 15;
- e. The teacher must receive a written report (Evaluation Form) no later than May 10;
- f. The written report of the evaluation includes specific recommendations regarding any improvements needed in the performance of the teacher being evaluated and regarding the means by which the teacher may obtain assistance in making such improvements.

B. The evaluator must be a credentialed evaluator.

C. The observation and evaluation forms for non-classroom teachers are found in the Appendix.

11.14 ~~5~~ Conferences

Unless otherwise mutually agreed to, all conferences between the Administration and a bargaining unit member shall be held during the workday.

11.15 ~~6~~ This section does not apply to teachers subject to evaluation procedures under O.R.C. §§3319.01 and 3319.02 or to any teacher employed as a substitute for less than one hundred twenty (120) days during a school year pursuant to O.R.C. §3319.10.

11.16 ~~7~~ All forms used in the evaluation process are found in the Appendix of this negotiated agreement.

11.17 ~~8~~ State Mandated Testing

- A. Teachers shall have access to all state mandated test results for their students.
 - B. Teachers shall be given reasonable notice when students are to be out of their classroom for state mandated testing, tutoring or intervention.
- 11.18 ~~9~~ The parties intend this procedure shall supersede the evaluation requirements of O.R.C. §§3319.11 and 3319.111.

11.19 ~~20~~ School Counselors

School counselors shall be evaluated in accordance with the requirements of O.R.C. 3319.113. The school counselors shall be evaluated using ODE ~~Rubric and Evaluation~~ forms. Any changes to the ODE forms during a school year will be incorporated at the beginning of the next school year. The forms will be included in the Appendix.

ARTICLE 14 – SCHOOL YEAR AND SCHOOL DAY

14.01 School Year

The school calendar shall adhere as closely as possible to the following guidelines:

14.01.1 The school calendar is to be based upon a maximum of one hundred eighty-six (186) days. **For the 2022-23 school year, t**These days shall include the one hundred **seventy-eight (178)** ~~eighty (180)~~ student days, **four (4) two (2)** teacher orientation/in-service days ~~prior to the opening of school~~, and one (1) teacher records day at the end of the school year. **The four (4) teacher inservice days will each consist of a half (0.5) day of inservice and a half (0.5) day of the teacher performing self-directed work in the classroom.**

In addition, each teacher shall be required to participate in two (2) teacher ~~orientation inservice~~ days **prior to the opening of school with input from the Association** and five (5) hours ~~to be used to do records~~.

Beginning with the 2023-24 school year, these days shall include the one hundred eighty (180) student days, two (2) teacher orientation/in-service days prior to the opening of school, and one (1) teacher records day at the end of the school year.

In addition, each teacher shall be required to participate in two (2) teacher inservice days with input from the Association and five (5) hours to be used to do records.

14.01.2 The school calendar is to be divided into grading periods as nearly equal as possible in length.

14.02 School Day

14.02.1 The Board agrees to provide at least sixty (60) days' advance notice prior to implementing a change in the teacher day under the guidelines prescribed in 14.01.1 and 14.02.2 above. During this sixty (60) day period, the Board and Administration agree to meet and confer with the Association on the effects of the change on bargaining unit members.

14.02.2 The standard teacher day shall be seven (7) hours and thirty (30) minutes. A teacher will report to his or her classroom or other designated area fifteen (15) minutes before classes are to begin and remain fifteen (15)

minutes after classes are dismissed. On Fridays or the day before vacations or professional days they may leave five (5) minutes after classes are dismissed.

- 14.02.3 Guidance counselors, media specialists, **social workers**, and school nurses may be assigned hours which are different from the regularly scheduled hours in a typical school day, in order to allow service to students either before or beyond the students' day.
- 14.02.4 Each teacher shall be granted thirty (30) minutes uninterrupted duty-free time for lunch.
- 14.02.5 Teachers whose college classes or travel time to classes require early departure from their school building may upon informing and receiving permission from their Principal leave immediately after completion of classroom duties. Arrangements may be made upon request to the Principal for early departure.
- 14.02.6 Building faculty meetings which extend the school day by not more than thirty (30) minutes may be called semi-monthly. Meetings which may extend the school day by not more than one (1) hour may be called not to exceed four (4) meetings annually. Teachers may be required to attend as many as two (2) evening meetings per school year. Staff members are strongly encouraged to attend building extracurricular activities, but attendance at Open House shall be mandatory. (Meetings required for individual and/or group formal evaluations are not governed by this section. Times for such meetings shall be arranged by mutual consent.)
- 14.02.7 Each teacher is requested to participate in departmental and/or curriculum textbook meetings.

