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MASTER CONTRACT

BETWEEN THE

**MILTON-UNION
EDUCATION ASSOCIATION**

AND THE

**MILTON-UNION
EXEMPTED VILLAGE SCHOOLS**

**Effective:
July 1, 2019
through
June 30, 2022**



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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 the Monday meeting. Such agenda shall be available to the Association on Friday prior to the Monday meeting.
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, if requested by either party, 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, WOE, 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 "Greater Miami Community Federal 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. Fund for Children and Public Education

SECTION 5 - PAY PROCEDURE

- A. Payment of salary shall be bi-weekly (26 or 27 pays) 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 26 or 27 equal installments, with salary paid by direct deposit on Friday of scheduled payday. 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 provided 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 or Freedom of Education Act will be provided to the public upon request. Employees will be notified should a Public Record request be made of their file.

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 with the Association. 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.

- B. The teachers' standard work day shall include one-half hour prior to or after the end of the student school day. 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 (200) minutes for each full week for instructional planning and conferences.

- 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 or preparation time, 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 without his/her prior consultation and acceptance.
- B. Upon his/her request, the employee considering the acceptance of student teacher 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. Student teacher stipends, paid to the district by the college/university, shall be passed through to the supervising teacher in full, minus required deductions.

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 teachers under them of these procedures.

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 may 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.

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.

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 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 schedule 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.

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.

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 2019-2020 salary schedule shall be modified as follows;

The base salary shall be increased by 2.5 % and shall be \$38,800.

The 2020-2021 salary schedule shall be modified as follows;

The base salary shall be increased by 2.5 % and shall be \$39,770.

The 2021-2022 base salary schedule shall be modified as follows:

If the health care insurance carrier premium increase for the 2022 is less than or equal to 7%, then the salary base increase will be 2.75% and shall be \$40,864.

If the health care insurance carrier premium increase for 2022 is between 7.01% and 13.99%, then the salary base increase will be 2.5% and shall be \$40,764.

If the health care insurance carrier premium increase for 2022 is greater than or equal to 14%, then the salary base increase will be 2.25% and shall be \$40,665.

All employees shall be advanced one (1) step annually on the salary schedule.

- 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:	1st July pay and last day of Summer School
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. HEALTH SAVINGS ACCOUNT (HSA) (optional)

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 semi-annually in January and July. 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.

The District shall fund the HSA in the amount of \$1000.00 single/\$2000.00 family.

In January 2020 only, the Board will frontload its contribution to a member's health savings account. The contribution will be \$1,000 for a single plan and \$2,000 for a family plan. Thereafter, the Board contribution to the HSA will be as set forth in Article VI, Section A2.

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. 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.

E. 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 and drop coverage during open enrollment. 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).

Savings created from opt-out program described above will be split 50/50 between bargaining unit and district. The bargaining unit's share shall be distributed to only those members enrolled in the insurance program on or after July 2014. Employees hired on or after July 2014 will be eligible for the opt-out incentive if they have been enrolled for at least one (1) year and drop their health insurance during open enrollment.

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 fifty-five 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.

For employees who are at step 25 or greater on the salary schedule, the maximum accumulation of sick leave shall be two hundred seventy (270) days. These employees shall earn additional days of severance beyond the maximum set forth in Article VI, Section 3 based on the following formula:

One (1) additional day of severance for each ten (10) days of sick leave accumulated beyond two hundred twenty (220) days.

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

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.

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.

Unused sick leave may be accumulated up to a maximum of two hundred twenty (220) 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 two hundred seventy (270) days. These employees shall earn additional days of severance beyond the maximum set forth in Article VI, Section 3 based on the following formula:

One (1) additional day of severance for each ten (10) days of sick leave accumulated beyond two hundred twenty (220) days.

Calculation 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 45 days.
Maximum employee donation is 3 days/year.

- Application Criteria:
- 1) Sick leave days must be exhausted.
 - 2) Personal leave days must be exhausted.
 - 3) Maximum request is 15 days.
 - 4) 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 person using Sick Leave Bank is expected to donate days back to the Bank. 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 \$75.00 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 WOECA 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 year (if eligible); or (2) return to active teaching duty for the ensuing 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.

SECTION 3 - ASSAULT LEAVE

- A. Any certified/licensed staff member absent from regular duties because of a 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. 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.

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. Limited Contract Employees

First Observation

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

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.

Third Observation

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.

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

F. Continuing Contract Employees

First Observation

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

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.

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

G. Accomplished/Skilled Designated Employees

A teacher earning a final summative rating 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 summative rating 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.

H. 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.

- I. 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.
- J. A paper copy of the summative rating and rubrics will be placed in the teacher's personnel file.
- K. Unless mutually agreed upon, monitoring or listening devices will not be a part of the regular evaluation program.
- L. 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.
- M. 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)
- N. The district shall provide training and/or orientation regarding the evaluation program to all new hires and offer same to existing certificated/licensed teachers.
- O. 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 summative rating.
 - 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 summative rating.
- P. 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.

- Q. Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. Fifty percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the *Ohio Standards for the Teaching Profession* and training for credentialed evaluators.

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. 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 – SUPPLEMENTAL SALARY SCHEDULE COMMITTEE


A joint committee made up of an equal number of members appointed by the Superintendent and the President of the MUEA shall meet no later than November 1, 2017. Additional meetings may be scheduled as needed by mutual agreement of the committee members. The committee shall be charged with the responsibility of reviewing the current supplemental salary schedule and submitting a written recommendation regarding any changes in the compensation structure of the schedule. The written recommendation must be submitted to the Superintendent and to the President of the MUEA no later than February 1, 2019 and will be considered during the next negotiation process.

SECTION 8 - DURATION OF AGREEMENT

This Agreement shall remain in full force and effect from July 1, 2019 through June 30, 2022.

IN WITNESS WHEREOF, the parties hereto, by their duly authorized representatives, have executed this Agreement on the 26th, day of August, 2019.

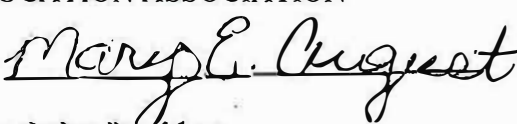
MILTON-UNION BOARD OF
EDUCATION


By: 
President, Board of Education


By: 
Superintendent of Schools

By: 
Treasurer

MILTON-UNION
EDUCATION ASSOCIATION

By: 
Association President

By: 
Negotiations Chairperson

By: 
Committee Member

ADDENDUMS

ADDENDUM A1 – 2019-2020 SALARY SCHEDULE
(includes 2.5% increase to the base salary)

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	\$38,800	1.0470	\$40,624	1.0700	\$41,516	1.1000	\$42,680	1.1500	\$44,620
1	1	1.0440	\$40,507	1.0940	\$42,447	1.1200	\$43,456	1.1520	\$44,698	1.2030	\$46,676
2	2	1.0880	\$42,214	1.1410	\$44,271	1.1700	\$45,396	1.2040	\$46,715	1.2560	\$48,733
3	3	1.1320	\$43,922	1.1880	\$46,094	1.2200	\$47,335	1.2580	\$48,733	1.3090	\$50,789
4	4	1.1760	\$45,629	1.2350	\$47,918	1.2700	\$49,276	1.3080	\$50,750	1.3620	\$52,846
5	5	1.2200	\$47,336	1.2820	\$49,742	1.3200	\$51,216	1.3600	\$52,768	1.4150	\$54,902
6	6	1.2640	\$49,043	1.3200	\$51,565	1.3700	\$53,156	1.4120	\$54,766	1.4680	\$56,958
7	7	1.3080	\$50,750	1.3760	\$53,389	1.4200	\$55,098	1.4640	\$56,803	1.5210	\$59,015
8	8	1.3520	\$52,458	1.4230	\$55,212	1.4700	\$57,036	1.5180	\$58,821	1.5740	\$61,071
9	9	1.3960	\$54,165	1.4700	\$57,036	1.5200	\$58,976	1.5680	\$60,838	1.6270	\$63,128
10	10	1.4400	\$55,872	1.5170	\$58,860	1.5700	\$60,916	1.6200	\$62,856	1.6800	\$65,184
11	11	1.4840	\$57,579	1.5640	\$60,683	1.6200	\$62,856	1.6720	\$64,874	1.7330	\$67,240
12	12	1.5280	\$59,286	1.6110	\$62,507	1.6700	\$64,796	1.7240	\$66,891	1.7860	\$69,297
13	13	1.5720	\$60,994	1.6580	\$64,330	1.7200	\$66,736	1.7760	\$68,909	1.8390	\$71,353
15	15	1.6160	\$62,701	1.7050	\$66,154	1.7700	\$68,676	1.8280	\$70,926	1.8920	\$73,410
16	16	1.6410	\$63,671	1.7285	\$67,066	1.7950	\$69,646	1.8540	\$71,936	1.9180	\$74,418
20	20	1.6800	\$64,406	1.7520	\$67,978	1.8200	\$70,616	1.8800	\$72,944	1.9480	\$75,466
25	25	1.7040	\$65,115	1.7900	\$68,801	1.8700	\$72,556	1.9320	\$74,862	1.9980	\$77,522
30	30	1.7330	\$67,240	1.8300	\$71,004	1.9020	\$73,798	1.9680	\$76,281	2.0330	\$78,690

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 certificate.
- 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: 7/1/2019

ADDENDUM A2 – 2020-2021 SALARY SCHEDULE
(includes 2.5% increase to the base salary)

Yrs of Completed Teaching	Salary Step	Bachelor's Degree II		Bachelor's Degree w/160 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	\$39,770	1.0470	\$41,638	1.0700	\$42,854	1.1000	\$43,747	1.1500	\$45,738
1	1	1.0440	\$41,520	1.0940	\$43,508	1.1200	\$44,542	1.1520	\$45,415	1.2030	\$47,843
2	2	1.0880	\$43,270	1.1410	\$45,378	1.1700	\$46,531	1.2040	\$47,883	1.2560	\$49,951
3	3	1.1320	\$45,020	1.1880	\$47,247	1.2200	\$48,618	1.2580	\$49,951	1.3090	\$52,059
4	4	1.1760	\$46,770	1.2350	\$49,118	1.2700	\$50,808	1.3080	\$52,019	1.3620	\$54,187
5	5	1.2200	\$48,519	1.2820	\$50,985	1.3200	\$52,496	1.3600	\$54,087	1.4160	\$56,275
6	6	1.2640	\$50,269	1.3290	\$52,854	1.3700	\$54,485	1.4120	\$56,156	1.4800	\$58,382
7	7	1.3080	\$52,018	1.3760	\$54,724	1.4200	\$56,473	1.4640	\$58,223	1.5210	\$60,490
8	8	1.3520	\$53,768	1.4230	\$56,693	1.4700	\$58,462	1.5160	\$60,291	1.5740	\$62,598
9	9	1.3960	\$55,518	1.4700	\$58,802	1.5200	\$60,450	1.5680	\$62,359	1.6270	\$64,706
10	10	1.4400	\$57,268	1.5170	\$60,931	1.5700	\$62,439	1.6200	\$64,427	1.6800	\$66,814
11	11	1.4840	\$59,018	1.5640	\$62,900	1.6200	\$64,427	1.6720	\$66,495	1.7330	\$68,921
12	12	1.5280	\$60,768	1.6110	\$64,969	1.6700	\$66,416	1.7240	\$68,563	1.7860	\$71,029
13	13	1.5720	\$62,518	1.6580	\$66,938	1.7200	\$68,404	1.7760	\$70,632	1.8390	\$73,137
14	14	1.6160	\$64,268	1.7050	\$68,908	1.7700	\$70,393	1.8280	\$72,700	1.8920	\$75,245
15	15	1.6600	\$66,018	1.7520	\$70,877	1.8200	\$72,381	1.8840	\$74,768	1.9560	\$77,353
16	16	1.7040	\$67,768	1.7990	\$72,846	1.8700	\$74,370	1.9320	\$76,836	1.9980	\$79,461
17	17	1.7480	\$69,518	1.8460	\$74,815	1.9200	\$76,358	1.9880	\$78,903	2.0330	\$81,569
18	18	1.7920	\$71,268	1.8930	\$76,784	1.9700	\$78,346	2.0400	\$80,970	2.0880	\$83,677
19	19	1.8360	\$73,018	1.9400	\$78,753	2.0200	\$80,334	2.0960	\$83,037	2.1360	\$85,785
20	20	1.8800	\$74,768	1.9870	\$80,722	2.0700	\$82,322	2.1520	\$85,104	2.1880	\$87,893
21	21	1.9240	\$76,518	2.0340	\$82,691	2.1200	\$84,310	2.2080	\$87,171	2.2360	\$89,901
22	22	1.9680	\$78,268	2.0810	\$84,660	2.1700	\$86,298	2.2640	\$89,238	2.2840	\$91,909
23	23	2.0120	\$80,018	2.1280	\$86,629	2.2200	\$88,286	2.3120	\$91,305	2.3160	\$93,917
24	24	2.0560	\$81,768	2.1750	\$88,598	2.2700	\$90,274	2.3600	\$93,372	2.3560	\$95,925
25	25	2.1000	\$83,518	2.2220	\$90,567	2.3200	\$92,262	2.4480	\$95,439	2.3520	\$97,933
26	26	2.1440	\$85,268	2.2690	\$92,536	2.3700	\$94,250	2.5440	\$97,506	2.3480	\$99,941
27	27	2.1880	\$87,018	2.3160	\$94,505	2.4200	\$96,238	2.6400	\$99,573	2.3440	\$101,949
28	28	2.2320	\$88,768	2.3630	\$96,474	2.4700	\$98,226	2.7360	\$101,640	2.3400	\$103,957
29	29	2.2760	\$90,518	2.4100	\$98,443	2.5200	\$100,214	2.8320	\$103,707	2.3360	\$105,965
30	30	2.3200	\$92,268	2.4570	\$100,412	2.5700	\$102,202	2.9280	\$105,774	2.3320	\$107,973

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 certificate.
- 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: 7/1/2020

ADDENDUM A2 (a) – 2021-2022 SALARY SCHEDULE

If the health care insurance carrier premium increase for 2022 is greater than or equal to 14%, then the salary base increase will be 2.25%.

