

**AGREEMENT BETWEEN THE  
BOARD OF EDUCATION OF THE EASTCHESTER UNION FREE SCHOOL DISTRICT  
AND THE  
EASTCHESTER TEACHERS' ASSOCIATION  
JULY 1, 2017 TO JUNE 30, 2021**

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## **PREAMBLE**

A. In order to effectuate the provisions of the Public Employees' Fair Employment Act, to encourage and increase effective and harmonious working relationships in the school system, and to provide the highest educational standards, this agreement is July 1, 2017 to June 30, 2021 except as extended by and between the BOARD OF EDUCATION, EASTCHESTER UNION FREE SCHOOL DISTRICT, Eastchester, New York (Board) and the EASTCHESTER TEACHERS' ASSOCIATION (Association).

B. This contract shall remain in full force and effect after June 30, 2021 until a new agreement is negotiated.

C. The Union and the District agree that the provisions of this Agreement shall be administered so as to comply with the Americans with Disabilities Act (ADA) and any federal regulations and guidelines issued hereunder on a case by case basis.

## **ARTICLE I - RECOGNITION**

The Board hereby recognizes the Association for purposes of negotiating collectively over the terms and conditions of employment and the determination and administration of grievances arising under the terms and conditions of employment pursuant to the Public Employees Fair Employment Act, as the exclusive representative of the instructional negotiating unit which is composed of all professional employees of the Board (including all classroom teachers, librarians, guidance counselors, psychologists, social workers, speech therapists, teaching assistants and the occupational therapist) but excluding the Superintendent, Deputy and Assistant Superintendents of Schools, Business Administrator, Principals, Coordinators, Supervisors, Registered Nurses, Attendance Officer and Aides. Unless otherwise indicated, the term "teacher" when used in this agreement shall refer to a member or members of the unit herein defined.

## **ARTICLE II - COLLECTIVE NEGOTIATIONS**

A. The Board and the Association agree to negotiate in good faith in an effort to reach agreement on the terms and conditions of employment and determination and administration of grievances arising under the terms and conditions of employment of teachers in the unit. Negotiations over such matters shall take place commencing on or about November 15th of the final year of the contract. All matters subject to negotiation under this Article shall be negotiated with the Association prior to the Board adopting any policies, rules or regulations relating thereto.

B. During negotiations, the Board and Association shall present relevant data, exchange points of view, and make proposals and counter proposals. Negotiations shall be conducted by a team of not to exceed five members for the Board, and no less than two and a team of not to exceed five members, nor less than two, for the Association, except that each team may have legal counsel present and may from time to time invite to the negotiation discussions a limited number of other persons whose presence is reasonably required as participants. The Superintendent, Deputy Superintendent and/or Assistant Superintendent(s) may attend all negotiation sessions. The Board shall, within

reason, make available records, data and information in its possession (including line budget items where developed), which are directly pertinent to a topic under negotiation. The Association shall also, within reason, make available records, data and information in its possession or which may be available through its state or county affiliates or otherwise, and which are directly pertinent to a topic under negotiation. Negotiated agreements arrived at shall be reduced to writing and signed by the Association and the Board.

C. Except as provided in this paragraph, no within-the-school-day activity of the members of the Association negotiating team shall in any manner alter or interfere with instructional processes of any teacher, except that none of the permanent members of the negotiating team shall be given any assignments by the building principal above and beyond the instructional load for the given subject matter area. In the event of change in the permanent negotiating team, other members of the Association will be designated by said team to fulfill these functions.

In-so-far as possible the Association shall limit its negotiating team members, other than its chief spokesman or President, as it designates, to not more than one permanent member from each building, but in any case, the limit of not more than one negotiator from a building other than its chief spokesman or President shall be complied with in the event a negotiating meeting is held during part of a school day. In the event a negotiating meeting is held during part of a school day, the Association members shall be released from their regular duties without loss of pay or charge to their sick or personal leave. One Association representative shall be released from duty, when necessary, from time to time, during the school day, for the handling of grievances and the administration of the contract.

D. The agreement reached after negotiation shall become effective only upon ratification by the Board and the Association.

E. The school district shall reproduce the contract and provide one copy to each member of the bargaining unit.

### **ARTICLE III - TEACHING ASSIGNMENTS**

#### **A. LENGTH OF SCHOOL YEAR**

1. The school calendar shall provide for 186 days for teachers and 182 days for students. The 186<sup>th</sup> day for teachers is an additional staff development day. Effective July 1, 2002, pay for the 186<sup>th</sup> day of the school calendar for staff development was incorporated into and paid as part of annual salary. In the event that a bargaining unit member does not attend this day, he/she may apply available paid leave under the contract or forfeit the compensation allocated to such 186<sup>th</sup> day under Appendix A3 of the contract. This day will be added during the work week between September 1<sup>st</sup> and the opening day of school. If such a day is unavailable that year, it will be added during the last five (5) days in August. The date is to be determined in consultation with the Association. The day is to be a five-and-one-half (5 ½) hour day, exclusive of lunch.

Commencing with the 2014-2015 school year, the first work day will be a Superintendent's Conference Day from 8:00 AM – 1:00 PM, without a lunch break. Unit members may leave at 1:00 PM.

2. There shall be two days made available for snow/emergency days. If the District uses fewer than two snow/emergency days during the school year, beginning the 2014-2015 school year, the district will add the day or days to the Memorial Day weekend. Should the parties agree that this is not practical, another day or days will be selected.

In the event schools are closed for more than two days for snow/emergencies, February recess will be the last recess period used for make-up days.

In the event that all available make-up days have been exhausted and school is in session for any part of the February recess, any member who is not present due to a vacation planned prior to the date of the event requiring the need for make-up days or January 1, whichever is earlier, will be charged one personal day and required to reimburse the District in the amount of \$175. This will apply only to one day of the February recess. The member will have to submit verification of his/her vacation plans, including transportation, when applicable, reflecting when the plans were made. If school is in session more than one day during the February recess, the member will be docked for such additional day(s). This paragraph shall sunset effective June 30, 2021 notwithstanding Section 209(a)1e of Civil Service Law.

## B. LENGTH OF SCHOOL DAY

1. Elementary Schools: All teachers shall report for work between 8:00 a.m. and 8:30 a.m. as required by their school. Teachers shall remain for seven hours every day. Elementary teachers shall have five hours and 15 minutes of classroom student contact, less 225 minutes per week of unassigned time. Beginning September 1, 2001, elementary teachers shall have five hours and 27 minutes of classroom instructional time less 225 minutes per week of unassigned time. Effective June 2018, kindergarten teachers shall have five hours and 27 minutes of classroom instructional time per day, less 225 minutes per week of unassigned time, consistent with other elementary teachers. Except for kindergarten teachers in intensive needs classes at Waverly Elementary School, kindergarten teachers shall have no more than two (2) one (1) hour sessions of student instructional time scheduled on first day of school. Kindergarten teachers in intensive needs classes at Waverly Elementary School shall be assigned to work with their students for no more than one half (1/2) of the first day of school. Nothing herein shall relieve such teachers from working the entire workday on the first day of school.

Except for kindergarten teachers in intensive needs classes at Waverly Elementary School, kindergarten teachers shall be assigned to work with their students for no more than one half (1/2) of the day, with no student lunch period, on the second and third days of school. Nothing herein shall relieve such teachers from working the entire workday on the second and third days of school. Kindergarten teachers in intensive needs classes at Waverly Elementary School shall be assigned to work with their students for the full day on the second and third days of school.

Except for kindergarten teachers in intensive needs classes at Waverly Elementary School, a minimum of two (2) days shall be scheduled for kindergarten teachers in the spring semester where such kindergarten teachers shall be assigned no more than a half day of student contact time, which student contact time shall be utilized for transition activities related to incoming and/or outgoing students. The District shall schedule a minimum of one (1) such day in the spring semester for kindergarten teachers in intensive needs classes at Waverly Elementary School. Nothing herein shall relieve such teachers from working the entire workday on such days.

It is agreed that should the SED issue guidelines, rules or regulations whereby any half days, including, but not limited to, the half days provided for herein, cannot be counted as school session days for the purposes of State Aid, the terms and conditions set forth herein as agreed upon in June 2018, shall expire and no longer be effective, notwithstanding §209-a(1)(e) of the Civil Service Law upon the effective date of such guidelines, rules or regulations.

Commencing with the 2014-2015 school year, elementary school students will be dismissed at half day on Monday, Tuesday, Wednesday and Thursday of the last week of school and after one hour on Friday of the last week of school. The Board will exercise all reasonable effort to grant a daily unassigned period in the elementary schools. No teacher shall be scheduled for more than one day per week without any unassigned time of at least 30 continuous minutes.

2. Secondary Schools: All teachers shall report for work at 7:45 a.m. and shall remain in school until 2:55 p.m. every day.

3. Teachers may leave school 15 minutes earlier on Fridays and the day before a holiday but not before regular student dismissal.

4. The Wednesday before Thanksgiving will be a half day of school.

5. The day before the December holiday recess will be a half day of school.

6. Commencing with the 2015-2016 school year, one additional half-day of school (a full day instead shall be scheduled as a half-day) beyond those provided in paragraphs 4 and 5 above will be added. The date is to be determined in consultation with the Association. If no agreement is reached, the half-day will be the Friday before Presidents' Day.

#### C. CLASS ASSIGNMENTS - SECONDARY SCHOOLS

1. Teachers shall be assigned to no more than five teaching periods per day of 45-50 minutes duration. An additional small group support center/content area laboratory period will be provided no more than four (4) times per week per teacher. The purpose is to provide supplemental material rather than to do primary instruction. The support period is not credit bearing and with no lesson plans, grading, or parent conferences required nor formal teaching observations/evaluations. Some preparations of materials may be helpful. No more than seven (7) students per teacher are involved in any one period.

2. Teachers not assigned small group support center/content area laboratory period may be assigned a study hall or computer lab supervision. Teachers supervising computer labs will make every effort to ensure students abide by the district's acceptable use of technology policy, but will not face disciplinary action in the event students violate the district's acceptable use of technology policy. Every effort will be made to keep the study hall size to 15 to 20 students.

3. All of the assignments above will be done on an equitable basis.

4. Preparation periods should be scheduled, wherever possible, after no more than three consecutive teaching periods.

5. Every effort shall be made so that no teacher shall have more than two subject matter preparations per day.

6. Every effort will be made to ensure that teachers working in more than one building are scheduled to teach in one building in the morning and the other building in the afternoon.

7. Tenured teachers may volunteer to teach a sixth (6th) period on the secondary level provided there are no more than two such volunteers in any tenure area (excluding science) with no aggregate maximum. Courses taught from the science tenure area may have a total of three (3) overages. The ETA shall be notified of potential overages on or before June 15 for the following school year. Should additional overages be required, the District must first consult the ETA for approval. Overages will not result in teacher layoffs or a reduction in a teacher's FTE.

Teachers who do not have reduced course loads will be given the right of first refusal when staffing overages.

8. Teaching assistants may be assigned up to seven (7) teaching periods per day of 45-50 minutes duration.

9. If a teaching assistant, on the secondary level, is not scheduled to work the maximum teaching periods allowed, of seven (7), they may be reassigned from one prep period per week to provide coverage in the small group support center/content area lab.

10. Preparation periods for teaching assistants should be scheduled, wherever possible, after no more than four (4) consecutive instructional classes.

11. Academic Intervention Services (AIS) for special needs students, like other Academic Intervention Services (AIS), may be assigned to bargaining unit members as small group support center/content area laboratory periods pursuant to Article III- Section C(1) at the discretion of the District. This includes, but is not limited to, assigning special education teachers to provide such Academic Intervention Services (AIS) to special education students enrolled in their own classes in accordance with the terms and conditions set forth in Article III- Section C(1).

The parties agree that, effective in the 2018-2019 school year and continuing thereafter, bargaining unit members in the Middle School may be assigned, on a voluntary basis, the following in addition to their five (5) assigned teaching periods:

(a) One (1) period of Academic Intervention Services (AIS), every other school day, in accordance with the requirements set forth in Article III- Section C(1) regarding small group support center/content area laboratory periods; and

(b) One (1) period of a Social Skills class, every other school day, alternating with the period of Academic Intervention Services (AIS) set forth in 11(a) above. The Social Skills class shall be a regular, credit bearing teaching period. As such, bargaining unit members teaching such Social Skills classes shall have the same responsibilities, and be subject to the same requirements, as other regular, credit bearing teaching periods, including, but not limited to: providing primary instruction; creating lesson plans; grading students; holding parent conferences; and being formally observed and/or evaluated.

(c) The above assignment will result in bargaining unit members being assigned one (1) period per day each day of the week with the assigned period alternating between the AIS or Social Skills Class, consistent with the Day 1, Day 2 Middle School Schedule. Bargaining unit members given the above assignment shall receive an annual stipend in the amount of \$5,480.00. The parties agree that such bargaining unit members shall not be entitled to any other compensation for teaching such classes, including, but not limited to, the Sixth (6th) Teaching Period Assignment stipend and/or under any other provisions of this contract.

12. The parties agree that prior to the holiday recess (i.e., December-January recess), members of the District's Central Administration will meet with representatives of the Association and the bargaining unit members given the assignment set forth in Paragraph 4 above, to review the Social Skills classes set forth in 11(b) above. Members assigned the alternating AIS and Social Skills classes set forth in item 11 above shall, by February 1st of the year of such assignment, notify the District as to whether they volunteer for such assignment for the following school year. The parties understand and agree that whether a volunteering unit member receives said assignment is at the discretion of the District.

D. All members of the Association's Negotiating Committee will be exempt from additional duties because of their participation in contract enforcement.

#### E. ASSIGNMENT OUTSIDE AREA OF CERTIFICATION

1. A teacher may be assigned to one period of instruction outside the teacher's area of certification on the following terms and conditions.

2. The Board will make a reasonable effort to obtain a volunteer to cover a needed assignment. In the event voluntary coverage cannot be obtained, a teacher may be assigned involuntarily from a pool of teachers determined according to the following requirements and in the following order:

- (a) A teacher who has certification in the subject area from another state.
- (b) A teacher who has two or more years of previous satisfactory teaching experience in the subject area.
- (c) A teacher who has a minimum of sixteen (16) credits in the subject area.

3. In the event no eligible teacher can be obtained by any of the above, teachers may be selected based on work-related experience.

4. The pool of teachers shall be restricted to no more than five (5) in each subject area and shall be developed from 2 (a), (b), (c). 2 (c) selections shall be made as follows:

- (a) Teachers who have sixteen credits in the subject and who have, in order, the highest point scores arrived at in the following manner, will be assigned to the pool.

- (b) For each credit earned in the subject, the teacher shall receive one (1) point on a rating scale; one (1) point shall be deducted from such scale for every year since the last year the teacher received a college credit in that subject. In the event two or more teachers have an identical point ranking, the teacher with the least seniority in the district shall be the first eligible for the pool.

- (c) The district may assign any member of the pool.

5. The procedure to be used in selecting teachers to be assigned under the terms of this clause will be as follows:

The District will identify the area of academic need as well as academic areas in which there are teachers available for reassignment. All teachers in the latter academic areas who meet the minimum requirements in the area of academic need as outlined in 2 (a), (b), and (c) above will be placed into an eligibility pool, arranged in chronological order based on the most recently completed courses in the area of academic need or most recent successfully completed assignment in that area. The five teachers with the most recent related course work or work experience will comprise the pool of teachers eligible for transfer.

6. A teacher will not be assigned in more than one outside area for any more than two years during any consecutive five-year period. During the five-year period the involuntary assignment will not be changed to another subject out of the teacher's certification area. The assignment may, however, be dropped or continued in the same subject during that five-year period.

7. Teachers will be assigned only one class outside of their area of certification.

8. There shall be no evaluation in the subject matter performance of the out of certification assignment of any teacher assigned pursuant to the provisions of the agreement. While the teacher is assigned a class under the provisions of this section, evaluations made with respect to the teacher's other classes shall recognize the existence

of the out of certification area assignment, and shall take the same into account. All such observations will be for the purpose of assisting the teacher in the assignment.

9. The assignment may be appealed to the Superintendent.

10. In the event that a teacher alleges that the assignment is not in compliance with this clause or is for discriminatory or disciplinary purposes, an arbitration will be commenced within two weeks of the allegation. The arbitrator shall render a decision within two weeks thereafter.

11. Other than volunteers, no more than five (5) teachers may be assigned under the terms of this clause at any one time.

#### F. CLASS SIZE

1. Kindergarten: The average assignment for kindergarten teachers shall be twenty-five pupils per class in the all-day kindergarten program.

2. Elementary Schools: The class size average shall be twenty-seven. The average shall be determined per grade per school. The word average is defined as the arithmetic mean between two or more quantities. Every reasonable attempt shall be made to make class size as equitable as possible.

3. Secondary Schools: The class size average shall be twenty-five. The average shall be determined in each subject matter area covering grades 7 through 12. The word average is defined as the arithmetic mean between two or more quantities. Every reasonable attempt shall be made to make class size as equitable as possible.

4. Whenever possible a monitor shall be assigned to assist teaching assistants when they are assigned to an activity outside of the classroom and such activity has more than 25 students involved.

#### G. SPECIAL PROVISIONS

1. Notwithstanding any of the items set forth in Paragraphs C and F hereof, it is recognized that emergency conditions may exist such as, but not limited to, space requirements, teacher availability, etc., which would make it impossible to adhere to the specifications set forth herein. During the existence of such an emergency, it shall not be considered a breach of the intent or purpose of this agreement to make such other assignments as the emergency may demand, provided, however, that every effort will be made to remove the emergency conditions as rapidly as possible, and provided further that emergency assignments of personnel shall be made as equitably as possible.

2. Nothing herein contained shall prevent experimental teaching, such as team teaching, which may result in class sizes different from those specified herein.

3. Teachers shall not be assigned to cover classes of absent teachers except in those cases which constitute an emergency and for which substitutes cannot be secured. When such assignments become necessary they shall be made as equitably as possible.

4. It is agreed that the Board recognizes the concept of additional remuneration for "overload" regarding teacher duties.

5. When a Teaching Assistant's assignment results in the loss of a preparation period and/or a lunch period, then the Teaching Assistant will be compensated at the rate indicated in Appendix A3.

6. When an active tenured teaching assistant in good standing is hired as a probationary teacher in Eastchester, the teaching assistant shall be granted a one year leave and the right of return without penalty as to salary placement or loss of benefits.

#### H. AFTER-SCHOOL MEETINGS

1. No more than four staff meetings per month shall be held in each school building. Regular monthly faculty meetings shall be held on Monday afternoons and shall not normally exceed one hour in duration.

2. In addition to such building meetings, each teacher shall be encouraged to attend Home-School Association or PTA meetings. Elementary and secondary teachers shall also be available for one additional evening per year for an open house or back to school night. On the day of the Open House and evening parent conferences, teachers may leave school after all students have been dismissed.

3. Teachers may be required to attend five district-wide staff meetings of all the professional personnel per year, excluding the teacher orientation program at the beginning of the school year.

4. At least four days notification of a faculty meeting shall be given. Teachers upon proper and timely notification to the building principal may place such items on the agenda for such faculty meetings as may be of interest to the teachers in that building. Principals should notify their respective faculties of the planned agenda for the faculty meeting at least three days prior to such meeting.

5. Parent-teacher conferences shall be scheduled during the regular school day. Where this is not possible, the teacher will make other arrangements. Prior to making final arrangements for a parent-teacher conference, the teacher's availability should be ascertained. It is clearly understood that it is part of a teacher's professional responsibility to confer with parents whenever the need arises.

6. In the elementary schools, there shall be two half-day parent-teacher conference days in the fall and in the spring. Check off interim reports will be sent home to parents before the fall conference days. One evening parent conference in the fall will be held for parents unable to attend daytime conferences. Teachers will make every effort to accommodate parent requests for an evening conference on the designated evening.

However, teachers who do not have any conferences scheduled for that evening will not be required to be in attendance that evening. In the spring, interim report cards are to be issued to parents who are not called in for a conference. The purpose of these interim reports is to accommodate those parents who do not attend a parent conference.

7. There shall be prior written notice of at least ten days for required meetings except as required in H-4 above.

8. In the exercise of a sense of teacher professionalism, and in recognition of their professional responsibilities to give extra pupil assistance and counseling when needed, and to participate in conferences for curriculum planning, teachers shall continue to make themselves available at reasonable times and when necessary, at the close of the school day, and at times other than required by this agreement, for the benefit of pupils seeking or requiring extra assistance or counseling, or for curriculum planning conferences.

(a) Any general implementation of specific programs planned hereunder shall be given in as specific detail as possible to the Association, one month before its planned implementation.

(b) Any failure of a teacher to comply with the above may subject such teacher to disciplinary action.

#### I. NOTIFICATION OF ASSIGNMENTS

1. All teachers shall be notified of their professional responsibilities for the ensuing school year no later than June 15<sup>th</sup>, of the prior year. Such notification shall include, wherever possible, specific teaching assignments, estimated class sizes and the teaching schedule.

2. The scheduling of teachers and students and the providing of teaching stations for all regularly scheduled classes shall be the responsibility of the administration. While the opinions and preferences of teachers should normally be considered, no teacher shall be required to schedule himself or his students or to find teaching stations for his regularly scheduled classes.

#### J. NON-PROFESSIONAL ASSIGNMENTS

1. Reasonable effort will be made to keep non-professional assignments of teachers to a minimum. Where such assignments are necessary, they shall be effected as equitably as possible. Due regard shall be given to the nature of the assignment and the normal professional responsibilities of the individual involved. A schedule of all such assignments shall be prepared and shall be available no later than October 1st of each year. Unscheduled activities shall be accommodated by volunteers wherever possible.

2. No unpaid supervisory duties will be performed by teachers (e.g., bus duty, cafeteria duty, hall supervision, unpaid chaperoning duties, parking lot supervision, etc.)

#### K. DUTY-FREE LUNCH PERIOD

During each full school day, secondary teachers shall receive a duty free lunch period equal in length to a teaching period, and elementary teachers shall receive a sixty minute duty free lunch period.

L. Every effort will be made to ensure that necessary teaching equipment, instructional materials and supplies for each teacher will be available at the opening of school.

M. When a teacher serves in two schools in one day, reasonable effort shall be made to allow the teacher appropriate travel time. Every effort will be made to ensure that teachers working in more than one building be scheduled to teach in one building in the morning and the other building in the afternoon.

N. All teachers have the privilege of leaving the building when unassigned. Building principals should be notified and the destination of the teacher left with the office.

#### **ARTICLE IV - LEAVES OF ABSENCE**

##### **A. SICK LEAVE**

1. Each full-time member of the staff shall be allowed during the contract year 15 days of absence with full pay because of personal illness.

2. The unused portion of the annual sick leave accumulated after July 1, 2006, shall accumulate with no maximum.

3. In case of illness necessitating absence beyond the maximum sick leave allowed at full pay, each full-time member of the staff shall receive one-half pay for as many months, or fractions thereof, as he has years of service, less any months, or fractions thereof, for which he has previously received half pay on account of illness during such service.

