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MASTER CONTRACT

Between

The Ayersville Local Board of Education

And

The Ayersville Education Association

August 1, 2023 – July 31, 2026

TABLE OF CONTENTS

ARTICLE I - RECOGNITION

A.	Recognition	1
B.	Elections	1
C.	Scope of Bargaining	1
D.	Recognition of Superintendent	1
E.	Recognition of the Board	1

ARTICLE II – PROCEDURES FOR CONDUCTING NEGOTIATIONS

A.	Scope of Bargaining	2
B.	Negotiations Procedures	2
	1. Requests for Negotiations	2
	2. Representatives	2
	3. Information	2
	4. Recesses	3
	5. Item Agreement	3
	6. Schedule of Meetings	3
	7. Observers	3
	8. Agreement	3
	9. Disagreement	3
	10. General	4

ARTICLE III – COMPENSATION AND REIMBURSEMENTS

A.	Salary Schedule	4
	1. Regular Salary Schedule	4
	2. Supplemental Salary Schedule	4
B.	Salary Schedule Placement	5
	1. Degree and Hours	5
	2. Experience	5
C.	Pay Periods	7
D.	Mileage Reimbursement	7
E.	Tuition Reimbursement	7
F.	Payroll Deductions	8
G.	Severance Pay	8
H.	STRS – Pickup Utilizing the Salary Reduction Method	10
I.	Retirement Bonus	11
J.	Personal Leave Bonus	11
K.	Curriculum Enrichment/Innovation	11
L.	Workshop (184 th Day)	12

ARTICLE IV – LEAVES OF ABSENCE

A.	Sick Leave	13
B.	Professional Leave	14
C.	Personal Leave	14
D.	Assault Leave	15
E.	Parental Leave	16
F.	Medical Leave	16
G.	General Provisions	16
H.	Legal Obligations	17

ARTICLE V – FRINGE BENEFITS

A.	Hospital/Surgical/Major Medical.....	17
B.	Medical Waiver Option	19
C.	Group Life.....	19
D.	Dental Insurance	19
	1. Shared Cost	19
	2. Coverage.....	19
	3. Enrollment Period	19
E.	Vision Insurance.....	20

ARTICLE VI – GRIEVANCE PROCEDURE

A.	Definition	20
B.	Purposes	20
C.	Informal Procedures	20
D.	Formal Procedures	21
	Step 1	21
	Step II.....	21
	Step III.....	21
	Step IV	22
E.	General Provisions	22

ARTICLE VII – FAIR TREATMENT AND DISMISSAL

A.	General Provisions	23
B.	Termination of Contract	24
C.	Suspension Pending Termination.....	24

ARTICLE VIII– PUBLIC COMPLAINT PROCEDURE

A.	Complaint Procedure	25
----	---------------------------	----

ARTICLE IX – MULTI-YEAR CONTRACTS

26

ARTICLE X– EVALUATION

A.	Application	27
B.	Classroom Evaluation.....	28
C.	Definitions	28
D.	Formal Evaluation Procedure	30
E.	Evaluators	32
F.	Training	33
G.	Intent to Non-Renew	33
H.	Criteria for Performance Assessment.....	33
I.	Walkthroughs	33
J.	Improvement Plan for Overall Ineffective Holistic Rating	34
K.	Finalization of Report.....	35
L.	Professional Development.....	35
M.	Instructional Coach for Teachers on an Improvement Plan	36
N.	Due Process	37
O.	Personnel Action Requirements	37

ARTICLE XI– WORKING CONDITIONS

A.	Required Meetings or Hearings	37
----	-------------------------------------	----

B.	Instructional Materials and Supplies	37
C.	School Calendar/Work Year	38
D.	Teaching Hours and Load	41
ARTICLE XII – PERSONNEL FILES		42
ARTICLE XIII– FAIR SHARE FEE/MEMBERSHIP		42
ARTICLE XIV – REDUCTION IN FORCE		
A.	Staff Reductions	44
B.	Attrition.....	44
C.	Reduction Other Than By Attrition.....	44
D.	Seniority and Certification.....	44
E.	Recall.....	45
ARTICLE XV – TRANSFER AND VACANCY		
A.	Advertising of Teacher Openings	45
B.	Transfers, Voluntary, and Involuntary.....	45
C.	General and/or Definitions	46
ARTICLE XVI – MANAGEMENT RIGHTS		46
ARTICLE XVII – LABOR MANAGEMENT COMMITTEE		47
ARTICLE XVIII – EFFECT AND DURATION		47
A.	Separability	47
B.	Modification of Agreement.....	47
C.	Duration of Agreement.....	48
D.	Successor Agreement	49
APPENDIX A – Salary Schedule 2023-2024.....		49
	Salary Schedule 2024-2025.....	50
	Salary Schedule 2025-2026.....	51
APPENDIX B - Extracurricular Pay Schedule 2023-2024		52
	Extracurricular Pay Schedule 2024-2025	56
	Extracurricular Pay Schedule 2025-2026	60
APPENDIX C - Professional Study/Graduate Course Approval Application		65
APPENDIX D - Personal Leave Rollover/Payment Form		66
APPENDIX E - Curriculum Enrichment/Innovation Forms		
	APPLICATION	67
	EVALUATION	68
APPENDIX F - Employee Application for Leave		69
APPENDIX G - Health Plans		
	Access +1 Medical Plan	70-75
	HDHP Plan.....	76-81
	Pre-Certification Program	82-90

APPENDIX H – Delta Dental Plan Summary of Benefits	91-92
APPENDIX I - Grievance Report Form	93-94
APPENDIX J - Teacher Evaluation Form (Non-OTES)	95-100
APPENDIX K - Pre-Observation Conference (Non-OTES)	101
APPENDIX L - Post-Observation Conference (Non-OTES)	102
APPENDIX M – Walkthroughs/Informal Observations (OTES 2.0)	
Less Frequent/Off Cycle Walkthrough: Open Ended Form	103
APPENDIX N – Final Holistic Rating of Teacher Effectiveness-Full Evaluation (OTES 2.0)	104
APPENDIX O - Professional Growth Plan (OTES 2.0)	105
APPENDIX P - Improvement Plan (OTES 2.0)	106-108
APPENDIX Q - Teacher Performance Evaluation Rubric.....	109-116
APPENDIX R – Pre-Conference Planning Form (OTES 2.0)	117-122
APPENDIX S – Post-Observation Conference Form (OTES 2.0).....	123-125
APPENDIX T - Ohio School Counselor Evaluation System (OSCES).....	126-133
APPENDIX U - Instructional Coach/Teacher Change Form.....	134
APPENDIX V – <i>This Page Intentionally Blank for Future Use</i>	135
APPENDIX W – 184TH WORKDAY APPLICATION	136
184 TH WORKDAY – EVALUATION	137
APPENDIX X - Head Coach Evaluation Form.....	138-140
APPENDIX Y – Athletic Director Annual Evaluation	141-143
APPENDIX Z - Athletic Director Professional Growth Plan	144
APPENDIX AA – MOU – Gifted Coordinator Supplemental Position.....	145
APPENDIX BB – MOU Planning and Conference Time Substitute Pay.....	147

ARTICLE I RECOGNITION

A. RECOGNITION

The Ayersville Local Board of Education, hereinafter "employer" of "Board" recognizes the Ayersville Education Association hereafter the "Association" as the sole and exclusive bargaining representative, for the purposes of and as defined in Chapter 4117 Ohio Revised Code, for all certified classroom teachers both full and part-time excluding substitute teachers under written contract. The Association recognizes that the Superintendent, Principals, and other Administrative personnel as defined in Chapter 4117 Ohio Revised Code as well as all non-certificated personnel are specifically excluded from the bargaining unit. The Employer recognizes that Association representation will include any newly created position unless employment into the position is governed by Section 3319.02 of the Ohio Revised Code.

B. ELECTIONS

Elections to determine the exclusive bargaining unit representative shall be held in accordance with Section 4117.07 of the Ohio Revised Code.

C. SCOPE OF BARGAINING

Negotiable matters shall be all matters with respect to wages, hours, terms and conditions of employment and the continuation, modification or deletion of any existing provision of a collective bargaining agreement.

D. RECOGNITION OF SUPERINTENDENT

The Association and Board recognize the Superintendent as the chief executive officer and primary professional advisor of the Board.

E. RECOGNITION OF BOARD

The Association agrees that the functions, rights, powers, responsibilities, and authority of the Board as outlined by 4117.08 of O.R.C., not limited or modified by any provisions or terms of this Contract shall remain exclusively those of the Board.

ARTICLE II PROCEDURES FOR CONDUCTING NEGOTIATIONS

A. SCOPE OF BARGAINING

Negotiable matters shall be all matters with respect to wages, hours, terms and conditions of employment and the continuation, modification or deletion of any existing provision of a collective bargaining agreement.

B. NEGOTIATIONS PROCEDURES

1. REQUESTS FOR NEGOTIATIONS

If either of the parties desires to negotiate changes in subject of negotiations as defined in the Scope of Bargaining, it shall notify the other party in writing not earlier than 110 days nor later than 90 days prior to the expiration of the contract. Notification in writing from the Association shall be served on the Superintendent and notification from the Board shall be addressed to the President of the Association. A copy of said notification along with a copy of the existing collective bargaining agreement, shall be sent to the State Employment Relations Board.

Within fifteen (15) days after receipt of such notice, an initial meeting will be held for the purpose of exchanging negotiation packages and establishing a date for the next session.

2. REPRESENTATIVES

Representatives of the Board shall meet with designated representatives of the Association and the parties agree to negotiate in good faith. Representation shall be limited to four (4) representatives each of the Board and the Association and may include one (1) additional consultant for each party.

Neither party in any negotiations shall have any control over the selection of the negotiating or bargaining representatives of the other party.

While no final agreement shall be executed without ratification by both parties, the parties mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations.

3. INFORMATION

The Board shall furnish the Association upon request and in reasonable time, all available public information pertinent to the issues under negotiation. The Association shall reciprocate on like requests from the Board.

4. RECESSES

The chairman of either negotiation team may recess his group for independent caucus at any time. Caucuses shall be of reasonable length, not to exceed fifteen (15) minutes, unless an extension is mutually agreed upon.

5. ITEM AGREEMENT

As negotiation items receive tentative agreement, they shall be reduced to writing and initialed by each party and removed from further bargaining and/or mediation unless mutually agreed.

6. SCHEDULE OF MEETINGS

Until all negotiation meetings are completed, each meeting shall include a mutually agreed time and place for the next subsequent meeting.

7. OBSERVERS

Each party may have up to two (2) observers at any meeting. Said observers are in addition to the regular negotiation teams. Observers have no speaking privileges and shall retain the confidentiality of the negotiations process.

8. AGREEMENT

When agreement is reached on those matters being negotiated, the outcome shall be reduced to writing and submitted to the membership of the Association and Board for ratification. Following ratification, the parties shall then sign the agreement. The resulting agreement shall be binding on both parties.

9. DISAGREEMENT

The following alternate dispute settlement procedure shall replace ORC 4117.14 (C)(2) through 4117.14 (D)(1) as provided for under ORC 4117 (C)(1)(f) in the negotiations for a successor contract.

- a. If agreement is not reached by July 1, either the Board or the Association may declare a state of impasse to exist.
- b. If impasse is declared, the Association and Board shall jointly call upon the services of the Federal Mediation and Conciliation Service to help resolve the impasse.
- c. The Mediator shall meet with both parties and attempt to mediate a settlement up to the expiration date of the contract. With mutual agreement the services of the mediator may be used following the expiration date of the contract.
- d. ORC 4117.14 (D)(2) and provisions thereafter shall then apply.

10. GENERAL

a. Executive Session

Any and all negotiation sessions shall be conducted in executive session unless both parties mutually agree to do otherwise.

b. Final Form

As soon as practicable the Agreement shall be printed with a Table of Contents including all appendices, in booklet form, by the Board and distributed to all bargaining unit members. The Association and the Board each shall be provided ten (10) additional copies for their use. The cost of printing shall be borne equally by the Board and the Association.

ARTICLE III COMPENSATION AND REIMBURSEMENTS

A. SALARY SCHEDULE

1. Regular Salary Schedule

The salary and index of each full-time bargaining unit member covered by this Agreement is calculated according to Appendix A (Pg. 49) from August 1, 2023 to July 31, 2026.

1st year (2023-2024) 3.5% increase on the base

2nd year (2024-2025) 3.5% increase on the base

3rd year (2025-2026) 3.5% increase on the base

Each part-time bargaining unit member shall receive a prorated salary calculated according to the schedule in effect and the number of hours worked.

2. Supplemental Salary Schedule

Bargaining unit members contracted for extracurricular positions will be paid according to Appendix B (Pg. 52-63).

The Board agrees to add an additional (10) extended service days annually to the elementary counselor position and twenty (20) extended service days annually to the athletic director and high school counselor with approval of Superintendent on an as needed basis (one day equals 6.5 hours). Timesheets for extended days must be turned in during the pay period in which work is completed in order to receive payment. Extended days completed before the school year must be completed from July 1 until the first teacher work day. Extended days completed at the end of the school year must be completed after the last teacher work day until June 30. Extended days must be used on non-contract days.

B. SALARY SCHEDULE PLACEMENT

1. Degree and Hours

- a. Bargaining unit members shall be placed annually on the salary schedule according to the highest degree which they have attained. The master's column and beyond must be graduate hours. The Superintendent must pre-approve all additional coursework for placement on the salary schedule. (Appendix C, Pg. 65)
- b. In order to receive a salary placement change during the contract year, the Bargaining unit member must present the original transcript noting successful completion of the course to the central office by September 1. For coursework completed prior to the beginning of the school year, the revised placement on the salary schedule will be retroactive to the first pay of the contract year.

Any other coursework completed or submitted after September 1 may be submitted for a salary placement change by February 1. This salary placement change will be effective and realized with the payroll that follows the pay that includes the first day of February.

2. Experience

- a. All years of teaching service in the Ayersville Local School District, regardless of training level, with each year consisting of at least one hundred twenty (120) days under a teacher's contract;
- b. All years of teaching service in a chartered, non-public school located in Ohio as a teacher certified pursuant to Section 3319.22 of the Ohio Revised Code or in another public school, regardless of training level, with each year consisting of at least one hundred twenty (120) days under a teacher's contract;
- c. All years of teaching service in a chartered school or institution or a school or institution that subsequently became chartered or a chartered special education program or a special education program that subsequently became chartered operated by the state or by a subdivision of other local governmental unit of this state as a teacher certified pursuant to Section 3319.22 of the Ohio Revised Code, regardless of training level, with each year consisting of at least one hundred twenty (120) days;
- d. All years of active military service in the armed forces of the United States, as defined in Section 3307.02 of the Ohio Revised Code, to a maximum of five (5) years. For purposes of this calculation, a partial year of active military service of eight (8) continuous months or more in the armed forces shall be counted as a full year.

e. Re-employment (Retired Teachers)

1. If the Board of Education elects to employ individuals who have retired and are receiving benefits through the State Teachers Retirement System, the conditions set forth in this article shall apply to the employment of these individuals.
2. Years of experience for service credit shall be determined by the Board for placement on the salary schedule. Teacher shall then remain at that step on the salary schedule.
3. Teachers employed pursuant to this provision shall receive one- year limited contracts and shall not be eligible to receive continuing contracts regardless of years of service or license held.
4. Each one-year contract shall automatically expire upon the completion of the year without Board action.
5. It is not necessary for the Board to take formal action not to reemploy the employee pursuant to ORC 3319.11.
6. Returning retirees are not entitled and/or not eligible to receive any severance benefits or retirement incentive programs provided by any collective bargaining agreement in effect between the Board and the Association if the retiree has already benefited from those provisions previously in any collective bargaining agreement.
7. In the event of a reduction in force, the re-employed teacher will not have any bumping rights.
8. Subject to these provisions, re-employed teachers are part of the bargaining unit.
9. No sick leave shall be carried forward from pre-retirement status. Thereafter, sick leave shall be governed according to this Negotiated Agreement.
10. Pursuant to the authority provided by ORC 4417.10, and to the extent that issues addressed in this provision are contrary to or in conflict with Ohio law, the issues addressed in this provision shall supersede and replace the statutory law of Ohio pertaining to that issue.

C. PAY PERIODS

All bargaining unit members will be paid in twenty-six (26) equal installments to be paid every other Friday commencing with the first Friday of the school year after which the individual has earned 1/26 of his/her salary. Supplementals will be paid in the same manner if they are approved by the Board by June 30th. Bargaining unit members must notify the Treasurer by August 1st to participate in this benefit. All others will be paid in one lump sum at the end of the season. Members understand if they resign a supplemental prior to fulfilling their contractual obligation, they may receive an amended W-2.

D. MILEAGE REIMBURSEMENT

Bargaining unit members required in the course of their work to drive personal automobiles shall receive a car allowance paid in accordance with the IRS rate.

E. TUITION REIMBURSEMENT

1. Only bargaining unit members who are under contract with the Ayersville Local School at the time of the scheduled tuition reimbursement, i.e. September, will receive TR. Upon voluntarily leaving the district the certified employee foregoes any TR of the previous school year.
2. The Board of Education will reimburse any bargaining unit member \$230.00 per semester hour to a maximum of \$2,300 per year for graduate hours taken that relate to the field of education and/or in the area of technology, during the period September 1 through August 31 of the contract year. The maximum amount distributed is not to exceed \$23,000 of the contract year. The minimum starting tuition fund shall be \$23,000 each year.
3. Teachers will turn in official transcripts of their hours completed along with proof of payment. Reimbursement will not exceed cost of tuition paid by the teacher.
4. Reimbursement each year will be paid in September for all hours taken during the previous 12 months.
5. If total reimbursement exceeds the amount in the tuition reimbursement fund, payment per hour will be adjusted by dividing the total hours submitted into the total amount in the reimbursement fund.
6. No employee shall utilize the tuition fund in acquiring the Alternate License. Likewise, no employee shall utilize the tuition fund in acquiring his or her provisional license while in the Alternate Educators License program.

F. PAYROLL DEDUCTIONS

The Treasurer is authorized to make the following payroll deductions at the bargaining unit member's request:

1. Insurance
2. Annuities
3. Dues in the United Teaching Profession shall be deducted in equal amounts from the total number of pays, September – May of each year.
4. Charitable Donations

The district may limit the right of an individual unit member to designate the agent, broker, or company to write any deductions by requiring designation by at least five (5) full-time unit members.

If for any reason the Board fails to make a deduction for any employee as above provided, it shall make that deduction from the employee's next pay in which such deduction is normally deducted after the error has been called to its attention (in writing) by the employee. The Association agrees to hold the Board and its designees harmless for any and all errors arising out of the dues deduction procedure so long as there is no willful negligence on the part of the Board and its designee.

All teachers shall be enrolled in a direct deposit program.

G. SEVERANCE PAY

Bargaining unit members will be paid severance pay by the Board of Education at the rate of twenty-five (25) percent of his/her accumulated but unused sick leave or fifty (50) days – whichever is less.

Bargaining unit members with 200 or more unused sick leave days will receive 55 severance days. Members with less than 200 days will receive 25 percent of his/her accumulated but unused sick leave.

Three (3) days of severance will be added provided the bargaining unit member notifies the Superintendent in writing by December 1 of his/her intent to retire at the conclusion of the school year. The bargaining unit member who retires must complete the school year to qualify for those three (3) additional days of severance pay.

1. Each retiring bargaining unit member's eligibility for payment based upon accrued but unused sick leave shall be determined as of the final date of employment and under the following conditions and criteria:
 - a. The bargaining unit member must have had not less than ten (10) years of service with this school district, the state or its political subdivisions;

- b. The bargaining unit member actually terminates his employment with the District and retires;
 - c. The words "retires" or "retirement," as used herein, mean disability or service retirement under any state, municipal, or other political subdivision retirement system in the state;
 - d. If the bargaining unit member is otherwise eligible for retirement, except for the attainment of retirement age, he shall be entitled to payment of accrued but unused sick leave if he attains retirement age during the six (6) month period following the date on which his employment is terminated;
 - e. The bargaining unit member must, at the time of receiving his payment as provided herein, certify that all of the conditions and criteria set forth in this policy have been met, and shall supply such proof of documentation as may reasonably be required.
2. Payment as provided herein shall be made in three (3) equal payments. The first payment shall be made within three (3) weeks after the employee receives their first retirement check from the retirement system. The second payment will be made two (2) months after the first. The third payment will be made two (2) months after the second.

If an employee retires at or after the age of 55, severance payments will be paid directly into a 403(b) account belonging to the eligible employee. Such payment shall be an employer non-elective contribution. No severance shall be paid unless an employee has a 403(b) account into which the payment may be made.

If an employee retires before the age of 55, severance pay will be paid directly to the employee (not into a 403(b) account).

Employees do not have discretion to choose between a cash payment and an employer non-elective contribution into their 403(b) account. If paid into a 403(b) account, severance and other post-retirement payments set forth in this Agreement shall be paid in the shortest period of time possible while staying within the 403(b) contribution limits set forth in the law.

3. The amount of benefit due the retiring bargaining unit member shall be determined by:
- a. Multiplying the bargaining unit member's accrued but unused sick leave up to a maximum of two hundred (200) days by twenty-five (25) percent. Three (3) days will be added if the third paragraph of this section is satisfied.

Five (5) severance days will be added to this calculation if the unit member has accumulated 200 or more days of sick leave.

- b. Dividing the annual salary of the bargaining unit member by the number of required work days to obtain the per diem rate;
 - c. Multiplying the product of "a" above by the bargaining unit member's per diem rate;
4. Receipt of payment for accrued but unused sick leave shall eliminate all other sick leave credit accrued but unused by the bargaining unit member.

H. S.T.R.S. – PICK-UP UTILIZING THE SALARY REDUCTION METHOD

The Board agrees with the Association to STRS "pick-up" utilizing the salary reduction method. Contributions to the State Teachers Retirement System will be paid on behalf of the unit member, at no cost to the Board, under the following terms and condition:

1. The amount to be picked-up and paid on behalf of each employee shall be each member's mandatory contribution on the employee's gross annual compensation. The employee's annual compensation shall be reduced by the amount equal to the amount "picked-up" by the Board for the purpose of State and Federal tax only.
2. The pick-up percentage shall apply uniformly to all members of the bargaining unit.
3. No employee covered by this provision shall have the option to elect a wage increase or other benefit in lieu of the employer pick-up.
4. Payment for all paid leaves, sick leave, personal leave, severance and supplementals including unemployment and workman's compensation shall be based on the employee's daily gross pay prior to reduction as basis (e.g., gross pay divided by the number of days in a teacher's contract).

Each teacher will be responsible for compliance with Internal Revenue Service salary exclusion allowance regulations with respect to the "pick-up" in combination with other tax deferred compensation plans.

If the foregoing "pick-up" provisions are nullified by subsequent Internal Revenue Service rulings, Ohio Attorney General Opinions, or other appropriate governing regulations, the Board and the Association will be held harmless and this article of the Agreement shall be declared null and void.

I. RETIREMENT BONUS

Upon a teacher's retirement after the first year of eligibility under STRS guidelines, the Board will pay to a retiring member of the bargaining unit twenty-five percent (25%) of his/her final average salary as computed for STRS purposes.

Said payment will be made conditioned upon the following factors:

1. A teacher must resign effective at the end of the school year in which 30-33 years of STRS service credit is completed.
2. The retiring teacher must have at least twenty (20) years of service in the Ayersville Local School.
3. The retiring teacher must submit his/her resignation for purposes of retirement effective at the end of the school year. Such resignation must be submitted to the superintendent no later than March 1.

Retirement bonus pay will be made to the bargaining unit member on the same payment schedule as outlined in Section G(2) above. Effective with the 2002-2003 school year, newly hired employees will not be eligible for the Retirement Bonus.

J. PERSONAL LEAVE BONUS

At the end of each year, employees have two (2) options concerning unused personal leave.

- a. At the end of each year, one (1) personal leave day may rollover to the next school year for a maximum of four (4) personal days.
- b. The employee may request compensation for personal leave days at \$115.00 per unused personal days (maximum of 3 days). Less than full-time employees will receive \$57.50. (Appendix D, Pg. 66)

K. CURRICULUM ENRICHMENT/INNOVATION

The Ayersville Local Board of Education and the Ayersville Education Association are committed to provide the very best and most relevant education to the students of the Ayersville School District. To this end, the Board and the AEA have agreed to reward effort by a teacher(s) that would require time beyond the regular school day and/or time beyond the contracted number of school days. It is not the intent of this policy to supplant programs and initiatives that are already in place, but to motivate and reward teachers who involve themselves in curriculum enrichment or innovation that will directly affect classroom activity and performance.

The following guidelines may be helpful:

1. May be applied to planning time associated with implementing a new program, innovation, or other approved topic.

2. A presentation may be made to the staff, the administration, or the Board of Education if mutually agreed upon by both parties.
3. May not be applied to approved professional days, workshops, classes, etc., that total or partial reimbursement for expenses is made.
4. Individual or team applications that would include integrated or multi-grade (cross curriculum) activities are acceptable.
5. The amount of the award would depend on the after-school hours or time spent outside contracted days for planning and/or implementation.
6. Awards for days or partial days will be based on a seven (7) hour per day teacher work day.
7. Awards will be \$125.00 per day with partial days rounded to the nearest tenth. (Example: 16 hours would equal 2.3 days.) A log, developed by the HQSD committee, with dates, time, description of work, and total hours will be submitted with the Evaluation document. Teachers may be awarded up to three (3) days per year. Any work completed after the last teacher work day of the current school year shall be applied towards the next school year.

This is a voluntary program that would require interested teachers to make application to their principal. Approval by the principal and the superintendent will be necessary. Once the application has been submitted, the principal and superintendent will return the application notifying the teacher of approval or rejection collectively within ten (10) working days (total). This deadline will be extended by any absences of the superintendent and administration. Teachers that wish to apply, need to turn in the application by the last day of the school calendar.

Pay will be approved by the superintendent upon receipt of an evaluation at the conclusion of the curriculum enrichment/innovation activity. Once the evaluation has been submitted, the principal and superintendent will approve or reject collectively within ten (10) working days (total). Payment will be completed within two (2) pay cycles of final approval.

