

AGREEMENT

Between

BOARD OF EDUCATION OF THE

**NORTH SHORE
CENTRAL SCHOOL DISTRICT**

and

**NORTH SHORE
SCHOOLS FEDERATED EMPLOYEES**

July 1, 2016 through June 30, 2020

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AGREEMENT by and between the Board of Education of the North Shore Central School District (hereinafter referred to as the "Board") and the North Shore Schools Federated Employees (hereinafter referred to as the "Federation").

ARTICLE I - RECOGNITION AND DUES DEDUCTION

A. The Board hereby recognizes the Federation as the exclusive representative of the professional personnel of the District (hereinafter referred to as "teachers"), including all psychologists, occupational therapists, nurse-teachers, librarians, guidance counselors, regular substitutes, and registered nurses; but excluding all administrative personnel, curriculum associates, principals, directors and contingent substitutes, for the purpose of negotiating collectively in the determination of and administration of grievances arising under the terms and conditions of employment of such employee and for the purpose of entering into written agreement with the Federation in determining such terms and conditions of employment.

B. Recognition shall continue in full force and effect for the maximum period permissible under Article 14 of the Civil Service Law.

C. During the period of recognition, the Board shall deduct from the salaries of its professional employees membership dues and/or assessments for the Federation and its affiliates upon presentation to the Board of written authorizations signed by the individual member. The deduction shall be made in equal installments from each pay check commencing with the pay period following five (5) school days after the presentation of the signed authorization to the District Business Office. The authorization form shall be prepared and distributed by the Federation and shall contain a clause that the member waives all rights and claims for the money deducted and transmitted and relieves the Board from any liability. The Board shall transmit monies collected within five (5) school days of each installment date to any Federation officer at a place designated in writing by the Federation. Any authorizations presently on file with the Board or any of its officers shall be revoked upon the presentation to the Board of a more recent deduction authorization, which shall be deemed the authorization of the member.

ARTICLE II - APPOINTMENT, PROBATION, TENURE AND ABOLISHMENT OF POSITIONS

A. Evaluation of Probationary Teachers

1. For those probationary teachers subject to §3012-c or §3012-d of the Education Law and 8 NYCRR §30-3, nothing contained herein shall conflict with, nor be determined to conflict with the District's APPR Plan document, the contents of which are set forth in Article II, Section E.

2. A probationary teacher shall be notified on or before April 15th whether he/she will be reappointed for the following school year. If April 15th falls during a school vacation period, the probationary teacher shall be notified by the last school day preceding the vacation. For a probationary teacher subject to §3012-c or §3012-d of the Education Law and 8

NYCRR §30-3, such notification shall be subject to modification based upon the receipt of the teacher's complete APPR score.

3. In addition to any informal observations, a probationary teacher shall be formally observed in the classroom at least three (3) times each year prior to April 15th. A formal classroom observation is one where the observer makes a written report of the observation, including recommendations.

4. At the request of either the observer or the teacher, a conference shall take place within fifteen (15) school days after the formal observation. The observer will offer verbal impressions of the observation and the teacher will have an opportunity to discuss and react to those impressions. The observer's notes of the observation shall be made known to the teacher and said notes shall be used as the basis for the conference.

5. A copy of the report shall be given to the teacher and placed in the teacher's personnel file within fifteen (15) school days after the observation is made. Upon his/her examination, the teacher shall be required to affix his/her signature to the observation or evaluation, which shall indicate only that he/she has examined it without any inference to be drawn from his/her signing. The report may refer to the classroom observation, discussions, or any other informal observations since the last formal observation.

6. An annual written evaluation of the teacher's service shall be made by the principal of the teacher's school.

7. The teacher shall have fifteen (15) school days from receipt of the observation and evaluation reports to prepare a written response, which shall also be placed in the file, affixed to the report.

8. In the case of any particular teacher, if the District should not comply with the various fifteen (15) school day requirements set forth in this Section, the remedy shall not on the first such occasion include removal of the observation or evaluation from the file unless the District is more than thirty (30) days late on such occasion.

B. Evaluation of Tenured Teachers

1. For those tenured teachers subject to §3012-c or §3012-d of the Education Law and 8 NYCRR §30-3, nothing contained herein shall conflict with, nor be determined to conflict with the District's APPR Plan document, the contents of which are set forth in Article II, Section E.

2. All provisions of Section A, except paragraphs 1, 2 and 3, shall also apply to tenured teachers.

3. In addition to any informal observations a tenured teacher shall be formally observed in the classroom at least once each year prior to May 30th, except that those tenured teachers subject to §3012-c or §3012-d of the Education Law and 8 NYCRR §30-3 shall

be formally observed at least twice each year prior to May 30th. A formal classroom observation is one where the observer makes a written report of the observation, including recommendations.

4. Matters of a disciplinary nature noted by school district personnel and included in an evaluation report which are not referable to an observation of the teacher's performance shall be based upon author-identified writing, copies of which shall be provided to the teacher within fifteen (15) school days of the events referred to in the writings. Evaluation reports may include results of observations provided that a written report of the observation by the observer was made and provided the District complied with Section A, paragraphs 3-7.

C. Intensive Supervision for Tenured Teachers

1. Phase 1. When a supervisor in the Middle School or High School, or the principal of an Elementary School, has notified a teacher that there is a serious concern with regard to that teacher's performance, and that concern has been expressed in at least one prior observation or evaluation of that teacher, the District may thereafter place that teacher under Phase 1 intensive supervision. The President of the Federation shall be informed when any teacher is to be placed under Phase 1 intensive supervision. Any teacher placed on intensive supervision shall be notified in writing.

2. Phase 2.

(a) If the District determines that a teacher's performance remains inadequate after no less than one school year of Phase 1 intensive supervision (or its equivalent), the District may place the teacher under Phase 2 intensive supervision, subject to the following conditions:

- (i) A meeting must occur among the teacher's immediate supervisor, the Assistant Superintendent for Instruction, the teacher, and a Federation representative, if requested by the teacher.
- (ii) The meeting must be followed by a written notice to the teacher at least 90 days prior to the commencement of Phase 2 intensive supervision, indicating the District's intention to place him or her under Phase 2 intensive supervision.

(b) For any teacher placed under Phase 2 intensive supervision, the District shall provide:

- (i) Recommendations to assist the teacher in remedying performance problems; and
- (ii) The opportunity to meet no less than once per academic quarter with the teacher's immediate supervisor, the

Assistant Superintendent for Instruction, and a Federation representative, if requested by the teacher.

- (c) During Phase 2 intensive supervision, the teacher shall:
 - (i) Remain at the level of compensation on the step and column of the salary schedule applicable to him or her at the time Phase 2 intensive supervision commenced; and
 - (ii) Have the opportunity to meet no later than thirty (30) days prior to the end of the Phase 2 intensive supervision period with the teacher's immediate supervisor, the Assistant Superintendent for Instruction, and a Federation representative, if requested by the teacher, to discuss the District's determination about whether Phase 2 intensive supervision should continue for another school year (or its equivalent).
- (d) At the end of Phase 2 intensive supervision:
 - (i) A teacher who was not on a top step at the time Phase 2 intensive supervision commenced shall move to the salary schedule step next above the step on which he or she was placed when his or her salary was frozen, on the July 1 next following the cessation of Phase 2 intensive supervision.
 - (ii) A teacher who was on a top step on the salary schedule shall be entitled to any increase negotiated in the value of that step that takes effect on the July 1 next following the cessation of Phase 2 intensive supervision.

D. Evaluation Form

Any change of the evaluation form shall not be effected until the Federation is notified and consulted on such change.

E. Annual Professional Performance Review (APPR) Plan

The agreement between the parties dated June 15, 2016 regarding the District's APPR Plan, is incorporated herein by reference.

F. Abolishment of Positions

1. The Board shall not vote to abolish any teaching position (excluding extra-curricular, coaching and other extra-pay assignments) covered by this Agreement without first notifying the Federation. Within thirty (30) days from the notification, the District shall consult

with the Federation, if so requested, about the decision. During this consultation, the reason or reasons for the decision will be stated and the Federation shall have the opportunity promptly to study them and respond. Such consultation shall not constitute negotiations pursuant to the Taylor Law. Nothing in this paragraph providing for consultation shall in any way limit the Board's right to abolish the position or positions in question. Further, that right shall not be subject to grievance or arbitration hereunder.

2. A teacher whose services are terminated because of abolishment of position or excess in a position will be entitled to initial consideration in the filling of any vacant position for which the teacher is certified.

ARTICLE III - TEACHER PERSONNEL FILE

A. Each teacher shall have a personnel file located in the Central Office of the District. The file shall contain all written material concerning the teacher's employment, conduct, service, character or personality.

B. Written materials not based on formal classroom observation may be placed in the personnel file after the teacher has been given a copy, but not before the teacher has been given fifteen (15) school days to examine the material. Upon his/her examination, the teacher shall be required to affix his/her signature to the material, which shall indicate only that he/she has examined the material without an inference to be drawn from the fact of his/her signing. At his/her option, at the time of the examination, the teacher may comment in writing concerning the material, which writing shall be affixed to the material. In the event that the teacher does not examine, sign and comment within the said fifteen (15) school days, the material may be placed in the file or folder.

C. Materials received from people other than school district personnel shall be placed in the file within (15) school days of their receipt and a copy thereof shall be provided to the teacher. No statutory disciplinary action may be taken on the basis of written materials that are not author-identified.

D. A teacher shall be entitled to examine his/her personnel file or folder, in the presence of an administrator, and, with, at the option of the teacher, his/her representative, provided that the teacher has presented his/her request to do so to the Superintendent seven (7) school days prior to the date upon which the examination is to take place.

E. The teacher shall be permitted to copy any material he/she is entitled to examine.

F. Material of a confidential nature used for pre-employment purposes may be placed in the teacher's personnel file or folder without following the procedures of this Article and shall not be available to the teacher for inspection, examination, or reproduction.

G. The remedy, should the District not comply with the various fifteen (15) day requirements set forth in this Article, shall not include removal of the written material from the

file on the first such occasion with respect to a particular teacher, unless the District is more than thirty (30) days late on such occasion.

H. Any disciplinary action taken against a tenured teacher shall be based on material in the teacher's personnel file. Except as provided in Section C, such material must have been placed in the teacher's personnel file within a reasonable time after the events upon which disciplinary action is taken and subjected to the procedures of this Article. The provisions of this Article shall not be construed to supersede provisions for the dismissal of tenured teachers as provided by the New York State Education Law.

ARTICLE IV - FILLING OF VACANT POSITIONS

A. All vacancies in positions paying a salary differential or positions on the administrative-supervisory level, and all positions which provide for salary in addition to the regular salary schedule, including but not limited to summer school, summer programs and coaching positions, shall be filled as follows:

Except in emergency circumstances, notice of the vacancy, which shall include the qualifications for the position and the salary, shall be posted on the mailroom bulletin board in each building and via the District email system at least seven (7) days prior to the appointment exclusive of vacation periods during the school year. In the event positions for the school year become available during the summer recess, which must be filled prior to seven (7) days after the commencement of school in September, wherever practicable the notices shall be mailed to those teachers who have provided the Central Administration Office with at least two (2) stamped self-addressed envelopes for that purpose.

B. In filling such position, initial consideration shall be given to applicants regularly employed by the District, provided, the qualifications for the position are met. Coaches and teachers engaged in co-curricular activities shall be notified in writing, within two (2) weeks of the completion of the sport or activity as to whether their performance is satisfactory and they will be retained in the activity or sport, or unsatisfactory and are to be dropped for the following season or year, as may be applicable. Coaches and such teachers shall notify the District in writing of acceptance of the assignment within thirty (30) calendar days of notice of continuation.

C. The Board's decision shall be final.

ARTICLE V - TRANSFERS

A. Elementary School Transfers

For the purposes of this Article, transfers at the elementary school level relate solely to building-to-building transfers.

B. Voluntary Transfers

1. Any teacher may submit a written request to his/her building principal for transfer to another work location or assignment. Requests must be filed by March 1. The request for transfer may be submitted even though an opening does not exist at the time of the submission.

2. A file of all transfer requests shall be maintained in the Personnel Office until September 30th of the year in which the request was submitted.

3. An interview will be held between the teacher and the receiving principal and, where necessary or appropriate, the administrator in charge of personnel.

4. The following will be applied in judgments about voluntary reassignments/transfers:

- (a) Instructional requirements of the school;
- (b) Staff availability;
- (c) Individual qualifications of the teacher applicant; and
- (d) The convenience and wishes of the teacher applicant.

5. Where the factors listed in paragraph 4 above, are substantially equal, preference will be given to the applicant with the greatest number of years of service in the District.

6. Nothing contained in this Agreement shall limit or restrict the District from considering applications from persons not on the staff or appointing such applicants at its discretion after applicable procedures heretofore set forth have been followed.

7. As soon as practicable, but no later than June 1, the District will inform the teacher whether the request has been approved or denied. If the request is denied, the teacher shall have five (5) school days from receipt of the denial to make a written request for a conference with the appropriate administrator and the administrator must schedule the requested conference within five (5) school days after the request is made. At the request of the teacher, the reasons for denial will be given to the teacher in writing.

C. Involuntary Transfers

1. When involuntary transfers are made, a teacher's area of competence, training, major and/or minor field of study, quality of teacher performance and length of service in the District will be considered, together with instructional requirements and staff availability in determining which teacher is to be transferred.

2. Written notice of involuntary transfer or reassignment will be given to teachers as soon as practicable, but not later than June 1, provided, however, that such date shall not apply in the event that enrollment changes or teacher leaves require transfers after that date.

3. Tenured teachers so transferred will be transferred to a position in the appropriate tenure area with tenure.

4. When the need for an involuntary transfer or reassignment is known during the school year, volunteers who have applied in writing from among those meeting the qualifications of the position will be considered. Final decision remains with the Superintendent.

5. Any involuntary transfer will be made only after affording the teacher involved the opportunity to meet with the Superintendent, at which time the reason for the transfer or the reassignment will be given. The teacher must request the meeting with the Superintendent within five (5) school days after being notified of the intended transfer and the said meeting must be held within five (5) school days after the teacher's request. The teacher will be accompanied by a Federation representative, if requested by the teacher involved.

6. Other vacancies in the school system will be discussed with the teacher. The teacher may request a transfer to another position and that request will be considered. Final decision remains with the Superintendent.

D. Arbitration

No arbitrator shall have the authority to issue an award substituting his/her judgment for that of the District as to whom should be selected pursuant to this Article.

ARTICLE VI - SCHOOL CALENDAR

A. The calendar for each year of this Agreement shall be established after consultation with the Federation. The calendar shall contain no more than 183 teacher work days including two (2) Superintendent's Conference Days. The calendar shall also designate "emergency/snow days." Emergency/snow make up days shall be used only in the event that the days of attendance, including up to four (4) Superintendent's Conference Days, falls below 180, subject to the law and/or Commissioner Regulations.

In the event that it becomes necessary because of emergency/snow day closures to schedule additional instructional time to meet State student instructional attendance requirements, the spring Superintendent's Conference Day shall be a day of instruction.

In the event that the New York State Education Department Advisory Committee issues guidance or regulation regarding the required 180 days of attendance during the term of the Agreement, any agreed-upon school calendar and parent-teacher conference structure provided for in the labor contract shall be the subject of reopened negotiations at the election of either party. If the parties are unable to agree upon a compliant school calendar and parent-teacher conference structure, either party may submit the issue to interest arbitration. The

arbitrator will be selected pursuant to the American Arbitration Association rules for Voluntary Labor Arbitration. The Arbitrator shall issue a determination, after a hearing, that will result in full District compliance with SED guidance, regulations, and/or requirements. The Arbitrator shall be without authority to grant any monetary award, nor may the arbitrator increase the number of days in the calendar or extend the length of the teacher day.

B. The termination of the work year and payment of the final salary check is predicated upon satisfactory completion of the end-of-year check-out procedure as previously constituted. Accordingly, there shall not be direct deposit of the final salary check of the year.

C. The termination dates specified in the calendars do not apply to positions that have previously had a longer school year.

D. It is recognized that notwithstanding the calendars above referred to, members of the unit may be needed in the high school on the last Monday in June to perform functions traditionally accomplished on that day. The principal of the high school may select such personnel in the exercise of his/her discretion, but he/she shall endeavor to keep the number so assigned to a minimum, and shall notify the Federation in advance of the teachers who have been selected.

ARTICLE VII - TEACHER WORK DAY

A. Teachers' work day shall not apply to guidance counselors, whose work day shall be four (4) hours of work per week beyond the student day, to be scheduled by mutual agreement between an individual guidance counselor, the Director of Guidance, and the Building Principal. A stipend for guidance counselors shall be increased by the salary percentage increase for each year of this Agreement as follows:

Effective July 1, 2016-17	\$4,805
Effective July 1, 2017-18	\$4,829
Effective July 1, 2018-19	\$4,877
Effective July 1, 2019-20	\$4,950

B. For the purpose of determining the teacher day, the length of the school student day shall be as follows:

- 6 hours and 50 minutes at the High School
- 6 hours and 50 minutes at the Middle School
- 6 hours and 15 minutes at the Elementary Schools

In the event a building is placed on "double sessions," the Federation shall be notified of any changes in the daily program resulting therefrom. For the duration of this Agreement, i.e., until June 30, 2020, special area teachers shall not be required to teach more than six (6) sessions in one day; this shall only be applicable to elementary school teachers.

C. The teacher work day shall commence fifteen (15) minutes prior to the regular student day and terminate as follows:

1. Teacher meetings are to be set on Monday of each week but can be scheduled on one (1) day each week except Friday, for faculty, grade level or department meetings, to commence ten (10) minutes after the close of the regular school day. The maximum total time for such meetings will be one (1) hour. During the school year, on four (4) separate occasions, meetings will not be held during a week that a federal holiday is celebrated, (e.g. Labor Day, Columbus Day, Martin Luther King Day, Memorial Day). In the event that a particular meeting is scheduled for a day other than Monday, one (1) week's notice shall be provided. Teachers shall be relieved of student help or other activities if scheduled for the day of the meeting. When such meetings involve only elementary teachers they shall start fifteen (15) minutes after student dismissal time and shall terminate no later than one (1) hour after the commencement. All district-wide teacher meetings including secondary meetings shall begin no later than 3:10 p.m. and shall terminate one (1) hour after the commencement. If they have no meeting scheduled, teachers may leave ten (10) minutes after the close of the regular student day.

Nothing contained in this provision shall result in the holding of a meeting during a week when there is back to school night. Teachers in grades K through 5 shall be relieved from four (4) Monday meetings: one (1) during the week of Back to School night and three (3) additional weeks to be stipulated by the Association.

Nothing contained in this provision shall result in holding a meeting during weeks when secondary teachers have grading days. This condition shall only be applicable to secondary teachers.

2. Professional Learning Committees (PLC):

Subject to the approval of the Superintendent or his/her designees, PLC planning may occur by semester. Subject to the approval of the Superintendent or his/her designees, PLC meetings may occur on any day of the week and/or at an offsite location so long as the Superintendent receives summary minutes of the meeting, an agenda prior to the meeting and a sign in sheet of attendees immediately following the meeting or a short time thereafter. Alternate meetings shall not be held during the student day.

3. Two (2) thirty (30) minute periods beyond the length of the regular student day shall be set aside by the teacher each week specifically for help to the students of that teacher. The principal may, at his/her discretion, require a teacher to specify, on a weekly basis, which days and locations have been allocated by the teacher for this help. In the event there are no students to help, the teacher may leave prior to the expiration of the said thirty (30) minute period but no earlier than ten (10) minutes after the said period has begun and upon notice to the principal's office of such early leaving. Where a parent-teacher conference cannot be scheduled

at another time after school, the conference may be scheduled by the parent and teacher on a day allocated for student help under this provision.

4. One (1) day each week for such period of time as may be needed for parent-teacher conferences scheduled by the teacher, work on curricular committees, and such other professional activities as may be mutually agreed to between the principal and the teacher. If none of these activities occur, the teacher may leave ten (10) minutes after the close of the regular student day.

5. On Fridays, teachers shall be free to leave ten (10) minutes after the close of the regular student day.

D. Sign-out sheets shall be made available no later than ten (10) minutes after the close of the regular student day.

E. The District will not require any teacher to stay beyond the time periods specified in Section C, 1-5. On the other hand, no attempt shall be made to discourage any teacher from voluntarily remaining beyond the periods specified. The commitment shall be adhered to in good faith by both parties.

F. Parent Reporting

Teachers in grades K through 5 shall be provided with no fewer than one (1) full day and one (1) half day during both the fall and spring semesters free from student supervision for the purpose of parent reporting. Classroom teachers in grades K through 5, ICT, and Resource Room teachers are required to attend one (1) fall and one (1) spring evening conference to be conducted on the half days. Evening conferences shall run from 6:00PM to 9:00PM. The student day is to end at 11:00AM. The conferences will begin at 11:50AM after the teachers have had their full lunch and will conclude at 2:50PM.

G. In the elementary schools, grades K-5, the first day of school for students and another day during the month of September shall be half days for students and a full day for teachers. The last three (3) days of school shall be half days for students but full days for teachers.

H. Librarians and nurses have the same time obligation as set forth above for other members of the Unit except Guidance Counselors.

I. Except in unusual circumstances, shared teachers shall not be assigned duty periods during the school day.

ARTICLE VIII - TEACHER PROGRAMS

A. Elementary School

1. All elementary classroom teachers and special area teachers will have a fifty (50) minute lunch period and preparation time of at least forty (40) minutes per day. In addition, special area classes will be scheduled with five (5) minutes between periods. However, because of scheduling exigencies, a special area teacher may be assigned two (2) consecutive periods of the same grade level without a five (5) minute break in between.

2. Subject to Section E below, teachers in the elementary schools, grades K-5, shall be assigned as much uninterrupted duty free preparation time each day during the student day as scheduling permits, but not less than forty (40) minutes. Special area teachers may be granted additional uninterrupted duty free preparation time by the Superintendent, but the amount of preparation time per day shall be determined in the sole discretion of the Superintendent, which shall not be subject to the provisions of Article XIV.

