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MASTER CONTRACT

BETWEEN THE

MILTON-UNION
EDUCATION ASSOCIATION

AND THE

MILTON-UNION
EXEMPTED VILLAGE SCHOOLS

Effective:
July 1, 2025
through
June 30, 2028



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PREAMBLE

The parties recognize the benefits that result from collaborative problem-solving and a relationship built on mutual trust and respect. In an effort to improve communications and professional relationships, each party resolves to explore and resolve issues that arise through the application of principles that honor their mutual interests, the welfare of our students, and the educational mission of the District.

ARTICLE I - ORGANIZATIONAL RIGHTS

SECTION 1 – RECOGNITION

A. The Milton-Union Board of Education, hereinafter referred to as the "Board" recognizes the Milton-Union Education Association, affiliated with the Ohio Education Association and the National Education Association, hereinafter referred to as the "Association", as the sole and exclusive representative of all bargaining unit members as defined in paragraph B below.

B. For purposes of recognition, the "Bargaining unit" shall include all certificated/licensed teachers, guidance counselors, speech and hearing therapists, librarians, nurses, and long-term substitutes.

1. A "long-term substitute" is a certificated/licensed classroom teacher working a minimum of 60 consecutive days for the Board. Long Term Substitutes become bargaining unit members upon the completion of 60 consecutive days of work in the same assignment.
2. Excluded from the unit are substitute teachers, athletic director, psychologist, and administrators.
3. Teachers who teach one-half time or more shall be included in the bargaining unit.

C. Both parties agree that all members of the bargaining unit have the right to join, participate in and assist the Association and the right to refrain from such without intimidation or coercion.

D. This recognition constitutes an agreement between the Board and the Association to attempt to reach mutual understandings regarding matters related to terms and conditions of employment for members of the bargaining unit.

SECTION 2 – ASSOCIATION

A. **Association Rights**

The Association shall be entitled to these exclusive rights:

1. Purchase for installation in the faculty lounges, bulletin boards for exclusive use of Association business.

2. Announcements at the end of faculty meetings.

3. Use of public address systems for Association announcements according to building procedure.

4. Distribution of Association bulletins to teachers according to normal building procedure.

5. The Association building representatives will have permission to use school equipment for purposes of internal business of the Association only. Any cost of damage or breakage of such equipment will be borne by the Association. Supplies will be furnished by the Association.

6. The Association shall receive an advance copy of the Board meeting agenda, prior to its monthly meeting and any other special meetings in the month. Such agenda shall be available to the Association forty-eight (48) hours prior to the regular meeting or when the special meeting agenda is released to the Board.

7. The names and addresses of the newly employed certified/licensed employees will be requested and provided to the Association in June and prior to the beginning of the ensuing school year.

8. The Association may participate in the initial orientation meeting for new certified/licensed employees if such a meeting is held.

9. The Association shall be serviced by the Board's inter-school mail system including pickup and delivery and use of individual school mailboxes, including the use of employer provided technological tools.

10. The Association shall distribute a copy of this contract to all certified/licensed employees. The cost of producing and distributing this contract shall be shared equally between the Board and the Association.

Nothing shall be written into this agreement to restrict or deny to any employee of the Board and/or instructional staff individual rights provided by law.

1. Fair Practice Clause

   The board shall not discriminate against any protected class employee.

2. No reprisals of any kind shall be taken by or against any participant in any legal Association activity with the administration or the Board by reason of such activity.

3. Individuals may present their views and recommendations to the Board at regularly scheduled meetings of the Board or in conference with the Superintendent or his/her designated representative.

B. **Management Rights**

Unless the Board agrees otherwise in a collective bargaining agreement, nothing in Chapter 4117.08 of the Revised Code impairs the right and responsibility of each public employer to:

1. Determine matters of inherent managerial policy which include, but are not limited to areas of discretion or policy such as the functions and programs of the public employer, standards of services, its overall budget, utilization of technology, and organizational structure;

2. Direct, supervise, evaluate, or hire employees;

3. Maintain and improve the efficiency and effectiveness of governmental operations;

4. Determine the overall methods, process, means, or personnel by which governmental operations are to be conducted;

5. Suspend, discipline, demote, or discharge for just cause, or lay off, transfer, assign, schedule, promote, or retain employees;

6. Determine the adequacy of the work force;

7. Determine the overall mission of the employer as a unit of government;

8. Effectively manage the work force;

9. Take actions to carry out the mission of the public employer as a governmental unit.

The Board is not required to bargain on such subjects reserved to the management and direction of the governmental unit except as affect wages, hours, terms and conditions of employment, and the continuation, modification, or deletion of any existing provision of a collective bargaining agreement. A public employee or exclusive representative may raise a legitimate complaint or file a grievance based on the collective bargaining agreement.

SECTION 3 – THE PROFESSIONAL CONCERNS COUNCIL

A. The Superintendent or his/her designee shall continue to make every endeavor to keep the professional staff and/or the Association President advised as to issues he/she feels may tend to significantly affect the professional staff.

B. The Superintendent and/or designee shall meet at least once a month with the representatives of the Association at mutually convenient times to discuss matters of mutual concern outside of the negotiated contract. This group of educators shall be known as "The Professional Concerns Council". The Professional Concerns council shall consist of administrators appointed by the Superintendent and teachers appointed by the Association which could include non-members. The maximum number of Professional Concerns Council members shall be ten (10), and shall consist of an equal number of administrators and teachers. The agenda shall be built through a mutual agreement by the Superintendent and representative of the Association. In order to promote a free exchange of views, the Professional Concerns Council (PCC) may make recommendations regarding modifications to the collective bargaining agreement and the possible resolution of matters related to grievances. Recommendations shall be in writing and submitted to the MUEA President/Agent and the Superintendent/designee for consideration and potential ratification by both parties. All matters discussed in such meetings shall be considered confidential by all parties unless otherwise noted in the meetings.

SECTION 4 - PAYROLL DEDUCTIONS

Deductions shall be provided without cost to employees for the following purposes.

A. **Dues**

(MUEA, WOEA, OEA, NEA)

B. **Deductions of Dues**

Deductions of dues shall begin with the first paycheck in October and be equally divided over a total of twenty (20) paychecks. The Association shall provide the Treasurer with a list of those employees who will participate in payroll deductions not later than ten (10) working days prior to the first pay in October.

Upon an employee's termination of membership during the membership year, the Treasurer of the Board shall upon notification from the Association that an employee has terminated membership, commence the deduction of the remainder of unpaid annual dues with respect to the former member, and the amount of the fee yet to be deducted shall be the remainder of unpaid dues less the amount previously paid through payroll deduction, unless the employee provides the Treasurer written notice of revocation of the dues deduction authorization. The Treasurer shall promptly notify the Association of such revocation and cessation of deductions.

The Association will indemnify the Board and hold harmless in connection with the deduction of dues based on information provided by the Association.

C. **Credit Union**

1. Credit Union deductions are limited to "Abbey Credit Union."

2. Credit Union withholdings will be forwarded at the close of each pay period.

D. **Tax Sheltered Annuities and Other Insurance Programs**

There will be payroll deductions of equal amounts throughout the year. After receipt of the annuity billings, withholdings will be mailed to the annuity companies within five (5) working days.

There shall be a minimum of five (5) employees for a particular insurance or annuity via payroll deductions. If at any time, the number of enrollees for any one insurance or annuity drop below five (5) employees, at the option of the Board, the payroll deduction for that insurance or annuity may be deleted at the end of the fiscal year as a payroll deduction. A minimum of five (5) enrollees is required for any new insurance or annuity to become payroll deductible.

A written notification will be mailed to those remaining enrollees of any insurance or annuity plan to be dropped from payroll deductions as a result of enrollment falling below five (5) employees. The withdrawal of the insurance or annuity plan will take place thirty (30) days after written notification.

Those unit members desiring annuity deductions or changes thereof, must contact the Treasurer's office, in writing, prior to the pay preceding 1st pay of odd month. Such deductions shall continue from year to year until said unit member gives written notice to the Treasurer that such deductions be discontinued.

E. The FUND.

SECTION 5 - PAY PROCEDURE

A. Payment of salary shall be bi-monthly (twice per month) and regular salaries shall be in equal installments. The salary of the employee shall begin at the time he/she reports for duty.

B. Annual salaries for teachers shall be adjusted to 24 equal installments, with salary paid by direct deposit bi-monthly on the 10th and 25th of each month unless the pay date falls on a weekend or bank holiday, in which event the salary shall be paid on the prior business day or the following business day, as applicable. Notice of deposit may be received by email.

ARTICLE II – TEACHING CONDITIONS

SECTION 1 - FACULTY ADVISORY COMMITTEE

A. A Faculty Advisory Committee (FAC) shall be established in each school which shall meet monthly to discuss and to make recommendations with respect to professional concerns. The agenda shall be established by the members of the committee.

B. The members of the FAC shall be appointed by the Association with the Principal serving as an ex-officio member. In no event shall the number of members exceed nine (9). Each grade/department, special area, and title program shall have representation.

Membership or non-membership in the Association shall not be a prerequisite to voting or to serving on the FAC. The chairperson of the FAC shall be elected from the members of the committee.

SECTION 2 - INTERNAL SUBSTITUTION

Every reasonable effort shall be made to acquire or recruit substitutes for absent teachers. A regularly employed teacher will not be required to cover for an absent teacher.

ELEMENTARY SUBSTITUTE COVERAGE

Elementary Substitute Coverage – Partial Class Coverage

- Occurs when a substitute teacher is not available to teach students.
- Students are divided and are, in part, taught by other bargaining unit members.
- The bargaining unit members receiving the extra students should be paid an additional $30 for instructing the extra students for an entire day and an additional $15 for one-half (½) day. If the bargaining unit members receive extra students for less than one-half (½) day, the pay is an additional $15.
- If an elementary specials teacher (i.e., art, physical education, music, technology, library, etc.) covers partial classes throughout the day for another elementary specials teacher with each rotation, then the bargaining unit member receiving extra students should be paid $30 for instructing the extra students for an entire day and $15 for one-half (½) day. If the bargaining unit member receives extra students for less than one-half (½) day, the pay is $15.

Elementary Substitute Coverage – Full Class Coverage

- Occurs when a substitute teacher is not available to teach students.
- The students remain together for the day, and the classroom is not divided.
- If an elementary teacher part of a grade-level, team-teaching team is absent without a sub and his/her team-teaching partner covers all scheduled students for the entire day, and if also approved by administration, then the bargaining unit

member will receive district substitute pay in addition to regular pay. Coverage and payment will only be considered in full or half-day increments.

- If a teacher is absent without a sub and another bargaining unit member covers all scheduled students for the entire day and if also approved by administration, then that bargaining unit member will additionally receive district substitute pay. Coverage and payment will only be considered in full or half-day increments.
    - If an elementary specials teacher covers entire classes throughout the day for another elementary specials teacher with each rotation, then the bargaining unit member will receive district substitute pay. Coverage and payment will only be considered in full or half-day increments.

Teaching During Planning Time

- Occurs when a substitute is not available to teach students, and the bargaining unit member teaches students during his/her regularly scheduled planning time.
- The students can be the teacher's own students in the absence of the specials teacher or those of another teacher.
- The internal substitute rate of pay is $20 per period.

HIGH SCHOOL AND MIDDLE SCHOOL SUBSTITUTE COVERAGE

High school and Middle school teachers shall continue to receive compensation in the amount listed on the supplemental salary schedule when they agree to provide substitute coverage during their regularly scheduled preparation and planning period. (See Addendum B.)

SECTION 3 - PERSONNEL FILES

Materials in the personnel files of a member of the bargaining unit must be job related.

Employee records that are considered Public Records per the Ohio Revised Code will be provided to the public upon request. Employees will be notified should a Public Record request be made of their file and/or their electronic communication.

The unit member may request a copy of any and all materials in his/her personnel file. Costs associated with duplication of material shall be borne by the employee.

When an administrator finds it necessary to make a notation in an employee's file, the employee shall be notified and afforded an opportunity to read such notation prior to placement in the file. The employee shall acknowledge that he/she has read such notation by affixing his/her signature on the document filed. The employee also shall have the right to submit a written rebuttal to such notation and his/her written rebuttal shall be attached to the file copy.

Any unit member who disputes the accuracy, relevance, completeness or timeliness of material contained in his/her personnel file may request the Superintendent or his/her designee to conduct

an investigation which, if found to be inaccurate, or irrelevant, shall be removed from the employee's file.

Any complaint by a parent or any member of the public concerning an employee shall not be placed in the employee's file prior to following Board rules and regulations and this Agreement.

Any file kept by the administration and/or supervisor anecdotal or otherwise shall be governed by the provisions of this Article.

Anonymous letters will not become part of the personnel file.

A teacher may submit letters of merit which will be placed in his/her personnel file.

SECTION 4 - SCHOOL CALENDAR

A representative team (Superintendent, MUEA President, 1 administrator and 1 teacher per building) shall prepare the successive year's calendar by January 15 and submit to the Board of Education for adoption.

Any adjustment to the school calendar shall be done so only after consultation and collaboration with the Association President. The teacher's last work day ending on a Monday shall cause the Association President and Superintendent to meet and, if desired, mutually agree on an alternative date for Monday.

SECTION 5 - CONTRACT YEAR/REGULAR WORK DAY

A. The standard contract year for teachers on full-time teaching contracts shall consist of not more than 183 days.

The standard work day for full-time teachers shall be seven and one-half (7 1/2) hours inclusive of a thirty (30) minute duty-free period.

The standard work day for half-time teachers shall be three and a half (3 ½) hours, exclusive of a thirty (30) minute duty-free period.

B. The teachers' standard work day shall include one-half hour prior to or after the end of the student school day. Teachers are required to be available for a total of (30) thirty minutes, either before or after school. This time shall not count towards teachers' planning time. This time may be split, at the teacher's discretion, between before or after school so long as there is no duty assignment or professional meeting called. Teachers may not leave until the buses have departed. On days that students do not request help and professional meetings are not called, teachers are free to leave after the departure of the buses. Building principals shall develop in writing, and make available to the particular staff members, a policy to provide supervision for students arriving earlier than the beginning of the teachers' work day and remaining after the end of the teachers' work day, so as not to be disruptive of teacher planning time.

C. All full-time teachers at the secondary level shall be provided with at least one (1) period daily for instructional planning and conferences. All full-time teachers at the elementary level shall be provided with at least two hundred fifty (250) minutes for each full week for instructional planning and conferences.

Elementary grade level TBT meetings may be held outside the contracted day with the consensus of the teacher team and the approval of the Building Principal. Where those conditions are satisfied, the teachers may submit a timesheet for the time spent outside the contracted day participating in the TBT meeting.

Where an elementary teacher on a team objects to attending a meeting held to comply with the IDEA and WEP plans during their planning period, the team shall meet outside their contracted day and submit a timesheet for the time spent participating in the meeting. Intervention Specialists receiving the IS Stipend are ineligible for additional meeting pay. The Superintendent or designee shall determine the appropriate team.

Payment for elementary teacher meeting time set forth above shall be made at the hourly rate of 0.00073 x base salary.

D. All full-time teachers shall have at least thirty (30) minutes of uninterrupted, duty-free time for lunch or other unspecified reason. Such thirty (30) minutes will not be part of planning, preparation time, or assigned monitoring of students, nor shall it cause an extension of the school day.

E. Teachers (Kindergarten and 1st grade) requested to report for work beyond the 183 days shall be granted prorated compensatory time. Application for the use of this compensatory leave must be submitted on the proper leave form.

F Employees who have coaching or extracurricular activities following the end of the school day, shall be in attendance at scheduled parent teacher conferences, unless there is a scheduled competition at that time. If a competition is scheduled during this time, coaches/employees will work with their building principal to reschedule conference time. Conference time shall be rescheduled no later than seven (7) workdays after the originally scheduled conference date.

SECTION 6 - STUDENT TEACHER

A. No employee shall be assigned a student teacher/observer without his/her prior consultation and acceptance.

B. Upon his/her request, the employee considering the acceptance of student teacher/observer supervision shall be given the opportunity to review the agreement between the Superintendent and the student teacher's college/university. A copy of that agreement will be provided to the teacher.

C. Any monies donated to the Board by a student teacher/observer's sponsoring college/university shall be placed in an account to be applied to supplies for the District's K-12 classrooms.

D. Members will be offered the opportunity to submit their names to their principal for consideration as a supervising teacher on an annual basis. The principal shall maintain the list of supervising teachers and their assignments.

E. No teacher shall have more than one individual assigned to them as a student teacher each year. No teacher shall have a student teacher two years in a row absent extenuating circumstances, such as lack of volunteers.

SECTION 7 - REPORTING PROCEDURE IN CASE OF ABSENCE

All calls for substitute teachers shall be made in accordance with procedures drawn up by the building principal or supervisor. Principals or supervisors have the responsibility of informing the members under their supervision of these procedures, in writing, by October 1 of the school year.

Teachers who have been absent shall attempt to inform their principals or supervisor one-half (1/2) hour prior to the end of the school day if they do not intend to return to duty the following day.

SECTION 8 - ABSENCE FROM BUILDING DURING SCHOOL HOURS

An employee may leave the building, during such time that he/she does not have assigned duties, after notifying the building principal's office.

SECTION 9 - COMPLAINTS AGAINST TEACHERS

A. Informal Procedure

Complaints against certified/licensed employee shall be handled as follows:

1. A complaint concerning any certified/licensed employee received by a school board member shall be referred to the Superintendent.

2. The Superintendent or principal shall inform the individual staff members in conference or in writing of the complaint and the name of the complaining party.

3. If the Superintendent informs the building principal rather than the staff member(s) the building principal will inform the staff member(s), of the complainant and the complaint and offer opportunity to settle the complaint.

4. Anonymous complaints shall be given their due consideration.

B. Formal Procedure

If the complaint cannot be settled informally, the complaint shall be reduced to writing by the complainant, and the following procedure shall be used.

1. At the request of the complainant, staff member(s) or principal, a meeting of the staff member(s), principal and complainant will be arranged at a mutually convenient time to discuss the complaint.

2. If the complainant is not satisfied with the results of the meeting, the complainant shall be directed to the Superintendent or his/her designee.

3. If the complainant is not satisfied with the results of the meeting with the Superintendent or his/her designee, the complainant shall be granted the privilege of a hearing before the Board or its designee. The staff member(s) shall have the privilege of attending this meeting with representation.

C. Teacher Communication

Complaints against teachers that have not been communicated to the teacher shall not be made a matter of record.

D. Title IX

In the event that a complaint against a teacher concerns sex discrimination or harassment, the laws and regulations relating to Title IX, as set forth in Board Policy, will supersede these procedures.

SECTION 10 - LESSON PLANS

Weekly required lesson plans prepared by each certified/licensed teacher will be maintained electronically, and such plans will be available for review by the appropriate administrator. Teachers will be provided with an opportunity to discuss deviations from lesson plans with their administrator.

Lesson plans shall consist of:

1. Grade level or subject area

2. Existing State Standards, Benchmarks and/or Indicators. In courses where State Standards, Benchmarks and/or Indicators do not exist, lesson plans will include Course of Study objectives.

3. Class activities

4. Assignment.

SEE ADDENDUM H – TEACHER EVALUATION PROGRAM for a sample lesson plan template.

ARTICLE III - TEACHER CONTRACTS

SECTION 1 - TEACHER CONTRACTS

There are two types of Teacher Contracts- Limited Contracts and Continuing Contracts.

A Limited Contract is a contract for a specified term of years.
A Continuing Contract is a contract that remains in effect until the teacher resigns, elects to retire, or until it is terminated or suspended.

SECTION 2 - PROBATIONARY PERIOD

A. Each newly hired teacher shall serve a probationary employment period with the Board for four consecutive full school years of full-time employment. During the probationary period, such teacher shall receive contracts for no longer than one (1) school year.

B. The Board may declare its intention not to employ a teacher who is serving a probationary period, by giving the teacher written notice of such intention on or before the first day of June in the calendar year in which the teacher's current contract expires. If the Board does not give the teacher written notice on or before said first day of June of its intention not to re-employ the teacher, the teacher is deemed re-employed either:

1. Under a Limited Contract for one year, or
2. Under a Continuing Contract, if such teacher meets the license requirements.

SECTION 3 - CONTINUING CONTRACT ELIGIBILITY

A. A teacher shall become eligible for a Continuing Contract after:

1. Serving a probationary period without having received a timely written notice of non-renewal or non-reemployment (synonymous terms) as described in the above Section 2 Paragraph B, and

2. Holding the license requirements for a Continuing Contract.

B. A teacher may also receive a Continuing Contract, without having served all or part of a probationary period, if the teacher meets the license requirements and is recommended for a Continuing Contract by the Superintendent.

SECTION 4 - EFFECT OF SERVING A PROBATIONARY PERIOD

Any teacher who serves a four-year probationary period without having received a timely notice of non-renewal or non-re-employment, shall not thereafter be subject to being non-renewed or non-re-employed.

SECTION 5 - SUPPLEMENTAL CONTRACTS

The Board shall enter into a supplemental written contract with each teacher who is to perform duties in addition to the teacher's regular teaching assignment. Such supplemental contracts shall be limited contracts but shall be considered terminated at the end of the contract.

Supplemental contracts shall set forth the Teacher's duties and shall specify the salary to be paid for this service.

When a supplemental contract position is declared vacant, such vacancy shall be posted for five (5) school days prior to the position being filled. Exceptions to the time limit for posting can be made if it is mutually agreed that an emergency exists. Consideration for filling supplemental contracts shall be given in the following manner and order:

1. Qualified certified/licensed staff member in the District.
2. Qualified certified/licensed staff members outside the District.
3. Qualified non-certificated/non-licensed individuals.

SECTION 6 - VACANCIES, PROMOTIONS AND EMPLOYMENT

All appointments are made upon the recommendation of the Superintendent.

The Superintendent shall provide for the promotion of employees as described in the immediately following paragraph by establishing procedures for identification, careful appraisal of performance and for the development of leadership potential.

Current staff members shall be given first consideration in filling vacancies for the positions of visiting teachers, supervisors, coordinators, directors, principals, or for any new position in which a salary differential is included. Staff members interested in advancement or change should make known to the Superintendent, in writing, their interests and qualifications for the desired positions.

All appointments will be made without discrimination in regard to protected classes or marital status. Vacancies occurring in the school district shall be posted in each building according to the following regulations:

1. All administrative positions shall be posted as they occur.

2. Vacancies of the certificated/licensed staff which are to be filled for the ensuing academic year shall be posted as they occur.

3. Supplemental vacancies shall be posted as they occur.

4. Any member of the staff wishing to be notified by mail of any vacancy that occurs during the summer shall submit to the designee of personnel a self-addressed, stamped envelope for each posting requested.

5. During the school year, notice of all openings shall be posted in each building as well as in the office of the Board. In the event that a vacancy occurs during the summer vacation period, a copy of said notice will be transmitted to the Association President or his/her designee. Posting of openings shall include notice of the requirements of training and experience which are the basics of employment for any vacancy.

6. All appointments will be made without discrimination in regard to race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, military status, ancestry, genetic information (collectively, "Protected Classes"), or any other legally protected category, in its programs and activities, including employment opportunities.

SECTION 7 - EMPLOYMENT OF RETIRED TEACHERS

A. 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.

B. Upon reemployment the Board may grant up to ten (10) years of experience for service credit to each rehired retired teacher and shall place them on the proper training column according to their degree or educational status.

C. 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 certification/license held.

D. Each one (1) year contract shall automatically expire upon the completion of the year. The employment relationship shall end upon the expiration of the contract in the same manner as a supplemental contract.

E. Subject to these provisions, re-employed teachers are part of the bargaining unit and enjoy all benefits of this agreement except rehired retirees shall not be eligible for severance under Article VI, Section 3.

F. No sick leave shall be carried forward from pre-retirement status. Thereafter, sick leave shall be governed according to this negotiated agreement.

G. Pursuant to the authority provided by ORC 4117.10 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 the statutory law of Ohio pertaining to this issue.

SECTION 8 - JOB SHARE

A. Definition

This section shall establish the duties and responsibilities of one specific teaching assignment being voluntarily shared equally by two (2) employees for a specific length of time. No more than two (2) employees may share a single specific teaching assignment.

B. Criteria to be eligible for Job-Sharing request:

1. Teacher(s) must have completed no less than two (2) full time, standard contract years of service in M-U schools. Job-sharing will not be considered for grades 1 and 2.
2. Child-care/Child-Rearing
   a) Request must be no less than 1 full school year.
   b) Request must occur by March 1 of the academic year.

3. Family member situation requiring care/monitoring
   a) Request must be for no less than 1 full school year.
   b) Request must occur by March 1 of the academic year.

There is no obligation on the part of the Superintendent to approve employees' requests.

C. Obligations to Job-Sharing teachers

1. Both teachers shall be jointly responsible for:
   a) IEPs
   b) Classroom preparation and closing
   c) Field trip supervision
   d) Lesson planning & coordination
   e) Daily communication
   f) Ordinary building-assigned duties

2. Both teachers shall attend:
   a) Teacher work days
   b) 1st and last student days
   c) In-service days/Waiver days
   d) Open house(s)
   e) Regularly scheduled Parent-Teacher Conferences
   f) When job sharing teachers are required to attend full day sessions, they shall each be compensated at their regular full time per diem rate.

3. At least one of the two teachers shall attend:
   a) Staff meetings
   b) Committee meetings (if assigned)

D. **Restrictions:**

Job-sharing shall not be implemented for purposes of:

1. Avoiding the filling of a full-time position;
2. Covering work of employees on RIF; or
3. Achieving a reduction in benefits.

E. **Salary:**
Each Job-Sharing teacher shall receive a pro-rated salary, equal to one-half of their placement on the salary schedule.

Unless otherwise provided by law, each two (2) years of job sharing by certificated/licensed employees shall count as one (1) year toward salary placement experience.

F. **Insurance:**
Insurance payments will be as stated in the current negotiated contract.

G. **Leaves:**
Employees working in such positions shall receive a pro-rated amount of leave benefits.

H. **Seniority:**
Both staff members shall receive ½ year of seniority for each year worked.

I. **Interim Teachers Contract:**
Shall be handled via RIF provisions, if the Job-Sharing teachers return to a full-time position. Interim teachers will be notified of status.

J. **Renewal of Job-Sharing arrangement:**
Individuals presently in a job-sharing arrangement who wish to continue the following year must notify the Superintendent by March 1 of the current academic year.

K. **Expiration of Job-Sharing arrangement:**
Any Job-Sharing arrangement shall be considered expired on the last teacher's work day of the current year unless mutually agreed upon to extend, with or without changes, into the next year.

L. **Return from Job-Sharing arrangement to full-time position:**
The right to return to a full-time job shall be covered by seniority.

M. **Termination of this program**
May occur if it is determined that Job-Sharing is not in the best interest of the students.

ARTICLE IV - TRANSFERS AND CHANGES IN ASSIGNMENT

SECTION 1 - TRANSFERS

A. **Voluntary Transfers**

A request for transfer of a teacher from one building, subject, or a grade level, to another may be made by the teacher and shall be submitted in writing to the designee in charge of personnel. Such request initiated by a teacher shall be assured of consideration only when it is filed on or before April 30, for the following year. Requests for transfer will be based on individual qualifications, instructional requirements, and staff availability. Where the foregoing factors are substantially equal, the preference in the transfer shall be given to the applicant with the greatest number of years of service in the Milton-Union School System.

All requests will remain until withdrawn by the teacher or removed when an opportunity for a reassignment has been refused by the teacher. Upon request a teacher not granted a transfer shall be given the reasons in writing.

B. **Involuntary Transfers**

Transfers may also be made upon the initiation of the Superintendent or the appropriate member of his/her staff for a reason(s) which, in their judgment, will serve the best interests of the schools. However, transfers shall not be in an arbitrary or capricious manner and no teacher shall be involuntarily transferred more than once in a two-year period. Prior to an involuntary transfer, a consultation shall be made with the teacher, and, upon request, the reasons for the transfer will be provided in writing.

1. In case of a last minute emergency transfer where a member has less than a week to change from one building, subject, or a grade level to another, the affected bargaining unit member shall be granted up to three (3) nonconsecutive, unencumbered work days or their equivalent, as approved by the Superintendent/designee, to prepare for the new assignment.

SECTION 2 - CHANGE IN ASSIGNMENT

All certificated/licensed staff members shall be given their tentative class and/or subject assignment and building assignment for the next school year at least two weeks, if possible, prior to the completion of the current school year. At the teacher's request, the administration shall be responsible for moving material, equipment and supplies of the transferred teacher to his/her new assignment.

Attempts will be made to notify and discuss with any teacher affected by departure from his tentative assignment as soon as the need for such a departure becomes known. Upon request, such teacher shall be given written reasons for the departure from his tentative assignment.

1. In case of a last minute emergency change in subject and building assignment where a member has less than a week to change from one assignment to another, the affected bargaining unit member shall be granted up to three (3) nonconsecutive, unencumbered work days or their equivalent, as approved by the Superintendent/designee, to prepare for the new assignment.

ARTICLE V - REDUCTION IN PROFESSIONAL STAFF WORK FORCE

When it becomes necessary to reduce the number of teacher positions, the following reasons for the reduction shall apply.

- Decline in student enrollment.
- Return to duty of regular teacher after leave of absence.
- Suspension of schools, or territorial changes affecting the district.
- Financial considerations

The following procedures shall apply:

A. To the extent possible, the number of teachers affected by a reduction in force will be minimized by not employing replacements for employees who retire, resign, or whose limited contracts are not renewed for reasons other than reduction in force.

Attrition alone may not be sufficient to accomplish necessary reductions.

B. Reductions needed beyond those available by attrition will be made by suspending contracts. Those contracts to be suspended will be chosen as follows;

1. SENIORITY Defined as:

All teachers in the bargaining unit will be placed on seniority lists in each teaching field for which they are certificated/licensed, giving first preference to teachers who prior to July 1, 2014 were granted continuing contract status pursuant to RC 3319.11 and second preference to teachers who are granted continuing contracts pursuant to Article III of this contract. Seniority is defined as the length of continuous service in the District's schools. Seniority will not be interrupted by authorized leaves of absences.

2. Reductions in any area of certification/licensure will be made in accordance with the recommendation of the superintendent of schools who shall, within each teaching field affected, give preference to teachers on continuing contracts. The parties agree that the proper interpretation of the phrase give preference to teachers on continuing contracts means that teachers on a Limited Contract in a

teacher field affected are suspended before any teachers on a Continuing Contract, in the same teaching field, are suspended. When making a decision between teachers who have comparable evaluations, reductions shall be made first from the bottom of the seniority list for that area of certification/licensure.

A teacher affected by RIF may elect to displace a less senior teacher with the last three (3) years of comparable evaluations in another area of certification/licensure, provided he/she has taught in the second area of certification/licensure, for at least 120 days in the five (5) calendar years immediately preceding the scheduled reduction, or agrees to take a three (3) semester hour academic refresher course during the ensuing summer or first semester of the ensuing academic year.

3. If two or more teachers have the same length of continuous service, seniority will be determined by:

   a) The date of the Board meeting at which the teacher was hired, and then by;
   b) The date the teacher signed his initial limited contract in the district;
   c) The date on which the teacher submitted the first completed job application within the two-year period preceding the effective date of the teacher's first teaching contract with the Board, if the date is available;
   d) If any ties remain after (1), (2), and (3), they will be broken by lot.

C. Teachers with continuing contracts who are on the recall list will have the following rights:

1. The names of teachers, whose contracts are suspended due to a reduction in force, will be placed/retained on a recall list for up to 24 months from the date of the reduction.

2. No new teachers will be employed by the Board while there are teachers on the recall list who are certified/licensed for the vacancy and have either (1) taught for at least 120 days in the area of certification/licensure, in which the vacancy exists during the five (5) years preceding the reduction, or (2) have taken, or agree to take, a three (3) semester hour academic refresher course in the area of certification/licensure, during the period he/she was on the recall list, or during the ensuing summer, or during the first semester of the ensuing academic year. The Superintendent may waive the requirements in 3a.

3. Teachers on the recall list who have comparable evaluations will be recalled in order of seniority for vacancies in areas for which they are certificated/licensed, provided they have either (1) taught in that area of certification/licensure, for at least 120 days during the five (5) years preceding the reduction, or (2) agree to take a three (3) semester academic refresher course in the area of

certification/licensure, during the ensuing summer, or the first semester of the ensuing academic year.

4. If a vacancy occurs, the Board will phone, make personal contact or send a certified announcement to the last known address of all teachers on the recall list who are qualified according to these provisions. It is the teacher's responsibility to keep the Board informed of his/her current address and telephone number. Teachers shall respond to the District Office within ten (10) calendar days. Any teacher who fails to respond within ten (10) calendar days, or who declines to accept the position, will forfeit all recall rights.

5. A teacher on the recall list will, upon acceptance of the notification to resume active employment status, return to active employment status with the same seniority, accumulation of sick leave, and salary schedule placement as he enjoyed at the time of layoff. Where group insurance policies permit, a teacher on the recall list who is unemployed and does not otherwise have group coverage available may continue to participate in those benefits which are provided to teachers in active employment provided the teacher pay the group rates for such benefits.

6. Limited contract teachers shall not be placed on the recall list and do not have recall rights.

7. For the purposes set forth above comparable shall be defined as a three-year average of the numerical scores assigned to the following final summative evaluation rating.

- Accomplished = 4
- Skilled = 3
- Developing = 2
- Ineffective = 1

ARTICLE VI - SALARY AND FRINGE BENEFITS

SECTION 1 – SALARY

A. The 2025-2026 salary schedule shall be modified as follows:

The base salary shall be increased by 2.0% and shall be $44,294.

The 2026-2027 salary schedule shall be modified as follows:

The base salary shall be increased by 2.25% and shall be $45,291.

The 2027-2028 salary schedule shall be modified as follows:

The base salary shall be increased by 2.50% and shall be $46,423.

All employees shall be advanced one (1) step annually on the salary schedule, provided they have been in a paid status for at least 120 days of the contract year.

B. Compensation for "part-time" elementary teachers will be pro-rated on a percentage basis of time required. Compensation for "part-time" secondary teachers will be pro-rated on a percentage basis according to the class periods required. All teachers on a .50-time basis or greater shall be granted proportionate planning and counseling time.

C. Personnel on an index contract will have their salaries, including supplemental salaries, adjusted with any change in the teachers' salary schedule.

D. Teachers who have earned additional college credit which would entitle them to a higher salary classification must submit to the Superintendent or his/her designee an official college/university transcript of the completion of additional credit. Notification of additional training prior to September 15 and January 15 shall cause advancements on the salary schedule for those teachers the following month.

Undergraduate credit must be approved by the LPDC. Denial shall not be for any arbitrary or capricious reason(s).

E. Years of service means all years of full-time teaching in public schools, regardless of training, and up to five (5) years of military service. A full year of credit will be given only for 120 days or more of teaching under contract, and for eight (8) continuous months or more of active military service.

F. Teachers newly employed in the district shall be granted up to and including ten (10) years of public school teaching service elsewhere, including up to five (5) years of military service.

G. All teachers will be placed on their proper training column according to their degree or educational status.

H. The teacher work year is 183 days.

I. Certificated/licensed, employees holding supplemental contracts will be paid in the approximate middle and upon completion of duties.

Those Duties Spanning an Academic Year – 1st pay of January and 1st pay of June.

Choir
Band Director
Assistant Band Director
All Special Education Contract Holders
All Club and other Activity Advisors

Summer Physical Fitness:	2nd August pay & 1st September pay
Summer Library Duties:	In the payroll immediately following the submission of the time sheet.
Summer School:	In accordance with the District pay schedule.
Dramatics:	At completion of duties Play Director Assistant Play Director
Fall Sports	(Coaches, Cheerleader Advisors, Color Guard Advisor) 1st October pay and 2nd November pay
Winter Sports	(Coaches, Cheerleader Advisors): 2nd January pay and 2nd March pay
Spring Sports	(Coaches): 2nd April pay and 1st June pay

J. Whenever an assistant/shared supplemental vacancy is not filled or either person does not complete the position, the salary designated for the position will be paid to the person fulfilling those responsibilities providing the need is approved by the building principal.

K. The administration shall determine whether to fill the supplemental positions set forth in Addendum B to this Master Contract, taking into consideration the number of students who wish to participate in the activity.

SECTION 2 - INSURANCE

A. **Health Insurance Options**

The Board will provide prescription drug insurance coverage and hospitalization – surgical and major medical plan for each full-time member of the staff who desires it and is eligible. The benefits of such plan are shown in Addendum C.

1. PPO

Employee contributions for both single plan and family PPO plan shall be 20% of the premium throughout the term of this contract.

Part-time staff may acquire the same insurance protection by paying the prorated premium represented by the portion of day not worked by them.

2. HIGH DEDUCTIBLE HEALTH PLAN/HEALTH SAVINGS ACCOUNT (HSA)

The board shall establish, through payroll deduction, an HSA account for each employee who is enrolled in a High Deductible Plan (HDP). The board shall contribute $1,000 annually for single and $2,000 annually for family. District contributions shall be made quarterly in January, April, July and October. Employees may make additional contributions through payroll deduction to the HSA. Employee contributions cannot exceed limitations established by the IRS. See Addendum "C" for coverage.

Employee contributions for both single plan and family plan shall be 15% of the premium throughout the term of this contract.

Part-time staff may acquire the same insurance protection by paying the prorated premium represented by the portion of day not worked by them.