* * *

14.04 Calamity Day/Emergency Closings

- 14.04.1 **Except as set forth in 14.04.6, any** days schools are closed by the Administration due to a declaration of a public calamity, employees shall not be required to report to their buildings except in emergency situations.
- 14.04.2 When the Administration determines that a delay in school starting time is necessary, employees shall report no later than **times listed in 14.02.2.** ~~current contract language prior to the commencement of classes.~~

Celina City School District
Board of Education
CEA Negotiations
Tentative Agreement Package
July 7, 2022

- 14.04.3 In the event of early dismissal of students due to a declaration of a public calamity, employees shall not be required to remain in the building longer than current contract language requires following the dismissal of students.
- 14.04.4 Should schools be closed during an approved leave day or holiday for the employee, said employee shall not be charged with the leave.
- 14.04.5 Should the Board determine that a make-up day should be scheduled, teachers will not receive additional compensation for working the make-up day. No teacher will be asked to work more than the contractual number of one hundred eighty-six days without receiving additional compensation. ~~No teacher will be asked to work a make-up day that is not a student make-up day.~~
- 14.04.6 After the District has designated five (5) school days as calamity days, as long as permitted by Ohio law, the next three (3) calamity days will be utilized as E-Learning Days. Any additional calamity days in that school year will be virtual learning days. Teachers will report to work according to their building's two-hour delay schedule. If the Mercer County Sheriff declares a Level 2 or 3 weather emergency, then teachers should work remotely.**

ARTICLE 16.00 – TEACHER ASSIGNMENT

* * *

- 16.02 The Superintendent and Board agree that the following concepts are desirable for the smooth functioning of the school system:
- 16.02.1 Each teacher grades seven (7) through twelve (12) will have at least one (1) unassigned period for planning purposes. All elementary teachers will have two hundred (200) minutes per week of planning time. Incidental time (time less than a period of ten (10) minutes and time before and after school) will not count as planning time.
 - 16.02.2 K-6 elementary teachers will be unassigned to students during recess and lunch periods allowing for teacher directed intervention, TBT's, collaboration, parent communication, and remediation as needed. Each regular classroom teacher will be assigned on a rotation basis to monitor classrooms during emergency (i.e., inclement weather). This duty will not exceed thirty-six (36) recess periods per year. All teachers are responsible for student supervision in the hallways and restrooms.
 - 16.02.3 Regular classroom teachers will not be assigned outside the scope of their fields of certification/licensure.
 - 16.02.4 Teaching personnel in grades seven (7) through twelve (12) will teach seven (7) periods in an eight (8) period day or eight (8) periods in a nine (9) period day. Any deviation from the above will be agreed to in writing by the instructor.
 - 16.02.5 Classroom teachers (7-12) with more than four (4) preparations in an academic area (science, math, language arts, social studies) will not be assigned more than six (6) periods during an eight (8) period day or seven (7) in a nine (9) period day. Any deviation from the above will be agreed to in writing by the instructor.
 - 16.02.6 Teachers who will be affected by changes in grade assignment in the elementary school grades and by subject assignment in secondary school will be notified and consulted by their Principals as soon as practicable. All transfers will be made in accordance with transfer procedures stipulated in Article 18 of the Master Agreement.

Celina City School District
Board of Education
CEA Negotiations
Tentative Agreement Package
July 7, 2022

- 16.02.7 Teachers who are asked by their building principal(s) to cover the class of another teacher during their preparation period will be paid at the following rate: High School and Middle School teachers shall be compensated at the rate of **twenty ~~ten~~ dollars (\$20) (~~\$10~~)** per class period. Elementary and Intermediate teachers shall be compensated at the rate of **twenty ~~ten~~ dollars (\$20) (~~\$10~~)** per class period.

This provision is voluntary and does not require the teacher to give up their preparation time.

- 16.02.8 TBT (Teacher Based Teams) meetings will be held during the teacher day. Each schedule TBT session will be a minimum of forty (40) minutes.

