

- B. It is hereby agreed that the terms and conditions of employment contained in the existing collective bargaining agreement shall not apply to the title of teaching assistant. Rather, the terms and conditions of employment for the title of teaching assistant shall be those contained hereafter specifically referred to as Teaching Assistant Articles.

TEACHING ASSISTANT ARTICLE II - Salary/Payroll

A. Salary:

1. Teaching Assistants hired prior to June 30, 2008 shall be paid an annual salary for the school years, pro-rated as necessary in accordance with the following scale in Schedule B:

| | |
|-----------|----------|
| 2023-2024 | \$38,670 |
| 2024-2025 | \$39,443 |
| 2025-2026 | \$40,232 |

2. All Teaching Assistants hired on or after September 1, 2008 shall be paid the following salaries during his/her probationary period:

| | |
|-----------|----------|
| 2023-2024 | \$34,007 |
| 2024-2025 | \$34,687 |
| 2025-2026 | \$35,381 |

Once a Teaching Assistant has achieved tenure, he/she shall be compensated at the position rate described in Teaching Assistant Article II, Section A(1) above.

- B. All tenured Teaching Assistants who hold a bachelor's degree or higher shall receive an annual stipend of three thousand one hundred forty-two dollars and fifty cents (\$3,142.50). Effective for the 2023-2024, 2024-2025, and 2025-2026 school years, Teaching Assistants who have already received tenure or are granted tenure within the foregoing school years, shall be granted an annual cash bonus of \$400.00. Effective June 30, 2026, the annual cash bonus of \$400.00 shall sunset and be of no further force and effect.
- C. A longevity schedule shall be established for Teaching Assistants as follows: The longevity payment shall be seven hundred dollars (\$700.00) after completion of five (5) years as a Teaching Assistant in the District, one thousand dollars (\$1,000.00) after completion of ten (10) years as a Teaching Assistant in the District, and one thousand dollars (\$1,000.00) after completion of fifteen (15) years as a Teaching Assistant in the District, resulting in a cumulative longevity payment of two thousand seven hundred dollars (\$2,700.00) after completion of fifteen (15) years of service.

D. Payroll:

Teaching Assistants shall be paid on the basis of:

1. 1/26 of year's salary and 5/26 on the last pay day, or
2. 1/22 of year's salary on each pay day.

Whichever option is elected by the Teaching Assistant shall remain in force for the entire school year. Continuing Teaching Assistant who wish to change their option shall notify the Business Office in writing prior to receipt of the last paycheck in June.

In any of the options, if the payday falls on a day off, the Teaching Assistant shall receive his/her check on that day via direct deposit.

Final checks will be distributed on the last official day of school.

TEACHING ASSISTANT ARTICLE III - Work Year/Day

Teaching Assistants shall work the same work year as members of the Peekskill Faculty Association including attendance during Superintendent's Conference Days. However, Teaching Assistants shall not be required to attend evening meetings which are mandated for teachers.

The work day shall be seven (7) hours and twenty (20) minutes per day to be determined by the building principal in which the Teaching Assistant is located. Teaching Assistants shall have one uninterrupted forty-five (45) minute period for lunch and personal use.

Teaching Assistants shall be entitled to one (1) daily preparation period during the student day, if practicable. Period will be defined as equivalent to a teaching period in the assigned building.

TEACHING ASSISTANT ARTICLE IV - Sick Days

- A. 1. Personal Illness Days. Members of the bargaining unit shall be allowed up to fourteen (14) days of sick leave with pay if the member is unable to work due to personal illness. Personal illness shall be defined as follows: the Teaching Assistant is absent from work because of a health-related issue, including, but not limited to, disability caused by sickness, appointments with a medical doctor, physician's assistant, or a nurse practitioner, or an injury not covered by Workers' Compensation or disability insurance, where such injury is of such a degree that he/she is physically unable to work.

2. Family Illness Days. Teaching Assistants shall be permitted to use family illness days as set forth above in Article XIX, Section A(1)(i) of this Agreement.
3. Doctor's Notes. Teaching Assistants shall provide documentation as set forth above in Article XIX, Section A(1)(h) of this Agreement. Nothing herein shall be deemed to limit the discretion of the District to require a Teaching Assistant to provide a physician's statement as set forth below in Section F of this Article.

B. Sick Leave Accumulation

Sick days shall be accrued on a monthly basis beginning with the first month of the school year or the first month of employment, whichever is later. Within the provision, however, in recognition of the possibility of an extended illness for which sufficient sick leave may not have accrued, the Teaching Assistant shall be credited with five (5) sick days on the first day of school in September and five (5) sick days on February 1 which may be utilized for illness, if necessary. It is understood, however, that should the Teaching Assistant leave the District's employ for any reason prior to having earned these days, the Teaching Assistant shall be responsible for returning payment to the District for any sick days taken in excess of those days actually earned.

Sick days may be accumulated up to a maximum of eighty-five (85) days. Effective July 1, 2024, sick days may be accumulated up to a maximum of one hundred (100) days. Effective July 1, 2025 sick days may be accumulated up to a maximum of one hundred five (105) days.

C. Sick Leave Bank – Personal Catastrophic Illness

1. Effective July 1, 2023 to June 30, 2026, any Teaching Assistant whose sick leave account on June 30th of each school year exceeds the maximum accumulation shall have all of his/her excess days automatically transferred from the Teaching Assistant's sick leave account to the Sick Leave Bank. Effective June 30, 2026, this subparagraph shall sunset and be of no further force and effect.
2. When the number of days in the Sick Leave Bank falls below one thousand eight hundred (1,800), the Sick Leave Bank shall be replenished as follows: on September 1st, one (1) sick leave day shall be transferred from each Teaching Assistant's sick account.

D. Family Catastrophic Illness/Injury. Teaching Assistants shall be permitted to use accrued sick leave as set forth above in Article XIX, Section A(1)(j) of this Agreement.

- E. Teaching Assistants must notify the District of their absence in accordance with District policy.
- F. The District may require the employee to provide a physician's statement justifying the employees' absence or that the employee be examined by the District's physician.

TEACHING ASSISTANT ARTICLE V - Personal Days

- A. Unit employees may, at the discretion of the Superintendent or his/her designee, be granted five (5) leave days per year with pay for personal reasons. This leave shall be limited to the following occurrences which cannot be scheduled outside the employee's work day:

- 1. Legal matters.
- 2. Medical/dental appointments or tests for the employee, employee's spouse or dependent children.
- 3. Personal emergency problems, defined as follows:

Household disasters such as fire, flooding resulting from plumbing or natural disaster, heating, electrical short, no electricity, or any other major damage.

- 4. Travel, for the purpose of attending the graduation of a member of a Teaching Assistant's immediate family or the purpose of attending the Teaching Assistant's own wedding, the wedding of a member of the Teaching Assistant's immediate family, the Teaching Assistant is a member of the wedding party, or wherein the Teaching Assistant is a close personal friend of the bride and/or groom. (The term "wedding" shall include a wedding rehearsal dinner occurring the day before the wedding or the day before the weekend during which the wedding occurs).

Teaching Assistants attending a wedding or graduation that is local shall be entitled to the use of one (1) personal day for the purpose of "travel." Local travel is defined as travel to a wedding or graduation in Rockland, Westchester, Putnam, and Orange Counties. Teaching Assistants, who are attending a wedding that is not local, and which falls outside of Rockland, Westchester, Putnam or Orange Counties, shall be entitled to the use of two (2) personal days for the purpose of travel. Notwithstanding the foregoing, Teaching Assistants who request the use of personal leave days to travel to the wedding of a close, personal friend, shall be limited to one (1) personal leave day for travel.

Teaching Assistants shall submit requests for leave for the purpose of travel to the Superintendent of Schools or his/her designee at least one (1) month

prior to the date of absence and shall indicate on his or her leave request, the location of the wedding or graduation and the unit member's relationship to the person(s) graduating or getting married.

- B. Teaching Assistants may use no more than one (1) personal leave day for extension of a weekend, holiday, or recess period due to extenuating circumstances beyond the unit member's control. For the purpose of this personal and cogent reason, Teaching Assistants will be required to submit documentation to the Superintendent of Schools or his/her designee in support of the stated reasons for the delay. In the event that a Teaching Assistant is unable to submit supporting documentation to the District for use of the personal leave day for the purposes of "circumstances beyond the unit member's control" he or she may be subject to the conditions set forth in the Teaching Assistant Article IX, "Unauthorized Absence."
- C. Unit members shall not be permitted to take unpaid personal leave, except for circumstances made known to the District, which are beyond the control of the unit member.
- D. Any unused personal leave days at the end of the school year will be credited to augment the employee's accumulated sick leave.

