Welcome to Liberty High School! This handbook provides information you will need to make your transition to OLHS a smooth one. It’s your “emergency kit,” organized by topic to ensure that relevant information is quick and easy to find.

We know that self-efficacy is important to becoming an effective teacher, so inside you will find loads of information in one place, providing an efficient way to get what you need so that you can focus on teaching.

Congratulations on your new job – we are so glad you’re here, and we welcome you to become part of the Liberty Way.
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EMERGENCY PROCEDURES

1. **A.L.I.C.E Drill/active shooter**
   (Alert, Lockdown, Inform, Counterattack, Evacuate)
   a. Listen for announcements on the PA
   b. Check your phone for pertinent information
   c. Use available information to decide the best course of action according to A.L.I.C.E training guidelines
   d. Direct students according to plan.

2. **Fire Evacuation**
   a. Take note of your assigned fire lane assignment on the card near your door.
   b. Take the fire card, roster and your students to the assigned fire lane # via closest exit.
   c. Take attendance, noting absent students.
   d. Turn attendance in to your assigned administrator or counselor.
   e. Wait for the “all-clear” from an administrator before going back to class.

3. **Tornado Drill/emergency**
   a. Move students to the first floor hall via the closest exit, instructing them to be quiet.
b. Students should face the lockers, knees crossed in two rows, leaving an aisle.
c. Students must remain quiet until the threat or drill is over.

4. **Threats against others/self-harm**

a. **Threats against others (Extensions below):**
   i. Contact an available administrator
   ii. Contact Deputy Peterson if an administrator is unavailable

b. **Self-harm (See p. 25 for extensions):**
   i. Contact the student’s counselor OR
   ii. Contact Megan Pawsey, (OSU mental health provider) if the counselor is unavailable.

**ADMINISTRATOR CONTACT INFO**

* Dial extension directly

1. Principal: Mr. Mike Starner 4201
2. Ass’t: Ms. LeNora Tincher (P-Z) 4202
3. Ass’t: Ms. Allyson Halls (A-Go) 4203
4. Ass’t.: Mr. James Kim (Gr-O) 4204
5. Deputy Justin Peterson 4233
TECHNOLOGY HELP

a. Immediate help:
   Building technology Chairs:
   Leean Poindexter (librarian)  4267
   Dave Hale (math)  2202

b. Technology Help Line – Dial 4367 direct for immediate help beyond the scope of building technology department chairs

c. Submit a “Tech Trouble Ticket”
   i. For less immediate help, submit a tech ticket: Go the OLSD portal & click OLSD Technology

   ii. Click Tech Trouble Ticket to submit a repair request

   iii. Fill out the required information, including the asset tag # on the back of the technology asset.

   iv. You will receive a confirmation email from the assigned technician and a possible timeline for repair.
**BUILDING INFORMATION**

**Building Map**

Each classroom has a map near the door that indicates the closest exits for fire, tornado and other emergency evacuation. The map includes all major areas of the building (auditorium, cafeteria, classrooms, gymnasiums, media center, offices, theatre, etc.).

**Instructional Technology & Information Platforms***

*You should have received login information at New Teacher Academy. Contact a building technology department chair if you don’t have that information.

1. **myOLSD apps/data**
   a. Your myOLSD login and password provide access to a wide array of apps that automatically appear on your portal. Following are those you will use most often.

2. **Office 365**
   a. Email
   b. OLHS SharePoint - Click to make Chromebook cart reservations: English > Chromebook carts
3. **PowerSchool/PowerTeacher**
   a. **Access PowerTeacher** via the myOLSD portal. Sign in and PowerSchool allows you to take attendance, access IEP/504 information, and view parent contact information, medical concerns, historical grades, and other pertinent information.
   b. **Within PowerSchool, access PowerTeacher Pro** – this is your gradebook for each class.
   c. Tutorials are available in the OLSD Technology app within the OLSD Portal.

4. **Schoology**
   a. Schoology is an app on myOLSD that provides a platform for you to create calendars and course updates; upload materials; create assignments and discussion prompts, and provide other resources to students.
   b. All students on your rosters are automatically enrolled in your Schoology courses.
   c. You may link Power Teacher to Schoology to streamline grading processes, and upload documents from Google Drive.

5. **Google Drive**
   a. Google Drive is an app on myOSLD.
b. “Shared Drive” allow you to share course calendars and documents with other teachers on your collaborative team.

c. “My Drive” is the place you create and organize your own documents.

d. “Share With Me” allows students and teachers to share documents with you.

