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Saugerties Central School District
And Saugerties Teachers Assn

COLLECTIVE BARGAINING
AGREEMENT

between

THE BOARD OF EDUCATION
OF THE
SAUGERTIES CENTRAL SCHOOL
DISTRICT

and

SAUGERTIES TEACHERS
ASSOCIATION

Affiliated with
New York State United Teachers
American Federation of Teachers
Local 2986

RECEIVED July 1, 2000 - June 30, 2004

SEP 17 2002

NYS PUBLIC EMPLOYMENT
RELATIONS BOARD

263 employees

TABLE OF CONTENTS

ARTICLE	PAGE NO.
1. Recognition	1
2. Grievance Procedure	1
3. Class Size	3
4. Teaching Hours and Responsibilities	4
5. Promotions, Assignments & Reassignments	6
6. Teacher Evaluation	8
7. Curriculum	11
8. In-Service Education	11
9. Teacher Facilities	11
10. Extended Leave, Leave of Absence & Sick Leave of Absence	12
11. Health Examinations, Time Tests & Health Insurance Coverage	16
12. Tax Sheltered Annuities Program	17
13. Printing and Distribution of Agreement	18
14. Association Privileges	18
15. School Calendar	20
16. Department Chairpersons	20
17. Substitute Services	21
18. Professional Compensation	22
19. Standing Committees	24
20. Summer Employment	25
21. Academic Freedom	25
22. Job Security	26
23. Duration, Force & Effect, Renegotiation, Legislative Action	27
24. Early Retirement Program	28
 Signature Page	 48

Appendices:

A. Grievance Form	29
B. Observation Form	31
C. School Calendar	44
D.1. Bachelor's Track Salary Schedule	45
D.2. Master's Track Salary Schedule	45
E. Dean's Stipend	46
F. Extra-Curricular Stipends	46
G. Interscholastic Athletic Schedule	47

ARTICLE 1
RECOGNITION

1.1 The Board of Education of the Saugerties Central School District ("Board") has recognized the Saugerties Teachers Association ("Association") as the sole and exclusive collective negotiating agent with respect to wages, hours and other terms and conditions of employment for all certified professional personnel, except the Superintendent of Schools, Directors of Special Education, Physical Education and Athletics, Administrative Assistant, Building Principals, Assistant Principals and other administrators above the Assistant Principal level.

ARTICLE 2
GRIEVANCE PROCEDURE

2.1 **Definition.** A grievance exists when an employee or a group of employees or the Association ("Grievant") claims that there has been a violation, misapplication, or misinterpretation of an expressed provision of the Agreement.

2.2 The employees shall be represented at all stages by only representative(s) of the Association. A group of employees with a common grievance may file a single grievance through the Association.

2.3 If a grievance affects a group of employees or appears to be associated with system-wide policies, or arises from action of the Board, it may be submitted by the Association directly at Step Two.

2.4 **Procedure.**

A. Step One.

A Grievant who feels himself aggrieved shall first confer with his immediate superior. This shall be on an informal basis and the superior may discuss the matter with the Superintendent before reaching a solution. If the grievance cannot be resolved informally, it shall be reduced to writing on the form attached hereto as Appendix A, and presented to the immediate superior. The written statement shall be filed within 60 days of the date upon which the grievant knew of the act or omission giving rise to the grievance and shall contain the general nature of the grievance, the contract provision allegedly violated, and the redress sought by the aggrieved party. Within five school days after the written grievance is presented, the immediate superior shall ren-

der a decision thereon.

B. Step Two.

If the Grievant feels that a satisfactory solution has not been reached, he or she may appeal to the Superintendent within five school days of the disposition of the grievance at Step One. This appeal shall contain the original written statement as to the general nature of the grievance, the contract provision allegedly violated, the redress sought by the aggrieved party and the decision rendered by the immediate superior. Within five school days after receipt of the appeal, the Superintendent or his or her designee at the Central Office level, will meet with the Grievant and/or his or her representative in an effort to resolve the grievance. Within five school days after such meeting, the Superintendent shall render a decision on the grievance in writing.

C. Step Three.

If the Grievant still feels that a satisfactory solution has not been reached, the employee may appeal to the Board by submitting to the Superintendent a written request within ten school days of the disposition of the grievance at Step Two. The request for appeal shall contain the original written statement of grievance submitted at Step One, as well as copies of the decision rendered at Step One and Step Two. A hearing by the Board shall take place no later than the next regularly scheduled meeting which is not less than five school days after receipt of the appeal or at a Special Meeting of the Board called earlier for such purposes. Within ten school days after such hearing, the Board will render its decision in writing to the Superintendent, the immediate superior and the employee.

D. Step Four.

If the Association is not satisfied with the decision rendered at Step Three of the grievance procedure, it may submit the grievance to arbitration by providing written notice to the Superintendent within ten school days after the decision at Step Three. Within five school days after such written notice of submission to arbitration, the Board and the Association will agree upon a mutually acceptable arbitrator 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. The parties shall be bound by the rules and procedures of the American Arbitration Association.

The arbitrator shall limit his decision strictly to the interpretation or application of the expressed provisions of this Agreement relating to issues submitted to him or her. The arbitrator shall be without power or authority to make any decision:

(a) Contrary to, or inconsistent with, or modifying or varying in any way, the terms of this Agreement or any applicable law or rules and regulations having the force and effect of law;

(b) Involving Board discretion or Board policy or limiting or interfering in any way with the powers, duties and responsibilities of the Board or Superintendent of Schools under this Agreement, applicable law or rules and regulations having the force and effect of law.

The decision of the arbitrator, if made in accordance with his jurisdiction and authority under this Agreement, will be accepted as final by the parties to the dispute and they will abide by it.

The cost for services of the arbitrator, including expenses, if any, will be borne equally by the Board and the Association.

2.5 Time Limits. In the event a response to a grievance at Steps Two or Three of Section 2.4 is due at a time during a summer recess, the response shall be due within 15 calendar days after receipt of the grievance.

ARTICLE 3

CLASS SIZE

3.1 It shall be the goal of the Board to maintain class size within the following limits:

Kindergarten	18-23
Pre-First	10-15
Grades 1-4	20-25
Grades 5-6	25-30
Grades 7-12	25-30
Remedial Classes 7-12	20
Psychologist	Two per District

In determining class sizes, attention will be given to the special needs of students being "mainstreamed." Teachers will be notified as soon as possible of those

students being "mainstreamed." The District will work to provide an equitable distribution within a building of those being "main-streamed." Further, School Administrators, Special Education Teachers, and Classroom Teachers will meet, upon the request of any of the above, to review problems in class size due to "mainstreaming."

3.2 It shall be the goal of the Board to maintain class size in the area of Physical Education at a mean which will fall within 30 through 40 range. Classes may exceed 40 and be less than 30 provided the mean is within the range.

3.3 Subjects such as Chorus, Band and Driver Education Book Class will be exempt from these goals.

3.4 In the event, after October 1st of any school year during the term of this Agreement, the size of a class exceeds the maximum limit stated in section 3.1, the Board and the Association jointly shall appoint a committee which may include members of the Board, District Administrators and the President of the Association to review the situation and to report their recommendations, if any, to reduce the size of the class, or to take such other actions as may be appropriate. This shall not alter or diminish any rights the Association may have regarding the enforcement of the class sizes indicated above.

3.5 It shall be the goal of the Board of Education for English, Math, Science and Social Studies teachers in Grades 7-12 that the teaching load not exceed 120 students.

3.6 It shall be the goal of the Board of Education to maintain a student load not to exceed 250 students per guidance counselor.

ARTICLE 4

TEACHING HOURS AND RESPONSIBILITIES

4.1 The school day for elementary pupils shall be a continuous six hours and five minutes with lunch included.

4.2 The school day for secondary students shall be a continuous six hours and twenty-three minutes, with lunch included.

4.3 Every teacher is expected to be in the building twenty (20) minutes prior to the beginning of the pupil day, and leave no earlier than fifteen (15) minutes after the pupil day for secondary teachers and ten (10) min-

utes after the pupil day for elementary teachers, except that on Fridays or a day immediately preceding a vacation, a teacher need not remain for the fifteen (15) or ten (10) minutes after the pupil day.

4.4 Within the period of time specified in sections 4.1 and 4.2, instructional personnel shall be provided a duty-free lunch period of thirty (30) consecutive minutes per day.

4.5 Within the period of time specified in sections 4.1 and 4.2, all members of the unit shall be provided duty-free preparation time of 150 minutes per week, based on a five day week. Every effort will be made to provide a preparation period on a daily basis which will be used for educational activities.

4.6 It is recognized by both parties to this Agreement that in addition to the regular pupil day of six hours and five minutes at the elementary level and six hours and twenty three minutes at the secondary level, there is a professional responsibility that requires work beyond the normal school day. This responsibility may encompass club activity, intramurals, academic extra-help, student supervision and other professional responsibilities, but will not involve regular assignments for other professional responsibilities. In such event a teacher is negligent in regard to this responsibility, the building principal shall meet with this teacher in an attempt to remedy the problem. Service on committees which meet after the regular school day shall be voluntary.

4.7 The Board and the Association agree that personnel assigned to pupil personnel services, such as librarians, guidance counselors, speech therapists, psychologists, reading specialists and social worker are by the unique nature of their position in a supportive role to the students and classroom teachers. As such, their hours of employment may require that they be available after the normal school day to meet student, teacher and parental needs. The number of hours of employment shall be consistent with other teachers.

4.8 Teacher attendance responsibilities shall not include a classroom register.

4.9 **Sixth Assignments.**

(a) Six (6) classes may be assigned in the following secondary areas: English, Foreign Language,

Math, Social Studies, Business and Science (excluding lab periods) and shall be posted in faculty lunchrooms and workrooms. A copy of all postings for these positions shall be sent to the Association President.