TEACHING ASSISTANT ARTICLE VI - Bereavement Leave

- A. Necessary absences occasioned by death in the immediate family shall be allowed with full pay for up to five (5) days. Teaching Assistants may utilize the five (5) school days, in any six (6) month period, proximate to the death of the immediate family member, which shall include absence(s) for memorial services and/or legal proceedings respecting the family member's estate.
- B. Immediate family shall be defined as husband, wife, life partner, son, daughter, mother, father, brother, sister, mother-in-law, father-in-law, stepmother, stepfather, daughter-in-law, son-in-law, stepchild, grandmother, grandfather, grandchild, grandparents-in-law, and any other relative residing in the immediate household of the employee or for whom the employee is responsible.

TEACHING ASSISTANT ARTICLE VII - Child Care Leave

- A. A child care leave of absence may be used by any employee in order to permit the employee to care for a newly-born infant, foster child or adopted child, and may be used prior to the birth or adoption to attend to matters in preparation for same.
- B. Such leave shall be without pay or other benefits, and shall not exceed twelve (12) months' duration unless extended by the District.

- C. Applications for such leaves shall be made at least thirty (30) days prior to the intended commencement of such leave, where possible. The applications shall include the dates requested for leaving and returning, where possible.
- D. Time on such leave will not be credited for seniority, probationary service, or longevity. Upon return to the District, an employee will be placed in a comparable position to the one held prior to such leave provided such a comparable position exists.
- E. If possible, the District shall continue the employee, while on leave in the group health insurance plan, provided the individual pays the premium for such coverage. The employee shall provide the District with written notification of his/her intention to return at least sixty (60) days prior to the return date of the leave. If the employee fails to provide such notice, or provided such notice and fails to return on the appropriate date, the employee shall be deemed to have resigned as of the date he/she was to return from such leave.

TEACHING ASSISTANT ARTICLE VIII - Jury Duty

A member of the bargaining unit will be permitted to attend jury duty with full pay for whatever number of days may be necessary to meet the requirements of jury service upon prior notification in writing to the District's Personnel Office. The District will receive any reimbursement made to the employee. In order to be eligible for paid jury duty as set forth herein an employee must adhere to the rules pertaining to "call in" and return-to-work jury duty regulations.

TEACHING ASSISTANT ARTICLE IX - Unauthorized Absence

The Association, as well as the members of the bargaining unit, agree that each employee has an obligation to report any absence for whatever reason in a timely manner. Any employee who absents herself/himself from duty for five (5) consecutive work days, without notifying the District shall be deemed to have resigned and waived any and all rights to continued employment and the benefits, other than retirement, relating thereto, as of the beginning of such unauthorized absence.

TEACHING ASSISTANT ARTICLE X - Health Insurance/Welfare Fund

- A. The Board, supported by member contributions, will pay the full cost of the individual health insurance plan as provided by the joint employer-employee trust fund established by the Putnam/Northern Westchester BOCES and its component districts subject to the following employee contribution amounts which shall be accomplished through payroll deduction. Teaching Assistants will contribute fifty percent (50%) of the contribution for health insurance that staff contribute (e.g., staff pay sixteen percent (16%) contribution, nurses and T.A.s pay eight percent (8%)) as provided by the joint employer – employee trust fund established by the Putnam/Northern Westchester BOCES and its component districts. However,

during any school year, any employee who does not report to work for more than thirty (30) calendar days without pay when school is in session shall be ineligible for paid health insurance until such time as the employee returns to the payroll for two (2) full months. A member of the Association, while on a leave without pay, may continue health insurance coverage at his/her cost, provided he/she pays the health insurance premium, quarterly to be paid in advance.

- B. A member of the bargaining unit may, at his or her option, obtain family health insurance by agreeing to pay the District by way of payroll deduction the difference between the cost of the family premium and the cost of the District's share of the individual premium that the employee is entitled to under the terms of this Agreement.
- C. In order to be eligible for health insurance of any type, an employee must have worked two (2) months or any part thereof in compliance with the requirements of the District's health insurance plan before being able to participate.
- D. The District shall contribute the following amounts, per unit member, to the Peekskill Employees Benefit Fund in each year of the Agreement.

| | |
|-----------|---------|
| 2023-2026 | \$1,345 |
|-----------|---------|

Such payment will be made by the District to the Fund in a lump sum on a date to be arranged between the Trustees and the District, but no later than October 1st of each year except that for the 2023-2024 school year, the District shall make two payments as follows: 1) one payment of \$1,330 per person, which shall be paid prior to October 1, 2023; and 2) one payment of \$15 per person, which shall be paid on a date to be arranged between the Trustees and the District, but no later than June 30, 2024.

TEACHING ASSISTANT ARTICLE XI - Retirement

The District shall make payments to the appropriate retirement system as required by law.

Members of the Association who have worked for the Peekskill City School District for ten (10) years and are age 62 at retirement will be allowed to contribute to the District health plan at the COBRA rate for a maximum of three (3) years.

Any member of the Association with fifteen (15) or more years of service to the District, and who is eligible to retire into the New York State Teachers' Retirement System, shall be entitled to maintain individual health insurance benefits at fifty percent (50%) of the premium costs. In the event an employee opting for individual health insurance in retirement takes another position in which he or she is eligible for health insurance, the District shall no longer provide retiree health insurance benefits.

TEACHING ASSISTANT ARTICLE XII - Seniority

Seniority shall accrue for all full time service for members of the bargaining group. Reduction in staff shall result in the termination of the least senior member of the bargaining group.

TEACHING ASSISTANT ARTICLE XIII - Taylor Law Notice

IT IS AGREED BY AND BETWEEN THE PARTIES THAT ANY PROVISIONS OF THIS AGREEMENT REQUIRING LEGISLATIVE ACTION TO PERMIT IMPLEMENTATION BY PROVIDING THE ADDITIONAL FUNDS THEREFORE SHALL NOT BECOME EFFECTIVE UNTIL THE APPROPRIATE LEGISLATIVE BODY HAS GIVEN APPROVAL.

This ends the section of Articles referring to Teaching Assistants

ARTICLE XXIX - SAVINGS CLAUSE

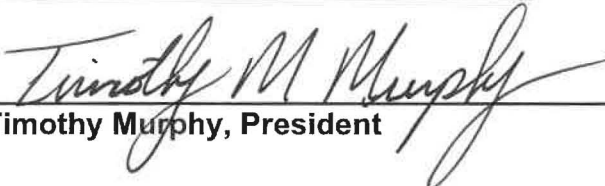
If any provisions of this Agreement or any application of the Agreement to any teacher or group of teachers shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law but all other provisions or applications of the agreement shall continue in force and effect.

ARTICLE XXX - DURATION

This Agreement shall be effective as of July 1, 2023 and shall continue in effect until June 30, 2026.

IN WITNESS WHEREOF, this Agreement has been signed by the duly authorized officers of the respective parties.

PEEKSKILL FACULTY ASSOCIATION


Timothy Murphy, President

BOARD OF EDUCATION - PEEKSKILL CITY SCHOOL DISTRICT


Dr. David Mauricio, Superintendent of Schools

PUBLIC NOTICE

The City School District of Peekskill, 1031 Elm Street, Peekskill, New York does not discriminate on the basis of sex in the educational programs or activities which it operates and it is required by Title IX of the Education Amendments of 1972 not to discriminate in such a manner. The requirement not to discriminate in educational programs and activities extends to employment and admission of students.