Both the application form and the evaluation form can be picked up from your building principal. (Appendix E, Pg. 67-68)

L. WORKSHOP (184th Day):

In addition to three (3) enrichment days and the one hundred eighty-three (183) contracted days, teachers may also attend one (1) live instruction workshop day (184th Day) approved by the Superintendent or designee. (Six hours is equivalent to one day.) No more than two (2) workshops may be combined to reach the required hours. Workshops need to be at least two (2) hours for a partial payment. The Board will pay per diem rate of pay, all mileage and registration fees. This day is optional. Once the application has been submitted, the principal and superintendent will return

the application notifying the teacher of approval or rejection collectively within ten (10) working days (total). This deadline will be extended by any absences of the superintendent and administration. Teachers that wish to apply need to turn in the application by the last day of the school calendar. Any work completed after the last teacher work day of the current school year shall be applied towards the next school year.

Pay will be approved by the superintendent upon receipt of an evaluation at the conclusion of the 184th day. Once the evaluation has been submitted, the principal and superintendent will approve or reject collectively within ten (10) working days (total). Payment will be completed within two (2) pay cycles of final approval.

Both the application form and the evaluation form can be picked up from your building principal. (Appendix W, Page 136-137)

ARTICLE IV LEAVES OF ABSENCE

A. SICK LEAVE

1. Each member of the bargaining unit shall be entitled to sick leave of one and one-quarter (1 1/4) work days with pay for each completed month of service for a total possible of fifteen (15) days per year, cumulative to two hundred twenty (220) days. After twenty-five years of experience, members will be allowed to accumulate up to a maximum of two hundred thirty (230) days.
2. Certified employees without accumulated sick leave shall be advanced five (5) days for the remainder of the current contract year with the provision that such advanced sick leave may be recovered from final settlement with any employee who departs or terminates prior to the completion of the current contract year. Those employees who remain employed by the Board will be allowed to restore advanced sick leave during subsequent years.
3. Bargaining unit members who are absent because of illness are still in the service of the District and accumulate sick leave credit while absent. Bargaining unit members shall qualify for sick leave absences with full pay during any school year for any of the following reasons:
 - a. Personal illness;
 - b. Pregnancy, childbirth, and related medical conditions. (As per Title VII, this also applies to the father of the child being born.)
 - c. Injury (personal);
 - d. Exposure to contagious disease, which could be communicated to others.
 - e. Absence due to illness, injury in the employee's immediate family (ORC 3319.141), which includes spouse, children, parents, employee's sister, brother, grandparents, and a member of the same household.

4. Absence due to illness and injury of the employee's relatives outside of the immediate family will be limited to three (3) school days per year with additional days granted at the discretion of the superintendent in the case of multiple occurrences during a given school year.
5. Absence due to death of the employee's immediate family, which includes spouse, children, parents, or a member of the same household will be limited to ten (10) days per occurrence with additional days granted upon the approval of the Superintendent.
6. For death of relatives outside of the immediate family, absence may be approved not to exceed three (3) school days per occurrence.
7. For death of a close friend, two (2) days per year may be granted with prior approval of the Superintendent.
8. Upon request for sick leave, the bargaining unit member shall furnish a satisfactory signed statement indicating that he/she was absent for one of the qualified reasons above. The specifics of such reason do not have to be given.
9. Notification of accumulated days of sick leave will be stated on each pay notification.
10. Additional information may be required upon request by the administration. (i.e. note from health care provider)

B. PROFESSIONAL LEAVE-

Professional days may be used by bargaining unit members to attend professional meetings relating to their specific teaching area to observe an outstanding classroom program. These days may be granted by the Superintendent. Registration fees and housing for the professional meetings, mileage, per diem and substitute pay will be paid by the Board of Education. A report of the meeting attended will be made to the staff, the administration or the Board of Education if desired. Professional leave will be limited to three bargaining unit members in any one building per day. The Superintendent may approve additional members.

C. PERSONAL LEAVE

1. At the beginning of each school year each teacher shall be credited with three (3) personal days. The purpose of these days is for teachers to be able to transact necessary and personal business or attend to affairs of a personal nature, which cannot be conducted outside the regular school day.
2. A teacher planning to take a personal leave day or days shall notify his/her principal on the appropriate digital service which reflects Appendix F, Pg. 69. Notification to use a personal leave day shall be made at least forty-eight (48) hours in advance except in case of an emergency to the building principal. If digital service is unavailable, teachers must call the building principal.

3. Personal leave cannot be used during the following times unless the specific reason is identified by the teacher and approved by the Superintendent.
 - a. First two weeks of school.
 - b. Last two weeks of school.
 - c. The day before or the day after any and all vacation periods.
 - d. On three consecutive workdays.
4. Personal leave will be limited to five (5) teachers on any one day, unless a specific reason is identified by the teacher and approved by the Superintendent.

D. ASSAULT LEAVE

1. Any teacher who is absent from employment due to disability resulting from an attack upon said teacher which occurs in the course of said teacher's employment with the Board of Education shall be granted up to twenty (20) working days assault leave which shall not accumulate from year to year. During the assault leave, the teacher shall be maintained on a full pay status.
2. Assault leave will not be granted under this policy unless the teacher in question: a.) signs a written statement justifying the granting and use of assault leave, on forms to be provided by the Board; b.) provides a certificate from a licensed physician stating the nature and probable duration of the disability and the necessity of absence from regular employment; c.) agrees to testify and cooperate in the prosecution of any juvenile or criminal proceedings that may be brought against the one responsible for the assault.
3. Falsification of either the aforesaid-signed statement or the physician's statement shall be grounds for suspension or termination of employment under Ohio Revised Code, Section 3319.16.
4. Assault leave provided hereunder shall not be charged against sick leave earned or earnable under Section 3319.141 of the Ohio Revised Code or leave granted under rules adopted by a Board of Education pursuant to Section 3319.08 of the Ohio Revised Code.
5. Any eligible benefits under the worker's compensation program of the State of Ohio would be utilized before provisions of the above become effective. The Board will pay the difference between worker's compensation and the Affected bargaining unit member's per diem rate.

E. PARENTAL LEAVE

1. A member of the bargaining unit who gives birth or adopts and/or assumes legal custody of a child under five (5) years of age shall be granted leave of absence without pay for a period not more than one (1) year.
2. Application for the leave shall be in writing and shall contain a statement of the expected date of birth, or the date of obtaining custody, the date on which the leave is to commence and the intended date of return to service. The application for the leave shall be submitted to the Superintendent at least (30) days prior to the commencement of the leave if at all possible.
3. Upon return to service at the expiration of such leave the bargaining unit member shall resume the contract status, which he/she held prior to such leave. In the event of reduction in force, the provisions of reinstatement shall be subject to the reduction in force agreement.
4. Upon notifying the Superintendent by April 1 of the preceding school year, a one-year extension of this leave may be granted.

F. MEDICAL LEAVE

A leave of absence without pay for a period of up to two (2) years shall be granted upon medical documentation of the need thereof.

1. The bargaining unit member shall supply statement from a physician specifically stating in terms of months, weeks, and/or days, the period of time the bargaining unit member will be unable to return to work because of illness.
2. If a bargaining unit member has been granted a leave of absence without pay for less than two (2) years and requests an extension of that leave of absence, then the Board will grant the request as long as the total time of the leave does not exceed two (2) years.

G. GENERAL PROVISIONS

1. Consistent with the Family Medical Leave Act, bargaining unit members on any approved unpaid leave may continue all of their group benefits for the duration of said leave providing they reimburse the Board for the portion of the premium costs not previously paid for by the Board. Those individuals on any approved unpaid leave not associated with the Family Medical Leave Act may continue all of their group benefits for the duration of said Leave providing they reimburse the Board for the premium costs. Those Individuals on paid leaves shall have their premium costs paid by the Board pursuant to the related sections of the Contract.

2. Should a bargaining unit member deem it necessary to request that an approved leave of absence be adjusted or terminated prior to the expected date of termination, he/she should immediately make said request to the Superintendent. The Superintendent will make reasonable efforts to accommodate the request of the teacher.
3. In order to maintain contract status, the employee who has been granted a leave of absence must inform the Board by April 1 of his/her intention to resign, work or request an additional leave for the following year. Failure to do so may result in termination of the employee's contract.
 - a. The Family and Medical Leave Act of 1993 (FMLA) requires that all eligible employees be allowed up to twelve (12) work weeks per year of unpaid leave. Paid sick leave will run concurrently with FMLA. For additional information see the district Treasurer.

To determine eligibility for FMLA, information from your health care provider may be required.

H. LEGAL OBLIGATIONS

In the case of jury duty, or when subpoenaed by a court, the Board will grant a leave for legal purposes. Pay for days of such absences shall be based on the difference between such bargaining unit member's regular compensation and the remuneration received for serving as a juror.

ARTICLE V FRINGE BENEFITS

A. HOSPITAL/SURGICAL/MAJOR MEDICAL

1. The Board shall purchase from a carrier licensed by the State of Ohio hospital/surgical/major medical insurance coverage for each member of the bargaining unit and his/her family.

Coverage plans will be Access + 1A (Traditional PPO), (an NBHP plan) or high deductible plan (HDHP).

Funding for the initial year's HSA will be as per item 4a listed below. Subsequent years will be funded per the schedule listed in item 4. HSA contributions will begin the first full month following employment.

2. The Board will pay full-time bargaining unit members' following percentage of premiums per calendar year:
 - a. 90% Family/Single – Traditional PPO
 - b. 95% Family/Single – High Deductible Health Plan (HDHP)
3. Bargaining unit members whose contract starts on or after August 1, 2022 will only be offered the High Deductible Health Plan (HDHP).
4. The Board will match monthly contributions made to Health Savings Accounts (HSA) for bargaining unit members who choose to participate in the HDHP plan to a maximum of \$100.00 per month and \$50.00 per month for single plans.

No partial months will be funded. HSA funding will begin the first day of the month following the beginning of employment or the month immediately following the effective day of enrollment.

- a. The Board will deposit a one-time contribution in January 2024, 2025, and 2026 for all newly enrolled bargaining unit members in the HDHP in the following amount with no match required.
 - i. \$2,000.00 – Family
 - ii. \$1,000.00 – Single
 - b. The Board will deposit a one-time contribution in January 2024, 2025, and 2026 for all previously enrolled bargaining unit members in the HDHP plan in the following amount with no match required.
 - i. \$1,000.00 – Family
 - ii. \$ 500.00 – Single
5. The Board will pay 50% of the unit member's family monthly premium and 50% of the unit member's single premium for unit members who work less than full-time but more than three (3) hours per day.
6. Unit members must work a minimum of three (3) hours per day to receive health care benefits.
7. Benefits – Health insurance benefits are listed in Appendix G. (Pg. 70-90)
8. Enrollment Period – The Access + 1A and HDHP plans have annual open enrollment in the fall that take effect January 1. All other changes have to be a qualifying event.

B. MEDICAL WAIVER OPTION

Bargaining unit members may waive their right to medical insurance and may elect to receive a waiver (opt out). The waiver shall be offered in the context of Section 125 of the internal revenue code and all rules pertaining to it. Bargaining Unit members who are eligible for the health insurance opt out as provided by the district shall inform the Treasurer of their intent during Section 125 open enrollment. These members shall then receive opt out not to exceed \$2,000. This opt out will be granted each year so long as the individual is not reinstated in the Board medical plan.

Once a bargaining unit member opts out of the insurance and accepts such waiver, the bargaining unit member understands they cannot be reinstated into the district's insurance plan unless that person has a life altering event such as, but not limited to: marriage, retirement, loss of coverage from another carrier, death, etc.

C. GROUP LIFE

The Board shall purchase from a carrier licensed by the State of Ohio, group Term life insurance for each certificated employee in the amount of \$40,000. The full cost of this program and any increases thereof, shall be paid by the Board.

D. DENTAL INSURANCE

1. Shared Costs

Dental insurance will be made available to members of the bargaining unit. The Board will pay one hundred (100) percent of the cost per month per bargaining unit member.

2. Coverage

Coverage is as follows:

After a deductible amount, the plan will pay a percentage of the Reasonable and Customary Fees charged by a dentist. These two features provide for a sharing of cost by the dental plan and the insured person.

The deductible and co-insurance percentage that applies to each category of expense is illustrated as follows on Appendix H page 91-92.

3. Enrollment Period

Dental insurance will have an annual enrollment period for bargaining unit members, except for qualifying events.

E. VISION INSURANCE

The Board shall provide vision/optical insurance as listed below for each bargaining unit member. The Board shall pay 100% of the premium cost for each plan.

NBHP VISION INSURANCE OPTION III

\$10 Total Co-payment

Exams every 12 months

Lenses every 12 months

Frames every 24 months

ARTICLE VI GRIEVANCE PROCEDURE

A. DEFINITION

A "Grievance" is defined as a claim by a bargaining unit member, group of bargaining unit members, or Association [hereafter called the grievant] that there has been a violation, misinterpretation or misapplication of any provision of this Master Agreement.

B. PURPOSES

The following purposes are presented as a framework from which the grievance procedures hereinafter set forth have been developed, and according to which they are to be conducted:

1. To secure, at the lowest possible administrative level, equitable solutions to grievances which arise from time to time. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
2. To ensure that a complaint is considered fairly, with all due speed, and without prejudice or reprisal.

C. INFORMAL PROCEDURE

In the event that the grievant believes there is a basis for a grievance, he may first discuss the alleged grievance with the immediate administrative person who has the authority to bring about a resolution of the alleged problem. Said discussion may be held confidentially and personally by the grievant, and/or his Association representative.

D. FORMAL PROCEDURES

STEP I

No later than twenty-five (25) working days after the grievant could reasonably be expected to know about the occurrence of the alleged violation giving rise to the grievance, the grievant may submit to the building principal, who has the authority to bring about a resolution of the alleged problem, a completed and signed STEP I grievance. A copy of the completed form shall be given to the grievant and to the Association. Within five (5) school days of receipt of the Grievance Report, the administrator shall meet with the grievant and/or his Association representative in an effort to resolve the grievance. The administrator shall indicate in writing his disposition to the grievant and the Association within five (5) school days after such meeting.

STEP II

If the grievant is not satisfied or if no disposition of the grievance has been made within the time limits set forth in STEP I, the grievant, and/or the Association representative shall within ten (10) school days complete a written Grievance Report Form, STEP II, and submit the same to the Superintendent. Within ten (10) school days the Superintendent and/or his designated representative shall meet with the grievant and/or his Association representative. Within five (5) school days of the meeting, the Superintendent shall indicate in writing his disposition, and forward a copy thereof to the grievant, the Association, and Administrator(s) involved.

STEP III

A Board Level III will be added following the Superintendent Level II and before Arbitration Level IV. Board Level III is voluntary, and the grievance may be moved directly to Level IV.

All other steps and current language pertaining to the current grievance process will remain in effect.

The Board Level III will consist of the following:

1. If the grievance is forwarded to the next level and in the event the grievance is not satisfactorily settled in the preceding level it may be submitted to the administrative office for hearing to the Board of Education (BOE).
2. Referral to the BOE Level III shall be done within ten (10) days after receiving the decision of the Superintendent.
3. Within ten (10) school days, two (2) BOE members, the Superintendent, the individual grievant (when applicable), and three (3) AEA members will meet to hear the grievance.
4. Additional time for review or additional representation maybe requested by either party for a subsequent meeting.
5. The Board shall render their decision and reasons in writing to all parties within twenty (20) school days. The board members involved in the grievance hearing have the authority to settle the grievance.

STEP IV

If the grievant and/or Association is not satisfied with the disposition of the Superintendent, or the disposition at the Board level, or if no disposition has been made within the above stated time limits in STEP II or STEP III (depending on the last step utilized), the grievant and/or Association representative may within ten (10) school days submit the grievance to an impartial arbitrator by filing with the Superintendent a request for arbitration. A request for a list of seven (7) arbitrators shall be submitted to the American Arbitration Association in accordance with its rules, which rules shall likewise govern the arbitration proceeding. The arbitrator shall have no power to alter, add to, or subtract from the state policies and rights herein contained, and his award shall be final and binding upon the parties. The fees and expenses of the arbitrator shall be paid by the losing party.

E. GENERAL PROVISIONS

1. Grievances that relate to more than one building shall commence at STEP II.
2. The time limits provided for in this Article shall be strictly observed but may be extended by written agreement of the parties. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship to any party, the Superintendent shall use his best efforts to process such grievance prior to the end of the school term or as soon thereafter as reasonably possible.
3. Nothing herein contained shall be construed to limit the right of an individual teacher to discuss a personal complaint with a supervisory person without recourse to grievance procedure except that the Association will be informed of any results that affect the Agreement.
4. The grievant may be represented at all stages of the grievance procedure by any person of his own choosing. When the grievant is not represented by the Association, the Association shall be notified by the Administration that a grievance has been filed and have the right to have its representative present to state the views of the Association at all stages of the grievance procedure.
5. No reprisal of any kind shall be taken by or against any participant in the grievance procedure by reason of such participation.
6. A teacher engaged during the school day on behalf of the Association with any representative of the Board in any professional grievance, including arbitration, shall be released from regular duties during such participation without loss of salary.
7. Hearings and conferences under this procedure will be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses entitled to be present.

8. The Association shall have the exclusive right to determine whether the grievant may proceed to the arbitration step of the procedure.
9. If at any time during the grievance procedure the grievant and/or Association does not meet the time limitations as stated above, the grievance is considered waived. Likewise, if the Administration or Superintendent does not meet its time limitations, the grievance is sustained.

Note: See Appendix I, Pg. 93-94 for appropriate forms.

ARTICLE VII FAIR TREATMENT & DISMISSAL

A. GENERAL PROVISIONS

Whenever any bargaining unit member is required to meet with any employer representative concerning any matter which could adversely affect the employee's status, the employee shall be given reasonable, prior, written notice of the time and nature of the meeting and shall be entitled to have present an Association representative.

After the fourth limited contract no bargaining unit member shall be discharged, officially reprimanded, suspended or non-renewed without due process and substantiated unsatisfactory evaluations. Any such action shall be subject to the grievance procedure set forth in the Agreement.

Formal reprimand or discipline of a teacher by an administrator for violation of reasonable Board regulations or rules, for reasons related to the bargaining unit member's professional performance or for other reasons that would inhibit the effectiveness of the bargaining unit member, shall be made in writing by the administrator making the charge or imposing the disciplinary action.

Prior to any formal action, the teacher shall be informed of his right to representation of his choice at the meeting in which the disciplinary action is to take place.

Said teacher shall have the right to present evidence and/or witnesses and to otherwise respond to the allegations brought against him.

Failure of the bargaining unit member to adhere to reasonable rules and regulations will result in the following procedure for disciplinary action.

First Offense – Verbal reprimand by the bargaining unit member's administrator. This verbal reprimand will be recorded but if no further infraction occurs, the record will not be placed in the employee's file.

Second Offense – The bargaining unit member will be notified at least two school days in advance of a conference regarding the second offense. A written reprimand will be given to the bargaining unit member during this conference. The bargaining unit member shall have the right to request that an association representative of

his/her choosing be present at the conference. The bargaining unit member will be asked to sign as proof of receiving the written reprimand. A copy will be dated and placed in the bargaining unit member's file.

Third Offense – Two-day suspension. A bargaining unit member who continues behaviors necessitating the use of this provisions for reasons related to the bargaining unit member's professional performance or for other reasons that would inhibit the effectiveness of the bargaining unit member's work will, after the third occurrence, be suspended for two (2) workdays with or without pay. The bargaining unit member will be notified at least two school days in advance of a conference regarding the third offense. The bargaining unit member shall have the right to request that an association representative of his/her choosing be present at the conference. Upon return from suspension the bargaining unit member, principal, superintendent, and association representative will meet to discuss and to design a specific course of corrective action. Association representative will not assist in designing the specific course of corrective action.

Severe Offense – If the violation is severe enough to warrant immediate discipline at Step Two or Three (violations such as theft, sexual harassment or misconduct during working hours, physical violence, or other offenses involving gross misconduct), the above disciplinary steps may be waived, and the Superintendent may suspend a bargaining unit member for up to three (3) days with or without pay pending investigation of the charges.

Within five (5) days a hearing will be scheduled with the bargaining unit member, his/her representative, and the Superintendent, to respond to the charged violations. If after hearing all testimony the superintendent decides not to implement disciplinary action against the bargaining unit member, the written reprimand and/or notice of suspension will be removed from the bargaining unit member's file, and the member will return to his/her contractual duties.

B. TERMINATION OF CONTRACT

The termination of a contract during the term of such contract, shall be only for those grounds as set forth in Section 3319.16, Ohio Revised Code. The procedures for termination of a contract shall be as prescribed by Section 3319.16.

C. SUSPENSION PENDING TERMINATION

A teacher suspended without pay pursuant to Section 3319.16, Ohio Revised Code, shall be paid his full salary for the period of suspension if, after the hearing, the decision of the Board of Education is against termination.

ARTICLE VIII PUBLIC COMPLAINT PROCEDURE

A. COMPLAINT PROCEDURE

COMPLAINTS AGAINST BARGAINING UNIT MEMBERS

1. Community and school communication ideally should be such that most complaints may be resolved through a pre-arranged personal conference with the bargaining unit member and the complainant. If such conferences do not lead to understanding and resolution of problems involved, a complainant may pursue further action by submitting a written complaint against a professional staff member to the principal of the school. The principal will give a copy to the professional staff member. If the individual(s) refused to submit the complaint in writing, then the matter will be considered closed.
2. Further action concerning the complainant will be initiated by the following procedures.
 - a. If requested by the complainant or the professional staff member, a meeting involving the professional staff member and a representative if so desired, the principal and the complainant will be arranged at a mutually convenient time to discuss the complaint.
 - b. If it is still unresolved, it may be appealed to the Superintendent.
 - c. If it is still unresolved, the issue may be appealed to the Board.
3. Miscellaneous
 - a. Complaints will not be placed in a bargaining unit member's personnel file.
 - b. The bargaining unit member shall have the right to a representative of his/her choosing at each step of this procedure.
 - c. The chain of appeal as outlined in Section 2 shall be followed in order. Any complaints received at an upper level (Superintendent and/or Board) shall be referred back to the appropriate level.

ARTICLE IX MULTI-YEAR CONTRACTS

- A.** The Board of Education agrees that after a teacher successfully completes two one-year limited contracts, the Superintendent will recommend a two-year limited contract to that teacher.

After a teacher successfully completes a two-year limited contract, the Superintendent will recommend a three-year limited contract to that teacher.

Successive contracts will continue to be three-year contracts.

Continuing contracts may be issued mid-limited contract if qualified and with prior approval of the Superintendent.

If the member's final summative evaluation is ineffective, a contract recommendation of less than what is stated above may be recommended by the Superintendent.

B. CONTINUING CONTRACTS

1. Any teacher employed by the Board who will become eligible for a continuing contract for the succeeding school year, and/or at the expiration of the current limited contract, shall provide written notice to the Superintendent that the staff member is eligible for a continuing contract no later than December 15th of the school year in which they become eligible. Notice received after December 15th shall not serve as the notice required by this section for the following school year.
2. A teacher becomes eligible upon satisfaction of one of the following:
 - Teacher is employed by the Board for a period of two years and the teacher has previously attained continuing contract status in another Ohio public school district.
 - Teacher has worked in the School District for three of the last five years and has a professional certificate/license.
 - a. If the teacher held his/her master's degree at the time of the issuance of the initial license, the teacher has started and completed six semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of the certificate or license; or
 - b. If the teacher did not hold a master's degree at the time of the issuance of the initial license, the teacher has started and completed thirty semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of the certificate or license.

3. Upon receiving the notice from a member that he/she is eligible for continuing contract and after having completed the evaluations of the member as required by Article X, if the Board or the Superintendent believes that the member is in need of further professional development, the Superintendent may recommend the issuance of a one (1) year extended limited contract to the member. If the Superintendent intends to recommend an extended limited contract, the Superintendent must advise the member, in writing, of the reasons for this recommendation and shall meet with the teacher upon the member's request.
4. In the event the administration fails to complete the evaluations as stipulated in Article X of the master agreement, the teacher will receive a successive contract as stipulated under section I. of this article. (Article IX.)
5. A member may withdraw their request for continuing contract at any time prior to Board action on their contract renewal.
6. The provisions of this section are intended to, and shall supersede and replace any conflicting provisions of Ohio Revised Code sections 3319.07, 3319.08, 3319.11, 3319.111, 3319.22, Chapter 3301-24 of the Ohio Administrative Code and any and all other provisions of the Ohio Revised Code or Ohio Administrative Code governing the issuance and granting of continuing contracts.

ARTICLE X EVALUATION

A. APPLICATION

1. The Ohio Teacher Evaluation System (OTES 2.0) evaluation procedure contained in this agreement applies to the following employees of the District:
 - a. Teachers working under a license issued under sections 3319.22, 3319.26, 3319.222 or 3319.226 of the Ohio Revised Code who spend at least fifty (50) percent of their time providing student instruction.
 - b. Teachers working under a permanent certificate issued under section 3319.222 of the Ohio Revised Code as it existed prior to September 2003 who spend at least fifty (50) percent of their time providing student instruction.
 - c. Teachers working under a permanent certificate issued under section 3319.222 of the Ohio Revised Code as it existed prior to September 2006 who spend at least fifty (50) percent of their time providing student instruction.

- d. Teachers working under a permit issued under 3319.301 of the Ohio Revised Code who spend at least fifty (50) percent of their time providing student instruction.
2. All other members except school counselors not covered under a - d above, shall utilize the non-OTES form found within this Agreement. N/A or not observed areas shall not be used as an area of improvement or bring harm. All evaluation timelines and processes shall be the same for all bargaining unit members as applicable. See non-OTES form(s) Appendix J, K, and L (Pg 95-102).
3. The Athletic Director is not subject to the OTES nor OSCES evaluation system therefore will receive an annual evaluation by the High School Principal using the forms found in Appendix Y and Z (Pg 141-144).
4. All head coaches will receive an evaluation at the completion of their respective session. The evaluation will be completed by the Principal and/or Athletic Director keeping in mind that bargaining unit members will not evaluate other bargaining unit members. Head coaches will be responsible for evaluating their staff. See Head Coach Evaluation Form Appendix X (Pg 138-140).