* * *

ARTICLE 19.00 – REDUCTION IN STAFF

* * *

19.03 The Board will make reasonable reductions as recommended by the Superintendent. Contracts will be suspended as needed, within each teaching field affected. Preference for available positions will be given to teachers on continuing contracts and to teachers who have greater seniority within the District. Teachers whose contracts are suspended or nonrenewed as a reduction in staff shall have the right to be restored to service status in the order of seniority in the District with preference given to continuing contract holders, if and when teaching positions become available for which those teachers are or may become qualified. However, no preference for seniority shall be given for layoff or recall except when making a decision between teachers, regardless of contract status, who have comparable evaluations defined in the following manner:

1. a. The first to be suspended shall be those teachers with evaluation ratings of “Ineffective.”

For continuing contract teachers, the rating of “Ineffective” shall be based upon three consecutive years of student growth data.

For limited contract teachers, the rating of “Ineffective” shall be based only on the principal’s **final holistic** rating. ~~(not including any student growth measures) until three consecutive years of student growth data are available and then the overall (summative) rating including student growth measures will be used.~~

- b. The next teachers to be suspended shall be those teachers on limited contracts with ratings of “Developing” who have improvement plans.
- c. The next teachers to be suspended shall be those teachers on limited contracts with ratings of “Developing” who have professional growth plans.

For b. and c. (above), the rating of “Developing” shall be based only on the principal’s **final holistic** rating. ~~(not including any student growth measures) until three consecutive years of student growth data are~~

Celina City School District
Board of Education
CEA Negotiations
Tentative Agreement Package
July 7, 2022

~~available, and then the overall (summative) rating including student
growth measures will be used.~~

* * *

ARTICLE 20.00 – LEAVES

* * *

20.04 Family and Medical Leave Act (FMLA)

20.04.1 The provisions of the Family and Medical Leave Act (FMLA) shall apply to all bargaining unit members.

20.04.2 The use of the FMLA will not count against any other existing leave within the Master Agreement.

20.04.3 Employees absent for the six (6) weeks of normal maternity leave or the eight (8) weeks for maternity leave with complications, do not delay the designation of FMLA-qualifying leave and cannot designate more than twelve (12) weeks of FMLA leave. According to the Department of Labor, an employer may not delay designating FMLA-qualifying leave as FMLA leave.

* * *

ARTICLE 23.00 – SALARY PLACEMENT AND RELATED PAY

* * *

23.05 Hourly Pay for Intervention Tutors, Home Instruction, Study Session Instruction, Saturday School and Summer School

Per hour pay for intervention tutors, home instruction, study session instructions, and Saturday school classroom teachers will be **Thirty ~~Twenty-Four~~ Dollars (\$30.00) (\$24.00)** per hour. (N.D, B.A, 5yr, M.A. or M.A.+30). Preparation time and pupil assessment are part of the hourly compensation. Hourly pay for summer school shall be **Thirty ~~Twenty-Four~~ Dollars (\$30.00) (\$24.00)** per hour.

* * *

23.09 Longevity Pay

A longevity payment of **One Thousand Two ~~Six~~ Hundred Dollars (\$1,200.00) (\$600.00)** shall be made **in September** to each employee reaching year 25 of the salary schedule and for each year thereafter.

Celina City School District
Board of Education
CEA Negotiations
Tentative Agreement Package
July 7, 2022

ARTICLE 26.00 – ENTRY YEAR

* * *

26.08 Length of the Program

The Resident Educator Program shall be ~~four (4)~~ years per state guidelines.

* * *

ARTICLE 27.00 INSURANCE

* * *

27.02 Selection of Insurance Coverage

~~The current PPO Plan will be in effect until discontinued by the Mercer/Auglaize Employee Benefit Trust (“MABT”). The District will also offer the option of an HDHP/HSA Plan offered by the Mercer-Auglaize Area Schools Employee Welfare Benefits Trust (“MABT”). The employee monthly premium contribution for the PPO Plan shall be fifteen percent (15%) effective January 1, 2019 and twenty percent (20%) effective January 1, 2020 of the premium of single or family coverage. The employee monthly premium contribution for the HDHP/HSA Plan shall be 9% effective January 1, 2023, and 9% effective January 1, 2024. seven and one-half percent (7.5%).~~

The Board will contribute **One Thousand Dollars (\$1,000.00)** ~~One Thousand Two Hundred Twenty Five Dollars (\$1,225.00)~~ for a single plan and **Two Thousand Dollars (\$2,000.00)** ~~Two Thousand Four Hundred Fifty Dollars (\$2,450.00)~~ for a family plan to each employee’s HSA effective January 1, **2023, and effective January 1, 2024,** ~~2019, January 1, 2020, and January 1, 2021,~~ with no match required by the employee. For each year, half of the contribution will be deposited into the employee’s account on the first pay in January, and the other half to be provided the earlier of the first pay in July or once the employee has used all of the funds deposited by the Board.