Inquiries concerning the application should be directed to:

Title IX Compliance Officer
Peekskill City School District
1031 Elm Street
Peekskill, New York 10566-3499

or to:

The U. S. Department of Health, Education & Welfare
Office of Civil Rights
Washington, D.C. 20201

SCHEDULE A
Teacher Salary Schedules

| Teacher Salary Schedule 2023-2024 | | | | | | | | | |
|---|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| STEP | BA | BA+15 | BA+30 | MA | MA+15 | BA+60 | MA+30 | MA+40 | MA+45 |
| 1 | \$56,165 | \$61,676 | \$67,181 | \$70,845 | \$76,772 | \$78,746 | \$82,685 | \$86,637 | \$88,613 |
| 2 | \$57,853 | \$63,527 | \$69,198 | \$72,974 | \$79,077 | \$81,112 | \$85,167 | \$89,239 | \$91,272 |
| 3 | \$59,568 | \$65,227 | \$70,898 | \$74,962 | \$81,065 | \$83,091 | \$87,153 | \$91,238 | \$93,268 |
| 4 | \$61,278 | \$66,941 | \$72,610 | \$76,965 | \$83,063 | \$85,083 | \$89,154 | \$93,217 | \$95,246 |
| 5 | \$62,552 | \$69,343 | \$75,094 | \$79,504 | \$85,708 | \$87,772 | \$91,902 | \$96,035 | \$98,102 |
| 6 | \$63,827 | \$71,747 | \$77,583 | \$82,041 | \$88,351 | \$90,452 | \$94,647 | \$98,851 | \$100,956 |
| 7 | \$65,821 | \$74,747 | \$80,676 | \$85,230 | \$91,549 | \$93,793 | \$98,090 | \$102,379 | \$104,517 |
| 8 | \$67,813 | \$77,753 | \$83,797 | \$88,415 | \$94,967 | \$97,155 | \$101,524 | \$105,896 | \$108,078 |
| 9 | \$69,801 | \$81,343 | \$87,516 | \$92,227 | \$98,935 | \$101,169 | \$105,638 | \$110,103 | \$112,344 |
| 10 | \$71,795 | \$84,944 | \$91,260 | \$96,042 | \$102,890 | \$105,188 | \$109,761 | \$114,344 | \$116,636 |
| 11 | \$73,787 | \$88,541 | \$94,985 | \$99,848 | \$106,858 | \$109,202 | \$113,881 | \$118,565 | \$120,905 |
| 12 | \$75,786 | \$92,142 | \$98,703 | \$103,653 | \$110,836 | \$113,219 | \$118,002 | \$122,774 | \$125,164 |
| 13 | \$77,006 | \$94,811 | \$102,438 | \$107,468 | \$114,791 | \$117,238 | \$122,124 | \$127,007 | \$129,459 |
| 14 | - | - | \$106,783 | \$111,914 | \$119,435 | \$121,932 | \$126,936 | \$131,937 | \$134,429 |
| 15 | - | - | \$111,546 | \$116,727 | \$124,347 | \$126,876 | \$131,945 | \$137,018 | \$139,552 |
| SHADED COLUMNS (BA+15, BA+60, MA+40) = NO MOVEMENT TO THESE COLUMNS FOR UNIT MEMBERS HIRED ON OR AFTER 2/1/2001 | | | | | | | | | |

| Teacher Salary Schedule 2024-2025 | | | | | | | | | |
|---|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| STEP | BA | BA+15 | BA+30 | MA | MA+15 | BA+60 | MA+30 | MA+40 | MA+45 |
| 1 | \$57,288 | \$62,910 | \$68,525 | \$72,262 | \$78,307 | \$80,321 | \$84,339 | \$88,370 | \$90,385 |
| 2 | \$59,010 | \$64,798 | \$70,582 | \$74,433 | \$80,659 | \$82,734 | \$86,870 | \$91,024 | \$93,097 |
| 3 | \$60,759 | \$66,532 | \$72,316 | \$76,461 | \$82,686 | \$84,753 | \$88,896 | \$93,063 | \$95,133 |
| 4 | \$62,504 | \$68,280 | \$74,062 | \$78,504 | \$84,724 | \$86,785 | \$90,937 | \$95,081 | \$97,151 |
| 5 | \$63,803 | \$70,730 | \$76,596 | \$81,094 | \$87,422 | \$89,527 | \$93,740 | \$97,956 | \$100,064 |
| 6 | \$65,104 | \$73,182 | \$79,135 | \$83,682 | \$90,118 | \$92,261 | \$96,540 | \$100,828 | \$102,975 |
| 7 | \$67,137 | \$76,242 | \$82,290 | \$86,935 | \$93,380 | \$95,669 | \$100,052 | \$104,427 | \$106,607 |
| 8 | \$69,169 | \$79,308 | \$85,473 | \$90,183 | \$96,866 | \$99,098 | \$103,554 | \$108,014 | \$110,240 |
| 9 | \$71,197 | \$82,970 | \$89,266 | \$94,072 | \$100,914 | \$103,192 | \$107,751 | \$112,305 | \$114,591 |
| 10 | \$73,231 | \$86,643 | \$93,085 | \$97,963 | \$104,948 | \$107,292 | \$111,956 | \$116,631 | \$118,969 |
| 11 | \$75,263 | \$90,312 | \$96,885 | \$101,845 | \$108,995 | \$111,386 | \$116,159 | \$120,936 | \$123,323 |
| 12 | \$77,302 | \$93,985 | \$100,677 | \$105,726 | \$113,053 | \$115,483 | \$120,362 | \$125,229 | \$127,667 |
| 13 | \$78,546 | \$96,707 | \$104,487 | \$109,617 | \$117,087 | \$119,583 | \$124,566 | \$129,547 | \$132,048 |
| 14 | - | - | \$108,919 | \$114,152 | \$121,824 | \$124,371 | \$129,475 | \$134,576 | \$137,118 |
| 15 | - | - | \$113,777 | \$119,062 | \$126,834 | \$129,414 | \$134,584 | \$139,758 | \$142,343 |
| SHADED COLUMNS (BA+15, BA+60, MA+40) = NO MOVEMENT TO THESE COLUMNS FOR UNIT MEMBERS HIRED ON OR AFTER 2/1/2001 | | | | | | | | | |

| Teacher Salary Schedule 2025-2026 | | | | | | | | | |
|---|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| STEP | BA | BA+15 | BA+30 | MA | MA+15 | BA+60 | MA+30 | MA+40 | MA+45 |
| 1 | \$58,434 | \$64,168 | \$69,896 | \$73,707 | \$79,873 | \$81,927 | \$86,026 | \$90,137 | \$92,193 |
| 2 | \$60,190 | \$66,094 | \$71,994 | \$75,922 | \$82,272 | \$84,389 | \$88,607 | \$92,844 | \$94,959 |
| 3 | \$61,974 | \$67,863 | \$73,762 | \$77,990 | \$84,340 | \$86,448 | \$90,674 | \$94,924 | \$97,036 |
| 4 | \$63,754 | \$69,646 | \$75,543 | \$80,074 | \$86,418 | \$88,521 | \$92,756 | \$96,983 | \$99,094 |
| 5 | \$65,079 | \$72,145 | \$78,128 | \$82,716 | \$89,170 | \$91,318 | \$95,615 | \$99,915 | \$102,065 |
| 6 | \$66,406 | \$74,646 | \$80,718 | \$85,356 | \$91,920 | \$94,106 | \$98,471 | \$102,845 | \$105,035 |
| 7 | \$68,480 | \$77,767 | \$83,936 | \$88,674 | \$95,248 | \$97,582 | \$102,053 | \$106,516 | \$108,739 |
| 8 | \$70,552 | \$80,894 | \$87,182 | \$91,987 | \$98,803 | \$101,080 | \$105,625 | \$110,174 | \$112,445 |
| 9 | \$72,621 | \$84,629 | \$91,051 | \$95,953 | \$102,932 | \$105,256 | \$109,906 | \$114,551 | \$116,883 |
| 10 | \$74,696 | \$88,376 | \$94,947 | \$99,922 | \$107,047 | \$109,438 | \$114,195 | \$118,964 | \$121,348 |
| 11 | \$76,768 | \$92,118 | \$98,823 | \$103,882 | \$111,175 | \$113,614 | \$118,482 | \$123,355 | \$125,789 |
| 12 | \$78,848 | \$95,865 | \$102,691 | \$107,841 | \$115,315 | \$117,793 | \$122,769 | \$127,734 | \$130,220 |
| 13 | \$80,117 | \$98,641 | \$106,577 | \$111,809 | \$119,429 | \$121,975 | \$127,057 | \$132,138 | \$134,689 |
| 14 | - | - | \$111,097 | \$116,435 | \$124,260 | \$126,858 | \$132,065 | \$137,268 | \$139,860 |
| 15 | - | - | \$116,053 | \$121,443 | \$129,371 | \$132,002 | \$137,276 | \$142,553 | \$145,190 |
| SHADED COLUMNS (BA+15, BA+60, MA+40) = NO MOVEMENT TO THESE COLUMNS FOR UNIT MEMBERS HIRED ON OR AFTER 2/1/2001 | | | | | | | | | |