B. CLASSROOM EVALUATION

1. There will be classroom observation of the work performance of a teacher for the purpose of a formal written evaluation to assess the employee's teaching performance, to help the employee to achieve greater effectiveness in performance of the teaching assignment and to constitute the basis for personnel decisions including reassignments, continuing contract status, limited contract renewal, limited contract non-renewal or termination.

C. DEFINITIONS

1. Ohio Teacher Evaluation System (OTES): The teacher evaluation system that is codified under sections 3319.111, and 3319.112 the Ohio Revised Code.
2. Ohio School Counselor Evaluation System (OSCES): The Evaluation system for school counselors that is codified under section 3319.113 of the Ohio Revised Code. Counselors will utilize the Ohio School Counselor Evaluation System. Counselors will be evaluated on the duties assigned to them by the district. The Counselor evaluation process, timelines and procedures will be the same as the OTES for teachers.
3. Evaluation Rubric: The document created and approved by the Ohio Department of Education (ODE) in accordance with section 3319.111(A) of the Ohio Revised Code that establishes the standards-based framework for the evaluation of teachers and counselors developed under section 3319.112 or 3319.113 of the Ohio Revised Code. (OTES Appendix Q, Pg. 109, OSCES Appendix T, Pg. 126)

4. Evaluation Procedure: The evaluation procedure will be the procedural requirements set forth in this agreement to provide specificity to the statutory obligations established under sections 3319.111, 3319.112 and 3319.113 of the Ohio Revised Code and to conform to the framework for the evaluation of teachers and counselors developed under section 3319.112 or 3319.113 of the Ohio Revised Code.
5. Evaluation Factors for Counselors: The two factors, which are required by law and weighted equally, are student metrics at fifty (50) percent and counselor performance at fifty (50) percent.

Evaluation Factors for teachers: The elements required by Ohio Revised Code and this Agreement to be used in the teacher evaluation procedure.

6. Teacher Performance: The assessment of a teacher during the evaluation cycle, which is based upon the educator professional standards, and reported using the rubric. As an evaluation factor, the teacher assessment is based on direct observations and walkthroughs that are performed by a credentialed evaluator, as well as the evidence collected in the Teacher Evaluation Portfolio if presented by teacher. (See Appendix V, Pg. 135) Portfolio is due to the credentialed evaluator by April 1.
7. High-Quality Student Data (HQSD): Information derived from instruments reviewed which provides evidence of student learning that can be directly attributed to the teacher being evaluated. HQDS must be used as evidence in any component of the evaluation related to the following:
 - Knowledge of the students to whom the teacher provides instruction.
 - The teacher's use of differentiated instructional practices based on the needs or abilities of individual students.
 - Assessment of student learning.
 - The teacher's use of assessment data.
 - Professional responsibility and growth.
8. Evaluation Rating: The final, holistic evaluation rating that is assigned to a teacher based on evaluations that are conducted pursuant to the terms of this agreement. The evaluation rating is assigned at the conclusion of the evaluation cycle.

Counselor's evaluation rating is a combined rating with the results where fifty percent (50%) of the evaluation rating is based on student metrics outcomes and fifty percent (50%) of the evaluation rating is based on a counselor performance rating.

The evaluation rating will result in the assignment of one of the following evaluation ratings: Accomplished, Skilled, Developing or Ineffective. (Appendix N, Pg. 104)

9. Evaluation Instrument: The forms provided through the OTES and OSCES evaluation procedures as provided by Ohio Department of Education and this agreement.
10. Teacher of Record:
 - a. Is/Are responsible for assigning the grade to the student.
 - b. Is/Are required to have the proper credentials to teach the particular subject for which he/she has been designated "teacher(s) of record(s)."
 - c. Is/Are responsible for a significant portion of a student's instructional time within a given subject or course:
 1. Minimum of 51% co-teaching;
 2. Minimum of 31% team teaching (classroom teacher(s));
 3. Minimum of 31% interventionist(s) (example: Title One and special education)
11. Linkage: The process of connecting the teacher (s) of record [based upon above definition] to a student's and/or defined group of students' achievement scores. Administration will notify teacher if administration changes linkage for the teacher.
12. Metrics of Student Outcomes: A measurable, long-term growth target that a counselor may set at the beginning of the year for students or for subgroups of students over a given interval of time.

D. The following formal evaluation procedure will be followed:

1. Each observation will include the current OTES Rubric or OSCES Rubric and shall include a pre-observation in-person conference between the teacher or counselor and the credentialed evaluating administrator and will take place prior to each observation unless the employee and administrator agree to waive the pre-conference.
2. The Pre-Observation Conference Form will be completed by the employee and submitted to the evaluator at least one (1) day prior to the meeting. (Appendix R, Pg. 117)
3. The credentialed evaluating administrator will perform two (2) observations no less than 30 minutes each in length to support the written evaluation.
4. A post-observation in-person conference will take place between the teacher/school counselor within ten (10) working days (unless an extension is mutually agreed upon by both parties) and the credentialed evaluating administrator after each observation at which time the administrator will review the teacher performance evaluation rubric. (Appendix Q, Pg. 109-116) The

Post-Observation Conference form shall be used during the conference. (Appendix S, Pg. 123) These timelines are automatically extended by either the absence of the teacher or evaluator by the same number of days of the absence(s).

5. In no event shall the teacher fail to receive the Teacher Performance Evaluation Rubric later than one (1) day before such conference unless an extension is mutually agreed to otherwise by the teacher and evaluator. No such evaluation rubric will be submitted to the central office, placed in the teacher's file, or otherwise acted upon without prior conference with the teacher. No teacher will be required to sign a blank or incomplete form. These timelines are automatically extended by either the absence of the teacher or evaluator by the same number of days of the absence(s).
6. The Teacher Evaluation Portfolio, if presented by the teacher, will be used as supporting evidence in the Teacher Performance Evaluation Rubric by the evaluator.
7. During a full cycle evaluation, teachers or school counselors will be granted at least 20 working days to correct identified areas for improvement prior to the next observation. If after the second formal observation, an employee's performance is found with areas of improvement to the extent that adverse personnel action may result, a third observation shall be conducted.
8. Teachers will be given a copy of the written final holistic evaluation rating prepared by their credentialed evaluator. The teacher and evaluator will have a conference to discuss the final holistic evaluation rating no later than May 10.
9. Should a teacher desire an additional observation by a properly qualified credentialed evaluator other than his/her immediate supervisor, the request should be made to the Superintendent of Schools. The Superintendent may assign another qualified credentialed evaluator from the qualifying list.
10. Any evaluation with a final holistic evaluation rating of ineffective must be accompanied by a written improvement plan.
11. All observations will be completed no later than May 1 of each year and each teacher will receive the Final Holistic Rating of Teacher Effectiveness no later than May 10.
12. A teacher who is on leave from the school district for 50% or more of the school year will not be evaluated under OTES.
13. A teacher who submits a notice of retirement and that notice has been accepted by the Board not later than the first day of December, shall not be subjected to an evaluation otherwise scheduled to be conducted.
14. A teacher participating for the first time in the Resident Educator Summative Assessment (RESA) will complete a less frequent observation cycle.

15. The Board shall evaluate each teacher assigned an evaluation rating of "Accomplished" on the teacher's most recent evaluation conducted under this article once every three (3) school years.

The Board shall evaluate each teacher assigned an evaluation rating of "Skilled" on the teacher's most recent evaluation conducted under this article once every two (2) school years.

Off-year (less frequent) observations conducted for teachers whose final holistic evaluation rating is accomplished and skilled shall be one observation followed by a conference except for the exemption below. The conference will also include a discussion of the teacher's progress on their PGP. (See Less Frequent Observation Form - Appendix M, Pg. 103)

This exemption does not apply in a year in which the employee's limited contract is expiring.

16. The District will develop a list at the beginning of the year with the bargaining unit's type of evaluation, full OTES, less frequent, or non-OTES evaluation and reason for evaluation. The list will be prepared and provided to the Association no later than October 15.

E. EVALUATORS

1. The person who is responsible for assessing a teacher's performance shall be:
 - a. The teacher's credentialed evaluator for those teachers with a rating of ineffective or developing on their most recent evaluation, the evaluator shall be the teacher's immediate supervisor.
 - b. A skilled or accomplished teacher in a full cycle evaluation will be evaluated by a credentialed evaluator mutually agreed upon or their immediate supervisor. Off cycle evaluations will be assigned to a credentialed evaluator. A qualifying list will be provided by the Superintendent that will include but is not limited to the building principals and Superintendent.
 - c. Purchased service staff will not evaluate employees.
2. All teachers will be notified of their credentialed evaluator no later than October 1st of that school year. In the event a teacher is hired after this time, the credentialed evaluator will be determined and the teacher will be informed of the credentialed evaluator. The evaluation process will not take place until notification has taken place.
3. The evaluator shall not be a bargaining unit member.

F. TRAINING

1. Written instructions and training on the teacher evaluation procedure will be provided for all new teachers by September 30th and shall include the tools, processes, methodology, and the use of HQSD.
2. Updates to written instructions and evaluation procedures on the purpose, mechanics and dimensions of the evaluation procedure shall be presented to the teachers not later than September 15 of each year, or in the case of a teacher hired after September 15 they will receive this within 30 days of employment with the District.

G. INTENT TO NON-RENEW

1. If the Board has entered into a limited contract or extended limited contract with a teacher pursuant to section 3319.11 of the Ohio Revised Code, the credentialed evaluator 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 pursuant to division (B), (C) (3), (D), or (E) of that section.

H. CRITERIA FOR PERFORMANCE ASSESSMENT

1. Teachers shall be evaluated on his or her work performance based on observations and walkthroughs of the teacher that are set forth in this agreement.
2. All monitoring or observation of the work performance of a teacher shall be conducted openly and with full knowledge of the teacher.
3. All results and conclusions of performance assessments must be documented and supported by evidence.

I. WALKTHROUGHS

1. The walkthrough shall be at least 3 minutes, but not more than 10 consecutive minutes in duration.
2. No later than two days after a walkthrough has been conducted, the teacher shall be provided feedback about the walkthrough on the walkthrough form. (Appendix M, Pg. 103)
3. No more than 15 walkthroughs shall be conducted per teacher each school year.
4. Walkthroughs can be requested by a teacher in addition to employer-initiated walkthroughs.

5. Walkthroughs shall not disrupt and/or interrupt the learning environment in the classroom.
6. Walkthroughs shall not be conducted during confidential sessions with students, parents, or other personnel.

J. IMPROVEMENT PLAN FOR OVERALL INEFFECTIVE HOLISTIC RATING

1. A professional improvement plan is a clearly articulated assistance program for a teacher whose overall holistic evaluation rating is ineffective.
2. All areas of improvement shall be addressed during the post-observation conferences.
3. All areas of improvement identified by the evaluator shall be compiled and shall be provided to the teacher at the final holistic evaluation rating meeting.
4. The evaluator involved shall make recommendations and otherwise assist the teacher for the purpose of growth in identified areas of improvement.
5. The evaluator and teacher/counselor shall collaboratively develop a professional improvement plan using the OTES or OSCES form to address the identified areas of improvement and such plan shall be reduced to writing and provided to the teacher/counselor. (Appendix P, Pg. 106-108)
6. The improvement plan, as outlined in this section, shall detail:
 - a. Performance issues documented as needing improvement;
 - b. Specific performance expectations;
 - c. The allocation of financial and other resources and assistance to be provided by the District to support professional development of the teacher;
 - d. Sufficient, specific timelines, not less than 20 working days, as to allow for the improvement of identified areas of improvement.
 - e. The provision for a trained teacher instructional coach as stated in Article X, Section M of this agreement.

K. FINALIZATION OF REPORT

1. Completion of Evaluation Cycle

- a. The Final Holistic Evaluation Rating shall acknowledge areas of improvement that are specifically clear on what is to be done to improve. (Appendix N, Pg. 104)
- b. Teachers have the right to give additional explanation to the credentialed evaluator's recommendations and have said explanations become an attachment to the teacher's written evaluation.
- c. The completed Final Holistic Evaluation Rating shall be pinned/signed by the evaluator. The Final Holistic Evaluation Rating will be presented to the teacher for pinning/signing as notification that said report will be placed in the personnel file.
- d. The teacher's pin/signature cannot not be construed as evidence that the teacher agrees with the contents of the evaluation report.
- e. The Final Holistic Evaluation Rating report shall be completed no later than May 10, pinned/signed by both parties, and sent to the superintendent.

2. Response to Final Holistic Evaluation Rating

- a. The teacher shall have the right to make a written response to the Final Holistic Evaluation Rating and to have it attached to the Final Holistic Evaluation Rating report to be placed in the teacher's personnel file. A copy, pinned/signed by both parties, shall be provided to the teacher.

3. Submission of Ratings

- a. The District will report the aggregate final, holistic teacher evaluation ratings as stipulated by the Ohio Department of Education.

L. PROFESSIONAL DEVELOPMENT

1. Professional growth plans shall be developed as follows:

- a. Teachers not on an improvement plan will develop a professional growth plan collaboratively with the credentialed evaluator.
- b. A professional growth plan shall be developed not later than October 1 of each school year.
- c. The Board shall provide for professional development and for the allocation of financial resources to accelerate and continue teacher

growth and improvement and to provide support to poorly performing teachers as set forth in this agreement.

- d. The teacher and credentialed evaluator will meet to discuss progress on the plan.

M. INSTRUCTIONAL COACH FOR TEACHERS ON AN IMPROVEMENT PLAN

1. The District may provide teachers under an improvement plan with an instructional coach who is not the credentialed evaluator.
2. Role of the Instructional Coach
 - a. The instructional coach must have a minimum of 3 consecutive years of teaching experience.
 - b. The instructional coach must hold a valid teaching certificate/license and may be assigned to teachers with the same area of certification/license.
 - c. The instructional coach must have demonstrated the ability to work cooperatively and effectively with the professional staff members and have extensive knowledge of a variety of classroom management and instructional techniques.
 - d. The instructional coach does not have a formal evaluation role. The instructional coach's role is to support the growth of the educator.
3. Release Time
 - a. Each instructional coach shall be granted release time for direct mentoring activities. Release time shall be separate from any other release time covered under this agreement and shall be coordinated by the building administrator upon approval by the Superintendent.
4. Protections
 - a. The teacher's activities as an instructional coach shall not be part of that staff member's evaluation.
 - b. An instructional coach shall not be requested or directed to make any recommendation regarding the continued employment of the teacher.
 - c. No instructional coach shall be requested or directed to divulge information from the written documentation, or confidential mentor/mentee discussions.
 - d. All interaction, written or oral, between the instructional coach and the teacher shall be regarded with the same confidentiality as that

represented by the attorney/client relationship. Any violation of this tenet by the instructional coach shall constitute grounds for immediate removal from his or her role as instructional coach.

- e. At any time, the instructional coach or the teacher may exercise the option to have a new instructional coach assigned to the teacher. No specifics shall be given as basis for the exercise of this option and said change shall occur without prejudice or judgment to either the instructional coach or the teacher. This option may be exercised once a year by the instructional coach or the teacher. See Appendix U, Pg. 134 for request to change form.

N. DUE PROCESS

1. Teachers who have a Final Holistic Evaluation Rating of "Ineffective" shall be allowed to request a different evaluator.
2. Failure by the District to adhere to any timeline or, forms or condition associated with individual teachers established in this agreement shall render the holistic evaluation rating of "Accomplished", providing the teacher was rated "Accomplished" the previous year, otherwise a rating of "Skilled" will be rendered. The District shall automatically re-employ the teacher under a continuing contract, if eligible, or an appropriate limited contract if the teacher is not eligible for a continuing contract.

O. PERSONNEL ACTION REQUIREMENTS

1. An evaluation cycle shall not be completed until all teachers have been provided a written report of the results of the evaluation no later than May 10 of each year.

ARTICLE XI WORKING CONDITIONS

A. REQUIRED MEETINGS OR HEARINGS

Whenever any bargaining unit member is required to meet with any employer representative concerning any matter which could adversely affect the employee's status, the employee shall be given reasonable, prior, written notice of the time and nature of the meeting and shall be entitled to have present an Association representative.

B. INSTRUCTIONAL MATERIALS AND SUPPLIES

Each member of the bargaining unit shall be provided sufficient instructional materials and supplies necessary to perform in an effective manner.

C. SCHOOL CALENDAR/WORK YEAR

1. The work year for members of the bargaining unit shall consist of no more than one-hundred and eighty-three (183) days.

2. **Professional Growth**

It is the goal of the Ayersville Board of Education to give opportunity for professional growth. This can be done by utilizing Curriculum Enrichment/Innovation Days, Professional Days, and In-service days and still protect student contact time. Teaching kids is the most important thing we do.

3. Included in the one-hundred and eighty-three (183) days shall be the following:
 - a. No less than two (2) teacher workdays with no students in attendance.
 - b. At least one (1) professional in-service days will be planned and scheduled.
 - c. No more than one hundred and eighty (180) days with students in attendance.

4. **Professional Development Committee (Teacher License)**

The Ayersville Local Professional Development Committee shall be district-wide in scope and shall be the only committee of its type authorized to operate within the district. It shall consist of 3 teachers and 2 administrators. The Ayersville Local Professional Development Committee seeks to implement Ohio's vision of providing educators the freedom to shape their own professional development. We will accomplish this goal by assisting our educators and educational leaders to create high-quality professional development plans and activities of value to themselves, our students, and our district.

5. **School Calendar**

School Calendar Committee will be established consisting of three (3) teachers selected by the Association and one (1) administrator and two (2) classified staff members. At least two (2) calendars to be presented to the Ayersville staff for a vote. The successful calendar shall be submitted to the Board by the February Board meeting. A week-long spring break will be on the calendar every other school year.

6. Highly Qualified Student Data Committee (HQSD Committee)

- a. A HQSD committee will be developed for the sole purpose of assessing, reviewing, verifying the many facets of HQSD.
- b. The committee shall consist of five (5) members. Three (3) members appointed by the Association, and two (2) administrators appointed by the Superintendent. One association member and one administrator will chair the committee.
- c. The members of the committee will establish a mutually agreed upon pre and post conference form to use in the holistic evaluation cycle. The members will also align the portfolio to the criteria found in the Teacher Performance Evaluation Rubric.
- d. The committee shall be chaired jointly by a committee member from the Association and a committee member from the Administration.
- e. The committee will maintain a list of vendors approved as HQSD. The list will also include teacher generated HQSD that meet the HQSD criteria.
- f. At the time that an Association or District committee member is no longer able to serve on the committee, the respective party will appoint a new member to the committee.
- g. Members of the committee will receive training in the criteria designated herein as well as state requirement. The committee will assist in training staff on HQSD/OTES 2.0.
- h. The committee will establish by mutual agreement a meeting calendar.
- i. Committee agendas will be developed jointly by the co-chairpersons of the committee.
- j. The committee shall establish ground rules at the initial meeting, review them at each meeting, and update them thereafter as needed.
- k. All decisions of the committee will be achieved by consensus.
- l. The committee shall be authorized to utilize consultant(s) (examples are, but not limited to; educational consultants, software consultants, trainers, etc.) as deemed appropriate. The cost, if any, shall be borne by the Board upon approval by the Superintendent.
- m. Members of the committee shall receive release time for committee work and training as deemed necessary by the committee upon approval by the Superintendent.

- n. The district will provide secretarial support and assistance to the committee. Responsibilities may include data entry, note taking, copying, committee notification, communications, and distribution of materials, preparation of forms/templates, and other duties as needed upon approval by the Superintendent.
- o. The committee will review the criteria of HQSD, using the approved established guidelines and return them to appropriate parties either for use for revision and resubmission to the committee. The criteria for HQSD includes:

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to 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
- p. The committee will develop a timeline by which teachers will turn in HQSD and the timeframe the committee will return said HQSD.
 - q. In the case that the committee returns an element of HQSD for revision, feedback will be supplied to the individual or group as to what should be reviewed for revision prior to resubmission. A timeline will be developed for revisions and resubmission.

- r. Association committee members will be paid the hourly rate of \$25.00 for each hour he/she attends committee meetings outside of the contractual workday with hours upon approval by the Superintendent.
- s. Committee chairs will be paid a supplemental rate of \$1,200.00.

D. TEACHING HOURS AND LOAD

1. Length of Workday

The maximum length of the regular workday for members of the bargaining unit shall be seven (7) hours and thirty (30) minutes. However, the day may be extended in the event of an emergency at the end of the school day.

2. Duty-Free Lunch

Each member of the bargaining unit shall be entitled to no less than a thirty (30) minute duty-free lunch period.

3. Planning and Conference Time

a. Elementary (K-4)

Members of the bargaining unit within the elementary buildings shall be provided no less than two hundred (200) minutes per week as planning and conference time.

b. Middle School (5-8)

1. Members of the bargaining unit teaching grades five (5) and six (6) shall be provided no less than two hundred (200) minutes per week as planning and conference time.

2. Members of the bargaining unit who teach grades seven (7) and eight (8) shall be provided a minimum of one (1) planning and conference period per day.

c. High School (9-12)

1. Members of the bargaining unit who teach grades nine (9) through twelve (12) shall be provided a minimum of one (1) planning and conference period per day.

d. Said planning and conference time shall not be scheduled during the time immediately preceding and/or following the student contact day.

4. The administration will attempt to eliminate certified teachers to be required to supervise recess through scheduling and the use of substitute aides when the situation presents itself.

ARTICLE XII PERSONNEL FILES

- A. There shall be only one official personnel file for each certificated staff member of the Ayersville Local Schools, which shall be maintained in the Superintendent's office. Building principals may maintain anecdotal personnel files but said files shall not be utilized for purposes of official Board action or discipline with regard to any bargaining unit member.
- B. Any post-employment materials in a teacher's personnel file may be reviewed by the teacher. Said teacher shall be entitled to have a representative of his/her choosing accompany him/her during such review.
- C. The teacher shall receive upon request copies of any material in the file, which could impact on the unit member's employment status.
- D. Anonymous letters or reports shall not be included in any evaluation nor placed in the teacher's personnel file or anecdotal file.
- E. In any written communication between administrative offices, regarding a teacher, the teacher shall be sent a copy of the letter or memo.
- F. All entries into the personnel file shall be dated as to entry.
- G. Prior to placement in his/her personnel file, a teacher shall be entitled to review any clearly derogatory information and to have present at such review a representative of the teacher's choice. The teacher may respond in writing to such information and may have the response affixed to the information.

Letters of reprimand or any material derogatory to a teacher's conduct, service, character, or person shall be removed from the employment record file at the end of three (3) years providing the teacher has taken appropriate action to correct the situation leading to the undesirable report.

The examination of an employee's personnel file shall be subject to State and Federal Law, which may apply in compliance with the Open Records Act.

ARTICLE XIII FAIR SHARE FEE/MEMBERSHIP

ASSOCIATION MEMBERSHIP

Association membership is on an annual basis with the membership year beginning September 1 through August 31. Once a member enrolls, such membership shall be continuous thereafter for each subsequent membership year unless the individual cancels their membership.

FAIR SHARE FEE

If permitted under law, any bargaining unit member who is an employee of the Ayersville Local Board of Education agrees to automatic payroll deduction, as a condition of employment, of an amount equal to the dues of the United Teaching Profession from the pay of all bargaining unit members who elect not to become members of the United Teaching Profession, (NEA, OEA, NWOEA, AEA) or who elect not to remain members.

Payroll deduction of such fair share fees shall begin with the first pay period after January 15 in any given year. In the case of employees hired after the beginning of the school year who are fair share fee payers, the payroll deduction shall commence on the first pay date after sixty (60) days of employment or January 15, whichever is later. In no case shall it be later than March 15.

Dues rates and fair share fee rates shall be transmitted by the Association to the Treasurer of the Board on or about January 1 of each year for the purpose of determining amounts to be payroll deducted, and the Board agrees to promptly transmit all amounts deducted to the Association.

The Board further agrees to accompany each such transmittal with a list of the names of bargaining unit members for whom all such deductions were made, the period covered, and the amounts deducted for each.

Upon timely demand, non-members may appeal to the Association the payment of the fair share fee pursuant to the internal procedure adopted by the Association, or such non-members may submit such appeals as provided by law.

The amount to be deducted from the checks of all non-Association members shall be the full dues of the United Teaching Profession, unless the Association notifies the Treasurer of the Board to the contrary, and such deductions shall continue through the remaining number of payroll periods over which Association membership dues are deducted.

The above fair share fee provision shall be an exclusive right of the Association not granted to any other employee organization seeking to represent employees in the bargaining unit represented by the Association.

If for any reason the Board fails to make a deduction for any employee as above provided, it shall make that deduction from the employee's next pay in which such deduction is normally deducted after the error has been called to its attention [in writing] by the employee and/or the Association. The Association agrees to hold the Board and its designees harmless for any and all errors arising out of the dues deduction procedure. The Association agrees to assume full responsibility for correcting any and all errors arising out of the dues deduction process.

ARTICLE XIV REDUCTION IN FORCE

A. STAFF REDUCTIONS

The following procedures shall govern the reduction of certified staff made necessary as a result of lack of sufficient operating funds, decreased enrollment of pupils, return to duty of regular teachers after leaves of absence, suspension of schools, or territorial changes affecting the District. O.R.C. 3319.11 shall not be used for the purposes covered by this section.

B. ATTRITION

To the extent possible, the number of persons affected by a reduction in force will be kept to a minimum by not employing replacements for employees who retire or resign or whose limited contracts are not renewed in accordance with Ohio Revised Code 3319.11 and other related sections of this Master Agreement.

C. REDUCTION OTHER THAN BY ATTRITION

To the extent that reductions under "A" above are not achieved through attrition or the non-renewal of limited contracts, reductions will be achieved by layoff. Layoff shall mean that a teacher's contract(s) will be suspended. When layoffs of members of the bargaining unit are necessary, comparable evaluations and seniority and areas of certification shall be the only criteria in determining such layoffs.

Layoffs shall be on the basis of averages of the last two (2) summative ratings, if available. No teacher on continuing contract status shall be laid off, regardless of seniority, unless all teachers on limited contract in the affected area of certification have been laid off. Seniority shall not be the basis of the reduction except between teachers with comparable evaluations as defined above.

Any teacher who has been laid off shall have his name placed on a recall list.

D. SENIORITY AND CERTIFICATION

A seniority list shall be established listing all members of the bargaining unit, the date of hire-in, and the areas of certification held by each teacher.