A covered employee must notify the Board Treasurer within 20 calendar days when a qualifying event affecting their coverage occurs.

B. **Dental Insurance**

The Board of Education shall provide a major dental insurance policy under a group plan for each full-time employee who desires and is eligible. The Board shall pay the total premium cost of either the single or family plan.

Part-time staff may acquire the same insurance protection by paying the prorated premium represented by the portion of day not worked by them.

See Addendum D for coverage.

C. **Life Insurance**

The Board shall provide a fully paid group life insurance policy in the amount of $30,000 for each full-time staff member. See Addendum E for coverage.

Board payment of employee insurance benefits will cease at the end of the billing cycle in which the employee terminates, resigns, or at the end of the billing cycle in which expiration of employee's sick leave occurs. Board provided benefits will be paid through the end of the contract year (as long as the employee is receiving a paycheck from the Board and is eligible for benefits). Employee may elect to continue health and dental benefits after the expiration of the billing cycle by paying for it themselves through COBRA.

D. **Vision Plan**

Vision Plan Option 1 from VSP shall be made available to employees at one hundred percent (100%) employee cost.

E. **125 Plan**

The Board will maintain a 125 Plan for employees for health care contribution, health benefits, and dependent care. The 125 Plan will be available to employees so long as it is made available by the Internal Revenue Service in its present form or until such time as it is negotiated to be removed from this agreement.

F. **Insurance Opt-Out Incentive**

The District shall provide a financial incentive to employees who opt-out of the District-provided PPO or HDP. The incentive shall be $1000.00 single / $2000.00 family. To be eligible for the opt-out incentive the employee must be enrolled in one of the programs, drop coverage during open enrollment, and show proof of alternate coverage that is not an ACA Marketplace plan. The incentive will be distributed annually in December and July. If, due to a qualifying event, an employee returns to one of the District-provided programs mid-year, the incentive will be pro-rated (Twelve (12) month pro-ration period is October 1st through September 30th).

SECTION 3 - SEVERANCE PAY

Any employee retiring from the Milton-Union School District shall be eligible for severance pay, effective the last date of employment, providing eligibility requirements are met as follows:

A. Be employed by the Milton-Union School District at the time of retirement.

B. Have five (5) continuous years or more of service in the state or local school district.

C. Have an application for retirement approved by the State Teachers' Retirement System.

D. Completed application for severance pay and have filed with the Treasurer of the Board no later than ninety (90) calendar days after the last date of employment.

Upon receipt of a completed application for severance, payment shall be made within the calendar year of retirement. Payment may be tax deferred at the employee's option and eligibility.

The formula for payment shall be thirty-three and one-third (33 1/3) percent times the accrued sick leave days up to a maximum of seventy-five (75) days. Such payment shall be calculated by multiplying the base daily rate, excluding supplemental pay, of the teacher's pay at retirement by the total number of days, or fractional parts thereof, as determined by the formula. Payment for sick leave on this basis shall be considered to eliminate all sick leave credit accrued by the employee at that time.

Calculation shall be based on the number of days accumulated at the time of retirement.

E. A teacher who dies while employed by the Board shall be treated as having met the above requirements for severance pay. His/her beneficiaries shall be paid the amount of severance pay due within thirty (30) days.

F. The District shall implement a 403(b) special pay plan for purposed of severance pay, which shall be used for all severance payouts.

SECTION 4 - MILEAGE, LICENSE AND BACKGROUND CHECKS

A. **Mileage**

Employees who are approved to use their personal vehicles for employment related use will be reimbursed at the prevailing IRS rate for all business miles.

B. **License and Background Checks**

Upon timely submission of a renewed educator license, as issued by the Ohio Department of Education, the District shall reimburse the employee for fifty percent (50%) of the costs related to the license fee and the BCI and FBI background checks.

If the employee leaves the employment of the District for reasons other than retirement prior to the expiration of the license, the employee shall return a pro-rated portion of the reimbursed fees to the District. The amount of the pro-rated repayment and the process for repayment shall be determined by the District Treasurer.

SECTION 5 - RETIREMENT CONTRIBUTIONS

The Board shall designate each employee's mandatory contributions to the State Teachers Retirement System of Ohio as "pick-up" by the Board as contemplated by Internal Revenue Service Revenue Rulings 77-464 and 81-36, although they shall continue to be designated as employee contributions as permitted by Attorney General Opinion 82-097, in order that the amount of the employee's income reported by the Board as subject to federal and Ohio income tax shall be the employee's total gross income reduced by the then-current percentage amount of the employee's mandatory State Teachers Retirement System contribution which has been designated as "picked-up" by the Board and shall be included in computing final average salary, provided that no employee's total salary is increased by such "pick-up", nor is the Board's total contribution to the State Teachers Retirement System increased thereby.

A. The pick-up percentage shall apply uniformly to all members of the bargaining unit as a condition of employment. The pick-up shall apply to all compensation including supplemental earnings thereafter.

B. The parties agree that, should the rules and regulations of the IRS or retirement system change making this procedure unworkable, the parties agree to return, without penalty, to the former method of employee/employer contributions.

C. Payment for sick leave, personal leave, severance and supplemental contract assignments, including unemployment and worker's compensation, shall be based on the employee's daily gross pay prior to the reduction as basis (e.g., gross pay divided by the number of days in a teacher's contract).

D. Such salary reduction shall be considered when combined with actual salary to not result in a salary which is less than the salary available under the State minimum salary schedule.

E. It is understood that it is the responsibility of each individual teacher to make necessary adjustment(s) in any other tax-sheltered annuities he/she has in order to be in compliance with IRS laws and regulations.

F. The Board is not liable, nor will it be held responsible for, any related legal, IRS, STRS, or any other agencies' penalties or decisions concerning this plan now or in the future.

G. The Association agrees to indemnify and save the Board harmless against any and all claims that shall arise out of or by reason of any reasonable action taken by the Board in compliance with provisions of the Article.

ARTICLE VII - LEAVES

SECTION 1 - LEAVE OF ABSENCE WITH PAY

Under conditions hereinafter specified, teachers will be granted leaves of absence with pay. The following amounts of days are hereby set aside for illness, personal and professional leaves of absence with pay in accordance with the following categories:

A. Sick Leave

Members of the bargaining unit shall be entitled to fifteen (15) days of sick leave, with pay, for each year he/she is under contract. Sick leave is credited at the rate of one and one-fourth (1-1/4) days per month.

A member who uses no sick leave in a contract year shall receive a lump sum payment of three hundred fifty dollars ($350) at the end of the contract year.

Unused sick leave may be accumulated up to a maximum of two hundred fifty (250) days. Newly employed persons may transfer up to that number of accumulated and unused sick leave days from another public employer in this state, if the date of termination of the other employment was less than ten years prior to employment in this district.

For employees who are at step 25 or greater on the salary schedule, the maximum accumulation of sick leave shall be three hundred (300) days.

Calculation for purposes of severance in Article VI, Section 3 shall be based on the number of days accumulated at the time of retirement.

Members of the bargaining unit who render part-time diem, or hourly service shall be credited with sick leave for time actually worked at the same rate as full time employees.

A member of the bargaining unit who has no accumulated sick leave will be advanced five (5) days of sick leave each school year if necessary. Any such advanced sick leave credit will be charged against the subsequent accumulation of that employee.

Sick leave may be used for absences necessitated by:

1. Personal illness or injury, including any disabling condition caused by pregnancy;
2. Exposure to a communicable disease;
3. Illness or injury in employee's immediate family (employee's brother, sister, parent, spouse, child, grandchild, father-in-law, mother-in-law or any dependent living in the employee's household);
4. Death of family relative or friend.
5. Birth of grandchild
6. Hospitalization of grandchild, son-in-law, daughter-in-law
7. Spousal Birth or Adoption

8. Any extenuating circumstances with Superintendent Approval

After the employee's spouse gives birth, the employee may use up to five (5) consecutive days of paid sick leave. Days must be used immediately following the birth.

For an adoption, an employee may take up to twenty (20) consecutive days. Days must be used immediately before or after the adoption.

Absences for a portion of a day up to one-half (1/2) day shall result in a one-half (1/2) day deduction. Absences for a portion of a day greater than one-half (1/2) day shall result in a one (1) day deduction.

If medical attention was required, the employee shall state the name and address of the attending physician. The administration may require, with reason, a signed statement from the physician regarding the employee's use of sick leave.

Should the school be closed during the period of an employee's sick leave by an "emergency" day or holiday, as called by the Superintendent, such employee will not be charged with a sick leave day.

Not later than the second work day after returning to work from sick leave, the employee shall complete the electronic sick leave form on the Kiosk. -No sick leave payment shall be made unless the required form is submitted. Falsification of information on the form may constitute grounds for disciplinary action which may include suspension or termination.

Sick Leave Bank: A collection of employee donated sick leave days will be deposited in a sick leave bank. The bank will commence with first request for use. The Sick Leave Bank may be used only for the results of catastrophic illness or injury.

Donation: Maximum bank days are 300 days.
Maximum employee donation is 3 days/year.

Application Criteria:
1) All accrued paid leave must be exhausted prior to using donated days.
2) Maximum request is 20 days per school year.
3) Must have at least eighteen (18) days of accrued sick leave to be able to donate to the sick leave bank.
4) Use of donated leave is limited to the employee's incapacitating catastrophic illness, which does not include normal pregnancy.
5) Process these forms to Assistant Treasurer:
   a) Department of Labor Certificate of Health Care Provider
   b) Request for Sick Leave Bank Application form
   c) Waiver of HIPPA rights

Assistant treasurer will forward the above two forms to Sick Leave Bank Committee for decision (Superintendent/Designee and MUEA President).

Any employee who wishes to have the option to use the Sick Leave Bank in any school year must donate at least one days of their sick leave back to the Bank by September 1st or donate their first day of earned sick leave upon their return to work.

The decision of the committee is final and is not subject to the grievance procedure.

B. **Personal Leave**

All full-time certificated/licensed personnel may be granted three (3) days of paid personal leave.

Half-time certificated/licensed personnel may be granted three (3) half-days of personal leave.

Certificated/licensed personnel who complete the school year, and who do not use personal leave days during the school year shall be reimbursed $100.00 for each personal leave day not used. Teachers will have the option to roll over a maximum of one unused personal leave day to the following school year for a total of four (4) days. Notice of intent to roll over shall be made in writing to the treasurer's office no later than the last teacher work day. Failure to notify treasurer's office will result in reimbursement. Reimbursement shall take place with the second payroll check in July.

Absences for a portion of a day up to one-half (1/2) day shall result in a one-half (1/2) day deduction. Absences for a portion of a day greater than one-half (1/2) day shall result in a one (1) day deduction.

Application for the use of personal leave shall be submitted electronically using the form on the Kiosk. Except in case of emergencies, all applications for personal leave shall be submitted at least three (3) working days prior to such leave. An E-mail notification will be returned to the applicant indicating the approval or the rejection of the personal leave request prior to the day requested.

Emergency leave requests shall be handled in the same manner except that the request shall be submitted the first day of your return to the job following absence for emergency reasons.

Action upon requests for personal leave shall be taken by the Superintendent or his/her designee, through the Principal's office.

Personal leave may be granted for:

1. Observance of religious holidays where total abstinence from work is required.

2. Attendance of a high school or college graduation exercise for the employee, spouse, or a child.
3. Private personal business that occurs on Monday through Friday that cannot be handled at a time that does not conflict with the normal work day. However, for such business that occurs the day before or the day after a recognized holiday(s), reasons shall be given. The stated reasons shall be judged on its merits by the Superintendent or his/her designee. In the event such a request is refused, the Superintendent or his/her designee shall forward, in writing, the reasons for refusing the request.
4. Emergencies.

C. **Professional Leave**

All duly elected delegates and alternates shall be granted paid leave to attend all sessions of the OEA, OACT, and WOEA general assembly. All requests for such leave shall be submitted to the immediate supervisor at least ten (10) days prior to the meeting.

Each teacher shall be granted at least (1) day paid leave per school year to attend approved educational conferences, workshops, visitation. All requests for such leave shall be submitted to the immediate supervisor as soon as possible. Application for the use of professional leave shall be submitted electronically using the form on the Kiosk.

Expenses to approved educational conferences, workshops and visitations may be paid by the Board, to the extent that funds are available.

SECTION 2 - LEAVES OF ABSENCE WITHOUT PAY

Requests for leaves of absence without pay shall be submitted in writing on forms which shall be supplied by the Board. Failure to complete the terms for which a leave is requested will be grounds for termination of the leave and/or other disciplinary action. A person returning from an authorized leave of absence without pay shall be placed on the appropriate salary step. The intent being that a person will not receive an experience increase for a leave of absence. All leaves of absence without pay shall in no event end sooner than the period of time granted. The individual employment contract of any employee on an unpaid leave of absence shall continue to run during the period of such leave, and shall therefore be subject to renewal, non-renewal or suspension as otherwise provided by law.

Benefits (health, dental, life) are not paid by the District during the "leave Without Pay" period. At the employee's option, however, the employee may make timely payments to continue coverage. Written notification must be given to the Treasurer prior to commencement of leave.

A. **Ill Health**

A written application for leave of absence for ill health must be accompanied by a statement from the attending physician recommending that a leave of absence be granted, and for the length of such absence.

Such request for leave of absence will be granted for not less than one (1) semester when possible nor more than one (1) school year. The leave may be renewed, but in no event will a leave extend for more than one (1) academic year. The request for extension of leave for personal illness will be accompanied by a doctor's statement recommending such an extension.

If any employee is unable to perform satisfactorily the duties of his/her position because of a physical or other disability, or the employee has been absent on account of personal illness for a continuous period of thirty (30) days following the expiration of his/her sick leave, the Superintendent may recommend, without the request of the employee, a leave of absence for a part of the school year, for the remainder of the school year, or for a full school year, and renewals thereof.

A Board shall continue to carry on payroll records of all employees whose sick leave accumulation has expired, or who are on a disability leave of absence, or an approved leave of absence, for the purpose of group term life, hospitalization, surgical, major medical, or prescription drug coverage. The employee shall make the total premium payment to the Treasurer.

An employee, prior to returning from any leave of absence, may be required to furnish a physician's certificate that he/she is able to perform his/her duties.

B. **Maternity/Paternity Leave**

An employee may use Maternity/Paternity leave in lieu of or in conjunction with sick leave as specified in Article VII, Section 1.
The Board may grant a leave of absence for reasons due to pregnancy, without pay, to any regularly employed staff member, upon written request for such leave. The request shall indicate the anticipated beginning and ending dates of the Maternity/Paternity leave.

C. **Child Rearing Leave**

The Board shall grant a leave of absence, without pay, for the purpose of rearing a newly born child or a newly adopted child.

1. Any employee who wishes to take leave under this policy shall submit a request for such leave in writing, at least forty-five (45) days prior to the commencement of said leave, unless an adoption is involved where there is insufficient notice prior to the placement, in which case the forty-five(45) days will be waived.

2. Leave under this policy may be granted for a period of up to one (1) academic year plus the remaining portion of the academic year in which the leave commences.

3. Leave under this section shall expire on the last day of the school term unless the teacher gives notice by April 1, of his/her intent to: (1) extend the leave for an

additional school year or (2) return to active teaching duty for the ensuing school year.

4. For return from approved leave, said teacher shall resume his/her previous contract status and a comparable position in the appropriate area of certification.

D. **Sabbatical Leave**

Any teacher who has completed five (5) years of service in this state may, with the permission of the Board and the Superintendent, be entitled to take a leave of absence with part pay, for one (1) academic year, subject to the following restrictions: The teacher shall present to the Superintendent for approval a plan for professional growth ninety (90) days prior to such a grant of permission and at the conclusion of the leave provide evidence that the plan was followed. The teacher may be required to return to the district at the end of the leave for a period of at least one (1) year, unless the teacher has completed twenty-five (25) years of teaching in this state.

The Board may not grant such a leave unless there is available a satisfactory substitute, nor grant such leaves to more than five percent (5%) of the professional staff at any one time. Part salary paid the teacher shall be the difference between the replacement teacher's salary and the departing teacher's expected salary. A leave shall be no longer than one (1) school year, nor granted a second time to the same individual when other members of the staff have filed a request for such a leave.
Upon his/her return from leave, the teacher's salary will be the same as he/she would have received had the period of his/her leave been spent in the Milton-Union School System. Fringe benefits may be maintained at the expense of the teacher and he/she will return to the same teaching position, if available, or to a comparable position to that which he/she held prior to his/her leave.

E. **Military Leave**

1. Military leave of absence shall be granted to any employee who is drafted or recalled to active duty with any branch of the armed services of the United States.

2. An employee returning from military service shall be returned to a position comparable to that held before leave and given full credit on the salary schedule for such service.

3. Voluntary reenlistment immediately terminates military leave granted by the Board.

F. **Leave for Professional Study**

1. Professional leave may be granted on the basis of either one full semester or one full academic year. Request of leave for professional study must be filed ninety

(90) days previous to the beginning of leave. If requests are placed later than this time, they may be granted if an acceptable replacement can be obtained.

2. Request for this leave for less than one (1) year may be granted only if administratively possible.

3. The leave may be granted for full-time study and earned credits must be filed upon return to the Board.

4. Failure to comply with terms of this leave shall be cause for termination.

G. **Illness in the Immediate Family**

Leave shall be granted because of a serious illness in the immediate family for a period not to exceed one (1) academic year. A written application for such leave must be accompanied by a statement from the attending physician.

H. **Short Term Daily Leave**

Request for daily leave for such activities as vacation trips, travel with spouse, business travel and entertaining with spouse, shopping, and family visitation tend to interfere with a staff member's contractual agreement and academic continuity. However, when a staff member feels he/she has an extenuating set of circumstances not covered by other leave policies, application for such leave must be made in advance through the office of the Superintendent. The decision of the Superintendent shall be final and not subject to the grievance procedure.

SECTION 3 - ASSAULT LEAVE

A. Any certified/licensed staff member absent from regular duties because of a physical injury or physical disability resulting from an assault on the certified/licensed staff member which occurs in the course of Board employment shall be entitled to a leave of absence under the following conditions:

1. The maximum number of days for which assault leave shall be payable to any certified/licensed staff member shall be forty-five (45) days.

2. The certified/licensed staff member must furnish the Superintendent with a signed statement, describing in detail all of the facts and circumstances surrounding the assault, including but not limited to, the location and time of the assault, the identity of the assailant(s), if known, and the identity of all witnesses to the assault, if known.

3. The certified/licensed staff member must submit to the Superintendent verification from an attending physician that the professional staff member is

disabled from performing normal duties, indicating the nature of the disability and its probable duration.

4. The certified/licensed staff member shall cooperate fully with the Superintendent and other public authority(ies) in the prosecution of the assailant(s). In the event the certified/licensed staff member requires representation by an attorney in the criminal prosecution of the assailant(s), the Board will provide the certified/licensed staff member with an attorney selected by and paid by the Board to represent such certified/licensed staff member in such matter. If other legal representation is required by the certified/licensed staff member, such may be provided by the Board as approved in advance by the Superintendent.

5. The certified/licensed staff member shall be required to file for Worker's Compensation.

6. It is the intent of this Article to provide for assault leave for certified/licensed staff members who do not physically initiate the assault on the person. In case of a dispute as to whether or not a certified/licensed staff member has physically initiated an assault and it is determined through either administrative hearing or court action that the certified/licensed staff member did initiate the assault, the professional staff member shall be required to either: (1) refund the compensation received as assault leave, or (2) charge the assault leave taken against the sick leave earned by the professional staff member.

B. Assault leave shall not be chargeable against sick leave.

C. In the event the certified/licensed staff member is eligible to and receives Worker's Compensation for all or part of the period of disability due to an assault, the amount payable by the Board as assault leave shall be the difference between the Worker's Compensation benefits paid and the certified/licensed staff member's regular compensation.

This shall be accomplished by the certified/licensed staff member's receiving his/her regular compensation from the Board and executing the necessary form so that such Worker's Compensation is paid directly to the Board.

D. Falsification of any statement by a certified/licensed staff member to secure paid leave under this Article shall constitute cause for termination or other disciplinary action.

SECTION 4 - FAMILY MEDICAL LEAVE ACT

A. The Board agrees to provide leave to employees in the collective bargaining unit represented by the Association who are eligible employees (as the term "eligible employees" is defined by the federal Family and Medical Leave Act "FMLA"), with such leave to be consistent with the FMLA; provided, however, that to the extent more generous leave is available to eligible employees without regard to FMLA, such shall not be lessened, nor expanded. In providing any leave pursuant to this Agreement, the Board will adhere to the requirements of the FMLA, as set forth in the statute, regulations and/or U.S. Department of Labor or court interpretations of the FMLA.

B. It is understood that eligible employees are entitled, at a minimum, to up to 12 work weeks of unpaid FMLA leave, during any fiscal year, July 1 through June 30 of the following calendar year, for purposes of the birth, adoption or foster placement of a child, where it is medically necessary for an employee to be with, or care for, a spouse, parent, or child suffering from a serious health condition, or where the employee's serious health condition prevents performance of essential functions of the employee's job.

C. During said FMLA leave, the Board will continue to pay the Board's portion of the employee's group health plan benefits. However, the employee must make arrangements, in advance of any FMLA leave, to pay his/her portion of such benefits, along with the premiums of any other benefits the employee desires to continue during said FMLA leave, for which the Board is not otherwise required to pay.

D. Upon completion of any FMLA leave, and in accord with FMLA, the Board will restore the employee to the same or equivalent position as held at the outset of the leave.

ARTICLE VIII - GRIEVANCE PROCEDURE

SECTION 1 - DEFINITIONS

A. A grievance is an alleged misapplication, misinterpretation or violation of a provision of this agreement.

B. A grievant is an employee, the Association, or a group of employees in the bargaining unit, alleging a misapplication, misinterpretation or violation of this negotiated agreement. A grievance alleged by a group shall have arisen out of identical circumstances affecting each member of said group, and shall be treated as a single grievance. A decision of such grievances applies to all employees in the group and each shall be given a copy of the decision.

C. Limitations on Grievances

1. No Grievance shall be filed concerning a matter which may be made the subject of a charge with the State or Federal Agency

2. The decision of the Superintendent to recommend non-renewal or non-reemployment and/or the decision of the Board not to re-employ shall not be made the subject of a grievance and shall not proceed as such, except that:

   a. A claim of untimely notice of such non-reemployment (A, III) shall be grievable.
   b. A claim that the grievant is not subject to non-reemployment by reason of Article III Section 4.

3. The content and substance of an evaluation is not subject to grievance; however, the teacher may submit a rebuttal and/or provide additional information to the evaluator within (10) ten working days of the receipt of the final summative rating. The failure of an evaluator to take certain actions or do certain things in the evaluation process within specified time limits or number of times may be made the subject of a grievance.

The actions or things to be done within specified time limits or number of times are found in the Teacher Evaluation Program.

SECTION 2 - PROCEDURE

Step I - Informal Procedure

The aggrieved party shall discuss the grievance or complaint with the person who is directly concerned with the grievance in a face-to-face meeting. This shall be accomplished within fifteen (15) days after the grievant knows or should have known the act or conditions on which the grievance is based. In no event, however, may a grievance be filed more than thirty (30) days following the date of the occurrence from which the grievance arose.

Step II - Formal Procedure

If a satisfactory solution is not affected, the aggrieved party shall present his/her written grievance to the principal or immediate supervisor within five (5) days after the informal hearing. The principal or immediate supervisor shall, within five (5) days of receipt of the grievance, conduct a hearing concerning the grievance. The principal or immediate supervisor shall provide a written answer to the grievance and forward it to the concerned parties within five (5) days from the time of the hearing.

Step III - Superintendent

If a satisfactory solution is not affected, the Association shall invoke Step III in writing and present same to the Superintendent within five (5) days after receiving the Step II answer. Any failure to invoke Step III as provided herein will be considered as the parties having reached a satisfactory resolution of the alleged grievance, unless stated

otherwise. The Superintendent or his/her designee shall, within five (5) days of receipt of the grievance, conduct a hearing concerning the grievance. The Superintendent or his/her designated representative shall provide a written answer to the grievance and forward to the concerned parties within five (5) days from the time of the hearing.

Step IV - Mediation

Within five (5) work days of receiving the Superintendent's Step III response, either party may request that the grievance be submitted to mediation. Mediation shall be by mutual agreement. A request for a mediator shall be submitted to FMCS, and the mediator will be approved by mutual agreement of the parties. The costs of mediation (if any) shall be borne equally by both parties. Each party shall bear their own costs related to representation during the mediation process. Settlement at grievance mediation is strictly voluntary, and the mediator will make no decision regarding the outcome of the mediation. If the parties resolve the grievance through mediation, they shall reduce the terms of their settlement agreement to writing. Mediation shall be concluded within thirty (30) calendar days unless otherwise agreed to by both parties. Unless the Board and the Association agree otherwise, the resolution of the grievance through mediation shall be on a non-precedent basis. Should the mediation prove unsuccessful, the time limit for appealing a grievance to arbitration starts on the date of the final mediation session and shall be made within five (5) work days.

Step V - Binding Arbitration

If the action taken in prior Steps does not resolve the grievance, the Association may notify the Board in writing of its intent to submit the grievance to binding arbitration. Any failure to invoke Step V within five (5) work days of the receipt of the Step III answer or Step IV mediation (if applicable) will render the grievance settled on the basis of the prior Step.

Upon receipt of the notice of intent to submit the grievance to binding arbitration, the parties, within five (5) days thereafter submit a request to FMCS to provide the parties with a panel of arbitrators in accordance with their rules. Selection will be made through priority ranking. The fees and expenses of the arbitrator shall be shared equally by the parties. Each party will be responsible for the fees and expenses of its representation.

The arbitrator shall review the grievance and submit his/her decision to the parties. The arbitrator's decision shall be binding to all parties. The arbitrator shall not have the power to ignore, add to, subtract from, or modify the negotiated policies and the arbitrator may consider only the specific language of this Agreement and render his/her decision on the issues presented on the basis of the reliable, substantial and preponderance of the evidence in the record of the proceedings. In the event that a complaint against a teacher concerns sex discrimination or harassment, the laws and regulations relating to Title IX, as set forth in Board Policy, will supersede these procedures, and the arbitrator shall apply the preponderance of the evidence standard in determining whether just cause for discipline of a teacher exists.

Only grievances as defined herein shall be subject to arbitration. All issues of procedural arbitrability will be heard and decided by the arbitrator prior to hearing the substantive issues or merits of a grievance. If the Board intends to raise issues of arbitrability, the Board shall provide written notification of such issues to the President of the Association (or designee) a minimum of fourteen (14) calendar days prior to the arbitration hearing.

The Board and Association shall take necessary action within ten (10) days after receipt of the arbitrator's decision. No further action may be taken on the matter after thirty (30) days of the Board's action, unless otherwise provided by law.

SECTION 3 - MISCELLANEOUS PROVISIONS

A. Neither the aggrieved teacher, nor any party to this Agreement, shall be denied the right of representation at any step in this procedure.

B. A grievance may be withdrawn at any level without prejudice or record.

C. If the teacher and/or Association do not abide by the time limits set forth, they forfeit their right to continue to the next step of the grievance procedure.

D. If the administrator does not abide by the time limits set forth, the teacher filing the grievance and/or the Association may proceed to the next step.

E. There will be no reprisals taken against any participant in the grievance procedure by reason of such participation.

F. Mutually agreed informal meetings between the parties may be held during the time between steps in an effort to effect a satisfactory resolution to the problem.

G. Any time limits or steps hereinbefore set forth may be waived by the mutual written consent of the parties.

H. Unless otherwise denoted herein, "Days" shall mean calendar days. "Week" as used herein means a calendar week.

ARTICLE IX - DISCIPLINE

SECTION 1 - DISCIPLINARY ACTIONS

A. The superintendent, (in the absence of the Superintendent, then the Superintendent's Designee) shall have the power and right to reprimand, suspend with or without pay, terminate, or otherwise discipline an employee for good and just cause. All disciplinary action, other than verbal warnings, shall be given in writing to the affected employee within 36 hours of taking such action.

B. When appropriate to the circumstances, discipline shall be applied in a progressive and corrective manner, taking into consideration the nature of the alleged offense, the safety of students, employees and the public.

C. An employee's right to Association representation in any matter relating to discipline shall only be limited to the extent that immediate employer action is reasonably necessary to protect persons and/or property. In the event immediate employer action is taken without Association representation, then, upon the affected employee's request, a conference to review the discipline shall be held within 24 hours with the employee and an Association representative. At this conference, the employee shall be presented with a written statement of the charges against the employee, including times and places of occurrence(s).

D. Prior to the imposition of discipline more severe than a written reprimand, the affected employee shall have the right to an informal hearing before the appropriate administrator.

E. Title IX

In the event that a complaint against a teacher concerns sex discrimination or harassment, the laws and regulations relating to Title IX, as set forth in Board Policy, will supersede these procedures.

SECTION 2 - APPEAL OF DISCIPLINE

Termination of an employees' contract shall be subject to appeal on the basis of good and just cause via the grievance procedures set forth in the contract commencing at Step IV.

Either the Association or the teacher may notify the Board of the intention to submit the grievance to binding arbitration.

In arbitration matters involving discipline, the Board has the burden of proof and the arbitrator is expressly given the authority to modify (either by increase or decreasing) a discipline, which is the subject of the grievance.

Written reprimands shall not be subject to the grievance procedure and the parties agree that, the procedure for adjustment of grievances is fair and complete and that it constitutes the sole and exclusive method for the adjustment of grievances.

SECTION 3 - STATUTORY PROVISIONS NO LONGER APPLY

Notwithstanding anything contained in this contract or in any evaluation procedure adopted by reference or otherwise a part of this contract, the provisions of this Article and Article III dealing with staff contracts, termination, discipline, non-reemployment and/or probationary periods, are specifically intended to supplant and replace Ohio Revised Code Sections 3319.11, 3319.16, and 3319.161.

ARTICLE X - EVALUATION

The Board shall provide for the establishment of a program to evaluate employee performance for the major purpose of assisting the employee toward providing information for employment decisions. The following provisions will govern the evaluation program.

A. See Teacher and Counselor Evaluation Program (Addendum H and I) as incorporated herein by reference. Librarian, Nurse, and Speech/Language Pathologists evaluation instruments can be found in Addendums J, K, and L.

B. The provisions set forth in Article X of this agreement shall apply to all employees covered by this collective bargaining agreement.

C. The evaluation program shall be communicated to all employees at the time of employment. (See Addendum H.)

D. The building administrator shall notify employees who are scheduled for evaluations during the current school year not later than September 15. The building administrator shall hold a meeting of employees scheduled for evaluation for the purpose of apprising them, in writing, as to the manner in which the evaluative program shall be carried forth.

Evaluations shall be conducted by credentialed evaluators who are employed as administrators by the district. In the event of an emergency, another District approved credentialed evaluator or an evaluator from the Miami County ESC may complete the observation, if mutually agreed upon by the teacher. An employee may submit a written request to the Superintendent for a change in evaluator.

E. The District elects not to evaluate teachers who have been Board approved for retirement by December 1. The District need not evaluate a teacher who is on leave from the school district for fifty per cent or more of the school year, as calculated by the board.

F. In terms of OTES 2.0 performance components:

1. The self-assessment will be required for teaching staff members on improvement plans and with ineffective ratings.

2. The self-assessment should be completed at the discretion of the evaluator for teachers with developing ratings.

3. Otherwise, for those teachers with skilled and accomplished ratings, the self-assessment is strongly encouraged but not required. (Per OTES 2.0 MOU.)

G. Limited Contract Employees

First Observation (Holistic)

One (1) thirty (30) minute observation shall be completed prior to the post-observation conference. Each observation shall be preceded by a pre-conference and followed by a post-conference. The post-observation conference and the Post-Observation Form (see addendum H) shall be completed no later than five (5) working days following the observation with a copy provided to the teacher. The evaluator will then record evidence on the Teacher Performance Evaluation Rubric. (See addendum H.) Teachers will receive a completed Teacher Performance Evaluation Rubric within (15) fifteen working days after the post-conference.

Subsequent observations will occur no sooner than (10) ten working days after the teacher receives feedback from the Teacher Performance Evaluation Rubric unless mutually agreed upon.

Second Observation (Focused)

One (1) thirty (30) minute observation shall be completed prior to the post-observation conference. Each observation shall be preceded by a pre-conference and followed by a post-conference. The post-observation conference and the Post-Observation Form (see addendum H) shall be completed no later than five (5) working days following the observation with a copy provided to the teacher. The evaluator will then record evidence on the Teacher Performance Evaluation Rubric (see addendum H). Teachers will receive a completed Teacher Performance Evaluation Rubric within (15) fifteen working days after the post-conference.

Subsequent observations will occur no sooner than (10) ten working days after the teacher receives feedback from the Teacher Performance Evaluation Rubric unless mutually agreed upon.

For the OTES 2.0 Evaluation Cycle, teacher should have two focus areas.

Third Observation (Focused)

A third observation cycle will be conducted for those employees being considered for renewal/non-renewal unless waived by the Superintendent per Board of Education policy If necessary, the third observation cycle shall be completed no later than April 25.

For the OTES 2.0 Evaluation Cycle, teacher should have two focus areas.

General Provisions

1. All teachers will receive at least one observation in the first semester and one observation in the second semester.

2. Evaluators will conduct at least two classroom walk-throughs of no less than (10) ten minutes. The teacher will receive feedback on the Walkthrough Form

(Addendum H). The teacher will receive feedback on the Walkthrough Form within three (3) working days.

3. Formal evaluations conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with an electronic copy of the evaluation results by the tenth day of May.

H. Continuing Contract Employees

First Observation (Holistic)

One (1) thirty (30) minute observation shall be completed prior to the post-observation conference. Each observation shall be preceded by a pre-conference and followed by a post-conference. The post-observation conference and the Post-Observation Form (see addendum H) shall be completed no later than five (5) working days following the observation with a copy provided to the teacher. The evaluator will then record evidence on the Teacher Performance Evaluation Rubric (see addendum H). Teachers will receive a completed Teacher Performance Evaluation Rubric within (15) fifteen working days after the post-conference.

Subsequent observations will occur no sooner than (10) ten working days after the teacher receives feedback from the Teacher Performance Evaluation Rubric unless mutually agreed upon.

Second Observation (Focused)

One (1) thirty (30) minute observation shall be completed prior to the post-observation conference. Each observation shall be preceded by a pre-conference and followed by a post-conference. The post-observation conference and the Post-Observation Form (see addendum H) shall be completed no later than five (5) working days following the observation with a copy provided to the teacher. The evaluator will then record evidence on the Teacher Performance Evaluation Rubric (see addendum H). Teachers will receive a completed Teacher Performance Evaluation Rubric within (15) fifteen working days after the post-conference.

General Provisions

1. All teachers will receive at least one observation in the first semester and one observation in the second semester.

2. Evaluators will conduct at least two classroom walk-throughs of no less than (10) ten minutes. The teacher will receive feedback on the Walkthrough Form (Addendum H). The teacher will receive feedback on the Walkthrough Form within three (3) working days.

3. Formal evaluations conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with an electronic copy of the evaluation results by the tenth day of May.

For the OTES 2.0 Evaluation Cycle, teacher should have two focus areas.

I. Accomplished/Skilled Designated Employees

A teacher earning a final holistic rating of teacher effectiveness of "Accomplished" will move from annual evaluations to once every three (3) years. If the "Accomplished" rating is not maintained, the teacher will return to the appropriate evaluation cycle as set forth in the Milton Union Teacher Evaluation Program (see Addendum H).

A teacher earning a final holistic rating of teacher of "Skilled" will move from annual evaluations to once every two (2) years. If the "Skilled" rating is not maintained, the teacher will return to the annual evaluation cycle unless the teacher earns a summative rating of "Accomplished" therefore allowing evaluations to occur every three (3) years.

J. Informal Observation Procedure for Continuing Contract Accomplished/ Skilled Designated Teachers

In a non-formal evaluation year for "Skilled" and "Accomplished" designated teachers, the credentialed evaluator will conduct one Informal Observation with a post-conference to follow. Informal observations are excluded from use with any existing summative evaluations in determining a teacher's rating.

In an informal evaluation:

a. The Informal Observation may be announced or unannounced, but will be mutually agreed upon.

b. An Informal Observation will be no less than ten (10) minutes, but no more than twenty-nine (29) minutes.

c. The Informal Observation will be recorded on the Walkthrough Form and feedback will be provided to the teacher.

d. A pre-conference is not required.

e. A post-conference is required within five (5) working days of the Informal Observation.

K. All evaluative reports must be dated, signed, and electronically verified by the employee. However, such signature does not necessarily indicate agreement with the evaluation or the report. Moreover, employees shall be permitted to affix rebuttal and evidence to any evaluation.

L. A paper copy of the final holistic rating of teacher effectiveness and rubrics will be placed in the teacher's personnel file.

M. Unless mutually agreed upon, monitoring or listening devices will not be a part of the regular evaluation program.

N. When it is deemed that an employee's performance is unsatisfactory, the person shall be notified in confidence and in writing of the reasons for the decision. This may occur in a person's first year on the assignment or in any year in which performance is judged to be significantly less than satisfactory. The evaluator and the employee shall meet to mutually develop an improvement plan.

O. The Association and administration shall be jointly involved in the development or revision of any evaluative instrument. When Association or administrative members have concerns about the evaluation process they may forward these concerns to the "Professional Concerns Council." (See Article I, Section 3)

P. The district shall provide training and/or orientation regarding the evaluation program to all new hires and offer same to existing certificated/licensed teachers.