SCHEDULE B
Teaching Assistant Salary Schedules

2023-2024

| ENTRY | POSITION |
|----------|----------|
| \$34,007 | \$38,670 |

2024-2025

| ENTRY | POSITION |
|----------|----------|
| \$34,687 | \$39,443 |

2025-2026

| ENTRY | POSITION |
|----------|----------|
| \$35,381 | \$40,232 |

SCHEDULE C
Nurses Salary Schedules

| | 2023-2024 | 2024-2025 | 2025-2026 |
|---|-----------|-----------|-----------|
| 1 | \$55,902 | \$57,020 | \$58,160 |
| 2 | \$57,807 | \$58,963 | \$60,142 |
| 3 | \$59,710 | \$60,904 | \$62,122 |
| 4 | \$61,624 | \$62,856 | \$64,113 |
| 5 | \$63,450 | \$64,719 | \$66,013 |
| 6 | \$65,436 | \$66,745 | \$68,080 |
| 7 | \$67,347 | \$68,694 | \$70,068 |
| 8 | \$69,253 | \$70,638 | \$72,051 |
| 9 | \$71,435 | \$72,864 | \$74,321 |

SCHEDULE D
Peekskill Athletics

| <u>Summer Season</u> | <u>Athletics</u> | <u>High School</u> | 2023-2024 | 2024-2025 | 2025-2026 |
|-----------------------|------------------------|--------------------|---------------|---------------|---------------|
| | | | TOTAL STIPEND | TOTAL STIPEND | TOTAL STIPEND |
| Fitness Center | Boys and Girls | Attendant | \$2,802 | \$2,802 | \$2,858 |
| Equipment | N/A | Manager | \$3,086 | \$3,086 | \$3,148 |
| | | | | | |
| <u>Fall Season</u> | <u>Athletics</u> | <u>High School</u> | - | - | - |
| Football | Varsity (Boys) | Head Coach | \$9,872 | \$9,872 | \$10,069 |
| Football | Varsity (Boys) | Assistant Coach 1 | \$6,494 | \$6,494 | \$6,624 |
| Football | Varsity (Boys) | Assistant Coach 2 | \$6,494 | \$6,494 | \$6,624 |
| Football | Junior Varsity (Boys) | Head Coach | \$6,060 | \$6,060 | \$6,181 |
| Football | Junior Varsity (Boys) | Assistant Coach | \$5,143 | \$5,143 | \$5,246 |
| Cheerleading | Varsity (Football) | Sponsor | \$4,964 | \$4,964 | \$5,063 |
| Cross Country | Varsity (Boys) | Head Coach | \$5,575 | \$5,575 | \$5,687 |
| Cross Country | Varsity (Girls) | Head Coach | \$5,575 | \$5,575 | \$5,687 |
| Soccer | Varsity (Boys) | Head Coach | \$8,170 | \$8,170 | \$8,333 |
| Soccer | Varsity (Boys) | Assistant Coach | \$5,076 | \$5,076 | \$5,178 |
| Soccer | Junior Varsity (Boys) | Head Coach 1 | \$4,926 | \$4,926 | \$5,025 |
| Soccer | Junior Varsity (Boys) | Head Coach 2 | \$4,926 | \$4,926 | \$5,025 |
| Soccer | Varsity (Girls) | Head Coach | \$8,170 | \$8,170 | \$8,333 |
| Soccer | Varsity (Girls) | Assistant Coach | \$5,076 | \$5,076 | \$5,178 |
| Soccer | Junior Varsity (Girls) | Head Coach | \$4,926 | \$4,926 | \$5,025 |
| Swimming | Varsity (Girls) | Head Coach | \$5,859 | \$5,859 | \$5,976 |
| Tennis | Varsity (Girls) | Head Coach | \$4,015 | \$4,015 | \$4,095 |

| | | | | | |
|-----------------------------|--------------------------|---------------------------|---------|---------|---------|
| Volleyball | Varsity (Girls) | Head Coach | \$7,887 | \$7,887 | \$8,045 |
| Volleyball | Junior Varsity (Girls) | Head Coach | \$4,926 | \$4,926 | \$5,025 |
| Pioneer Club | Co-Ed | Advisor/Coach 1 | \$2,836 | \$2,836 | \$2,893 |
| Pioneer Club | Co-Ed | Advisor/Coach 2 | \$2,836 | \$2,836 | \$2,893 |
| Fitness Center | Boys and Girls | Attendant | \$2,802 | \$2,802 | \$2,858 |
| Equipment | N/A | Manager | \$3,086 | \$3,086 | \$3,148 |
| | | | | | |
| <u>Winter Season</u> | <u>Athletics</u> | <u>High School</u> | - | - | - |
| Basketball | Varsity (Boys) | Head Coach | \$9,305 | \$9,305 | \$9,491 |
| Basketball | Varsity (Boys) | Assistant Coach | \$5,927 | \$5,927 | \$6,046 |
| Basketball | Junior Varsity (Boys) | Head Coach | \$5,777 | \$5,777 | \$5,893 |
| Basketball | Varsity (Girls) | Head Coach | \$9,305 | \$9,305 | \$9,491 |
| Basketball | Varsity (Girls) | Assistant Coach | \$5,927 | \$5,927 | \$6,046 |
| Basketball | Junior Varsity (Girls) | Head Coach | \$5,777 | \$5,777 | \$5,893 |
| Basketball | Freshman (Boys) | Head Coach | \$4,265 | \$4,265 | \$4,350 |
| Bowling | Varsity (Boys and Girls) | Head Coach | \$3,307 | \$3,307 | \$3,373 |
| Cheerleading | Varsity (Basketball) | Sponsor | \$5,575 | \$5,575 | \$5,687 |
| Swimming | Varsity (Boys) | Head Coach | \$5,859 | \$5,859 | \$5,976 |
| Wrestling | Varsity (Boys) | Head Coach | \$8,454 | \$8,454 | \$8,623 |
| Wrestling | Varsity (Boys) | Assistant Coach | \$5,927 | \$5,927 | \$6,046 |
| Wrestling | Junior Varsity | Head Coach | \$5,422 | \$5,422 | \$5,535 |
| Track (Indoor) | Varsity (Boys) | Head Coach | \$8,170 | \$8,170 | \$8,333 |
| Track (Indoor) | Varsity (Girls) | Head Coach | \$8,170 | \$8,170 | \$8,333 |
| Track (Indoor) | Varsity | Assistant Coach | \$5,643 | \$5,643 | \$5,756 |
| Fitness Center | Boys and Girls | Attendant | \$2,802 | \$2,802 | \$2,858 |
| Equipment | N/A | Manager | \$3,086 | \$3,086 | \$3,148 |

| <u>Spring Season</u> | <u>Athletics</u> | <u>High School</u> | - | - | - |
|-----------------------------|--------------------------|-----------------------------|---------|---------|---------|
| Baseball | Varsity (Boys) | Head Coach | \$6,993 | \$6,993 | \$7,133 |
| Baseball | Varsity (Boys) | Assistant Coach | \$4,926 | \$4,926 | 5,025 |
| Baseball | Junior Varsity (Boys) | Head Coach | \$4,276 | \$4,276 | \$4,362 |
| Lacrosse | Varsity (Boys) | Head Coach | \$6,283 | \$6,283 | \$6,409 |
| Lacrosse | Varsity (Boys) | Assistant Coach | \$4,560 | \$4,560 | \$4,651 |
| Lacrosse | Junior Varsity (Boys) | Head Coach | \$4,276 | \$4,276 | \$4,362 |
| Flag Football | Varsity | Head Coach | \$6,901 | \$6,901 | \$7,039 |
| Flag Football | Varsity | Assistant Coach | \$4,863 | \$4,863 | \$4,960 |
| Softball | Varsity (Girls) | Head Coach | \$6,993 | \$6,993 | \$7,133 |
| Softball | Varsity (Girls) | Assistant Coach | \$4,926 | \$4,926 | \$5,025 |
| Softball | Junior Varsity (Girls) | Head Coach | \$4,926 | \$4,926 | \$5,025 |
| Tennis | Varsity (Boys) | Head Coach | \$4,015 | \$4,015 | \$4,095 |
| Track | Varsity (Boys) | Head Coach | \$8,170 | \$8,170 | \$8,333 |
| Track | Varsity (Boys and Girls) | Assistant Coach 1 | \$5,076 | \$5,076 | \$5,178 |
| Track | Varsity (Boys and Girls) | Assistant Coach 2 | \$5,076 | \$5,076 | \$5,178 |
| Track | Varsity (Girls) | Head Coach | \$8,170 | \$8,170 | \$8,333 |
| Pioneer Club | Co-Ed | Advisor/Coach 1 | \$2,836 | \$2,836 | \$2,893 |
| Pioneer Club | Co-Ed | Advisor/Coach 2 | \$2,836 | \$2,836 | \$2,893 |
| Fitness Center | Boys and Girls | Attendant | \$2,802 | \$2,802 | \$2,858 |
| Equipment | N/A | Manager | \$3,086 | \$3,086 | \$3,148 |
| | | | | | |
| <u>Fall Season</u> | <u>Athletics</u> | <u>Middle School</u> | - | - | - |
| Cheerleading | Modified (Football) | Sponsor | \$1,418 | \$1,418 | \$1,446 |
| Cross Country | Modified | Coach | \$3,442 | \$3,442 | \$3,511 |
| Football | Modified | Coach | \$5,143 | \$5,143 | \$5,246 |
| Football | Modified | Assistant Coach | \$4,526 | \$4,526 | \$4,617 |