(b) Volunteers shall be solicited before assignment is made by the District. If other than a volunteer is assigned, s/he shall not be assigned for more than two consecutive school years to a sixth class.

(c) Teachers who instruct a sixth class in one of the areas described in paragraph "a" above shall receive additional annual compensation of \$1,800 in 2000-01, \$2,100 in 2001-02 and \$2,400 in 2002-03.

(d) The District retains the right to assign six (6) classes to all secondary teachers in areas not described in paragraph "a" above for no additional compensation and without having to fulfill the requirements of paragraphs "a" and "b" above.

ARTICLE 5 **PROMOTIONS, ASSIGNMENTS AND REASSIGNMENTS**

5.1 Vacancy notices pertaining to job descriptions of positions in the negotiating unit shall be posted in each school immediately, both on the Association and the faculty room bulletin boards.

5.2 All applicants from within the system, will be given consideration.

5.3 When a vacancy occurs during a vacation period, an attempt will be made to notify employees. This attempt will be predicated upon time factors, accurate mailing information, and the best interests of the educational program. Employees who aspire to a position other than that presently held should indicate this interest in writing to the Superintendent annually. A list will be maintained and an attempt at notification will be made. A review of the credentials of those applicants from within the system will be given consideration.

5.4 The anticipated number of regular K-5 classes in each building for the following school year shall be provided to the Association by June 1st. Teachers desiring a change in grade, subject or assignment, or transfer to another building for which a vacancy has not been advertised, shall file a written statement of such desire by letter to the Department Chairperson (when appli-

cable), Principal involved and the Superintendent. In the consideration of request for voluntary reassignment and/or transfer, the wishes of the individual teacher will be weighed in terms of the educational program. This request must be submitted by June 15th of the current school year.

5.5 Vacancies shall be filled on the basis of experience, competency, and qualifications of the applicant. Length of service in the District will be given consideration provided that the qualifications are judged equal to that of other applicants.

5.6 The District Clerk will forward to the President of the Association a copy of the agenda and minutes for each regular Board meeting, including special Board meetings. This will provide the names of all teachers who have been hired, transferred or promoted.

5.7 It is recognized that some involuntary transfers of teachers from one building to another or reassignment within their tenure area may be unavoidable. Notice of such involuntary transfer shall be given to teachers involved as soon as practicable. Prior to an involuntary transfer being effective, the building administrator will meet with the affected teacher. The affected teacher will, upon request, be provided the opportunity to discuss the proposed transfer with the Superintendent. Prior to involuntary transfers being implemented, the District will consider requests by interested volunteers. Consideration will be afforded employees in filling positions, in terms of competency, qualifications, seniority and the best interest of the educational program.

5.8 Teachers will be notified by June 1st of the school year of tentative assignments for the coming year. It is understood, however, that these assignments are tentative and may be changed as enrollments and programs are altered. Teachers shall be notified in writing, as soon as possible, of changes in their tentative assignments in order to provide adequate planning and budgetary modifications prior to the opening of school.

5.9 Work presently being performed by employees will not be contracted to outside agencies unless there are no qualified applicants from within the District for the work.

ARTICLE 6
TEACHER EVALUATION

6.1 The purposes of evaluation are to determine competency of teachers and to improve the quality of instruction.

6.2 **Procedure.**

A. All supervision and observation of the performance of a teacher will be conducted in a professional manner. There will be no monitoring of teachers by any electronic devices without their consent. All records of observations and evaluations shall be kept in the teacher's official file in the principal's office.

B. The evaluation forms attached as Appendix B will be used for observations and year-end evaluations. The evaluation forms will be replaced upon completion of revisions to comply with the Regulations of the Commissioner of Education.

C. Formal observations for the purpose of evaluation normally shall be conducted with the knowledge of the teacher, but no advance notice shall be required. This provision shall in no way prohibit administrators from making any other type of supervisory report; when material is added to the teacher's file, the teacher will be given a notice which states: "Materials have been added to your file." Upon request, the teacher will have the right to review and make notes of the contents of his or her official file in the principal's office. Teachers may submit written statements to be included with their official file on any material contained therein.

D. **Probationary Teachers.**

1. Prior to the first formal observation, principals will discuss evaluation procedures and tools with all first year, probationary teachers.

2. Each probationary teacher will have at least three formal observations per year. The probationary teacher may request additional formal observations. The administrator will make every attempt to reasonably space formal observations over the school year.

3. All probationary teachers will receive a general evaluation prepared by the building principal which, except in the last year, shall be at year's end. Probationary teachers will be given the opportunity, prior to the last day of pupil attendance, to review and respond to the new general evaluation.

E. Tenured Teachers.

1. Each tenured teacher will be evaluated at least once every three years.

2. In a year that a tenured teacher is being evaluated, he/she will have at least one formal observation. The tenured teacher may request additional formal observations.

3. All formal evaluations and/or observations which are being placed in the personnel file of tenured teachers will be performed by the building principal or assistant principal. Evaluations and/or observations performed by department chairpersons will be of informal basis and no permanent record will be made. A copy of the written observation report will be given to the teacher as soon as possible after observation conference.

F. Observation Conferences.

1. The administrator will make every attempt to hold a conference and produce a written observation report as soon as possible following the formal classroom observation.

2. After discussing the report with the observer, the teacher shall be offered the opportunity to date and sign the report indicating that the report has been reviewed by him or her. Such signature shall not necessarily indicate the teacher's agreement with the contents of the report. Any comments that the teacher may have concerning the observation or report will be permanently attached to it. The failure of a teacher who has been offered the opportunity to sign a report shall not prevent it being inserted in his or her file. The fact of the offer and the refusal by the teacher shall, however, be noted on the face of the report by the administrator.

G. General Evaluation.

1. It will be the responsibility of the building principal to prepare a general evaluation and schedule a conference.

2. The administrator will make every attempt to complete a general evaluation report and hold appropriate conferences prior to the last day of pupil attendance. Teachers will be given the opportunity prior to the last day of pupil attendance to review and respond to their general evaluation. In the year that a tenured teacher is observed, the general evaluation will be com-

pleted in conjunction with the post observation conference.

3. After discussing the evaluation with the administrator, the teacher shall date and sign the evaluation, indicating the evaluation has been reviewed by him or her and such signature shall not necessarily indicate his or her agreement with the contents of the evaluation. Any comments that the teacher may have concerning the evaluation will be permanently attached to the report. A copy of the written evaluation report will be given to the teacher as soon as possible after the general evaluation conference.

6.3 **Satisfactory Performance.** Teachers shall have a reasonable expectation of continued employment provided their services are competent, efficient and satisfactory. This shall not restrict in any manner the Board's right under law or this Agreement to abolish positions and excess staff.

6.4 **Disciplinary or Discharge Action.**

A. Terminations respecting disciplinary or discharge action against any member of the bargaining unit should be based upon his or her performance as it affects his or her professional responsibilities.

B. A single observation by an observer in any one year shall not be used as the sole basis for termination of services.

C. Probationary teachers shall have those rights outlined in Section 3031 of the Education Law and if notified that their services are to be discontinued, shall have the privilege of making a presentation of their cases, either in person, by representative, or both, to the Board.

D. A teacher should be given the reasonable time and opportunity to remedy any deficiencies in his or her performance.

E. The District shall have the right to discipline, dismiss or reprimand a teacher for the following reasons:

- a. Unprofessional behavior
- b. Conduct unbecoming to a teacher
- c. Incompetence
- d. Insubordination
- e. Neglect of duty

F. Nothing contained in this Article shall di-

minish the right of the Board to discipline, dismiss or reprimand a teacher for these reasons.

ARTICLE 7 **CURRICULUM**

7.1 Teachers will participate in the development, implementation and evaluation of curriculum. Recommendations regarding curriculum will reflect the professional involvement of the teaching staff.

ARTICLE 8 **IN-SERVICE EDUCATION**

8.1 The school system is interested in developing good in-service programs. Suggestions for programs are invited and solicited. When programs are carried on during school hours, teacher participation will be required. If outside the regular school day, participation will be voluntary. Teachers taking undergraduate work in their related subject field will be granted in-service credit providing prior approval of the course is granted by the Superintendent. In-service credit, as approved by the Board will be granted. For clarification as to the requirements for receipt of credit, please refer to Board of Education Policy which can be found in the library of each school. The suggestions of all personnel and the Association regarding in-service programs are welcomed and encouraged.

8.2 A standing committee, consisting of representatives for the Association, Administration and the Board, chaired by the Superintendent or his/her designated representative, will make recommendations regarding in-service education needs to the Educational Services Committee of the Board of Education. The Board of Education will render a written decision upon any such recommendations within 60 days of submission.

ARTICLE 9 **TEACHER FACILITIES**

9.1 Teacher facilities will include the following:

A. Classroom Facilities.

1. Locked storage for the teacher's personal belongings.

2. Adequate storage for instructional materials,

supplies and equipment.

3. Adequate chalkboard and bulletin board space.

4. A mounted motion picture screen will be provided.

5. The Board will make every effort to maintain a two-way communications system between each classroom and the building office.

6. As soon as possible, there will be special subject rooms in each school specifically designed for the use of special subject teachers. For the purposes of this section, special subject rooms shall mean art and music.

7. Teaching supplies shall be provided to each teacher prior to October 1st subject to vendor availability.

B. Preparation Facilities.

1. A teacher workroom in each school building containing adequate equipment to aid in the preparation of instructional materials will be provided.

2. Adequate equipment will include a duplicator, three typewriters, and in the elementary schools, a primary typewriter.

C. Personal Facilities.

1. A faculty lounge in each building will be provided. The lounge will be for the exclusive use of the professional personnel. The lounge will not be open to pupils or the general public.