For a teacher newly hired in the District during the 2022-23 or 2023-24 school year, the Board shall contribute \$1,225 for a single plan and \$2,450 for a family plan during the teacher’s first year of employment. If the teacher is newly hired during the 2022-23 school year, the Board shall contribute \$1,000 for a single plan and \$2,000 for a family plan during the 2023-24 school year.

During each open enrollment period, every member of the employee group will be required to complete re-enrollment forms to maintain, change or decline the benefit plan(s). Selection will be required for medical, prescription drug, dental and prescription coverage if vision is agreed upon to be included in the CBA.

* * *

Celina City School District
Board of Education
CEA Negotiations
Tentative Agreement Package
July 7, 2022

27.10 Vision

The Board will pay \$16.66 per month to the premium for the family plan and \$7.77 per month to the premium for the single plan for the VSP Premium Plan.

ARTICLE 30.00 – REGULAR AND SUPPLEMENTAL SALARIES

30.01 Regular Salary

The BA-0 Base Salary shall be increased **two percent (2%)** ~~one percent (1%)~~ for the **2022-2023** ~~2018-2019~~ school year, and **two percent (2%)** ~~2%~~ for the **2023-2024** ~~2019-2020~~ school year. ~~and 2.6% for the 2020-2021 school year. The 1% increase for the 2018-2019 school year will be retroactive to September 1, 2018 if the Association ratifies by November 30, 2018. If the Association does not ratify by November 30, 2018, the 1% increase will be effective the first day of the next pay period following ratification by the Association.~~

~~Any teacher who has not had their final step restored from the step freezes during the 2011-12, 2012-13, and 2014-15 school years shall have their remaining step restored for the 2018-19 school year so that the teacher's number of years of service and number of years of service for payroll are the same.~~

* * *

ARTICLE 31.00 – SALARY SCHEDULES

31.01 CELINA CITY SCHOOLS SALARY SCHEDULE ~~2018-2019~~ 2022-2023
BASE SALARY \$35,211

Step	Non-Deg	BA	5 YEAR	MA	MA+30
0	30,634	35,211	37,500	39,789	42,078
	0.87000	1.00000	1.06500	1.13000	1.19500
1	31,620	36,831	39,190	41,585	43,979
	0.89800	1.04600	1.11300	1.18100	1.24900
2	32,606	38,451	40,880	43,380	45,880
	0.92600	1.09200	1.16100	1.23200	1.30300
3	33,592	40,071	42,571	45,176	47,782
	0.95400	1.13800	1.20900	1.28300	1.35700
4	34,578	41,690	44,261	46,972	49,683
	0.98200	1.18400	1.25700	1.33400	1.41100
5	35,564	43,310	45,951	48,768	51,585
	1.01000	1.23000	1.30500	1.38500	1.46500
6	36,550	44,930	47,641	50,563	53,486
	1.03800	1.27600	1.35300	1.43600	1.51900
7	37,535	46,549	49,331	52,359	55,387
	1.06600	1.32200	1.40100	1.48700	1.57300
8	38,521	48,169	51,021	54,155	57,289
	1.09400	1.36800	1.44900	1.53800	1.62700
9	39,507	49,789	52,711	55,951	59,190
	1.12200	1.41400	1.49700	1.58900	1.68100
10	40,493	51,409	54,401	57,747	61,092
	1.15000	1.46000	1.54500	1.64000	1.73500
11	41,479	53,028	56,092	59,542	62,993
	1.17800	1.50600	1.59300	1.69100	1.78900
12	41,479	54,648	57,782	61,338	64,894
	1.17800	1.55200	1.64100	1.74200	1.84300
13	41,479	54,648	59,472	63,134	66,796
	1.17800	1.55200	1.68900	1.79300	1.89700
16	41,479	54,648	61,162	64,930	68,697
	1.17800	1.55200	1.73700	1.84400	1.95100
20	41,479	54,648	62,852	66,725	70,599
	1.17800	1.55200	1.78500	1.89500	2.00500