| | | | | | |
|-----------------------------|------------------------------|-----------------------------|---------|---------|---------|
| Soccer | Modified (Boys) | Coach 1 | \$3,442 | \$3,442 | \$3,511 |
| Soccer | Modified (Boys) | Coach 2 | \$3,442 | \$3,442 | \$3,511 |
| Soccer | Modified (Girls) | Coach 1 | \$3,442 | \$3,442 | \$3,511 |
| Soccer | Modified (Girls) | Coach 2 | \$3,442 | \$3,442 | \$3,511 |
| Volleyball | Modified (Girls) | Coach 1 | \$4,009 | \$4,009 | \$4,089 |
| Volleyball | Modified (Girls) | Coach 2 | \$4,009 | \$4,009 | \$4,089 |
| | | | | | |
| <u>Winter Season</u> | <u>Athletics</u> | <u>Middle School</u> | - | - | - |
| Basketball | Modified (Boys) | Coach | \$4,009 | \$4,009 | \$4,089 |
| Basketball | Modified (Girls) | Coach | \$4,009 | \$4,009 | \$4,089 |
| Cheerleading | Modified (Basketball) | Sponsor | \$1,418 | \$1,418 | \$1,446 |
| Wrestling | Modified | Coach | \$4,292 | \$4,292 | \$4,378 |
| | | | | | |
| <u>Spring Season</u> | <u>Athletics</u> | <u>Middle School</u> | - | - | - |
| Baseball | Modified | Coach | \$3,442 | \$3,442 | \$3,511 |
| Lacrosse | Modified (Boys) | Coach | \$3,142 | \$3,142 | \$3,205 |
| Lacrosse | Modified (Girls) | Coach | \$3,142 | \$3,142 | \$3,205 |
| Softball | Modified | Coach | \$3,442 | \$3,442 | \$3,511 |
| Track | Modified (Boys) | Coach | \$3,442 | \$3,442 | \$3,511 |
| Track | Modified (Girls) | Coach | \$3,442 | \$3,442 | \$3,511 |
| | | | | | |
| <u>Spring Season</u> | <u>Athletics</u> | <u>Middle School</u> | - | - | - |
| Softball | Intramurals | Coach | \$1,418 | \$1,418 | \$1,446 |
| Swimming | Intramurals (Boys and Girls) | Coach | \$1,418 | \$1,418 | \$1,446 |

| | | | | | |
|--|---------------|--------------------------|---------|---------|---------|
| <u>Fall Season - Middle School/Hillcrest Elementary School (Grades 4-6)</u> | | | - | - | - |
| Intramurals | Soccer | Coach (5 positions) | \$2,550 | \$2,550 | \$2,601 |
| Intramurals | Soccer | Program Site Coordinator | \$3,250 | \$3,250 | \$3,315 |
| Intramurals | Volleyball | Coach (5 positions) | \$2,550 | \$2,550 | \$2,601 |
| Intramurals | Volleyball | Program Site Coordinator | \$3,250 | \$3,250 | \$3,315 |
| | | | | | |
| <u>Winter Season - Middle School/Hillcrest Elementary School (Grades 4-6)</u> | | | - | - | - |
| Intramurals | Basketball | Coach (5 positions) | \$2,550 | \$2,550 | \$2,601 |
| Intramurals | Basketball | Program Site Coordinator | \$3,650 | \$3,650 | \$3,723 |
| Intramurals | Wrestling | Coach (5 positions) | \$2,550 | \$2,550 | \$2,601 |
| Intramurals | Wrestling | Program Site Coordinator | \$3,250 | \$3,250 | \$3,315 |
| | | | | | |
| <u>Spring Season - Middle School/Hillcrest Elementary School (Grades 4-6)</u> | | | - | - | - |
| Intramurals | Flag Football | Coach (5 positions) | \$2,550 | \$2,550 | \$2,601 |
| Intramurals | Flag Football | Program Site Coordinator | \$3,250 | \$3,250 | \$3,315 |
| | | | | | |
| <u>Fall, Winter, and Spring Seasons Oakeside Elementary School (Grades 2/3)</u> | | | - | - | - |
| Intramurals | Fall sports | Coach | \$1,418 | \$1,418 | \$1,446 |
| Intramurals | Winter Sports | Coach | \$1,418 | \$1,418 | \$1,446 |
| Intramurals | Spring Sports | Coach | \$1,418 | \$1,418 | \$1,446 |

| <u>Fall, Winter and Spring Seasons</u> | | <u>Stipends</u> |
|---|----------------------------------|--|
| Time keeper | Boys/Girls Basketball Games | \$45.00 per hour in two (2) hour block of time |
| Time keeper | Wrestling Games | \$45.00 hour in two (2) hour block of time |
| Time keeper | Football Games | \$45.00 per hour in two (2) hour block of time |
| Time keeper | Swimming | \$45.00 per hour in two (2) hour block of time |
| Time keeper | Volleyball | \$45.00 per hour in two (2) hour block of time |
| Announcer | Boys/Girls Basketball Games | \$45.00 per hour in two (2) hour block of time |
| Announcer | Football Games | \$45.00 per hour in two (2) hour block of time |
| Announcer | Baseball Games | \$45.00 per hour in two (2) hour block of time |
| Chain Crew | Football Games | \$45.00 per hour in two (2) hour block of time |
| Score Keeper | Basketball, Baseball, Volleyball | \$45.00 per hour in two (2) hour block of time |

SCHEDULE E
Peekskill Non-Athletics

| High School | 2023-2024 | 2024-2025 | 2025-2026 |
|---|------------------|------------------|------------------|
| A Cappella Group | \$1,702 | \$1,702 | \$1,736 |
| Academic Challenge Program Advisor | \$2,836 | \$2,836 | \$2,893 |
| Art Club Advisor | \$1,702 | \$1,702 | \$1,736 |
| Astronomy Club Advisor | \$1,702 | \$1,702 | \$1,736 |
| Band Director | \$6,239 | \$6,239 | \$6,364 |
| Black Culture Club Advisor | \$3,970 | \$3,970 | \$4,049 |
| City Singers Directors | \$3,970 | \$3,970 | \$4,049 |
| Computer Science Club | \$1,702 | \$1,702 | \$1,736 |
| Dance Club Advisor | \$2,836 | \$2,836 | \$2,893 |
| Debate Club | \$2,836 | \$2,836 | \$2,893 |
| Drama - Asst. Director, Fall | \$3,970 | \$3,970 | \$4,049 |
| Drama - Asst. Director, Spring | \$3,970 | \$3,970 | \$4,049 |
| Drama - Choreographer, Spring Only | \$1,702 | \$1,702 | \$1,736 |
| Drama - Director, Fall | \$5,104 | \$5,104 | \$5,206 |
| Drama - Director, Spring | \$5,104 | \$5,104 | \$5,206 |
| Drama - Lighting/Tech Supp., Fall | \$851 | \$851 | \$868 |
| Drama - Lighting/Tech Supp., Spring | \$851 | \$851 | \$868 |
| Drama - Musical Director, Spring Only | \$3,970 | \$3,970 | \$4,049 |
| Drama - Producer, Fall | \$3,970 | \$3,970 | \$4,049 |
| Drama - Producer, Spring | \$3,970 | \$3,970 | \$4,049 |
| Drama - Set Designer, Fall | \$1,702 | \$1,702 | \$1,736 |
| Drama - Set Designer, Spring | \$1,702 | \$1,702 | \$1,736 |
| Drama - Tech Director, Spring | \$1,702 | \$1,702 | \$1,736 |
| Drama - Tech Director, Fall | \$1,702 | \$1,702 | \$1,736 |
| Drama - Sound/AV, Fall | \$851 | \$851 | \$868 |
| Drama - Sound/AV, Spring | \$851 | \$851 | \$868 |
| Environmental Awareness Club Advisor | \$2,836 | \$2,836 | \$2,893 |
| Freshman Class Advisor | \$2,269 | \$2,269 | \$2,314 |
| Gardening Advisor | \$1,134 | \$1,134 | \$1,157 |
| Gay Straight Alliance | \$1,702 | \$1,702 | \$1,736 |
| Girls Who Code Club | \$1,702 | \$1,702 | \$1,736 |
| GO Treasurer | \$5,672 | \$5,672 | \$5,785 |
| Hiking Club | \$1,702 | \$1,702 | \$1,736 |
| Interact Club Advisor | \$2,836 | \$2,836 | \$2,893 |
| Junior Class Advisor | \$3,970 | \$3,970 | \$4,049 |
| Latin Culture Club Advisor | \$3,970 | \$3,970 | \$4,049 |
| Math Competition Club Advisor | \$2,269 | \$2,269 | \$2,314 |
| Model United Nations (UN) Advisor (HS) | \$2,836 | \$2,836 | \$2,893 |
| Multicultural Club Advisor | \$3,970 | \$3,970 | \$4,049 |
| National Honor Society Advisor | \$1,702 | \$1,702 | \$1,736 |
| National Honor Society English Advisor | \$1,702 | \$1,702 | \$1,736 |