2. The lounge will contain the following

a. Suitable furniture

b. Bulletin board space

3. A teacher's eating area physically apart from the student eating area will be provided.

4. Whenever feasible, a consultation room available for teacher use, will be provided.

5. School business will be conducted over the school phone in privacy.

ARTICLE 10

EXTENDED LEAVE, LEAVE OF ABSENCE AND SICK LEAVE OF ABSENCE

10.1 **Extended Leave.** All requests for extended leave, leaves of absence, as well as the requested decision, will be in writing.

A. Applications for extended leave, with or without pay, shall be submitted to the Superintendent. Upon written request, an employee whose request for extended leave is denied, will be provided with the reasons therefor in writing within 15 days of the next regularly scheduled Board meeting following the leave application. Nothing herein shall limit or restrict the power or discretion of the Superintendent or the Board in considering applications for extended leave. Upon the completion of such a leave, the employee shall be reinstated with previously accumulated benefits.

B. Military leave will be granted to any teacher who is drafted or recalled into any branch of the Armed Forces of the United States and for one period of enlistment not preceded by such a draft or recall. Upon return from such a leave, a teacher will be granted year-for-year service credit toward salary increments for the period for which he is required to serve. Previous accumulated sick leave will be restored.

C. Special leave without pay of up to two years will be granted at the discretion of the Board to a teacher who joins the Peace Corps, V.I.S.T.A., National Teacher Corp., or Exchange Teacher Program. Such leaves shall be treated in the same manner as Military Leave.

D. Parental leave of up to two years will be granted for the birth of a child or the adoption of an infant five years or under. Absent extenuating circumstances (e.g., unforeseen pregnancy complications, serious illness of a child, uncertain date of adoption, etc.) teachers requesting leave shall give 60 days notice to the District prior to commencement of such leave. The notice shall include tentative commencement and termination of leave. A teacher shall be returned to the same position or a position similar within the tenure area upon 60 days notice to the District of intent to return. Upon return to service, a teacher shall have restored the same benefits accrued at the time the leave commenced.

E. Extended Illness - Any teacher whose personal illness extends beyond the period of accumulated sick leave and is not a member of the sick leave bank will be granted a leave of absence for such time as is necessary for complete recovery from such illness up to a maximum of two years without pay.

10.2 **Individual Leave.** Each employee is granted annually five days of leave with pay for emergency or

personal reasons which may not be accomplished except during school hours. One day of such individual leave will be available to an employee without giving specific reason therefor, on the following conditions:

(1) it may not be used prior to or immediately after a school vacation or recess;

(2) it may not be used for recreational or entertainment purposes;

(3) it will not be used for monetary compensation.

The remaining four days of personal leave are subject to the approval of the Superintendent or his or her designee. Unused individual leave shall accumulate as sick leave.

10.3 **Death in Family or Household.**

A. An employee, upon notification of the death of employee's spouse, child, step-child, son-in-law, daughter-in-law, parent, guardian, father-in-law, mother-in-law, brother, sister, brother-in-law, sister-in-law, grandfather, grandmother, grandchildren or member of the immediate household, shall be granted his or her next three scheduled working days off with pay, four days off with pay if the employee is required to travel beyond a radius of 500 miles.

B. Days for deaths other than those specified in Section 10.3(A) may be deducted from the individual's accumulated sick leave or can be requested as individual leave.

10.4 **Title VII Accommodations Days.** Bargaining unit members who require Title VII Equal Employment Opportunity Act accommodations shall be entitled to two (2) such days with full pay each school year provided that at least five (5) days written notice with reasons for such intended use is given to the District, where practicable. Such leave requests shall not unreasonably be denied.

10.5 **Sick Leave of Absence.** First and second year employees, except temporary employees, i.e., those taking the place of teachers on leave (who shall receive what has been established by practice), shall be granted sick leave with pay for fifteen (15) days per year, all unused days being cumulative. Employees beginning with their third year, shall be granted sick leave with pay for ten days per year, accumulated to a total of 220 days.

10.6 **Serious Illness In Family.** An employee who is absent from work due to a serious illness within the fam-

ily may be paid from accumulated Sick Leave provided approval is granted by the Board of Education.

10.7 Upon retirement the individual shall receive:

A. 100% paid-up health insurance re: contributions toward charges for health insurance coverage on account of its retired employees and their dependents, based on the dollar value of their sick leave accumulated but unused at the time of retirement. Such election shall apply to employees in the service of Saugerties Central School District who retire during the term of this Agreement who are subject to a plan established by law, rule, regulation, written order or written policy which provides for the regular earnings and accumulation of sick leave, and who are eligible to continue coverage under the health insurance plan after retirement.

B. Individual employees eligible to retire under the Rules and Regulations of the New York State Teachers' Retirement System shall receive the greater one of the following three options:

Effective July 1, 2000:

1. A cash amount equal to \$20 for each of the unused accumulated sick days.

2. If employed 15 years or more, the \$20/ sick day allowance will be multiplied by a factor determined by subtracting 95.3% from the employee's annual average percent of attendance. The result will then be multiplied by .6 to determine the final dollar value for each unused sick day.

3. If employed 20 years or more, the \$20/ sick day allowance will be multiplied by a factor determined by subtracting 95.3% from the employee's annual average percent of attendance. This will determine the final dollar value for each unused sick day.

4. With respect to Sections 2 and 3, of 10.7B an employee may exclude one year in determining the average annual percent of attendance. Note: A Letter of Agreement will define Procedures for determination of "Average Annual Percent of Attendance."

10.8 **Sick Leave Bank.**

A. Individual employees may contribute one day of their accumulated sick leave to participate in the sick leave bank. Participation by teachers will be voluntary. Teachers electing to participate in such a bank shall submit to the District a waiver of one day accumulated sick leave. Presently accumulated sick leave bank days shall continue.

B. The bank shall be fully administered by a committee of two administrators, appointed by the Superintendent, and two teachers appointed by the Association. Withdrawal from the sick leave bank shall be limited to teachers who are involved in extended illness or accidents and who have exhausted their sick leave time. Only employees who are members of the bank may withdraw from the bank.

C. The bank shall be renewable when the balance drops below 60 days. A physician's certificate will be required by bank administrators prior to the withdrawal of days from the sick leave bank.

D. Any amendments to the by-laws of the bank shall be approved by the Board of Education and the President of the Association.

ARTICLE 11

HEALTH EXAMINATIONS, TINE TESTS AND HEALTH INSURANCE COVERAGE

11.1 **Health Examinations and Tine Tests.** The Board will bear the expense of required health examinations and tine tests for teachers.

A. Health examinations and tine tests will be required at the time of hiring, and prior to appointment to tenure, and at other times in the interests of health, well being and instruction of children. Each employee may have the privilege of seeing his or her own private physician, if desired, at his or her own expense.

B. Flu and Hepatitis shots will be provided by the Board to those teachers who request them. Teachers who wish to receive a Flu shot or Hepatitis shot will be required to sign a release prior to receiving the shots.

11.2 **Health Insurance.** The present health insurance program shall be continued with the addition of the Matrix Managed Care Program and the Matrix Wrap-around Program with the following provisions:

A. Each unit member participating in the health insurance plan will contribute towards the monthly premium costs on the following basis with the District contributing the remainder of said premium costs:

Individual Coverage: Effective July 1, 1998 - \$17.50/month or 10%, whichever is less; and effective July 1, 2003 - \$20.00/month or 10%, whichever is less.

Family Coverage: Effective July 1, 1998 - \$35.00/month or 10%, whichever is less, and effective

July 1, 2003 - \$40.00/month or 10%, whichever is less.

B. The District shall implement a §125 I.R.C. Premium Only Plan as soon as employee premium contributions commence.

C. Effective January 1, 2001 or as soon as practicable thereafter, the DEHIC PPO will replace the present health insurance program.

D. Unit members who are otherwise health insured, may opt out of the District health insurance program and receive a payment of \$1,500. Such payment shall be made in two installments: one on or before November 1st and one on or before April 1st. In the 2000-01 school year only, a pro-rated buy-out will be available to employees who select the buy-out at the time the DEHIC PPO Plan is implemented.

Proof of alternative health care coverage shall be provided to the business office by May 15th in order to opt-out by July 1st. New employees must notify the District by September 10th.

Re-entry into the District health insurance plan shall be allowed at any time subject to the posted health insurance plan rules. Re-payment of the annual buy-out monies already received shall be pro-rated and paid to the District within 30 days of reinstatement.

11.3 **Dental Insurance.** The District shall pay 100% of the cost of the individual and family coverage of the Blue Shield "80% Payment Basic Contract Dental Plan" with Rider A for all participating employees. The District shall also provide Rider C, which includes periodontal coverage.

11.4 District employees whose spouses have chosen not to participate in their employer's health or dental insurance plans and receive compensation for non-participation in said programs, shall only be entitled to individual coverage under the District's health insurance or dental insurance plans and shall be ineligible for family coverage under the District's health or dental insurance plans.

ARTICLE 12

TAX SHELTERED ANNUITIES PROGRAM

12.1 The present tax sheltered annuities program shall be continued. A total of 17 companies shall be maintained. A new company may be submitted under

the following circumstances: (1) A company is dropped from the list; and (2) A minimum of three employees request the new company.

12.2 All monies shall be transmitted within 14 days of the pay day when monies were deducted.

ARTICLE 13

PRINTING AND DISTRIBUTION OF AGREEMENT

13.1 Copies of this Agreement shall be printed or reproduced at the expense of the Board and shall be supplied to all unit members. All newly hired unit members shall receive a copy of this Agreement upon hiring.

ARTICLE 14

ASSOCIATION PRIVILEGES

14.1 Dues deductions shall be available for members of the Association in accordance with the laws of the State of New York.

A. Deductions shall be spread over a period of twenty pay periods.

B. A payment by the Board to the Association shall be made monthly.

C. **Vote/Cope.** Voluntary payroll deductions shall be available for Association members for educational lobbying efforts during the first November pay period.

