

Permanent Improvement Spending Request

2024-2025 School Year

New Replace Renew	QTY	SUPERVISORY DEPARTMENT	COURSE	EQUIPMENT DESCRIPTION	PRICE	TOTAL COST
N	2	Adult Education	AE	small desktop scanners	\$200.00	\$400.00
N	1	Adult Education	AE CDL	Galaxy Tablet	\$600.00	\$600.00
N	1	Adult Education	AE	BrightSign	\$350.00	\$350.00
R	1	Maintenance	MAINT.	Tool Cat and snow blower	\$81,001.29	\$81,001.29
N	1	Maintenance	MAINT.	Micro Bird	\$88,426.00	\$88,426.00
R	2	Maintenance	MAINT.	Heat pump	\$13,642.00	\$27,284.00
R	25	Business/Service	IAM	Desktop replacement	\$1,900.00	\$47,500.00
R	20	Trade and Industry	PM	Desktop replacement	\$1,900.00	\$38,000.00
R	20	Business/Service	HIM	Desktop replacement	\$1,900.00	\$38,000.00
N	1	Treasurer	Treasurer	Treasurer larger monitor	\$740.00	\$740.00
R	125	Technology	ALL	Five Chromebook carts refreshed	\$350.00	\$43,750.00
N	1	Academic/Student Services	STUDENT SERV	laptop device for T Temple	\$2,300.00	\$2,300.00
R	60	Technology	IAM, HIM, PM	Monitors for replacement desktops	\$200.00	\$12,000.00
N	8	Business/Service	IAM	Additional Curved monitor	\$740.00	\$5,920.00
N	20	Business/Service	HIM	Medical Assistant Book	\$62.00	\$1,240.00
N	1	Business/Service	CJ	MILO Range Training System	\$14,765.00	\$14,765.00
R	1	Business/Service	ECE	Stack Cots and carriers	\$1,100.00	\$1,100.00
N	1	Business/Service	HIM	Susie Adult clinical Simulator	\$14,000.00	\$14,000.00
N	1	Business/Service	IAM	Rode Rodecaster Pro II Podcast Production Console	\$750.00	\$750.00
N	1	Business/Service	IAM	Nikon D7500 DSLR Camera	\$975.00	\$975.00
N	1	Business/Service	IAM	HP Latex Plotter with Stand	\$5,595.00	\$5,595.00
R	25	Business/Service	SET	Laptop Lab	\$2,300.00	\$57,500.00
N	20	Trade and Industry	AT	CDX Textbooks	\$220.00	\$4,400.00
R	7	Trade and Industry	AUTO COLL	Auto Collision Repair Textbooks	\$160.00	\$1,120.00
R	25	Trade and Industry	ELEC	NCCER Level 1 Books	\$90.00	\$2,250.00
R	25	Trade and Industry	ELEC	NCCER Level II Books	\$100.00	\$2,500.00
R	1	Trade and Industry	CET	Smart Board	\$3,000.00	\$3,000.00
R	24	Director	MEDIA CNT	New laptops	\$2,300.00	\$55,200.00
GRAND TOTAL						\$550,666.29

VANTAGE CAREER CENTER
JOB DESCRIPTION

Title: **SUPERVISOR OF STUDENT OPERATIONS** (new 01/16/24) **File 316**

Reports to: Career Technical Director

Job Objective: Directs all matters involving student operations. Enforces the Vantage Career Center student code of conduct. Monitors and enforces the Ohio compulsory and Vantage Career Center attendance requirements and policies. Promotes learning in the Vantage Career Center disciplinary environment. Oversees Vantage Career Center District Safety Committee, in coordination with the Superintendent and two Directors. Coordinates student arrival, lunchroom, and dismissal procedures. Serves as the district liaison in regard to students Early Placement and Work Based Learning. Directs all student programming for student rewards in the district. Supervises all in-school suspension activities. Supervises all in-school suspension activities. Assists supervisory team in creating the master schedule each year.

Minimum Qualifications:

- Valid state department of education administrative license/certificate appropriate for the position.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- A record free of criminal violations that would prohibit public school employment.
- Complies with drug-free workplace rules and board policies.
- Keeps current with technology and other workplace innovations that support job functions.
- Successful teaching experience.
- Effective organizational, planning, and project management skills.
- Ability to identify, evaluate, and implement program options, auxiliary services, and curricular materials that support the diverse learning needs of students.
- Possess communication skills necessary to read, analyze, and interpret data and information, including being able to speak effectively to small and large groups and to communicate clearly and concisely both orally and in writing.

Essential Functions: The following are typical work responsibilities. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Serves as the school's lead administrator for Student Operations.
- Works with students to acknowledge and manage responsible personal conduct. Helps resolve problems that impede student learning and/or participation in school activities.
- Investigates student attendance and conduct concerns. Helps parents and students understand attendance and behavioral requirements. Prepares a warning letter outlining the consequences of continued truancy and/or misconduct.
- Maintains close working relationships with students, parents, and staff. Keeps the assigned CTE supervisor(s) and Administrative Team informed about emerging issues.
- Recommends and confers with the Administrative Team for student disciplinary assignments requiring suspension and/or expulsion.
- Keeps the superintendent informed as necessary. Provides full documentation supporting disciplinary actions requiring suspension or expulsion.
- Cooperates with the Administrative Team in carrying out and consistently enforcing the school's attendance and discipline policies.
- Works cooperatively with the county court system in regard to student truancy.
- Collects, organizes, and keeps accurate records of individual student absences, tardiness, and excuses for the above; initiates follow-up actions with students, parents and/or county truancy agencies and courts.
- Assists in the organization and conduct of student good attendance acknowledgments and incentives.
- Cooperates in the conducting of safety inspections and safety drill activities.
- Assist with provision of general supervision of the buildings and grounds, including in-school suspension, corridors, restrooms, and other places requiring general supervision.
- Promotes good public relations by personal appearance, attitude, and conversation.
- Demonstrates regular and predictable attendance.
- Attends meetings and in-services as required.