3. K-5 classroom teachers, ICT, and Resource Room teachers will have two (2), thirty (30) minute professional periods during six day cycle to take place during FLES period. Such professional periods will be self-directed professional periods. In the event that the structure of FLES changes, parent-teacher conferences for K-5, ICT, and Resource Room teachers will revert back to the conference structure in the 2012-2016 Agreement.

B. Middle School

A teacher's daily program shall not exceed the following, except with the consent of the teacher:

1 advisory period

5 teaching periods

1 lunch period equal in length to a full teaching period

1 duty period

2 preparation periods, equivalent in length to two (2) full teaching periods.

One of the two preparation periods shall be assigned for team planning where applicable. The second preparation period for teachers teaching in two schools may be satisfied by two segments equaling the time of a preparation period, but in no event shall one of the segments be less than twenty (20) minutes.

C. Senior High School

1. Within the nine period day at the senior high school, teachers shall be assigned to one (1) lunch period, one (1) preparation period, one (1) duty period and one (1)

professional period. Each teacher shall teach up to thirty (30) periods of instruction each six day cycle.

2. The professional period* shall provide the opportunity for teachers to engage in a variety of activities that support improved instruction, pedagogy, assessment, collaboration, and educational reform such as:

- Meetings with colleagues within and across disciplines
- Involvement in student presentations
- Help for students during established office hours
- Collaborative planning to integrate the disciplines
- Meetings with parents and administrators
- Other activities that have been mutually agreed upon by the administration and the Federation

Teachers will be given adequate notice of meetings.

Teachers shall make their election of the above activities on a form to be provided by the administration.

*Formerly referred to as the "Plan B" additional period.

3. During the daily duty period, teachers shall be assigned, at the direction of the administration, to certain instructional support services which shall be academic intervention services, tutoring, or enrichment for up to ten (10) continuous weeks per year within their areas of certification. Academic intervention services assignments may include assignment to academic resource room, or "push-in" assistance to pupils and/or teachers, or assignment during a classroom period of up to five (5) students to the teacher for academic intervention services, tutoring, or enrichment. (In the latter cases, the same five (5) students shall be assigned to the teacher during the teacher's ten (10) week assignment). The administration shall consider on a seniority basis the preference of staff to be assigned to academic intervention, tutorial, or enrichment assignments. Further, such assignments shall be in the area of that teacher's certification. Teachers assigned to academic intervention services, tutoring, or enrichment are: 1) required to prepare appropriate lessons associated with academic intervention services; 2) required to discuss the intended provision and progress of academic intervention services, tutoring, or enrichment services with the student's teacher; and 3) required to provide students' regular classroom teachers with reports on student progress and information with regard to academic intervention, tutoring, or enrichment services that have been provided. The District will provide appropriate professional development to teachers with respect to the above described responsibilities. The High School Music Department shall be exempt from the requirement of the performance of ten (10) continuous weeks of AIS, tutorial or enrichment services.

During the weeks of each school year, not designated in Section (3)(a) above, teachers shall select either a supervisory duty (as defined by the parties' August 31, 1989 agreement attached hereto as Appendix 2) or a professional activity; the latter shall include but shall not be limited to

such activities as “action research,” journaling, reflective portfolio, video/audio of lessons, participation in a study group, and peer mentoring. Teachers shall make their election on a form to be provided by the administration.

4. Any assignment (other than those described in the first paragraph of subsection 3 above) which requires a teacher to incur an overload (teaching more than thirty (30) classes each six day cycle) shall result in the payment of additional compensation. Refer to Article X(B). Teachers assigned to a 2/30th or more overage for the full year shall not be required to perform the services described in Section 3 above. However, teachers assigned to a 2/30th or more overage for only one semester may be assigned up to five (5) weeks of the responsibilities described in Section 3 above, during the semester the teacher is not assigned an overage.

5. The administration will attempt to provide a common planning time for faculty who are assigned to teach the same group of students. Teachers will use this time for team planning.

D. The middle and senior high principals shall use their best efforts equitably to rotate unpaid duties including homeroom assignments each semester, it being recognized that such best efforts may be limited, among other things, by scheduling difficulties, the nature of the assignment, and physical limitations.

E. Every effort shall be made by the administration to minimize the frequency of requiring a teacher to perform as a substitute for any other teacher. No teacher shall be assigned to substitute for a principal.

F. Administrators shall continue to make every effort to minimize the frequency of a teacher’s program containing more than three (3) teaching preparations.

G. Each teacher shall be notified by June 1st of his/her tentative assignment for the next school year, which notice shall include the building, grade level, subjects and course titles tentatively assigned.

H. The District shall provide the Federation with thirty (30) calendar days’ written notice of any proposed variance from the existing elementary, middle school, or high school programs for the purposes of impact bargaining.

ARTICLE IX - CLASS SIZE

A. Elementary Schools

1. It shall be administrative policy to aim for a class size of twenty-five (25), with additional sections formed when the enrollment nears thirty (30), if practicable.

2. When a class size in kindergarten through third grade exceeds twenty-two (22) and in fourth grade through fifth grade exceeds twenty-five (25), additional help may be

given to the teacher at the request of the principal at the discretion of the Superintendent and the Board.

3. It shall be administrative policy to aim for smaller class size in blended classes than regular classes except in special circumstances when it is educationally appropriate for a regular class to be smaller than a blended class. In planning blended class size, the administration will aim for the assignment of up to five (5) blended students.

4. Classroom teachers shall be provided the opportunity to discuss the composition of the classes to which they are assigned with respect to concerns arising from the placement of students in the teacher's class. The teacher may request a meeting to discuss the matter. The meeting will include the Superintendent or his/her designee, the teacher, a union representative, the building principal and a guidance counselor, social worker, or school psychologist most familiar with the students assigned to the teacher. The final determination of a resolution of the teacher's concerns will be solely at the discretion of the Superintendent.

B. Secondary Schools

1. It shall be administrative policy to aim for a class size of twenty-five (25), except for "extended" classes in the high school, and "foundations in learning" classes in the middle school, where the policy shall be to aim for a class size of fifteen (15). New sections shall be formed when the enrollment nears thirty (30) and twenty (20) respectively, if practicable.

2. The class size limitations set forth above shall not apply to classes of band, orchestra, chorus, or music, and additional sections of secondary school physical education will be formed when the enrollment nears thirty-five (35), if practicable.

3. The secondary school nurses shall not have a pupil load exceeding 750 pupils.

4. Classroom teachers shall be provided the opportunity to discuss the composition of the classes to which they are assigned with respect to concerns arising from the placement of students in the teacher's class. The teacher may request a meeting to discuss the matter. The meeting will include the Superintendent or his/her designee, the teacher, a union representative, the building principal and a guidance counselor, social worker, or school psychologist most familiar with the students assigned to the teacher. The final determination of a resolution of the teacher's concerns will be solely at the discretion of the Superintendent.

ARTICLE X - COMPENSATION

A. Regular Salary

1. 2016-17: Each step on the 2015-16 salary schedule shall be increased by 1.0% effective July 1, 2016 to create a salary schedule for the 2016-17 school year. Teachers in the bargaining unit shall be paid step increment effective July 1, 2016.

2017-18: Each step on the 2016-17 salary schedule shall be increased by 0.50% effective July 1, 2017 to create a salary schedule for the 2017-18 school year. Teachers in the bargaining unit shall be paid step increment effective July 1, 2017.

2018-19: Each step on the 2017-18 salary schedule shall be increased by 1.0% effective July 1, 2018 to create a salary schedule for the 2018-19 school year. Teachers in the bargaining unit shall be paid step increment effective July 1, 2018.

2019-20: Each step on the 2018-19 salary schedule shall be increased by 1.50% effective July 1, 2019 to create a salary schedule for the 2019-20 school year. Teachers in the bargaining unit shall be paid step increment effective July 1, 2019.

The salary schedules for the 2016-17, 2017-18, 2018-19, and 2019-20 school years are annexed hereto as Appendix 3.

2. There shall be no deviation from said schedules except as provided in this Agreement. The said salaries shall be for service during the respective school years as set forth on the school calendar and for the daily hours as set forth under Article VII.

3. Deduction for each day of unpaid absence shall be 1/200th of the teacher's regular salary.

4. Salaries shall be paid bi-weekly. In the event the salary payment date occurs on or during the school holiday, payment shall be made no later than the last school day prior to the holiday.

5. A new teacher whose regular employment begins prior to February 1, of any school year, will be advanced one step on the appropriate schedule as of July 1, of the following school year; new teachers whose regular employment begins between February 1, and the close of the school year, will be advanced one step on the appropriate schedule as of the July 1st next following completion of a full year's schedule.

6. Provisions Applicable to Teachers Hired on or After July 1, 2012

(i) Any teacher who is appointed as a probationary teacher by the Board of Education on or after July 1, 2012 shall remain on the step on which they are initially placed at their time of appointment for a period of two years before advancing to the next step on the salary schedule, except that this provision shall not be applicable to:

1. Any teacher who was previously granted tenure in another school district within the State of New York; or
2. Any teacher who is employed by the School District as a leave replacement teacher as of April 19, 2012.

(ii) Leave replacement teachers shall not be required to remain on the step on which they are initially placed at their time of appointment for a period of two years before advancing to the next step on the salary schedule. Leave replacement teachers shall be entitled to incremental movement in each year of the Agreement subject to the terms and conditions set forth in Article X.

(iii) Any teacher who is appointed as a probationary teacher by the Board of Education on or after July 1, 2012 shall be eligible for horizontal movement across the salary schedule as provided for in Article X(C)(12) of the labor agreement.

B. Overages

(i) Except as provided in paragraph (ii) below, secondary school teachers shall be compensated for overages based upon the ratio of the overage teaching periods to the number of regular teaching periods; e.g., a teacher teaching 32 periods in a six day, 30 period cycle for a school year will be paid an additional 2/30 of his or her annual salary. The obligation to provide AIS/Enrichment/Tutorial services pursuant to Article VIII (C3-C4) shall not be deemed an overage.

(ii) The District shall not be required to pay a teacher for an overage in any school year in which the overage is offset by an equal underage in the other semester, subject to the following:

- a. The District shall use its best efforts to avoid situations in which a teacher is given an overage in one semester of a school year and an underage in the other.
- b. The District may assign a teacher an overage schedule provided the split does not exceed 33/27 or 27/33.
- c. The District may assign a split of greater than 33/27 or 27/33 but not exceeding 36/24 or 24/36, provided the written consent of the teacher shall have been obtained.
- d. The District may not split a full year course between or among teachers to implement this provision.

C. Education Credit

1. Effective July 1, 2018, three (3) graduate credits for all lane changes shall be graduate credits subject to the following requirements, and effective July 1, 2019 six (6) credits for all lane changes shall be graduate credits subject to the following requirements:

a. The credits must be obtained from an accredited university or regionally accredited institution, as described below, in one of the following:

- (1) the area of the unit member's professional certification;

- (2) graduate courses leading to certification in an area of District need;
- (3) graduate courses in English as a new language (ENL) or special education;
- (4) graduate courses in curriculum, instruction and assessment;
- (5) graduate courses in pedagogy;
- (6) graduate courses in technology;
- (7) graduate courses in student health and wellness; or
- (8) other graduate courses as approved by the Superintendent and/or his or her designee.

b. Each graduate course taken shall be specifically approved by the Superintendent of Schools and/or his or her designee.

c. The teacher shall provide the Superintendent or his/her designee with course descriptions and any other documentation requested.

d. Effective July 1, 2018, any unit member who has accumulated ten (10) or more credits toward a 15-credit lane change will be exempt from the graduate credits requirement for that one lane change only.

e. Any unit member who has accumulated a sufficient number of credits arising from courses completed prior to June 30, 2018 that were approved by the Administration may use said credits for subsequent column movement or movements without complying with the graduate credit required by this section.

f. The District will accept credits provided that the institution offering the graduate course is endorsed by one of the following regionally accredited college or university accrediting agency: Western Association of Schools and Colleges; Higher Learning Commission; Middle States Commission on Higher Education; Commission on Institutions of Higher Education of the New England Association of Schools and Colleges; Southern Association of Colleges and Schools, Commission on Colleges; and the National Council for Accreditation of Teacher Education.

2. For salary schedule advancement on the MA salary schedules, the only credits that may be used are those earned after the receipt of the Master's Degree for graduate level courses and courses leading to a college degree that are subject-connected or approved by the Superintendent or his/her designee, which approval shall not be unreasonably withheld. However, teachers who, as of September 1976, have received a Master's Degree and have credits earned prior to the Master's Degree but not yet credited toward salary advancement on the Master's schedules, shall be allowed to use such credits for salary advancements. Nothing contained in this provision shall result in a withdrawal of salary schedule advancement already effected, or shall require the District to grant salary credit where such credit was precluded under the previous contract.

3. For in-service credit taken prior to July 1, 1974, salary credit shall be limited to fifteen (15) salary credits and in-service credits in excess of ten (10) must be earned subsequent to July 1, 1970.

4. The courses for which in-service credit will be granted must be subject connected or approved by the Superintendent, which approval shall not unreasonably be withheld, and shall be for courses offered by Regional Curricular Centers (BOCES), the State Education Department, North Shore Schools or an accredited degree-granting college or university. The teacher shall notify the District in writing before enrolling in any in-service course other than one offered by the District. The District shall use the Nassau BOCES protocol for approval of online courses, which protocol is attached hereto as Appendix 8.

5. Credits shall be determined as follows:

15 class hours per semester = 1 credit
30 class hours per semester = 2 credits
45 class hours per semester = 3 credits

6. Each five (5) hour in-service course shall be equal to one-third (1/3) of a credit, it being understood that credit is only given for completed courses (no fractional credit). In-service courses offered by the District shall be scheduled in blocks of five (5) hours (e.g., 5, 10, 15, 20).

7. After presenting evidence of satisfactory completion of an acceptable in-service course, the teacher shall promptly be furnished with a completion certificate by the District.

8. Curriculum work performed outside of the regular hours of work during the school year and approved in advance by the Superintendent or his/her designee shall be granted one (1) in-service credit for each fifteen (15) hours of such work or one-third (1/3) credit for each five (5) hours.

9. Curriculum Work Compensation – The rate of compensation for curriculum work shall be sixty-three dollars and five cents (\$63.05) per hour and three hundred seventy-eight dollars and twenty-nine cents (\$378.29) per day for the 2016-17 school year. This compensation shall be increased by the salary percentage increase for each year of this Agreement as follows:

	<u>Hourly Rate</u>	<u>Maximum Rate</u>
Effective July 1, 2017-18	\$63.37	\$380.18
Effective July 1, 2018-19	\$64.00	\$383.98
Effective July 1, 2019-20	\$64.96	\$389.74

10. An MA 75 column is added as a permanent step at the same level of compensation as the PHD/EDD column in accordance with the following:

- a. The teacher shall acquire fifteen (15) credits expressly reviewed and approved by the administration; the courses shall be taken on or after July 1, 2008.
- b. Once placement on MA 75 has been achieved, such placement shall be permanent.

11. Other Compensation

- a. Upon request of a teacher, the District shall pay thirty-four dollars and twenty-eight cents (\$34.28) per credit hour for a maximum of one (1) in-service credit earned per year by teachers on the MA salary schedule, except for teachers on the MA 75 column. Compensated in-service credits may not be used for column movement. Nothing contained in this provision shall result in the District paying for in-service credits for teachers on the MA 75 column. This compensation shall be increased by the salary percentage increase for each year of this Agreement as follows:

Effective July 1, 2017-18	\$34.45
Effective July 1, 2018-19	\$34.79
Effective July 1, 2019-20	\$35.31

- b. Teachers on the salary schedule who have not yet obtained a Master's degree will have the option of receiving either credit or the current curriculum hourly rate of pay for District initiated in-service course work.
- c. At the Master's + 60 level, teachers will have the option of receiving either credit or current curriculum hourly rate of pay for District initiated in-service courses taken beyond the Master's + 60 level.
- d. At the Master's + 75 level, teachers shall receive the current curriculum hourly rate of pay for District initiated in-service courses taken beyond the Master's + 75 level.

12. Column Movement - Horizontal movement across the salary schedule shall be limited to one (1) column every school year. This provision shall only be applicable to teachers who have already obtained a Master's degree.

D. Salary Differentials

The salary differential for Guidance Counselors and eligible psychologists shall be increased by the percentage increases in the salary schedules. The said differentials shall not

be considered as compensation for days worked beyond the teacher work year as hereinabove defined. Psychologists hired after June 30, 1983 shall not receive a salary differential.

E. Summer School Salary

Teachers employed in the summer school shall be compensated as follows:

1. Effective July 1, 2016, summer school teachers, including Driver Education and Regents Review, shall be compensated at the rate of \$93.83 per hour. This compensation shall be increased by the salary percentage increase for each year of this Agreement as follows:

Effective July 1, 2017-18	\$94.30
Effective July 1, 2018-19	\$95.24
Effective July 1, 2019-20	\$96.67

First consideration for summer school employment shall be given to teachers of the North Shore School District.

2. Driver Education - The District is authorized to use non-bargaining unit employees to provide driver education for District students; provided, however, that any contractor retained to provide such education shall be required as part of the agreement between the District and the contractor to grant bargaining unit members the right of first refusal to teach any theory or classwork and to schedule same at times other than during the regular school day.

3. When a summer course is offered with a New York State mandated minimum number of meetings which exceeds the contract maximum, the teacher shall be paid pro rata for each additional meeting.

F. Guidance Counselors' Work

1. The work period and schedules of guidance counselors shall be based on the needs of the department and shall be arranged mutually between the principal, Director of Guidance, and the counselors, with the approval of the Superintendent's Office, but shall consist of twenty (20) days for all guidance counselors tenured as guidance counselors in the District as of June 15, 1992 and no fewer than ten (10) days in excess of the teachers' work year for all other District guidance counselors. The compensation for these days for guidance counselors prescribed in this Agreement shall be on a per diem basis of 1/200th of the annual salary in effect at the time services are rendered.

2. In each school year, counselors shall be available for up to a total of two (2) days during the regular school year, to be scheduled by the Director of Guidance based on the needs of the Department. Such counselors' summer work days shall be reduced by the number of such days scheduled. Counselors shall be selected at the discretion of the Director from volunteers and, if there are an insufficient number of volunteers, assigned on a rotating basis in inverse order of counselors' seniority as counselors.

G. Extra and Co-Curricular Salaries

1. Coaching Salary Schedules effective 2016-17, 2017-18, 2018-19 and 2019-20 are annexed hereto as Appendix 4, which reflect increases of 1.0%, 0.50%, 1.0%, and 1.50% respectively.

2. Each teacher performing the services described in Appendix 5 annexed hereto shall be paid the corresponding compensation designated thereon for said activity. The compensation set forth in Appendix 5 reflects increases of 1.0%, 0.50%, 1.0%, and 1.50% respectively.

H. Chaperoning and Supervision: Non-Athletic and Athletic Trips and Events

Trips and events conducted outside the contractual day and/or year as stipulated in Articles VI and VII of this Agreement shall be compensated per the following:

1. Hourly Rate

a. The hourly rate for all events and field trips (such as evening and after school events including plays, concerts, dances, ring dinner, graduation, competition, etc.) shall be as follows:

	<u>Hourly Rate</u>
Effective July 1, 2016	\$48.89
Effective July 1, 2017	\$49.13
Effective July 1, 2018	\$49.62
Effective July 1, 2019	\$50.36

b. The hourly rate for athletic supervision shall be paid as follows:

	<u>Hourly Rate</u>
Effective July 1, 2016	\$42.80
Effective July 1, 2017 through January 31, 2018	\$43.02
Effective February 1, 2018	\$49.13
Effective July 1, 2018	\$49.62
Effective July 1, 2019	\$50.36

2. Maximum Daily Rate

a. Effective July 1, 2016 through January 31, 2018, the maximum daily rate for chaperones shall be as follows:

	<u>Maximum Daily Rate</u>
Effective July 1, 2016	\$293.34
Effective July 1, 2017 through January 31, 2018	\$294.78

- b. Effective July 1, 2016 through January 31, 2018, there shall be no maximum daily rate for athletic supervisors.
- c. Effective February 1, 2018, the maximum daily rate for all events and field trips, including all chaperones and athletic supervisors, shall be as follows:

	<u>Maximum Daily Rate</u>
Effective February 1, 2018	\$393.04
Effective July 1, 2018	\$396.96
Effective July 1, 2019	\$402.88

- 3. Teachers shall be entitled to hourly, daily and/or overnight compensation as follows:

- a. Compensation on **work** days as stipulated in Article VI of this Agreement: teachers shall be paid the hourly rate up to the maximum daily rate as stipulated in Article X(H)(1-2) above for all hours/days worked outside the contractual work day as set forth in Article VII of this Agreement.

For field trips beginning during the school day and extending beyond the school day, there shall be no compensation for the first two (2) hours beyond the school day except in those cases where it is necessary to leave earlier than the end of the school day solely for the purpose of transport time to the competition (e.g.: LI Challenge, Math Fair, Science Olympics, NYSSMA, etc.). Effective June 30, 2020, there shall be no compensation for the first one (1) hour beyond the school day except in those cases where it is necessary to leave earlier than the end of the school day solely for the purpose of transport time to the competition (e.g.: LI Challenge, Math Fair, Science Olympics, NYSSMA, etc.).

	<u>Hourly Rate</u>	<u>Maximum Daily Rate</u>
Effective July 1, 2016	\$48.89	\$293.34
Effective July 1, 2017	\$49.13	\$294.78
Effective February 1, 2018	\$49.13	\$393.04
Effective July 1, 2018	\$49.62	\$396.96
Effective July 1, 2019	\$50.36	\$402.88

- b. Compensation on days **not stipulated as work days** in Article VI of this Agreement, including but not limited to weekends, school vacations and holidays: teachers shall be paid the hourly rate up to the maximum daily rate as stipulated in Article X(H)(1-2) above for all hours/days worked outside the contractual work day as set forth in Article VII of this Agreement.

