

MILLER PLACE SCHOOL DISTRICT

**MILLER PLACE
TEACHERS' ASSOCIATION CONTRACT**

JULY 1, 2021

TO

JUNE 30, 2025

**MILLER PLACE SCHOOL DISTRICT
MILLER PLACE TEACHERS' ASSOCIATION**

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2021-2025 AGREEMENT
Between
THE BOARD OF EDUCATION
of the
MILLER PLACE UNION FREE SCHOOL DISTRICT
(Herein called "District")
and the
MILLER PLACE TEACHERS' ASSOCIATION
(herein called "Association")

ARTICLE I – RECOGNITION

The Board of Education of the Miller Place Union Free School District, Town of Brookhaven, Miller Place, New York, through a formally adopted resolution, has officially recognized the Miller Place Teachers' Association as the Exclusive Negotiation Representative of all Board approved non-supervisory teaching personnel of the Miller Place Union Free School District, Town of Brookhaven, and hereby renews such recognition.

ARTICLE II – Dues Check-Off

The District agrees to deduct from the salaries of its Teachers dues for the Miller Place Teachers' Association when a Teacher individually and voluntarily authorizes the District to so deduct. The District shall transmit such monies so deducted within ten (10) days to the Association. New Teachers hired after September 1st can be put on the dues deduction plan by notifying the District Personnel Office within thirty (30) days after beginning employment. Unit members who wish to rescind their dues authorization may do so in writing to the Association (with a copy to the District) during the window period of August 1st through August 31st.

The Board of Education shall provide for payroll deduction of dues for the Association, NYSUT, and its educational or union affiliates.

ARTICLE III – DISTRICT AND ASSOCIATION RIGHTS AND RESPONSIBILITIES

- A. The Superintendent and President of the Association will meet at regularly scheduled monthly meetings to discuss the implementation of this agreement. The schedule for these meetings will be set before the end of the second full week of school.
- B. The Principal of each school shall likewise meet with building representatives of the Association on a regular basis acceptable to both parties.
- C. Teachers serving on committees dealing with terms and conditions of employment shall be designated by the Association.
- D. Members of the Association engaging in Association business must do so in such a manner that it does not interfere with their duties as teachers. All expenses incurred by the Teachers' Association

representatives shall be borne by the Teachers' Association. The Superintendent reserves the right to call a meeting at her/his discretion during the workweek as long as it does not interfere with the teaching day.

- E. The Association has the right to use the school buildings for meetings authorized by the Association. The time of the meeting shall be before or after normal school hours but not during the time the school is usually open.
- F. The Association shall have the right to post notices of its activities and matters of Association concern on teacher bulletin boards, at least one of which shall be provided in each school building. The Association may use the teacher mailboxes for communications with teachers relative to Association matters. No religious or divisive material may be placed in the teachers' mailboxes or on the Association bulletin boards. All such material must have the prior approval of the Administration and the president of the Association. Material relevant to internal Association activities does not need prior approval of the Administration.
- G. Curriculum shall be defined as the outline of a course of study in any given subject. Teachers may suggest changes in curriculum and materials related to curriculum and shall be consulted by the Superintendent when a change or addition in curriculum is contemplated. The Superintendent shall weigh the suggestions before making any curriculum changes. Curriculum writing is defined as the preparation of curriculum for new programs or major revisions of existing programs requiring more than one week of writing time.

When such a project exists, the District, at its discretion, may present the project to a teacher or teachers informing the teacher or teachers as to the scope of the project, and the amount of money to be paid therefor. The teacher or teachers shall have the right to accept or reject said project. It is understood that curriculum writing does not include meeting with parents to discuss the makeup of report cards, meetings for purposes of discussing curriculum, or preparation of short- or long-term objectives, but is confined to the definition heretofore stated.