6. **The Human Resources Application houses:**

   a. **Frontline Absence Management** - request absences (sick, personal, and professional leave).

   b. **Public School Works** - houses required annual coursework such as child abuse detection training, EpiPen training, etc.

   c. **Unified Talent houses the following:**
      1. Medical, dental, vision, and life insurance election documents
      2. W-4 elections
      3. Personal information
      4. Student Learning Objective (SLO) & Professional Growth Plan (PGP forms
      5. Evaluation documents

**Phone set-up**

See the Phone Resources app on myOLSD for step sheets on how to set up your classroom voicemail.
Copy Rooms/Printing

1. Copier locations/operation for large jobs:
   a. **Copiers** are located on both floors outside the library, main office, and student services (“Blue printing” network).
   c. Use your swipe card to enable printing/copying, and follow the on-screen instructions.
   d. Your district-issued laptop has network printers and copiers associated with it to enable printing/copying within OLHS/ district buildings with your swipe card.
   e. **Printing** is available to your department office laser printer for small jobs of a few pages.

2. Scantron Machines
   a. Scantron machines allow for fast grading of objective tests using specific answer sheets (available through your department chair).
   b. Scantron machines are located in the main copy rooms outside the library on both floors.
   c. You must create a key using an answer sheet and process that through the machine prior to scanning student responses.
   d. Mark the “key” box and any others you want, such as correct answer and score boxes.
Staff workrooms/restrooms/mailboxes

1. **Staff offices** for English (2209), Math (2109), Social Studies (1109), and World Language (2109) are located in the center of each main wing.

2. **Offices** for science, business, visual art, family & consumer science, Industrial Technology & the music department offices are centrally located within each department. Industrial Technology, Business, and Music Department offices are interior rooms located between classrooms. Special Education, and PE/Health, do not have dedicated office spaces. See your department chair for the location of department resources.

3. **Staff restrooms** are located in each of the main wings and in the main office. **USE THE DEADBOLT to avoid unpleasant surprises.**

4. **Staff mailboxes** are arranged alphabetically and are located off the main office near the front entrance. Check it daily or several times a week.

Building bell schedules

OLHS has an 8-period day (30-minute lunch), utilizing seven bell schedules to accommodate Homebase, delays, testing, and pep rallies. Schedules include overlapping lunch/class periods, with one-fourth of the students in lunch and three-fourths in class.

The common bell schedules follow; less frequently used schedules are sent via email as they occur.
REGULAR SCHEDULE

45 minute periods, Extended 2nd period for announcements

Period 1--7:20 a.m. – 8:05 a.m.
Period 2--8:10 a.m. – 9:00 a.m.
Period 3--9:05 a.m. – 9:50 a.m.

Period 4 (1st lunch) --9:55 a.m. – 10:25 a.m.
Period 4/5 --9:55 a.m. – 10:40 a.m.
Period 5/6 --10:30 a.m. – 11:15 a.m.

Period 6 (2nd lunch) -10:45 a.m. – 11:15 a.m.
Period 6/7 --10:45 a.m. – 11:30 a.m.
Period 7/8 --11:20 a.m. – 12:05 p.m.

Period 8 (3rd lunch) -11:35 a.m. – 12:05 p.m.
Period 8/9 --11:35 a.m. – 12:20 p.m.
Period 9/10 --12:10 p.m. – 12:55 p.m.

Period 10 (4th lunch)-12:25 p.m. – 12:55 p.m.
Period 11 --1:00 p.m. – 1:45 p.m.
Period 12 --1:50 p.m. – 2:35 p.m.
TWo Hour Delay Schedule*

30 minute periods, Extended 2nd period for announcements

Period 1 --9:20 a.m. – 9:50 a.m.
Period 2 --9:55 a.m. – 10:30 a.m.
Period 3 --10:35 a.m. – 11:05 a.m.

Period 4 (1st lunch) -11:10 a.m. – 11:40 a.m.
Period 4/5 --11:10 a.m. – 11:40 a.m.
Period 5/6 --11:45 a.m. – 12:15 p.m.

Period 6 (2nd lunch) -11:45 a.m. – 12:15 p.m.
Period 6/7 --11:45 a.m. – 12:15 p.m.
Period 7/8 --12:20 p.m. – 12:50 p.m.

Period 8 (3rd lunch) -12:20 p.m. – 12:50 p.m.
Period 8/9 --12:20 p.m. – 12:50 p.m.
Period 9/10 --12:55 p.m. – 1:25 p.m.

