

# AGREEMENT

*Between The*

**LANSING CENTRAL SCHOOL  
DISTRICT**

*And The*

**LANSING FACULTY  
ASSOCIATION**



**Instructional Unit**

*July 1, 2020 through June 30, 2024*

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## **PREAMBLE**

In accordance with the provisions of Chapter 392 of the Laws of 1967 (the Public Employees' Fair Employment Act), to encourage and increase effective and cooperative working relationships between the Lansing Central School Board of Education (hereinafter referred to as the "Board") and its professional employees represented by the Lansing Faculty Association (hereinafter referred to as the "Association"), and to enable the professional employees more fully to participate in and contribute to the development of policies for the School District so that the cause of public education may best be served in Lansing Central School District.

THIS AGREEMENT IS MADE THIS

19<sup>th</sup> DAY OF NOVEMBER 2019

BY AND BETWEEN THE BOARD OF EDUCATION

And

THE LANSING FACULTY ASSOCIATION

The Board and the Association recognize that the Board is the legally constituted body responsible for the determination of policies covering all aspects of the Lansing public school system. The Board recognizes that it must operate in accordance with all statutory provisions of the State, and such other rules and regulations as are promulgated by the Commissioner of Education in accordance with such statutes. The Board cannot reduce, negotiate or delegate its legal responsibilities.

## **ARTICLE I - RECOGNITION AGREEMENT**

The Board of Education of Lansing Central School hereby recognizes the Lansing Faculty Association as the exclusive negotiating agent for the instructional unit. The instructional unit is defined as persons employed by the District at least half time in a teaching position, who are certified to teach by the New York State Department of Education, or who are filling positions requiring teacher certification. School psychologists, social workers, guidance counselors, registered professional nurses and teaching assistants are also members of the instructional unit.

Excluded shall be the Superintendent of Schools, the School Business Administrator; all other supervisory employees requiring administrative or supervisory certification by the New York State Education Department, per diem substitutes, and long-term substitutes.

All Articles of this Agreement apply to teaching assistants except the following; Article VII: A6 (Sabbatical Leave), Article X: J 1, 2, 3, and 5 (Salary Schedules), and Article X: M (Summer Teaching).

The Board agrees to negotiate exclusively with the Lansing Faculty Association and agrees not to negotiate with any teacher organization other than the Lansing Faculty Association for the duration of this Agreement.

The Association affirms that it does not assert the right to strike against the Lansing Central School District; to assist or participate in any such strike; or to impose an obligation to conduct, assist, or participate in such a strike.

## ARTICLE II - NEGOTIATIONS PROCEDURES

### A. Procedures

Either party may notify the other by January 15 in the final year of the duration of this contract of its desire to amend the provisions of this Agreement. In such event, the parties shall meet by the last workday in February and exchange all proposals for modification of this Agreement. All proposals shall be submitted in precise, specific, written contract language. No new additional proposals may be made by either party after this first meeting.

The parties shall meet and negotiate in good faith thereafter on days and times to be mutually agreed upon. Meetings shall not exceed three (3) hours except as extended by mutual agreement and shall be held at a time agreed upon.

### B. Negotiating Teams

Neither party in any negotiations shall have control over the selection of the representatives of the other party and each party may select its representatives from within or outside the School District. While no final agreement shall be executed without ratification by the Association and the Board, the parties mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, consider proposals, and reach compromise in the course of negotiations.

### C. Exchange of Information

Both parties and/or the Superintendent of Schools shall furnish each other upon reasonable request, all available information pertinent to the issue(s) under consideration.

### D. Consultants

The parties may call upon consultants to assist in preparing for negotiations and to advise them during conference sessions. The expense of such consultants shall be borne by the party requesting them.

### E. Reaching Agreement

When consensus is reached covering the areas under discussion, agreements will be initialed by both parties and the proposed agreement shall be reduced to writing as a memorandum of understanding and submitted to the Association and the Board for approval. Following approval by a majority of the Association membership and by a majority of the Board, the Board will take such action upon the recommendation(s) submitted as are necessary to make them official.

## ARTICLE III - DUES DEDUCTION

### A. Authorization of Dues Deduction

The Board of Education of Lansing Central School District agrees to deduct, from the salaries of its employees, dues for the Lansing Faculty Association and constitutionally affiliated organizations, as said Bargaining Unit Member's individually and voluntarily authorize the Board to deduct and transmit the monies promptly to the Association Treasurer. Bargaining Unit Member authorizations shall be in writing and in the form set forth in Appendix H.

B. Certification of Dues

The Association Treasurer shall certify to the Board in writing the current membership dues for each of the Associations named in Section A. Any change in such membership dues will be transmitted to the Board thirty (30) days prior to the effective date of such change.

C. Manner of Deductions

Deductions referred to in Section A shall be made in the following manner: The total annual membership dues for those designated professional Associations, certified as mentioned, shall be deducted in twenty (20) equal installments beginning with the second pay period in September. No later than the first pay period in September the Association shall:

1. Provide the Board with a list and the original signed dues authorization cards of those employees who have voluntarily authorized the Board to deduct dues for the Associations named in Section A, and
2. Forward at the same time to the respective Associations a list of the members and their addresses who have elected payroll deduction for such Associations.

D. Additional Authorizations

Additional authorizations submitted at least three (3) weeks prior to any regularly scheduled pay date shall be honored. Such irregularly initiated deductions will be deducted at the regular one-twentieth (1/20) rate until such time as authorization might be withdrawn.

E. Transmission of Dues to the Association

The Board shall, each month, transmit these deductions to the Association Treasurer.

F. Indemnity and Save Harmless

The Association agrees to save and hold harmless the Board of Education and the Superintendent for any and all damages and liabilities including expenses of litigation claimed by any member of the instructional unit as identified in the recognition clause after dues have been properly collected and distributed to the Lansing Faculty Association.

**ARTICLE IV - MISCELLANEOUS PROVISIONS**

A. Copies of this Agreement

Copies of this Agreement shall be prepared by the Association and distributed to Association members employed by the District. The cost of the preparation of those documents will be borne by the Association. An electronic copy of the Agreement will be maintained by the Association and the District.

B. Facilities

Building facilities of the Lansing Central School shall be available for activities of the Association at times other than when school is in session when requested and assigned in the prescribed manner.

C. Scope of this Agreement

This Agreement shall supersede any rules/regulations of the Board which are inconsistent with the terms of the Agreement.

D. Length of the School Day

I. The normal school day for all Bargaining Unit Members in the instructional unit is set at 7:40 a.m. to 3:05 p.m. for high school and middle school and 8:30 a.m. to 3:50 p.m. for elementary school. These starting and ending times can be varied up to fifteen minutes each as long as the length of day is not altered.

II. The Superintendent or his/her designee may extend one (1) FACT meeting per month, not to exceed eight (8) per school year total, not to exceed twenty (20) minutes each. Staff shall be given prior notice of the time and dates of the extended meetings at the beginning of the school year, as driven by the school calendar.

E. Attendance at Extra-Curricular and Co-Curricular Activities

It is mutually recognized and agreed that attendance of instructional unit personnel at school co-curricular and extra-curricular activities is highly desirable. The Association agrees to encourage its members to support and attend extra-curricular and co-curricular activities.

F. No Reprisals

There will be no reprisals of any kind taken against any Bargaining Unit Member by reason of his/her membership in the Association or participation in any of its activities which are legal and in conformity with the provisions of this contract.

G. Negotiations of Matters Not Specified

With respect to matters not covered by this contract which are mandatory subjects for collective negotiations under the law, the Board agrees it will make no changes without appropriate prior negotiations with the Association.

H. Leave for Association Business

The District agrees that up to twelve (12) days per year may be used by the Association President and/or his/her designee to accomplish Association business. Prior notice and arrangement for time will be given to the Building Principal.

I. Tuition for Children of Non-Resident Bargaining Unit Members

Tuition for children of non-resident Bargaining Unit Members will be one thousand dollars (\$1,000) per year for each child attending Lansing schools.

If a non-resident Bargaining Unit Member's child requires extraordinary services, the tuition charged will not exceed the tuition rate established by the Board of Education for non-residents.

J. Calendar

The school year will consist of one (1) orientation day, three (3) Superintendent Conference days, and one hundred seventy-seven (177) days of instruction. There will also be up to four (4) emergency days built into the calendar.

If there are four (4) unused emergency days, then:

- Two (2) will be used for instruction
- One (1) will be used for teacher preparation
- One (1) will be added to vacation time

If there are three (3) unused emergency days, then:

- Two (2) will be used for instruction
- One (1) will be added to vacation time

If there are two (2) unused emergency days, then:

- One (1) will be used for instruction
- One (1) will be added to vacation time

If there is one (1) unused emergency day, then:

- One (1) will be added to vacation time

**ARTICLE V - PROFESSIONAL IMPROVEMENT**

A. In-Service Training

1. In as much as a rapidly changing society is demanding and will continue to demand changes in educational methodology, curricula, and materials, the Association and Board acknowledge their joint responsibility to help meet the challenges ahead by supporting an active program of in-service training. Such in-service training may take the form of in-service courses (sponsored by BOCES or other educational groups or locally), a series of in-service workshops, summer study or planning sessions, or assistance in independent study by the Bargaining Unit Members concerned.
2. Workshops, institutes, local in-service courses, and other such in-service training sessions for professional personnel shall be held at times when Bargaining Unit Members are released from teaching duties; or, if attendance at such session is required during after school or evening hours, participants shall be compensated in a manner agreed upon by representatives of the Association and the Board.
3. All compensated in-service training must be approved by the Building Principal and Superintendent of Schools prior to the taking of the training.

Approved in-service training shall be remunerated at:

- The BOCES hourly rate for the duration of the Collective Bargaining Agreement.

For an in-service presentation within the District, the remuneration will be:

- The BOCES hourly rate for the duration of the Collective Bargaining Agreement.

Payment under this in-service clause constitutes full compensation for all in-service training. Prior approval for in-service credit will be contingent upon meeting the following guidelines:

- a. Training must be offered by professional groups.
  - b. In general, training must be related to Bargaining Unit Member service at Lansing.
  - c. Training must be sponsored by an educational organization or other recognized organizations approved by the Superintendent.
  - d. In general, training must be outside the normal school day.
  - e. The District has available budgeted funds for in-service training compensation.
  - f. Training will normally occur during, but will not be limited to, the school year.
  - g. If a request for in-service compensation is denied, a reason shall be given.
4. Only in-service which is part of the District's Professional Development Plan (See Appendix E) will be considered for approval by the Superintendent.

B. Evaluation

The evaluation of instructional personnel covered by Chapter 103 of the Laws and Regulations of the Commissioner of Education will take place in accordance with the language found in Appendix D of this Agreement.

Bargaining unit members not covered by Chapter 103 of the Laws and Regulations of the Commissioner of Education will continue to be evaluated in accordance with the language below. This method of evaluation will remain in effect until such time as the Parties mutually agree to a replacement method of evaluation for employees not deemed to be providing instruction to students.

Evaluation is concerned with efforts to aid and encourage an employee in the improvement of performance. One of the prime purposes of an employee evaluation shall be to provide positive assistance and support in order to further professional competence.

1. No supervisory personnel (Superintendent of Schools, Building Principal, Department Head, Chairperson, or Coordinator) shall write and/or file a report on an observation of an employee unless that supervisor has observed the employee for at least twenty (20) minutes.
2. Each employee shall be furnished a copy of any written report evaluating his/her performance. All employees shall have a follow-up conference, except in cases where an employee is on a corrective plan, which is governed by the Administrative Review section of Appendix D. The employee shall have the right to attach written comments to be filed with the evaluation in his/her personnel file.
3. Recommendation for or against tenure for an employee shall be based upon yearly observations made by each of two (2) supervisory personnel. In the event of prolonged illness by either of the two (2) supervisory personnel, the recommendation will be based on at least two (2) observations made by one (1) supervisor. Recommendation for, or,



against tenure will also take into account overall job performance. Employees shall have three (3) observations during their tenure year. Two (2) of these observations shall be done by the applicable building principals and one (1) by the Superintendent.

4. Except in case of emergency, disciplinary action shall be based on material contained in an employee's personnel file.
5. Coaches will be observed at least once, at a time other than during a competitive event by the athletic director or other administrative personnel.
6. The evaluator shall be present in the room when the employee is being observed for evaluation and the employee shall be made aware at that time that he/she is being evaluated.
7. All observations of the employee's performance will be conducted openly and with the employee's full knowledge and awareness.

C. Personnel File

1. No derogatory information will be placed in the teacher's personnel file without the teacher's knowledge. (This language will remain in the contract and apply to all bargaining unit members as well as items 2 and 3 below.)
2. The teacher will have access to his/her file in the presence of an administrative employee. These rights will not apply to recommendations received from or given to agencies or persons outside the School District. The teacher will request access to the personnel file in advance and access will be arranged within two (2) school days or five (5) business days if school is not in session.
3. Teachers will be required to affix their signature to any observation report to be placed in a personnel file. The teacher's signature indicates awareness of, but not necessarily agreement with, said observation.

D. Registered Professional Nurse Evaluation

The performance of a registered professional nurse is critical to the safety and health of administrators, teachers, support staff and children of the School District. The evaluation of registered professional nurses is a serious obligation for the School District. Registered professional nurses are entitled to continuing, objective appraisal of their performance, to assist them in their improvement and success.

In light of the forgoing the purpose of evaluation will be to improve job performance and to provide assistance and support.

1. At least once each year, each registered professional nurse will receive a written evaluation of his/her job performance. First year employees shall have a follow-up conference. All other employees may have a follow-up conference at the request of the employee or the request of the supervisor.
2. Registered professional nurses will receive a copy of all evaluations and will be given the opportunity to sign the document and attach written comments, all of which will be

placed in their personnel file. The employee's signature acknowledges receipt of the document and not agreement with its contents.

3. Disciplinary action shall be based on material contained in the registered professional nurse's personnel file except in the case of gross misconduct or insubordination.
- E. The Association and the District will follow the Annual Professional Performance Review Plan (Appendix D) for the duration of the Collective Bargaining Agreement.
- F. Opening Day and New Teacher Orientation

There will be preliminary meetings before classes begin in September for the new teaching staff. These meetings may be to emphasize orientation of new faculty to school procedures and policies and to the locality of the School District and to planning and organizing for instruction.

The Association views and recommendations will be solicited and considered in the planning and carrying out of the New Teacher Orientation Program. The Association shall cooperate with the Administration in planning and implementing the orientation program for new staff.

There may be superintendent conference days prior to the first day with students for the entire teaching staff. These days may be devoted to meetings with the Superintendent of Schools and Building Principals and to Department and Grade Level meetings.

G. Conference Days

All Bargaining Unit Members will attend conferences called by the Superintendent and by the State Education Department which are designed for participation of all instructional unit personnel. Absences will be reported in the usual manner.

H. Educational Improvement

The Association and the District have developed a Professional Development Plan which has been approved by the Board of Education (see Appendix E). The version of the Professional Development Plan attached as Appendix E may not be the current version. The current version shall be the most recently developed plan, approved by the Board of Education and the Association. The Parties agree to work cooperatively to meet the requirements of the State Education Department in the areas of professional development.

I. Mentoring

The District agrees to adhere to the mentoring plan as bargained by the Association and the School District.

The Mentoring Committee will remain a standing committee of the Lansing Central School District. Teacher members shall continue to be appointed by the Association. The Committee will meet periodically to review the mentoring program, meet with mentors and make recommendations to the Board of Education as to how the program can be improved.

The compensation for mentors will be one thousand dollars (\$1,000) per assigned mentee. If a mentee is part-time, the stipend will be prorated accordingly.

## ARTICLE VI - EDUCATIONAL POLICY

### A. Bargaining Unit Member Assignment and Transfer

Bargaining Unit Member assignments, schedules, and other responsibilities shall be a matter of consultation and, if possible, mutual agreement between the Administration and staff member, as early as possible, in most cases before school closes in the Spring. Where at all possible, such assignments, schedules, and responsibilities shall be changed only after consultation between the Administration and the staff member concerned. Every attempt possible shall be made to arrange voluntary reassignment. In the event that involuntary reassignment must occur, when possible the least senior person shall be reassigned. A Bargaining Unit Member shall keep the Administrators informed about his/her address at all times during the summer so that such consultation about changes can be made if they are necessary.

In the event of a Bargaining Unit Member's absence, a substitute will be hired if a qualified substitute is available. This will not apply to psychologists, librarians, or guidance counselors.

### B. Consultation with the Association

In such matters of school policy as the following, representatives of the Association will be called upon to give advice to the Administration through the building council or special committees to formulate statements of policy to be recommended to the Board:

1. Grouping
2. Grading and Reporting
3. Curriculum
4. Textbook Adoption
5. Local Requirements and Recognitions for Graduation
6. Testing Program
7. Student Scheduling Requirements
8. Conduct of Homeroom and Opening Exercises
9. Class Size
10. Teacher Load
11. Staffing (Professional and Paraprofessional)
12. Facilities
13. Calendar
14. Professional Development
15. Technology Curriculum and Instructional Use of Technology

### C. Building Council and District-Wide Councils

There will be, in each building, a Building Council composed of representatives of the Association, not to exceed four (4) members from each building. This group will meet at least once a month. The function of the group will be to consult with and offer suggestions to the Building Principal on particular building problems and procedures including the setting up of special committees as necessary.

In addition, there will be a District-wide Special Education Council that meets with the Director of Special Services & Grants, with the same function as stated above. The District-wide Special Education Council will be comprised of one representative from each building.

The four (4) Councils are:

- Elementary School Building Council
- Middle School Building Council
- High School Building Council
- District-wide Special Education Council

D. Employment Procedures

1. Building Principals and department heads (coordinators, chairpersons) should, within their area of concern, be regularly and consistently consulted by the Superintendent of Schools in matters of employment of all new teaching staff or transfer of continuing teaching staff.
2. Vacancies shall be filled from within the School District where practicable. All appointments and assignments to any and all vacancies shall be based on qualification and experience. As vacancies arise the Superintendent of Schools shall notify the Association President, post on designated bulletin boards and e-mail to Bargaining Unit Members a notice of the vacancies in the faculty unit regardless of the time of year.