- H. The Association shall be given the names and addresses of all new teachers hired within thirty (30) days after hiring.
- I. Teachers shall be free from all coercion, discrimination, or reprisal because of their membership in the Miller Place Teachers' Association or its affiliates, or because of grievance activity.
- J. The Board of Education continues to retain, whether exercised or not, the sole and unquestioned right to exercise in its discretion any and all of its duties, power, authority and responsibilities except as expressly limited herein by a specific requirement of this contract.
- K. In the event the District requires that the President or any other elected official of the Association be away from the classroom for Association-District purposes, the District will pay for such time.
- L. The President of the Association shall be released from all non-teaching duties during the regular school day.

- M. The District shall provide twelve (12) days of released time annually to be assigned at the discretion of the President of the Association for the purpose of Association business, such as, but not limited to, representation of the Association at NYSUT. The use of these days is subject to a minimum of two (2) weeks notice wherever possible. These days may be used by the officers of the Association and/or their designee(s). The Association will pay the District for the substitute teachers.
- N. Copies of this Agreement will be printed at the expense of the District and given to all teachers now employed or hereafter employed by the District within a reasonable period of time. Additional copies will be provided to the Association upon request.

ARTICLE IV – GRIEVANCE PROCEDURE

A. Definitions

- 1. A grievance is any dispute arising out of the language and/or the interpretation of this Agreement.
- 2. "Aggrieved Party" means the party instituting the grievance.
- 3. "Association" means the Miller Place Teachers' Association or its educational or union affiliates.
- 4. "Administration" means building principals and the Superintendent acting on her/his own behalf or as the agent of the Board of Education.
- 5. "Days" means school days.

B. General Principles

1. Time Limits

- (a) Upon receipt of a grievance, the appropriate member of the Administration has ten (10) school days to confer with the aggrieved party and ten (10) school days after receipt of the grievance to render a written decision.
- (b) Upon receipt of a written decision by the appropriate member of Administration, the aggrieved party has ten (10) school days to appeal to the next level.
- (c) Failure of the appropriate member of the Administration to confer with the aggrieved party or to render a written decision within the time limits in (a) above shall be deemed a denial of the grievance.
- (d) Failure of the aggrieved party to appeal a written decision within the specified time limit of (b) above shall be deemed an acceptance of the decision.
- (e) A grievance filed after May 1 will be expedited so as to have the grievance processed through all levels of the procedure before the last day of school in June.

- (f) A grievance shall be considered time-barred unless filed within 30 calendar days from the act or conduct which is the subject of the claimed violation of the contract. The months of July and August shall not count toward the 30-day calculation.
- (g) The time limits in (a) and (b) above may be extended by mutual agreement of the Association President and the Superintendent.

2. Filing

- (a) All grievances must be filed on the Official Grievance Form, which is Appendix F.
- (b) The aggrieved party has the right to Association representation at all steps of the grievance procedure.
- (c) Initial submission of a grievance is to be made at the level of Administration whose act gave rise to the grievance. Grievances arising because of an act of the Board of Education shall be initiated at Level II (Superintendent) of the procedure.
- (d) A grievance may be submitted directly to Level III at any time by mutual agreement of the Association President and the Superintendent.
- (e) The Superintendent and Association President agree to facilitate any investigation, which may be required.
- (f) The Superintendent shall be responsible for accumulating and maintaining an Official Grievance Record which shall consist of the written grievance, all decisions, exhibits, transcripts, communications, etc. Said Record shall be maintained in the District Office and be made accessible to the President of the Association or her/his designee upon request.

C. Grievance Procedure

Level I	-	Building Principal
Level II	-	Superintendent
Level III	-	Arbitration

If an unfavorable decision is rendered at Level II or if the parties proceed directly to Level III, as per B.2(d), the aggrieved party may request American Arbitration Association to appoint an Arbitrator pursuant to its Rules and Regulations. A copy of said request will be filed with the Superintendent of Schools. The Arbitrator's decision will be final and binding. Costs for arbitration will be borne equally by the aggrieved party and the District.

D. Disciplinary Action

Any disciplinary action of an employee shall be based on just and sufficient cause with full explanation given in writing to the employee. Any suspended, discharged or otherwise disciplined employee who desires to protest said disciplinary action shall be entitled to file a grievance in writing signed by the employee. Such filing shall commence no later than five (5) working days after receipt of said disciplinary action.