4. In the case of any absence for illness, the teacher shall present such proof of the necessity for such absence as the Superintendent of Schools may reasonably require.

5. Teachers are to obtain a summary of their sick leave accumulation annually.

6. Sickness or accidents incurred in the performance of regular duty shall not consume a teacher's sick leave where such absence is covered by Workers' Compensation. The amount of Worker's Compensation shall be returned to the Board.

7. At the time of a teacher's retirement, the teacher shall be compensated for unused sick leave days according to the following schedule at twenty-five percent (25%) at the daily rate in effect at the time of retirement, or with six weeks' pay, whichever is greater at the option of the teacher (as provided in note 3, III of Appendix A). Teachers electing six weeks' pay must notify the District by February 1 of the year of retirement. In 2006-2007, unused sick leave days for compensation shall not exceed 225; in 2007-2008

shall not exceed 230; 2008-2009 shall not exceed 240; 2009-2010 shall not exceed 245; 2010-2017 and thereafter, shall not exceed 250. For any teacher retiring between March 23, 2010 (the date of the ratification of the Memorandum of Agreement) and June 30, 2011, the teacher will be eligible for 28% at the daily rate in effect on the date of retirement provided that notice of retirement is made by the teacher to the District, in writing, by December 1, 2010. It is understood that for any other school year covered by this Agreement, the compensation for unused sick days is at a rate of 25% of the teacher's daily rate in effect at the time of his/her retirement.

8. (a) There shall be established a sick leave bank. The Board shall contribute one day per year per unit member to the sick leave bank. The sick leave days so contributed shall accrue at the commencement of the school year.

(b) Application for use of the sick leave bank shall be made to the superintendent by the unit member involved. The superintendent and the president of the teachers' association shall constitute a committee to review the unit member's application. This committee shall grant the sick leave bank application if the unit member involved suffers from a serious illness or injury, and has exhausted his or her accumulated sick leave as provided in Article IV, A-2, above. No member may draw more than 190 days from the sick leave bank in any three year period.

(c) If the sick leave committee cannot unanimously render a decision as to whether the sick leave application should be granted, due to the nature and purpose of this provision the dispute shall be submitted immediately to expedited arbitration pursuant to the rules of the American Arbitration Association, and the parties shall share the cost thereof.

(d) Effective July 1, 2002, paid sick and immediate family illness (Article IV, Section B, Item 2) leaves of absence authorized under the collective bargaining agreement shall be in addition to and shall not run concurrent with leave entitlements under the Family Medical Leave Act (MOA 2/6/02).

9. Commencing with July 1, 2014, the following are the notification requirements for members requesting a childbirth/care related leave of absence:

Upon the birth of a child to a member, the member is required to submit to the District written verification from a physician verifying the child's date of birth. Notification must include the employee's name, date of the birth of the child, the mother's anticipated recovery period.

Within three (3) weeks after the birth of a child, the member must submit written notification advising the District of an anticipated date of return or requesting to utilize any portion of FMLA as entitled. Requests for leave covered under FMLA must include a start and an end date.

Within six (6) weeks after the date of commencement of the FMLA entitlement, the member must submit written notification advising the District of his/her date of return or in the alternative, a request for an unpaid leave of absence upon conclusion of the leave covered by FMLA. Requests for leave must include a start and an end date.

For members who are on a full year leave of absence, notification of their intent for the following school year must be given by February 1.

Non-tenured members are allowed a maximum of one year for an unpaid leave of absence for the purpose of child care inclusive of the twelve weeks of unpaid leave to which the member may be entitled under FMLA.

## B. OTHER LEAVES

1. Each teacher shall be allowed absence with full pay not to exceed five (5) days for the death of a stepfather/stepmother, husband or wife, domestic partner, child, stepchild, ward, grandchild, brother or sister, father or father-in-law, mother or mother-in-law, son-in-law or daughter-in-law, sister-in-law or brother-in-law, or any other relative if living in the employee's immediate household. Each teacher shall be allowed absence with full pay not to exceed three days for the death of a grandparent/ grandparent-in-law. Commencing with the 2017-2018 school year two (2) sick days may be converted to two (2) bereavement day in the event of the death of an aunt, uncle, niece or nephew. Where there are extenuating circumstances, additional absence without loss of pay may be granted by the Superintendent upon written request. Such time shall not be counted against allowable sick leave.

2. Each teacher shall be allowed absence with full pay not to exceed 25 days in any school year for any major or serious illness of a member of the immediate family which time, however, shall be counted against allowable sick leave. In the case of any absence for family illness, the teacher shall present such proof of the necessity for such absence as the Superintendent of Schools may reasonably require. A teacher may request additional time, above the twenty (25) days to be charged against accumulated sick/personal leave. Request plus necessary documentation must be submitted to the Superintendent for review. Superintendent will not withhold approval unreasonably.

3. "Immediate family" shall mean nuclear family, including stepfather/stepmother, grandparent, husband or wife, domestic partner, child, stepchild, ward, grandchild, brother or sister, father or father-in-law, mother or mother-in-law, son-in-law or daughter-in-law, or any other relative if living in the employee's immediate household. An individual will be considered a domestic partner if he/she fulfills the requirements outlined in the definition of domestic partner which is accepted by Statewide School's Cooperative Health Plan document.

4. Each teacher will be allowed two days of personal leave with pay each school year. Commencing with the 2014-2015 school year, unused personal leave days shall be cumulative to a maximum of six (6) days. Except when it is not possible to do so, teachers should give at least two days prior notice of their intention to take a personal leave day. Additional personal leave days may be granted at the reasonable discretion of the Board of Education. It is understood that personal days may not be used for the purpose of extending a vacation period. However, a personal day surrounding a vacation period may be granted at the discretion of the superintendent for extenuating circumstances that involve a parent/step-parent, child/step-child, sibling or spouse

provided a written request is received by the superintendent at least five (5) school days prior to the absence.

5. Whenever a teacher is required by subpoena to appear in any court having jurisdiction over his property or his person, no deduction shall be made in his salary because of such appearance, provided, however, that if the teacher is a party to such action, a per diem deduction in his salary equivalent to the substitute's pay shall be made beginning with the fourth day of such absence. Whenever a teacher is absent on account of jury service, a deduction in his salary equal to the jury fee received shall be made.

6. A special leave of absence, without pay, shall be granted by the Board upon application having been made with reasonable notice, to permit a teacher to campaign for a public office. Leaves of absence granted hereunder shall not be counted as time taught for salary or other purposes. Similar leaves shall be granted for a term not to exceed two years to permit a teacher to serve in the Peace Corps, Vista, or an exchange teacher program or other activity to be approved by the Board.

7. When unforeseen or inadvertent circumstances beyond the control of the teacher, such as weather, traffic delays or accidents cause delayed arrival or loss of a school day, and the teacher has taken reasonable action to get to school and to notify the employer of emergency conditions, there shall be no loss of salary or remuneration provided, however, that other teachers cooperate in covering the classes of the tardy or absent teacher.

8. The Board shall entertain requests for leave without pay and shall exercise reasonable judgment in deciding whether to grant such leave.

### C. SABBATICAL LEAVE

1. It is the policy of the Board to grant sabbatical leaves as they benefit the school and serve the needs of the individual teacher. Criteria for approval of sabbatical leaves are as follows:

(a) The course of study or independent research project is directly related to the teacher's specific assignment.

(b) The sabbatical experience will be of direct value to the District.

(c) The sabbatical experience will be of direct value to the individual teacher.

(d) The teacher has provided at least seven years of service within the District.

#### 2. Remuneration:

(a) The remuneration received by a teacher on sabbatical leave shall be one of the following:

1. Full year sabbatical teacher will receive one-half pay.

2. Half year sabbatical teacher will receive full pay.

3. Summer sabbaticals shall be taken during two summers within a five year period, with a maximum of twenty weeks and a minimum of seventeen weeks. Salary for a summer sabbatical is to be computed at the rate of 1/40 of the teacher's annual salary per week.

(b) Grants, fellowships or awards (but not including reimbursements for travel or books or other unusual expenses) which, when added to the remuneration provided in "a" above, would exceed the teacher's gross salary for the school year shall result in a reduction of the remuneration to the extent of such excess. The provisions of paragraph (b) shall not apply to summer sabbaticals.

### 3. Other Rules:

(a) Four sabbaticals shall be made available to qualified teachers. Such sabbaticals are to be distributed on the following basis: one for the secondary schools and one for the elementary schools; provided, however, that should less than such number apply from any one level, such remaining sabbaticals shall be awarded on the basis of seniority and other factors but without regard to applicant's level of employment.

(b) Applications must be submitted on the proper form to the Superintendent of Schools at least nine months prior to the possible effective date of the sabbatical. The Superintendent shall design such form as may elicit the necessary information to determine the granting of sabbaticals.

(c) A committee, to be known as the Sabbatical Leave Committee, shall be organized to determine the value of the sabbatical to the school district and the individual. Such Committee shall render a determination no later than eight months prior to the effective date of the sabbatical. The Committee may request reasonable additional information from the applicant to be presented either in person or in writing to enable it to reach a decision.

(d) The Committee shall consist of the President of the Board or his designee, the Chairman of the Education Committee of the Board, the Superintendent or his deputy, and two members of the Association's Executive Committee to be elected by a majority vote of that Committee.

(e) All teachers who meet the other criteria shall be eligible for sabbatical leaves.

(f) No sabbaticals will be granted which would result in the absence of the individual for more than one school year.

(g) Upon the completion of sabbatical, the Superintendent may, in his discretion, request the submission of a written or other report to the Sabbatical Leave Committee, the Board of Education or other such professional person or persons within the District as may, in his opinion, derive the greatest benefit from such report. Nothing herein contained, however, shall deprive the person having received a sabbatical and making such report or reports, of the exclusive right of ownership for publication or other outside uses, provided further, that such right be limited by the District's privilege to use such material in any manner it chooses within the District.

(h) Every application for a sabbatical leave shall contain the following statement which is to be subscribed by the applicant:

"In consideration of the granting of a sabbatical leave, I stipulate and agree that upon the completion of my sabbatical leave, it shall be my contractual and professional obligation to return to my assignment in the Eastchester Union Free School District, Eastchester, New York for at least one full school year."

(i) The Board of Education specifically reserves the right to waive such requirements for grave and compelling reasons above and beyond the control of the person having completed a sabbatical leave.

4. There shall be a moratorium on sabbaticals during the life of the contract.

#### D. LEAVES FOR PROFESSIONAL PURPOSES

1. The Board will grant due consideration to all requests of teachers to attend Local, State and National Association meetings. In granting or refusing to grant permission to attend such meetings, the primary concern of the Board shall be the education needs of the District.

2. Two delegates to the New York State Teachers Association Annual Convention shall be allowed three days leave of absence which is not deducted from sick or personal leave.

3. The Board will also grant due consideration to requests by teachers for one year leave of absence without pay when the teacher is elected President of his/her State or National Organization.

## **ARTICLE V - TEACHER EVALUATION**

The purpose of teacher evaluation is for the improvement of the quality of education.

### **A. PROBATIONARY TEACHERS**

1. Each teacher subject to 3012-d shall be observed at least two (2) times during the school year. Such observations will be in accordance with the appended APPR. Teachers not subject to 3012-d shall be observed three (3) times during the school year.

2. A written report of the teacher's performance shall be filed with the Superintendent and the Principal at least two (2) times per year, three (3) times if not subject to 3012-d. Such report shall include classroom performance and other pertinent professional observations. The report shall be signed by both the evaluator and the teacher; the teacher's signature appearing thereon solely for the purpose of indicating that the report has been read and in no way as an indication of approval or disapproval of the report.

3. Class observations should be followed within a reasonable period of time by a conference between the observer and the teacher.

4. Reports to be filed should be completed prior to June 1 of each year.

5. Nothing herein contained shall limit the right of the Board to discharge a probationary teacher pursuant to provisions of the law.

### **B. TENURED TEACHERS**

1. Each tenured teacher subject to 3012-d shall be observed at least twice during the school year in accordance with the appended APPR. Teachers not subject to 3012-d shall be observed at least once.

2. The District shall offer tenured teachers, who are not subject to 3012-d, a variety of professional growth options that may be used as alternatives to the formal observation process. Professional growth options will follow a three-year cycle. At least once every fourth year, every tenured teacher must select the traditional formal evaluation process.

### **C. EVALUATION REPORTS AND PROCEDURES**

1. Evaluation reports shall be furnished to the teacher immediately upon completion.

2. Formal observations shall be made after the first two weeks of classes and before the last two weeks of classes.

3. Evaluations are to be spaced as far as reasonably possible through the school year.

#### D. PERSONNEL FILES

Each teacher shall have the right to examine the contents of his personnel file upon reasonable notice to the Office of the Superintendent; provided, however, that confidential, medical or psychiatric reports, or professional references supplied to the school district prior to employment may be withheld at the Superintendent's discretion.

#### E. EVALUATION FORM

Attached hereto as Appendices are: the Annual Professional Performance Review Plan (APPR) (Appendix D1); the Teaching Assistant Evaluation Form (Appendix D2); the Psychologist/Guidance Counselor Evaluation Form (Appendix D3); and the Classified Performance Evaluation Form (Appendix D4).

#### F. DISCIPLINARY PROCEDURES

If a teacher is brought up on charges pursuant to the provisions of Section 3020-a of the Education Law, the teacher may elect either of the following two procedures within seven days of the filing of charges unless and to the extent the period is modified by law;

1. The teacher may request binding arbitration before a single arbitrator selected from an agreed upon panel. The arbitrator shall decide guilt or innocence and appropriate disciplinary action. The decision of such arbitrator shall not be appealed by either party. During such proceedings the teacher shall receive his full rate of pay. Hearings shall commence no later than three (3) weeks after the date of charges, and shall be concluded no later than thirty (30) days thereafter. The arbitrator shall have two (2) weeks thereafter to render his decision.

2. The teacher may elect to proceed under Section 3020-a. If the teacher, as of the first notification of the date assigned by the State Education Department for a hearing, causes a delay, either directly or indirectly or through his agent, the teacher may be suspended without pay if such delay exceeds the date assigned by 90 days. There shall be no suspension of pay if the delay is occasioned by any other party or event not under the control of the suspended teacher.

### **ARTICLE VI - GRIEVANCE PROCEDURE**

#### A. DEFINITIONS

1. A "grievance" is a claim by a teacher or teachers, or the Association, that they have been adversely affected by an incorrect or improper application of any Board rule, regulation or policy on the terms and conditions of employment, or of the terms of this agreement or any other written agreement between the Board and the Association.

2. The "aggrieved" is the teacher, teachers or Association making the claim.

3. A "party in interest" is the teacher or teachers, or Association making the claim, and any person against whom action might be taken in order to resolve the claim. "Superintendent" means the person then acting as Superintendent of Schools of Eastchester Union Free School District, or his designee.

## B. PURPOSE

The purpose of this procedure is to secure equitable solutions to the disputes which may arise over the matters defined in paragraph A.1.

## C. INFORMAL PROCEDURES

Prior to starting formal grievance procedures the aggrieved shall first discuss the matter informally with the building principal involved, if any, or with any central office administrator, with the objective of having the grievance adjusted informally.

## D. FORMAL PROCEDURES

To expedite the grievance process, the number of days indicated at each level shall be considered as a maximum. At any stage of the proceeding, either party may introduce or add new information or evidence which may be relative to a decision in such proceeding.

### 1. Level One

(a) The aggrieved will first present the grievance in writing no later than ten school days after the grievance occurs, or knowledge should reasonably be had thereof, to the principal or immediate superior with whom it will be discussed directly or, at the aggrieved person's request, in conjunction with the Association's representative, with the objective of resolving the matter. The principal or immediate superior shall render his decision within five school days after the grievance was discussed.

(b) The Association must be immediately notified by the aggrieved that formal procedures under this Article have been initiated. Thereafter, copies of all written communications of the parties in interest shall be sent to the Association.

### 2. Level Two

(a) If the aggrieved is not satisfied with the disposition of the grievance at Level One, or if no decision has been rendered within ten school days after presentation thereof, the grievance shall be filed in writing with the Executive Board of the Association through its President or presiding officer. Within five school days after receiving the written grievance the Executive Board of the Association shall act thereon.

(b) If the Association determines the grievance meritorious, it shall within five school days notify the Superintendent that it desires to continue the grievance procedure. The Superintendent shall meet with the Association in an effort to resolve the grievance. The Superintendent will inform the Association of his decision within five school days after the meeting.

### 3. Level Three

(a) If the Association is not satisfied with the decision at Level Two or if no written decision has been rendered within five school days after the meeting, the Association may within ten school days after the meeting on Level Two, request a meeting of the Board, or a duly appointed committee thereof, to take place within ten school days after receiving the request.

(b) The Board, or its committee, shall meet with the Association for the purpose of reaching a mutually satisfactory solution. The Board shall inform the Association of its decision within ten school days of said meeting.

#### E. ARBITRATION

1. If the Association is not satisfied with the decision of the Board, the grievance may be submitted to arbitration under the Voluntary Labor Arbitration Rules of the American Arbitration Association, provided, however, that the arbitration proceeding must be instituted within thirty days after receipt of the written decision of the Board by the Association, or if no written decision is rendered, within forty-five days after the meeting with the Board or its committee.

2. The decision of the Arbitrator shall be binding upon all parties in interest only as to any grievance founded upon the violation of the terms and conditions of this agreement or any other written agreement between the Board and the Association.

3. The decision of the Arbitrator shall be advisory only and shall not bind any party in interest as to all other grievances including, but not limited to, grievances relating to the application of any Board rule, regulation or policy.

F. The granting or denial of initial tenure shall not be subject to the grievance procedure, and shall in no way be arbitrable, either directly or indirectly.

#### G. MISCELLANEOUS

1. Decisions rendered at all formal levels of the grievance procedure shall be in writing, setting forth the decision and the reasons therefore, and shall be promptly transmitted to all parties in interest and to the Association.

2. All documents, communications and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

3. Any teacher whose appearance is necessary at a grievance procedure shall be released from teaching duties for such appearance without loss of pay, sick or personal leave.

4. The Board shall have the right to notify the Association of a claimed violation of the contract, which if unresolved, may be submitted to arbitration as provided above.

5. In the event an Arbitrator issues a monetary award, and in the event the Board fails to make payments pursuant to the award or agreement as these payments become due or within 90 calendar days thereafter, then interest at the rate of 5 1/2% retroactive to the due date shall be payable by the Board to the aggrieved, provided however, that where delay in payment is justified or justifiable as agreed by the Board and the Association or as found by an Arbitrator, no interest shall be due. In the event that the Board moves to vacate the award and/or the Association moves to confirm the award in a court of law, and the Board subsequently appeals the decision of said Court, then the period for computing the interest shall be tolled during this time and no interest shall be due and payable for the period during which the Board perfects its legal rights and remedies.

## **ARTICLE VII - ASSOCIATION RIGHTS**

A. The Association will have the right to use school buildings without cost before or after school hours for meetings. The principal of the building in question shall be consulted as to availability of space.

B. There shall be a bulletin board in all faculty lounges for use of the Association.

C. The Association materials may be distributed in teachers' mailboxes and through inter-school mail.

D. The proposed school calendar for the following school year shall be submitted to the Association for review one month prior to its being adopted by the Board, and every effort will be made to incorporate teacher requests therein.

E. In addition to the time off as otherwise provided in the contract, the President of the Association, or his designee, shall have an additional three days off per year.

F. The names and addresses of teachers shall be given to the Association upon request after September 1 of each year.

G. The Administrative Council, a body whose purpose is to make recommendations to the Board concerning educational matters, shall have an equal number of teachers and administrators.

H. All district-wide curriculum changes and grouping in the elementary schools shall be referred to the Administrative Council.

I. Copies of job descriptions in existence or henceforth developed for any title in the subject unit shall be provided to the Association upon request.

J. There shall be established a committee of three (3) teachers and administrators to be known as the Co-Curricular Committee. The duties of this committee shall be as follows:

1. Evaluate present co-curricular positions.
2. Recommend co-curricular pay schedule.

3. Recommend the creation of all new positions and the pay for such positions.
4. Be responsible for the ongoing evaluation of co-curricular positions each year.

## **ARTICLE VIII - SALARY DEDUCTIONS**

### **A. ASSOCIATION DUES**

1. The Board agrees to deduct from the teachers' salaries dues for the Association, as teachers individually and voluntarily authorize in writing, and will provide direct deposit for such dues deduction to the Association. Therefore, upon the fulfillment of that obligation, the District shall be held harmless by the Association, and the teachers individually with respect to such remittances.

2. The Association will certify to the Board in writing the current rate of its membership dues, and any change in said rate will be preceded by thirty days written notice to the Board.

3. Deductions referred to in subdivision "1" of this Article will be made in eight nearly equal installments beginning in September. However, for the teachers beginning payroll deductions for the first time, there shall be six nearly equal deductions beginning in October. The Board will not be required to honor for any month's deduction any authorizations that are delivered to it later than twenty days prior to the distribution of the payroll from which the deductions are to be made.

4. No later than September 30<sup>th</sup>, of each year the Board will provide the Association with a list of those teachers who have voluntarily authorized the Board to deduct dues for the Association. The Board will notify the Association of any changes in said list. Any teacher desiring to have the Board discontinue deductions he/she has previously authorized, must notify the Board and the Association in writing by September 10<sup>th</sup> of each school year for that school year's dues.

### **B. TAX SHELTERED ANNUITIES**

Eastchester Union Free School District will provide tax sheltered annuities for certain of its employees, in an amount for each covered employee to be determined by an agreed premium not exceeding the employee's statutory exclusion allowance and not less than \$250.00 per year, the type of such annuity to be selected by the employee. It is the intention that the purchase of such contracts shall be effective upon the execution and filing of a payroll request card by the employee.

### **C. SAVINGS BONDS**

Teachers wishing to purchase U.S. Savings Bonds may do so through payroll deductions.

### **D. CREDIT UNION**

Teachers may have credit union payments made through payroll deductions.

E. The Board will provide salary deduction for Vote/COPE and NYSUT Member benefits with its Business Office procedure requirements being established.

F. Effective July 1, 2002, the District shall provide to bargaining unit members an IRC §125 and §129 plan. The District shall provide payroll deduction for premiums qualifying under the statute (MOA 2/6/02).

G. Effective July 1, 2006, the District shall provide to bargaining unit members an IRC 457 plan. The District shall provide payroll deduction for premiums qualifying under the statute.

## **ARTICLE IX - PROFESSIONAL PRACTICES**

### **A. PROMOTIONAL ADVANCEMENT**

All professional opportunities for promotional advancement within the school district shall be given adequate publicity to the teachers of the District so that teachers qualified for such promotions shall have ample opportunity to apply.

1. **Vacancies and Promotions:** Whenever any vacancy (defined as incumbent not returning) in co-curricular activities or interscholastic sports shall occur, the Board shall give written notice to the ETA. No vacancy shall be permanently filled until fourteen (14) days after such notification unless a shorter period of time is indicated in the notification.

In filling such vacancy, the Board agrees to give the due weight to the length of time each applicant has been in the school district as an employee, as long as all other qualifications are equal.