The method of applying for the position will be clearly set forth in the notice. The provisions hereof shall apply to new positions created within the School District as well as to vacancies occurring in existing positions.

E. Notification of Resignation

It is mutually understood that late notification of resignations leaves the School District in a difficult recruitment position. Therefore, it is recommended by the Board and Association that, whenever possible, notice of resignation shall be given before March 1 of each year.

F. Cooperation with Parents

The Association agrees that instructional unit members will cooperate with the parents, students, and administration in the solution of individual student problems by being available for discussion during and after normal school hours.

G. Public Meetings

It is mutually agreed that, for the purpose of promoting better understanding and communication among parents, teachers, and administration, Association members will cooperate with the Administration in presenting the school program in meetings with parents and general public as the interest and need warrants and will support school meetings by their attendance.

H. Board Meetings

The Association urges that instructional unit members, upon request of the Board of Education or the Superintendent of Schools, attend meetings of the Board of Education or Board Committees, without additional compensation when held outside the normal school day.

I. Fair Dismissal Procedures

1. Probationary teachers and teaching assistants will be advised of their tenure status no later than at least thirty (30) days prior to the Board meeting at which a recommendation(s) to discontinue service is to be considered, or at least sixty (60) days prior to the expiration of the probationary appointment, whichever is applicable.
2. If a probationary teacher or teaching assistant who is discharged or denied tenure requests reasons for such discharge or denial, such reasons will be given orally, and the teacher or teaching assistant will be given an opportunity to confer with the Superintendent of Schools or his/her representative. If, following this conference, he/she so requests, the reasons for the discharge or tenure denial will be given to the probationary teacher or teaching assistant in writing.
3. Employees shall not be disciplined except for just cause. Employees shall not be terminated except for just cause; however, grievance procedures relating to just cause termination will not apply at any time during their probationary period (either two [2] or three [3] years) or in the case of teachers being denied tenure.
4. The District seeks to establish an election procedure for eligible individuals under this provision. In other words, a tenured employee who is covered by the provision must choose in writing between the contractual "just cause" protection under 3020-a within twenty (20) working days of being presented with formal disciplinary charges. The other aspects of this shall remain in force and effect.

J. Committees

When the Board creates a committee and seeks official Lansing Faculty Association spokespersons for the committee, those spokespeople will be selected by the Lansing Faculty Association.

K. Academic Intervention Services (A.I.S.)

The District agrees to the formation of a Committee in each building (elementary school, middle school, and high school) to oversee provisions of A.I.S. The Committee shall have the authority to make recommendations to the Administration and the Association, but these Committees shall not constitute an extension of the negotiating process. The Board of Education retains the right to approve all A.I.S. programs. The recommendations of the A.I.S. Committees, like those of other committees, shall not be binding on either the Association or the District. Teacher members shall be approved by the Lansing Faculty Association.

**ARTICLE VII - LEAVES**

A. Paid Leaves

1. a. Sick Leave

The Board of Education shall grant each Bargaining Unit Member a total of twelve (12) days of absence each year for personal illness or family illness.

Any unused portion of such sick leave shall accumulate over the years until two hundred sixty-five (265) days have been accumulated.

The Board of Education reserves the right to extend sick leave, in the case of long-term service to the District, to a Bargaining Unit Member who may exhaust his/her normal agreed upon quantity.

The twelve (12) days shall be credited to each Bargaining Unit Member after he/she has worked at least one (1) full day in the applicable school year. A Bargaining Unit Member who has used more days than he/she has earned, and who leaves employment with the District, shall have such days deducted from his/her final paycheck.

After five (5) consecutive days of absence, the Superintendent/Superintendent's designee may request a doctor's note.

b. Sick Leave for Purposes of Birth or Adoption

Pregnant/Birthing Unit Member: A birthing unit member may use a maximum of sixty (60) accrued sick days for leave taken in association with the birth of her child. This leave must be taken consecutively.

Non-Birthing Unit Member: Within the first twelve (12) weeks after childbirth, a non-birthing parent may use a maximum of sixty (60) accrued sick days for leave taken in association with the birth of his/her child or to care for the birthing parent. This leave must be taken consecutively.

Adoption: A unit member may use a maximum of sixty (60) accrued sick days for leave taken in association with the adoption of a child, under the age of two (2). This leave must be taken consecutively.

Bargaining unit members who anticipate becoming a parent and using accrued sick days for the birth or adoption of a child shall provide notice to the District within ninety (90) days of becoming aware of the likelihood of the birth or the adoption.

The above-mentioned leaves shall run concurrently with FMLA.

2. Sick Leave Bank

A Sick Leave Bank will be established according to the following guidelines:

- a. Bargaining Unit Members hired on or before September 1 of each school year may enroll in the Sick Leave Bank by notifying the District by October 1, or within thirty (30) days of ratification, by both the District and the Association, of an Agreement which includes the new Sick Leave Bank. Bargaining Unit Members hired after September 1 shall have thirty (30) school days from their hire date to notify the District of their intent to enroll in the Bank. Each employee who enrolls shall donate one (1) of his/her accumulated sick days to the Bank. When days are exhausted a notice shall be sent to Bargaining Unit Members for elective re-enrollment.

- b. The Bank will be jointly administered by the District and the Association. The Superintendent and the President of the Association will constitute the Standing Committee.
- c. The purpose of the Sick Leave Bank is to provide extended sick time for an employee's personal catastrophic and/or long-term illness, disability or injury, which precludes him/her from being at work. A member of the bargaining unit who has donated to the Bank shall be eligible to apply for days from the Sick Leave Bank.
- d. Each applicant must exhaust his/her personal sick leave and personal business leave before using days from the Bank.
- e. Each application for usage from the Bank must be submitted to the Superintendent of Schools in writing and must be accompanied by a statement from the applicant's physician stating the nature of the illness or injury and the prognosis, including an estimate of time required for recovery. The Standing Committee shall have the authority to request further information from the applicant's physician. If an employee's disability continues into the following year, the employee must reapply to the Bank.
- f. The Standing Committee shall decide whether an application is valid, and shall have final authority to approve, modify or deny the application. If the Committee determines that the application is valid, the Committee shall recommend the number of days to be advanced to the applicant.
- g. The second and any subsequent application from any member in any given year shall be forwarded by the Standing Committee to the Board of Education. The Board shall have final authority to approve, modify or deny the application.
- h. The decision of the Standing Committee and of the Board of Education (for second and subsequent applications in a single year) shall be final and binding, and shall not be subject to the grievance procedure.
- i. The total number of days provided by the Sick Bank shall not exceed one hundred fifty (150) days in any school year.

3. Personal or Emergency Leave

Four (4) days of leave per year, non-cumulative, will be permitted for business, personal, or immediate family emergencies which cannot be attended to except during school hours. It is not the intent that these days be used for recreational purposes. Whenever possible, seventy-two (72) hours notice for such leave will be given to the Building Principal.

Paid or unpaid leave shall not be used to extend a school break except in emergencies. The unit member may be required to meet with the Superintendent. Approval or denial is at the Superintendent's discretion.

For each Bargaining Unit Member, at the end of each school year, his/her unused personal days will be added to his/her accumulated sick leave.

4. Death in the Family

In the event of death in the family of a Bargaining Unit Member, that Bargaining Unit Member shall be granted up to five (5) days leave, per death, exclusive of sick leave, after requesting such leave from the Building Principal.

5. Unpaid Leave

Pay will be deducted for any unauthorized leave.

6. Sabbatical Leaves

In order to make available to the teaching staff an extended period of time during which they may continue education or pursue some other activity that will add to the value of the services they provide the District, the following shall apply:

Those with seven (7) or more years of full-time experience in the Lansing Central School District and at least seven (7) years of full-time service since the conclusion of their previous sabbatic leave will be eligible for consideration for sabbatic leave upon application to the Superintendent through their Building Principal. A committee composed of three (3) teachers selected by the Association, three (3) administrators, and one (1) board member will rank the sabbatic proposals in preferential order based upon the guidelines contained herein. Subject to the ability to fund, a minimum of five (5) people will be on summer sabbatic leave in each year. A full-year sabbatic will be counted the same as four (4) summer sabbatic.

If in any year, the Board does not choose to fund the total number of proposals, those proposals not funded shall be carried forward to the next year for consideration with any new applications received. Individual sabbatic leaves may be for ten (10) months at half prior year's salary or for one (1), two (2), three (3), or four (4) summers at one-eighth (1/8) salary of the ten (10) month's salary during the last immediate, prior year of service.

Rules Regarding Sabbatical Leaves

- a. Applications for sabbatical leave must be submitted to the Superintendent of Schools by March 1 of the school year prior to the year in which the leave is to be effective. The Superintendent will in turn forward the application, along with the ranking, to the Board of Education by the first Board meeting in April.
- b. No oral application will be accepted.
- c. The proposed plan of use of time outlined by the person requesting sabbatical leave is subject to verification by the Administration. If the planned use of time outlined in the application does not actually come to pass, the financial provisions of the sabbatical leave will be cancelled immediately.
- d. A teacher during the school year in which he/she is on sabbatical leave from Lansing Central School District will be on the same salary step as during the last, immediate prior year of service to the District. Upon return to service to Lansing Central School District, the salary step will be increased to the next step. If less than one (1) year of service is received prior to termination of employment, the



last year's sabbatical salary will be reimbursed to the District on a proportional basis.

- e. Sabbatical leaves will be considered for the following:
  - 1. Graduate study in the field of teaching service to obtain permanent certification.
  - 2. Graduate study or undergraduate study in the field of teaching to increase knowledge and teaching effectiveness.
  - 3. Graduate study leading to a Master's Degree in the field of teaching service.
  - 4. Curriculum development in the field of teaching service including courses of study, needs assessment, lessons, examinations, etc.
  - 5. Travel, research, or writing directly related to the area of teaching service and resulting in curriculum support, methodology change, or publication.
- f. Sabbatical proposals will be ranked using the following rating system:
  - 0 - 10 points Impact of proposed activity on improvement of instruction.
  - 0 - 5 points Benefit of proposed activity to the District.
  - 0 - 5 points Years in the District or years since last sabbatic.
  - 0 - 5 points Effectiveness of applicant's prior service to the District.

7. LFA Summer Curriculum Projects

- a. The District will make available an amount equivalent to half the salary of a teacher on Step 10 BA + 45.
  - 1. LFA Summer Curriculum projects will be for one (1) summer only.
  - 2. LFA Summer Curriculum project hours will be paid at the BOCES rate for the duration of the Collective Bargaining Agreement.
  - 3. LFA Summer Curriculum project hours will be done at school or at an approved site.
- b. The same Committee that ranks sabbatical leaves will also rank LFA Summer Curriculum projects using attached criteria (Appendix C).
- c. The deadline for submitting LFA Summer Curriculum Projects will be March 1. A recommendation will be given to the Board of Education at the first Board meeting in April.

8. Professional Association Leave

- a. A representative of the Association will be entitled to a temporary leave of absence with pay (up to three [3] days) each school year to attend the NYSUT Representative Assembly.
- b. Lansing Faculty Association members holding office on the Board of Directors of NYSUT will be permitted two (2) days leave of absence with pay from school obligations to carry out their duties.

9. Leave Accountability

Leave days will be credited in units of a minimum of one-quarter (1/4) day(s).

10. Short Term Leave

During the school year, it is acknowledged; occasions will arise necessitating the need for a substitute teacher to provide coverage (during teaching periods and duty periods) due to short term absences.

In the event a bargaining unit member, due to an extenuating circumstance, needs to be off for a short period of time (not to exceed one or two periods), the respective building principal may excuse such bargaining member. The granting or denial of said time shall be at the discretion of the building principal.

If a bargaining unit member, who has been granted approval by his/her building principal for such short time leave, can demonstrate he/she has secured internal coverage (by introducing a signed coverage slip endorsed by the requesting bargaining unit member and the teacher or teachers providing coverage), the bargaining unit member will not be charged the time away in their accrued balance of sick and personal leave. This circumstance would not affect the educational program, nor be a financial expense to the District; therefore, such time off will not affect their unused accumulated sick or personal leave (See article X, Section N regarding compensation when internal coverage is not available).

Parameters regarding the use of this short term leave, internal coverage include:

- Approval MUST be granted by the building administrator PRIOR to the coverage slip being turned in
- Limitation of four (4) short term leaves/year
- The coverage slip must be signed by BOTH bargaining unit members
- The coverage slip must be turned in to the building secretary PRIOR to leaving the building
- This is intended for teaching or duty periods only and cannot extend beyond two (2) periods.

B. Leaves of Absence

1. Personal Leave Without Pay

A leave of absence without pay or increment may be granted to tenured Bargaining Unit Members at the discretion of the Board in cases of special need, with ninety (90) days advance notice where possible.

2. Unpaid Parenting Leave

- a. A Bargaining Unit Member who anticipated becoming a parent and anticipates leave related to such event shall, within ninety (90) days of becoming aware of the likelihood of such event, notify the Board in writing. Earlier notification would be appreciated.
- b. A Bargaining Unit Member who anticipates becoming a parent may request parenting leave after the Bargaining Unit Member notifies the Board as set forth above.
- c. Under normal circumstances, a Bargaining Unit Member shall notify the Board at least sixty (60) days prior to the taking of parenting leave. Under normal circumstances, a Bargaining Unit Member shall notify the Board at least sixty (60) days prior to returning from parenting leave. If possible, return from such leave will be coordinated to occur at a normal break in the school year. Notification of return from parenting leave shall be given by July 1.
- d. For non-tenured Bargaining Unit Members, parenting leave shall be an interruption of the probationary period and not in lieu of service in meeting the requirement for serving a probationary period.
- e. Such leave shall continue for a period not exceeding fifteen (15) months from the date of birth or from the date a child is placed with the Bargaining Unit Member in anticipation of adoption. A Bargaining Unit Member will not accumulate additional sick leave days during parenting leave. Upon return from parenting leave, the Bargaining Unit Member will receive a salary equivalent to the salary of Bargaining Unit Members with the same experience and background.
- f. An unpaid leave of absence to care for a newborn or adopted child is available to all Bargaining Unit Members up to a maximum of one and one-quarter (1 1/4) years from the date of birth or adoption of a child.

To the extent any of the foregoing provisions are in conflict with any provisions of Federal or State law which may not be modified by contract between the parties, the provisions of the Federal or State law shall govern.

3. Disability Leave

- a. If a Bargaining Unit Member leaves work due to physical disability, the Bargaining Unit Member shall be entitled to apply the member's accumulated sick leave to the time the Bargaining Unit Member is absent due to this disability.

A pregnant Bargaining Unit Member may continue working as late as she desires in her pregnancy provided that she is physically able to perform her duties.

- b. Pregnancy will be treated as any other temporary disability for all job-related purposes. Those women disabled due to pregnancy can use the sick leave benefits for which they were eligible during the period of disability. Only the rules that govern general sick leave and general disability leave shall govern pregnancy.

C. Resumption of Benefits After Leave

All benefits to which a Bargaining Unit Member was entitled at the time his/her leave of absence commenced, including unused accumulated sick leave and credits toward sabbatical leave eligibility, will be restored to him/her upon his/her return, and he/she will be assigned to the same position which he/she held at the time said leave commenced, if available, or, if not, to a substantially equivalent position.

D. Request for Extension of Leave

All requests and grants of extension or renewals of leave will be in writing.

E. Job Abandonment

If a Bargaining Unit Member is absent from work for a five (5) day period without notification to the Superintendent, Principal, or his/her designee, said Bargaining Unit Member will be considered to have vacated his/her position. This decision may not be appealed through 3020-a procedures but may be appealed through arbitration. The arbitrator's decision may not be appealed by either party.

**ARTICLE VIII - GRIEVANCE PROCEDURE AND RESOLUTION OF ASSOCIATION-BOARD DISAGREEMENTS**

A. Purpose

It is the purpose of this procedure to secure, at the lowest possible level, equitable solutions of alleged grievances of teachers and to provide for resolution of disagreement between the two parties to this Agreement.

B. Definitions

A grievance is an alleged violation of a specific Article or Section of this Agreement.

C. Procedures

1. Nothing contained herein will be construed as limiting the right of any Bargaining Unit Member(s) having a grievance to discuss the matter informally with any member of the Administration and to adjust the grievance in a way mutually acceptable to the Bargaining Unit Member(s) and the Administration. Such adjustments need not, however, be considered as a precedent for future cases.
2. A Bargaining Unit Member who has a grievance may, if he/she wishes, ask the Association Grievance Committee or other representative to assist him/her, to advise him/her, or to represent him/her, or to refrain, at any stage in the adjustment of his/her grievance.
3. A grievance proceeding can be instituted only by a Bargaining Unit Member or group of Bargaining Unit Member(s) affected by the alleged grievance or by the Association at the written request of Bargaining Unit Member(s).

4. The Board and the Association agree to facilitate any investigation which may be required and to make available relevant documents and records concerning the alleged grievance.
5. All documents and records dealing with the processing of a grievance shall be preserved.

D. Time Limits

1. The time limits specified in this Article may be extended only by mutual agreement. The term "days" refers to school days except during the summer when "days" shall mean Monday through Friday, excluding holidays.
2. All alleged grievances shall be brought to the attention of the appropriate administrator by any aggrieved party within thirty (30) days of the time the aggrieved party knew of the act or conditions involved.
3. If the decision at one stage is not appealed to the next stage of the procedure within the time limit specified, the grievance will be deemed to be discontinued and further appeal under this Agreement will be barred.