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	\$40,665	1.0470	\$42,576	1.0700	\$43,512	1.1000	\$44,732	1.1500	\$46,765
1	1	1.0440	\$42,454	1.0940	\$44,488	1.1200	\$45,545	1.1520	\$46,646	1.2030	\$48,920
2	2	1.0880	\$44,244	1.1410	\$46,399	1.1700	\$47,578	1.2040	\$48,691	1.2560	\$51,075
3	3	1.1320	\$46,033	1.1880	\$48,310	1.2200	\$49,611	1.2560	\$51,075	1.3090	\$53,230
4	4	1.1760	\$47,822	1.2350	\$50,221	1.2700	\$51,645	1.3080	\$53,190	1.3620	\$55,388
5	5	1.2200	\$49,611	1.2820	\$52,133	1.3200	\$53,078	1.3600	\$55,204	1.4150	\$57,541
6	6	1.2640	\$51,401	1.3290	\$54,044	1.3700	\$55,711	1.4120	\$57,419	1.4680	\$59,696
7	7	1.3080	\$53,190	1.3780	\$55,955	1.4200	\$57,744	1.4640	\$59,634	1.5210	\$61,851
8	8	1.3520	\$54,979	1.4230	\$57,866	1.4700	\$59,778	1.5160	\$61,648	1.5740	\$64,007
9	9	1.3960	\$56,788	1.4700	\$59,778	1.5200	\$61,811	1.5680	\$63,763	1.6270	\$66,162
10	10	1.4400	\$58,598	1.5170	\$61,689	1.5700	\$63,844	1.6200	\$65,877	1.6800	\$68,317
11	11	1.4840	\$60,407	1.5640	\$63,600	1.6200	\$65,977	1.6720	\$67,992	1.7330	\$70,472
12	12	1.5280	\$62,216	1.6110	\$65,511	1.6700	\$67,911	1.7240	\$70,106	1.7850	\$72,628
13	13	1.5720	\$64,025	1.6580	\$67,423	1.7200	\$69,944	1.7760	\$72,221	1.8360	\$74,783
14	14	1.6160	\$65,834	1.7050	\$69,334	1.7700	\$71,877	1.8280	\$74,336	1.8920	\$76,938
15	15	1.6600	\$67,643	1.7520	\$71,245	1.8200	\$73,810	1.8840	\$76,450	1.9540	\$79,093
16	16	1.7040	\$69,452	1.7990	\$73,156	1.8700	\$75,844	1.9320	\$78,565	1.9980	\$81,249
17	17	1.7480	\$71,261	1.8460	\$75,067	1.9200	\$77,877	1.9960	\$80,676	2.0330	\$82,672
18	18	1.7920	\$73,070	1.8930	\$76,978	1.9700	\$79,910	2.0520	\$82,787	2.0800	\$84,678
19	19	1.8360	\$74,879	1.9400	\$78,889	2.0200	\$81,943	2.1040	\$84,898	2.1320	\$86,684
20	20	1.8800	\$76,688	1.9870	\$80,800	2.0700	\$83,976	2.1480	\$86,909	2.1800	\$88,690
21	21	1.9240	\$78,497	2.0340	\$82,711	2.1200	\$86,009	2.1920	\$89,020	2.2280	\$90,696
22	22	1.9680	\$80,306	2.0810	\$84,622	2.1700	\$88,042	2.2360	\$91,131	2.2700	\$92,702
23	23	2.0120	\$82,115	2.1280	\$86,533	2.2200	\$90,075	2.2800	\$93,242	2.3120	\$94,708
24	24	2.0560	\$83,924	2.1750	\$88,444	2.2700	\$92,108	2.3240	\$95,353	2.3540	\$96,714
25	25	2.1000	\$85,733	2.2220	\$90,355	2.3200	\$94,141	2.3680	\$97,464	2.3960	\$98,720
26	26	2.1440	\$87,542	2.2690	\$92,266	2.3700	\$96,174	2.4120	\$99,575	2.4340	\$100,726
27	27	2.1880	\$89,351	2.3160	\$94,177	2.4200	\$98,207	2.4560	\$101,686	2.4660	\$101,732
28	28	2.2320	\$91,160	2.3630	\$96,088	2.4700	\$100,240	2.4920	\$103,797	2.4760	\$102,738
29	29	2.2760	\$92,969	2.4100	\$98,000	2.5200	\$102,273	2.5280	\$105,908	2.4800	\$103,744
30	30	2.3200	\$94,778	2.4570	\$99,911	2.5700	\$104,306	2.5760	\$108,019	2.4840	\$104,750

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 certificate.
- 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: 7/1/2021

ADDENDUM A2 (b) – 2021-2022 SALARY SCHEDULE

If the health care insurance carrier premium increase for 2022 is between 7.01% and 13.99% then the salary base increase will be 2.50%.

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	\$40,764	1.0470	\$42,680	1.0700	\$43,617	1.1000	\$44,840	1.1500	\$46,879
1	1	1.0440	\$42,565	1.0940	\$44,598	1.1200	\$45,656	1.1500	\$46,900	1.2000	\$49,039
2	2	1.0880	\$44,381	1.1410	\$46,512	1.1700	\$47,694	1.2040	\$49,080	1.2560	\$51,200
3	3	1.1320	\$46,145	1.1880	\$48,428	1.2200	\$49,732	1.2580	\$51,200	1.3080	\$53,360
4	4	1.1760	\$47,936	1.2350	\$50,344	1.2700	\$51,770	1.3080	\$53,319	1.3620	\$55,521
5	5	1.2200	\$49,732	1.2820	\$52,259	1.3200	\$53,806	1.3600	\$55,439	1.4150	\$57,691
6	6	1.2640	\$51,526	1.3290	\$54,175	1.3700	\$55,847	1.4120	\$57,559	1.4680	\$59,842
7	7	1.3080	\$53,319	1.3760	\$56,091	1.4200	\$57,885	1.4640	\$59,676	1.5210	\$62,002
8	8	1.3520	\$55,113	1.4230	\$58,007	1.4700	\$59,923	1.5160	\$61,798	1.5740	\$64,163
9	9	1.3960	\$56,907	1.4700	\$59,923	1.5200	\$61,951	1.5680	\$63,918	1.6270	\$66,322
10	10	1.4400	\$58,700	1.5170	\$61,839	1.5700	\$63,999	1.6200	\$66,036	1.6800	\$68,484
11	11	1.4840	\$60,494	1.5640	\$63,755	1.6200	\$66,036	1.6720	\$68,157	1.7300	\$70,644
12	12	1.5280	\$62,287	1.6110	\$65,671	1.6700	\$68,076	1.7240	\$70,277	1.7880	\$72,805
13	13	1.5720	\$64,081	1.6580	\$67,587	1.7200	\$70,114	1.7760	\$72,397	1.8500	\$74,965
15	15	1.6160	\$65,876	1.7050	\$69,503	1.7700	\$72,162	1.8280	\$74,517	1.8920	\$77,125
18	18	1.6610	\$67,694	1.7520	\$71,421	1.7900	\$73,171	1.8840	\$76,576	1.9180	\$78,185
20	20	1.6600	\$67,698	1.7520	\$71,419	1.8200	\$74,190	1.8600	\$76,030	1.9450	\$79,206
25	25	1.7040	\$69,445	1.7990	\$73,334	1.8700	\$76,220	1.9050	\$76,586	1.9980	\$81,446
30	30	1.7330	\$70,644	1.8300	\$74,506	1.9020	\$77,503	1.9500	\$80,142	2.0330	\$82,873

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 certificate.
- 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: 7/1/2021

ADDENDUM A2 (c) – 2021-2022 SALARY SCHEDULE

If the health care insurance carrier premium increase for 2022 is less than or equal to 7%, then the salary base increase will be 2.75%.

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	\$40,864	1.0470	\$42,785	1.0700	\$43,724	1.1000	\$44,960	1.1600	\$48,084
1	1	1.0440	\$42,082	1.0940	\$44,705	1.1200	\$45,768	1.1520	\$47,075	1.2030	\$49,159
2	2	1.0880	\$43,480	1.1410	\$46,826	1.1700	\$47,811	1.2040	\$49,200	1.2580	\$51,325
3	3	1.1320	\$44,950	1.1880	\$48,546	1.2200	\$49,854	1.2580	\$51,325	1.3090	\$53,401
4	4	1.1760	\$46,056	1.2350	\$50,457	1.2700	\$51,897	1.3080	\$53,450	1.3620	\$55,557
5	5	1.2200	\$47,854	1.2820	\$52,398	1.3200	\$53,940	1.3800	\$55,575	1.4150	\$57,823
6	6	1.2640	\$49,632	1.3290	\$54,308	1.3700	\$55,984	1.4120	\$57,700	1.4680	\$59,888
7	7	1.3080	\$51,450	1.3760	\$56,229	1.4200	\$58,027	1.4640	\$59,825	1.5210	\$62,154
8	8	1.3520	\$53,248	1.4230	\$58,149	1.4700	\$60,070	1.5160	\$61,950	1.5740	\$64,320
9	9	1.3960	\$55,086	1.4700	\$60,070	1.5200	\$62,113	1.5680	\$64,075	1.6270	\$66,486
10	10	1.4400	\$56,844	1.5170	\$62,091	1.5700	\$64,158	1.6200	\$66,200	1.6800	\$68,652
11	11	1.4840	\$58,642	1.5640	\$64,011	1.6200	\$66,200	1.6720	\$68,325	1.7330	\$70,817
12	12	1.5280	\$60,440	1.6110	\$65,832	1.6700	\$68,243	1.7240	\$70,450	1.7880	\$73,083
13	13	1.5720	\$62,238	1.6580	\$67,753	1.7200	\$70,295	1.7760	\$72,574	1.8390	\$75,349
14	14	1.6160	\$64,036	1.7050	\$69,673	1.7700	\$72,329	1.8280	\$74,699	1.9020	\$77,615
15	15	1.6600	\$65,834	1.7520	\$71,594	1.8200	\$74,372	1.8800	\$76,824	1.9450	\$79,480
16	16	1.7040	\$67,632	1.7990	\$73,514	1.8700	\$76,416	1.9320	\$78,949	1.9980	\$81,546
17	17	1.7480	\$69,430	1.8460	\$75,435	1.9200	\$78,459	1.9960	\$81,075	2.0640	\$83,612
18	18	1.7920	\$71,228	1.8930	\$77,356	1.9700	\$80,502	2.0520	\$83,199	2.1240	\$85,678
19	19	1.8360	\$73,026	1.9400	\$79,277	2.0200	\$82,545	2.1040	\$85,325	2.1870	\$87,744
20	20	1.8800	\$74,824	1.9870	\$81,198	2.0700	\$84,588	2.1560	\$87,450	2.2500	\$89,810
21	21	1.9240	\$76,622	2.0340	\$83,119	2.1200	\$86,631	2.2080	\$89,575	2.3040	\$91,876
22	22	1.9680	\$78,420	2.0810	\$85,040	2.1700	\$88,674	2.2600	\$91,700	2.3580	\$93,942
23	23	2.0120	\$80,218	2.1280	\$86,961	2.2200	\$90,717	2.3120	\$93,825	2.4120	\$96,008
24	24	2.0560	\$82,016	2.1750	\$88,882	2.2700	\$92,760	2.3640	\$95,950	2.4660	\$98,074
25	25	2.1000	\$83,814	2.2220	\$90,803	2.3200	\$94,803	2.4160	\$98,075	2.5200	\$100,140
26	26	2.1440	\$85,612	2.2690	\$92,724	2.3700	\$96,846	2.4680	\$100,200	2.5740	\$102,206
27	27	2.1880	\$87,410	2.3160	\$94,645	2.4200	\$98,889	2.5160	\$102,325	2.6280	\$104,272
28	28	2.2320	\$89,208	2.3630	\$96,566	2.4700	\$100,932	2.5680	\$104,450	2.6820	\$106,338
29	29	2.2760	\$91,006	2.4100	\$98,487	2.5200	\$102,975	2.6160	\$106,575	2.7360	\$108,404
30	30	2.3200	\$92,804	2.4570	\$100,408	2.5700	\$105,018	2.6680	\$108,700	2.7900	\$110,470

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 certificate.
- 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: 7/1/2021

ADDENDUM B1 – 2019-2020 SUPPLEMENTAL SALARY SCHEDULES
Effective 7/1/2019

Salary Base =	\$38,800		Rounded to Nearest Dollar			
Position	ATHLETIC					
	Step 1	Step 2	Step 3	Step 4		
Football	H.S. Head Coach	15 5,820	16 6,208	17 6,596	17.5 6,790	
	H.S. Asst. Coach (4)	10 3,880	11 4,268	12 4,656	12.5 4,850	
	HS Freshman Head Coach	6 2,328	6.5 2,522	7 2,716	7.25 2,813	
	H.S. Freshman Coach Asst.	4.5 1,746	5 1,940	5.5 2,134	5.75 2,231	
	M.S. Head Coach (2)	5 1,940	6 2,328	7 2,716	7.5 2,910	
	M.S. Asst. Coach (2)	4.5 1,746	5 1,940	5.5 2,134	5.75 2,231	
Soccer	H.S. Boys Head Coach	8 3,104	9 3,492	10 3,880	10.5 4,074	
	H.S. Boys Asst. Coach	5 1,940	5.5 2,134	6 2,328	6.25 2,425	
	H. S. Girls Head Coach	8 3,104	9 3,492	10 3,880	10.5 4,074	
	H.S. Girls Asst. Coach	5 1,940	5.5 2,134	6 2,328	6.25 2,425	
Basketball	H.S. Boys Head Coach	15 5,820	16 6,208	17 6,596	17.5 6,790	
	H. S. Girls Head Coach	15 5,820	16 6,208	17 6,596	17.5 6,790	
	H.S. Boys Res. Coach	10 3,880	11 4,268	12 4,656	12.5 4,850	
	H.S. Girls Res. Coach	10 3,880	11 4,268	12 4,656	12.5 4,850	
	H.S. Boys Freshman Coach	7 2,716	8 3,104	9 3,492	9.5 3,686	
	H.S. Girls Freshman Coach	7 2,716	8 3,104	9 3,492	9.5 3,686	
	M.S. Boys Coach (2)	5 1,940	6 2,328	7 2,716	7.5 2,910	
	M.S. Girls Coach (2)	5 1,940	6 2,328	7 2,716	7.5 2,910	
Wrestling	H.S. Head Coach	15 5,820	16 6,208	17 6,596	17.5 6,790	
	H.S. Asst. Coach	10 3,880	11 4,268	12 4,656	12.5 4,850	
	M.S. Head Coach	5 1,940	6 2,328	7 2,716	7.5 2,910	
Softball & Baseball	H.S. Boys Head Coach	8 3,104	9 3,492	10 3,880	10.5 4,074	
	H.S. Boys Asst. Coach	5 1,940	6 2,328	7 2,716	7.5 2,910	
	H.S. Girls Head Coach	8 3,104	9 3,492	10 3,880	10.5 4,074	
	H.S. Girls Asst. Coach	5 1,940	6 2,328	7 2,716	7.5 2,910	
Track	H.S. Boys/Girls Head Coach	10 3,880	11 4,268	12 4,656	12.5 4,850	
	H.S. Boys/Girls Asst. Coach(3)	5 1,940	6 2,328	7 2,716	7.5 2,910	
	M.S. Boys Coach (2.)	4 1,552	4.5 1,746	5 1,940	5.25 2,037	
	M.S. Girls Coach (2)	4 1,552	4.5 1,746	5 1,940	5.25 2,037	
Cross Country	H.S. Boys Coach	6 2,328	7 2,716	8 3,104	8.5 3,298	
	H.S. Girls Coach	6 2,328	7 2,716	8 3,104	8.5 3,298	
	M.S. Coach	3.5 1,358	4 1,552	4.5 1,746	4.75 1,843	
Golf	H.S. Coach	6 2,328	7 2,716	8 3,104	8.5 3,298	
	H.S. Reserve Coach	3.5 1,358	4 1,552	4.5 1,746	4.75 1,843	
Tennis	H.S. Boys Coach	6 2,328	7 2,716	8 3,104	8.5 3,298	
	HS Boys Asst. Coach	3.5 1,358	4 1,552	4.5 1,746	4.75 1,843	
	H.S. Girls Coach	6 2,328	7 2,716	8 3,104	8.5 3,298	
	H.S. Girls Asst. Coach	3.5 1,358	4 1,552	4.5 1,746	4.75 1,843	
Volleyball	H.S. Head Coach	8 3,104	9 3,492	10 3,880	10.5 4,074	
	H.S. Res. Coach	5 1,940	6 2,328	7 2,716	7.5 2,910	
	Freshman Coach	3.75 1,455	4 1,552	4.25 1,649	4.375 1,696	
	M.S. Coach (2)	3 1,164	3.5 1,358	4 1,552	4.25 1,649	
Summer Physical Fitness	2	776				

- 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.
- Coaches new to the system begin on the first step
 - Coaches who move from one sport to another begin at the first step of the new sport.
 - 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.