~~*Newly hired inexperienced +~~ Teachers new to the District shall will receive an additional Three Hundred Dollars (\$300.00) in their first year for use in establishing a classroom environment. ~~on the base for pre-contract days.~~

**Plus an additional \$1,000 for educational specialist degree.

Celina City School District
 Board of Education
 CEA Negotiations
 Tentative Agreement Package
 July 7, 2022

31.02 CELINA CITY SCHOOLS SALARY SCHEDULE 2023-2024 2019-2020
BASE SALARY \$35,915

Step	Non-Deg	BA	5 YEAR	MA	MA+30
0	31,247	35,915	38,250	40,584	42,919
	0.870000	1.000000	1.065000	1.130000	1.195000
1	32,252	37,568	39,974	42,416	44,858
	0.898000	1.046000	1.113000	1.181000	1.249000
2	33,258	39,220	41,698	44,248	46,798
	0.926000	1.092000	1.161000	1.232000	1.303000
3	34,263	40,872	43,422	46,079	48,737
	0.954000	1.138000	1.209000	1.283000	1.357000
4	35,269	42,524	45,146	47,911	50,677
	0.982000	1.184000	1.257000	1.334000	1.411000
5	36,275	44,176	46,870	49,743	52,616
	1.010000	1.230000	1.305000	1.385000	1.465000
6	37,280	45,828	48,593	51,574	54,555
	1.038000	1.276000	1.353000	1.436000	1.519000
7	38,286	47,480	50,317	53,406	56,495
	1.066000	1.322000	1.401000	1.487000	1.573000
8	39,292	49,132	52,041	55,238	58,434
	1.094000	1.368000	1.449000	1.538000	1.627000
9	40,297	50,784	53,765	57,069	60,347
	1.122000	1.414000	1.497000	1.589000	1.681000
10	41,303	52,436	55,489	58,901	62,313
	1.150000	1.460000	1.545000	1.640000	1.735000
11	42,308	54,088	57,213	60,733	64,252
	1.178000	1.506000	1.593000	1.691000	1.789000
12	42,308	55,741	58,937	62,564	66,192
	1.178000	1.552000	1.641000	1.742000	1.843000
13	42,308	55,741	60,661	64,396	68,131
	1.178000	1.552000	1.689000	1.793000	1.897000
16	42,308	55,741	62,385	66,228	70,071
	1.178000	1.552000	1.737000	1.844000	1.951000
20	42,308	55,741	64,109	68,059	72,010
	1.178000	1.552000	1.785000	1.895000	2.005000

~~*Newly hired inexperienced t Teachers new to the District shall will~~ receive an additional Three Hundred Dollars (\$300.00) **in their first year for use in establishing a classroom environment.** ~~on the base for pre-contract days.~~

****Plus an additional \$1,000 for educational specialist degree.**

Celina City School District
 Board of Education
 CEA Negotiations
 Tentative Agreement Package
 July 7, 2022

~~31.03~~ ~~CELINA CITY SCHOOLS SALARY SCHEDULE 2024-2025 2020-2021~~
 BASE SALARY ~~—————~~ \$36,849

Step	Non-Deg	BA	5-YEAR	MA	MA+30
0	32,059	36,849	39,245	41,640	44,035
	0.87000	1.00000	1.06500	1.13000	1.19500
1	33,091	38,545	41,013	43,519	46,025
	0.89800	1.04600	1.11300	1.18100	1.24900
2	34,123	40,240	42,782	45,398	48,015
	0.92600	1.09200	1.16100	1.23200	1.30300
3	35,154	41,935	44,551	47,278	50,005
	0.95400	1.13800	1.20900	1.28300	1.35700
4	36,186	43,630	46,320	49,157	51,994
	0.98200	1.18400	1.25700	1.33400	1.41100
5	37,218	45,325	48,088	51,036	53,984
	1.01000	1.23000	1.30500	1.38500	1.46500
6	38,250	47,020	49,857	52,916	55,974
	1.03800	1.27600	1.35300	1.43600	1.51900
7	39,282	48,715	51,626	54,795	57,964
	1.066000	1.32200	1.40100	1.48700	1.57300
8	40,313	50,410	53,395	56,674	59,954
	1.09400	1.36800	1.44900	1.53800	1.62700
9	41,345	52,105	55,163	58,554	61,944
	1.12200	1.41400	1.49700	1.58900	1.68100
10	42,377	53,800	56,932	60,433	63,934
	1.15000	1.46000	1.54500	1.64000	1.73500
11	43,409	55,495	58,701	62,312	65,923
	1.17800	1.50600	1.59300	1.69100	1.78900
12	43,409	57,190	60,470	64,191	67,913
	1.17800	1.55200	1.64100	1.74200	1.84300
13	43,409	57,190	62,238	66,071	69,903
	1.17800	1.55200	1.68900	1.79300	1.89700
16	43,409	57,190	64,007	67,950	71,893
	1.17800	1.55200	1.73700	1.84400	1.95100
20	43,409	57,190	65,776	69,829	73,883
	1.17800	1.55200	1.78500	1.89500	2.00500