E. Stages of the Procedure

Grievance

Any aggrieved party will discuss its alleged grievance with the administrator immediately responsible, with the objective of resolving the matter informally. If the grievance is not resolved informally or if the aggrieved party wishes to appeal the decision of the administrator consulted, the aggrieved party will proceed as follows:

Stage 1

The aggrieved party will present in written form the matter of grievance to the Building Principal responsible. The written report shall include the names of all persons relevant to the alleged grievance, the times and places involved, a general statement of the nature of the grievance, the redress sought by the aggrieved party, and the steps taken by the aggrieved party up to the time of submission of the written report. The Building Principal shall render a written decision on the grievance within five (5) days after receipt of the complaint. If an appeal from the Building Principal's decision is desired, such appeal must be requested in writing to the Superintendent of Schools within five (5) days following the decision of the Building Principal. If the grievance affects a group of Bargaining Unit Member(s) in more than one (1) building or is associated with a District-wide policy, Stage 1 may be waived.

Stage 2

Within five (5) days of the receipt of a written appeal from an aggrieved party, the Superintendent of Schools shall hold a hearing with the aggrieved party and any representatives the party designates. The Superintendent of Schools shall render a written decision within five (5) days of the hearing.

### Stage 3

If the aggrieved party is not satisfied with the decision at Stage 2, an appeal shall be filed in writing with the Board within three (3) days after the decision at Stage 2. The Board shall hold a hearing on the grievance in Executive Session to include parties of interest within thirty (30) days of receipt of the written appeal. The Board shall render a decision, in writing, on the grievance within five (5) days of the hearing.

### Stage 4 – Arbitration Stage

- a. After such hearing, if the teacher and/or Association are not satisfied with the decision at the Board stage, and the Association determines that the grievance is meritorious, it may submit the grievance to arbitration by written notice to the Board of Education within fifteen (15) school days of the decision at the Board stage.
- b. Within ten (10) school days after such written notice of submission to arbitration, the Board of Education and the Association will agree upon a mutually acceptable arbitrator competent in the area of grievance and will obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the specified period, a request for a list of arbitrators will be made to the American Arbitration Association by either party. The parties will then be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator.
- c. The selected arbitrator will hear the matter promptly and will issue his/her decision not later than thirty (30) calendar days from the date of the close of the hearing, or if oral hearings have been waived, then from the date of the final statements and proofs that have been submitted to him/her. The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on the issues.
- d. The arbitrator shall have no power or authority to make any decision which requires the commission of an act prohibited by law which is violative of the terms of this Agreement.
- e. The decision of the arbitrator shall be final and binding upon all parties.
- f. The costs for the services of the arbitrator will be borne equally by the Board of Education and the Association.

## **ARTICLE IX – ACADEMIC FREEDOM**

Academic freedom is the professional personnel's exercise of intellectual independence and the encouragement of such independence in the classroom. It is a condition essential to free inquiry for the teacher and the student. It is basic to freedom of learning.

The Board, Administration, and the Association will seek to implement academic freedom:

1. By encouraging conditions which are conducive to the development and maintenance of intellectual independence in the school system;
2. By resisting attempts to limit or to destroy intellectual freedom;

3. By encouraging a spirit of inquiry on controversial issues, and
4. By promoting objectivity and tolerance in discussing and evaluating varying points of view.

**ARTICLE X - SALARY, REIMBURSEMENTS, AND FRINGE BENEFITS**

A. Conference Expenses

Bargaining Unit Member(s) attending professional conferences shall be compensated in the following manner:

1. The District will cover reasonable expenses for meals and lodging in full for all conferences which have been approved.
2. Registration fees.
3. Travel:

Mileage at the I.R.S. reimbursement rate to any conference in New York State or airline or bus or train fare to any conference in New York State; up to one hundred dollars (\$100) to a conference outside New York State.

Note: Only expense vouchers accompanied by receipts will be reimbursed by the District office.

B. Health Insurance

1. Active Bargaining Unit Members will contribute the following rates for health insurance coverage under the Blue Cross/Blue Shield of Central New York or an equivalent plan with the same guarantees offered by such plan.

	Individual	Family
July 1, 2020 – June 30, 2024	20%	20%

Major Medical deductibles will increase from one hundred dollars (\$100) individual and three hundred dollars (\$300) family to one hundred fifty dollars (\$150) individual and four hundred fifty dollars (\$450) family effective July 1, 2012.

2. The prescription drug co-payment shall be zero dollars (\$0) for Tier I Drugs (generic), ten dollars (\$10) for Tier II Drugs and twenty-five dollars (\$25) for Tier III Drugs. Maintenance Drugs/ mail order drugs (ie., prescriptions that are written in 90 day scripts) will be dispensed at a cost of zero dollars (\$0) for Tier I Drugs (generic), ten dollars (\$10) for Tier II Drugs and twenty-five dollars (\$25) for Tier III Drugs.
3.
  - a. For active Bargaining Unit Members hired prior to July 1, 2004, in order to be eligible for health insurance benefits in retirement, an employee must have been in District service for a minimum of twelve (12) years. If an employee has less service, he/she can obtain insurance on a prorated basis. Example: The individual will assume one-twelfth (1/12) of the District’s portion of the premium for each year less than twelve (12) years of service at the time of retirement.

- b. For active Bargaining Unit Members hired on or after July 1, 2004 and retiring prior to July 1, 2022, the health insurance eligibility and contributions after retirement shall be:
- *Up to five (5) years of service* – COBRA will apply.
  - *Six (6) to nine (9) years of service* – Employees can buy insurance at one hundred percent (100%) contribution of premium.
  - *Ten (10) to fourteen (14) years of service* – Prorated District contribution of one-fifteenth (1/15) per year of service credited toward the premium paid by the District for active coverage on the final day of service before retirement.
  - *Fifteen (15) years or more of service* – District pays one hundred percent (100%) of the rate paid for active coverage on the final day of service before retirement.
- c. For active Bargaining Unit Members hired on or after July 1, 2004 and retiring after July 1, 2022, the health insurance eligibility and contributions after retirement shall be:
- *Up to ten (10) years of service* – COBRA will apply.
  - *Eleven (11) to fourteen (14) years of service* – Employees can buy insurance at one hundred percent (100%) contribution of premium.
  - *Fifteen (15) to nineteen (19) years of service* – Prorated District contribution of one-twentieth (1/20) per year of service credited toward the premium paid by the District for active coverage on the final day of service before retirement.
  - *Twenty (20) years of service or more of service* – District pays one hundred percent (100%) of the rate paid for active coverage on the final day of service before retirement. (Example #1: Cost sharing on day of retirement; District portion 80%, Association Member Portion 20% - Cost for a Family Plan - \$21,000 – District portion = \$21,000 x 80% = \$16,800 – Association Member Portion \$21,000 x 20% = \$4,200. Example #2: Cost sharing on day of retirement; District portion 80%, Association Member Portion 20% - Cost of an Individual Plan - \$10,000 – District portion = \$10,000 x 80% = \$8,000 – Association Member Portion - \$10,000 x 20% = \$2,000)
4. Beginning on July 1, 2003, Bargaining Unit Members who qualify for health insurance after retirement will continue for their lifetime the cost-sharing that is in effect on their final day of work before retirement, subject to any applicable prorations described in Article X.B. 4.
5. Each qualifying retiree will be given an individual contract (Appendix F), which will specify the applicable cost-sharing for health insurance and the prescription drug benefit.
6. The District and the Association will establish a Joint Medical Benefits Committee. The focus of the Committee will be to investigate and recommend possible cost-saving



measures, and if appropriate, alternatives to the District's current carriers and plans. The District and the Association will appoint their own members to this Committee. Meetings may be scheduled during the day, and if so, release time will be granted to Committee members.

The Joint Medical Benefits Committee will report to the parties and to the Board of Education at least once per year.

7. Any member of the bargaining unit who is enrolled in the health insurance program as of September 1, 2012, and thereafter chooses not to participate in the District health insurance plan will receive an annual taxable stipend of two thousand dollars (\$2,000). New unit members who opt out of the District's health insurance program will also receive an annual stipend of two thousand dollars (\$2,000). Employees choosing to take part in this provision must do so during the open enrollment period or upon hiring. Employees who opt out may opt back into the District plan during the annual July open enrollment period. Employees who have opted out may also opt back in during the course of any fiscal year in which there has been a life-altering event. In such cases, the individual will be responsible for repaying the two thousand dollars (\$2,000) to the District on a prorata basis, during the fiscal year.

In order to be eligible for this benefit, employees must provide the Business Administrator with acceptable proof of affordable health insurance coverage, which may include, but is not necessarily limited to a current insurance card and a plan document or plan summary. Employees wishing to participate in this benefit cannot seek/receive coverage from the state-based health insurance exchange. Employees must also sign the health insurance waiver form, Appendix I. This provision shall sunset on June 30, 2020. This benefit will not be extended to Unit Members who otherwise (through a spouse) have a District provided health insurance benefit.

8. Any unit member, with fifteen (15) or more years of service to the District may, upon retirement, sign a waiver of District health insurance effective upon Medicare eligibility for both the member and spouse and receive a one-time stipend of twenty thousand dollars (\$20,000) deposited into a non-elective 403(b) retirement plan. The employee must notify the District of his/her intent to retire by February 1 or August 1 (dependent on date of retirement) of the fiscal year prior to his/her planned retirement in order to receive this benefit. The Superintendent may extend this date at his/her discretion.

C. Dental Insurance

The District will pay dental insurance premiums under the dental insurance plan mutually agreed to by the Lansing Faculty Association Senate and the District as follows:

<u>Employee</u>	<u>Family</u>
100%	This amount shall be prorated after dividing evenly from the remaining pool of monies after the individual premiums are paid.

Such plan shall be reviewed annually by the Association and District. The District and Association will investigate other dental plan options. The District's cost for individual and family dental insurance shall not exceed sixty-three thousand dollars (\$63,000).

D. Eligibility Rules for Health and Dental Insurance

1. Unless the carrier then providing insurance coverage for the District requires otherwise, the following provisions shall apply:
  - a. Coverage for the newly hired Bargaining Unit Members shall become effective on the date the employee's appointment is effective.
  - b. Coverage for employees who enroll or change enrollment at a time after their date of initial hire will become effective on the first day of the month following enrollment.
  - c. Eligible participating employees will be continued in the plan until participation is withdrawn in writing.
  - d. Where circumstances warrant, the Superintendent may waive one or more of the above requirements.
2. If the carrier's requirements are more restrictive, they shall supersede the requirements listed in item D-1.

E. Medicare

Employees retiring on or after May 13, 1997, who elect to subscribe to Medicare Part B, shall be responsible for the entire cost of the premium.

F. Personal Injury Benefits

1. Whenever a Bargaining Unit Member is absent from his/her employment or unable to perform his/her duties as a result of accident, injury, or assault occurring in the course of his/her employment, he/she will be paid eighty percent (80%) of his/her full salary (less the amount of any Workers' Compensation Award made in lieu of salary for temporary disability due to said accident, injury, or assault) for the period of such absence not exceeding six (6) months. No part of such absence, not exceeding six (6) months, will be charged to his/her annual or accumulated sick leave.
2. The District will reimburse a Bargaining Unit Member for the cost of medical, surgical, hospital, prescription, and therapeutic service (less the amount of any insurance reimbursement) necessitated by any injury or assault sustained while he/she is acting in the discharge of his/her duties within the scope of his/her employment or under the direction of the Board or its agents.

G. Flexible Spending Plan

The District will set up and maintain the BC & S Associates Best Flex Spending Program or an equivalent plan with the same features offered by such plan. Such plan shall be limited to medical care reimbursement and dependent care reimbursement.

The District will pay all administrative costs associated with the Medical Care Reimbursement Account and the Dependent Care Reimbursement Account.

H. Summer Employment for Guidance and Psychology and Registered Professional Nurses

1. Summer work, as requested by the administration for guidance and psychology, will be compensated for at the rate of one two-hundredths (1/200) of the employee's salary. If requested, Registered Professional Nursing staff will provide up to a maximum of one hundred (100) hours of service during July and August in preparation for the upcoming school year. These days will be seven hours in length. The Registered Professional Nursing staff will be compensated at the rate of one two-hundredths (1/200) of the employee's salary for performing this work.
2. If the District requires additional or regular Registered Professional Nurses services during July and August, such work will be offered first for consideration by unit members.

I. Vision Plan

The District will provide bargaining unit members an opportunity to participate in the Davis Vision Plan offered by NYSUT Member Benefits. Bargaining unit members and District employees choosing to participate shall do so during the designated enrollment period, and shall have the full cost deducted from their pay checks in equal installments similar to how deductions for other insurance benefits are made.

I. BCC/DCC/Department Heads/Building Leaders

**CURRICULUM LEADERS**

Job Description AND Compensation for District, Elementary, Middle, and High School

1. These positions shall be posted annually for application with the inclusion of responsibilities and remuneration.
2. General Responsibilities

The position of a Curriculum Leader is the leadership position for the improvement of curriculum and instruction within a curricular group. The person in the position shapes and supports ongoing change and improvement within the department; coordinates instruction within the subject area; insofar as possible from school to school, integrates instructional plans with other content areas; communicates process and product to all parties; and establishes and maintains constructive working relationships with Principals and district administrators, colleagues, and fellow Curriculum Leaders among others.

While the Curriculum Leader is directly responsible to the Principal of the schools in which he/she serves for attainment of the purposes of the schools, he/she is also directly responsible to the Superintendent, or his/her designee, through the District Curriculum Council (DCC) as required for accomplishment of the purposes of the District as a whole.

Elementary School	Middle School	High School	District (K-12)
<b>Professional Leadership</b>			
<b>Compensation-</b> The following four (4) positions will be paid \$2,000 per year for all Curriculum Leader responsibilities outlined	<b>Compensation-</b> The following four (4) positions will be paid \$2,000 per year for all Curriculum Leader responsibilities outlined	<b>Compensation-</b> The following four (4) positions will be paid \$2,000 per year for all Curriculum Leader responsibilities outlined	<b>Compensation-</b> The following six (6) positions will be paid \$2,000 per year for all Curriculum Leader responsibilities outlined
<ul style="list-style-type: none"> <li>• Grade K-4 ELA(includes AIS, Reading)</li> <li>• Grade K-4 Math(includes AIS)</li> <li>• Grade K-4 Social Studies</li> <li>• Grade K-4 Science</li> </ul> <p><b>(There will be a representative from each grade level for each curricular area to attend monthly meetings.)</b></p>	<ul style="list-style-type: none"> <li>• Grade 5-8 ELA(includes AIS, Reading)</li> <li>• Grade 5-8 Math(includes AIS)</li> <li>• Grade 5-8 Social Studies</li> <li>• Grade 5-8 Science</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 9-12 ELA</li> <li>• Grade 9-12 Math</li> <li>• Grade 9-12 Social Studies</li> <li>• Grade 9-12 Science</li> </ul>	<ul style="list-style-type: none"> <li>• Grade K-12 Art/Technology</li> <li>• Grade K-12 Exceptional Education</li> <li>• Grade K-12 LOTE</li> <li>• Grade K-12 Health/PE/FACS</li> <li>• Grade K-12 Library</li> <li>• Grade K-12 Music</li> <li>• Grade K-12 Counseling</li> </ul>
<ul style="list-style-type: none"> <li>• The Curriculum Leader will act as a liaison among the Principal, Superintendent, or his or her designee, and teachers in their curricular group.</li> <li>• Acts as a representative for his/her curricular group and contributes to decision advising discussions at the DCC meetings.</li> <li>• Shares agendas and minutes with the Principal, Superintendent, or his or her designee, and teachers in their curricular group.</li> </ul>			
<ul style="list-style-type: none"> <li>• Leads monthly department meetings for grades K-4.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads monthly department meetings for grades 5-8.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads monthly department meetings for grades 9-12.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads monthly department meetings for grades K-12.</li> </ul>
<ul style="list-style-type: none"> <li>• Attends District Curriculum Council (DCC) meetings in alternating months.</li> </ul>			

<ul style="list-style-type: none"> <li>• Attends Building Curriculum Council (BCC) meeting in months opposite the DCC.</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Curriculum Leaders will attend the BCC of their choice.</li> </ul>
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Elementary School	Middle School	High School	District (K-12)
<ul style="list-style-type: none"> <li>• Contributes to the prioritizing, planning and delivery of professional development in the district: e.g.,               <ul style="list-style-type: none"> <li>○ DCC/BCC discussions and planning for half-days</li> <li>○ facilitation of professional development on half-days;</li> <li>○ help with full day professional development;</li> <li>○ facilitate data analysis for instructional improvement and goal setting;</li> <li>○ support for other curriculum and instructional work as needed</li> </ul> </li> </ul>			
<b>Operation of Department</b>			
<ul style="list-style-type: none"> <li>• Facilitates periodic staff development days and monthly department meetings in collaboration with the Superintendent and/or his/her designee and other Curriculum Leaders, for the building level department and sometimes, all K-12 members of a curricular area.</li> </ul>			
<ul style="list-style-type: none"> <li>• Supports and creates opportunities, in monthly department meetings, other professional meetings, and during professional development time, for discussion of professional topics such as: teaching objectives, lesson plans, teaching styles, methods for student assessment and classroom performance, data analysis, etc., but does not evaluate teachers</li> </ul>			
<ul style="list-style-type: none"> <li>• Submits a written summary (minutes) of all department work, which may be on paper or via e-mail, to the Principal and Superintendent, or his/her designee</li> </ul>			
<ul style="list-style-type: none"> <li>• Holds supplementary planning meetings with other Curriculum Leaders as needed.</li> </ul>			
<ul style="list-style-type: none"> <li>• Guides the construction and/or review of teacher developed end-of-course and benchmark assessments used by their curricular group</li> </ul>			
<ul style="list-style-type: none"> <li>• Plans and organizes curriculum and instruction work for their curricular group.</li> </ul>			
<b>Curriculum Development and Instructional Improvement</b>			
<ul style="list-style-type: none"> <li>• Assists in the creation, review and improvement of written curricula and supporting documentation;</li> </ul>			
<ul style="list-style-type: none"> <li>• Supports aligning curriculum to state learning standards; defining prioritized curricula; aligning written and taught curricula; developing, reviewing, and improving the assessment of student learning</li> </ul>			
<ul style="list-style-type: none"> <li>• Facilitates reviewing and monitoring of ongoing instructional improvement based on evidence of student learning needs; other data analysis and inquiry as needed to inform improvements in curriculum and instruction</li> </ul>			
<ul style="list-style-type: none"> <li>• Aids in the planning, preparing, and facilitating of staff development: including in-service; superintendent conference days; half-days; etc.</li> </ul>			
<ul style="list-style-type: none"> <li>• Recommends the purchase of services, materials, equipment, and supplies that support curriculum and instruction</li> </ul>			
<b>Hiring New Teachers</b>			
<ul style="list-style-type: none"> <li>• Participates in the hiring process of new teachers</li> </ul>			