- Supervises all student parking, bus, and lunchroom operations for the district in coordination with the associate schools
- Assists the Supervisors/Career-Technical Director with the development and/or updating of the student conduct code to comply with legal mandates. Helps update and distribute student and parent/teacher handbooks.
- Assists supervisor in developing a master schedule for students.
- Upholds Board policies and follows administrative procedures.
- Promotes professionalism and a favorable image of the school district.
- Reviews and interprets custody rulings.
- Supports a full range of educational options. Works with intervention assistance teams (IAT) and participates in parent conferences and IEP/504 meetings as requested.
- Oversees arrival, departure, lunchroom, parking lot, and hallways.
- Prepares and maintains accurate records. Submits reports on time. Routinely submits monthly ADM student attendance report and annual ADM cumulative attendance report for Board of Education review.
- Helps staff resolve problems that impede student participation in appropriate learning activities.
- Upholds the student conduct code. Maintains high expectations for behavior and performance. Helps with pupil management issues. Prepares student conduct reports/discipline recommendations.
- Promotes a safe, efficient, and effective work/learning environment. Monitors safety concerns. Works with stakeholders to manage or eliminate risk factors.
- Upholds applicable local, state, and federal laws. Initiates referrals to community resources as needed (e.g., legal, health, welfare, etc.). Serves as a school contact for service providers.
- Promote student placement in their career technical field, both during the school year as well as in the summer months.
- Oversee and promote Work Based Learning (WBL) for the Vantage Career Center district.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Reports suspected child abuse and/or neglect to civil authorities as required by law.
- Encourages parent organizations and supports school-sponsored activities.
- Pursues growth opportunities that enhance personal performance and advance career center goals.
- Strives to develop rapport and serves as a positive role model for others.
- Wears work attire appropriate for the position.
- Performs other specific job-related duties as directed.
- Performs such other tasks and assumes such other responsibilities as the Superintendent, working in cooperation with the Career-Technical Director may assign.
- Supervise staff as directed

Abilities Required: The following personal characteristics and skills are important for the successful performance of assigned duties.

- Acknowledges personal accountability for decisions and conduct.
- Averts problem situations and intervenes to resolve conflicts.
- Effectively uses listening, observation, reading, verbal, nonverbal, and writing skills.
- Engenders staff enthusiasm and teamwork. Promotes a positive work/learning environment.
- Interprets information accurately and initiates effective responses.
- Maintains an acceptable attendance record and is punctual.
- Organizes tasks and manages time effectively. Meets deadlines despite time constraints.
- Skillfully manages individual, group, and organizational interactions.

Supervisory Responsibility: Under the direction of the Career-Technical Director: administer the supervision and evaluation of assigned staff as authorized by board policy, administrative regulations, and contractual agreements.

Working Conditions: To promote safety, employees are expected to exercise caution and comply with safety regulations and career center policies/procedures when involved in the following situations/conditions.

- Exposure to adverse weather conditions and seasonal temperature extremes.
- Exposure to blood-borne pathogens and communicable diseases.
- Potential for frequent interactions with aggressive, disruptive, and/or unruly individuals.
- Operating and/or riding in a vehicle, possibly under adverse weather conditions.
- Traveling to meetings and work assignments.
- Duties may require prolonged use of a keyboard and computer monitor.

- Duties may require working extended, evening, and/or weekend hours.
- Duties may require working under time constraints to meet deadlines.

**Performance
Evaluation:**

Job performance is evaluated according to policy provisions and contractual agreements adopted by the Vantage Career Center Board.

The Vantage Career Center is an equal opportunity employer. This job description identifies general responsibilities and is not intended to be a complete list of all duties assigned. This document is subject to change in response to student demographics, staffing factors, funding variables, modified operating procedures, and other unforeseen events.

VAN WERT AREA BUSINESS ADVISORY COUNCIL

The Van Wert Area Business Advisory Council, established in 2018, serves as a vital bridge between our local educational institutions and the business community. Comprising school superintendents, business leaders, and economic development partners, the council convenes monthly to foster collaboration and communication.

Our primary objective is to equip students with the skills and knowledge necessary for successful careers in our community. To achieve this, we have planned a series of events throughout the 2024-25 school year, including job fairs, student tours, and job shadowing experiences at local businesses, manufacturing plants, and healthcare facilities. Additionally, we are proud of "Education on Location," a three-credit college course hosted by the council. This initiative provides educators with firsthand exposure to local businesses, enabling them to incorporate relevant workforce skills into their curriculum.

Recognizing the critical shortage of skilled trades workers, we partner with local stakeholders to organize the Build Your Future event, which saw participation from over 400 students across five school districts. Through hands-on activities and informative sessions, students gained valuable insights into various trades, including HVAC, electrical work, welding, carpentry, and construction.

To further guide students in their career exploration, we have implemented YouScience, a program funded by Vantage Career Center that serves 12 area school districts including Van Wert City Schools and Lincolnview Local Schools. This innovative platform utilizes engaging 'brain games' to identify students' aptitudes and match them with high-demand careers, empowering them to make informed decisions about their future.

In addition to these initiatives, we have facilitated connections between educators and business leaders by compiling a database of willing speakers who are eager to share insights about their organizations, educational pathways, and personal experiences with students.

Our overarching goal is to foster a deeper understanding of the challenges facing local employers and to forge lasting partnerships that benefit students, businesses, and residents alike in Van Wert County.