2. *Transfers and Position Openings:* List of positions open for the coming school year shall be given to the ETA within two (2) weeks after the recommendation for the position openings from administrators are approved by the Board.

### **B. COMPLAINTS**

When a reasonable complaint about a teacher is made to any member of the administration:

1. The teacher shall be notified of the complaint immediately, and details in the administrator's possession shall be transmitted to the teacher as soon as possible.

2. Every effort shall be made to resolve the problem with the teacher before any administrative action is taken. The reasonableness of administrative action may be grieved.

3. No teacher shall be reprimanded in front of his peers, students, or parents.

C. The Board agrees that the safety and overall welfare of the staff must be a part of any plan, present and future.

D. Adequate insurance coverage shall be provided to all teachers transporting children in their own autos when the teachers notify the central office and the function is approved.

E. As prescribed by law, all new teachers hired shall have or be eligible for a valid teaching certificate, except in case of emergency.

F. The probationary period for teachers shall be four years.

G. The Board shall provide the Association with a seniority list of teachers by November 1<sup>st</sup>, of each year of the contract.

H. Any professional employee who has heretofore been a member of the Association and whose assignment results in removal from the bargaining unit shall, upon return to the bargaining unit, assume the same seniority status held at the time of separation.

#### I. SUBSTITUTES

1. Elementary Schools: Substitute teachers shall be hired for all absent teachers except instrumental music, psychologists, learning disabilities, reading and speech therapy.

2. Grades 7-9: Substitutes will be provided for absent teachers as required to perform supervision except in the areas of instrumental music, psychology, learning disabilities, reading, guidance and speech therapy.

3. Grades 10-12: Substitutes will be provided at the sole discretion of the Board.

#### J. SCHOOL MONITORS

The hiring and assignment of school monitors shall be at the sole discretion of the Board.

#### K. PEER COACHING PROGRAM

1. In order to help ensure the best education possible for students of the Eastchester Schools, a Peer Coaching Program was established by the Association by December 31, 1988. It is recognized that in order for a peer coaching program to be implemented effectively, it is necessary to have a cadre of teachers to serve as coaches. The District supports the concept of peer coaching, and agrees to provide reasonable assistance if requested.

2. It is understood that confidentiality between colleagues is essential for the success of the peer coaching program.

3. The Association and the administration will jointly encourage teacher participation in the peer coaching program.

4. Time will be made available during the school day when necessary.

L. There shall be established a "Professional Practices Committee" composed of two teachers selected by the Association and two Superintendent designees to review the denial of requests for courses for graduate credit and attendance at professional conferences.

## **ARTICLE X - EMPLOYEE BENEFITS**

The Board shall provide the following employee benefits:

### **A. HEALTH INSURANCE CONTRIBUTIONS**

1. The District reserves the right to change health insurance to an alternate carrier, provided that there be no diminution in benefits and that services be comparable. Bargaining unit members will pay a percentage of the cost of health insurance according to the following schedule: Effective July 1, 2013 -- 6.5%, July 1, 2014 -- 7.75%, July 1, 2015 -- 9%, July 1, 2016 -- 9.9%.

Employees whose effective start date is prior to July 1, 2017 for 2017/2018 (July 1, 2017) will pay -- 10.9%, July 1, 2018 -- 11.9%, July 1, 2019 -- 12.4%, and July 1, 2020 -- 12.9%.

Employees with an effective start date on or after July 1, 2017 will pay: Effective 7/1/2017 -- 12.9%, 7/1/2018 -- 12.9%, 7/1/2019 -- 12.9% and 7/1/2020 -- 12.9%.

Members who have been excessed and recalled, will not be considered new employees for the purpose of determining health insurance contribution percentage.

2. Payment to GHI, HIP, and Health Maintenance Organization Plan participants will be in a monetary payment equal to the amounts provided by the above amounts.

3. Effective July 1, 1988 the Board will pay health insurance premiums in the amount of 70% for individual coverage and 50% for family coverage for teachers retiring after July 1, 1987. Effective July 1, 1990 the Board's contribution will be limited to the lesser of (a) the proportionate dollar increase in premiums for 1990-91 over 1989-90, or (b) ten percent (10%) above the proportionate dollar increase in premiums for 1990-91 over 1989-90. The Board's contribution will revert to the percentage paid prior to the institution of this clause (50% for individual coverage and 35% for family coverage) upon the teacher's attaining eligibility for coverage under Medicare.

4. The Board agrees to pay any active teacher eligible for full health insurance benefits, who is already covered by another health insurance plan, 20% of the Board's premium, family or individual, as eligible for each full year the teacher declines coverage under the District's health insurance program. Payment will be made at the conclusion of the one year period.

#### B. WELFARE FUND

1. The Welfare Fund will be administered by five Trustees, four of whom shall be selected by the Association and one by the administrators. The Trustees, in their sole discretion, shall determine the benefits to be purchased by the Fund which shall not, however, include support for claims on litigation of an affirmative or defensive nature against the District, the Board and/or the Administration. The parties hereto ratify the increase of the number of Trustees of the Welfare Fund; there shall be six Trustees, five of whom shall be selected by the Association and one by the administrators (MOA 2/6/02).

2. The School District shall pay into the Fund the following amounts per bargaining unit employee and administrator. These sums shall be paid over monthly, (one-twelfth each month for 12 months each year) to the Trustees of the Fund. School District annual contributions to the Welfare Fund shall be: effective July 1, 2006--\$1,350, July 1, 2007-- \$1,395; July 1, 2008-- \$1,442; July 1, 2009 -- \$1,493; July 1, 2010--\$1546. Effective July 1, 2013--\$1,546; July 1, 2014--\$1,546; July 1, 2015--\$1,296; July 1, 2016--\$1,100.

For the 2016-2017 school year only, \$9.84 per member and administrator will be deducted per check (20 pay periods) and paid monthly to the Welfare Fund.

Reduced welfare fund contribution and salary deduction provision shall sunset effective June 30, 2017 notwithstanding Section 209(a)1e of Civil Service Law and the annual contribution amount shall thereafter revert to \$1,546 per bargaining unit employee and administrator.

3. The Fund accumulation shall not exceed one year's annual Board contribution at the then contribution rate. An annual, independent outside audit shall be made of the Fund, a copy of which shall be given to the Board.

4. The Board contribution shall be in lieu of its purchase of dental insurance, long-term disability insurance and life insurance.

5. The Board currently purchases additional life insurance for its administrators. Therefore, in addition to the amounts to be paid to the Fund per administrator as above, this amount shall be increased by a sum sufficient for the Fund to purchase, at Board cost, additional life insurance for each administrator.

C. The Board shall provide each teacher with a safe and secure place for clothing and other personal items necessary in the course of employment.

#### D. MILEAGE

A mileage allowance will be paid at the prevailing Internal Revenue Service deduction rate for mileage for business travel for taxpayers.

#### E. NON-RESIDENT STUDENTS

Commencing with the 2014-2015 school year, members of the bargaining unit whose children are not residents of the Eastchester School District and whose children attend the schools of the Eastchester School District shall pay tuition of \$75/month for 10 months for the first child and \$50/month for 10 months for each additional child.

#### F. DIRECT DEPOSIT

For all bargaining unit members appointed by the Board of Education on or after May 1, 2014, direct deposit of paychecks will be mandatory.

#### G. RETIREMENT INCENTIVE

Retirement Incentive for those retiring on June 30, 2019:

- \$10,000 cash payout (teachers); \$5,000 (teaching assistants) and

Compensation for unused sick days as follows:

- Those who have accumulated 250 or fewer days shall be paid at 25% their daily rate in effect at the time of retirement.
- Those who have accumulated 251-275 days, shall be compensated 28% their daily rate;
- Those who have accumulated 276-300 days, shall be compensated 29% their daily rate; or
- Those who have accumulated 301 or more, shall be compensated 30% of their daily rate at the time of retirement.

Partial days shall be rounded using traditional rounding rules. Unused sick leave days for compensation shall not exceed 250.

An irrevocable letter of resignation for the purpose of retirement must be submitted to the District by January 5, 2019.

Retirement Incentive for those retiring on June 30, 2020:

- \$5,000 cash payout (teachers); \$2,500 (teaching assistants)

An irrevocable letter of resignation for the purpose of retirement must be submitted to the District by January 5, 2020.

## **ARTICLE XI - PAST PRACTICES**

This agreement shall not be interpreted or applied in any manner which will in any way deprive teachers of professional benefits or employment benefits heretofore enjoyed.

## **ARTICLE XII - SALARIES**

A. Teachers shall receive their increments under the schedule each year under the contract where applicable.

B. Salaries shall be paid pursuant to Appendix A1 for teachers and A2 for teaching assistants.

C. Home Instruction shall be paid at the rates set forth in Appendix A3.

D. Coaching and co-curricular shall be paid at the rates set forth in Appendices C1 and C2.

1. Stipends for the first semester of work shall be submitted by January 15 for payment by February 15. Stipends for annual appointments shall be submitted by June 15 for payment by July 15. Stipend forms not received by June 30 of the school year in which the activity was completed will not be paid.

### **E. SALARY CREDIT FOR APPROVED COURSE WORK**

It is not possible for the credit criteria to cover all areas of request for course approval. While Administrative approval is required for all courses, the criteria set forth will be used as a guide for those areas listed below. Courses must be from an accredited, degree granting institution on a graduate level.

1. Salary credit will be granted with prior administrative approval for:

- (a) Courses in teaching methodology.
- (b) Courses related to the applicant's assignment.
- (c) Courses prescribed by permanent certification requirements in the teaching assignment currently held by the applicant.
- (d) Courses prescribed by a college for a degree as determined by proof of matriculation where the degree or courses are in the applicant's field of assignment.
- (e) Courses requested by the administration in the improvement of the teacher (not to include in-service courses).
- (f) In the event a teacher has been assigned involuntarily, the teacher may obtain salary credit for a maximum of six undergraduate credits in that subject area.
- (g) Approved in-service courses taken for credit.
- (h) On-line courses required as part of a matriculated degree bearing program.
- (i) Commencing with the 2017-2018 school year, on-line courses required as part of a hybrid advanced, graduate certificate program (a combination of learning both online and in the classroom).

(j) Commencing with the 2017-2018 school year, on-line courses as part of an advanced graduate certificate program in the field of educational technology. Members shall be limited to one such program.

(k) Commencing with the 2017-2018 school year, per block of 15, three (3) graduate credits and three (3) in-service credits/forty-five (45) hours may be taken online provided the courses are a minimum of four (4) weeks in duration.

(l) Each block of fifteen (15) graduate credits may include up to a maximum of six (6) semester hours of In-Service Workshop credit.

2. Salary credit will not be granted for:

- (a) Correspondence and TV courses.
- (b) Courses in adult or continuing education.
- (c) Courses leading to a new profession outside the field of education.
- (d) Courses previously approved but for which a passing grade was not received.
- (e) Courses for which prior approval was not requested and in the District Office at least ten (10) days prior to the opening session of the course. In-service courses are excepted.
- (f) Courses that duplicate previously taken courses, except as in 1 (f) above.
- (g) Courses that are not properly documented by official transcript or other adequate proof of completion.
- (h) Undergraduate credits, except as in 1(f) above.

3. The school district will pay the tuition of approved in-service courses for the teachers not wishing to take the courses for salary credit.

4. Teaching assistants will be compensated for Professional Development course work pursuant to NOTE 5.

5. Teachers hired for the 1998-1999 and the 1999-2000 school years who were denied salary credit and were enrolled in a Masters' degree program for which they would have been granted approval for these courses may reapply to correct this problem.

6. During the 2011-2012 school year staff will not be able to move more than one lane (i.e., no more than 15 credit hours). Effective July 1, 2012, teachers shall not move more than one lane (or 15 credit hours) per year based upon credits taken by September 1<sup>st</sup> of each school year. Any credits earned between September 1<sup>st</sup> and August 31<sup>st</sup> of the next year will be included in the following year's salary. Salary increases will be paid one time per year based on credits earned by September 1<sup>st</sup> of the school year.

7. At the request of the District and/or Association, the District and the Association will convene a meeting to discuss the enactment of a teacher center and/or the establishment of a professional development coordinator.

## F. SALARY LEVELS

Commencing with the 2014-2015 school year, to reconfigure credit payment schedule to eliminate BA-15, the following salary levels will be in effect: BA; MA [BA+30 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)]; MA+15 [BA+45 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)]; MA+30 [BA+60 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)]; MA+45 [BA+75 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)]; MA+60 [BA+90 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)]; MA+75 [BA+105 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)] All current or recalled or teachers on leave on levels BA+30, BA+45, BA+60, BA+75, BA+90 or BA+105 without a Master's degree will be treated as if they had a Master's degree for salary purposes.

Commencing with the 2015-2016 school year, to reconfigure credit payment schedule to eliminate MA+15 [BA+45], the following salary levels will be in effect: BA; MA [BA+30 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)]; MA+30 [BA+60 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)]; MA+45 [BA+75 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)]; MA+60 [BA+90 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)]; MA+75 [BA+105 graduate and/or in-service credits (subject to the limitations contained in Note 4 II (d) including a Master's degree.)] All current or recalled or teachers on leave on levels BA+30, BA+60, BA+75, BA+90 or BA+105 without a Master's degree will be treated as if they had a Master's degree for salary purposes.

## **ARTICLE XIII - BOARD RIGHTS**

A. The Board reserves to itself sole jurisdiction and authority over matters of policy and retains the right, subject only to the limitations imposed by the language of this agreement, in accordance with applicable laws and regulations to:

1. Direct employees of the school district.
2. Hire, promote, transfer, assign and retain employees in positions in the school district and to suspend, demote, discharge or take other disciplinary actions against employees.
3. Relieve employees from duty because of lack of work or for other legitimate reasons.
4. Maintain efficiency of the school district operations entrusted to them.

5. Determine the methods, means and personnel by which such operations are to be conducted.

6. Take whatever actions may be necessary to carry out the mission of the school district in situations of emergency.

7. Exercise all other rights not specifically and expressly abridged by this Agreement.

B. It is expressly understood by and between the parties to the Agreement that by not exercising the rights hereby stated and reserved, or by exercising them in a particular way, the Board shall not be deemed to have waived any of the rights specifically given to the Board under this Agreement.

C. The Board retains the right to promulgate and post reasonable rules and regulations governing the conduct and acts of employees during working hours not inconsistent with this Agreement.

#### **ARTICLE XIV - NO STRIKE CLAUSE**

A. During the life of this Agreement or any written extension hereof, the Association, on behalf of its officers, agents and members agrees that so long as this Agreement or any written extension hereof is in effect, there shall be no strikes, slowdowns or any activities which interfere, directly or indirectly, with the operations of any of the District's schools.

B. The Association, its officers, agents, representatives and members and all other employees covered by this Agreement, shall not in any way, directly or indirectly, authorize, assist, encourage, participate in, sanction, ratify, condone or lend support to any strike in violation of this Article.

C. Any claim or suit for damage resulting from the Association's violation of this Article shall not be subject to arbitration under this Agreement.

D. In addition to any other liability, remedy or right provided by applicable law or statute, should a strike in violation of this Article occur, the Association, within twenty-four (24) hours of a request by the District, shall:

1. Publicly disavow such action by the employees by either newspaper account or media announcements in the immediate geographical area of the strike.

2. Advise the District in writing, that such action by the employees has not been called or sanctioned by the Association.

3. Notify employees (by telegram or registered letter) of its disapproval of such action and instruct such employees to cease such action and return to work immediately, informing them that the prohibited activity is unauthorized and in violation of the Agreement.

4. At the same time, certify to the District, by registered letter or by telegram, that it has so notified the employees.

5. Post notices on all Association bulletin boards advising that the Association disapproves such action, and instructing employees to return to work immediately.

6. Refuse to honor, along with its affiliated organization, if any, all picket lines established by employees engaged in activity violative of Paragraph A of this Article.

E. The current Taylor Law provisions concerning strikes are incorporated by reference for the term of this contract.

## **ARTICLE XV - PART-TIME TEACHERS**

A. Part-time teachers shall be entitled to pay at the rate of the number of periods or hours (where applicable) worked divided by the number of total periods or hours (where applicable) assigned to full-time teachers per week. Such teachers shall also be required to work a pro-rata portion of the school week. Such teachers shall be afforded a pro-rata portion of sick leave and personal leave. The District shall contribute 100% of the cost of the Welfare Fund described in Article X-B for all part-time teachers. Effective September 1, 1982 the employer payment for health insurance as described in Article X-A shall be in the amount of 100% of an individual policy or 100% of a family policy, subject to the enrollment requirements of the policy. Effective September 1, 1983 the employer payment for said health insurance shall be as follows:

1. For teachers employed less than 50%, the employer contribution shall be 50% of an individual policy or 50% of a family policy, subject to the enrollment requirements of the policy. If the employee elects health insurance coverage under the terms of this Agreement, the balance of premiums due shall be deducted from the teacher's salary payments.

2. For teachers employed 50% or more, the employer contribution shall be a pro-rata portion of an individual policy or a family policy, subject to the enrollment requirements of the policy. If the employee elects health insurance coverage under the terms of this Agreement, the balance of premiums due shall be deducted from the teacher's salary payments.

3. Teachers who are part-time as a result of a reduction in force shall be entitled to full health insurance benefits.

B. All part-time teachers shall be paid on the basis of the first (1st) step on that teacher's respective salary schedule, except those teachers previously employed as full-time teachers in the District shall receive a pro-rata share of their existing salary, except for a teacher whose employment was previously terminated. In no event shall this clause be used to reduce salaries of part-time teachers previously employed in this District, except

for a teacher whose employment was previously terminated. Advancement on the salary schedule shall be in annual pro-rata increments.

C. The following provisions of this Agreement shall not apply to part-time teachers:

Article III-D

Article IV-B-6, 8

Article IV-C

Article IV-D

Article IX-F

D. Part-time teachers shall not be eligible for child care leave benefits.

E. Whenever possible, the aggregate total of part-time teachers in any one discipline, department and/or tenure area shall not equal or exceed 1.0 F.T.E. In the event that educational programming and availability of certified staff require part-time teaching equal to or in excess of exceed 1.0 F.T.E. in a discipline, department or tenure area, the District will provide notice to the Association as early as possible to discuss its needs before hiring such part-time staff.

## **ARTICLE XVI TEACHING ASSISTANTS**

A. The following provisions of this agreement shall not apply to teaching assistants.

Article III -C 5

Article III -E

Article III -F 1-3

Article III -H 2,5,6

Article IV -C

NOTE 2

NOTE 3

NOTE 4 - I and II

B. Teaching assistants shall attend faculty/after school meetings as teachers do.

C. Salary Schedule

1. The salary schedule for teaching assistants will be increased by \$1,200, effective July 1, 2006. In addition, effective July 1, 2006, all Teaching Assistant salaries will be increased by the same percentage as for teachers after applying the one-time increase. In subsequent years, the Teaching Assistant salaries will be increased by the same percentage as the teachers' salaries for the life of the agreement. In addition effective July 1, 2006 the differential for an Associate's Degree will be \$1,075 Bachelor's Degree will be \$1,972, and possession of a NYS Teacher Certification will be \$2,510. In subsequent years, the Teaching Assistant differentials will be increased by the same percentage as the teachers' salaries for the life of the agreement.

2. Effective July 1, 2006, a new step J will be added to the Teaching Assistant's Salary Schedule by adding an additional \$1000 to the newly adjusted step I, after the increases of \$1200 and 3.25% respectively.

3. Teaching Assistant longevity payments are cumulative. Longevity payments are listed in Appendix A, Note 3, Section II.

## **ARTICLE XVII - OCCUPATIONAL THERAPIST**

A. The following provisions of this agreement shall not apply to the occupational therapist.

Article III (B) (1)  
Article III C (1, 2, 3, 4, 5, 7, 8 and 9)  
Article III E  
Article III F  
Article III G  
Article IV C  
Article V A  
Article V B  
Article V C  
Article V E  
Article V F  
Article VI  
Article XII  
Article XVI  
Appendix A: Notes 1, 2, ~~3~~, 4, 5, 6, 7, 8, 9, 10  
Appendix A1, A2  
Appendix B  
Appendix D1, D2, D3

B. The Occupational Therapist school day length shall be governed by the provisions of Article III(B)(1) except that the length of student contact time may exceed five hours twenty-seven minutes. Additionally, the scheduling of unassigned time will be at the discretion of the District and may be scheduled before the arrival and/or after the departure of students within the seven hour work day.

C. The disciplinary procedures applicable to the Occupational Therapist shall be consistent with the New York State Civil Service Law.

D. Evaluation Reports and Procedures: Evaluation procedures and reports shall be consistent with the New York State Civil Service Law.

E. Evaluation Form: Attached hereto as Appendix D4 is the Eastchester Classified Employee Performance Evaluation Form.

F. Salary Schedule:

1. For the For the 2008-2009 school year, the Occupational Therapist currently employed by the District on the date of recognition shall be paid a salary of \$74,555.00, plus a differential of \$1,700.00 in recognition of her Masters' Degree. This differential will

be paid each year during the life of the Agreement so long as the Occupational Therapist meets the requirements for such differential.

2. For the 2009-2010 school year the new Occupational Therapy salary schedule will be effective for the Occupational Therapist. The Occupational Therapist currently employed by the District on the date recognition shall be placed on the schedule on Step P.

3. Should the Occupational Therapist currently employed by the District on the date of recognition continue to be employed by the District for the 2010-2011 school year, she shall advance to Step Q of the Occupational Therapy salary schedule (Appendix A2.1).

## **ARTICLE XVIII - SCHEDULES ATTACHED**

The following appendices are attached hereto and made a part hereof:

Appendix A – Contract Notes  
Appendix A1, A2, A2.1 and A3 –Salary and Stipend Schedules  
Appendix B – Intermediate Credit Teacher Salary Schedule  
Appendix C1 - Co-Curricular Activity Stipend Schedules  
Appendix C1.1 - Co-Curricular Activity Tier Responsibilities  
Appendix C2 - Interscholastic Sports Stipend Schedules  
Appendix D1 – Annual Professional Performance Review Plan  
Appendix D1A – Announced Observation Form  
Appendix D1B – Unannounced Observation Form  
Appendix D1C – Lesson Plan Form  
Appendix D1D – Pre-Conference Form  
Appendix D1E – Post Conference Form  
Appendix D1F – Observation Conversion Chart  
Appendix D1G – Directions for Determining Final 3012-d APPR Rating  
Appendix D1H – Final APPR Rating  
Appendix D1I – Teacher Improvement Plan (TIP) Form  
Appendix D2 – Teaching Assistant Evaluation Forms  
Appendix D3 – Psychologist/Guidance Counselor Evaluation Form  
Appendix D4 – Classified Employee Performance Evaluation Form  
(Occupational Therapist)

In witness whereof, the parties have hereunto set their hands and seal this

Board of Education  
Eastchester Union Free School District  
Eastchester, New York

Eastchester Teachers' Association  
Eastchester, New York

By:



Dr. Walter R. Moran  
Superintendent of Schools



Jessica O'Hara  
Association President

## CONTRACT NOTES FOR JULY 1, 2017 TO JUNE 30, 2021

### **NOTE 1:** Appendix A1 and A2 Salary Schedules:

All teachers and occupational therapists will be placed on a modified 22-step schedule. Teaching Assistants will be placed on a modified 15-step schedule. The placement will be to the next closest step that will result in no loss of base salary.