**Building Leaders: Elementary School, Middle School and High School**

Job Responsibilities and Compensation

- a. These positions shall be posted annually for application with the inclusion of responsibilities and remuneration.
- b. The Building Leader will manage the administrative details of Grade Levels (ES, MS) or Departments (HS) within their buildings in cooperation with the building principal. These duties will include:

Elementary School	Middle School	High School
<ul style="list-style-type: none"> <li>• <b>Compensation</b>-The following five (5) positions will be paid \$2,000 per year for all Building Leader responsibilities outlined in-Job Responsibilities below:</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compensation</b>-The following seven (7) positions will be paid \$1,000 per year for all Building Leader responsibilities outlined in-Job Responsibilities below:</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compensation</b>-The following eight (8) positions will be paid \$1,000 per year for all Building Leader responsibilities outlined in-Job Responsibilities below:</li> </ul>
<ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• Grade 1</li> <li>• Grade 2</li> <li>• Grade 3</li> <li>• Grade 4</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 5</li> <li>• Grade 6</li> <li>• Grade 7</li> <li>• Grade 8</li> <li>• Encore Leader #1: Music, Technology, Art, FACS</li> <li>• Encore Leader #2: PE, Health, AIS, Library, Band, Orchestra, Enrichment, Counseling/TOSA*</li> <li>• Special Education 5-8</li> </ul>	<ul style="list-style-type: none"> <li>• English 9-12</li> <li>• Social Studies 9-12</li> <li>• Math 9-12</li> <li>• Science 9-12</li> <li>• Special Education 9-12</li> <li>• Art/Music/Technology</li> <li>• LOTE/TOSA*</li> <li>• PE/Health/Business/ Library/Counseling</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Compensation</b>-The following two (2) positions will be paid \$1,000 per year for all Building Leader responsibilities outlined in-Job Responsibilities below:</li> </ul>		
<ul style="list-style-type: none"> <li>• K-4 Exceptional Ed: Special Education/ AIS/Reading/ESL/ Speech and Language / Counseling</li> <li>• K - 4 Encore: PE/Band/Chorus/ Art/Music/ Library/Orchestra/TOSA*/Enrichment</li> </ul> <p>*TOSA-Teacher on Special Assignment</p>	<p>*TOSA-Teacher on Special Assignment</p>	<p>*TOSA-Teacher on Special Assignment</p>
Job Responsibilities		
<ul style="list-style-type: none"> <li>• Attending monthly Building Leadership Team meetings (BLT)</li> </ul>		
<ul style="list-style-type: none"> <li>• K, 1, 2, 3, 4: Planning and leading weekly Grade Level meetings.</li> <li>• K-4 Exceptional Ed and K-4 Encore: Planning and leading monthly meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• 5, 6, 7, and 8: Acting as a liaison from BLT to Grade Level meetings.</li> <li>• Encore #1, Encore #2 and Special Ed. 5 - 8: Acting as a liaison from BLT to appropriate group</li> </ul>	<ul style="list-style-type: none"> <li>• Acting as a liaison from BLT to Department meetings.</li> <li>• Special Ed., Art/Music/Technology, LOTE/TOSA, PE/Health/Business/ Library/Counseling</li> <li>• Acting as a liaison from BLT to appropriate group</li> </ul>
<ul style="list-style-type: none"> <li>• Developing, managing, and communicating a grade level/department budget as appropriate</li> </ul>		
<ul style="list-style-type: none"> <li>• Managing the requests and ordering of grade level/department materials and supplies as appropriate</li> </ul>		
<ul style="list-style-type: none"> <li>• Coordinating and communicating any state and local testing proctoring, locations and staffing.</li> </ul>		<ul style="list-style-type: none"> <li>• Organizing and leading any state testing proctoring and their scoring;</li> </ul>
<ul style="list-style-type: none"> <li>• Communicating and problem solving around operational/organizational issues with the Building Leadership Team (BLT)</li> </ul>		

Elementary School	Middle School	High School
<ul style="list-style-type: none"> <li>Building Leaders will have a portion of grade level/department meetings available for the communication and management of grade level administrative tasks</li> </ul>	<ul style="list-style-type: none"> <li>Building Leaders will have a portion of grade level/department meetings available for the communication and management of grade level administrative tasks</li> </ul>	<ul style="list-style-type: none"> <li>Building Leaders will have a portion of department meetings available for the communication and management of department administrative tasks to be arranged with the Curriculum Leader, who prepares the agenda.</li> </ul>
<ul style="list-style-type: none"> <li>Providing minutes from BLT meetings as a consensus from whole team to the building.</li> </ul>		
<ul style="list-style-type: none"> <li>Contributing to the agenda for the BLT meetings and distributing agenda to the whole school prior to the meeting.</li> </ul>		
<ul style="list-style-type: none"> <li>While the Building Leader is directly responsible to the Principal of the schools in which he/she serves for attainment of the purposes of the schools, he/she is also directly responsible to the Superintendent, or his/her designee, as required for accomplishment of the purposes of the District as a whole.</li> </ul>		

J. Salary Schedules

Salary schedules for the years covered by this contract are included in Appendix A and are subject to the following provisions.

1. The Board reserves the right, upon recommendation from the Superintendent of Schools, to grant payment above Step to any individual at any time.
2. Teachers wishing to receive salary credit for courses shall provide proof of completion of coursework, which may be in the form of a transcript, grade report, or documentation from the professor or bursar. Complete coursework shall be eligible for salary credit retroactive to September 1 when said proof is submitted to the District by the following November 1. Completed coursework shall be eligible for salary credit retroactive to the beginning of the second semester when said proof is submitted to the District by the following March 1.

- Graduate Credit Hours – From the point of ratification unit members shall be limited to two (2) new submissions for approval for remainder of the school year (June 30, 2010). Exceptions include already pre-approved and pending as of December 1, 2009; sabbatics and unit members completing a Masters Degree.

Upon ratification unit members who have nine (9) credit hours or more as of December 1, 2009 pending approval on My Learning Plan or approved or earned may submit up to six (6) credits toward movement on the salary schedule through June 30, 2010.

Unit members with less than nine (9) credit hours pending, approved or earned may apply for lateral movement no sooner than three (3) years from the effective date of their last lateral movement.

3. General salary increases shall be:
  - Three and seventy-five hundredths percent (3.75%) new monies, inclusive of increment, for the 2020-2021 school year; and
  - Three and seventy-five hundredths percent (3.75%) new monies, inclusive of increment, for the 2021-2022 school year; and
  - Three and fifty hundredths percent (3.5%) new monies, inclusive of increment, for the 2022-2023 school year.
  - Three and fifty hundredths percent (3.5%) new monies, inclusive of increment, for the 2023-2024 school year.
4. Starting teacher assistants will receive seventy percent (70%) of Step 1--BA. The general salary increases for returning teacher assistants will be same as teachers.
5. The general salary increases for School Nurses will be:
  - A one-time five-thousand dollar (\$5000.00) benefit added to base for the 2020-2021 school year.
  - Subsequent increases for subsequent years shall be same as teachers for the remainder of this contract.



K. Retirement Incentive

Teachers

1. Eligibility

Teachers whose qualifying birthday occurs in July or August shall be deemed eligible to retire as of the end of the preceding fiscal year.

- a. In order to be eligible for this retirement incentive a teacher must have completed at least twelve (12) or more years of service in and for the Lansing Central School District, must be in Tier 1, 2, 3, or 4, 5 or 6 must be eligible for retirement pursuant to the New York State Teachers' Retirement System without a diminished pension factor, and actually retire on either of the dates listed in paragraph 2 below. This incentive is open only in the first year of eligibility, which is defined as the year in which the teacher first becomes eligible to retire at their one hundred percent (100%) pension factor under the New York State Teachers' Retirement System rules.

Teaching Assistants are not eligible for this benefit.

2. Letter of Intent

The employee must submit an irrevocable letter of intent according to the following schedule:

Birthdays between September 1 and December 31

- Notice is due on or before August 1 (the August 1 date that is in the calendar year of their birthday) for retirement effective at the end of the first semester (which first semester end date is in the year immediately after the calendar year of their birthday).
- Notice is due on or before February 1 (the February 1 date is in the year immediately after the calendar year of their birthday) for retirement effective June 30 (which June date is in the year immediately after the calendar year of their birthday).

Birthdays between January 1 and August 31

- Notice is due on or before February 1 (the February 1 date is in the calendar year of their birthday) for retirement effective June 30 (which June date is in the calendar year of their birthday).

3. Payment

- a. Payment shall be made solely as a non-elective employer contribution on behalf of the retiring teacher to a Section 403-b plan of the teacher's choice within the list of choices available at the District office and eligible to receive employer contributions, subject to the contribution limits outlined in the United States Internal Revenue Code.
- b. Payment shall be made upon effective date of retirement.
- c. In the event that the total dollars amount of such contributions exceeds allowable limits set out in the Internal Revenue Code or its rules and regulations, the District agrees to

pay the excess amount as cash compensation to the teacher. In such cases, there will be two (2) transactions, one payment in the teacher's Section 403-b account for the allowable amount, and another for remainder in the form of a check.

- d. Teachers are solely responsible for tax consequences resulting from payments made to a Section 403-b plan and or cash compensation as set forth above.
- e. See Appendix G for formula used for calculating retirement incentive.

#### Teaching Assistant and Nurse Retirement Incentive

1. Teaching assistants and nurses who retire at age fifty-five (55) or older with fifteen (15) years or more of continuous service with the District will receive fifty percent (50%) of the individual's daily salary for each unused, accumulated sick day. Approved leaves of absence will not be considered a break in service under this provision.

Payment of these monies shall be made solely as a non-elective employer contribution on behalf of the retiring bargaining unit member to a Section 403-b plan of the employee's choice within the list of choices available at the District office and eligible to receive employer contributions, subject to the contribution limits outline in the United States Internal Revenue Code. The payment will be made within six (6) weeks of the employee's retirement or no later than December 31, of the year the employee retires should he/she request a deferment of such payment.

No unit member may receive cash in lieu of or as an alternate to the District's non-elective contribution(s) described herein or in Section C., below. In the event the amount of the contributions exceeds IRC maximum contribution limits, the employer agrees to remit such excess amount on the first business day of the calendar year following retirement to the 403(b) program in accordance with the maximum contribution limits under the IRC.

#### L. Extra-Curricular and Co-Curricular Activities

##### Salaries

Salaries for extra-curricular and co-curricular positions are based on a percentage of the salary schedule in effect for the given year. It is understood that, beginning in the 2016-2017 school year, the percentages will be applied to 9-BA. Subsequently, the salaries paid for extra-curricular and co-curricular service will move up one step (9-BA, 10-BA, 11-BA, 12-BA, 13-BA). each year for the first five (5) years of consecutive service. Thereafter, the salaries paid for extra-curricular and co-curricular service for employee's having beyond five years of service will move up one (1) additional step for every additional three (3) years of consecutive service (i.e., eight (8) years of consecutive service -14 BA, eleven (11) years of consecutive service 15-BA, fourteen (14) years of consecutive service 16 BA). For crediting purposes, 2016-2017 is year one of experience for all coaches and advisors included in this schedule.

Coaches must have required certification to advance beyond Step 9-BA.

A schedule of percentages and salaries for extra-curricular and co-curricular positions is included in Appendix B.

M. Summer Teaching

Pay for Lansing teachers teaching during the summer will be as follows:

Should the School District offer summer school, individuals providing instruction to students will receive the BOCES rate for the duration of the Collective Bargaining Agreement. If an individual is employed by BOCES to provide summer school instruction, the School District shall not be responsible for his/her compensation.

Should the School District offer instrumental music lessons, individuals providing instrumental music lessons will receive twenty dollars (\$20) per hour for the duration of the Collective Bargaining Agreement.

Should the School District offer driver education lessons, individuals providing classes which teach or support required New York State curriculum and driver education will receive thirty dollars (\$30) per hour for the duration of the Collective Bargaining Agreement.

**ARTICLE XI - DURATION OF AGREEMENT**

Term of Agreement shall be for four (4) years, July 1, 2020-July 1, 2024.

It is agreed by and between the parties that any provisions of this Agreement requiring legislative action to permit its implementation by amendment of law or by providing the additional funds therefore, shall not become effective until the appropriate legislative body has given approval.

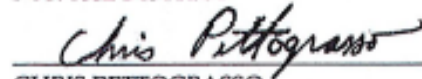
FOR THE ASSOCIATION



STACIE KROPP  
Association President  
Lansing Faculty Association

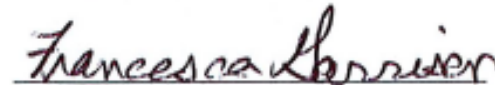
6/24/2020  
DATE

FOR THE DISTRICT



CHRIS PETTOGRASSO  
Superintendent of Schools  
Lansing Central School District

6/23/2020  
DATE



Member of Negotiating Committee  
Lansing Faculty Association

6/25/2020  
Date

**APPENDIX A - SALARY SCHEDULES FOR 2020-2024**

**2020-2021 Salary Schedule**

<b>Step</b>	<b>0</b>	<b>15</b>	<b>30</b>	<b>45</b>	<b>60</b>	<b>75</b>	<b>90</b>
<b>1</b>	39,131	41,362	43,720	46,212	48,847	51,632	54,573
<b>2</b>	40,282	42,578	45,006	47,571	50,283	53,150	56,178
<b>3</b>	41,432	43,794	46,292	48,929	51,719	54,668	57,782
<b>4</b>	42,583	45,010	47,577	50,288	53,155	56,185	59,387
<b>5</b>	43,733	46,226	48,863	51,647	54,591	57,703	60,991
<b>6</b>	44,884	47,442	50,149	53,005	56,027	59,221	62,596
<b>7</b>	46,035	48,658	51,435	54,364	57,463	60,739	64,200
<b>8</b>	47,185	49,874	52,720	55,723	58,899	62,257	65,805
<b>9</b>	48,336	51,090	54,006	57,081	60,335	63,775	67,409
<b>10</b>	49,486	52,307	55,292	58,440	61,771	65,293	69,014
<b>11</b>	50,637	53,523	56,577	59,799	63,207	66,811	70,618
<b>12</b>	51,787	54,739	57,863	61,157	64,643	68,328	72,223
<b>13</b>	52,938	55,955	59,149	62,516	66,079	69,846	73,827
<b>14</b>	54,089	57,171	60,434	63,875	67,515	71,364	75,432
<b>15</b>	55,239	58,387	61,720	65,233	68,951	72,882	77,036
<b>16</b>	56,390	59,603	63,006	66,592	70,387	74,400	78,641
<b>17</b>	57,540	60,819	64,291	67,951	71,823	75,918	80,245
<b>18</b>	58,691	62,035	65,577	69,309	73,259	77,436	81,850
<b>19</b>	59,841	63,251	66,863	70,668	74,695	78,954	83,454
<b>20</b>	60,992	64,468	68,148	72,027	76,131	80,471	85,058
<b>21</b>	62,143	65,684	69,434	73,385	77,567	81,989	86,663
<b>22</b>	63,293	66,900	70,720	74,744	79,003	83,507	88,267
<b>23</b>	64,444	68,116	72,005	76,103	80,439	85,025	89,872
<b>24</b>	65,594	69,332	73,291	77,461	81,875	86,543	91,476
<b>25</b>	66,745	70,548	74,577	78,820	83,311	88,061	93,081
<b>26</b>	67,896	71,764	75,863	80,179	84,747	89,579	94,685
<b>27</b>	69,046	72,980	77,148	81,537	86,183	91,097	96,290

2021-2022 Salary Schedule

Step	0	15	30	45	60	75	90
1	39,959	42,236	44,645	47,189	49,880	52,723	55,727
2	41,133	43,478	45,958	48,577	51,347	54,273	57,366
3	42,308	44,720	47,271	49,964	52,813	55,823	59,004
4	43,483	45,962	48,583	51,351	54,279	57,373	60,642
5	44,658	47,203	49,896	52,739	55,746	58,923	62,281
6	45,833	48,445	51,209	54,126	57,212	60,473	63,919
7	47,008	49,687	52,522	55,514	58,678	62,023	65,558
8	48,183	50,929	53,835	56,901	60,145	63,573	67,196
9	49,358	52,171	55,148	58,288	61,611	65,123	68,834
10	50,533	53,412	56,461	59,676	63,077	66,673	70,473
11	51,708	54,654	57,774	61,063	64,544	68,223	72,111
12	52,882	55,896	59,086	62,451	66,010	69,773	73,750
13	54,057	57,138	60,399	63,838	67,476	71,323	75,388
14	55,232	58,380	61,712	65,225	68,943	72,873	77,026
15	56,407	59,622	63,025	66,613	70,409	74,423	78,665
16	57,582	60,863	64,338	68,000	71,875	75,973	80,303
17	58,757	62,105	65,651	69,388	73,342	77,523	81,942
18	59,932	63,347	66,964	70,775	74,808	79,073	83,580
19	61,107	64,589	68,276	72,162	76,274	80,623	85,219
20	62,282	65,831	69,589	73,550	77,741	82,173	86,857
21	63,457	67,072	70,902	74,937	79,207	83,723	88,495
22	64,631	68,314	72,215	76,325	80,673	85,273	90,134
23	65,806	69,556	73,528	77,712	82,140	86,823	91,772
24	66,981	70,798	74,841	79,099	83,606	88,373	93,411
25	68,156	72,040	76,154	80,487	85,072	89,923	95,049
26	69,331	73,282	77,467	81,874	86,539	91,473	96,687
27	70,506	74,523	78,779	83,262	88,005	93,023	98,326