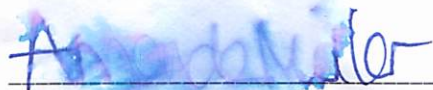
Kathy Mollenkopf, Superintendent

Crestview Local Schools



Jeffrey Snyder, Superintendent

Lincolnview Local Schools




Amanda Miller, Workforce Development Manager

Van Wert Area Economic Development and Business Advisory Council member



Mark Bagley, Superintendent

Van Wert City Schools



Rick Turner, Superintendent

Vantage Career Center



VANTAGE EVALUATION HANDBOOK

Adopted on March 7, 2024

Evaluation Committee

Paula Vantilburg

Benjamin Winans

Tony Unverferth

Sarah Koch

This handbook represents the policies, procedures, and processes for bargaining unit member evaluation at Vantage Career Center. The Evaluation Committee (as established in the Negotiated Agreement) is responsible for jointly developing, reviewing and recommending the policy, procedure and process, including the evaluation instrument, for teacher evaluation. The committee shall publish the procedures, timelines, and forms related to the evaluation of bargaining unit members by the fifteenth student day of the school year. This publication will be referred to as the Vantage Evaluation Handbook. Handbook revisions will be approved by the VTO and the Board. **All policies and procedures established in this Vantage Evaluation Handbook will be enforceable, grievable, and only changed by mutual agreement. All Due Process Rights for the Evaluation procedure are contained in the Negotiated Agreement.** If the Board or the VTO wishes to consider any change or revision to the evaluation procedure or process, including the evaluation instrument, it will discuss the matter with the Evaluation Committee. If the discussion results in a recommendation by the Evaluation Committee to change or revise the evaluation procedure or process, including the evaluation instrument, then said recommendation shall be made in the Vantage Evaluation Handbook and approved by the Board and the VTO before implementation.

THIS HANDBOOK SHOULD BE USED IN CONJUNCTION WITH ARTICLE VIII OF THE NEGOTIATED AGREEMENT AND THE VANTAGE BOARD NEOLA POLICIES.

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THE PURPOSES OF TEACHER EVALUATION are:

1. To serve as a tool to advance the professional learning and practice of teachers individually and collectively in a school district.
2. To inform instruction.
3. To assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement.
4. To comply with Ohio Revised Code (ORC) 3319.

WHO IS EVALUATED?

Bargaining unit members will be evaluated according to ORC Chapter 3319, including applicable procedures as outlined in ORC 3319.112—"Standards-based state framework for the evaluation of teachers" and ORC 3319.113—"Evaluation of school counselors."

The teacher evaluation procedure (OTES 2.0) contained in this handbook applies to the following employees of the district who spend at least fifty percent (50%) of their time providing student instruction:

1. Teachers working under a license issued under ORC sections 3319.22, 3319.26, 3319.222 or 3319.226.
2. Teachers working under a permanent certificate issued under ORC 3319.222.
3. Teachers working under a permit issued under ORC 3319.301.

The Ohio School Counselor Evaluation System (OSCES) applies to School Counselors. "School counselor" means an employee who holds a license issued pursuant to Ohio Administrative Code (OAC) 3301-24-05 by the Ohio Department of Education in the area of school counseling and who is assigned to a position in that capacity.

Bargaining unit members without a mandated standards-based state framework for the evaluation shall be evaluated as outlined on page 17 of this handbook. These other bargaining unit members include, but are not limited to, Technology Integration Specialist, Special Education Coordinators, and Attendance and Discipline Officer.

EVALUATORS

The Board will adopt a list of approved and credentialed evaluators. Each teacher evaluation shall be conducted by a District administrator except in the case of satellite employees. Satellite employees may be evaluated by an administrator employed in the Associate District. Bargaining unit members can expect to be evaluated by their immediate supervisor unless notified otherwise.

Within the first 10 days of school of each year, or in the case of a teacher hired after the start of the school year, within thirty (30) days of the first day employed, each teacher shall be notified in writing of the name and position of his or her evaluator if it is someone other than their immediate supervisor.

A teacher newly employed or one reassigned after the beginning of the work year shall be notified by the evaluator of the evaluation procedures in effect. Such written notification shall be within two (2) weeks of the first day in a new assignment.

PROFESSIONAL DEVELOPMENT AND ORIENTATION TO THE PROCESS

The board shall meet the requirements of ORC 3319.112(A)(8)-(9) to provide professional development and financial resources to support the professional learning required by law. The board shall provide training on the teacher evaluation procedure for all teachers and school counselors, as needed.

Each bargaining unit member shall be given written/electronic instructions on the purpose, mechanics, and dimensions of the evaluation procedure including the teaching standards and rubrics on which the evaluation is based.

Written/electronic instructions shall be supplemented by specific group evaluation instrument training to familiarize teachers on how the evaluation instrument is designed and will be utilized.

Written/electronic instructions and group evaluation instrument training shall be presented to the teachers not later than the fifteenth day of school, or in the case of a teacher hired after the start of the school year, not later than thirty (30) days after initial employment with the district.

SCHEDULE OF EVALUATION AND CRITERIA FOR PERFORMANCE ASSESSMENT (OTES 2.0)

Schedule for Evaluation

1. The evaluation shall be completed no later than the first day of May, and the teacher being evaluated shall receive a written report of the results of this evaluation, including the assigned evaluation rating, not later than the tenth day of May.
2. A teacher receiving an effectiveness rating of “Accomplished” or “Skilled” on the most recent evaluation pursuant to the OTES 2.0 will be evaluated once every two years following the evaluation in which he/she was rated “Accomplished” or “Skilled.”
 - a. For those rated “Accomplished”: The Board elects to evaluate teachers rated Accomplished every **three** years, so long as the evaluator determines that the teacher is making progress on his/her professional growth plan. In the year following a holistic OTES rating of “Accomplished”, a teacher shall submit a self-directed professional growth plan that focuses on specific areas identified in the observations and evaluation, have one observation, and participate in one conference.
 - b. For those rated “Skilled”: The Board elects to evaluate teachers rated Skilled every two years, so long as the evaluator determines that the teacher is making progress on his/her professional growth plan. In the year following a holistic OTES 2.0 rating of “Skilled”, a teacher shall jointly develop a professional growth plan with the evaluator that focuses on specific areas identified in the observations and evaluation, have one observation, and participate in one conference.
 - c. If the board has entered into a limited contract or an extended limited contract with a teacher pursuant to ORC 3319.11, the board shall perform a minimum of three formal observations during the evaluation cycle in any school year in which the board may wish to declare its intention not to re- employ a teacher.