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ATHLETIC CONTINUED

Strength and Conditioning	Coach		9,955		9,955		9,955		9,955
Cheerleading Advisor	9th Grade Basketball	1	388	1.33	516	1.67	648	1.84	714
	H.S. Basketball Varsity/Reserve Cheer Coach (1 person)	3	1,164	4	1,552	5	1,940	5.5	2,134
	9th Grade Football	1	388	1.25	495	1.5	682	1.825	631
	H.S. Football Varsity/Reserve Cheer Coach (1 person)	3	1,164	4	1,552	5	1,940	5.5	2,134
	M.S. Football Cheer Coach	1.5	582	2	776	2.5	970	2.75	1,067
	M.S. Basketball Cheer Coach	1.5	582	2	776	2.5	970	2.75	1,067
Academic Coaches	Science Olympiad-HS	1	388	1,125	437	1,25	485	1,3125	509
	Academic Quiz Team	2	776	2,25	873	2,5	970	2,625	1,019
	Environhon	1	388	1,125	437	1,25	485	1,3125	509
	Power of the Pen - MS	1	388	1,125	437	1,25	485	1,3125	509
	Math Counts - MS	1	388	1,125	437	1,25	485	1,3125	509
	National Jr Honor Society - MS	1	388	1,125	437	1,25	485	1,3125	509
	Science Olympiad - MS	1	388	1,125	437	1,25	485	1,3125	509
	Geography Club - MS	1	388	1,125	437	1,25	485	1,3125	509
	Art Club	1	388	1,125	437	1,25	485	1,3125	509

CURRICULAR / CO-CURRICULAR

Position		Step 1	Step 2	Step 3	Step 4				
Annual Advisor- HS		2,76	1,067	3	1,164	3,25	1,261	3,373	1,310
Annual Advisor-MS		1	388	1,25	485	1,5	582	1,625	631
Band Director		15	5,820	15,25	5,917	15,5	6,014	15,625	6,083
Asst. Band Director (Fall)		7	2,716	7,25	2,813	7,5	2,910	7,625	2,959
Percussion Line (Winter)		2	778	2,25	873	2,5	970	2,625	1,019
Color Guard Advisor		7	2,716	7,25	2,813	7,5	2,910	7,625	2,959
Winterguard		2	778	2,25	873	2,5	970	2,625	1,019
Choir Director- HS		7	2,716	7,25	2,813	7,5	2,910	7,625	2,959
Asst. Choir Director - HS			2,078		2,078		2,078		2,078
Club Advisors:	Drama-HS	2	776	2,25	873	2,5	970	2,625	1,019
	Drama-MS	2	776	2,25	873	2,5	970	2,625	1,019
	Drama-Element.	2	776	2,25	873	2,5	970	2,625	1,019
	FTA	2	776	2,25	873	2,5	970	2,625	1,019
	Bulldog Pride	2	776	2,25	873	2,5	970	2,625	1,019
	Varsity M Club	2	776	2,25	873	2,5	970	2,625	1,019
	National Honor Society	2	776	2,25	873	2,5	970	2,625	1,019
	Newspaper-HS	2	776	2,25	873	2,5	970	2,625	1,019
	Newspaper-MS	2	776	2,25	873	2,5	970	2,625	1,019
	Student Council-HS	2	776	2,25	873	2,5	970	2,625	1,019
	Student Council-MS	2	776	2,25	873	2,5	970	2,625	1,019
Elem. Safety Patrol Director		2	778	2,25	873	2,5	970	2,625	1,019
Musical Director		7	2,716	7,25	2,813	7,5	2,910	7,625	2,959
Asst. Musical Director		5	1,940	6,25	2,037	5,5	2,134	5,625	2,183
Class Advisors:	Senior Class	2,5	970						
	Junior Class	4,6	1,748						
	Asst. Junior Class	3,3	1,358						
	Sophomore Class	2,5	970						
	Freshman Class	2,5	970						

INSTRUCTION

E.S. Substitute Coverage	See Article II, Section 2
Home Instruction	\$23.28 / hr. (0.0006 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.	\$20.00 / hr.
Insurance Committee	\$20.00 / hr.
Internal Substitution - HS & MS	\$20.00 / period
Intervention Assistance Team (I.A.T.) Mtgs.	\$20.00 / hr.
Local Professional Development Committee (LPDC) Representatives	\$20.00 / hr. Max of \$1000 / yr.

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Local Professional Development Committee (LPDC) Chair & Recorder	\$20.00	Per Meeting plus hourly rate
Special Education Stipend	\$765.00	
Study Table	\$20.00	/ hr.
Wednesday After School/Detention	\$19.40	/ hr. (.0006 x base salary)
Friday/Saturday School	\$20.56	/ hr. (.00053 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 B2 2020-2021 SUPPLEMENTAL SALARY SCHEDULE

Effective 7/1/2020

Salary Base =		Rounded to Nearest Dollar			
	\$39,770	ATHLETIC			
Position		Step 1	Step 2	Step 3	Step 4
Football	H.S. Head Coach	15 5,966	16 6,363	17 6,761	17.5 6,950
	H.S. Asst. Coach (4)	10 3,977	11 4,375	12 4,772	12.5 4,971
	HS Freshman Head Coach	6 2,386	6.5 2,585	7 2,784	7.25 2,883
	H.S. Freshman Coach Asst.	4.5 1,790	5 1,989	5.5 2,187	6.75 2,287
	M.S. Head Coach (2)	5 1,989	6 2,386	7 2,784	7.6 2,983
	M.S. Asst. Coach (2)	4.5 1,790	5 1,989	5.6 2,187	5.75 2,287
Soccer	H.S. Boys Head Coach	6 3,182	9 3,579	10 3,977	10.5 4,176
	H.S. Boys Asst. Coach	5 1,989	5.5 2,187	6 2,386	6.25 2,486
	H. S. Girls Head Coach	6 3,182	9 3,579	10 3,977	10.5 4,176
	H.S. Girls Asst. Coach	5 1,989	5.5 2,187	6 2,386	6.25 2,486
Basketball	H.S. Boys Head Coach	15 5,966	16 6,363	17 6,761	17.5 6,950
	H. S. Girls Head Coach	15 5,966	16 6,363	17 6,761	17.5 6,950
	H.S. Boys Res. Coach	10 3,977	11 4,375	12 4,772	12.5 4,971
	H.S. Girls Res. Coach	10 3,977	11 4,375	12 4,772	12.5 4,971
	H.S. Boys Freshman Coach	7 2,784	8 3,182	9 3,579	9.5 3,778
	H.S. Girls Freshman Coach	7 2,784	8 3,182	9 3,579	9.5 3,778
	M.S. Boys Coach (2)	5 1,989	6 2,386	7 2,784	7.5 2,983
	M.S. Girls Coach (2)	5 1,989	6 2,386	7 2,784	7.5 2,983
Wrestling	H.S. Head Coach	15 5,966	16 6,363	17 6,761	17.5 6,950
	H.S. Asst. Coach	10 3,977	11 4,375	12 4,772	12.5 4,971
	M.S. Head Coach	5 1,989	6 2,386	7 2,784	7.5 2,983
Softball & Baseball	H.S. Boys Head Coach	6 3,182	9 3,579	10 3,977	10.5 4,176
	H.S. Boys Asst. Coach	5 1,989	6 2,386	7 2,784	7.5 2,983
	H.S. Girls Head Coach	6 3,182	9 3,579	10 3,977	10.5 4,176
	H.S. Girls Asst. Coach	6 1,989	6 2,386	7 2,784	7.5 2,983
Track	H.S. Boys/Girls Head Coach	10 3,977	11 4,375	12 4,772	12.5 4,971
	H.S. Boys/Girls Asst. Coach(3)	5 1,989	6 2,386	7 2,784	7.5 2,983
	M.S. Boys Coach (2)	4 1,591	4.5 1,790	5 1,989	5.25 2,088
	M.S. Girls Coach (2)	4 1,591	4.5 1,790	5 1,989	5.25 2,088
Cross Country	H.S. Boys Coach	6 2,386	7 2,784	8 3,182	8.5 3,380
	H.S. Girls Coach	6 2,386	7 2,784	8 3,182	8.5 3,380
	M.S. Coach	3.5 1,392	4 1,591	4.5 1,790	4.75 1,889
Golf	H.S. Coach	6 2,386	7 2,784	8 3,182	8.5 3,380
	H.S. Reserve Coach	3.5 1,392	4 1,591	4.5 1,790	4.75 1,889
Tennis	H.S. Boys Coach	6 2,386	7 2,784	8 3,182	8.5 3,380
	HS Boys Asst. Coach	3.5 1,392	4 1,591	4.5 1,790	4.75 1,889
	M.S. Girls Coach	6 2,386	7 2,784	8 3,182	8.5 3,380
	H.S. Girls Asst. Coach	3.5 1,392	4 1,591	4.5 1,790	4.75 1,889
Volleyball	H.S. Head Coach	9 3,182	9 3,579	10 3,977	10.5 4,176
	H.S. Res. Coach	5 1,989	6 2,386	7 2,784	7.5 2,983
	Freshman Coach	3.75 1,491	4 1,591	4.25 1,690	4.375 1,740
	M.S. Coach (2)	3 1,193	3.5 1,392	4 1,591	4.25 1,690
Summer Physical Fitness		2 795			

- 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 Millon-Union for purposes of determining salary.

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ATHLETIC CONTINUED

Strength and Conditioning	Coach		5,955		5,955		6,955		8,955
Cheerleading Advisor	9th Grade Basketball	1	398	1.33	629	1.67	864	1.04	732
	H.S. Basketball Varsity/Reserve Cheer Coach (1 person)	3	1,193	4	1,591	5	1,989	5.6	2,187
	9th Grade Football	1	398	1.25	497	1.5	697	1.025	840
	H.S. Football Varsity/Reserve Cheer Coach (1 person)	3	1,193	4	1,591	5	1,989	5.6	2,187
	M.S. Football Cheer Coach	1.5	597	2	795	2.5	994	2.75	1,094
	M.S. Basketball Cheer Coach	1.5	597	2	795	2.5	994	2.75	1,094
Academic Coaches	Science Olympiad-HS	1	398	1,125	447	1,25	497	1,3125	522
	Academic Quiz Team	2	795	2,25	895	2,5	994	2,825	1,044
	Environthon	1	398	1,125	447	1,25	497	1,3125	522
	Power of the Pen - MS	1	398	1,125	447	1,25	497	1,3125	522
	Math Counts - MS	1	398	1,125	447	1,25	497	1,3125	522
	National Jr Honor Society - MS	1	398	1,125	447	1,25	497	1,3125	522
	Science Olympiad - MS	1	398	1,125	447	1,25	497	1,3125	522
	Geography Club - MS	1	398	1,125	447	1,25	497	1,3125	522
	Art Club	1	398	1,125	447	1,25	497	1,3125	522

CURRICULAR / CO-CURRICULAR

Position		Step 1	Step 2	Step 3	Step 4				
Annual Advisor- HS		2 75	1,094	3	1,193	3,25	1,293	3,375	1,342
Annual Advisor-MS		1	398	1,25	497	1,5	597	1,625	646
Band Director		15	5,968	15,25	6,065	15,5	6,164	15,825	6,214
Asst. Band Director (Fall)		7	2,784	7,25	2,883	7,5	2,983	7,625	3,032
Percussion Line (Winter)		2	785	2,25	895	2,5	994	2,625	1,044
Color Guard Advisor		7	2,784	7,25	2,883	7,5	2,983	7,625	3,032
Winterguard		2	795	2,25	895	2,5	994	2,625	1,044
Choir Director- HS		7	2,784	7,25	2,883	7,5	2,983	7,625	3,032
Asst. Choir Director - HS			2,078		2,078		2,078		2,078
Club Advisors:	Drama-HS	2	795	2,25	895	2,5	994	2,625	1,044
	Drama-MS	2	795	2,25	895	2,5	994	2,625	1,044
	Drama-Elem.	2	795	2,25	895	2,5	994	2,625	1,044
	FTA	2	795	2,25	895	2,5	994	2,625	1,044
	Building Pride	2	795	2,25	895	2,5	994	2,625	1,044
	Varsity M Club	2	795	2,25	895	2,5	994	2,625	1,044
	National Honor Society	2	795	2,25	895	2,5	994	2,625	1,044
	Newspaper-HS	2	795	2,25	895	2,5	994	2,625	1,044
	Newspaper-MS	2	795	2,25	895	2,5	994	2,625	1,044
	Student Council-HS	2	795	2,25	895	2,5	994	2,625	1,044
	Student Council-MS	2	795	2,25	895	2,5	994	2,625	1,044
	Elem. Safety Patrol Director		2	795	2,25	895	2,5	994	2,625
Musical Director		7	2,784	7,25	2,883	7,5	2,983	7,625	3,032
Asst. Musical Director		5	1,989	5,25	2,088	5,5	2,187	5,625	2,237
Class Advisors:	Senior Class	2.5	994						
	Junior Class	4.5	1,790						
	Asst. Junior Class	3.5	1,392						
	Sophomore Class	2.5	994						
	Freshman Class	2.5	994						

INSTRUCTION

E.S. Substitute Coverage	See Article II, Section 2
Home Instruction	\$23.86 / hr. (0.0006 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.	\$20.00 / hr.
Insurance Committee	\$20.00 / hr.
Internal Substitution - HS & MS	\$20.00 / period
Intervention Assistance Team (I.A.T.) Mtgs.	\$20.00 / hr.
Local Professional Development Committee (LPDC) Representatives	\$20.00 / hr. Max of \$1000 / yr.

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Local Professional Development Committee (LPDC) Chair & Recorder	\$20.00	Per Meeting plus hourly rate
Special Education Stipend	\$765.00	
Study Table	\$20.00	/ hr.
Wednesday After School/Detention	\$19.89	/ hr. (.0005 x base salary)
Friday/Saturday School	\$21.08	/ hr. (.00053 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

ADDENDUM B3 (a) 2021-2022 SUPPLEMENTAL SALARY SCHEDULE (2.25%)

If the health care insurance carrier premium increase for 2022 is greater than or equal to 14%, then the salary base increase will be 2.25%.