Effective July 1, 2017 members will move to the next available step. The District shall provide the Association a list of member placements by August 15, 2017.

Effective the 2017-2018 school year, increase the salary schedule by 1.3%.

Effective 2018-2019 school year, increase the salary schedule by .75%.

Effective 2019-2020 school year, increase the salary schedule by .75%.

Effective the 2020-2021 school year – increase the salary schedule by .75% .

Appendix A3 Teaching Stipends – stipends will increase:

0% for 2017-2018;

0% for 2018-2019;

1% for 2019-2020 and

1% for 2020-2021.

**NOTE 2:** Appendix B Salary Schedule – Teachers currently on levels B (5 semester hours), C (10 semester hours), E (20 semester hours) and F (25 semester hours) shall be grandfathered and will not have their salary adversely affected.

### **NOTE 3:** Longevity Increments

I. Teachers and Occupational Therapists whose effective start date is prior to July 1, 2017 and are eligible for longevity the stipends are as follows:

For the period of July 1, 2017 to June 30, 2018		Cumulative
After completion of Step 22;	\$3,176	\$3,176
after 6 years on Step 22;	\$714	\$3,890
after 11 years on Step 22; and	\$918	\$4,808
after 16 years on Step 22.	\$918	\$5,726
For the period of July 1, 2018 to June 30, 2021		Cumulative
After completion of Step 22;	\$3,224	\$3,224
after 6 years on Step 22;	\$725	\$3,948
after 11 years on Step 22; and	\$932	\$4,880
after 16 years on Step 22.	\$932	\$5,812

Teachers and occupational therapists hired with an effective start date on or after July 1, 2017 will be eligible for longevity upon completion of Step 22 and 17 years in the Eastchester School District.

		Cumulative
After completion of Step 22 and 17 years in the District;	\$3,224	\$3,224
after completion of Step 22 and 23 years in the District;	\$725	\$3,948
after completion of Step 22 and 28 years in the District and	\$932	\$4,880
after completion of Step 22 and 33 years in the District	\$932	\$5,812

It is agreed that all existing members shall be held harmless with respect to longevity placement as such the Board shall provide a listing of members eligible for longevity by August 15 of each year of the contract.

## II. Teaching Assistants:

For the period of July 1, 2017 to June 30, 2018		Cumulative
After completion of Step 15;	\$1,435	
after 6 years on step 15;	\$612	\$2,047
after 11 years on step 15;	\$510	\$2,557
after 16 years on step 15; and	\$510	\$3,067
after 21 years on step 15.	\$510	\$3,577

  

For the period of July 1, 2018 to June 30, 2021		Cumulative
After completion of Step 15;	\$1,457	
after 6 years on step 15;	\$621	\$2,078
after 11 years on step 15;	\$518	\$2,595
after 16 years on step 15; and	\$518	\$3,113
after 21 years on step 15.	\$518	\$3,631

III. Teachers with service of 10 years or more in the District, who notify the Board prior to February 1st of any year that they are retiring or resigning as of June 30th of the current academic year, shall receive longevity increment equal to six weeks' salary. Teachers who so request shall not have their retirement announcement made public.

### **NOTE 4:** In-Service Workshops:

I. Teachers attending In-Service Workshops shall receive salary schedule credit in the event the following conditions are satisfied:

- (a) Course participation is subject to approval of the building principal and Superintendent of Schools.
- (b) Attendance cannot be less than 80% of all class meetings.
- (c) All course requirements shall be satisfied as determined by the instructor.

II. The number of In-Service Workshops to be approved for salary schedule increments shall be limited as follows:

- (a) One In-Service Workshop shall equal three semester hours of credit, if it is a 45 hour workshop.
- (b) One In-Service Workshop shall equal two semester hours of credit, if it is a 30 hour workshop.
- (c) One In-Service Workshop shall equal one semester hour of credit, if it is a 15 hour workshop.
- (d) Each block of fifteen (15) graduate credits may include up to a maximum of six (6) semester hours of In-Service Workshop credit.

**NOTE 5:** In order to encourage teaching assistants to maintain and improve their knowledge and skills through continuing education, the Board will reimburse teaching assistants for course work completed after July 1, 1989 under the following conditions:

- 1) The full cost of tuition for approved in service courses.
- 2) Fifty percent (50%) of the cost for the approved undergraduate or graduate course.
- 3) The maximum reimbursement for any course will be \$500.
- 4) A passing grade must be received in a course in order to obtain reimbursement.
- 5) A maximum of five (5) courses may be taken for reimbursement during any school year (including summers).
- 6) Prior administrative approval is required for any course for which tuition reimbursement will be sought or salary differential.
- 7) Effective July 1, 2006, should the Teaching Assistant elect not to be reimbursed for approved In-Service, undergraduate, or graduate courses, the Teaching Assistant shall receive a salary differential of \$1875 for a one-time only block of fifteen credits. Such differential shall be subject to the same increase as in Note 1 above.

**NOTE 6:** The Commencing with the 2017-2018 school year, guidance counselors and school psychologists shall be compensated at a rate of 1/200th of their base salary for the additional workdays in September before the opening of school, and in June after the close of school. All guidance counselors and school psychologists will be granted a minimum of four (4) days (at a minimum of four (4) hours per day), which may include summer CSE meetings/related work, and up to ten (10) days beyond the school calendar, with administrative approval. Guidance and/or psychologist related after hours (evening) programs will not exceed four (4) in any school year (examples – college nights, orientations, financial aid workshops, SEPTA meetings etc.). It is understood that members will only be compensated for actual days worked. The days will be cumulative based upon a calendar year, e.g. Days in June 2018 + Days in Summer 2018 prior to the start of the 2018/19 school year <= 10 days.

**NOTE 7:** The salary differential for teaching assistants shall be:

a.

	July 1, 2017 – June 30, 2021
Associate Degree	\$1,331
BA/BS Degree	\$2,400
NYS Teacher Certification	\$3,042

b. Teaching assistants with five (5) or more years of service as a teaching assistant in the District, who do not qualify for any of the stipends in 'a', will receive the same stipend as the holder of an Associate's degree.

c. Only one of the above stipends may be earned by any individual during the year. If a degree or certificate is earned mid-year, the appropriate stipend will be paid on a pro-rata basis.

d. In recognition of additional time and duties, teaching assistants assigned to the preschool program will receive an additional stipend of \$500 per year.

**NOTE 8:** EIT - any EIT (Excellence in Teaching) money will be distributed as has been done in the past.

**Note 9:** Effective July 1, 2013, the salary differential for the holder of a doctoral degree will be \$1,491. Effective July 1, 2014, the differential will be \$1,591. Effective July 1, 2017, the differential will be \$1,716.

**Note 10:**

a. All teachers on Step 1 of the Teachers Salary Schedule during the 2005-2006 school year will move to Step D on the newly restructured Teachers Salary Schedule in the 2006-2007 school year and will continue to advance thereafter. All other teachers will move accordingly from the 2005-2006 scale to the 2006-2007 scale. For example, a teacher on Step 7 in 2005-2006 would move to Step J in 2006-2007.

b. Effective July 1, 2006, all teachers are eligible for the first longevity increase after completing Step Q.

**Note 11:**

All members on top step for the 2013-2014 school year will remain on top step of the 2013-2014 salary schedule for the 2014-2015 school year.

**Note 12:**

All members on step Q (top step) for the 2013-2014 school year who have completed all credits by September 1, 2014 qualifying them for a lane change in 2014-2015 will move to the next lane on the 2013-2014 salary scale for step Q (top step).

**APPENDIX A1**  
**TEACHER SALARY SCHEDULE**

<b>2017-2018</b>					
<b>BA</b>					
Existing Schedule		New increment schedule		New schedule with increase eff 7/1/17	
A	\$56,983	1	\$56,983	1	\$57,724
B	\$58,175	2	\$58,225	2	\$58,982
C	\$59,367	3	\$59,495	3	\$60,268
		4	\$60,792	4	\$61,582
		5	\$62,117	5	\$62,924
D	\$62,136	6	\$63,471	6	\$64,296
		7	\$64,855	7	\$65,698
E	\$64,901	8	\$66,268	8	\$67,130
F	\$67,667	9	\$67,713	9	\$68,593
		10	\$69,189	10	\$70,089
G	\$70,438	11	\$70,698	11	\$71,617
		12	\$72,239	12	\$73,178
H	\$73,212	13	\$73,814	13	\$74,773
		14	\$75,423	14	\$76,403
I	\$75,976	15	\$77,067	15	\$78,069
J	\$78,743	16	\$78,747	16	\$79,771
		17	\$80,464	17	\$81,510
K	\$81,518	18	\$82,218	18	\$83,287
		19	\$84,010	19	\$85,102
L	\$84,285	20	\$85,842	20	\$86,957
M	\$87,057	21	\$87,713	21	\$88,853
N	\$89,828	22	\$89,628	22	\$90,790

<b>2017-2018</b>					
<b>MA</b>					
Existing Schedule		New increment schedule		New schedule - Effective July 1, 2017	
A	\$ 65,065	1	\$ 65,065	1	\$ 65,911
B	\$ 66,257	2	\$ 66,867	2	\$ 67,736
C	\$ 67,449	3	\$ 68,719	3	\$ 69,612
		4	\$ 70,622	4	\$ 71,540
D	\$ 70,877	5	\$ 72,578	5	\$ 73,522
E	\$ 74,306	6	\$ 74,588	6	\$ 75,558
		7	\$ 76,654	7	\$ 77,651
F	\$ 77,744	8	\$ 78,777	8	\$ 79,801
		9	\$ 80,959	9	\$ 82,011
G	\$ 81,174	10	\$ 83,201	10	\$ 84,283
H	\$ 84,603	11	\$ 85,506	11	\$ 86,617
		12	\$ 87,874	12	\$ 89,016
I	\$ 88,029	13	\$ 90,307	13	\$ 91,481
J	\$ 91,463	14	\$ 92,809	14	\$ 94,015
K	\$ 94,899	15	\$ 95,379	15	\$ 96,619
		16	\$ 98,021	16	\$ 99,295
L	\$ 98,323	17	\$100,735	17	\$102,045
M	\$101,759	18	\$103,525	18	\$104,871
N	\$105,190	19	\$106,393	19	\$107,776
O	\$108,620	20	\$109,339	20	\$110,761
P	\$112,048	21	\$112,368	21	\$113,828
Q	\$115,479	22	\$115,480	22	\$116,981

**APPENDIX A1**  
**TEACHER SALARY SCHEDULE**

<b>2017-2018</b>					
<b>MA+30</b>					
Existing Schedule		New increment schedule		New schedule - Effective July 1, 2017	
A	\$ 71,261	1	\$ 71,261	1	\$ 72,187
B	\$ 72,453	2	\$ 73,090	2	\$ 74,040
C	\$ 73,645	3	\$ 74,966	3	\$ 75,941
		4	\$ 76,891	4	\$ 77,890
D	\$ 77,077	5	\$ 78,864	5	\$ 79,890
E	\$ 80,505	6	\$ 80,889	6	\$ 81,940
		7	\$ 82,965	7	\$ 84,044
F	\$ 83,941	8	\$ 85,095	8	\$ 86,201
		9	\$ 87,279	9	\$ 88,414
G	\$ 87,342	10	\$ 89,519	10	\$ 90,683
H	\$ 90,795	11	\$ 91,817	11	\$ 93,011
		12	\$ 94,174	12	\$ 95,398
I	\$ 94,239	13	\$ 96,591	13	\$ 97,847
J	\$ 97,663	14	\$ 99,071	14	\$100,359
K	\$101,092	15	\$101,614	15	\$102,935
		16	\$104,222	16	\$105,577
L	\$104,536	17	\$106,898	17	\$108,287
M	\$107,956	18	\$109,641	18	\$111,067
N	\$111,042	19	\$112,456	19	\$113,918
O	\$114,611	20	\$115,342	20	\$116,842
P	\$117,904	21	\$118,303	21	\$119,841
Q	\$121,339	22	\$121,340	22	\$122,917

<b>2017-2018</b>					
<b>MA+45</b>					
Existing Schedule		New increment schedule		New schedule - Effective July 1, 2017	
A	\$ 73,365	1	\$ 73,365	1	\$ 74,319
B	\$ 74,557	2	\$ 75,206	2	\$ 76,183
C	\$ 75,749	3	\$ 77,092	3	\$ 78,095
		4	\$ 79,026	4	\$ 80,054
D	\$ 79,181	5	\$ 81,009	5	\$ 82,062
E	\$ 82,610	6	\$ 83,041	6	\$ 84,121
		7	\$ 85,125	7	\$ 86,231
F	\$ 86,045	8	\$ 87,260	8	\$ 88,395
G	\$ 89,447	9	\$ 89,450	9	\$ 90,613
		10	\$ 91,694	10	\$ 92,886
H	\$ 92,900	11	\$ 93,994	11	\$ 95,216
I	\$ 96,343	12	\$ 96,352	12	\$ 97,605
		13	\$ 98,770	13	\$100,054
J	\$ 99,766	14	\$101,248	14	\$102,564
K	\$103,197	15	\$103,788	15	\$105,137
		16	\$106,392	16	\$107,775
L	\$106,640	17	\$109,061	17	\$110,479
M	\$110,060	18	\$111,797	18	\$113,250
N	\$113,147	19	\$114,602	19	\$116,092
O	\$116,716	20	\$117,477	20	\$119,004
P	\$120,009	21	\$120,424	21	\$121,990
Q	\$123,444	22	\$123,444	22	\$125,050

**APPENDIX A1**  
**TEACHER SALARY SCHEDULE**

<b>2017-2018</b>					
<b>MA+60</b>					
Existing Schedule		New increment schedule		New schedule - Effective July 1, 2017	
A	\$ 80,695	1	\$ 80,695	1	\$ 81,744
B	\$ 81,887	2	\$ 82,572	2	\$ 83,645
C	\$ 83,079	3	\$ 84,492	3	\$ 85,590
		4	\$ 86,457	4	\$ 87,581
D	\$ 86,508	5	\$ 88,467	5	\$ 89,617
E	\$ 89,940	6	\$ 90,524	6	\$ 91,701
		7	\$ 92,630	7	\$ 93,834
F	\$ 93,381	8	\$ 94,784	8	\$ 96,016
G	\$ 96,807	9	\$ 96,988	9	\$ 98,249
		10	\$ 99,243	10	\$100,534
H	\$100,241	11	\$101,551	11	\$102,871
I	\$103,670	12	\$103,913	12	\$105,264
		13	\$106,329	13	\$107,712
J	\$107,099	14	\$108,802	14	\$110,216
K	\$110,528	15	\$111,332	15	\$112,780
		16	\$113,921	16	\$115,402
L	\$113,960	17	\$116,570	17	\$118,086
M	\$117,390	18	\$119,281	18	\$120,832
N	\$120,822	19	\$122,055	19	\$123,642
O	\$124,251	20	\$124,894	20	\$126,517
P	\$127,684	21	\$127,798	21	\$129,459
Q	\$130,770	22	\$130,770	22	\$132,470

<b>2017-2018</b>					
<b>MA+75</b>					
Existing Schedule		New increment schedule		New schedule - Effective July 1, 2017	
A	\$ 84,300	1	\$ 84,300	1	\$ 85,396
B	\$ 85,492	2	\$ 86,203	2	\$ 87,324
C	\$ 86,684	3	\$ 88,149	3	\$ 89,295
D	\$ 90,114	4	\$ 90,139	4	\$ 91,311
		5	\$ 92,174	5	\$ 93,373
E	\$ 93,542	6	\$ 94,255	6	\$ 95,481
		7	\$ 96,383	7	\$ 97,636
F	\$ 96,980	8	\$ 98,559	8	\$ 99,840
G	\$100,407	9	\$100,784	9	\$102,094
		10	\$103,059	10	\$104,399
H	\$103,839	11	\$105,386	11	\$106,756
		12	\$107,765	12	\$109,166
I	\$108,176	13	\$110,198	13	\$111,631
J	\$110,701	14	\$112,686	14	\$114,151
K	\$114,135	15	\$115,230	15	\$116,728
L	\$117,556	16	\$117,832	16	\$119,363
		17	\$120,492	17	\$122,058
M	\$120,996	18	\$123,212	18	\$124,814
N	\$124,430	19	\$125,994	19	\$127,631
O	\$127,860	20	\$128,838	20	\$130,513
P	\$131,285	21	\$131,747	21	\$133,459
Q	\$134,720	22	\$134,721	22	\$136,472

# APPENDIX A1 TEACHER SALARY SCHEDULE

BA			
	2018-2019	2019-2020	2020-2021
1	\$ 58,157	\$ 58,593	\$ 59,032
2	\$ 59,425	\$ 59,870	\$ 60,319
3	\$ 60,720	\$ 61,175	\$ 61,634
4	\$ 62,044	\$ 62,509	\$ 62,978
5	\$ 63,396	\$ 63,872	\$ 64,351
6	\$ 64,778	\$ 65,264	\$ 65,754
7	\$ 66,190	\$ 66,687	\$ 67,187
8	\$ 67,633	\$ 68,141	\$ 68,652
9	\$ 69,108	\$ 69,626	\$ 70,148
10	\$ 70,614	\$ 71,144	\$ 71,678
11	\$ 72,154	\$ 72,695	\$ 73,240
12	\$ 73,727	\$ 74,280	\$ 74,837
13	\$ 75,334	\$ 75,899	\$ 76,468
14	\$ 76,976	\$ 77,554	\$ 78,135
15	\$ 78,654	\$ 79,244	\$ 79,839
16	\$ 80,369	\$ 80,972	\$ 81,579
17	\$ 82,121	\$ 82,737	\$ 83,357
18	\$ 83,911	\$ 84,541	\$ 85,175
19	\$ 85,740	\$ 86,384	\$ 87,031
20	\$ 87,610	\$ 88,267	\$ 88,929
21	\$ 89,520	\$ 90,191	\$ 90,867
22	\$ 91,471	\$ 92,157	\$ 92,848

MA			
	2018-2019	2019-2020	2020-2021
1	\$ 66,405	\$ 66,903	\$ 67,405
2	\$ 68,244	\$ 68,756	\$ 69,272
3	\$ 70,134	\$ 70,660	\$ 71,190
4	\$ 72,077	\$ 72,617	\$ 73,162
5	\$ 74,073	\$ 74,629	\$ 75,188
6	\$ 76,125	\$ 76,696	\$ 77,271
7	\$ 78,233	\$ 78,820	\$ 79,411
8	\$ 80,400	\$ 81,003	\$ 81,610
9	\$ 82,626	\$ 83,246	\$ 83,871
10	\$ 84,915	\$ 85,552	\$ 86,193
11	\$ 87,267	\$ 87,921	\$ 88,581
12	\$ 89,684	\$ 90,356	\$ 91,034
13	\$ 92,168	\$ 92,859	\$ 93,555
14	\$ 94,720	\$ 95,431	\$ 96,146
15	\$ 97,344	\$ 98,074	\$ 98,809
16	\$100,040	\$100,790	\$101,546
17	\$102,810	\$103,581	\$104,358
18	\$105,658	\$106,450	\$107,249
19	\$108,584	\$109,398	\$110,219
20	\$111,591	\$112,428	\$113,272
21	\$114,682	\$115,542	\$116,409
22	\$117,858	\$118,742	\$119,633

MA+30			
	2018-2019	2019-2020	2020-2021
1	\$ 72,729	\$ 73,274	\$ 73,824
2	\$ 74,596	\$ 75,155	\$ 75,719
3	\$ 76,510	\$ 77,084	\$ 77,662
4	\$ 78,474	\$ 79,063	\$ 79,656
5	\$ 80,489	\$ 81,092	\$ 81,701
6	\$ 82,555	\$ 83,174	\$ 83,798
7	\$ 84,674	\$ 85,309	\$ 85,949
8	\$ 86,847	\$ 87,499	\$ 88,155
9	\$ 89,077	\$ 89,745	\$ 90,418
10	\$ 91,363	\$ 92,048	\$ 92,739
11	\$ 93,708	\$ 94,411	\$ 95,119
12	\$ 96,114	\$ 96,835	\$ 97,561
13	\$ 98,581	\$ 99,320	\$100,065
14	\$101,111	\$101,870	\$102,634
15	\$103,707	\$104,485	\$105,268
16	\$106,369	\$107,167	\$107,970
17	\$109,099	\$109,918	\$110,742
18	\$111,900	\$112,739	\$113,585
19	\$114,772	\$115,633	\$116,500
20	\$117,718	\$118,601	\$119,491
21	\$120,740	\$121,646	\$122,558
22	\$123,839	\$124,768	\$125,704

MA+45			
	2018-2019	2019-2020	2020-2021
1	\$ 74,876	\$ 75,438	\$ 76,003
2	\$ 76,755	\$ 77,330	\$ 77,910
3	\$ 78,680	\$ 79,270	\$ 79,865
4	\$ 80,654	\$ 81,259	\$ 81,869
5	\$ 82,678	\$ 83,298	\$ 83,923
6	\$ 84,752	\$ 85,388	\$ 86,028
7	\$ 86,878	\$ 87,530	\$ 88,186
8	\$ 89,058	\$ 89,726	\$ 90,399
9	\$ 91,292	\$ 91,977	\$ 92,667
10	\$ 93,582	\$ 94,284	\$ 94,991
11	\$ 95,930	\$ 96,650	\$ 97,375
12	\$ 98,337	\$ 99,075	\$ 99,818
13	\$100,804	\$101,560	\$102,322
14	\$103,333	\$104,108	\$104,889
15	\$105,926	\$106,720	\$107,520
16	\$108,583	\$109,397	\$110,218
17	\$111,307	\$112,142	\$112,983
18	\$114,100	\$114,955	\$115,818
19	\$116,962	\$117,839	\$118,723
20	\$119,897	\$120,796	\$121,702
21	\$122,905	\$123,826	\$124,755
22	\$125,988	\$126,933	\$127,885

# **APPENDIX A1** **TEACHER SALARY SCHEDULE**

<b>MA+60</b>			
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
1	\$ 82,357	\$ 82,975	\$ 83,597
2	\$ 84,272	\$ 84,904	\$ 85,541
3	\$ 86,232	\$ 86,879	\$ 87,530
4	\$ 88,237	\$ 88,899	\$ 89,566
5	\$ 90,289	\$ 90,967	\$ 91,649
6	\$ 92,389	\$ 93,082	\$ 93,780
7	\$ 94,538	\$ 95,247	\$ 95,961
8	\$ 96,736	\$ 97,462	\$ 98,193
9	\$ 98,986	\$ 99,728	\$100,476
10	\$101,288	\$102,047	\$102,813
11	\$103,643	\$104,420	\$105,203
12	\$106,053	\$106,849	\$107,650
13	\$108,519	\$109,333	\$110,153
14	\$111,043	\$111,876	\$112,715
15	\$113,625	\$114,478	\$115,336
16	\$116,268	\$117,140	\$118,018
17	\$118,972	\$119,864	\$120,763
18	\$121,738	\$122,651	\$123,571
19	\$124,569	\$125,504	\$126,445
20	\$127,466	\$128,422	\$129,385
21	\$130,430	\$131,409	\$132,394
22	\$133,464	\$134,464	\$135,473