| High School | 2023-2024 | 2024-2025 | 2025-2026 |
|--|------------------|------------------|------------------|
| National Honor Society Foreign Language Advisor | \$1,702 | \$1,702 | \$1,736 |
| National Honor Society Mathematics Advisor | \$1,702 | \$1,702 | \$1,736 |
| National Honor Society Science Advisor | \$1,702 | \$1,702 | \$1,736 |
| National Honor Society Social Studies Advisor | \$1,702 | \$1,702 | \$1,736 |
| Newspaper Advisor | \$4,538 | \$4,538 | \$4,629 |
| Orchestra Director | \$1,702 | \$1,702 | \$1,736 |
| PHS To Teacher Program (PHSTTP) | \$1,702 | \$1,702 | \$1,736 |
| Robotics Club | \$2,269 | \$2,269 | \$2,314 |
| Science Research Competition Teacher Leader | \$2,836 | \$2,836 | \$2,893 |
| Senior Class Advisor | \$5,672 | \$5,672 | \$5,785 |
| Ski Club Advisor | \$1,702 | \$1,702 | \$1,736 |
| Sophomore Class Advisor | \$2,836 | \$2,836 | \$2,893 |
| Sound A/V (Building Level) | \$1,702 | \$1,702 | \$1,736 |
| Student Council Advisor | \$7,941 | \$7,941 | \$8,100 |
| Tri-M Music Honor Society Advisor | \$1,702 | \$1,702 | \$1,736 |
| W.I.S.E. Coordinator | \$5,672 | \$5,672 | \$5,785 |
| Yearbook Advisor | \$6,239 | \$6,239 | \$6,364 |
| Yearbook Business Advisor | \$6,239 | \$6,239 | \$6,364 |
| Middle School | 2023-2024 | 2024-2025 | 2025-2026 |
| Art Club Advisor | \$1,702 | \$1,702 | \$1,736 |
| A Cappella Group | \$1,702 | \$1,702 | \$1,736 |
| Chamber of Orchestra | \$1,702 | \$1,702 | \$1,736 |
| Crafts & Cooking Advisor | \$1,702 | \$1,702 | \$1,736 |
| Drama Assistant - Music Director | \$3,403 | \$3,403 | \$3,471 |
| Drama Assistant - Stage Crew Director | \$3,403 | \$3,403 | \$3,471 |
| Drama Assistant | \$3,403 | \$3,403 | \$3,471 |
| Drama Director | \$4,538 | \$4,538 | \$4,629 |
| Drama Sound/AV | \$851 | \$851 | \$868 |
| Environmental Awareness Club Advisor | \$2,836 | \$2,836 | \$2,893 |
| Gardening Advisor | \$1,134 | \$1,134 | \$1,157 |
| Girls on the Run (GOTR) | \$1,702 | \$1,702 | \$1,736 |
| Jazz Band Director | \$1,702 | \$1,702 | \$1,736 |
| Literary Magazine Advisor | \$2,836 | \$2,836 | \$2,893 |
| NJHS | \$1,702 | \$1,702 | \$1,736 |
| PKMS GO Treasurer | \$2,836 | \$2,836 | \$2,893 |
| Sound/AV - Building Level | \$1,702 | \$1,702 | \$1,736 |
| Student Council Advisor | \$6,239 | \$6,239 | \$6,364 |
| Yearbook Advisor | \$4,538 | \$4,538 | \$4,629 |
| Elementary Schools (Hillcrest, Oakside, and Woodside) | 2023-2024 | 2024-2025 | 2025-2026 |
| Gardening Advisor | \$1,134 | \$1,134 | \$1,157 |

Appendix A

PEEKSKILL CITY SCHOOL DISTRICT

**ANNUAL PROFESSIONAL
PERFORMANCE REVIEW PLAN
(For those unit members not subject to
Section 3012-d)**



Peekskill City School District Evaluation Plan

BACKGROUND

Successful student achievement demands that the practice of teachers in the classroom is grounded in those principles which recognize that:

- Teachers must know the content of what they teach;
- Teachers have organized the learning environment in a manner which demands respect for self and others;
- Students are actively engaged in the process of constructing learning for themselves;
- Teachers understand and use good pedagogical knowledge; and,
- Teachers continually work on their own professional development.

The District's administrators have the responsibility of ensuring that they:

- Provide strong and active instructional leadership;
- Foster and support a learning community which recognizes and encourages outstanding professional performance;
- Engage and encourage teachers to examine the work which they do; and,
- Provide the resources to enable all teachers to become masters of their craft.

Subdivision 100.2 of the Regulations of the Commissioner requires that each school district shall have in place an annual professional performance review plan. This plan must specify the specific criteria that will be used to evaluate its teachers.

This requirement enables us, once again, to articulate our commitment to ensuring that all students shall receive the best instruction that we are able to provide. Further, this plan shall specify the process by which all staff will be assessed in meeting this responsibility and shall outline how we will provide for the growth of our professional staff. The District's plan should be reevaluated each year as we learn more about what has been effective and what can be improved. A committee of three (3) teachers, selected by the PFA, and three (3) administrators shall meet, as needed to review the plan annually.

The supervisory/evaluative process has been the subject of much research and inquiry. How can we best assess good teaching? How can we provide for the increased professional growth of those teachers who, by the achievement of their students, have demonstrated that they can best continue to grow by taking greater responsibility for their own professional development? Should observations be performed by other than those who are responsible for evaluating performance to encourage the risk taking and experimentation which is necessary for teachers to develop and refine their skills and craft without fear of negative assessment? How can we reconcile these apparent contradictory roles when administrators have both responsibilities?

This document outlines our plan to assess in a comprehensive and supportive way the work of our teachers. Assessment or evaluation considers the overall work of the teacher. This includes, not only student achievement, and the instruction which happens in the classroom, but also how a teacher meets overall professional responsibilities, e.g., communication with parents and the teacher's contribution to the life of the school and the District.

This plan is also designed to assist in the supervisory process, i.e., the improvement of instruction, by providing assessment tools that are meaningful and valuable for teacher in both self-reflection, and the work they do with administrators in planning for and providing classroom instruction. Our intent is to use the supervisory and assessment process to facilitate the professional growth of our staff and to provide an important tool in determining the continued employment of both tenured and probationary staff.

The document is divided into the following sections: Criteria for Assessment of Performance, the Evaluation Process, the Observation Process, and the Self-Directed Professional Growth Process. Attached to the document are those forms that will be used for classroom observations and the annual evaluation. Additional forms will need to be developed for staff with specialized licenses, e.g., reading teachers, librarian, and pupil personnel staff. We anticipate that all forms shall be completed by September 2001.

By Commissioner's regulation, as Superintendent of Schools, I have been charged with developing this plan aided by the advice and counsel of administrators, teachers, and parents. This document represents more of a synthesis of the work of others, rather than an original effort. I have relied most heavily on the work of Charlotte Danielson (See *Enhancing Professional Practice, A Framework for Teaching*, Alexandria, VA: Association for Supervision and Curriculum Development, 1996 and *Teacher Evaluation, To enhance Professional Practice*, Alexandria, VA: Association for Supervision and Curriculum Development, 2000). Indeed, in many ways, this document is a restatement of Danielson's work in a concise manner, more appropriate for our needs. I have freely borrowed from what others have found effective. I appreciate the spirit of collegueship which others have demonstrated in sharing their work and the recommendation which have been made by staff and parents.

CRITERIA FOR ASSESSMENT OF PERFORMANCE

Commissioner's Regulations 100.2 mandate that the following criteria must be addressed in the evaluation of teachers:

A. Content knowledge:

The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;

B. Preparation:

The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;

C. Instructional delivery:

The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;

D. Classroom management:

The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;

E. Student development:

The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students;

F. Student assessment:

The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning;

G. Collaboration:

The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students;

H. Reflective and responsive practice:

The teacher shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis.