Effective 7/1/2021

Salary Base =	\$40,665	Rounded to Nearest Dollar				
Position	ATHLETIC					
	Step 1	Step 2	Step 3	Step 4		
Football	H.S. Head Coach	15 6,100	16 6,506	17 6,913	17.5 7,116	
	H.S. Asst. Coach (4)	10 4,067	11 4,473	12 4,880	12.5 5,083	
	HS Freshman Head Coach	6 2,440	6.5 2,640	7 2,847	7.25 2,946	
	H.S. Freshman Coach Asst.	4.5 1,830	5 2,033	5.5 2,237	5.75 2,338	
	M.S. Head Coach (2)	5 2,033	6 2,440	7 2,847	7.5 3,050	
	M.S. Asst. Coach (2)	4.5 1,830	5 2,033	5.5 2,237	5.75 2,338	
Soccer	H.S. Boys Head Coach	8 3,253	9 3,660	10 4,067	10.5 4,270	
	H.S. Boys Asst. Coach	5 2,033	5.5 2,237	6 2,440	6.25 2,542	
	H.S. Girls Head Coach	8 3,253	9 3,660	10 4,067	10.5 4,270	
	H.S. Girls Asst. Coach	5 2,033	5.5 2,237	6 2,440	6.25 2,542	
Basketball	H.S. Boys Head Coach	15 6,100	16 6,506	17 6,913	17.5 7,116	
	H.S. Girls Head Coach	15 6,100	16 6,506	17 6,913	17.5 7,116	
	H.S. Boys Res. Coach	10 4,067	11 4,473	12 4,880	12.5 5,083	
	H.S. Girls Res. Coach	10 4,067	11 4,473	12 4,880	12.5 5,083	
	H.S. Boys Freshman Coach	7 2,847	8 3,253	9 3,660	9.5 3,863	
	H.S. Girls Freshman Coach	7 2,847	8 3,253	9 3,660	9.5 3,863	
	M.S. Boys Coach (2)	5 2,033	6 2,440	7 2,847	7.5 3,050	
	M.S. Girls Coach (2)	5 2,033	6 2,440	7 2,847	7.5 3,050	
	Wrestling	H.S. Head Coach	15 6,100	16 6,506	17 6,913	17.5 7,116
		H.S. Asst. Coach	10 4,067	11 4,473	12 4,880	12.5 5,083
M.S. Head Coach		5 2,033	6 2,440	7 2,847	7.5 3,050	
Softball & Baseball	H.S. Boys Head Coach	8 3,253	9 3,660	10 4,067	10.5 4,270	
	H.S. Boys Asst. Coach	5 2,033	6 2,440	7 2,847	7.5 3,050	
	H.S. Girls Head Coach	8 3,253	9 3,660	10 4,067	10.5 4,270	
	H.S. Girls Asst. Coach	5 2,033	6 2,440	7 2,847	7.5 3,050	
Track	H.S. Boys/Girls Head Coach	10 4,067	11 4,473	12 4,880	12.5 5,083	
	H.S. Boys/Girls Asst. Coach(3)	5 2,033	6 2,440	7 2,847	7.5 3,050	
	M.S. Boys Coach (2)	4 1,627	4.5 1,830	5 2,033	5.25 2,135	
	M.S. Girls Coach (2)	4 1,627	4.5 1,830	5 2,033	5.25 2,135	
Cross Country	H.S. Boys Coach	6 2,440	7 2,847	8 3,253	8.5 3,457	
	H.S. Girls Coach	6 2,440	7 2,847	8 3,253	8.5 3,457	
	M.S. Coach	3.5 1,423	4 1,627	4.5 1,830	4.75 1,932	
Golf	H.S. Coach	6 2,440	7 2,847	8 3,253	8.5 3,457	
	H.S. Reserve Coach	3.5 1,423	4 1,627	4.5 1,830	4.75 1,932	
Tennis	H.S. Boys Coach	6 2,440	7 2,847	8 3,253	8.5 3,457	
	HS Boys Asst. Coach	3.5 1,423	4 1,627	4.5 1,830	4.75 1,932	
	H.S. Girls Coach	6 2,440	7 2,847	8 3,253	8.5 3,457	
	H.S. Girls Asst. Coach	3.5 1,423	4 1,627	4.5 1,830	4.75 1,932	
Volleyball	H.S. Head Coach	8 3,253	9 3,660	10 4,067	10.5 4,270	
	H.S. Res. Coach	5 2,033	6 2,440	7 2,847	7.5 3,050	
	Freshman Coach	3.75 1,525	4 1,627	4.25 1,728	4.375 1,779	
	M.S. Coach (2)	3 1,220	3.5 1,423	4 1,627	4.25 1,728	
Summer Physical Fitness	2	613				

- 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 2021-2022 2.25%

ATHLETIC CONTINUED

Position	Coach	5,955	5,955	5,955	5,955
Strength and Conditioning					
Cheerleading Advisor	6th Grade Basketball	1 407	1.33 541	1.67 679	1.84 748
	H.S. Basketball Varsity/Reserve Cheer Coach (1 person)	3 1,220	4 1,627	5 2,033	5.5 2,237
	6th Grade Football	1 407	1.25 508	1.5 610	1.625 661
	H.S. Football Varsity/Reserve Cheer Coach (1 person)	3 1,220	4 1,627	5 2,033	5.5 2,237
	M.S. Football Cheer Coach	1.5 810	2 813	2.5 1,017	2.75 1,118
	M.S. Basketball Cheer Coach	1.5 810	2 813	2.5 1,017	2.75 1,118
Academic Coaches					
	Science Olympiad-HS	1 407	1.125 457	1.25 508	1.3125 534
	Academic Quiz Team	2 813	2.25 915	2.5 1,017	2.625 1,067
	Envirothon	1 407	1.125 457	1.25 508	1.3125 534
	Power of the Pen - MS	1 407	1.125 457	1.25 508	1.3125 534
	Math Counts - MS	1 407	1.125 457	1.25 508	1.3125 534
	National Jr Honor Society - MS	1 407	1.125 457	1.25 508	1.3125 534
	Science Olympiad - MS	1 407	1.125 457	1.25 508	1.3125 534
	Geography Club - MS	1 407	1.125 457	1.25 508	1.3125 534
	Art Club	1 407	1.125 457	1.25 508	1.3125 534

CURRICULAR / CO-CURRICULAR

Position	Step 1	Step 2	Step 3	Step 4	
Annual Advisor- HS	2.75 1,118	3 1,220	3.25 1,322	3.75 1,372	
Annual Advisor-MS	1 407	1.25 508	1.5 610	1.625 661	
Band Director	15 6,100	15.25 6,201	15.5 6,303	15.625 6,354	
Asst. Band Director (Fall)	7 2,847	7.25 2,948	7.5 3,050	7.625 3,101	
Percussion Line (Winter)	2 813	2.25 915	2.5 1,017	2.625 1,067	
Color Guard Advisor	7 2,847	7.25 2,948	7.5 3,050	7.625 3,101	
Winterguard	2 813	2.25 915	2.5 1,017	2.625 1,067	
Choir Director- HS	7 2,847	7.25 2,948	7.5 3,050	7.625 3,101	
Asst. Choir Director - HS		2,076	2,076	2,076	
Club Advisors:					
	Drama-HS	2 813	2.25 915	2.5 1,017	2.625 1,067
	Drama-MS	2 813	2.25 915	2.5 1,017	2.625 1,067
	Drama-Elem.	2 813	2.25 915	2.5 1,017	2.625 1,067
	FTA	2 813	2.25 915	2.5 1,017	2.625 1,067
	Building Pride	2 813	2.25 915	2.5 1,017	2.625 1,067
	Varsity M Club	2 813	2.25 915	2.5 1,017	2.625 1,067
	National Honor Society	2 813	2.25 915	2.5 1,017	2.625 1,067
	Newspaper-HS	2 813	2.25 915	2.5 1,017	2.625 1,067
	Newspaper-MS	2 813	2.25 915	2.5 1,017	2.625 1,067
	Student Council-HS	2 813	2.25 915	2.5 1,017	2.625 1,067
	Student Council-MS	2 813	2.25 915	2.5 1,017	2.625 1,067
Elem. Safety Patrol Director	2 813	2.25 915	2.5 1,017	2.625 1,067	
Musical Director	7 2,847	7.25 2,948	7.5 3,050	7.625 3,101	
Asst. Musical Director	5 2,033	5.25 2,135	5.5 2,237	5.625 2,287	
Class Advisors:					
	Senior Class	2.5 1,017			
	Junior Class	4.5 1,830			
	Asst. Junior Class	3.5 1,423			
	Sophomore Class	2.5 1,017			
	Freshman Class	2.5 1,017			

INSTRUCTION

E S. Substitute Coverage	See Article II, Section 2
Home Instruction	\$24.40 / hr. (0.0006 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.) Migs.	\$20.00 / hr.
Insurance Committee	\$20.00 / hr.
Internal Substitution - HS & MS	\$20.00 / period
Intervention Assistance Team (I.A.T.) Migs.	\$20.00 / hr.

Suppl 2021-2022 2.25%

Local Professional Development Committee (LPDC) Representatives	\$20.00 / hr. Max of \$1000 / yr.
Local Professional Development Committee (LPDC) Chair & Recorder	\$20.00 Per Meeting plus hourly rate
Special Education Stipend	\$765.00
Study Table	\$20.00 / hr.
Wednesday After School/Detention	\$20.33 / hr. (.0005 x base salary)
Friday/Saturday School	\$21.55 / hr. (.00053 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

ADDENDUM B3 (b) – 2021-2022 SUPPLEMENTAL SALARY SCHEDULE (2.5%)

If the health care insurance carrier premium increase for 2022 is between 7.01% and 13.99%, then the salary base increase will be 2.50%.

Effective 7/1/2021

Salary Base =	\$40,764		Rounded to Nearest Dollar			
Position	ATHLETIC					
		Step 1	Step 2	Step 3	Step 4	
Football	H.S. Head Coach	15 6,115	16 6,522	17 6,930	17.5 7,134	
	H.S. Asst. Coach (4)	10 4,076	11 4,484	12 4,892	12.5 5,096	
	HS Freshman Head Coach	8 2,446	6.5 2,650	7 2,853	7.25 2,959	
	H.S. Freshman Coach Asst.	4.5 1,834	5 2,038	5.5 2,242	5.75 2,344	
	M.S. Head Coach (2)	5 2,038	6 2,446	7 2,853	7.5 3,057	
	M.S. Asst. Coach (2)	4.5 1,834	5 2,038	5.5 2,242	6.75 2,344	
Soccer	H.S. Boys Head Coach	8 3,261	9 3,669	10 4,076	10.5 4,280	
	H.S. Boys Asst. Coach	6 2,038	5.5 2,242	6 2,446	6.25 2,548	
	H.S. Girls Head Coach	8 3,261	9 3,669	10 4,076	10.5 4,280	
	H.S. Girls Asst. Coach	5 2,038	5.5 2,242	6 2,446	6.25 2,548	
Basketball	H.S. Boys Head Coach	15 6,115	16 6,522	17 6,930	17.5 7,134	
	H.S. Girls Head Coach	15 6,115	16 6,522	17 6,930	17.5 7,134	
	H.S. Boys Res. Coach	10 4,076	11 4,484	12 4,892	12.5 5,096	
	H.S. Girls Res. Coach	10 4,076	11 4,484	12 4,892	12.5 5,096	
	H.S. Boys Freshman Coach	7 2,853	8 3,261	9 3,669	9.5 3,873	
	H.S. Girls Freshman Coach	7 2,853	8 3,261	9 3,669	9.5 3,873	
	M.S. Boys Coach (2)	5 2,038	6 2,446	7 2,853	7.5 3,057	
	M.S. Girls Coach (2)	5 2,038	6 2,446	7 2,853	7.5 3,057	
Wrestling	H.S. Head Coach	15 6,115	16 6,522	17 6,930	17.5 7,134	
	H.S. Asst. Coach	10 4,076	11 4,484	12 4,892	12.5 5,096	
	M.S. Head Coach	5 2,038	6 2,446	7 2,853	7.5 3,057	
Softball & Baseball	H.S. Boys Head Coach	8 3,261	9 3,669	10 4,076	10.5 4,280	
	H.S. Boys Asst. Coach	5 2,038	6 2,446	7 2,853	7.5 3,057	
	H.S. Girls Head Coach	8 3,261	9 3,669	10 4,076	10.5 4,280	
	H.S. Girls Asst. Coach	5 2,038	6 2,446	7 2,853	7.5 3,057	
Track	H.S. Boys/Girls Head Coach	10 4,076	11 4,484	12 4,892	12.5 5,096	
	H.S. Boys/Girls Asst. Coach(3)	5 2,038	6 2,446	7 2,853	7.5 3,057	
	M.S. Boys Coach (2)	4 1,631	4.5 1,834	5 2,038	5.25 2,140	
	M.S. Girls Coach (2)	4 1,631	4.5 1,834	5 2,038	5.25 2,140	
Cross Country	H.S. Boys Coach	6 2,446	7 2,853	8 3,261	8.5 3,465	
	H.S. Girls Coach	6 2,446	7 2,853	8 3,261	8.5 3,465	
	M.S. Coach	3.5 1,427	4 1,631	4.5 1,834	4.75 1,936	
Golf	H.S. Coach	6 2,446	7 2,853	8 3,261	8.5 3,465	
	H.S. Reserve Coach	3.5 1,427	4 1,631	4.5 1,834	4.75 1,936	
Tennis	H.S. Boys Coach	6 2,446	7 2,853	8 3,261	8.5 3,465	
	HS Boys Asst. Coach	3.5 1,427	4 1,631	4.5 1,834	4.75 1,936	
	H.S. Girls Coach	6 2,446	7 2,853	8 3,261	8.5 3,465	
	H.S. Girls Asst. Coach	3.5 1,427	4 1,631	4.5 1,834	4.75 1,936	
Volleyball	H.S. Head Coach	8 3,261	9 3,669	10 4,076	10.5 4,280	
	H.S. Res. Coach	5 2,038	6 2,446	7 2,853	7.5 3,057	
	Freshman Coach	3.75 1,529	4 1,631	4.25 1,732	4.375 1,783	
	M.S. Coach (2)	3 1,223	3.5 1,427	4 1,631	4.25 1,732	
Summer Physical Fitness	2	646				

- These 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 2021-2022 2.5%

ATHLETIC CONTINUED

Strength and Conditioning	Coach		5,955		5,055		5,855		4,955
Cheerleading Advisor	9th Grade Basketball	1	408	1.33	542	1.67	661	1.84	750
	H.S. Basketball Varsity/Reserve Cheer Coach (1 person)	3	1,223	4	1,631	5	2,038	5.5	2,242
	9th Grade Football	1	408	1.25	510	1.5	611	1.825	682
	H.S. Football Varsity/Reserve Cheer Coach (1 person)	3	1,223	4	1,631	5	2,038	5.5	2,242
	M.S. Football Cheer Coach	1.5	611	2	815	2.5	1,019	2.75	1,121
	M.S. Basketball Cheer Coach	1.5	611	2	815	2.5	1,019	2.75	1,121
Academic Coaches	Science Olympiad-HS	1	408	1.125	459	1.25	610	1.3125	535
	Academic Quiz Team	2	815	2.25	917	2.5	1,019	2.625	1,070
	Enythlon	1	408	1.125	459	1.25	610	1.3125	635
	Power of the Pen - MS	1	408	1.125	459	1.25	610	1.3125	535
	Math Counts - MS	1	408	1.125	459	1.25	610	1.3125	535
	National Jr Honor Society - MS	1	408	1.125	459	1.25	610	1.3125	535
	Science Olympiad - MS	1	408	1.125	459	1.25	610	1.3125	535
	Geography Club - MS	1	408	1.125	459	1.25	610	1.3125	535
	Art Club	1	408	1.125	459	1.25	610	1.3125	535

CURRICULAR / CO-CURRICULAR

Position		Step 1		Step 2		Step 3		Step 4	
Annual Advisor- HS		2.75	1,121	3	1,223	3.25	1,325	3.75	1,376
Annual Advisor-MS		1	408	1.25	510	1.5	611	1.825	692
Band Director		15	8,115	15.25	6,217	15.5	6,318	15.625	6,369
Asst. Band Director (Fall)		7	2,853	7.25	2,955	7.5	3,057	7.825	3,108
Percussion Line (Winter)		2	815	2.25	917	2.5	1,019	2.625	1,070
Color Guard Advisor		7	2,853	7.25	2,955	7.5	3,057	7.825	3,108
Winterguard		2	815	2.25	917	2.5	1,019	2.625	1,070
Choir Director- HS		7	2,853	7.25	2,955	7.5	3,057	7.825	3,108
Asst. Choir Director - HS			2,078		2,078		2,078		2,078
Club Advisors:	Drama-HS	2	815	2.25	917	2.5	1,019	2.625	1,070
	Drama-MS	2	815	2.25	917	2.5	1,019	2.625	1,070
	Drama-Elem	2	815	2.25	917	2.5	1,019	2.625	1,070
	FTA	2	815	2.25	917	2.5	1,019	2.625	1,070
	Bulldog Pride	2	815	2.25	917	2.5	1,019	2.625	1,070
	Varsity M Club	2	815	2.25	917	2.5	1,019	2.625	1,070
	National Honor Society	2	815	2.25	917	2.5	1,019	2.625	1,070
	Newspaper-HS	2	815	2.25	917	2.5	1,019	2.625	1,070
	Newspaper-MS	2	815	2.25	917	2.5	1,019	2.625	1,070
	Student Council-HS	2	815	2.25	917	2.5	1,019	2.625	1,070
	Student Council-MS	2	815	2.25	917	2.5	1,019	2.625	1,070
Elem. Safety Patrol Director		2	815	2.25	917	2.5	1,019	2.625	1,070
Musical Director		7	2,853	7.25	2,955	7.5	3,057	7.825	3,108
Asst. Musical Director		5	2,038	5.25	2,140	5.5	2,242	5.625	2,293
Class Advisors:	Senior Class	2.5	1,019						
	Junior Class	4.5	1,834						
	Asst. Junior Class	3.5	1,427						
	Sophomore Class	2.5	1,019						
	Freshman Class	2.5	1,019						

INSTRUCTION

E.S. Substitute Coverage	See Article II, Section 2
Home Instruction	\$24.46 / hr. (0.0006 x base salary), plus IRS standard mileage rate for distance from MJJ to location of instruction and returning to MJJ
Individual Education Plan (I.E.P.) Mts.	\$20.00 / hr.
Insurance Committee	\$20.00 / hr.
Internal Substitution - HS & MS	\$20.00 / period
Intervention Assistance Team (I.A.T.) Mts.	\$20.00 / hr.