<b>MA+75</b>			
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
1	\$ 86,036	\$ 86,682	\$ 87,332
2	\$ 87,979	\$ 88,639	\$ 89,303
3	\$ 89,965	\$ 90,640	\$ 91,319
4	\$ 91,996	\$ 92,686	\$ 93,381
5	\$ 94,073	\$ 94,778	\$ 95,489
6	\$ 96,197	\$ 96,918	\$ 97,645
7	\$ 98,368	\$ 99,106	\$ 99,849
8	\$100,589	\$101,344	\$102,104
9	\$102,860	\$103,632	\$104,409
10	\$105,182	\$105,971	\$106,766
11	\$107,557	\$108,364	\$109,176
12	\$109,985	\$110,810	\$111,641
13	\$112,468	\$113,312	\$114,161
14	\$115,007	\$115,870	\$116,739
15	\$117,604	\$118,486	\$119,374
16	\$120,259	\$121,161	\$122,069
17	\$122,974	\$123,896	\$124,825
18	\$125,750	\$126,693	\$127,643
19	\$128,589	\$129,553	\$130,525
20	\$131,492	\$132,478	\$133,471
21	\$134,460	\$135,469	\$136,485
22	\$137,496	\$138,527	\$139,566

**APPENDIX A2**  
**TEACHING ASSISTANTS' SALARY SCHEDULE**

2017-2018					
TA					
Existing Schedule		New increment schedule		New schedule – Effective July 1, 2017	
1	\$ 27,670	1	\$ 27,670	1	\$ 28,030
		2	\$ 28,407	2	\$ 28,776
2	\$ 28,613	3	\$ 29,164	3	\$ 29,543
3	\$ 29,597	4	\$ 29,940	4	\$ 30,330
		5	\$ 30,738	5	\$ 31,138
4	\$ 31,326	6	\$ 31,557	6	\$ 31,967
		7	\$ 32,397	7	\$ 32,818
5	\$ 32,571	8	\$ 33,260	8	\$ 33,693
6	\$ 34,124	9	\$ 34,146	9	\$ 34,590
		10	\$ 35,056	10	\$ 35,511
		11	\$ 35,989	11	\$ 36,457
7	\$ 36,422	12	\$ 36,948	12	\$ 37,428
8	\$ 37,234	13	\$ 37,932	13	\$ 38,425
9	\$ 38,788	14	\$ 38,942	14	\$ 39,449
10	\$ 39,980	15	\$ 39,980	15	\$ 40,499
		Associates	\$1,331	Associates	\$1,331
		BA/BS Degree	\$2,400	BA/BS Degree	\$2,400
		NYS Teacher Certification	\$3,402	NYS Teacher Certification	\$3,402
		Longevity after completion of Step 15	\$1,435	Longevity after completion of Step 15	\$1,435
		Longevity after 6 years on Step 15	\$2,047	Longevity after 6 years on Step 15	\$2,047
		Longevity after 11 years on Step 15	\$2,557	Longevity after 11 years on Step 15	\$2,557
		Longevity after 16 years on Step 15	\$3,067	Longevity after 16 years on Step 15	\$3,067
		Longevity after 21 years	\$3,577	Longevity after 21 years	\$3,577
		Block of 15 credits	\$2,235	Block of 15 credits	\$2,235

**APPENDIX A2**  
**TEACHING ASSISTANTS' SALARY SCHEDULE**

<b>TA</b>			
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
1	\$ 28,240	\$ 28,452	\$ 28,665
2	\$ 28,992	\$ 29,210	\$ 29,429
3	\$ 29,764	\$ 29,988	\$ 30,213
4	\$ 30,557	\$ 30,786	\$ 31,017
5	\$ 31,371	\$ 31,606	\$ 31,843
6	\$ 32,207	\$ 32,448	\$ 32,692
7	\$ 33,065	\$ 33,313	\$ 33,562
8	\$ 33,945	\$ 34,200	\$ 34,456
9	\$ 34,849	\$ 35,111	\$ 35,374
10	\$ 35,778	\$ 36,046	\$ 36,316
11	\$ 36,731	\$ 37,006	\$ 37,284
12	\$ 37,709	\$ 37,992	\$ 38,277
13	\$ 38,713	\$ 39,004	\$ 39,296
14	\$ 39,745	\$ 40,043	\$ 40,343
15	\$ 40,803	\$ 41,109	\$ 41,418
Associates	\$1,331	\$1,331	\$1,331
BA/BS Degree	\$2,400	\$2,400	\$2,400
NYS Teacher Certification	\$3,402	\$3,402	\$3,402
Longevity after completion of Step 15	\$1,457	\$1,457	\$1,457
Longevity after 6 years on Step 15	\$2,078	\$2,078	\$2,078
Longevity after 11 years on Step 15	\$2,595	\$2,595	\$2,595
Longevity after 16 years on Step 15	\$3,113	\$3,113	\$3,113
Longevity after 21 years	\$3,631	\$3,631	\$3,631
Block of 15 credits	\$2,235	\$2,257	\$2,280

**APPENDIX A2.1**  
**OCCUPATIONAL THERAPIST SALARY SCHEDULE**

New increment schedule		New schedule – Effective July 1, 2017	
1	\$ 56,885	1	\$ 57,625
2	\$ 58,216	2	\$ 58,972
3	\$ 59,577	3	\$ 60,352
4	\$ 60,971	4	\$ 61,763
5	\$ 62,397	5	\$ 63,208
6	\$ 63,856	6	\$ 64,686
7	\$ 65,350	7	\$ 66,199
8	\$ 66,878	8	\$ 67,748
9	\$ 68,443	9	\$ 69,332
10	\$ 70,044	10	\$ 70,954
11	\$ 71,682	11	\$ 72,614
12	\$ 73,359	12	\$ 74,312
13	\$ 75,074	13	\$ 76,050
14	\$ 76,830	14	\$ 77,829
15	\$ 78,627	15	\$ 79,650
16	\$ 80,467	16	\$ 81,513
17	\$ 82,349	17	\$ 83,419
18	\$ 84,275	18	\$ 85,370
19	\$ 86,246	19	\$ 87,367
20	\$ 88,263	20	\$ 89,411
21	\$ 90,328	21	\$ 91,502
22	\$ 92,441	22	\$ 93,642

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
1	\$ 58,057	\$ 58,492	\$ 58,931
2	\$ 59,415	\$ 59,860	\$ 60,309
3	\$ 60,804	\$ 61,260	\$ 61,720
4	\$ 62,227	\$ 62,693	\$ 63,163
5	\$ 63,682	\$ 64,160	\$ 64,641
6	\$ 65,172	\$ 65,660	\$ 66,153
7	\$ 66,696	\$ 67,196	\$ 67,700
8	\$ 68,256	\$ 68,768	\$ 69,284
9	\$ 69,852	\$ 70,376	\$ 70,904
10	\$ 71,486	\$ 72,022	\$ 72,563
11	\$ 73,158	\$ 73,707	\$ 74,260
12	\$ 74,870	\$ 75,431	\$ 75,997
13	\$ 76,621	\$ 77,195	\$ 77,774
14	\$ 78,413	\$ 79,001	\$ 79,593
15	\$ 80,247	\$ 80,849	\$ 81,455
16	\$ 82,124	\$ 82,740	\$ 83,360
17	\$ 84,045	\$ 84,675	\$ 85,310
18	\$ 86,011	\$ 86,656	\$ 87,306
19	\$ 88,022	\$ 88,683	\$ 89,348
20	\$ 90,081	\$ 90,757	\$ 91,438
21	\$ 92,188	\$ 92,880	\$ 93,576
22	\$ 94,345	\$ 95,052	\$ 95,765

**APPENDIX A3  
TEACHING STIPENDS**

	<b>2017/2018 and 2018/2019</b>	<b>2019/2020</b>	<b>2020/2021</b>
Chaperoning – Per Day, per event – max 3 days	\$73	\$74	\$75
Department Chairpersons			
K-12 and 6-12 (.40 release)	\$3,756	\$3,794	\$3,831
9-12 (.20 release)	\$2,254	\$2,277	\$2,299
Athletic Director, .40 FTE	\$11,919	\$12,038	\$12,159
Home Instruction (hourly rate)	\$75	\$76	\$77
Instructor for District In-Service Courses			
Five hour instructional day exclusive of lunch on days and times when school is in session	\$262	\$265	\$267
Five hour instructional day exclusive of lunch on days and times when school is not in session	\$523	\$528	\$534
Middle School Team Leaders			
Team Leader 6A	\$2,114	\$2,135	\$2,156
Team Leader 6B	\$2,114	\$2,135	\$2,156
Team Leader 7A	\$2,114	\$2,135	\$2,156
Team Leader 7B	\$2,114	\$2,135	\$2,156
Team Leader 8A	\$2,114	\$2,135	\$2,156
Team Leader 8B	\$2,114	\$2,135	\$2,156
Team Leader for Special Subjects	\$2,114	\$2,135	\$2,156
Sixth Teaching Period Assignment (not subject to annual increases 2017-2021)	\$10,960	\$10,960	\$10,960
Grade 4/Grade 8 ELA/Math Assessment			
Additional instruction per one hour session			
Teachers	\$58	\$59	\$59
Teaching Assistants	\$30	\$30	\$31
Summer Academy Teachers (20 days)			
Director	\$3,808	\$3,846	\$3,885
Teacher	\$3,586	\$3,622	\$3,658
Teaching Assistant	\$1,792	\$1,810	\$1,828

**APPENDIX A3  
TEACHING STIPENDS  
(CONTINUED)**

	<b>2017/2018 and 2018/2019</b>	<b>2019/2020</b>	<b>2020/2021</b>
Summer Curriculum Workshops and Summer Staff Development			
Four-and-a-half hour day exclusive of lunch and any prior preparation time - Teachers	\$262	\$265	\$267
Five-and-a-half hour day exclusive of lunch for staff development day between the last five days in August and the opening of school (186th work day) - Teachers	\$328	\$331	\$335
Staff development day outside of the regularly scheduled 186 work days - exclusive of lunch and any prior preparation time – Teaching Assistants	Per diem hourly rate	Per diem hourly rate	Per diem hourly rate
Teaching Assistant			
Temporary class coverage, loss of duty free Lunch, and/or preparation time (hourly rate)	\$25 – 2017/18 \$26 – 2018/19	\$27	\$28
8 <sup>th</sup> Period Annual Stipend	\$2,500 -2007/2008 (5/15/08 MOA)	\$2,500 - 2007/2008 (5/15/08 MOA)	\$2,500 - 2007/2008 (5/15/08 MOA)
Website Facilitators			
Facilitator	\$2,988	\$3,018	\$3,048
Lead Facilitator	\$3,756	\$3,794	\$3,831
Teaching Stipend for District approved after-school courses (for students) hourly rate after contractual responsibility	\$58	\$59	\$59
Lead Teacher	\$12,921	\$13,050	\$13,181
Google Fellowship (eff 7/1/18)	\$602	\$608	\$614
Mentoring	\$905	\$914	\$923
Assessment Team Leaders			
Grades 3-5	\$2,114 + five hours professional development at the contractual rate of \$523	\$2,135 + five hours professional development at the contractual rate of \$528	\$2,156 + five hours professional development at the contractual rate of \$534
Grades K-1	\$2,114	\$2,135	\$2,156

SAT/ACT Testing Coordinator (eff 7/1/18) maximum of 5 (five) hours pay per STA/ACT examination	\$45	\$45	\$46
Wise Coordinator (eff 7/1/18)	\$13,500	\$13,635	\$13,771
ABA Home Instruction (hourly rate)			
Teachers	\$58	\$59	\$59
Teaching Assistants with teacher certification	\$58	\$59	\$59
Teaching Assistants without teacher certification	\$30	\$30	\$31

**Appendix B**  
**INTERMEDIATE CREDIT TEACHER SALARY SCHEDULE**

MA+10/BA+40	\$1,043	
MA+15/BA+45	\$1,380	(effective 2015/16)
MA+20/BA+50	\$2,086	
MA+40/BA+70	\$1,590	

**APPENDIX C1**  
**CO-CURRICULAR ACTIVITIES 2017-2018 and 2018-2019**

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	TIER
9th Grade Advisor	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
10th Grade Advisor	\$4,035	\$4,197	\$4,360	\$4,521	\$4,681	4
11th Grade Advisor	\$4,035	\$4,197	\$4,360	\$4,521	\$4,681	4
12th Grade Advisor	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Academic Challenge Team	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Act Now	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Anime Art Club <del>(new 05/06)</del>	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Art Club (HS)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Art Club (MS)	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Arts Festival	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
Audio Visual Director (HS)	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Audio Visual Director (MS)	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Auditorium Manager	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Band (AH)	\$4,035	\$4,197	\$4,360	\$4,521	\$4,681	4
Band (GVL)	\$4,035	\$4,197	\$4,360	\$4,521	\$4,681	4
Band Director (HS)	\$4,035	\$4,197	\$4,360	\$4,521	\$4,681	4
Boston Club	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Chemistry Club	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Chess Club (MS)	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Chorus (AH)	\$4,035	\$4,197	\$4,360	\$4,521	\$4,681	4
Chorus (GVL)	\$4,035	\$4,197	\$4,360	\$4,521	\$4,681	4
Computer Club (MS)	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Computer Programming Club (new 14/15)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Debate Club (HS)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Debate Club (MS)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Gay Straight Alliance (GSA)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Performance Jazz Co Director - Winter/Spring	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Performance Jazz Co, Asst. HS. Director	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
Dance Club/JazzCo (MS)	\$4,035	\$4,197	\$4,360	\$4,521	\$4,681	4
JazzCo Assistant (MS-6th grade)	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
JazzCo Assistant (HS)*	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
JazzCo HS Director - Fall	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Drama (MS)	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Drama/Music Coach (HS)	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Eaglet	\$4,035	\$4,197	\$4,360	\$4,521	\$4,681	4
English Honor Society (HS)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Film Club	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Forum	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
French Club/French Honor Society	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Garden Club (new 07/08)	\$0	\$0	\$0	\$0	\$0	
G.O. Advisor (HS)	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Going Green	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Habitat for Humanity	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
Highlights (HS)	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3

**APPENDIX C1**  
**CO-CURRICULAR ACTIVITIES 2017-2018 and 2018-2019 (cont'd)**

History Club (MS)	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Human Rights	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
International Club	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Investment and Finance Club (eff 7/1/18)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Italian Club/Italian Honor Society	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Jazz Band (MS)	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
Jazz Band (HS)	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
Kids in Motion	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Math Honor Society	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Math Team (MS)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Math Team (HS)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Music Honor Society	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
National Art Honor Society	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
National Honor Society (MS)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
National Honor Society (HS)	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
Newspaper (MS)	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
Operation Smile Club	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Orchestra	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
Outdoor Environmental Club	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Photo Club (HS)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Photo Club (MS)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Players Club	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Poetry Club (HS)	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
Political Science Club	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3
School of Rock – (MS) (eff 7/1/2018)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Science Club (new 13/14)	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Ski/Snowboard Club	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Social Skills Golf Club	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Spanish Club/Spanish Honor Society	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Special Olympics	\$1,614	\$1,680	\$1,745	\$1,807	\$1,874	1
Student Athletic Council	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Student Council/Community Service Council- AHS**	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Student Council/Community Service Council - GVL**	\$4,035	\$4,197	\$4,360	\$4,521	\$4,681	4
Student Council (MS)	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Student Leadership	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Video Production	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Washington Club	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Yearbook (MS)	\$2,423	\$2,519	\$2,616	\$2,713	\$2,810	2
Yearbook (HS)	\$4,840	\$5,037	\$5,229	\$5,425	\$5,618	5
Yearbook (HS) Assistant	\$3,230	\$3,361	\$3,488	\$3,618	\$3,744	3

*Stipend is 5 steps with each step representing 3 years of experience in the Eastchester Union Free School District.*

*\*The appointment of Supervisor 2 will be at the District's discretion should the number of children warrant supervision.*

<b>APPENDIX C1</b> <b>CO-CURRICULAR ACTIVITIES 2017-2018 and 2018-2019 (cont'd)</b> <b>Extra-Duty Assignments 2017-2018</b>	
AM Duty - Band Room Area (MS)	\$1,478
AM Duty - Cafeteria/Hallway (MS)	\$1,478
After School Supervision (MS) per session (hour)	\$31
BEPT Policy Chair	\$3,129
BEPT Local Coordinator	\$2,960
Bus Duty - AM & PM (AH) - [3 positions]	\$1,478
Bus Duty - AM (GVL) - [2 positions]	\$1,478
Bus Duty - AM & PM (GVL) - [2 positions]	\$1,478
Bus Duty - AM (1) PM (4) (WVL)	\$1,478
Homework Supervisor (MS) per 1 hour session	\$54
Library Supervision MS/HS (per 45 minute session after contract hours)	\$31
Library Supervision (per semester)	\$1,300
Lincoln Center Coordinator (HS/MS)	\$1,478
Lunchroom Supervision - hourly rate (all schools)	\$37
Lunchroom Supervision - 40 minute daily session – HS (full year)	\$4,137.50 or \$25 per 40 minute lunchroom session
Lunchroom Supervision - 40 minute daily session – MS (full year)	\$4,287.50 or \$25 per 40 minute lunchroom session
Principal's Detention (MS) (per 45 minute session)	\$31
Principal's Detention (HS) (per 45 minute session)	\$31
Principal's Detention - 3 hour session	\$106
Student Activity Treasurer (HS)	\$6,852
Student Activity Ass't Treasurer (HS) 2008-09 only	\$1,756
Student Activity Treasurer (MS)	\$3,427

**APPENDIX C1**  
**CO-CURRICULAR ACTIVITIES 2019-2020**

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	TIER
9th Grade Advisor	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
10th Grade Advisor	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
11th Grade Advisor	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
12th Grade Advisor	\$4,888	\$5,087	\$5,281	\$5,479	\$5,674	5
Academic Challenge Team	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Act Now	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Anime Art Club (new 05/06)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Art Club (HS)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Art Club (MS)	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Arts Festival	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
Audio Visual Director (HS)	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Audio Visual Director (MS)	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Auditorium Manager	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Band (AH)	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
Band (GVL)	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
Band Director (HS)	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
Boston Club	\$4,888	\$5,087	\$5,281	\$5,479	\$5,674	5
Chemistry Club	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Chess Club (MS)	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Chorus (AH)	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
Chorus (GVL)	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
Computer Club (MS)	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Computer Programming Club (new 14/15)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Debate Club (HS)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Debate Club (MS)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Gay Straight Alliance (GSA)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Performance Jazz Co Director - Winter/Spring	\$4,888	\$5,087	\$5,281	\$5,479	\$5,674	5
Performance Jazz Co, Asst. HS. Director	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
Dance Club/JazzCo (MS)	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
JazzCo Assistant (MS-6th grade)	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
JazzCo Assistant (HS)*	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
JazzCo HS Director - Fall	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Drama (MS)	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Drama/Music Coach (HS)	\$4,888	\$5,087	\$5,281	\$5,479	\$5,674	5
Eaglet	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
English Honor Society (HS) (eff 7/1/2018)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Film Club	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Forum	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
French Club/French Honor Society	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Garden Club (new 07/08)	\$0	\$0	\$0	\$0	\$0	
G.O. Advisor (HS)	\$4,888	\$5,087	\$5,281	\$5,479	\$5,674	5
Going Green	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Habitat for Humanity	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
Highlights (HS)	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3

**APPENDIX C1**  
**CO-CURRICULAR ACTIVITIES 2019-2020 (cont'd)**

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	TIER
History Club (MS)	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Human Rights	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
International Club	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Investment and Finance Club	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Italian Club/Italian Honor Society	\$4,888	\$5,087	\$5,281	\$5,479	\$5,674	5
Jazz Band (MS)	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
Jazz Band (HS)	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
Kids in Motion	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Math Honor Society	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Math Team (MS)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Math Team (HS)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Music Honor Society	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
National Art Honor Society	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
National Honor Society (MS)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
National Honor Society (HS)	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
Newspaper (MS)	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
Operation Smile Club	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Orchestra	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
Outdoor Environmental Club	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Photo Club (HS)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Photo Club (MS)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Players Club	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Poetry Club (HS)	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
Political Science Club	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3
School of Rock – (MS)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Science Club (new 13/14)	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Ski/Snowboard Club	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Social Skills Golf Club	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Spanish Club/Spanish Honor Society	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Special Olympics	\$1,630	\$1,697	\$1,762	\$1,825	\$1,893	1
Student Council/Community Service Council- AHS**	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
Student Council/Community Service Council - GVL**	\$4,075	\$4,239	\$4,404	\$4,566	\$4,728	4
Student Council (MS)	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Student Leadership	\$4,888	\$5,087	\$5,281	\$5,479	\$5,674	5
Video Production	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Washington Club	\$4,888	\$5,087	\$5,281	\$5,479	\$5,674	5
Yearbook (MS)	\$2,447	\$2,544	\$2,642	\$2,740	\$2,838	2
Yearbook (HS)	\$4,888	\$5,087	\$5,281	\$5,479	\$5,674	5
Yearbook Assistant (HS)	\$3,262	\$3,395	\$3,523	\$3,654	\$3,781	3

*Stipend is 5 steps with each step representing 3 years of experience in the Eastchester Union Free School District.*

**\*The appointment of Supervisor 2 will be at the District's discretion should the number of children warrant supervision.**

**APPENDIX C1**  
**CO-CURRICULAR ACTIVITIES 2019-2020 (cont'd)**

<b>Extra-Duty Assignments 2019-2020</b>	
AM Duty - Band Room Area (MS)	\$1,493
AM Duty - Cafeteria/Hallway (MS)	\$1,493
After School Supervision (MS) per session (hour)	\$31
BEPT Policy Chair	\$3,160
BEPT Local Coordinator	\$2,990
Bus Duty - AM & PM (AH) - [3 positions]	\$1,493
Bus Duty - AM (GVL) - [2 positions]	\$1,493
Bus Duty - AM & PM (GVL) - [2 positions]	\$1,493
Bus Duty - AM (1) PM (4) (WVL)	\$1,493
Homework Supervisor (MS) per 1 hour session	\$55
Library Supervision MS/HS (per 45 minute session after contract hours)	\$31
Library Supervision (per semester)	\$1,313
Lincoln Center Coordinator (HS/MS)	\$1,493
Lunchroom Supervision - hourly rate (all schools)	\$37
Lunchroom Supervision - 40 minute daily session – HS (full year)	\$4,178.88 or \$25 per 40 minute lunchroom session
Lunchroom Supervision - 40 minute daily session – MS (full year)	\$4,330.38 or \$25 per 40 minute lunchroom session
Principal's Detention (MS) (per 45 minute session)	\$31
Principal's Detention (HS) (per 45 minute session)	\$31
Principal's Detention - 3 hour session	\$107
Student Activity Treasurer (HS)	\$6,921
Student Activity Ass't Treasurer (HS) 2008-09 only	\$1,774
Student Activity Treasurer (MS)	\$3,461