Any such grievance shall be initiated at the level of Administration, which initially took the disciplinary action and continue through the grievance procedure as found in Article IV. In the event the action was taken by the Board of Education, the grievance shall be filed at Level II.

ARTICLE V – TEACHER EMPLOYMENT, WORKING CONDITIONS, AND PROFESSIONAL RESPONSIBILITIES

A. Teacher Evaluation and Discipline

1. Evaluations

The purpose of evaluation is to improve instruction in order to develop the full potential of students, and to determine the competency of teachers.

The persons responsible for evaluations shall be certified supervisors. Such people include the Superintendent, the Assistant Superintendent for Instruction, the Building Principals, Assistant Principals, Department Chairpersons, and Directors.

- (a) Evaluations will be based upon total job performance as a teacher and include classroom observations, effectiveness of instruction upon pupils, performance of assigned duties and general supervision of students and reporting and follow-through with supervisors and parents.
- (b) All observations and evaluations shall be conducted with full knowledge of the teacher.
- (c) Non-tenured teachers shall be given written reports of classroom observations at least three times in each school year.
- (d) Tenured teachers shall be given a written evaluation at least once each school year.
- (e)
 - i. After a classroom observation, a signed copy of the written report will be given to the teacher within ten (10) working days of the observation.
 - ii. The teacher shall sign and return the school copies of the report within five (5) working days.
 - iii. If the teacher wishes to add any comments to be attached to the report they shall be given to the person who did the observation within ten (10) working days after receiving the report of observation. A copy will be attached to the observation report and placed in the teacher's file.

Appendix G is the Teacher Observation Report Form

2. During the first and second year or probation, probationary teachers having an effective date of appointment July 1 to September 1, shall receive notification of termination of employment by May 1. Probationary teachers with effective dates of appointment after September 1, shall receive such notice as per the applicable sections of the Education Law. During the last year or probation, probationary teachers having effective dates of appointment July 1 to September 1, and tenured teachers shall receive notification of termination or notification of tentative termination of employment by April 1. Probationary teachers having effective dates of appointment after September 1, shall receive notification pursuant to the applicable sections of the Education Law.

B. Teacher Assignments

1. The teacher's primary assignment will be within her/his certification area or license limit. Certified teachers will be hired.
2. Tentative teacher assignments will be given no later than the last day of school except in the event of unforeseen circumstances. In cases where a question as to assignment exists, the teacher will be so notified. In the interim between the date and June 30, in cases where it becomes questionable, the teacher will be notified of this fact in writing. Final assignment will be made by June 30, unless an emergency develops.
3. Elementary teachers will be notified prior to the end of the school year if they will be assigned an inclusion class the following September. It is understood by all parties that actual student lists are not available until during the summer.
4. Any teacher desirous of a change in assignment within certification requirements must submit her/his request in writing to the Administration before February 1 of the previous year. This does not apply to vacancies, which may occur.
5. If two teachers are willing to trade assignments:
 - (a) If the Administration consents, so be it.
 - (b) If the Administration objects, then:
 - i. The Administration must listen to the reasoning of both parties
 - ii. If the Administration continues to object, the trade cannot be consummated.
5. Vacancies for positions covered by this contract shall be announced by letter to the President of the Teachers' Association, as well as any other manner deemed advisable by the Superintendent, as soon as applications for a position are being accepted. Copies for each teacher will be sent to the home of an Association Officer for distribution.

In the event such vacancies occur during the months of July and August, announcements of such vacancies shall be forwarded to the President and Vice-President of the Association and posted in the main office of each building.

6. Any new positions (any new job category not previously part of the Miller Place School District) which might be created in the Miller Place Union Free School District that relate to curriculum, will first be brought to the attention of the Miller Place Teachers' Association before being filled. The purpose for this notification is to allow discussion and possible negotiation of the ramifications of said new position to determine whether or not said position is or will be a position protected by the Miller Place Teachers' Association-Miller Place Union Free School District Bargaining Agreement.