Seniority shall be determined by the length of continuous service in the school system. Among those with the same length of continuous service, seniority shall be determined by:

- a. The date of the Board meeting in which the teacher was hired; and then by
- b. An agreed upon method of chance in which all affected parties have an equal opportunity.

Length of continuous service will not be interrupted or affected by authorized leaves

of absence or layoff under the provisions of this Contract. However, once an individual's name is removed from the recall list pursuant to E-4 below, that person's seniority within the system is broken. The continuous service of a teacher who has returned to employment following resignation, or other termination of employment, will be measured from the date of return. On or about January 30 of each school year, the Association President shall receive in writing a copy of the seniority list.

E. RECALL

1. Teachers on the Reduction in Force list shall be returned to active employment to fill vacancies in reverse order of reduction for any position that becomes available for which they are or have become certified before any permanent teacher full, part-time or substitute is hired.
2. In the event a vacancy(cies) becomes available, the Board shall recall the teacher to active employment status by giving written notice to the teacher.

Said written notice shall be sent to the teacher by registered or certified letter addressed to the teacher's last known address. It shall be the responsibility of each teacher to notify the Board of any change in address.

3. A teacher on the Reduction Force list shall, have the right to accept or refuse a position which is offered. If the teacher refuses a position, then the offer of the position shall go to the next certified teacher on the recall list.
4. A teacher's name shall remain on the Reduction in Force list for five (5) school years (July 1 to June 30) following the date he/she is first placed on the list.

ARTICLE XV TRANSFER AND VACANCY

- A. All teacher openings will be advertised to members of the bargaining unit prior to advertising outside the bargaining unit. When school is in session, the vacancy will be physically posted in each building and posted via email. If a vacancy occurs over the summer, notification shall be sent via email and posted on the school's official web site. Bargaining unit members will be given the option of having a vacancy notification sent via mail during the summer months.
- B. In the determination of any transfer voluntary or involuntary, it is understood that the educational requirements of the Ayersville Local Board of Education must be met. As such the following criteria, and in order of priority, will be used in the determination of voluntary and involuntary transfers:
 1. The instructional requirements of the Ayersville Local School District.
 2. The desires of the teacher to the extent that they do not conflict with #1 above.

C. GENERAL AND/OR DEFINITIONS

1. An opening and/or vacancy is defined as a current or new teaching position that is or will become available on or before the beginning of the next school year.
2. A transfer shall be defined as any of the following:
 - a. A change from one building to another.
 - b. A change from one grade level to another.
 - c. A change in the majority of the teaching load from one department or another.
3. Teachers may request a voluntary transfer at any time by writing to the Superintendent.
4. Teachers shall be notified of assignments for the oncoming school year. Such notification shall be prior to July 1, preceding the school year in which the assignment is to take place. The notice shall include: building, grade level, and/or subjects. A change in assignment after July 1 shall occur only if an emergency exists. In cases of emergency, the superintendent will meet with the bargaining unit member affected and an association representative, immediately.

ARTICLE XVI MANAGEMENT RIGHTS

The Board hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties, and responsibilities conferred upon and vested in it by the laws and constitution of the State of Ohio, and to the United States.

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations, and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only to the extent of such specific and express terms of this contract and Ohio Statutes which include the Constitution and laws of the State of Ohio and the rules and regulations promulgated by the Ohio State Board of Education and the Constitution of the United States. Negotiable matters and management rights shall be in accordance with 4117.08 of the Ohio Revised Code.

ARTICLE XVII LABOR MANAGEMENT COMMITTEE

The AEA and Board agree to a Labor Management Committee consisting of three (3) administrators and three (3) teachers selected by the Association.

ARTICLE XVIII EFFECT AND DURATION

A. SEPARABILITY

1. If any provision of this Agreement or any application of this Agreement to any bargaining unit member or employee or group of bargaining unit members or employees is held to be contrary to law by a court of competent jurisdiction, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law; but all other provisions or applications shall continue in full force and effect.
2. If, during the term of this Contract, a mandatory state or federal law or regulation is passed that makes a part of this Contract invalid, representatives of the Board and the Association shall meet within thirty (30) days of a written request by either party to resolve the differences between the new mandatory state or federal law or regulation and the existing Contract.
3. All understandings and/or agreements reached under this procedure shall be reduced to writing, signed by each party, and made a party of the collective bargaining agreement.

B. MODIFICATION OF AGREEMENT

1. This Agreement shall not be modified in whole or in part except by an instrument in writing duly executed by the parties.
2. Upon mutual consent to modify this Agreement, negotiations shall commence not more than ten (10) days thereafter.

C. DURATION OF AGREEMENT

This Agreement shall be effective as of August 1, 2023, through and including July 31, 2026.

D. SUCCESSOR AGREEMENT

This Agreement supersedes and cancels all previous agreements, between the Board and Association, and constitutes the entire written agreement between the parties.

In witness whereof the parties hereto have caused this Agreement to be signed by their respective presidents, attested by their respective secretaries.

Ayersville Education Association

By: Adam Baker
President

Date: 10-25-23

By: Dennis Solecki
Vice President

Date: 10-25-23

By: Andrea Rodenberger
Treasurer

Date: 10-25-23

Ayersville Local Board of Education

By: [Signature]
President

Date: 10-30-23

By: Beth Hume
Superintendent

Date: 10.31.2023

By: Ashley Shays
Treasurer

Date: 10.30.23

AYERSVILLE LOCAL SCHOOLS SALARY SCHEDULE
08/01/2023 – 07/31/2024

Base \$38,859

	BA		BA150		MA		MA15		MA30	
0	1.000	38,859	1.060	41,191	1.120	43,522	1.172	45,543	1.212	47,097
1	1.040	40,413	1.105	42,939	1.170	45,465	1.222	47,486	1.267	49,234
2	1.080	41,968	1.150	44,688	1.220	47,408	1.272	49,429	1.322	51,372
3	1.120	43,522	1.195	46,437	1.270	49,351	1.322	51,372	1.377	53,509
4	1.160	45,077	1.240	48,185	1.320	51,294	1.372	53,315	1.432	55,646
5	1.200	46,631	1.285	49,934	1.370	53,237	1.422	55,258	1.487	57,783
6	1.240	48,185	1.330	51,683	1.420	55,180	1.472	57,201	1.542	59,921
7	1.280	49,740	1.375	53,431	1.470	57,123	1.522	59,144	1.597	62,058
8	1.320	51,294	1.420	55,180	1.520	59,066	1.572	61,086	1.652	64,195
9	1.360	52,848	1.465	56,929	1.570	61,009	1.622	63,029	1.707	66,332
10	1.400	54,403	1.510	58,677	1.620	62,952	1.672	64,972	1.762	68,470
11	1.440	55,957	1.555	60,426	1.670	64,895	1.722	66,915	1.817	70,607
12	1.480	57,511	1.600	62,175	1.720	66,838	1.772	68,858	1.872	72,744
13	1.520	59,066	1.645	63,923	1.770	68,781	1.822	70,801	1.927	74,881
14	1.560	60,620	1.690	65,672	1.820	70,724	1.872	72,744	1.982	77,019
15	1.600	62,175	1.735	67,420	1.870	72,666	1.922	74,687	2.037	79,156
16							1.972	76,630	2.092	81,293
20	1.640	63,729	1.780	69,169	1.920	74,609	2.022	78,573	2.147	83,430

****Step 25 longevity \$1,000**

****Step 27 longevity \$1,500 (additional \$500)**

AYERSVILLE LOCAL SCHOOLS SALARY SCHEDULE
08/01/2024 – 07/31/2025

Base \$40,219

	BA		BA150		MA		MA15		MA30	
0	1.000	40,219	1.060	42,632	1.120	45,045	1.172	47,137	1.212	48,746
1	1.040	41,828	1.105	44,442	1.170	47,056	1.222	49,148	1.267	50,958
2	1.080	43,437	1.150	46,252	1.220	49,067	1.272	51,159	1.322	53,170
3	1.120	45,045	1.195	48,062	1.270	51,078	1.322	53,170	1.377	55,382
4	1.160	46,654	1.240	49,872	1.320	53,089	1.372	55,181	1.432	57,594
5	1.200	48,263	1.285	51,682	1.370	55,100	1.422	57,192	1.487	59,806
6	1.240	49,872	1.330	53,491	1.420	57,111	1.472	59,203	1.542	62,018
7	1.280	51,481	1.375	55,301	1.470	59,122	1.522	61,214	1.597	64,230
8	1.320	53,089	1.420	57,111	1.520	61,133	1.572	63,224	1.652	66,442
9	1.360	54,698	1.465	58,921	1.570	63,144	1.622	65,235	1.707	68,654
10	1.400	56,307	1.510	60,731	1.620	65,155	1.672	67,246	1.762	70,866
11	1.440	57,916	1.555	62,541	1.670	67,166	1.722	69,257	1.817	73,078
12	1.480	59,524	1.600	64,351	1.720	69,177	1.772	71,268	1.872	75,290
13	1.520	61,133	1.645	66,160	1.770	71,188	1.822	73,279	1.927	77,502
14	1.560	62,742	1.690	67,970	1.820	73,199	1.872	75,290	1.982	79,714
15	1.600	64,351	1.735	69,780	1.870	75,210	1.922	77,301	2.037	81,926
16							1.972	79,312	2.092	84,138
20	1.640	65,959	1.780	71,590	1.920	77,221	2.022	81,323	2.147	86,350

****Step 25 longevity \$1,000**

****Step 27 longevity \$1,500 (additional \$500)**

AYERSVILLE LOCAL SCHOOLS SALARY SCHEDULE
08/01/2025 – 07/31/2026

Base \$41,627

	BA		BA150		MA		MA15		MA30	
0	1.000	41,627	1.060	44,124	1.120	46,622	1.172	48,787	1.212	50,452
1	1.040	43,292	1.105	45,998	1.170	48,703	1.222	50,868	1.267	52,741
2	1.080	44,957	1.150	47,871	1.220	50,785	1.272	52,949	1.322	55,031
3	1.120	46,622	1.195	49,744	1.270	52,866	1.322	55,031	1.377	57,320
4	1.160	48,287	1.240	51,617	1.320	54,947	1.372	57,112	1.432	59,610
5	1.200	49,952	1.285	53,490	1.370	57,029	1.422	59,193	1.487	61,899
6	1.240	51,617	1.330	55,364	1.420	59,110	1.472	61,275	1.542	64,189
7	1.280	53,282	1.375	57,237	1.470	61,191	1.522	63,356	1.597	66,478
8	1.320	54,947	1.420	59,110	1.520	63,273	1.572	65,437	1.652	68,767
9	1.360	56,612	1.465	60,983	1.570	65,354	1.622	67,519	1.707	71,057
10	1.400	58,278	1.510	62,856	1.620	67,435	1.672	69,600	1.762	73,346
11	1.440	59,943	1.555	64,730	1.670	69,517	1.722	71,681	1.817	75,636
12	1.480	61,608	1.600	66,603	1.720	71,598	1.772	73,763	1.872	77,925
13	1.520	63,273	1.645	68,476	1.770	73,679	1.822	75,844	1.927	80,215
14	1.560	64,938	1.690	70,349	1.820	75,761	1.872	77,925	1.982	82,504
15	1.600	66,603	1.735	72,223	1.870	77,842	1.922	80,007	2.037	84,794
16							1.972	82,088	2.092	87,083
20	1.640	68,268	1.780	74,096	1.920	79,923	2.022	84,169	2.147	89,373

****Step 25 longevity \$1,000**

****Step 27 longevity \$1,500 (additional \$500)**

APPENDIX B

Ayersville Local Schools Extracurricular Pay Schedule 2023-2024

A. All extracurricular contracts for **2023-2024** will be issued with **\$38,859.00** as base pay.

B. Extracurricular pay schedule:

	Base					\$38,859.00
YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>	
<u>CATEGORY I</u>	0.200	0.210	0.220	0.280	0.290	
	\$7,772	\$8,160	\$8,549	\$10,881	\$11,269	
Instrumental						
<u>CATEGORY II</u>	0.185	0.195	0.205	0.215	0.225	
	\$7,189	\$7,578	\$7,966	\$8,355	\$8,743	
Athletic Director						
<u>CATEGORY III</u>	0.150	0.160	0.170	0.180	0.190	
	\$5,829	\$6,217	\$6,606	\$6,995	\$7,383	
Co-Athletic Director (2)						
Head Football						
Head Basketball (Boys)						
Head Basketball (Girls)						
Musical Director (Spring of Even Years Only)						
<u>CATEGORY IV</u>	0.140	0.150	0.160	0.170	0.180	
	\$5,440	\$5,829	\$6,217	\$6,606	\$6,995	
Boys & Girls Swimming						
Boys and Girls Track						
<u>CATEGORY V</u>	0.120	0.130	0.140	0.150	0.160	
	\$4,663	\$5,052	\$5,440	\$5,829	\$6,217	
Head Baseball						
Head Softball						
Head Volleyball						
Head Wrestling						
<u>CATEGORY VI</u>	0.095	0.105	0.115	0.125	0.135	
	\$3,692	\$4,080	\$4,469	\$4,857	\$5,246	
Girls & Boys Cross Country						
<u>CATEGORY VII</u>	0.090	0.100	0.110	0.120	0.130	
	\$3,497	\$3,886	\$4,274	\$4,663	\$5,052	
Assistant Football (4)						
Assistant Basketball (Boys)						
Assistant Basketball (Girls)						
Boys Head Track						
Girls Head Track						

YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>
<u>CATEGORY VIII</u>	0.075 \$2,914	0.085 \$3,303	0.095 \$3,692	0.105 \$4,080	0.115 \$4,469
9th Basketball (Boys)					
9th Basketball (Girls)					
9th Football					
<u>CATEGORY IX</u>	0.072 \$2,798	0.082 \$3,186	0.092 \$3,575	0.102 \$3,964	0.112 \$4,352
Asst. Wrestling					
<u>CATEGORY X</u>	0.065 \$2,526	0.075 \$2,914	0.085 \$3,303	0.095 \$3,692	0.105 \$4,080
7th Basketball (Boys)					
7th Basketball (Girls)					
8th Basketball (Boys)					
8th Basketball (Girls)					
JH Football (3)					
Stage Manager					
<u>CATEGORY XI</u>	0.060 \$2,332	0.070 \$2,720	0.080 \$3,109	0.090 \$3,497	0.100 \$3,886
Boys Cross Country					
Girls Cross Country					
Boys Golf					
Girls Golf					
Boys Tennis					
Girls Tennis					
Asst. Volleyball					
Asst. Baseball					
Asst. Softball					
JH Wrestling					
HS Vocal					
Flag/Majorette					
Senior Advisor					
Junior Advisor					
Asst. Track (2)					
Facilities Manager - Fall					
Facilities Manager - Winter					
Facilities Manager - Spring					
Archery					
<u>CATEGORY XII</u>	0.050 \$1,943	0.060 \$2,332	0.070 \$2,720	0.080 \$3,109	0.090 \$3,497
9th Volleyball					
JH Track (Boys)					
JH Track (Girls)					
7th Grade Volleyball					
8th Grade Volleyball					
Musical Assistant (Spring of Even Years Only)					
Spring Play Director (Odd Years Only)					
Washington DC Trip Coord.					

YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>
<u>CATEGORY XIII</u>	0.045	0.055	0.065	0.075	0.085
	\$1,749	\$2,137	\$2,526	\$2,914	\$3,303
HS Yearbook					
<u>CATEGORY XIV</u>	0.040	0.050	0.060	0.070	0.080
	\$1,554	\$1,943	\$2,332	\$2,720	\$3,109
Fall Performance					
Show Choir					
Career Exploration					
HS Basketball Cheerleading					
HS Football Cheerleading					
<u>CATEGORY XV</u>	0.035	0.045	0.055	0.065	0.075
	\$1,360	\$1,749	\$2,137	\$2,526	\$2,914
HS Paper					
<u>CATEGORY XVI</u>	0.030	0.040	0.050	0.060	0.070
	\$1,166	\$1,554	\$1,943	\$2,332	\$2,720
HS Student Council					
JH Football Cheerleading					
JH Basketball Cheerleading					
Orchestra Director (Spring of Even Years Only)					
District Mentor Coordinator					
<u>CATEGORY XVII</u>	0.025	0.035	0.045	0.055	0.065
	\$971	\$1,360	\$1,749	\$2,137	\$2,526
Art Show Director (2)					
HS Academic Fair					
JH Academic Fair					
Middle School Yearbook					
<u>CATEGORY XVIII</u>	0.020	0.030	0.040	0.050	0.060
	\$777	\$1,166	\$1,554	\$1,943	\$2,332
National Honor Society					
Spanish Club					
Math Club					
SADD					
Art Club					
Quiz Bowl (2)					
Elementary Yearbook					
Technical Assistant (Fall Performance)					
Mentor Teacher (maximum of two mentees per contract)					

Mentor Qualification Stipend - \$300

Upon initial qualification as a mentor, as prescribed by the Ohio Department of Education, the teacher will receive a one-time stipend of \$300. That teacher must be deemed "mentor qualified" by May 1 of the school year in which he/she receives mentor training. Payment will be made upon Principal authorization on the last pay of the fiscal year.

Teachers who have less than three years teaching experience in the district, as stipulated by the ODE and the NWOESC, are not considered "mentor qualified" as stipulated in the master contract and will not be eligible to receive the \$300, unless, due to necessity, the district appoints that teacher with less than three years of experience to be a mentor. That teacher will then receive the \$300 as per the Mentor Qualification criteria discussed above.

YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>
<u>CATEGORY XIX</u>	0.015	0.025	0.035	0.045	0.055
	\$583	\$971	\$1,360	\$1,749	\$2,137
MS Paper					
MS Student Council					
Fall Weight Room					
Winter Weight Room					
Spring Weight Room					
Summer Weight Room					
<u>CATEGORY XX</u>	0.007	0.017	0.027	0.037	0.047
	\$272	\$661	\$1,049	\$1,438	\$1,826
Sophomore Advisor					
Freshman Advisor					

C. Any coach who coaches two sports during the same season will receive full pay for one and one-half pay for the other.

D. Any teacher who accepts and fulfills two extracurricular contracts will receive a \$150 bonus.

E. Any teacher who accepts and fulfills three extracurricular contracts will receive a \$300 bonus.

F. Any teacher who accepts and fulfills four extracurricular contracts will receive a \$500 bonus.

G. Bonuses will be paid at the end of the 2023-2024 school year.

H. Credit towards experience increases will require verifiable paid experience in the same sport regardless of level. Boys and girls athletics are the same for the purpose of this section. All other positions will require verifiable paid years of experience specific to the supplemental position at any level.

APPENDIX B

Ayersville Local Schools Extracurricular Pay Schedule 2024-2025

A. All extracurricular contracts for **2024-2025** will be issued with **\$40,219.00** as base pay.

B. Extracurricular pay schedule:

	Base				\$40,219.00
YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>
<u>CATEGORY I</u>	0.200	0.210	0.220	0.280	0.290
	\$8,044	\$8,446	\$8,848	\$11,261	\$11,664
Instrumental					
<u>CATEGORY II</u>	0.185	0.195	0.205	0.215	0.225
	\$7,441	\$7,843	\$8,245	\$8,647	\$9,049
Athletic Director					
<u>CATEGORY III</u>	0.150	0.160	0.170	0.180	0.190
	\$6,033	\$6,435	\$6,837	\$7,239	\$7,642
Co-Athletic Director (2)					
Head Football					
Head Basketball (Boys)					
Head Basketball (Girls)					
Musical Director (Spring of Even Years Only)					
<u>CATEGORY IV</u>	0.140	0.150	0.160	0.170	0.180
	\$5,631	\$6,033	\$6,435	\$6,837	\$7,239
Boys & Girls Swimming					
Boys and Girls Track					
<u>CATEGORY V</u>	0.120	0.130	0.140	0.150	0.160
	\$4,826	\$5,228	\$5,631	\$6,033	\$6,435
Head Baseball					
Head Softball					
Head Volleyball					
Head Wrestling					
<u>CATEGORY VI</u>	0.095	0.105	0.115	0.125	0.135
	\$3,821	\$4,223	\$4,625	\$5,027	\$5,430
Girls & Boys Cross Country					
<u>CATEGORY VII</u>	0.090	0.100	0.110	0.120	0.130
	\$3,620	\$4,022	\$4,424	\$4,826	\$5,228
Assistant Football (4)					
Assistant Basketball (Boys)					
Assistant Basketball (Girls)					
Boys Head Track					
Girls Head Track					

YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>
<u>CATEGORY VIII</u>	0.075 \$3,016	0.085 \$3,419	0.095 \$3,821	0.105 \$4,223	0.115 \$4,625
9th Basketball (Boys)					
9th Basketball (Girls)					
9th Football					
<u>CATEGORY IX</u>	0.072 \$2,896	0.082 \$3,298	0.092 \$3,700	0.102 \$4,102	0.112 \$4,505
Asst. Wrestling					
<u>CATEGORY X</u>	0.065 \$2,614	0.075 \$3,016	0.085 \$3,419	0.095 \$3,821	0.105 \$4,223
7th Basketball (Boys)					
7th Basketball (Girls)					
8th Basketball (Boys)					
8th Basketball (Girls)					
JH Football (3)					
Stage Manager					
<u>CATEGORY XI</u>	0.060 \$2,413	0.070 \$2,815	0.080 \$3,218	0.090 \$3,620	0.100 \$4,022
Boys Cross Country					
Girls Cross Country					
Boys Golf					
Girls Golf					
Boys Tennis					
Girls Tennis					
Asst. Volleyball					
Asst. Baseball					
Asst. Softball					
JH Wrestling					
HS Vocal					
Flag/Majorette					
Senior Advisor					
Junior Advisor					
Asst. Track (2)					
Facilities Manager - Fall					
Facilities Manager - Winter					
Facilities Manager - Spring					
Archery					
<u>CATEGORY XII</u>	0.050 \$2,011	0.060 \$2,413	0.070 \$2,815	0.080 \$3,218	0.090 \$3,620
9th Volleyball					
JH Track (Boys)					
JH Track (Girls)					
7th Grade Volleyball					
8th Grade Volleyball					
Musical Assistant (Spring of Even Years Only)					
Spring Play Director (Odd Years Only)					
Washington DC Trip Coord.					

YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>
<u>CATEGORY XIII</u>	0.045	0.055	0.065	0.075	0.085
	\$1,810	\$2,212	\$2,614	\$3,016	\$3,419
HS Yearbook					
<u>CATEGORY XIV</u>	0.040	0.050	0.060	0.070	0.080
	\$1,609	\$2,011	\$2,413	\$2,815	\$3,218
Fall Performance					
Show Choir					
Career Exploration					
HS Basketball Cheerleading					
HS Football Cheerleading					
<u>CATEGORY XV</u>	0.035	0.045	0.055	0.065	0.075
	\$1,408	\$1,810	\$2,212	\$2,614	\$3,016
HS Paper					
<u>CATEGORY XVI</u>	0.030	0.040	0.050	0.060	0.070
	\$1,207	\$1,609	\$2,011	\$2,413	\$2,815
HS Student Council					
JH Football Cheerleading					
JH Basketball Cheerleading					
Orchestra Director (Spring of Even Years Only)					
District Mentor Coordinator					
<u>CATEGORY XVII</u>	0.025	0.035	0.045	0.055	0.065
	\$1,005	\$1,408	\$1,810	\$2,212	\$2,614
Art Show Director (2)					
HS Academic Fair					
JH Academic Fair					
Middle School Yearbook					
<u>CATEGORY XVIII</u>	0.020	0.030	0.040	0.050	0.060
	\$804	\$1,207	\$1,609	\$2,011	\$2,413
National Honor Society					
Spanish Club					
Math Club					
SADD					
Art Club					
Quiz Bowl (2)					
Elementary Yearbook					
Technical Assistant (Fall Performance)					
Mentor Teacher (maximum of two mentees per contract)					

Mentor Qualification Stipend - \$300

Upon initial qualification as a mentor, as prescribed by the Ohio Department of Education, the teacher will receive a one-time stipend of \$300. That teacher must be deemed "mentor qualified" by May 1 of the school year in which he/she receives mentor training. Payment will be made upon Principal authorization on the last pay of the fiscal year.

Teachers who have less than three years teaching experience in the district, as stipulated by the ODE and the NWOESC, are not considered "mentor qualified" as stipulated in the master contract and will not be eligible to receive the \$300, unless, due to necessity, the district appoints that teacher with less than three years of experience to be a mentor. That teacher will then receive the \$300 as per the Mentor Qualification criteria discussed above.

YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>
<u>CATEGORY XIX</u>	0.015	0.025	0.035	0.045	0.055
	\$603	\$1,005	\$1,408	\$1,810	\$2,212
MS Paper					
MS Student Council					
Fall Weight Room					
Winter Weight Room					
Spring Weight Room					
Summer Weight Room					
<u>CATEGORY XX</u>	0.007	0.017	0.027	0.037	0.047
	\$282	\$684	\$1,086	\$1,488	\$1,890
Sophomore Advisor					
Freshman Advisor					

C. Any coach who coaches two sports during the same season will receive full pay for one and one-half pay for the other.

D. Any teacher who accepts and fulfills two extracurricular contracts will receive a \$150 bonus.

E. Any teacher who accepts and fulfills three extracurricular contracts will receive a \$300 bonus.

F. Any teacher who accepts and fulfills four extracurricular contracts will receive a \$500 bonus.

G. Bonuses will be paid at the end of the 2024-2025 school year.

H. Credit towards experience increases will require verifiable paid experience in the same sport regardless of level. Boys and girls athletics are the same for the purpose of this section. All other positions will require verifiable paid years of experience specific to the supplemental position at any level.