	<u>Hourly Rate</u>	<u>Maximum Daily Rate</u>
Effective July 1, 2016	\$48.89	\$293.34
Effective July 1, 2017	\$49.13	\$294.78
Effective February 1, 2018	\$49.13	\$393.04
Effective July 1, 2018	\$49.62	\$396.96
Effective July 1, 2019	\$50.36	\$402.88

c. Compensation for all **overnight** responsibilities shall be as follows:

	<u>Overnight Rate</u>
Effective July 1, 2016	\$146.69
Effective July 1, 2017	\$147.42
Effective July 1, 2018	\$148.89
Effective July 1, 2019	\$151.12

d. Athletic coaches and club advisors shall be compensated for all overnight responsibilities as noted above in addition to the stipends set forth in Appendices 4 and 5. Such overnight compensation shall be paid according to the following stipulations:

- i. All overnight trips must be approved by the Superintendent or his/her designee;
- ii. For club trips, there shall be a minimum of fifteen (15) students on each overnight trip;
- iii. For club trips, there shall be a maximum total of three (3) nights permitted per club per year; and
- iv. For club trips, the Superintendent shall have sole discretion to waive any requirement(s) indicated above.

4. In addition to the rates set forth above, any teacher who coordinates any overnight trip shall be compensated as follows:

	<u>Overnight Trip Coordinator Rate</u>
Effective February 1, 2018	\$150.00 per night
Effective July 1, 2018	\$151.50 per night
Effective July 1, 2019	\$153.77 per night

Overnight trip coordinator compensation shall be capped at a maximum rate as follows:

	<u>Maximum Overnight Trip Coordinator Rate</u>
Effective February 1, 2018	\$1500.00 per trip
Effective July 1, 2018	\$1515.00 per trip
Effective July 1, 2019	\$1538.00 per trip

In the event that overnight trip coordinator responsibilities are shared between or among multiple teachers, the rates stipulated above shall be divided evenly between or among the coordinators.

5. In addition to the rates set forth in X(H)(1) [July 1, 2016 \$48.89/July 1, 2017 \$49.13/July 1, 2018 \$49.62/July 1, 2019 \$50.36], head chaperones shall be compensated as follows: Head chaperones shall be required when an event requires five (5) or more chaperones, including the head chaperone. Head chaperone rates shall not be paid to overnight trip coordinators as compensated in section 4 above. These provisions shall apply to all extra-curricular and athletic events. No retroactive pay shall be paid for any work as a head chaperone performed prior to February 1, 2018.

	<u>Head Chaperone Rate</u>
Effective July 1, 2016	\$33.01 per hour
Effective July 1, 2017	\$33.18 per hour
Effective July 1, 2018	\$33.51 per hour
Effective July 1, 2019	\$34.01 per hour

6. Any music teacher required to attend more than two (2) concerts outside the contractual day/year as a mandatory consequence of a regular teaching assignment shall be entitled to hourly compensation as stipulated in Article X(H)(1) [July 1, 2016 \$48.89/July 1, 2017 \$49.13/July 1, 2018 \$49.62/July 1, 2019 \$50.36]. This provision shall not apply to events outside the contractual day/year that are the consequence of positions for which an individual receives a stipend per Appendix 5. Nothing in this provision shall permit the scheduling of evening meetings in contravention of Article XII.
7. Teachers and club advisors who accompany students to special events or competitions for which the students qualify and which extend beyond the normal requirements or duration of a course or club shall be entitled to compensation as stipulated in this Agreement. Such special events or competitions shall include, but not be limited to, state/regional/national competitions for robotics, science research, history research, publications, and fine and performing arts. Attendance at such special events shall be subject to the approval of the Superintendent or his/her designee. Compensation for such special events shall be as follows:

	<u>Hourly Rate</u>	<u>Maximum Daily Rate</u>
Effective July 1, 2016	\$48.89	\$293.34
Effective July 1, 2017	\$49.13	\$294.78
Effective February 1, 2018	\$49.13	\$393.04
Effective July 1, 2018	\$49.62	\$396.96
Effective July 1, 2019	\$50.36	\$402.88

I. Additional Assignments

1. Each teacher performing the additional assignments as described in Appendix 6 annexed hereto shall be paid a corresponding compensation designated thereon for said assignment.
2. High School Dean Stipend: The stipend for the High School Dean shall be an overage of 1/5 (20%) of the individual's current annual salary.

J. Additional Stipulations

1. Positions that have been changed shall be negotiated during the year of the change and retroactive to the inception of the change. New or reinstated activities shall not be instituted until the stipend has been negotiated.
2. When a new club is adopted by the Board on the basis of a specific proposal from any teacher(s) within the Federation, the club shall not be posted and the teacher(s) who proposed the club shall be automatically appointed as advisors at the club's inception. When said teacher(s) cease(s) to serve as advisor(s), due to either resignation or removal, the club shall thereafter be posted. This provision shall not apply to any new club adopted as a result of a proposal from the District.
3. For every coaching, extra-curricular, additional, athletic supervision and chaperoning assignment, primary consideration shall be given to teachers unless no teacher is qualified for the position.
4. Effective July 1, 2018, any teacher whose responsibilities include the hiring of and/or approval of compensation for fellow teachers shall be appointed after consultation with the Federation. The Superintendent or his/her designee shall retain sole discretion to appoint such positions.
5. The parties agree to form a joint Federation-District committee, which committee shall aim to conclude its work by June 30, 2018, to review the procedures whereby compensation under the terms of Article X is approved and issued. For the purposes of this committee, the Superintendent and one member of the administrative unit shall convene with the Federation's President and Chief Negotiator.
6. The newly negotiated maximum daily and overnight trip coordinator rates shall not apply to any overnight trip for which the final costs have been publicly promulgated and/or collected as of January 31, 2018 unless the monies previously promulgated and/or collected are sufficient to meet the new rates without incurring additional charges for students.

K. Compensation for Nurses

1. The same percentage increases applied to the teachers' salary schedule shall be applied to the nurses' longevity schedule and their rates of compensation effective July 1st for each year of this Agreement. Nurses in the bargaining unit shall be paid step increment on July 1st for each year of this Agreement.
2. Nurses' salary schedules effective July 1, 2016 to June 30, 2017, 2017-18, 2018-19 and 2019-20 are annexed hereto as Appendix 7.
3. Nurses will be compensated at the hourly rate of 1/1,000 of their base salary as stipulated on the registered nurses salary schedule (Appendix 7) for work performed in the summer school program and also for work performed beyond the contractual work day during the school year.
4. Nurses will be compensated up to ½ hour per day at the hourly rate of 1/1,000 of their base salary as stipulated on the registered nurses salary schedule (Appendix 7) for work performed during their lunch hour when coverage is not provided.

L. Compensation for Mentors

1. Mentors shall be compensated at the rate of one thousand two hundred twenty-two dollars (\$1,222) or three (3) credits per year of mentoring for the 2016-17 school year. This compensation shall be increased by the salary percentage increase for each year of this Agreement as follows:

	<u>Compensation Amount</u>
Effective July 1, 2017-18	\$1,228
Effective July 1, 2018-19	\$1,240
Effective July 1, 2019-20	\$1,259

2. Mentors shall be required to take a "Mentor Course" provided by the District once every three (3) years. This course will occur during after-school hours. Mentors will receive compensation for this course at the existing curriculum rate.
3. Mentors shall be expected to meet with their mentorees at least one (1) hour per week on average.
4. The mentor shall, in collaboration with their mentoree, submit a dated, time-log of their interaction prior to receipt of compensation.
5. A new teacher may request or the District can suggest that a new teacher have a mentor for a second year. This mentor may be the same as that new teacher's previous mentor or may be someone different. This mentor

shall be compensated at the same rate as the previous mentor. In the event that the second mentoring period does not continue for a full year, the mentor will be compensated at some prorated portion of the yearly compensation.

M. Compensation for Proctors

1.	PSAT-Standard Room	
	Effective July 1, 2016-17	\$172
	Effective July 1, 2017-18	\$173
	Effective July 1, 2018-19	\$175
	Effective July 1, 2019-20	\$178
2.	PSAT-50% extended time	
	Effective July 1, 2016-17	\$231
	Effective July 1, 2017-18	\$232
	Effective July 1, 2018-19	\$234
	Effective July 1, 2019-20	\$238
3.	PSAT-100% extended time	
	Effective July 1, 2016-17	\$280
	Effective July 1, 2017-18	\$281
	Effective July 1, 2018-19	\$284
	Effective July 1, 2019-20	\$288
4.	PSAT-Supervisor	
	Effective July 1, 2016-17	\$292
	Effective July 1, 2017-18	\$293
	Effective July 1, 2018-19	\$296
	Effective July 1, 2019-20	\$300
5.	SAT-Standard Room	
	Effective July 1, 2016-17	\$268
	Effective July 1, 2017-18	\$269
	Effective July 1, 2018-19	\$272
	Effective July 1, 2019-20	\$276
6.	SAT-extended time	
	Effective July 1, 2016-17	\$292
	Effective July 1, 2017-18	\$293

Effective July 1, 2018-19	\$296
Effective July 1, 2019-20	\$300

7. SAT/PSAT Supervisor

Effective July 1, 2016-17	\$3,132
Effective July 1, 2017-18	\$3,148
Effective July 1, 2018-19	\$3,179
Effective July 1, 2019-20	\$3,227

N. Summer and Outside of School Hourly Rates for Evaluations, CSE Meetings, and Direct Services

Effective July 1, 2015, the following rates shall apply to work performed outside the teacher work days set forth in Article VI of this Agreement and to work performed outside the teacher work day as set forth in Article VII of this Agreement.

1. Speech, occupational therapy (OT) and special education teachers shall be compensated for evaluations at an hourly rate of \$92.90.
2. Bargaining unit members shall be compensated for attending Committee for Special Education (CSE) meetings at an hourly rate of \$76.00.
3. Speech, occupational therapy (OT), special education teachers, general education teachers, and social workers shall be compensated for direct services at an hourly rate of \$92.90.

These rates shall be increased by the salary percentage increase for each year of this Agreement as follows:

	<u>Hourly Rate</u>	<u>Hourly Rate for CSE meetings</u>
Effective July 1, 2016-17	\$93.83	\$76.76
Effective July 1, 2017-18	\$94.30	\$77.14
Effective July 1, 2018-19	\$95.24	\$77.91
Effective July 1, 2019-20	\$96.67	\$79.08

O. Compensation for Instruction Outside of the School Day

Effective July 1, 2016, all teachers shall be compensated for approved instruction and/or services beyond the school day and/or school year at the rate of \$93.83 per hour. This compensation shall be increased by the salary percentage increase for each year of this Agreement as follows:

	<u>Hourly Rate</u>
Effective July 1, 2017-18	\$94.30
Effective July 1, 2018-19	\$95.24
Effective July 1, 2019-20	\$96.67

P. Compensation for Co-Planning Outside of the School Day

Co-planning beyond the school day shall be paid at the curriculum planning rate and will be limited to three (3) hours per month per partnership. Compensation will be given only to teams that do not have a common prep time during the school day. Teachers may elect to be compensated for planning during lunch, *only* if they do not have a common prep time during the school day. Partnerships eligible for compensated co-planning shall include co-assigned teachers in regular (general) education; special education; bilingual (ENL/ELL) education; and other partnerships approved by the Superintendent of Schools or his/her designee.

ARTICLE XI - INSURANCE PROGRAM

A. Health Insurance

1. The group health insurance plan in effect as of June 30, 2012, which is the New York State Health Insurance Program ("NYSHIP"), shall be continued. The Board shall pay eighty percent (80%) of the premiums therefor.

2. A teacher who retires from teaching under the State Retirement System after at least ten (10) years of employment in the District, shall continue to be covered by the District health insurance program as though he/she were still in the employ of the District except for maternity and obstetrical coverage. Teachers who retired on or before June 30, 2001 shall continue to have the District pay for ninety percent (90%) of the applicable premium. Teachers who retired on or after July 1, 2001 to and including June 30, 2008 shall continue to pay fifteen percent (15%) of the premium cost of individual or family health insurance.

Teachers who retire on or after July 1, 2008, shall be granted District health insurance during retirement and his/her "retirement percentage" contribution will be frozen at the existing percentage contribution rate at the time of his/her retirement.

3. The Assistant Superintendent for Business shall provide: (1) communications of carrier concerning rate changes in a timely fashion, (2) make available annually a census of all employees covered by health insurance, and (3) the insurance committee shall be present (but not participate) at all rate change negotiations between the carrier and Assistant Superintendent for Business.

B. Life Insurance

The Board of Education shall provide a group life insurance plan in an amount equal to 125% of the teacher's salary, the premium of which shall be paid by the Board. Individual teachers shall have the option to add to their policy and supplement their own premiums accordingly, provided that at least sixty (60) teachers so participate.

C. Disability Insurance

The long-term disability insurance plan in effect on June 30, 1978 and as modified to provide coverage for physical conditions pre-existing the inception of coverage and

disability due to or related to pregnancy, maternity, miscarriage or abortion shall be continued and the monthly limit on benefit payments shall be two-thirds (2/3) of an individual teacher's gross monthly salary. The Board shall pay the premium therefor.

D. Dental Health Insurance

Effective July 1, 2016, the Board shall contribute \$372,686 on an annual basis to the Benefit Trust Fund. Effective July 1, 2017, the Board shall contribute \$387,593 on an annual basis to the Benefit Trust Fund. Effective July 1, 2018, the Board shall contribute \$403,097 on an annual basis to the Benefit Trust Fund. Effective July 1, 2019, the Board shall contribute \$419,221 on an annual basis to the Benefit Trust Fund.

The said sums paid by the Board to the Federation shall be applied by the Federation for the purposes provided by a certain Declaration of Trust dated June 1, 2002, executed by the Board and the Federation, as amended by them.

E. "Flex 125 Plan"

A comprehensive "Flex 125" Plan, based on the parameters to be determined in consultation with the Federation shall be implemented no later than July 1, 2002.

ARTICLE XII - EVENING MEETINGS

No one covered by the contract shall be required to attend any evening program, other than back to school night and evening K-5 parent-teacher conferences as provided in Article VII(F), except for compensation as provided for in Article X of the contract. Teachers teaching in more than one school shall attend two (2) back to school nights.

ARTICLE XIII - FEDERATION RIGHTS

In order to carry out its responsibilities under its recognition as the exclusive representative of the teachers of the District, the Federation shall have the right to:

A. 1. Hold building Federation meetings in school buildings at times other than the regular pupil day, but not later than fifteen (15) minutes prior to the start of classes or earlier than fifteen (15) minutes after the end of classes. This shall not imply that teachers with scheduled activities (i.e., extra help) shall be released early to attend such meetings.

2. Hold district Federation meetings in school buildings, but not earlier than fifteen (15) minutes after the close of classes in the building where the meeting shall take place. This shall not imply that teachers in buildings with later closing times shall be released early to attend such meetings.

B. Meetings of the Federation held in school buildings must be scheduled through the principal's office to avoid room assignment conflicts.

C. Use bulletin boards and the District email system for its announcements, the space and location to be determined in consultation with the appropriate building principal.

D. Use teacher mailboxes for distribution of materials.

E. Use duplicating and other office machinery provided that the use does not interfere with the business of the District. The cost of materials used will be borne by the Federation.

F. The Board agrees to meet twice during each year of this contract with a committee, not to exceed seven (7) members, designated by the Federation, which meetings shall be called at the request of the Federation. These meetings shall not be for the purpose of negotiations, but are rather for the mutual benefit of all concerned. It is understood that administrators may be present and participate at these sessions on behalf of the District. A written agenda shall be submitted by both parties to each other at least one (1) week in advance of the meeting. Discussion shall be limited to agenda topics.

G. The Federation building representative shall be able to meet, upon request, with building principal at a reasonable time to discuss matters relating to terms and conditions of employment of the teachers of the building. The representative may, if he or she chooses, at the discretion of the principal, be accompanied by other teachers.

H. Three (3) members of the Federation who have been designated as delegates to the convention of the state organization with which the Federation is affiliated shall be granted up to three (3) days of release time without loss of salary to attend such convention.

I. The President of the Federation shall be released from one teaching period per day if the office is held by a secondary teacher. In addition, effective July 1, 2008, the President of the Federation, at the discretion of the Superintendent of Schools, may be granted additional release time in the amount of one (1) additional class period. The decision of the Superintendent shall not be subject to the grievance procedure set forth in Article XIV of this Agreement and shall not otherwise be arbitrable.

The Federation's chief negotiator shall be released from one (1) teaching period in the spring semester in which negotiations are conducted if the office is held by a secondary teacher. If, during the life of this Agreement, one of these two positions is held by an elementary teacher, the parties agree to negotiate whether and/or to what extent release time shall be provided.

ARTICLE XIV - GRIEVANCE PROCEDURE

A. This grievance procedure is to provide for a prompt and systematic settlement of employee grievances free from coercion, interference, restraint, discrimination or reprisal. Nothing in this grievance procedure shall preclude an employee from presenting grievances to the Board or its representatives or to have such grievance adjusted without intervention of the Federation, as long as the adjustment is not inconsistent with the terms of the contract and,

provided further that, when the grievance involves interpretation and application of the Agreement, the Federation has been given the opportunity to be present at such adjustment.

Nothing contained herein shall be construed to deny to any employee his/her rights under the State Education Law or any applicable State Law or regulation.

B. Definitions

1. The term “employee” as used in this procedure shall mean an individual teacher or group of teachers having the same grievance.

2. Established policies or practices governing or affecting employees are subject to review by this grievance procedure when considered unfair or inequitable by the “employee” defined.

3. The term “grievance” shall mean that in an employee’s opinion, there has been a violation, misinterpretation or inequitable application of the existing laws, rules, procedures, regulations, administrative orders, work rules, or the provisions of this Agreement. The term “grievance” shall also mean that in an employee’s opinion, he/she has been treated unfairly or inequitably as determined by established policy or practice governing or affecting employees.

C. Initiation

1. A grievance shall be deemed waived unless raised in writing within thirty (30) school days after the aggrieved party knew or should have known of the act or condition giving rise to the grievance.

2. The grievance shall be filed at the level where the act or condition giving rise to the grievance first occurred. However, if the grievance is based upon an act or omission of the Board concerning a term or provision of this Agreement, then such grievance may be initiated at the Superintendent’s level.

3. The grievance shall be filed in writing.

D. Levels

1. Level 1 - Principal’s Level

(a) Upon receipt of a grievance, the building principal shall meet promptly with the grievant.

(b) The principal will render a decision promptly.

(c) Steps (a) and (b) above shall be accomplished in not more than five (5) school days from the receipt of the grievance.

(d) If the grievant is dissatisfied with the principal's determination or if no determination is given to the grievant within the time mentioned above, the grievant shall have ten (10) school days to appeal in writing to the Superintendent's level. In such event, the grievant shall notify the building principal, in writing, of the appeal.

2. Level 2 - Superintendent's Level

(a) Upon receipt of a grievance either by way of appeal from the principal's level or against the Superintendent, the Superintendent shall hold a hearing within five (5) school days thereafter.

(b) The Superintendent will render a decision in writing not more than ten (10) school days after the conclusion of the hearing.

(c) If the grievant is dissatisfied with the Superintendent's determination or if no determination is given to the grievant within the time mentioned above, the grievant may appeal, in writing, within ten (10) school days to the next level, and the Superintendent shall be informed of the appeal of the grievant, in writing.

3. Level 3 - Board Level

Upon a grievance being appealed from Level 2 to the Board level, the Board shall convene and hear the grievance within thirty (30) days of the filing of the grievance with the Board. The Board's decision shall be rendered in writing within thirty (30) days after the completion of the hearing.

4. Alternate Level 3 - Arbitration Level

Where the grievance is concerned with an interpretation or claimed violation of any of the terms and provisions of this Agreement or if the grievance arose out of an act or omission of the Board concerning a term or provision of this Agreement, the grievant shall have the option, through the Federation, of submitting the grievance to arbitration at Level 3. The arbitrator shall be selected by the parties in accordance with the rules of the American Arbitration Association and the decision of the arbitrator shall be arrived at in accordance with the rules of said Association.

The cost of arbitration expenses and fees shall be borne by the Board and the grievant.

The right to submit disputes hereunder to arbitration is limited to the Federation and the Board. The decision of the arbitrator shall be advisory. Each party will notify the other, in writing within thirty (30) days after the delivery of the arbitration award whether that party accepts the award.

E. Representation

1. The grievant shall have the right to be represented at every stage of the grievance machinery by anyone of his/her choice or to have no representative except that no grievant may be represented by an employee organization other than the Federation.

2. If the Federation is not representing the grievant and the grievance involves the interpretation or application of the contract, the Federation shall have the right to be present at all stages.

F. Time Limits

All time limits included in this Article shall be strictly construed and may only be extended by mutual consent in writing.

ARTICLE XV - LEAVES OF ABSENCE

A. Rest and Restoration Leave

1. Application for this leave accompanied by appropriate medical evidence must be submitted to the Superintendent by January 15th of the school year preceding the requested leave, if possible.

2. The school physician will review all medical reports submitted and make recommendations to the Board.

3. Leave will be granted with the following payments:

1 year at 50%, or one-half year at 100% salary.

B. Leave of Absence

A leave of absence without compensation is designed to enable qualified staff members to engage in professional and personal activities.

1. Qualifications and Time Limit

A leave of absence may be granted for a period of up to two (2) years with the approval of the Superintendent of Schools and the Board of Education. Staff members may qualify for a leave of absence after serving a minimum of five (5) consecutive years in the North Shore Schools. Extensions beyond a two-year period may also be approved.