Q. Appeals Process

- The teacher may submit a rebuttal and/or provide additional information to the evaluator within (10) ten working days of the receipt of the final holistic rating of teacher effectiveness.
- A grievance may be filed regarding violations of procedural portions of the evaluation procedure. The content and substance of the evaluation is not grievable.
- An evaluation that violates the procedural process shall not be used in decisions regarding RIF or Termination, but may be used to inform teachers' professional growth.
- Initial filing deadline for such grievances shall vary from the timeline set forth in Article VIII and shall be triggered by the teachers' receipt of the final holistic rating of teacher effectiveness.

R. When an evaluator has timely notified a teacher as to the date or dates of the following events:

1. An observation
2. A conference precedent to an observation
3. A post – observation conference
4. Sharing data from a walkthrough in a timely fashion

and the teacher is absent, excused or unexcused or is otherwise unavailable for the event, the lack of the occurrence of the event or the lack of timeliness of the event shall not be included in a grievance under the grievance procedure concerning evaluations.

If a teacher for any reason fails to sign a completed and available post observation conference form, the absence of the teacher's signature may not be made the subject of a grievance.

A meritorious grievance concerning an evaluation which is timely filed under and pursuant to the grievance procedure renders the evaluation unavailable for the purpose of considering standing for a reduction in force or for termination, but shall nevertheless be made a part of the teacher's personnel file for the benefit of the teacher.

S. Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. The teacher's final holistic rating of teacher effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the Ohio Teacher Evaluation System 2.0 Model and training for credentialed evaluators.

T. The teacher will be evaluated using at least two (2) measures of District-approved high quality student data ("HQSD") that complies with the requirements of OTES 2.0 to provide evidence of student learning attributable to the teacher being evaluated. HQSD will be determined between the evaluator and the teacher at their initial Plan and Goal conference.

Ohio Teacher Evaluation System 2.0 Model shall be followed.

ARTICLE XI - DRUG-FREE WORKPLACE

The Board and Association believe that quality education is not possible in an environment affected by drugs. We will seek, therefore, to establish and maintain an educational setting which meets the requirements set forth in the Drug-Free Workplace Act of 1988.

In compliance with the Act, the Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance or alcohol, by any employee of the District's staff at any time while on District property. Any staff member who violates this Article shall be subject to disciplinary action in accordance with local, state and federal laws, up to and including termination of employment. A disciplinary action may include the completion of an appropriate rehabilitation program.

The Superintendent shall, in consultation with the Association, establish whatever programs and procedures are necessary to meet the Federal certification requirements but which also comply or do not interfere with this Agreement.

ARTICLE XII – SMOKE and TOBACCO-FREE WORKPLACE

All buildings and grounds in the district shall operate as a smoke and tobacco-free workplace as per Board policy. This includes all tobacco products and paraphernalia.

ARTICLE XIII - LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

The responsibilities of the LPDC shall be as set forth in the Ohio Revised Code and as may be set forth by the State Board of Education and approved by the Ohio General Assembly.

It is agreed that both parties shall abide by the Standards, Bylaws, and operating procedures of the LPDC as they are developed and/or amended in concert with any rules, regulations, standards, and requirements which may be issued by the State Department of Education.

The Milton-Union Education Association shall choose and appoint the representative members to the LPDC pursuant to Section 3319.22(C)(3) of The Ohio Revised Code. These members shall be granted release time during the school day, if necessary, to complete any training or duties of the LPDC. The MUEA committee members shall receive a supplemental contract for all LPDC related work held outside of the regular school hours.

ARTICLE XIV - ENTRY YEAR/MENTOR PROGRAM

The entry year/mentor program will follow the Miami County program. The requirements found within said program shall be minimal in nature and can be adjusted as needed. Mentors can expect no less than two hours of release time for observation to be arranged in advance with the Principal. To cover the mentor's class during these observations either the principal will cover or the mentor will arrange for another teacher to cover who will be paid at the internal substitution rate.

Teachers acting as mentors in assisting other teachers act in this position on a strictly voluntary basis.
The mentor is prohibited from acting in any type of supervisory role. Evaluations shall be conducted solely by the administration without any input from the mentor nor shall the mentor teacher be requested or directed to make any recommendations regarding the continued employment of the "client" teacher.

Other than a notation to the effect that a teacher has served as a mentor, the teacher's activities as a mentor shall not be part of that teacher's evaluation.

ARTICLE XV - SPECIAL EDUCATION

The general guidelines are as follows:

A. All general education classroom teachers who have students with IEPs shall be a part of and be present at the IEP conference for each of those students per Federal IDEIA Guidelines.

B. Any general education teacher shall be provided a copy of their student's IEP.

C. The general education teacher shall generally not be responsible for feeding, lifting, diapering, or procedures such as catheterization.

D. Except in an emergency, no general education teacher shall be required to administer medication to any student nor shall they be required to perform delegated nursing procedures.

E. In the case of students requiring personal care, their IEP may reflect need for assistance from an aide. Those conditions for which personal care is required are:

1. toileting, including catheterization.
2. feeding, including tube feeding.
3. lifting, including transfers.

F. Every attempt will be made to:

1. separate inclusion students and resource students in the general education classrooms.
2. Limit the percentage of inclusion students to 25% of class.

There shall be a committee in each of the buildings on inclusion made up of a minimum of one employee from each of the following areas: general education teachers, special education teachers, guidance counselors and administration. In addition, the school psychologist may be asked to participate. The purpose of this committee is to engage in on-going decision making on inclusion related issues. The committee will meet at least once per month or more often as requested by any member. Agenda shall be mutually established and distributed 2 work days prior to the meeting. Principal and Director of Curriculum and Student Services shall be responsible for facilitating the meetings and recording the minutes.

ARTICLE XVI - MISCELLANEOUS

SECTION 1 - NO STRIKE CLAUSE

For the duration of this contract, neither the Association, its agents, nor the employees represented by the Association shall engage in, assist in, sanction or approve any strike, slowdown, or withholding of services designed to interfere with the normal operations of the school district.

A violation of this clause will represent a breach of this contract.

SECTION 2 - SAVINGS PROVISIONS

A. **Provisions Contrary to Law**

If any provision of this Document or any application of the Document to any certified person or persons shall be found contrary to law, then this provision or application shall be found contrary to law, then this provision or application shall be deemed invalid except to the extent permitted by law, but all other provisions hereof shall continue in full force.

B. **Fiscal Integrity of the School District**

The implementation of this Agreement shall be within the financial constraints of community resources and state support and with full intent of all parties to maintain the District's position of fiscal integrity and responsibility.

C. All provisions in this agreement excluding Article X, shall prevail over any conflicting language in Article X so long as the language in this agreement excluding Article X, is not contrary to the Ohio Revised Code. The provisions of Article X shall apply unless otherwise mandated by law at which time either party may request a meeting be scheduled no later than thirty (30) days from the date of the written request for the purpose of resolving any conflict between Article X and existing law.

SECTION 3 – WAIVER

The parties acknowledge that during the negotiations which resulted in this contract, each had the opportunity to make proposals, and that the understandings and agreements arrived at by the parties after the exercise of that opportunity are set forth in this contract. Therefore, for the life of this contract the Board and the Association each voluntarily and unqualifiedly waives the right and each agrees that the other shall not be obligated, to negotiate with respect to any subject or matter referred to or covered in this contract and with respect to any subject matter not specifically referred to or covered in this contract, unless otherwise mutually agreed, or as may otherwise be set forth in R.C. Section 4117.

SECTION 4 – JOINT COMMITTEE

The Superintendent, Elementary Principal and one (1) teacher from each grade level shall meet, no later than September 15th annually, to develop methods to accommodate the need for team planning, conference and intervention time.

SECTION 5 – NEGOTIATION PROCEDURE

Negotiations shall be conducted pursuant to R.C. 4117.14; provided however, that the parties shall neither utilize nor participate in fact finding. Should either party request mediation, and there is a mutual agreement to mediate, the mediator will be from the Federal Mediation and Conciliation Service or other mutually agreed mediation service. Nothing in this agreement shall restrict the rights of the MUEA as set forth in R.C. 4117.14 (D) (2), provided the MUEA has given the Board and SERB the requisite notices.

SECTION 6 - ACADEMIC DISTRESS

Academic Distress Commission: According to section 3302.10 of the Ohio Revised Code, it is required that the subject of an Academic Distress Commission must be included in the bargaining process and conclude with the inclusion of a related provision in the collective bargaining agreement.

ORC Section 3302.10 will have no effect on any provision of this contract unless the district would meet the requirements of state law for the superintendent of public instruction to establish an academic distress commission for the district and until the Superintendent of Public Instruction notifies the district that the district is subject to the provisions of ORC Section 3302.10. Should the district enter into academic distress, the intent of the parties is to emerge from said distress with this Agreement intact.

SECTION 7 - DURATION OF AGREEMENT

This Agreement shall remain in full force and effect from July 1, 2025 through June 30, 2028.

IN WITNESS WHEREOF, the parties hereto, by their duly authorized representatives, have executed this Agreement on the _____, day of _____, 2025.

MILTON-UNION BOARD OF EDUCATION

By: _____
President, Board of Education

By: _____
Superintendent of Schools

By: _____
Treasurer

MILTON-UNION EDUCATION ASSOCIATION

By: _____
Association President

By: _____
Negotiations Chairperson

By: _____
Committee Member

ADDENDUM A - 2025-2026 SALARY SCHEDULE

(Includes 2.0% increase to the base pay)

Yrs of Completed Teaching	Salary Step	Bachelor's Degree II		Bachelor's Degree w/150 Sem Hrs or 15 Sem Hrs III		Bachelor's Degree + 24 Sem. Hrs. IV		Master's Degree V		Master's Degree + 24 Sem. Hrs. VI	
		Index	Dollars	Index	Dollars	Index	Dollars	Index	Dollars	Index	Dollars
0	0	1.0000	$44,294	1.0470	$46,376	1.0700	$47,395	1.1000	$48,723	1.1500	$50,938
1	1	1.0440	$46,243	1.0940	$48,458	1.1200	$49,609	1.1520	$51,027	1.2030	$53,286
2	2	1.0880	$48,192	1.1410	$50,539	1.1700	$51,824	1.2040	$53,330	1.2560	$55,633
3	3	1.1320	$50,141	1.1880	$52,621	1.2200	$54,039	1.2560	$55,633	1.3090	$57,981
4	4	1.1760	$52,090	1.2350	$54,703	1.2700	$56,253	1.3080	$57,937	1.3620	$60,328
5	5	1.2200	$54,039	1.2820	$56,785	1.3200	$58,468	1.3600	$60,240	1.4150	$62,676
6	6	1.2640	$55,988	1.3290	$58,867	1.3700	$60,683	1.4120	$62,543	1.4680	$65,024
7	7	1.3080	$57,937	1.3760	$60,949	1.4200	$62,897	1.4640	$64,846	1.5210	$67,371
8	8	1.3520	$59,885	1.4230	$63,030	1.4700	$65,112	1.5160	$67,150	1.5740	$69,719
9	9	1.3960	$61,834	1.4700	$65,112	1.5200	$67,327	1.5680	$69,453	1.6270	$72,066
10	10	1.4400	$63,783	1.5170	$67,194	1.5700	$69,542	1.6200	$71,756	1.6800	$74,414
11	11	1.4840	$65,732	1.5640	$69,276	1.6200	$71,756	1.6720	$74,060	1.7330	$76,762
12	12	1.5280	$67,681	1.6110	$71,358	1.6700	$73,971	1.7240	$76,363	1.7860	$79,109
13	13	1.5720	$69,630	1.6580	$73,439	1.7200	$76,186	1.7760	$78,666	1.8390	$81,457
15	15	1.6160	$71,579	1.7050	$75,521	1.7700	$78,400	1.8280	$80,969	1.8920	$83,804
18	18	1.6410	$72,686	1.7285	$76,562	1.7950	$79,508	1.8540	$82,121	1.9180	$84,956
20	20	1.6600	$73,528	1.7520	$77,603	1.8200	$80,615	1.8800	$83,273	1.9450	$86,152
25	25	1.7040	$75,477	1.7990	$79,685	1.8700	$82,830	1.9320	$85,576	1.9980	$88,499
30	30	1.7330	$76,762	1.8300	$81,058	1.9020	$84,247	1.9660	$87,082	2.0330	$90,050

The longevity increment is paid for twenty (20) years of experience credit with no more than ten (10) years of transferable experience credit allowed.

CLASSIFICATION OF TEACHERS

I. Less than a Bachelor Degree (Salary computed at 85% of Classification II)
II. Bachelor Degree
III. Bachelor Degree with (a) 150 semester hours at time of graduation, or (b) 15 semester hours earned since issuance of first provisional
IV. Bachelor Degree with 24 semester hours earned since issuance of first provisional certificate.
V. Masters Degree
VI. Masters Degree plus 24 graduate semester hours earned since issuance of Masters Degree.

EFFECTIVE: 7/1/2025

ADDENDUM A - 2026-2027 SALARY SCHEDULE

(Includes 2.25% increase to the base pay)

Yrs of Completed Teaching	Salary Step	Bachelor's Degree II		Bachelor's Degree w/150 Sem Hrs or 15 Sem Hrs III		Bachelor's Degree + 24 Sem. Hrs. IV		Master's Degree V		Master's Degree + 24 Sem. Hrs. VI	
		Index	Dollars	Index	Dollars	Index	Dollars	Index	Dollars	Index	Dollars
0	0	1.0000	$45,291	1.0470	$47,420	1.0700	$48,461	1.1000	$49,820	1.1500	$52,085
1	1	1.0440	$47,284	1.0940	$49,548	1.1200	$50,726	1.1520	$52,175	1.2030	$54,485
2	2	1.0880	$49,277	1.1410	$51,677	1.1700	$52,990	1.2040	$54,530	1.2560	$56,885
3	3	1.1320	$51,269	1.1880	$53,806	1.2200	$55,255	1.2560	$56,885	1.3090	$59,286
4	4	1.1760	$53,262	1.2350	$55,934	1.2700	$57,520	1.3080	$59,241	1.3620	$61,686
5	5	1.2200	$55,255	1.2820	$58,063	1.3200	$59,784	1.3600	$61,596	1.4150	$64,087
6	6	1.2640	$57,248	1.3290	$60,192	1.3700	$62,049	1.4120	$63,951	1.4680	$66,487
7	7	1.3080	$59,241	1.3760	$62,320	1.4200	$64,313	1.4640	$66,306	1.5210	$68,888
8	8	1.3520	$61,233	1.4230	$64,449	1.4700	$66,578	1.5160	$68,661	1.5740	$71,288
9	9	1.3960	$63,226	1.4700	$66,578	1.5200	$68,842	1.5680	$71,016	1.6270	$73,688
10	10	1.4400	$65,219	1.5170	$68,706	1.5700	$71,107	1.6200	$73,371	1.6800	$76,089
11	11	1.4840	$67,212	1.5640	$70,835	1.6200	$73,371	1.6720	$75,727	1.7330	$78,489
12	12	1.5280	$69,205	1.6110	$72,964	1.6700	$75,636	1.7240	$78,082	1.7860	$80,890
13	13	1.5720	$71,197	1.6580	$75,092	1.7200	$77,901	1.7760	$80,437	1.8390	$83,290
15	15	1.6160	$73,190	1.7050	$77,221	1.7700	$80,165	1.8280	$82,792	1.8920	$85,691
18	18	1.6410	$74,323	1.7285	$78,285	1.7950	$81,297	1.8540	$83,970	1.9180	$86,868
20	20	1.6600	$75,183	1.7520	$79,350	1.8200	$82,430	1.8800	$85,147	1.9450	$88,091
25	25	1.7040	$77,176	1.7990	$81,479	1.8700	$84,694	1.9320	$87,502	1.9980	$90,491
30	30	1.7330	$78,489	1.8300	$82,883	1.9020	$86,143	1.9660	$89,042	2.0330	$92,077

The longevity increment is paid for twenty (20) years of experience credit with no more than ten (10) years of transferable experience credit allowed.

CLASSIFICATION OF TEACHERS

I. Less than a Bachelor Degree (Salary computed at 85% of Classification II)
II. Bachelor Degree
III. Bachelor Degree with (a) 150 semester hours at time of graduation, or (b) 15 semester hours earned since issuance of first provisional
IV. Bachelor Degree with 24 semester hours earned since issuance of first provisional certificate.
V. Masters Degree
VI. Masters Degree plus 24 graduate semester hours earned since issuance of Masters Degree.

EFFECTIVE: 7/1/2026

ADDENDUM A - 2027-2028 SALARY SCHEDULE

(Includes 2.50% increase to the base pay)

Yrs of Completed Teaching	Salary Step	Bachelor's Degree II		Bachelor's Degree w/150 Sem Hrs or 15 Sem Hrs III		Bachelor's Degree + 24 Sem. Hrs. IV		Master's Degree V		Master's Degree + 24 Sem. Hrs. VI	
		Index	Dollars	Index	Dollars	Index	Dollars	Index	Dollars	Index	Dollars
0	0	1.0000	$46,423	1.0470	$48,605	1.0700	$49,673	1.1000	$51,065	1.1500	$53,386
1	1	1.0440	$48,466	1.0940	$50,787	1.1200	$51,994	1.1520	$53,479	1.2030	$55,847
2	2	1.0880	$50,508	1.1410	$52,969	1.1700	$54,315	1.2040	$55,893	1.2560	$58,307
3	3	1.1320	$52,551	1.1880	$55,151	1.2200	$56,636	1.2560	$58,307	1.3090	$60,768
4	4	1.1760	$54,593	1.2350	$57,332	1.2700	$58,957	1.3080	$60,721	1.3620	$63,228
5	5	1.2200	$56,636	1.2820	$59,514	1.3200	$61,278	1.3600	$63,135	1.4150	$65,689
6	6	1.2640	$58,679	1.3290	$61,696	1.3700	$63,600	1.4120	$65,549	1.4680	$68,149
7	7	1.3080	$60,721	1.3760	$63,878	1.4200	$65,921	1.4640	$67,963	1.5210	$70,609
8	8	1.3520	$62,764	1.4230	$66,060	1.4700	$68,242	1.5160	$70,377	1.5740	$73,070
9	9	1.3960	$64,807	1.4700	$68,242	1.5200	$70,563	1.5680	$72,791	1.6270	$75,530
10	10	1.4400	$66,849	1.5170	$70,424	1.5700	$72,884	1.6200	$75,205	1.6800	$77,991
11	11	1.4840	$68,892	1.5640	$72,606	1.6200	$75,205	1.6720	$77,619	1.7330	$80,451
12	12	1.5280	$70,934	1.6110	$74,787	1.6700	$77,526	1.7240	$80,033	1.7860	$82,911
13	13	1.5720	$72,977	1.6580	$76,969	1.7200	$79,848	1.7760	$82,447	1.8390	$85,372
15	15	1.6160	$75,020	1.7050	$79,151	1.7700	$82,169	1.8280	$84,861	1.8920	$87,832
18	18	1.6410	$76,180	1.7285	$80,242	1.7950	$83,329	1.8540	$86,068	1.9180	$89,039
20	20	1.6600	$77,062	1.7520	$81,333	1.8200	$84,490	1.8800	$87,275	1.9450	$90,293
25	25	1.7040	$79,105	1.7990	$83,515	1.8700	$86,811	1.9320	$89,689	1.9980	$92,753
30	30	1.7330	$80,451	1.8300	$84,954	1.9020	$88,297	1.9660	$91,268	2.0330	$94,378

The longevity increment is paid for twenty (20) years of experience credit with no more than ten (10) years of transferable experience credit allowed.

CLASSIFICATION OF TEACHERS

I. Less than a Bachelor Degree (Salary computed at 85% of Classification II)
II. Bachelor Degree
III. Bachelor Degree with (a) 150 semester hours at time of graduation, or (b) 15 semester hours earned since issuance of first provisional
IV. Bachelor Degree with 24 semester hours earned since issuance of first provisional certificate.
V. Masters Degree
VI. Masters Degree plus 24 graduate semester hours earned since issuance of Masters Degree.

EFFECTIVE: 7/1/2027

ADDENDUM B - 2025-2026 SUPPLEMENTAL SALARY SCHEDULES
Effective 7/1/2025

Salary Base = $44,294 Rounded to Nearest Dollar

ATHLETIC

Position		Index	Step 1	Index	Step 2	Index	Step 3	Index	Step 4
Football	H.S. Head Coach	0.1500	$6,644	0.1600	$7,087	0.1700	$7,530	0.1750	$7,751
	H.S. Asst. Coach (5)	0.1000	$4,429	0.1100	$4,872	0.1200	$5,315	0.1250	$5,537
	HS Freshman Head Coach	0.0600	$2,658	0.0650	$2,879	0.0700	$3,101	0.0725	$3,211
	H.S. Freshman Coach Asst.	0.0450	$1,993	0.0500	$2,215	0.0550	$2,436	0.0575	$2,547
	M.S. Head Coach (2)	0.0500	$2,215	0.0600	$2,658	0.0700	$3,101	0.0750	$3,322
	M.S. Asst. Coach (2)	0.0450	$1,993	0.0500	$2,215	0.0550	$2,436	0.0575	$2,547
Soccer	H.S. Boys Head Coach	0.1000	$4,429	0.1100	$4,872	0.1200	$5,315	0.1250	$5,537
	H.S. Boys Asst. Coach	0.0500	$2,215	0.0550	$2,436	0.0600	$2,658	0.0625	$2,768
	H. S. Girls Head Coach	0.1000	$4,429	0.1100	$4,872	0.1200	$5,315	0.1250	$5,537
	H.S. Girls Asst. Coach	0.0500	$2,215	0.0550	$2,436	0.0600	$2,658	0.0625	$2,768
Basketball	H.S. Boys Head Coach	0.1500	$6,644	0.1600	$7,087	0.1700	$7,530	0.1750	$7,751
	H.S. Boys Asst. Coach	0.0500	$2,215	0.0600	$2,658	0.0700	$3,101	0.0750	$3,322
	H. S. Girls Head Coach	0.1500	$6,644	0.1600	$7,087	0.1700	$7,530	0.1750	$7,751
	H.S. Girls Asst. Coach	0.0500	$2,215	0.0600	$2,658	0.0700	$3,101	0.0750	$3,322
	H.S. Boys Res. Coach	0.1000	$4,429	0.1100	$4,872	0.1200	$5,315	0.1250	$5,537
	H.S. Girls Res. Coach	0.1000	$4,429	0.1100	$4,872	0.1200	$5,315	0.1250	$5,537
	H.S. Boys Freshman Coach	0.0700	$3,101	0.0800	$3,544	0.0900	$3,986	0.0950	$4,208
	H.S. Girls Freshman Coach	0.0700	$3,101	0.0800	$3,544	0.0900	$3,986	0.0950	$4,208
	M.S. Boys Coach (2)	0.0500	$2,215	0.0600	$2,658	0.0700	$3,101	0.0750	$3,322
	M.S. Girls Coach (2)	0.0500	$2,215	0.0600	$2,658	0.0700	$3,101	0.0750	$3,322
Wrestling	H.S. Head Coach	0.1500	$6,644	0.1600	$7,087	0.1700	$7,530	0.1750	$7,751
	H.S. Asst. Coach	0.1000	$4,429	0.1100	$4,872	0.1200	$5,315	0.1250	$5,537
	M.S. Head Coach	0.0500	$2,215	0.0600	$2,658	0.0700	$3,101	0.0750	$3,322
Softball & Baseball									
	H.S. Boys Head Coach	0.1000	$4,429	0.1100	$4,872	0.1200	$5,315	0.1250	$5,537
	H.S. Boys Asst. Coach	0.0500	$2,215	0.0600	$2,658	0.0700	$3,101	0.0750	$3,322
	H.S. Girls Head Coach	0.1000	$4,429	0.1100	$4,872	0.1200	$5,315	0.1250	$5,537
	H.S. Girls Asst. Coach	0.0500	$2,215	0.0600	$2,658	0.0700	$3,101	0.0750	$3,322
Track	H.S. Boys/Girls Head Coach	0.1000	$4,429	0.1100	$4,872	0.1200	$5,315	0.1250	$5,537
	H.S. Boys/Girls Asst. Coach (3)	0.0500	$2,215	0.0600	$2,658	0.0700	$3,101	0.0750	$3,322
	M.S. Boys Coach (2.)	0.0400	$1,772	0.0450	$1,993	0.0500	$2,215	0.0525	$2,325
	M.S. Girls Coach (2)	0.0400	$1,772	0.0450	$1,993	0.0500	$2,215	0.0525	$2,325
Cross Country	H.S. Boys Coach	0.0800	$3,544	0.0900	$3,986	0.1000	$4,429	0.1050	$4,651
	H.S. Girls Coach	0.0800	$3,544	0.0900	$3,986	0.1000	$4,429	0.1050	$4,651
	M.S. Coach	0.0350	$1,550	0.0400	$1,772	0.0450	$1,993	0.0475	$2,104
Golf	H.S. Coach	0.0800	$3,544	0.0900	$3,986	0.1000	$4,429	0.1050	$4,651
	H.S. Reserve Coach	0.0350	$1,550	0.0400	$1,772	0.0450	$1,993	0.0475	$2,104
Tennis	H.S. Boys Coach	0.0800	$3,544	0.0900	$3,986	0.1000	$4,429	0.1050	$4,651
	HS Boys Asst. Coach	0.0350	$1,550	0.0400	$1,772	0.0450	$1,993	0.0475	$2,104
	H.S. Girls Coach	0.0800	$3,544	0.0900	$3,986	0.1000	$4,429	0.1050	$4,651
	H.S. Girls Asst. Coach	0.0350	$1,550	0.0400	$1,772	0.0450	$1,993	0.0475	$2,104
Volleyball	H.S. Head Coach	0.1000	$4,429	0.1100	$4,872	0.1200	$5,315	0.1250	$5,537
	H.S. Res. Coach	0.0500	$2,215	0.0600	$2,658	0.0700	$3,101	0.0750	$3,322
	Freshman Coach	0.0375	$1,661	0.0400	$1,772	0.0425	$1,882	0.04375	$1,938
	M.S. Coach (2)	0.0300	$1,329	0.0350	$1,550	0.0400	$1,772	0.0425	$1,882
Summer Physical Fitness		0.0200	$886						

a. Those Middle School and Freshman Coaches employed in extended work service will receive 2% if they are assigned to work 10-14 days or 3% if they are assigned to work 15 or more days.

1. Coaches new to the system begin on the first step
2. Coaches who move from one sport to another begin at the first step of the new sport.
3. Coaches advancing to a higher level of coaching within the same sport shall get credit for previous coaching experience at Milton-Union for purposes of determining salary

Suppl 2025-2026 2.0%
Effective 7/1/2025

ATHLETIC CONTINUED

		Index	Step 1	Index	Step 2	Index	Step 3	Index	Step 4
Strength and Conditioning	Coach		$5,955		$5,955		$5,955		$5,955
Cheerleading Advisor	9th Grade Basketball	0.01000	$443	0.01330	$589	0.01670	$740	0.01840	$815
	H.S. Basketball Varsity/Reserve Cheer Coach (1 person)	0.03000	$1,329	0.04000	$1,772	0.05000	$2,215	0.05500	$2,436
	9th Grade Football	0.01000	$443	0.01250	$554	0.01500	$664	0.01625	$720
	H.S. Football Varsity/Reserve Cheer Coach (1 person)	0.03000	$1,329	0.04000	$1,772	0.05000	$2,215	0.05500	$2,436
	M.S. Football Cheer Coach	0.01500	$664	0.02000	$886	0.02500	$1,107	0.02750	$1,218
	M.S. Basketball Cheer Coach	0.01500	$664	0.02000	$886	0.02500	$1,107	0.02750	$1,218
Academic Coaches									
	Science Olympiad-HS	0.0100	$443	0.01125	$498	0.0125	$554	0.013125	$581
	Academic Quiz Team	0.0200	$886	0.02250	$997	0.0250	$1,107	0.026250	$1,163
	Envirothon	0.0100	$443	0.01125	$498	0.0125	$554	0.013125	$581
	Power of the Pen - MS	0.0100	$443	0.01125	$498	0.0125	$554	0.013125	$581
	Math Counts - MS	0.0100	$443	0.01125	$498	0.0125	$554	0.013125	$581
	National Jr Honor Society - MS	0.0100	$443	0.01125	$498	0.0125	$554	0.013125	$581
	Science Olympiad - MS	0.0100	$443	0.01125	$498	0.0125	$554	0.013125	$581
	Geography Club - MS	0.0100	$443	0.01125	$498	0.0125	$554	0.013125	$581
	Art Club	0.0100	$443	0.01125	$498	0.0125	$554	0.013125	$581

CURRICULAR / CO-CURRICULAR

Position		Index	Step 1	Index	Step 2	Index	Step 3	Index	Step 4
Annual Advisor- HS		0.02750	$1,218	0.03000	$1,329	0.03250	$1,440	0.03375	$1,495
Annual Advisor-MS		0.01000	$443	0.01250	$554	0.01500	$664	0.01625	$720
Band Director		0.15000	$6,644	0.15250	$6,755	0.15500	$6,866	0.15625	$6,921
Asst. Band Director (Fall)		0.07000	$3,101	0.07250	$3,211	0.07500	$3,322	0.07625	$3,377
Percussion Line (Winter)		0.02000	$886	0.02250	$997	0.02500	$1,107	0.02625	$1,163
Color Guard Advisor		0.07000	$3,101	0.07250	$3,211	0.07500	$3,322	0.07625	$3,377
Winterguard		0.02000	$886	0.02250	$997	0.02500	$1,107	0.02625	$1,163
Choir Director- HS		0.15000	$6,644	0.15250	$6,755	0.15500	$6,866	0.15625	$6,921
Asst. Choir Director - HS			$2,078		$2,078		$2,078		$2,078
Club Advisors:	Drama-HS	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
	Drama-MS	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
	Drama-Elem.	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
	FTA	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
	Bulldog Pride	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
	Varsity M Club	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
	National Honor Society	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
	Newspaper-HS	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
	Newspaper-MS	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
	Student Council-HS	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
	Student Council-MS	0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
Elem. Safety Patrol Director		0.0200	$886	0.0225	$997	0.0250	$1,107	0.02625	$1,163
Musical Director		0.0700	$3,101	0.0725	$3,211	0.0750	$3,322	0.07625	$3,377
Asst. Musical Director		0.0500	$2,215	0.0525	$2,325	0.0550	$2,436	0.05625	$2,492
Class Advisors:	Senior Class	0.0250	$1,107						
	Junior Class	0.0450	$1,993						
	Asst. Junior Class	0.0350	$1,550						
	Sophomore Class	0.0250	$1,107						
	Freshman Class	0.0250	$1,107						

Suppl 2025-2026 2.0%
Effective 7/1/2025

INSTRUCTION

Home Instruction	$32.33 / hr. (0.00073 x base salary), plus IRS standard mileage rate for distance from MU to location of instruction and returning to MU
Individual Education Plan (I.E.P.) Mtgs.	$32.33 / hr. (0.00073 x base salary)
Internal Substitution - ES	See Article II, Section 2
Internal Substitution - HS & MS	See Article II, Section 2
Insurance Committee	$32.33 / hr. (0.00073 x base salary)
Intervention Assistance Team (I.A.T.) Mtgs.	$32.33 / hr. (0.00073 x base salary)
Local Professional Development Committee (LPDC) Representatives	$32.33 / hr. (0.00073 x base salary) Max of $1000 / yr.
Local Professional Development Committee (LPDC) Chair & Recorder	$32.33 / hr. (0.00073 x base salary) plus $20.00 Per Meeting
Special Education Stipend	$765.00
Study Table	$32.33 / hr. (0.00073 x base salary)
Wednesday After School/Detention	$32.33 / hr. (0.00073 x base salary)
Friday/Saturday School	$32.33 / hr. (0.00073 x base salary)
Timesheeted Training/Professional Development Outside Contract Day	$32.33 / hr. (0.00073 x base salary)
Extended Service- Vocational	Per Diem Rate
Extended Service- Guidance Counselor, H.S.	Per Diem Rate
Extended Service- Guidance Counselor, M.S.	Per Diem Rate
Extended Service- Nurse	Per Diem Rate

ADDENDUM B - 2026-2027 SUPPLEMENTAL SALARY SCHEDULES
Effective 7/1/2026

Salary Base = $45,291 Rounded to Nearest Dollar

ATHLETIC

Position		Index	Step 1	Index	Step 2	Index	Step 3	Index	Step 4
Football	H.S. Head Coach	0.1500	$6,794	0.1600	$7,247	0.1700	$7,699	0.1750	$7,926
	H.S. Asst. Coach (5)	0.1000	$4,529	0.1100	$4,982	0.1200	$5,435	0.1250	$5,661
	HS Freshman Head Coach	0.0600	$2,717	0.0650	$2,944	0.0700	$3,170	0.0725	$3,284
	H.S. Freshman Coach Asst.	0.0450	$2,038	0.0500	$2,265	0.0550	$2,491	0.0575	$2,604
	M.S. Head Coach (2)	0.0500	$2,265	0.0600	$2,717	0.0700	$3,170	0.0750	$3,397
	M.S. Asst. Coach (2)	0.0450	$2,038	0.0500	$2,265	0.0550	$2,491	0.0575	$2,604
Soccer	H.S. Boys Head Coach	0.1000	$4,529	0.1100	$4,982	0.1200	$5,435	0.1250	$5,661
	H.S. Boys Asst. Coach	0.0500	$2,265	0.0550	$2,491	0.0600	$2,717	0.0625	$2,831
	H. S. Girls Head Coach	0.1000	$4,529	0.1100	$4,982	0.1200	$5,435	0.1250	$5,661
	H.S. Girls Asst. Coach	0.0500	$2,265	0.0550	$2,491	0.0600	$2,717	0.0625	$2,831
Basketball	H.S. Boys Head Coach	0.1500	$6,794	0.1600	$7,247	0.1700	$7,699	0.1750	$7,926
	H.S. Boys Asst. Coach	0.0500	$2,265	0.0600	$2,717	0.0700	$3,170	0.0750	$3,397
	H. S. Girls Head Coach	0.1500	$6,794	0.1600	$7,247	0.1700	$7,699	0.1750	$7,926
	H.S. Girls Asst. Coach	0.0500	$2,265	0.0600	$2,717	0.0700	$3,170	0.0750	$3,397
	H.S. Boys Res. Coach	0.1000	$4,529	0.1100	$4,982	0.1200	$5,435	0.1250	$5,661
	H.S. Girls Res. Coach	0.1000	$4,529	0.1100	$4,982	0.1200	$5,435	0.1250	$5,661
	H.S. Boys Freshman Coach	0.0700	$3,170	0.0800	$3,623	0.0900	$4,076	0.0950	$4,303
	H.S. Girls Freshman Coach	0.0700	$3,170	0.0800	$3,623	0.0900	$4,076	0.0950	$4,303
	M.S. Boys Coach (2)	0.0500	$2,265	0.0600	$2,717	0.0700	$3,170	0.0750	$3,397
	M.S. Girls Coach (2)	0.0500	$2,265	0.0600	$2,717	0.0700	$3,170	0.0750	$3,397
Wrestling	H.S. Head Coach	0.1500	$6,794	0.1600	$7,247	0.1700	$7,699	0.1750	$7,926
	H.S. Asst. Coach	0.1000	$4,529	0.1100	$4,982	0.1200	$5,435	0.1250	$5,661
	M.S. Head Coach	0.0500	$2,265	0.0600	$2,717	0.0700	$3,170	0.0750	$3,397
Softball & Baseball									
	H.S. Boys Head Coach	0.1000	$4,529	0.1100	$4,982	0.1200	$5,435	0.1250	$5,661
	H.S. Boys Asst. Coach	0.0500	$2,265	0.0600	$2,717	0.0700	$3,170	0.0750	$3,397
	H.S. Girls Head Coach	0.1000	$4,529	0.1100	$4,982	0.1200	$5,435	0.1250	$5,661
	H.S. Girls Asst. Coach	0.0500	$2,265	0.0600	$2,717	0.0700	$3,170	0.0750	$3,397
Track	H.S. Boys/Girls Head Coach	0.1000	$4,529	0.1100	$4,982	0.1200	$5,435	0.1250	$5,661
	H.S. Boys/Girls Asst. Coach (3)	0.0500	$2,265	0.0600	$2,717	0.0700	$3,170	0.0750	$3,397
	M.S. Boys Coach (2.)	0.0400	$1,812	0.0450	$2,038	0.0500	$2,265	0.0525	$2,378
	M.S. Girls Coach (2)	0.0400	$1,812	0.0450	$2,038	0.0500	$2,265	0.0525	$2,378
Cross Country	H.S. Boys Coach	0.0800	$3,623	0.0900	$4,076	0.1000	$4,529	0.1050	$4,756
	H.S. Girls Coach	0.0800	$3,623	0.0900	$4,076	0.1000	$4,529	0.1050	$4,756
	M.S. Coach	0.0350	$1,585	0.0400	$1,812	0.0450	$2,038	0.0475	$2,151
Golf	H.S. Coach	0.0800	$3,623	0.0900	$4,076	0.1000	$4,529	0.1050	$4,756
	H.S. Reserve Coach	0.0350	$1,585	0.0400	$1,812	0.0450	$2,038	0.0475	$2,151
Tennis	H.S. Boys Coach	0.0800	$3,623	0.0900	$4,076	0.1000	$4,529	0.1050	$4,756
	HS Boys Asst. Coach	0.0350	$1,585	0.0400	$1,812	0.0450	$2,038	0.0475	$2,151
	H.S. Girls Coach	0.0800	$3,623	0.0900	$4,076	0.1000	$4,529	0.1050	$4,756
	H.S. Girls Asst. Coach	0.0350	$1,585	0.0400	$1,812	0.0450	$2,038	0.0475	$2,151
Volleyball	H.S. Head Coach	0.1000	$4,529	0.1100	$4,982	0.1200	$5,435	0.1250	$5,661
	H.S. Res. Coach	0.0500	$2,265	0.0600	$2,717	0.0700	$3,170	0.0750	$3,397
	Freshman Coach	0.0375	$1,698	0.0400	$1,812	0.0425	$1,925	0.04375	$1,981
	M.S. Coach (2)	0.0300	$1,359	0.0350	$1,585	0.0400	$1,812	0.0425	$1,925
Summer Physical Fitness		0.0200	$906						

a. Those Middle School and Freshman Coaches employed in extended work service will receive 2% if they are assigned to work 10-14 days or 3% if they are assigned to work 15 or more days.