D. Voluntary payroll deduction will be available for NYSUT's member benefit plans.

E. Agency Fee.

1. Dues Deduction. The Association shall notify the District of its yearly fee on or before September 1 of any given year. The District shall deduct such fee (or Association dues, whichever is applicable) from the paychecks of all members of the bargaining unit, in accordance with the dues deduction procedure herein, and forward such amount to the Treasurer of the Association in a prompt fashion.

2. New Employees. The service charge /dues deduction referred to in E.1 above shall begin on the 30th day following commencement of employment unless such date does not coincide with a payday, in which case, the deduction shall occur on the payday immediately preceding the 30th day. New employees shall be

defined as any employee hired after the signing of this Agreement.

3. Affirmation. The Union affirms that it has adopted such procedures for refund of agency fee deduction as required by Section 3 of Chapter 677 and 678 of the Laws of 1977 of the State of New York and such procedure complies with applicable law.

4. If the District is required to reimburse an employee any money deducted under this agency fee provision, should the employee successfully litigate the return of agency fee deductions because of Association refund procedure defects, the Association will repay such sums to the District.

14.2 There shall be at least one bulletin board in each school building to be purchased by the Association, for the exclusive use of the Association.

14.3 The Association shall have the exclusive use of school mail services and teacher mailboxes for communications and the right to use school facilities for meetings other than during school hours under arrangements mutually developed with the Superintendent. Such privileges shall not be extended to any other employee organization.

14.4 The President of the Association shall be released from regular duties for 30 minutes per day for Association activities.

14.5 The District shall provide release time, with pay, according to the following provision:

1. Four (4) days for one Association member for legislative purposes. (The four days may be used in any combination with more than one employee, e.g. two days for two Association members.)

2. The President and/or designee shall be entitled to represent the Association at any court and/or PERB proceeding involving the Association up to two days per year.

14.6 The District shall provide release time, without pay, according to the following provision:

1. Two (2) days for two Association members to attend the Association's State Affiliates Representative Assembly. The Association shall compensate their delegates to the representative assembly.

ARTICLE 15
SCHOOL CALENDAR

15.1 The calendar is subject to change if required in order to meet the minimum requirements of the State of New York. The total days scheduled for students and teachers will be 186 in 2000-01; 187 in 2001-02; 188 in 2002-03; and 189 in 2003-04. The teacher work year will be 180 days in 2000-01; 181 days in 2001-02; 182 days in 2002-03; and 183 days in 2003-04. Any unused snow days will be applied on mutually agreed upon dates established prior to the March meeting of the Board of Education. If there are more than six days canceled during the school year, each day beyond six shall be rescheduled by the Superintendent after consultation with the STA president. In the 2003-04 school year, the Staff Development Committee will have the right to discuss the content of a staff development day with the Superintendent prior to implementation.

15.2 In the Spring of the year, the Board with the Association's input will establish a calendar for the next school year. This calendar shall provide for prioritized make-up days in the event this becomes necessary. A copy of the calendar is attached hereto as Appendix C.

ARTICLE 16
DEPARTMENT CHAIRPERSONS

16.1 There shall be Department Chairpersons on the secondary level for the English, Social Studies, Science/Health, Math, Business, Industrial Arts, Art, Guidance, Language, Music, Home Economics, Special Education and Physical Education departments. Each Chairperson shall receive, in addition to their regular pay, \$500 in each year of the Agreement, plus \$35.00 per section in their department which shall include the Chairperson's own sections.

16.2 The positions will be filled by appointment by the Board upon recommendation by the Superintendent based on advice of the Principal. Persons selected for these positions shall be appointed for two year terms.

16.3 Chairpersons will be informed of their reappointment or replacement immediately following the April Board meeting.

16.4 When possible, office space will be provided.

16.5 Department Chairpersons will be responsible to

the building principals.

16.6 Adequate time shall be made available for proper supervision of teachers in the department.

16.7 No Chairperson shall have any homeroom or any supervisory duties.

16.8 Department Chairpersons shall not be required to teach more than three periods a day if they have 56 total sections in their department or more; four if they have 25 or more sections in their department. Department Chairpersons with less than 25 shall teach no more than five sections. Included in the number of sections shall be the number of sections the Chairperson teaches.

ARTICLE 17 **SUBSTITUTE SERVICES**

17.1 The Board shall approve, on an annual basis, a list of substitute teachers based upon the recommendation of the Superintendent.

17.2 Prior to the first Board meeting in October, representatives designated by the Association will submit substitute names to the Superintendent for consideration.

17.3 The names submitted by the Association, as well as those submitted by the building administrators, will be reviewed by the Superintendent based on their competency and qualifications.

17.4 The Board will provide a substitute in the event a member of the unit, except psychologists, speech therapists, reading specialists, guidance counselors, is absent for the day. It is understood that the regular teacher who is absent shall notify the substitute service a minimum of one hour prior to the commencement of teaching responsibilities.

17.5 If the occasion should occur whereby a classroom teacher becomes ill during the course of the workday, an attempt will be made to provide a substitute. Factors such as substitute availability, period of time remaining in the workday, and time notification will be taken into consideration.

Teachers who cover classes during prep periods will be compensated at a rate of \$28 per hour in 1999-2000. This amount shall be increased to \$28.56 in 2000-01; \$29.42 in 2001-02; \$30.30 in 2002-03 and \$31.21 in 2003-04.

ARTICLE 18
PROFESSIONAL COMPENSATION

18.1 Salary:

A. The Bachelors and Masters Schedules shall be increased by two (2%) percent plus step in 2000-01; three (3%) percent plus step in 2001-02; three (3%) percent plus step in 2002-03; and three (3%) percent plus step in 2003-04. Appendix E, F and G will be increased by the same amounts. All new positions will not be increased until the 2001-02 school year.

B. The salary schedules for 2000-01, 2001-02, 2002-03 and 2003-04 shall be appended to the Agreement as Schedule D-1 (Bachelor's Degree) and D-2 (Master's Degree).

C. Teachers shall receive a \$500 longevity payment commencing at the beginning of their 25th year of employment. This payment will be added to their regular salary. This longevity payment will be established in 2001-02 and will increase to \$1,000 in 2002-03 and \$1,500 in 2003-04.

18.2 Two basic tracks or preparation levels are provided:

1. Track B - Bachelor's Degree
2. Track M - Master's Degree

18.3 Probationary teachers shall receive \$400 less than their appropriate schedule step salary during each year of the period of their probation unless there is a specific recommendation to the contrary by the Superintendent.

18.4 Credit Rate.

A. Payment will be granted for each semester hour of graduate or in-service credit in increments as set forth below, up to a maximum of \$2,800.00 in 2000-01, \$3,900 in 2001-02, \$4,200 in 2002-03 and \$4,500 in 2003-04 (based upon multiplying the current year's credit hour rate for each credit above the B Track or M Track, respectively, up to 60 such credits), to a person on Track B or M, providing the courses have been approved in advance by the Superintendent:

2000-01	\$55.00
2001-02	\$65.00
2002-03	\$70.00
2003-04	\$75.00

B. Salary changes will be made effective Sep-

tember 1st, if the approved credits were earned prior to the date and if transcripts are received prior to January 1st. Official transcripts from the university or college are required. Change of track when a person earns an advanced degree will become effective as of the date that the university certifies that all requirements for the degree have been met.

C. Compensation for graduate credit will not be arbitrarily denied if such credit is within the subject matter/curriculum being taught.

18.5 Prior Service Credit.

A. A new entrant may be given a maximum of fifteen (15) years prior service credit for placement of the proper step at the time of employment. This shall not be retroactive.

B. A maximum of five (5) of the fifteen (15) years may be for non-teaching experiences accepted as related to teaching.

C. Two years of military service may be granted and included. This shall not be retroactive.

D. A teacher rehired after resignation will be deemed a new entrant.

E. Prior service credit will be agreed upon at the time of the appointment.

18.6 Special Ratios.

A. Guidance: Teacher's salary plus $1/180^{\text{th}}$ of their annual salary for each day of service beyond the regular teaching calendar for a minimum of fifteen (15) extra workdays per year. Their work year shall be the regular teachers calendar plus a minimum of fifteen (15) extra workdays per year, commencing July 1st.

B. Reading Specialists: Teacher's salary x 1.07.

C. Speech Therapist: Teacher's salary x 1.07.

D. Psychologist: Teacher's salary x 1.23.

Reading specialists, speech therapists, or school psychologists commencing employment after September 1, 1981, shall not be eligible for the above designated differentials.

18.7 Pay Periods. Paychecks will be distributed to all employees every second Friday of the school year beginning in September and a representative of the Association will meet with the Business Manager to establish dates for the ensuing years of the Agreement.

18.8 **Special Services Pay.** When a vacancy occurs in an interscholastic athletic position enumerated in Appendix G or hereinafter created, unit members will have preference for appointment thereto over non-unit members. The District may, however, fill the vacancy with a non-unit member if no unit member applies within the application period. A non-unit member who is appointed to an interscholastic position may be reappointed at the District's discretion notwithstanding any applications for the position submitted by unit members.

18.9 **Exceptions to the Schedule.** The Board retains the privilege of its discretion of exceeding the salary schedule in emergency situations.

18.10 Schedule for Deans is attached hereto as Appendix E.

18.11. The schedule for extra curricular activities is hereto attached as Appendix F.

18.12 The schedule for Inter-Scholastic Athletics is hereto attached as Appendix G.

ARTICLE 19 **STANDING COMMITTEES**

19.1 As a matter of good teacher-administrator relationship, each principal shall establish a Teacher-Administrator Liaison Committee. The Committee shall consist of the principal and building representatives. Meetings of the Committee shall be arranged at a mutually agreeable time following a request by any Committee member. The function of the Teacher-Administrator Liaison Committee shall be to assist in maintaining good communication between the Principal and his faculty, and to make effective recommendations to the building principal for solving problems as they arise.