Criteria for Performance Assessment

1. A teacher’s performance shall be assessed based on the Ohio Educator Standards and rubrics for teaching and the criteria set forth in the evaluation instrument.
2. Teacher performance assessments shall be based on the evidence provided by the teacher, on the formal observations of the teacher by the teacher’s assigned evaluator, and the walkthroughs that are set forth in this agreement.
3. All monitoring or observation of the work performance of a teacher shall be conducted openly and with full knowledge of the teacher.

4. No inaccurate, irrelevant, untimely, or incomplete information may become part of a teacher's performance assessment. All results and conclusions of performance assessments shall be documented and supported by evidence.

PERFORMANCE ASSESSMENT STRUCTURES AND PROCEDURES LEADING TO A HOLISTIC EVALUATION (OTES 2.0)

This section describes the structures and procedures for evaluation of those teachers who are being fully evaluated using OTES 2.0

Schedule of Observations

1. A minimum of two (2) formal observations shall be conducted. A formal observation shall last a minimum of thirty (30) continuous minutes. The first formal observation cycle, which includes pre-conference, holistic observation and post-conference, shall occur during the first semester, but not during the first two weeks of school.

The second formal observation cycle, which includes pre-conference, focused observation and post-conference, shall occur at least fifteen (15) days after the first observation but before May 1. If, after the second formal observation, a teacher's performance is found deficient to the extent that adverse personnel action may result, a minimum of one additional observation shall be conducted. If a third observation is to occur there shall be at least ten (10) days between the second formal observation and the third. The timelines defined in this section may be altered when agreed upon by the teacher and his/her evaluator, and shall be changed due to school closings and the absence of teacher or evaluator.

2. Teachers shall not receive a formal observation on a day before or after the following: the administration of standardized testing; a holiday or any break from scheduled school days (excluding weekends); or any approved leave of absence of five (5) or more days.

Observation Conference

1. All formal observations shall be preceded by a pre-observation conference between the evaluator and the teacher. At least two (2) days prior to the observation, the teacher shall provide information and evidence related to
 - lesson objectives,
 - prior learning experiences of students,
 - characteristics of learners/learning environment,
 - instructional strategies to be used,
 - student activities and materials,
 - differentiation based on student needs, and
 - assessment (data) collected to determine student learning.

2. The pre-conference may be done electronically, face-to-face, or a combination of both. The method will be mutually agreed upon by the teacher and evaluator.
3. A post-observation conference shall be held after each formal observation. The post observation conference shall take place within 5 days following the formal observation. Teachers shall be given the opportunity to provide evidence to support the areas of the rubric during this post- observation conference.
4. The teacher may request copies of all written documentation including but not limited to notes, scripts, artifacts, and evidence collected during formal observations and walkthroughs.
5. A teacher may request a formal observation at any time in addition to those required by this procedure.
6. Formal observations shall not disrupt and/or interrupt the classroom learning environment.
7. All formal observations shall be announced.

Walkthroughs

1. A walkthrough is a written formative assessment process. Walkthroughs are unannounced.
2. The walkthrough will be less than 30 consecutive minutes in duration.
3. The teacher shall be provided a copy of the walkthrough form/data, including all scripted and anecdotal documents relative to the walkthrough no later than two days following the walkthrough. The walkthrough should be of sufficient duration to allow the evaluator to assess factors pertinent to the focus of the walkthrough. At the request of the teacher, a formal debriefing shall occur no later than two days after receiving the walkthrough data to discuss observations relative to the identified focus.
4. No less than 2 walkthroughs shall be conducted in each evaluation cycle.
5. Walkthroughs shall not disrupt and/or interrupt the learning environment in the classroom.

OBSERVATION STRUCTURES AND PROCEDURES FOR TEACHERS NOT BEING FULLY EVALUATED (OTES 2.0)

This section defines the informal observation that must be completed in a year following the year a teacher is rated “Skilled” or “Accomplished”.

1. One observation of at least 30 consecutive minutes shall be completed in the year following a teacher receiving a rating of “Skilled” or “Accomplished”. The observation will not result in a performance rating. The observation may or may not be announced.
2. A post-conference shall take place within 5 days following the observation. The post-conference may be done electronically, face-to-face, or a combination of both. The method will be mutually agreed upon by the teacher and evaluator.
3. Observations will be conducted by the first day in May.

HIGH QUALITY STUDENT DATA (OTES 2.0)

High Quality Student Data (HQSD), per Ohio Department of Education guidance, shall be locally determined by experts in the field of education.

Each instructor must work in concurrence with their immediate supervisor to develop and utilize two separate forms of HQSD. The HQSD will be used to inform the instructor’s growth and the evaluation process.

1. Teachers with Value Added Data (such as those who teach courses with ODE End of Course testing requirements) must use their value added data as one of the required two HQSD measures.
2. Vantage recognizes the instructor and their immediate supervisor as experts in the field of education. Therefore, each instructor and their immediate supervisor shall work together to determine the appropriate measures to be used as HQSD for their evaluation.
3. HQSD will be used to inform instructor and supervisor on growth throughout the OTES 2.0 rubric.
4. HQSD shall be reviewed and analyzed during all formal evaluations. Therefore, the HQSD instruments must be cooperatively determined during the professional growth plan conference, by the 30th day of school.
 - a. Verification Form must be completed and signed by instructor and supervisor by the 30th day of school.

CRITERIA FOR HQSD (OTES 2.0)

The high-quality student data instrument used must meet all of the following criteria:

- Align to learning standards
- Measure what is intended to be measured
- Be attributable to the specific teacher for course(s) and grade level(s) taught
- Demonstrate evidence of student learning (achievement and/or growth)
- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias

AND

The teacher must use the data generated from the high-quality student data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class, as well as individual students
- Informing instruction and adapting instruction to meet student need based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress toward achieving state and local standards

Evaluations use at least two measures of HQSD to provide evidence of student learning attributable to the teacher being evaluated when required.

When applicable to the grade level or subject area taught by a teacher, HQSD includes the value-added progress dimension established under ORC 3302.021, except when otherwise prohibited by law.