1. Coaches new to the system begin on the first step
2. Coaches who move from one sport to another begin at the first step of the new sport.
3. Coaches advancing to a higher level of coaching within the same sport shall get credit for previous coaching experience at Milton-Union for purposes of determining salary.

Suppl 2026-2027 2.25%
Effective 7/1/2026

ATHLETIC CONTINUED

		Index	Step 1	Index	Step 2	Index	Step 3	Index	Step 4
Strength and Conditioning	Coach		$5,955		$5,955		$5,955		$5,955
Cheerleading Advisor	9th Grade Basketball	0.01000	$453	0.01330	$602	0.01670	$756	0.01840	$833
	H.S. Basketball Varsity/Reserve Cheer Coach (1 person)	0.03000	$1,359	0.04000	$1,812	0.05000	$2,265	0.05500	$2,491
	9th Grade Football	0.01000	$453	0.01250	$566	0.01500	$679	0.01625	$736
	H.S. Football Varsity/Reserve Cheer Coach (1 person)	0.03000	$1,359	0.04000	$1,812	0.05000	$2,265	0.05500	$2,491
	M.S. Football Cheer Coach	0.01500	$679	0.02000	$906	0.02500	$1,132	0.02750	$1,246
	M.S. Basketball Cheer Coach	0.01500	$679	0.02000	$906	0.02500	$1,132	0.02750	$1,246
Academic Coaches									
	Science Olympiad-HS	0.0100	$453	0.01125	$510	0.0125	$566	0.013125	$594
	Academic Quiz Team	0.0200	$906	0.02250	$1,019	0.0250	$1,132	0.026250	$1,189
	Envirothon	0.0100	$453	0.01125	$510	0.0125	$566	0.013125	$594
	Power of the Pen - MS	0.0100	$453	0.01125	$510	0.0125	$566	0.013125	$594
	Math Counts - MS	0.0100	$453	0.01125	$510	0.0125	$566	0.013125	$594
	National Jr Honor Society - MS	0.0100	$453	0.01125	$510	0.0125	$566	0.013125	$594
	Science Olympiad - MS	0.0100	$453	0.01125	$510	0.0125	$566	0.013125	$594
	Geography Club - MS	0.0100	$453	0.01125	$510	0.0125	$566	0.013125	$594
	Art Club	0.0100	$453	0.01125	$510	0.0125	$566	0.013125	$594

CURRICULAR / CO-CURRICULAR

Position		Index	Step 1	Index	Step 2	Index	Step 3	Index	Step 4
Annual Advisor- HS		0.02750	$1,246	0.03000	$1,359	0.03250	$1,472	0.03375	$1,529
Annual Advisor-MS		0.01000	$453	0.01250	$566	0.01500	$679	0.01625	$736
Band Director		0.15000	$6,794	0.15250	$6,907	0.15500	$7,020	0.15625	$7,077
Asst. Band Director (Fall)		0.07000	$3,170	0.07250	$3,284	0.07500	$3,397	0.07625	$3,453
Percussion Line (Winter)		0.02000	$906	0.02250	$1,019	0.02500	$1,132	0.02625	$1,189
Color Guard Advisor		0.07000	$3,170	0.07250	$3,284	0.07500	$3,397	0.07625	$3,453
Winterguard		0.02000	$906	0.02250	$1,019	0.02500	$1,132	0.02625	$1,189
Choir Director- HS		0.15000	$6,794	0.15250	$6,907	0.15500	$7,020	0.15625	$7,077
Asst. Choir Director - HS			$2,078		$2,078		$2,078		$2,078
Club Advisors:	Drama-HS	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
	Drama-MS	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
	Drama-Elem.	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
	FTA	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
	Bulldog Pride	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
	Varsity M Club	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
	National Honor Society	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
	Newspaper-HS	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
	Newspaper-MS	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
	Student Council-HS	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
	Student Council-MS	0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
Elem. Safety Patrol Director		0.0200	$906	0.0225	$1,019	0.0250	$1,132	0.02625	$1,189
Musical Director		0.0700	$3,170	0.0725	$3,284	0.0750	$3,397	0.07625	$3,453
Asst. Musical Director		0.0500	$2,265	0.0525	$2,378	0.0550	$2,491	0.05625	$2,548
Class Advisors:	Senior Class	0.0250	$1,132						
	Junior Class	0.0450	$2,038						
	Asst. Junior Class	0.0350	$1,585						
	Sophomore Class	0.0250	$1,132						
	Freshman Class	0.0250	$1,132						

Suppl 2026-2027 2.25%
Effective 7/1/2026

INSTRUCTION

Home Instruction	$33.06 / hr. (0.00073 x base salary), plus IRS standard mileage rate for distance from MU to location of instruction and returning to MU
Individual Education Plan (I.E.P.) Mtgs.	$33.06 / hr. (0.00073 x base salary)
Internal Substitution - ES	See Article II, Section 2
Internal Substitution - HS & MS	See Article II, Section 2
Insurance Committee	$33.06 / hr. (0.00073 x base salary)
Intervention Assistance Team (I.A.T.) Mtgs.	$33.06 / hr. (0.00073 x base salary)
Local Professional Development Committee (LPDC) Representatives	$33.06 / hr. (0.00073 x base salary) Max of $1000 / yr.
Local Professional Development Committee (LPDC) Chair & Recorder	$33.06 / hr. (0.00073 x base salary) plus $20.00 Per Meeting
Special Education Stipend	$765.00
Study Table	$33.06 / hr. (0.00073 x base salary)
Wednesday After School/Detention	$33.06 / hr. (0.00073 x base salary)
Friday/Saturday School	$33.06 / hr. (0.00073 x base salary)
Timesheeted Training/Professional Development Outside Contract Day	$33.06 / hr. (0.00073 x base salary)
Extended Service- Vocational	Per Diem Rate
Extended Service- Guidance Counselor, H.S.	Per Diem Rate
Extended Service- Guidance Counselor, M.S.	Per Diem Rate
Extended Service- Nurse	Per Diem Rate

ADDENDUM B - 2027-2028 SUPPLEMENTAL SALARY SCHEDULES
Effective 7/1/2027

Salary Base = $46,423 Rounded to Nearest Dollar

ATHLETIC

Position		Index	Step 1	Index	Step 2	Index	Step 3	Index	Step 4
Football	H.S. Head Coach	0.1500	$6,963	0.1600	$7,428	0.1700	$7,892	0.1750	$8,124
	H.S. Asst. Coach (5)	0.1000	$4,642	0.1100	$5,107	0.1200	$5,571	0.1250	$5,803
	HS Freshman Head Coach	0.0600	$2,785	0.0650	$3,017	0.0700	$3,250	0.0725	$3,366
	H.S. Freshman Coach Asst.	0.0450	$2,089	0.0500	$2,321	0.0550	$2,553	0.0575	$2,669
	M.S. Head Coach (2)	0.0500	$2,321	0.0600	$2,785	0.0700	$3,250	0.0750	$3,482
	M.S. Asst. Coach (2)	0.0450	$2,089	0.0500	$2,321	0.0550	$2,553	0.0575	$2,669
Soccer	H.S. Boys Head Coach	0.1000	$4,642	0.1100	$5,107	0.1200	$5,571	0.1250	$5,803
	H.S. Boys Asst. Coach	0.0500	$2,321	0.0550	$2,553	0.0600	$2,785	0.0625	$2,901
	H. S. Girls Head Coach	0.1000	$4,642	0.1100	$5,107	0.1200	$5,571	0.1250	$5,803
	H.S. Girls Asst. Coach	0.0500	$2,321	0.0550	$2,553	0.0600	$2,785	0.0625	$2,901
Basketball	H.S. Boys Head Coach	0.1500	$6,963	0.1600	$7,428	0.1700	$7,892	0.1750	$8,124
	H.S. Boys Asst. Coach	0.0500	$2,321	0.0600	$2,785	0.0700	$3,250	0.0750	$3,482
	H. S. Girls Head Coach	0.1500	$6,963	0.1600	$7,428	0.1700	$7,892	0.1750	$8,124
	H.S. Girls Asst. Coach	0.0500	$2,321	0.0600	$2,785	0.0700	$3,250	0.0750	$3,482
	H.S. Boys Res. Coach	0.1000	$4,642	0.1100	$5,107	0.1200	$5,571	0.1250	$5,803
	H.S. Girls Res. Coach	0.1000	$4,642	0.1100	$5,107	0.1200	$5,571	0.1250	$5,803
	H.S. Boys Freshman Coach	0.0700	$3,250	0.0800	$3,714	0.0900	$4,178	0.0950	$4,410
	H.S. Girls Freshman Coach	0.0700	$3,250	0.0800	$3,714	0.0900	$4,178	0.0950	$4,410
	M.S. Boys Coach (2)	0.0500	$2,321	0.0600	$2,785	0.0700	$3,250	0.0750	$3,482
	M.S. Girls Coach (2)	0.0500	$2,321	0.0600	$2,785	0.0700	$3,250	0.0750	$3,482
Wrestling	H.S. Head Coach	0.1500	$6,963	0.1600	$7,428	0.1700	$7,892	0.1750	$8,124
	H.S. Asst. Coach	0.1000	$4,642	0.1100	$5,107	0.1200	$5,571	0.1250	$5,803
	M.S. Head Coach	0.0500	$2,321	0.0600	$2,785	0.0700	$3,250	0.0750	$3,482
Softball & Baseball									
	H.S. Boys Head Coach	0.1000	$4,642	0.1100	$5,107	0.1200	$5,571	0.1250	$5,803
	H.S. Boys Asst. Coach	0.0500	$2,321	0.0600	$2,785	0.0700	$3,250	0.0750	$3,482
	H.S. Girls Head Coach	0.1000	$4,642	0.1100	$5,107	0.1200	$5,571	0.1250	$5,803
	H.S. Girls Asst. Coach	0.0500	$2,321	0.0600	$2,785	0.0700	$3,250	0.0750	$3,482
Track	H.S. Boys/Girls Head Coach	0.1000	$4,642	0.1100	$5,107	0.1200	$5,571	0.1250	$5,803
	H.S. Boys/Girls Asst. Coach (3)	0.0500	$2,321	0.0600	$2,785	0.0700	$3,250	0.0750	$3,482
	M.S. Boys Coach (2.)	0.0400	$1,857	0.0450	$2,089	0.0500	$2,321	0.0525	$2,437
	M.S. Girls Coach (2)	0.0400	$1,857	0.0450	$2,089	0.0500	$2,321	0.0525	$2,437
Cross Country	H.S. Boys Coach	0.0800	$3,714	0.0900	$4,178	0.1000	$4,642	0.1050	$4,874
	H.S. Girls Coach	0.0800	$3,714	0.0900	$4,178	0.1000	$4,642	0.1050	$4,874
	M.S. Coach	0.0350	$1,625	0.0400	$1,857	0.0450	$2,089	0.0475	$2,205
Golf	H.S. Coach	0.0800	$3,714	0.0900	$4,178	0.1000	$4,642	0.1050	$4,874
	H.S. Reserve Coach	0.0350	$1,625	0.0400	$1,857	0.0450	$2,089	0.0475	$2,205
Tennis	H.S. Boys Coach	0.0800	$3,714	0.0900	$4,178	0.1000	$4,642	0.1050	$4,874
	HS Boys Asst. Coach	0.0350	$1,625	0.0400	$1,857	0.0450	$2,089	0.0475	$2,205
	H.S. Girls Coach	0.0800	$3,714	0.0900	$4,178	0.1000	$4,642	0.1050	$4,874
	H.S. Girls Asst. Coach	0.0350	$1,625	0.0400	$1,857	0.0450	$2,089	0.0475	$2,205
Volleyball	H.S. Head Coach	0.1000	$4,642	0.1100	$5,107	0.1200	$5,571	0.1250	$5,803
	H.S. Res. Coach	0.0500	$2,321	0.0600	$2,785	0.0700	$3,250	0.0750	$3,482
	Freshman Coach	0.0375	$1,741	0.0400	$1,857	0.0425	$1,973	0.04375	$2,031
	M.S. Coach (2)	0.0300	$1,393	0.0350	$1,625	0.0400	$1,857	0.0425	$1,973
Summer Physical Fitness		0.0200	$928						

a. Those Middle School and Freshman Coaches employed in extended work service will receive 2% if they are assigned to work 10-14 days or 3% if they are assigned to work 15 or more days.

1. Coaches new to the system begin on the first step
2. Coaches who move from one sport to another begin at the first step of the new sport.
3. Coaches advancing to a higher level of coaching within the same sport shall get credit for previous coaching experience at Milton-Union for purposes of determining salary.

Suppl 2027-2028 2.5%
Effective 7/1/2027

ATHLETIC CONTINUED

		Index	Step 1	Index	Step 2	Index	Step 3	Index	Step 4
Strength and Conditioning	Coach		$5,955		$5,955		$5,955		$5,955
Cheerleading Advisor	9th Grade Basketball	0.01000	$464	0.01330	$617	0.01670	$775	0.01840	$854
	H.S. Basketball Varsity/Reserve Cheer Coach (1 person)	0.03000	$1,393	0.04000	$1,857	0.05000	$2,321	0.05500	$2,553
	9th Grade Football	0.01000	$464	0.01250	$580	0.01500	$696	0.01625	$754
	H.S. Football Varsity/Reserve Cheer Coach (1 person)	0.03000	$1,393	0.04000	$1,857	0.05000	$2,321	0.05500	$2,553
	M.S. Football Cheer Coach	0.01500	$696	0.02000	$928	0.02500	$1,161	0.02750	$1,277
	M.S. Basketball Cheer Coach	0.01500	$696	0.02000	$928	0.02500	$1,161	0.02750	$1,277
Academic Coaches									
	Science Olympiad-HS	0.0100	$464	0.01125	$522	0.0125	$580	0.013125	$609
	Academic Quiz Team	0.0200	$928	0.02250	$1,045	0.0250	$1,161	0.026250	$1,219
	Envirothon	0.0100	$464	0.01125	$522	0.0125	$580	0.013125	$609
	Power of the Pen - MS	0.0100	$464	0.01125	$522	0.0125	$580	0.013125	$609
	Math Counts - MS	0.0100	$464	0.01125	$522	0.0125	$580	0.013125	$609
	National Jr Honor Society - MS	0.0100	$464	0.01125	$522	0.0125	$580	0.013125	$609
	Science Olympiad - MS	0.0100	$464	0.01125	$522	0.0125	$580	0.013125	$609
	Geography Club - MS	0.0100	$464	0.01125	$522	0.0125	$580	0.013125	$609
	Art Club	0.0100	$464	0.01125	$522	0.0125	$580	0.013125	$609

CURRICULAR / CO-CURRICULAR

Position		Index	Step 1	Index	Step 2	Index	Step 3	Index	Step 4
Annual Advisor- HS		0.02750	$1,277	0.03000	$1,393	0.03250	$1,509	0.03375	$1,567
Annual Advisor-MS		0.01000	$464	0.01250	$580	0.01500	$696	0.01625	$754
Band Director		0.15000	$6,963	0.15250	$7,080	0.15500	$7,196	0.15625	$7,254
Asst. Band Director (Fall)		0.07000	$3,250	0.07250	$3,366	0.07500	$3,482	0.07625	$3,540
Percussion Line (Winter)		0.02000	$928	0.02250	$1,045	0.02500	$1,161	0.02625	$1,219
Color Guard Advisor		0.07000	$3,250	0.07250	$3,366	0.07500	$3,482	0.07625	$3,540
Winterguard		0.02000	$928	0.02250	$1,045	0.02500	$1,161	0.02625	$1,219
Choir Director- HS		0.15000	$6,963	0.15250	$7,080	0.15500	$7,196	0.15625	$7,254
Asst. Choir Director - HS			$2,078		$2,078		$2,078		$2,078
Club Advisors:	Drama-HS	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
	Drama-MS	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
	Drama-Elem.	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
	FTA	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
	Bulldog Pride	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
	Varsity M Club	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
	National Honor Society	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
	Newspaper-HS	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
	Newspaper-MS	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
	Student Council-HS	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
	Student Council-MS	0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
Elem. Safety Patrol Director		0.0200	$928	0.0225	$1,045	0.0250	$1,161	0.02625	$1,219
Musical Director		0.0700	$3,250	0.0725	$3,366	0.0750	$3,482	0.07625	$3,540
Asst. Musical Director		0.0500	$2,321	0.0525	$2,437	0.0550	$2,553	0.05625	$2,611
Class Advisors:	Senior Class	0.0250	$1,161						
	Junior Class	0.0450	$2,089						
	Asst. Junior Class	0.0350	$1,625						
	Sophomore Class	0.0250	$1,161						
	Freshman Class	0.0250	$1,161						

Suppl 2027-2028 2.5%
Effective 7/1/2027

INSTRUCTION

Home Instruction	$33.89 / hr. (0.00073 x base salary), plus IRS standard mileage rate for distance from MU to location of instruction and returning to MU
Individual Education Plan (I.E.P.) Mtgs.	$33.89 / hr. (0.00073 x base salary)
Internal Substitution - ES	See Article II, Section 2
Internal Substitution - HS & MS	See Article II, Section 2
Insurance Committee	$33.89 / hr. (0.00073 x base salary)
Intervention Assistance Team (I.A.T.) Mtgs.	$33.89 / hr. (0.00073 x base salary)
Local Professional Development Committee (LPDC) Representatives	$33.89 / hr. (0.00073 x base salary) Max of $1000 / yr.
Local Professional Development Committee (LPDC) Chair & Recorder	$33.89 / hr. (0.00073 x base salary) plus $20.00 Per Meeting
Special Education Stipend	$765.00
Study Table	$33.89 / hr. (0.00073 x base salary)
Wednesday After School/Detention	$33.89 / hr. (0.00073 x base salary)
Friday/Saturday School	$33.89 / hr. (0.00073 x base salary)
Timesheeted Training/Professional Development Outside Contract Day	$33.89 / hr. (0.00073 x base salary)
Extended Service- Vocational	Per Diem Rate
Extended Service- Guidance Counselor, H.S.	Per Diem Rate
Extended Service- Guidance Counselor, M.S.	Per Diem Rate
Extended Service- Nurse	Per Diem Rate

ADDENDUM C - BENEFIT DESCRIPTIONS
UHC HSA

YOUR BENEFITS
1/1/2025

UnitedHealthcare®

Benefit Summary
ASO Choice Plus
Milton Union Exempted Village Schools H.S.A. Medical Plan 7AT

United HealthCare Services, Inc. and EPC Schools want to help you take control and make the most of your health care benefits. That's why we provide convenient services to get your health care questions answered quickly and accurately:

- **myuhc.com®** - Take advantage of easy, time-saving online tools. You can check your eligibility, benefits, claims, claim payments, search for a doctor and hospital and more.
- **24-hour nurse support** – A nurse is a phone call away and you have other health resources available 24-hours a day, 7 days a week to provide you with information that can help you make informed decisions. Just call the number on the back of your ID card.
- **Customer Care telephone support** – Need more help? Call a customer care professional using the toll-free number on the back of your ID card. Get answers to your benefit questions or receive help looking for a doctor or hospital.

The Benefit Summary is intended only to highlight your Benefits and should not be relied upon to fully determine your coverage. If this Benefit Summary conflicts in any way with the Summary Plan Description (SPD), the SPD shall prevail. It is recommended that you review your SPD for an exact description of the services and supplies that are covered, those which are excluded or limited, and other terms and conditions of coverage.

PLAN HIGHLIGHTS

Types of Coverage	Network Benefits	Non-Network Benefits
Annual Deductible – Combined Medical and Pharmacy		
Single Coverage Deductible Family Coverage Deductible	$2000 per year $4000 per year	$4000per year $8000per year
• No one in the family is eligible for benefits until the family coverage deductible is met.		
Out-of-Pocket Maximum – Combined Medical and Pharmacy		
Single Coverage Out-of-Pocket Maximum Family Coverage Out-of-Pocket Maximum	$2000 per year $4000 per year	$5000 per year $10000 per year
• The Out-of-Pocket Maximum includes the Annual Deductible. • If more than one person in a family is covered under the Policy, the single coverage Out-of-Pocket Maximum stated above does not apply.		
Benefit Plan Coinsurance – The Amount the Plan Pays		
	100% after Deductible has been met	80% after Deductible has been met
Lifetime Maximum Benefit		
There is no dollar limit to the amount the Plan will pay for essential Benefits during the entire period you are enrolled in this Plan.	No Lifetime Maximum Benefit	No Lifetime Maximum Benefit
Prescription Drug Benefits		
• Prescription drug benefits are shown under separate cover. Benefits are not payable for Prescriptions until the Deductible above has been met.		
Information of Pre-service Notification		
**Pre-service Notification is required for certain services* ***Pre-service Notification is required for Equipment in excess of $1,000*		
Information on Benefit Limits		
• The Annual Deductible, Out-of-Pocket Maximum and Benefit limits are calculated on a calendar year basis. • All Benefits are reimbursed based on Eligible Expenses. For a definition of Eligible Expenses, please refer to your Summary Plan Description. • When Benefit limits apply, the limit refers to any combination of Network and Non-Network Benefits unless specifically stated in the Benefit category.		

BENEFITS

Types of Coverage	Network Benefits	Non-Network Benefits
Ambulance Services - Emergency and Non-Emergency		
	* 100% after Deductible has been met	* 100% after Network Deductible has been met
Dental Services – Accident Only		
	* 100% after Deductible has been met	* 100% after Network Deductible has been met
Durable Medical Equipment (DME)		
Benefits are limited as follows: Limited to a single purchase of a type of Durable Medical Equipment (including repair and replacement) every three years..	100% after Deductible has been met	** 80% after Deductible has been met
Emergency Health Services - Outpatient		
	100% after Deductible has been met	* 100% after Network Deductible has been met
Home Health Care		
Benefits are limited as follows: 60 visits per year	100% after Deductible has been met	* 80% after Deductible has been met

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BENEFITS

Types of Coverage	Network Benefits	Non-Network Benefits
Hospice Care		

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BENEFITS		
Types of Coverage	Network Benefits	Non-Network Benefits
	100% after Deductible has been met	* 80% after Deductible has been met
Hospital – Inpatient Stay		
	100% after Deductible has been met	* 80% after Deductible has been met
Lab, X-Ray and Diagnostics - Outpatient		
For Preventive Lab, X-Ray and Diagnostics, refer to the Preventive Care Services category.	100% after Deductible has been met	80% after Deductible has been met
Lab, X-Ray and Major Diagnostics – CT, PET, MRI, MRA and Nuclear Medicine - Outpatient		
	100% after Deductible has been met	80% after Deductible has been met
Mental Health Services		
	Inpatient: 100% after Deductible has been met Outpatient: 100% after Deductible has been met	* 80% after Deductible has been met
Neurobiological Disorders - Mental Health Services for Autism Spectrum Disorders		
	Inpatient: 100% after Deductible has been met Outpatient: 100% after Deductible has been met	* 80% after Deductible has been met
Pharmaceutical Products - Outpatient		
This includes medications administered in an outpatient setting, in the Physician's Office or in a Covered Person's home.	100% after Deductible has been met	80% after Deductible has been met
Physician Fees for Surgical and Medical Services		
	100% after Deductible has been met	80% after Deductible has been met
Physician's Office Services – Sickness and Injury		
Primary Physician Office Visit	100% after Deductible has been met	80% after Deductible has been met
Specialist Physician Office Visit	100% after Deductible has been met	80% after Deductible has been met
Pregnancy – Maternity Services		
	Depending upon where the Covered Health Service is provided, Benefits will be the same as those stated under each covered Health Service category in this Benefit Summary.	
		Pre-service Notification is required if Inpatient Stay exceeds 48 hours following a normal vaginal delivery or 96 hours following a cesarean section delivery.
Preventive Care Services		
Covered Health Services include but are not limited to:		
Primary Physician Office Visit	100% Deductible does not apply.	80% after Deductible has been met
Specialist Physician Office Visit	100% Deductible does not apply.	80% after Deductible has been met
Lab, X-Ray or other preventive tests	100% Deductible does not apply.	80% after Deductible has been met
Prosthetic Devices[1]		
	100% after Deductible has been met	80% after Deductible has been met
Reconstructive Procedures		
	Depending upon where the Covered Health Service is provided, Benefits will be the same as those stated under each Covered Health Service category in this Benefit Summary.	Pre-service Notification is required.
Rehabilitation Services - Outpatient Therapy and Manipulative Treatment		
Benefits are limited as follows: Network and Non-Network benefits are limited to a combined total of 50 visits per calendar year for any combination of the following: Chiropractic treatment Physical therapy Occupational therapy Speech therapy Pulmonary rehabilitation Cardiac rehabilitation Post-Cochlear implant aural therapy Vision therapy	100% after Deductible has been met	* 80% after Deductible has been met
Scopic Procedures – Outpatient Diagnostic and Therapeutic		
Diagnostic scopic procedures include, but are not limited to: Colonoscopy; Sigmoidoscopy; Endoscopy For Preventive Scopic Procedures, refer to the Preventive Care Services category.	100% after Deductible has been met	80% after Deductible has been met
Skilled Nursing Facility / Inpatient Rehabilitation Facility Services		
Benefits are limited as follows: 300 days per year. Facility Services are limited to 120 days per incident.	100% after Deductible has been met	* 80% after Deductible has been met
Substance Use Disorder Services		
	Inpatient: 100% after Deductible has been met Outpatient: 100% after Deductible has been met	* 80% after Deductible has been met

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BENEFITS		
Types of Coverage	Network Benefits	Non-Network Benefits

BENEFITS		
Types of Coverage	Network Benefits	Non-Network Benefits
Surgery – Outpatient		
	100% after Deductible has been met	80% after Deductible has been met
Transplantation Services		
	* 100% after Deductible has been met *For Network Benefits, services must be received at a Designated Facility.*	Not Covered
Urgent Care Center Services		
	100% after Deductible has been met	80% after Deductible has been met
Vision Examinations		
Benefits are limited as follows: 1 exam every year	100% after Deductible has been met	Non-Network Benefits are not available

This benefit category contains services/devices that may be Essential or non-Essential Health Benefits as defined by the Patient Protection and Affordable Care Act depending upon the service or device delivered. A benefit review will take place once the dollar limit is exceeded. If the service/device is determined to be rehabilitative or habilitative in nature, it is an Essential Health Benefit and will be paid. If the benefit/device is determined to be non-essential, the maximum will have been met and the claim will not be paid.

MEDICAL EXCLUSIONS

It is recommended that you review your SPD for an exact description of the services and supplies that are covered, those which are excluded or limited, and other terms and conditions of coverage.

Alternative Treatments

Acupressure; aromatherapy; hypnotism; massage therapy; rolfing (holistic tissue massage); art, music, dance, horseback therapy; and other forms of alternative treatment as defined by the National Center for Complementary and Alternative Medicine (NCCAM) of the National Institutes of Health. This exclusion does not apply to Manipulative Treatment and non-manipulative osteopathic care for which Benefits are provided as described in the SPD.

Dental

Dental care (which includes dental X-rays, supplies and appliances and all associated expenses, including hospitalizations and anesthesia). This exclusion does not apply to dental care (oral examination, X-rays, extractions and non-surgical elimination of oral infection) required for the direct treatment of a medical condition for which Benefits are available under the Plan as described in the SPD. Dental care that is required to treat the effects of a medical condition, but that is not necessary to directly treat the medical condition, is excluded. Examples include treatment of dental caries resulting from dry mouth after radiation treatment or as a result of medication. Endodontics, periodontal surgery and restorative treatment are excluded. Diagnosis or treatment of or related to the teeth, jawbones or gums. Examples include: extraction (including wisdom teeth), restoration, and replacement of teeth; medical or surgical treatment of dental conditions; and services to improve dental clinical outcomes. This exclusion does not apply to accidental-related dental services for which Benefits are provided as described under Dental Services – Accident Only in the SPD. Dental implants, bone grafts and other implant-related procedures. This exclusion does not apply to accident-related dental services for which Benefits are provided as described under Dental Services – Accident Only in the SPD. Dental braces (orthodontics). Congenital Anomaly such as cleft lip or cleft palate.

Devices, Appliances and Prosthetics

Devices used specifically as safety items or to affect performance in sports-related activities. Orthotic appliances that straighten or re-shape a body part as described under Durable Medical Equipment (DME) in the SPD. Examples include foot orthotics, cranial banding, or any orthotic braces available over-the-counter. The following items are excluded,: blood pressure cuff/monitor; enuresis alarm; non-wearable external defibrillator; trusses; and ultrasonic nebulizers. Devices and computers to assist in communication and speech except for speech generating devices and tracheo-esophageal voice devices for which Benefits are provided as described under Durable Medical Equipment. Oral appliances for snoring. Repair and replacement prosthetic devices when damaged due to misuse, malicious damage or gross neglect. Prosthetic devices. This exclusion does not apply to breast prosthesis, mastectomy bras and lymphedema stockings for which Benefits are provided as described under Reconstructive Procedures in the SPD.

Drugs

The exclusions listed below apply to the medical portion of the Plan only. Prescription Drug coverage is excluded under the medical plan because it is a separate benefit. Coverage may be available under the Prescription Drug portion of the Plan. See the SPD for coverage details and exclusions. Prescription drugs for outpatient use that are filled by a prescription order or refill. Self-injectable medications. This exclusion does not apply to medications which, due to their characteristics (as determined by United HealthCare Services, Inc.), must typically be administered or directly supervised by a qualified provider or licensed/certified health professional in an outpatient setting. Non-injectable medications given in a Physician's office. This exclusion does not apply to non-injectable medications that are required in an Emergency and consumed in the Physician's office. Over-the-counter drugs and treatments. Growth hormone therapy.

Experimental or Investigational or Unproven Services

Experimental or investigational or Unproven Services unless the Plan has agreed to cover them as defined in the SPD. This exclusion applies even if Experimental or Investigational Services or Unproven Services, treatments, devices or pharmacological regimens are the only available treatment options for your condition. This exclusion does not apply to Covered Health Services provided during a clinical trial for which Benefits are provided as described under Clinical Trials in the SPD.

Foot Care

Routine foot care. Examples include the cutting or removal of corns and calluses. This exclusion does not apply to preventive foot care for Covered Persons with diabetes for which Benefits are provided as described under Diabetes Services in the SPD or when needed for severe systemic disease. Cutting or removal of corns and calluses. Nail trimming, cutting, or debriding. Hygienic and preventive maintenance foot care; and other services that are performed when there is not a localized sickness, injury or symptom involving the foot. Examples include: cleaning and soaking the feet; applying skin creams in order to maintain skin tone. This exclusion does not apply to preventive foot care for Covered Persons who are at risk of neurological or vascular disease arising from disease such as diabetes. Treatment of flat feet. Shoes (standard or custom), lifts and wedges; shoe orthotics; shoe inserts and arch supports.

Medical Supplies and Equipment

Prescribed or non-prescribed medical supplies and disposable supplies. Examples include: compression stockings, ace bandages, diabetic strips, and syringes; urinary catheters. This exclusion does not apply to:

- Disposable supplies necessary for the effective use of Durable Medical Equipment for which Benefits are provided as described under Durable Medical Equipment in the SPD.
- Diabetic supplies for which Benefits are provided as described under Diabetes Services in the SPD.
- Ostomy bags and related supplies for which Benefits are provided as described under Ostomy Supplies in the SPD.

Tubings, nasal cannulas, connectors and masks, except when used with Durable Medical Equipment as described under Durable Medical Equipment as described in the SPD. The repair and replacement of Durable Medical Equipment when damaged due to misuse, malicious breakage or gross neglect and deodorants, filters, lubricants, tape, appliance cleaning, adhesive, adhesive remover or other items that are not specifically identified in the SPD.

Mental Health / Substance Use Disorder

Services performed in connection with conditions not classified in the current edition of the *Diagnostic and Statistical Manual of the American Psychiatric Association*. Services or supplies for the diagnosis or treatment of Mental Illness, alcoholism or substance use disorders that, in the reasonable judgment of the Mental Health/Substance Use Disorder Administrator, are any of the following: not consistent with generally accepted standards of medical practice for the treatment of such conditions; not consistent with services backed by credible research soundly demonstrating that the services or supplies will have a measurable and beneficial health outcome, and therefore considered experimental; not consistent with the Mental Health/Substance Use Disorder Administrator's level of care guidelines or best practices as modified from time to time; or not clinically appropriate, and considered ineffective for the patient's Mental Illness, substance use disorder or condition based on generally accepted standards of medical practice and benchmarks. Mental Health Services as treatments for V-code conditions as listed within the current edition of the *Diagnostic and Statistical Manual of the American Psychiatric Association*. Mental Health Services as treatment for a primary diagnosis of insomnia and other sleep disorders, sexual dysfunction disorders, feeding disorders, neurological disorders and other disorders with a known physical basis. Treatments for the primary diagnoses of learning disabilities, conduct and impulse control disorders, personality disorders, paraphilias (sexual behavior that is considered deviant or abnormal) Educational/behavioral services that are focused on primarily building skills and capabilities in communication, social interaction and learning; tuition for or services that are school-based for children and adolescents under the Individuals with Disabilities Education Act. Learning, motor skills and primary communication disorders as defined in the current edition of the *Diagnostic and Statistical Manual of the American Psychiatric Association*. Mental retardation as a primary diagnosis defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Methadone treatment as maintenance, L.A.A.M. (1-Alpha-Acetyl-Methadol), Cyclazocine, or their equivalents for drug addiction. Intensive behavioral therapies such as applied behavioral analysis for Autism Spectrum Disorders. Any treatments or other specialized services designed for Autism Spectrum Disorder that are not backed by credible research demonstrating that the services or supplies have a measurable and beneficial health outcome and therefore considered Experimental or Investigational or Unproven Services.

Nutrition

Nutritional or cosmetic therapy using high dose or mega quantities of vitamins, minerals or elements, and other nutrition based therapy. Nutritional counseling for either individuals or groups except as defined under Diabetes Services in the SPD. Food of any kind. Foods that are not covered include: enteral feedings and other nutritional and electrolyte formulas, including infant formula and donor breast milk unless they are the only source of nutrition or unless they are specifically created to treat inborn errors of metabolism such as phenylketonuria (PKU) – infant formula available over the counter is always excluded; foods to control weight, treat obesity (including liquid diets), lower cholesterol or control diabetes; oral vitamins and minerals; meals you can order from a menu, for an additional charge, during an Inpatient Stay, and other dietary and electrolyte supplements; and health education classes unless offered by United HealthCare Services, Inc. or its affiliates, including but not limited to asthma, smoking cessation and weight control classes.

Personal Care, Comfort or Convenience

Television; telephone; beauty/barber service; guest service. Supplies, equipment and similar incidental services and supplies for personal comfort. Examples include: air conditioners, air purifiers and filters, dehumidifiers and humidifiers; batteries and battery chargers; breast pumps; car seats; chairs, bath chairs, feeding chairs, toddler chairs, chair lifts, recliners; electric scooters; exercise equipment and treadmills; home modifications to accommodate a health need such as ramps, swimming pools, elevators, handrails and stair glides; hot tubs; Jacuzzis, saunas and whirlpools; ergonomically correct chairs, non-Hospital beds, comfort beds, mattresses; medical alert systems; motorized beds; music devices; personal computers, pillows; power-operated vehicles, radios; saunas; strollers; safety equipment; vehicle modifications such as van lifts; and video players.

Physical Appearance

Cosmetic Procedures. See the definition in the SPD. Examples include: pharmacological regimens, nutritional procedures or treatments; Scar or tattoo removal or revision procedures (such as salabrasion, chemosurgery and other such skin abrasion procedures); Skin abrasion procedures performed as a treatment for acne; treatment of hair loss; varicose vein treatment of the lower extremities, when it is considered cosmetic; Liposuction or removal of fat deposits considered undesirable, including fat accumulation under the male breast and nipple; Treatment for skin wrinkles or any treatment to improve the appearance of the skin; Treatment for spider veins; Hair removal or replacement by any means. Replacement of an existing intact breast implant if the earlier breast implant was performed as a Cosmetic Procedure. Treatment of benign gynecomastia (abnormal breast enlargement in males). Physical conditioning programs such as athletic training, body-building, exercise, fitness, flexibility, health club memberships and programs, spa treatments and diversion or general motivation. Weight loss programs whether or not they are under medical supervision. Weight loss programs for medical reasons are also excluded, even if for morbid obesity. Wigs regardless of the reason for the hair loss, except for temporary loss of hair resulting from treatment of a malignancy.