**APPENDIX C1**  
**CO-CURRICULAR ACTIVITIES 2020-2021**

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	TIER
9th Grade Advisor	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
10th Grade Advisor	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
11th Grade Advisor	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
12th Grade Advisor	\$4,937	\$5,138	\$5,334	\$5,534	\$5,731	5
Academic Challenge Team	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Act Now	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Anime Art Club <del>(new 05/06)</del>	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Art Club (HS)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Art Club (MS)	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Arts Festival	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
Audio Visual Director (HS)	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Audio Visual Director (MS)	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Auditorium Manager	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Band (AH)	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
Band (GVL)	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
Band Director (HS)	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
Boston Club	\$4,937	\$5,138	\$5,334	\$5,534	\$5,731	5
Chemistry Club	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Chess Club (MS)	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Chorus (AH)	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
Chorus (GVL)	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
Computer Club (MS)	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Computer Programming Club (new 14/15)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Debate Club (HS)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Debate Club (MS)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Gay Straight Alliance (GSA)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Performance Jazz Co Director - Winter/Spring	\$4,937	\$5,138	\$5,334	\$5,534	\$5,731	5
Performance Jazz Co, Asst. HS. Director	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
Dance Club/JazzCo (MS)	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
JazzCo Assistant (MS-6th grade)	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
JazzCo Assistant (HS)*	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
JazzCo HS Director - Fall	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Drama (MS)	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Drama/Music Coach (HS)	\$4,937	\$5,138	\$5,334	\$5,534	\$5,731	5
Eaglet	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
English Honor Society (HS)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Film Club	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Forum	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
French Club/French Honor Society	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Garden Club (new 07/08)	\$0	\$0	\$0	\$0	\$0	
G.O. Advisor (HS)	\$4,937	\$5,138	\$5,334	\$5,534	\$5,731	5
Going Green	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Habitat for Humanity	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
Highlights (HS)	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3

### CO-CURRICULAR ACTIVITIES 2020-2021 (cont'd)

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	TIER
History Club (MS)	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Human Rights	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
International Club	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Italian Club/Italian Honor Society	\$4,937	\$5,138	\$5,334	\$5,534	\$5,731	5
Jazz Band (MS)	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
Jazz Band (HS)	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
Kids in Motion	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Math Honor Society	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Math Team (MS)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Math Team (HS)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Music Honor Society	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
National Art Honor Society	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
National Honor Society (MS)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
National Honor Society (HS)	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
Newspaper (MS)	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
Operation Smile Club	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Orchestra	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
Outdoor Environmental Club	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Photo Club (HS)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Photo Club (MS)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Players Club	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Poetry Club (HS)	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
Political Science Club	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3
Science Club (new 13/14)	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Ski/Snowboard Club	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Social Skills Golf Club	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Spanish Club/Spanish Honor Society	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Special Olympics	\$1,646	\$1,714	\$1,780	\$1,843	\$1,912	1
Student Council/Community Service Council- AHS**	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
Student Council/Community Service Council - GVL**	\$4,116	\$4,281	\$4,448	\$4,612	\$4,775	4
Student Council (MS)	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Student Leadership	\$4,937	\$5,138	\$5,334	\$5,534	\$5,731	5
Video Production	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Washington Club	\$4,937	\$5,138	\$5,334	\$5,534	\$5,731	5
Yearbook (MS)	\$2,471	\$2,569	\$2,668	\$2,767	\$2,866	2
Yearbook (HS)	\$4,937	\$5,138	\$5,334	\$5,534	\$5,731	5
Yearbook Assistant (HS)	\$3,295	\$3,429	\$3,558	\$3,691	\$3,819	3

*Stipend is 5 steps with each step representing 3 years of experience in the Eastchester Union Free School District.*

*\*The appointment of Supervisor 2 will be at the District's discretion should the number of children warrant supervision.*

**APPENDIX C1**  
**CO-CURRICULAR ACTIVITIES 2020-2021 (cont'd)**

<b>Extra-Duty Assignments 2020-2021</b>	
AM Duty - Band Room Area (MS)	\$1,508
AM Duty - Cafeteria/Hallway (MS)	\$1,508
After School Supervision (MS) per session (hour)	\$32
BEPT Policy Chair	\$3,192
BEPT Local Coordinator	\$3,020
Bus Duty - AM & PM (AH) - [3 positions]	\$1,508
Bus Duty - AM (GVL) - [2 positions]	\$1,508
Bus Duty - AM & PM (GVL) - [2 positions]	\$1,508
Bus Duty - AM (1) PM (4) (WVL)	\$1,508
Homework Supervisor (MS) per 1 hour session	\$56
Library Supervision MS/HS (per 45 minute session after contract hours)	\$32
Library Supervision (per semester)	\$1,326
Lincoln Center Coordinator (HS/MS)	\$1,508
Lunchroom Supervision - hourly rate (all schools)	\$38
Lunchroom Supervision - 40 minute daily session – HS (full year)	\$4,220.67 or \$25 per 40 minute lunchroom session
Lunchroom Supervision - 40 minute daily session – MS (full year)	\$4,373.68 or \$25 per 40 minute lunchroom session
Principal's Detention (MS) (per 45 minute session)	\$32
Principal's Detention (HS) (per 45 minute session)	\$32
Principal's Detention - 3 hour session	\$108
Student Activity Treasurer (HS)	\$6,990
Student Activity Ass't Treasurer (HS) 2008-09 only	\$1,792
Student Activity Treasurer (MS)	\$3,496

**APPENDIX C1.1**  
**CO-CURRICULAR ACTIVITY TIER RESPONSIBILITIES**

**TIER 1**

- One hour per week for 30 weeks or equivalent.
- One minor culminating product or public performance and/or minimum handling of funds.
- Minimum average of 10 student participants.

**TIER 2**

- One-and-a-half hours per week for 30 weeks or equivalent.
- One major and one minor culminating product or public performance and/or moderate involvement of funds.
- Minimum average of 10 to 15 student participants.

**TIER 3**

- Two hours per week for 30 weeks or equivalent.
- Two major culminating products or public performance and/or moderate involvement of funds.
- Minimum average of 15 to 20 student participants.

**TIER 4**

- More than two hours per week for 30 weeks or equivalent.
- One major or six minor culminating products or two major and one minor culminating public performance and significant involvement of funds.
- Minimum average of 20 student participants.

**TIER 5**

- Four hours per week for 30 weeks or equivalent.
- One major culminating product and/or two major culminating public performances and significant involvement of funds.
- Minimum average of 25 to 30 student participants.

## APPENDIX C2: INTERSCHOLASTIC SPORTS 2017-2018 and 2018-2019

### FALL SPORTS

#### 2017-2018 and 2018-2019

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Varsity Football	\$8,118	\$8,445	\$8,767	\$9,094	\$9,418
Assistant Varsity Football (4 positions)	\$5,684	\$5,968	\$6,253	\$6,538	\$6,593
Modified Football	\$5,684	\$5,968	\$6,253	\$6,538	\$6,593
Assistant Modified Football	\$5,145	\$5,398	\$5,658	\$5,915	\$5,965
Varsity Soccer (Boys)	\$5,684	\$5,968	\$6,253	\$6,538	\$6,593
Assistant Varsity Soccer (Boys)	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
J.V. Soccer (Boys)	\$4,478	\$4,702	\$4,938	\$5,183	\$5,442
Modified Soccer (Boys)	\$4,330	\$4,548	\$4,763	\$4,981	\$5,022
Cross Country (Boys & Girls)	\$6,765	\$7,104	\$7,441	\$7,780	\$7,849
Ass't Cross Country Coach	\$4,478	\$4,702	\$4,938	\$5,183	\$5,442
Modified Cross Country	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Volleyball (Girls)	\$5,684	\$5,968	\$6,253	\$6,538	\$6,593
Assistant Varsity Volleyball (Girls)	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
J.V. Volleyball (Girls)	\$4,478	\$4,702	\$4,938	\$5,183	\$5,442
J.V. Volleyball (Boys) (eff 7/1/18)	\$4,478	\$4,702	\$4,938	\$5,183	\$5,442
Varsity Volleyball (Boys)	\$5,684	\$5,968	\$6,253	\$6,538	\$6,593
Modified Volleyball (Girls) 7 <sup>th</sup> & 8 <sup>th</sup> grade	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Modified Volleyball (Girls) 8th grade	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Tennis (Girls)	\$4,872	\$5,114	\$5,372	\$5,602	\$5,652
J.V. Tennis (Girls)	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Swimming (Girls)	\$5,684	\$5,968	\$6,253	\$6,538	\$6,593
Assistant Varsity Swimming (Girls)	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
Varsity Soccer (Girls)	\$5,684	\$5,969	\$6,253	\$6,538	\$6,592
Assistant Varsity Soccer (Girls)	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
J.V. Soccer (Girls)	\$4,478	\$4,702	\$4,938	\$5,183	\$5,443
Modified Soccer (Girls)	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Competition Cheerleading	\$5,684	\$5,968	\$6,253	\$6,538	\$6,593
Assistant Varsity Competition Cheerleading	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
J.V. Competition Cheerleading	\$4,478	\$4,702	\$4,938	\$5,183	\$5,442
Modified Competition Cheerleading	\$4,330	\$4,548	\$4,763	\$4,981	\$5,022

### WINTER SPORTS

#### 2017-2018 and 2018-2019

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Varsity Basketball (Boys)	\$7,037	\$7,389	\$7,739	\$8,091	\$8,162
Assistant Varsity Basketball (Boys)	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
J.V. Basketball (Boys)	\$5,144	\$5,398	\$5,659	\$5,915	\$5,966
Modified Basketball (Boys) 7 <sup>th</sup> & 8 <sup>th</sup> grade	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Modified Basketball (Boys) 8th grade	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Basketball (Girls)	\$7,037	\$7,389	\$7,739	\$8,091	\$8,162
Assistant Varsity Basketball (Girls)	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952

## WINTER SPORTS (con't)

### 2017-2018 and 2018-2019

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
J.V. Basketball (Girls)	\$5,144	\$5,398	\$5,659	\$5,915	\$5,966
Modified Basketball (Girls) 7 <sup>th</sup> & 8 <sup>th</sup> grade	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Modified Basketball (Girls) 8th grade	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Hockey	\$6,765	\$7,104	\$7,441	\$7,781	\$7,848
Modified Hockey	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Indoor Track	\$6,373	\$6,691	\$7,010	\$7,328	\$7,391
Assistant Indoor Track	\$4,478	\$4,702	\$4,938	\$5,183	\$5,443
2 <sup>nd</sup> Assistant Indoor Track – Non-Traveling	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
Modified Track	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Gymnastics	\$6,373	\$6,691	\$7,010	\$7,328	\$7,391
Varsity Wrestling	\$5,684	\$5,968	\$6,253	\$6,538	\$6,593
Assistant Varsity Wrestling	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
J.V. Wrestling (Boys) (eff 7/1/18)	\$4,478	\$4,702	\$4,938	\$5,183	\$5,443
Varsity Swimming (Boys) (eff 7/1/18)	\$5,684	\$5,968	\$6,253	\$6,538	\$6,593
Modified Wrestling	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Modified Gymnastics	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Competition Cheerleading	\$7,037	\$7,389	\$7,739	\$8,091	\$8,162
Assistant Varsity Competition Cheerleading	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
J.V. Competition Cheerleading	\$5,144	\$5,398	\$5,659	\$5,915	\$5,966
Modified Competition Cheerleading	\$4,330	\$4,548	\$4,763	\$4,981	\$5,022

## SPRING SPORTS

### 2017-2018 and 2018-2019

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Varsity Baseball	\$6,373	\$6,691	\$7,010	\$7,328	\$7,391
Assistant Varsity Baseball	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
J.V. Baseball	\$4,478	\$4,702	\$4,938	\$5,183	\$5,443
Modified Baseball	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Softball	\$6,373	\$6,691	\$7,010	\$7,328	\$7,391
Assistant Varsity Softball	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
J.V. Softball	\$4,478	\$4,702	\$4,938	\$5,183	\$5,443
Modified Softball	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Tennis (Boys)	\$4,871	\$5,114	\$5,373	\$5,602	\$5,652
J.V. Tennis (Boys)	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Varsity Golf	\$3,618	\$3,797	\$3,981	\$4,160	\$4,195
Varsity Spring Track	\$6,373	\$6,691	\$7,010	\$7,328	\$7,391
Assistant Spring Track	\$4,478	\$4,702	\$4,938	\$5,183	\$5,443
Varsity Lacrosse (Boys)	\$6,373	\$6,691	\$7,010	\$7,328	\$7,391
Assistant Varsity Lacrosse (Boys)	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
Varsity Lacrosse (Girls)	\$6,373	\$6,691	\$7,010	\$7,328	\$7,391

## SPRING SPORTS (con't) 2017-2018 and 2018-2019

Assistant Varsity Lacrosse (Girls)	\$2,500	\$2,625	\$2,756	\$2,894	\$2,952
J.V. Lacrosse (Boys)	\$4,478	\$4,702	\$4,938	\$5,183	\$5,443
J.V. Lacrosse (Girls)	\$4,478	\$4,702	\$4,938	\$5,183	\$5,443
Modified Lacrosse (Boys)	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021
Modified Lacrosse (Girls)	\$4,330	\$4,548	\$4,763	\$4,981	\$5,021

**Interscholastic Activities:** Stipend is 5 steps with each step representing 3 years of experience in the EUFSD.

### FULL YEAR

Strength and Conditioning Coach (eff 7/1/18)	\$17,052	\$17,052	\$17,052	\$17,052	\$17,052
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## INTRAMURALS 2017-2018 and 2018-2019

### FALL

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Indoor Soccer - Middle School (Sup 1)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Indoor Soccer - Middle School (Sup 2**)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Weight Training - High School	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Floor Hockey* - Anne Hutchinson (Sup 1)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Floor Hockey* - Anne Hutchinson (Sup 2)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Floor Hockey* - Greenvale (Sup 1)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Floor Hockey* - Greenvale (Sup 2)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772

### WINTER

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Basketball - Middle School (Co-Ed)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Gymnastics - Greenvale (Sup 1)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Gymnastics - Greenvale (Sup 2**)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Gymnastics - Middle School (Sup 1)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Gymnastics - Middle School (Sup 2**)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Weight Training - High School	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772

### SPRING

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Floor Hockey* - Anne Hutchinson (Sup 1)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Floor Hockey* - Anne Hutchinson (Sup 2**)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Floor Hockey* - Greenvale (Sup 1)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Floor Hockey* - Greenvale (Sup 2**)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Gymnastics - Anne Hutchinson (Sup 1)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Gymnastics - Anne Hutchinson (Sup 2**)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Volleyball (Sup 1)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Volleyball (Sup 2**)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Floor Hockey - Middle School	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Modern Dance - Middle School (3)	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Modern Dance - Elem 4th/5th G&AH	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
Track - Middle School	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772

Weight Training - High School	\$1,475	\$1,549	\$1,623	\$1,698	\$1,772
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**\*Floor Hockey will run any 2 of the 3 seasons in a school year to accommodate the schools in the use & distribution of equipment.**

**\*\*The appointment of Supervisor 2 will be at the District's discretion should the number of children warrant supervision.**

## APPENDIX C2: INTERSCHOLASTIC SPORTS 2019-2020

### FALL SPORTS 2019-2020

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Varsity Football	\$8,199	\$8,529	\$8,855	\$9,185	\$9,512
Assistant Varsity Football (4 positions)	\$5,741	\$6,029	\$6,316	\$6,603	\$6,659
Modified Football	\$5,741	\$6,029	\$6,316	\$6,603	\$6,659
Assistant Modified Football	\$5,196	\$5,452	\$5,716	\$5,974	\$6,026
Varsity Soccer (Boys)	\$5,741	\$6,029	\$6,316	\$6,603	\$6,659
Assistant Varsity Soccer (Boys)	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
J.V. Soccer (Boys)	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Modified Soccer (Boys)	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Cross Country (Boys & Girls)	\$6,833	\$7,175	\$7,515	\$7,859	\$7,927
Ass't Cross Country Coach	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Modified Cross Country	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Volleyball (Girls)	\$5,741	\$6,029	\$6,316	\$6,603	\$6,659
Assistant Varsity Volleyball (Girls)	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
J.V. Volleyball (Girls)	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
J.V. Volleyball (Boys)	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Varsity Volleyball (Boys)	\$5,741	\$6,029	\$6,316	\$6,603	\$6,659
Modified Volleyball (Girls) 7 <sup>th</sup> & 8 <sup>th</sup> grade	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Modified Volleyball (Girls) 8th grade	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Tennis (Girls)	\$4,921	\$5,165	\$5,427	\$5,658	\$5,709
J.V. Tennis (Girls)	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Swimming (Girls)	\$5,741	\$6,029	\$6,316	\$6,603	\$6,659
Assistant Varsity Swimming (Girls)	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
Varsity Soccer (Girls)	\$5,741	\$6,029	\$6,316	\$6,603	\$6,659
Assistant Varsity Soccer (Girls)	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
J.V. Soccer (Girls)	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Modified Soccer (Girls)	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Competition Cheerleading	\$5,741	\$6,029	\$6,316	\$6,603	\$6,659
Assistant Varsity Comp Cheerleading	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
J.V. Competition Cheerleading	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Modified Competition Cheerleading	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072

### WINTER SPORTS 2019-2020

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Varsity Basketball (Boys)	\$7,107	\$7,463	\$7,816	\$8,172	\$8,244
Assistant Varsity Basketball (Boys)	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
J.V. Basketball (Boys)	\$5,196	\$5,452	\$5,716	\$5,974	\$6,026
Modified Basketball (Boys) 7 <sup>th</sup> & 8 <sup>th</sup> grade	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Modified Basketball (Boys) 8th grade	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Basketball (Girls)	\$7,107	\$7,463	\$7,816	\$8,172	\$8,244
Assistant Varsity Basketball (Girls)	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982

## WINTER SPORTS (con't)

### 2019-2020

J.V. Basketball (Girls)	\$5,196	\$5,452	\$5,716	\$5,974	\$6,026
Modified Basketball (Girls) 7 <sup>th</sup> & 8 <sup>th</sup> grade	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Modified Basketball (Girls) 8th grade	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Hockey	\$6,833	\$7,175	\$7,515	\$7,859	\$7,927
Modified Hockey	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Indoor Track	\$6,437	\$6,758	\$7,080	\$7,401	\$7,465
Assistant Indoor Track	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Assistant Indoor Track – Non -Traveling	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
Modified Track	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Gymnastics	\$6,437	\$6,758	\$7,080	\$7,401	\$7,465
Varsity Wrestling	\$5,741	\$6,029	\$6,316	\$6,603	\$6,659
Assistant Varsity Wrestling	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
J.V. Wrestling (Boys) (eff 7/1/18)	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Varsity Swimming (Boys) (eff 7/1/18)	\$5,741	\$6,029	\$6,316	\$6,603	\$6,659
Modified Wrestling	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Modified Gymnastics	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Competition Cheerleading	\$7,107	\$7,463	\$7,816	\$8,172	\$8,244
Assistant Varsity Comp Cheerleading	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
J.V. Competition Cheerleading	\$5,196	\$5,452	\$5,716	\$5,974	\$6,026
Modified Competition Cheerleading	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072

## SPRING SPORTS

### 2019-2020

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Varsity Baseball	\$6,437	\$6,758	\$7,080	\$7,401	\$7,465
Assistant Varsity Baseball	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
J.V. Baseball	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Modified Baseball	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Softball	\$6,437	\$6,758	\$7,080	\$7,401	\$7,465
Assistant Varsity Softball	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
J.V. Softball	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Modified Softball	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Tennis (Boys)	\$4,921	\$5,165	\$5,427	\$5,658	\$5,709
J.V. Tennis (Boys)	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Varsity Golf	\$3,654	\$3,835	\$4,021	\$4,202	\$4,237
Varsity Spring Track	\$6,437	\$6,758	\$7,080	\$7,401	\$7,465
Assistant Spring Track	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Varsity Lacrosse (Boys)	\$6,437	\$6,758	\$7,080	\$7,401	\$7,465
Assistant Varsity Lacrosse (Boys)	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
Varsity Lacrosse (Girls)	\$6,437	\$6,758	\$7,080	\$7,401	\$7,465

<b>SPRING SPORTS (con't)</b> <b>2019-2020</b>					
Assistant Varsity Lacrosse (Girls)	\$2,525	\$2,651	\$2,784	\$2,923	\$2,982
J.V. Lacrosse (Boys)	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
J.V. Lacrosse (Girls)	\$4,523	\$4,749	\$4,987	\$5,235	\$5,497
Modified Lacrosse (Boys)	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072
Modified Lacrosse (Girls)	\$4,373	\$4,593	\$4,811	\$5,031	\$5,072

**Interscholastic Activities:** Stipend is 5 steps with each step representing 3 years of experience in the EUFSD.

<b>FULL YEAR</b>					
Strength and Conditioning Coach	\$17,223	\$17,223	\$17,223	\$17,223	\$17,223

## INTRAMURALS 2019-2020

<b>FALL</b>					
ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Indoor Soccer - Middle School (Sup 1)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Indoor Soccer - Middle School (Sup 2**)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Weight Training - High School	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Floor Hockey* - Anne Hutchinson (Sup 1)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Floor Hockey* - Anne Hutchinson (Sup 2)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Floor Hockey* - Greenvale (Sup 1)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Floor Hockey* - Greenvale (Sup 2)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
<b>WINTER</b>					
ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Basketball - Middle School (Co-Ed)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Gymnastics - Greenvale (Sup 1)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Gymnastics - Greenvale (Sup 2**)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Gymnastics - Middle School (Sup 1)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Gymnastics - Middle School (Sup 2**)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Weight Training - High School	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
<b>SPRING</b>					
ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Floor Hockey* - Anne Hutchinson (Sup 1)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Floor Hockey* - Anne Hutchinson (Sup 2**)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Floor Hockey* - Greenvale (Sup 1)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Floor Hockey* - Greenvale (Sup 2**)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Gymnastics - Anne Hutchinson (Sup 1)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Gymnastics - Anne Hutchinson (Sup 2**)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Volleyball (Sup 1)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Volleyball (Sup 2**)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Floor Hockey - Middle School	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Modern Dance - Middle School (3)	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Modern Dance - Elem 4th/5th G&AH	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790

Track - Middle School	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790
Weight Training - High School	\$1,490	\$1,564	\$1,639	\$1,715	\$1,790

**\*Floor Hockey will run any 2 of the 3 seasons in a school year to accommodate the schools in the use & distribution of equipment.**

**\*\*The appointment of Supervisor 2 will be at the District's discretion should the number of children warrant supervision.**