HQSD may be used as evidence in any component of the evaluation where applicable.

Types of High Quality Student Data

1. Value-Added

When value-added data is available for a teacher it must be one of the sources of high-quality student data used in the teacher's evaluation.

2. Approved Vendor Assessments

Other assessments provided by national testing vendors and approved for use in Ohio.

3. District-determined instruments

Vantage teachers, in collaboration with their supervisor, may identify measures of high-quality student data other than value-added and vendor assessments.

These measures must adhere to the requirements outlined above in the definition of high-quality student data.

PROFESSIONAL GROWTH PLANS (OTES 2.0)

1. Professional growth and improvement plans shall be developed as follows:

- a. Teachers whose Final Holistic rating is Accomplished shall develop a plan for continuing professional growth.
- b. Teachers whose Final Holistic rating is Skilled or Developing shall develop a professional growth plan collaboratively with their credentialed evaluator.
- c. Teachers whose Final Holistic rating is Ineffective shall develop an improvement plan with their credentialed evaluator. The administration shall approve the improvement plan as set forth in this agreement.
- d. Teachers who are new to the district shall develop a professional growth plan collaboratively with their credentialed evaluator.
- e. The district has discretion to place any teacher on an improvement plan at any time based on deficiencies in any single component of the evaluation system.

2. Professional growth plans for a school year shall be developed not later than the

10th day of school.

3. Improvement plans for a school year will typically be developed not later than the last day of the previous school year; however the district has discretion to place any teacher on an improvement plan at any time based on deficiencies in any single component of the evaluation system.
4. Professional growth and improvement plans shall describe the performance expectations, resources, and assistance to be provided.
5. Any teacher who is recommended by their immediate supervisor for an improvement plan based on any single deficiency within the evaluation system will be given the opportunity to have their evaluation reviewed by the Vantage High School Director. This review will include meeting(s) with the recommending supervisor and the staff member being recommended for the improvement plan. The Vantage High School Director will have the discretion to uphold or decline that recommendation based on the outcome of said review. The teacher being recommended for an improvement plan based on any single deficiency within the evaluation system must submit an official request for a review in writing to the Director within five (5) school days of receiving the recommendation. The Director's decision is final and not subject to the grievance procedure.
6. The board shall provide for the allocation of district resources to support the goals of improvement plans. These resources could include, but are not limited to, a trained teacher mentor/coach, release time for consultations/observations of specific teachers, professional development, and other training.

IMPROVEMENT PLANS (OTES 2.0)

1. An improvement plan is an articulated assistance program for a teacher whose Final Holistic rating is ineffective or for whom the supervisor has recommended an improvement plan based on deficiencies in the evaluation system.
2. The improvement plan shall include:
 - a. performance expectations, resources, and assistance to be provided;
 - b. timelines for the completion of the plan; and
 - c. monetary, time, material, and human resources to realize the expectations set forth in the plan.

FINALIZATION OF EVALUATION (OTES 2.0)

1. Written Report - Before the evaluation cycle is final, and not later than May 10, a copy of the formal written evaluation report shall be given to the teacher and a conference shall be held between the teacher and the evaluator.
2. Completion of Evaluation Cycle
 - a. The Final Holistic evaluation of a teacher shall be based upon performance that is assessed through evidence gathered during the walkthroughs and formal observations that are conducted for the current school year.
 - b. The evaluation shall acknowledge, through the evidence gathered, the performance strengths of the teacher evaluated as well as performance deficiencies, if any.
 - c. The evaluator shall note evidence of all the data used to support the conclusions reached in the formal evaluation report.
 - d. The Final Holistic Rating evaluation report shall be signed by the evaluator; and the evaluation report shall be signed by the teacher to verify notification to the teacher that the evaluation will be placed on file. The teacher's signature shall not be construed as evidence that the teacher agrees with the contents of the evaluation report.
 - e. The Final Holistic Rating evaluation report shall be completed by May 10, signed by both parties, and filed with the superintendent to be placed in the teacher's personnel file.
 - f. Final Holistic Rating of Teacher Effectiveness
 - The Superintendent or designee shall annually file a report to the Department of Education including only the following information: The number of teachers for whom an evaluation was conducted as well as the number of teachers assigned to each rating.
 - g. A teacher may request the district to provide one (1) copy of all information and documents obtained through the evaluation process.
 - h. All Due Process Rights under this Evaluation Process are contained in the Negotiated Agreement

STANDARDS-BASED SCHOOL COUNSELOR EVALUATION PROCEDURES (OSCES)

School Counselor evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each school counselor and assigning an effectiveness rating based upon school counselor performance and the counselor's assessment on selected student metrics.

- A. Accomplished;
- B. Skilled;
- C. Developing; or
- D. Ineffective.

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually cause to be filed a report to the Ohio Department of Education (ODE) in accordance with requirements mandated by ODE. The Board will utilize the ODE's guidelines for reporting this information.

ASSESSMENT OF SCHOOL COUNSELOR PERFORMANCE (OSCES)

School Counselor performance will be evaluated during formal observations and periodic informal observations. Such performance will be assessed through a holistic process by trained and credentialed evaluators based upon the following Ohio Standards for School Counselors:

- A. Comprehensive School Counseling Program Plan;
- B. Direct Services for Academic, Career and Social/Emotional Development;
- C. Indirect Services: Partnerships and Referrals;
- D. Evaluation and Data;
- E. Leadership and Advocacy; and
- F. Professional Responsibility, Knowledge and Growth.

FORMAL AND INFORMAL OBSERVATIONS (OSCES)

- A. School Counselors shall be evaluated based on at least two (2) formal observations of at least thirty (30) minutes each and informal observations each school year.