Except for child-care leave under section E of this Article, the teacher shall file a written notice of intent with the Superintendent of Schools by October 15th if the leave is for the following spring semester and by March 1st if the leave is to commence the following July 1st. Such time limits may be waived in the sole discretion of the Superintendent.

A written reply to a request for leave of absence under this provision will be sent to the applicant not later than thirty (30) days after the application is filed. Hardship cases will be considered on an individual basis.

2. Conditions

(a) Upon return from such leave, a teacher shall be placed upon the next consecutive salary step after the one upon which he/she was placed at the time of going on leave. At its discretion, the Board may elect to place the teacher on a higher step upon the recommendation of the Superintendent of Schools.

(b) Except for child-care leave under section E of this Article, a teacher on spring leave shall notify the Superintendent by March 1st whether he/she will return to his/her position the following July 1st. A teacher on fall leave shall notify the Superintendent by October 15th whether he/she will return at the start of the following spring semester. Failure to notify the Superintendent shall be deemed an abandonment of the teacher's position.

3. Activities

The following activities are considered as appropriate for a leave of absence:

(a) The alleviation of hardship involving the individual or his/her immediate family.

(b) Full time participation in professional activities.

C. Sick Leave or Personal Illness

1. At the commencement of each year of active, full-time service to the District, each full-time teacher shall be credited with ten (10) sick leave days at full salary for personal sickness or physical disability, which may be accumulated, if not used, to a maximum of 183 days; provided, however, that during the first year of District service, a teacher shall be credited with ten (10) additional sick leave days; and provided, further, that in the fourth year of District service, the ten (10) credited days shall be substituted for the ten (10) additional sick leave days that were credited in the first year of service. The use of sick leave shall run concurrently with FMLA leave.

2. In cases of extended illness (one month or more) the Board may, at its discretion, continue to make full salary payments until the teacher becomes eligible for the benefits of the disability insurance as set forth under Article XI(C) of this Agreement. Effective February 10, 2005, employee eligibility for the credit of up to the thirty (30) days sick time shall be limited to employees who have a bona fide disability and consequently are unable to perform the essential functions of their position with or without reasonable accommodations as of the 37th day of continuous absence, and who provide a note from the treating licensed practitioner in the medical area related to the disability, or a physician, which states that their disability makes it

impossible for them to perform the essential functions of their job with or without reasonable accommodations.

3. In the event of absence for three (3) or more continuous days, the teacher shall provide a signed affirmation or physician's written verification that the absence was required by the illness or injury. Such affirmation form is annexed hereto as Appendix 9.

4. Teachers who are disabled by reason of any extended illness shall be provided with the District's health insurance coverage for the first twelve (12) months of such illness. The Board shall pay 90% of the premium therefore.

5. Any physical disability related or incidental to pregnancy shall be governed by the provisions of this Section.

D. Personal Business Leave

1. For absences due to personal business, two (2) days leave without loss of pay shall be allowed annually. No more than 5% of teachers may be absent at one time.

2. The request for personal business leave shall be filed with the principal by the teacher one (1) week in advance of the anticipated absence, except in emergency situations. No reason, other than "personal business" need be given for the absence, except for days taken before or after school holidays.

3. When personal leave is requested within the first or last five (5) days of any semester, it shall be subject to the approval of the Superintendent.

E. Child Care/Adoptive Leave

1. Child-Care Leave

A teacher shall be entitled to a leave of absence for a period of at least one (1) semester but for no longer than two (2) years for the purposes of child-rearing the teacher's child upon the following conditions:

(a) The leave must commence prior to the child attaining the age of one year.

(b) Notice of the leave must be given to the Board at least thirty (30) calendar days prior to the commencement of the leave.

(c) The leave of absence shall be without pay or increment.

(d) A teacher on spring semester leave shall use his/her best efforts to notify the Superintendent by January 15th but not later than March 1st whether he/she will return

to his/her position the following July. A teacher on fall leave shall notify the Superintendent by October 15th whether he/she will return at the start of the following spring semester.

2. Adoptive Leave

A teacher who adopts a child ten (10) years old or younger shall be entitled to child care leave on the same terms and conditions set forth at subsection 1.

F. Emergency Leave

1. Maximum of five (5) days with pay shall be granted for each death in the teacher's immediate family or of the teacher's domestic partner. Extensions for reasonable cause shall be granted with pay at the discretion of the Superintendent. If the Superintendent feels that reasons do not warrant extensions with pay, he/she may, at his/her discretion, grant such leaves without pay. Requests for extensions shall be in writing either mailed or delivered through facsimile transmission. The Board may require confirmation of the underlying reasons for such leave.

2. A maximum of five (5) days with pay shall be granted each year for serious illness in the teacher's immediate family or of the teacher's domestic partner. Extensions for reasonable cause may be granted with pay at the discretion of the Superintendent. If the Superintendent feels that reasons do not warrant extensions with pay, he/she may, at his/her discretion, grant such leaves without pay. Requests for extensions shall be in writing either mailed or delivered through facsimile transmission, or through the District email system. The Board may require confirmation of the underlying reasons for such leave.

G. Absences for Conferences and Visitations

Each teacher shall, subject to approval of the Superintendent, be permitted a reasonable number of absences each year without loss of pay to attend professional conferences or make professional visitations.

H. Approved Absences

Absence shall be approved with no loss of pay for the following purposes:

1. Jury duty. Jury service fee received by the teacher shall be reimbursed to the Board.

2. Court appearance or other official proceedings where the teacher is a witness or a party or where the teacher is served with a subpoena or court order to appear.

3. In either of the foregoing instances, the teacher shall notify his/her building principal and present his/her jury notice, subpoena or court order to the building principal as soon as reasonably possible after the receipt thereof and the teacher shall give due notice to the termination of his/her service or appearance to the building principal.

I. Delimitations of the Article

Time shall not accrue for purposes of tenure for probationary teachers while on the following types of leave:

1. Rest and Restoration
2. Leaves of absence without compensation
3. Maternity/Child Care leaves
4. Extended illness (or sick leave in excess of thirty (30) consecutive days)

ARTICLE XVI - BOARD MEETINGS

The Board of Education shall be given the names of those persons other than the Federation President who are authorized to speak at any public meetings convened by the Board in the name of the Federation. If anyone other than those named is to be authorized to speak at a public meeting in the name of the Federation, the Superintendent shall be notified of the name of the person so empowered twenty-four (24) hours prior to the Board meeting by the President of the Federation.

The Board shall furnish to the Federation an agenda of each public Board meeting as soon as possible in advance of said meeting and shall furnish any additions and amendments to the agenda as soon as possible. A copy of the minutes of each meeting, together with any attachments, shall be furnished to the Federation no later than one (1) week after the next public meeting.

ARTICLE XVII - BOARD POLICY AND RIGHTS

A. The Board shall make every effort to continue prior benefits where feasible.

B. Except as limited by the provisions of this Agreement, the Board, together with the District Superintendent, has in all respects retained its right to manage and control all the affairs of the District, including but not limited to the right to hire, to withhold or grant tenure to probationary teachers, to determine the nature and scope of the budget, to establish and implement educational policies, to develop and apply methods and procedures for the administration of the District, to select the administrative staff to apply such methods and procedures, and in its discretion to adopt and enforce such rules and regulations and policies as it may deem necessary in order to perform all duties and functions entrusted to it under the law.

ARTICLE XVIII - MISCELLANEOUS

A. Copies of this Agreement shall be reproduced at the expense of the Board and a copy shall be distributed to each teacher now employed or employed by the Board during the terms of this Agreement.

B. This Agreement cannot be changed, altered or modified, except in writing, signed by both parties, which writing shall be considered as an addendum to this Agreement.

C. There shall be a joint Administration-Federation Committee to study matters related to academic freedom. This committee may report to the Board from time to time and make recommendations. It is recognized that ultimate determinations in this area rest with the Board in the exercise of its discretion and this Section shall not be deemed to preclude the Board from instituting action or otherwise acting independently in this area.

D. Work on curriculum committees and other district-wide committees shall remain voluntary in accordance with past practice. Both parties to this Agreement shall encourage teachers to serve on such committees.

E. The Superintendent may direct any unit member to submit a medical examination in order to determine his/her physical or mental capacity to perform his/her duties if a question as to the validity of the test results would be created by a delay of more than twenty-four (24) hours between the time of the directive and the time the test(s) are given.

F. A teacher shall use his/her best efforts to notify the District by January 15th of his/her intention to retire at the end of that same school year; and if he/she has not notified the District by January 15th, then he/she shall use his/her best efforts to notify the District by March 1st.

ARTICLE XIX - ILLEGALITY

In the event any part, provision or term of this Agreement shall be determined or found to be contrary to law, then such provision shall not be applicable nor shall the term thereof be performed or enforced except to the extent permitted by law. However, all other terms and provisions of this Agreement shall continue in force and effect.

ARTICLE XX - DURATION AND TERMS OF AGREEMENT

A. This Agreement shall be effective July 1, 2016 through June 30, 2020.

B. On or before January 15, 2020, either party, upon written notification to the other, may require negotiations for a succeeding agreement. After notice is served pursuant to paragraph 2 of this Article, the Federation shall specify all of its proposals (both budgetary and non-budgetary items) in writing and shall supply them to the Board on or before February 15, 2020. The Board shall specify all of its proposals (both budgetary and non-budgetary items) on or before February 15, 2020.

C. The Federation's right to representation shall be governed by Article I and shall not be affected by this Article.

D. IT IS AGREED BY AND BETWEEN THE PARTIES THAT ANY PROVISION OF THIS AGREEMENT REQUIRING LEGISLATIVE ACTION TO PERMIT ITS IMPLEMENTATION BY AMENDMENT OR LAW OR BY PROVIDING

THE ADDITIONAL FUNDS THEREFOR, SHALL NOT BECOME EFFECTIVE UNTIL THE APPROPRIATE LEGISLATIVE BODY HAS GIVEN APPROVAL.

E. It is understood that where there may be a difference between this contract and the Board of Education by-laws and administrative rules and procedures of the District, the terms of this Agreement shall supersede such by-laws and administrative rules and procedures. The Federation shall be notified of any and all changes in such by-laws and administrative rules and procedures.

F. In the event that the New York State Legislature enacts into law a statute establishing “caps” on school budgets, or on tax levies for school districts, or in any way imposes a statutory limit on any increases in the annual budgets or tax levies of school districts, and in the further event that such legislation becomes law, then either party may thereupon demand the initiation of reopener negotiations respecting salary, health insurance and class size provisions contained in this Agreement.

G. In the event that the New York State Legislature enacts into law a statute modifying “property tax levy caps” impacting school district budgets, then either party may thereupon demand the initiation of reopener negotiations.

IN WITNESS WHEREOF, this Agreement has been duly executed by the parties.

**BOARD OF EDUCATION
NORTH SHORE CENTRAL
SCHOOL DISTRICT**

By: _____

Board President
SARA JONES

Date: _____

7/9/2018

**NORTH SHORE SCHOOLS
FEDERATED EMPLOYEES**

By: _____

Greg Perles, President

Date: _____

7.31.2018

APPENDIX 1

North Shore Schools
2016-2017
Calendar

July 2016

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August 2016

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September 2016

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October 2016

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November 2016

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December 2016

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January 2017

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February 2017

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March 2017

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April 2017

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May 2017

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June 2017

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181 Student Days
183 Teacher Days

September 1
September 5
September 6
October 3-4
October 10
October 12
October 27
November 8
November 11

Superintendent's Conference Day
Schools Closed
First Day of School
Schools Closed
Schools Closed
Schools Closed
Superintendent's Conference Day K-6
Superintendent's Conference Day
Schools Closed

November 23-25
December 26-30
January 2
January 16
February 20-24
April 10-14
May 26-29
June 23

Schools Closed
Schools Closed
Schools Closed
Schools Closed
Schools Closed
Schools Closed
Schools Closed
Last Day of School

There are three snow days built into the calendar. If a fourth snow day is needed, school will be held on May 26, 2017.

Revised 7-18-16

North Shore Schools 2017-2018 Calendar

July 2017

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August 2017

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September 2017

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16+1

October 2017

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November 2017

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December 2017

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January 2018

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February 2018

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

15

March 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

17

April 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

21

May 2018

S	M	T	W	T	F	S
						1 2 3 4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

20+1

June 2018

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

16

181 Student Days
183 Teacher Days

2017

September 4	Schools Closed
September 5	Superintendent's Conference Day
September 6	First Day of School
September 21-22	Schools Closed
October 9	Schools Closed
November 10	Schools Closed
November 22-24	Schools Closed
December 25-29	Schools Closed

2018

January 1	Schools Closed
January 15	Schools Closed
February 19-23	Schools Closed
March 30	Schools Closed
April 2-6	Schools Closed
May 25	Supt. Conference Day
May 28	Schools Closed
June 22	Last Day of School

There are three snow days built into the calendar.

12-15-16 Revised

APPENDIX 2

Memorandum of Agreement made this 31st day of August, 1989 by and between the NORTH SHORE CENTRAL SCHOOL DISTRICT and the NORTH SHORE SCHOOLS FEDERATED EMPLOYEES.

The High School duty period has been a supervisory duty. Teachers have been assigned to "Ramp" duty or cafeteria duty. The District has made the following proposal to alter this duty period as specified below:

Each teacher shall indicate a preference between a supervisory duty or a professional duty on or before September 7, of each school year for the following school year. A teacher who prefers a supervisory duty will be assigned such duty. However, a teacher who expresses a preference for a professional duty may be assigned a supervisory duty. The supervisory duty will remain the same (ramp duty or cafeteria duty). The professional duty option would be voluntary and would be one of the following:

- a) Study Center: Periods to which teachers are assigned to be in charge shall be teaching periods and part of their teaching assignment. Such teachers shall be responsible for keeping attendance and other records, formulating objectives and goals for the Center, etc. Teachers who are assigned to the Center as their professional duty period shall work with students who have been assigned to the Center and need help to improve their general study skills, etc., under the direction of the teacher in charge.
- b) Recreation Supervisor: To aid the physical education teachers in charge to supervise the lunch period recreational program. An example might include supervision of the weight lifting room if it were to be open for student use during these periods.
- c) Other: As mutually agreed to by the Federation and the Principal, subject to the approval of the Assistant Superintendent for Instruction.

All teachers shall be entitled to state a preference for the particular type of professional duty. For the teachers who have opted for a professional duty, every effort will be made to assign this professional duty in accordance with each teacher's stated preference. If more teachers volunteer for a professional duty than is necessary, assignments will be made consistent with the needs of the District as determined by the District.

For 1989-90 if there is a need to cover additional supervisory duty stations, a teacher will be relieved of his/her assigned professional duty and reassigned to a supervisory duty. This is without prejudice to the position of the District that it is entitled to cover these assignments in the manner provided by collective bargaining contract. In June of 1990 this agreement will be reviewed by both parties and a decision to continue, modify, or discontinue will be mutually agreed upon.

** Fully executed copies of the foregoing Memorandum of Agreement are maintained on file in the Office of the Superintendent of Schools and the Office of the North Shore Schools Federated Employees.*

Appendix 3-a NORTH SHORE CSD

JULY 1, LANE CHANGE AND 1% ACROSS THE BOARD, INCREMENT OCCURS JULY 1, 2016

TEACHER'S SALARY SCHEDULE 2016/17

STEP	BA	BA15	BA30	MA	BA60	MA15	MA30	MA45	MA60	MA 75	PHD/EDD
1	59,257	61,846	66,273	68,828	71,385	71,385	73,928	76,476	79,035	82,674	82,674
2	63,426	65,981	69,049	71,761	74,315	74,315	76,860	79,416	81,966	85,607	85,607
3	65,800	68,345	71,944	74,860	77,400	77,400	79,967	82,515	85,074	88,706	88,706
4	68,154	70,716	74,869	77,941	80,508	80,508	83,055	85,607	88,161	91,802	91,802
5	70,522	73,077	77,783	81,061	83,599	83,599	86,152	88,706	91,249	94,890	94,890
6	73,640	76,205	81,496	84,975	87,549	87,549	90,113	92,677	95,258	98,922	98,922
7	76,207	78,761	84,618	88,279	90,851	90,851	93,418	95,988	98,557	102,233	102,233
8	78,761	81,344	87,750	91,588	94,155	94,155	96,728	99,283	101,873	105,538	105,538
9	81,344	83,921	90,854	94,886	97,468	97,468	100,029	102,594	105,172	108,842	108,842
10	83,921	86,486	93,988	98,193	100,766	100,766	103,323	105,909	108,472	112,158	112,158
11	87,155	89,743	97,832	102,422	105,011	105,011	107,605	110,178	112,776	116,459	116,459
12	89,918	92,508	101,156	106,132	108,723	108,723	111,295	113,884	116,459	120,154	120,154
13	92,699	95,287	104,475	109,814	112,412	112,412	114,977	117,566	120,154	123,840	123,840
14	95,467	98,042	107,812	113,506	116,104	116,104	118,666	121,257	123,840	127,542	127,542
15	101,289	103,955	114,583	120,850	123,515	123,515	126,183	128,847	131,513	135,322	135,322
16	101,289	103,955	114,583	120,850	123,515	123,515	126,183	128,847	131,513	135,322	135,322
17	101,289	103,955	114,583	120,850	123,515	123,515	126,183	128,847	131,513	135,322	135,322
18	101,289	103,955	114,583	120,850	123,515	123,515	126,183	128,847	131,513	135,322	135,322
19	101,289	103,955	114,583	120,850	123,515	123,515	126,183	128,847	131,513	135,322	135,322
20	104,299	106,965	117,589	123,853	126,524	126,524	129,191	131,853	134,524	138,327	138,327
21	104,299	106,965	117,589	123,853	126,524	126,524	129,191	131,853	134,524	138,327	138,327
22	104,299	106,965	117,589	123,853	126,524	126,524	129,191	131,853	134,524	138,327	138,327
23	104,299	106,965	117,589	123,853	126,524	126,524	129,191	131,853	134,524	138,327	138,327
24	104,299	106,965	117,589	123,853	126,524	126,524	129,191	131,853	134,524	138,327	138,327
25	107,303	109,976	120,602	126,864	129,529	129,529	132,198	134,853	137,530	141,336	141,336
26	107,303	109,976	120,602	126,864	129,529	129,529	132,198	134,853	137,530	141,336	141,336
27	107,303	109,976	120,602	126,864	129,529	129,529	132,198	134,853	137,530	141,336	141,336
28	107,303	109,976	120,602	126,864	129,529	129,529	132,198	134,853	137,530	141,336	141,336
29	107,303	109,976	120,602	126,864	129,529	129,529	132,198	134,853	137,530	141,336	141,336
30	110,313	112,979	123,610	129,874	132,545	132,545	135,202	137,869	140,537	144,346	144,346

TEACHERS CONTRACT YEAR 1, 2016-17

Appendix 3-b NORTH SHORE CSD

JULY 1, LANE CHANGE AND .5 % ACROSS THE BOARD, INCREMENT OCCURS JULY 1, 2017

TEACHER'S SALARY SCHEDULE 2017/18

STEP	BA	BA15	BA30	MA	BA60	MA15	MA30	MA45	MA60	MA 75	PHD/EDD
1	59,553	62,155	66,604	69,172	71,742	71,742	74,298	76,858	79,430	83,087	83,087
2	63,743	66,311	69,394	72,120	74,687	74,687	77,244	79,813	82,376	86,035	86,035
3	66,129	68,687	72,304	75,234	77,787	77,787	80,367	82,928	85,499	89,150	89,150
4	68,495	71,070	75,243	78,331	80,911	80,911	83,470	86,035	88,602	92,261	92,261
5	70,875	73,442	78,172	81,466	84,017	84,017	86,583	89,150	91,705	95,364	95,364
6	74,008	76,586	81,903	85,400	87,987	87,987	90,564	93,140	95,734	99,417	99,417
7	76,588	79,155	85,041	88,720	91,305	91,305	93,885	96,468	99,050	102,744	102,744
8	79,155	81,751	88,189	92,046	94,626	94,626	97,212	99,779	102,382	106,066	106,066
9	81,751	84,341	91,308	95,360	97,955	97,955	100,529	103,107	105,698	109,386	109,386
10	84,341	86,918	94,458	98,684	101,270	101,270	103,840	106,439	109,014	112,719	112,719
11	87,591	90,192	98,321	102,934	105,536	105,536	108,143	110,729	113,340	117,041	117,041
12	90,368	92,971	101,662	106,663	109,267	109,267	111,851	114,453	117,041	120,755	120,755
13	93,162	95,763	104,997	110,363	112,974	112,974	115,552	118,154	120,755	124,459	124,459
14	95,944	98,532	108,351	114,074	116,685	116,685	119,259	121,863	124,459	128,180	128,180
15	101,795	104,475	115,156	121,454	124,133	124,133	126,814	129,491	132,171	135,999	135,999
16	101,795	104,475	115,156	121,454	124,133	124,133	126,814	129,491	132,171	135,999	135,999
17	101,795	104,475	115,156	121,454	124,133	124,133	126,814	129,491	132,171	135,999	135,999
18	101,795	104,475	115,156	121,454	124,133	124,133	126,814	129,491	132,171	135,999	135,999
19	101,795	104,475	115,156	121,454	124,133	124,133	126,814	129,491	132,171	135,999	135,999
20	104,820	107,500	118,177	124,472	127,157	127,157	129,837	132,512	135,197	139,019	139,019
21	104,820	107,500	118,177	124,472	127,157	127,157	129,837	132,512	135,197	139,019	139,019
22	104,820	107,500	118,177	124,472	127,157	127,157	129,837	132,512	135,197	139,019	139,019
23	104,820	107,500	118,177	124,472	127,157	127,157	129,837	132,512	135,197	139,019	139,019
24	104,820	107,500	118,177	124,472	127,157	127,157	129,837	132,512	135,197	139,019	139,019
25	107,840	110,526	121,205	127,498	130,177	130,177	132,859	135,527	138,218	142,043	142,043
26	107,840	110,526	121,205	127,498	130,177	130,177	132,859	135,527	138,218	142,043	142,043
27	107,840	110,526	121,205	127,498	130,177	130,177	132,859	135,527	138,218	142,043	142,043
28	107,840	110,526	121,205	127,498	130,177	130,177	132,859	135,527	138,218	142,043	142,043
29	107,840	110,526	121,205	127,498	130,177	130,177	132,859	135,527	138,218	142,043	142,043
30	110,865	113,544	124,228	130,523	133,208	133,208	135,878	138,558	141,240	145,068	145,068