~~*Newly hired inexperienced teachers will receive an additional Three Hundred Dollars (\$300.00) on the base for pre-contract days.~~

~~**Plus an additional \$1,000 for educational specialist degree.~~

ARTICLE 32.00 – SUPPLEMENTAL SALARY SCHEDULE/INDEX

**CELINA CITY SCHOOL DISTRICT
EXTRA DUTY CLASSIFICATION SCHEDULE B**

CLASS I

- ~~1. Athletic Trainer – All Sports Responsibility~~
- ~~1. 2. Head Varsity Football~~
- ~~2. 3. Head Boys Varsity Basketball~~
- ~~3. 4. Head Girls Varsity Basketball~~
- ~~5. Channel 6 Coordinator~~

CLASS II

1. Head Varsity Baseball
2. Head Varsity Softball
3. Head Varsity Track
4. Head Boys Soccer
5. Head Girls Soccer
6. Head Varsity Volleyball
7. Head Varsity Wrestling
8. High School Yearbook Advisor
9. Marching Band Director

CLASS III

1. Assistant Varsity Football
2. Assistant Boys Varsity Basketball
3. Assistant Girls Varsity Basketball
4. JV Boys Basketball
5. JV Girls Basketball
6. Head Cross Country
7. Weight Coordinator
8. Head Swimming
9. Head Junior Class Advisor
10. Head Instrumental Music
11. Scholastic Bowl Advisor
12. Head Boys Tennis
13. Head Girls Tennis
- 14. Instrumental Specialist**

CLASS IV

1. Head 9th Grade Football
2. Head 8th Grade Football
3. Head 7th Grade Football
4. Head 9th Grade Boys Basketball
5. Head 9th Grade Girls Basketball
6. Head 8th Grade Boys Basketball
7. Head 8th Grade Girls Basketball
8. Head 7th Grade Boys Basketball
9. Head 7th Grade Girls Basketball
10. Assistant Varsity Baseball
11. JV Baseball
12. Middle School Baseball
13. 9th Grade Baseball
14. Head Boys Golf
15. Head Girls Golf
16. Assistant Varsity Girls Softball
17. JV Girls Softball
18. Middle School Girls Softball
19. Assistant Varsity Track
20. Head Middle School Track
21. Middle School Cross Country
22. Assistant Boys Tennis
23. Assistant Girls Tennis
24. Assistant Boys Soccer
25. Assistant Girls Soccer
26. JV Boys Soccer
27. JV Girls Soccer
28. Assistant Varsity Volleyball
29. JV Volleyball
30. 9th Grade Volleyball
31. 8th Grade Volleyball
32. 7th Grade Volleyball
33. Assistant Wrestling
34. Head Middle School Wrestling
35. Assistant Swimming
36. Varsity Cheerleader Advisor
37. High School Student Council Advisor
38. High School Musical
39. Choral Music
40. Assistant Marching Band

Celina City School District
Board of Education
CEA Negotiations
Tentative Agreement Package
July 7, 2022

41. **K-12 Choral Accompanist Strings**
42. Dance Team Advisor
43. Spirit Squad
44. Assistant High School Musical
45. Head Boys Bowling
46. Head Girls Bowling

CLASS V

1. Assistant 9th Grade Football
2. Assistant 8th Grade Football
3. Assistant 7th Grade Football
4. Assistant Middle School Track
5. Assistant Middle School Wrestling
6. Color Guard Advisor
7. Assistant Junior Class Advisor
8. High School Autumn Theatre Director
9. Assistant Instrumental Music
10. Percussion