Suppl 2021-2022 2.5%

Local Professional Development Committee (LPDC) Representatives	\$20.00 / hr. Max of \$1000 / yr.
Local Professional Development Committee (LPDC) Chair & Recorder	\$20.00 Per Meeting plus hourly rate
Special Education Stipend	\$765.00
Study Table	\$20.00 / hr.
Wednesday After School/Detention	\$20.38 / hr. (.0005 x base salary)
Friday/Saturday School	\$21.80 / hr. (.00053 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

ADDENDUM B3 (c) – 2021-2022 SUPPLEMENTAL SALARY SCHEDULE (2.75%)

If the health care insurance carrier premium increase for 2022 is less than or equal to 7%, then the salary base increase will be 2.75%.

Effective 7/1/2021

Salary Base #		Rounded to Nearest Dollar					
	\$40,864		ATHLETIC				
<u>Position</u>		Step 1	Step 2	Step 3	Step 4		
Football	H.S. Head Coach	15 6,130	16 6,538	17 6,947	17.5 7,151		
	H.S. Asst. Coach (4)	10 4,086	11 4,495	12 4,904	12.5 5,108		
	HS Freshman Head Coach	6 2,452	6.5 2,656	7 2,860	7.25 2,963		
	H.S. Freshman Coach Asst.	4.5 1,839	5 2,043	5.5 2,248	5.75 2,350		
	M.S. Head Coach (2)	5 2,043	6 2,452	7 2,860	7.5 3,065		
	M.S. Asst. Coach (2)	4.5 1,839	5 2,043	5.5 2,248	5.75 2,350		
Soccer	H.S. Boys Head Coach	8 3,269	9 3,678	10 4,086	10.5 4,291		
	H.S. Boys Asst. Coach	5 2,043	5.5 2,248	6 2,452	6.25 2,554		
	H. S. Girls Head Coach	8 3,269	9 3,678	10 4,086	10.5 4,291		
	H.S. Girls Asst. Coach	5 2,043	5.5 2,248	6 2,452	6.25 2,554		
Basketball	H.S. Boys Head Coach	15 6,130	16 6,538	17 6,947	17.5 7,151		
	H. S. Girls Head Coach	15 6,130	16 6,538	17 6,947	17.5 7,151		
	H.S. Boys Res. Coach	10 4,086	11 4,495	12 4,904	12.5 5,108		
	H.S. Girls Res. Coach	10 4,086	11 4,495	12 4,904	12.5 5,108		
	H.S. Boys Freshman Coach	7 2,860	8 3,269	9 3,678	9.5 3,882		
	H.S. Girls Freshman Coach	7 2,860	8 3,269	9 3,678	9.5 3,882		
	M.S. Boys Coach (2)	5 2,043	6 2,452	7 2,860	7.5 3,065		
	M.S. Girls Coach (2)	5 2,043	6 2,452	7 2,860	7.5 3,065		
Wrestling	H.S. Head Coach	15 6,130	16 6,538	17 6,947	17.5 7,151		
	H.S. Asst. Coach	10 4,086	11 4,495	12 4,904	12.5 5,108		
	M.S. Head Coach	5 2,043	6 2,452	7 2,860	7.5 3,065		
Soccer & Baseball	H.S. Boys Head Coach	8 3,269	9 3,678	10 4,086	10.5 4,291		
	H.S. Boys Asst. Coach	5 2,043	6 2,452	7 2,860	7.5 3,065		
	H.S. Girls Head Coach	8 3,269	9 3,678	10 4,086	10.5 4,291		
	H.S. Girls Asst. Coach	5 2,043	6 2,452	7 2,860	7.5 3,065		
Track	H.S. Boys/Girls Head Coach	10 4,086	11 4,495	12 4,904	12.5 5,108		
	H.S. Boys/Girls Asst. Coach(3)	5 2,043	6 2,452	7 2,860	7.5 3,065		
	M.S. Boys Coach (2)	4 1,835	4.5 1,839	5 2,043	5.25 2,145		
	M.S. Girls Coach (2)	4 1,835	4.5 1,839	5 2,043	5.25 2,145		
Cross Country	H.S. Boys Coach	6 2,452	7 2,860	8 3,269	8.5 3,473		
	H.S. Girls Coach	6 2,452	7 2,860	8 3,269	8.5 3,473		
	M.S. Coach	3.5 1,430	4 1,835	4.5 1,839	4.75 1,941		
Golf	H.S. Coach	6 2,452	7 2,860	8 3,269	8.5 3,473		
	H.S. Reserve Coach	3.5 1,430	4 1,835	4.5 1,839	4.75 1,941		
Tennis	H.S. Boys Coach	6 2,452	7 2,860	8 3,269	8.5 3,473		
	HS Boys Asst. Coach	3.5 1,430	4 1,835	4.5 1,839	4.75 1,941		
	H.S. Girls Coach	6 2,452	7 2,860	8 3,269	8.5 3,473		
	H.S. Girls Asst. Coach	3.5 1,430	4 1,835	4.5 1,839	4.75 1,941		
Volleyball	H.S. Head Coach	8 3,269	9 3,678	10 4,086	10.5 4,291		
	H.S. Res. Coach	6 2,043	6 2,452	7 2,860	7.5 3,065		
	Freshman Coach	3.75 1,832	4 1,835	4.25 1,737	4.375 1,788		
	M.S. Coach (2)	3 1,228	3.5 1,430	4 1,835	4.25 1,737		
Summer Physical Fitness		2 017					

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

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ATHLETIC CONTINUED

Strength and Conditioning	Coach		5,955		5,955		6,955		6,955
Cheerleading Advisor	8th Grade Basketball	1	409	1.33	543	1.67	682	1.64	752
	H.S. Basketball Varsity/Reserve Cheer Coach (1 person)	3	1,226	4	1,635	5	2,043	5.5	2,248
	9th Grade Football	1	409	1.25	511	1.5	613	1.625	654
	H.S. Football Varsity/Reserve Cheer Coach (1 person)	3	1,226	4	1,635	5	2,043	5.5	2,248
	M.S. Football Cheer Coach	1.5	613	2	817	2.5	1,022	2.75	1,124
	M.S. Basketball Cheer Coach	1.5	613	2	817	2.5	1,022	2.75	1,124
Academic Coaches	Science Olympiad-HS	1	409	1,125	460	1,25	511	1,3125	536
	Academic Quiz Team	2	817	2,25	919	2,5	1,022	2,625	1,073
	Environment	1	409	1,125	460	1,25	511	1,3125	536
	Power of the Pen - MS	1	409	1,125	460	1,25	511	1,3125	536
	Math Counts - MS	1	409	1,125	460	1,25	511	1,3125	536
	National Jr Honor Society - MS	1	409	1,125	460	1,25	511	1,3125	536
	Science Olympiad - MS	1	409	1,125	460	1,25	511	1,3125	536
	Geography Club - MS	1	409	1,125	460	1,25	511	1,3125	536
	Art Club	1	409	1,125	460	1,25	511	1,3125	536

CURRICULAR / CO-CURRICULAR

Position		Step 1	Step 2	Step 3	Step 4				
Annual Advisor- HS		2,75	1,124	3	1,220	3,25	1,328	3,375	1,379
Annual Advisor-MS		1	409	1,25	511	1,5	613	1,625	664
Band Director		16	6,130	15,25	6,232	15,5	6,334	15,625	6,385
Asst. Band Director (Fall)		7	2,660	7,25	2,663	7,5	3,065	7,625	3,116
Percussion Line (Winter)		2	817	2,25	919	2,5	1,022	2,625	1,073
Color Guard Advisor		7	2,660	7,25	2,663	7,5	3,065	7,625	3,116
Winterguard		2	817	2,25	919	2,5	1,022	2,625	1,073
Choir Director- HS		7	2,860	7,25	2,963	7,5	3,065	7,625	3,116
Asst. Choir Director - HS			2,078		2,078		2,078		2,078
Club Advisors:	Drama-HS	2	817	2,25	919	2,5	1,022	2,625	1,073
	Drama-MS	2	817	2,25	919	2,5	1,022	2,625	1,073
	Drama-Elern.	2	817	2,25	919	2,5	1,022	2,625	1,073
	FTA	2	817	2,25	919	2,5	1,022	2,625	1,073
	Bulldog Pride	2	817	2,25	919	2,5	1,022	2,625	1,073
	Varsity M Club	2	817	2,25	919	2,5	1,022	2,625	1,073
	National Honor Society	2	817	2,25	919	2,5	1,022	2,625	1,073
	Newspaper-HS	2	817	2,25	919	2,5	1,022	2,625	1,073
	Newspaper-MS	2	817	2,25	919	2,5	1,022	2,625	1,073
	Student Council-HS	2	817	2,25	919	2,5	1,022	2,625	1,073
	Student Council-MS	2	817	2,25	919	2,5	1,022	2,625	1,073
Elem. Safety Patrol Director		2	817	2,25	919	2,5	1,022	2,625	1,073
Musical Director		7	2,860	7,25	2,963	7,5	3,065	7,625	3,116
Asst. Musical Director		5	2,043	5,25	2,145	5,5	2,248	5,625	2,298
Class Advisors:	Senior Class	2,5	1,022						
	Junior Class	4,5	1,839						
	Asst. Junior Class	3,5	1,430						
	Sophomore Class	2,5	1,022						
	Freshman Class	2,5	1,022						

INSTRUCTION

E.S. Substitute Coverage	See Article II, Section 2
Home Instruction	\$24.52 / hr. (0.0086 x base salary), plus IRS standard mileage rate for distance from MJJ to location of instruction and returning to MJJ
Individual Education Plan (I.E.P.) Mtgs.	\$20.00 / hr.
Insurance Committee	\$20.00 / hr.
Internal Substitution - HS & MS	\$20.00 / period
Intervention Assistance Team (I.A.T.) Mtgs.	\$20.00 / hr

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Local Professional Development Committee (LPDC) Representatives	\$20.00 / hr. Max of \$1000 / yr.
Local Professional Development Committee (LPDC) Chair & Recorder	\$20.00 Per Meeting plus hourly rate
Special Education Stipend	\$785.00
Study Table	\$20.00 / hr.
Wednesday After School/Detention	\$20.43 / hr. (.0005 x base salary)
Friday/Saturday School	\$21.66 / hr. (.00053 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- Lowry Land Lab Resource Teacher	Per Diem Rate

ADDENDUM C – BENEFIT DESCRIPTIONS

UHC PPO PLAN

YOUR BENEFITS

Benefit Summary

Millon-Union Exempted Village Schools PPO Medical Plan 7EM-M

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	\$200 per year	\$400 per year
Family Deductible	\$600 per year	\$1200 per year
• Member Copayments do not accumulate towards the Deductible		
Out-of-Pocket Maximum		
Individual Out-of-Pocket Maximum	\$1500 per year	\$3000 per year
Family Out-of-Pocket Maximum	\$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 on 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.		

Types of Coverage	Network Benefits	Non-Network Benefits
Ambulance Services – Emergency and Non-Emergency		
	* 80%	** 80% 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

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	80% after Deductible has been met	* 70% after Deductible has been met
Hospice Care	60% 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
Orthomy Supplies	80% after Deductible has been met	60% 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 hospital 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:		Non-Network Benefits are not available
Primary Physician Office Visit	100%	
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 Rehabilitative 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-G cochlear implant aural therapy Vision therapy		
Scope Procedures – Outpatient Diagnostic and Therapeutic Diagnostic scope procedures include, but are not limited to: Colonoscopy; Sigmoidoscopy; Endoscopy For Preventive Scope 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	60% after Deductible has been met	70% after Deductible has been met
Surgery – Outpatient	60% 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	* 60% <i>For Network Benefits, services must be received at a Designated Facility.</i>	* Non-Network Benefits are not available
Urgent Care Center Services	100% after you pay a \$30 Copayment per visit	70% after Deductible has been met
Minor 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, some which are excluded or limited, and other terms and conditions of coverage.

Alternative Treatments

Acupuncture, aromatherapy, chiropractic, massage therapy, reflex (chakra) disc massage; art, music, dance, horsetack 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 for 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 accident-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.

Footwear, Appliances and Prosthetics

Devices used apically to assist in or 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; ornamental items; home computer testing equipment; non-wearable external (inflatable) braces; ultrasonic neckties; and wearable assistive devices. Devices and components used in communication and speech except for speech aid prostheses and tracheo-esophageal voice prostheses. 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 prostheses, 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 retail (off-inpatient) medications. This exclusion does not apply to medications which, due to their characteristics (as determined by Unlabeled Indications), must typically be administered or directly supervised by a qualified provider or licensed 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, their the courier 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 pharmaceutical 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 care, including cutting, or debonding. Hygienic and preventive maintenance foot care, and other services that are performed when there is not a localized Diabetes, injury or symptom involving the foot. Examples include: cleaning and soaking the feet; applying skin creams to treat or 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 Ball, Heel, Groin (standard or custom), Iliac 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, toe bandages, diabetic shoes, and sensors; 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 bags and related 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.

Tubing, 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 components, filters, lubricants, tape, appliance clean, adhesive, adhesive remover or other items that are not specifically identified in the SPD.

Mental Health / Substance Abuse

Inpatient, intensive out-patient or outpatient care services that were not pre-authorized by the Mental Health/Substance Abuse (MHS/A) Administrator. Services performed in connection with conditions not identified in the

Addendum to the Medical Benefit Summary for Self-Funded Groups

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. <i>Prior Authorization is required for certain services.</i>
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. <i>Prior Authorization is required for certain services.</i>
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. <i>Prior Authorization is required for certain services.</i>
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 are treatments for H & T code conditions as listed within the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association. Mental Health Services are 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. Disorders 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.M. (1-Alpha-Acetyl-Methadol), Cyclozidine, 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.

Here's an overview of your CVS Caremark benefits.

Milton Union PPO 1/1/2019

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 90-day supply)	Long-Term Medicines CVS Caremark Mail Service 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
Refill Limit	None	None
Annual Deductible	None	None
Maximum Out-of-Pocket	\$3,000 per individual / \$6,000 per family	
Out-of-Network Claims	Prescriptions filled at Out-of-Network pharmacies will be reimbursed at the network level; member is responsible for any difference in cost between network and non-network cost.	
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.	
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.	