APPENDIX B

Ayersville Local Schools Extracurricular Pay Schedule 2025-2026

A. All extracurricular contracts for **2025-2026** will be issued with **\$41,627.00** as base pay.

B. Extracurricular pay schedule:

	Base					\$41,627.00
YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>	
<u>CATEGORY I</u>	0.200	0.210	0.220	0.280	0.290	
	\$8,325	\$8,742	\$9,158	\$11,656	\$12,072	
Instrumental						
<u>CATEGORY II</u>	0.185	0.195	0.205	0.215	0.225	
	\$7,701	\$8,117	\$8,533	\$8,950	\$9,366	
Athletic Director						
<u>CATEGORY III</u>	0.150	0.160	0.170	0.180	0.190	
	\$6,244	\$6,660	\$7,077	\$7,493	\$7,909	
Co-Athletic Director (2)						
Head Football						
Head Basketball (Boys)						
Head Basketball (Girls)						
Musical Director (Spring of Even Years Only)						
<u>CATEGORY IV</u>	0.140	0.150	0.160	0.170	0.180	
	\$5,828	\$6,244	\$6,660	\$7,077	\$7,493	
Boys & Girls Swimming						
Boys and Girls Track						
<u>CATEGORY V</u>	0.120	0.130	0.140	0.150	0.160	
	\$4,995	\$5,411	\$5,828	\$6,244	\$6,660	
Head Baseball						
Head Softball						
Head Volleyball						
Head Wrestling						
<u>CATEGORY VI</u>	0.095	0.105	0.115	0.125	0.135	
	\$3,955	\$4,371	\$4,787	\$5,203	\$5,620	
Girls & Boys Cross Country						
<u>CATEGORY VII</u>	0.090	0.100	0.110	0.120	0.130	
	\$3,746	\$4,163	\$4,579	\$4,995	\$5,411	
Assistant Football (4)						
Assistant Basketball (Boys)						
Assistant Basketball (Girls)						
Boys Head Track						
Girls Head Track						

YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>
<u>CATEGORY VIII</u>	0.075 \$3,122	0.085 \$3,538	0.095 \$3,955	0.105 \$4,371	0.115 \$4,787
9th Basketball (Boys)					
9th Basketball (Girls)					
9th Football					
<u>CATEGORY IX</u>	0.072 \$2,997	0.082 \$3,413	0.092 \$3,830	0.102 \$4,246	0.112 \$4,662
Asst. Wrestling					
<u>CATEGORY X</u>	0.065 \$2,706	0.075 \$3,122	0.085 \$3,538	0.095 \$3,955	0.105 \$4,371
7th Basketball (Boys)					
7th Basketball (Girls)					
8th Basketball (Boys)					
8th Basketball (Girls)					
JH Football (3)					
Stage Manager					
<u>CATEGORY XI</u>	0.060 \$2,498	0.070 \$2,914	0.080 \$3,330	0.090 \$3,746	0.100 \$4,163
Boys Cross Country					
Girls Cross Country					
Boys Golf					
Girls Golf					
Boys Tennis					
Girls Tennis					
Asst. Volleyball					
Asst. Baseball					
Asst. Softball					
JH Wrestling					
HS Vocal					
Flag/Majorette					
Senior Advisor					
Junior Advisor					
Asst. Track (2)					
Facilities Manager - Fall					
Facilities Manager - Winter					
Facilities Manager - Spring					
Archery					
<u>CATEGORY XII</u>	0.050 \$2,081	0.060 \$2,498	0.070 \$2,914	0.080 \$3,330	0.090 \$3,746
9th Volleyball					
JH Track (Boys)					
JH Track (Girls)					
7th Grade Volleyball					
8th Grade Volleyball					
Musical Assistant (Spring of Even Years Only)					
Spring Play Director (Odd Years Only)					
Washington DC Trip Coord.					

YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>
<u>CATEGORY XIII</u>	0.045	0.055	0.065	0.075	0.085
	\$1,873	\$2,289	\$2,706	\$3,122	\$3,538
HS Yearbook					
<u>CATEGORY XIV</u>	0.040	0.050	0.060	0.070	0.080
	\$1,665	\$2,081	\$2,498	\$2,914	\$3,330
Fall Performance					
Show Choir					
Career Exploration					
HS Basketball Cheerleading					
HS Football Cheerleading					
<u>CATEGORY XV</u>	0.035	0.045	0.055	0.065	0.075
	\$1,457	\$1,873	\$2,289	\$2,706	\$3,122
HS Paper					
<u>CATEGORY XVI</u>	0.030	0.040	0.050	0.060	0.070
	\$1,249	\$1,665	\$2,081	\$2,498	\$2,914
HS Student Council					
JH Football Cheerleading					
JH Basketball Cheerleading					
Orchestra Director (Spring of Even Years Only)					
District Mentor Coordinator					
<u>CATEGORY XVII</u>	0.025	0.035	0.045	0.055	0.065
	\$1,041	\$1,457	\$1,873	\$2,289	\$2,706
Art Show Director (2)					
HS Academic Fair					
JH Academic Fair					
Middle School Yearbook					
<u>CATEGORY XVIII</u>	0.020	0.030	0.040	0.050	0.060
	\$833	\$1,249	\$1,665	\$2,081	\$2,498
National Honor Society					
Spanish Club					
Math Club					
SADD					
Art Club					
Quiz Bowl (2)					
Elementary Yearbook					
Technical Assistant (Fall Performance)					
Mentor Teacher (maximum of two mentees per contract)					

Mentor Qualification Stipend - \$300

Upon initial qualification as a mentor, as prescribed by the Ohio Department of Education, the teacher will receive a one-time stipend of \$300. That teacher must be deemed "mentor qualified" by May 1 of the school year in which he/she receives mentor training. Payment will be made upon Principal authorization on the last pay of the fiscal year.

Teachers who have less than three years teaching experience in the district, as stipulated by the ODE and the NWOESC, are not considered "mentor qualified" as stipulated in the master contract and will not be eligible to receive the \$300, unless, due to necessity, the district appoints that teacher with less than three years of experience to be a mentor. That teacher will then receive the \$300 as per the Mentor Qualification criteria discussed above.

YEARS COMPLETED	<u>0-4</u>	<u>5-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30+</u>
<u>CATEGORY XIX</u>	0.015	0.025	0.035	0.045	0.055
	\$624	\$1,041	\$1,457	\$1,873	\$2,289
MS Paper					
MS Student Council					
Fall Weight Room					
Winter Weight Room					
Spring Weight Room					
Summer Weight Room					
<u>CATEGORY XX</u>	0.007	0.017	0.027	0.037	0.047
	\$291	\$708	\$1,124	\$1,540	\$1,956
Sophomore Advisor					
Freshman Advisor					

C. Any coach who coaches two sports during the same season will receive full pay for one and one-half pay for the other.

D. Any teacher who accepts and fulfills two extracurricular contracts will receive a \$150 bonus.

E. Any teacher who accepts and fulfills three extracurricular contracts will receive a \$300 bonus.

F. Any teacher who accepts and fulfills four extracurricular contracts will receive a \$500 bonus.

G. Bonuses will be paid at the end of the 2025-2026 school year.

H. Credit towards experience increases will require verifiable paid experience in the same sport regardless of level. Boys and girls athletics are the same for the purpose of this section. All other positions will require verifiable paid years of experience specific to the supplemental position at any level.

The forms as designated in the contract can be electronically relayed between members and the administration. The forms must contain the exact wording found in the collective bargaining agreement.

AYERSVILLE LOCAL SCHOOLS
Professional Study/Graduate Course Approval Application
(to be completed **PRIOR** to taking course work)

Please refer to the terms and conditions of tuition reimbursement and salary schedule placement in the current master contract.

Applicant's name _____

College/University _____

Name of class and # _____

of Credit hours _____ Semester _____ Quarter _____

Date course begins _____ Date course ends _____

Do you believe these hours would qualify you for move on the pay scale? YES NO

If so, BA to 150hrs _____ 150hrs to MA _____ MA to MA15 _____ MA15 to MA30 _____

Upon completion of course work an itemized bill from the college/university, proof of payment (credit card statement, canceled check, etc.) and an **OFFICIAL transcript** must be presented to the superintendent's office.

Employee's Signature _____ Date _____

Superintendent's signature _____ Date _____

_____ Approval _____ Disapproval _____
* * * * * * * * * * *

Office Use Only

To receive tuition reimbursement, the following documentation must be provided:

_____ itemized bill from the college or university
_____ proof of payment (credit card statement, canceled check, etc.)
_____ **OFFICIAL transcript**

Amount to be reimbursed _____ To be reimbursed in September 20 _____

Approval to move on the salary schedule to column 150HRS MA MA15 MA30

Move will be effective 1st pay of contract year 2nd pay of February

Superintendent's signature _____ Date _____

**AYERSVILLE LOCAL SCHOOL DISTRICT
PERSONAL LEAVE ROLLOVER/PAYMENT FORM**

School Year _____

Name _____

Personal Leave Balance at end of school year: _____ days

I request the following distribution for the balance of my unused personal leave days:

Rollover to next school year (max. one-day): _____ days

Payment for unused days (max. three days): _____ days

Total distribution of days may not exceed three days.

Payment will be made the second pay in June.

I understand that failure to submit this completed form to my supervisor by the end of my last scheduled work day will result in forfeiture of the ability to rollover or receive payment for my unused personal leave days for this school year.

Employee Signature

Date

Administrative Approval

Date

Treasurer's office use

Day to rollover: _____

Entered into USPS:

Days

x

Rate

=

Total Payment

Coding:

CURRICULUM ENRICHMENT/INNOVATION APPLICATION

School Year _____

Name _____ Grade level & subject taught _____

Check one

☐ Additional time beyond regular school day (after school)☐ Additional time beyond regular contracted days☐ Both of the above**Purpose** (Please describe specific reasons for this request)

Expected Results (How will this day(s) improve your teaching and/or your students' learning?)

Total time required for this Curriculum Enrichment/Innovation Activity _____

*** Seven (7) hours would equal one (1) day.**

_____ Number of Curriculum Enrichment/Innovation days requested

I understand that this application is subject to approval by my building principal and the school district superintendent.

	Teacher _____	Date _____
Approved	Rejected	
_____	_____	
	Building Principal _____	Date _____
_____	_____	
	Superintendent _____	Date _____

Reason if rejected

(White: Central Office)
 (Canary: Principal)
 (Pink: Teacher)

CURRICULUM ENRICHMENT/INNOVATION EVALUATION
School Year _____

 Name

 Grade level & subject taught

What evidence can you give that the knowledge and information gained during the approved Curriculum Enrichment/Innovation (days) were implemented?

What results can you show that would support the value of your Curriculum Enrichment/Innovation day(s)?

How has this opportunity for paid Curriculum Enrichment/Innovation days motivated you to become more innovative and relevant in your teaching?

 Requested Number of Curriculum Enrichment/Innovation days to be paid for
 * Seven (7) hours would equal one (1) day.

 Teacher

 Date

 Building Principal

 Date

 District Superintendent

 Date

 Number of days approved for payment.

(White: Central Office)
 (Canary: Principal)
 (Pink: Teacher)

AYERSVILLE LOCAL SCHOOLS
Employee Application for Leave

EMPLOYEE NAME: _____ TODAY'S DATE: _____

TYPE OF LEAVE: (enter amount of time requested i.e. ½, 1, 2, etc.)

_____ SICK LEAVE	Date of Illness:	_____
_____ PERSONAL LEAVE	Date of Leave:	_____
_____ PROFESSIONAL LEAVE	Date of Leave:	_____
_____ DEDUCTION OF PAY	Date of Deduct:	_____
_____ JURY DUTY	Date of Deduct:	_____
_____ MILITARY DUTY	Date of Duty:	_____

COMPLETE THIS SECTION FOR SICK LEAVE ONLY:

REASON FOR LEAVE: _____

_____ PERSONAL ILLNESS
_____ PERSONAL INJURY
_____ IMMEDIATE FAMILY INJURY/ILLNESS
_____ OUTSIDE IMMEDIATE FAMILY INJURY/ILLNESS
_____ DEATH IN IMMEDIATE FAMILY
_____ DEATH OF CLOSE FRIEND OR RELATIVE

EMPLOYEE SIGNATURE: _____

BUILDING PRINCIPAL APPROVAL: _____

SUPERINTENDENT APPROVAL: _____

*Each employee is responsible to initiate the application for leave.

*Forms are available in each administrative office.

*Personal leave and professional leave are approved initially by your building principal then given to the superintendent for final approval. A verified copy will be returned to the teacher.

*A leave request that is not approved will be returned to the teacher with a written explanation by the appropriate administrator.

APPENDIX G - Access +1 Plan

Summary of Benefits and Coverage: What this Plan Covers & What You Pay for Covered Services

Coverage Period: 01/01/2023 - 12/31/2023

Coverage for: Individual + Family | Plan Type: PPO

OHI dba Northern Buckeye Health Plan: Access+ PPO

	<p>The Summary of Benefits and Coverage (SBC) document will help you choose a health plan. The SBC shows you how you and the plan would share the cost for covered health care services. NOTE: Information about the cost of this plan (called the premium) will be provided separately. This is only a summary. For more information about your coverage, or to get a copy of the complete terms of coverage, https://coc.anthem.com/cocdps/aso. For general definitions of common terms, such as <u>allowed amount</u>, <u>balance billing</u>, <u>coinsurance</u>, <u>copayment</u>, <u>deductible</u>, <u>provider</u>, or other underlined terms, see the Glossary. You can view the Glossary at www.healthcare.gov/sbc-glossary/ or call (855) 825-1125 to request a copy.</p>	
Important Questions	Answers	Why This Matters:
What is the overall <u>deductible</u> ?	<p>\$1,000/person or \$2,000/family for In-Network Providers. \$1,000/person or \$2,000/family for Non-Network Providers.</p>	<p>Generally, you must pay all of the costs from <u>providers</u> up to the <u>deductible</u> amount before this plan begins to pay. If you have other family members on the plan, each family member must meet their own individual <u>deductible</u> until the total amount of <u>deductible</u> expenses paid by all family members meets the overall family <u>deductible</u>.</p>
Are there services covered before you meet your <u>deductible</u> ?	<p>Yes. Primary Care, Specialist Visit, <u>Preventive Care</u>, Vision. For more information see below.</p>	<p>This plan covers some items and services even if you haven't yet met the <u>deductible</u> amount. But a <u>copayment</u> or <u>coinsurance</u> may apply. For example, this plan covers certain <u>preventive services</u> without <u>cost-sharing</u> and before you meet your <u>deductible</u>. See a list of covered <u>preventive services</u> at https://www.healthcare.gov/coverage/preventive-care-benefits/.</p>
Are there other <u>deductibles</u> for specific services?	<p>No.</p>	<p>You don't have to meet <u>deductibles</u> for specific services.</p>
What is the <u>out-of-pocket limit</u> for this plan?	<p>\$3,750/person or \$7,500/family for In-Network Providers. \$4,350/person or \$8,700/family for Non-Network Providers.</p>	<p>The <u>out-of-pocket limit</u> is the most you could pay in a year for covered services. If you have other family members in this plan, they have to meet their own <u>out-of-pocket limits</u> until the overall family <u>out-of-pocket limit</u> has been met.</p>
What is <u>not</u> included in the <u>out-of-pocket limit</u> ?	<p><u>Pre-Authorization Penalties</u>, <u>Premiums</u>, <u>balance-billing</u> charges, health care this plan doesn't cover, and Non-Network Transplants.</p>	<p>Even though you pay these expenses, they don't count toward the <u>out-of-pocket limit</u>.</p>
Will you pay less if you use a <u>network provider</u> ?	<p>Yes, Blue Access. See www.anthem.com or call (855) 825-1125 for a list of <u>network providers</u>. Costs may vary by site of service and how the provider bills.</p>	<p>This plan uses a <u>provider network</u>. You will pay less if you use a <u>provider</u> in the plan's <u>network</u>. You will pay the most if you use an <u>out-of-network provider</u>, and you might receive a bill from a <u>provider</u> for the difference between the <u>provider's</u> charge and what your plan pays (<u>balance billing</u>). Be aware, your <u>network provider</u> might use an <u>out-of-network provider</u> for some services (such as lab work). Check with your <u>provider</u> before you get services.</p>
Do you need a <u>referral</u> ?	<p>No.</p>	<p>You can see the <u>specialist</u> you choose without a <u>referral</u>.</p>

* For more information about limitations and exceptions, see plan or policy document at <https://coc.anthem.com/cocdps/aso>.

APPENDIX G - Access +1 Plan

to see a specialist?

 All copayment and coinsurance costs shown in this chart are after your deductible has been met, if a deductible applies.

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		In-Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If you visit a health care provider's office or clinic	Primary care visit to treat an <u>injury</u> or <u>illness</u>	\$30/visit <u>deductible</u> does not apply	40% <u>coinsurance</u>	Virtual visits (Telehealth) benefits available.
	<u>Specialist</u> visit	\$60/visit <u>deductible</u> does not apply	40% <u>coinsurance</u>	Virtual visits (Telehealth) benefits available.
	<u>Preventive care/ screening/ immunization</u>	No charge	40% <u>coinsurance</u>	You may have to pay for services that aren't preventive. Ask your <u>provider</u> if the services needed are preventive. Then check what your <u>plan</u> will pay for.
If you have a test	<u>Diagnostic test</u> (x-ray, blood work)	20% <u>coinsurance</u>	40% <u>coinsurance</u>	-----none-----
	<u>Imaging</u> (CT/PET scans, MRIs)	20% <u>coinsurance</u>	40% <u>coinsurance</u>	-----none-----
If you need drugs to treat your illness or condition More information about <u>prescription drug coverage</u> is available at: www.express-scripts.com	Tier 1 - Typically Generic	\$15/prescription (retail) and \$30/prescription (home delivery)	\$15/prescription (retail) and Not covered (home delivery)	*See Prescription Drug section
	Tier 2 - Typically Preferred Brand & Non-Preferred Generic Drugs	\$45/prescription (retail) and \$90/prescription (home delivery)	\$45/prescription (retail) and Not covered (home delivery)	
	Tier 3 - Typically Non-Preferred Brand and Generic drugs	\$85/prescription (retail) and \$170/prescription (home delivery)	\$85/prescription (retail) and Not covered (home delivery)	
	Tier 4 - Typically Preferred Specialty (brand and generic)	\$100/prescription (retail) and \$200/prescription (home delivery)	\$100/prescription (retail) and Not covered (home delivery)	
If you have outpatient surgery	Facility fee (e.g., ambulatory surgery center)	20% <u>coinsurance</u>	40% <u>coinsurance</u>	-----none-----
	Physician/surgeon fees	20% <u>coinsurance</u>	40% <u>coinsurance</u>	-----none-----
If you need immediate medical attention	<u>Emergency room care</u>	\$250/visit <u>deductible</u> does not apply	Covered as In-Network	Copay waived if admitted.
	<u>Emergency medical transportation</u>	20% <u>coinsurance</u>	Covered as In-Network	-----none-----

* For more information about limitations and exceptions, see plan or policy document at <https://eoc.anthem.com/eocdps/as0>.

APPENDIX G - Access +1 Plan

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		In-Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
	<u>Urgent care</u>	\$60/visit deductible does not apply	Within 72 hours of onset: No charge after deductible ; After 72 hours: 40% coinsurance	-----none-----
If you have a hospital stay	Facility fee (e.g., hospital room)	20% coinsurance	40% coinsurance	Services must be pre-certified in order to avoid a 50% penalty up to a maximum penalty of \$500 per occurrence.
	<u>Physician/surgeon fees</u>	20% coinsurance	40% coinsurance	-----none-----
If you need mental health, behavioral health, or substance abuse services	Outpatient services	Office Visit \$30/visit deductible does not apply Other Outpatient 20% coinsurance	Office Visit 40% coinsurance Other Outpatient 40% coinsurance	Office Visit Virtual visits (Telehealth) benefits available. Other Outpatient -----none-----
	<u>Inpatient services</u>	20% coinsurance	40% coinsurance	-----none-----
If you are pregnant	<u>Office visits</u>	\$30/visit deductible does not apply	40% coinsurance	Maternity care may include tests and services described elsewhere in the SBC, (i.e. ultrasound).
	Childbirth/delivery professional services	20% coinsurance	40% coinsurance	
	Childbirth/delivery facility services	20% coinsurance	40% coinsurance	
If you need help recovering or have other special health needs	<u>Home health care</u>	20% coinsurance	40% coinsurance	-----none-----
	<u>Rehabilitation services</u>	\$30/visit deductible does not apply	40% coinsurance	*See Therapy Services section.
	<u>Habilitation services</u>	\$30/visit deductible does not apply	40% coinsurance	
	<u>Skilled nursing care</u>	20% coinsurance	40% coinsurance	60 days/benefit period for skilled nursing services.
	<u>Durable medical equipment</u>	20% coinsurance	40% coinsurance	*See <u>Durable Medical Equipment</u> Section
	<u>Hospice services</u>	20% coinsurance	40% coinsurance	Patient's life expectancy is 6 months or less.
If your child needs dental or eye care	<u>Children's eye exam</u>	No charge	40% coinsurance	*See Vision Services section
	<u>Children's glasses</u>	Not covered	Not covered	
	<u>Children's dental check-up</u>	Not covered	Not covered	-----none-----

* For more information about limitations and exceptions, see plan or policy document at <https://eoc.anthem.com/eocdps/aso>.

APPENDIX G - Access +1 Plan

Excluded Services & Other Covered Services:

Services Your Plan Generally Does NOT Cover (Check your policy or plan document for more information and a list of any other excluded services.)

- | | | |
|---------------------------|------------------------|----------------------------|
| • Acupuncture | • Cosmetic surgery | • Dental care (Adult) |
| • Dental care (Pediatric) | • Dental Check-up | • Glasses for a child |
| • Hearing aids | • Long-term care | • Routine eye care (Adult) |
| • Routine foot care | • Weight loss programs | |

Other Covered Services (Limitations may apply to these services. This isn't a complete list. Please see your plan document.)

- | | | |
|--|--|--|
| • Bariatric surgery | • Chiropractic care 62 visits/benefit period combined with all other therapies | • Infertility treatment (except promotion of conception) |
| • Most coverage provided outside the United States. See www.bcbsglobalcare.com | • Private-duty nursing in a Home Setting only | |

Your Rights to Continue Coverage: There are agencies that can help if you want to continue your coverage after it ends. The contact information for those agencies is: Ohio Department of Insurance, 50 W. Town Street, Third Floor - Suite 300, Columbus, Ohio 43215, (800) 686-1526, (614) 644-2673, Department of Health and Human Services, Center for Consumer Information and Insurance Oversight, 1-877-267-2323 x61565, www.ccio.cms.gov, or contact Anthem at the number on the back of your ID card. Other coverage options may be available to you, too, including buying individual insurance coverage through the Health Insurance Marketplace. For more information about the Marketplace, visit www.HealthCare.gov or call 1-800-318-2596.

Your Grievance and Appeals Rights: There are agencies that can help if you have a complaint against your plan for a denial of a claim. This complaint is called a grievance or appeal. For more information about your rights, look at the explanation of benefits you will receive for that medical claim. Your plan documents also provide complete information on how to submit a claim, appeal, or a grievance for any reason to your plan. For more information about your rights, this notice, or assistance, contact:

ATTN: Grievances and Appeals, P.O. Box 105568, Atlanta GA 30348-5568

Department of Health and Human Services, Center for Consumer Information and Insurance Oversight, 1-877-267-2323 x61565, www.ccio.cms.gov

Does this plan provide Minimum Essential Coverage? Yes

Minimum Essential Coverage generally includes plans, health insurance available through the Marketplace or other individual market policies, Medicare, Medicaid, CHIP, TRICARE, and certain other coverage. If you are eligible for certain types of Minimum Essential Coverage, you may not be eligible for the premium tax credit.

Does this plan meet the Minimum Value Standards? Yes

If your plan doesn't meet the Minimum Value Standards, you may be eligible for a premium tax credit to help you pay for a plan through the Marketplace.

To see examples of how this plan might cover costs for a sample medical situation, see the next section.

* For more information about limitations and exceptions, see plan or policy document at <https://eoc.anthem.com/cocdps/aso>.

APPENDIX G - Access +1 Plan

About these Coverage Examples:



This is not a cost estimator. Treatments shown are just examples of how this plan might cover medical care. Your actual costs will be different depending on the actual care you receive, the prices your providers charge, and many other factors. Focus on the cost sharing amounts (deductibles, copayments and coinsurance) and excluded services under the plan. Use this information to compare the portion of costs you might pay under different health plans. Please note these coverage examples are based on self-only coverage.

Peg is Having a Baby (9 months of in-network pre-natal care and a hospital delivery)		Managing Joe's Type 2 Diabetes (a year of routine in-network care of a well-controlled condition)		Mia's Simple Fracture (in-network emergency room visit and follow up care)	
■ The plan's overall deductible	\$1,000	■ The plan's overall deductible	\$1,000	■ The plan's overall deductible	\$1,000
■ Specialist copayment	\$60	■ Specialist copayment	\$60	■ Specialist copayment	\$60
■ Hospital (facility) coinsurance	20%	■ Hospital (facility) coinsurance	20%	■ Hospital (facility) coinsurance	20%
■ Other coinsurance	20%	■ Other coinsurance	20%	■ Other coinsurance	20%
This EXAMPLE event includes services like: <u>Specialist</u> office visits (<i>prenatal care</i>) Childbirth/Delivery Professional Services Childbirth/Delivery Facility Services <u>Diagnostic tests</u> (<i>ultrasounds and blood work</i>) <u>Specialist</u> visit (<i>anesthesia</i>)		This EXAMPLE event includes services like: <u>Primary care physician</u> office visits (<i>including disease education</i>) <u>Diagnostic tests</u> (<i>blood work</i>) <u>Prescription drugs</u> <u>Durable medical equipment</u> (<i>glucose meter</i>)		This EXAMPLE event includes services like: <u>Emergency room care</u> (<i>including medical supplies</i>) <u>Diagnostic test</u> (<i>x-ray</i>) <u>Durable medical equipment</u> (<i>crutches</i>) <u>Rehabilitation services</u> (<i>physical therapy</i>)	
Total Example Cost	\$12,700	Total Example Cost	\$5,600	Total Example Cost	\$2,800
In this example, Peg would pay:		In this example, Joe would pay:		In this example, Mia would pay:	
<u>Cost Sharing</u>		<u>Cost Sharing</u>		<u>Cost Sharing</u>	
Deductibles	\$1,000	Deductibles	\$1,000	Deductibles	\$1,000
Copayments	\$0	Copayments	\$400	Copayments	\$340
Coinsurance	\$2,340	Coinsurance	\$1,000	Coinsurance	\$292
<u>What isn't covered</u>		<u>What isn't covered</u>		<u>What isn't covered</u>	
Limits or exclusions	\$60	Limits or exclusions	\$20	Limits or exclusions	\$0
The total Peg would pay is	\$3,400	The total Joe would pay is	\$2,420	The total Mia would pay is	\$1,632

The plan would be responsible for the other costs of these EXAMPLE covered services.