TEACHERS CONTRACT YEAR 2, 2017-18

Appendix 3-c NORTH SHORE CSD

JULY 1, LANE CHANGE AND 1% ACROSS THE BOARD, INCREMENT OCCURS JULY 1, 2018

TEACHER'S SALARY SCHEDULE 2018/19

STEP	BA	BA15	BA30	MA	BA60	MA15	MA30	MA45	MA60	MA 75	PHD/EDD
1	60,149	62,777	67,270	69,864	72,459	72,459	75,041	77,627	80,224	83,918	83,918
2	64,380	66,974	70,088	72,841	75,434	75,434	78,016	80,611	83,200	86,895	86,895
3	66,790	69,374	73,027	75,986	78,565	78,565	81,171	83,757	86,354	90,042	90,042
4	69,180	71,781	75,995	79,114	81,720	81,720	84,305	86,895	89,488	93,184	93,184
5	71,584	74,176	78,954	82,281	84,857	84,857	87,449	90,042	92,622	96,318	96,318
6	74,748	77,352	82,722	86,254	88,867	88,867	91,470	94,071	96,691	100,411	100,411
7	77,354	79,947	85,891	89,607	92,218	92,218	94,824	97,433	100,041	103,771	103,771
8	79,947	82,569	89,071	92,966	95,572	95,572	98,184	100,777	103,406	107,127	107,127
9	82,569	85,184	92,221	96,314	98,935	98,935	101,534	104,138	106,755	110,480	110,480
10	85,184	87,787	95,403	99,671	102,283	102,283	104,878	107,503	110,104	113,846	113,846
11	88,467	91,094	99,304	103,963	106,591	106,591	109,224	111,836	114,473	118,211	118,211
12	91,272	93,901	102,679	107,730	110,360	110,360	112,970	115,598	118,211	121,963	121,963
13	94,094	96,721	106,047	111,467	114,104	114,104	116,708	119,336	121,963	125,704	125,704
14	96,903	99,517	109,435	115,215	117,852	117,852	120,452	123,082	125,704	129,462	129,462
15	102,813	105,520	116,308	122,669	125,374	125,374	128,082	130,786	133,493	137,359	137,359
16	102,813	105,520	116,308	122,669	125,374	125,374	128,082	130,786	133,493	137,359	137,359
17	102,813	105,520	116,308	122,669	125,374	125,374	128,082	130,786	133,493	137,359	137,359
18	102,813	105,520	116,308	122,669	125,374	125,374	128,082	130,786	133,493	137,359	137,359
19	102,813	105,520	116,308	122,669	125,374	125,374	128,082	130,786	133,493	137,359	137,359
20	105,868	108,575	119,359	125,717	128,429	128,429	131,135	133,837	136,549	140,409	140,409
21	105,868	108,575	119,359	125,717	128,429	128,429	131,135	133,837	136,549	140,409	140,409
22	105,868	108,575	119,359	125,717	128,429	128,429	131,135	133,837	136,549	140,409	140,409
23	105,868	108,575	119,359	125,717	128,429	128,429	131,135	133,837	136,549	140,409	140,409
24	105,868	108,575	119,359	125,717	128,429	128,429	131,135	133,837	136,549	140,409	140,409
25	108,918	111,631	122,417	128,773	131,479	131,479	134,188	136,882	139,600	143,463	143,463
26	108,918	111,631	122,417	128,773	131,479	131,479	134,188	136,882	139,600	143,463	143,463
27	108,918	111,631	122,417	128,773	131,479	131,479	134,188	136,882	139,600	143,463	143,463
28	108,918	111,631	122,417	128,773	131,479	131,479	134,188	136,882	139,600	143,463	143,463
29	108,918	111,631	122,417	128,773	131,479	131,479	134,188	136,882	139,600	143,463	143,463
30	111,974	114,679	125,470	131,828	134,540	134,540	137,237	139,944	142,652	146,519	146,519

TEACHERS CONTRACT YEAR 3, 2018-19

Appendix 3-d NORTH SHORE CSD

JULY 1, LANE CHANGE AND 1.5% ACROSS THE BOARD, INCREMENT OCCURS JULY 1, 2019

TEACHER'S SALARY SCHEDULE 2019/20

STEP	BA	BA15	BA30	MA	BA60	MA15	MA30	MA45	MA60	MA 75	PHD/EDD
1	61,051	63,719	68,279	70,912	73,546	73,546	76,167	78,791	81,427	85,177	85,177
2	65,346	67,979	71,139	73,934	76,566	76,566	79,186	81,820	84,448	88,198	88,198
3	67,792	70,415	74,122	77,126	79,743	79,743	82,389	85,013	87,649	91,393	91,393
4	70,218	72,858	77,135	80,301	82,946	82,946	85,570	88,198	90,830	94,582	94,582
5	72,658	75,289	80,138	83,515	86,130	86,130	88,761	91,393	94,011	97,763	97,763
6	75,869	78,512	83,963	87,548	90,200	90,200	92,842	95,482	98,141	101,917	101,917
7	78,514	81,146	87,179	90,951	93,601	93,601	96,246	98,894	101,542	105,328	105,328
8	81,146	83,808	90,407	94,360	97,006	97,006	99,657	102,289	104,957	108,734	108,734
9	83,808	86,462	93,604	97,759	100,419	100,419	103,057	105,700	108,356	112,137	112,137
10	86,462	89,104	96,834	101,166	103,817	103,817	106,451	109,116	111,756	115,554	115,554
11	89,794	92,460	100,794	105,522	108,190	108,190	110,862	113,514	116,190	119,984	119,984
12	92,641	95,310	104,219	109,346	112,015	112,015	114,665	117,332	119,984	123,792	123,792
13	95,505	98,172	107,638	113,139	115,816	115,816	118,459	121,126	123,792	127,590	127,590
14	98,357	101,010	111,077	116,943	119,620	119,620	122,259	124,928	127,590	131,404	131,404
15	104,355	107,103	118,053	124,509	127,255	127,255	130,003	132,748	135,495	139,419	139,419
16	104,355	107,103	118,053	124,509	127,255	127,255	130,003	132,748	135,495	139,419	139,419
17	104,355	107,103	118,053	124,509	127,255	127,255	130,003	132,748	135,495	139,419	139,419
18	104,355	107,103	118,053	124,509	127,255	127,255	130,003	132,748	135,495	139,419	139,419
19	104,355	107,103	118,053	124,509	127,255	127,255	130,003	132,748	135,495	139,419	139,419
20	107,456	110,204	121,149	127,603	130,355	130,355	133,102	135,845	138,597	142,515	142,515
21	107,456	110,204	121,149	127,603	130,355	130,355	133,102	135,845	138,597	142,515	142,515
22	107,456	110,204	121,149	127,603	130,355	130,355	133,102	135,845	138,597	142,515	142,515
23	107,456	110,204	121,149	127,603	130,355	130,355	133,102	135,845	138,597	142,515	142,515
24	107,456	110,204	121,149	127,603	130,355	130,355	133,102	135,845	138,597	142,515	142,515
25	110,552	113,305	124,253	130,705	133,451	133,451	136,201	138,935	141,694	145,615	145,615
26	110,552	113,305	124,253	130,705	133,451	133,451	136,201	138,935	141,694	145,615	145,615
27	110,552	113,305	124,253	130,705	133,451	133,451	136,201	138,935	141,694	145,615	145,615
28	110,552	113,305	124,253	130,705	133,451	133,451	136,201	138,935	141,694	145,615	145,615
29	110,552	113,305	124,253	130,705	133,451	133,451	136,201	138,935	141,694	145,615	145,615
30	113,654	116,399	127,352	133,805	136,558	136,558	139,296	142,043	144,792	148,717	148,717

TEACHERS CONTRACT YEAR 4, 2019-20

APPENDIX 4

COACHES SALARY SCHEDULES

In arriving at the coaching salaries, the sole criterion applied was the estimate of the number of hours that each coach (Varsity, Junior Varsity and Middle/High School Assistant) is expected to perform. Notwithstanding, in the event the actual rendering of coaching service exceeds or is less than the estimated number of hours, the salary shall be paid the position and the coach shall perform the time to meet the requirements of the position.

1. Each coach will be placed on his/her chronological step according to the number of years in the District, in the sport on the proper level.
2. When a coach changes level, excluding clause 5C, (Junior Varsity of Varsity) or sport (i.e. baseball to track or baseball to softball) he/she is assumed to start at year one for the new sport or level.
3. All coaches requesting bi-weekly payment will have the salary divided by six.
4. The differential in salary for Junior Varsity and Middle School football coaches and all other coaches at that level is based on the length of season and scouting duty for said coaches.
5. Additional Compensation:
 - a. When a sport extends beyond the season, a practice day will be \$129.28 for 2016-2017, \$129.93 for 2017-2018, \$131.23 for 2018-2019 and \$133.20 for 2019-2020.
 - b. Additional compensation will be paid for coaching commencing after the last day of the season. The last day of a season shall be the last day of regularly scheduled competition.
 - c. Junior Varsity coaches shall receive additional compensation at the above rate for assisting the Varsity coaches of the following sports: Football, Baseball, Soccer, Lacrosse, Basketball, Softball and Field Hockey at additional practice days. The above sports require a basic team of 15 or more players. When ten (10) or more students qualify for playoffs in Track or Wrestling, the Junior Varsity coach shall assist the Varsity coach of each of those sports at the above rate.
6. Should Section VIII change the duration of the season for any sport, salary and overtime shall be subject to re-negotiation at the option of the District or North Shore Schools Federated Employees.

APPENDIX 4

NORTH SHORE CSD

COACHES SALARY SCHEDULE

SPORT GROUP	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19	2019-20
	(Effective 7/1/16 to 6/30/20)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)
I FOOTBALL								
VARSIY	10,214	10,265	10,368	10,524	11,228	11,284	11,397	11,568
(2) VARSITY ASST.	8,170	8,211	8,293	8,417	8,985	9,030	9,120	9,257
(2) JR. VARSITY	8,170	8,211	8,293	8,417	8,985	9,030	9,120	9,257
MIDDLE SCHOOL	5,614	5,642	5,698	5,783	5,979	6,009	6,069	6,160
II BASKETBALL, B & G								
VARSIY	8,850	8,894	8,983	9,118	9,735	9,784	9,882	10,030
VARSIY ASST.	6,803	6,837	6,905	7,009	7,488	7,525	7,600	7,714
JR. VARSITY	6,803	6,837	6,905	7,009	7,488	7,525	7,600	7,714
MIDDLE SCHOOL 8TH	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
MIDDLE SCHOOL 7TH	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
WRESTLING								
VARSIY	8,850	8,894	8,983	9,118	9,735	9,784	9,882	10,030
JR. VARSITY	6,803	6,837	6,905	7,009	7,488	7,525	7,600	7,714
MIDDLE SCHOOL	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
III BASEBALL								
VARSIY	8,170	8,211	8,293	8,417	8,985	9,030	9,120	9,257
VARSIY ASST.	6,463	6,495	6,560	6,658	7,113	7,149	7,220	7,328
JR. VARSITY	6,463	6,495	6,560	6,658	7,113	7,149	7,220	7,328
9TH GRADE	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
MIDDLE SCHOOL	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569

APPENDIX 4

NORTH SHORE CSD

COACHES SALARY SCHEDULE

	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19	2019-20
	(Effective 7/1/16 to 6/30/20)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)
SPORT GROUP								
LACROSSE, B & G								
VARSIITY	8,170	8,211	8,293	8,417	8,985	9,030	9,120	9,257
VARSIITY ASST.	6,463	6,495	6,560	6,658	7,114	7,150	7,222	7,330
JR. VARSITY	6,463	6,495	6,560	6,658	7,114	7,150	7,222	7,330
MIDDLE SCHOOL BOYS (1)	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
MIDDLE SCHOOL GIRLS (1)	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
SOFTBALL								
VARSIITY	8,170	8,211	8,293	8,417	8,985	9,030	9,120	9,257
VARSIITY ASST.	6,463	6,495	6,560	6,658	7,114	7,150	7,222	7,330
JR. VARSITY	6,463	6,495	6,560	6,658	7,114	7,150	7,222	7,330
MIDDLE SCHOOL (1)	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
MIDDLE SCHOOL (2)	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
TRACK, B & G (SPRING)								
VARSIITY	8,170	8,211	8,293	8,417	8,985	9,030	9,120	9,257
VARSIITY ASST.	6,463	6,495	6,560	6,658	7,114	7,150	7,222	7,330
JR. VARSITY	6,463	6,495	6,560	6,658	7,114	7,150	7,222	7,330
MIDDLE SCHOOL BOYS (1)	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
MIDDLE SCHOOL GIRLS (1)	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
IV FIELD HOCKEY								
VARSIITY	7,146	7,182	7,254	7,363	7,862	7,901	7,980	8,100
JR. VARSITY	5,103	5,129	5,180	5,258	5,617	5,645	5,701	5,787

APPENDIX 4

NORTH SHORE CSD

COACHES SALARY SCHEDULE

	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19	2019-20
	(Effective 7/1/16 to 6/30/20)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)
SPORT GROUP								
MIDDLE SCHOOL 8TH	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
MIDDLE SCHOOL 7TH	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
MIDDLE SCHOOL THIRD TEAM	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
GYMNASTICS								
VARSIITY	7,146	7,182	7,254	7,363	7,862	7,901	7,980	8,100
JR. VARSITY	5,103	5,129	5,180	5,258	5,617	5,645	5,701	5,787
MIDDLE SCHOOL	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
SOCCER, B & G								
VARSIITY	7,146	7,182	7,254	7,363	7,862	7,901	7,980	8,100
VARSIITY ASST.	5,103	5,129	5,180	5,258	5,617	5,645	5,701	5,787
JR. VARSITY	5,103	5,129	5,180	5,258	5,617	5,645	5,701	5,787
MIDDLE SCHOOL 8TH	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
MIDDLE SCHOOL 7TH	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
WINTER TRACK, B &								
VARSIITY	8,170	8,211	8,293	8,417	8,985	9,030	9,120	9,257
VARSIITY ASST.	6,463	6,495	6,560	6,658	7,114	7,150	7,222	7,330
V VOLLEYBALL								
MIDDLE SCHOOL 8TH	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
MIDDLE SCHOOL 7TH	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569

APPENDIX 4

NORTH SHORE CSD

COACHES SALARY SCHEDULE

	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19	2019-20
	(Effective 7/1/16 to 6/30/20)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)
SPORT GROUP								
VOLLEYBALL								
VARSIITY	7,146	7,182	7,254	7,363	7,862	7,901	7,980	8,100
JR. VARSITY	5,103	5,129	5,180	5,258	5,617	5,645	5,701	5,787
CROSS COUNTRY, B & G								
VARSIITY	7,146	7,182	7,254	7,363	7,863	7,902	7,981	8,101
MIDDLE SCHOOL	4,917	4,942	4,991	5,066	5,406	5,433	5,487	5,569
TENNIS, B & G								
VARSIITY	5,601	5,629	5,685	5,770	6,167	6,198	6,260	6,354
JR. VARSITY	3,975	3,995	4,035	4,096	4,379	4,401	4,445	4,512
VI BOWLING, B & G								
VARSIITY	4,481	4,503	4,548	4,616	4,929	4,954	5,004	5,079
MIDDLE SCHOOL	2,305	2,317	2,340	2,375	2,714	2,728	2,755	2,796
GOLF, B & G								
VARSIITY	4,481	4,503	4,548	4,616	4,929	4,954	5,004	5,079
VII CHEERLEADING								
MIDDLE SCHOOL (per season)	1,699	1,707	1,724	1,750	1,871	1,880	1,899	1,927
CHEERLEADING								
VARSIITY (per season)	3,359	3,376	3,410	3,461	3,694	3,712	3,749	3,805

APPENDIX 4

NORTH SHORE CSD

COACHES SALARY SCHEDULE

		STEP I				STEP II			
		(1-3 YEARS)				(4+ YEARS)			
		2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19	2019-20
		(Effective 7/1/16 to 6/30/20)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)
VIII	ATHLETIC DIRECTOR								
	HIGH SCHOOL	10,645	10,698	10,805	10,967	11,828	11,887	12,006	12,186
	MIDDLE SCHOOL	8,508	8,551	8,637	8,767	9,361	9,408	9,502	9,645

APPENDIX 5

NORTH SHORE CSD								
EXTRA-CURRICULAR ACTIVITIES								
	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17 (Effective 7/1/16 to 6/30/17)	2017-18 (Effective 7/1/17 to 6/30/18)	2018-19 (Effective 7/1/18 to 6/30/19)	2019-20 (Effective 7/1/19 to 6/30/20)	2016-17 (Effective 7/1/16 to 6/30/17)	2017-18 (Effective 7/1/17 to 6/30/18)	2018-19 (Effective 7/1/18 to 6/30/19)	2019-20 (Effective 7/1/19 to 6/30/20)
SENIOR HIGH SCHOOL								
Class Sponsors								
Senior Class	5,208	5,234	5,286	5,365	5,416	5,443	5,497	5,580
Junior Class	4,785	4,809	4,857	4,930	4,976	5,001	5,051	5,127
Sophomore Class	4,117	4,137	4,179	4,241	4,280	4,302	4,345	4,410
Freshman Class	2,519	2,532	2,557	2,595	2,620	2,633	2,659	2,699
Clubs - Level 3								
AIDS Peer Educator	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Buddy Program	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Business Club (FBLA)	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Debate	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
First Robotics Asst.	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Interact (Rotary)	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Key	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
MATCH (Movies Across 20th..)	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Mathletes	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Mock Trial	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Peer Leaders	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Portfolio	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Pulse I	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Spanish	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Technology	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Viking Masquers	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Youth D.E.C.I.D.E.	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223

NORTH SHORE CSD

EXTRA-CURRICULAR ACTIVITIES

	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19	2019-20
	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)
Clubs - Level 2								
Anime	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Entrepreneurial-Schl Store	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Environmental	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
F.H.A. Fam/Cons Science	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Fashion	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
GSA	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Gender Equality	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Mu Alpha Theta	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Nat Visual Arts Hnr Soc	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Portfolio	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Pulse (Dance)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Science Olympiad	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Ski Club	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Tri-M Club	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Clubs - Level 1								
Advocacy for Human Rights	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Animal Advocacy	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Book Club	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
French	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Italian	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Karate	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
National Science Bowl	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Nat'l Science Honor Society	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Rho Kappa(SocStud Hnr Soc)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Woodworking	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
World Language Honor Society	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192

APPENDIX 5

NORTH SHORE CSD
EXTRA-CURRICULAR ACTIVITIES

	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19	2019-20
	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)
DRAMATICS								
Director, Play/Musical	6,492	6,524	6,589	6,688	6,751	6,785	6,853	6,956
Vocal Music Director-Play	4,035	4,055	4,096	4,157	4,197	4,218	4,260	4,324
Accompanist	2,259	2,270	2,293	2,327	2,348	2,360	2,384	2,420
Light & Sound Advisor*	4,466	4,488	4,533	4,601	4,639	4,662	4,709	4,780
Assistant Light & Sound (per school year)	3,350	3,367	3,401	3,452	3,481	3,498	3,533	3,586
Senior Play	4,466	4,488	4,533	4,601	4,639	4,662	4,709	4,780
Set Designer*	4,466	4,488	4,533	4,601	4,639	4,662	4,709	4,780
Chief Constructor*	4,466	4,488	4,533	4,601	4,639	4,662	4,709	4,780
Costume Coordinator*	4,466	4,488	4,533	4,601	4,639	4,662	4,709	4,780
Production Advisor*	4,466	4,488	4,533	4,601	4,639	4,662	4,709	4,780
Choreographer	3,952	3,972	4,012	4,072	4,114	4,135	4,176	4,239
Tech Director	3,056	3,071	3,102	3,149	3,178	3,194	3,226	3,274
Pit Conductor	2,259	2,270	2,293	2,327	2,348	2,360	2,384	2,420
ORGANIZATIONS								
Auditor, Sr. H.S.	1,427	1,434	1,448	1,470	1,482	1,489	1,504	1,527
National Honor Society	2,435	2,447	2,471	2,508	2,530	2,543	2,568	2,607
North Shore Challenge	3,539	3,557	3,593	3,647	3,682	3,700	3,737	3,793
Student Book Manager	5,037	5,062	5,113	5,189	5,241	5,267	5,320	5,400
Student Government Org.	5,372	5,399	5,453	5,535	5,587	5,615	5,671	5,756
First Robotics	7,729	7,768	7,846	7,964	8,036	8,076	8,157	8,279
ORGANIZATIONS (Music)								
Chamber Orchestra	2,981	2,996	3,026	3,071	3,099	3,114	3,145	3,192
Elektra	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Men Aloud	2,496	2,508	2,533	2,571	2,598	2,611	2,637	2,676
Jazz Band	2,981	2,996	3,026	3,071	3,099	3,114	3,145	3,192
Madrigals	2,981	2,996	3,026	3,071	3,099	3,114	3,145	3,192
Drum Line	1,956	1,966	1,986	2,016	2,035	2,045	2,066	2,097
Pep Band	1,956	1,966	1,986	2,016	2,035	2,045	2,066	2,097
PUBLICATIONS								
Business Advisor	4,785	4,809	4,857	4,930	4,977	5,002	5,052	5,128
Literary Magazine	2,544	2,557	2,582	2,621	2,647	2,660	2,687	2,727
Newspaper	5,502	5,530	5,585	5,669	5,721	5,749	5,807	5,894
Yearbook	5,502	6,530	6,595	6,694	5,721	6,750	6,818	6,920

All HIGH SCHOOL DRAMATICS stipends reflect compensation for completing one (1) show per school year except for positions marked with an asterisk (*) in which case the compensation is for completion of two (2) shows per school year.