19.2 The Elementary Discipline Committees shall consist of the building principal, a primary, intermediate and a special area teacher. The Committees shall review existing discipline plans and report any recommendations thereon to the Superintendent of Schools. Other supportive personnel may be included in the composition of the Committee. Meetings of the Committee shall be arranged at a mutually agreeable time following a request by any committee member.

19.3 The Professionalism Committee shall consist of four Board Members or Board-designated administra-

tors and four teachers designated by the Association. It will explore and develop concepts of professional development, including means and structures to enhance and reward the same, with the purpose of making recommendations thereon to the Superintendent of Schools for his/her and the Board's consideration for possible implementation.

19.4 The Elementary Committee shall consist of four teachers, one representative per building, selected by teachers, and four administrators designated by the Superintendent to meet at such times and dates as mutually agreed upon by the Committee members to discuss district-wide concerns.

19.5 The Staff Development Committees (one elementary, one secondary) members will be selected by the Association. The committees will develop, at least annually, a program to enhance the professional growth of the staff in conjunction with the building administrators. The program will be approved prior to February 1st of the previous year.

ARTICLE 20

SUMMER EMPLOYMENT

20.1 Professional positions other than those specified in this Agreement that pertain to summer employment shall be posted by the Superintendent as soon as they are established. Teachers desiring summer employment shall file a written statement with the Superintendent on or before June 1st of that school year. Preference will be afforded employees providing that the qualifications are judged equal to that of other applicants.

20.2 In the event summer employment is established, employees will be compensated as follows:

A. In those instances where summer employment is a prerequisite or extension of the classroom (i.e., curriculum development) compensation will be \$28.00 per work hour.

B. In the event 20.2.A does not apply, compensation will be \$28.00 per work hour.

ARTICLE 21

ACADEMIC FREEDOM

21.1 The Board and the Association agree that the

teacher is entitled to academic freedom in the classroom in accordance with accepted practices of inquiry and research as it relates to the approved courses of study assigned to the teacher.

21.2 Teachers shall exercise their professional judgment in the selection and use of materials. An awareness of the age level and maturity of the pupil will be an important factor.

ARTICLE 22 **JOB SECURITY**

22.1 Any teacher properly excessed in accordance with State Education Law shall be given sixty (60) days notice prior to the end of the school work year. If such notice is not provided, the excessed teacher shall be paid sixty (60) days pay at the rate of $1/180^{\text{th}}$ per day of their annual salary.

22.2 All teachers who, as a matter of law are in the employ of the District on or after September 1st, shall not be excessed from their teaching position for the remainder of the September to February school term. All teachers, who as a matter of law are in the employ of the District on or after February 1st, shall not be excessed from their teaching position for the remainder of the school year.

22.3 If there is to be a reduction in the number of staff positions:

A. The Board and the Association will attempt to meet the reduction by attrition, to wit, retirement, resignation or death.

B. If the Incumbent where the position is abolished is qualified or certified for a vacancy either in the area of his or her tenure or in another area:

1. The teacher will be reassigned to the vacancy in his or her area of tenure, but if this is not possible, then

2. The teacher will be moved to the other area in which he or she is qualified or certified.

22.4 Any teacher who is excessed shall be put on a preferred substitute eligibility list for per diem substitute service. An excessed teacher shall be eligible for per diem substitute work in any area for which they are certified at the rate of $1/180^{\text{th}}$ of the B.A. Step 1 salary step of the salary schedule in existence at the time of

their substitute service. Excessed teachers shall also be eligible for per diem substitute service outside their area of certification(s), however, such substitute service shall be compensated at the District substitute rate in effect at the time of such service. This provision shall also apply to any temporary teacher in the District who has served full time for two or more years continuous service in the District. Temporary teachers shall be paid at the regular substitute's rate.

22.5 The District shall continue health and dental insurance benefits for a period of one year for any teacher who is excessed provided that if the teacher has similar coverage available elsewhere, or is a dependent under a similar plan elsewhere, the District shall be released from the obligation.

ARTICLE 23

23.1 **Duration of Agreement:** This Agreement shall be effective as of July 1, 2000, and shall continue in effect through June 30, 2004, unless otherwise specified.

23.2 **Force and Effect of Agreement.** The Board and the Association agree that all negotiable items presented in the proposals have been discussed during the negotiations leading to this Agreement and agree that negotiations will not be reopened on any mandatory subject of negotiation, whether contained in the Agreement or not, during the life of this Agreement. All Board policies unaltered or unchanged by the language of this Agreement shall remain in force during the term of this Agreement. It shall be the prerogative of the Board to initiate and announce new policies provided, however, that where any such new or changed policies will affect the terms or conditions of teachers' employment, the parties will have such rights and obligations as are provided in Article 14 of the CSL. The Board will discuss all such changed or new policies with the Association prior to implementation and, as soon as expedient, written policies will be distributed to those concerned.

23.3 **Renegotiation.** Negotiations must commence no later than March 1st of the year of the expiration of the Agreement.

23.4 **Legislative Action.** It is agreed by and between the parties that any provision of this Agreement requir-

ing legislative action to permit its implementation by amendment of law or providing the additional funds therefor, shall not become effective until the appropriate legislative body has given approval.

ARTICLE 24
EARLY RETIREMENT PROGRAM

24.1 The District agrees to provide an early retirement incentive program to all unit members electing to participate who have the qualifications listed below.

24.2 Any teacher age 52 or younger prior to September 1, 1997, and who will be eligible to retire under the rules and regulations of the New York State Teacher's Retirement System, and who will have been employed by the District for a minimum of ten years, at age 55, may elect to participate in the Early Retirement Incentive Program by submitting, by June 1 of the calendar year in which he/she is aged 52 prior to September 1 of that year, an irrevocable letter of resignation for purposes of retirement effective June 30 of the year that he/she is aged 55. Unit members who participate in this program commencing with the year 1997-98 shall receive \$6,500 for each of their last three school years of employment.

APPENDIX A
SAUGERTIES TEACHERS ASSOCIATION
GRIEVANCE FORM
TO BE COMPLETED BY GRIEVANT, OR HIS OR HER
REPRESENTATIVE

Name: _____ Title: _____

Worklocation: _____

Immediate Supervisor: _____

State all provisions of Agreement involved:

Article _____ Sec. _____

Article _____ Sec. _____

STEP 1

Date of Occurrence: _____

Statement of Facts: (Use additional sheets if required.)

Remedy Sought:

Date submitted: _____ Grievant: _____

Check to make sure all required information has been provided and give this form to your immediate supervisor.

Check if additional material is attached.

Documents attached:

1st STEP DECISION

Date grievance received: _____

Decision (Use additional sheets if necessary)

Date decision issued: _____

Title: _____

Check if additional material is attached.

Documents attached:

STEP 2 - APPEAL

To be submitted to the Superintendent within five

school days of receipt of Step 1 decision or date Step 1 decision was due, whichever is earlier.

The decision at Step 1 of the grievance described on the reverse side is unsatisfactory.

General nature of grievance:

Section(s) of the Agreement claimed to have been violated:

Remedy sought:

Date submitted: _____ Grievant: _____

Check if additional material is attached.

Documents attached:

2nd STEP DECISION

Date received: _____ Determination attached.

Date decision issued: _____ Superintendent or designee

Check if additional material is attached.

STEP 3 - APPEAL

To be submitted to the Superintendent within ten school days of receipt of Step 2 decision or date Step 2 decision was due, whichever is earlier.

Attach copies of all documents related to grievance.

Section(s) of the Agreement claimed to have been violated:

General nature of grievance:

Remedy sought:

Date submitted: _____ Grievant: _____

Check if additional material is attached.

Documents attached:

Employee Name _____

Date _____

**Teacher Observation / Annual Professional Performance Review
Part I - Annual Professional Development Plan Form**

This form is to be completed at the beginning of the school year in September upon consultation between teachers and administrators. Please establish a minimum of 3 Professional Development goals for the coming year which reflect the NYS Learning Standards and the areas of development as required by Commissioner Regulation Amendment 100.2. Annual Professional Performance, Review of Professional Development Plan.

Teacher Goals for 2001-2002: _____

Administration Observer Comments/Input: _____

Peer Review Process Input (optional): _____

Signature of Employee

Date

Signature of Administrator

Date

**APPENDIX B
SAUGERTIES TEACHERS ASSOCIATION**

Saugerties Central School District
Part II

Teacher Observation/Annual Professional Performance Review Form

Employee Name _____ Subject/Grade Level _____ Observation _____ Date _____

Administrator _____ Annual Review _____ Date _____

School _____

Appointment Status Probationary

Tenure

Leave Replacement

Other

Time _____

If observation, description of instruction activity observed _____

Demographics (number of students, breakdown by gender, special needs, etc.) _____

**Teacher Observation/Annual Professional Performance Review Form
Part II**

Employee Name _____ Subject/Grade Level _____ Observation _____ Date _____

Administrator _____ Annual Review _____ Date _____

Using the attached evaluation rubrics and definitions of qualities, please assess each of the 9 quality indicators below. Use exemplars in the comment section to support the assessment.

1.) Content Knowledge - The extent to which the teacher demonstrates knowledge of subject matter and curriculum.