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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 amount, with the balance, if any, paid by a Plan. Your feedback is important as it helps us improve our services. 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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100-380803 070118

YOUR BENEFITS

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

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

Type of Coverage	Network Benefits	Non-Network Benefits
Annual Deductible - Combined Medical and Pharmacy		
Single Coverage Deductible	\$2,000 per year	\$4,000 per year
Family Coverage Deductible	\$4,000 per year	\$8,000 per year
<ul style="list-style-type: none"> • 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	\$2,000 per year	\$5,000 per year
Family Coverage Out-of-Pocket Maximum	\$4,000 per year	\$10,000 per year
<ul style="list-style-type: none"> • The Out-of-Pocket Maximum includes the Annual Deductible. • If more than one person in a family is covered under the Policy, the above coverage Out-of-Pocket Maximum stated above does not apply. 		
Benefit Plan Continuation - The amount the Plan Pays		
Medical Maximum Benefit	100% after Deductible has been met	80% after Deductible has been met
Life Insurance Maximum Benefit	No Lifetime Maximum Benefit	No Lifetime Maximum Benefit
<ul style="list-style-type: none"> • There is no dollar limit on the amount the Plan will pay for essential benefits during the entire period you are enrolled in the Plan. 		
Prescription Drug Benefits		
<ul style="list-style-type: none"> • Prescription drug benefits are shown under separate cover. Benefits are not payable for Prescriptions until the Deductible above has been met. 		
Information on Insurance Reimbursement		
<ul style="list-style-type: none"> *Prescription Reimbursement is required for certain services. **Life Insurer Notification is required for Equipment in excess of \$1,000. 		
Information on Benefit Limits		
<ul style="list-style-type: none"> • 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. 		

Type 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 on Reimbursement	500% after Deductible has been met	** 80% after Deductible has been met
† Limit is a single purchase of a type of Durable Medical Equipment (including repair and replacement) every three years.		
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:	100% after Deductible has been met	* 80% after Network Deductible has been met
60 visits per year		

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Type of Coverage	Network Benefits	Non-Network Benefits
Home Care		

BENEFITS		
Type of Coverage	Network Benefits	Non-Network Benefits
Hospital – Inpatient Stay	100% after Deductible has been met	* 80% after Deductible has been met
Lab, X-Ray and Diagnostics – Outpatient	100% after Deductible has been met	* 80% after Deductible has been met
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 <small>This includes medications administered in an outpatient setting, in the Physician's Office or in a Covered Person's home.</small>	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	100% after Deductible has been met	80% after Deductible has been met
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
Procedures – 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.	
Preventive Care Services	Pre-service notification is required if hospital stay exceeds 48 hours following a normal vaginal delivery or 88 hours following a cesarean section delivery.	
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 and other preventive tests	100% Deductible does not apply	80% after Deductible has been met
Prosthetic Devices	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.	
Rehabilitative Services – Outpatient Therapy and Manipulative Treatment	Pre-service notification is required.	
Benefits are provided as follows: Network and Non-Network benefits are limited to a combined total of 60 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
Scope Procedures – Outpatient Diagnostic and Therapeutic <small>Diagnostic scope procedures include, but are not limited to: Colonoscopy, Sigmoidoscopy, Endoscopy</small> For Preventive Scope Procedures, refer to the Preventive Care Services category. Special Nursing Facility/Inpatient Rehabilitation Facility Services	100% after Deductible has been met	80% after Deductible has been met
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

Addendum to the Medical Benefit Summary for Self-Funded Groups

**Choice Plus
High Deductible Health Plans 1/1/19**

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. <i>Prior Authorization is required for certain services.</i>
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. <i>Prior Authorization is required for certain services.</i>
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. <i>Prior Authorization is required for certain services.</i>
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), Cyclozocine, 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.

This Benefit Summary Addendum is intended only to highlight your Benefits and should not be relied upon to fully determine your coverage. If this Benefit Summary Addendum 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.

Here's an overview of your CVS Caremark benefits.

Milton Union HDHP 1/1/2019

If you have any questions about your prescription plan or costs, call us at 1-888-202-1854. We can help any time after your plan starts. For TDD assistance, please call 1-800-863-5488.

<p>Generic Medicines Always ask your doctor if there's a generic option available. It could save you money.</p>	<p>Short-Term Medicines CVS Caremark Retail Pharmacy Network (Up to a 30-day supply)</p> <p>\$0 (after deductible) for a generic medicine</p>	<p>Long-Term Medicines CVS Caremark Mail Service or CVS Pharmacy locations (up to a 90-day supply)</p> <p>\$0 (after deductible) for a generic medicine</p>
<p>Preferred Brand-Name Medicines If a generic is not available or appropriate, ask your doctor to prescribe from your plan's preferred drug list.</p>	<p>\$0 (after deductible) for a preferred brand-name medicine</p>	<p>\$0 (after deductible) for a preferred brand-name medicine</p>
<p>Non-Preferred Brand-Name Medicines Drugs that aren't on your plan's preferred list will cost more.</p>	<p>\$0 (after deductible) for a non-preferred brand-name medicine</p>	<p>\$0 (after deductible) for a non-preferred brand-name medicine</p>
<p>Refill Limit</p>	<p>None</p>	<p>None</p>
<p>Annual Deductible</p>	<p>\$2,000 per individual / \$4,000 per family (combined with medical)</p>	
<p>Maximum Out-of-Pocket</p>	<p>\$2,000 per individual / \$4,000 per family (combined with medical)</p>	
<p>Out-of-Network Claims</p>	<p>Prescriptions filled at Out-of-Network pharmacies will be reimbursed at 100% after the non-network deductible is met.</p>	
<p>Prior Authorization</p>	<p>Certain medications may require prior authorization. Please contact Customer Care toll-free at 1-888-202-1854 or visit www.caremark.com for verification of prior authorization requirements.</p>	
<p>Specialty Medicines</p>	<p>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 1-888-202-1854 for questions or to get started today.</p>	

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Copayment, coinsurance 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 1-888-202-1854. Your privacy is important to us. Our employees are trained regarding the appropriate way to handle private health information.

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: \$1,000.00

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.

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.

Standards-Based Teacher Evaluation

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

Each teacher evaluation will result in an effectiveness rating of:

- a. Accomplished;
- b. Skilled;
- c. Developing; or
- d. Ineffective

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

The Superintendent shall annually cause to be filed a report to the Department of Education the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated.

Fifty percent (50%) of each evaluation will be based upon teacher performance and fifty percent (50%) on multiple measures of student growth as set forth herein.

Definition of “Teacher”

This policy applies to District employees who meet one of the following categories:

1. A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least 50% of his/her time providing content-related students instruction; or
2. A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at least 50% of his/her time providing content-related student instruction; or
3. A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50% of his/her time providing content-related student instruction; or
4. A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of his/her time providing content-related student instruction.

Assigning an Effectiveness Rating

Each evaluation will result in an effectiveness rating of “Accomplished”, “Skilled”, “Developing”, or “Ineffective”. An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty-percent (50%) will be attributed to multiple measures of student growth.

Teacher performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating. The Evaluation Matrix is attached hereto as Exhibit B and incorporated herein.

The Board shall annually submit to the Ohio Department of Education (ODE), in accordance with ODE guidelines, the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated.

Teacher performance and student growth measures are combined in a summative teacher evaluation rating:

TEACHER PERFORMANCE 50%		STUDENT GROWTH MEASURES 50%		EVALUATION RATING
Knowledge of Student		Teacher Value-Added		Accomplished
Learning Environment		Vendor Assessments		Skilled
Knowledge of Content	+	LEA-Determined Measures	=	Developing
Use of Assessments				Ineffective
Instruction				
Collaboration/Communication				
Professional Responsibility and Growth				

Assessment of Student Growth

In determining student growth measures, the Board adopts the Ohio Department of Education's Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two points in time. It is important to note that a student who has forty-five (45) or more absences for the school year will not be included in the determination of student academic growth.

In general, the Board will utilize the following categories to determine this aspect of a teacher's evaluation, depending upon the instructor involved:

- A1:** Teachers instructing in value-added subjects exclusively;
- A2:** Teachers instructing in value-added courses, but not exclusively;
- B:** Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available; or
- C:** Teachers instructing in areas where no teacher-level value-added or approved vendor assessment is available.

Where value-added methodologies exist for A1 and A2 teachers, the Board will utilize them in the evaluation. Teachers instructing in value-added courses, but not exclusively, will utilize teacher value-added and locally determined measures.

When an approved Ohio Department of Education vendor assessment is utilized in the measurement of student growth, it will be included in the evaluation process for B teachers to the extent set forth in the "District Student Growth Measurement Index".

When neither teacher-level value-added data nor Ohio Department of Education-approved assessments are available, the District shall use locally-determined Student Growth measures for C teachers. Student Growth Measures may be comprised of shared attribution and/or non-value-added vendor data.

Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES guidance to a score in one of **five (5)** levels of student growth:

- a. Most Effective
- b. Effective
- c. Average
- d. Approaching Average
- e. Least Effective

Shared Attribution Measures encompasses student growth measures that can be attributed to a group.

Calculating Student Growth Measures

For purposes of the Ohio Teacher Evaluation System (OTES), “student growth” means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combination of the following: 1) Teacher-level Value-Added Data; 2) ODE-Approved Assessments; and/or 3) Locally-determined Measures.

Teacher-level Value-Added: “Value-Added” refers to the value-added methodology provided by ODE. Where value-added data exists (via state-provided assessments), value-added data must be one of the multiple measures used in calculating student growth.

ODE Approved List of Assessments: Assessments, if utilized by the district, must be included as one of the multiple measures of student growth. Assessments utilized must be included when calculating the fifty percent (50%) attributed to student growth measures. The Superintendent/designee, in consultation with teachers and subject to Board approval, will utilize the assessments on the approved list as he/she deems necessary and appropriate.

Locally-determined Measures: For courses of instruction in which neither teacher-level value-added data nor ODE-approved assessments are available, the Superintendent/designee, in consultation with teachers and subject to Board approval, shall establish a process in accordance with ODE guidance to determine LEA Measures.

Educator Category	Value-Added %	Vendor Assessment %	LEA Measures %		Total = 50%
			District V-A	Building Value-Added	
A1: Value-Added	50%				50%
A2: Value-Added	50%				50%
B: ODE-Approved Vendor Assessment		50%			50%
C: LEA Measures				50%	50%

Professional Growth and Improvement Plans

Based upon the results of the annual teacher evaluation each teacher must develop either a professional growth plan or professional improvement plan as follows:

- a. Teachers whose performance rating indicates above expected levels of student growth will develop a professional growth plan.
- b. Teachers whose performance rating indicates expected levels of student growth will develop a professional growth plan collaboratively with his/her credentialed evaluator.
- c. Teachers whose performance rating indicates below expected levels of student growth will develop a professional improvement plan with their credentialed evaluator. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional improvement plan.

PROFESSIONAL GROWTH PLAN

Ohio Teacher Evaluation System

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

Self-Directed

Teacher: _____

Collaborative

Evaluator: _____

Annual Focus These are addressed by the evaluator as appropriate for this teacher.	Date Record dates when discussed	Areas for Professional Growth Supports needed, resources, professional development Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.
Goal 1: Student Achievement/Outcomes for Students <i>Goal Statement:</i> <i>Evidence Indicators:</i>		
Goal 2: Teacher Performance on the Ohio Standards for the Teaching Profession <i>Goal Statement:</i> <i>Evidence Indicators:</i>		

Improvement Plan

Teacher Name: _____ Grade Level/Subject: _____

School Year: _____ Building: _____ Date of Improvement Conference: _____

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/ her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

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

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Beginning Date	Ending Date	Level of Performance Specifically Describe Successful Improvement Target(s)

Improvement Plan - continued

Section 3: Specific Plan of Action

Section 4: Assistance and Professional Development

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.	
Actions to be Taken	Sources of Evidence that Will Be Examined
Describe in detail specific supports that will be provided as well as opportunities for professional development.	

Date for this Improvement Plan to be Evaluated: ____/____/____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Improvement Plan Evaluation

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 demonstrate the following action to be taken:

- 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 recommended course of action.

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

*The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Proficient level or above.

Testing for Teachers in Core Subject Areas

Core subject area teachers must register for and complete all written examinations of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of “Ineffective” on his/her annual evaluation for two (2) of the three (3) most recent school years and remains employed.

If a teacher passes the examination set forth above and provides proof of that passage to the Board, the teacher will be required, at the teacher’s expense, to complete professional development that is targeted to the deficiencies identified in the teacher’s evaluations conducted under this policy.

Any one of the following constitutes good and just cause for termination and is a part of the policy for removal of poorly performing teachers:

- Failing to complete all required written examinations under this section;
- A failing score on a written examination(s) taken pursuant to this section;
- A rating of “Ineffective” on the teacher’s next evaluation after passing all written examinations pursuant to this section and after completion of the required professional development;
- Failure of a teacher to complete the required professional development; or
- An “ineffective” rating for two consecutive school years or for two out of three consecutive school years.

Any teacher passing the examination set forth above will not be required to take the examination again for three years, regardless of the teacher’s evaluation ratings or the performance index score ranking of the building in which the teacher teaches.

PROCEDURE FOR USING EVALUATIONS FOR RETENTION AND PROMOTION DECISIONS AND REMOVAL OF POORLY PERFORMING TEACHERS

Prior to a recommendation of the Superintendent to non-renew a teacher pursuant to Article III, the Superintendent will review the teacher’s evaluations and make such evaluations available to the members of the Board.

Prior to terminating a teacher, pursuant to Article IX – Discipline, the Superintendent will review the evaluations of the teacher if performance is the ground or one of the grounds for termination.

Evaluations may be a factor in decisions whether to retain a teacher or suspend the teacher’s contract in Reductions in Force.

Board Professional Development Plan

In accordance with the Ohio State Board of Education's statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of teachers covered by this policy. The plan will be reviewed annually.

Policy Adoption Date: June 17, 2013

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 summative rating.
- 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 summative rating.

FINAL SUMMATIVE RATING

Calculations for the Final Summative Rating

In 2014, Substitute House Bill 362 included an alternative framework for teacher evaluation. HB 64 in 2015 brought the following changes to the alternative framework. If a district chooses to use the alternative framework for the 2015-16 school year or thereafter, the district shall calculate ratings assigned for teacher evaluations according to the following:

- 1) The teacher performance measure shall account for 50% of each rating
- 2) The student growth measure shall account for 35% of each rating
- 3) The remainder shall be one, or any combination of the following components: student surveys; teacher self-evaluations; peer review evaluations; student portfolios; or other district-determined component

Additional information can be found in the Additional Resources section at: <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System>

Districts may now select either the original framework (50-50) or the alternative framework (50-35-15) for conducting their teacher evaluations. Ohio utilizes a formula-based approach based on a 600-point scale on a consistent basis for all teachers, including those whose districts select the original framework, and those who choose the alternative framework of the Ohio Teacher Evaluation System. The formula is incorporated into the eTPES calculations.