APPENDIX 5

NORTH SHORE CSD

EXTRA-CURRICULAR ACTIVITIES

	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17 (Effective 7/1/16 to 6/30/17)	2017-18 (Effective 7/1/17 to 6/30/18)	2018-19 (Effective 7/1/18 to 6/30/19)	2019-20 (Effective 7/1/19 to 6/30/20)	2016-17 (Effective 7/1/16 to 6/30/17)	2017-18 (Effective 7/1/17 to 6/30/18)	2018-19 (Effective 7/1/18 to 6/30/19)	2019-20 (Effective 7/1/19 to 6/30/20)
MIDDLE SCHOOL								
Class Advisors								
Grade 8	1,833	1,842	1,861	1,889	1,905	1,915	1,934	1,963
Grade 7	1,833	1,842	1,861	1,889	1,905	1,915	1,934	1,963
Grade 6	1,833	1,842	1,861	1,889	1,905	1,915	1,934	1,963
Clubs - Level 3								
Family/Consumer Sci	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Math Fair Gr. 7	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Math Fair Gr. 8	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Mathletes	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
National History Day Club	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Robotics	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Clubs - Level 2								
Art	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Builders Club	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Chess	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
GSA	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Mock Trial	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Mock Trial II	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Real Math Challenge	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Rocketry Club	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
SADD	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Science Club	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Ski Club	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Technology	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Yoga Club	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562

APPENDIX 5

NORTH SHORE CSD								
EXTRA-CURRICULAR ACTIVITIES								
	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17 (Effective 7/1/16 to 6/30/17)	2017-18 (Effective 7/1/17 to 6/30/18)	2018-19 (Effective 7/1/18 to 6/30/19)	2019-20 (Effective 7/1/19 to 6/30/20)	2016-17 (Effective 7/1/16 to 6/30/17)	2017-18 (Effective 7/1/17 to 6/30/18)	2018-19 (Effective 7/1/18 to 6/30/19)	2019-20 (Effective 7/1/19 to 6/30/20)
Clubs - Level 1								
Animal Club	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
French Club	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Italian	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Jam Club	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Mandarin	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Math Olympiads	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Organic Gardening Club	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
School Store	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Spanish	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
World Drumming	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Organizations (General)								
Student Council	2,445	2,457	2,482	2,519	2,542	2,555	2,581	2,620
Organizations (Music)								
Chamber Orchestra	1,222	1,228	1,240	1,259	1,278	1,284	1,297	1,317
Select Ensemble	1,222	1,228	1,240	1,259	1,278	1,284	1,297	1,317
Treble Choir	1,222	1,228	1,240	1,259	1,278	1,284	1,297	1,317
6th Grade Morning Chorus	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
7th/8th Grade Morning Chorus	1,222	1,228	1,240	1,259	1,278	1,284	1,297	1,317
Jazz Band	2,018	2,028	2,048	2,079	2,093	2,103	2,124	2,156
Marching Band	1,104	1,110	1,121	1,138	1,149	1,155	1,167	1,185
Publications								
Newspaper	2,201	2,212	2,234	2,267	2,287	2,298	2,321	2,356
Yearbook	2,201	2,212	2,234	2,267	2,287	2,298	2,321	2,356

APPENDIX 5

NORTH SHORE CSD**EXTRA-CURRICULAR ACTIVITIES**

	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19	2019-20
(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	
Dramatics-MS								
Musical Coordinator	4,087	4,108	4,149	4,211	4,254	4,275	4,318	4,383
Director Play (per position for four (4) positions)	2,677	2,690	2,717	2,758	2,785	2,799	2,827	2,869
Costume Coordinator	2,233	2,244	2,267	2,301	2,319	2,331	2,354	2,389
Director	4,087	4,108	4,149	4,211	4,254	4,275	4,318	4,383
Vocal Music Director	2,677	2,690	2,717	2,758	2,785	2,799	2,827	2,869
Accompanist	1,248	1,255	1,268	1,287	1,267	1,273	1,286	1,305
Choreographer	1,468	1,475	1,490	1,512	1,517	1,525	1,540	1,563
Production Advisor	2,233	2,244	2,267	2,301	2,319	2,331	2,354	2,389
Set & Construction	2,233	2,244	2,267	2,301	2,319	2,331	2,354	2,389
ATHLETICS								
HS-Equipment Manager	8,508	8,551	8,636	8,766	9,361	9,407	9,502	9,644
MS-Director	8,508	8,551	8,636	8,766	9,361	9,407	9,502	9,644

All MIDDLE SCHOOL DRAMATICS stipends reflect compensation for completing one (1) show per school year.

APPENDIX 5

NORTH SHORE CSD								
EXTRA-CURRICULAR ACTIVITIES								
	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17 (Effective 7/1/16 to 6/30/17)	2017-18 (Effective 7/1/17 to 6/30/18)	2018-19 (Effective 7/1/18 to 6/30/19)	2019-20 (Effective 7/1/19 to 6/30/20)	2016-17 (Effective 7/1/16 to 6/30/17)	2017-18 (Effective 7/1/17 to 6/30/18)	2018-19 (Effective 7/1/18 to 6/30/19)	2019-20 (Effective 7/1/19 to 6/30/20)
ELEMENTARY SCHOOLS								
Clubs - Level 3								
Art Club (GWL)	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Mock Trial (GH)	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Mock Trial (GWL)	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Mock Trial (SC)	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Running Club (SC)	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
TED Club (SC)	2,079	2,089	2,110	2,142	2,157	2,168	2,190	2,223
Clubs - Level 2								
Art (SC)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Community Service (GH)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Community Service (GWL)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Community Service (SC)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Intramurals (GH)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Newscast (GWL)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Newspaper (SC)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Peer Mediator (GWL)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Recorder Club (4th Gr GH)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Scrabble Club (GWL)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Shared Inquiry Book Club GH (3)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Shared Inquiry Book Club GW (3)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562
Shared Inquiry Book Club SC (3)	1,467	1,474	1,489	1,511	1,516	1,524	1,539	1,562

APPENDIX 5

NORTH SHORE CSD

EXTRA-CURRICULAR ACTIVITIES

	STEP I				STEP II			
	(1-3 YEARS)				(4+ YEARS)			
	2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19-	2019-20
(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)	
Clubs - Level 1								
Art (GH)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Dignity for All (GWL)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
ENL Kids Club (GH)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
ENL Parents Club (GH)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Future Corps Club 5th (GH)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Geography Club (GWL)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Kiwanis Kids Club (SC)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Mandarin (GH)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Mandarin Fan Club (GWL)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Math Club-4th Grade (GH)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Math Olympiad (GH)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Math Olympiad (GWL)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Math Olympiad (SC)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
After School Sports (GH)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
After School Sports (GWL)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Jogging (GWL)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Fitness Club (GWL)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Chess Club (GWL)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
School Newsletter (GH)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Student Council								
Student Council (GWL)	1,100	1,106	1,117	1,134	1,156	1,162	1,174	1,192
Student Congress (SC)	1,346	1,353	1,367	1,387	1,400	1,407	1,421	1,442
Organizations (Music)								
Headliners (GH)	1,346	1,353	1,367	1,387	1,400	1,407	1,421	1,442
Chamber Chorus (GWL)	1,527	1,535	1,550	1,573	1,590	1,598	1,614	1,638
District Band (GH)	1,527	1,535	1,550	1,573	1,590	1,598	1,614	1,638
District Band (GWL)	1,527	1,535	1,550	1,573	1,590	1,598	1,614	1,638
District Band (SC)	1,527	1,535	1,550	1,573	1,590	1,598	1,614	1,638
District Orchestra (GH)	1,527	1,535	1,550	1,573	1,590	1,598	1,614	1,638
District Orchestra (GW)	1,527	1,535	1,550	1,573	1,590	1,598	1,614	1,638
District Orchestra (SC)	1,527	1,535	1,550	1,573	1,590	1,598	1,614	1,638
Singers-Sea Cliff	1,527	1,535	1,550	1,573	1,590	1,598	1,614	1,638
Dramatics								
Elementary Dramatics	4,087	4,108	4,149	4,211	4,254	4,275	4,318	4,383

APPENDIX 6

NORTH SHORE CSD

ADDITIONAL ASSIGNMENTS

	2016-17	2017-18	2018-19	2019-20
	(Effective 7/1/16 to 6/30/17)	(Effective 7/1/17 to 6/30/18)	(Effective 7/1/18 to 6/30/19)	(Effective 7/1/19 to 6/30/20)
District-Wide				
Coordinator of Health Services	3,741	3,760	3,797	3,854
Coordinator-Student Activities-Effective 7/1/2017		10,698	10,805	10,967
SAT/ACT Coordinator	3,132	3,148	3,179	3,227
Scholarship Coordinator	5,241	5,267	5,320	5,400
Middle School Team Leader	4,414	4,436	4,480	4,548
HS/MS World Language Team Leader	10,253	10,304	10,407	10,563

Appendix 7

REGISTERED NURSES SALARY SCHEDULE

STEP	2016-17	2017-18	2018-19	2019-20
	1.00%	0.50%	1.00%	1.50%
1	50,821	51,075	51,586	52,360
2	52,328	52,590	53,116	53,913
3	53,976	54,246	54,788	55,610
4	55,474	55,751	56,309	57,154
5	57,041	57,326	57,899	58,767
6	58,585	58,878	59,467	60,359
7	59,968	60,268	60,871	61,784
8	61,647	61,955	62,575	63,514
9	63,371	63,688	64,325	65,290
10	65,147	65,473	66,128	67,120
LONGEVITY*	1,531	1,539	1,554	1,577

**Longevity payments commence twelve years from a nurse's hiring date*

Standards for Online Learning September, 2002

Nassau BOCES
NYS Teacher Centers
New York Institute of Technology

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I. The Four Levels of Online Courses

Online courses can be classified into four categories, which range across the spectrum in terms of instructor involvement and participation.

- ❑ ***Programmed self paces*** – an instructional designer creates the course and the participant enters the instructional environment and moves through the material with no instructor interaction. Participants normally take computer or self graded assessments as they move through the material.
- ❑ ***Facilitated Courses*** – an instructional designer creates the structure of the class and the course is turned over to a facilitator to help guide the participants through the course materials. The facilitator can help shape the discussions and provide direction for project work but does not modify the instructional platform and is not the content expert.
- ❑ ***Instructed Courses*** – These courses are created and taught by the instructor and utilize high levels of interaction between the instructor and participants. The scope, sequence and timing of the course are dynamically modified to meet the class needs. The course demonstrates high levels of discourse between and among all members of the class learning community. The instructor is the content expert.
- ❑ ***The MUSE Courses*** – At the highest level of interaction is the MUSE level or Oxfordian online delivery system. In this configuration the instructor acts as the student's MUSE providing inspiration and guidance to the student. Typically the instructor and student work to identify areas of need and the structure of the online experience is built around maximizing the use of the tools and interactions to help the student meet the expected outcomes. This type of instruction is normally characterized by a high level of discourse using a combination of synchronous and asynchronous tools to insure high levels of connectivity between the students and instructor. It reflects strategies of inquiry-based learning, action research and self-directed learning.

II. Modalities for Online Courses

There are generally three modalities of delivery for the facilitated, instructed and muse types of courses:

- ❑ The fully online environment is which the student instruction, project work and all communications are done via a virtual delivery system. The system may consist of synchronous tools like chat and video and the asynchronous tools of email and threaded discussions. The course is designed so that the learning outcomes can be achieved and the equivalent seat time can be met.
- ❑ The hybrid course environment is a mix of traditional face-to face instruction and online instruction. The instructor determines what elements of the course are best delivered online and divides the instruction and project activities so that the objectives and appropriate seat time equivalents are met.
- ❑ Enhanced course environment is a face-to-face class, which meets its entire seat time hours, but in which the instructor creates an envelope of instructional support and classroom exchanges using the online tool set.

III. Domains and Standards for Online Courses

Seven Domains that organize Standards for Online Courses are presented.

1. *Curriculum*.....page 6

Rating Scale: 4 point

- Standards-based
- Researched-based
- Sensitivity to diversity
- Depth and breadth of Content (Scope and Sequence)

2. *Pedagogy*.....page 7

Rating Scale: Muse/Instructor Facilitated/Self – Taught
(Muse = 4, Instructed = 3, Facilitated = 2, Self – Taught = 1)

- Models good practice such as constructivism, reflection (Best practices)
- Authentic Learning (multiple modalities and learning styles, project and inquiry based)
- Opportunities for high-level thinking
- Evidence of planning
- Design of Instruction appropriate to the online environment
- Assessment of student learning embedded in instruction
- Uses data to monitor and adjust instruction (Data Utilization)

3. *Learner/Instructor Interaction*.....page 10

Rating Scale: Muse/Instructor Facilitated/Self – Taught
(Muse = 4, Instructed = 3, Facilitated = 2, Self – Taught = 1)

- Interaction between Instructor and Student, Instructor and Class, In Among Students, Student in a group, Group to Group, Instructor to Group, Group to Instructor
- Variety of Sharing Modalities
- Quality and timeliness of Instructors feedback
- Evidence of an active learning community

4. Assessment of Participant Learning..... page 12

Rating Scale: 4 point

- Impact on Practice
- Provides formative and summative feedback
- Assessments align to outcomes
- Provides exemplars
- Opportunities for participants to assess their won learning
- Quality is defined

5. Presentation, Structure and Organization..... page 14

Rating Scale: 4 point Rubric

- Syllabi and Outlines
- Use of Multimedia
- Navigation and Layout
- Timing and Pacing
- Online Environment
- Goals and Objectives
- Developmental Levels
- Outcomes-based

6. Administration – Systems Supports..... page 17

Rating Scale: 4 Point

- Copyright Information
- Technical Support and Orientation
- Security
- Point of Authority/Credentials of Institution
- Ongoing Course Evaluation
- Course Registration

7. Technical Management..... page 20

Rating Scale: 4 point

-
- ADA Compliant (508)
 - Admission and Records Administration
 - System Capacity
 - User Interface Compatibility
 - Back up process
 - Redundancy
 - Appropriateness of the tool sets

1. Curriculum

Page 1 of 1	4	3	2	1
Standards-based	<ul style="list-style-type: none"> Meets or exceeds the National and New York State standards in all subject areas 	<ul style="list-style-type: none"> Meets the National and New York State standards in the ELA and MST subject areas 	<ul style="list-style-type: none"> Meets the New York State standards in all subject areas 	<ul style="list-style-type: none"> Does not align National or New York State Standards
Research-based	<ul style="list-style-type: none"> Supported by current rigorous quantitative/qualitative research, Course reviewed and endorsed by both the Local Education Agency (LEA) and the state Department of Education (DOE) 	<ul style="list-style-type: none"> Supported by current rigorous quantitative/qualitative research 	<ul style="list-style-type: none"> Supported by current local best practices 	<ul style="list-style-type: none"> Not supported by current research
Sensitivity to diversity	<ul style="list-style-type: none"> Material has been reviewed using The NYSED Office of State Assessment. New York State Sensitivity Review Guidelines and has shown a high degree of sensitivity to different groups 	<ul style="list-style-type: none"> Material has been reviewed by a committee of educators and shows sensitivity to different groups 	<ul style="list-style-type: none"> Material has been reviewed by the course instructor and shows sensitivity to different groups 	<ul style="list-style-type: none"> Material has not been reviewed
Depth and Breadth of Content (Scope and Sequence)	<ul style="list-style-type: none"> Course is comparable in thoroughness, depth, and breadth to traditionally delivered courses Course is designed to benefit from the unique applications for online delivery 	<ul style="list-style-type: none"> Course is comparable in thoroughness, depth, and breadth to traditionally delivered courses 	<ul style="list-style-type: none"> Course is comparable in depth and breadth to traditionally delivered courses 	<ul style="list-style-type: none"> Course is dissimilar in thoroughness, depth, and breadth to traditionally delivered courses

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2. Pedagogy

Page 1 of 3	Muse 4	Instructed 3	Facilitated 2	Self-taught 1
Best practices	<ul style="list-style-type: none"> • Models best practices such as constructivism, inquiry, reflection and sharing of collective expertise to support learning • Discussion & dialog to foster meaningful thinking and learning • Project work is individually mentored and supported • Constructive criticism is integral to the class culture • Information flow is bi-directional between student and instructor 	<ul style="list-style-type: none"> • Discussion & dialog to foster meaningful thinking and learning • Project work is individually mentored and supported • Constructive criticism is integral to the class culture • Information flow is bi-directional between student and instructor 	<ul style="list-style-type: none"> • Discussion & dialog to foster meaningful thinking and learning • Facilitator offers recommendations for improved performance • Information flow is predominantly from facilitator to student and between students 	<ul style="list-style-type: none"> • Highly structured
Authentic Learning (multiple modalities and learning styles, project and inquiry based)	<ul style="list-style-type: none"> • Teaches using multiple modalities and addresses various learning styles • Addresses and supports individual student needs, skills, and knowledge • Research and problem solving skills are addressed through project and inquiry based teaching & learning • Activities and projects are rooted in classroom experiences 	<ul style="list-style-type: none"> • Addresses and supports individual student needs, skills, and knowledge • Research and problem solving skills are addressed through project and inquiry based teaching & learning • Activities and projects are rooted in classroom experiences 	<ul style="list-style-type: none"> • Research and problem solving skills are addressed through project and inquiry based teaching & learning • Activities and projects are rooted in classroom experiences 	<ul style="list-style-type: none"> • Instruction is programmed with no modification for modifications based on learning environment

2. Pedagogy

Page 2 of 3	Muse	Instructed	Facilitated	Self-taught
Opportunities for higher-level thinking	<ul style="list-style-type: none"> • The course is framed around the use of constructive essential questions created by the participants • Course activities are anchored in higher level thinking and meta cognition developed as a joint activity between instructor and participants • There is little emphasis on pure skill or fact acquisition. 	<ul style="list-style-type: none"> • The course is framed around the use of constructive essential questions created by the instructor and modified by interaction with the participants • Courses are anchored in higher level thinking and meta cognition • There is little emphasis on pure skill or fact acquisition 	<ul style="list-style-type: none"> • The course is framed around the use of objectives and outcomes created by the instructor • There is emphasis on pure skill or fact acquisition 	<ul style="list-style-type: none"> • The course is centered at the skills acquisition level
Evidence of planning	<ul style="list-style-type: none"> • Course has a viable, powerful organizing center mutually agreed upon by instructors and participants • Sequence of material is powerful, Scaffolding active meaningful learning which fosters metacognition • Instructional goals, objectives, strategies, and evaluation are aligned to state/national standards • Participant are involved with the planning of the course 	<ul style="list-style-type: none"> • Course has a viable, powerful organizing center • Sequence of material is powerful, Scaffolding active meaningful learning which fosters metacognition • Instructional goals, objectives, strategies, and evaluation are aligned to state/national standards 	<ul style="list-style-type: none"> • Course has a viable, powerful organizing center • Sequence of material is powerful, Scaffolding active meaningful learning which fosters metacognition • Instructional goals, objectives, strategies, and evaluation are aligned to state/national standards 	<ul style="list-style-type: none"> • The course is pre-programmed with no options

2. Pedagogy

Page 3 of 3	Muse	Instructed	Facilitated	Self-taught
Design of Instruction	<ul style="list-style-type: none"> The instruction is student centered with the online environment designed to be flexible Capitalize on what is known about how participants prefer to learn The course provides alternative strategies based on the progress of the participants 	<ul style="list-style-type: none"> Appropriate to the online environment, learning materials and opportunities designed to be capitalize on what is known about how participants prefer to learn 	<ul style="list-style-type: none"> Appropriate to the online environment, learning materials and opportunities designed to be completed with in a specific timeframe 	<ul style="list-style-type: none"> The instruction is programmed and the participant follows a proscribed learning path
Assessment	<ul style="list-style-type: none"> Assessment of student learning embedded in instruction, several forms of authentic assessments chosen by student based on knowledge of preferred learning style & modality Clearly defined rubrics are given for all formal assignments 	<ul style="list-style-type: none"> Various types of assessment chosen by instructor Clearly defined rubrics are given for all formal assignments 	<ul style="list-style-type: none"> Limited types of assessment chosen by instructor 	<ul style="list-style-type: none"> Assessment done by participant or by computer
Data Utilization	<ul style="list-style-type: none"> Uses participant data to monitor and adjust instruction Students and instructor use data to adjust their learning and the course design 	<ul style="list-style-type: none"> Uses participant data to monitor instruction 	<ul style="list-style-type: none"> Collects participant data but does not use data to monitor and adjust instruction 	<ul style="list-style-type: none"> Collects participant data but does not use data to monitor and adjust instruction

3. Learner/Instructor Interaction

Page 1 of 2	Muse 4	Instructed 3	Facilitated 2	Self-taught 1
<p>Between Instructor and Student, Instructor and Class, In among Students, Students in a group, Group to Group, Instructor to Group, Group to Instructor</p>	<ul style="list-style-type: none"> • There are clear indications of communications between instructors and students focused on guiding questions and professional criticism. The ratio of student postings to faculty postings approaches 50% • Communications among students are focused and are defined by the instructional context. Students define and direct the direction of discourse • Group communications are active representing more than 33% of the exchanges and demonstrate a free flow of ideas and mutual support • Students create and engineer modalities as needed for learning. 	<ul style="list-style-type: none"> • There is a balance of exchanges with the instructor representing 25-35% of the responses • Communications amongst and between students are focused on the instructional goals and assignments defined by the instructor • Group communications are active representing more than 33% of the postings. The postings are centered in specific responses to the assignments 	<ul style="list-style-type: none"> • The instructor serves as a moderator and keeps the focus of the postings on the specific assignments. The instructor postings represent 15-20% of the total postings • Communications amongst and between students is centered directly around the proscribed assignments • Group communications are used to develop community 	<ul style="list-style-type: none"> • There is little or no interaction with an instructor. Students complete steps and progress to the next level • Group activities are only used for social interactions