2022-23 Salary Schedule

<b>Step</b>	<b>0</b>	<b>15</b>	<b>30</b>	<b>45</b>	<b>60</b>	<b>75</b>	<b>90</b>
<b>1</b>	40,726	43,047	45,502	48,095	50,838	53,736	56,797
<b>2</b>	41,923	44,313	46,840	49,509	52,332	55,315	58,467
<b>3</b>	43,121	45,578	48,178	50,923	53,827	56,895	60,137
<b>4</b>	44,318	46,844	49,516	52,337	55,321	58,475	61,807
<b>5</b>	45,515	48,110	50,854	53,751	56,816	60,055	63,476
<b>6</b>	46,713	49,375	52,192	55,165	58,310	61,634	65,146
<b>7</b>	47,910	50,641	53,530	56,579	59,805	63,214	66,816
<b>8</b>	49,108	51,907	54,868	57,993	61,299	64,794	68,486
<b>9</b>	50,305	53,172	56,206	59,407	62,794	66,373	70,156
<b>10</b>	51,503	54,438	57,545	60,821	64,288	67,953	71,826
<b>11</b>	52,700	55,703	58,883	62,235	65,783	69,533	73,496
<b>12</b>	53,898	56,969	60,221	63,649	67,277	71,113	75,165
<b>13</b>	55,095	58,235	61,559	65,063	68,772	72,692	76,835
<b>14</b>	56,293	59,500	62,897	66,477	70,266	74,272	78,505
<b>15</b>	57,490	60,766	64,235	67,891	71,761	75,852	80,175
<b>16</b>	58,687	62,032	65,573	69,306	73,255	77,432	81,845
<b>17</b>	59,885	63,297	66,911	70,720	74,750	79,011	83,515
<b>18</b>	61,082	64,563	68,249	72,134	76,244	80,591	85,185
<b>19</b>	62,280	65,829	69,587	73,548	77,739	82,171	86,854
<b>20</b>	63,477	67,094	70,925	74,962	79,233	83,750	88,524
<b>21</b>	64,675	68,360	72,263	76,376	80,728	85,330	90,194
<b>22</b>	65,872	69,626	73,601	77,790	82,222	86,910	91,864
<b>23</b>	67,070	70,891	74,939	79,204	83,717	88,490	93,534
<b>24</b>	68,267	72,157	76,278	80,618	85,211	90,069	95,204
<b>25</b>	69,465	73,423	77,616	82,032	86,706	91,649	96,874
<b>26</b>	70,662	74,688	78,954	83,446	88,200	93,229	98,544
<b>27</b>	71,859	75,954	80,292	84,860	89,695	94,808	100,213

2023-2024 Salary Schedule

<b>Step</b>	<b>0</b>	<b>15</b>	<b>30</b>	<b>45</b>	<b>60</b>	<b>75</b>	<b>90</b>
1	41,550	43,918	46,423	49,069	51,867	54,824	57,947
2	42,772	45,210	47,788	50,511	53,392	56,435	59,651
3	43,994	46,501	49,154	51,954	54,917	58,047	61,354
4	45,215	47,792	50,519	53,397	56,441	59,659	63,058
5	46,437	49,084	51,884	54,839	57,966	61,270	64,762
6	47,659	50,375	53,249	56,282	59,491	62,882	66,465
7	48,880	51,666	54,614	57,725	61,016	64,494	68,169
8	50,102	52,957	55,979	59,167	62,540	66,106	69,873
9	51,324	54,249	57,344	60,610	64,065	67,717	71,576
10	52,546	55,540	58,710	62,053	65,590	69,329	73,280
11	53,767	56,831	60,075	63,495	67,115	70,941	74,984
12	54,989	58,123	61,440	64,938	68,639	72,552	76,687
13	56,211	59,414	62,805	66,381	70,164	74,164	78,391
14	57,432	60,705	64,170	67,823	71,689	75,776	80,095
15	58,654	61,996	65,535	69,266	73,214	77,388	81,798
16	59,876	63,288	66,901	70,709	74,738	78,999	83,502
17	61,097	64,579	68,266	72,151	76,263	80,611	85,206
18	62,319	65,870	69,631	73,594	77,788	82,223	86,909
19	63,541	67,162	70,996	75,037	79,313	83,834	88,613
20	64,763	68,453	72,361	76,479	80,837	85,446	90,317
21	65,984	69,744	73,726	77,922	82,362	87,058	92,020
22	67,206	71,035	75,092	79,365	83,887	88,670	93,724
23	68,428	72,327	76,457	80,807	85,412	90,281	95,428
24	69,649	73,618	77,822	82,250	86,936	91,893	97,131
25	70,871	74,909	79,187	83,693	88,461	93,505	98,835
26	72,093	76,201	80,552	85,135	89,986	95,116	100,539
27	73,314	77,492	81,917	86,578	91,511	96,728	102,242

**APPENDIX A-1 - STARTING SALARY SCHEDULES FOR SCHOOL NURSES  
FOR 2020-2024**

<b>Step</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>1</b>	\$35,525	\$36,228	\$ 36,856	\$37,495
<b>2</b>	\$36,055	\$36,857	\$ 37,496	\$38,146
<b>3</b>	\$36,595	\$37,407	\$ 38,147	\$38,809
<b>4</b>	\$37,144	\$37,967	\$ 38,716	\$39,482
<b>5</b>	\$37,624	\$38,537	\$ 39,296	\$40,071
<b>6</b>	\$38,190	\$39,035	\$ 39,886	\$40,672
<b>7</b>	\$38,768	\$39,622	\$40,401	\$41,282
<b>8</b>	\$39,357	\$40,222	\$ 41,009	\$41,815
<b>9</b>	\$39,955	\$ 40,833	\$41,630	\$42,444
<b>10</b>	\$40,563	\$41,453	\$42,262	\$43,087
<b>11</b>	\$41,208	\$42,084	\$42,904	\$43,741



**APPENDIX B – CO-CURRICULAR ACTIVITIES**

<b>Position</b>	<b>Location</b>	<b>Stipend</b>
ACE	High School	5.0%
Art Club	Elementary School	5.0%
	Middle School	5.0%
	High School	5.0%
Book Club	Elementary School	5.0%
Chess Club	Middle School	2.0%
	High School	2.0%
Chorus Director	Elementary School	8.0%
Assistant Director	Elementary School	5.0%
Class Advisors		
Senior	High School	6.5%
Junior	High School	4.0%
Sophomore	High School	4.0%
Freshman	High School	4.0%
8 <sup>th</sup> Grade	Middle School	4.0%
Computer Tech Club	Elementary School	5.0%
Drama Club	High School	10%
Advisor	Middle School	8.0%
Assistant	Middle School	5.0%
GSA	High School	2.0%
HOBY	High School	0.5%
Honor Society	High School	3.0%
Library Club	Middle School	4.0%
Link Crew	High School	4.0%
Literary Magazine- Illusions		6.0%
Math Competition	High School	1.0%
Meet the Author	Elementary School	5.0%
Model U.N.	High School	4.0%
Musical Director	High School	12.0%
Assistant Director	High School	8.0%
Paint Director	High School	4.0%
Vocal Director	High School	2.5%
Director	Middle School	8.0%
Assistant Director	Middle School	5.0%
Paint Director	Middle School	3.0%
Vocal Director	Middle School	2.5%
Technical Director	Middle/High School	3.0%
Trip Organizer	Middle School	2.0%
Newspaper	High School	3.0%
Odyssey of the Mind Coordinator		1.0%
Coach (1)	Middle School	3.0%
Coach (2)	Middle School	3.0%
Coach (3)	Middle School	3.0%
Robotics Club	High School	5.0%
SADD	High School	5.0%
School Store	Middle School	2.0%
Science Club	Elementary School	5.0%
	Middle School	3.0%

Shakespeare Competition  
Show Choir

High School  
High School

1.0%  
2.0%

**APPENDIX B – CO-CURRICULAR ACTIVITIES (Continued)**

<b>Position</b>	<b>Location</b>	<b>Stipend</b>
Student Council Advisor	High School	8.0%
	Middle School	8.0%
	Elementary School	4.0%
Yearbook Advisor	High School	4.0%
Yearbook Editor	Middle School	6.0%
Yorkers Advisor	High School	6.0%

**NOT FUNDING**

<i>Band</i>	<i>Elementary School</i>	<i>5.0%</i>
<i>CASS Director</i>	<i>Middle School</i>	<i>7.0%</i>
<i>Challenge Team</i>	<i>High School</i>	<i>1.0%</i>
<i>Computer Tech Club</i>	<i>High School</i>	<i>1.0%</i>
	<i>Middle School</i>	<i>3.0%</i>
<i>International Club</i>	<i>High School</i>	<i>5.0%</i>
	<i>Middle School</i>	<i>2.0%</i>
<i>Orchestra</i>	<i>Elementary School</i>	<i>5.0%</i>
<i>School Store</i>	<i>High School</i>	<i>1.0%</i>
<i>Science Club</i>	<i>High School</i>	<i>2.0%</i>
<i>Yorkers Advisor</i>	<i>Middle School</i>	<i>5.0%</i>
<i>Assistant</i>	<i>Middle School</i>	<i>3.0%</i>
<i>Visions</i>	<i>High School</i>	<i>4.0%</i>
<i>Visions Technology Advisor</i>	<i>High School</i>	<i>2.0%</i>
<i>Yearbook Co-Advisor</i>	<i>High School</i>	<i>8.0%</i>

**APPENDIX B - EXTRA-CURRICULAR ACTIVITIES**

<b>Activity</b>	<b>Location</b>	<b>Stipend</b>
Baseball	Head - High School	9.0%
	Varsity Assistant	7.0%
	Junior Varsity Assistant - High School	7.0%
	Modified - Middle School	6.5%
Basketball - Boys'	Head - High School	12.0%
	Junior Varsity Assistant - High School	9.0%
	Modified - Middle School	6.5%
	Modified	6.5%
Basketball - Girls'	Head - High School	12%
	Junior Varsity Assistant - High School	9.0%
	Modified - Middle School	6.5%
	Modified -- Middle School	6.5%
Bowling	Head - High School	5.0%
Cheerleading	Football	7.0%
Cheerleading	Basketball	7.0%
Cross Country	Head - High School	9.0%
	Modified	6.5%
Football	Head - High School	12.0%
	Head - High School	6.0%
	Varsity Assistant - High School	9.0%
	Varsity Assistant - High School	9.0%
	Junior Varsity Assistant - High School	6.5%
	Modified - Head - Middle School	6.5%
	Modified Assistant - Middle School	6.0%
Golf	Head - High School	8.0%
	Head	8.0%
Soccer - Boys'	Head - High School	9.0%
	Head - High School	9.0%
	Junior Varsity - High School	7.0%
	Modified - Middle School Assistant	6.5% 3.5%
Soccer - Girls'	Head - High School	9.0%
	Modified - Middle School	6.5%
Softball	Head - High School	9.0%
	Junior Varsity Assistant - High School	7.0%
	Modified - Middle School	6.5%

**APPENDIX B - EXTRA-CURRICULAR ACTIVITIES (Continued)**

<b>Activity</b>	<b>Location</b>	<b>Stipend</b>
Swimming – Boys’	Head – High School	12.0%
	Assistant – High School	9.0%
	Modified – Middle School	6.5%
Swimming – Girls’	Head – High School	12.0%
	Assistant – High School	9.0%
	Modified – Middle School	6.5%
Tennis	Head – High School	9.0%
Track – Boys’	Head – High School	9.0%
	Assistant – High School	7.0%
	Modified – Middle School	6.5%
Track – Girls’	Head – High School	9.0%
	Assistant – High School	7.0%
	Modified – Middle School	6.5%
Indoor Track	Head – High School	9.0%
	Assistant – High School	6.5%
Volleyball	Head – High School	9.0%
	Junior Varsity Assistant – High School	7.0%
	Modified – Middle School	6.5%
	Modified – Middle School	6.5%
Weightlifting	Head – High School	3.0%
Wrestling	Head – High School	12.0%
	Assistant – High School	9.0%
	Modified – Middle School	6.5%

**APPENDIX B - EXTRA-CURRICULAR ACTIVITIES (Continued)**

<b>Supervision</b>		<b>Hourly Rate</b>	<b>Minimum</b>
Bus Supervision		\$12.25	\$35.00
Chaperones	Athletic	\$12.25	\$35.00
	2 hours and over	\$12.25	\$35.00
	Other (under 2 hours)	\$12.25	\$30.00
Ticket Sellers		\$12.25	\$25.00
Timers	Wrestling	\$12.25	\$35.00
	Football	\$12.25	\$35.00
	Basketball (2 games)	\$12.25	\$40.00
	Basketball (30 seconds)	\$12.25	\$40.00
	Swimming	\$12.25	\$40.00
	Soccer	\$12.25	\$35.00

## APPENDIX C - LFA SUMMER CURRICULUM PROJECTS

### CRITERIA SHEET

The LFA Summer Curriculum Project Committee seeks proposals for summer projects that have a high potential for improvement of instruction. It is hoped that this project will effectively plan the work to be done for a course of instruction. This is for a new or unique approach for improving instruction and will not be simply management work that is part of the traditional daily preparation.

#### Rating Guide

- |      |  |
|------|--|
| 0-10 | Importance of project on improvement of instruction (Mandated and necessary, revision needed, nice, but) |
| 0-5  | Impact on number of students   |
| 0-5  | Curriculum coordination horizontally and vertically  |
| 0-5  | Feasibility of implementation  |
| 0-10 | Necessary work that cannot easily be replicated from other existing sources                              |
| 0-5  | The appropriate people are involved and willing to work on the project                                   |

Projects need to be submitted to Building Curriculum Coordinator or District Curriculum Coordinator and Building Leader and Principal, and discussed before formal submission.

Projects that do not appear to be curriculum related will be considered by the Committee for use to the School District but will be submitted as "Other Category". It is hoped that curriculum projects will be of a higher budgetary priority.

All project members may be asked by the committee to discuss and defend project.

**APPENDIX C - LFA SUMMER CURRICULUM PROJECTS (Continued)**

LFA SUMMER CURRICULUM PROJECTS

Name \_\_\_\_\_ Date \_\_\_\_\_  
(Coordinator of Project)

Project Title \_\_\_\_\_

Curriculum Leader \_\_\_\_\_ (Signature)

Principal \_\_\_\_\_ (Signature)

Building Leader \_\_\_\_\_ (Signature)

People to be Involved	Total Hours	Approximate Date to Work
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Please Answer the Following Questions Regarding the Project -**

1. Why is this project necessary? How does this project relate to SED requirements?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Objectives (Please identify those objectives that will be accomplished during the summer)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Who will benefit most from the total project? To whom will it be most useful?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. What type of student and how many students will be affected by your completed project?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
5. Does this project coordinate efforts of teachers within the grade level, across grade levels, within subject areas or across subject areas?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
6. Is this project original? Are you certain the proposed project has not already been done? (Are you certain the product of the proposed project is not available in some published form?)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
7. Implementation - How and when will this be implemented into the curriculum in the next school year?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
8. Evaluation - Please describe what follow-up would be necessary to evaluate the progress of this project during the same year?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
9. List additional equipment, supplies, expenditures needed to implement this project.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## APPENDIX D - ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

### APPR INTRODUCTION

The information contained within this document, referred to as the Lansing Central School District's Annual Professional Performance Review (APPR) Plan Narrative, was developed in accordance with Education Law §3012-d and Sections 30-3 of the Rules and Regulations of the Commissioner of Education to enhance professional effectiveness and positively impact our total school environment.

The intent of the APPR is to provide a process which facilitates improvement of instructional practices; encourages work toward personal, professional and district goals; recognizes and promotes professional growth; and focuses efforts on student-centered excellence in teaching and learning.

### GENERAL CONDITIONS

2.1 **Modifications to Negotiated Agreement.** Effective on the date this Agreement is approved by NYSED, this Agreement shall supersede any provision of the collective bargaining agreement between the District and the Lansing Faculty Association pertaining to the observation and evaluation of teachers covered by the provisions of Education Law §3012-c.

2.2 Nothing in this APPR Plan shall abrogate the rights of the Lansing Central School District, its Board of Education and Superintendent of Schools to:

Identify and implement additional or different criteria for the evaluation of teachers, or principals or other individuals subject to the requirements of Education Law §3012-d, its amendments and implementing rules and regulations;

Discontinue the employment of a probationary teacher or in accordance with Education Law §§3012 and 3031 or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary teacher, principal or administrator and/or to deny tenure;

Apply the requirements of Education Law §3012-d, its amendments and implementing rules and regulations; or

Discontinue this APPR Plan and the provisions of this Agreement should Education Law §3012-d, its amendments and implementing rules and regulations be repealed or modified so that the APPR Plan is no longer required or is voluntary.

2.3 The inclusion of the APPR Plan elements in this narrative that are not required subjects of negotiations shall not constitute a waiver of the right of the Superintendent of Schools and Board of Education to: (1) decline to negotiate such elements and/or (2) to make unilateral decisions and changes with respect to such elements. The inclusion of such elements in this narrative is for informational purposes only and any decisions or actions with respect to such elements shall not be subject to the appeal procedures contained within this narrative.

2.4 **Test Integrity.** The District will ensure that no teacher shall score any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score, or any part thereof).

The District's Building Principals are responsible for ensuring that all security requirements set forth in the SED Administrative Manuals are strictly followed for NYS Assessments administered in the district. The established protocols for storage, distribution, and administration of the assessments prohibit the possible dissemination to students before administration of the assessments.