Should said position be determined to be recognized as part of the teachers' bargaining unit, said person who fills the job will enjoy the benefits and protection of the Miller Place Teachers' Association.

7. Notice of involuntary transfers shall be given to teachers and the Association President as soon as practicable. Volunteers may be requested. The teacher may request a meeting with the appropriate supervisor, at which meeting the reasons for such transfer shall be discussed. Such meeting will be held prior to the implementation of the transfer, whenever possible. The teacher may be accompanied by an Association representative.

C. Class Size

1. Grades K-6

The maximum number of students per class will be as follows:

K-23	4-28
1-24	5-28
2-24	6-28
3-28	

If by October 15th of each school year, the above-noted class size limitations are exceeded, the District may consider creating an additional class section provided that there is appropriate classroom space available in that building to house the new section, and that there is appropriate staffing and/or sufficient funding for such staffing. If these issues arise, the President of the Association and the Superintendent of Schools shall meet during the school year to discuss this issue as deemed appropriate by the Superintendent. In the sole, non-grievable discretion of the Superintendent, if the class size exceeds the aforementioned limitations after October 15th of each school year, a teacher whose class exceeds such class size limitations may be assigned the services of a teacher aide for one hour per school day for each student in such classes exceeding the maximum class size limitations as long as the aforementioned conditions exist.

2. Grades K-6 Art, General Music, Physical Education and Library classes shall not exceed the

maximum class size limitations designated above plus six students per class. This limitation does not apply to classes and/or sections involving performing groups (i.e. chorus, orchestra, band, plays, etc.).

3. All other special classes at any grade level and academic classes grades 7 through 12 have been purposely omitted from this contract provision in order to provide administration with the opportunity to establish class ranges, without being restricted in any way by this contractual provision, conventional, or other educational standards.

D. School Calendar

1. The length of teachers' work year shall not exceed 184 days inclusive of teacher conferences. New teachers may be required to attend three additional days of orientation.
2. Snow days – commencing with the 1995/96 school year, in the event that schools are not closed on any occasion during the school year for snow or other emergency, one day shall be deleted from the school calendar for the purpose of extending the Memorial Day weekend. The exact day to be deleted from the calendar shall be determined by the Board of Education.
3. The teachers will remain during the last day of student attendance for a time necessary to complete work pertinent to the closing of the school year.

E. Teacher Preparation

Lesson plans shall be submitted for weekly planning. Lesson plans shall include provisions for technology, including audiovisual aids and field trips and must be submitted as per District policy. Supervisors may request semester plans to be prepared by teachers based on individual needs.

F. Teacher Files

1. A teacher shall receive a copy of all materials which originate in the Miller Place School system and which relate to her/his performance as a teacher in said system.
2. There shall be only one official file for each teacher.
3. A teacher may have access to her/his official file by appointment, when the office is open, to inspect those items which pertain to Item 1 under "Teacher Files." A teacher may insert an answer to anything detrimental placed in her/his official file provided that he/she affixes her/his signature to same.
4. The teacher's file may not be sent to another school district without her or his consent.
5. Any documents, information or materials contained in a teacher's file may be used against her/him in disciplinary proceedings, in addition to any other evidence applicable and appropriate pursuant to law, whether or not same is contained within the personnel file.

G. Substitute Teachers

School officials will obtain all substitutes. If a teacher wishes a particular substitute, he/she may make the recommendation to the Administration. The Administration will make every effort to obtain a qualified substitute for special teachers who are absent. If a qualified substitute is not obtainable, a regular substitute shall be obtained. Exceptions to this may be made, if necessary, in the case of technology and instrumental music.