## APPENDIX C2: INTERSCHOLASTIC SPORTS 2020-2021

### FALL SPORTS 2020-2021

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Varsity Football	\$8,281	\$8,614	\$8,944	\$9,277	\$9,607
Assistant Varsity Football (4 positions)	\$5,798	\$6,089	\$6,379	\$6,669	\$6,726
Modified Football	\$5,798	\$6,089	\$6,379	\$6,669	\$6,726
Assistant Modified Football	\$5,248	\$5,507	\$5,773	\$6,034	\$6,086
Varsity Soccer (Boys)	\$5,798	\$6,089	\$6,379	\$6,669	\$6,726
Assistant Varsity Soccer (Boys)	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
J.V. Soccer (Boys)	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Modified Soccer (Boys)	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Cross Country (Boys & Girls)	\$6,901	\$7,247	\$7,590	\$7,938	\$8,006
Ass't Cross Country Coach	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Modified Cross Country	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Volleyball (Girls)	\$5,798	\$6,089	\$6,379	\$6,669	\$6,726
Assistant Varsity Volleyball (Girls)	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
J.V. Volleyball (Girls)	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
J.V. Volleyball (Boys)	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Varsity Volleyball (Boys)	\$5,798	\$6,089	\$6,379	\$6,669	\$6,726
Modified Volleyball (Girls) 7 <sup>th</sup> & 8 <sup>th</sup> grade	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Modified Volleyball (Girls) 8th grade	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Tennis (Girls)	\$4,970	\$5,217	\$5,481	\$5,715	\$5,766
J.V. Tennis (Girls)	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Swimming (Girls)	\$5,798	\$6,089	\$6,379	\$6,669	\$6,726
Assistant Varsity Swimming (Girls)	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
Varsity Soccer (Girls)	\$5,798	\$6,089	\$6,379	\$6,669	\$6,726
Assistant Varsity Soccer (Girls)	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
J.V. Soccer (Girls)	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Modified Soccer (Girls)	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Competition Cheerleading	\$5,798	\$6,089	\$6,379	\$6,669	\$6,726
Assistant Varsity Comp Cheerleading	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
J.V. Competition Cheerleading	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Modified Competition Cheerleading	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123

### WINTER SPORTS 2020-2021

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Varsity Basketball (Boys)	\$7,178	\$7,538	\$7,894	\$8,254	\$8,326
Assistant Varsity Basketball (Boys)	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
J.V. Basketball (Boys)	\$5,248	\$5,507	\$5,773	\$6,034	\$6,086
Modified Basketball (Boys) 7 <sup>th</sup> & 8 <sup>th</sup> grade	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Modified Basketball (Boys) 8th grade	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Basketball (Girls)	\$7,178	\$7,538	\$7,894	\$8,254	\$8,326
Assistant Varsity Basketball (Girls)	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012

## WINTER SPORTS (con't)

### 2020-2021

J.V. Basketball (Girls)	\$5,248	\$5,507	\$5,773	\$6,034	\$6,086
Modified Basketball (Girls) 7 <sup>th</sup> & 8 <sup>th</sup> grade	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Modified Basketball (Girls) 8th grade	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Hockey	\$6,901	\$7,247	\$7,590	\$7,938	\$8,006
Modified Hockey	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Indoor Track	\$6,501	\$6,826	\$7,151	\$7,475	\$7,540
Assistant Indoor Track	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Assistant Indoor Track – Non -Traveling	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
Modified Track	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Gymnastics	\$6,501	\$6,826	\$7,151	\$7,475	\$7,540
Varsity Wrestling	\$5,798	\$6,089	\$6,379	\$6,669	\$6,726
Assistant Varsity Wrestling	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
J.V. Wrestling (Boys)	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Varsity Swimming (Boys)	\$5,798	\$6,089	\$6,379	\$6,669	\$6,726
Modified Wrestling	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Modified Gymnastics	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Competition Cheerleading	\$7,178	\$7,538	\$7,894	\$8,254	\$8,326
Assistant Varsity Comp Cheerleading	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
J.V. Competition Cheerleading	\$5,248	\$5,507	\$5,773	\$6,034	\$6,086
Modified Competition Cheerleading	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123

## SPRING SPORTS

### 2020-2021

ACTIVITY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Varsity Baseball	\$6,501	\$6,826	\$7,151	\$7,475	\$7,540
Assistant Varsity Baseball	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
J.V. Baseball	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Modified Baseball	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Softball	\$6,501	\$6,826	\$7,151	\$7,475	\$7,540
Assistant Varsity Softball	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
J.V. Softball	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Modified Softball	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Tennis (Boys)	\$4,970	\$5,217	\$5,481	\$5,715	\$5,766
J.V. Tennis (Boys)	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Varsity Golf	\$3,691	\$3,873	\$4,061	\$4,244	\$4,279
Varsity Spring Track	\$6,501	\$6,826	\$7,151	\$7,475	\$7,540
Assistant Spring Track	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Varsity Lacrosse (Boys)	\$6,501	\$6,826	\$7,151	\$7,475	\$7,540
Assistant Varsity Lacrosse (Boys)	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
Varsity Lacrosse (Girls)	\$6,501	\$6,826	\$7,151	\$7,475	\$7,540

<b>SPRING SPORTS (con't)</b> <b>2020-2021</b>					
Assistant Varsity Lacrosse (Girls)	\$2,550	\$2,678	\$2,812	\$2,952	\$3,012
J.V. Lacrosse (Boys)	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
J.V. Lacrosse (Girls)	\$4,568	\$4,796	\$5,037	\$5,287	\$5,552
Modified Lacrosse (Boys)	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123
Modified Lacrosse (Girls)	\$4,417	\$4,639	\$4,859	\$5,081	\$5,123

**Interscholastic Activities:** Stipend is 5 steps with each step representing 3 years of experience in the EUFSD.

#### **FULL YEAR**

Strength and Conditioning Coach	\$17,394	\$17,394	\$17,394	\$17,394	\$17,394
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## **INTRAMURALS** **2020-2021**

#### **FALL**

<b>ACTIVITY</b>	<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>	<b>STEP 4</b>	<b>STEP 5</b>
Indoor Soccer - Middle School (Sup 1)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Indoor Soccer - Middle School (Sup 2**)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Weight Training - High School	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Floor Hockey* - Anne Hutchinson (Sup 1)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Floor Hockey* - Anne Hutchinson (Sup 2)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Floor Hockey* - Greenvale (Sup 1)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Floor Hockey* - Greenvale (Sup 2)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808

#### **WINTER**

<b>ACTIVITY</b>	<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>	<b>STEP 4</b>	<b>STEP 5</b>
Basketball - Middle School (Co-Ed)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Gymnastics - Greenvale (Sup 1)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Gymnastics - Greenvale (Sup 2**)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Gymnastics - Middle School (Sup 1)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Gymnastics - Middle School (Sup 2**)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Weight Training - High School	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808

#### **SPRING**

<b>ACTIVITY</b>	<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>	<b>STEP 4</b>	<b>STEP 5</b>
Floor Hockey* - Anne Hutchinson (Sup 1)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Floor Hockey* - Anne Hutchinson (Sup 2**)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Floor Hockey* - Greenvale (Sup 1)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Floor Hockey* - Greenvale (Sup 2**)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Gymnastics - Anne Hutchinson (Sup 1)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Gymnastics - Anne Hutchinson (Sup 2**)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Volleyball (Sup 1)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Volleyball (Sup 2**)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Floor Hockey - Middle School	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Modern Dance - Middle School (3)	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Modern Dance - Elem 4th/5th G&AH	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808

Track - Middle School	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808
Weight Training - High School	\$1,505	\$1,580	\$1,655	\$1,732	\$1,808

**\*Floor Hockey will run any 2 of the 3 seasons in a school year to accommodate the schools in the use & distribution of equipment.**

**\*\*The appointment of Supervisor 2 will be at the District's discretion should the number of children warrant supervision.**

**APPENDIX D1**  
**ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (APPR)**

**Eastchester Union Free School District**  
**Annual Professional Performance Review Plan (APPR)**  
Revised: June, 2018

The purpose of this Annual Professional Performance Review Plan (APPR) is to improve student achievement through improved teacher performance. It is our belief that this teacher evaluation process should be authentic and reflect the real work of teachers. It should promote reflection and improve our craft, practice, and ultimately student achievement. It is based on professional trust and collaboration. This process recognizes the complexities of good teaching and the value of good professional practice. Finally, it encourages multiple forms of assessment in documenting competency and growth.

Through good faith negotiations between the District and the Eastchester Teachers' Association, it is agreed that the following provisions be added to the District's APPR Plan document.

**The Observation Process**

- I. The District and the ETA have agreed to use the Danielson 2011 Framework for Teaching Practice Rubric.
- II. 1 announced clinical observation (weighted at 90% of the teacher observation category) – pre-observation conference (or lesson plan submission), observation, and post observation conference completed by school or designated district office administrator. Observation will be up to 40 minutes in duration. Observation will focus on the sixteen (16) observable sub-domains in the Danielson rubric. Pre-observation or Lesson Plan Template and Post-observation Template will be submitted in electronic or typed hard-copy form. Post-observation conferences will occur no later than ten (10) school days after the observation. The checklist portion of the observation form will be provided to the teacher at the beginning of the post-observation conference. Completed observation reports will be provided to the staff member for signature no later than fifteen (15) school days from the post-observation conference.
- III. 1 unannounced observation (weighted at 10% of the teacher observation category) – Observation will be up to twenty (20) minutes in duration. Observation will focus on Danielson sub-domains 2B (Establishing a Culture for Learning) and 3B (Using Questioning and Discussion Techniques). The observer will notify the teacher of the week in which the unannounced observation will take place, but may reschedule under extenuating circumstances. Post-observation conferences will be required for teacher who score developing or ineffective in either sub-domain. Completed observation reports will be provided to the staff member for signature no later than fifteen (15) school days from the observation or the post-observation conference if applicable.
- IV. Announced Observation Form – See Appendix D1-A
- V. Unannounced Observation Form – See Appendix D1-B
- VI. Lesson Plan Template – See Appendix D1-C
- VII. Pre-Observation Conference Form – See Appendix D1-D
- VIII. Post-Conference Form – See Appendix D1-E

## IX. Observation Conversion Chart – See Appendix D1-F

### Student Performance Category

- X. If a teacher is provided a growth score by NYSED, this score will supersede any district determined student performance category score. Teachers will receive a State-provided growth score if they teach a class that culminates in an assessment for which NYSED has developed a growth measure.
- XI. If a teacher is not provided a growth score by NYSED, their score will be determined in one of two ways:
  - a. District-wide measure based on the NYSED assessments noted below:
    - i. 4th Grade NYS Science Assessment, Common Core Algebra Regents Examination, Common Core English Regents Examination (English 11 teachers only are rated on this assessment alone), Global Studies Regents Examination, Earth Science Regents Examination
    - ii. The percentage of students tested who receive passing scores on each examination noted above will be summed. A passing score is defined by a level 3 or higher on the 4th Grade Science Assessment and a scaled score of 65 and above for Regents Examinations.
    - iii. The Pass Rate Sum will be mapped to the corresponding minimum and maximum composite pass rate range and to the corresponding HEDI score and rating.

Rating	H	H	H	E	E	E	D	D	D	I	I	I	I	I	I	I	I	I	I	I
Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Max	500	459	450	439	429	419	409	399	389	379	374	369	364	359	354	349	344	339	334	<329
Min	460	450	440	430	420	410	400	390	380	375	370	365	360	355	350	345	340	335	330	0

- b. All other teachers will be required to produce a SLO as determined by the District's NYS approved APPR Plan.
- XII. The process for calculating a teacher's Student Performance Category score is outlined in Appendix D-1G

### Overall APPR Review Rating

- XIII. The process for calculating a teacher's Final Annual Professional Performance Review Rating is outlined in Appendix D-1H

### Other Considerations

- XIV. The process to allow teachers to verify their subjects and students to determine the Teacher of Record and accuracy of data sent to NYSED will occur each year. Some components of the system will be prescribed by NYSED. Teachers will review their student lists using the NYSED Teacher-Student Roster Verification System. Discrepancies between actual rosters and rosters reported on the NYSED teacher-student linkage page should be reported to the district's database manager and building administrator(s).
- XV. Training-Teachers new to the Eastchester Union Free School District will participate in New Teacher Training where they will be introduced to the APPR process and the Danielson Teacher Practice Rubric. Evaluators will engage in yearly training in the

Practice Rubric. All teachers in the Eastchester School District will be offered training and may request refresher trainings at any time.

XVI. Teacher Improvement Plan (TIP) – see Appendix D1-I

- a. If a teacher is rated “developing” or “ineffective” through the state-mandated APPR process, a Teacher Improvement Plan (TIP) will be developed no later than October 1 of the following school year.
- b. The plan shall identify the specific areas needing improvement, standards or rubric based goals, relevant timelines, the manner of assessing improvement, and associated activities and support. The TIP process shall include the components listed below.
  - i. ETA representative, if requested by the teacher, may attend all conferences.
  - ii. An initial planning conference between teacher and supervisor shall be held no later than ten school days after issuance of the TIP;
  - iii. A minimum of three classroom observations (by the principal and/or other administrator) shall occur, including pre- and post-conferences, and associated forms.
  - iv. A second contributing evaluator shall be assigned to conduct some of the classroom observations.
  - v. Working with the supervisor, the teacher will select or design support activities for inclusion in the plan (e.g., mentor, peer coaching, course work, in-service activities, visits to other classrooms).
  - vi. A final conference to assess progress will be held no later than May 31 of the school year in which the plan is in effect.

XVII. Appeals Process

- a. Within fourteen (14) calendar days of the receipt of a teacher’s annual evaluation, the teacher may request, in writing, review by the original evaluator.
- b. The appeal writing shall articulate in detail the basis of the appeal to the original evaluator. As set forth in Section 3012-d of the Education Law, the evaluated teacher may only challenge:
  - i. The substance of the annual professional performance review;
  - ii. The school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-d of the Education Law;
  - iii. The school district’s adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and
  - iv. The school district’s issuance and/or implementation of the terms of the teacher improvement plan.
- c. The parties herewith acknowledge that unit members shall not be permitted to appeal for any other reason, including, but not limited to, alleged claims of bias, retaliation and/or inequitable application of the evaluation process and/or procedures.
- d. Performance ratings of “ineffective” and “developing” are the only ratings subject to appeal for tenured teachers. Teachers who receive ratings of “highly effective,” or “effective” shall not be permitted to appeal their rating.

- e. Non-tenured teachers shall only be permitted to appeal performance ratings of “ineffective” or “developing” from the year in which tenure is to be recommended. Non-tenured teachers shall not be permitted to appeal ratings in any year prior to the year in which tenure is being recommended. Non-tenured teachers who receive a rating of “highly effective” or “effective,” shall not be permitted to appeal their rating.
- f. The filing of an appeal pursuant to this appeals procedure shall have no bearing and shall in no way limit and/or impair the Board of Education’s unfettered right to terminate non-tenured teachers in accordance with applicable law. The timelines for the termination of a non-tenured teacher set forth in Education Law Section 3031 shall in all instances supersede the timelines set for in this appeals procedure such that pending appeals shall be deemed withdrawn to the extent a response is due, at any stage, subsequent to the non-tenured teacher as a result of filing an appeal under this procedure.
  - i. Burden of Proof lies on teacher
  - ii. One (1) appeal per APPR
- g. Within five (5) school days of receipt of the appeal, the original evaluator shall render a determination, in writing, respecting the appeal.
- h. Within five (5) school days of the teacher’s receipt of the original evaluator’s determination, the teacher may request, in writing, review by the Superintendent of Schools. Failure to articulate a particular basis for the appeal in the appeal writing to the Superintendent of Schools shall be deemed a waiver of that claim and shall not be considered by the Superintendent when his determination is rendered. In all other respects said appeal shall be consistent with the requirements set forth in subparagraphs “b” through “e” above.
- i. Within five (5) business days of receipt of the appeal, the Superintendent of Schools shall render a final and binding determination, in writing, respecting the appeal.
- j. The determination of the Superintendent of Schools shall not be grievable, arbitrable, or reviewable in any other forum. The Superintendent shall consult with the ETA prior to rendering his determination. In the event the Superintendent is unable to consult with the ETA, his time to respond shall be extended accordingly subject to paragraph “f” above.
- k. Evaluations may only be appealed once.

## D-1A – Announced Observation Form

### ANNOUNCED TEACHER OBSERVATION FORM

Teacher:

Grade/Course:

Observer:

Observation Date:

#### Domain 1A – Demonstrating Knowledge of Content and Pedagogy

☐ 4

Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

☐ 3

Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

☐ 2

Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

☐ 1

In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

#### Domain 1B – Demonstrating Knowledge of Students

☐ 4

Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

☐ 3

Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

☐ 2

Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.

☐ 1

Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs, and does not seek such understanding.

#### Domain 1C – Setting Instructional Outcomes

☐ 4

All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

☐ 3

Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.

☐ 2

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.

☐ 1

Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.

### **Domain 1D – Demonstrating Knowledge of Resources**

☐ 4

Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

☐ 3

Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.

☐ 2

Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.

☐ 1

Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.

### **Domain 1E – Designing Coherent Instruction**

☐ 4

Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

☐ 3

Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.

☐ 2

Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.

☐ 1

The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.

### **Domain 2A – Creating an Environment of Respect and Rapport**

☐ 4

Classroom interactions

☐ 3

Teacher-student interactions

☐ 2

Patterns of classroom

☐ 1

Patterns of classroom

among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals

are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.

interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.

interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.

## **Domain 2B – Establishing a Culture for Learning**

☐ 4

The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

☐ 3

The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.

☐ 2

The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

☐ 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.

## **Domain 2C - Managing Classroom Procedures**

☐ 4

Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

☐ 3

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.

☐ 2

Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.

☐ 1

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.

## **Domain 2D – Managing Student Behavior**

☐ 4

Student behavior is

☐ 3

Student behavior is

☐ 2

Standards of conduct

☐ 1

There appear to be no

entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students

generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.

appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.

established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.

## **Domain 2E – Organizing Physical Space**

☐ 4

The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

☐ 3

The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.

☐ 2

The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.

☐ 1

The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

## **Domain 3A – Communicating with students**

☐ 4

The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds

☐ 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and

☐ 2

Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to

☐ 1

The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

opportunities to extend students' vocabularies.

interests.

the students' ages or backgrounds.

### **Domain 3B – Using questioning and discussion techniques**

☐ 4

Teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

☐ 3

While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

☐ 2

Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.

☐ 1

Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

### **Domain 3C – Engaging students in learning**

☐ 4

Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

☐ 3

The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

☐ 2

The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.

☐ 1

The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.

### **Domain 3D – Using assessments in instruction**

☐ 4

Assessment is fully

☐ 3

Assessment is regularly

☐ 2

Assessment is used

☐ 1

There is little or no

integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.

sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.

assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.

### **Domain 3E – Demonstrating Flexibility and Responsiveness**

☐ 4

Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher 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.

☐ 3

Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.

☐ 2

Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.

☐ 1

Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.

### **Domain 4A – Reflecting on Teaching**

☐ 4

Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of

☐ 3

Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be

☐ 2

Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.

☐ 1

Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.

skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

tried another time the lesson is taught.

### **Summary of Lesson**

### **Recommendations**

### **Commendations**

Observer's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## D-1B Unannounced Observation

### UNANNOUNCED TEACHER OBSERVATION FORM

Teacher:

Grade/Course:

Observer:

Observation Date:

#### Domain 2B – Establishing a Culture for Learning

☐ 4

The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

☐ 3

The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.

☐ 2

The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

☐ 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.

#### Domain 3B – Using questioning and discussion techniques

☐ 4

Teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

☐ 3

While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

☐ 2

Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.

☐ 1

Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

**Summary of Lesson**

**Recommendations**

**Commendations**

**Observer's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## D-1C Lesson Plan Form

### LESSON PLAN FORM

<b>TEACHER NAME:</b>	<b>GRADE LEVEL/DEPARTMENT:</b>
<b>OBSERVER:</b>	<b>OBSERVATION DATE:</b>
STATE THE INSTRUCTIONAL OBJECTIVE(S) OF THIS LESSON.	
WHERE DOES THIS LESSON FIT WITHIN THE CURRENT UNIT OF STUDY?	
WHICH COMMON CORE LEARNING STANDARDS ARE BEING TAUGHT IN THIS LESSON? NYS STANDARDS CAN BE USED IN AREAS OTHER THAN ELA AND MATH.	
PROVIDE A DETAILED SUMMARY OF THE LESSON TO BE OBSERVED. BE SURE TO INCLUDE A DESCRIPTION OF ALL ACTIVITIES AS WELL AS A DETAILED ACCOUNT OF THE LESSON STRUCTURE.	
HOW WILL YOU ASSESS STUDENTS TO DETERMINE WHETHER THEY HAVE MET THE LESSON'S OBJECTIVE(S)?	
WHAT DO YOU ANTICIPATE WILL BE YOUR GREATEST CHALLENGE IN DELIVERING THIS LESSON?	
ARE THERE ANY UNIQUE CHARACTERISTICS OF THE CLASS THAT YOU WOULD LIKE ME TO KNOW ABOUT BEFORE THE OBSERVATION?	
TEACHER SIGNATURE	ADMINISTRATOR SIGNATURE
Name:	Name:
Date:	Date:
Please note that clarifying questions may be asked.	

## D-1D Pre-Conference Form

### PRE-CONFERENCE FORM

<b>TEACHER NAME:</b>	<b>GRADE LEVEL/DEPARTMENT:</b>
<b>OBSERVER:</b>	<b>OBSERVATION DATE:</b>
STATE THE INSTRUCTIONAL OBJECTIVE(S) OF THIS LESSON.	
WHERE DOES THIS LESSON FIT WITHIN THE CURRENT UNIT OF STUDY?	
WHICH COMMON CORE LEARNING STANDARDS ARE BEING TAUGHT IN THIS LESSON? NYS STANDARDS CAN BE USED IN AREAS OTHER THAN ELA AND MATH.	
DESCRIBE THE STRUCTURE OF THE LESSON.	
HOW WILL YOU ASSESS STUDENTS TO DETERMINE WHETHER THEY HAVE MET THE LESSON'S OBJECTIVE(S)?	
WHAT DO YOU ANTICIPATE WILL BE YOUR GREATEST CHALLENGE IN DELIVERING THIS LESSON?	
ARE THERE ANY UNIQUE CHARACTERISTICS OF THE CLASS THAT YOU WOULD LIKE ME TO KNOW ABOUT BEFORE THE OBSERVATION?	
TEACHER SIGNATURE	ADMINISTRATOR SIGNATURE
Name:	Name:
Date:	Date:
Your signature certifies that a pre-conference meeting with the observer took place and the contents of this form were reviewed. Please note that clarifying questions may be asked.	

## D-1E Post Conference Form

### POST-CONFERENCE FORM

<b>TEACHER NAME:</b>	<b>GRADE LEVEL/DEPARTMENT:</b>
<b>OBSERVER:</b>	<b>OBSERVATION DATE:</b>
WHAT ARE YOUR THOUGHTS ON THE LESSON?	
DID YOU ALTER OR ADJUST YOUR INTENDED STRATEGIES AS YOU TAUGHT THE LESSON?	
HOW DO YOU KNOW THE STUDENTS LEARNED THE LESSON'S OBJECTIVE(S)?	
WHAT WOULD YOU CHANGE ABOUT THE LESSON, IF ANYTHING?	
IS THERE ANYTHING ELSE YOU WOULD LIKE TO SHARE ABOUT THIS LESSON?	
<b>TEACHER SIGNATURE</b>	<b>ADMINISTRATOR SIGNATURE</b>
Name:	Name:
Date:	Date:
Your signature certifies that a post-conference meeting with the observer took place and the contents of this form were reviewed. Please note that clarifying questions may be asked.	