CLASS VI

1. High School Intramurals
2. Middle School Intramurals
3. Assistant Cheerleader Advisor
4. Middle School Cheerleader Advisor
5. Middle School Yearbook Advisor
6. High School Drug & Alcohol/SADD Advisor
7. Middle School Student Council Advisor
8. High School Autumn Theatre Assistant Director
9. Assistant High School Musical
10. Assistant Middle School Musical
11. Intermediate Musical
12. High School Musical Set Design
13. Senior Class Advisor
14. National Honor Society Advisor
15. Middle School Newspaper
16. Literary Magazine Advisor
17. Mock Trial Advisor
18. Future Teachers of America Advisor
19. Middle School Scholastic Bowl Advisor
20. Future Business Leader Advisor

CLASS VII

1. Middle School Drug/Alcohol Advisor
2. Intermediate Student Council Advisor
3. Special Olympics Advisor
4. Assistant Mock Trial
5. **Wellness Committee Chair**

CLASS VIII*

1. Intervention Assistance Team
2. Tri Star Vocational Club
3. Grade Level Chairperson
4. Department Chairperson (A)
5. Department Chairperson (B)
6. Middle School Team Leader
7. CIS Cluster Member
8. Special Education Building Coordinator
9. District Leadership Team

*Regardless of years' experience

* * *

ARTICLE 35.00 – TRI STAR TEACHERS

The District, along with the Coldwater Exempted Village School District (“Coldwater”) and the St. Marys City School District (“St. Marys”), in addition to Fort Recovery, Marion Local, New Knoxville, New Bremen, St. Henry and Minster school boards are members of, and share in the cost of funding, the Tri Star Career Compact (“Tri Star”), for which the District serves as Fiscal Agent.

35.01 The placement for Tri Star Teachers shall be as set forth on the Alternate License route as follows:

35.02 Any Tri Star Teacher shall be able to progress on the District’s Salary Schedule using the Alternate License route as follows:

Salary Schedule for Alternate License

BA: Teachers will be eligible for placement on BA of the salary schedule by the following criteria: Eligibility for a Resident Educator license according to the provisions of the Ohio Department of Education, which includes five (5) years of approved trade experience or a combination of professional-technical education and approved trade experience. All work experience or education must be directly related to the specific career and technical education field in which the person is to teach.

5 YEAR: Teachers will be eligible for placement on 5 YEAR of the salary schedule with the completion of twenty-five (25) additional semester hours of approved coursework after employment at Tri Star.

MA: Teachers will be eligible for placement on MA of the salary schedule with the possession of a degree applicable to their career field, classroom teaching, or area of licensure and the possession of a five-year license. (Licensure would include, but not be limited to, industry credentials, journeyman card, etc. Should equate to twenty-five (25) semester hours. A semester hour equates to thirty-seven and one-half (37.5) clock hours. A teacher could have a combination of semester and clock hours.)

MA+30: Teachers will be eligible for placement on the MA+30 of the salary schedule for MA+30 with the possession of a five-year license and possession of a degree related to the career field, classroom teaching, or an area of licensure PLUS fifteen (15) semester hours of coursework obtained AFTER placement on the MA level (or combination of semester and clock hours.)

35.03 A Tri Star teacher who came from St. Marys shall be eligible to receive supplemental severance pay, in accordance with the following:

Full time teachers who notify the Board of Education by April 1 that they intend to begin the STRS service retirement no later than the start of the succeeding school year, and who begin their STRS service retirement at the start of their first full year of retirement eligibility, shall be eligible to receive an additional forty-five (45) days of severance pay to which the teacher would not otherwise be entitled due to sick leave accumulation and will be paid to the teacher with his/her regular severance pay. For the purpose of this policy, the school year shall be deemed to start on September 1.

To be eligible for this supplemental severance payment, the retiring teacher must have completed at least ten (10) years or its equivalent of regular, full time employment at St. Marys and/or Celina City Schools, and must complete all obligations under his/her contract for the current school year through the end of May. In other words, a teacher who begins his/her service retirement during the school year and prior to June 1 is not eligible for a supplemental severance payment under this program.

Teachers will be eligible for a supplemental severance under this program only once; at their first year of STRS service retirement eligibility. The determination of STRS retirement shall include any retirement credit which the employee is eligible to purchase, but has not yet purchased.