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MEDICAL EXCLUSIONS

Procedures and Treatments

Procedure or surgery to remove any tissue such as panniculectomy, abdominoplasty, mentoplasty, brachioplasty, or mastopexy. Excision or elimination of hanging skin on any part of the body. Examples include plastic surgery procedures called abdominoplasty or abdominal panniculectomy, and brachioplasty. Medical and surgical treatment of excessive sweating (hyperhidrosis). Medical and surgical treatment for snoring, except when provided as a part of treatment for documented obstructive sleep apnea. Rehabilitation services and Manipulative Treatment to improve general physical condition that are provided to reduce potential risk factors, where significant therapeutic improvement is not expected, including routine, long-term or maintenance/preventive treatment. Speech therapy except as required for treatment of a speech impediment or speech dysfunction that results from injury, stroke, cancer, Congenital Anomaly, or autism spectrum disorders. Speech therapy to treat stuttering, stammering or other articulation disorders. Psychosurgery. Sex transformation operations and related services. Physiological modalities and procedures that result in similar or redundant therapeutic effects when performed on the same body region during the same visit or office encounter. Biofeedback. Manipulative treatment to treat a condition unrelated to spinal manipulation and ancillary physiologic treatment rendered to restore/improve motion, reduce pain and improve function, such as asthma or allergies. Manipulative treatment (the therapeutic application of chiropractic and osteopathic manipulative treatment with or without ancillary physiologic treatment and/or rehabilitative methods rendered to restore/improve motion, reduce pain and improve function). Services for the evaluation and treatment of temporomandibular joint syndrome (TMJ), whether the services are considered to be dental in nature, the following services for the diagnosis and treatment of TMJ: surface electromyography; Doppler analysis; vibration analysis; computerized mandibular scan or jaw tracking; craniosacral therapy; orthodontics; occlusal adjustment; dental restorations. Upper and lower jawbone surgery, orthognathic surgery and jaw alignment. This exclusion does not apply to reconstructive jaw surgery required for Covered Persons because of a Congenital Anomaly, acute traumatic injury, dislocation, tumors, cancer or obstructive sleep apnea. Orthognathic surgery (procedure to correct underbite or overbite) and jaw alignment. Breast reduction except surgery as coverage is required by the Women's Health and Cancer Rights Act of 1998 for which Benefits are described under Reconstructive Procedures in the SPD. Non-surgical treatment of obesity even if for morbid obesity. Surgical treatment of obesity unless there is a diagnosis of morbid obesity as described under Obesity Surgery in the SPD. Stand-alone multi-disciplinary smoking cessation programs. These are programs that usually include health care providers specializing in smoking cessation and may include a psychologist, social worker or other licensed or certified professional. The programs usually include intensive psychological support, behavior modification techniques and medications to control cravings. Chelation therapy, except to treat heavy metal poisoning.

Providers

Services performed by a provider who is a family member by birth or marriage. Examples include a spouse, brother, sister, parent or child. This includes any service the provider may perform on himself or herself. Services performed by a provider with your same legal residence. Services ordered or delivered by a Christian Science practitioner. Services performed by an unlicensed provider or a provider who is operating outside of the scope of his/her license. Services provided at a free-standing or Hospital-based diagnostic facility without an order written by a Physician or other provider. Services which are self-directed to a free-standing or Hospital-based diagnostic facility. Services ordered by a Physician or other provider who is an employee or representative of a free-standing or Hospital-based diagnostic facility, when that Physician or other provider has not been actively involved in your medical care prior to ordering the service, or is not actively involved in your medical care after the service is received. This exclusion does not apply to mammography.

Reproduction

Health services and associated expenses for infertility treatments, including assisted reproductive technology, regardless of the reason for the treatment. This exclusion does not apply to services required to treat or correct underlying causes of infertility. The following infertility treatment-related services: cryo-preservation and other forms of preservation of reproductive materials, long-term storage of reproductive materials such as sperm, eggs, embryos, ovarian tissue, and testicular tissue, donor services, Surrogate parenting, donor eggs, donor sperm and host uterus. Storage and retrieval of all reproductive materials. Examples include eggs, sperm, testicular tissue and ovarian tissue. The reversal of voluntary sterilization. Health services and associated expenses for elective surgical, non-surgical, or drug-induced Pregnancy termination. This exclusion does not apply to treatment of a molar Pregnancy, ectopic Pregnancy, or missed abortion (commonly known as a miscarriage). Services provided by a doula (labor aide) and childbirth prenatal or birthing classes. Artificial reproduction treatments done for genetic or eugenic

Services Provided under Another Plan

Health services for which other coverage is available under another plan, except for Eligible Expenses payable as described in the SPD. Examples include coverage required by workers' compensation, no-fault auto insurance, or similar legislation. If coverage under workers' compensation, no-fault automobile coverage or similar legislation is optional for you because you could elect it, or could have it elected for you, Health services for treatment of military service-related disabilities, when you are legally entitled to other coverage and facilities are reasonably available to you. Health services while on active military duty.

Transplants

Health services for organ and tissue transplants, except as identified under Transplantation Services in the SPD unless United HealthCare Services, Inc. determines the transplant to be appropriate according to United HealthCare Services, Inc.'s transplant guidelines. Mechanical or animal organ transplants, except services related to the implant or removal of a circulatory assist device (a device that supports the heart while the patient waits for a suitable donor heart to become available); and donor costs for organ or tissue transplantation to another person (these costs may be payable through the recipient's benefit plan).

Travel

Health services provided in a foreign country, unless required as Emergency Health Services. Travel or transportation expenses, even if ordered by a Physician, except as identified under Travel and Lodging in the SPD. Additional travel expenses related to Covered Health Services incurred from a Designated Facility or Designated Physician may be reimbursed at the Plan's discretion. This exclusion does not apply to ambulance transportation for which Benefits are provided as described in the SPD.

Pain Control

Multi-disciplinary pain management programs provided on an inpatient basis for acute pain or for exacerbation of chronic pain. Custodial care; domiciliary care. Private Duty Nursing. Respite care. This exclusion does not apply to respite care that is part of an integrated hospice care program of services provided to a terminally ill person by a licensed hospice care agency for which Benefits are described under Hospice Care in the SPD. Rest cures, services of personal care attendants. Work hardening (individualized treatment programs designed to return a person to work or to prepare a person for specific work).

Vision and Hearing

Purchase cost and associated fitting charge for eye glasses and contact lenses. Implantable lenses used only to correct a refractive error (such as intraocular implants). Purchase cost and associated fitting and testing charges for hearing aids, Bone Anchor Hearing Aids (BAHA) and all other hearing assistive devices. Bone anchored hearing aids except when either of the following applies: for Covered Persons with craniofacial anomalies whose abnormal or absent ear canals preclude the use of a wearable hearing aid or for Covered Persons with hearing loss of sufficient severity that it would not be adequately remedied by a wearable hearing aid. Eye exercise. Surgery and other related treatment that is intended to correct nearsightedness, farsightedness, presbyopia and astigmatism including, but not limited to, procedures such as laser and other refractive eye surgery and radial keratotomy.

All Other Exclusions

Health services and supplies that do not meet the definition of a Covered Health Service – see the definition of Covered Health Services in the Glossary in the SPD. Physical, psychiatric or psychological exams, testing, vaccinations, immunizations or treatments when: required solely for purposes of education, school, sports or camp, travel, career or employment, insurance, marriage or adoption; or as a result of incarceration; related to judicial or administrative proceedings or orders; conducted for purposes of medical research; required to obtain or maintain a license of any type. This exclusion does not apply to Covered Health Services provided during a clinical trial for which Benefits are provided as described in the SPD. Health services received as a result of war or any act of war, whether declared or undeclared or caused during service in the armed forces of any country. This exclusion does not apply to Covered Persons who are civilians injured or otherwise affected by war, any act of war or terrorism in a non-war zone. Health services received after the date your coverage under the Plan ends. This applies to all health services, even if the health service is required to treat a medical condition that arose before the date your coverage under the Plan ended. Health services for which you have no legal responsibility to pay, or for which a charge would not ordinarily be made in the absence of coverage under the Plan. Charges that exceed Eligible Expenses or any specified limitation in the SPD. Foreign language and sign language services. Health services related to a non-Covered Health Service: When a service is not a Covered Health Service, all services related to that non-Covered Health Service are also excluded. This exclusion does not apply to services the Plan would otherwise determine to be Covered Health Services if they are to treat complications that arise from the non-Covered Health Service. For the purpose of this exclusion, a "complication" is an unexpected or unanticipated condition that is superimposed on an existing disease and that affects or modifies the prognosis of the original disease or condition. Examples of a "complication" are bleeding or infections, following a Cosmetic Procedure, that require hospitalization. Health services when a provider waives the Copay, Annual Deductible or Coinsurance amounts. Autopsies and other coroner services and transportation services for a corpse. Charges for: missed appointments; room or facility reservations; completion of claim forms; or record processing. Charges prohibited by federal anti-kickback or self-referral status. Diagnostic tests that are: delivered in other than a Physician's office or health care facility; and self-administered home diagnostic tests, including but not limited to HIV and pregnancy tests. when rendered in connection with behavioral health disorders, including but not limited to: learning and reading disabilities; attention deficit/hyperactivity disorder; TBI; or dyslexia.

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Addendum to the Medical Benefit Summary for Self-Funded Groups

Choice Plus
High Deductible Health Plans 1/1/2025

These Benefits are available to you in addition to the benefits located on the Benefit Summary.

ADDITIONAL CORE BENEFITS

Types of Coverage	Network Benefits	Non-Network Benefits
Mental Health Services		
Partial Hospitalization/Intensive Outpatient Treatment:	100% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment.	80% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment. *Prior Authorization is required for certain services.*
Neurobiological Disorders - Autism Spectrum Disorder Services		
Partial Hospitalization/Intensive Outpatient Treatment:	100% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment.	80% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment. *Prior Authorization is required for certain services.*
Substance Use Disorder Services		
Partial Hospitalization/Intensive Outpatient Treatment:	100% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment.	80% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment. *Prior Authorization is required for certain services.*
Virtual Visits		
Network Benefits are available only when services are delivered through a Designated Virtual Visit Network Provider. Find a Designated Virtual Visit Network Provider Group at myuhc.com or by calling Customer Care at the telephone number on your ID card. Access to Virtual Visits and prescription services may not be available in all states or for all groups.	100% after Deductible has been met per visit.	Non-Network Benefits are not available.

This replaces the Mental Health exclusion section on the Benefit Summary:
Services performed in connection with conditions not classified in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Mental Health Services as treatments for R & T code conditions as listed within the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Mental Health Services as treatment for a primary diagnosis of insomnia and other sleep-wake disorders, feeding disorders, binge eating disorders, sexual dysfunction, communication disorders, motor disorders, neurological disorders and other disorders with a known physical basis. Treatments for the primary diagnoses of learning disabilities, conduct and impulse control disorders, personality disorders and paraphilic disorder. Educational services that are focused on primarily building skills and capabilities in communication, social interaction and learning. Tuition for or services that are school-based for children and adolescents under the Individuals with Disabilities Education Act. Motor disorders and primary communication disorders as defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Intellectual disabilities as a primary diagnosis defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Autism spectrum disorder as a primary diagnosis defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Benefits for autism spectrum disorder as a primary diagnosis are described under Neurobiological Disorders - Autism Spectrum Disorder Services in Section 1 of the COC. Mental Health Services as a treatment for other conditions that may be a focus of clinical attention as listed in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. All unspecified disorders in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Health services and supplies that do not meet the definition of a Covered Health Service – see the definition in Section 9 of the COC. Covered Health Services are those health services, including services, supplies, or Pharmaceutical Products, which we determine to be all of the following:

- Medically Necessary.
- Described as a Covered Health Service in Section 1 of the COC and in the Schedule of Benefits.
- Not otherwise excluded in Section 2 of the COC.

This replaces the Neurobiological Disorders-Autism Spectrum Disorder exclusion section on the Benefit Summary:
Any treatments or other specialized services designed for Autism Spectrum Disorder that are not backed by credible research demonstrating that the services or supplies have a measurable and beneficial health outcome and therefore considered Experimental or Investigational or Unproven Services. Intellectual disability as the primary diagnosis defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Tuition for or services that are school-based for children and adolescents under the Individuals with Disabilities Education Act. Learning, motor disorders and communication disorders as defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association and which are not a part of Autism Spectrum Disorder. Treatments for the primary diagnoses of learning disabilities, conduct and impulse control disorders, personality disorders and paraphilic disorder. All unspecified disorders in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Intensive behavioral therapies such as applied behavioral analysis for Autism Spectrum Disorder.
Health services and supplies that do not meet the definition of a Covered Health Service – see the definition in Section 9 of the COC. Covered Health Services are those health services, including services, supplies, or Pharmaceutical Products, which we determine to be all of the following:

- Medically Necessary.
- Described as a Covered Health Service in Section 1 of the COC and in the Schedule of Benefits.
- Not otherwise excluded in Section 2 of the COC.

This replaces the Substance Use Disorders exclusion section on the Benefit Summary:
Services performed in connection with conditions not classified in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Methadone treatment as maintenance, L.A.A.M. (1-Alpha-Acetyl-Methadol), Cyclazocine, or their equivalents. Educational services that are focused on primarily building skills and capabilities in communication, social interaction and learning. Substance-induced sexual dysfunction disorders and substance-induced sleep disorders. Gambling disorders. All unspecified disorders in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Health services and supplies that do not meet the definition of a Covered Health Service – see the definition in Section 9 of the COC. Covered Health Services are those health services, including services, supplies, or Pharmaceutical Products, which we determine to be all of the following:

- Medically Necessary.
- Described as a Covered Health Service in Section 1 of the COC and in the Schedule of Benefits.
- Not otherwise excluded in Section 2 of the COC.

UnitedHealthcare®

Medical Benefit Summary Authorization Addendum for Self-Funded Groups Choice Plus

These Prior Authorization requirements shown here will change the Pre-Service Notification requirements indicated on your Benefit Summary.

Network Benefits	Non-Network Benefits
The following benefit requires [Pre-Service Notification][Prior Authorization] for Genetic Testing - BRCA.	
	• Physician's Office Services
The following benefits require [Pre-Service Notification][Prior Authorization] for certain services.	
• Ambulance Services – Non-Emergent Air • Clinical Trials	• Ambulance Services – Non-Emergent Air • [Clinical Trials] • Cochlear Implants] • [Congenital Heart Disease (CHD) Surgeries] • Home Health Care - Nutritional, Private Duty Nursing, Skilled Nursing • Hospice Care- Inpatient Stay • Hospital – Inpatient Stay • [Infertility Services] • Neurobiological Disorders – Mental Health Services for Autism Spectrum Disorders-Inpatient [and Outpatient] • Outpatient Diagnostic/Therapeutic Services – CT Scans, Pet Scans, MRI and Nuclear Medicine • Mental Health and Substance Abuse Services – Outpatient and] Inpatient • Reconstructive Procedures • Skilled Nursing Facility/Inpatient Rehabilitation • Substance Use Disorder Services-Inpatient [and Outpatient]] • Surgery for the treatment for Gender Dysphoria] • Surgery – Outpatient[Sleep Apnea] and Cardiac catheterization, diagnostic cardiac catheterization; cardiac electrophysiology implant, pacemaker insertion, implantable cardioverter defibrillators • Therapeutic Treatments – Outpatient[Dialysis and IV infusion,] [and radiation oncology,] [and intensity modulated radiation therapy,] [and MR-guided focused ultrasound]]
• Transplantation Services	• Transplantation Services
The following benefits require [Pre-Service Notification][Prior Authorization] for Sleep Studies.	
	• Outpatient Diagnostic Services – For lab and radiology/X-ray
The following benefit requires [Pre-Service Notification][Prior Authorization] if Inpatient Stay exceeds 48 hours following a normal vaginal delivery or 96 hours following a cesarean section delivery.	
	• Maternity Services
The following benefits require [Pre-Service Notification][Prior Authorization] for Equipment in excess of $1,000.	
	• [Diabetes Services] • Durable Medical Equipment

- Prosthetic Devices

Here's an overview of your CVS Caremark benefits.

Milton Union HDHP 1/1/2025

Your annual deductible is $2,000 for an individual or $4,000 for a family. **Until this deductible amount is met, you will pay 100% for your prescriptions.** If you have any questions about your prescription plan or costs, call us at 1-888-202-1654. We can help anytime after your plan starts. For TDD assistance, please call 1-800-863-5488.

	Short-Term Medicines CVS Caremark Retail Pharmacy Network (Up to a 30-day supply)	**Long-Term Medicines** CVS Caremark Mail Service Pharmacy or CVS Pharmacy Locations (Up to a 90-day supply)
Generic Medicines Always ask your doctor if there's a generic option available. It could save you money.	**$0 (after deductible)** for a generic medicine	**$0 (after deductible)** for a generic medicine
Preferred Brand-Name Medicines If a generic is not available or appropriate, ask your doctor to prescribe from your plan's preferred drug list.	**$0 (after deductible)** for a preferred brand-name medicine	**$0 (after deductible)** for a preferred brand-name medicine
Non-Preferred Brand-Name Medicines Drugs that aren't on your plan's preferred list will cost more.	**$0 (after deductible)** for a non-preferred brand-name medicine	**$0 (after deductible)** for a non-preferred brand-name medicine
Refill Limit	**None**	**None**
Maximum Out-of-Pocket	**$2,000 per individual / $4,000 per family (combined with medical)**	
Annual Deductible	**$2,000 per individual / $4,000 per family (combined with medical)**	
Specialty Medicines	Specialty medications are required to be filled through CVS Specialty Mail Order Pharmacy or at a retail CVS/pharmacy. Please contact Customer Care toll-free at 1-888-202-1654 for questions or to get started today.	
Prior Authorization	Certain medications may require prior authorization. Please contact Customer Care toll-free at 1-888-202-1654 or visit www.caremark.com for verification of prior authorization requirements.	

Copayment, copay or coinsurance means the amount a plan member is required to pay for a prescription in accordance with a Plan which may be a deductible, a percentage of the prescription price, a fixed amount or other charge, with the balance, if any, paid by a Plan.
Your feedback is important as it helps us improve our service. Please contact us with any questions or concerns at 1-888-202-1654.
If you access your pharmacy benefits information through the Caremark Web site, you can find Plan Members Rights and Responsibilities at www.caremark.com.

Your privacy is important to us. Our employees are trained regarding the appropriate way to handle private health information.

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Notice of Nondiscrimination

Federal civil rights laws prohibit certain health programs and activities from discriminating on the basis of race, color, national origin, age, disability, or sex. The laws apply to health programs and activities that receive funding from the Federal government, are administered by a Federal agency or are offered on a public Health Insurance Marketplace. Health plans that are subject to the laws include Medicare Part D plans, Medicaid plans, health plans offered by issuers on Health Insurance Marketplaces, and certain employee health benefit plans. If you have questions about whether these Federal civil rights laws apply to your plan, please contact your health plan at the number in your benefit plan materials.

If your health plan is subject to these Federal civil rights laws, it complies with the laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex and does not exclude people or treat them differently because of race, color, national origin, age, disability, or sex.

Your health plan:

- Provides appropriate aids and services, free of charge, when necessary to ensure that people with disabilities have an equal opportunity to communicate effectively with us, such as:
  - Auxiliary aids and services
  - Written information in other formats (large print, audio, accessible electronic formats, other formats)

- Provides language assistance services, free of charge, when necessary to provide meaningful access to people whose primary language is not English, such as:
  - Qualified interpreters
  - Information written in other languages

If you need these services, call Customer Care at the phone number on your benefit ID card.

If you believe these services have not been appropriately provided to you or you have been discriminated against on the basis of race, color, national origin, age, disability, or sex, you can file a grievance by mail, fax, or email with your health plan's Civil Rights Coordinator.

You may also contact Customer Care and we will direct your grievance to your health plan's Civil Rights Coordinator:

Nondiscrimination Grievance Coordinator
PO BOX 6590, Lee's Summit, MO 64064-6590
Phone: 1-866-526-4075
TTY: 1-800-863-5488
Fax: 1-855-245-2135
Email: nondiscrimination@cvscaremark.com

If you need additional help filing a grievance, your health plan's Civil Rights Coordinator is available to help you.

You can also file a civil rights complaint with the U.S. Department of Health and Human Services, Office for Civil Rights electronically through the Office for Civil Rights Complaint Portal, available at https://ocrportal.hhs.gov/ocr/portal/lobby.jsf or by mail or phone at:

U.S. Department of Health and Human Services
200 Independence Avenue, SW
Room 509F, HHH Building
Washington, DC 20201
1-800-368-1019, 1-800-537-7697 (TDD)

Complaint forms are available at http://www.hhs.gov/ocr/office/file/index.html.

YOUR BENEFITS
1/1/2025

UnitedHealthcare®
A UnitedHealth Group Company

Benefit Summary
ASO Choice Plus
Milton-Union Exempted Village Schools PPO Medical Plan **7EM-M**

UnitedHealthcare and EPC want to help you take control and make the most of your health care benefits. That's why we provide convenient services to get your health care questions answered quickly and accurately:

- **myuhc.com®** - Take advantage of easy, time-saving online tools. You can check your eligibility, benefits, claims, claim payments, search for a doctor and hospital and much, much more.
- **24-hour nurse support** – A nurse is a phone call away and you have other health resources available 24-hours a day, 7 days a week to provide you with information that can help you make informed decisions. Just call the number on the back of your ID card.
- **Customer Care telephone support** – Need more help? Call a customer care professional using the toll-free number on the back of your ID card. Get answers to your benefit questions or receive help looking for a doctor or hospital.

The Benefit Summary is intended only to highlight your Benefits and should not be relied upon to fully determine your coverage. If this Benefit Summary conflicts in any way with the Summary Plan Description (SPD), the SPD shall prevail. It is recommended that you review your SPD for an exact description of the services and supplies that are covered, those which are excluded or limited, and other terms and conditions of coverage.

PLAN HIGHLIGHTS

Types of Coverage	Network Benefits	Non-Network Benefits
Annual Deductible		
Individual Deductible Family Deductible	$200 per year $600 per year	$400 per year $1,200 per year
• Member Copayments do not accumulate towards the Deductible		
Out-of-Pocket Maximum		
Individual Out-of-Pocket Maximum Family Out-of-Pocket Maximum	$1500 per year $3000 per year	$3000 per year $6000 per year
• Member Copayments Co-insurance and deductible do accumulate towards the Out-of-Pocket Maximum.		
Benefit Plan Coinsurance – The Amount the Plan Pays		
	90% after Deductible has been met for most services	70% after Deductible has been met for most services
Lifetime Maximum Benefit		
The maximum amount the Plan will pay during the entire period of time you are enrolled under the Plan	Unlimited	Unlimited
Prescription Drug Benefits		
• Prescription drug benefits are shown under separate cover.		
Information of Pre-service Notification		
**Pre-service Notification is required for certain services.* ***Pre-service Notification is required for Equipment in excess of $1,000*		
Information on Benefit Limits		
• The Annual Deductible, Out-of-Pocket Maximum and Benefit limits are calculated on a calendar year basis. • All Benefits are reimbursed based on Eligible Expenses. For a definition of Eligible Expenses, please refer to your Summary Plan Description. • When Benefit limits apply, the limit refers to any combination of Network and Non-Network Benefits unless specifically stated in the Benefit category		

BENEFITS

Types of Coverage	Network Benefits	Non-Network Benefits
Ambulance Services – Emergency and Non-Emergency		
	* 90%	* 90% after Network Deductible has been met
Dental Services – Accident Only		
	* 80%	* 80% after Network Deductible has been met
Durable Medical Equipment (DME)		
Benefits are limited as follows: Benefits are limited to a single purchase of a type of Durable Medical Equipment (including repair and replacement) every three years.	80%	** 50% after Deductible has been met

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BENEFITS		
Types of Coverage	Network Benefits	Non-Network Benefits
Emergency Health Services - Outpatient		
	100% after you pay a $50 Copayment per visit	* 70% after Deductible has been met
Home Health Care		
Benefits are limited as follows: 60 visits per year	90% after Deductible has been met	* 70% after Deductible has been met
Hospice Care		
	90% after Deductible has been met	* 70% after Deductible has been met
Hospital - Inpatient Stay		
	100% after you pay a $250 Copayment per visit	* 70% after Deductible has been met
Lab, X-Ray and Diagnostics - Outpatient		
For Preventive Lab, X-Ray and Diagnostics, refer to the Preventive Care Services category.	100% after Deductible has been met	70% after Deductible has been met Pre-Service Notification is required for sleep studies
Lab, X-Ray and Major Diagnostics – CT, PET, MRI and Nuclear Medicine - Outpatient		
	90% after Deductible has been met	70% after Deductible has been met Pre-Service Notification is required
Mental Health and Substance Abuse Services – Inpatient and Intermediate		
	* 100% after $250 copayment per visit	* 70% after Deductible has been met
Mental Health and Substance Abuse Services – Outpatient		
	* 100% after you pay a $10 Copayment per visit	* 70% after Deductible has been met
Ostomy Supplies		
	80% after Deductible has been met	50% after Deductible has been met
Physician Fees for Surgical and Medical Services		
	90% after Deductible has been met	70% after Deductible has been met
Physician's Office Services – Sickness and Injury		
Primary Physician Office Visit	100% after you pay a $10 Copayment per visit	70% after Deductible has been met
Specialist Physician Office Visit	100% after you pay a $10 Copayment per visit	70% after Deductible has been met
Pregnancy – Maternity Services		
	Depending upon where the Covered Health Service is provided, Benefits will be the same as those stated under each covered Health Service category in this Benefit Summary	
	For services provided in the Physician's Office, a Copayment will only apply to the initial office visit.	*Pre-service Notification is required if Inpatient Stay exceeds 48 hours following a normal vaginal delivery or 96 hours following a cesarean section delivery*
Preventive Care Services		
Covered Health Services include but are not limited to:		
Primary Physician Office Visit	100%	Non-Network Benefits are not available
Specialist Physician Office Visit	100%	
Lab, X-Ray or other preventive tests	100%	
Prosthetic Devices		
	80% after Deductible has been met	50% after Deductible has been met Pre-Service Notification is required for Prosthetic Device in excess of $1000
Reconstructive Procedures		
	Depending upon where the Covered Health Service is provided, Benefits will be the same as those stated under each Covered Health Service category in this Benefit Summary	
		Pre-service Notification is required for certain services.
Rehabilitation Services – Outpatient Therapy and Chiropractic Treatment		
Benefits are limited as follows: Network and Non-Network benefits are limited to a combined total of 50 visits per calendar year for any combination of the following: Chiropractic treatment Physical therapy Occupational therapy Speech therapy Pulmonary rehabilitation Cardiac rehabilitation	100% after you pay a $10 Copayment per visit Benefits for Habilitative Services are provided under and as part of Rehabilitation Services-Outpatient Therapy and Manipulative Treatment and are subject to the limits as stated under Rehab Services	* 70% after Deductible has been met

BENEFITS		
Types of Coverage	Network Benefits	Non-Network Benefits
Post-Cochlear implant aural therapy Vision therapy		
Scopic Procedures – Outpatient Diagnostic and Therapeutic		
Diagnostic scopic procedures include, but are not limited to: Colonoscopy; Sigmoidoscopy; Endoscopy For Preventive Scopic Procedures, refer to the Preventive Care Services category.	90% after Deductible has been met	70% after Deductible has been met
Skilled Nursing Facility / Inpatient Rehabilitation Facility Services		
Benefits are limited as follows: 300 days per year. Facility Services are limited to 120 days per incident.	90% after Deductible has been met	*70% after Deductible has been met
Surgery – Outpatient		
	90% after Deductible has been met	70% after Deductible has been met
Therapeutic Services		
	90% after Deductible has been met	70% after Deductible has been met
Transplantation Services		
	* 80%	* Non-Network Benefits are not available
	For Network Benefits, services must be received at a Designated Facility.	
Urgent Care Center Services		
	100% after you pay a $35 Copayment per visit	70% after Deductible has been met
Vision Examinations		
Benefits are limited as follows: 1 exam every year	100% after you pay a $10 Copayment per visit	Non-Network Benefits are not available

MEDICAL EXCLUSIONS
It is recommended that you review your SPD for an exact description of the services and supplies that are covered, those which are excluded or limited, and other terms and conditions of coverage.
Alternative Treatments
Acupressure; aromatherapy; hypnotism; massage therapy; rolfing (holistic tissue massage); art, music, dance, horseback therapy; and other forms of alternative treatment as defined by the National Center for Complementary and Alternative Medicine (NCCAM) of the National Institutes of Health. This exclusion does not apply to Chiropractic Treatment and osteopathic care for which Benefits are provided as described in the SPD.
Dental
Dental care (which includes dental X-rays, supplies and appliances and all associated expenses, including hospitalizations and anesthesia). This exclusion does not apply to dental care (oral examination, X-rays, extractions and non-surgical elimination of oral infection) required for the direct treatment of a medical condition for which Benefits are available under the Plan as described in the SPD. Dental care that is required to treat the effects of a medical condition, but that is not necessary to directly treat the medical condition, is excluded. Examples include treatment of dental caries resulting from dry mouth after radiation treatment or as a result of medication. Endodontics, periodontal surgery and restorative treatment are excluded. Diagnosis or treatment of or related to the teeth, jawbones or gums. Examples include: extraction (including wisdom teeth), restoration, and replacement of teeth; medical or surgical treatment of dental conditions; and services to improve dental clinical outcomes. This exclusion does not apply to accidental-related dental services for which Benefits are provided as described under Dental Services – Accidental Only in the SPD. Dental implants, bone grafts and other implant-related procedures. This exclusion does not apply to accident-related dental services for which Benefits are provided as described under Dental Services – Accident Only in the SPD. Dental braces (orthodontics). Congenital Anomaly such as cleft lip or cleft palate.
Devices, Appliances and Prosthetics
Devices used specifically as safety items or to affect performance in sports-related activities. Orthotic appliances that straighten or re-shape a body part. Examples include foot orthotics, cranial banding and some types of braces, including over-the-counter orthotic braces. The following items are excluded, even if prescribed by a Physician: blood pressure cuff/monitor; enuresis alarm; home coagulation testing equipment; non-wearable external defibrillator; trusses; ultrasonic nebulizers; and ventricular assist devices. Devices and computers to assist in communication and speech except for speech aid prosthetics and tracheo-esophogeal voice prosthetics. Oral appliances for snoring. Repair and replacement prosthetic devices when damaged due to misuse, malicious damage or gross neglect. Prosthetic devices. This exclusion does not apply to breast prosthesis, mastectomy bras and lymphedema stockings for which Benefits are provided as described under Reconstructive Procedures in the SPD.
Drugs
The exclusions listed below apply to the medical portion of the Plan only. Prescription Drug coverage is excluded under the medical plan because it is a separate benefit. Coverage may be available under the Prescription Drug portion of the Plan. See the SPD for coverage details and exclusions. Prescription drugs for outpatient use that are filled by a prescription order or refill. Self-injectable medications. This exclusion does not apply to medications which, due to their characteristics (as determined by UnitedHealthcare), must typically be administered or directly supervised by a qualified provider or licensed/certified health professional in an outpatient setting. Non-injectable medications given in a Physician's office. This exclusion does not apply to non-injectable medications that are required in an Emergency and consumed in the Physician's office. Over-the-counter drugs and treatments. Growth hormone therapy.
Experimental or Investigational or Unproven Services
Experimental or Investigational or Unproven Services, unless the Plan has agreed to cover them as defined in the SPD. This exclusion applies even if Experimental or Investigational Services or Unproven Services, treatments, devices or pharmacological regimens are the only available treatment options for your condition. This exclusion does not apply to Covered Health Services provided during a clinical trial for which Benefits are provided as described under Clinical Trials in the SPD.
Foot Care
Routine foot care. Examples include the cutting or removal of corns and calluses. This exclusion does not apply to preventive foot care for Covered Persons with diabetes for which Benefits are provided as described under Diabetes Services in the SPD or when needed for severe systemic disease. Cutting or removal of corns and calluses. Nail trimming, cutting, or debriding. Hygienic and preventive maintenance foot care; and other services that are performed when there is not a localized Sickness, Injury or symptom involving the foot. Examples include: cleaning and soaking the feet; applying skin creams in order to maintain skin tone. This exclusion does not apply to preventive foot care for Covered Persons who are at risk of neurological or vascular disease arising from diseases such as diabetes. Treatment of flat feet. Shoes (standard or custom), lifts and wedges; shoe orthotics; shoe inserts and arch supports
Medical Supplies and Equipment
Prescribed or non-prescribed medical supplies and disposable supplies. Examples include: elastic stockings, ace bandages, diabetic strips, and syringes; urinary catheters. This exclusion does not apply to: • Disposable supplies necessary for the effective use of Durable Medical Equipment for which Benefits are provided as described under Durable Medical Equipment in the SPD. • Diabetic supplies for which Benefits are provided as described under Diabetes Services in the SPD. • Ostomy bags and related supplies for which Benefits are provided as described under Ostomy Supplies in the SPD. Tubings, nasal cannulas, connectors and masks, [except when used with Durable Medical Equipment as described under Durable Medical Equipment as described in the SPD. The repair and replacement of Durable Medical Equipment when damaged due to misuse, malicious breakage or gross neglect and deodorants, filters, lubricants, tape, appliance clears, adhesive, adhesive remover or other items that are not specifically identified in the SPD
Mental Health / Substance Abuse
Inpatient, intermediate or outpatient care services that were not pre-authorized by the Mental Health/Substance Abuse (MH/SA) Administrator. Services performed in connection with conditions not classified in the

current edition of the *American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders.*
Mental Health Services and Substance Abuse Services that extend beyond the period necessary for short-term evaluation, diagnosis, treatment, or crisis intervention. Mental Health Services as treatment for insomnia and other sleep disorders, neurological disorders and other disorders with a known physical basis. Treatment for conduct and impulse control disorders, personality disorders, paraphilias (sexual behavior that is considered deviant or abnormal) and other Mental Illnesses that will not substantially improve beyond the current level of functioning, or that are not subject to favorable modification or management according to prevailing national standards of clinical practice, as reasonably determined by the Mental Health/Substance Abuse Administrator. Services utilizing methadone, L.A.A.M. (1-Alpha-Acetyl-Methadol), Cyclazocine, or their equivalents as maintenance treatment for drug addiction. Treatment provided in connection with involuntary commitments, police detentions and other similar arrangements ,unless authorized by the Mental Health/Substance Abuse Administrator. Residential treatment services. Routine use of psychological testing without specific authorization; pastoral counseling. Services or supplies for the diagnosis or treatment of Mental Illness, alcoholism or substance abuse disorders that, in the reasonable judgment of the Mental Health/Substance Abuse Administrator, typically do not result in outcomes demonstrably better than other available treatment alternatives that are less intensive or more cost effective, or are not consistent with:

- Prevailing national standards of clinical practice for the treatment of such conditions.
- Prevailing professional research demonstrating that the services or supplies will have a measurable and beneficial health outcome.
- The Mental Health/Substance Abuse Administrator's level of care guidelines as modified from time to time.

The Mental Health/Substance Abuse Administrator may consult with professional clinical consultants, peer review committees or other appropriate sources for recommendations and information regarding whether a service or supply meets any of these criteria.

MEDICAL EXCLUSIONS Continued

Nutrition

Nutritional or cosmetic therapy using high dose or mega quantities of vitamins, minerals or elements, and other nutrition based therapy. Nutritional counseling for either individuals or groups except as defined under Nutritional Counseling in the SPD. Food of any kind. Foods that are not covered include: enteral feedings and other nutritional and electrolyte formulas, including infant formula and donor breast milk unless they are the only source of nutrition or unless they are specifically created to treat inborn errors of metabolism such as phenylketonuria (PKU) – infant formula available over the counter is always excluded; foods to control weight, treat obesity (including liquid diets), lower cholesterol or control diabetes; oral vitamins and minerals; meals you can order from a menu, for an additional charge, during an Inpatient Stay, and other dietary and electrolyte supplements; and health education classes unless offered by UnitedHealthcare or its affiliates, including but not limited to asthma, smoking cessation, and weight control classes.

Personal Care, Comfort or Convenience

Television; telephone; beauty/barber service; guest service. Supplies, equipment and similar incidental services and supplies for personal comfort. Examples include: air conditioners, air purifiers and filters, dehumidifiers and humidifiers; batteries and battery chargers; breast pumps; car seats; chairs, bath chairs, feeding chairs, toddler chairs, chair lifts, recliners; electric scooters; exercise equipment and treadmills; home modifications to accommodate a health need such as ramps, swimming pools, elevators, handrails and stair glides; hot tubs; Jacuzzis, saunas and whirlpools; ergonomically correct chairs, non-Hospital beds, comfort beds, mattresses; medical alert systems; motorized beds; music devices; personal computers; pillows; power-operated vehicles; radios; saunas; strollers; safety equipment; vehicle modifications such as van lifts; and video players.