Please check as many as appropriate below

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>
<input type="checkbox"/> Reveals an in-depth knowledge of content. <input type="checkbox"/> Helps learners to make insightful connections between standards and curriculum <input type="checkbox"/> Uses a wide variety of resources at various levels of depth and complexity. <input type="checkbox"/> Selects content that builds upon learner's "cultural capital." <input type="checkbox"/> Helps learners to make interdisciplinary connections and address essential questions throughout the lesson/program.	<input type="checkbox"/> Conveys a thorough knowledge of content. <input type="checkbox"/> Connects standards and curriculum. <input type="checkbox"/> Uses many resources. <input type="checkbox"/> Makes interdisciplinary connections.	<input type="checkbox"/> Conveys knowledge that is sometimes incomplete or not up-to-date. <input type="checkbox"/> Presentation skills are inconsistent. <input type="checkbox"/> Use of appropriate resources is marginal. <input type="checkbox"/> Incomplete connection between standards and curriculum.	<input type="checkbox"/> Conveys knowledge content that is frequently inaccurate and out-of-date. <input type="checkbox"/> Evidence of presentation skills is weak. <input type="checkbox"/> Connection between standards curriculum is infrequent. <input type="checkbox"/> Use of appropriate resources is infrequent.

Overall Summary of Content Knowledge Component

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>	<i>Not observed</i>
<input type="checkbox"/> Teacher demonstrates thorough knowledge of subject matter, area and curriculum by bringing experiences to the lessons beyond the text to increase student learning and connect the subject to life experiences.	<input type="checkbox"/> Dealt readily with basic subject matter.	<input type="checkbox"/> Displayed some uncertainty in handling subject matter.	<input type="checkbox"/> Demonstrated lack of confidence/ease with subject matter.	<input type="checkbox"/>

Please check one above and provide comments/exemplars

2.) Preparation - The extent to which the teacher demonstrates knowledge of pedagogy in lesson/program planning.

<i>Please check as many as appropriate below</i>			
<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>
<input type="checkbox"/> Makes insightful connections between curriculum/district goals & standards. <input type="checkbox"/> Plans reflect in-depth knowledge of student/adult learning through pre-assessment and differentiated curriculum and instruction matched to the varied learner skills, interests, learning styles and pace of learning.	<input type="checkbox"/> Makes clear connections between curriculum/district goals & standards. <input type="checkbox"/> Conveys a thorough knowledge of student development through the use of appropriate instructional materials & strategies.	<input type="checkbox"/> Makes superficial connections between curriculum/district goals & standards. <input type="checkbox"/> Conveys a limited knowledge of student development through the use of inappropriate instructional materials & strategies.	<input type="checkbox"/> Makes no connection between curriculum, district goal & standards. <input type="checkbox"/> Minimal or no evidence of knowledge of student development. <input type="checkbox"/> Minimal or no evidence of planning and preparation.

<i>Overall Summary of Preparation Component</i>				
<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>	<i>Not observed</i>
<input type="checkbox"/> Develops imaginative, well articulated lessons which specify expectations and NYS Learning Standards, uses a variety of techniques and differentiates assessment and instruction.	<input type="checkbox"/> Lesson plans explained to the lesson in detail as they apply to NYS Standards Assessment is unclear.	<input type="checkbox"/> Skeletal lesson plans with minimal connections to NYS Standards and articulation of standards.	<input type="checkbox"/> Preparation not evident.	<input type="checkbox"/>

Please check one above and provide comments/exemplars

Employee Name _____

Date _____

3.) Classroom Management - The extent to which the teacher demonstrates effective management skills.

Please check as many as appropriate below

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>
<input type="checkbox"/> Encourages learners to demonstrate responsible behavior in a wide variety of settings. <input type="checkbox"/> Assesses use of instructional time and makes necessary adjustments. <input type="checkbox"/> Maintains a physical environment that is comfortable and pleasant in order to provide for the widest variety of learner needs.	<input type="checkbox"/> Provides opportunities for students to demonstrate responsible behaviors. <input type="checkbox"/> Consistently maintains functional use of available time. <input type="checkbox"/> Establishes an effective classroom routine which students clearly understand. <input type="checkbox"/> Maintains a functional and comfortable classroom setting.	<input type="checkbox"/> Inconsistently provides opportunities for learners to develop responsibility and self-discipline. <input type="checkbox"/> Instructional time is not always effectively managed. <input type="checkbox"/> Is inconsistent and/or sometimes ineffective in maintaining classroom/program routine. <input type="checkbox"/> Does not effectively manage the educational setting.	<input type="checkbox"/> Provides no opportunities for learner to develop responsibility and self-discipline. <input type="checkbox"/> Displays little or no skill in the use and organization of available instructional time. <input type="checkbox"/> Conveys no evidence of established classroom, workshop routines. <input type="checkbox"/> Displays little or no skill in organizing the classroom setting.

Overall Summary of Classroom Management Component

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>	<i>Not observed</i>
<input type="checkbox"/> Demonstrates organized effective classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning and self-discipline.	<input type="checkbox"/> Employ methods of classroom management which are assertive & promote time on task.	<input type="checkbox"/> Classroom routine is unclear or inconsistent - effective time use is marginally evident.	<input type="checkbox"/> Established organization, routine, preparation not evident	<input type="checkbox"/>

Please check one above and provide comments/exemplars

4.) **Instructional Delivery** - The extent to which the teacher demonstrates knowledge of instructional delivery.*Please check as many as appropriate below*

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>
<input type="checkbox"/> Demonstrates an instructional delivery that is characterized by active student involvement; positive and frequent learner/teacher and learner/learner interactions. <input type="checkbox"/> Communicates clearly and fully. <input type="checkbox"/> Uses a wide variety of teaching styles to address multiple learning styles, intelligences. <input type="checkbox"/> Employs effective questioning techniques with appropriate follow up to engage students analytically and effectively. <input type="checkbox"/> Promotes insightful and effective questioning among the learners.	<input type="checkbox"/> Demonstrates an instructional delivery that fosters student involvement; encourages student/teacher interaction; appropriate instructional lessons; clear instructional goals. <input type="checkbox"/> Communicates effectively. <input type="checkbox"/> Utilizes a variety of teaching styles to address multiple learning styles or intelligences. <input type="checkbox"/> Uses questioning techniques with appropriate feedback.	<input type="checkbox"/> Delivers instruction that is inconsistent and/or incomplete. <input type="checkbox"/> Manages instructional time ineffectively. <input type="checkbox"/> Is inconsistent and/or ineffective in maintaining classroom routine. <input type="checkbox"/> Utilizes inconsistently a variety of teaching styles to address multiple learning styles of intelligences. <input type="checkbox"/> Manages educational setting ineffectively.	<input type="checkbox"/> Demonstrates inadequate instructional delivery. <input type="checkbox"/> Communicate ineffectively. <input type="checkbox"/> Uses inappropriate questioning technique.

Overall Summary of Instructional Delivery Component

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>	<i>Not observed</i>
<input type="checkbox"/> Demonstrates consistent delivery of instruction which includes active student involvement, appropriate teacher/student interaction and meaningful lessons resulting in demonstrated student learning.	<input type="checkbox"/> Evidence of some active student involvement and teacher/student interaction related to meaningful lessons which demonstrate student learning.	<input type="checkbox"/> Little student interaction involvement, lack of clear connection of techniques / activities to NYS Standards and objectives of lessons.	<input type="checkbox"/> Connections to appropriate student involvement / activities not observed.	<input type="checkbox"/>

Please check one above and provide comments/exemplars

Employee Name _____

Date _____

5.) **Knowledge and Appreciation of Student Diversity and Development** - The extent to which the teacher displays a knowledge of student development and/or student diversity.

Please check as many as appropriate below

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>
<input type="checkbox"/> Establishes a safe learning environment in which all members are caring and appreciative of each other's differences, including gender, abilities, talents, race, sexual orientation, religion, language, and class.	<input type="checkbox"/> Is caring and sensitive to the needs of learners.	<input type="checkbox"/> Is consistent in responding fairly to the learners.	<input type="checkbox"/> Makes little effort to be sensitive to the needs of children and family.
<input type="checkbox"/> Possesses and demonstrates an in-depth understanding of learner needs.	<input type="checkbox"/> Establishes a learning environment in which the teacher is caring and respects learners' differences including gender, abilities, talents, race, sexual orientation, religion, language and class.	<input type="checkbox"/> Exhibits a limited understanding of student learner needs.	<input type="checkbox"/> Exhibits little or no understanding of learner needs.
	<input type="checkbox"/> Possesses an understanding of learner needs.	<input type="checkbox"/> Employs limited instructional strategies in addressing learner needs.	<input type="checkbox"/> Rarely uses instructional strategies based on learner needs.

Overall Summary of Knowledge and Appreciation of Student Diversity & Development Component

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>	<i>Not observed</i>
<input type="checkbox"/> Demonstrates knowledge of student development, understanding, appreciation of diversity with regular application of developmentally appropriate instructional strategies which benefit all students.	<input type="checkbox"/> Provides opportunities for students to demonstrate appreciation of diversity, responsible behavior and appropriate growth.	<input type="checkbox"/> Limited evidence of opportunities for students to be responsible, self-disciplined, frequent activities regarding dependency.	<input type="checkbox"/> Activities demonstrate little evidence of diversity or not observed.	<input type="checkbox"/>

Please check one above and provide comments/exemplars

Employee Name _____

Date _____

6.) Assessment - The extent to which the teacher employs assessment techniques based on appropriate learning standards.