B. A high performing school counselor will be evaluated less frequently as follows.

1. A school counselor who receives a rating of "Accomplished" on his/her most recent evaluation may be evaluated every three (3) years, as long as the counselor's metrics for student outcomes for the most recent year for which data is available, is "skilled" or higher. If the determination is made to evaluate every three (3) years, the counselor will nevertheless be provided with at least one (1) observation and conference in any year that such counselor is not formally evaluated.
2. A school counselor who receives a rating of "Skilled" on his/her most recent evaluation may be evaluated every two (2) years, as long as the counselor's metrics for student outcomes for the most recent year for which data is available, is "skilled" or higher. If the determination is made to evaluate every other year, the counselor will nevertheless be provided with at least one (1) observation and conference in any year that such counselor is not formally evaluated.

Evaluations will be completed by May 1st and each school counselor will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

Each school counselor evaluated under this policy shall annually complete a "Self-Assessment" utilizing the Self-Assessment Summary Tool approved by the Board.

Formal Observation Procedure (OSCES)

The observations will not be conducted when school counselors are engaged in counseling activities with students that require confidentiality.

The first formal observation shall be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. The second observation will be unannounced.

Informal Observation/Walkthrough Procedure (OSCES)

The observations will not be conducted when school counselors are engaged in counseling activities with students that require confidentiality.

An informal observation is a formative assessment process that focuses on one (1) or more of the components included in the State-adopted standards.

An informal observation should be of sufficient duration to allow the evaluator to assess

the focus of the observation.

Data gathered from the observation must be placed on the appropriate designated form. Written feedback from observations shall be provided after the observation. The school counselor and/or evaluator may request a face-to-face meeting to discuss observations relative to the identified focus of the informal observation.

- A. Informal observations shall not unreasonably disrupt and/or interrupt the work day.
- B. A final debriefing and completed form must be shared with the employee within a reasonable amount of time.

ASSESSMENT OF STUDENT METRICS (OSCES)

Each year by the tenth day of school the school counselor and evaluator will select student metrics that will be utilized for school counselor evaluations in the areas of academics, career, and social emotional development.

Data from these approved measures of student growth will be scored on four (4) levels, with a score of "1" being the lowest and "4" being the highest.

Final Evaluation Procedures

Each school counselor's performance rating for each of the six (6) standards will be combined with the assessment of student metrics to produce the final summative rating.

The evaluator shall provide that each evaluation is submitted to the school counselor for his/her acknowledgement by written receipt. If signed by the employee, the receipt is to be sent to the Superintendent as soon as received.

PROFESSIONAL GROWTH PLANS AND PROFESSIONAL IMPROVEMENT PLANS (OSCES)

Based upon the results of the annual evaluations conducted in accordance with this policy, each school counselor must develop either a professional growth plan or professional improvement plan as follows:

- A. School counselors with a final summative rating of "Accomplished" will develop a professional growth plan.
- B. School counselors with a final summative rating of "Skilled" will develop a professional growth plan collaboratively with their evaluator.
- C. School counselors with a final summative rating of "Developing" will develop a professional growth plan collaboratively with their evaluator. A building

administrator must approve the professional growth plan.

- D. School counselors with a final summative rating of "Ineffective" will develop an improvement plan with their evaluator. A building administrator must approve the improvement plan.

Professional growth and improvement plans must be completed by the tenth day of school each school year. Improvement plans for a school year typically shall be developed not later than the last day of the previous school year; however, the district may place a school counselor on an improvement plan at any time for deficiencies in any individual component of the evaluation system.

Any counselor who is recommended by their immediate supervisor for an improvement plan based on any single deficiency within the evaluation system will be given the opportunity to have their evaluation reviewed by the Vantage High School Director. This review will include meeting(s) with the recommending supervisor and the staff member being recommended for the improvement plan. The Vantage High School Director will have the discretion to uphold or decline that recommendation based on the outcome of said review. The counselor being recommended for an improvement plan based on any single deficiency within the evaluation system must submit an official request for a review in writing to the Director within five (5) school days of receiving the recommendation. The Director's decision is final and not subject to the grievance procedure.

EVALUATION OF OTHER BARGAINING UNIT MEMBERS

This section applies to bargaining unit member without a mandated standards-based state framework for the evaluation.

1. Within the first 10 days of school of each year, or in the case of a new bargaining unit member, within thirty (30) days of the first day employed, each bargaining unit member shall be notified in writing of the name and position of his or her evaluator if it is someone other than their immediate supervisor.
2. By the fifteenth student day of each year, the assigned evaluator will explain the evaluation procedure, including the forms/instruments to be used and timelines, with the bargaining unit member.
3. A bargaining unit member employed after the school year begins or one reassigned after the beginning of the work year shall be notified by the evaluator of the evaluation procedures in effect. Such notification shall be within two (2) weeks of the first day in a new assignment.
4. The bargaining unit member will be given one copy of all evaluation forms/instruments at the time the evaluation is complete. At that time, the evaluator and bargaining unit member will sign the evaluation. Signature of the bargaining unit

member does not constitute agreement with the final evaluation but, rather, indicates the bargaining unit member received a copy of the evaluation and the results will be filed with the superintendent to be placed in the teacher's personnel file.

5. Bargaining unit members subject to evaluation under this section shall be evaluated at least once annually during the first three years of employment with the District. After three years of employment in the district, bargaining unit members shall be evaluated at least once every three years.