The Building Principals are also responsible for organizing scoring procedures in order to ensure that district scorers are trained to score the assessments and that they have no vested interest in the outcome of the assessments they score and to ensure that students have no knowledge of assessment tasks.

## TEACHER EVALUATION

### 3.1 New York Teaching Standards

The professional performance review plan for teachers is based on the *New York State Teaching Standards* (see appendix for complete set of *Teaching Standards* and the accompanying performance indicators) as measured by observable elements in *The Danielson Framework for Teaching Evaluation Instrument*. These, therefore, are the criteria that will be used to evaluate teachers:

- **Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students;
- **Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students;
- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards;
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth;
- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;
- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

## TEACHER EFFECTIVENESS

- 4.1 Annual professional performance reviews shall differentiate teacher effectiveness using a composite effectiveness score. Based on the teacher's composite effectiveness score a classroom teacher shall be rated as Highly Effective (H), Effective (E), Developing (D), or Ineffective (I) using the matrix found below.

**Matrix to Determine APPR Score**

		<i>Teacher Observation</i>			
<b>Student Performance</b>		<i>Highly Effective (H)</i>	<i>Effective (E)</i>	<i>Developing (D)</i>	<i>Ineffective (I)</i>
	<b>Highly Effective (H)</b>	H	H	E	D
	<b>Effective (E)</b>	H	E	E	D
	<b>Developing (D)</b>	E	E	D	I
	<b>Ineffective (I)</b>	D*	D*	I	I

4.2 The composite score is determined as follows:

**A. Student Performance Measures**

50% is based on student growth on State assessments or other comparable measures of student growth. Measures include the State-provided Growth Score on State Assessments or Student Learning Objectives (SLOs) using either State/Regents assessments or state-approved district assessments. *(During the 2015-16 through 2018-19 school years, measures based entirely (or in part, at district/BOCES discretion) on the grades 3-8 ELA and Math State assessments or any State-provided growth scores must be excluded from the calculation of transition scores and ratings.)*

**Student Learning Objectives**

A Student Learning Objective (“SLO”) is an academic goal for a teacher’s students that is set at the start of a course. It represents the most important learning for the year (or, semester or quarter, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other District priorities.

All SLOs shall include the following elements: Student population; Learning content; Interval of instructional time; Evidence; Baseline; Target and HEDI criteria; and Rationale.

The SLO process to be used shall consist of baseline data collected (and/or a pre-test may be administered) at the beginning of the class and a summative assessment that will be administered at the end of the course.

From this baseline data, teachers, in collaboration with principals, will set individual target scores on the end of year summative assessment for all students. The teacher’s SLO score will be determined by the percentage of students meeting their individual end of year targets. After the final examination is administered and scored, the percentage of students meeting the target shall be determined. The following will be used to determine points achieved by a teacher:

### SLO Score Setting 2016-17

<i>Percent of Students meeting target</i>	<i>Score</i>	<i>Percent of Students meeting target</i>	<i>Score</i>
0-4%	0	49-54%	11
5-8%	1	55-59%	12
9-12%	2	60-66%	13
13-16%	3	67-74%	14
17-20%	4	75-79%	15
21-24%	5	80-84%	16
25-28%	6	85-89%	17
29-33%	7	90-92%	18
34-38%	8	93-96%	19
39-43%	9	97-100%	20
44-48%	10		

### Overall Student Performance Category Score and Rating

<i>Rating</i>	<i>Minimum</i>	<i>Maximum</i>
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12

#### **B. *Teacher Observation Category***

The remaining 50% of the composite effectiveness score is based on Teacher Observation, as required by Education Law §3012-d. Based on its inclusion of the SED-approved list of rubrics, Danielson’s Framework for Teaching rubric will be used to evaluate classroom teachers. Observations by the building principal or other trained administrator (Lead Evaluator) will determine 90% of the total Teacher Observation score. Multiple observations by Lead Evaluators will be averaged to determine this 90% of the teacher observation score. The remaining 10% will be based on one or more (averaged) observations by Independent Observers, unless NYS grants a waiver to this requirement.

In order to support continuous professional growth, classroom observation will consist of a combination of at least two (2) classroom observations for tenured teachers and at least two (2) for probationary teachers of at least fifteen (15) minutes in length. Observers may conduct more observations, if necessary. One of these observations will be announced in advance by the principal or other trained administrator (lead evaluator) and will include a pre-observation conference between the lead evaluator and teacher and a post-observation conference between the lead evaluator and teacher. In the preconference, the teacher may request the lead evaluator to attend the entire lesson. At least one of the other observations will be unannounced. Observations may include video recording or photographs. Teachers may invite observers into a class; teachers may submit videotaped lessons for one of the required observations; and, teachers may request a longer observation if desired, not to exceed one-half hour in length. Music teaching observations will take place during classroom instruction, not during public performances.

The above referenced observations will take place as outlined below;

Tenured teachers shall have at least one (1) announced classroom observation per year and one (1) unannounced classroom observation per year. The observations shall be completed by May 1<sup>st</sup>. The observations shall take place in no particular order.

Non-tenured teachers shall have at least (1) announced classroom observation per year and at least one (1) unannounced classroom observation per year. All observations shall take place by May 1<sup>st</sup>.

Lead evaluators and observers may be different people. Observers collect evidence of effective practice and share this evidence with the observed teacher and lead evaluator. The lead evaluator for each teacher will be identified by September 1 of each year. The committee suggests that lead evaluators be systematically identified as the building principal for each teacher except for special education teachers in all buildings, who may be evaluated by the Director of Special Programs.

These observations will provide the lead evaluator with the data to complete the rubric for Domains 2 (Classroom Environment), 3 (Instruction), and any observable components of Domains 1 and 4. Lead evaluators and observers will provide timely feedback to teachers. See "Timely Provision of Feedback" below.

Evidence will be collected and evaluated with the rubric for observable components of each domain. The PDP/APPR committee has recommended eDoctrina, a tool for use in communicating about collected evidence of effectiveness for each observed teaching standard between lead evaluators, observers, and teachers.

The following process will be used to calculate the number of points for the teacher observation score for each domain. Lead evaluators and certified observers will collect evidence through classroom observation. All evidence will be evaluated using the rubric. The rubric's four levels of performance parallel the HEDI categories. Domain scores based on multiple observations, weighted as described above, will be averaged across observations then averaged across domains to calculate a score from 0 - 4 corresponding with the HEDI categories as illustrated in the following table.

Teacher Observation Score Conversion Chart

<i>HEDI Category</i>	<i>Minimum</i>	<i>Maximum</i>
Highly Effective	3.5	4.0
Effective	2.5	3.4
Developing	1.5	2.4
Ineffective	0	1.4

**C. Rubric**

Based on its inclusion of the SED-approved list of rubrics, the Danielson Framework for Teaching rubric will be used to evaluate classroom teachers. Teachers shall be evaluated annually on the observable elements of the rubric.

**Rubrics for Enhancing Professional Practice: A Framework for Teaching  
Danielson Rubric**

Danielson Performance Level	SED Performance Level	Rating
Unsatisfactory	Ineffective	1
Basic	Developing	2
Proficient	Effective	3
Distinguished	Highly Effective	4

**D. Professional Development**

Professional development objectives for the teacher will be based on the evaluation, in addition to school and/or district priorities.

**E. Timely Provision of Feedback**

Unannounced observations will occur on multiple occasions during the course of the school year. Within ten (10) school days of these observations, coded and scored observation notes will be made available to the teacher. The observer and teacher will make every effort (email, note in mailbox, visits, etc.) to have a brief follow-up conversation about any of the rubric dimensions that were observed within the same ten (10) day window. During this follow-up the teacher and the observer will sign off on the evidence collection document. The signing of this document does not indicate agreement with the opinion of the observer but indicates the parties met and discussed the observation. An electronic copy will be made available to the teacher upon request.

For announced observations, a pre-observation meeting will occur at which time the teacher may present plans using the LCSD Lesson Planning Template. Following the observation, a post-observation meeting will occur. The post-observation meeting will occur within ten school days of the observation. Use of the Post-observation Reflection Template in the post-observation meeting is recommended to support reflection. The rating on the *Teacher Observation* subcomponent shall be computed and provided to the educator before the end of the school year for which the performance is being measured.

Completion of observations and feedback must be concluded by June 1<sup>st</sup> of the academic school year.

The final summative evaluation must be completed and provided to each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher’s performance is being measured.

**EVALUATOR TRAINING**

- 5.1 The superintendent will ensure that all independent observers have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize TST BOCES lead evaluator training and certification in accordance with SED procedures and processes. Initial certification trainings with TST BOCES span a school year, meeting 5 times for full day (6 hour) sessions. Lead evaluator training will include training on the nine elements required by Regents rules Section 30-3.10 (b) Independent evaluators will attend at least one full day of training. Independent evaluators will be trained in the requirements of Regents rules Section 30-3.10(c) before conducting an evaluation. As directed by this plan, peer observers will not serve as evaluators.

The Superintendent will ensure that lead evaluators are certified and re-certified on an annual basis by the Lansing Board of Education. BOCES facilitators will be utilized to provide the training for recertification. These sessions will meet annually for 1/2 day (3 hours) of calibration sessions and focus on increasing inter-rater reliability among evaluators and independent observers in the district. Persistent variation found in calibration sessions, or through comparisons of evaluation results between observers, will be addressed in recertification sessions. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

## **DATA LINKAGE**

- 6.1 Working with the Central New York Regional Information Center the Lansing Central School District will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This information includes a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component score.

The District shall provide accurate data to the State Education Department in a format and timeline prescribed by the Commissioner. The District shall also provide access to teachers so they may verify the student rosters assigned at the beginning of each school year and prior to the administration of State assessments.

The designated Data Coordinator shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines as required.

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the District, and shall do so in a format and timeline prescribed by the Commissioner.

## **PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

- 7.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers.
- 7.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.
- 7.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-d is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. All changes agreed to by the parties will be submitted to SED as part of a material change request and implemented upon approval by the Commissioner.

A teacher who receives an overall composite rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.



A teacher may appeal only

- the substance of his or her performance review,
- the school district's adherence to standards and methodologies required for such reviews,
- adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Appeals concerning a teacher's performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) calendar days after the first contractual day of the school year. The failure to submit an appeal to the Superintendent of Schools within this timeframe shall result in a waiver of the teacher's right to appeal that performance review.

A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a copy to the lead evaluator responsible for the performance review being appealed,

- a detailed description of the precise point(s) of disagreement over his or her performance review, along with
- any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.

Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Within fifteen (15) calendar days of the Superintendent's receipt of an appeal, the lead evaluator responsible for the performance review being appealed shall submit to the Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.

Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by preponderance of the evidence.

A teacher will have the opportunity to meet with the Superintendent, or his or her designee, and a teacher panel of 2-3 members to clarify and support the appeal. The appeal panel teachers will be appointed by the Lansing Faculty Association President and approved by the appealing teacher and the Superintendent, or his or her designee.

The Superintendent or his or her designee shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal.

## **TEACHER IMPROVEMENT PLANS**

- 8.1 If a teacher's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a Teacher Improvement Plan (TIP) in consultation with the staff member. The Plan shall include, but not be limited to, an identification of the areas in need of

improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

- 8.2 The procedures outlined above will also be used for any and all appeals of Teacher Improvement Plans that are issued in accordance with the annual professional performance review plan. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within ten (10) calendar days of the alleged failure of the District to comply with such requirements.
- 8.3 The forms to be used for a TIP are attached to this APPR.

**AVAILABILITY OF DISTRICT’S APPR PLAN**

- 10.1 The District will make its Plan available to employees and members of the public by placing an electronic copy of the Plan on its website.

**ARTICLE XI  
MISCELLANEOUS PROVISIONS**

- 11.1 In the event of a conflict between the provisions contained within this memorandum and those established in Education Law §3012-d, rules promulgated by the Board of Regents, regulations promulgated by the Commissioner of Education or federal statutory or regulatory requirements relating to teacher evaluation or performance, such federal statute and regulations shall govern.
- 11.2 In the event there is a conflict between the provisions contained within this Agreement and the collective bargaining agreement between the parties, the terms and conditions contained in this Agreement shall supersede and prevail.
- 11.3 If any provision of this Agreement or any application of the agreement to any employee or group of employees shall be found contrary to law, or would tend to impinge upon or reduce in any way the duties or responsibilities of the Board of Education as defined in Section 1709, 1711, or other sections of the Education Law pertaining to the duties and responsibilities of the Board of Education, then such provision or application shall not be deemed valid or subsisting, except to the extent permitted by law, but all other provisions or applications will continue.

**FOR THE DISTRICT:**

**FOR THE LFA:**

\_\_\_\_\_  
**Superintendent of Schools  
LCSD  
Lansing Faculty Association**

\_\_\_\_\_  
**President**

LANSING CENTRAL SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE REVIEW  
TEACHER IMPROVEMENT PLAN (TIP)

If a teacher's performance is evaluated as "ineffective" or "developing", the staff member shall be required to develop a Teacher Improvement Plan (the TIP) in consultation with the lead evaluator. The TIP should be developed any time after the final evaluation has been completed, but no later than the tenth (10<sup>th</sup>) day of the new school year. The TIP shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

A TIP shall be developed in consultation with the teacher. Union representation shall be afforded at the teacher's request. At the end of a mutually agreed upon timeline, the teacher, administrator(s), and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

The plan will describe the professional learning activities that the teacher must complete. These activities will be connected to the areas needing improvement. The artifacts that the teacher must produce that could serve as benchmarks for improvement and as evidence for the successful completion of their improvement plan will be described and could include such items as lessons, student work, or unit plans.

A TIP is completed collegially between the teacher whose rating is "developing" or "ineffective" and his or her lead evaluator. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

Elements of the Teacher Improvement Plan

Teacher: \_\_\_\_\_ Employee ID: \_\_\_\_\_ Tenure Area: \_\_\_\_\_ Date of Plan Start: \_\_\_\_\_

Lead Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Position: \_\_\_\_\_ Date of Plan End: \_\_\_\_\_

Plan Development Participants sign off: 1. (Teacher) \_\_\_\_\_

2. (Evaluator) \_\_\_\_\_

3. (Mentor, if assigned) \_\_\_\_\_

4. (Union Representative, if requested) \_\_\_\_\_

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

Planning and Preparation     Learning Environment     Instructional Practice     Professional Responsibilities

Goals to address in areas identified above:	Activities to support improvement:	How will improvement be assessed?	Timeline: (include date to assess Plan progress and effectiveness with committee.)

## APPENDIX E – PROFESSIONAL DEVELOPMENT PLAN

### INTRODUCTION AND NEEDS ASSESSMENT

*The Lansing School Community will work to educate and motivate all students to achieve their personal best in a caring and safe environment. We, as educators, parents, community leaders and families, will inspire our students to be knowledgeable, responsible, healthy and compassionate citizens.*

*~ Lansing CSD 2010 Strategic Plan Mission Statement*

#### **Introduction**

Part 100.2 (dd) of the Regulations of the State of New York require that all school districts have a Professional Development Plan. The purpose of this plan is to improve student learning by providing meaningful professional development opportunities for all faculty and staff. The learning experiences in this plan should be aligned with the New York State Learning Standards, be developed based on a student data-based needs analysis, and support the District and Board of Education's goals. The Lansing Central School District (LCSD) is committed to providing quality professional development opportunities designed to meet the needs of a diverse group of learners.

All plans will include provisions for highly qualified certification requirements. Through a coordinated set of professional development learning experiences, LCSD teachers and teaching assistants will be able to participate in professional development offerings that meet the requirements for maintaining their certificates in good standing (every five [5] years teachers are required to complete one hundred seventy-five [175] hours of professional development and teaching assistants seventy-five [75] hours).

The provisions for the Professional Development Plan have been required in New York State since September 1999. For those interested, the full text can be found in the Part 100 Commissioners Regulations: <http://www.p12.nysed.gov/part100/pages/1002.html#dd>.

#### **Needs Assessment**

Professional Development in LCSD will be prioritized using an analysis of student learning needs. Sources of data for this analysis include NYS Assessment results, the NYS School Report Cards, survey data and other documentation from the LCSD strategic planning process, the LCSD Certified Strategic Plan, Race to the Top Grant priorities, current state and federal policy demands, and the results of teachers' analyses of gaps in curriculum and student performance. All sources support the goal of increasing all students' successful performance on NYS 3-8 ELA and Math assessments, Regents exams, graduation rates, and local benchmarked assessments.

Specific **priority goals** for the district include the following:

1. Common Core State Standards (CCSS) Alignment with local curriculum in K-12 ELA, K-12 Math, and 6-12 History, Science, and Technical subjects
2. Local curriculum articulation across grade levels, mastery benchmarking, and the development of shared benchmarking assessments
3. Ongoing instructional improvement through the study of, and practice with, research supported instructional best practices, especially with concern for improved academic success for students with disabilities and students from low income families

4. Improving academic outcomes for students with disabilities, especially through effective co-teaching and differentiated instructional practices
5. Inquiry Team development
6. Increased technology integration and use of instructional technology

Regional priorities for professional development drive the availability of BOCES provided coaching, consulting, workshop, and other professional development opportunities. These regional priorities provide context and opportunity for professional development and collaboration. Districts in the Tompkins-Seneca-Tioga BOCES review these priorities annually. The priorities for 2011-12 follow.

- Improve student achievement in targeted aspects of literacy pre-K to 12.
- Increase achievement of all students, including students with disabilities, by promoting access to the general education curriculum and increasing teacher capacity to meet the needs of all students.
- Improve student achievement in all aspects of Mathematics.
- Through the improved use of professional evaluation and local assessment development and use, identify the effectiveness of teachers and school leaders,
- Expand the data pool to continue to drive targeted instruction and evaluation.