Period 10 (4th lunch) -12:55 p.m. – 1:25 p.m.
Period 11 --1:30 p.m. – 2:00 p.m.
Period 12 --2:05 p.m. – 2:35 p.m.

*(Staff Reports at 9:15 a.m.)
HOME BASE SCHEDULE

40 minute HB (w/ announcements) + 40-minute periods

Period 1 -- 7:20 a.m. – 8:00 a.m.
Period 2 -- 8:05 a.m. – 8:45 a.m.
**Homebase -- 8:50 a.m. – 9:30 a.m.**
Period 3 -- 9:35 a.m. – 10:15 a.m.

**Period 4 (1st lunch) - 10:20 a.m. – 10:50 a.m.**
Period 4/5 -- 10:20 a.m. – 11:00 a.m.
Period 5/6 -- 10:55 a.m. – 11:35 a.m.

**Period 6 (2nd lunch) - 11:05 a.m. – 11:35 a.m.**
Period 6/7 -- 11:05 a.m. – 11:45 a.m.
Period 7/8 -- 11:40 a.m. – 12:20 p.m.

**Period 8 (3rd lunch) - 11:50 a.m. – 12:20 p.m.**
Period 8/9 -- 11:50 a.m. – 12:30 p.m.
Period 9/10 -- 12:25 p.m. – 1:05 p.m.

**Period 10 (4th lunch) - 12:35 p.m. – 1:05 p.m.**
Period 11 -- 1:10 p.m. – 1:50 p.m.
Period 12 -- 1:55 p.m. – 2:35 p.m.
# PATRIOT PERIOD SCHEDULE

25 minute Extended 3rd period for Patriot Period + 40/45 minute periods

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>7:20 a.m. – 8:05 a.m.</td>
</tr>
<tr>
<td>2</td>
<td>8:10 a.m. – 9:00 a.m.</td>
</tr>
<tr>
<td>3</td>
<td>9:05 a.m. – 9:50 a.m.</td>
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**Patriot Period – 9:50 a.m. - 10:15**

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<thead>
<tr>
<th>Period</th>
<th>Time</th>
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<tbody>
<tr>
<td>4</td>
<td>10:20 a.m. – 10:50 a.m.</td>
</tr>
<tr>
<td>4/5</td>
<td>10:20 a.m. – 11:00 a.m.</td>
</tr>
<tr>
<td>5/6</td>
<td>10:55 a.m. – 11:35 a.m.</td>
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**Period 6 (2nd lunch) -11:05 a.m. – 11:35 a.m.**

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<tr>
<th>Period</th>
<th>Time</th>
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<tbody>
<tr>
<td>6/7</td>
<td>11:05 a.m. – 11:45 a.m.</td>
</tr>
<tr>
<td>7/8</td>
<td>11:40 a.m. – 12:20 p.m.</td>
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**Period 8 (3rd lunch) -11:50 a.m. – 12:20 p.m.**

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<tr>
<th>Period</th>
<th>Time</th>
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<tbody>
<tr>
<td>8/9</td>
<td>11:50 a.m. – 12:30 p.m.</td>
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<tr>
<td>9/10</td>
<td>12:25 p.m. – 1:05 p.m.</td>
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**Period 10 (4th lunch)-12:35 p.m. – 1:05 p.m.**

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<th>Period</th>
<th>Time</th>
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<tbody>
<tr>
<td>11</td>
<td>1:10 p.m. – 1:50 p.m.</td>
</tr>
<tr>
<td>12</td>
<td>1:55 p.m. – 2:35 p.m.</td>
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Building culture

The district highly values academic achievement and with that comes pressure on both staff and students. As a building we also strive to create a friendly and relaxed atmosphere where students and staff feel comfortable seeking the support they need from others to prevent mental health concerns from reaching crisis.

1. Academics & extracurricular events
   a. Liberty prides itself on its students’ academic, athletic, and artistic successes as well as their quality conduct in a positive environment.

   b. Liberty also prides itself on its teachers who care deeply for students and show their support through providing extra academic help as needed and who support students by attending extracurricular events when they are available to do so.