6. The evaluation procedures shall supersede and prevail over the statutory procedures and requirements or ORC 3319.11.

Appendix A: DEFINITIONS FOR OHIO TEACHER EVALUATION SYSTEM 2.0

1. Ohio Evaluation System (OhioES): The electronic system used by the district to report to ODE aggregate final holistic teacher evaluation ratings.
2. Evaluation Cycle: The period of time for the completion of the OTES 2.0 evaluation procedure, which will include pre and post conferences for all formal observations. A minimum of two (2) formal observations and a minimum of two (2) walkthroughs will be done for each evaluation cycle. The evaluation cycle is completed once the holistic evaluation rating has been established for the current school year.
3. Evaluation Factors: The multiple measures that are required by law to be used in the teacher evaluation procedure.
4. Evaluation Framework: The document created and approved by the Ohio Department of Education in accordance with ORC 3319.112(A) that establishes the standards-based framework for the evaluation of teachers.
5. Evaluation Instrument: The forms used by the teacher's evaluator.
6. Evaluation Procedure: The procedural requirements set forth in this document to provide specificity to the statutory obligations established under ORC sections 3319.111 and 3319.112 and to conform to the framework for the evaluation of teachers developed under section 3319.112 of the Ohio Revised Code.
7. Holistic Evaluation Rating: The final holistic evaluation level that is assigned to a teacher based on evaluations that are conducted pursuant to the terms of this document. The holistic evaluation rating is assigned at the conclusion of the evaluation cycle. Each completed evaluation will result in the assignment of one summative evaluation rating to the teacher.
8. Ohio Teacher Evaluation System (OTES 2.0): The teacher evaluation system that is codified under ORC sections 3319.111 and 3319.112.
9. High Quality Student Data (HQSD): data from an assessment instrument that meets all of the following criteria:
 - Align to learning standards
 - Measure what is intended to be measured
 - Be attributable to the specific teacher for course(s) and grade level(s) taught
 - Demonstrate evidence of student learning (achievement and/or growth)
 - Follow protocols for administration and scoring
 - Provide trustworthy results

- Not offend or be driven by bias

10. Teacher of Record: A teacher who

- a. is responsible for assigning the grade to the student, and
- b. is required to have the proper credentials to teach the particular subject/grade level for which he/she has been designated “teacher(s) of record”, and
- c. is responsible for a minimum of fifty percent (50%) of a student’s scheduled instructional time within a given subject or course.

11. Teacher Performance: 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.

12. Teacher-Student Data Linkage (TSDL): 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 value added to that teacher.

13. For the purposes of Evaluation, “days” shall mean school days and not calendar days.

Appendix B: DEFINITIONS FOR OHIO SCHOOL COUNSELOR EVALUATION SYSTEM

1. "OSCES" - Stands for the Ohio School Counselor Evaluation System as adopted by the Ohio State Board of Education, or as otherwise modified by the State Board of Education.
2. "School Counselor"— For purposes of this policy, "school counselor" means an employee who holds a license issued pursuant to O.A.C. 3301-24-05 by the Ohio Department of Education in the area of school counseling and who is assigned to a position in that capacity.
3. "Credentialed Evaluator"- For purposes of this policy, each counselor subject to evaluation will be evaluated by a person who has completed the OSCES training as required by the Ohio Department of Education. The Board will approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.
4. "Evaluation Cycle" – is the period of time for the completion of the evaluation procedure. The evaluation cycle is completed when selected student metrics are combined with the counselor performance ratings resulting from performance assessments on the standards that are conducted for the current school year to assign a summative evaluation rating.
5. "Evaluation Factors"— refers to the multiple measures that are required by law to be used in the school counselor evaluation procedures, including performance on all six (6) areas identified by the standards and the ability to produce positive outcomes using student metrics selected by the Board. School counselors will receive a score in each of the six standards and the student metrics.
6. "Evaluation Framework" – means the standards-based framework adopted by the State Board of Education for the evaluation of school counselors in accordance with ORC 3319.113.
7. "Evaluation Instruments" – refers to the forms used by the school counselor's evaluator as developed locally.
8. "Evaluation Procedure" – the procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under ORC 3319.113 and to conform to the framework for the evaluation of school counselors developed under ORC 3319.113.
9. "Evaluation Rating" – means the final summative evaluation level that is assigned to a school counselor pursuant to terms of this policy. The evaluation

rating is assigned at the conclusion of the evaluation cycle when the school counselor performance rating is combined with the results of student metrics. Each completed evaluation will result in the assignment of one (1) of the following evaluation ratings to Accomplished, Skilled, Developing, or Ineffective.

10. "High Performing School Counselor" - is a school counselor who earns a summative rating of "Accomplished" or "Skilled" on his/her most recent evaluations.
11. "School Counselor Performance" – is the assessment of a school counselor's performance on each of the six State-adopted standards, resulting in a performance rating. As an evaluation factor, the school counselor performance dimension is based on direct observations of a counselor's practice by a credentialed evaluator. Performance results are reported as a performance rating that may be coded as "1" indicating lowest performance to "4" indicating highest performance.
12. "Student Metrics" - the locally determined measure(s) that assess a school counselor's ability to produce positive student outcomes

APPENDIX C: Ohio Teacher Evaluation Timeline for Vantage Career Center

Note: not all steps will apply to all staff.

On or before teacher workday	Staff notified of his/her immediate supervisor (Notified in first 10 days of schools if evaluator is someone other than immediate supervisor)
by 10th school day of year	Staff develop professional growth plan. *Staff designated to create an improvement plan will do so in cooperation with his/her evaluator no later than the last day of the previous school year.
by September 15	Evaluation instructions provided to staff (including form and timelines)
by 10th school day of year	Staff submit High Quality Student Data Verification Form to Supervisor
by 30th school day of year	During the Professional Growth Conference between the teacher and supervisor, all HQSD's are collaboratively reviewed and approved or returned to teacher for revision. All revisions are re-submitted within 10 days.
by end of first semester but not during first two weeks of school	First formal observation--including pre-conference, 30-minute (minimum) observation, and post-conference
at least 15 days after first cycle but before May 1	Second formal evaluation cycle *If required, a third observation cycle may begin at least 10 days after the second but must be completed by May 1.
ongoing during evaluation	At least two unannounced walk-throughs of less than 30 minutes.
by May 1	Evaluation completed
by May 10	Staff receive written results of evaluation including holistic rating, if applicable.
by last day of school	Any staff rated as Ineffective develop Improvement Plan in cooperation with Evaluator

What if I was rated Accomplished in the last OTES 2.0 evaluation cycle?

If you are rated Accomplished in a year you have a full OTES 2.0 evaluation, the following year you will do/have the following.

- Professional growth plan;
- One observation;
- One conference;

What if I was rated Skilled in the last OTES 2.0 evaluation cycle?

If you are rated Skilled in a year you have a full OTES 2.0 evaluation, the following year you will do/have the following.