Physical Appearance

Cosmetic Procedures. See the definition in the SPD. Examples include: pharmacological regimens, nutritional procedures or treatments; scar or tattoo removal or revision procedures (such as salabrasion, chemosurgery and other such skin abrasion procedures); Skin abrasion procedures performed as a treatment for acne; treatment of hair loss; varicose vein treatment of the lower extremities, when it is considered cosmetic; Liposuction or removal of fat deposits considered undesirable, including fat accumulation under the male breast and nipple; Treatment for skin wrinkles or any treatment to improve the appearance of the skin; Treatment for spider veins; Hair removal or replacement by any means. Replacement of an existing intact breast implant if the earlier breast implant was performed as a Cosmetic Procedure. Treatment of benign gynecomastia (abnormal breast enlargement in males). Breast reduction except as coverage is required by the Women's Health and Cancer Right's Act of 1998 for which Benefits are described under Reconstructive Procedures in the SPD. Physical conditioning programs such as athletic training, body-building, exercise, fitness, flexibility, health club memberships and programs, spa treatments and diversion or general motivation. Weight loss programs whether or not they are under medical supervision. Weight loss programs for medical reasons are also excluded, even if for morbid obesity. Wigs regardless of the reason for the hair loss ,expect for temporary loss of hair resulting from treatment of a malignancy.

Procedures and Treatments

Procedure or surgery to remove fatty tissue such as panniculectomy, abdominoplasty, thighplasty, brachioplasty, or mastopexy. Excision or elimination of hanging skin on any part of the body. Examples include plastic surgery procedures called abdominoplasty or abdominal panniculectomy, and brachioplasty. Medical and surgical treatment of excessive sweating (hyperhidrosis). Medical and surgical treatment for snoring, except when provided as a part of treatment for documented obstructive sleep apnea. Speech therapy except as required for treatment of a speech impediment or speech dysfunction that results from injury, stroke, cancer, Congenital Anomaly, or autism spectrum disorders. Speech therapy to treat stuttering, stammering or other articulation disorders. Psychosurgery. Sex transformation operations. Physiological modalities and procedures that result in similar or redundant therapeutic effects when performed on the same body region during the same visit or office encounter. Biofeedback. Chiropractic treatment to treat a condition unrelated to spinal manipulation and ancillary physiologic treatment rendered to restore/improve motion, reduce pain and improve function, such as asthma or allergies. Chiropractic treatment (the therapeutic application of chiropractic manipulative treatment with or without ancillary physiologic treatment and/or rehabilitative methods rendered to restore/improve motion, reduce pain and improve function). Services for the evaluation and treatment of temporomandibular joint syndrome (TMJ), whether the services are considered to be dental in nature, including oral appliances: surface electromyography; Doppler analysis; vibration analysis; computerized mandibular scan or jaw tracking; craniosacral therapy; orthodontics; occlusal adjustment; dental restorations. Upper and lower jawbone surgery except as required for direct treatment of acute traumatic injury, dislocation, tumors or cancer. Diagnosis or treatment of the jawbones, including Orthognathic surgery, and jaw alignment, except as a treatment of obstructive sleep apnea. Non-surgical treatment of obesity even if for morbid obesity. Surgical treatment of obesity unless there is a diagnosis of morbid obesity as described under Obesity Surgery in the SPD. Treatment of tobacco dependency. Chelation therapy, except to treat heavy metal poisoning.

Providers

Services performed by a provider who is a family member by birth or marriage. Examples include a spouse, brother, sister, parent or child. This includes any service the provider may perform on himself or herself. Services performed by a provider with your same legal residence. Services ordered or delivered by a Christian Science practitioner. Services performed by an unlicensed provider or a provider who is operating outside of the scope of his/her license. Services provided at a free-standing or Hospital-based diagnostic facility without an order written by a Physician or other provider. Services which are self-directed to a free-standing or Hospital-based diagnostic facility. Services ordered by a Physician or other provider who is an employee or representative of a free-standing or Hospital-based diagnostic facility, when that Physician or other provider has not been actively involved in your medical care prior to ordering the service, or is not actively involved in your medical care after the service is received. This exclusion does not apply to mammography. Foreign language and sign language interpreters.

Reproduction

Health services and associated expenses for infertility treatments, including assisted reproductive technology,
regardless of the reason for the treatment. This exclusion does not apply to services required to treat or correct underlying causes of infertility. The following infertility treatment-related services: cryo-preservation and other forms of preservation of reproductive materials, long-term storage of reproductive materials such as sperm, eggs, embryos, ovarian tissue, and testicular tissue, donor services, Surrogate parenting, donor eggs, donor sperm and host uterus. Storage and retrieval of all reproductive materials. Examples include eggs, sperm, testicular tissue and ovarian tissue. The reversal of voluntary sterilization. Health services and associated expenses for elective surgical, non-surgical, or drug-induced Pregnancy termination. This exclusion does not apply to treatment of a molar Pregnancy, ectopic Pregnancy, or missed abortion (commonly known as a miscarriage). Services provided by a doula (labor aide); and parenting, prenatal or birthing classes. Artificial reproduction treatments done for genetic or eugenic.

Services Provided under Another Plan

Health services for which other coverage is available under another plan, except for Eligible Expenses payable as described in the SPD. Examples include coverage required by workers' compensation, no-fault auto insurance, or similar legislation. If coverage under workers' compensation, no-fault automobile coverage or similar legislation is optional for you because you could elect it, or could have it elected for you. Health services for treatment of military service-related disabilities when you are legally entitled to other coverage and facilities are reasonably available to you. Health services while on active military duty.

Transplants

Health services for organ and tissue transplants, except as identified under Transplantation Services in the SPD. Mechanical or animal organ transplants, except services related to the implant or removal of a circulatory assist device (a device that supports the heart while the patient waits for a suitable donor heart to become available); and donor costs for organ or tissue transplantation to another person (these contest may be payable through the recipient's benefit plan).

Travel

Travel or transportation expenses, even if ordered by a Physician, except as identified under Travel and Lodging in the SPD. Additional travel expenses related to Covered Health Services received from a Designated Facility or Designated Physician may be reimbursed at the Plan's discretion.

Custodial Care

Multi-disciplinary pain management programs provided on an inpatient basis. Custodial care; domiciliary care; Private duty nursing. Respite care; rest cures; services of personal care attendants. Work hardening (individualized treatment programs designed to return a person to work or to prepare a person for specific work).

Vision and Hearing

Purchase cost and associated fitting charge for eye glasses and contact lenses. Implantable lenses used only to correct a refractive error (such as Intacs corneal implants). Purchase cost and associated fitting and testing charges for hearing aids, Bone Anchor Hearing Aids (BAHA) and all other hearing assistive devices. Eye exercise therapy. Surgery and other related treatment that is intended to correct nearsightedness, farsightedness, presbyopia and astigmatism including, but not limited to, procedures such as laser and other refractive eye surgery and radial keratotomy.

All Other Exclusions

Health services and supplies that do not meet the definition of a Covered Health Service – see the definition of Covered Health Services in the Glossary in the SPD. Physical, psychiatric or psychological exams, testing, vaccinations, immunizations or treatments when: required solely for purposes of career, education, school, sports or camp, travel, employment, insurance, marriage or adoption; or as a result of incarceration; related to judicial or administrative proceedings or orders; conducted for purposes of medical research; required to obtain or maintain a license of any type. Health services received as a result of war or any act of war, whether

declared or undeclared or caused during service in the armed forces of any country. Health services received after the date your coverage under the Plan ends. This applies to all health services, even if the health service is required to treat a medical condition that arose before the date your coverage under the Plan ended. Health services for which you have no legal responsibility to pay, or for which a charge would not ordinarily be made in the absence of coverage under the Plan. Charges that exceed Eligible Expenses or any specified limitation in the SPD. Health services when a provider waives the Copay, Annual Deductible or Coinsurance amounts. Autopsies and other coroner services and transportation services for a corpse. Charges for: missed appointments; room or facility reservations; completion of claim forms; or record processing. Charges prohibited by federal anti-kickback or self-referral status. Diagnostic tests that are: delivered in other than a Physician's office or health care facility; and self-administered home diagnostic tests, including but not limited to HIV and pregnancy tests. Vision therapy when rendered in connection with behavioral health disorders, including but not limited to: learning and reading disabilities; attention deficit/hyperactivity disorder; TBI; or dyslexia

UnitedHealthcare®

Addendum to the Medical Benefit Summary for Self-Funded Groups

Choice Plus
Milton Union PPO

These Benefits are available to you in addition to the benefits located on the Benefit Summary.

ADDITIONAL CORE BENEFITS

Types of Coverage	Network Benefits	Non-Network Benefits
Mental Health Services		
Partial Hospitalization/Intensive Outpatient Treatment:	90% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment.	70% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment. *Prior Authorization is required for certain services.*
Neurobiological Disorders - Autism Spectrum Disorder Services		
Partial Hospitalization/Intensive Outpatient Treatment:	90% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment.	70% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment. *Prior Authorization is required for certain services.*
Substance Use Disorder Services		
Partial Hospitalization/Intensive Outpatient Treatment:	90% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment.	70% after Deductible has been met per session for Partial Hospitalization /Intensive Outpatient Treatment. *Prior Authorization is required for certain services.*
Virtual Visits		
Network Benefits are available only when services are delivered through a Designated Virtual Visit Network Provider. Find a Designated Virtual Visit Network Provider Group at myuhc.com or by calling Customer Care at the telephone number on your ID card. Access to Virtual Visits and prescription services may not be available in all states or for all groups.	100% after you pay a $10 Copayment per visit. Deductible does not apply.	Non-Network Benefits are not available.

This replaces the Mental Health exclusion section on the Benefit Summary:
Services performed in connection with conditions not classified in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Mental Health Services as treatments for R & T code conditions as listed within the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Mental Health Services as treatment for a primary diagnosis of insomnia and other sleep-wake disorders, feeding disorders, binge eating disorders, sexual dysfunction, communication disorders, motor disorders, neurological disorders and other disorders with a known physical basis. Treatments for the primary diagnoses of learning disabilities, conduct and impulse control disorders, personality disorders and paraphilic disorder. Educational services that are focused on primarily building skills and capabilities in communication, social interaction and learning. Tuition for or services that are school-based for children and adolescents under the Individuals with Disabilities Education Act. Motor disorders and primary communication disorders as defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Intellectual disabilities as a primary diagnosis defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Autism spectrum disorder as a primary diagnosis defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Benefits for autism spectrum disorder as a primary diagnosis are described under Neurobiological Disorders - Autism Spectrum Disorder Services in Section 1 of the COC. Mental Health Services as a treatment for other conditions that may be a focus of clinical attention as listed in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. All unspecified disorders in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Health services and supplies that do not meet the definition of a Covered Health Service – see the definition in Section 9 of the COC. Covered Health Services are those health services, including services, supplies, or Pharmaceutical Products, which we determine to be all of the following:

- Medically Necessary.
- Described as a Covered Health Service in Section 1 of the COC and in the Schedule of Benefits.
- Not otherwise excluded in Section 2 of the COC.

This replaces the Neurobiological Disorders-Autism Spectrum Disorder exclusion section on the Benefit Summary:
Any treatments or other specialized services designed for Autism Spectrum Disorder that are not backed by credible research demonstrating that the services or supplies have a measurable and beneficial health outcome and therefore considered Experimental or Investigational or Unproven Services. Intellectual disability as the primary diagnosis defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Tuition for or services that are school-based for children and adolescents under the Individuals with Disabilities Education Act. Learning, motor disorders and communication disorders as defined in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association and which are not a part of Autism Spectrum Disorder. Treatments for the primary diagnoses of learning disabilities, conduct and impulse control disorders, personality disorders and paraphilic disorder. All unspecified disorders in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Intensive behavioral therapies such as applied behavioral analysis for Autism Spectrum Disorder.
Health services and supplies that do not meet the definition of a Covered Health Service – see the definition in Section 9 of the COC. Covered Health Services are those health services, including services, supplies, or Pharmaceutical Products, which we determine to be all of the following:

- Medically Necessary.
- Described as a Covered Health Service in Section 1 of the COC and in the Schedule of Benefits.
- Not otherwise excluded in Section 2 of the COC.

This replaces the Substance Use Disorders exclusion section on the Benefit Summary:
Services performed in connection with conditions not classified in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Methadone treatment as maintenance, L.A.A.M. (1-Alpha-Acetyl-Methadol), Cyclazocine, or their equivalents. Educational services that are focused on primarily building skills and capabilities in communication, social interaction and learning. Substance-induced sexual dysfunction disorders and substance-induced sleep disorders. Gambling disorders. All unspecified disorders in the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Health services and supplies that do not meet the definition of a Covered Health Service – see the definition in Section 9 of the COC. Covered Health Services are those health services, including services, supplies, or Pharmaceutical Products, which we determine to be all of the following:

- Medically Necessary.
- Described as a Covered Health Service in Section 1 of the COC and in the Schedule of Benefits.
- Not otherwise excluded in Section 2 of the COC.

UnitedHealthcare®

Medical Benefit Summary Authorization Addendum for Self-Funded Groups
Choice Plus

These Prior Authorization requirements shown here will change the Pre-Service Notification requirements indicated on your Benefit Summary.

Network Benefits	Non-Network Benefits
The following benefit requires [Pre-Service Notification][Prior Authorization] for Genetic Testing - BRCA.	
	• Physician's Office Services
The following benefits require [Pre-Service Notification][Prior Authorization] for certain services.	
• Ambulance Services – Non-Emergent Air • Clinical Trials	• Ambulance Services – Non-Emergent Air • [Clinical Trials] • Cochlear Implants] • [Congenital Heart Disease (CHD) Surgeries] • Home Health Care - Nutritional, Private Duty Nursing, Skilled Nursing • Hospice Care- Inpatient Stay • Hospital – Inpatient Stay • [Infertility Services] • Neurobiological Disorders – Mental Health Services for Autism Spectrum Disorders-Inpatient [and Outpatient] • Outpatient Diagnostic/Therapeutic Services – CT Scans, Pet Scans, MRI and Nuclear Medicine • Mental Health and Substance Abuse Services – Outpatient and] Inpatient • Reconstructive Procedures • Skilled Nursing Facility/Inpatient Rehabilitation • Substance Use Disorder Services-Inpatient [and Outpatient]] • Surgery for the treatment for Gender Dysphoria] • Surgery – Outpatient[Sleep Apnea] and Cardiac catheterization, diagnostic cardiac catheterization; cardiac electrophysiology implant, pacemaker insertion, implantable cardioverter defibrillators • Therapeutic Treatments – Outpatient[Dialysis and IV infusion,] [and radiation oncology,] [and intensity modulated radiation therapy,] [and MR-guided focused ultrasound]]
• Transplantation Services	• Transplantation Services
The following benefits require [Pre-Service Notification][Prior Authorization] for Sleep Studies.	
	• Outpatient Diagnostic Services – For lab and radiology/X-ray
The following benefit requires [Pre-Service Notification][Prior Authorization] if Inpatient Stay exceeds 48 hours following a normal vaginal delivery or 96 hours following a cesarean section delivery.	
	• Maternity Services
The following benefits require [Pre-Service Notification][Prior Authorization] for Equipment in excess of $1,000.	
	• [Diabetes Services] • Durable Medical Equipment

- Prosthetic Devices

Here's an overview of your CVS Caremark benefits.

Milton Union PPO 1/1/2025

If you have any questions about your prescription plan or costs, call us at 1-888-202-1654. We can help any time after your plan starts. For TDD assistance, please call 1-800-863-5488.

	Short-Term Medicines CVS Caremark Retail Pharmacy Network (Up to a 30-day supply)	**Long-Term Medicines** CVS Caremark Mail Service (up to a 90-day supply) or CVS Pharmacy locations (up to a 90-day supply)
Generic Medicines Always ask your doctor if there's a generic option available. It could save you money.	**$10** for a generic medicine	**$20** for a generic medicine
Preferred Brand-Name Medicines If a generic is not available or appropriate, ask your doctor to prescribe from your plan's preferred drug list.	**25% ($15 min / $35 max)** for a preferred brand-name medicine	**17% ($30 min / $70 max)** for a preferred brand-name medicine
Non-Preferred Brand-Name Medicines Drugs that aren't on your plan's preferred list will cost more.	**$45** for a non-preferred brand-name medicine	**$90** for a non-preferred brand-name medicine
Specialty Medications	**30% coinsurance OR $0 copay with PrudentRx** *Specialty medications are required to be filled through CVS Specialty Mail Order Pharmacy or at a retail CVS/pharmacy. Please contact Customer Care toll-free at 1-888-202-1654 for questions or to get started today.	
Maximum Out-of-Pocket	**$3,000 per individual / $6,000 per family**	
Prior Authorization	**Certain medications may require prior authorization. Please contact Customer Care toll-free at 1-888-202-1654 or visit www.caremark.com for verification of prior authorization requirements.**	

Copayment, copay or coinsurance means the amount a plan member is required to pay for a prescription in accordance with a Plan which may be a deductible, a percentage of the prescription price, a fixed amount or other charge, with the balance, if any, paid by a Plan.
Your feedback is important as it helps us improve our service. Please contact us with any questions or concerns at 1-888-202-1654.
Your privacy is important to us. Our employees are trained regarding the appropriate way to handle private health information.

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Your privacy is important to us. Our employees are trained regarding the appropriate way to handle your private health information.

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106-46657A 082718

PrudentRx Copay Program for Specialty Medications

Get Specialty Medications at No Cost to You

If you're taking specialty medications for a chronic or complex situation (like multiple sclerosis, rheumatoid arthritis or cancer), you know how costly they can be – and that the cost continues to rise. Because we want to make sure you can get the medications you need at an affordable cost, we're pleased to offer a new program that reduces your out-of-pocket cost for specialty medications to $0.

Pay $0 with The Prudent Rx Copay Program

We're working with PrudentRx to offer The PrudentRx Copay Program as part of your prescription benefit plan. To participate, all you need to do is enroll. You'll pay $0 for any medications on the Specialty Drug List for as long as you're enrolled.

PrudentRx works with manufacturers to get copay card assistance for your medication. Once you get started, they'll manage enrollment and renewals on your behalf. But even if there's no copay card program available for your medication, your cost will be $0 for as long as you are enrolled in the program.

Getting started is easy

If you take a specialty medication on the Specialty Drug List, call PrudentRx at 1-800-578-4403, Monday through Friday, from 8 a.m. to 8 p.m. EST to enroll – it only takes about 10 minutes. If they don't hear from you, a PrudentRx Advocate may give you a call. If you don't currently take a specialty medication, but your doctor prescribes one, you can enroll at any time. Participation is voluntary, but you will pay more for your specialty medications if you choose not to enroll in the program.

If you are taking a specialty medication, watch your mailbox for more information on The PrudentRx Copay Program and changes to your plan. If you have any questions, you can call PrudentRx at the number above.

Notice of Nondiscrimination

Federal civil rights laws prohibit certain health programs and activities from discriminating on the basis of race, color, national origin, age, disability, or sex. The laws apply to health programs and activities that receive funding from the Federal government, are administered by a Federal agency or are offered on a public Health Insurance Marketplace. Health plans that are subject to the laws include Medicare Part D plans, Medicaid plans, health plans offered by issuers on Health Insurance Marketplaces, and certain employee health benefit plans. If you have questions about whether these Federal civil rights laws apply to your plan, please contact your health plan at the number in your benefit plan materials.

If your health plan is subject to these Federal civil rights laws, it complies with the laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex and does not exclude people or treat them differently because of race, color, national origin, age, disability, or sex.

Your health plan:

- Provides appropriate aids and services, free of charge, when necessary to ensure that people with disabilities have an equal opportunity to communicate effectively with us, such as:
  - Auxiliary aids and services
  - Written information in other formats (large print, audio, accessible electronic formats, other formats)

- Provides language assistance services, free of charge, when necessary to provide meaningful access to people whose primary language is not English, such as:
  - Qualified interpreters
  - Information written in other languages

If you need these services, call Customer Care at the phone number on your benefit ID card.

If you believe these services have not been appropriately provided to you or you have been discriminated against on the basis of race, color, national origin, age, disability, or sex, you can file a grievance by mail, fax, or email with your health plan's Civil Rights Coordinator.

You may also contact Customer Care and we will direct your grievance to your health plan's Civil Rights Coordinator:

Nondiscrimination Grievance Coordinator
PO BOX 6590, Lee's Summit, MO 64064-6590
Phone: 1-866-526-4075
TTY: 1-800-863-5488
Fax: 1-855-245-2135
Email: nondiscrimination@cvscaremark.com

If you need additional help filing a grievance, your health plan's Civil Rights Coordinator is available to help you.

You can also file a civil rights complaint with the U.S. Department of Health and Human Services, Office for Civil Rights electronically through the Office for Civil Rights Complaint Portal, available at https://ocrportal.hhs.gov/ocr/portal/lobby.jsf or by mail or phone at:

U.S. Department of Health and Human Services
200 Independence Avenue, SW
Room 509F, HHH Building
Washington, DC 20201
1-800-368-1019, 1-800-537-7697 (TDD)

Complaint forms are available at http://www.hhs.gov/ocr/office/file/index.html.

Your VSP Vision Benefits Summary

Milton Union and VSP provide you with an affordable vision plan.

PROVIDER NETWORK:
VSP Signature

EFFECTIVE DATE:
01/01/2023

vsp vision care

BENEFIT	DESCRIPTION	COPAY	FREQUENCY
	Your Coverage with a VSP Provider		
WELLVISION EXAM	• Focuses on your eyes and overall wellness	$10	Every 12 months
	• Retinal screening for members with diabetes	$0 per screening	
ESSENTIAL MEDICAL EYE CARE	• Additional exams and services beyond routine care to treat immediate issues from pink eye to sudden changes in vision or to monitor ongoing conditions such as dry eye, diabetic eye disease, glaucoma, and more. • Coordination with your medical coverage may apply. Ask your VSP doctor for details.	$20 per exam	Available as needed
PRESCRIPTION GLASSES		$25	
FRAME*	• $170 featured frame brands allowance • $150 frame allowance • 20% savings on the amount over your allowance • $80 Walmart*/Sam's Club*/Costco* frame allowance	Included in Prescription Glasses	Every 24 months
LENSES	• Single vision, lined bifocal, and lined trifocal lenses	Included in Prescription Glasses	Every 12 months
LENS ENHANCEMENTS	• Standard progressive lenses • Impact-resistant lenses • Premium progressive lenses • Custom progressive lenses • Average savings of 40% on other lens enhancements	$0 $0 $80 - $90 $120 - $160	Every 12 months
CONTACTS (INSTEAD OF GLASSES)	• $130 allowance for contacts; copay does not apply • Contact lens exam (fitting and evaluation)	Up to $60	Every 12 months
EXTRA SAVINGS	**Glasses and Sunglasses** • Extra $20 to spend on featured frame brands. Go to **vsp.com/offers** for details. • 30% savings on additional glasses and sunglasses, including lens enhancements, from the same VSP provider on the same day as your WellVision Exam. Or get 20% from any VSP provider within 12 months of your last WellVision Exam. **Routine Retinal Screening** • No more than a $39 copay on routine retinal screening as an enhancement to a WellVision Exam **Laser Vision Correction** • Average 15% off the regular price or 5% off the promotional price; discounts only available from contracted facilities • After surgery, use your frame allowance (if eligible) for sunglasses from any VSP doctor		

YOUR COVERAGE GOES FURTHER IN-NETWORK

With so many in-network choices, VSP makes it easy to get the most out of your benefits. You'll have access to preferred private practice, retail, and online in-network choices. Log in to **vsp.com** to find an in-network provider.

*Only available to VSP members with applicable plan benefits. Frame brands and promotions are subject to change.
‡Savings based on doctor's retail price and vary by plan and purchase selection; average savings determined after benefits are applied. See your VSP benefit booklet for plan details.
+Coverage with a retail chain may be different or not apply.

VSP guarantees member satisfaction from VSP providers only. Coverage information is subject to change. In the event of a conflict between this information and your organization's contract with VSP, the terms of the contract will prevail. Based on applicable laws, benefits may vary by location. In the state of Washington, VSP Vision Care, Inc., is the legal name of the corporation through which VSP does business. TruHearing is not available directly from VSP in the states of California and Washington.

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Classification: Restricted

ADDENDUM D - DENTAL INSURANCE

Calendar Year deductible:	$25.00 Single $75 .00 Family	
Co-Insurance:	Preventive Dentistry	-100%
	Minor Dentistry	- 80%
	Major Dentistry	- 50%
	Orthodontia	- 60%

Maximum calendar year benefit per person:$2,000.00

Details and provisions of coverage are contained in the individual certificates. If you are enrolled for dental coverage but do not have an individual certificate, contact the Central Office and a copy will be ordered for you.

DELTA DENTAL

Delta Dental PPO™ (Point-of-Service)
Summary of Dental Plan Benefits
For Group# 5630-5460, 5469
Milton Union Certified Employees

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	Delta Dental Premier® Dentist	Nonparticipating Dentist
	Plan Pays	Plan Pays	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%
Periodontal Maintenance – cleanings following periodontal therapy	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 prosthetic appliances	80%	80%	80%
Major Services			
Major Restorative Services – crowns	50%	50%	50%
Prosthodontic Services – bridges, implants, dentures, and crowns over implants	50%	50%	50%
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. This amount may be less than what the Dentist charges or Delta Dental approves 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 twice per calendar year with no age limit.
- Benefits for bitewing X-rays are unlimited. Full mouth X-rays (which include bitewing X-rays) or a panorex are payable once in any three-year period.
- Sealants are payable once per tooth per three-year period for permanent bicuspids and molars for people age 13 and under. The surface must be free from decay and restorations.
- Veneers are payable on incisors, cuspids, and bicuspids once per tooth in any five-year period.
- Composite resin (white) restorations are payable on posterior teeth.
- Metallic inlays are Covered Services.

- Porcelain and resin facings on crowns are optional treatment on posterior teeth.
- Implants are payable once per tooth in any five-year period. Implant related services are Covered Services.
- Crowns over implants are payable once per tooth in any five-year period. Services related to crowns over implants are Covered Services.
- Occlusal guards are payable once in any three-year period.
- People with special health care needs may be eligible for additional services including exams, hygiene visits, and dental case management. Special health care needs include any physical, developmental, mental, sensory, behavioral, cognitive, or emotional impairment or limiting condition that requires medical management, healthcare intervention, and/or use of specialized services or programs. The condition may be congenital, developmental, or acquired through disease, trauma, or environmental cause and may impose limitations in performing daily self-maintenance activities or substantial limitations in major life activity.

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 - $1,000 per Member total per Benefit Year on all services except orthodontic services. $1,000 per Member total per lifetime on orthodontic services.

Payment for Orthodontic Service - When orthodontic treatment begins, your Dentist will submit a payment plan to Delta Dental based upon your projected course of treatment. In accordance with the agreed upon payment plan, Delta Dental will make an initial payment to you or your Participating Dentist equal to Delta Dental's stated Copayment on 30% of the Maximum Payment for Orthodontic Services as set forth in this Summary of Dental Plan Benefits. Delta Dental will make additional payments as follows: Delta Dental will pay 60% of the per monthly fee charged by your Dentist based upon the agreed upon payment plan provided by Delta Dental to your Dentist.

Deductible - $25 Deductible per Member total per Benefit Year limited to a maximum Deductible of $75 per family per Benefit Year. The Deductible does not apply to diagnostic and preventive services, emergency palliative treatment, X-rays, sealants, brush biopsy, periodontal maintenance and orthodontic services.

Deductible Carry Forward - Any expenses incurred by an eligible person for covered services during the last three months of a benefit year and applied to the Deductible for that benefit year will also be applied to the Deductible for the following Benefit Year.

Waiting Period - Enrollees who are eligible for Benefits are covered Coverage for eligible employees who are actively at work is effective on the date specified by the employer. Dependent(s) effective date: Eligible dependent(s) will become covered under the Plan on the later of the dates listed below, provided the employee has enrolled them in the Plan within (30) days of meeting the Plan's eligibility requirements. The date the employee's coverage becomes effective. The date the dependent is acquire, provided any required contributions are made and the employee has applied for dependent coverage within (30) days of birth. Newborn children shall be covered from birth, regardless of confinement, provided the employee has applied for dependent coverage within (30) days of birth. Coverage for a newly adopted child shall be effective on the date the child is placed for adoption, provided the employee has applied for dependent coverage within (30) days of placement.

Eligible People - All regular employees as determined by the employer, shall be eligible to enroll for dental coverage under the plan. Milton Union Certified Employees (5460) and Milton Union Certified Employees COBRA (Consolidated Omnibus Budget Reconciliation Act of 1985), enrollees (5469).

Also eligible are your 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.

Enrollees and dependents choosing this plan are required to remain enrolled for a minimum of 12 months. Should an Enrollee or Dependent choose to drop coverage after that time, he or she may not re-enroll prior to the date on which 12 months have elapsed. Dependents may only enroll if the Enrollee is enrolled (except under COBRA) and must be enrolled in the same plan as the Enrollee. 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.

Coordination of Benefits – If you and your Spouse are both eligible to enroll in This Plan as Enrollees, you may be enrolled together on one application or separately on individual applications, but not both. Your Dependent Children may be enrolled on one application. Delta Dental will not coordinate Benefits between your coverage and your Spouse's coverage if you and your Spouse are both covered as Enrollees under This Plan.

Benefits will cease on the last day of the month in which your employment is terminated.

ADDENDUM E - LIFE INSURANCE

Schedule of Benefits

All employees: $30,000

Accidental Death and Dismemberment (AD&D), is an included benefit for all life amounts. Basic and Accidental Death and Dismemberment Insurance coverage reduces to 65% when you reach age 70 and to 50% when you reach age 75.

ADDENDUM F - JOB-SHARING APPLICATION and PROPOSAL

Name _____ Date of Application _____

Building _____ Application for _____ School Year

Current Assignment/Grade/Subject: _____

Name(s) and Age(s) of Children under age 5 before the start of the next school year:

Name: _____ Age: _____ Birthdate: _____
Name: _____ Age: _____ Birthdate: _____
Name: _____ Age: _____ Birthdate: _____

PROPOSAL:

Request to Job-Share with: _____ (teacher).

Brief Description of shared assignment requested:

_____
_____
_____
_____
_____

Teaching Schedule: _____
_____
_____

Separation of Duties: _____
_____
_____

I understand the expectations of Job-Sharing, as set forth in the _____ school year Memorandum of Understanding. If my application is approved, I agree to all obligations and guidelines set forth.

_____ _____
(Teacher) (Date)

Approved: _____	Disapproved: _____	_____ (Principal)	(Date)
Approved: _____	Disapproved: _____	_____ (Superintendent)	(Date)

ADDENDUM G – GRIEVANCE FORM

MILTON-UNION EXEMPTED VILLAGE SCHOOLS
GRIEVANCE FORM

NAME _____ Date Submitted _____
(Person, Persons, and/or Association)
School _____ Principal _____

STEP I (Informal)
Briefly state the problem, indicating date of occurrence and provisions and/or policies violated:

_____

_____

_____

Remedy sought: _____

_____

_____

STEP I RESPONSE: _____

_____

_____

Date: _____ Signature: _____

STEP II (Formal) Disposition at Step I has not been satisfactory.
Date: _____ Signature _____

STEP II RESPONSE: _____

_____

_____

STEP III (Superintendent) Disposition at Step II has not been satisfactory.

Date: _____ Signature: _____

STEP III RESPONSE: _____

_____

_____

Date: _____ Signature: _____

STEP IV (Mediation) Disposition at Step III has not been satisfactory.

Date: _____ Signature: _____

STEP IV RESPONSE: _____

_____

_____

_____

Date: _____ Signature: _____

STEP V (Binding Arbitration) Disposition at Step III or mediation at Step IV have not been satisfactory.

Date: _____ Signature: _____

STEP V RESPONSE: _____

_____

_____

_____

Date: _____ Signature: _____

ADDENDUM H - TEACHER EVALUATION PROGRAM

Appraisal Objectives

- To help teachers gain a better understanding of the scope of their duties and responsibilities as reflected in the job description.
- To increase overall job performance with support from the administrator.
- To provide teachers with feedback necessary to develop a professional growth plan.
- To provide a means for making appropriate contract recommendations.

Effective Teachers:

- Understand student learning and development, respect the diversity of the students they teach and hold high expectations for all students to achieve and progress at high levels.
- Know and understand the content areas for which they have instructional responsibility.
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning.
- Plan and deliver effective instruction that advances the learning of each individual student.
- Create a learning environment that promotes high levels of student learning and achievement for all students.
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning.
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

Ohio Teacher Evaluation System 2.0 Model



Ohio Department of Education

FINAL March 27, 2020
MUEA Revisions 7.21.2020

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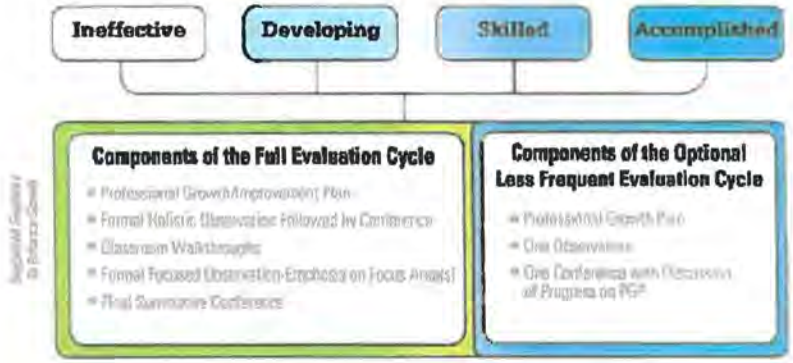
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Ohio Teacher Evaluation System (OTES 2.0) Framework*

The State Board of Education values the importance of promoting educator professional growth that leads to improved instructional performance and student learning. OTES 2.0 is a professional growth model and is intended to be used to continually assist educators in enhancing teacher performance. An effective professional growth model considers a teacher's instructional strengths, while supporting identified areas for improvement according to the profile of each educator. This process is to be collaborative, ongoing and supportive of the professional growth of the teacher.

Each teacher will be evaluated according to Ohio Revised Code and the ***Ohio Teacher Evaluation Framework,*** which is aligned with the ***Ohio Standards for the Teaching Profession*** adopted under state law. Using multiple factors set forth in the Framework, the teacher's Final Holistic Rating will be based upon a combination of informal and formal observations and supporting evidence using the ***Teacher Performance Evaluation Rubric.***



Essential Components

Essential components of the full evaluation consist of a Professional Growth Plan or Improvement Plan, two required conferences, two formal observations of at least 30 minutes each and at least two classroom walkthroughs. See details below:

- One Formal Holistic Observation, followed by a conference;
- Walkthroughs – *with an emphasis on identified focus area(s) when applicable;*
- One Formal Focused Observation – *with an emphasis on identified focus area(s);* and
- One Summative Conference.

Ohio Department of Education

Professional Growth and Improvement Plan

Either a Professional Growth Plan or an Improvement Plan will be developed annually. Each plan will be:

- Based upon the results of the evaluation; and
- Aligned to any existing school district or building improvement plan.

The local board of education may elect to evaluate less frequently each teacher rated **Accomplished** on the teacher's most recent evaluation once every three years, provided the teacher submits a self-directed Professional Growth Plan** to the evaluator, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with ratings of **Accomplished** may choose their credentialed evaluator for the evaluation cycle.

The local board of education may evaluate less frequently each teacher rated **Skilled** on the teacher's most recent evaluation once every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan** for the teacher, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with ratings of **Skilled** may have input on the selection of their credentialed evaluator for the evaluation cycle.

A teacher with a Final Holistic Rating of **Developing** will develop a Professional Growth Plan** that is guided by the assigned credentialed evaluator.

A teacher with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan developed by the assigned credentialed evaluator.

Using High-Quality Student Data to Inform Instruction and Enhance Practice

Choosing and using high-quality student data (HQSD) to guide instructional decisions and meet student learning needs is key in making sound instructional decisions for students. The teacher evaluation will use at least two measures of district-determined high-quality student data to **provide evidence of student learning attributable to the teacher** being evaluated. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.

It is recognized there are many types of data that can be used to support student learning, and the data include much more than just test scores. *These types of data and their uses are important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the definition of high-quality student data for the purpose of teacher evaluation.*

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 a 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 towards achieving state and local standards

Ohio Teacher Evaluation System 2.0 Model:

Definition of Teacher Effectiveness

The ***Ohio Teacher Evaluation System 2.0 Model*** contains definitions of terms, detailed suggestions for system implementation and best practices. After extensive research, Ohio education practitioners developed the definition of teacher effectiveness found in bullets below. The ***Ohio Standards for the Teaching Profession*** also use this definition. Research supports the direct connection between effective teaching and student learning. Inherent in this definition is the expectation that all students will demonstrate learning (growth and/or achievement) based on high-quality student data measures.

Ohio Standards for the Teaching Profession state effective teachers:

- Understand student learning and development, respect student diversity and hold high expectations for all students to achieve and progress at high levels;
- Understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each student;
- Create a learning environment that promotes high levels of learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning; and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

For further explanation, see ***Ohio Standards for the Teaching Profession*** narrative summaries, elements, and performance rubric connections later in this document. These characteristics are demonstrated in the ***Teacher Performance Evaluation Rubric***.

Explanation of the Standards for Ohio Evaluators

The following pages are meant as an introduction to the ***Ohio Standards for the Teaching Profession*** as well as an explanation of the indicators that are found in the ***Teacher Performance Evaluation Rubric***.

In addition to administrators and third-party evaluators, it is essential that all teachers in schools using OTES 2.0 develop an in-depth understanding of how teachers' performance will be measured as well. In order for this to happen, teachers need to see what each standard area looks like in the context of instructional practice in order to understand how they are accurately applied. With this in mind, administrators and third-party evaluators can use their in-depth understanding of the ***Teacher Performance Evaluation Rubric*** to not only observe and evaluate teachers, but also to professionally develop them in the following ways:

- Make connections for teachers regarding how practicing elements from the ***Ohio Standards for the Teaching Profession*** and ***Teacher Performance Evaluation Rubric*** impacts student achievement and why the elements are critical in making instruction effective. In this way, effective leaders of professional development make clear connections between effective instructional strategies and the implementation of the various indicators of the rubric through modeling and support provided in the classrooms. By doing so, the leader will maximize the potential for proficient transfer of the new learning into the classroom resulting in increased student achievement.