<i>Please check as many as appropriate below</i>			
<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>
<input type="checkbox"/> Effectively communicates learning goals and engages learners in goal setting. <input type="checkbox"/> Uses a wide variety of means and instruments, including instruction embedded assessment to assess student achievements of learning standards. <input type="checkbox"/> Effectively uses learner performance information in planning instruction. <input type="checkbox"/> Promotes student self-assessment, program assessment and reflection. <input type="checkbox"/> Learners have a choice of how they will appropriately demonstrate their knowledge and understanding.	<input type="checkbox"/> Communicates learning goals to students. <input type="checkbox"/> Uses a variety achievement of learning goals & standards. <input type="checkbox"/> Does not frequently use student information in planning instruction. <input type="checkbox"/> Maintains appropriate records of student performance.	<input type="checkbox"/> Provides limited communication of learning goals to students. <input type="checkbox"/> Utilizes a limited variety of means and instruments to assess student achievement of learning goals and standards. <input type="checkbox"/> Uses limited learner data in planning instruction. <input type="checkbox"/> Maintains incomplete records of learner performance.	<input type="checkbox"/> Provides no evidence of communicating learning goals to students. <input type="checkbox"/> Does not utilize a variety of means and instruments to assess student achievement of learning goals & standards. <input type="checkbox"/> Provides no evidence of using student data in planning instruction. <input type="checkbox"/> Maintains inaccurate or confused records of student performance.

<i>Overall Summary of Assessment Component</i>				
<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>	<i>Not observed</i>
<input type="checkbox"/> Demonstrates implementation of assessment techniques based upon appropriate learning standards, performance indicators designed to measure students' progress in learning	<input type="checkbox"/> Assessment shows some evidence of NYS Standards and performance initiatives	<input type="checkbox"/> Little evidence of criteria/connections to Standards and/or assessment	<input type="checkbox"/> Assessment evident but unrelated to Standards or lesson objective.	<input type="checkbox"/> No clear evidence of meaningful assessment.

Please check one above and provide comments/exemplars

Employee Name _____

Date _____

- 7.) **Collaboration** - The extent to which the teacher has demonstrated effective collaborative relationships with administrators and colleagues in and across grade levels/buildings/departments/disciplines with support personnel, students, parents, and other members of the community.

Please check as many as appropriate below

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>
<input type="checkbox"/> Develops effective collaborative relationship with colleagues to meet the learning needs of students. <input type="checkbox"/> Participates in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life. <input type="checkbox"/> Volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project <input type="checkbox"/> Develops effective collaborative relationships with students to meet the learning needs of students. <input type="checkbox"/> Provides frequent information to parents, as appropriate, about the instructional program. <input type="checkbox"/> Provides information to parents frequently on both positive and negative aspects of student progress; response to parent concerns is handled with great sensitivity.	<input type="checkbox"/> Develops collaborative relationships with colleagues to meet the learning needs of students. <input type="checkbox"/> Volunteers to participate in school events, making a substantial contribution. <input type="checkbox"/> Volunteers to participate in school and district projects, making a substantial contribution. <input type="checkbox"/> Develops collaborative relationships with students to meet the learning needs of students. <input type="checkbox"/> Provides frequent information to parents, as appropriate, about the instructional program. <input type="checkbox"/> Communicates with parents about students' progress on a regular basis and is available to respond to parents concerns.	<input type="checkbox"/> Maintains cordial relationships with colleagues to meet the learning needs of students. <input type="checkbox"/> Participates in school events when specifically asked. <input type="checkbox"/> Participates in school and district projects when specifically asked. <input type="checkbox"/> Makes inconsistent attempts to develop collaborative relationships with students to meet the learning needs of students. <input type="checkbox"/> Participates in the school's activities for parent communication but offers little additional information. <input type="checkbox"/> Adheres to the school's required procedures for communicating to parents; responses to parent concerns are minimal.	<input type="checkbox"/> Maintains negative or self-serving relationships with colleagues. <input type="checkbox"/> Avoids becoming involved in school events. <input type="checkbox"/> Avoids becoming involved in school and district projects. <input type="checkbox"/> Makes no attempt to develop collaborative relationships with students to meet their learning needs. <input type="checkbox"/> Provides little information about the instructional program to families. <input type="checkbox"/> Provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.

Overall Summary of Collaboration Component

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>	<i>Not observed</i>
<input type="checkbox"/> Clear evidence of effective collaborative techniques with students, parents, or caregivers as needed and appropriate support personnel to meet the learning needs of the students using a variety of verbal / non-verbal communications.	<input type="checkbox"/> Teacher expresses concern and seeks input from students and communicates with parents.	<input type="checkbox"/> Some evidence of interaction with students, parents, and/or peers though not consistent or for the purpose of incorporation of feedback / input.	<input type="checkbox"/> Works in isolation, evidence of collaboration not observed.	<input type="checkbox"/>

Please check one above and provide comments/exemplars

Employee Name _____

Date _____

8.) **Reflective and Responsive Practice** - The extent to which the teacher demonstrates the use of techniques/tools to continuously improve and adjust the teaching effectiveness of instruction and assessment to enhance student performance/results.

Please check as many as appropriate below

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>
<input type="checkbox"/> Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals; cites many specific examples from the lesson and weighs the relative strength of each.	<input type="checkbox"/> Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goal; cites general references to support the judgment.	<input type="checkbox"/> Makes a general but accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<input type="checkbox"/> Does not know if a lesson was effective or achieved its goals, or profoundly misjudged the success of a lesson.
<input type="checkbox"/> Makes specific, alternative adjustments as needed on a continued basis.	<input type="checkbox"/> Makes a few specific alternative suggestions as needed.	<input type="checkbox"/> Makes general suggestions about how a lesson may be improved.	<input type="checkbox"/> Makes no suggestions on how a lesson may be improved.

Overall Summary of Reflective and Responsive Practice Component

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>	<i>Not observed</i>
<input type="checkbox"/> Continually engages in, documents and assesses to evaluate, adjust and improve instruction in order to enhance student performance through participation in professional development activity, peer dialogue and review, data analysis and a variety of other avenues.	<input type="checkbox"/> Consistently reviews learning standards and aligns classroom instruction, assessment, through documented review of daily effectiveness	<input type="checkbox"/> Has participated in professional activity(ies) targeted to analyzing one's teaching practice through the use of data on student performance, monitoring and adjusting instruction accordingly, and incorporates this into further analysis processes.	<input type="checkbox"/> Little or no evidence of assessment of daily classroom activities.	<input type="checkbox"/>

Please check one above and provide comments/exemplars

Employee Name _____

Date _____

9.) **Instructional Technology** – Extent to which the teacher demonstrates appropriate, consistent use of instructional technology to enhance learning and student performance.

Please check as many as appropriate below

<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>
<input type="checkbox"/> Consistently uses tools of instructional technology to increase students' ability to meet the learning standards. <input type="checkbox"/> Demonstrates use of a variety of instructional tools and techniques in teaching practice in new and innovative ways. <input type="checkbox"/> Creates lessons, assignments and assessments which incorporate technology in student work. <input type="checkbox"/> Can demonstrate a variety of applications using actual student work, including integration of resources from the internet and world wide web. <input type="checkbox"/> Can create a classroom web page. <input type="checkbox"/> Applies for grants/mini-grants to build technology resource capacity. <input type="checkbox"/> Can demonstrate and assess instructionally integrated software including using sound, scanned images, digital imaging, and video. <input type="checkbox"/> Can demonstrate examples to others. <input type="checkbox"/> Consistently uses technology for word processing, e-mail, data bases, spreadsheets for record keeping, data collection and analysis to inform instructional decisions.	<input type="checkbox"/> Frequently incorporates instructional technology into classroom practice to target learning standards. <input type="checkbox"/> Utilizes word processing, data bases, e-mail and spreadsheets to track students data entry. <input type="checkbox"/> Regularly integrates resources of the internet and the world wide web in teaching, assignments, and student work. <input type="checkbox"/> Designs curriculum which incorporates technology. <input type="checkbox"/> Continually seeks out support and training to enhance teaching skills through the use of instructional technology. <input type="checkbox"/> Can assess subject related software for appropriateness and level of thinking skills addressed.	<input type="checkbox"/> Demonstrates understanding of how technology can impact the learning process and address the learning standards. <input type="checkbox"/> Demonstrates application of curriculum goals to instruction, awareness of the interrelationships within the various content areas, and how technology supports integration. <input type="checkbox"/> Utilizes technology for research for lesson preparation and professional growth <input type="checkbox"/> Utilizes and is able to interpret data from a data management system and other sources; diagnose the data, and prescribe learning experiences based on data to improve student performance.	<input type="checkbox"/> Minimal or no evidence of the use of tools of instructional technology in classroom practice. <input type="checkbox"/> No/Limited evidence in participation in professional development to enhance instructional technology skills. <input type="checkbox"/> Demonstrates limited/no awareness of technology resources available to enhance instruction within the District, BOCES, community, etc. <input type="checkbox"/> Consistently utilizes direct instruction methods which are teacher centered and afford limited / no incorporation of technology in student assignment and work.

Employee Name _____

Date _____

Technology – continued

<i>Overall Summary of Preparation Component</i>				
<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Approaching expectations</i>	<i>Does not meet expectations</i>	<i>Not observed</i>
<input type="checkbox"/> Assumes leadership role in curriculum design and mentoring faculty toward the integration of technology to meet the learning standards through modeling successful and innovative uses of instructional technology.	<input type="checkbox"/> Consistently incorporates internet resources and relevant technology within classroom practice and student work to achieve learning standards.	<input type="checkbox"/> Demonstrates understanding of the role of technology and how it can impact the learning process / learning standards through the use of appropriate technology tools	<input type="checkbox"/> Little or no evidence of the incorporation of instructional technology into classroom practice.	<input type="checkbox"/>

Please check one above and provide comments/exemplars

Days absent from District Sick Personal Training / Professional Development

The overall performance for the year _____ is: Satisfactory
Observation _____ Unsatisfactory

Please sign and date below the evaluation/observation form indicating you have read and been provided an opportunity to discuss the content. The teacher may attach a response.