H. Teaching Hours and Teaching Load

1. Each teacher in grades 6-12 will have a duty-free, uninterrupted lunch period of no less than forty (40) minutes. Each teacher in grades K-5 will have either a 50 minute lunch and 30 minute preparation period, or a 40 minute lunch with a 40 minute preparation period per day, with the per teacher configuration and allotment of time to be determined by Administration.
2. Faculty meetings would be called only when necessary in accordance with the provisions below:
 - (a) The Building Principal shall confer with the Building Representative and set the day that faculty meetings will be held and announce it before the end of the first week of school. Once the day has been designated, it will remain as the faculty meeting day for the balance of the school year unless the Building Principal deems it prudent to change: in which case, he/she will confer with the Building representative.
 - (b) Faculty meetings will begin exactly five (5) minutes after dismissal. In the case of a district-wide faculty meeting, the meeting shall begin five minutes after the dismissal of the latest-dismissing school. The starting time for faculty meetings will be strictly adhered to by administrators and teachers.
 - (c) Director or Chairperson of a department (as applicable) shall confer with the Department and set the date that departmental meetings will be held and announce it before the end of the first week of school. Once the day has been designated, it will remain as the departmental meeting day for the balance of the school year unless the Director or Chairperson (as applicable) deems it prudent to change; in which case, he/she will confer with the Department.
 - (d) Departmental meetings will begin exactly five minutes after dismissal. The starting time for departmental meetings will be strictly adhered to by administrators and teachers.
 - (e) Each teacher is expected to attend all faculty and departmental meetings. All requests for absence will be submitted to the Building Principal for faculty meetings or the Director or Chairperson (as applicable) for departmental meetings in advance (three (3) days in advance whenever possible). Final approval for faculty meetings will be given by the Building Principal, and final approval for departmental meetings will be given by the Director or Chairperson (as applicable).

The association will be given a reasonable opportunity to present information at building faculty meetings, departmental meetings, and new teacher orientation meetings.

- (f) Absent teachers will be responsible for all information presented at faculty meetings and departmental meeting. If a teacher or Principal (for faculty meetings) or Director/Chairperson (as applicable) for departmental meetings, believes clarification is necessary, a meeting between the parties will be held as soon as possible.
3. The length of the workday for teachers shall not exceed six (6) hours and forty-five (45) minutes (inclusive of Paragraph 4 below). Effective September 1, 2000 and thereafter, the length of the teacher workday shall be 7 hours.
4. Elementary teachers will be in their classrooms ten (10) minutes before the start of the student day and ten (10) minutes after the students are dismissed, providing any other students that have not been picked up are reported by name to the bus-duty teacher who must stay until the last student is picked up. Arrival time shall not apply to teachers assigned to A.M. duty.

Secondary teachers shall be in their classrooms before and after school at times designated by the Building Principal and within the teacher workday.

5. A teacher may be assigned forty-five (45) minutes a day of duty, averaged throughout the school year, but in no event more than sixty (60) minutes in any one day. Assignments shall be equitably distributed among teachers in each school building as needed.

In the event a kindergarten teacher teaches for a period of two (2) hours and thirty-five (35) minutes or more in any one session, that teacher will be entitled to at least a twenty (20) minute break.

Secondary academic and special teachers and to the extent that the District organizes into a Middle School which includes the 6th grade as part of a departmentalized program, 6th grade teachers, shall be covered by the provisions of this subparagraph and shall have as their maximum weekly assignment one of the following:

- (a) Twenty-five (25) teaching periods; five (5) preparation periods; five (5) duties; and one (1) daily lunch.
- (b) Thirty (30) teaching periods; five (5) preparation periods; one (1) daily lunch period.
- (c) Effective September 1, 2000, within the context of a secondary school 9 period day, except as set forth in this paragraph regarding a 6th teaching period, teachers shall be assigned as follows:
1. 5 teaching periods
 2. 1 duty period
 3. 1 lunch period
 4. 1 preparation period
 5. 1 service period which shall be defined as follows:

Secondary teachers will be required to document, via plan book notation on a weekly basis, which of the following activities will three times weekly utilize during that period. The principal has the right to assign teachers to one of these activities for the remaining two days of the week. In addition to this list, any teacher can request of her/his principal any additional activity should there be recognized need. This period will be established in the weekly schedule at the outset of the school year. Assignments scheduled by the principal shall occur no later than seven (7) calendar days before said assignment commences.