- Use the ***Ohio Standards for the Teaching Profession*** and ***Teacher Performance Evaluation Rubric*** in his or her presentation of professional development learning. Research has shown that the same teaching techniques that are effective in teaching students are effective with adults. Therefore leaders of professional development should utilize the OTES 2.0 rubric as they plan professional development activities.

The Ohio Department of Education (ODE) is fully committed to providing multiple levels of support while the rubric is being implemented. After completing this training participants will have access to this workbook, along with many other resources, electronically on the Insight Advance portal at **www.ohio.insightadvance.com**.

Standard 1: Students

Teachers understand student learning and development and respect the diversity of the students they teach.

Narrative Summary

A thorough understanding of how students learn is essential to quality teaching. Effective teachers must understand the processes and strategies students use to construct knowledge and use this understanding to create learning activities appropriate for students' ages, abilities and learning styles. Effective teachers understand the impact of students' backgrounds and experiences on their learning. They connect instruction to students' needs, interests and prior knowledge. They understand the abilities and talents of their students and use that knowledge to determine appropriate learning activities and identify resources for students that foster rich learning opportunities. Teachers' sense of efficacy results in their persistence to help all students learn and achieve at high levels.

Elements

1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.

1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.

1.3 Teachers expect that all students will achieve to their full potential.

1.4 Teachers model respect for students' diverse cultures, language, skills and experiences.

1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Teacher Performance Rubric Connections

- High-Quality Student Data
- Connections to prior and future learning
- Planning for the whole child
- Classroom climate and cultural competency

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Narrative Summary

A deep understanding of content is essential for teachers to have the power to positively impact student learning and achievement. Teachers must understand the structures and the history of the content they teach and recognize that the content is not static, but complex and evolving. Effective teachers demonstrate a deep and reflective understanding of content specific practices, processes and vocabulary. They connect the content and skills of their disciplines to Ohio's Learning Standards and are committed to staying abreast of current research and development within their disciplines. These teachers make content meaningful, relevant and applicable to students by making connections between the content that they teach and other content areas, real life experiences and career opportunities.

Elements

2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.

2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.

2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.

2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.

2.5 Teachers connect content to relevant life experiences and career opportunities.

Teacher Performance Rubric Connections

- Connections to prior and future learning
- Connections to state standards and district priorities
- Communication with students

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Narrative Summary

The professional imperative of teachers is to maximize student learning and eliminate gaps between students' potential and their performance. Toward that end, the relationship between instruction and assessment is purposeful, interdependent and recursive. Effective teachers are assessment-literate. They use multiple assessments to learn about their students, to plan and adjust instruction and to evaluate student learning. Teachers have sufficient knowledge and skills in probability and statistics to use a variety of assessment data to plan effectively for all students. Teachers use formal and informal assessment data to determine the incremental development of students based on the Ohio's Learning Standards. Teachers encourage students to critically examine their own work and foster their students' ability to become knowledgeable of how they learn. Teachers provide students and parents with formative assessment results and provide them with strategies to improve student learning.

Elements

3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.

3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.

3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.

3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.

3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Teacher Performance Rubric Connections

- High-Quality Student Data
- Monitoring student understanding
- Student-centered learning
- Use of assessments
- Evidence of student learning

Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Narrative Summary

Effective teachers have high expectations for all students and implement strategies designed to enable all students to achieve. They continually reflect on student outcomes to make appropriate decisions resulting in increased student success. Effective teachers have a deep knowledge of the content they teach. This content knowledge allows them to effectively sequence content for learning and structure differentiated opportunities for student remediation, reinforcement or acceleration. Effective teachers use a variety of research-based instructional strategies that provide challenging and positive learning experiences for all students. These teachers build ideas and concepts logically to lead students to comprehend more complex concepts and encourage higher order creative and critical thinking skills. They use effective questioning strategies to stimulate thinking. Effective teachers explore, evaluate and integrate learning tools, including technology, to make content comprehensible to students.

Elements

4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.

4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.

4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.

4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.

4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.

4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.

4.7 Teachers use resources effectively, including technology, to enhance student learning.

Teacher Performance Rubric Connections

- Connections to state standards and district priorities
- Planning for the whole child
- Communication with students
- Student-centered learning

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Narrative Summary

Teachers create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Teachers orchestrate the learning environment to maximize each student's opportunities to learn. They create a content-rich and reflective learning environment for students. Teachers recognize that students learn in a variety of formal and informal settings. They motivate students by demonstrating enthusiasm for the subject(s) they teach. Teachers create a learning environment where all students feel safe, valued and enjoy a sense of belonging.

Elements

5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

5.2 Teachers create an environment that is physically and emotionally safe.

5.3 Teachers motivate students to work productively and assume responsibility for their own learning.

5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.

5.5 Teachers maintain an environment that is conducive to learning for all students.

Teacher Performance Rubric Connections

- Student-centered learning
- Classroom routines and procedures
- Classroom climate and cultural competency

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Narrative Summary

Teachers understand the role of communication in their profession and use it to foster active inquiry, and collaborative and supportive interaction in and out of the classroom. They value families as an integral component of teaching and learning. Teachers acknowledge what families have to offer and provide opportunities for them to contribute to the learning community. Teachers demonstrate respect for confidentiality with students and their families and create relationships built on trust. Teachers collaborate with their colleagues within the school learning community and in the larger community to share responsibility for the development and learning of all students. Recognizing that they can learn from each other, teachers form learning communities and engage in coaching, mentoring, modeling and work in teams to develop curriculum and assessments.

Elements

6.1 Teachers communicate clearly and effectively.

6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.

6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.

6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Teacher Performance Rubric Connections

- Planning for the whole child
- Communication with students
- Communication and collaboration with families
- Communication and collaboration with colleagues

Standard 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

Narrative Summary

Teachers are professionals who must recognize that they are in a unique and powerful position to influence the future of their students. It is imperative that teachers practice the highest standards of integrity, honesty and fairness. Effective teachers grow and learn, contribute to the profession and engage in continuous professional development. Effective teachers are leaders within the school community and engage in a variety of leadership roles. They ensure student achievement and well-being by participating in decision making, initiating innovations for school change and fostering ongoing collaboration with colleagues. Teachers serve as change agents in the learning community by thinking and acting critically and addressing concerns related to inequities among students.

Elements

7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.

7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Teacher Performance Rubric Connections

- District policies and professional responsibilities
- Professional learning

Professional Growth Plan or Improvement Plan Processes

A teacher's Professional Growth Plan or Improvement Plan is based on the Final Holistic Rating from the most recent evaluation and observations. However, districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. *The notice requirements for being placed on an Improvement Plan, the components of the plan* and *the implementation process for the plan* may be subject to the terms of a collective bargaining agreement.

Selection of Appropriate Plan

Annually, each teacher must develop either a Professional Growth Plan or Improvement Plan. This plan must be:

- Based on the results of the evaluation available in the current district (see Figure 1); and
- Aligned to any school district and/or building improvement plan(s).

A teacher who is new to the profession or district develops a Professional Growth Plan collaboratively with the evaluator. A teacher with a Final Holistic Rating of **Accomplished** develops a self-directed Professional Growth Plan annually. A teacher with a Final Holistic Rating of **Skilled** develops a Professional Growth Plan annually, working jointly with the evaluator. A teacher with a Final Holistic Rating of **Developing** annually develops a Professional Growth Plan guided by the evaluator. A teacher with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan developed by the evaluator.

PROFESSIONAL CONVERSATIONS AND PROGRESS CHECKS

Each year, as a teacher and evaluator work together through the evaluation process, several conferences should take place. This creates opportunities for professional conversation or direction about performance, goals and progress, and needed supports. The evaluator and teacher should discuss opportunities for professional development to address needs that become evident in the evaluation process. To strengthen teacher professional practice, the Professional Growth Plan or Improvement Plan must be an integral part of the evaluation process. These plans should be reviewed regularly and updated as necessary, based on collaborative conversations between the evaluator and teacher.

Figure 1—Selecting an Appropriate Plan

Accomplished Final Holistic Rating	Skilled Final Holistic Rating	Developing Final Holistic Rating	Ineffective Final Holistic Rating	No Previous Rating	Professional Growth or Improvement Plan Guidance
•	•	•		•	Growth Plan
			•		Improvement Plan
•					Self-directed by Teacher
	•			•	Jointly Developed by Teacher and Evaluator
		•			Guided by Evaluator
			•		Developed by Evaluator
•	•	•	•	•	Professional Conversations
•	•	•	•	•	Focused Observation with Professional Conversation and Support Based on Previous Holistic Observation
•	•	•	•	•	Mid-Year Progress Check
•	•	•	•	•	End-of-Year Evaluation



ESTABLISHING GOALS

The ***Ohio Teacher Evaluation System 2.0*** goal-setting process is a way for teachers to enhance or improve specific aspects of teaching. Clear professional goals identify the focus and direction for improving practice and make a direct impact on student learning. Meaningful goals help teachers attain higher levels of performance and effectiveness. The Professional Growth Plan should focus on only one to two goals.

To make a positive impact on instruction and achievement, goals must be based on an accurate assessment of teacher performance and student learning needs. Evaluators or teachers should develop goals using multiple data sources, including self-assessment based on the standards, high-quality student learning data and identified focus area(s). Goals must align to any school district and/or building improvement plan(s); consider alignment to vision and mission of any plan(s). Evidence of progress toward the one or more goals must be measurable. In addition, evidence may be qualitative, quantitative or both.

During the Professional Growth Plan process, it is suggested that teachers meet with their evaluators at least three times to — (1) set goals, (2) assess progress and (3) reflect on the work at the end of the academic year. These discussions can occur during the pre-conference, post-conference and end-of-year Final Summative Conference — or as the evaluator determines is necessary.

Reflective practice is a way for teachers to consider what they know and are able to do, thereby identifying areas of strength and those for further development. Districts may decide which of the following tools help their teachers engage in the reflection and self-assessment processes. Schools can use parts or all of the three tools below, which also appear on the Ohio Department of Education website:

Using the Standards for the Teaching Profession for Self-Assessment—At broader scope, this guidance will help teachers begin reflecting on their practice, knowledge and skills related to the ***Ohio Standards for the Teaching Profession***. The document poses questions to probe teachers' strengths and potentials for growth in each standard area.

Ohio Continuum of Teacher Development: A Resource Tool for Educators—Teachers may want to reflect more deeply on their practices using this tool. The ***Ohio Continuum of Teacher Development*** is designed to support educators as they develop the skills and knowledge they need to offer the highest-quality education to Ohio students. The continuum is based on the ***Ohio Standards for the Teaching Profession*** and describes teachers' development throughout their careers. The document includes a column for recording supporting evidence.

Self-Assessment Summary Tool—Finally, after teachers have used one or both of the above tools, they can use the ***Self-Assessment Summary Tool*** to identify areas of strength and growth, think about sources of evidence and establish priorities to enhance practice overall. After teachers establish these priorities, they should use them to help develop goals for the Professional Growth Plan and to guide them and their evaluators in the identification of focus area(s).

Effective teachers regularly review evidence of their students' learning to assess their current performance against a set of learning goals. Examining student work gives teachers opportunities to assess the impact of their teaching on student progress, identify specific learning needs and consider how to adjust instruction accordingly. It is important for teachers to examine a range of data types and sources to ensure they have a comprehensive understanding of what their students know and can do. This supports teachers in designing and implementing appropriate learning activities that foster students' growth over time. Teachers should examine a variety of sources to create a comprehensive picture of the students they teach. They must analyze at least two sources of high-quality student data, then use that data to support student learning and enhance instructional practices. It is recognized that teachers can use many kinds of data to support student learning. These include:

- Demographic data about students and their schools and districts. This could include age ranges, socioeconomic status, attendance or graduation rates;
- Student learning needs, academic performance and progress; and
- Perception data drawn from students, parents or a school working conditions survey.

To gather data, teachers and district personnel can consult:

- District and building Ohio School Report Cards;
- Education Management Information System reports for a class or class period;
- Test data; and
- Other data sources as needed or as available.

Professional Growth Plan

Teachers develop Professional Growth Plans annually to help them identify areas of professional development that will enable them to enhance their practice. Teachers are accountable for implementing and completing the plan and should use it as a starting point for the school year. Professional Growth Plans cannot replace Individual Professional Development Plans (IPDP), nor can Individual Professional Development Plans replace Professional Growth Plans.

Professional Growth Plans should reflect the evidence available and focus on the most recent evaluation and observations. Each should be individualized to address 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). Professional Growth Plans must be clear and comprehensive. They must align to the most recent evaluation results and propose a sequence of activities leading to progress toward the goals.

PROGRESS ON THE PROFESSIONAL GROWTH PLAN

Professional Growth Plan goals should be continually monitored and discussed with the evaluator throughout the year. Sound professional practice calls for the evaluator and teacher to meet three times a year to discuss goals and progress. They should review the plan regularly and update it as necessary based on collaborative conversations between the evaluator and the teacher. ***The Ohio Teacher Evaluation System 2.0*** is a growth model design. As such, it is expected that teachers will make progress on their Professional Growth Plan thereby leading to enhanced instruction and increased student learning.

The local board of education may evaluate less frequently each teacher who received a rating of **Accomplished** or **Skilled** on the most recent evaluation, so long as the teacher submits a Professional Growth Plan that focuses on areas identified in the observations and evaluation and the evaluator determines the teacher is making progress on the plan. In any year the teacher is not fully evaluated, the evaluation must include one informal observation, and one conference that includes a discussion of the teacher's progress on the plan.

Improvement Plan

The ***Ohio Teacher Evaluation System 2.0*** calls for an educator who has a Final Holistic Rating of **Ineffective** to be placed on a written Improvement Plan. However, districts have discretion to place any teacher on an Improvement Plan at any time based on any individual deficiency in the evaluation system. *The notice requirements for being placed on an Improvement Plan, the components of the plan* and *the implementation process for the plan* may be subject to the terms of a collective bargaining agreement. The purpose of an Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take the corrective actions within the time specified in the Improvement Plan, the evaluator may make a recommendation either to dismiss the teacher or continue the plan.

When an administrator initiates an Improvement Plan, he or she must:

- Identify, in writing, the specific area(s) for improvement, aligned to the ***Ohio Standards for the Teaching Profession***;
- Specify, in writing, the level of performance the teacher is expected to reach and a reasonable timeframe to correct the deficiencies;
- Develop and implement a written plan for improvement that will be initiated immediately and include available resources and assistance;
- Determine additional education or professional development the teacher needs to improve in the identified area(s); and
- Gather evidence of progress or lack of progress.

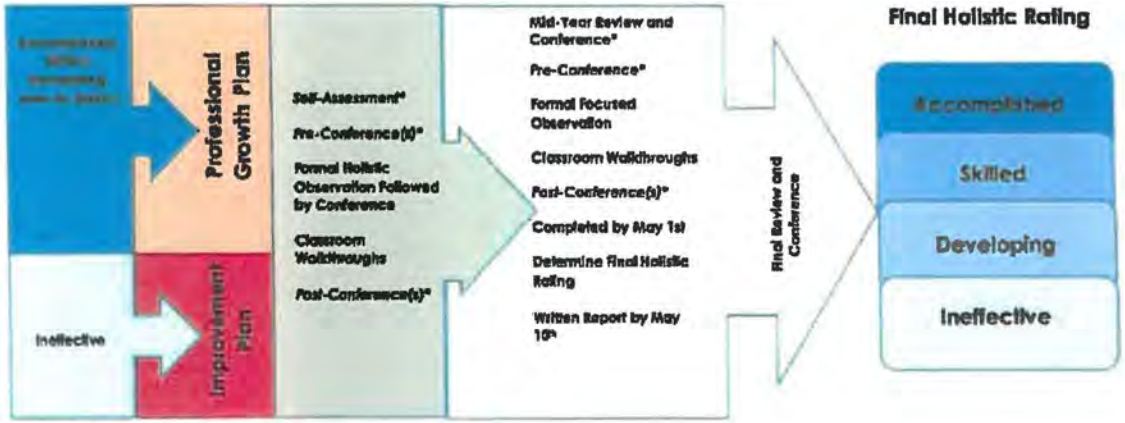
An evaluator must reassess the educator's performance in accordance with the written plan. This reassessment should include multiple performance observations. When the reassessment is completed, if the evaluator has documented an acceptable level of performance improvement, the teacher may transition to a Professional Growth Plan. If the teacher's performance remains **Ineffective**, the administrator may reinstate the Improvement Plan with additional recommendations for improvement or take the necessary steps to recommend dismissal.

Assessment of Teacher Performance

All teachers, at all stages of their careers, will be assessed on their expertise and performance in the classroom and school settings. All teachers will be assigned a credentialed evaluator, and a teacher may submit a written request to the Superintendent to change his/her credentialed evaluator. A credentialed evaluator is one who holds a state-approved ***Ohio Teacher Evaluation System 2.0*** credential and the following:

- Holds the proper certification or licensure to be an evaluator; ***or***
- Has been designated as an evaluator by the local board of education.

Teacher Performance: Full Evaluation



*Indicates best practice but not required

Ohio Department of Education

The Formal Observation Process: Best Practice Implementation

Observations of teaching provide important evidence for assessing a teacher's performance and effectiveness. As an evaluator observes a teacher engaging students in learning, the evaluator can collect valuable evidence on multiple levels. Ongoing communication and collaboration between the evaluator and teacher during the formal observation process help foster a supportive, productive professional relationship that leads to professional growth and development. Based on best practices, the formal observation process consists of pre-conferences, classroom observations and walkthroughs, and post-conferences.

PRE-CONFERENCE: PLANNING AND OBSERVATION OF CLASSROOM TEACHING AND LEARNING

At the pre-conference, the evaluator and teacher discuss what the evaluator will observe during the classroom visit. The teacher shares important information about the characteristics of the learners and learning environment as well as the lesson objectives and how student learning will be assessed. The pre-conference gives the teacher an opportunity to identify areas in which he or she would like feedback during the classroom observation. The pre-conference gives the teacher an opportunity to provide evidence of student learning that may not be visible during the observations. This conversation takes place during a formal meeting, and the evaluator should keep a record of the date. After the pre-conference, best practice calls for scheduling a formal observation to observe the lesson discussed.

The purpose of the pre-conference is to provide the evaluator and teacher an opportunity to discuss:

- Date of lesson;
- Lesson or unit objective(s);
- Prior learning experiences of the students;
- Characteristics of the learners and learning environment;
- Instructional strategies the teacher will use to meet the lesson objective(s);
- Student activities and materials;
- Differentiation based on students' needs; and
- Assessment data to be collected to demonstrate student learning, such as the use of high-quality student data.

FORMAL HOLISTIC OBSERVATION AND FOLLOW-UP CONFERENCE

A formal observation consists of an evaluator visiting during one class period or viewing a class lesson. The evaluator should observe an entire class period or lesson or for a minimum of 30 minutes. The evaluator will announce formal observations. During the classroom observation, the evaluator documents specific information related to teaching and learning. The evaluator then will analyze

each observation using the ***Teacher Performance Evaluation Rubric***. The evaluator writes a narrative summary to document each formal observation. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher. Teachers who are fully evaluated will receive a minimum of two formal observations. Teachers who are being considered for nonrenewal and have a limited or extended limited contract will receive a minimum of three formal observations.

The first formal observation consists of the evaluator documenting all *observed* areas on the rubric as well as information collected through the pre-conference. A conference between the teacher and evaluator will occur after the Formal Holistic Observation to determine the identified area(s) of focus. The focus may be area(s) of strength, area(s) for improvement, or both. Teachers with a Final Holistic Rating of **Accomplished** will select their own focus area(s). Teachers with a Final Holistic Rating of **Skilled** will select focus area(s) in collaboration with their evaluator. Teachers with a Final Holistic Rating of **Developing** will receive guidance from their evaluator to determine focus area(s). Evaluators will select the focus area(s) for teachers with a Final Holistic Rating of **Ineffective**.

The second formal observation will be a focused one that may occur later in the school year. It will be announced. A Formal Focused Observation is at least 30 minutes in length and emphasizes the focus area(s) identified after the earlier Formal Holistic Observation. Its purpose is to ensure the teacher receives the support necessary for growth in the focus area(s). While evaluators must collect sufficient evidence related to the identified focus area(s), they also must document sufficient evidence to support a Final Holistic Rating at the end of the evaluation cycle.

Teachers who are fully evaluated will receive at least two classroom walkthroughs. These may be announced or unannounced. Classroom walkthroughs are informal observations of less than 30 minutes with an emphasis on identified focus area(s) when applicable. The focus may be area(s) of strength, area(s) for improvement, or both.

Note that during walkthroughs and the Formal Focused Observation, evaluators are not limited to collecting evidence on the identified focus area(s). Evaluators must ensure they have sufficient evidence to provide a Final Holistic Rating at the end of the evaluation cycle.

The post-conference is designed to support teacher reflection. It also provides feedback to the teacher on the observed lesson and coaching opportunities for the evaluator to identify strategies and resources for the teacher to incorporate to increase effectiveness. Following the lesson, the teacher reflects to determine if students met the learning outcome(s). The evaluator makes recommendations and commendations that may become part of the teacher's evaluation. The evaluator and teacher collaborate to make recommendations on the teacher's Professional Growth Plan or Improvement Plan.

In general, the post-conference discussion between the evaluator and teacher should focus on identified area(s) of support. At this conference, the teacher may bring additional evidence from the observed lesson for the evaluator to consider before determining a Final Holistic Rating. Other key elements of the post-conference are determining area(s) of focus and discussing progress on the focus area(s).

Combining Measures to Determine a Final Holistic Rating

A strong teacher evaluation system calls for ongoing collaboration and honest conversation between teachers and their evaluators. The foundation of such a system is the transparent, collaborative gathering and sharing of evidence that informs the teacher performance rating at the end of the year. Some teacher practices are observable in the classroom, while other evidence comes from formal conferences and informal conversations, as well as input from colleagues, parents or guardians and students. The ***Ohio Teacher Evaluation System 2.0*** describes opportunities for the teacher and evaluator to discuss evidence, build a common understanding of a teacher's current practice and identify areas for future growth. Regular check-ins also help the evaluator manage the responsibilities of gathering and organizing evidence with the teacher. These check-ins also encourage evaluators to document teacher practices as they occur.

The ***Teacher Performance Evaluation Rubric*** is to be used to promote educator professional growth that leads to improved instructional performance. Using a growth model when evaluating teachers is essential to improving the quality of instruction that students receive. Such a model recognizes the teacher's instructional strengths, while identifying and supporting improvement where needed. **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 evidence to address *all indicators* for each observation cycle. However, for teachers on the full evaluation cycle, evaluators should make sure they have gathered sufficient evidence before the end of the evaluation cycle to provide ratings for each component. This helps evaluators determine the Final Holistic Rating.

Teacher performance is to be scored holistically. This means evaluators will assess which performance level provides the best *overall* description of the teacher's practice. The evaluator is to consider evidence gathered during any pre-conferences, the formal observations, the post-conference(s), classroom walkthroughs, informal conversations, and evidence of practice and professionalism. Districts that choose to evaluate teachers rated **Accomplished or Skilled** on a less frequent evaluation cycle will conduct an observation and a conference that must include a discussion of progress on the teacher's Professional Growth Plan.

A Review of the Teacher Performance Evaluation Rubric

The ***Teacher Performance Evaluation Rubric*** describes teacher performance in three organizational areas:

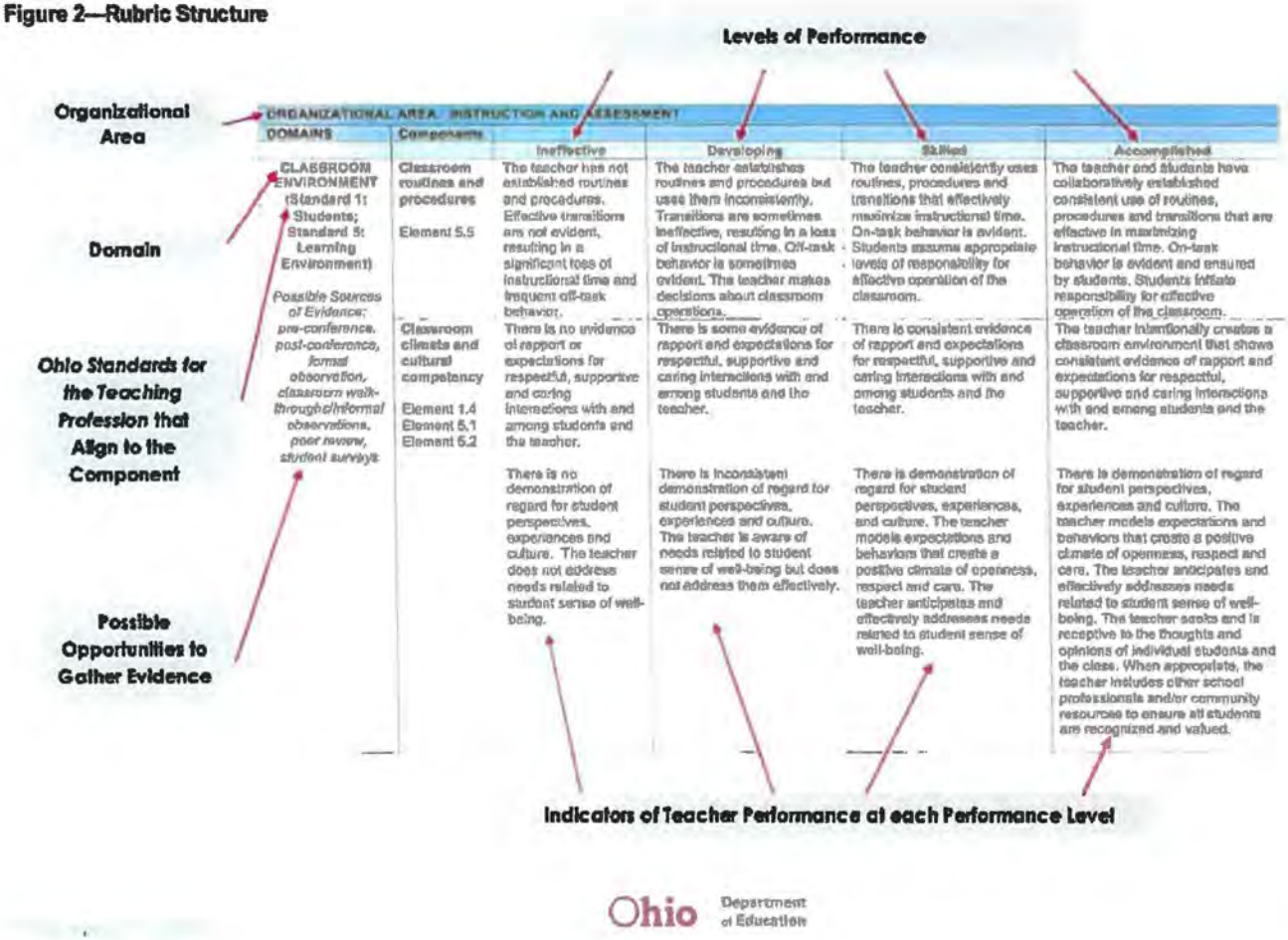
- Instructional Planning;
- Instruction and Assessment; and
- Professionalism.

It also looks at teacher performance through six domains of teacher practice:

- Focus for Learning;
- Knowledge of Students;
- Lesson Delivery;
- Classroom Environment;
- Assessment of Student Learning; and
- Professional Responsibilities.

These organizational areas and domains align with the ***Ohio Standards for the Teaching Profession***. The rubric helps evaluators do comprehensive reviews of teacher practices and interactions in and outside the classroom. The rubric also helps evaluators consider patterns of evidence and performance trends throughout the school year. The rubric contains detailed descriptions of practice at four performance levels — **Ineffective, Developing, Skilled** and **Accomplished** — and offers guidance on likely sources of evidence related to performance in each domain (see Figure 2).

Figure 2—Rubric Structure



Defining the Performance Ratings

In accordance with Ohio Revised Code 3319.112, the rubric describes four levels of teacher performance for each component within the six rubric domains. Each performance rating can also be described in more general terms as a holistic rating of teacher performance:

Figure 3—Defining the Four Performance Ratings

Ineffective:
This rating indicates the teacher fails to demonstrate minimum performance expectations.

A rating of **Ineffective** indicates the teacher consistently fails to demonstrate competency. The teacher is not effectively meeting the needs of his or her students. The teacher requires immediate assistance through ongoing intensive support.

Developing:
This rating indicates the teacher is working to utilize his or her growing knowledge and skills.

A rating of **Developing** indicates the teacher demonstrates competency in some of the teaching standards but needs improvement in others. The teacher attempts to meet the needs of the whole group. The Developing teacher is in the process of refining his or her skills and abilities. The teacher strives to improve his or her instructional and professional practice. The teacher may be making progress, but performance requires ongoing professional support for necessary growth to occur.

Skilled:
This rating is the rigorous and expected performance level.

A rating of **Skilled** indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most of the teaching standards. The teacher addresses the needs of groups of students. The Skilled teacher integrates knowledge, skills and abilities needed for effective classroom instruction. The teacher consistently strives to improve his or her instructional and professional practice. The Skilled teacher demonstrates purposefulness, flexibility and consistency.

Accomplished:
This rating is the highest level of achievement.

A rating of **Accomplished** indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most or all of the teaching standards. The teacher addresses the needs of individual students. The Accomplished teacher uses a strong foundation of knowledge, skills and abilities to innovate and enhance their classroom, building and potentially the profession. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school, building or district through the development and support of colleagues. The Accomplished teacher is a leader who empowers and influences others.

Ohio Department of Education

Using Evidence to Inform Final Holistic Rating

The following is suggested step-by-step guidance to support evaluators in gathering, reviewing and analyzing multiple data points that inform a teacher's Final Holistic Rating.

STEP 1: GATHER EVIDENCE OF TEACHER PERFORMANCE TO BEGIN THE FINAL HOLISTIC RATING PROCESS

Evidence of performance comes in many forms. Formal observations and walkthroughs, scheduled conferences, informal interactions, lesson plans, student work, correspondence with families and feedback from other sources all count as evidence of teacher practice. All evidence collected must be factual and documented.

The evaluator should jot down notes after interactions with the teacher and save key artifacts, such as a typical lesson plan or evidence shared by the teacher. Use quotes or paraphrasing when possible. The evaluator must capture enough detail to describe, accurately but succinctly, the event, interaction or behavior factually, without judgment or opinion. The evaluator will share evidence with a teacher throughout the year so the educator can use the information to change practice.

Tip: Review all evidence of a teacher's performance for the year before issuing an end-of-year rating. Write adequate detail about the early interactions to jog your memory and keep you grounded in facts.

Next, the evaluator will group the evidence collected from his or her time in the classroom, conferences and everyday interactions with the teacher into the six domains of performance described in the ***Teacher Performance Evaluation Rubric***. The evaluator will record the evidence beneath the relevant component on the rubric, as indicated in Figure 4, so it is organized automatically for future analysis. While in some cases the evaluator might not collect evidence for every indicator within a component, by the end of the evaluation cycle, the evaluator must gather enough evidence to rate each component and substantiate an overall rating for each domain.

Tip: Update notes on the rubric regularly while gathering evidence so all the evidence is organized in one place as the year progresses.

Figure 3—Example of Evidence Collection Form

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* **FOCUS FOR LEARNING** *(continued)*	**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				
	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 connection 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 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				

Next, the evaluator will compare the evidence and patterns to the indicators in a component. The evaluator will start by rereading all the indicators for the **Skilled** performance level in a component and consider whether the evidence exemplifies this level of performance. Whether it does or does not, the evaluator then looks at the **Accomplished** and **Developing** indicators to decide if either of them better aligns with the available evidence. If the **Developing** indicators appear to be an appropriate match to much of the evidence, the evaluator also should read the **Ineffective** indicators carefully to consider whether a significant portion of the evidence matches this level. Then, the evaluator will select the performance level that best describes the preponderance of evidence for this component. The evaluator will repeat this process for each component.

STEP 3: ISSUE A PERFORMANCE RATING FOR EACH DOMAIN

When determining the overall rating for a domain, the evaluator should consider the patterns evident across the components within a domain. The evaluator should be conscious of teacher behaviors, actions or outcomes that occur multiple times within a domain rather than those that appear to be singular, outlying events. This analysis will help inform the evaluator's judgments about the teacher's typical performance.

The evaluator will reread all the evidence for a domain and consider which performance level best matches the evidence collected. In order to determine the domain rating, the evaluator should consider the preponderance of evidence for this domain and then select the performance level that best describes the domain overall. The evaluator will repeat this process for each domain.

STEP 4: ISSUE THE END-OF-YEAR FINAL HOLISTIC RATING

Once the evaluator determines a rating for each domain based on evidence from multiple interactions, he or she will look at the larger picture of performance across all domains. Although all domains are important in effective teacher practice, it may be appropriate to prioritize patterns of behavior in a certain domain when reviewing the evidence and domain ratings. For example, knowledge of how a teacher performs in a specific classroom context may demonstrate that a teacher's pattern of **Skilled** behavior in the Lesson Delivery and Classroom Environment domains overshadows weaker performance in other areas. Additionally, some lost instructional time observed during a classroom visit may be due to the teacher's intense attention to individual student needs. This downplays the significance of evidence related to lost instructional time. The key point is that an evaluator should not consider one performance area in isolation but should analyze it in relation to all other areas of performance. It is important for the evaluator to consider the preponderance of evidence collected throughout the evaluation cycle to assist in the determination of the Final Holistic Rating.

*Tip: Even the most comprehensive compilation of evidence is only a series of snapshots of a teacher's performance. Therefore, use well-cultivated professional judgment informed by training and evidence of an individual's performance to arrive at a Final Holistic Rating. **Do not** use a formula to add up the ratings for each domain. This strategy may gloss over areas where a teacher needs improvement or obscure the teacher's progress over time.*

It is particularly important to consider *trends* in a teacher's performance over time. Was the teacher consistent in his or her practice? Did he or she improve, or did the teacher decline in performance in one or more areas? If a pattern of evidence in a domain displays a trend of behavior or practice, the evaluator may consider emphasizing the improvement or decline in this area.

The evaluator should flag any instance of an **Ineffective** rating while preparing to issue the Final Holistic Rating. While the evaluator should examine the evidence of ineffective behavior in the context of all evidence collected for the teacher, the evaluator also should consider there are minimum competency thresholds for each of the six domains in the ***Teacher Performance Evaluation Rubric***. A serious deficiency in one domain may carry more weight than positive ratings in other domains. An evaluator should rely on professional judgment, supported by the evidence, to decide if this evidence of ineffective practice provides grounds for issuing a final **Ineffective** holistic rating, considering the impact of the deficiency on the teacher's classroom, colleagues and whole school.

The evaluator will complete the performance rating process by documenting the Final Holistic Rating per the local bargaining agreement and share the findings with the teacher. In the discussion with the teacher or written summary, the evaluator should highlight evidence that provides representative examples of the Final Holistic Rating. The evaluator should use pieces of evidence that illustrate specific practices in the identified focus area(s). Finally, the evaluator should give succinct, targeted feedback on next steps that will promote the educator's professional growth and lead to enhanced instructional practice.

Appendix A

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.
	Connections to prior and future learning Element 1.2	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	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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
	Element 2.1 Element 2.2 Element 2.4 Element 2.5			communicate the connections to students.	students - among lesson content, other disciplines and/or real-world experiences. The teacher 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.
	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.
KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)	**Planning instruction for the whole child** Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4	The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.	The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds.	The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.	The teacher's instructional plan reflects consistent 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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys					professionals and outside resources.

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, formal observation, classroom walk-throughs/informal observations.*	**Communi-cation 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 strategies. There is no student engagement.	The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students demonstrate little engagement in the lesson.	The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques check for understanding	The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
peer review				and encourage higher-level thinking.	
		The teacher does not give students feedback.	Feedback to students is general, occasional or limited and may not always support student learning.	The teacher gives students substantive, specific and timely feedback to support their learning.	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.
LESSON DELIVERY *(continued)*	**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.
	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 class learning opportunities to maximize student learning.	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 independent, collaborative and whole class learning opportunities to maximize student learning.

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.	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.	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.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components				
		Ineffective	Developing	Skilled	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) *Possible Sources of Evidence: pre-conference, post-conference, formal observation,*	**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.
	Classroom climate and cultural competency	There is no evidence of rapport or expectations for respectful, supportive and caring	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
classroom walk-throughs/informal observations, peer review, student surveys	Element 1.4 Element 5.1 Element 5.2	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.	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.	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.	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.
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) *Possible Sources of Evidence: pre-conference, formal observation,*	**Use of assessments** Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments. The teacher fails to analyze data and makes little or no attempt to modify	The teacher makes limited use of varied assessments. The teacher attempts to analyze data and modify instruction, though the	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify	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 assessment choices to meet the full range of student needs. The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
classroom walk-throughs/informal observations, assessments, student portfolios, post-conference		instruction to meet student needs. The teacher does not share evidence of student learning with students.	modifications do not meet student needs. The teacher shares evidence of student learning with students.	instruction and differentiate to meet the needs of groups of students. The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.	instruction and differentiate to meet individual student needs. The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.
	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.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth)	**Communication and collaboration with families** Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual 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.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review	**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.
	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.
	Professional learning Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
					with colleagues and others to share best practices.