Original Framework (50-50) Ratings and Points

Student Growth		Performance		Final Summative Rating	
• Most Effective (5)	600	• Accomplished (4)	600	• Accomplished	500-600
• Above Average (4)	400	• Skilled (3)	400	• Skilled	300-499
• Average (3)	300	• Developing (2)	200	• Developing	100-299
• Approaching Average (2)	200	• Ineffective (1)	0	• Ineffective	0-99

Alternative Framework (50-35-15) Ratings and Points

Student Growth		Performance		Alternative Component		Final Summative Rating	
• Most Effective (5)	600	• Accomplished (4)	600	• Level 4	600	• Accomplished	500-600
• Above Average (4)	400	• Skilled (3)	400	• Level 3	400	• Skilled	300-499
• Average (3)	300	• Developing (2)	200	• Level 2	200	• Developing	100-299
• Approaching Average (2)	200	• Ineffective (1)	0	• Level 1	0	• Ineffective	0-99

Self-Assessment Summary Tool

(To be used to help write the Professional Growth Plan)

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. holistically and identify two priorities for the upcoming year. Note these two priorities with check marks

Name _____

Date _____

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> • Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations 			
Standard 2: Content	<ul style="list-style-type: none"> • Knowledge of content • Use of content-specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities 			
Standard 3: Assessment	<ul style="list-style-type: none"> • Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting 			
Standard 4: Instruction	<ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs 			

Self-Assessment Summary Tool - continued

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 5: Learning Environment	<ul style="list-style-type: none"> • Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance of an environment that is conducive to learning for all students 			
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> • Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies 			
Standard 7: Professional Responsibility & Growth	<ul style="list-style-type: none"> • Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 			

SMART Goals

Goals should be **SMART**
SPECIFIC, MEASURABLE, AGREED UPON, REALISTIC AND TIME-BASED

The acronym **SMART** has a number of slightly different variations, which can be used to provide a more comprehensive definition for goal setting.

S	Specific, Significant, Stretching
M	Measurable, Meaningful, Motivational
A	Agreed upon, Attainable, Achievable, Acceptable, Action-Oriented
R	Realistic, Relevant, Reasonable, Rewarding, Results-Oriented
T	Time-based, Timely, Tangible, Trackable

SMART GOALS	
Specific	Well defined; clear to anyone that has a basic knowledge of the project.
Measurable	Know if the goal is attainable and how far away completion is. Know when it has been achieved.
Attainable	Agreement with all the stakeholders of what the goals should be.
Results-Oriented	Within the availability of resources, knowledge and time.
Time Bound	Enough time to achieve the goal; not too much time, which can affect project performance.

Teacher Performance Evaluation Rubric: Record of Evidence

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

INSTRUCTIONAL PLANNING		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and
	Evidence				
	ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p> <p>The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning</p>
	<p>Evidence</p>				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTIONAL PLANNING					
INSTRUCTIONAL PLANNING	<p>KNOWLEDGE OF STUDENTS (Standard 1: Students)</p> <p><i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p>	<p>The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p>
	<p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p>	<p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs</p>	
	Evidence				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

Instruction and Assessment		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson</p>
	Evidence				
INSTRUCTION AND ASSESSMENT	<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group..</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole- class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>
	Evidence				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

Instruction and Assessment	Ineffective	Developing	Skilled	Accomplished
<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p> <p>Evidence</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.</p>	<p>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.</p>

Teacher Performance Evaluation Rubric: Record of Evidence – continued

Instruction and Assessment

	Ineffective	Developing	Skilled	Accomplished
<p>CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p> <hr style="width: 20%; margin-left: 0;"/> <p>Evidence</p>	<p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p> <p>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence – continued

<p>ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference</p>	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.</p> <p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p>	<p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion</p> <p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive occasional or limited feedback about their performance from the teacher.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students).The teacher responds to student misunderstandings by providing additional clarification.</p> <p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>
<p>Evidence</p>				

Teacher Performance Evaluation Rubric: Record of Evidence – continued

Professionalism		Ineffective	Developing	Skilled	Accomplished
<p>PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</p> <p><i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others</p> <p>Evidence</p>	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short-and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>	

Using Evidence to Inform Holistic Performance Ratings

Defining the Performance Ratings

In accordance with HB 153 and Ohio Revised Code 3319.112, the rubric describes four levels of teacher performance for each standard area. Each performance rating can also be described in more general terms as a holistic rating of teacher performance:

<p style="text-align: center;">Ineffective:</p> <p>A rating of <i>Ineffective</i> indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.</p>	<p style="text-align: center;">Developing:</p> <p>A rating of <i>Developing</i> indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur.</p>	<p style="text-align: center;">Skilled:</p> <p>A rating of <i>Skilled</i> indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers.</p>	<p style="text-align: center;">Accomplished:</p> <p>A rating of <i>Accomplished</i> indicates that the teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.</p>
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Teacher Evaluation, as required by Amended Substitute House Bill Number 153 (HB 153), relies on two key evaluation components: a rating of Teacher Performance and a rating of student academic growth, each weighted at fifty percent of each evaluation. The following guidance speaks to the Teacher Performance rating components, utilizing the state model Teacher Performance Evaluation Rubric.

The following is suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform teacher performance ratings.

Step 1: Gather Evidence

1a. Align evidence to each standard area. Group the evidence you have collected from time in the classroom, conferences and everyday interactions with the teacher into the ten standard areas of performance described by the Teacher Performance Evaluation Rubric.

1b. Be consistent in gathering, recording and sharing detailed, factual evidence. Capture enough detail to accurately but succinctly describe the event, interaction or behavior factually (without implied judgment or opinion in the recording). Share the form with teachers throughout the year so that the information can be used as a basis for changes in practice.

1c. Sort the evidence by standard area to determine where more information is needed. As the year progresses, holes in evidence coverage across standard areas may emerge. If the evidence collected is organized by standard area after each interaction, it will be automatically sorted by standard area and missing evidence will be apparent. Keep these standard areas in mind during future interactions with the teacher, since all standard areas are important for effective teaching practice.

Step 2: Issue a Holistic Performance Rating

2a. Read all of the evidence collected up to that point within a standard area, looking for patterns. For example, if a teacher talks about wanting to improve an instructional technique in a pre-conference, demonstrates that technique in the first formal classroom observation and an informal classroom “walkthrough” and asks for feedback on the technique in the post-conference, that teacher is displaying a pattern of devoting attention to a particular area of practice. Note these patterns and take them into consideration when issuing a rating.

2b. Compare the evidence and patterns to the performance descriptors. After becoming familiar with the rubric, start by re-reading all of the Proficient performance descriptors in a standard area. Does the evidence exemplify this level of performance? Whether yes or no, look at the Accomplished or Developing performance level descriptors as well to decide if either of them better aligns with the available evidence. If the Developing descriptor seems to be an appropriate match to the evidence, also read the Ineffective descriptor carefully to consider whether any evidence is at this level.

2c. Repeat the process above for each standard area and then consider patterns of performance across standard areas. Once you determine a rating for each standard area based on the available evidence from multiple interactions, look at the larger picture of performance across all standard areas. Although all standard areas are important for effective teacher practice, you may find it appropriate to more strongly weight patterns of behavior in one standard area over another. For example, if the teacher demonstrates a pattern of Developing behavior in the standard areas of Classroom Environment and Resources but exhibits solidly Proficient patterns of behavior in the standard area of Knowledge of Students and Lesson Delivery, you may use your knowledge of the situation to make sense of this information, finding that performance in the former two areas inhibits performance in other areas. As another example, you may find that some of the lost instructional time observed within a classroom is offset by the teacher’s intense attention to individual student needs demonstrated throughout

the class time and elsewhere. In a different case, however, you might observe that a pattern of classroom management issues such as lost instructional time is significant

enough to overshadow the teacher's proficient performance in other categories. The key point is that no one standard area of performance should be considered in isolation, but rather should be analyzed in relation to all other areas of performance.

Step 3: Issue the End-of-Year Performance Rating

- 3a. Consider all evidence from the year, paying attention to trends.** In order to issue a teacher's final performance rating for the year, return to the body of collected evidence rather than just the earlier standard area or holistic ratings. Use the process outlined to reconsider the evidence in each standard area across the arc of the entire year, taking into account observations, all conferences and daily interactions. During this step, it is particularly important to consider trends in the 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 one or more areas? If a pattern of evidence in a particular standard area displays a trend of behavior or practice, the evaluator may consider placing more emphasis on the area improvement or decline.
- 3b. Consider minimum thresholds of competency.** Flag any instance of an Ineffective rating as you prepare to issue the final performance rating. While the example of Ineffective behavior should be examined within the entire context of the evidence collected for the teacher, consider that there are minimum thresholds of competency for each of the ten standard areas described in the Teacher Performance Evaluation Rubric. It is possible that a serious deficiency in one area can and should carry more weight than positive ratings in other areas. Rely on your professional judgment, supported by the evidence you have gathered, to decide if this evidence of ineffective practice is grounds to issue a final Ineffective rating, taking into account how detrimental the displayed deficiency is to the teacher's classroom, colleagues and school as a whole.
- 3c. Issue the final performance rating, summarize the supporting evidence and offer areas of reinforcement and refinement.** Complete the performance rating process by documenting the final teacher performance rating. Support your rating with evidence from formal and informal observations, artifacts provided by the teacher and other appropriate evidence collected throughout the evaluation cycle. Provide succinct, targeted feedback on what professional growth needs to occur so that teachers have a clear understanding of the path to continuous growth and improvement and have concrete examples of supports that will help them improve practice.

Lesson Plan Template

Ohio Standards Connections:

Lesson Summary:

Briefly describe the procedures and purposes of the lesson.

Estimated Duration:

Include an estimate of the time needed for instruction.

Commentary:

Pre-Assessment:

Identify strategies to pre-assess student knowledge of the selected standard(s), benchmark(s) and indicator(s). Data from pre-assessment helps educators select specific instructional strategies and determine appropriate complexity and pacing for the lesson. Pre-assessments may be as informal as a reflection on students' prior learning, a conversation about concepts or warm-up problems at the beginning of class that are not scored. They may be more formally structured, such as a quiz or an assigned writing topic.

Scoring Guidelines:

Define scoring guidelines for the pre-assessment, which may take the form of teacher judgment, a checklist or another scoring format. Scoring guidelines should reveal whether or not student has met the indicator or benchmark so that instruction can be modified and targeted to learners accordingly.

Teachers should conduct ongoing teacher assessment and student self-assessment throughout instruction. These can be planned or conducted as opportunities for observation or reflection arise. If planned, describe here.

Post-Assessment:

Identify strategies to assess student learning as a result of the lesson. Data that results should help to plan subsequent instruction.

Scoring Guidelines:

Define scoring criteria for the post-assessment, which may take the form of a rubric or another scoring format. Scoring criteria should reveal whether or not student has met the indicator or benchmark so that instruction can be targeted accordingly. If possible, assessment and scoring criteria should be developed to reflect student process as well as product.

Instructional Procedures:

Describe the instructional steps that will be taken to implement the lesson.

Differentiated Instructional Support

Describe how instruction can be differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

Extension

These are ideas for all students to continue learning on this topic – in class or outside of class.

Homework Options and Home Connections

Describe work that will be assigned to students outside of the classroom.

Interdisciplinary Connections

Tell how the lesson can be integrated with other content areas to strengthen student learning.

Materials and Resources:

For Teachers List the materials needed for the teacher.

For Students List the materials needed for the students.

Key Vocabulary

List key terms that need to be defined prior to or as part of instruction.

Technology Connections

Suggest ideas for integrating technology into the lesson.

Research Connections

Include research that supports the content or methods of instruction within the lesson.

General Tips

Record observations and suggested modifications to facilitate instruction and student learning in the lesson.

Attachments

List and attach any additional materials created for the lesson, including student handouts, blackline masters, overheads, etc.

Pre-Conference Form

Name of Instructor: _____

Course Being Observed: _____

Period: _____

Focus for Learning

What standards are being addressed in the planned instruction?

How do the goals of this lesson fit into the broader unit of study?

Assessment Data

What student data have you used to identify student strengths and areas for student need?

What assessments (diagnostic, formative, summative) will be incorporated into the lesson?

What does pre-assessment data indicate about student learning needs?

Prior Content Knowledge/Sequence/ Connections

What prior knowledge will students need to successfully progress through this lesson?

What meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers will be made during the lesson?

How does this lesson fit within the structure of the course/subject?

Pre-Conference Form - continued

Knowledge of Students

Describe the students in this class, including those with special needs.

What were your sources for obtaining student background information?

What data have you analyzed to help guide your instruction?

Lesson Delivery

What specific delivery strategies will be incorporated to meet the needs of individual students and groups of students?

Differentiation

How will you support the learning needs of each individual student?

Resources

What instructional materials and resources will you incorporate into your lesson?

Classroom Environment

What daily routines and procedures are included in your classroom management system?

How will you maximize instructional time and combine independent, collaborative, and whole-class learning situations?

Pre-Conference Sample Questions

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

FOCUS FOR LEARNING

(Standard 4: Instruction)

- What is the focus for the lesson
- What content will students know/understand? What skills will they demonstrate?
- What standards are addressed in the planned instruction?
- Why is this learning important?

ASSESSMENT DATA

(Standard 3: Assessment)

- What assessment data was examined to inform this lesson planning?
- What does pre-assessment data indicate about student learning needs?

PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS

(Standard 1: Students/Standard 2: Content/Standard 4: Instruction)

- What prior knowledge do students need?
- What are the connections to previous and future learning?
- How does this lesson connect to students' real-life experiences and/or possible careers?
- How does it connect to other disciplines?

KNOWLEDGE OF STUDENTS

(Standard 1: Students)

- What should the evaluator know about the student population? (See Data Measures Inventory for the Classroom)
- How is this a developmentally appropriate learning activity?

LESSON DELIVERY

(Standard 2: Content/Standard 4: Instruction)

- How will the goals for learning be communicated to students?
- What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?
- What strategies will be used to make sure all students achieve lesson goals?
- How will content-specific concepts, assumptions and skills be taught?

DIFFERENTIATION

(Standard 1: Students/Standard 4: Instruction)

- How will the instructional strategies address all students' learning needs?
- How will the lesson engage and challenge students of all levels?
- How will developmental gaps be addressed?

RESOURCES

(Standard 2: Content/Standard 4: Instruction)

- What resources/materials will be used in instruction?
- How will technology be integrated into lesson delivery?

Pre-Conference Sample Questions – continued

CLASSROOM ENVIRONMENT

(Standard 1: Students/Standard 5: Learning Environment)

- How will the environment support all students?
- How will different grouping strategies be used?
- How will safety in the classroom be ensured?
- How will respect for all be modeled and taught?

ASSESSMENT OF STUDENT LEARNING

(Standard 3: Assessment)

- How will you check for understanding during the lesson?
- What specific products or demonstrations will assess student learning/achievement of goals for instruction?
- How will you ensure that students understand how they are doing and support students' self-assessment?
- How will you use assessment data to inform your next steps?

PROFESSIONAL RESPONSIBILITIES: COLLABORATION AND COMMUNICATION

(Standard 6)

- How do you cooperate with colleagues?
- How do you work with others when there is a problem?
- What is your communication style with students? With families? With colleagues?
- In what ways do you seek the perspectives of others? Give an example.

PROFESSIONAL RESPONSIBILITIES: PROFESSIONAL RESPONSIBILITY AND GROWTH

(Standard 7)

- How do you apply knowledge gained from other experiences into your teaching?
- Discuss ways you reflect and analyze your teaching.
- What are some proactive ways you further your own professional growth?

Post-Conference Sample Questions

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

FOCUS FOR LEARNING

(Standard 4: Instruction)

- What was the focus for the lesson?
- Talk about the content that you hoped students would know and understand by the end of the lesson. What skills did they demonstrate to you?
- What standards were addressed in the planned instruction?
- Why was this learning important?
- How was the appropriateness of the goal communicated to students?
- How did your stated goals fit into the unit, course and school goals?

ASSESSMENT DATA

(Standard 3: Assessment)

- What assessment data was examined to inform the planning for the observed lesson?
- What did pre-assessment data indicate about student learning needs?
- What formal or informal techniques did you use to collect evidence of students' knowledge and skills?
- How did your assessment data help you identify student strengths and areas of improvement?

PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS

(Standard 1: Students/Standard 2: Content/Standard 4: Instruction)

- What prior knowledge did students need and how did you connect that to their future learning?
- How did this lesson connect to students' real-life experiences and/or possible careers?
- How did it connect to other disciplines?

Post-Conference Sample Questions – continued

KNOWLEDGE OF STUDENTS

(Standard 1: Students)

- How did this lesson demonstrate your familiarity with the students' background knowledge and experiences?
- Talk about how this lesson was developmentally appropriate for your students.
- What strategies did you plan for and implement to meet the needs of individual students?

LESSON DELIVERY

(Standard 2: Content/Standard 4: Instruction)

- How were the goals for learning communicated to students?
- What instructional strategies and methods were used to engage students and promote independent learning and problem solving?
- What strategies were used to make sure all students achieve lesson goals?
- How were content-specific concepts, assumptions and skills taught?
- What questioning techniques did you use to support student learning?
- How did you ensure this lesson was student led?
-

DIFFERENTIATION

(Standard 1: Students/Standard 4: Instruction)

- How did the instructional strategies address all students' learning needs?
- How did the lesson engage and challenge students of all levels?
- How were developmental gaps addressed?
- Why is it important to provide varied options for student mastery?

Post-Conference Sample Questions - continued

RESOURCES

(Standard 2: Content/Standard 4: Instruction)

- What resources/materials were used in instruction?
- How was technology integrated into lesson delivery?
- How did students show ownership of their learning?

CLASSROOM ENVIRONMENT

(Standard 1: Students/Standard 5: Learning Environment)

- How did the environment support all students?
- How were different grouping strategies used?
- How was safety in the classroom ensured?
- How was respect for all modeled and taught?

ASSESSMENT OF STUDENT LEARNING

(Standard 3: Assessment)

- How did you check for understanding during the lesson?
- What specific products or demonstrations assessed student learning/achievement of goals for instruction?
- How did you ensure that students understand how they are doing and support students' self-assessment?
- How did you use assessment data to inform your next steps?
- Why is it important to provide specific and timely feedback?

PROFESSIONAL RESPONSIBILITIES: COLLABORATION AND COMMUNICATION

(Standard 6)

- How do you cooperate with colleagues?
- How do you work with others when there is a problem?
- What is your communication style with students? With families? With colleagues?
- In what ways do you seek the perspectives of others? Give an example.

PROFESSIONAL RESPONSIBILITIES: PROFESSIONAL RESPONSIBILITY AND GROWTH

(Standard 7)

- How do you apply knowledge gained from other experiences into your teaching?
- Discuss ways you reflect and analyze your teaching.
- What are some proactive ways you further your own professional growth?

**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: _____

Walkthrough: General Form

Teacher Name: _____ Grade(s)/Subject Area(s) _____

Evaluator Name: _____ Date: ____/____/____

Time Walkthrough Begins: _____ Time Walkthrough Ends: _____

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

EVALUATOR OBSERVATIONS			
	Instruction is developmentally appropriate	Lesson content is linked to previous and future learning	
	Learning outcomes and goals are clearly communicated to students	Classroom learning environment is safe and conducive to learning	
	Varied instructional tools and strategies reflect student needs and learning objectives	Teacher provides students with timely and responsive feedback	
	Content presented is accurate and grade appropriate	Instructional time is used effectively	
	Teacher connects lesson to real-life applications	Routines support learning goals and activities	
	Instruction and lesson activities are accessible and challenging for students	Multiple methods of assessment of student learning are utilized to guide instruction	
	Other:	Other:	

Evaluator Summary Comments:

Recommendations for Focus of Informal Observations:

Evaluator Signature: _____ Photocopy to Teacher - Date _____

FINAL SUMMATIVE RATING



Final Summative Rating of Teacher Effectiveness

2013-2014

LEA: Milton-Union Exempted Village (045518)
 Building(s): Milton-Union Elementary School (024992)
 Evaluator:
 Admin:
 Status:

The educator completed this form on
The administrator completed this form on

1. Proficiency on Standards/Teacher Performance 50%

	Ineffective	Developing	Skilled	Accomplished
Teacher Formal Observation / Performance Rubric Overall Rating				
Teacher Formal Observation / Performance Rubric Overall Rating				
Cumulative Performance Rating (Holistic Rating using Performance Rubric)				
Areas of reinforcement/refinement:				

2. Student Growth Data 50%

	N/A	Below	Expected	Above
Student Growth Measure of Effectiveness				
Areas of reinforcement/refinement:				

3. Final Summative (Overall) Rating

	Ineffective	Developing	Skilled	Accomplished
Final Summative (Overall) Rating				
Improvement Plan has been recommended:				

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]				
DEMONSTRATING KNOWLEDGE OF CONTENT, CURRICULUM, AND INSTRUCTIONAL GOALS	Ineffective	Developing	Skilled	Accomplished
		<p>Does not demonstrate knowledge of the curriculum and current trends and practices in literature, literacies, technology and research process.</p> <p>Rarely promotes books in all formats, reading for pleasure and/or personal growth.</p> <p>No evidence of understanding the instructional goals for most disciplines.</p> <p>Makes little or no effort to provide resources and instructional services.</p> <p>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.</p>	<p>Demonstrates limited knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process.</p> <p>Sometimes works with groups and individuals to promote books in all formats, reading for pleasure and/or personal growth.</p> <p>Understands the instructional goals for some disciplines.</p> <p>Inconsistently provides necessary resources, technology, and instructional services.</p> <p>In collaboration with classroom teacher(s) designs some learning activities with goals that reflect student learning needs and support the OLS.</p>	<p>Demonstrates knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process.</p> <p>Intentionally works with groups and individuals to promote books in all formats, reading for pleasure and/or personal growth.</p> <p>Understands the instructional goals for most disciplines and is able to develop connections to the curriculum.</p> <p>Consistently provides necessary resources, technology, and instructional services to support goals.</p> <p>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.</p>
Evidence				

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]					
DEMONSTRATING KNOWLEDGE OF STUDENTS		Ineffective	Developing	Skilled	Accomplished
		Demonstrates little or no understanding of how students learn.	Demonstrates some understanding of how students learn.	Understands the active nature of student learning and attains information about levels of development for groups of students.	Actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from multiple sources.
Demonstrates little or no familiarity with students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	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.	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.	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	<p>Does not communicate clearly; directions, procedures and/or explanations are confusing, incoherent, or inaccurate, and are ineffective in building student understanding.</p> <p>Fails to address student confusion or frustration and does not use questions effectively and usually tells the students what to do.</p>	<p>Directions, procedures and/or explanations are accurate and generally clear but often needs to clarify.</p> <p>May not fully clarify information based on students' questions about content or instructions for learning activities.</p> <p>Re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation.</p> <p>Asks questions that guide students and help them think about their research topic.</p> <p>Technology use is inconsistent and not always effective.</p>	<p>Directions, procedures and/or explanations are clear and accurate.</p> <p>Actively encourages independent, creative, and critical thinking.</p> <p>Effectively addresses confusion when asked and checks for understanding.</p> <p>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.</p> <p>Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.</p>	<p>Explanations are clear, coherent, and precise.</p> <p>Uses well-timed, individualized, strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>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.</p> <p>Accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions.</p> <p>Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.</p>
Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 1,2,4]				
ADAPTING , ADJUSTING TO ENGAGE STUDENTS IN LEARNING	Ineffective	Developing	Skilled	Accomplished
	<p>Adheres to the instructional plan despite student understanding or interest.</p> <p>Fails to respond to students' questions.</p> <p>Is unable to guide students to appropriate engaging resources.</p> <p>Pace of lesson is too slow or too rushed.</p> <p>Expectations of students are low.</p> <p>Responses are rote with few students interested or intellectually engaged</p>	<p>Attempts to modify the instructional plan when needed to accommodate students' questions and interests with moderate success.</p> <p>Use of diverse strategies is limited.</p> <p>Guides students to appropriate engaging resources that sometimes connect well with the content, learning goals, students' knowledge, backgrounds and experiences.</p> <p>Pace of the lesson may not provide students the time needed to be intellectually engaged.</p> <p>Expectations are inconsistent.</p> <p>Responses show minimal thinking allowing most students to be passive or merely compliant.</p>	<p>Promotes the successful learning of all students making minor adjustments to the instructional plan as needed to accommodate students' questions, needs, and interests.</p> <p>Persists in seeking approaches for students who have difficulty learning, drawing on a varied repertoire of strategies.</p> <p>Guides students to appropriate engaging resources that usually connect well with the content learning goals, the students' prior knowledge backgrounds and experiences.</p> <p>Pace of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <p>Expectations for students are high and usually present.</p> <p>Responses show active intellectual engagement with most students challenged in their thinking.</p>	<p>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.</p> <p>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.</p> <p>Guides students to appropriate engaging resources that consistently connect with the content learning goals, the students' prior knowledge backgrounds and experiences.</p> <p>Pace of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Expectations for individual students are high and consistently present.</p> <p>Responses show active intellectual engagement; virtually all students challenged in their thinking.</p>

Evidence				
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Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

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

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 5]				
CREATING THE ENVIRONMENT IN THE LIBRARY AND CLASSROOM				
	Ineffective	Developing	Skilled	Accomplished
	<p>Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following:</p> <p>Interactions with students are negative, inappropriate or insensitive to students' dignity.</p> <p>Standards of conduct are not implemented. SLMS exhibits very little or no monitoring of student behavior.</p> <p>Routines and procedures that are either nonexistent or inefficient resulting in general confusion.</p> <p>Establishes a controlled and stifling environment.</p>	<p>Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following:</p> <p>Interactions with students are generally appropriate with occasional displays of insensitivity or unresponsiveness.</p> <p>Established standards of conduct that are inconsistently implemented. SLMS monitoring of students behavior is uneven.</p> <p>Routines and procedures are established and followed with regular guidance and prompting.</p> <p>Establishes and maintains an attractive and inviting environment.</p>	<p>Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following:</p> <p>Interactions with students are polite and respectful, and are appropriate to the cultural and developmental differences among groups of students.</p> <p>Established standards of conduct and implementation are consistent so most students follow the standards of conduct. SLMS responses are consistent, proportionate and respectful.</p> <p>Routines and procedures are established with students needing minimal guidance and prompting</p> <p>Creates and maintains an attractive, inviting and flexible environment.</p>	<p>Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following:</p> <p>Interactions with students are highly respectful and demonstrate sensitivity to students' cultures and levels of development.</p> <p>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.</p> <p>Routines and procedures are well understood and may be initiated by students.</p> <p>Creates and maintains an inviting, flexible, attractive and engaging environment.</p>
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	<p>Employs little or no assessment or monitoring of student learning. Feedback is absent or of poor quality.</p> <p>Rarely or ineffectively uses questions, prompts to diagnose evidence of learning.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Uses assessment sporadically to support instruction through some monitoring of progress in learning. Feedback to students is general.</p> <p>Inconsistently uses questions, prompts, to diagnose evidence of learning.</p> <p>Students are partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p>	<p>Uses assessment regularly during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Questions, prompts, assessments to diagnose evidence of learning.</p> <p>Students appear to be aware of the assessment criteria and some of them engage in self-assessment.</p>	<p>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.</p> <p>Questions, prompts are used regularly to diagnose evidence of learning by individual students.</p> <p>Students appear to be aware of, and there is evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p>
Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 6,7]				
ETHICS, REFLECTION & PROFESSIONAL DEVELOPMENT				
Ineffective	Developing	Skilled	Accomplished	
<p>Fails to communicate clearly with the school community about the library program and its services.</p> <p>Fails to understand and follow regulations, policies, and agreements.</p> <p>Does not adhere to professional ethics of librarianship.</p> <p>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.</p>	<p>Uses a variety of strategies to communicate with the school community about the library program, new resources and services.</p> <p>Understands and follows district policies and state and federal regulations at a minimal level.</p> <p>Is knowledgeable about the ethics of librarianship but inconsistently adheres/follows them.</p> <p>Identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>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.</p> <p>Models and upholds district policies and state and federal regulations.</p> <p>Is knowledgeable about the ethics of librarianship and consistently adheres/follows them.</p> <p>Using data, sets short- and long-term professional goals and takes action to meet these goals.</p>	<p>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.</p> <p>Helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>Through teaching and practice, demonstrates a commitment to the professional ethics of librarianship.</p> <p>Sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of services, resources, instructional strategies, and facilities.</p>	
Evidence				

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]					
		Ineffective	Developing	Skilled	Accomplished
MANAGING THE LIBRARY BUDGET		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]				
GROWING AND DEVELOPING PROFESSIONALLY	Ineffective	Developing	Skilled	Accomplished
	<p>Fails to engage in professional development activities to enhance content knowledge or skill.</p> <p>Resists feedback on teaching performance from supervisors or colleagues.</p> <p>Does not participate in professional organizations.</p> <p>Fails to provide professional development to educational community.</p>	<p>Participates in professional development activities to enhance content knowledge or skill to a limited extent.</p> <p>Accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Limited participation in professional organizations.</p> <p>Uses professional development ideas in working with individual teachers.</p>	<p>Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Welcomes feedback on teaching performance from supervisors and colleagues.</p> <p>Participates in various professional development opportunities and takes an active role in a professional organization.</p> <p>Provides professional development activities at faculty meetings and/or in-service programs.</p>	<p>Seeks out professional development activities and makes a systematic effort to conduct action research</p> <p>Seeks out feedback on teaching performance from supervisors and colleagues.</p> <p>Assumes a leadership role in professional organizations</p> <p>Publishes in a professional journal OR provides professional development to educational community such as professional conferences.</p>
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	<p>Makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.</p> <p>Does not inventory the library collection.</p> <p>Does not use an online integrated library system when it is available.</p>	<p>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.</p> <p>Inconsistently inventories the library.</p> <p>Inconsistently uses an online integrated library system when it is available.</p>	<p>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.</p> <p>Consistently inventories the library.</p> <p>Consistently uses an online integrated library system when it is available.</p>	<p>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.</p> <p>Consistently inventories the collection and uses data to advocate for necessary monetary resources to maintain a collection responsive to changing instructional needs.</p> <p>Consistently uses an online integrated library system when it is available.</p>
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 nursing assessments and

		relative to the school health setting.		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 reduction and infection control.	The school nurse possesses a basic understanding of risk reduction and infection control.	The school nurse identifies and provides information to students, parents, and staff members to correct deficient patterns of health care.	The school nurse communicates to students, parents and staff and collaborates with appropriate 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 paraprofessionals and volunteers.	The school nurse has a limited awareness of nursing responsibilities that may be delegated to paraprofessionals and volunteers.	The school nurse clearly defines tasks to be delegated to paraprofessionals and volunteers within guidelines of their job description.	School nurse delegates tasks, provides supervision, in-service training and evaluation of performance of 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 inappropriate; students	Therapist's interactions with students are both positive and negative; the therapist's	Therapist's interactions with students are positive and respectful; students appear	Therapists' interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions

	appear uncomfortable in the testing and therapy area.	efforts at developing rapport are partially successful.	comfortable in the testing and therapy area.	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 and 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	Therapist makes revisions in the student's therapy	Therapist is continually seeking ways to improve the student's therapy services

		confronted with evidence of the need for change.	services when they are needed.	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	Therapist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy	Therapist displays high standards of honesty, integrity, and confidentiality in interactions with	Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to

	public and violates principles of confidentiality.	role for students, and does not violate norms of confidentiality.	colleagues, students and the public and advocates for students when needed.	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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- WORK DAY, 8