Signature Date

Response attached
 Yes No

**Feedback for the Professional Development Plan
Part III - Annual Professional Performance Review**

Specific Areas of Mastery: _____

Specific Areas of Professional Growth: _____

Specific Areas of Focus for Continued Professional Development: _____

Recommended Strategies for Professional Development: (Process steps to be taken, training needed, etc.): _____

Employee Signature Date

Administrative Signature Date

APPENDIX C

Saugerties Central Schools

2001-2002 School Year

<p>JULY 2001</p> <table border="0" style="width: 100%; text-align: center;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td>1</td><td>2</td><td>3</td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	1	2	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p>AUGUST 2001</p> <table border="0" style="width: 100%; text-align: center;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>SEPTEMBER 2001</p> <table border="0" style="width: 100%; text-align: center;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td><input checked="" type="checkbox"/></td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td><input checked="" type="checkbox"/></td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td><input checked="" type="checkbox"/></td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S							1	2	<input checked="" type="checkbox"/>	4	5	6	7	8	9	10	11	12	13	14	15	16	17	<input checked="" type="checkbox"/>	19	20	21	22	23	24	25	26	<input checked="" type="checkbox"/>	28	29	30							<p>OCTOBER 2001</p> <table border="0" style="width: 100%; text-align: center;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td><input checked="" type="checkbox"/></td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	<input checked="" type="checkbox"/>	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
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- July 4&5 Independence Day Holiday
- September 3 Schools Closed - Labor Day Holiday
- September 4 Staff Development Day
- September 5 Superintendent's Day
- September 6 School Year Begins for Students
- September 18 School Closed - Rosh Hashanah
- September 27 Schools closed - Yom Kippur
- October 8 Schools Closed - Columbus Day
- November 6 Schools Closed - Supt. Conference Day
- November 12 Schools Closed - Veteran's Day
- November 22&23 Schools Closed - Thanksgiving Holiday
- December 24-28, 31 Schools Closed - Winter Recess
- January 1, 2002 including Christmas and New Year's Day
- January 21 Schools Closed - Martin Luther King Day
- January 22-25 Regents Exam Days
- February 18 Schools Closed - President's Day
- March 1 Schools Closed - Supt. Conference Day
- March 28&29 Schools Closed - Spring Holiday
- and April 1-5 includes Passover, Good Friday, & Easter
- May 24 Schools Closed
- May 27 Schools Closed - Memorial Day Holiday
- June 18-25 Regents Exam Days
- June 25 Regents Review Day

June 25 Last Day of School

- Key:
- Legal Holiday
 - SCSD Holiday
 - Supt Conf Day
 - No School

1. In the event that make-up days are needed for emergency closings the following days will be used in this order: May 24, April 5, April 4, April 3, April 2
2. In the event that emergency days are not needed for school closings, the following days will be returned in this order: May 23, April 8, March 27
3. There are 183 days for students and 187 days for teachers.
4. Snow days = 6

		Saugerties T.A. Bachelor's Track			
Step	2000-2001	2001-2002	2002-2003	2003-2004	
1	35,865	36,941	38,049	39,191	
2	36,673	37,773	38,906	40,074	
3	37,480	38,604	39,762	40,955	
4	38,288	39,436	40,619	41,838	
5	39,096	40,268	41,477	42,721	
6	39,903	41,101	42,334	43,604	
7	42,228	43,495	44,800	46,144	
8	43,087	44,359	45,690	47,061	
9	43,907	45,224	46,581	47,978	
10	44,747	46,090	47,473	48,897	
11	45,587	46,954	48,363	49,814	
12	47,902	49,339	50,820	52,344	
13	49,010	50,480	51,995	53,555	
14	49,010	50,480	51,995	53,555	
15	49,010	50,480	51,995	53,555	
16	49,010	50,480	51,995	53,555	
17	60,533	62,349	64,219	66,146	
18	60,533	62,349	64,219	66,146	
19	60,533	62,349	64,219	66,146	
20	62,970	64,859	66,805	68,809	
Longevity 25th Yr		500	1,000	1,500	
		65,359	67,805	70,309	

		Saugerties T.A. Master's Track			
Step	2000-2001	2001-2002	2002-2003	2003-2004	
1	37,469	38,593	39,751	40,943	
2	38,298	39,447	40,630	41,849	
3	39,128	40,302	41,511	42,756	
4	39,959	41,157	42,392	43,664	
5	40,788	42,011	43,272	44,570	
6	41,618	42,867	44,153	45,477	
7	44,029	45,350	46,711	48,112	
8	44,891	46,238	47,625	49,054	
9	45,753	47,126	48,539	49,996	
10	46,616	48,015	49,455	50,939	
11	47,478	48,902	50,369	51,880	
12	48,340	49,790	51,284	52,822	
13	49,202	50,678	52,198	53,764	
14	52,643	54,223	55,849	57,525	
15	52,643	54,223	55,849	57,525	
16	52,643	54,223	55,849	57,525	
17	64,320	66,250	68,237	70,284	
18	64,320	66,250	68,237	70,284	
19	64,320	66,250	68,237	70,284	
20	66,755	68,758	70,820	72,945	
Longevity 25th Yr		500	1,000	1,500	
		69,258	71,820	74,445	

APPENDIX E - PART TIME DEAN OF DISCIPLINE

Part time Deans of Discipline shall receive the following amounts in addition to their regular salary, plus \$175 per section taught.

2000-2001	4,556
2001-2002	4,693
2002-2003	4,834
2003-2004	4,979

APPENDIX F- EXTRA CURRICULAR POSITIONS

	2000-2001	2001-2002	2002-2003	2003-2004
Senior Class Advisor	2,170	2,235	2,302	2,371
Junior Class Advisor	1,447	1,491	1,536	1,582
Sopomore Class Advisor	1,447	1,491	1,536	1,582
Ninth Class Advisor	1,447	1,491	1,536	1,582
Junior High Advisor	1,879	1,935	1,993	2,053
Newspaper Advisor	2,513	2,589	2,666	2,746
Math Team Advisor	1,447	1,491	1,536	1,582
National Honor Society	1,447	1,491	1,536	1,582
Quiz Bowl	1,447	1,491	1,536	1,582
Scorekeeper	1,104	1,137	1,171	1,206
Ticket Manager	1,104	1,137	1,171	1,206
Camerman	1,104	1,137	1,171	1,206
Varsity Cheerleading	1,774	1,827	1,882	1,938
J.V. Cheerleading	1,431	1,474	1,518	1,564
Lip Sync	886	913	940	969
Mock Trial	800	824	849	874
French Club	800	824	849	874
Spanish Club	800	824	849	874
Banana Splits	800	824	849	874
Key Club	850	876	902	929

APPENDIX G - INTERSCHOLASTIC ATHLETICS

Program	Teams	Level	Position	2000-2001	2001-2002	2002-2003	2003-2004
Football	Boys	Varsity	Head Coach	3,465	3,569	3,676	3,786
		Varsity	Asst. Coach	2,552	2,629	2,707	2,789
	Boys	Jr. Varsity	Coach	2,552	2,629	2,707	2,789
		Jr. Varsity	Asst. Coach	2,148	2,213	2,279	2,347
	Boys	Modified	Coach	2,385	2,456	2,530	2,606
		Modified	Asst. Coach	2,043	2,104	2,167	2,233
Soccer	Boys & Girls	Varsity	Head Coaches	2,998	3,088	3,180	3,276
	Boys & Girls	Jr. Varsity	Coaches	2,479	2,553	2,630	2,708
	Boys & Girls	Modified	Coaches	2,130	2,194	2,259	2,327
Volleyball	Girls	Varsity	Coach	2,998	3,088	3,180	3,276
	Girls	Jr Varsity	Coach	2,479	2,553	2,630	2,708
	Girls	Modified	Coach	2,088	2,151	2,215	2,282
Cross Country	Mixed	Varsity	Head Coach	2,425	2,497	2,572	2,649
	Mixed	Modified	Coach	2,043	2,104	2,167	2,233
Golf	Mixed	Varsity	Head Coach	2,258	2,328	2,396	2,468
Tennis	Boys & Girls	Varsity	Coaches	2,258	2,328	2,396	2,468
Wrestling	Boys	Varsity	Head Coach	3,290	3,388	3,490	3,595
	Boys	Jr Varsity	Coach	2,552	2,629	2,707	2,789
	Boys	Modified	Coach	2,385	2,456	2,530	2,606
	Boys	Modified*	Asst. Coach	2,043	2,104	2,167	2,233
Basketball	Boys & Girls	Varsity	Head Coaches	3,288	3,387	3,489	3,593
	Boys & Girls	Jr Varsity	Coaches	2,552	2,629	2,707	2,789
	Boys & Girls	Modified	Coaches	2,384	2,455	2,529	2,605
Baseball	Boys	Varsity	Head Coach	2,998	3,088	3,180	3,276
	Boys	Jr Varsity	Coach	2,479	2,553	2,630	2,708
	Boys	Modified	Coach	2,130	2,194	2,259	2,327
Track**	Boys & Girls	Varsity	Head Coaches	2,998	3,088	3,180	3,276
		Varsity	Asst. Coach	2,479	2,553	2,630	2,708
	Boys & Girls	Modified	Coaches	2,130	2,194	2,259	2,327
Softball	Girls	Varsity	Head Coach	2,998	3,088	3,180	3,276
	Girls	Jr Varsity	Coach	2,479	2,553	2,630	2,708
	Girls	Modified	Coach	2,130	2,194	2,259	2,327
Lacrosse		Varsity	Head Coach	2,998	3,088	3,180	3,276

*Denotes that this position will exist when the program's numbers remain over 40 participants after the first two weeks of the season.

**The coaches in Track & Field are aware that there can be a crossing of both level and gender associated with their position.

IN WITNESS WHEREOF, the Saugerties Central School District, by its Board of Education President, and the Saugerties Teachers Association, by its President, has excuted this Agreement.

Michael D. Habermas

President, Saugerties Teachers Association

Date: 3/13/01

The Saugerties Central School District, by its Board President, hereby ratifies the above Agreement.

Terrence L. Bark

Board President

Date: 3-13-01