APPENDIX G - Access +1 Plan

Language Access Services:

It's important we treat you fairly

That's why we follow federal civil rights laws in our health programs and activities. We don't discriminate, exclude people, or treat them differently on the basis of race, color, national origin, sex, age or disability. For people with disabilities, we offer free aids and services. For people whose primary language isn't English, we offer free language assistance services through interpreters and other written languages. Interested in these services? Call the Member Services number on your ID card for help (TTY/TDD: 711). If you think we failed to offer these services or discriminated based on race, color, national origin, age, disability, or sex, you can file a complaint, also known as a grievance. You can file a complaint with our Compliance Coordinator in writing to Compliance Coordinator, P.O. Box 27401, Mail Drop VA2002-N160, Richmond, VA 23279. Or you can file a complaint with the U.S. Department of Health and Human Services, Office for Civil Rights at 200 Independence Avenue, SW; Room 509F, HHH Building; Washington, D.C. 20201 or by calling 1-800-368-1019 (TDD: 1- 800-537-7697) or online at <https://ocrportal.hhs.gov/ocr/portal/lobby.jsf>. Complaint forms are available at <http://www.hhs.gov/ocr/office/file/index.html>

APPENDIX G – HDHP Plan

Summary of Benefits and Coverage: What this Plan Covers & What You Pay for Covered Services

Coverage Period: **01/01/2023 - 12/31/2023**


Coverage for: Individual + Family | Plan Type: PPO + HSA

OHI dba Northern Buckeye Health Plan: Advantage HDHP

The Summary of Benefits and Coverage (SBC) document will help you choose a health plan. The SBC shows you how you and the plan would share the cost for covered health care services. NOTE: Information about the cost of this plan (called the premium) will be provided separately. This is only a summary. For more information about your coverage, or to get a copy of the complete terms of coverage, <https://eoc.anthem.com/cocdps/asoc>. For general definitions of common terms, such as allowed amount, balance billing, coinsurance, copayment, deductible, provider, or other underlined terms, see the Glossary. You can view the Glossary at www.healthcare.gov/sbc-glossary/ or call (855) 825-1125 to request a copy.

Important Questions	Answers	Why This Matters:
What is the overall deductible?	\$3,000/person or \$5,000/family for In-Network Providers. \$3,200/person or \$6,000/family for Non-Network Providers.	Generally, you must pay all of the costs from <u>providers</u> up to the <u>deductible</u> amount before this plan begins to pay. If you have other family members on the plan, each family member must meet their own individual <u>deductible</u> until the total amount of <u>deductible</u> expenses paid by all family members meets the overall family <u>deductible</u> .
Are there services covered before you meet your deductible?	Yes. <u>Preventive Care</u> , <u>Vision</u> . For more information see below.	This plan covers some items and services even if you haven't yet met the <u>deductible</u> amount. But a <u>copayment</u> or <u>coinsurance</u> may apply. For example, this plan covers certain <u>preventive services</u> without <u>cost sharing</u> and before you meet your <u>deductible</u> . See a list of covered <u>preventive services</u> at https://www.healthcare.gov/coverage/preventive-care-benefits/ .
Are there other deductibles for specific services?	No.	You don't have to meet <u>deductibles</u> for specific services.
What is the out-of-pocket limit for this plan?	\$4,500/person or \$7,700/family for In-Network Providers. \$5,000/person or \$9,000/family for Non-Network Providers.	The <u>out-of-pocket limit</u> is the most you could pay in a year for covered services. If you have other family members in this plan, they have to meet their own <u>out-of-pocket limits</u> until the overall family <u>out-of-pocket limit</u> has been met.
What is not included in the out-of-pocket limit?	<u>Pre-Authorization</u> Penalties, <u>Premiums</u> , <u>balance-billing</u> charges, health care this plan doesn't cover, and Non-Network Transplants.	Even though you pay these expenses, they don't count toward the <u>out-of-pocket limit</u> .
Will you pay less if you use a network provider?	Yes, Blue Access. See www.anthem.com or call (855) 825-1125 for a list of <u>network providers</u> . Costs may vary by site of service and how the provider bills.	This plan uses a <u>provider network</u> . You will pay less if you use a <u>provider</u> in the plan's <u>network</u> . You will pay the most if you use an <u>out-of-network provider</u> , and you might receive a bill from a <u>provider</u> for the difference between the <u>provider's</u> charge and what your plan pays (<u>balance billing</u>). Be aware, your <u>network provider</u> might use an <u>out-of-network provider</u> .

APPENDIX G – HDHP Plan

		for some services (such as lab work). Check with your provider before you get services.
Do you need a referral to see a specialist?	No.	You can see the specialist you choose without a referral.
 All copayment and coinsurance costs shown in this chart are after your deductible has been met, if a deductible applies.		

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		In-Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If you visit a health care provider's office or clinic	Primary care visit to treat an injury or illness	20% coinsurance	30% coinsurance	Virtual visits (Telehealth) benefits available.
	Specialist visit	20% coinsurance	30% coinsurance	Virtual visits (Telehealth) benefits available.
	Preventive care/screening/immunization	No charge	30% coinsurance	You may have to pay for services that aren't preventive. Ask your provider if the services needed are preventive. Then check what your plan will pay for.
If you have a test	Diagnostic test (x-ray, blood work)	20% coinsurance	30% coinsurance	-----none-----
	Imaging (CT/PET scans, MRIs)	20% coinsurance	30% coinsurance	-----none-----
If you need drugs to treat your illness or condition More information about prescription drug coverage is available at www.express-scripts.com .	Tier 1 - Typically Generic	\$15/prescription (retail) and \$30/prescription (home delivery)	\$15/prescription (retail) and Not covered (home delivery)	*See Prescription Drug section
	Tier 2 - Typically Preferred Brand & Non-Preferred Generic Drugs	\$45/prescription (retail) and \$90/prescription (home delivery)	\$45/prescription (retail) and Not covered (home delivery)	
	Tier 3 - Typically Non-Preferred Brand and Generic drugs	\$85/prescription (retail) and \$170/prescription (home delivery)	\$85/prescription (retail) and Not covered (home delivery)	
	Tier 4 - Typically Preferred Specialty (brand and generic)	\$100/prescription (retail) and \$200/prescription (home delivery)	\$100/prescription (retail) and Not covered (home delivery)	
If you have outpatient surgery	Facility fee (e.g., ambulatory surgery center)	20% coinsurance	30% coinsurance	-----none-----
	Physician/surgeon fees	20% coinsurance	30% coinsurance	-----none-----
If you need immediate medical attention	Emergency room care	20% coinsurance	Covered as In-Network	-----none-----
	Emergency medical transportation	20% coinsurance	Covered as In-Network	-----none-----

* For more information about limitations and exceptions, see plan or policy document at <https://roc.anthem.com/roc/dns/a90>.

APPENDIX G – HDHP Plan

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		In-Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
	<u>Urgent care</u>	20% <u>coinsurance</u>	30% <u>coinsurance</u>	-----none-----
If you have a hospital stay	Facility fee (e.g., hospital room)	20% <u>coinsurance</u>	30% <u>coinsurance</u>	Services must be pre-certified in order to avoid a 50% penalty up to a maximum penalty of \$500 per occurrence.
	Physician/surgeon fees	20% <u>coinsurance</u>	30% <u>coinsurance</u>	
If you need mental health, behavioral health, or substance abuse services	Outpatient services	Office Visit 20% <u>coinsurance</u>	Office Visit 30% <u>coinsurance</u>	Office Visit Virtual visits (Telehealth) benefits available.
		Other Outpatient 20% <u>coinsurance</u>	Other Outpatient 30% <u>coinsurance</u>	Other Outpatient -----none-----
		Inpatient services 20% <u>coinsurance</u>	Inpatient services 30% <u>coinsurance</u>	-----none-----
	Office visits	20% <u>coinsurance</u>	30% <u>coinsurance</u>	
If you are pregnant	Childbirth/delivery professional services	20% <u>coinsurance</u>	30% <u>coinsurance</u>	Maternity care may include tests and services described elsewhere in the SBC (i.e. ultrasound).
	Childbirth/delivery facility services	20% <u>coinsurance</u>	30% <u>coinsurance</u>	
If you need help recovering or have other special health needs	<u>Home health care</u>	20% <u>coinsurance</u>	30% <u>coinsurance</u>	-----none-----
	<u>Rehabilitation services</u>	20% <u>coinsurance</u>	30% <u>coinsurance</u>	*See Therapy Services section.
	<u>Habilitation services</u>	20% <u>coinsurance</u>	30% <u>coinsurance</u>	
	<u>Skilled nursing care</u>	20% <u>coinsurance</u>	30% <u>coinsurance</u>	60 days/benefit period for skilled nursing services.
	<u>Durable medical equipment</u>	20% <u>coinsurance</u>	30% <u>coinsurance</u>	*See Durable Medical Equipment Section
	<u>Hospice services</u>	20% <u>coinsurance</u>	30% <u>coinsurance</u>	Patient's life expectancy is 6 months or less.
If your child needs dental or eye care	Children's eye exam	No charge	30% <u>coinsurance</u>	*See Vision Services section
	Children's glasses	Not covered	Not covered	
	Children's dental check-up	Not covered	Not covered	-----none-----

Excluded Services & Other Covered Services:

Services Your Plan Generally Does NOT Cover (Check your policy or plan document for more information and a list of any other excluded services.)

- | | | |
|---------------------------|--------------------|----------------------------|
| • Acupuncture | • Cosmetic surgery | • Dental care (Adult) |
| • Dental care (Pediatric) | • Dental Check-up | • Glasses for a child |
| • Hearing aids | • Long-term care | • Routine eye care (Adult) |

* For more information about limitations and exceptions, see plan or policy document at <https://eoc.anthem.com/eocdps/ase>.

APPENDIX G – HDHP Plan

• Routine foot care	• Weight loss programs
Other Covered Services (Limitations may apply to these services. This isn't a complete list. Please see your <u>plan</u> document.)	
• Bariatric surgery	• Chiropractic care 62 visits/benefit period combined with all other therapies
• Most coverage provided outside the United States. See www.bcbsglobalcare.com	• Private-duty nursing in a Home Setting only
	• Infertility treatment (except promotion of conception)

Your Rights to Continue Coverage: There are agencies that can help if you want to continue your coverage after it ends. The contact information for those agencies is: Ohio Department of Insurance, 50 W. Town Street, Third Floor - Suite 300, Columbus, Ohio 43215, (800) 686-1526, (614) 644-2673, Department of Health and Human Services, Center for Consumer Information and Insurance Oversight, 1-877-267-2323 x61565, www.ccoio.cmas.gov. Other coverage options may be available to you, too, including buying individual insurance coverage through the Health Insurance Marketplace. For more information about the Marketplace, visit www.HealthCare.gov or call 1-800-318-2596.

Your Grievance and Appeals Rights: There are agencies that can help if you have a complaint against your plan for a denial of a claim. This complaint is called a grievance or appeal. For more information about your rights, look at the explanation of benefits you will receive for that medical claim. Your plan documents also provide complete information on how to submit a claim, appeal, or a grievance for any reason to your plan. For more information about your rights, this notice, or assistance, contact:

ATTN: Grievances and Appeals, P.O. Box 105568, Atlanta GA 30348-5568

Department of Health and Human Services, Center for Consumer Information and Insurance Oversight, 1-877-267-2323 x61565, www.ccoio.cmas.gov

Does this plan provide Minimum Essential Coverage? Yes

Minimum Essential Coverage generally includes plans, health insurance available through the Marketplace or other individual market policies, Medicare, Medicaid, CHIP, TRICARE, and certain other coverage. If you are eligible for certain types of Minimum Essential Coverage, you may not be eligible for the premium tax credit.

Does this plan meet the Minimum Value Standards? Yes

If your plan doesn't meet the Minimum Value Standards, you may be eligible for a premium tax credit to help you pay for a plan through the Marketplace.

To see examples of how this plan might cover costs for a sample medical situation, see the next section.

* For more information about limitations and exceptions, see plan or policy document at <https://coc.anthem.com/cocdps/avo>.

APPENDIX G – HDHP Plan

About these Coverage Examples:



This is not a cost estimator. Treatments shown are just examples of how this plan might cover medical care. Your actual costs will be different depending on the actual care you receive, the prices your providers charge, and many other factors. Focus on the cost sharing amounts (deductibles, copayments and coinsurance) and excluded services under the plan. Use this information to compare the portion of costs you might pay under different health plans. Please note these coverage examples are based on self-only coverage.

Peg is Having a Baby (9 months of in-network pre-natal care and a hospital delivery)		Managing Joe's Type 2 Diabetes (a year of routine in-network care of a well-controlled condition)		Mia's Simple Fracture (in-network emergency room visit and follow up care)	
■ The plan's overall deductible	\$3,000	■ The plan's overall deductible	\$3,000	■ The plan's overall deductible	\$3,000
■ Specialist <u>coinsurance</u>	20%	■ Specialist <u>coinsurance</u>	20%	■ Specialist <u>coinsurance</u>	20%
■ Hospital (facility) <u>coinsurance</u>	20%	■ Hospital (facility) <u>coinsurance</u>	20%	■ Hospital (facility) <u>coinsurance</u>	20%
■ Other <u>coinsurance</u>	20%	■ Other <u>coinsurance</u>	20%	■ Other <u>coinsurance</u>	20%
This EXAMPLE event includes services like: <u>Specialist</u> office visits (<i>prenatal care</i>) Childbirth/Delivery Professional Services Childbirth/Delivery Facility Services <u>Diagnostic tests</u> (<i>ultrasounds and blood work</i>) <u>Specialist</u> visit (<i>anesthesia</i>)		This EXAMPLE event includes services like: <u>Primary care physician</u> office visits (<i>including disease education</i>) <u>Diagnostic tests</u> (<i>blood work</i>) <u>Prescription drugs</u> <u>Durable medical equipment</u> (<i>glucose meter</i>)		This EXAMPLE event includes services like: <u>Emergency room care</u> (<i>including medical supplies</i>) <u>Diagnostic test</u> (<i>x-ray</i>) <u>Durable medical equipment</u> (<i>crutches</i>) <u>Rehabilitation services</u> (<i>physical therapy</i>)	
Total Example Cost	\$12,700	Total Example Cost	\$5,600	Total Example Cost	\$2,800
In this example, Peg would pay:		In this example, Joe would pay:		In this example, Mia would pay:	
<u>Cost Sharing</u>		<u>Cost Sharing</u>		<u>Cost Sharing</u>	
Deductibles	\$3,000	Deductibles	\$3,000	Deductibles	\$2,800
Copayments	\$0	Copayments	\$0	Copayments	\$0
Coinsurance	\$1,500	Coinsurance	\$520	Coinsurance	\$0
<u>What isn't covered</u>		<u>What isn't covered</u>		<u>What isn't covered</u>	
Limits or exclusions	\$60	Limits or exclusions	\$20	Limits or exclusions	\$0
The total Peg would pay is	\$4,560	The total Joe would pay is	\$3,540	The total Mia would pay is	\$2,800

The plan would be responsible for the other costs of these EXAMPLE covered services.

APPENDIX G – HDHP Plan

Language Access Services:

It's important we treat you fairly

That's why we follow federal civil rights laws in our health programs and activities. We don't discriminate, exclude people, or treat them differently on the basis of race, color, national origin, sex, age or disability. For people with disabilities, we offer free aids and services. For people whose primary language isn't English, we offer free language assistance services through interpreters and other written languages. Interested in these services? Call the Member Services number on your ID card for help (TTY/TDD: 711). If you think we failed to offer these services or discriminated based on race, color, national origin, age, disability, or sex, you can file a complaint, also known as a grievance. You can file a complaint with our Compliance Coordinator in writing to Compliance Coordinator, P.O. Box 27401, Mail Drop VA2002-N160, Richmond, VA 23279. Or you can file a complaint with the U.S. Department of Health and Human Services, Office for Civil Rights at 200 Independence Avenue, SW; Room 509F, HHH Building, Washington, D.C. 20201 or by calling 1-800-368-1019 (TDD: 1- 800-537-7697) or online at <https://ocrportal.hhs.gov/ocr/portal/lobby.jsf>. Complaint forms are available at <http://www.hhs.gov/ocr/office/file/index.html>

HEALTH CARE MANAGEMENT – PRECERTIFICATION

Your Plan includes the process of Utilization Review to decide when services are Medically Necessary or Experimental/Investigative as those terms are defined in this Benefit Book. Utilization Review aids the delivery of cost-effective health care by reviewing the use of treatments and, when proper, level of care and/or the setting or place of service that they are performed.

Reviewing Where Services are Provided

A service must be Medically Necessary to be a Covered Service. When level of care, setting or place of service is reviewed, services that can be safely given to You in a lower level of care or lower cost setting/place of care, will not be Medically Necessary if they are given in a higher level of care or higher cost setting/place of care. This means that a request for a service may be denied because it is not Medically Necessary for the service to be provided where it is being requested. When this happens, the service can be requested again in another place and will be reviewed again for Medical Necessity. At times a different Provider or Facility may need to be used in order for the service to be considered Medically Necessary. Examples include, but are not limited to:

- A service may be denied on an Inpatient basis at a Hospital but may be approvable if provided on an outpatient basis at a Hospital.
- A service may be denied on an outpatient basis at a Hospital but may be approvable at a free-standing imaging center, infusion center, Ambulatory Surgery Center, or in a Physician's office.
- A service may be denied at a Skilled Nursing Facility but may be approvable in a home setting.

Utilization Review criteria will be based on many sources including medical policy and clinical guidelines. The Plan may decide that a treatment that was asked for is not Medically Necessary if a clinically equivalent treatment that is more cost effective is available and appropriate. "Clinically equivalent" means treatments that for most Members will give You similar results for a disease or condition.

If You have any questions about the Utilization Review process, the medical policies, or clinical guidelines, You may call the Member Services telephone number on Your Identification Card or visit www.anthem.com.

Coverage for or payment of the service or treatment reviewed is not guaranteed even if the Plan decides Your services are Medically Necessary. For benefits to be covered, on the date You get service:

1. You must be eligible for benefits;
2. Fees must be paid for the time period that services are given;
3. The service or supply must be a Covered Service under this book;
4. The service cannot be subject to an Exclusion under this book; and
5. You must not have exceeded any applicable limits under Your Plan.
6. Additionally, Your claim must be received by us within the timeframes specified in the Notice of Claim & Proof of Loss provision in the Claims Payment section of this book. Please note that if the covered service is received from an Out-of-Network Provider or a provider that is not authorized by us, You may also still be liable for all or part of the claim.

Types of Reviews:

- **Pre-service Review** – A review of a service, treatment or admission for a benefit coverage determination which is done before the service or treatment begins or admission date.
- **Precertification** – A required Pre-service Review for a benefit coverage determination for a service or treatment. Certain services require Precertification in order for You to get benefits. Please contact us at the customer service telephone number on the back of Your Identification Card to determine if a Prior Approval or a Precertification is required. The benefit coverage review will include a review to decide whether the service meets the definition of Medical Necessity or is Experimental/Investigative as those terms are defined in this Benefit Book.

For admissions following Emergency Care, You, Your authorized representative or Doctor should tell the Claims Administrator no later than 2 business days after admission or as soon as possible within a reasonable period of time. For childbirth admissions, Precertification is not needed unless there is a problem and/or the mother

and baby are not sent home at the same time. Precertification is not required for the first 48 hours for a vaginal delivery or 96 hours for a cesarean section. Admissions longer than 48/96 hours require Precertification.

- **Continued Stay/Concurrent Review** - A Utilization Review of a service, treatment or admission for a benefit coverage determination which must be done during an ongoing stay in a Facility or course of treatment.

Both Pre-Service and Continued Stay/Concurrent Reviews may be considered urgent when, in the view of the treating Provider or any Doctor with knowledge of Your medical condition, without such care or treatment, Your life or health or Your ability to regain maximum function could be seriously threatened or You could be subjected to severe pain that cannot be adequately managed without such care or treatment. Urgent reviews are conducted under a shorter timeframe than standard reviews.

- **Post-service Review** – A review of a service, treatment or admission for a benefit coverage that is conducted after the service has been provided. Post-service reviews are performed when a service, treatment or admission did not need a Precertification, or when a needed Precertification was not obtained. Post-service reviews are done for a service, treatment or admission in which the Claims Administrator has a related clinical coverage guideline and are typically initiated by the Claims Administrator.

Precertification Penalties:

- **No Precertification on File** – If claims that require precertification are not pre-certified, they will be denied for no precertification. Once information is received claims can be reopened based on medical information provided.
 - **Late Notice** - \$500
- **Not Medically Necessary** – Any services or days found not to be Medically Necessary will not be covered.

Services and Treatments That Require Precertification

The following list is not all inclusive and is subject to change; please call the Member Services telephone number on Your Identification Card to confirm the most current list and requirements for Your Plan.

Inpatient Admission:

- Acute Inpatient
- Acute Rehabilitation
- LTACH (Long Term Acute Care Hospital)
- Skilled Nursing Facility
- OB delivery stays beyond the Federal Mandate minimum LOS (including newborn stays beyond the mother's stay)
- Emergency Admissions (Requires Plan notification no later than 2 business days after admission)

Diagnostic Testing:

- Cardiac Ion Channel Genetic Testing
- Chromosomal Microarray Analysis (CMA) for Developmental Delay, Autism Spectrum Disorder, Intellectual Disability (Intellectual Developmental Disorder) and Congenital Anomalies
- Gene Expression Profiling for Managing Breast Cancer Treatment
- Gene Mutation Testing for Solid Tumor Cancer Susceptibility and Management
- Genetic Testing for Breast and/or Ovarian Cancer Syndrome
- Preimplantation Genetic Diagnosis Testing
- Prostate Saturation Biopsy
- Wireless Capsule for the Evaluation of Suspected Gastric and Intestinal Motility Disorders

Durable Medical Equipment (DME)/Prosthetics:

- Augmentative and Alternative Communication (AAC) Devices/ Speech Generating Devices (SGD)
- Electrical Bone Growth Stimulation
- Functional Electrical Stimulation (FES); Threshold Electrical Stimulation (TES)
- Implantable Infusion Pumps
- Lower Limb Prosthesis and Microprocessor Controlled Lower Limb Prosthesis
- Oscillatory Devices for Airway Clearance including High Frequency Chest Compression and Intrapulmonary Percussive Ventilation (IPV)
- Pneumatic Compression Devices for Lymphedema
- Prosthetics: Electronic or externally powered and select other prosthetics- (myoelectric-UE)
- Standing Frame
- Transtympanic Micropressure for the Treatment of Ménière's Disease
- Ultrasound Bone Growth Stimulation
- Wheeled Mobility Devices: Wheelchairs-Powered, Motorized, With or Without Power Seating Systems and Power Operated Vehicles (POVs)

Gender Affirming Surgery

Human Organ and Bone Marrow/Stem Cell Transplants

- Inpatient admits for ALL solid organ and bone marrow/stem cell transplants (Including Kidney only transplants)
- Outpatient: All procedures considered to be transplant or transplant related including but not limited to:
 - Donor Leukocyte Infusion

- Intrathecal treatment of Spinal Muscular Atrophy (SMA)
- Stem Cell/Bone Marrow transplant (with or without myeloablative therapy)
- (CAR) T-cell immunotherapy treatment including but not limited to:
 - o Axicabtagene ciloleucel (Yescarta™)
 - o Tisagenlecleucel (Kymriah™)
 - o Brexucabtagene Autoleucel (Tecartus)
- Gene Therapy Treatment & Replacement.