THE EVALUATION PROCESS

Teachers shall be evaluated annually. The evaluation shall be a just and fair assessment of a teacher's performance over the course of the current year. The purpose of the evaluation is twofold: to provide an assessment that will determine continued employment in the District and to provide meaningful feedback with the intent of improving performance and professional growth.

Recognizing that individuals and the District may have different needs with respect to the evaluation process, the model we shall employ provides for a diversified approach.

A. Timing of Evaluation:

Final evaluations shall be completed between mid-May and early June.

B. Evaluation of Staff:

A staff person's evaluation shall include an assessment of overall performance. This includes direct service to students, student progress (as defined by the student's achievement during the year and other objective measurement tools agreed on by both the teacher and the administrator), and the staff person's attendance and punctuality.

A mid-year evaluation shall be completed by February 1st on all probationary staff in addition to the annual evaluation. All categories in the evaluation document shall be completed.

It is suggested that the evaluation document include supporting information that substantiates the assessment. Documentation could include such items as copies of lesson plans; formal written observations, instructional units; evidence of student learning through samples of student work from early and later in the school year; other measures of academic performance; examples of communication with parents; evidence of the teacher having become part of the school's learning community, and a teacher's written self-assessment. Teachers are encouraged to bring materials to the evaluation conference to add to this collection. The administrator will be able to use this information for a meaningful discussion on the teacher's performance. In the case of non-tenured teachers, the Superintendent will be able to make the determination to recommend tenure based on a breadth and depth of evidence. Finally, the Board of Education will be able to make its decision after getting a comprehensive picture of a staff member's performance.

Administrators shall meet with the untenured staff to review the draft evaluation and to provide guidance and constructive criticism and suggestions for improvement. For tenured staff this meeting may be necessary if the administrator or staff member thinks there is a need to discuss the Evaluation with a particular staff member. Teachers shall be given a copy of the final evaluation within eight (8) school days from the date of this meeting. Upon receipt of the final evaluation, the staff person shall sign the evaluation. Such signature shall indicate only that the staff person has received the form, read it, and consulted with the administrator. Such signature shall, in no way, indicate agreement or disagreement with the content of the evaluation. The staff person shall have the right to respond in writing to the evaluation and such response shall be attached to the copy of the evaluation that is stored in the staff person's personnel file.

Tenured staff who have received an overall Proficient Evaluation on the current year's observations may be invited by their building administrators to submit their own end of year Evaluation following the format given in this document. The teacher will submit the Evaluation and then the principal will review it and arrange a meeting with the teacher to reflect on the Evaluation together.

The staff person shall have the right to be accompanied and represented by a representative of the Association at any consultation with an administrator regarding the staff person's performance.

C. Tenure Recommendations:

Because of our commitment to providing our students with teachers who are committed to all students learning, no probationary teacher shall be recommended for tenure whose evaluations indicate less than proficiency in any domain of assessment. Within the Criteria, no more than two components may be assessed at the basic level if the candidate is to be recommended for tenure. In the event of an assessment at a basic level of performance on any component, the teacher shall develop with the building principal a plan to improve performance in those areas. The assessment in the following year shall monitor those specific areas to assess improvement. In order to foster a solid learning atmosphere between the untenured teacher and the building administrator, care must be given that the mid-year evaluations be completed by February 1st. This will help both the untenured teacher and the administrator to assess the progress throughout the year as well as progress from one year to another.

The same procedure listed in Section B of the evaluation process will be followed.

D. Training and Preparation for Implementation of the Evaluation Process:

The Superintendent shall implement a training program for administrators to discuss and review the District's evaluation and observation process as outlined in this document and to revise the drafts of the assessment, lesson plan, and evaluation documents. Charlotte Danielson's *Enhancing Professional Practice, A Framework for Teaching and Teacher Evaluation: To Enhance Professional Practice* (co-authored with Thomas L. McGreal) shall be used as guiding documents in addition to other resources related to this model.

When finished, this document shall be printed and distributed to all staff. Principals will meet with staff to discuss its contents and to create understanding in September of each school year. Continuing training will take place during the school year. Newly hired staff will also receive a copy of the document and will also receive orientation about its contents no later than thirty (30) days after they begin employment.

This entire process will be evaluated and modified by the joint committee of administrators and union officials as mentioned in Article XIV Teacher Evaluation and Observation, section A. Based upon the decisions agreed to by the collective bargaining of this committee, the changes will be made in this document and they will be printed by the District and given to all unit members. Further training and explanation of the changes will be the responsibility of the District and building administrators.

E. Professional Improvement Plan (PIP):

- 1) Commencing in September 2008, the District will identify those teachers in need of improvement as delineated in District Annual Professional Performance Review plan.
- 2) Prior to placing an employee on a PIP, the Building Principal will notify the employee and the PFA President, in writing, no later than February 1st that they are under review for potential placement on a PIP.
- 3) Commencing in July 2009 the District shall designate up to three (3) teachers whose performance was unsatisfactory during the 2008-2009 school year for placement on a PIP.
- 4) The Administrator will identify specific areas of weakness and provide specific examples of these issues.
- 5) The Administrator will develop a Plan for the employee with input from the employee and the PFA President or his/her designee. The Parties will meet within five (5) days of the notification that an employee needs improvement.
- 6) This Plan will contain direct instructions and measurable goals on what changes the employee needs to make in order to avoid being placed on a PIP for the following year.
- 7) The PFA President and the Superintendent will meet and review these Plans if the parties are unable to agree at the building level on the employee's Plan.
- 8) Standardized test scores or District benchmarks will not be the sole determinant for placement on a PIP.
- 9) In the event an employee is placed on a PIP, the Plan for the following year will be developed between the administrator, the employee, and the PFA President or his/her designee.
- 10) In the event the parties are unable to agree on an Improvement Plan, the PFA President or his/her designee will meet with the Superintendent to develop an appropriate Improvement Plan.
- 11) In the event the PFA President and the Superintendent are unable to agree on an Improvement Plan, the parties will mutually select an outside evaluator to determine the appropriate Improvement Plan.
- 12) Commencing in September 2009 those teachers placed on a PIP shall receive intensive remediation for the 2009-2010 school year. Such remediation shall include observations by a mutually agreed upon independent observer who will report to the Superintendent and the PFA President as to whether or not the individual has met the goals of the Plan.
- 13) If an individual designated for a PIP does not meet the goals identified in the Improvement Plan for 2009-2010, he/she will, effective July 1,

2010, receive one-half of the agreed upon percentage raise as delineated in this Agreement. Such individual shall also be frozen on step and placed on an Intensive Improvement Plan.

- 14) If the individual described in "4" above subsequently meets the goals in the Intensive Improvement Plan, he/she shall be reimbursed all monies and shall be moved to the appropriate step as if he/she was not frozen.
- 15) For school year 2010-2011 the Superintendent may designate up to three (3) additional individuals on a PIP as described in paragraphs 1, 2, 3, and 4.
- 16) The PFA may challenge the placement of a unit member on a PIP if it can demonstrate that the Administration has unfairly applied the principles of the PIP process.
- 17) All negotiated forms for PFA members currently in place will become part of the collective bargaining agreement.

THE OBSERVATION PROCESS

Staff members shall be observed openly and with their full knowledge. A formal observation, to a certain extent, creates a situation where it ought to be difficult to perform poorly. The teacher knows that the administrator is coming, has had the opportunity to meet with the administrator beforehand to discuss the lesson, and thus has been able to plan as comprehensively as possible to ensure a good lesson. Nevertheless, there is much to be gained by this process. The thoughtfulness involved in planning well and in reflecting on the effectiveness of the lesson is a valuable tool for professional growth. The dialogue between the teacher and administrator before and after the lesson has the potential to enhance professional growth and refine practice. A skilled administrator can be a powerful resource in coaching teachers to better performance.

Tenured teachers who have been evaluated as Distinguished in all Criteria in the prior year shall have at least one (1) observation. Teachers who have achieved a Distinguished Annual Evaluation may be excused from the Observation Process for two (2) years. This will be at the discretion of the building administrator. There shall be a minimum of two (2) observations per year (at least one per term) for tenured teachers who have been assessed as less than proficient, in the prior year's evaluation. Formal observations shall be a minimum of twenty-five (25) minutes in length and shall occur within five (5) days of the pre-observation conference. Administrators will make every effort to schedule the observation in as short a time after the pre-observation conference as possible in order that verbal exchanges and shared ideas not written may not be overlooked. Teachers shall have two (2) days' notice of when the observation will occur. If there is a reason why the teacher cannot meet with the administrator within the two (2) days specified, the teacher may go to the administrator and ask for more time.