Buildings, grade levels, and departments, through their own reflective, collaborative, and evidence based processes, may determine specific Professional Development needs that support the district priority goals. BOCES activities are one avenue for Professional Development activities. Lansing Central School District will provide opportunity and support for on-going, continuous, and job-embedded Professional Development in response to teacher identified needs and district priorities (Chappuis, Chappuis & Stiggins, 2009; Darling-Hammond & Richardson, 2009; Reeves, 2010). Professional Development will place less emphasis on training and more emphasis on **problem solving, inquiry, experimentation, collaboration, and reflection**. Activities, strategies, and evaluation are detailed in the following sections.

## STRATEGIES AND ACTIVITIES

### **Pathways for Professional Development**

All members of the faculty and staff are encouraged to participate in professional development opportunities that support their professional goals and appeal to their professional interests. The LCSD will work to provide a wide variety of learning experiences consistent with the identified strands and designed to improve student achievement through increasing instructional capacity. Professional development opportunities will be designed based on student data, professional learning data, and sound educational research in order to support district goals. Some of the following learning experiences/pathways for learning experiences may be included in the plan, but this is not an exhaustive list.

### **Lansing Central School District Approved Professional Development Activities**

The following categories of activities are suggestions for meeting the needs of school districts in building teacher and teaching assistant capacity.

- Analyzing student data and student work to determine needed changes in the delivery of instruction.

- Participating in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
- Collaborating with other teachers and teaching assistants to examine case studies of student work and development
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers.
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree.
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification.
- Participating in regional scoring of State assessments, assessing student portfolios
- Creating and assessing teacher or teaching assistant portfolios
- Engaging in research projects
- Action research
- Professional reading
- Online professional development (e.g. webinars)
- Curriculum planning and development
- Developing or collaborating on the development of new programs and instructional methods
- Serving as a mentor, support teacher, helping teacher, or peer coach
- Serving as a cooperating teacher for a student teacher or field internships; including attendant meetings and processes
- Participating in study (collegial) circles such as "Critical Friends" activities, structured guided reflection activities focused on student learning
- Participating in formal programs of peer coaching or participation in peer review
- Participating in Professional Development school activities or other school-college teacher development partnerships
- Delivering professional development (e.g. conducting workshops, job-embedded modeling and coaching, providing pre-service teacher preparation courses)
- Pursuing National Board certification or re-certification (either as candidate or provider of support)
- Serving as a Master Teacher
- Engaging in Sabbatical work related to content specialty or enhancement of teaching strategies.
- NYSTCE "assessor" or test development committee member
- Developing statewide curriculum
- Serving as an elected officer in professional organizations
- Serving as teacher center policy board member
- Serving on the State Professional Standards and Practices Board
- Developing and presenting a major paper
- Presenting at a conference
- Publishing in Education journals

**Pathways to activities and strategies:**

<b>Regional</b>	<b>District</b>	<b>Building</b>	<b>Individual</b>
BOCES <ul style="list-style-type: none"> <li>▪ School Library System</li> <li>▪ Literacy Leaders Professional Learning Community</li> <li>▪ Math Coaches Network</li> <li>▪ Data Coaches Network</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Curriculum Council meetings</li> <li>▪ Departmental team meetings</li> <li>▪ Superintendent’s conference days</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grade-level team meetings</li> <li>▪ Departmental team meetings</li> <li>▪ Faculty meetings</li> <li>▪ Content team meetings</li> <li>▪ Literacy teams</li> <li>▪ Inquiry teams</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sabbaticals</li> <li>▪ College coursework (3 credits = 45 hours)</li> </ul>

**Professional Development Requirements**

Holders of a professional teaching certificate must complete one hundred seventy-five (175) hours of professional development and holders of the Level III Teaching Assistant certificate must complete seventy-five (75) hours every five (5) years in order to maintain certification through New York State. The Lansing Central School District Professional Development Plan is designed to provide quality opportunities for teachers and Level III certified teaching assistants to complete their required professional development hours.

Teachers and teaching assistants are required to participate in District Superintendent Conference days and other professional development opportunities provided during contract hours. Professional development outside of contract time may include incentives per Lansing Faculty Association contract. The ultimate goal of this plan is to increase the instructional capacity of our teachers and teaching assistants.

All of our professional and certified staff members have participated in mandatory training on Safety and Violence Education (SAVE), Child Abuse, and Infection Control. In the event that such training is needed in the future, the Professional Development Planning (PDP) Team will make necessary arrangements.

**Professional Growth Goals and APPR**

Annual Professional Performance Reviews will be completed as per Lansing Faculty Association contract.

**LANSING CENTRAL SCHOOL DISTRICT  
PHILOSOPHY FOR CURRICULUM AND INSTRUCTION**

Learning is key to evolving and maturing throughout one’s lifetime. Lansing educators believe that encouraging each student to continuously question, evaluate ideas and strive to improve their own lives and their world will create responsible, healthy and productive citizens.

Lansing educators communicate high expectations of learning and student achievement for all students by utilizing best practices in teaching, participating in professional development to enhance our practice, collaborating as educators and expressing passion for our subject matter.

Positive learning environments are an essential part of student learning. Educators create safe schools and classrooms where students feel comfortable sharing ideas, asking questions, and making connections. Rules and protocol establish an agreed upon trust among students, teachers and their peers,



so students feel supported and encouraged to engage. It is evident in our classrooms that learning, accountability and responsibility are imperative. Students are enriched through challenging and rewarding assignments and assessments.

Motivated learners design complex questions, think critically and produce high quality solutions. Lansing educators are committed to increasing learner engagement by providing authentic and interesting activities through a variety of teaching and learning approaches.

Students in the Lansing School District will approach problems creatively and communicate process and solutions effectively. The students will think independently as cooperative and collaborative lifelong learners.

## MENTORING PROGRAM

### **What is the purpose of the mentoring program?**

Provide guidance and support to

- help beginning teachers transition from preparation to practice
- develop and improve instructional skills in order to improve student achievement
- help transmit the culture of the organization
- increase the retention rate for good beginning teachers
- increase an individual's commitment to a particular school and public education in general
- create a professional learning culture that crosses experience lines
- promote school reform

### **Who will be mentored?**

There will be two categories of interns, level one and level two, depending upon experience.

*Level One:* This is a new hire who possesses an initial/provisional certificate and three or fewer years of full-time teaching experience.

*Level Two:* This is a new hire who possesses a professional /permanent certificate and more than three years of full-time teaching experience. This person may be new to New York state, may have switched grade level or tenure area, or may have transferred between buildings, and may receive mentoring at the discretion of the Selection/Oversight Committee.

Initial assignment of the mentoring level will be made by the Selection/ Oversight Committee. Building Administrators may change the level designation upon review.

### **How will mentors be selected?**

There will be a Selection/Oversight Committee made up of the Program Coordinator, the intern(s)'s building administrator(s) and a corresponding faculty representative(s). These committee members will not be eligible to be mentors. Selection/Oversight Committee members will be chosen through the Lansing Faculty Association.

Regulations require that the procedures for selecting mentors should be publicized and made available to staff.

Suggestions for mentor selection criteria are:

- willingness and time to serve as a mentor
- evidence of superior teaching abilities and excellence in teaching
- demonstrated commitment to their own professional learning and growth
- ability to allow the intern to develop his or her own effective teaching style

### **Who will be the mentors?**

Applications will be solicited on a voluntary basis from all tenured teachers and will be reviewed by the Selection/Oversight Committee. Mentors must commit to receive training and serve as a mentor for the duration of one school year. Mentor selection is determined by the Selection/Oversight Committee.

### **How will mentors and interns be matched?**

The Selection/ Oversight Committee will review trained mentors and assess the needs of each building, matching mentors with new faculty members. Considerations when pairing mentors and interns will include tenure area, grade level and building location.

### **What are the roles and responsibilities of mentors?**

The roles and responsibilities of mentors are as follows:

- Provide guidance & understanding
- Maintain non-evaluative relationship with intern
- Maintain confidentiality
- Support & facilitate professional growth of intern
- Facilitate reflection
- Assist intern with setting goals
- Model & coach
- Keep time records
- Be a resource for curriculum & planning
- Provide advice on student management
- Be a sounding board
- Serve as a gateway to resources
- Assist with negotiating school culture
- Attend start-up & follow-up training/support
- Initiate informal contact with intern prior to start of school
- Participate in program assessment & annual review

The mentor's role will be to guide and support the intern(s), not evaluate performance. Information obtained by a mentor through interaction with an intern *shall not* be made available to supervisors *to be used in the evaluation of the intern.*

### **What are the roles and responsibilities of interns?**

The roles and responsibilities of interns are as follows:

- Set goals
- Be reflective
- Seek advice and support
- Be willing to share with mentor
- Be receptive to feedback
- Maintain confidentiality
- Attend and participate in required scheduled activities

- Participate in program assessment & annual review
- Keep time records
- Attend new teacher classes
- Observe colleagues teaching

**What are the roles and responsibilities of the Selection/Oversight Committee?**

The roles and responsibilities of the Selection/Oversight Committee are as follows:

- Maintain confidentiality
- Determine mentor/intern pairs
- Provide mentor with program plan
- Evaluate, monitor & adjust mentoring program
- Define where the role of mentor ends & administration begins
- Serve as advisory body to the coordinator of the program
- Produce/maintain list of interested/trained mentors
- Solicit interest on an annual basis for new and/or continuing mentors
- Develop a process for publishing the criteria and process for mentor selection
- Communicate the process by any means necessary
- Ensure there is ample time for interested candidates to be trained
- Determine the process for the final selection of mentor – secret ballot, unanimous vote, etc.

**What are the roles and responsibilities of district administrators?**

The roles and responsibilities of the administration are as follows:

- Maintain confidentiality
- Recruit mentors
- Serve on Selection/Oversight committee
- Understand the mentoring program & provide clear communication
- Align new teacher orientation handbook with mentoring program
- Monitor, evaluate & adjust the mentoring program
- Bring commissioner regulations to the committee
- Seek resources to fund program
- Determine level changes
- Coordinate new teacher orientation (district/building)
- Send letter over summer to mentor & intern by building announcing mentor/intern match

**What are the roles and responsibilities of the Lansing Faculty Association?**

The roles and responsibilities of the Lansing Faculty Association are as follows:

- Serve on Selection/Oversight committee
- Recruit mentors
- Seek resources to fund program
- Monitor, evaluate & adjust the mentoring program
- Maintain confidentiality

**What are the roles and responsibilities of the Program Coordinator?**

The roles and responsibilities of the Program Coordinator are as follows:

- Serve as liaison between committee, administration, mentors & interns
- Support/advise (mentor/intern)
- Maintain records

- Organize & facilitate meetings/training
- Monitor mentor/intern relationship
- Be accessible
- Troubleshoot
- Promote program & encourage participants
- Implement committee decisions
- Attend mentor training
- Solicit interest on an annual basis for new and/or continuing mentors
- Conduct an annual program evaluation
- Prepare a Mentor handbook.
- Prepare a master calendar for training and meetings.
- Provide support for mentors and mentees as needed.

**Who may be the Mentor Program Coordinator and how will he or she be compensated?**

The position of Mentor Program Coordinator will be offered to a Lansing Faculty Association member with a New York State Teaching Certification. The LFA member who assumes the duties and responsibilities of the Mentor Program Coordinator will be remunerated at a rate of one thousand dollars (\$1,000) per academic year.

**What is the minimum commitment of a mentor?**

Before the Start of School:

New Teacher Orientation/training (8:00 a.m. – 3:00 p.m.)

September-June:

Weekly meetings between mentor/intern (informal)

Monthly 1:1 mentor/intern meetings (formal)\*

Bi-monthly meeting with program coordinator (3:30 p.m.-5:00 p.m.)

1 pre-observation meeting mentor/intern

1 in classroom observation (release time)

1 post observation meeting mentor/intern

Evaluation of program in June

*See Appendix A for monthly checklists for mentors.*

\*1:1 Mentor/intern meetings are defined as formal, uninterrupted meetings between mentors and interns at a mutually convenient time and lasting approximately one (1) hour.

**How will mentors be compensated?**

Teachers who are assigned as Teacher Mentors through the District’s Mentoring Program will receive the following stipend rate: one thousand dollars (\$1,000) per assigned mentee per academic year. If the intern is part time, the stipend will be prorated accordingly. This stipend amount is to be re-evaluated and discussed each year prior to June 15<sup>th</sup> so the rate can be set by the Board of Education at their annual July organizational meeting.

**How will this program be evaluated?**

The Selection/Oversight Committee will solicit qualitative and quantitative data from the program participants. The data collected will be used to modify and adjust the program as necessary.

## EVALUATION OF PROFESSIONAL DEVELOPMENT

The effectiveness and impact of this plan will be measured at the 4 levels, which increase in complexity and relevance, as explained below. Professional learning data and student data will be collected through both formative and summative means of assessment. We have adapted this approach from the work of Livonia Central School District who adapted the work of Thomas R. Guskey, *Evaluating Professional Development*. Evaluation data will be gathered by superintendent or principal request unless otherwise specified.

<b>Evaluation Level</b>	<b>What Questions are Addressed?</b>	<b>How Will Information Be Gathered? - When and by Whom?</b>	<b>What Is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
1. Participants' reactions to workshops/ Professional development event	<ul style="list-style-type: none"> <li>* Did the program description match the content of the workshop session?</li> <li>* How effective were the methods of instruction used by the presenters?</li> <li>* Were the facilities used conducive to learning?</li> <li>* Was the leader knowledgeable and helpful?</li> </ul>	<ul style="list-style-type: none"> <li>* Evaluation Survey - by Coordinator of Curriculum, Instruction, Assessment and Professional Development (Coord. of C&amp;I) within a week of workshop</li> <li>* Focus Groups</li> <li>* Interviews</li> </ul>	*Initial Satisfaction with the experience	* Formative Assessments to improve the program and delivery
<b>Evaluation Level</b>	<b>What Questions are Addressed?</b>	<b>How Will Information Be Gathered? - When and by Whom?</b>	<b>What Is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
2. Organization support and change	<ul style="list-style-type: none"> <li>* What was the impact on the organization?</li> <li>* Did it affect the organizational climate and procedures?</li> <li>* Was implementation advocated, facilitated and supported?</li> <li>* Was the support public and overt?</li> <li>* Were problems addressed quickly and efficiently?</li> <li>* Were sufficient resources made available?</li> <li>* Were successes recognized and shared?</li> </ul>	<ul style="list-style-type: none"> <li>* District and school records such as the District Bulletin</li> <li>* Focus Groups</li> <li>* Structured interview with participants and school or district administrators</li> </ul>	* The organization's advocacy, support, accommodation, facilitation, and recognition	* Summative Assessment to document and improve organizational support and to inform future change efforts

3. Participants' use of new knowledge and skills	<ul style="list-style-type: none"> <li>* Did participants effectively apply the new knowledge and skills?</li> <li>* How useful were these ideas and skills in improving student learning?</li> </ul>	<ul style="list-style-type: none"> <li>* Student samples – by teachers to principals, one sample within a month after workshop</li> <li>* Evaluation Survey – by Coord. of C&amp;I within a week of workshop</li> <li>* Classroom Walkthroughs /Observations</li> <li>* Structured interviews with participants and their supervisors</li> </ul>	<ul style="list-style-type: none"> <li>* Degree and quality of professional learning</li> <li>* New knowledge and skills of participants classroom integration</li> </ul>	<ul style="list-style-type: none"> <li>* Summative Assessment to document and improve the implementation of program content</li> <li>* Formative Assessments to improve program content, format, and organization</li> </ul>
<b>Evaluation Level</b>	<b>What Questions are Addressed?</b>	<b>How Will Information Be Gathered? - When and by Whom?</b>	<b>What Is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
4. Student learning outcomes	<ul style="list-style-type: none"> <li>* How useful were these ideas and skills in improving student learning?</li> <li>* How will you (or already have) use your learning to affect student outcomes (achievement, involvement, learning, motivation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>* Student information system</li> <li>* Classroom Walkthroughs</li> <li>* Structured interviews with student, parents, teachers, and administrators</li> <li>* Student samples – by teachers to principals, one sample within a month</li> </ul>	<ul style="list-style-type: none"> <li>* Student Learning Outcomes <ul style="list-style-type: none"> <li>- Cognitive (performance and achievement)</li> <li>- Affective (attitudes and dispositions)</li> <li>- Psychomotor (skills and behaviors)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Summative Assessment to demonstrate the overall impact of professional development</li> </ul>

**The Mentor's First Month of School Checklist**

**August - September**

- \_\_\_ Introduce yourself to the intern and introduce your intern to staff members in your building (nurse, counselor, department heads, team leaders, etc.)
- \_\_\_ Take a tour of the building/area
- \_\_\_ Share checkout procedures for books, materials, etc.
- \_\_\_ Tour teacher workroom: supplies, copy machine procedures, etc.
- \_\_\_ Debrief staff/team meetings
- \_\_\_ Review assigned duties & responsibilities for each duty
- \_\_\_ Share teacher dress code (Friday spirit day, etc.)
- \_\_\_ Discuss payroll and benefits as first paycheck is issued
- \_\_\_ Discuss/share grade level/content area daily class schedules
- \_\_\_ Share lesson plan expectations & example of weekly plan
- \_\_\_ Share first day/week activities – provide guidance on organizing the first day & first week and act as an escort to meetings
- \_\_\_ Review testing dates, administration procedures, etc.
- \_\_\_ Discuss/share opening announcement procedures & expectations
- \_\_\_ Explain procedures (attendance, tardies, lunch count)
- \_\_\_ Discuss arrival/dismissal procedures
- \_\_\_ Discuss playground rules (if needed)
- \_\_\_ Discuss student dress code & procedures when a refraction occurs
- \_\_\_ Share building forms (nurse, hall pass, office, etc.)
- \_\_\_ Review procedures for fire drills and escape route
- \_\_\_ Discuss after school and before school usage
- \_\_\_ Set up a scheduled time to meet as mentor/intern each week/ month (as needed)