Appendix B

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 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).

☐ Focus for Learning
☐ Knowledge of Students
☐ Lesson Delivery
☐ Classroom Environment
☐ Assessment of Student Learning
☐ 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.

Ohio Department of Education

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

A written Improvement Plan is to be developed when an educator has a Final Holistic Rating of **Ineffective**. However, districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. The notice requirements for being placed on an Improvement Plan, the components of the plan and the implementation process for the plan may be subject to the terms of a collective bargaining agreement. The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take corrective actions in the timeline specified in the Improvement Plan, the evaluator may recommend the teacher be dismissed or continue working under the plan.

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

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

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

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

Ohio Department of Education

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.

Ohio Department of Education

Final Holistic Rating of Teacher Effectiveness—Full Evaluation

	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Formal Holistic Observation (followed by conference)	☐	☐	☐	☐
Formal Focused Observation **Focus Area(s):** ☐ Focus for Learning ☐ Knowledge of Students ☐ Lesson Delivery ☐ Classroom Environment ☐ Assessment of Student Learning ☐ Professional Responsibilities	☐	☐	☐	☐
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** _____

Ohio Department of Education

Final Holistic Rating of Teacher Effectiveness—Accomplished or Skilled Carry Forward

Professional Growth Plan Goal(s) Alignment:	**Dates:**	
Mark Domain Area(s): ☐Focus for Learning ☐Knowledge of Students ☐Lesson Delivery ☐Classroom Environment ☐Assessment of Student Learning ☐Professional Responsibilities Focus Area(s) Comments:	Date of Observation: Date of Conference: **Comments:**	
Professional Growth Plan Goal(s):	(Goal(s) prepopulate from previous entry)	
Progress on Professional Growth Plan Goal(s):	☐Progress Made (By checking this box, the teacher will continue with rating as per schedule until time for a full evaluation cycle.)	☐Insufficient Progress Made (By checking this box, the teacher will automatically be placed on a full evaluation cycle the following school year.)
Evaluator Comments:		
Teacher Comments:		

Final Holistic (Overall) Rating: Pre-Populated in OhioES Portal • Carry forward from previous rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐End of Cycle (Full evaluation required in the next school year)

☐Check here if Improvement Plan has been recommended.

Teacher Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

Ohio Department of Education

High-Quality Student Data Verification Form

Teacher Name: Evaluator Name:

Content Area(s): Grade Level(s):

List sources of High-Quality Student Data used to inform instruction. Value-added data must be used as one source if available.

1.

2.

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 a 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, adapting instruction to meet student need based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards

Comments:

Teacher Signature: Date:

HQSD Approval Signature: Date:

Ohio Department of Education

Using High-Quality Student Data to Inform Instruction and Enhance Practice

Choosing and using high-quality student data (HQSD) to guide instructional decisions and meet student learning needs is key in making sound instructional decisions for students. The teacher evaluation will use at least two measures of district-determined high-quality student data to **provide evidence of student learning attributable to the teacher** being evaluated. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.*

It is recognized that there are many types of data that can be used to support student learning, and the data include much more than just test scores. *These types of data and their uses are important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the definition of high-quality student data for the purpose of teacher evaluation.*

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 a 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, adapting instruction to meet student need based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards

* LEGAL REFS. ORC 3319.111; 3319.112

Appendix C

POST OBSERVATION FORM
MILTON-UNION EXEMPTED VILLAGE SCHOOLS

Observation Narrative Summary
Suggestions/Recommendations/Refinements
Commendations/Reinforcements
Teacher Comment(s) (Optional)

Signature of Evaluator: _____ Position: _____

Signature of Teacher Being Evaluated: _____ Position: _____
(signature does not necessarily indicate agreement)

Date: _____

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ADDENDUM I - GUIDANCE COUNSELOR EVALUATION

MILTON-UNION EXEMPTED VILLAGE SCHOOL DISTRICT

For information on the provisions pertaining to the guidance counselor evaluation please see the Ohio School Counselor Evaluation Model.

https://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Resources-for-School-Counselors/School-Counselor-Standards-and-Evaluation/OSCES-Model.pdf.aspx

ADDENDUM J - OHIO SCHOOL LIBRARY MEDIA SPECIALIST – TEACHER LIBRARIAN EVALUATION RUBRIC

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 2, 3]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
DEMONSTRATING KNOWLEDGE OF CONTENT, CURRICULUM, AND INSTRUCTIONAL GOALS	Does not demonstrate knowledge of the curriculum and current trends and practices in literature, literacies, technology and research process. Rarely promotes books in all formats, reading for pleasure and/or personal growth. No evidence of understanding the instructional goals for most disciplines. Makes little or no effort to provide resources and instructional services. Designs learning activities, goals and objectives that are too general to guide lesson planning and are inappropriate for the students and/or do not support the OLS.	Demonstrates limited knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process. Sometimes works with groups and individuals to promote books in all formats, reading for pleasure and/or personal growth. Understands the instructional goals for some disciplines. Inconsistently provides necessary resources, technology, and instructional services. In collaboration with classroom teacher(s) designs some learning activities with goals that reflect student learning needs and support the OLS.	Demonstrates knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process. Intentionally works with groups and individuals to promote books in all formats, reading for pleasure and/or personal growth. Understands the instructional goals for most disciplines and is able to develop connections to the curriculum. Consistently provides necessary resources, technology, and instructional services to support goals. In collaboration with classroom teacher(s), intentionally designs learning activities with challenging and measurable goals that reflect a range of student learning needs and support the OLS.	Displays extensive knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process. Expertly works with groups and individuals across the full range of student learning needs to promote books in all formats, reading for pleasure and/or personal growth. Understands the instructional goals for all disciplines and is able to develop meaningful instructional connections to the curriculum. Expertly provides the necessary resources, technology, and instructional services to enhance and support diverse goals. In collaboration with classroom teacher(s), intentionally designs learning activities with challenging and measurable goals that reflect the full range of student learning needs and support the OLS.

Evidence				

The Ohio School Library Media Specialist -Teacher Librarian Rubric is based on the work of Charlotte Danielson's *Framework for Teaching*
Approved by the OELMA Board of Directors – August 12, 2014

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 3, 6]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
COLLECTING STUDENT ASSESSMENT DATA	Does not use assessment of student learning to inform instruction.	Assesses student learning but has difficulty analyzing data to effectively inform instruction.	Employs a variety of formal and informal assessments to collect evidence of students' knowledge and skills. Analyzes data to effectively inform instructional planning and delivery.	Plans assessments and differentiates these to match the full range of student needs, abilities, and learning styles. Incorporates a variety of diagnostic, formative, and summative assessments to inform instruction. Analyzes student data and accurately identifies student learning needs, strengths and areas for growth to intentionally inform or and instruct planning and delivery.
Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 1]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
DEMONSTRATING KNOWLEDGE OF STUDENTS	Demonstrates little or no understanding of how students learn. Demonstrates little or no familiarity with students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Demonstrates some understanding of how students learn. Demonstrates some familiarity with students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and obtains this knowledge for the class as a whole but may inconsistently apply to make instructional/program decisions.	Understands the active nature of student learning and attains information about levels of development for groups of students. Intentionally seeks knowledge about students' backgrounds, cultures, skills, language proficiency, interests, and special needs from several sources, obtains this knowledge for groups of students and draws upon this knowledge to make instructional/program decisions.	Actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from multiple sources. Intentionally seeks knowledge about students' backgrounds, cultures, skills, language proficiency, interests, and special needs from multiple sources, obtains this knowledge for individual students to make instructional/program decisions.
Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 2,3,4]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
COMMUNICATING AND QUESTIONING	Does not communicate clearly; directions, procedures and/or explanations are confusing, incoherent, or inaccurate, and are ineffective in building student understanding. Fails to address student confusion or frustration and does not use questions effectively and usually tells the students what to do.	Directions, procedures and/or explanations are accurate and generally clear but often needs to clarify. May not fully clarify information based on students' questions about content or instructions for learning activities. Re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. Asks questions that guide students and help them think about their research topic. Technology use is inconsistent and not always effective.	Directions, procedures and/or explanations are clear and accurate. Actively encourages independent, creative, and critical thinking. Effectively addresses confusion when asked and checks for understanding. Often uses open-ended and probing questions to guide students' inquiry and to help students think critically to form their own questions about their research topic. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	Explanations are clear, coherent, and precise. Uses well-timed, individualized, strategies and language designed to actively encourage independent, creative, and critical thinking. Consistently uses open-ended and probing questions to guide students' inquiry and to help students think critically as they formulate pertinent questions about their research topics. Accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. Technology is used effectively to demonstrate and model productive ways to use the resources and tools

				in the library and in virtual environments.
Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 1,2,4]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
ADAPTING , ADJUSTING TO ENGAGE STUDENTS IN LEARNING	Adheres to the instructional plan despite student understanding or interest. Fails to respond to students' questions. Is unable to guide students to appropriate engaging resources. Pace of lesson is too slow or too rushed. Expectations of students are low. Responses are rote with few students interested or intellectually engaged	Attempts to modify the instructional plan when needed to accommodate students' questions and interests with moderate success. Use of diverse strategies is limited. Guides students to appropriate engaging resources that sometimes connect well with the content, learning goals, students' knowledge, backgrounds and experiences. Pace of the lesson may not provide students the time needed to be intellectually engaged. Expectations are inconsistent. Responses show minimal thinking allowing most students to be passive or merely compliant.	Promotes the successful learning of all students making minor adjustments to the instructional plan as needed to accommodate students' questions, needs, and interests. Persists in seeking approaches for students who have difficulty learning, drawing on a varied repertoire of strategies. Guides students to appropriate engaging resources that usually connect well with the content learning goals, the students' prior knowledge backgrounds and experiences. Pace of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Expectations for students are high and usually present. Responses show active intellectual engagement with most students challenged in their thinking.	Seizes an opportunity to enhance learning building on opportunities that arise from spontaneous events or students' learning styles, needs, and interests, abilities OR successfully adjusts and differentiates instruction to address individual student misunderstandings. Persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies, and soliciting additional resources from the school or community. Guides students to appropriate engaging resources that consistently connect with the content learning goals, the students' prior knowledge backgrounds and experiences. Pace of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Expectations for individual students are high and consistently present.

				Responses show active intellectual engagement; virtually all students challenged in their thinking.
Evidence				

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 5]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
CREATING THE ENVIRONMENT IN THE LIBRARY AND CLASSROOM	Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following: Interactions with students are negative, inappropriate or insensitive to students' dignity. Standards of conduct are not implemented. SLMS exhibits very little or no monitoring of student behavior. Routines and procedures that are either nonexistent or inefficient resulting in general confusion. Establishes a controlled and stifling environment.	Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following: Interactions with students are generally appropriate with occasional displays of insensitivity or unresponsiveness. Established standards of conduct that are inconsistently implemented. SLMS monitoring of students behavior is uneven. Routines and procedures are established and followed with regular guidance and prompting. Establishes and maintains an attractive and inviting environment.	Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following: Interactions with students are polite and respectful, and are appropriate to the cultural and developmental differences among groups of students. Established standards of conduct and implementation are consistent so most students follow the standards of conduct. SLMS responses are consistent, proportionate and respectful. Routines and procedures are established with students needing minimal guidance and prompting Creates and maintains an attractive, inviting and flexible environment.	Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following: Interactions with students are highly respectful and demonstrate sensitivity to students' cultures and levels of development. Standards of conduct established and implemented by SLMS and students so students follow the standards and self-monitor their own behaviors and that of others. SLMS monitoring is subtle and preventative. Routines and procedures are well understood and may be initiated by students. Creates and maintains an inviting, flexible, attractive and engaging environment.

Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 5]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
CREATING THE ENVIRONMENT IN THE LIBRARY AND CLASSROOM	Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following: Interactions with students are negative, inappropriate or insensitive to students' dignity. Standards of conduct are not implemented. SLMS exhibits very little or no monitoring of student behavior. Routines and procedures that are either nonexistent or inefficient resulting in general confusion. Establishes a controlled and stifling environment.	Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following: Interactions with students are generally appropriate with occasional displays of insensitivity or unresponsiveness. Established standards of conduct that are inconsistently implemented. SLMS monitoring of students behavior is uneven. Routines and procedures are established and followed with regular guidance and prompting. Establishes and maintains an attractive and inviting environment.	Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following: Interactions with students are polite and respectful, and are appropriate to the cultural and developmental differences among groups of students. Established standards of conduct and implementation are consistent so most students follow the standards of conduct. SLMS responses are consistent, proportionate and respectful. Routines and procedures are established with students needing minimal guidance and prompting Creates and maintains an attractive, inviting and flexible environment.	Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following: Interactions with students are highly respectful and demonstrate sensitivity to students' cultures and levels of development. Standards of conduct established and implemented by SLMS and students so students follow the standards and self-monitor their own behaviors and that of others. SLMS monitoring is subtle and preventative. Routines and procedures are well understood and may be initiated by students. Creates and maintains an inviting, flexible, attractive and engaging environment.

Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 3,4]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
ASSESSING STUDENT LEARNING	Employs little or no assessment or monitoring of student learning. Feedback is absent or of poor quality. Rarely or ineffectively uses questions, prompts to diagnose evidence of learning. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Uses assessment sporadically to support instruction through some monitoring of progress in learning. Feedback to students is general. Inconsistently uses questions, prompts, to diagnose evidence of learning. Students are partially aware of the assessment criteria used to evaluate their work, and few assess their own work.	Uses assessment regularly during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Questions, prompts, assessments to diagnose evidence of learning. Students appear to be aware of the assessment criteria and some of them engage in self-assessment.	Assessment is fully integrated into instruction through extensive use of formative assessment. SLMS and students provide accurate and specific feedback in a variety of ways to advance learning. Questions, prompts are used regularly to diagnose evidence of learning by individual students. Students appear to be aware of, and there is evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress.

Evidence

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 6,7]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
ETHICS, REFLECTION & PROFESSIONAL DEVELOPMENT	Fails to communicate clearly with the school community about the library program and its services. Fails to understand and follow regulations, policies, and agreements. Does not adhere to professional ethics of librarianship. Fails to demonstrate ability to accurately self-assess about the effectiveness of library services, resources, instructional strategies and to appropriately identify areas of professional growth.	Uses a variety of strategies to communicate with the school community about the library program, new resources and services. Understands and follows district policies and state and federal regulations at a minimal level. Is knowledgeable about the ethics of librarianship but inconsistently adheres/follows them. Identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	Uses effective communication strategies with the school community to keep them informed and to promote the use of the library program, new resources and services. Models and upholds district policies and state and federal regulations. Is knowledgeable about the ethics of librarianship and consistently adheres/follows them. Using data, sets short- and long-term professional goals and takes action to meet these goals.	Communicates effectively with the school community including outside libraries to keep them informed and employs evidence to promote the effectiveness of instructional efforts as well as to communicate the development of the library program, new resources and services. Helps colleagues access and interpret laws and policies and understand their implications in the classroom. Through teaching and practice, demonstrates a commitment to the professional ethics of librarianship. Sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of services, resources, instructional strategies, and facilities.

Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]				
MANAGING THE LIBRARY BUDGET	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
	Develops a budget proposal that inadequately reflects the needs of the library program.	Develops a budget proposal necessary to maintain the library program.	Develops a budget proposal necessary for a comprehensive library program	Uses data to develop a budget proposal necessary for a progressive and comprehensive library program.
Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 6,7]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
PLANNING AND EVALUATING LIBRARY	No evidence of a plan to evaluate the instruction, program and services.	Incomplete plan to evaluate the instruction, program and services.	Has a plan to evaluate the instruction, program and services. Uses data to assess effectiveness and adjusts instruction, program, services accordingly.	Has a comprehensive plan to evaluate the instruction, program and services. Uses plan and data collected; develops strategies to communicate with and involve stakeholders.
Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
GROWING AND DEVELOPING PROFESSIONALLY	Fails to engage in professional development activities to enhance content knowledge or skill. Resists feedback on teaching performance from supervisors or colleagues. Does not participate in professional organizations. Fails to provide professional development to educational community.	Participates in professional development activities to enhance content knowledge or skill to a limited extent. Accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Limited participation in professional organizations. Uses professional development ideas in working with individual teachers.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Welcomes feedback on teaching performance from supervisors and colleagues. Participates in various professional development opportunities and takes an active role in a professional organization. Provides professional development activities at faculty meetings and/or in-service programs.	Seeks out professional development activities and makes a systematic effort to conduct action research Seeks out feedback on teaching performance from supervisors and colleagues. Assumes a leadership role in professional organizations Publishes in a professional journal OR provides professional development to educational community such as professional conferences.
Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
MAINTAINING ACCURATE RECORDS	Does not maintain accurate or current records.	Maintains records Inconsistently uses data from the records to guide decision-making Inconsistently uses data from records.	Maintains accurate, reasonably current, and accessible records. Consistently uses data from records to guide decision-making. Consistently uses data from records and communicates it to the school community.	Maintains accurate, current, and easily accessible records. Intentionally uses data from records to guide decision-making. Intentionally uses data from records and communicates it to the school community and stakeholders.
Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 2,4,7]				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
DEVELOPING AND MAINTAINING A COLLECTION OF RESOURCES	Makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment. Does not inventory the library collection. Does not use an online integrated library system when it is available.	Inconsistently assesses, makes new purchases and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. Inconsistently inventories the library. Inconsistently uses an online integrated library system when it is available.	Regularly assesses, makes new purchases and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. Consistently inventories the library. Consistently uses an online integrated library system when it is available.	Solicits input from teachers, students and the school community. Consistently assesses, makes new purchases based on assessment data and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. Consistently inventories the collection and uses data to advocate for necessary monetary resources to maintain a collection responsive to changing instructional needs. Consistently uses an online integrated library system when it is available.
Evidence				

SIGNATURES:

_____ _____

Administrator Date

_____ _____

Speech Language Pathologist Date

*The signature on this evaluation does not necessarily indicate agreement with its contents, and he/she may add additional comments and/or attach additional information to this form.

ADDENDUM K - NURSE PERFORMANCE EVALUATION RUBRIC

The ***Performance Evaluation Rubric*** is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the Nurse.

DOMAIN A: Planning and Preparation				
	Ineffective	Developing	Skilled	Accomplished
A1: Knowledge of and collection of data for a health history.	The school nurse does not demonstrate fundamental knowledge of health history components.	The school nurse demonstrates minimal knowledge of health history components.	The school nurse demonstrates consistent understanding of health history components.	The school nurse applies the knowledge of thoroughly Collecting the data for a health history while making intervention decisions.
Evidence				
A2: Knowledge of anatomy and pathophysiology of body systems.	The school nurse does not demonstrate a fundamental knowledge of anatomy and pathophysiology.	The school nurse has a basic Knowledge of anatomy and pathophysiology.	The school nurse demonstrates an understanding between the anatomy of bodily systems and pathophysiology.	The school nurse applies the knowledge of pathophysiology while making nursing assessments.
Evidence				
A3: Knowledge of emergencies in the school setting and appropriate responses to emergencies.	The school nurse does not follow general emergency guidelines and first aid measures for emergency care in the school setting.	The school nurse has a basic understanding of general emergency guidelines and first aid measures.	The school nurse uses the knowledge of basic first aid measures and general emergency guidelines while responding to an emergency situation in the school setting.	The school nurse demonstrates appropriate assessment skills of an emergency situation in the school setting by administering, instructing, and/or delegating to others first aid emergency care.
Evidence				
A4: Knowledge of acute, episodic, and chronic health conditions.	The school nurse does not demonstrate a fundamental knowledge of acute, episodic and chronic health conditions.	The school nurse has a limited knowledge and past experience in the assessment of acute, episodic, and chronic health conditions as	The school nurse demonstrates a broad knowledge of acute, episodic and chronic health conditions.	The school nurse demonstrates a thorough understanding of acute, episodic and chronic health conditions while making

		relative to the school health setting.		nursing assessments and appropriate interventions in a school health setting.
Evidence				
A5: Knowledge of communicable diseases	The school nurse does not demonstrate knowledge of communicable disease.	The school nurse demonstrates minimal knowledge of communicable diseases.	The school nurse demonstrates knowledge of communicable diseases.	The school nurse demonstrates a thorough knowledge of communicable diseases and makes appropriate referrals as needed.
Evidence				

DOMAIN B: Clinic/Classroom Environment				
	Ineffective	Developing	Skilled	Accomplished
B1: Immunization requirements	The school nurse does not demonstrate a knowledge of the required immunization schedule.	The school nurse demonstrates a basic knowledge of the required immunization schedule.	The school nurse works diligently to meet the school mandated requirements. In addition, the school nurse coordinates the exclusion of unprotected students according to district policy.	The school nurse communicates immunization requirements to parents and collaborates with outside community agencies, other school districts and physician's offices.
Evidence				
B2: Certificate of child health examination	The school nurse does not demonstrate a knowledge of the child health examination components.	The school nurse demonstrates a basic knowledge of the child health examination components.	The school nurse has a thorough understanding of the child health examination certificate and interprets health status.	The school nurse maintains and coordinates the certificate of child health examination information with former health records in an organized and professional manner for each student.
Evidence				
B3: Risk reduction and infection control	The school nurse does not possess knowledge of or ignores opportunities for risk	The school nurse possesses a basic understanding of risk reduction and infection control.	The school nurse identifies and provides information to	The school nurse communicates to students, parents and staff and collaborates with appropriate

	reduction and infection control.		students, parents, and staff members to correct deficient patterns of health care.	agencies. The school nurse has an understanding of primary, secondary and tertiary prevention.
Evidence				
B4: Health and safety education	The school nurse does not possess knowledge of health and safety measures in the school setting.	The school nurse possesses a basic understanding of health and safety measures.	The school nurse identifies and provides information to students, parents and staff members of health and safety measures.	The school nurse consistently provides information to enhance health and safety in the school setting. The school nurse encourages students to develop patterns of healthful living and to accept responsibility for his/her own health and well-being.
Evidence				
B5: Counseling techniques	The school nurse has no understanding of counseling techniques.	The school nurse has a basic knowledge of counseling techniques.	The school nurse identifies opportunities to advise, educate and teach health issues.	The school nurse understands a variety of counseling techniques. The school nurse develops rapport and relationships with student, parent or staff to advise or educate on specific health issues with an awareness of the importance of confidentiality.
Evidence				
B6: Knowledge of community health needs and resources	The school nurse does not have an awareness of community health needs.	The school nurse has a basic understanding of community health needs and resources.	The school nurse has a thorough knowledge of services and is able to match appropriate services to the needs of individuals.	The school nurse is effective in identifying services that are appropriate for the individual student's needs and serves as a resource for others in the school environment.
Evidence				

DOMAIN C: Instruction				
	Ineffective	Developing	Skilled	Accomplished
C1: Ability to identify needs of adolescents regarding pregnancy and sexuality	The school nurse is unable to recognize the needs of the adolescent regarding pregnancy and sexuality.	The school nurse possesses a general knowledge of the health issues surrounding adolescent pregnancy and sexuality.	The school nurse consistently recognizes the needs of the adolescent and implements appropriate intervention.	The school nurse possesses thorough knowledge of appropriate community/outside agencies and provides referrals.
Evidence				
C2: Knowledge of psychosocial needs impacting adolescent health	The school nurse has no knowledge of the psychosocial needs of the adolescent.	The school nurse has limited knowledge of psychosocial needs of the adolescent.	The school nurse consistently demonstrates an understanding of the psychosocial needs of the adolescent.	The school nurse consistently collaborates with colleagues and appropriate outside community agencies as needed.
Evidence				
C3: Knowledge of medical technology in the school setting	The school nurse lacks awareness or is resistant to medical technology.	The school nurse has a limited awareness of medical technology used in the school setting.	The school nurse demonstrates the ability to utilize medical technology in a school setting.	The school nurse demonstrates a broad knowledge of current medical technology and pursues educational opportunities to enhance delivery of services in the school setting.
Evidence				
C4: Knowledge of abuse and neglect	The school nurse does not recognize and/or does not report abuse and neglect.	The school nurse understands all categories of child abuse are required by law to be reported to the proper authorities.	The school nurse consistently recognizes and reports all categories of abuse to appropriate authorities.	The school nurse collaborates with appropriate support services. Performs physical assessment, documents findings, provides first aid for any injuries requiring emergency management, reports suspicion of

				abuse/neglect to authorities in accordance to child protection laws and school district policies.
Evidence				
C5: Individualized Educational Plan	The school nurse does not understand the process of creating an Individual Education Plan for an identified student with a medical need.	The school nurse has a basic understanding of the process of creating an Individual Education Plan for an identified student with a medical need.	The school nurse participates in developing a goal that is educationally relevant to an individual medical need.	The school nurse consults and collaborates with other school personnel, the parents and the student, in gathering other health related information pertinent in developing an IEP goal.
Evidence				
C6: Evaluation Team Report	The school nurse does not provide an accurate written report and does not communicate effectively with those involved in the ETR.	The school nurse provides a basic written report.	The school nurse provides an accurately written report and attends the ETR Meeting to present findings.	The school nurse provides an accurately written report, can communicate pertinent health information, and contributes in determining special education eligibility.
Evidence				
C7: Individualized Health Plan (IHP)	The school nurse does not possess an understanding of an Individualized Health Plan.	The school nurse possesses a basic understanding of a basic Individualized Health Plan.	The school nurse develops an IHP for a student with a medical need that interferes with the educational process.	The school nurse constructs the IHP that contains the following identifiable parts: history, assessment data, nursing diagnosis, goal of care, nursing actions or interventions, and expected outcomes to reflect the needs of a student in an educational setting.
Evidence				
C8: Nursing Practice Act	The school nurse does not possess an understanding of how the state Nurse Practice Act regulates school nursing.	The school nurse has a basic understanding of how the state Nurse Practice Act regulates school nursing.	The school nurse utilizes the Nurse Practice Act as a guideline for nursing care in the educational setting.	The school nurse possesses a thorough understanding of the Nurse Practice Act, what nursing care can be

				delegated, qualifications of persons providing nursing care, and how failure to comply may result in litigation or loss of one's nursing license.
Evidence				

DOMAIN D: Professionalism				
	Ineffective	Developing	Skilled	Accomplished
D1: Medication policy	The school nurse does not possess an understanding of the district medication policy regulating the authorization of medication in the school setting.	The school nurse has a basic understanding of the district medication policy regulating the authorization and administration of medication in the school setting.	The school nurse implements the district medication policy as defined.	The school nurse collaborates with parents, physicians, and students regarding safe distribution of medication. The school nurse maintains proper authorization, and documentation of records. The school nurse provides appropriate storage of medications.
Evidence				
D2: Management of health records	The school nurse does not possess an understanding of compliance with state, federal laws, regulations and guidelines governing school health records.	The school nurse has a basic understanding of the need for compliance of school health records.	The school nurse maintains accurate and complete health records on each student while maintaining confidentiality.	The school nurse efficiently interprets health record information. The school nurse seeks out clarification of incomplete records while striving for the goal of compliance of all records according to state law.
Evidence				
D3: Supervision and delegation of care	The school nurse does not understand roles and responsibilities that may be delegated to	The school nurse has a limited awareness of nursing responsibilities that may be delegated to	The school nurse clearly defines tasks to be delegated to paraprofessionals and	School nurse delegates tasks, provides supervision, in-service training and evaluation of performance of

	paraprofessionals and volunteers.	paraprofessionals and volunteers.	volunteers within guidelines of their job description.	paraprofessionals and volunteers.
Evidence				
D4: Growing and developing professionally - Formal	The school nurse does not pursue opportunities to expand his/her knowledge base or acquire new skills.	The school nurse pursues course work, seminars and workshops to enhance knowledge and develop skills.	The school nurse is active in developing expertise in relevant areas and shares that knowledge and expertise with colleagues.	The school nurse continually expands knowledge and skills, sharing with colleagues and incorporating knowledge into practice and programs. The school nurse maintains professional affiliations.
Evidence				
D5: Growing and developing professionally - Informal	The school nurse does not utilize opportunities to read about and discuss current professional literature and issues.	The school nurse engages in reading and discussions related to professional issues.	The school nurse actively shares from personal reading and initiates discussions with colleagues about issues related to education and nursing.	The school nurse incorporates knowledge and insights into daily practice utilizing professional journals, resources, and other technologies.
Evidence				
D6: Awareness of available resources and community agencies	The school nurse is unaware of available resources and does not provide appropriate referrals.	The school nurse has general knowledge of resources and can refer appropriately as needed.	The school nurse has comprehensive knowledge of available resources and makes appropriate referrals as needed.	The school nurse is a resource for others in sharing knowledge and making referrals to community resources and agencies.
Evidence				
D7: Cooperative working agreement with community agencies	The school nurse does not make appropriate referrals and does not respond to requests from community agencies regarding the student's needs.	The school nurse makes appropriate referrals and responds to requests from community agencies.	The school nurse actively collaborates with community agencies.	The school nurse initiates effective relationships with community agencies.
Evidence				

D8: Ethics and professional conduct	The school nurse does not have an understanding of the issues involving ethics and professional conduct.	The school nurse has a basic knowledge of proper professional conduct and ethics.	The school nurse demonstrates proper professional and ethical conduct.	The school nurse is a resource for others in issues of professional conduct and ethics.
Evidence				
D9: Standards of Professional School Nursing Practice	The school nurse is not aware of the Standards of Professional School Nursing Practice.	The school nurse has a basic understanding of the Standards of Professional School Nursing Practice.	The school nurse has a thorough knowledge of the Standards of Professional School Nursing Practice.	The school nurse consistently uses the Standards of Professional School Nursing Practice as a guideline for competent practice.
Evidence				

SIGNATURES:

_____ _____

Administrator Date

_____ _____

Nurse Date

*The signature on this evaluation does not necessarily indicate agreement with its contents, and he/she may add additional comments and/or attach additional information to this form.

ADDENDUM L - SPEECH LANGUAGE PATHOLOGIST PERFORMANCE EVALUATION RUBRIC

The ***Performance Evaluation Rubric*** is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the SLP.

DOMAIN A: Planning and Preparation				
	Ineffective	Developing	Skilled	Accomplished
A1: Demonstrating knowledge and skill in the SLP area	The SLP demonstrates little or no knowledge and skill in the therapy area.	The SLP demonstrates basic knowledge and skill in the therapy area.	The SLP demonstrates thorough knowledge and skill in the therapy area.	The SLP demonstrates extensive knowledge and skill in the therapy area.
Evidence				
A2: Acquiring of information about individual learners	The SLP does not acquire knowledge of individual students as learners.	The SLP acquires little knowledge or information about individual students as learners from a limited number of sources.	The SLP acquires detailed information about individual students as learners from a variety of sources, and/or in an ongoing manner.	The SLP acquires extensive and detailed information about individual students as learners from a variety of sources, and in an ongoing manner and uses that knowledge to plan an effective and individualized program for each student.
Evidence				
A3: Establishing individual goals for the therapy program appropriate to the setting and the students served.	The SLP has no clear goals for the individual therapy programs or they are inappropriate to either the situation or to the age of the students.	The SLP's goals for the individual therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	The SLP's goals for the individual therapy program are clearly appropriate to the situation in the school, to the age of the students and address individual learning styles.	The SLP's goals for the individual therapy program are highly appropriate to the situation in the school, to the age of the students and address individual learning styles.
Evidence				
A4: Demonstrating knowledge of district, state, and federal regulations and guidelines.	The SLP demonstrates little or no knowledge of special education laws and procedures.	The SLP demonstrates basic knowledge of special education laws and procedures.	The SLP demonstrates knowledge of special education laws and procedures.	The SLP's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.

Evidence				
A5: Demonstrating knowledge of resources, both within and beyond the school and district	The SLP demonstrates little or no knowledge of resources for students available through the school or district.	The SLP demonstrates basic knowledge of resources for students available through the school or district.	The SLP demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	The SLP demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Evidence				
A6: Demonstrating valid assessment and interpretation	The SLP is unable to select appropriate diagnostic instruments.	The SLP selects and administers diagnostic instruments without consideration of team/parent input.	The SLP selects and administers diagnostic instruments and procedures based on the student's developmental level, areas of concern and team/parent input. The SLP gathers information on how the student's developmental disorder affects educational performance.	The SLP gathers comprehensive information on how the student's developmental disorder affects educational performance.
Evidence				
A7: Developing the therapy program integrated with IEP goals to meet the needs of the individual student	The SLP has developed services for students that are unrelated to IEP goals.	The SLP has developed services for students that have a guiding principle and include a number of worthwhile activities but some do not fit with the broader IEP goals.	The SLP has developed a therapy program that adequately meets the needs of the student as defined in the IEP to support progress toward IEP goals.	The SLP has developed a therapy program that is consistent with best practice to effectively service the student to support progress towards IEP goals.
Evidence				

DOMAIN B: Therapy Environment				
	Ineffective	Developing	Skilled	Accomplished
B1: Establishing rapport with students	Therapist's interactions with students are negative or	Therapist's interactions with students are both positive	Therapist's interactions with students are positive and	Therapists' interactions with all students demonstrate a

	inappropriate; students appear uncomfortable in the testing and therapy area.	and negative; the therapist's efforts at developing rapport are partially successful.	respectful; students appear comfortable in the testing and therapy area.	positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. Students seek out the therapist, reflecting a high degree of comfort and trust in the relationship.
Evidence				
B2: Organizing time effectively	Therapist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Therapist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Therapist exercises good judgment in setting priorities, resulting in clear schedules an important work being accomplished in an efficient manner.	Therapist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
Evidence				
B3: Sets behavioral expectations for students in the therapy setting.	No behavioral expectations have been established and therapist disregards or fails to address negative behavior during evaluation or treatment.	Behavioral expectations appear to have been established for the therapy setting. Therapist's attempt to monitor and correct negative student behavior during evaluation and treatments are partially successful.	Behavioral expectations for students have been established for the therapy setting. Therapist monitors student behavior against those standards; response to students is appropriate and respectful.	Behavioral expectations for students have been established for the therapy setting. Therapist's monitoring of students is subtle and preventative, and students engage in self-monitoring behavior.
Evidence				

DOMAIN C: Evaluation and Intervention				
	Ineffective	Developing	Skilled	Accomplished
C1: Follows established procedures for referrals	Therapist does not follow established district procedures for referrals	Therapist inconsistently follows established district procedures for referrals.	Therapist adequately follows established district procedures for referrals and for meetings and consultations with parents and administrators.	Therapist consistently follows established district procedures for all aspects of referral and testing protocols.

Evidence				
C2: Responding to referrals and evaluating student needs	Therapist fails to respond to referrals or makes hasty assessment of student needs.	Therapist responds to referrals when pressed and makes adequate assessments of student needs.	Therapist responds to referrals and makes thorough assessment of student needs.	Therapist is proactive in responding to referrals and makes highly competent assessments of student needs.
Evidence				
C3: Communicating with families	Therapist fails to communicate with families and secure necessary permission for evaluations or communicates in a insensitive manner.	Therapist's communication with families is partially successful; not always adhering to required deadlines; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Therapist communicates with families and secures necessary permission for evaluations adhering to required timelines, doing so in a manner sensitive to cultural and linguistic traditions.	Therapist secures necessary permissions adhering to required timelines and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Therapist reaches out to families of students to enhance trust.
Evidence				
C4: Collecting information; writing reports	Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Therapist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Therapist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and is tailored for the audience.
Evidence				
C5: Implements therapy services to maximize student success	Therapist fails to develop therapy services suitable for students, or plans are mismatched with the findings of assessments.	Therapist's services for students are partially suitable for them or sporadically aligned with identified needs. They are not always individualized to specific student needs.	Therapist implements therapy services for students that are suitable for them and are aligned with identified needs.	Therapist implements therapy services for students, finding ways to creatively meet student needs and incorporate many related elements.
Evidence				

C6: Demonstrating flexibility and responsiveness	Therapist adheres to the therapy services in spite of evidence of its inadequacy.	Therapist makes modest changes in the student's therapy services when confronted with evidence of the need for change.	Therapist makes revisions in the student's therapy services when they are needed.	Therapist is continually seeking ways to improve the student's therapy services and makes changes in response to student, parent or teacher input.
Evidence				

DOMAIN D: Professionalism				
	Ineffective	Developing	Skilled	Accomplished
D1: Collaborating with staff	Therapist is not available to staff or questions and planning and declines to provide background material when requested.	Therapist is available to staff for questions and planning and provides background material when requested.	Therapist initiates contact with relevant staff to confer regarding individual cases.	Therapist seeks out relevant staff and other professionals to confer regarding cases, soliciting their perspectives on individual students.
Evidence				
D2: Maintaining an effective data management system	Therapist's data management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Therapist has developed a rudimentary data management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Therapist has developed an effective data management system for monitoring student progress and uses it to adjust treatment when needed.	Therapist has developed a highly effective data management system for monitoring student progress and uses it to adjust treatment when needed.
Evidence				
D3: Engaging in professional development	Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Therapist's participation in professional development activities is limited to those that are convenient and required.	Therapist seeks out opportunities for professional development based on individual assessment of need.	Therapist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues, supervision of fieldwork students.
Evidence				

D4: Showing professionalism, including integrity, advocacy and maintaining confidentiality	Therapist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Therapist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students when needed.	Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence				

SIGNATURES:

_____ _____

Administrator Date

_____ _____

Speech Language Pathologist Date

*The signature on this evaluation does not necessarily indicate agreement with its contents, and he/she may add additional comments and/or attach additional information to this form.

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