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3. Learner/Instructor Interaction

Page 2 of 2	Muse 4	Instructed 3	Facilitated 2	Self-taught 1
<p>Variety of Sharing Modalities Threaded discussion, email, chat, videoconferencing, instant messaging, telephone, appropriate use of synchronous/synchronous communication</p>	<ul style="list-style-type: none"> The use of synchronous and/or asynchronous components of the class is matched to the learning experience Synchronous activities are used only when there is full consent of the class or there has been sufficient time for participants to set their schedules 	<ul style="list-style-type: none"> The use of synchronous and/or asynchronous components of the class is matched to the learning experience Synchronous activities are used only when there is full consent of the class or there has been sufficient time for participants to set their schedules 	<ul style="list-style-type: none"> Threaded discussions, chats are used in group and class activities 	<ul style="list-style-type: none"> There is little discourse between instructor and student
<p>Quality and timeliness of Instructor's feedback</p>	<ul style="list-style-type: none"> Valuable and constructive feedback was provided within 2 days 	<ul style="list-style-type: none"> Effective feedback was provided within 3 days 	<ul style="list-style-type: none"> Useful feedback was provided within 5 days 	<ul style="list-style-type: none"> Feedback is limited and is normally system generated
<p>Evidence of an active learning community</p>	<ul style="list-style-type: none"> Posts were numerous, feedback is specific, frequent dialog and discussion are used to foster trust and teamwork between instructor and student and among students 	<ul style="list-style-type: none"> Posts are several, feedback is useful, dialog and discussion are evident 	<ul style="list-style-type: none"> Posts are few, feedback was general, little dialog and discussion is evident 	<ul style="list-style-type: none"> Posts were infrequent, feedback was vague Dialog and discussion not utilized

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4. Assessment of Participant Learning

Page 1 of 2	4	3	2	1
Impact on Practice	<ul style="list-style-type: none"> • Participant guides their class in innovative explorations of multidisciplinary projects • Balanced and strategic use of direct teaching and project-based teaching • Integration of alternative modes of student assessment • Implementation of integrated curriculum 	<ul style="list-style-type: none"> • Participant focuses on higher-order thinking skills • Experimentation with interdisciplinary project-based instruction • Experimentation with flexible student grouping 	<ul style="list-style-type: none"> • Participant employs some instructional activities that are individualized and self-paced • Participant beginning to have students work on collaborative projects 	<ul style="list-style-type: none"> • Participant experiments with open-ended activities designed for small group and/ or collaborative group based instruction
Feedback	<ul style="list-style-type: none"> • Instructors' ongoing feedback provides timely, specific, and authentic response meant to inform change in participant behavior 	<ul style="list-style-type: none"> • Instructors' formative & summative feedback is timely and practical 	<ul style="list-style-type: none"> • Instructors' summative feedback is general and provided at the end of the course 	<ul style="list-style-type: none"> • No instructor feedback
Assessments	<ul style="list-style-type: none"> • Evidence of participants constructing knowledge, utilizing critical thinking, generating product in all assignments • Culminating assessment which aligns with outcomes 	<ul style="list-style-type: none"> • Evidence of participants constructing knowledge and utilizing critical thinking in several assignments • Culminating assessment which aligns with outcomes 	<ul style="list-style-type: none"> • Evidence of participants constructing knowledge and utilizing critical thinking 	<ul style="list-style-type: none"> • No evidence of participants constructing knowledge and utilizing critical thinking in assignments • Misaligned culminating assessment

4. Assessment of Participant Learning				
Page 2 of 2	4	3	2	1
Exemplars	<ul style="list-style-type: none"> 4 or more exemplars provided by instructor 	<ul style="list-style-type: none"> 2 – 3 exemplars provided by instructor 	<ul style="list-style-type: none"> One exemplar provided by instructor 	<ul style="list-style-type: none"> No exemplars provided by instructor
Quality	<ul style="list-style-type: none"> Utilizes a rubric with specific performance characteristics arranged in levels indicating the degree to which a standard has been met 	<ul style="list-style-type: none"> Utilized a checklist with points assigned to each task 	<ul style="list-style-type: none"> Utilizes traditional methods of assessing quality of student work, i.e. exams 	<ul style="list-style-type: none"> Quality is not defined
Self-Assessment	<ul style="list-style-type: none"> Participants choose from a list offering several methods to assess their own learning 	<ul style="list-style-type: none"> A checklist and reflective journal are provided for participants to assess their own learning 	<ul style="list-style-type: none"> A checklist is provided for participants to assess their own learning 	<ul style="list-style-type: none"> No student self assessment

5. Presentation, Structure and Organization

Page 1 of 3	4	3	2	1
Syllabi and Outline	<ul style="list-style-type: none"> • Clearly stated and accessible via print and online • Instructional expectations defined • Participant interaction expectation defined • Timelines and deadlines • Use of Synchronous activities clearly stated • Additional resources stated • Threshold for award of credit clearly defined 	<ul style="list-style-type: none"> • Clearly stated and accessible via print and online • Instructional expectations defined • Timelines and deadlines • Additional resources stated • Threshold for award of credit clearly defined 	<ul style="list-style-type: none"> • Clearly stated and accessible via print • Instructional expectations defined • Additional resources stated • Threshold for award of credit clearly defined 	<ul style="list-style-type: none"> • Clearly stated and accessible via print • Instructional goals stated • Threshold for award of credit clearly defined
Use of Multimedia	<ul style="list-style-type: none"> • Media is appropriate to varied bandwidths • Media supports instructional goals and compliments instructional activities • Media runs smoothly on all standard platforms and current versions of browsers • Media is diverse and reflects a diverse population in a proactive manner • Media is used to increase the participants grasp of concepts • Media has appropriate copyright notations and releases 	<ul style="list-style-type: none"> • Media is appropriate to varied bandwidths • Media supports instructional goals and interest building • Media runs smoothly on current versions of browsers • Media is diverse and reflects a diverse population • Media is used to increase the participants grasp of concepts • Media has appropriate copyright notations and releases 	<ul style="list-style-type: none"> • Media is appropriate to high speed connections (T1, DSL, ISDN) • Media is used for interest building • Media runs smoothly on current versions of browsers • Media has associated credits 	<ul style="list-style-type: none"> • Media runs intermittently over high speed networks • Media is used as “eye-candy” not related to the objectives of the course • Media portrays members of any community in a negative light

5. Presentation, Structure and Organization

Page 2 of 3	4	3	2	1
<p>Navigation and Layout</p>	<ul style="list-style-type: none"> • Course is easily navigated by keyboard, mouse or accessible device and is user friendly • All pages are designed for computer screens and display with all browsers • The various synchronous and asynchronous components are embedded in the front pages • Pages are in an organized root structure • All major components are reached via 2 mouse clicks or less 	<ul style="list-style-type: none"> • Course is easily navigated • All pages are designed for computer screens and display on current browsers • All major components are reached via 3 mouse clicks or less • Layout of pages promotes interaction 	<ul style="list-style-type: none"> • Course can be navigated • All pages are designed for computer screens and may require scrolling • Layout is structured 	<ul style="list-style-type: none"> • Difficult navigation • Disorganized pages • Unappealing layout that distracts from the learning
<p>Timing and Pacing</p>	<ul style="list-style-type: none"> • The course timing and pacing is appropriate to meet the instructional goals and allow for participant differences. There are differentiated experiences for various learners 	<ul style="list-style-type: none"> • The course timing and pacing is appropriate to meet the instructional goals and is varied to meet the general needs of the class 	<ul style="list-style-type: none"> • The timing and pacing is set and meets the needs of the highest performing participants 	<ul style="list-style-type: none"> • Timing and pacing is inappropriate for the participant population

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5. Presentation, Structure and Organization

Page: 3 of 3	4	3	2	1
Online Environment	<ul style="list-style-type: none"> • Technical requirements for student access are documented. Criteria for students' technical knowledge are published & assessed • Access to learning resources (books, periodicals, etc.) is assured • Online and offline activities are available to the student, links to additional resources are embedded in online content to allow access to further information and supporting materials on other sites • Content is constructed to allow the different parts of the course to interact and integrate 	<ul style="list-style-type: none"> • Technical requirements for student access are documented • Criteria for students' technical knowledge are published & assessed • Access to learning resources (books, periodicals, etc.) is assured • Online and offline activities are available to the student 	<ul style="list-style-type: none"> • Technical requirements for student access are documented • Criteria for students' technical knowledge are published & assessed • Online and offline activities are available to the student 	<ul style="list-style-type: none"> • Technical requirements for student access are documented • Criteria for students' technical knowledge are published
Goals and Objectives	<ul style="list-style-type: none"> • Instructional and learning goals are clearly defined for student 	<ul style="list-style-type: none"> • Instructional and learning goals are defined for student 	<ul style="list-style-type: none"> • Learning goals are defined for student 	<ul style="list-style-type: none"> • Goals are not specified
Developmental Levels	<ul style="list-style-type: none"> • Material addresses ages and stages of learners- participants engage in "metalearning"-learning how to learn online 	<ul style="list-style-type: none"> • Material addresses limited range of ages/stages of learners 	<ul style="list-style-type: none"> • Material addresses one level of learners 	<ul style="list-style-type: none"> • Material does not consider age and stage of learner
Outcomes-based	<ul style="list-style-type: none"> • Evaluation is timely, fair, and based on local/state/national standards • Verification of student participation/performance procedures in place, instruction designed to have produced specific, lasting results in participants by end of course 	<ul style="list-style-type: none"> • Evaluation is timely, fair, and based on local/state/national standards • Verification of student participation/performance procedures in place 	<ul style="list-style-type: none"> • Evaluation is timely, fair, and based on local/state/national standards 	<ul style="list-style-type: none"> • Outcomes not specified

6. Administration-Systems Support

Page 1 of 3	4	3	2	1
Copyright Information	<ul style="list-style-type: none"> The system provides warnings in regards to the misuse of copyrighted materials and links to fair use and copyright information The ability to add meta tag information is part of the posting process 	<ul style="list-style-type: none"> The system provides links to fair use and copyright information The ability to add meta tag information is part of the posting process 	<ul style="list-style-type: none"> The ability to add meta tag information is part of the posting process 	<ul style="list-style-type: none"> There is no overt support for the proper use of copyrighted materials
Technical Support and Orientation	<ul style="list-style-type: none"> Printed manuals, online technical support resources, CD or DVD training and online and phone technical are available Tech support is accessible for all members of the learning community Send updates on system changes to all users before changes are implemented 	<ul style="list-style-type: none"> Printed manuals, online technical support resources, CD or DVD training and online support is available Tech support is accessible for all members of the learning community Send updates on system changes to all users before changes are implemented 	<ul style="list-style-type: none"> Printed manuals, online technical support resources, are available Technical support is accessible for all members of the learning community 	<ul style="list-style-type: none"> Printed materials are available
Security (Who can access and/or read)	<ul style="list-style-type: none"> Provides a detailed list of all super users and their access The instructor is provided with a list of all individuals who have access to their courses The instructor has the ability to set participant access to their courses 	<ul style="list-style-type: none"> The instructor is provided with a list of all individuals who have access to their courses The instructor has the ability to set participant access to their courses 	<ul style="list-style-type: none"> The instructor has the ability to set participant access to their courses 	<ul style="list-style-type: none"> The system is open and guests have access to all materials and discussion areas

6. Administration-Systems Support

Page 2 of 3	4	3	2	1
<p>Point of Authority/ Credentials of Institution</p>	<ul style="list-style-type: none"> • Biography available online with in depth resumes showing experience in the course content • Instructor holds credentials in the area of instruction related to the course • Instructor has gone through a training program on delivering courses which includes instruction in the pedagogy of online delivery • Provider Organization clearly identified and endorsed by BOCES, higher education institutions, or Teacher Centers 	<ul style="list-style-type: none"> • Biography available online with a resume showing experience in the course content • Instructor holds instructional credentials • Instructor has gone through a training program on delivering online courses • Provider organization clearly identified 	<ul style="list-style-type: none"> • Biography available online • Instructor has gone through a training program on delivering online courses • Provider organization clearly identified 	<ul style="list-style-type: none"> • Instructor has gone through a training program on delivering online courses • Provider organization not clearly identified

6. Administration-Systems Support

Page 3 of 3	4	3	2	1
Ongoing Course Evaluation	<ul style="list-style-type: none"> • Maintains and publishes data on all course activity • Provides mechanism for post course evaluation for all courses • Publishes all course evaluations • Evidence that evaluation data is used for screening instructors for future assignments • Evidence that evaluation data and course data is used to inform the professional development system for the instructors 	<ul style="list-style-type: none"> • Maintains and publishes data on all course activity • Provides mechanism for post course evaluation • Publishes selected course evaluations • Evidence that evaluation data is used for screening instructors for future assignments 	<ul style="list-style-type: none"> • Provides mechanism for post course evaluation • Publishes course evaluations for selected courses 	<ul style="list-style-type: none"> • No formal evaluation systems
Course Registration	<ul style="list-style-type: none"> • Participants can enroll via email, fax, USPS and phone • Confirmation of enrollment automatically sent to all participants • Participants are notified of all course cancellations before the published start date • Course data is tracked by district and individual participant • Enrollment data is sent to OLA in flat field formats • Interfaces with NYSED portal 	<ul style="list-style-type: none"> • Participants can enroll via email, fax, USPS and phone • Confirmation of enrollment automatically sent to all participants • Participants are notified of all course cancellations before the published start date • Course data is tracked by district and individual participant 	<ul style="list-style-type: none"> • Participants can enroll via USPS and phone • Confirmation of enrollment automatically sent to all participants • Cancelled courses are listed on the Web site 	<ul style="list-style-type: none"> • Participants can enroll via USPS and phone • There is no automatic confirmation of enrollment

7. Technical Management

Page 1 of 4	4	3	2	1
ADA Compliant (508)	<ul style="list-style-type: none"> Fully 508 compliant (see attachment A) 	<ul style="list-style-type: none"> All materials can be read via screen readers, alternative text and captioning is provided for all multimedia elements, and all information is available via assistive technology Students can input information via a wide range of assistive devices 	<ul style="list-style-type: none"> All materials can be read via screen readers, alternative text and captioning is provided for all multimedia elements 	<ul style="list-style-type: none"> There are no efforts to make the major portions of the content accessible to all learners
Admission and Records Administration	<ul style="list-style-type: none"> The system provides back end support to exchange directly data in XML or flat field formats with standard instructional tracking and enrollment systems All course files are archived and available for at 1 year 	<ul style="list-style-type: none"> The system provides back end support to exchange data directly in XML or flat field formats with standard instructional tracking and enrollment systems All course files are archived and available for at ½ year 	<ul style="list-style-type: none"> The system maintains records, which can be converted into XML, or flat field formats. Protocol and fields are provide to assist in data transfers to standard instructional tracking and enrollment systems All course files are archived and available for at ½ year 	<ul style="list-style-type: none"> The system maintains records in a proprietary format. Protocol and fields are provide to assist in data transfers to standard instructional tracking and enrollment systems All course files are archived and available for at ½ year

7. Technical Management

Page 2 of 4	4	3	2	1
System Capacity	<ul style="list-style-type: none"> • The system has the at least 5 megabytes of storage available per course • The system reports storage utilization to the end user administrators 	<ul style="list-style-type: none"> • The system has the at least 2 megabytes of storage available per course • The system reports storage utilization to the end user administrators 	<ul style="list-style-type: none"> • The system has the at least 1 megabytes of storage available per course • The system reports storage utilization to the end user administrators 	<ul style="list-style-type: none"> • The system has less than 1 megabytes of storage available per course
User Interface Compatibility	<ul style="list-style-type: none"> • The system provides back end support to exchange directly data in XML or flat field formats with standard instructional tracking and enrollment systems • All course files are archived and available for at 1 year 	<ul style="list-style-type: none"> • The system provides back end support to exchange data directly in XML or flat field formats with standard instructional tracking and enrollment systems. • All course files are archived and available for at ½ year 	<ul style="list-style-type: none"> • The system maintains records, which can be converted into XML, or flat field formats. Protocol and fields are provide to assist in data transfers to standard instructional tracking and enrollment systems • All course files are archived and available for at ½ year 	<ul style="list-style-type: none"> • The system maintains records in a proprietary format. Protocol and fields are provide to assist in data transfers to standard instructional tracking and enrollment systems • All course files are archived and available for at ½ year

7. Technical Management

Page 3 of 4	4	3	2	1
Back up process	<ul style="list-style-type: none"> • Full data backups are done daily 	<ul style="list-style-type: none"> • Backups are done bi-weekly 	<ul style="list-style-type: none"> • Back-ups are done weekly 	<ul style="list-style-type: none"> • There is no data back up
Source Code and Encryption keys	<ul style="list-style-type: none"> • Source Code is open architecture and the code is held in escrow 	<ul style="list-style-type: none"> • The source code is held in escrow 	<ul style="list-style-type: none"> • The source code is proprietary 	<ul style="list-style-type: none"> • The source code is unavailable
Redundancy and capacity	<ul style="list-style-type: none"> • The system host has redundant connections to the Internet and has the capacity to handle 10% of the total end user population with simultaneous connections 	<ul style="list-style-type: none"> • The system host has redundant connections to the Internet and has the capacity to handle 5% of the total end user population with simultaneous connections 	<ul style="list-style-type: none"> • The system host has redundant connections to the Internet and has the capacity to handle 2% of the total end user population with simultaneous connections 	<ul style="list-style-type: none"> • The system has a single connection to the Internet and has the capacity to handle less than 1% of the total end user population with simultaneous connections
Appropriateness of the tool sets	<ul style="list-style-type: none"> • The tool set is standards based and can handle synchronous and asynchronous communications • Standard multimedia formats for all operating systems and standard browsers are supported 	<ul style="list-style-type: none"> • The tool set is standards based and can handle synchronous and asynchronous communications • Standard multimedia formats for Mac and Windows and standard browsers are supported 	<ul style="list-style-type: none"> • The tool set is standards based and can handle synchronous communications • Standard multimedia formats for Mac and Windows and standard browsers are supported 	<ul style="list-style-type: none"> • The tool set can handle synchronous communications • Standard multimedia formats for Mac and Windows and standard browsers are supported

7. Technical Management: Attachment A (ADA 508 Compliant)

Page 4 of 4

- | | |
|--|---|
| <p>a) The text information associated with a non-text element should, when possible, communicate the same information as its associated element.</p> <p>a) This provision requires that when audio presentations are available on a multimedia web page, the audio portion must be captioned</p> <p>b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</p> <p>c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.</p> <p>d) Documents shall be organized so they are readable without requiring an associated style sheet.</p> <p>e) Redundant text links shall be provided for each active region of a server-side image map.</p> <p>f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.</p> <p>g) Row and column headers shall be identified for data tables.</p> <p>h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.</p> <p>i) Frames shall be titled with text that facilitates frame identification and navigation.</p> | <p>j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.</p> <p>k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of these standards, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.</p> <p>l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.</p> <p>m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).</p> <p>n) When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.</p> <p>o) A method shall be provided that permits users to skip repetitive navigation links.</p> <p>p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.</p> |
|--|---|

APPENDIX 9

AFFIRMATION

I, _____ (employees' name), herewith affirm that I was unable to report to work because of illness on _____ (enter dates).

Check one

___ I was neither seen nor treated by a medical practitioner with respect to this absence.

___ I was seen by a medical practitioner on _____.

Dated: _____

Employee

North Shore Schools

Draft MOA: §3012-d
Annual Professional Performance Review Plan
2016-17 School Year



North Shore Schools

Herman Berliner, President, Board of Education
Edward Melnick, Superintendent

North Shore Schools Federated Employees

Greg Perles, President

Introduction

New York State Education Law §3012-d requires negotiation and implementation of an **Annual Professional Performance Review (APPR)** plan.

The evaluation method as set forth in §3012-d consists of two components:

- **Teacher Observation Subcomponent**
- **Student Performance Subcomponent**

Details regarding the determination of subcomponent score are set forth in the document that follows.

§3012-d further requires that the teacher observation and student performance subcomponent scores be cross-referenced to determine a final APPR rating according to a state-mandated **HEDI matrix**. The means for determining each teacher's final APPR rating are set forth in the document that follows.

§3012-d additionally requires that the terms of a **Teacher Improvement Plan (TIP)** as well as the terms of an **APPR appeals process** be included in each district's APPR plan. The TIP and appeals procedures are set forth in the document that follows.

General Terms

I. GENERAL CONDITIONS: APPR PLAN

- A. Term of Agreement: This APPR plan shall begin with the 2016-17 school year. Any changes to the 2016-17 APPR plan shall be collectively bargained by the Federation and the District.
- B. The APPR plan shall be incorporated into the Agreement between NSSFE and the District.
- C. The APPR plan is contingent on ratification by both the Federation and the North Shore Board of Education.

Teacher Observation Subcomponent

II. GENERAL TERMS: TEACHER OBSERVATION SUBCOMPONENT

- A. All observations shall be based on the Silver Strong Teacher Effectiveness Framework Observation Rubric (hereafter "Silver Strong").
- B. Tenured teachers shall be observed at least two times each school year. At least one observation shall be announced and at least one observation shall be unannounced. All observations of tenured teachers shall be completed in accordance with the terms set forth in section III below.
- C. Probationary teachers shall be observed at least three times each school year. At least one observation shall be announced and at least one observation shall be unannounced; the District shall have sole discretion to determine whether the third required observation is announced or unannounced. All observations of probationary teachers shall be completed in accordance with the terms set forth in section IV below.
- D. For all teachers (tenured and probationary), pre-observation conferences before announced observations shall be elective at teacher and/or administrator discretion. Teachers will retain sole discretion to invite a mentor or colleague to attend the pre-observation conference and, if so elected, the conference will be scheduled at a time mutually convenient to all parties.