2. Student Mental Health
   a. Student success may also equate with pressure, stress, and mental health concerns for some students. Part of the OLHS Continuous Improvement Plans (CIP) is a focus on mental health.

   b. Students have identified teachers who they or administration can contact as a student’s “person” when that student needs extra support or is in crisis.
3. Teacher dress code

a. The negotiated agreement does not specify a dress code for teachers; however, the expectation is that teachers will use discretion and dress professionally each day.

b. Friday dress code: Teachers may wear jeans if they also wear shirts in school colors or school spirit wear/logo wear.

c. Teachers are expected adhere to professional dress expectations using an honor system, especially as it relates to “jeans days” (see below).

4. “Jeans days”

a. The administration offers teachers who choose to do so an opportunity to wear jeans every Monday. Teachers pay $65 for the year and may wear jeans with college T-shirts to promote higher education, the school-issued shirt OLHS shirt, or other appropriate choices.

b. School organizations and clubs periodically offer the opportunity for teachers to wear jeans all week by paying $10 for the week as a fundraiser for the organizations. Information will be sent via email as these events are planned.
Special Education Protocol (IEP/504)

It is your legal responsibility to meet the modifications and accommodations for all students on IEP/504 plans.

All IEP/504 documents are in PowerTeacher. Click on the attendance icon (chair). The IEP/504 icon is next to the student names with plans, and it will contain all information for modifications and accommodations.

General Guidelines

1. Communicate frequently with students’ Intervention Specialists (IS) to avoid problems.

2. Students’ IEP/504 plans expire periodically; check your mailbox regularly for forms such as the Teacher Information Form (TIF) and Evaluation Team Report (ETR).

3. Fill out all forms in a timely manner and meet all deadlines.

4. Attend IEP/504 meetings as scheduled.

Case lists

Case lists with student names and their assigned Intervention Specialists are available on SharePoint and are updated regularly as IEP’s and 504’s update. The link is on the homepage (top right).
Testing spreadsheet

1. The testing spreadsheet is on SharePoint and shows which students test where and with whom. If you notice students not on the spreadsheet, ask if they have a yellow sheet to sign; they can ask their IS for a testing sheet. Not all students test with an IS. Please note testing details on the IEP/504 plan for each student.

2. Some students with a 504 plan do not have a designated period with Mrs. Kieselbach, the 504 coordinator. Send students to meet her in room 1227 (math hallway) to get their testing sheets.

3. The testing list is organized by regular education teacher and is alphabetized as it is updated.

4. A tab for each class period is listed at the bottom.

5. Please note that students may test in different rooms during the same period. The highlighted area is where they will test.

6. You will not find students in a co-taught class on this spreadsheet. Arrange testing with your co-teacher if applicable.
Test Administration

1. **DO NOT send students to an intervention classroom with tests in their hands OR without checking the spreadsheet.** Intervention specialists are often co-teaching and may not be in their classrooms when you send a student.

2. **Tests should be emailed or placed in the IS mailbox at least ONE DAY prior to test day.**

3. If the assessment is online, please send an email to all intervention teachers describing how to access it and what resources students can use at least ONE DAY prior to test day.

Discipline Procedures

You may create a discipline referral for discipline incidents such as insubordination or disruptive behavior. The form is also used for students who are tardy and for class cuts. Use the link below to access the form. Once you open it, drag it to the toolbar so it is easily accessible.

For serious infractions, call the main office or one of the administrator (see Quick Guide on p. 5 for extensions).

https://docs.google.com/forms/d/e/1FAIpQLSf0RymjAN_oc_OFxSKAKXhRWKoluIwXxF0RyTt_aoOcHB03g/viewform
Collaboration Expectations

1. It is the expectation that each department will use the available collaborative time to work toward improved student achievement outcomes. Each department sets its own schedule according to department needs.

2. See your department chair for the collaboration schedule. Generally, collaboration periods are used for department meetings and to meet with specific collaborative teams based on course preps.

Leave Procedures

To request a substitute and submit lesson plans:

1. **Sick/personal/professional leave**
   From the myOLSD portal, click the Human Resources app.
   a. Click Frontline Absence Management and the “Create Absence” tab.
   b. Indicate the reason for your absence
      i. Professional leave must be approved in advance by Mike Starner.
      ii. Personal leave requires 24-hour notice whenever possible.
      iii. Sick leave may be requested as needed. Leave of more than three days may require a doctor’s note.
   c. Indicate the date and full or partial day.
d. You MUST leave lesson plans for the substitute teacher if the absence is planned. If the absence is unplanned, you must send lesson plans to at least two people who can print them and get your sub set up for the day; copy your department chair as well.