It shall be the employee's responsibility to provide acceptable written verification that his/her retirement date will indeed be the first time he/she will be eligible for STRS service retirement.

This supplemental severance payment for full time teachers shall be prorated for part time teachers in proportion to their current percentage of a full time contract.

35.04 A Tri Star Teacher who came from St. Marys City Schools shall be entitled to severance payment, if eligible, in accordance with the terms and conditions of the Negotiated Agreement between the Board and the Association. For the purpose of severance calculations, include all accrued but unused sick days earned while at St. Marys, and all sick days accrued but unused while at Celina.

35.05 A Tri Star Teacher who came from Coldwater shall accumulate sick leave, as follows: One and one-fourth (1-1/4) days of sick leave shall be granted full time teaching employees for each completed month of service, up to fifteen (15) days

per year. (Sick Leave record will be maintained to reflect the total unused accumulation.) Employees newly hired by the Coldwater E.V.S.D. before July 1, 1998, shall be entitled to accumulate a maximum of three hundred twenty-five (325) days of sick leave. However, employees newly hired by the Coldwater E.V.S.D. between July 1, 1998 and June 30, 2014, shall be entitled to accumulate a maximum of two hundred fifteen (215) days of sick leave. Likewise, employees newly hired by the Coldwater E.V.S.D. on and after July 1, 2014, shall be entitled to accumulate a maximum of one hundred eighty (180) days of sick leave.

35.06 A Tri Star Teacher who came from Coldwater shall be eligible to receive severance pay, in accordance with the following: An employee, hired by Coldwater before July 1, 2014, at the time of his/her retirement from service with the Celina City Schools, and notification by the State Teachers Retirement System that the employee is eligible and is participating in the Retirement System, shall be paid thirty-five percent (35%) of his/her unused accumulated sick leave at the daily rate of his/her basic contract in the year of his/her retirement, if he/she submits his/her letter of resignation for retirement purposes to the Superintendent no later than April 1 of each year for retirement effective that same calendar year. If a letter of resignation for retirement purposes is submitted to the Superintendent after April 1 of each year for retirement effective that same calendar year, the payment shall be reduced to thirty percent (30%) of his/her unused accumulated sick leave.

An employee, hired by Coldwater on or after July 1, 2014, at the time of his/her retirement from service with the Celina City Schools, and notification by the State Teachers Retirement System that the participating employee is eligible, shall be paid twenty-five percent (25%) of his/her unused accumulated sick leave at the employee's current teacher per diem contract rate if he/she submits his/her letter of resignation for retirement purposes to the Superintendent no later than April 1 of the current school year. If a letter of resignation for retirement purposes is submitted to the Superintendent after April 1 of the current school year, the payment shall be reduced to twenty percent (20%) of his/her unused accumulated sick leave.

The Superintendent and Board of Education can waive the April 1 deadline for extenuating circumstances.

To be eligible for such severance payment, the employee must have been employed by Coldwater E.V.S.D. and/or Celina City Schools for the immediate preceding ten (10) years. Severance payment will cancel all unused sick leave. Severance payment shall be paid within nine (9) months of date of retirement.

In addition, as it relates to unused accrued personal leave prior to July 1, 2004, the CTO CBA provision (Article IV, Section C) to reimburse the staff member at the time of severance for one half (1/2) day for each year no personal leave is used will be continued by the Celina Board until calculations through June 30, 2004 are exhausted.

35.07 EXTRA SERVICES: Coaches and other activity advisors are paid extra for services rendered after the school day, on weekends, and during the summer.

35.08 TRI STAR EXTENDED TIME: Extended time can be used for teachers assigned to Tri Star during the school year after hours and on weekends or during the summer time. Extended time will only be granted when work outside the regular day exists. Extended time will not be added or removed as an incentive, bonus, or penalty to future or current employees. However, extended days may be added or reduced on the same basis as for other bargaining unit positions.

Celina City School District
Board of Education
CEA Negotiations
Tentative Agreement Package
July 7, 2022

ARTICLE 36.00 35.00 – DURATION

This Contract shall be in full force and effect from 12:01 p.m. on September 1, ~~2022 2018~~, to 12:00 midnight on August 31, ~~2024 2021~~.

President, Board of Education

CEA Bargaining Team Co-Chair

Superintendent

CEA Bargaining Team Co-Chair

Treasurer