To fully take advantage of the formal observation process, every observation shall be preceded by a conference with the administrator where the teacher will discuss with the administrator the upcoming lesson. The lesson shall be followed by a conference where the teacher shall discuss the effectiveness of the lesson with the administrator. The post observation conference shall be no more than eight (8) school days after the lesson with a good faith effort made to schedule the

conference within five (5) days. The value of this process is enhanced when sufficient time is provided to allow for reflection and dialogue between the administrator and the teacher.

The pre-observation conference shall be held with the lesson plan and other class related documents having been previously submitted to the principal for review. The written lesson plan shall include, but shall not be limited to, the following information:

1. A description of the students in the class including those with special needs.
2. The goals of the lesson -- what the teacher wants the students to learn.
3. Why these goals are suitable for this group of students.
4. How do these goals support the District's curriculum, state frameworks, and/or content standards?
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?
6. How students will be actively engaged in the lesson, i.e. what will students do? What will you do?
7. What difficulties do students typically experience in this area and how do you plan to anticipate these difficulties?
8. What instructional materials or other resources, if any, will be used in the lesson?
9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.).

During the pre-observation conference, administrators should use these questions as an oral guide in discussing the impending lesson.

The observation shall be written using the District's form. Comments shall reflect the discussion that has taken place between the administrator and the teacher both before and after the lesson. The lesson plan shall be attached to the written observation as part of the official record. The observation document is not meant to be a checklist only. Administrators shall substantiate their assessment by a written narrative using examples, which document their observations.

One copy of the written final observation shall be given to the teacher; the administrator shall keep one copy, and one copy shall be sent to the Superintendent for review and filing in the staff person's personnel file. Upon receipt of the final observation document, the staff person shall sign the

observation. Such signature shall indicate only that the staff person has received the form, read it, and consulted with the administrator. Such signature shall, in no way, indicate agreement or disagreement with the content of the observation. The staff person shall have the right to attach written comments to the observation and such response shall be placed in the staff member's personnel file as a part of the observation.

The staff person shall have the right to be accompanied and represented by a representative of the Association at any consultation with an administrator regarding the staff person's performance.

While written observations will take place only after formal observations, administrators are encouraged to drop in routinely to observe teachers' work in a more informal fashion. There shall be a minimum of three (3) drop in visits for each teacher each semester. Reference to these informal observations should be made in the formal evaluation to the extent that these informal observations are relevant to assessing overall performance.

THE SELF-DIRECTED PROFESSIONAL GROWTH PROCESS

Teachers whose annual performance has been characterized as "Proficient or above" according to the yearly evaluation process may choose to engage in a self-directed professional growth process. This project will be completed in place of the formal observation process. The ultimate goal of this process is to create a model of teacher autonomy where the teacher will develop the ability to self-monitor, self-analyze, and self-evaluate classroom performance. When involved with self-reflection, teachers can let feelings and ideas surface that might have otherwise gone untapped or unspoken. Ideally, teachers will retain final responsibility for decisions about their own teaching, but the administrator will serve as the catalyst in helping analyze those decisions.

The projects, which emanate from this process, are expected to advance the substantive knowledge of the professional staff person and, potentially, the work of others. Administrators will use this collaborative process to help teachers construct their own knowledge, to offer suggestions and guidance as teachers complete their project, and to provide a final assessment of the project.

The intent of this program is to provide an alternative professional development program for superior teachers who are interested in taking greater personal responsibility for their own professional growth. Administrators will continue to informally observe classes of those teachers who are involved in the self-directed process.

A. Eligibility:

Participants must have shown evidence of superior teaching and overall practice by having been assessed as "Proficient or above" in their overall performance. This staff person is defined as having attained the Proficient or above level in all Criteria of the evaluation process.

While we expect all teachers to be “Proficient,” only those teachers who have distinguished themselves by outstanding performance will be assessed as “Distinguished.”

B. Parameters of Program:

The principal, subject to the review of the Superintendent, must approve all projects annually. Projects should be developed which relate to the needs of the District and/or the school as well as promoting individual professional growth.

The project will begin with the filing of a written draft proposal to the principal no later than September 15th. This may necessitate summer work on the part of the staff person. This is part of the staff person’s responsibility and will not be done for any compensation provided by the District. If a teacher who fits the eligibility requirements comes forth with a proposal, which is exemplary and beneficial to both the school and the professional growth of the teacher, this September 15th date may be waived with the approval of the building and District Administrator.

C. Format for the Project Proposal:

Interested staff must present to the principal a written proposal, which will include the following components:

1. A description of the project;
2. The rationale for the project;
3. How the project will add to the value of the work of the staff person and/or what we are doing in our educational program;
4. A specific product outcome;
5. Quarterly meeting dates with the principal to review progress.

The building principal and the staff person shall meet, as needed, for revision and/or clarification of the proposal before a final decision is made about acceptability. Final approval must be given by October 15th. During the year, administrators shall meet quarterly with the staff person to discuss the progress of the project and to provide assistance as appropriate.

D. Examples of Projects:

Projects must be substantive and comprehensive. Staff may use preparation periods to work on the project. Time will not be provided outside of regular workshop or conference attendance opportunities. The following represents examples of the type of projects that might be considered:

1. Immersion in inquiry in a content area:

Engaging in the kinds of learning that teachers are expected to practice with their students, e.g., inquiry-based science investigations or meaningful mathematics problem solving.

2. Immersion in the work world:

Participating in an intensive experience in the day-to-day work of a businessperson, scientist or mathematician in an office, laboratory, or industrial setting to develop a greater understanding of work place needs and requirements. This activity will take place outside of the regular workday. The intent of this experience would translate into a student program, unit or other work related project.

3. Developing curriculum units:

Designing and implementing a unit of instruction that addresses one or more topics or concepts and incorporates effective teaching and learning strategies to accomplish learning goals. This must be a comprehensive project. Interdisciplinary projects are encouraged. This project must be coordinated with the Assistant Superintendent for Instruction to avoid overlap or duplication of an existing activity.

4. Curriculum development and adaptation:

Creating new instructional materials and strategies or tailoring existing ones to meet the learning needs of students. This project must be coordinated with the Assistant Superintendent for Instruction to avoid overlap or duplication of an existing activity.

5. Workshops, institutes, courses, and seminars:

Using structured opportunities outside of the classroom to focus intensively on topics of interest and learn from others with more expertise. A written synopsis of these experiences and an oral presentation must be prepared for sharing with colleagues.

6. Action research:

Examining teachers' own teaching and their students' learning by engaging in a research project in the classroom as the unit of study.

7. Case discussions:

Examining written narratives, research, and/or videotapes of classroom teaching and examples of student modes of learning and preparing a written document for sharing with colleagues that identifies the problems, issues, and research on the topic.

8. Study groups:

Facilitating and participating in a series of regular, structured, and collaborative interactions regarding topics identified by the group, with opportunities to examine new information, reflect on instructional practice, and create new understanding and potentially, a refinement in teacher/staff practice.

9. Partnerships with scientists and mathematicians in business, industry, and universities:

Working collaboratively with practicing scientists and mathematicians with the focus on improving teacher content knowledge, instructional materials, access to facilities, and acquiring new information.

10. Professional networks:

Linking in person or through electronic means with other teachers or groups to explore and discuss topics of interest, set and pursue common goals, share information and strategies, and identify and address common problems.

11. Developing professional development skills:

Building the skills and knowledge needed to create learning experiences for other educators, including design of appropriate professional development strategies, presenting, demonstrating, and supporting teacher learning and change, and understanding in-depth the content and pedagogy required for effective teaching and learning of students and other educators.

12. Technology for professional learning:

Using various kinds of technology to learn content and pedagogy, including computers, telecommunications, videoconferencing, and CD-ROM and videodisc technology. The final product will include a series of lessons and study guide for staff in the teacher's field of certification.

13. Mentoring:

Serving as a mentor and coach to non-tenured teachers and to tenured teachers who may benefit, or need, as a result of a performance improvement plan, the support and guidance of a distinguished teacher. This would include but not be limited to participation in the Formal Mentoring Program instituted in September 2002.

14. Peer Coaching:

A formal interaction process involving observations and conferences between two (2) or more people who have the same job description and who share the same level of expertise to develop and improve instructional skills.

Staff persons may engage in no more than two (2) consecutive self-directed projects that could be in the same category. After the completion of these projects, the staff person must again be evaluated using the observation process as an integral part of the evaluation.