2. **Extended absences**

Lengthy absences require advance approval and may require the use of FMLA leave. See the Negotiated Agreement link on p. 27 for more detailed information or the OLSD website Human Resources tab.

**Student Learning Objectives (SLO)**

Teachers in non-tested content areas are required to complete one SLO as a student growth measure associated with their evaluation. The SLO data is based on pre- and post-tests administered according to a specific schedule of deadlines. Key provisions are below.

1. Teachers may choose which class(es) to include in the SLO, which skill(s) to assess, and whether to complete the SLO individually or use the same assessment as other teachers in their collaborative groups.

2. SLO deadlines will be provided at the beginning of each year by administration and can also be found in SharePoint. Click on OLHS Documents to find templates, step sheets, and deadlines.
3. Teachers in solely state-tested content areas are not required to complete an SLO.

4. SLO pre- and post-test data, student demographics, growth targets, and rationales will be submitted in Unified Talent on the Human Resources application on myOLSD.

5. Use your mentor and/or collaborative group as a resource for SLO completion.

**Professional Growth Plan (PGP)**

1. Each teacher is required to submit a professional growth plan that contains goals for student and professional growth and what evidence will be used to measure that growth.

2. Templates for the PGP can be found in Unified Talent on the Human Resources application on myOLSD. PGP’s will be submitted here as well.

**Curriculum Night/Parent-Teacher Conferences**

**Curriculum Night**

1. Teachers are required to attend a 2-hour “open house” evening the second week of school during which parents follow an abbreviated schedule of 10-minute “classes.”
2. Teachers present information about the following: general course content, syllabi, classroom behavioral and academic expectations, and other pertinent information that teachers deem necessary.

3. Some teachers use a PowerPoint or create a handout for this purpose. See your mentor or collaborative team for samples.

BUILDING CONTACT INFO*

* Dial extension directly

1. **Building Secretary** - Shelley Posey 4206
   **Office Aide** - Rayeanne Henderson 4205

2. **Department Chairs**
   - English – Cathie Boone 2242
     Hannah Rust 2222
   - Health/PE – Jen Chapman 2286
   - Intervention – Emily Kriss 4243
     Jennifer Brenning 4242
   - Math – Dave Hale 2202
   - Languages – Stephanie Fejko 2265
   - Science – Erin Johnson 2282
   - Soc. Studies – Linda Crandall 2237
   - Performing Art – Doug O’Neal 4276
   - Technology – Dave Hale 2202
     Leeann Poindexter 4267
   - Visual Art – Nadene Heckelman 2292
3. **Guidance Counselors***
   *Students assigned by last name alphabetically*
   - Angela Rafey (A-CI) 4228
   - Ron Waterwash (Co-Go) 4217
   - Jill McGrew (Gr-Le) 4268
   - Jenna Purlee (Li-O) 4216
   - Brittany Vallier (P-Si) 4231
   - Bobbie Sisko (Sk-Z) 4218
   - Megan Pawsey (OSU MH) 4200

4. **Head Custodian** - Tom Cyrus 4227

5. **Nurse** – Carlene Medeiros 4220
   **Clinic aide** – Kelly Kelley 4225

6. **Olentangy Teachers Association (OTA) building representatives (department)**
   - Cathie Boone (English) 2242
   - Mark Comella (Science) 2277
   - Tori Lewis (English) 2228
   - Doug O’Neal (Music) 4276
   - Carrie Ross (Science) 2283
   - Hannah Rust (English) 2222
   - Alessandra Zahran (English) 2220
1. **OTA president** – Elaine Eddy 614-579-8280
2. **RESA** – Martin Boden (teacher liaison) 5800
3. **Individual Professional Development**
   Plan (IPDP) Rep. – Sunday Weakley 4282
4. **Human resources**
   Benefits - Susan Coleson 4038
   Certified Staff/RESA – Sherry Beverly 4015
   Payroll – Tammy Riley 4039
5. **Curriculum Development** – Bill Warfield 4055
6. **Professional Learning** – Vince DeTillio 4050
7. **Gifted coordinator** – Lauren Heitkamp 4056
8. **Equity & Inclusion** – Jackie Powers-Merkle 4055
9. **Diversity Coordinator** – Heather Cole 4055
KEY CONTRACT INFORMATION
(NEGOTIATED AGREEMENT)*

*Access the link below for the complete negotiated agreement between the OTA and the BOE, including salary schedules & health benefit information.