**September**

- Attend Building Orientation meeting with intern
- Help intern to access and understand IEP's and 504 plans
- Share how teaching is going.
- Discuss and/or assist in developing personal goal or professional development plan for first semester (if applicable)
- Review homework policy & share ideas for turn in by students.
- Go over student make-up work policies.
- Discuss upcoming or completed observations by administrative staff
- Discuss understanding of how to write weekly lesson plans
- Discuss any beginning of the year assessments that need to be administered.
- Discuss concerns about students who might be struggling & identify possible interventions
- Clarify and discuss any points at faculty, team, grade/department level meetings
- Share grading guidelines, deficiency notices, quarterly grades
- Review grade book & record keeping system
- Discuss communicating with parents
- Discuss Open House procedures & share agenda/presentation ideas
- Discuss Special Education referral process
- Plan for an informal observation of your intern in the month of October
- Spirit Week in HS (Pep rally, faculty skit, homecoming)
- BEDS Forms
- Restricted Deficiency List introduction (MS +HS)
- Sunshine Fund explanation
- Congruence procedures for your building

- FACT/Department meetings
- Enrichment/music schedules
- Make sure your intern is recording the hours on My Learning Plan of all meetings

### October/November Mentor Checklist

#### October

- \_\_\_ Review monthly district/building activities
- \_\_\_ Discuss formal evaluation procedures, go over how to request an observation from your building principal
- \_\_\_ Examine/discuss classroom management and discipline procedures. Help with any specific problems...you might need to push a little to get them to say they have problems.
- \_\_\_ Debrief department/building meetings
- \_\_\_ Discuss school Halloween festivities (if needed)
- \_\_\_ Review grade reporting and time lines for 5 week progress reports (if needed)
  - Letter grades and comments
  - Parent communication of low grades
- \_\_\_ First Quarter change- restricted list changes (MS +HS)
- \_\_\_ Discuss parent/teacher conferences, potential problems parents, how to conduct conferences
- \_\_\_ Student Council Fun Days
- \_\_\_ Observe your intern in October and provide feedback on what you observed.
- \_\_\_ Make sure that your mentee is logging in their hours

#### November

- \_\_\_ Help plan a day of observation for your intern for the month of November. They will need a sub, a schedule to follow and help (from you) to forge enough of a relationship to get in the door of some teachers' rooms.
  - Together, assess what they may NEED to see and what they want to see, based in part upon the classroom management and discipline procedures you have been having
- \_\_\_ 10 Week grades (MS+HS)
- \_\_\_ MS Musical

### Mentoring December-January Checklist

*(December and January are notoriously the lowest points of your 1<sup>st</sup> year teacher's year...try to build them up)*

#### December

- \_\_\_ Debrief after your intern's school observation (they are supposed to have a day of observation that you help them arrange by the end of November)
- \_\_\_ December conference day
- \_\_\_ "Giving Tree" optional
- \_\_\_ End of 15 week marking period
- \_\_\_ Different schedules before break (if applicable by grade)
- \_\_\_ Snow days/delayed starts- make sure they are on the call chain and know what to do for your building's arrangement
- \_\_\_ Holiday planning (if applicable to your building)

#### January

- \_\_\_ Midterms/Local Exams - if applicable to your building
- \_\_\_ Exam week schedule changes (if applicable to your building)
- \_\_\_ Twenty (20) week grades
- \_\_\_ New semester/class changes (if applicable by building)
- \_\_\_ Budget for following year



\_\_\_ Ski Club- Monday nights

### **February-March Mentoring Checklist**

#### **February**

- \_\_\_ Review confidentiality guidelines in regards to students and parents
- \_\_\_ Discuss contract guidelines for days off around vacations
- \_\_\_ Discuss reasonable expectations for homework completion in this district at your grade level/content area for vacations
- \_\_\_ Discuss the expectations regarding the HS musical production
- \_\_\_ Discuss the budget process at Lansing (Focus Forums, etc) Maybe attend a Focus Forum with your mentee?
- \_\_\_ Check in with your interns regarding observations. They need 3 before June. If they only have 1, walk them down to the secretary to set up a 2<sup>nd</sup>!

#### **March**

- \_\_\_ 25 week reports coming up
- \_\_\_ HS- discuss what to do with seniors in danger of not graduating
- \_\_\_ SPED- start transition talks between teachers/grades/buildings
- \_\_\_ ES- Early dismissal spring Parent Conference Days
  - What are expectations? How do they differ from fall? What documentation needs to be gathered?
- \_\_\_ Discuss what to do with students who are in danger of failing the subject/grade?
- \_\_\_ Make sure hours are being logged in to MLP

### **April/May/June Mentor Checklist**

- \_\_\_ End 30 week marking period
- \_\_\_ Math and ELA state exams in grades 3-8
  - Schedule changes
- \_\_\_ Memorial Day (potential snow day give back)
- \_\_\_ By the first week of June make sure that your intern has had 3 observations
- \_\_\_ Review any field trip procedures for your building/grade level
- \_\_\_ Review procedures for closing up for end of school
  - room preparation
  - new assignment
  - return materials
  - inventory materials
  - paperwork
  - transition meetings
- \_\_\_ Final report cards
  - Graduation requirements
- \_\_\_ Last Week schedules for each building
- \_\_\_ Graduation Procedures for the district
  - Torch Night
- \_\_\_ Final Mentor/Intern wrap up
  - Program evaluation
  - Reflection for each other
  - All hours for Interns must be logged into MLP!

### **Lansing Central School District Approved Professional Development Activities**

The following categories of activities are suggestions for meeting the needs of school districts in building teacher and teaching assistant capacity: (Not all suggested activities are intended for Level III teaching assistants)

- Analyzing student data and student work to determine needed changes in the delivery of instruction.
- Participating in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
- Collaborating with other teachers and teaching assistants to examine case studies of student work and development
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers.
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree.
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification.
- Participating in regional scoring of State assessments, assessing student portfolios
- Creating and assessing teacher or teaching assistant portfolios
- Engaging in research projects (includes online research)
- Curriculum planning and development
- Developing or collaborating on the development of new programs and instructional methods
- Service as a mentor, support teacher, helping teacher, or peer coach
- Service as a cooperating teacher for a student teacher or field internships; including attendant meetings and processes.
- Participation in study (collegial) circles such as "Critical Friends" activities, structured guided reflection activities focused on student learning
- Participating in formal programs of peer coaching or participation in peer review
- Participating in Professional Development School activities or other school-college teacher development partnerships
- Serving on CDEP (Comprehensive District Education Plan), or DCEP (District Comprehensive Education Plan), or CEP (Comprehensive Education Plan), or other school leadership activities or committees.
- Delivering professional development (e.g. conducting workshops, job-embedded modeling and coaching, providing pre-service teacher preparation courses)
- Pursuing National Board certification or re-certification (either as candidate or provider of support)
- Service/designation as Master Teacher
- Engaging in Sabbatical work related to content specialty or enhancement of teaching strategies.
- Teacher of the Year activities
- NYSTCE "assessor" or test development committee member
- Development of Statewide curriculum
- Service as an elected officer in professional organizations
- Service as teacher center director
- Service on the State Professional Standards and Practices Board
- Developing and presenting a major paper
- Publishing in educational journals

Some of these activities may occur during the following district activities:

- Grade-level team meetings
- Departmental team meetings
- Faculty meetings
- District Curriculum Council Meetings
- Curriculum writing
- Sabbaticals
- Superintendent's Conference Days
- College coursework (3 credits = 45 hours)

**MENTOR - INTERN SELECTION FORM**

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

School Year: \_\_\_\_\_

**Oversight Committee Members:**

_____	_____
_____	_____
_____	_____
_____	

**New Teachers**

**Assignment**

**Assigned Mentor**

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

**Agreement of Assignments by Oversight Committee:**

\_\_\_\_\_ YES                  \_\_\_\_\_ NO

**LANSING CENTRAL SCHOOL DISTRICT**  
**Questionnaire to evaluate the Mentoring program**  
 Mentoring program assessment tool

Mentor/Intern Questionnaire  
**Please circle one**

We are asking the new teachers (interns) and the mentors to complete these evaluations from their perspectives. Please answer the following questions as honestly and directly as possible. We will use these responses to help plan adaptations for continuing improvements to our program. This will help the committee as we evaluate the program and assist you to be the best teacher/mentor possible.

**Rating the Mentor/intern:** please rate using 1 being “not appropriate” and 5 being “ideal match”.

1. Has the mentor /intern match been appropriate to your needs in the following areas:
 

a.	Subject area/Grade Level	1	2	3	4	5
b.	Classroom management	1	2	3	4	5
c.	School culture	1	2	3	4	5
d.	School policy	1	2	3	4	5
e.	District policy	1	2	3	4	5
  
2. Please respond to the following questions on a scale of 1 to 5; 1 being “not at all” and 5 being “very”.
 

a.	How comfortable are you asking general questions?	1	2	3	4	5
b.	How comfortable are you asking difficult questions?	1	2	3	4	5
c.	Has confidentiality been maintained?	1	2	3	4	5
d.	How communicative is your mentor/intern?	1	2	3	4	5
e.	How available was your mentor/intern?	1	2	3	4	5
f.	How receptive was your mentor/intern?	1	2	3	4	5

**MENTORS ONLY:** Please rate the amount of time spent on the following topic areas with your interns: 1 being “none” and 5 being “a lot.”

a.	Content	1	2	3	4	5
b.	Classroom management	1	2	3	4	5
c.	School culture	1	2	3	4	5
d.	School policy	1	2	3	4	5
e.	District policy	1	2	3	4	5
f.	Miscellaneous	1	2	3	4	5

1. **MENTOR/INTERN:** Do you feel the mentoring program gave you ample time with your mentor /intern to be useful and helpful? Please explain why /why not?

2. **INTERN:** Explain the assistance you needed in working with the students in this district and the ways in which your mentor assisted you in this skill area.

3. **MENTOR/INTERN:** If you needed to contact your mentor/intern for a specific inquiry/need, did you do it?

If yes, was your concern addressed and did it meet your expectations?

4. **MENTOR/INTERN:** Describe how you used the professional development opportunities offered by the school and the district to refine and enhance your professional knowledge and skills.

5. **INTERN:** Please describe the way your mentor and the district mentor program assisted you in working with parents as partners.

6. **MENTOR/INTERN:** What recommendations do you have for the mentoring program for new teachers in this school/district in the coming years?

Please add any additional information/comments you think may be helpful to enhance the mentoring program at the Lansing Central School District. Please use the back of this page if you needed.

Thank you for your time and effort in completing and returning your questionnaire.

PDP - APPENDIX E

VISITATION DAYS

The Board of Education recognizes that visitation days can be an important part of a Bargaining Unit Member's continuing professional development.



**APPENDIX F - INDIVIDUAL CONTRACT (2016-2020)**

This Agreement is made this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_, by and between the Lansing Central School District (hereinafter "District") and \_\_\_\_\_ (retiring teacher).

The District will provide health care coverage and prescription drug card coverage through the same carrier as provided for active members of the Lansing Faculty Association as long as the retiring teacher lives. Premiums paid by the teacher in retirement shall remain at the same combinations of percentages and dollar amounts as on the last day of active service subject to any applicable proration described in Article X., Section B.4. These cost sharing rates will remain in effect for the retiree's lifetime, unless amended in writing upon the mutual consent of the District and the retiree. The retiring teacher who selects family coverage at the time of retirement may subsequently switch to individual coverage. Surviving dependent covered at the time of the member's retirement may remain members of the group after the retiree's death as long as they pay the full premium.

The lifetime benefits described above shall not be diminished by any negotiations between the District, the retiring teacher, and the Lansing Faculty Association.

Annual contribution will be: \_\_\_\_\_

Prescription co-pay will be: \_\_\_\_\_

The Individual Agreement may be amended in writing only upon the mutual consent of the District and the retiree.

\_\_\_\_\_  
*For the Lansing Central School District*

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

\_\_\_\_\_  
*Retiring Teacher*

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

## APPENDIX G - RETIREMENT INCENTIVE NOTES

1. Retirement Bonus equals dollar amount noted in Column 3.
2. If less than required number of sick days in Column 2, then the bonus is prorated as:

$$\frac{\text{Total Accumulation}}{\text{Total Required Accumulation}}$$

Example for twenty-five (25) year teacher:

$$\begin{aligned} 100 \text{ accumulated days} &= 100\% \text{ of } \$25,000 = \$25,000 \\ 50 \text{ accumulated sick days} &- 50\% \text{ of } \$25,000 = \$12,500 \end{aligned}$$

3. BONUS for additional days beyond minimum accumulated sick days (Column 4) for specific year of service is seventy dollars (\$70) per day.

Example for a twenty-five (25) year teacher with fifty (50) days beyond the minimum would receive:

$$\$70 \times 50 \text{ days} = \$3,500$$

4. Teachers who have a major personal or family illness in their planned year of retirement will be permitted to use the next lower previous year for an incentive, rather than have their bonus prorated.

APPENDIX G - RETIREMENT INCENTIVE NOTES (Continued)

Years of Service	Required Minimum Number of Accumulated Sick Days	Retirement Bonus	Possible Accumulation Beyond Minimum	Bonus For Additional Days at \$70 Per Day	Total Retirement Bonus
12	60	\$20,000	0	\$0	\$20,000
13	60	\$20,000	0	\$0	\$20,000
14	65	\$20,000	0	\$0	\$20,000
15	65	\$20,000	0	\$0	\$20,000
16	70	\$20,000	0	\$0	\$20,000
17	70	\$20,000	0	\$0	\$20,000
18	75	\$20,000	0	\$0	\$20,000
19	75	\$20,000	0	\$0	\$20,000
20	80	\$20,000	0	\$0	\$20,000
21	80	\$21,000	70	\$4,900	\$25,900
22	85	\$22,000	65	\$4,550	\$26,550
23	90	\$23,000	60	\$4,200	\$27,200
24	95	\$24,000	55	\$3,850	\$27,850
25	100	\$25,000	50	\$3,500	\$28,500
26	105	\$26,000	45	\$3,150	\$29,150
27	110	\$27,000	40	\$2,800	\$29,800
28	115	\$28,000	35	\$2,450	\$30,450
29	120	\$29,000	30	\$2,100	\$31,100
30	125	\$30,000	25	\$1,750	\$31,750
31	130	\$31,000	20	\$1,400	\$32,400
32	135	\$32,000	15	\$1,050	\$33,050
33	140	\$33,000	10	\$700	\$33,700
34	145	\$34,000	5	\$350	\$34,350
35	150	\$35,000	0	\$0	\$35,000

**APPENDIX H - PAYROLL DEDUCTION AUTHORIZATION FORM**

**PAYROLL DEDUCTION AUTHORIZATION**

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
Last Name First Name Middle Name

\_\_\_\_\_  
District Name

\_\_\_\_\_  
Association

TO: BOARD OF EDUCATION

I hereby authorize you according to arrangements agreed upon with the above Association to deduct from my salary and transmit to said Association, dues as certified by said Association for those organizations indicated. I hereby waive all right and claim to said monies so deducted and transmitted in accordance with this authorization and relieve the Board of Education and all its officers from any liability therefore. I revoke any and all instruments heretofore made by me for such purposes. This authority shall remain in full force and effect for all purposes while I am employed in this school system, or until revoked by me in writing between September 1 and September 15 of any given year.

\_\_\_\_\_  
Member Signature Date

# Excellus

## WAIVER OF GROUP COVERAGE

Company Name: \_\_\_\_\_

Employee Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

**Please Check All That Apply:**

I waive my employer's group **health** insurance coverage for myself and my dependents (if any).

I waive my employer's group **dental** insurance coverage for myself and my dependents (if any).

I, \_\_\_\_\_ (print name), acknowledge that I have been apprised of my right to receive health insurance coverage in compliance with the provisions of the Patient Protection and Affordable Care Act. I knowingly and voluntarily agree to waive my right to receive health insurance from the District.

**Reason for Waiving Coverage - Please Check One:**

Covered through spouse's employer  Covered through a parent's employer

Under 65 Retiree covered by previous employer's insurance program.

Other Please specify: \_\_\_\_\_

**Please Read and Sign Below:**

In waiving coverage, I understand that I and/or my dependents may enroll under this plan in the future only as the result of certain qualifying conditions. For example:

- Within thirty (30) days of involuntarily loss of other group coverage
- At the time of my employer's open enrollment.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Creation Date: 10/30/2009  
Revision Date: 10/16/2013

## MEMORANDUM OF UNDERSTANDING

Coaches will be paid according to the criteria and scale listed below:

Criteria	Weight
1. Length of Season	5 x .67/week/ .33 practices over vacation
2. Outside Time	4 x .67/weekend contest .33/weekend practice .55/scouting trip
3. Squad Size	3 x 1 for each 5 players
4. Equipment	2 x 10 Hi - 1 Low
5. Program	2 x 2.5/Team + 1/Assistant

A review committee composed of four (4) administrators, the President of the Association, and three (3) teachers (one [1] from each building) will be established. For new sport or existing sport or club which a coach/advisor feels is improperly grouped, the coach/advisor will submit a completed criteria sheet to the committee. New clubs not yet approved by the Board must have written approval from the principal prior to starting and must operate for one (1) year prior to submitting the criteria sheet for review. First year club advisors should keep a log of number of participants, number of meetings and the time spent in activities and preparation to assist them in completing the criteria sheet.

After reviewing the criteria sheet, the panel will make a determination as to placement of the sport or activity in a group (see Appendix B of the contract) and seek approval from both the Association and the Board of Education.

For the 1997-1998 school year, the committee will accept requests for reviews submitted by October 10, 1997. For subsequent years coaches and advisors who intend to request stipend reviews must notify their principals no later than February 1 (for budgetary purposes).

Applications for actual stipend reviews must be submitted to the committee no later than June 1.

When an Assistant Coach with experience becomes a Head Coach in the same sport, he/she will not earn less as the Head Coach than he/she earned as an Assistant Coach.

No Assistant Coach will earn more than the Head Coach in the same sport.