- Professional growth plan;
- One observation;
- One conference;

APPENDIX D: PROFESSIONAL GROWTH PLAN for TEACHERS

Professional Growth Plan

The Professional Growth Plan helps the teacher identify areas of professional development that will enable the teacher to enhance practice. The teacher is accountable for implementing and completing the plan. The plan must align to any district and/or building improvement plan(s). The Professional Growth Plan is developed annually. It is to be reviewed regularly and updated as necessary based on collaborative conversations between the evaluator and the teacher.

The Professional Growth Plan should reflect the evidence available and focus on the most recent evaluation and observations. The Professional Growth Plan should be individualized to the needs of the teacher. The school or district should provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). The Professional Growth Plan must be clear and comprehensive. It is aligned to the most recent evaluation results and proposes a sequence of appropriate activities leading to progress toward the goals.

Teacher Name: _____ Evaluator Name: _____ ☐ Self-Directed ☐ Jointly Developed ☐ Evaluator Guided
(Accomplished) (Skilled) (Developing)

Choose the Domain(s) aligned to the goal(s).			
<input type="checkbox"/> Focus for Learning		<input type="checkbox"/> Classroom Environment	
<input type="checkbox"/> Knowledge of Students		<input type="checkbox"/> Assessment of Student Learning	
<input type="checkbox"/> Lesson Delivery		<input type="checkbox"/> Professional Responsibilities	
Goal Statement(s) Demonstrating Performance on Ohio Standards for the Teaching Profession	Action Steps & Resources to Achieve Goal(s)	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)	Dates Discussed
Describe the alignment to district and/or building improvement plan(s):			
Comments:			

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.

APPENDIX E: Improvement Plan

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

A written Improvement Plan is to be developed when an educator has a Final Holistic Rating of **Ineffective**. However, districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. The notice requirements for being placed on an Improvement Plan, the components of the plan and the implementation process for the plan may be subject to the terms of a collective bargaining agreement.

The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take corrective actions in the timeline specified in the Improvement Plan, the evaluator may recommend the teacher be dismissed or continue working under the plan.

Section 1: Improvement Statement—List specific area(s) for improvement related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area(s) or Concern(s) Observed	Specific Statement of the Concern(s): Area(s) of Improvement

Section 2: Desired Level of Performance—List specific goal(s) to improve performance. Indicate what will be measured for each goal.

List Goal Statement(s) Indicating Performance on <i>Ohio Standards for the Teaching Profession</i>	Beginning Date	Ending Date	Level of Performance: Specifically Describe Successful Improvement Target(s)

Section 3: Specific Plan of Action—Describe in detail specific actions the teacher must take to improve performance. Indicate the sources of evidence the evaluator will use to document the completion of the Improvement Plan.

Actions to be Taken	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)

Section 4: Assistance and Professional Development—Describe in detail specific supports that will be provided as well as opportunities for professional development.

Section 5: Alignment to District and/or Building Improvement Plan(s)— Describe the alignment to district and/or building improvement plan(s).

Comments:

Date for Improvement Plan to be evaluated: _____

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Evaluation: _____

The Improvement Plan will be evaluated at the end of the time specified in the plan. Outcomes from the Improvement Plan will be one of the following.

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

Comments: Provide justification for recommendation indicated above and attach evidence to support the recommended action.

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.

February 19, 2024

Mr. Turner

Please accept this letter as a formal notification of my intention to resign from my current position as Business and Service Supervisor at Vantage, effective June 30, 2024. This resignation is contingent upon the approval of the Student Operations Supervisor position I accepted at the March Vantage Career Center Board Meeting.

I want to express my sincere appreciation for the opportunity to supervise Student Operations next school year. This opportunity will allow me to grow professionally, expand my skillset and further develop our current practices in student behavior management, PBIS, work-based learning and building safety. I will continue to work closely with our administrative team, staff, students, parents and our community members.

I am committed to ensuring a smooth transition and will work closely with my replacement as they get to know the Business and Service Supervisor position.

Thank you for the continued support. I feel very fortunate to be part of our Vantage team.

Sincerely,

A handwritten signature in dark ink that reads "Paula VanTilburg". The signature is written in a cursive, flowing style.


Paula VanTilburg

February 14, 2024

Dear Mr. Turner and the Board of Education,

Please accept my letter of resignation as the Preschool Head Teacher effective at the conclusion of the 2023-2024 school year, pending the approval of a new contract as the Early Childhood Education/Preschool Director for the 2024-2025 school year.

Sincerely,


Anna Baker

February 1, 2024

Attention: Rick Turner & Angelia Fahy

Please accept my resignation due to retirement as the LPN-RN Transition Program Administrator effective December 15, 2024. At this time, Erin Askins officially meets the qualifications to be a program administrator as set forth in rule 4723-5-10 of the Administrative Code for a registered nursing education program. She will be a true asset to Vantage and the nursing programs.

The controlling agency must notify the Ohio Board of Nursing no later than 45 days following the vacancy and ensure that a qualified individual assumes the role of the program administrator. Erin is qualified and well prepared to take charge of the program and will excel in this position.

I am grateful for the experiences I have had at Vantage and enjoyed being able to be part of the process of developing and opening two nursing programs. I will miss everyone I have worked with and appreciate all the trust and support I have been given.

Best wishes to Vantage and all the wonderful community programs provided.

Sincerely,

A handwritten signature in cursive script that reads "Jean Sullivan". The signature is written in dark ink and is positioned above the printed name.

Jean Sullivan MS, RN

CC: Angie Fahy

Vantage Career Center

818 N. Franklin St.

Van Wert, OH 45891

To Whom It May Concern,

Please accept this letter as formal notice of my resignation from my position as Fire and EMS Programs Coordinator effective March 7th. I appreciate the opportunities I've had during my time here and will ensure a smooth transition. Thank you for your understanding.

Sincerely,

Austin T. Miller

A handwritten signature in dark ink, consisting of a series of fluid, connected strokes that form the name Austin T. Miller.