- E. For all teachers (tenured and probationary), post-observation conferences shall be mandatory. Teachers will retain sole discretion to invite a mentor or colleague to attend the post-observation conference and, if so elected, the conference will be scheduled at a time mutually convenient to all parties.
- F. For all teachers (tenured and probationary), announced and unannounced observations shall follow a proficiency model in which observations can be repeated, at the teacher's request, until a score of 3 or better is achieved. The proficiency model shall adhere to procedures as follows:
1. The observer(s) shall give the teacher a brief, summative memorandum with a binding indication of the numeric score for observation at the post-observation conference.
 2. The teacher shall have five school days from the post-observation conference to accept the score as indicated or elect to schedule an additional observation. Such requests shall be capped at a maximum of five additional observations per school year.
 3. The observer(s) shall not be required to complete a formal written observation report until the teacher has specified which lesson will be recorded for APPR purposes. Teachers shall retain the right to append a written statement to the observation report.
 4. The observation with the highest score will be recorded for APPR purposes.
- G. No observations shall occur within a 15 school day window leading up to any state exam for any teacher whose students are scheduled to sit for that exam. In the event that NYSED makes significant changes to the state testing calendar, either party to this Agreement shall have the right to convene mandatory negotiations regarding this clause of the Agreement. In such instance, no other element of this Agreement shall be subject to mandatory negotiation.
- H. For all teachers (tenured and probationary) who are formally observed more than two times, the principal/designee observation with the highest score and the independently trained evaluator observation with the highest score shall be used to calculate the Overall Teacher Performance score for APPR purposes.

III. OBSERVATIONS: TENURED TEACHERS

A. Announced Observations

1. Weight: 80% of Teacher Observation Subcomponent.
2. At least one announced observation of each tenured teacher shall be required each school year.
3. The announced observation shall be the first observation each school year and shall be scheduled at a date & time mutually agreed-upon by the teacher and the observer(s).
4. Time frame: the announced observations shall be scheduled on or after 15th day of classes and shall be completed by January 31 of each school year.
5. The announced observation shall be conducted by
 - a. K-5 Teachers: Principal or designee (Assistant Principal, Director or Assistant Director);
 - b. 6-12 Teachers: Principal or designee (Assistant Principal, Teacher Leader, Director or Assistant Director).
6. Announced observations shall follow a proficiency model in accordance with section II(F) above.
7. If requested, any additional announced observation(s) may be in-person or videorecorded.
8. Videorecording of Announced Observations
 - a. Tenured teachers shall have sole discretion to request a videorecorded announced observation in lieu of an in-person announced observation.
 - b. Videorecorded announced observations shall be treated in the same manner as in-person announced observations EXCEPT as modified by sections c-h below.
 - c. Teachers shall have a window of 10 school days to produce a videorecorded lesson for evaluation. In cases where a teacher records multiple lessons, s/he will have sole discretion regarding which lesson to submit for evaluation.

- d. Recorded lessons must be submitted in full to administration; editing of videorecorded observations for content is not permitted.
- e. Recorded lessons will be reviewed jointly by the teacher and observer.
- f. Teachers shall bring samples of student work from the videorecorded lesson to the viewing session.
- g. A joint NSSFE-District committee will be convened in the fall of 2016 to negotiate the procedures associated with videorecorded observations, including but not limited to such issues as recording technology, setup and submission to administration.
- h. A joint NSSFE-District task force will review the effectiveness of videorecorded observations and make recommendations for the continuation, modification or discontinuation of videorecorded lessons in the spring of 2017.

B. Unannounced Observations

1. Weight: 20% of Teacher Observation Subcomponent
2. At least one unannounced observation of each tenured teacher shall be required each school year.
3. The unannounced observation may be shorter in duration than the announced observation.
4. The unannounced observation must occur after the announced observation(s).
5. The unannounced observation must occur within a ten (10) school day window identified in writing to the teacher at least five (5) school days in advance. In the event that an administrator is unexpectedly on sick, personal or other leave for any day(s) during the 10 school day window, s/he or a designee shall inform the teacher within 24 hours, if practicable, and the window for the unannounced observation shall only be extended by the day(s) that the administrator is out.

6. The unannounced observation shall be conducted by an impartial, independently trained evaluator as designated by the District.
7. Announced observations shall follow a proficiency model in accordance with section II(F) above.
8. Videorecorded unannounced observations shall not be permitted.

IV. OBSERVATIONS: PROBATIONARY TEACHERS

A. Announced Observations

1. Weight: 80% of the Teacher Observation Subcomponent
2. At least one announced observation of each probationary teacher shall be required every school year.
3. The announced observation shall be the first observation each school year and shall be scheduled at a date & time mutually agreed-upon by the teacher and the observer(s).
4. At least one announced observation for every year of the probationary period shall be conducted by building principal (not a designee).
5. Announced observations shall follow a proficiency model in accordance with section II(F) above.
6. No videorecorded announced observations shall be permissible for probationary teachers

B. Unannounced Observations

1. Weight: 20% of the Teacher Observation Subcomponent
2. At least one announced observation in each school year shall precede the first unannounced observation in each school year.
3. At least one unannounced observation for every year of the probationary period shall be conducted by Assistant Superintendent for Instruction
4. The unannounced observation must occur within a ten (10) school day window identified in writing to the teacher at least five (5) school days in advance. In the event that an administrator is unexpectedly on sick, personal or other leave for any day(s) during the 10 school day window, s/he or a designee shall inform the teacher within 24 hours, if practicable, and the

window for the unannounced observation shall only be extended by the day(s) that the administrator is out.

5. Announced observations shall follow a proficiency model in accordance with section II(F) above.
6. Videorecorded unannounced observations shall not be permitted.

V. SCORING THE TEACHER OBSERVATION SUBCOMPONENT

- A. Scoring Individual Observations for Probationary & Tenured Faculty
 1. Each observable dimension on the Thoughtful Classroom Teacher Effectiveness Framework (“Silver Strong”) will be given a score 0-10
 2. Scores in observable dimensions will be averaged to determine a raw lesson score 0-10.
 3. The raw lesson score will be converted into an Individual Lesson Score per the following:

Raw Lesson Score	Individual Lesson Score
7-10	4.0
6.5-6.99	3.5
5.5-6.49	2.5
0-5.49	1.5

4. At the end of the school year, the Individual Lesson Scores will be weighted to determine an Overall Teacher Performance Score as follows:
 - a. 80% Principal or Designee Observation(s)
 - b. 20% Impartial, Independently Trained Evaluator Observation(s) and/or observation(s) by the Assistant Superintendent for Instruction
5. The Overall Teacher Performance Score shall be used in conjunction with **Overall HEDI Matrix** as follows:

H	3.50-4.00
E	2.50-3.49
D	1.50-2.49
I	0.00-1.49

6. See APPENDIX A for an example indicating how to calculate the Overall Teacher Performance Score.

Student Performance Subcomponent

VI. STUDENT LEARNING OBJECTIVES (SLOs)

- A. All teachers (tenured and probationary) shall be required to designate a SLO and target per section D below. When required by law, teachers shall additionally be required to designate a backup SLO and target per section D below.
- B. Principals shall have discretion, when permitted by law, to exclude individual students from SLO calculation in cases of students with extenuating personal circumstances.
- C. In cases where a district-wide growth score based on Regents exams is designated as the SLO, the measure shall be calculated as follows:
 - 1. For 2016-17, all Regents taken in the district will be utilized. Thereafter, either party to this Agreement shall have the right to convene mandatory negotiations regarding the designation of Regents exams for the purposes of determining the district-wide growth score based on Regents exams. In such instance, no other element of this Agreement shall be subject to mandatory negotiation.
 - 2. Calculation of the district-wide growth score based on Regents exams: the total number of students passing shall be divided by the total number of students taking exams to determine a district-wide percentage of student scores at or above the passing score.
 - 3. For the purposes of determining the district-wide percentage of student scores at or above the passing score, passing scores shall be as follows:
 - a. Regular education students: 65 or higher
 - b. Special education students classified with an Individualized Education Program (IEP): 55 or higher
 - 4. In accordance with the scale required by §3012-d, the district-wide growth score based on Regents exams shall be calculated as follows:

District-wide % of students passing	97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	34-38	29-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4
SLO Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
HEDI Matrix	H			E			D		I												

D. SLO Designations and Targets

Elementary Teachers (Grades K-5)	
Grade Level/Area	SLO
Kindergarten Grade 1 Grade 2	District-wide growth score based on Regents [see section VI(C) above]
Grade 3 ELA/Math	<p>Advisory Score: SLO based on ELA/math state exams (see below)</p> <p>Transition Score (for the duration of the moratorium on using state exam data for the purposes of APPR): district-wide growth score based on all Regents</p> <p>After Moratorium Ends: SLO based on ELA/math state exams (see below)</p> <p>SLO: Grade 3 ELA/Math</p> <ol style="list-style-type: none"> 1. Target: 65% of scored students shall earn a score at or above the annual cut score for mandatory AIS for ELA and math state exam based on the scaled score provided by the state 2. The district shall calculate scores for SLOs using the table required by SED.
Grade 4 ELA/Math Grade 5 ELA/Math	<p>Advisory Score: Generated by state using ELA & Math results</p> <p>Transition Score: district-wide growth score based on all Regents</p> <p>After Moratorium Ends: Generated by state using ELA & Math results</p> <p>Backup SLO: Grade 4-5 ELA/Math teachers All grade 4-5 teachers shall have a backup SLO, to be used in the event that the State cannot generate a student performance score, calculated as follows:</p> <ol style="list-style-type: none"> 1. SLO Target: 65% of scored students shall earn a score at or above the annual cut score for mandatory AIS for ELA and math state exam based on the scaled score provided by the state 2. The district shall calculate scores for SLOs using the table required by SED.
Grades 3-5: All Other Teachers	District-wide growth score based on all Regents [see section VI(C) above]

Middle School Teachers (Grades 6-8)

<p>Grade 6 ELA/Math Grade 7 ELA/Math Grade 8 ELA/Math</p> <p><i>*Note: per §3012-d, grade 8 math teachers whose students sit for the Algebra Regents Exam must have a Regents-based SLO as detailed below</i></p>	<p>Advisory Score: Generated by state using ELA & Math results</p> <p>Transition Score (for the duration of the moratorium on using state exam data for the purposes of APPR): district-wide growth score based on all Regents</p> <p>After Moratorium Ends: Generated by state using ELA & Math results</p> <p>Backup SLO: Grades 6-8 ELA/Math teachers All grades 6-8 teachers shall have a backup SLO, to be used in the event that the State cannot generate a student performance score, calculated as follows:</p> <ol style="list-style-type: none"> 1. 65% of scored students shall earn a score at or above the annual cut score for mandatory AIS for ELA and math state exam based on the scaled score provided by the state 2. The district shall calculate scores for SLOs using the table designed by SED.
<p>Grade 8: All Teachers Whose Course(s) End in a Regents Exam</p> <p><i>NOTE: Applies only to teachers with 50+% of students in a Regents course</i></p>	<p>Regents-based SLO: All teachers for whom a Regents-based SLO is required shall have a SLO calculated as follows:</p> <ol style="list-style-type: none"> 1. Calculation: # of students passing ÷ # students taking exams = % of students passing 2. % of students passing compared to statewide passing averages 3. Target: 65% of North Shore students shall meet or exceed statewide passing rates 4. Passing score: 65 (regular education students) 5. Passing score: 55 (all special education students, including all students with IEP or 504 documents)
<p>Grade 6-8: All Other Teachers</p>	<p>District-wide growth score based on Regents [see section VI(C) above]</p>
<p>IF APPLICABLE:</p> <p>Grade 8 Science (non-Regents) for students NOT enrolled in Regents Living Environment course</p>	<p>SLO based on Grade 8 Intermediate-Level Science Test:</p> <p>SLO Calculation: Students' Grade 8 Intermediate-Level Science Test scores shall be compared to the scores on a Grade 8 Intermediate-Level Science Test pretest. SLO target: 65% of students achieve growth of 10 points or more between the pretest score and Grade 8 Intermediate-Level Science Test score. Transition score to be calculated per the terms of grade 8 ELA/Math teachers.</p>
<p>IF APPLICABLE:</p> <p>Grade 8 Math (non-Regents) for students NOT enrolled in Regents Algebra course</p>	<p>SLO based on Grade 8 Mathematics Test:</p> <p>Calculation: Students' Grade 8 Mathematics Test scores shall be compared to the scores on a Grade 8 Mathematics pretest. SLO target: 65% of students achieve growth of 10 points or more between the pretest score and Grade 8 Mathematics Test score. Transition score to be calculated per the terms of grade 8 ELA/Math teachers.</p>

High School Teachers (Grades 9-12)	
Grades 9-12: All Teachers Whose Course(s) End in a Regents Exam	Regents-based SLO: All teachers for whom a Regents-based SLO is required shall have a SLO calculated as follows: <ol style="list-style-type: none"> 1. Calculation: # of students passing ÷ # students taking exams = % of students passing 2. % of students passing compared to statewide passing averages 3. Target: 65% of North Shore students shall meet or exceed statewide passing rates 4. Passing score: 65 (regular education students) 5. Passing score: 55 (all special education students, including all students with IEP or 504 documents)
<i>NOTE: Applies only to teachers with 50+% of students in a Regents course</i>	
Grades 9-12: All Other Teachers	District-wide growth score based on all Regents (see Part Two)

- E. SLO targets will be reviewed periodically to determine and ensure the validity of the target setting process.
- F. For all SLO targets, teachers' Overall Student Performance Score shall be used in conjunction with **Overall HEDI Matrix** as follows:

% of students at or above target	97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	34-38	29-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4
SLO Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
HEDI Matrix	H		E			D		I													

Overall APPR Rating (HEDI)

VII. Overall APPR Rating

- A. Each teacher's **Overall Teacher Performance Score** (see section V) and **Overall Student Performance Score** (see section VI) shall be used to generate an **OVERALL APPR RATING**.
- B. Each teacher shall be notified of her/his OVERALL APPR RATING, if applicable, from the preceding school year by September 10 annually unless the State fails to furnish state-provided growth scores in a timely manner.
- C. The OVERALL APPR RATING evaluation shall be determined as follows:

		Overall Teacher Performance Score			
		RATING	Highly Effective [H]	Effective [E]	Developing [D]
Overall Student Performance Score	Highly Effective [H]	Highly Effective	Highly Effective	Effective	Developing
	Effective [E]	Highly Effective	Effective	Effective	Developing
	Developing [D]	Effective	Effective	Developing	
	Ineffective [I]	Developing	Developing		

VIII. Teacher Improvement Plan (TIP)

- A. If a teacher is rated as Developing or Ineffective, it is the goal of both parties to improve the teacher's performance so that his or her performance can be rated as Effective. For those receiving a Developing or Ineffective rating, a Teacher Improvement Plan (TIP) will be provided. The purpose of a TIP is to assist teachers to work to their potential. A TIP is not to be used as a threat or disciplinary tool. Teachers must be formally observed annually a minimum of four (4) times and granted the opportunity for professional development before an Ineffective rating can be issued.
- B. Procedures:
1. When a teacher's end-of-year evaluation results in a rating of Developing or Ineffective, the District will place a teacher on a TIP.
 2. The teacher, with union representation at the teacher's option, shall meet with the District to create a TIP within time limits as required by law or Commissioner's regulations.
 3. The parties will identify areas in need of improvement, evidence needed to demonstrate improvement, a timeline for achieving improvement, and the manner in which improvement will be assessed.
 4. The District will notify the union President that such teacher has been placed on a TIP. The union will be supplied with a copy of the TIP.
 5. The teacher shall be offered the opportunity for a peer mentor from the District's mentor program. The teacher will select the mentor, with the approval of the Superintendent and Federation President. If the teacher cannot decide on a mentor, the Superintendent and Federation President will select a mentor.
 6. The teacher and mentor will be provided time during the school day to collaborate. The teacher and mentor will develop a plan for accomplishing the TIP goals and present that plan to administration within fifteen (15) school days. All dealings between the mentor and the teacher will be confidential. If future disciplinary actions occur, the mentor will not be required to testify at any future hearing(s).
 7. The District will provide resources to help the teacher improve. Resources include, but are not limited to, participation in in-service coursework,

employee assistance programs, peer observation, the District's Professional Development Plan, modeling by administration, and the like.

8. The mentor and the teacher will collaborate for sixty-five (65) school days. During that time, the teacher will be observed twice by separate administrators. The administrators will concentrate on observing and evaluating goals identified in the TIP. The administrators will meet with the teacher within five (5) school days of the observation to discuss the observation. A written observation summary will be provided within fifteen (15) school days. The observation summary will be signed by both parties. The teacher will have the right to respond within fifteen (15) school days to the observation summary and the response will be attached.
9. After sixty-five (65) school days of teacher/mentor collaboration, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment the TIP will be adjusted appropriately.
10. The adjusted plan will be signed by the administrator and the teacher. The adjusted plan may include, but not be limited to, additional mentoring, peer observation, in-service coursework, modeling by administration, and the like. During this time, the teacher shall be observed and evaluated monthly by at least two different administrators, jointly chosen by the teacher and the administrator. The administrators will meet with the teacher within five (5) school days prior to the observation to discuss the goals of the lesson. The administrator will meet with the teacher within five (5) school days after the observation. A written observation summary will be provided within fifteen (15) school days after the conference and will be signed by both parties. The teacher will have the right to respond in writing within fifteen (15) school days and the response will be attached to the observation summary.
11. At the end of the TIP, if the TIP goals are reached, the TIP will terminate. The culmination of the TIP will be communicated in writing to the teacher. Attainment of TIP Goals shall result in an end-of-year evaluation rating the teacher as Effective or Highly Effective. If the teacher is rated as Developing, a new plan will be developed by the teacher, with union representation, and administration for the subsequent school year. The teacher will have union representation as the new plan is developed. If the teacher is still rated as Ineffective, the decision on how to proceed will be the choice of the administration.

IX. Overall APPR Rating Appeals Procedure

- A. **APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY:** Appeals of annual professional performance reviews should be limited to those that rate a teacher as Ineffective or Developing only.
- B. In cases where compensation decisions are linked to rating categories, the Federation and District shall convene negotiations to determine an appeals process.
- C. **WHAT MAY BE CHALLENGED IN AN APPEAL:** Appeal procedures should limit the scope of appeals under Education Law §3012-d to the following subjects:
1. the substance of the annual professional performance review; which shall include the instance of a teacher rated Ineffective on the Student Performance Subcomponent but rated Highly Effective on the Teacher Observation Subcomponent based on an anomaly, as determined locally.
 2. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner's regulations;
 3. the adherence to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d; and
 4. the school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d.
- D. **PROHIBITION AGAINST MORE THAN ONE APPEAL:** A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- E. **BURDEN OF PROOF :** In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

- F. **TIMEFRAME FOR FILING APPEAL:** All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her Overall APPR Rating. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the teacher or must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. The Superintendent of Schools shall hold a meeting with the teacher to include a Federation representative if requested by the teacher within ten (10) school days of the Superintendent's receipt of the teacher's written appeal.
- G. **TIMEFRAME FOR DISTRICT RESPONSE:** Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.
- H. **DECISION-MAKER ON APPEAL:** A decision shall be rendered by the superintendent of schools or the superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal.

- I. **DECISION:** A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and shall not be grievable or arbitrable. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.
- J. **EXCLUSIVITY OF §3012-D APPEAL PROCEDURE:** The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.
- K. Notwithstanding the foregoing, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a.

Miscellany

- X. **Faculty members not covered under section 3012-d:** Any existing previously approved evaluation and/or Annual Professional Development Performance Review (APPR) procedures remain in effect for teachers who are NOT subject to Section 3012-d of New York State Education law. This includes, but is not limited to, guidance counselors, social workers, psychologists, librarians and teaching assistants.
- XI. **Annual Review:** This plan will be reviewed no less than annually by the Federation and the District.
- XII. **Privacy:** The District shall presume teachers' right to personal privacy and shall not disclose or publish teachers' individual ratings except as required by New York State Education Law.

Signatories

We, the undersigned, agree to the foregoing Memorandum of Agreement (MOA) regarding the North Shore Schools Annual Professional Performance Review Plan pursuant to §3012-d of the New York State Education Law. Both parties further acknowledge that this MOA will not go into effect until ratified by Federation and the Board of Education.


Edward Melnick
Superintendent
North Shore Schools


Greg Perles
President
North Shore Schools Federated Employees

APPENDIX A: CALCULATING OVERAL TEACHER PERFORMANCE SCORE

Teacher Name: X

OBSERVATION #1 (PRINCIPAL)

Observable Dimensions and Scores

- | | |
|---------------------------------------|----|
| • Organization, Rules and Procedures | 10 |
| • Positive Relationships | 10 |
| • Culture of Thinking and Learning | 8 |
| • Engagement and Enjoyment | 8 |
| • Preparing Students for New Learning | 8 |

Total Score from Dimensions: 44
Average (total score ÷ # of observable dimensions): 8.8
Individual Lesson Score: 4

OBSERVATION #2 (DIRECTOR)

Observable Dimensions and Scores

- | | |
|--------------------------------------|---|
| • Organization, Rules and Procedures | 6 |
| • Positive Relationships | 7 |
| • Culture of Thinking and Learning | 7 |
| • Engagement and Enjoyment | 8 |
| • Deepening and Reinforcing Learning | 7 |
| • Applying Learning | 6 |

Total Score from Dimensions: 41
Average (total score ÷ # of observable dimensions): 6.83
Individual Lesson Score: 3.5

OVERALL TEACHER PERFORMANCE SCORE

Observation #1:	4	x	0.80	=	3.2
Observation #2:	3.5	x	0.20	=	0.7
Overall Teacher Performance Score					3.9
Overall Rubric Score (for Matrix)					H