### D-1F – Observation Conversion Chart

		Step 1	Step 2			Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
	Teacher Name:	Value of Each Domain	Value of Each SubDomain as part of the Domain	Announced Observation Scores	Unannounced Observation Scores	Obs 1 Weigh Subdomain Scores	Obs 1 Total Domain Score	Obs 1 Weigh Total Domain Score and Compute Total	Obs 2 Weigh Subdomain Scores	Obs 2 Total Domain Score	Obs 2 Weigh Total Domain Score and Compute Total	Negotiate HEDI Bands
Domain1: Planning and Preparation		15%										H=3.6-4.0
	A. Knowledge of Content and Pedagogy		24%			0.0						E=2.5-3.59
	B. Knowledge of Students		14%			0.0						D=1.5-2.59
	C. Setting Instructional Outcomes		19%			0.0						I=0-1.49
	D. Knowledge of Resources		14%			0.0						
	E. Designing Coherent Instruction		29%			0.0						
			100%				0.0	0				
Domain 2: Classroom Environment		30%		3								
	A. Respect and Rapport		25%			0.0						
	B. Culture for Learning		30%			0.0			0			
	C. Managing Classroom Procedures		15%			0.0						
	D. Managing Student Behavior		15%			0.0						
	E. Organizing Physical Spaces		15%			0.0						
			100%				0	0		0	0	
Domain 3: Instruction		30%		3								
	A. Communicating with Students		20%			0.0						
	B. Questioning/Prompts and Discussion		20%			0.0			0			
	C. Engaging Students in Learning		20%			0.0						
	D. Using Assessment in Instruction		20%			0.0						
	E. Using Flexibility and Responsiveness		20%			0.0						
			100%				0	0		0	0	
Domain 4: Teaching		25%										
	A. Reflecting on Teaching		100%			0						
			100%				0	0				
						Observation 1 Score		0	Observation 2 Score		0	
	Total	100%			OVERALL	Evaluation Score		0.0				
	Total	100%			OVERALL	Evaluation Rating		Ineffective				

## D-1G

### Directions for Determining Final 3012-d Annual Professional Performance Review Ratings

Step 1	Determine the effectiveness rating from the teacher observations component. Once scores from both observations are entered on the Rater Entry Sheet (Excel file), the effectiveness rating will automatically be determined in one of the orange boxes toward the lower right hand corner of the table.
Step 2	Determine the effectiveness rating from the composite assessment component by first adding the pass rates for: <ul style="list-style-type: none"> <li>• 4<sup>th</sup> Grade NYS Science Assessment</li> <li>• Common Core Algebra Regents Examination</li> <li>• Common Core English Regents Examination (English 11 teachers only are rated on this assessment alone)</li> <li>• Global Studies Regents Examination</li> <li>• Earth Science Regents Examination</li> </ul>
Step 3	Take the sum from step 2 and map it to the table below to determine the effectiveness rating (H, E, D, I). The score out of 20 is not relevant in determining the final rating.
Step 4	Using the effectiveness ratings from Step 1 and Step 3, apply the Matrix from NYSED located on the District's Final APPR Rating Form
Step 5	Follow the steps on the District's Final APPR Rating Form for submission and distribution instructions

### Composite Assessment Rating Chart

Rating	H	H	H	E	E	E	D	D	D	I	I	I	I	I	I	I	I	I	I	I
Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Max	500	459	450	439	429	419	409	399	389	379	374	369	364	359	354	349	344	339	334	<329
Min	460	450	440	430	420	410	400	390	380	375	370	365	360	355	350	345	340	335	330	0

## 3012-d Final Annual Professional Performance Review Rating

Teacher Name	
School Year	
School	
Grade/Department	
APPR Rating (mark one with an x)	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective

NYSED 3012-d APPR Rating Matrix					
	Composite Assessment Rating				
Teacher Observation Category		Highly Effective	Effective	Developing	Ineffective
	Highly Effective	Highly Effective	Highly Effective	Effective	Developing
	Effective	Highly Effective	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Ineffective
	Ineffective	Developing	Developing	Ineffective	Ineffective

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**D-1I**

**EASTCHESTER UNION FREE SCHOOL DISTRICT  
TEACHER IMPROVEMENT PLAN (TIP) FORM**

**TEACHER** \_\_\_\_\_

**DATE** \_\_\_\_\_

**EFFECTIVE RATING FROM PREVIOUS YEAR** \_\_\_\_\_

**ADDITIONAL TIP PARTICIPANTS (if applicable):**

\_\_\_\_\_

**DATE DEVELOPED:** \_\_\_\_\_

**DOMAIN(S) WHICH NEED TO BE ADDRESSED:**

- A. Describe area(s) in need of improvement:
  
  
  
  
  
  
  
  
  
  
- B. The performance goals, expectations, benchmarks standards and timelines the teacher must meet in order to achieve an effective rating.
  
  
  
  
  
  
  
  
  
  
- C. How improvement will be measured and monitored (provide for periodic reviews of program and goal achievement)
  
  
  
  
  
  
  
  
  
  
- D. The District will make available to assist the teacher appropriate differentiated professional development opportunities, materials, resources and support and where appropriate, assign a mentor.

## OUTCOMES

\_\_\_\_\_ 1. AREAS(S) IN NEED OF IMPROVEMENT HAVE BEEN ADDRESSED: TIP  
SUCCESSFULLY RESOLVED

\_\_\_\_\_ 2. PROGRESS NOTED; CONTINUATION ON TIP

\_\_\_\_\_ 3. AREA(S) IN NEED OF IMPROVEMENT UNRESOLVED; FURTHER ACTION  
TO BE DETERMINED

ADMINISTRATOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

FACULTY SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

EXPLANATORY NOTES OF THE ADMINISTRATOR, IF NECESSARY:

EXPLANATORY NOTES OF THE TEACHER, IF NECESSARY:

**APPENDIX D2**  
**TEACHING ASSISTANT EVALUATION FORM**

**EASTCHESTER UNION FREE SCHOOL DISTRICT**  
**Eastchester, New York**

**TEACHING ASSISTANT EVALUATION**

**TEACHING ASSISTANT:**\_\_\_\_\_

**EVALUATOR:**\_\_\_\_\_

**DATE:**\_\_\_\_\_

# EASTCHESTER UNION FREE SCHOOL DISTRICT

## *Teaching Assistant Evaluation*

### **Rationale:**

The District's Annual Professional Performance Review Plan (APPR) Committee beginning in 2003 and continuing into 2005 undertook the work described in this document. The Committee attempted to balance the requirements of the Commissioner's Regulations with the needs of the Eastchester Schools to create a plan that is responsive to student and teacher needs. This document represents the mechanism by which teacher evaluation will move forward in this District. However, the Committee believes that quality results will be attained not by means of the mechanism alone, but by the quality of thinking and cooperative, reflective dialogue that takes place within this structure. For these reasons the ETA and the District encourage the use of a voluntary pre-observation process.

The purposes of professional staff evaluation aim at improvement and accountability for both the individual teachers and the school system as a whole. The process is intended to respect teaching as a profession, and to design valuable evaluation systems to improve teacher-administrator communication, and increase teacher awareness of instructional goals and classroom practices. These can create a sense of team effort and establish goals common to all educators. The opportunities for feedback and discussions about standards of good practice help to eliminate the sense of teacher isolation. Increasingly, "supervision" is evolving into a collegial process based on reflection, experimentation, and problem-solving, altering the roles and responsibilities of educators. Therefore, teachers and evaluators must be able to hold reflective conversations that provide constructive feedback.

In order to successfully implement the APPR Plan, the district administrators will be provided with professional development to acquire a depth of understanding in order to lend the best possible support to professional staff. Administrators will have professional development designed to provide them with a strong knowledge base of each curriculum and assessment area, and the instructional delivery methods necessary to support student success.

## **INSTRUCTIONS FOR USE OF EVALUATION FORM:**

Instruction Form—Teaching Assistant Evaluation (This form is part of the Evaluation Report)

The following procedures should be observed in the use of this instrument:

1. Evaluators should place a check in the appropriate box for the items observed. If performance on any given item seems exceptional to the observer, the observer should note such performance in the narrative.
2. Any item checked as “NI” must be specified in the narrative together with remedial suggestions.
3. The narrative may include any comments not covered by the checklist of outstanding or unique performance by the teacher. Negative comments should be restricted to items on the checklist or to matters considered as contractual responsibilities.

### **Levels of Performance**

**Evaluators are requested to check box in item observed:**

**NI- *Needs Improvement*** – Does not meet the expectation of the evaluation criteria.

**D- *Developing*** – Shows growth in working toward meeting the expectation of the evaluation criteria.

**A - *Acceptable*** – Adequately meets the expectation of the evaluation criteria.

**P - *Proficient*** – Meets or exceeds the expectation of the evaluation criteria.

# Performance Evaluation Criteria

## Teaching Assistants: INSTRUCTIONAL DUTIES PERFORMED UNDER GENERAL SUPERVISION OF A TEACHER

	P	A	D	NI
<b><u>Content Knowledge:</u></b> The Teaching Assistant demonstrates sufficient knowledge to provide support in the classroom.				
<b>1. Assists students in their efforts to understand subject matter/lesson goals of the teacher.</b>				
<b><u>Preparation:</u></b> The Teaching Assistant shall demonstrate appropriate preparation and employ the necessary pedagogical practices to support instruction.				
<b>2. Shows evidence of the ability to modify and adjust materials where appropriate to make subject matter accessible to students.</b>				
<b><u>Instructional Delivery:</u></b> This preparation results in active student involvement and appropriate Teaching Assistant/student interaction resulting in student learning.				
<b>3. Utilizes classroom materials and school resources including technology, where appropriate, efficiently and effectively.</b>				
<b>4. Checks for understanding. When necessary, adjusts methods and strategies to meet each student's level of comprehension.</b>				

	P	A	D	NI
5. Encourages student participation.				
6. Engages students in learning.				
7. Provides positive reinforcement to student responses.				
<b><u>Classroom Management:</u></b> The Teaching Assistant shall demonstrate classroom management skills that are supportive of diverse student learning needs and a positive learning environment.				
8. Demonstrates appropriate discipline strategies.				
9. Gives students appropriate time to understand key concepts and complete assigned tasks.				
10. Assists in creating a classroom community based on mutual respect, understanding and tolerance.				
<b><u>Student Development:</u></b> The Teaching Assistant shall demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate instructional strategies to the benefit of all students.				
11. Encourages students to express their own ideas and to formulate questions appropriate for goals/objectives of the lesson.				
12. Assists in creating a learning environment where students develop skills to work cooperatively and respectfully with others.				

	P	A	D	NI
<b>13. Fosters student confidence and encourages behaviors that promote learning and problem solving.</b>				
<b><u>Student Assessment:</u></b> The Teaching Assistant shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.				
<b>14. Utilizes assessments appropriate for goals.</b>				
<b>15. Effectively communicates assessment criteria to students.</b>				
<b>16. Provides opportunities for students to use feedback to improve their understanding of the content area/skill.</b>				

Evaluation should be signed and dated by evaluator before submitting it to teacher.

Check list shall be submitted to the teacher within two (2) school days.

Final narrative shall not be submitted for teacher's signature until after a conference. The conference shall take place no more than eight (8) school days after the observation.

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

**Narrative Comments by Evaluator and Teacher:**

(Additional comments may be attached on separate sheet)

Narrative Comments:

Evaluator Comments:

A. No comments needed\_\_\_\_\_ (initial)

B. No additional comments attached\_\_\_\_\_ (initial)

Teacher

Date

Class

Time Observed

**Summary of Observation:**

I have read this report and it has been discussed with me and I have received a copy.

Date: \_\_\_\_\_

Teaching Assistant's Signature: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

I HAVE ATTACHED ADDITIONAL COMMENTS:

\_\_\_\_\_  
Signature

**Teaching Assistant Comments:**

**APPENDIX D3**  
**PSYCHOLOGIST/GUIDANCE COUNSELOR EVALUATION FORM**

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**EASTCHESTER UNION FREE SCHOOL DISTRICT**  
**Eastchester, New York**

**Psychologist/Guidance Counselor Evaluation**

**PSYCHOLOGIST/COUNSELOR:**\_\_\_\_\_

**EVALUATOR:** \_\_\_\_\_

**DATE:**\_\_\_\_\_

## **EASTCHESTER UNION FREE SCHOOL DISTRICT**

### *Psychologist/Guidance Counselor Evaluation*

#### **Rationale:**

The District's Annual Professional Performance Review Plan (APPR) Committee beginning in 2003 and continuing into 2005 undertook the work described in this document. The Committee attempted to balance the requirements of the Commissioner's Regulations with the needs of the Eastchester Schools to create a plan that is responsive to student and teacher needs. This document represents the mechanism by which teacher evaluation will move forward in this District. However, the Committee believes that quality results will be attained not by means of the mechanism alone, but by the quality of thinking and cooperative, reflective dialogue that takes place within this structure. For these reasons the ETA and the District encourage the use of a voluntary pre-observation process.

The purposes of professional staff evaluation aim at improvement and accountability for both the individual teachers and the school system as a whole. The process is intended to respect teaching as a profession, and to design valuable evaluation systems to improve teacher-administrator communication, and increase teacher awareness of instructional goals and classroom practices. These can create a sense of team effort and establish goals common to all educators. The opportunities for feedback and discussions about standards of good practice help to eliminate the sense of teacher isolation. Increasingly, "supervision" is evolving into a collegial process based on reflection, experimentation, and problem-solving, altering the roles and responsibilities of educators. Therefore, teachers and evaluators must be able to hold reflective conversations that provide constructive feedback.

In order to successfully implement the APPR Plan, the district administrators will be provided with professional development to acquire a depth of understanding in order to lend the best possible support to professional staff. Administrators will have professional development designed to provide them with a strong knowledge base of each curriculum and assessment area, and the instructional delivery methods necessary to support student success.

## **INSTRUCTIONS FOR USE OF EVALUATION FORM:**

Instruction Form—Psychologist/Guidance Counselor Evaluation (This form is part of the Evaluation Report)

The following procedures should be observed in the use of this instrument:

4. Evaluators should place a check in the appropriate box for the items observed. If performance on any given item seems exceptional to the observer, the observer should note such performance in the narrative.
5. Any item checked as “NI” must be specified in the narrative together with remedial suggestions.
6. The narrative may include any comments not covered by the checklist of outstanding or unique performance by the teacher. Negative comments should be restricted to items on the checklist or to matters considered as contractual responsibilities.

### **Levels of Performance**

Evaluators are requested to check box in item observed:

**NI- Needs Improvement** – Does not meet the expectation of the evaluation criteria.

**D- Developing** – Shows growth in working toward meeting the expectation of the evaluation criteria.

**A - Acceptable** – Adequately meets the expectation of the evaluation criteria.

**P - Proficient** – Meets or exceeds the expectation of the evaluation criteria.

## ***Performance Evaluation Criteria***

*Psychologist/Guidance Counselor*

	<b>P</b>	<b>A</b>	<b>D</b>	<b>NI</b>
<b><u>Content Knowledge:</u></b> The professional shall demonstrate a thorough knowledge of his/her disciplinary area of expertise.				
<b>1.</b> Exhibits knowledge of disciplinary area, school and district policies and New York State Standards.				
<b>2.</b> Exhibits knowledge of child/adolescent development in planning and delivery.				
<b><u>Preparation:</u></b> The professional shall demonstrate appropriate preparation employing the necessary practices to implement his/her responsibilities.				
<b>3. Establishes goals and objectives consistent with students' needs.</b>				
<b>4. Plans strategies, methods and materials appropriate for specific objectives consistent with students' needs.</b>				
<b><u>Pupil Personnel Service Delivery (Instructional Delivery):</u></b> The professional shall demonstrate that the delivery of services results in active student involvement, appropriate professional/student interaction, and meaningful plans for student academic/personal growth.				
<b>5. Fosters a positive student/professional relationship based upon mutual caring and respect.</b>				
<b>6. Clearly communicates to participants the goals and objectives of session.</b>				
<b>7. Draws session to logical close.</b>				

	P	A	D	NI
<b>8. Monitors students' needs and understanding, and adjusts the approach as necessary.</b>				
<b>9. Encourages student participation and engages students.</b>				
<b>10. Communicates a positive, supportive attitude.</b>				
<b>11. Demonstrates flexibility and good judgment in dealing with daily events and situations.</b>				
<b><u>Classroom Management:</u></b> The professional shall demonstrate classroom management skills in all settings supportive of diverse student needs, which create an environment conducive to student growth.				
<b>12. Creates an environment in which each student feels like a valued individual/member of the class community and which fosters students' growth.</b>				
<b>13. Utilizes time, materials and school resources efficiently and effectively.</b>				
<b><u>Student Development:</u></b> The professional shall demonstrate a knowledge of student development, and understanding and appreciation of diversity and the regular application of developmentally appropriate strategies for the benefit of all students.				
<b>14. Encourages students to express their own ideas and to formulate questions and find their own answers.</b>				
<b>15. Creates a learning environment where students develop skills to work cooperatively and respectfully with others.</b>				
<b>16. Fosters student confidence and encourages behaviors that promote learning and problem solving.</b>				

	<b>P</b>	<b>A</b>	<b>D</b>	<b>NI</b>
<b><u>Student Assessment:</u></b> The professional shall demonstrate that he or she implements and understands assessment techniques based on appropriate learning standards designed to measure students' progress, as well as need for affective educational/personal growth.				
<b>16. Effectively communicates assessment criteria to students.</b>				
<b>17. Provides opportunities for students to use feedback to improve their understanding of the content area/skill.</b>				

Evaluation should be signed and dated by evaluator before submitting it to teacher.

Check list shall be submitted to the teacher within two (2) school days.

Final narrative shall not be submitted for teacher's signature until after a conference. The conference shall take place no more than eight (8) school days after the observation.

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

**Narrative Comments by Evaluator and Teacher:**

(Additional comments may be attached on separate sheet)

Narrative Comments:

Evaluator Comments:

C. No comments needed\_\_\_\_\_ (initial)

D. No additional comments attached\_\_\_\_\_ (initial)

Teacher

Date

Class

Time Observed

**Summary of Observation:**

I have read this report and it has been discussed with me and I have received a copy.

Date: \_\_\_\_\_

Psychologist/Guidance Counselor's Signature: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

I HAVE ATTACHED ADDITIONAL COMMENTS \_\_\_\_\_  
Signature

**Psychologist/Guidance Counselor Comments:**

**APPENDIX D4**  
**CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION FORM**  
**(OCCUPATIONAL THERAPIST)**

### **Instructions to Evaluator:**

Evaluators should refer to the employee's job description when completing this form; the evaluation should focus on the employee's ability to perform the job duties listed in the job description.

Probationary employees must be evaluated 3 times during their probationary period, at 12 weeks, 6 months and 10 months (before the end of the probationary period). Permanent employees must be evaluated once annually.

Indicate the evaluation of the employee's job performance by placing a check mark in the appropriate rating column.

The ratings are as follows:

Excellent: Performance is consistently exemplary in all respects. There is evidence of extra effort and results that exceed expectation.

Satisfactory: Meets job requirements. Accomplishes all duties in the task area in a reasonable and consistent manner with normal expectations of proficiency and facilitates the normal flow of work in the assigned unit. Performance meets expectations, standards and requirements of the given task.

Needs Improvement: Performs duties to a level that is below the expectations of the position. Is in need of improvement to meet the duties in the task area in a reasonable and consistent manner. Fails to meet the job requirements.

Evaluators should discuss the evaluation results with the employee. Employees will be given a copy of the evaluation for their own records. Both the evaluator and employee must sign the evaluation form. The employee signature indicates only that the employee receive a copy of the evaluation. It does not necessarily signify employee concurrence. Both employee and evaluator are strongly encouraged to include written comments.

## CLASSIFIED EMPLOYEE PERFORMANCE EVALUATION

Employee Name	Position Title	Today's Date

Building	Immediate Supervisor's Name
	Immediate Supervisor's Title
Hire Date: _____ Probation End Date: _____	

Reason for Evaluation:	How long has employee worked in this department?	
<input type="checkbox"/> Annual Review		
<input type="checkbox"/> Probation 1	How long has employee worked in this position?	
<input type="checkbox"/> Probation 2		
<input type="checkbox"/> Probation 3 – Permanent Status Review	How long has employee worked under your supervision?	

### Performance Factors

**EXCELLENT**

**SATISFACTORY**

**NEEDS  
IMPROVEMENT\***

#### A. CAPACITY OF WORK

The extent to which the employee accomplishes assigned work within a specific time period.			
--	--	--	--

#### B. QUALITY OF WORK

The extent to which the employee's work is well executed, thorough and accurate.			
--	--	--	--

#### C. KNOWLEDGE OF ASSIGNMENT

The extent to which the employee knows and demonstrates how and why to do all phases of assigned work.			
--	--	--	--

#### D. COMMUNICATION/COOPERATION WITH OTHERS

The manner in which the employee communicates with other individuals. Consider the employee's tact, courtesy, and effectiveness in dealing with others.			
---	--	--	--

**Performance Factors****EXCELLENT****SATISFACTORY****NEEDS  
IMPROVEMENT\*****E. ATTENDANCE AND RELIABILITY**

The extent to which employee arrives on time and demonstrates consistent attendance; the extent to which the employee contacts supervisor on a timely basis when employee will be late or absent.

**F. INITIATIVE**

The extent to which the employee is self-directed and resourceful in meeting job objectives; consider how well the employee follows through on assignments or procedures to effectively meet changing circumstances.

**G. ADAPTABILITY/FLEXIBILITY**

The extent to which the employee demonstrates the ability and willingness to accept new/more complex duties/responsibilities.

*\* A "Needs Improvement" indication requires a full and detailed explanation below. If more space is needed please attach an additional sheet.*

**EVALUATOR COMMENTS** (attach additional sheet if necessary):

**EMPLOYEE COMMENTS** (attach additional sheet if necessary):

**TO BE COMPLETED ONLY AT LAST EVALUATION BEFORE END OF PROBATIONARY PERIOD**

- ☐ I recommend this probationary employee become permanent and continuous.
- ☐ I recommend this probationary employee be dismissed before the end of the probationary period and will submit the appropriate forms.
- ☐ Employee resigned before completion of probationary period. (It is important that Human Resources receive this form even if employee has resigned.)

Supervisor's Signature & Title	Date	Administrative Signature	Date

I have been advised of my performance ratings. I have discussed the contents of this review with my supervisor. My signature does not necessarily imply agreement.

Employee's Signature & Title	Date

- ☐ Employer has attached comments to this evaluation.
- ☐ Employee has attached comments to this evaluation.

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