Mental Health/Substance Abuse (MHSA):
Precertification Required

- Acute Inpatient Admissions
- Transcranial Magnetic Stimulation (TMS)
- Residential Care
- Behavioral Health in-home Programs
- Applied Behavioral Analysis (ABA)**
- Intensive Outpatient Therapy (IOP) **
- Partial Hospitalization (PHP) **

**** Please check benefits for any exclusions, or specific precertification requirements**

Other Outpatient and Surgical Services:

- Air Ambulance (excludes 911 initiated emergency transport)
- Abdominoplasty, Panniculectomy, Diastasis Recti Repair
- Ablative Techniques as a Treatment for Barrett's Esophagus
- Allogeneic, Xenographic, Synthetic and Composite Products for Wound Healing and Soft Tissue Grafting
- Hyperbaric Oxygen Therapy (Systemic/Topical)
- Autologous Cellular Immunotherapy for the Treatment of Prostate Cancer
- Axial Lumbar Interbody Fusion
- Balloon and Self-Expanding Absorptive Sinus Ostial Dilation
- Blepharoplasty
- Bone-Anchored and Bone Conduction Hearing Aids
- Brachioplasty
- Breast Procedures; including Reconstructive Surgery, Implants and other Breast Procedures
- Bronchial Thermoplasty for Treatment of Asthma
- Cardiac Resynchronization Therapy (CRT) with or without an Implantable Cardioverter Defibrillator (CRT/ICD) for the Treatment of Heart Failure
- Carotid, Vertebral and Intracranial Artery Angioplasty with or without Stent Placement
- Cervical and Thoracic Discography
- Chin Implant, Mentoplasty, Osteoplasty Mandible
- Cochlear Implants and Auditory Brainstem Implants
- Computer-Assisted Musculoskeletal Surgical Navigational Orthopedic Procedures of the Appendicular System
- Corneal Collagen Cross-Linking
- Cryosurgical Ablation of Solid Tumors Outside the Liver
- Deep Brain, Cortical, and Cerebellar Stimulation
- Diaphragmatic/Phrenic Nerve Stimulation pacing systems

- Electric Tumor Treatment Field (TTF)
- Endovascular Techniques (Percutaneous or Open Exposure) for Arterial Revascularization of the Lower Extremities)
- Functional Endoscopic Sinus Surgery
- Immunoprophylaxis for respiratory syncytial virus (RSV)/ Synagis (palivizumab)
- Implantable Ambulatory Event Monitors and Mobile Cardiac Telemetry
- Implantable or Wearable Cardioverter-Defibrillator
- Implanted (Epidural and Subcutaneous) Spinal Cord Stimulators (SCS)
- Implanted Devices for Spinal Stenosis
- Insertion/injection of prosthetic material collagen implants
- Percutaneous Vertebral Disc and Vertebral Endplate Procedures
- Intraocular Anterior Segment Aqueous Drainage Devices (without extraocular reservoir)
- Keratoprosthesis
- Leadless Pacemaker
- Liposuction/lipectomy
- Locoregional and Surgical Techniques for Treating Primary and Metastatic Liver Malignancies
- Lower Esophageal Sphincter Augmentation Devices for the Treatment of Gastroesophageal Reflux Disease (GERD)
- Lumbar Discoraphy
- Lysis of Epidural Adhesions
- Mandibular/Maxillary (Orthognathic) Surgery
- Manipulation Under Anesthesia of the Spine and Joints other than the Knee
- Mastectomy for Gynecomastia
- Mechanical Circulatory Assist Devices (Ventricular Assist Devices, Percutaneous Ventricular Assist Devices and Artificial Hearts)
- Mechanical Embolectomy for Treatment of Acute Stroke
- Meniscal Allograft Transplantation of the Knee
- Oral, Pharyngeal and Maxillofacial Surgical Treatment for Obstructive Sleep Apnea or Snoring
- Outpatient Cardiac Hemodynamic Monitoring Using a Wireless Sensor for Heart Failure Management
- Ovarian and Internal Iliac Vein Embolization as a Treatment of Pelvic Congestion Syndrome
- Partial Left Ventriculectomy
- Penile Prosthesis Implantation
- Percutaneous and Endoscopic Spinal Surgery
- Percutaneous Neurolysis for Chronic Neck and Back Pain
- Percutaneous Vertebroplasty, Kyphoplasty and Sacroplasty
- Perirectal Spacers for Use During Prostate Radiotherapy (Space Oar)
- Photocoagulation of Macular Drusen
- Presbyopia and Astigmatism-Correcting Intraocular Lenses
- Private Duty Nursing
- Procedures Performed on Male or Female Genitalia
- Procedures Performed on the Face, Jaw or Neck (including facial dermabrasion, scar revision)
- Procedures Performed on the Trunk and Groin
- Reduction Mammaplasty

- Repair of pectus excavatum/carinatum
- Sacral Nerve Stimulation (SNS) and Percutaneous Tibial Nerve Stimulation (PTNS) for Urinary and Fecal Incontinence and Urinary Retention
- Sacral Nerve Stimulation as a Treatment of Neurogenic Bladder Secondary to Spinal Cord Injury
- Sacroiliac Joint Fusion
- Skin-Related Procedures
- Subtalar Arthroereisis
- Surgical and Ablative Treatments for Chronic Headaches
- Surgical and Minimally Invasive Treatments for Benign Prostatic Hyperplasia (BPH) and Other GU Conditions
- Surgical Treatment of Obstructive Sleep Apnea and Snoring
- Therapeutic Apheresis
- Total Ankle Replacement
- Transanal Hemorrhoidal Dearterialization (THD)
- Transcatheter Ablation of Arrhythmogenic Foci in the Pulmonary Veins as a Treatment of Atrial Fibrillation (Radiofrequency and Cryoablation)
- Transcatheter Closure of Patent Foramen Ovale and Left Atrial Appendage for Stroke Prevention
- Transcatheter Heart Valve Procedures
- Transcatheter Uterine Artery Embolization
- Transendoscopic Therapy for Gastroesophageal Reflux Disease and Dysphagia
- Transmyocardial/Periventricular Device Closure of Ventricular Septal Defects
- Treatment of Hyperhidrosis
- Treatment of Osteochondral Defects of the Knee and Ankle
- Treatment of Temporomandibular Disorders
- Treatment of Varicose Veins (Lower Extremities)
- Treatments for Urinary Incontinence
- Vagus Nerve Stimulation
- Venous Angioplasty with or without Stent Placement/ Venous Stenting
- Viscocanalostomy and Canaloplasty

Out-of-Network Referrals:

Out-of-Network Services for consideration of payment at Network benefit level (may be authorized, based on network availability and/or medical necessity.)

Radiation Therapy/ Radiology Services

- Intensity Modulated Radiation Therapy (IMRT)
- MRI Guided High Intensity Focused Ultrasound Ablation for Non-Oncologic Indications
- Single Photon Emission Computed Tomography (SPECT) Scans for Noncardiovascular Indications
- Proton Beam Therapy
- Radiofrequency Ablation to Treat Tumors Outside the Liver
- Stereotactic Radiosurgery (SRS) and Stereotactic Body Radiotherapy (SBRT)
- Catheter-based Embolization Procedures for Malignant Lesions Outside the Liver
- Wireless Capsule Endoscopy for Gastrointestinal Imaging and the Patency Capsule Precertification

Services not requiring precertification for coverage, but recommended for pre-determination of Medical Necessity due to the existence of post service claim edits and/or the potential cost of services to the member if denied by Anthem for lack of Medical Necessity:

- (1) Procedures, equipment, and/or specialty infusion drugs which have medically necessary criteria determined by Corporate Medical Policy or Adopted Clinical Guidelines.

Who is Responsible for Precertification?

Typically, Network Providers know which services need Precertification and will get any Precertification when needed. Your Primary Care Physician and other Network Providers have been given detailed information about these procedures and are responsible for meeting these requirements. Generally, the ordering Provider, Facility or attending Doctor ("requesting Provider") will get in touch with the Claims Administrator to ask for a Precertification. However, You may request a Precertification or You may choose an authorized representative to act on Your behalf for a specific request. The authorized representative can be anyone who is 18 years of age or older. The table below outlines who is responsible for Precertification and under what circumstances.

Provider Network Status	Responsibility to Get Precertification	Comments
Network, including BlueCard Providers in the service areas of Anthem Blue Cross and Blue Shield (CO, CT, IN, KY, ME, MO, NH, NV, OH, VA, WI); Anthem Blue Cross (CA); Empire Blue Cross Blue Shield; Anthem Blue Cross Blue Shield (GA); and any future affiliated Blue Cross and/or Blue Shield plans resulting from a merger or acquisition by the Claims Administrator's parent company.	Provider	<ul style="list-style-type: none"> • The Provider must get Precertification when required
Out-of-Network/ Non-Participating	Member	<ul style="list-style-type: none"> • Member must get Precertification when required. (Call Member Services.) • Member may be financially responsible for charges/costs related to the service and/or setting in whole or in part if the service and or setting is found to not be Medically Necessary.

Provider Network Status	Responsibility to Get Precertification	Comments
BlueCard Provider outside the service areas of the states listed in the column above and BlueCard Providers in other states not listed	Member (Except for Inpatient Admissions)	<ul style="list-style-type: none"> Member must get Precertification when required. (Call Member Services.) Member may be financially responsible for charges/costs related to the service and/or setting in whole or in part if the service and or setting is found to not be Medically Necessary. BlueCard Providers must obtain precertification for all Inpatient Admissions.

NOTE: For an Emergency Care admission, precertification is not required. However, You, Your authorized representative or Doctor must tell the Claims Administrator no later than 2 business days after admission or as soon as possible within a reasonable period of time.

The Claims Administrator will utilize its clinical coverage guidelines, such as medical policy, clinical guidelines, and other applicable policies and procedures to help make Medical Necessity decisions. Medical policies and clinical guidelines reflect the standards of practice and medical interventions identified as proper medical practice. The Claims Administrator reserves the right to review and update these clinical coverage guidelines from time to time.

You are entitled to ask for and get, free of charge, reasonable access to any records concerning Your request. To ask for this information, call the Precertification phone number on the back of Your Identification Card.

If You are not satisfied with the Plan's decision under this section of Your benefits, please refer to the **Your Right To Appeal** section to see what rights may be available to You.

Decision and Notice Requirements

The Claims Administrator will review requests for benefits according to the timeframes listed below. The timeframes and requirements listed are based on Federal laws. You may call the phone number on the back of Your Identification Card for more details.

Type of Review	Timeframe Requirement for Decision and Notification
Urgent Pre-service Review	72 hours from the receipt of request
Non-Urgent Pre-service Review	15 calendar days from the receipt of the request
Urgent Continued Stay /Concurrent Review when request is received more than 24 hours before the end of the previous authorization	24 hours from the receipt of the request
Urgent Continued Stay /Concurrent Review when request is received less than 24 hours before the end of the previous authorization or no previous authorization exists	72 hours from the receipt of the request
Post-Service Review	30 calendar days from the receipt of the request

If more information is needed to make a decision, the Claims Administrator will tell the requesting Provider of the specific information needed to finish the review. If the Claims Administrator does not get the specific information needed by the required timeframe, the Claims Administrator will make a decision based upon the information it has.

The Claims Administrator will notify You and Your Provider of its decision as required by Federal law. Notice may be given by one or more of the following methods: verbal, written, and/or electronic.

Important Information

From time to time certain medical management processes (including utilization management, case management, and disease management) may be waived, enhanced, changed or ended. An alternate benefit may be offered if in the Plan's sole discretion, such change furthers the provision of cost effective, value based and/or quality services.

Certain qualifying Providers may be selected to take part in a program or a provider arrangement that exempts them from certain procedural or medical management processes that would otherwise apply. Your claim may also be exempted from medical review if certain conditions apply.

Just because a process, Provider or Claim is exempted from the standards which otherwise would apply, it does not mean that this will occur in the future, or will do so in the future for any other Provider, claim or Member. The Plan may stop or change any such exemption with or without advance notice.

You may find out whether a Provider is taking part in certain programs or a Provider arrangement by contacting the Member Services number on the back of Your Identification Card.

The Claims Administrator also may identify certain Providers to review for potential fraud, waste, abuse or other inappropriate activity if the claims data suggests there may be inappropriate billing practices. If a Provider is selected under this program, then the Claims Administrator may use one or more clinical utilization management guidelines in the review of claims submitted by this Provider, even if those guidelines are not used for all Providers delivering services to this Plan's Members.

Health Plan Individual Case Management

The Claims Administrator's individual health Plan case management programs (Case Management) helps coordinate services for Members with health care needs due to serious, complex, and/or chronic health conditions. The Claims Administrator's programs coordinate benefits and educate Members who agree to take part in the Case Management Program to help meet their health-related needs.

The Claims Administrator's Case Management programs are confidential and voluntary and are made available at no extra cost to You. These programs are provided by, or on behalf of and at the request of, Your health Plan case management staff. These Case Management programs are separate from any Covered Services You are receiving.

If You meet program criteria and agree to take part, the Claims Administrator will help You meet Your identified health care needs. This is reached through contact and team work with You and/or Your authorized representative, treating Doctor(s), and other Providers.

In addition, the Claims Administrator may assist in coordinating care with existing community-based programs and services to meet Your needs. This may include giving You information about external agencies and community-based programs and services.

In certain cases of severe or chronic illness or injury, the Plan may provide benefits for alternate care that is not listed as a Covered Service. The Plan may also extend Covered Services beyond the Benefit Maximums of this Plan. The Claims Administrator's will make any recommendation of alternate or extended benefits to the Plan on a case-by-case basis, if in the Claims Administrator's discretion, the alternate or extended benefit is in the best interest of You and the Plan and You or Your authorized representative agree to the alternate or extended benefit in writing. A decision to provide extended benefits or approve alternate care in one case does not obligate the Plan to provide the same benefits again to You or to any other Member. The Plan reserves the right, at any time, to alter or stop providing extended benefits or approving alternate care. In such case, the Claims Administrator will notify You or Your authorized representative in writing.



Delta Dental PPO (Point-of-Service)

Summary of Dental Plan Benefits

For Group# 1212-3101, 3102, 3103, 3104, 3105, 3106, 3107, 3108, 3109, 3110, 3111, 3112, 3113, 3114, 3115, 3116, 3117, 3118, 3119, 3121, 3122, 3123, 3124, 3125, 3126, 3127, 3128, 3129, 3130, 3131, 3133, 3134, 3135, 3136, 3137, 3138
Northern Buckeye Health Plan - Premium Dental Plan

This Summary of Dental Plan Benefits should be read along with your Certificate. Your Certificate provides additional information about your Delta Dental plan, including information about plan exclusions and limitations. If a statement in this Summary conflicts with a statement in the Certificate, the statement in this Summary applies to you and you should ignore the conflicting statement in the Certificate. The percentages below are applied to Delta Dental's allowance for each service and it may vary due to the dentist's network participation.*

Control Plan – Delta Dental of Ohio

Benefit Year – January 1 through December 31

Covered Services –

	Delta Dental PPO Dentist Plan Pays	Delta Dental Premier Dentist Plan Pays	Nonparticipating Dentist Plan Pays*
Diagnostic & Preventive			
Diagnostic and Preventive Services – exams, cleanings, fluoride, and space maintainers	100%	100%	100%
Emergency Palliative Treatment – to temporarily relieve pain	100%	100%	100%
Sealants – to prevent decay of permanent teeth	100%	100%	100%
Brush Biopsy – to detect oral cancer	100%	100%	100%
Radiographs – X-rays	100%	100%	100%
Basic Services			
Minor Restorative Services – fillings and crown repair	80%	80%	80%
Endodontic Services – root canals	80%	80%	80%
Periodontic Services – to treat gum disease	80%	80%	80%
Oral Surgery Services – extractions and dental surgery	80%	80%	80%
Other Basic Services – misc. services	80%	80%	80%
Relines and Repairs – to bridges, implants, and dentures	80%	80%	80%
Major Services			
Major Restorative Services – crowns	60%	60%	60%
Prosthodontic Services – bridges, implants, and dentures	60%	60%	60%
Orthodontic Services			
Orthodontic Services – braces	60%	60%	60%
Orthodontic Age Limit –	No Age Limit	No Age Limit	No Age Limit

* When you receive services from a Nonparticipating Dentist, the percentages in this column indicate the portion of Delta Dental's Nonparticipating Dentist Fee that will be paid for those services. The Nonparticipating Dentist Fee may be less than what the dentist charges and you are responsible for that difference.

- Oral exams (including evaluations by a specialist) are payable twice per calendar year.
- Prophylaxes (cleanings) are payable twice per calendar year.
- People with specific at-risk health conditions may be eligible for additional prophylaxes (cleanings) or fluoride treatment. The patient should talk with his or her dentist about treatment.
- Fluoride treatments are payable once per calendar year with no age limit.
- Space maintainers are payable once per area per lifetime with no age limit.

- Bitewing X-rays are payable once per calendar year and full mouth X-rays (which include bitewing X-rays) are payable once in any three-year period.
- Sealants are payable once per tooth per calendar year for the occlusal surface of first and second permanent molars up to age 16. The surface must be free from decay and restorations.
- Composite resin (white) restorations are Covered Services on posterior teeth.
- Porcelain and resin facings on crowns are optional treatment on posterior teeth.
- Bone replacement graft for ridge preservation and osseous, osteoperiosteal, or cartilage graft of the mandible or maxilla are Covered Services.
- Implants and implant related services are payable once per tooth in any five-year period.
- Occlusal guards are payable once per calendar year. Antibiotic drug injections are Covered Services.

Having Delta Dental coverage makes it easy for you to get dental care almost everywhere in the world! You can now receive expert dental care when you are outside of the United States through our Passport Dental program. This program gives you access to a worldwide network of dentists and dental clinics. English-speaking operators are available around the clock to answer questions and help you schedule care. For more information, check our Web site or contact your benefits representative to get a copy of our Passport Dental information sheet.

Maximum Payment – \$2,500 per person total per Benefit Year on all services except orthodontic services. \$1,800 per person total per lifetime on orthodontic services.

Deductible – \$25 Deductible per person total per Benefit Year limited to a maximum Deductible of \$50 per family per Benefit Year. The Deductible does not apply to diagnostic and preventive services, emergency palliative treatment, brush biopsy, X-rays, sealants, and orthodontic services.

Waiting Period – All Employees shall be eligible to enroll on the Employee's starting date or on another beginning date, as determined by the Employer.

Eligible People – An employee of the Group who meets the eligibility requirements of the Group including working the required number of hours that the employer or Group requires for eligibility. This definition specifically includes Board Members or other individuals who are required to be covered by State or Federal law, regardless of hours worked. The Contractor and Subscriber share the cost of this plan.

Also eligible are your legal spouse and your children to the end of the month in which they turn 26, including your children who are married, who no longer live with you, who are not your dependents for Federal income tax purposes, and/or who are not permanently disabled.

You and your eligible dependents must enroll for a minimum of 12 months. If coverage is terminated after 12 months, you may not re-enroll prior to the open enrollment that occurs at least 12 months from the date of termination. Your dependents may only enroll if you are enrolled (except under COBRA) and must be enrolled in the same plan as you. Plan changes are only allowed during open enrollment periods, except that an election may be revoked or changed at any time if the change is the result of a qualifying event as defined under Internal Revenue Code Section 125.

If you and your Spouse are both eligible to enroll in This Plan as Subscribers, you may be enrolled as both a Subscriber on your own application and as a Dependent on your Spouse's application. Your Dependent Children may be enrolled on both your and your Spouse's applications as well. Delta Dental will coordinate benefits between your coverage and your Spouse's coverage.

Coverage will terminate as determined by the Employer.

Grievance # _____ School District _____

Distribution of Form

1. Superintendent
2. Principal
3. Association
4. Employee

GRIEVANCE REPORT

Submit to Principal or Immediate Supervisor in Duplicate

Building	Assignment	Name of Grievant	Date Filed
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STEP 1

A. Date Cause of Grievance Occurred _____

B. 1. Statement of Grievance _____

3. Relief Sought _____

[If additional space is needed in reporting Sections B1 & 2, attach an additional sheet.]

Signature Date

C. Disposition by Principal or Immediate Supervisor _____

Signature of Principal or Immediate Supervisor Date

D. Position of Grievant and/or Association _____

Signature Date

STEP II

A. Date Received by Superintendent or Designee _____

B. Disposition of Superintendent or Designee _____

Signature Date

C. Position of Grievant and/or Association _____

Signature Date

STEP III

A. Date Submitted to Arbitration _____

B. Disposition & Award of Arbitrator _____

Signature of Arbitrator Date

**Ayersville Local School
Non-OTES Evaluation Form**

Observation Date:
Observer:

Teacher:
Grade/Subject:

Section A: Organization

A1: Knowledge of Student

1. Knowledgeable about students' knowledge base and skill level.
2. Perceptive of background experiences that may influence a student's performance.
3. Understands why it is important to know and understand students' knowledge base, skill level, and background experiences.
4. Evaluates student progress regularly and maintains records for report cards and conferences.

1 2 3 4 5 N/A

COMMENTS:

A2: Learning Goals

1. Articulates appropriate learning goals for students.
2. Correlates instructional goals and objectives with appropriate standards and courses of study.

1 2 3 4 5 N/A

COMMENTS:

A3: Methods, Activities, and Resources

1. Chooses methods, activities, and resources that are appropriate for the students and that are aligned with the goals of the lesson.
2. Has a rationale for the methods, activities, and resources to be used for the lesson.
3. Provides differentiated learning experiences when needed.

1 2 3 4 5 N/A

COMMENTS:

Section B: Student Learning Environment						
B1: Classroom Behavior 1. Maintains consistent standards of classroom behavior. 2. Maintains an orderly and efficient classroom. 3. Shows consistency and fairness in dealing with student behavior. 4. Classroom rules are clearly displayed and/or communicated.	1	2	3	4	5	N/A
COMMENTS:						
B2: Classroom Space 1. Makes the classroom safe and functional. 2. Organizes the classroom to facilitate learning. 3. Maintains an attractive classroom and a pleasant learning environment.	1	2	3	4	5	N/A
COMMENTS:						
B3: Fairness and Rapport 1. Creates a climate that promotes fairness and mutual respect. 2. Establishes and maintains rapport with students.	1	2	3	4	5	N/A
COMMENTS:						
B4: Learning Expectations 1. Encourages and expects participation and involvement from all students. 2. Expectations are in line with the differing needs of students.	1	2	3	4	5	N/A
COMMENTS:						

Section C: Instruction							
C1: Clear Goals and Procedures 1. Communicates the goals of the lesson. 2. Gives explanations, assignments, and directions clearly. 3. Presents a variety of activities to spark student interest.	1 2 3 4 5 N/A						
	COMMENTS:						
C2: Comprehensible Content 1. Uses appropriate instructional techniques. 2. Employs a variety of materials, resources, and instructional techniques. 3. Utilizes effective questioning strategies. 4. Provides students with intervention opportunities when appropriate or necessary. 5. Provides students with accurate information about the content. (Demonstrates knowledge of subject area).	1 2 3 4 5 N/A						
	COMMENTS:						
C3: Extends Thinking 1. Uses questioning techniques that encourage students to use higher level thinking skills. 2. Student assignments are designed to challenge students. 3. Students are encouraged to think independently, critically, or creatively.	1 2 3 4 5 N/A						
	COMMENTS:						

C4: Monitoring and Feedback <ol style="list-style-type: none"> 1. Uses a variety of techniques to monitor student understanding of content and assignments (circulating, questioning, etc.). 2. Provides students with appropriate and specific feedback. 3. Makes instructional adjustments when and if necessary. 4. Provides opportunities for students to talk about what they learned (questioning, small group, discussion, etc.). 	<div>12345N/A</div> COMMENTS:
C5: Using Instructional Time Effectively <ol style="list-style-type: none"> 1. Students are engaged in instructional matters throughout the entire class period. 2. Any non-instructional matters are completed quickly and efficiently. 3. Transitions are performed effectively. 	<div>12345N/A</div> COMMENTS:
Section D: Teacher Professionalism	
D1: Lesson Reflection <ol style="list-style-type: none"> 1. Teacher was able to accurately describe the strengths and weakness of the lesson. 2. Teacher was able to describe where the class would be going in the future based on the observed lesson. 3. Teacher was able to describe techniques, activities, methods, etc. used to meet the needs of students who struggled during the lesson. 4. Teacher was able to describe techniques, activities, methods, etc. used to meet the needs of students who excelled during the lesson. 5. Teacher demonstrates responsibility for student learning. 	<div>12345N/A</div> COMMENTS:

D2: Professional Relationships <ol style="list-style-type: none"> 1. Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. 2. Teacher communicates with others to address the needs of students. 3. Teacher works with others to address the learning goals of students. 4. Keeps current with developments in the field. 5. Participates in district and building level professional activities. 	<div>12345N/A</div> <p>COMMENTS:</p>
D3: Parent Communication <ol style="list-style-type: none"> 1. Teacher demonstrates a variety of techniques for communicating with parents. 2. Teacher demonstrates an understanding of the reasons for communicating with parents. 	<div>12345N/A</div> <p>COMMENTS:</p>
D4: Professionalism <ol style="list-style-type: none"> 1. Is in assigned place of duty from 8:00 a.m. to 3:30 p.m. daily. 2. Attends faculty meetings, parent-teacher conferences, and open houses. 3. Provides adequate lesson plans for a substitute. 4. Devotes self to school duties during school hours. 5. Returns records and reports to the office on time. 6. Assists in maintaining control and enforcing rules throughout the school. 7. Supervises students (doesn't leave them unattended in classroom/assemblies). 	<div>12345N/A</div> <p>COMMENTS:</p>

8. Speaks and writes clearly using correct rules of grammar and spelling.
9. Maintains a professional and ethical behavior.
10. Appearance is professional and appropriate to the teacher's job assignment.
11. Complies with policies as set forth by the Board of Education.

Average of 4 or 5 (not including N/A or non-observed areas) is equivalent to an accomplished rating in OTES.

Average of 3 is equivalent to a skilled rating.

Average of 2 is equivalent to a developing rating.

Average of 1 is equivalent to an effective rating.

Summary Statement by Administrator

Recommendations

Commendations

Administrator's Signature__

Date_____

Teacher's Signature__

Date_____

*Your signature on this document acknowledges that you have seen it, not that you necessarily agree with the evaluation. You may include any comments you feel appropriate.

Date: _____
Teacher: _____
Observer: _____

Time: _____
Grade/Subject: _____

Below are questions that principals may ask during the pre-observation conference. Teachers should be prepared to answer these questions.

Knowledge of Student

1. How do you become familiar with the skills and cultural resources students bring to the classroom? Share your knowledge of your students—characteristics, background experiences, prior knowledge, skill level.
2. Why is it important to know these things?

Learning Goals

1. What are the goals for the lesson?
2. What will the students be expected to learn?
3. Why have you chosen these goals?
4. How do they align with the standards and with this discipline as a whole?
5. How does today's content fit in with previous and future lessons?

Methods, Activities, and Resources

1. Describe the methods, activities, grouping, and resources you plan to use for the lesson.
2. Explain why you have chosen these.

Evaluation and Assessment

1. What types of evaluation will you use to determine if students have mastered the goals for the lesson?
2. How will you use the information from the evaluation?

Post-Observation Conference (Non-OTES)

APPENDIX L

Date: _____
Teacher: _____
Observer: _____

Time: _____
Grade/Subject: _____

Below are questions that principals may ask during the post-observation conference. Teachers should be prepared to answer these questions.

1. Describe how the lesson went in terms of your instructional goals.
 - Were the activities and materials effective?
 - Did students learn what you wanted them to learn? How do you know?
 - If you were to teach this lesson again, what changes would you make?
2. Describe what you will do next with the class.
3. Describe the ways in which you work with other professionals in planning instruction and meeting the needs of students.
4. Describe the methods you use to communicate with parents and the reasons you communicate with them.
5. How do you meet the needs of students who struggle in the classroom?
6. How do you meet the needs of students who excel in the classroom?

Walkthroughs/Informal Observations (Less Frequent/Off Cycle) Ohio Teacher Evaluation System 2.0

Walkthrough: Open-Ended Form

Teacher Name:

Grade(s)/Subject Area(s):

Date:

Evaluator Name:

Time Walkthrough Begins:

Time Walkthrough Ends:

OBSERVATIONS**Evaluator Summary Comments:**

Evaluator Signature: _____

☐ Photocopy to Teacher

Final Holistic Rating of Teacher Effectiveness—Full Evaluation

	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Formal Holistic Observation (followed by conference)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Focused Observation Focus Area(s): <input type="checkbox"/> Focus for Learning <input type="checkbox"/> Knowledge of Students <input type="checkbox"/> Lesson Delivery <input type="checkbox"/> Classroom Environment <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Growth Plan (or Improvement Plan) Goal(s): (Goal prepopulates from the earlier entry)				
Evaluator Comments:				
Teacher Comments:				
Final Holistic (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended.