For your convenience, key contract provisions that teachers tend to ask about follow below:

Teacher Evaluation (Article 8)

1. Teachers in their first year of employment with the District will be notified in writing at least twenty-four (24) hours in advance of their first formal observation. All other observations may be unannounced.

2. The evaluation shall take into account the total performance of the teacher in the areas of job description adopted by the Board.

3. There will be no formal classroom observations for evaluation purposes the day before Thanksgiving, winter or spring break, or the day after a teacher absence due to illness,
unplanned personal leave or an emergency situation.

4. A first-year teacher or a teacher on an improvement plan will only be evaluated by a building administrator.

5. Prior to the first (1st) observation of a teacher in his/her first (1st) year of employment in the District, an individual pre-observation conference is required. Such conference shall afford the administrator the opportunity to explain the evaluation process and expectations.
   a. Each administrator has preferences for how pre-conferences, evaluations, and post-conferences should proceed. Ask the administrator what she/he would like you to bring to be prepared for the pre-conference.
   b. Pre-conference materials to consider:
      i. lesson plans (w/differentiation options)
      ii. instructional materials
      iii. assessment materials
      iv. technology options

6. Pre-observation conferences for subsequent observations are optional.

7. Teachers shall be given the opportunity to study the Teacher Performance Rubric prior to the final evaluation conference. The evaluator shall send the teacher a hard copy or electronic copy of the evaluator's draft Teacher
Performance Rubric at least six (6) work days prior to May 1.

8. Prior to May 1, the teacher may raise her/his concerns and/or provide input to the evaluator about the accuracy and thoroughness of the Teacher Performance Rubric.

9. Upon the conclusion of the final evaluation conference, both parties shall sign the Teacher Performance Rubric. The teacher's signature shall signify only that she/he has received the Teacher Performance Rubric and does not necessarily imply agreement with the evaluation.

10. Teachers shall be given a copy of the final, signed Teacher Performance Rubric at the conclusion of the final evaluation conference.

11. One copy of each Teacher Performance Rubric with all signatures and dates in place and with the teacher's comments, if any, attached, shall be placed in the teacher's personnel file.

**Timeline and process for evaluation**

1. Each evaluation must include at least two (2) formal thirty- (30) minute observations of the teacher and two walk-throughs; it may include additional observations.
2. A post-observation conference may be held following each observation prior to the administrator's writing of the final evaluation.

3. An additional formal thirty- (30) minute observation is required if non-renewal is a possibility. The thirty- (30) minute observation shall be considered as the required additional observation necessary for non-renewal.

4. The evaluating administrator shall provide a teacher rated "ineffective" with an improvement plan in accordance with this Article, Section A.

**Personal Leave (Article 13)**

1. All teachers have three (3) personal days available each year to use at their discretion dependent upon substitute teacher availability.

2. Unused personal leave may accumulate up to 5 days each year, but no more than three consecutive days may be used consecutively in a year; no more than five total days of personal leave may be used within a school year.

3. Teachers may choose one of the following three options for unused personal leave: Roll over up to two unused days to the following contract year, convert unused days to sick leave, or receive reimbursement for up to three days at the substitute pay rate.
Notification of Teaching Assignment (Article 19)

1. Teachers will be notified of their teaching assignments for the next year by July 15.

2. Any changes to a schedule will be made electronically within two (2) days of the final decision to change an assignment, and preferably by phone or in person conversation prior to the electronic notice).

Class Size/Teaching Load (Article 33)

Class size and teaching load varies by level (elementary 24:1, middle and high school 25:1) and specific position (teacher, counselor, nurse, etc.); see the complete negotiated agreement for details.

Teacher Tuition Fund (Article 52)

1. Teachers are eligible each year to receive one free semester hour of graduate credit through the Olentangy Professional Development Academy (OPDA).

2. A teacher may also elect to pay for the credit(s) at a reduced rate through Ashland University.

3. All OPDA courses may be taken for Continuing Education Units (CEU) instead of semester hours. Three (3) CEU’s = one semester hour.
4. **Teachers may elect to receive reimbursement of $135 annually for coursework, license renewal fees (including background check/fingerprinting), or professional organization fees in lieu of the free semester hour of graduate credit.**

**Salary Schedule Provisions (Article 53)**

Salary provisions change annually within the contract period based on education and experience ("step"). See the complete negotiated agreement for where you fall on the salary schedule.

Please see your mentor, collaborative team, and/or department chair for issues not addressed in this manual. Please let Cathie Boone or your building principal know of new items to consider for inclusion in this manual.