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

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
(Accomplished)

☐ Jointly Developed
(Skilled)

☐ Evaluator Guided
(Developing)

Choose the Domain(s) aligned to the goal(s).			
<input type="checkbox"/> Focus for Learning <input type="checkbox"/> Knowledge of Students <input type="checkbox"/> Lesson Delivery		<input type="checkbox"/> Classroom Environment <input type="checkbox"/> Assessment of Student Learning <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.

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**. 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: _____.
- ☐ Dismissal is recommended.

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.

Teacher Performance Evaluation Rubric

The *Teacher Performance Evaluation Rubric* is to be scored holistically. This means evaluators will assess which level provides the best overall description of the teacher. The rating process is to occur on completion of each 30-minute observation and post-conference. To determine the rating for each 30-minute observation, the evaluator is to consider evidence gathered during the pre-conference, observation, post-conference and classroom walkthroughs, if applicable. Note that when completing the performance rubric, evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers may, but are not required to, bring additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-conferences and post-conferences as well as information from the Professional Growth and/or Improvement Plan, if applicable.

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments	Use of High-Quality Student Data Element 1.1 Element 1.2 Element 1.3 Element 3.3	The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).	The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).	The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Connections to prior and future learning Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5	The teacher plans lessons that demonstrate no connections to student prior learning or future learning.	The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear.	The teacher plans lessons that intentionally make clear and coherent connections with student prior learning and future learning and includes strategies that communicate the connections to students.	The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students among lesson content, other disciplines and/or real-world experiences. The teacher

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
					plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
KNOWLEDGE OF STUDENTS	Planning instruction for	The teacher's instructional plan makes	The teacher's instructional plan makes minimal	The teacher's instructional plan reflects connections to	The teacher's instructional plan reflects consistent

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
{Standard-1: Students, Standard-4: Instruction, Standard-6: Collaboration and Communication} Possible Sources of Evidence: pre-conference, artifacts, student surveys	the whole-child Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4	no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.	connections to student experiences, culture, developmental characteristics or student backgrounds.	student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.	connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
LESSON DELIVERY (Standard-2: Content, Standard-3: Assessment, Standard-4: Instruction, Standard-5: Learning Environment, Standard-6: Collaboration and Communication) Possible Sources of Evidence: pre-conference, post-conference	Communication with students Element 2.2 Element 4.3 Element 4.6 Element 6.1	The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used.	The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals.	The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students.	The teacher is consistent and effective in communicating differentiated learning goals (such as needs-based, interest-based, strength-based), expectations for mastery and models of exemplary performance to students through multiple communication techniques.
		The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific	The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students	The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students.	The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
formal observation, classroom walk-throughs/informal observations, peer review LESSON-DELIVERY (continued)		strategies. There is no student engagement. The teacher does not give students feedback.	demonstrate little engagement in the lesson. Feedback to students is general, occasional or limited and may not always support student learning.	The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking. The teacher gives students substantive, specific and timely feedback to support their learning.	strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions. The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Student-centered learning Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher-directed. Students are not participating in learning activities.	Learning is primarily teacher-directed. Students participate in whole-class learning activities.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole-	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
		There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.	<p>class learning opportunities to maximize student learning.</p> <p>Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.</p>	<p>independent, collaborative and whole class learning opportunities to maximize student learning.</p> <p>Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.</p>
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components				
		Ineffective	Developing	Skilled	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) <i>Possible Sources of Evidence: pre-conference, post-conference.</i>	Classroom routines and procedures Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
<i>formal observation, classroom walk-throughs/informal observations, peer review, student surveys</i>	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher. There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being.	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being.	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment)	Use of assessments Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments.	The teacher makes limited use of varied assessments.	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments.	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated

FINAL March 27, 2020

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
Possible Sources of Evidence: pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference		<p>The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs.</p> <p>The teacher does not share evidence of student learning with students.</p>	<p>The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs.</p> <p>The teacher shares evidence of student learning with students.</p>	<p>The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students.</p> <p>The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.</p>	<p>assessment choices to meet the full range of student needs.</p> <p>The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.</p> <p>The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.</p>
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Evidence of student learning Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
PROFESSIONAL RESPONSIBILITIES	Communication and collaboration with families	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with	The teacher uses effective and appropriate communication and engagement strategies	The teacher uses multiple effective and appropriate communication and engagement strategies with individual

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
(Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) <i>Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review</i>	Element 6.1 Element 6.2		students and families. These do not contribute adequately to student learning, well-being and development.	with students and families, resulting in partnerships that contribute to student learning, well-being and development.	students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Communication and collaboration with colleagues Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.	The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	District policies and professional responsibilities Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

FINAL March 27, 2020

Pre-Conference Planning

Ohio Teacher Evaluation System 2.0

Pre-Conference Questions to Guide a Coaching Conversation

The questions provided are intended to guide thinking and conversation; every question DOES NOT need to be answered and may not be relevant to every observation.

INSTRUCTIONAL PLANNING

FOCUS FOR LEARNING

What content will students know/understand? What skills will they demonstrate?

What connections does this lesson make to previous and future learning, to other disciplines, to real life and/or possible careers?

How has high-quality student data been utilized to set developmentally appropriate goals for student learning?

How do the activities, assessments and resources align with student needs, school and district priorities, and Ohio's Learning Standards?

KNOWLEDGE OF STUDENTS

What should the evaluator know about the student population (such as strengths, needs, and talents)?

How was it determined that this is a developmentally appropriate learning activity?

How does this lesson connect to students' experiences and/or culture (real life situation, future student learning, and careers)?

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY

How will the goals for learning be communicated to students?

What questioning techniques will be used to check for understanding and encourage higher-level thinking?

What collaborative and whole class instructional strategies will be used to engage all students?

How will feedback be used to support student learning?

What opportunities for student choice about learning paths and/or ways to demonstrate learning will be offered?

CLASSROOM ENVIRONMENT

How do you demonstrate regard for student perspectives, experiences and culture?

How do you ensure interactions are respectful and supportive?

How are students involved in establishing and maintaining classroom routines and procedures?

ASSESSMENT OF STUDENT LEARNING

How will you check for student understanding during the lesson?

What potential learning obstacles might students encounter?

What different methods of assessment are used in this lesson (diagnostic, summative, formative)?

How will you use assessment data to inform your next steps?

What evidence does high-quality student data provide about student learning?

PROFESSIONALISM

PROFESSIONAL RESPONSIBILITIES

Discuss ways you reflect on and analyze your teaching.

How do you collaborate with colleagues to improve student learning and instructional practice?

How do you promote two-way communication with students? With families?

Date:

Time:

Teacher:

Grade/Subject:

Observer:

Conducting the Post-Conference

Overall Summary of Lesson:

How do you think the lesson went?

Focus for Learning:

Based on the answers to the Pre-Conference form and the lesson observed by the evaluator, please provide any additional evidence or information.

Knowledge of Students:

Lesson Delivery:

Classroom Environment:

Assessment of Student Learning:

Professional Responsibilities:

PGP Review: Be prepared to discuss the following:

Focus area(s)

- Discuss identified focus area(s)
- Ask self-reflection question/s
- Provide evidence from notes
- Share resources and supports

After 1st observation only; identify an area of focus for the 2nd observation.

Add any additional notes below:

Ohio School Counselor Evaluation System

Assessment of School Counselor Performance

School Counselor Evaluation Rubric

The *School Counselor Evaluation Rubric* is intended to be scored holistically. This means the evaluator will assess which level provides the best overall description of the school counselor. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and informal observations of school counselor activities (if applicable) when completing the rubric.

Standard One: Comprehensive School Counseling Program Plan – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school's goals and mission.				
	Ineffective	Developing	Skilled	Accomplished
	The school counselor cannot articulate components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.
	The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results.
	The school counselor identifies no resources to implement the program.	The school counselor identifies resources needed to partially implement the program.	The school counselor identifies resources to fully implement the program.	The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.
Evidence				

05/18/2016

Standard Two: Direct Services for Academic, Career and Social/Emotional Development – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.

	Ineffective	Developing	Skilled	Accomplished
	The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.
	The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.
	The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.
Evidence				

05/18/2016

Standard Three: Indirect Services: Partnerships and Referrals – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.				
	Ineffective	Developing	Skilled	Accomplished
	The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.
	The school counselor does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.	The school counselor coordinates school and community resources to support students and promote their success.	The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success.
	The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.
Evidence				

05/18/2016

Standard Four: Evaluation and Data – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.

	Ineffective	Developing	Skilled	Accomplished
	The school counselor does not monitor student performance and progress.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.
	The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.
Evidence				

05/18/2016

Standard Five: Leadership and Advocacy – School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.

Ineffective	Developing	Skilled	Accomplished
The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
The school counselor does not advocate for nor responds to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.
The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.
The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success.	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.

05/18/2016

Evidence				
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Standard Six: Professional Responsibility, Knowledge and Growth – School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.

	Ineffective	Developing	Skilled	Accomplished
	The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.	The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.
	The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.	The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.
	The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.	The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.	The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.
Evidence				

05/18/2016

Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics				
	Ineffective	Developing	Skilled	Accomplished
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.
Evidence				

05/18/2016

FINAL SUMMATIVE RATING OF SCHOOL COUNSELOR EFFECTIVENESS

Once you determine a rating for each of the group areas based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

Rubric Areas	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Standard 1: Comprehensive School Counseling Program Plan				
Standard 2: Direct Services for Academic, Career and Social/Emotional Development				
Standard 3: Indirect Services: Partnerships and Referrals				
Standard 4: Evaluation and Data				
Standard 5: Leadership and Advocacy				
Standard 6: Professional Responsibility, Knowledge and Growth				
Metrics of Student Outcomes				
Area of reinforcement:		Area of refinement:		
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended.

School Counselor Signature _____ Date _____

Evaluator Signature _____ Date _____

Instructional Coach/Teacher Change Form

Teacher _____ Date _____

_____ I am requesting a different instructional coach.

_____ I am requesting to be released from my instructional coach position with the following teacher (_____).

Signature

Date

Appendix U - Teacher Evaluation Portfolio

(Page Intentionally Blank for Future Use)

184th Workday – Application
School Year _____

In accordance with the master agreement teachers are eligible to complete one workshop/in-service day paid at a per diem rate. Please complete the following information for approval by the Superintendent.

Name _____ Grade level & subject taught _____

Date of Application _____

Workshop/Conference/Activity _____

Date of Workshop/Conference/Activity _____

Expected Results (How will this day improve your teaching and/or your students' learning?)

Expected Fees

Registration (if applicable) _____

Mileage (only if school van unavailable) _____

Meals _____

***TOTAL FEES** _____

**Requisitions for above expected expenses can be attached to application for approval.*

I understand that this application is subject to approval by my building principal and the school district superintendent.

Teacher _____ Date _____

Approval Rejected

_____ Building Principal _____ Date _____

_____ District Superintendent _____ Date _____

Reason if rejected _____

School School Year _____
 Contact Hours _____
 Full or Half Day _____

(White: Central Office)
 (Canary: Principal)
 (Pink: Teacher)

184th Workday – Evaluation
School Year _____

 Name _____ Grade level & subject taught _____

 Workshop/Conference/Activity _____

 Date of Workshop/Conference/Activity _____

What evidence can you give that the knowledge and information gained during the approved workday was/will be implemented?

What results can you show that would support the value of your Workday?

How has this opportunity for a paid extra day motivated you to become more innovative and relevant in your teaching?

 Teacher _____ Date _____

Payment Payment
 Received Rejected

 _____ Building Principal _____ Date _____

 _____ District Superintendent _____ Date _____

Reason if rejected _____

School Year	_____
Contact Hours	_____
Full or Half Day	_____
Amount Paid	_____

(White: Central Office)
 (Canary: Principal)
 (Pink: Teacher)

**AYERSVILLE HIGH SCHOOL
HEAD COACH EVALUATION FORM**

COACH: _____ SPORT: _____

DATE: _____

The Ayersville Local Schools coach's evaluation will be based on how well s/he scores on all the criteria listed below as evaluated by the Principal and/or Athletic Director, provided that the AD is not evaluating a bargaining unit member. Scoring on each item will reflect:

- 4 - Exceeds Expectations
- 3 - Effective
- 2 - Needs Improvement
- 1 - Ineffective
- NA - Not Applicable

PROFESSIONAL DUTIES & PERSONAL RELATIONSHIPS

- _____ 1. Submits all necessary rosters, physical forms, emergency medicals, OHSAA video sign-off sheets, and concussion information sheets as requested by the Athletic Director to the Athletic Department by set deadlines.
- _____ 2. Develops a good rapport with other coaching staffs.
- _____ 3. Keeps bigger picture of entire Athletic Department in mind outside of the sport/s/he coaches.
- _____ 4. Attends all meetings required by state, league, district and local athletic organizations as well as off-season clinics.
- _____ 5. Develops a friendly and courteous relationship with the community, booster clubs, and parents.
- _____ 6. Understands and cooperates with the rules and regulations as set forth by the Ayersville Board of Education, the GMC, and the Ohio High School Athletic Association.
- _____ 7. Encourages students to enter sports and reap the benefits that can be obtained from participation.
- _____ 8. Works cooperatively with the administration and staff members.
- _____ 9. Follows policy as outlined in the job description and Athletic Handbook.
- _____ 10. Provides proper supervision or assigns at least one coach to provide supervision, including locker rooms, for athletes before, during and after practices/games including while athletes wait for rides home.

COACHING PERFORMANCE

- ___ 11. Develops respect by example in appearance, manners, behavior, language and conduct during a contest.
- ___ 12. Submits or delegates someone to submit all statistics to local media outlets on a game to game or week to week basis and makes time to speak to the media in a positive, effective manner.
- ___ 13. Is well versed and knowledgeable in sport specific rules, regulations, drills, etc.
- ___ 14. Has individual and team discipline and control.
- ___ 15. Prepares for daily practices with staff so maximum instruction is presented, utilizing all opportunities for instruction and plans for contests.
- ___ 16. Determines the fundamentals of the sport to be taught in the middle school and communicates this philosophy with the middle school coaches through meetings, clinics, etc.
- ___ 17. Clearly assigns the duties to the assistant coaches. He/she will establish staff meeting times and scouting assignments early in the training sessions.
- ___ 18. Helps assistant coaches become better coaches by evaluating them, counseling with the coach, and encouraging them to attend clinics, etc.
- ___ 19. Is innovative, using new coaching techniques and ideas in addition to using sound, already proven methods of coaching.
- ___ 20. Is prompt in meeting the team for practices and games.
- ___ 21. Shows an interest in promoting and advancing the sport.
- ___ 22. Provides training rules to team members in writing and follows due process procedures.

RELATED COACHING RESPONSIBILITIES

- ___ 23. Demonstrates care of equipment, including issue of inventory and storage reports.
- ___ 24. Is cooperative in preparation of non-league scheduling.
- ___ 25. Is cooperative in sharing the use of facilities and equipment.
- ___ 26. Understands his/her place in the line of authority in relation to:
 - A. Head Coach to Athletic Director;
 - B. Head Coach to Assistant Coach.
- ___ 27. Displays enthusiasm and vitality in assignment as a coach.

- 28. Keeps Athletic Director informed about unusual events within the sport.
- 29. Follows due process before denying participation or removing an athlete from the team.
- 30. Counsels his/her athletes regarding unsatisfactory grades and/or behavior.
- 31. Attends all sport related meetings regularly (Boosters meetings, Athletic Council, sports medicine, CPR certification programs).
- TOTAL POINTS

124-110 Exceeds Expectations 109-93 Effective 92-62 Needs Improvement 61-31 Ineffective

COMMENTS/RECOMMENDATIONS

Recommended for Continued Assignment

Recommended for continued assignment but understands improvement must be made within designated areas

Not recommended for continued assignment

Coach's Comments:

Signatures indicate only that all phases of the evaluation have been conducted with the full knowledge of the coach.

Coach

Evaluator

Date

Athletic Director Annual Evaluation

Name: _____

Evaluation Date: _____

School Assignment/Position: _____

Total Years of Athletic Director/Teaching Experience: _____

Evaluators will use the following performance ratings to score each section:

- 4 or 5 – Accomplished
- 3 – Skilled
- 2 – Developing
- 1 – Ineffective

Administrator Effectiveness - The athletic director works collaboratively with administration to develop a mission statement that clearly defines what the school/program is seeking to achieve and delineates the expectations of the program for student-athletes, coaches, school administration, parents, and the community. The expectations of the athletic program are the fundamental goals by which the school assesses the effectiveness of the athletic program and services provided.

1. Develops/refines expectations as they relate to the athletic program for coaches, student-athletes, parents and the community.
2. Reviews the mission and expectations in a manner that ensures all stakeholders are aware of the athletic department goals.
3. Works with administration to develop an athletic handbook that is implemented by the athletic department to address the proper behavior of all student-athletes, coaches, parents, and spectators at athletic contests.
4. Works with administration to develop a student athlete handbook that clearly defines all expectations for student athletes including but not limited to, policies on sportsmanship, hazing, taunting, substance use and abuse and is provided to all student-athletes and their parents
5. Monitor the academic achievement of each student athlete throughout the high school years.
6. Promotes an athletic program that is safe, positive, respectful, and supportive.
7. Defines policies and procedures in place for the effective administration of the program.

Administrator Effectiveness Rating: _____**Evaluator's Comments:**

Managerial Leadership - The athletic program is in compliance with all OHSAA rules and by-laws, state, and federal mandates. The athletic director has a clearly defined personnel evaluation plan in place which is designed to enhance the professional growth of all coaches.

8. Writes, reviews, and communicates guidelines for all booster groups/clubs, explaining their role in the program.
9. Works cooperatively with the athletic booster club and makes recommendations.
10. Ensures that all athletic facilities are properly maintained to ensure the safety of student-athletes.
11. Has emergency guidelines and evacuation procedures for all athletic events and venues.
12. Completes formal evaluation plan for all non-bargaining unit head coaches that promote the professional growth and competence of all coaches.
13. Ensures head coaches complete appropriate, annual evaluation of all assistant coaches

14. Participates in coaching staff selection, orientation, and training processes. Review procedures and schedules with staff before the start of the season. Helps staff meet established schedules and deal with unexpected/urgent situations.
15. Coordinates contest and practice schedules for coaches in a manner which maximizes the utilization of all facilities and resources.
16. Assumes the responsibility of the supervision of home athletic events.
17. Assists in organizing and scheduling interscholasticathletic transportation for athletic contests.
18. Ensures that all coaches are properly qualified.

Managerial Leadership Rating: _____

Evaluator's Comments:

Public Relations Effectiveness – The athletic communicates with stakeholders through various in person and media strategies with an aim of maintaining a positive image and create a strong relationship with the public.

19. Develops and distributes a program calendar. Prepares game rosters. Publicizes activities. Implements an effective ticket sales program. Responds to requests for information.
20. Regularly acknowledges, celebrates and displays the accomplishments of the student-athlete, teams, and coaches.
21. Works with media regarding results, hosted events and special press releases.
22. Assists coaches in plans and establishes the type of awards, methods of earning and recognition programs for distribution to athletes.
23. Maintains an appropriate file of records, results, and awards.
24. Regularly updates the district athletic website.

Public Relations Leadership Rating: _____

Evaluator's Comments:

Fiscal Responsibility - The athletic director provides sufficient support and resources to all student-athletes and sports programs.

25. Uses approved budget to allocate sufficient funding to assure equitable athletic opportunities, personnel, services, facilities, equipment, transportation, uniforms, and supplies to support each sport offering.
26. Procures, organizes, and schedules certified/qualified officials, trainers, and workers for conduction of contests and serves as a manager and host for special tournaments of the GMC conference and the OHSAA.
27. Procures signed contracts from sending schools for all home and away athletic contests.
28. Maintains fiscal responsibility with the overall athletic budget.

Fiscal Leadership Rating: _____

Evaluator's Comments:

Dean of Students Duties (If teaching responsibilities are assigned, #29-31 will be replaced by the Non-OTES evaluation form found in the collective bargaining agreement.):

29. Handles student discipline infractions that do not involve suspension or recommendation of expulsion.
30. Assists with supervision in the cafeteria and other duties needed during the school day.
31. Models professional, ethical and respectful behavior at all times.

Dean of Students Rating: _____

Evaluator's Comments:

Mandatory Core of Employment:

32. Attends school events as needed and expected.
33. Cooperates with peers and supervisors.
34. Follows all rules, procedures, board policies and mandates set forth by the school.
35. Sets the example for his/her staff for timeliness and attendance.
36. Remains in compliance with all state and federal mandates of Title IX.

Mandatory Core of Employment Rating: _____

Evaluator's Comments:

Final Wholistic Rating of Athletic Director / Dean of Students: _____

4 or 5 – Accomplished

3 – Skilled

2 – Developing

1 – Ineffective

Evaluator's Comments:

Evaluator's Signature

Date

Employee's Comments (Optional):

Employee's Signature

Date

I have read this performance appraisal. My signature does not imply concurrence with ratings or comments. I understand that this document will be placed in my personnel file and that I am entitled to a copy for my personal records.

Attach additional comments to this form or use reverse side of page as needed.

Athletic Director Professional Growth Plan

Athletic Director: _____ School Year: _____

Evaluator: _____

Goal 1		
	Date(s) when discussed	Areas for Professional Growth (supports needed, resources, professional development, etc.)
Goal:		
Evidence Indicators:		
Goal 2		
	Date(s) when discussed	Areas for Professional Growth (supports needed, resources, professional development, etc.)
Goal:		
Evidence Indicators:		

Athletic Director Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by the **AYERSVILLE LOCAL SCHOOL DISTRICT BOARD OF EDUCATION** ("Board") and the **AYERSVILLE EDUCATION ASSOCIATION** ("Association").

WHEREAS, the Board and the Association are parties to a current Collective Bargaining Agreement

WHEREAS, the Board and the Association wish to enter into a Memorandum of Understanding to address the Gifted Coordinator position.

NOW, THEREFORE, BE IT AGREED upon by the Board and the Association agree to Bargaining unit members serving as Gifted Coordinator:

1. The Board of Education and Ayersville Education Association agree to create one supplemental gifted coordinator position to design, develop, coordinate, implement, and evaluate the gifted and talented program for the 2023-2024 school year.
2. The position will receive a stipend of \$5,000 to coordinate the gifted and talented program for the 2023-2024 school year.
3. The coordinator will each receive six (6) extended days at the per diem rate of pay for the 2023-2024 school year to coordinate the gifted and talented program.
4. The Board of Education and Ayersville Education Association agree to post the position similar to all other supplemental positions.
5. The gifted coordinator will not evaluate or supervise other bargaining unit members.
6. This Memorandum shall not be construed to change any past practice in the board's treatment of bargaining unit members positions.
7. All provisions of the Collective Bargaining Agreement shall remain unchanged and in full force and effect.
8. Nothing in this Agreement alters the terms of the collective bargaining agreement between the Association and the Board.
9. The terms and conditions of this Memorandum of Understanding shall automatically expire June 30, 2024, unless extended by mutual agreement of the Parties.

IN WITNESS WHEREOF, the duly authorized representatives of the AYERSVILLE LOCAL SCHOOL DISTRICT BOARD OF EDUCATION and the AYERSVILLE EDUCATION ASSOCIATION have executed this Memorandum on the dates opposite their signatures.

Ayersville Board of Education

Date: 8-21-23 By: [Signature]

Date: 8.24.2023 By: [Signature]

Ayersville Education Association

Date: 8-28-23 By: [Signature]

Date: 8-28-23 By: [Signature]

APPENDIX BB

MEMORANDUM OF UNDERSTANDING BETWEEN THE AYERSVILLE LOCAL SCHOOL DISTRICT BOARD OF EDUCATION AND AYERSVILLE EDUCATION ASSOCIATION

This Memorandum of Understanding is entered into by the **AYERSVILLE LOCAL SCHOOL DISTRICT BOARD OF EDUCATION** ("Board") and the **AYERSVILLE EDUCATION ASSOCIATION** ("Association").

WHEREAS, the Board and the Association are parties to a current Collective Bargaining Agreement; and

WHEREAS, the Board and the Association wish to enter into a Memorandum of Understanding to add planning and conference substitute pay to the CBA for the 2023-2024 school year.

NOW, THEREFORE, BE IT AGREED upon by the Board and the Association as follows:

1. Teachers may volunteer to substitute during their planning and conference time. The minimum payment will be \$30 for the conference time. Partial conference periods will round up to the \$30 payment.
2. Administrators' request for planning and conference time substitutions shall be made as far ahead as possible. The district will provide this request in a digital format so that all teachers are able to view/volunteer for the request.
3. Time sheets for substituting may be provided by the district in a digital format.
4. Teachers who volunteer to substitute during their planning and conference time may do so for a maximum of 5 periods per week.
5. This MOU shall constitute the full and complete understanding of the parties concerning this subject matter.
6. The terms and conditions of this Memorandum of Understanding shall automatically expire June 30, 2024, unless otherwise mutually agreed upon by both Parties.

IN WITNESS WHEREOF, the duly authorized representatives of the **AYERSVILLE LOCAL SCHOOL DISTRICT BOARD OF EDUCATION** and the **AYERSVILLE EDUCATION ASSOCIATION** have executed this Memorandum of Understanding on the dates opposite their signatures.

 8-28-23
Association President Date

 9-11-23
Board of Education Date

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE AYERSVILLE LOCAL SCHOOL DISTRICT BOARD OF EDUCATION
AND
AYERSVILLE EDUCATION ASSOCIATION**

This Memorandum of Understanding is entered into by the **AYERSVILLE LOCAL SCHOOL DISTRICT BOARD OF EDUCATION** ("Board") and the **AYERSVILLE EDUCATION ASSOCIATION** ("Association").

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5. This MOU shall constitute the full and complete understanding of the parties concerning this subject matter.
6. The terms and conditions of this Memorandum of Understanding shall automatically expire June 30, 2024, unless otherwise mutually agreed upon by both Parties.

IN WITNESS WHEREOF, the duly authorized representatives of the AYERSVILLE LOCAL SCHOOL DISTRICT BOARD OF EDUCATION and the AYERSVILLE EDUCATION ASSOCIATION have executed this Memorandum of Understanding on the dates opposite their signatures.

 8-28-23
Association President Date

 9-11-23
Board of Education Date