1. Departmental collaboration with teachers
 2. Cross-curricular collaboration with teachers
 3. Mentoring sessions with new teachers
 4. Extra help for students in said teacher's class
 5. Regents tutorial
 6. Homework tutorial
 7. Assist students in using technology for research
 8. Familiarize oneself with current educational web sites
 9. Colleague observation when mutually agreed upon
 10. Conference calls to parents, other teachers, etc.
 11. Teacher assistance: defined as a similarly certified teacher in the classroom of another teacher for instructional support.
- A. A teacher who, in the course of a regular school day, is required to travel between buildings shall be considered to have satisfied the use of the service period.
- B. Teachers selected to instruct Advanced Placement, Honors, and Extended Classes shall use this time for the additional preparation required by these courses.
- C. Teachers responsible for six periods of instruction shall have the option of using this time for additional preparation.

Those teachers identified in paragraphs A, B, C will be required to participate in teaming activities from September through June during their professional service period, such as items 1 and 2 on the list of 11 activities referred to in this article. In recognition of the participation in such teaming activities, those teachers identified in paragraphs A, B, and C, based on their participation, will receive credit towards the annual requirement of twelve (12) hours of professional development, as approved by administration. This provision applies to teachers who participate in such teaming activities in grades six (6) through (12).

For all of the options above, the following conditions apply:

1. No evaluations or formal observations shall occur. The principal shall be able to observe to see whether the teacher is in compliance with this provision.
2. These options may not be used to replace a substitute teacher.

3. Teacher assistance as defined herein shall not be solely for the purpose of classroom management. Classroom management will be the sole purview of the teacher of record.
 4. No formal lesson plans are required for these periods.
 5. This period will not be used to fulfill any I.E.P. obligations for special education students.
 6. At the end of each school year, any eligible teacher whose teacher assistance assignments have exceeded by twenty-five percent the average of these assignments by department will in the following year be limited to assistance assignments that will not exceed the following year's average. In those departments to which teachers of different certifications are assigned, the average shall be determined by certification area.
 7. Teachers shall be provided with semi-annual reports as to the dates and number of teacher assistance assignments.
- (d) Effective September 1, 1992, elementary special teachers shall be responsible for three hundred (300) minutes of student contact daily. No special area teacher shall be laid off as a result of the increase to three hundred (300) minutes of daily contact time. The aforementioned three hundred (300) minutes shall include duty periods and any other professional obligations normally accomplished within the school day.
- (e) It is agreed that the practice in grades seven (7) through twelve (12) is that a teacher may accept or reject the sixth (6th) class in lieu of a duty period after a discussion with the principal. This is exclusive of laboratory scheduling in Science.
- A teacher may agree, on a voluntary basis, to teach a sixth (6th) period in lieu of the teacher's preparation period. Payment for such additional class shall be equal to one-fifth of MA15 Step 1 of the teacher's salary schedule annually.
- (f) Part-time teachers may be assigned duty periods proportional to their teaching assignment. For example, a 2/5 teacher will be assigned the duty equivalent of two (2) non-instructional periods per week.
- (g) Beginning in the 2000/01 school year, for such time as the school schedule at the elementary level allows for a block of non-student contact time before or after the student day, elementary teachers will be required to document, via plan book notation on a weekly basis, which of the following activities he/she will three times weekly utilize during such period. The principal has the right to assign teachers to one of the following listed activities for the remaining two days of the week. In addition to this list, any teacher can request of her/his principal any additional activity should there be recognized need. Assignments scheduled by the principal shall occur no later than seven (7) days before said assignment.

1. Grade level meetings
2. Instructional Support Team meetings
3. Literacy Team meetings
4. Articulation Meetings
5. Mentoring sessions with new teachers
6. Professional Development
7. Collaboration planning meetings for Special Education and regular education teachers.
8. Collaboration planning meetings for grade level teams.
9. Building Committee Meetings such as: SIT, Report Card, Testing, Curriculum Writing, etc.
10. Conference Calls with parents, other teachers, etc.
11. Extra help for students in need.
12. Teacher preparation for special classroom instructional activities beyond the normal preparation such as embarking on thematic units, holiday celebrations, plays.

The following restrictions will apply to the extra help portion of this list: Extra help will be offered only to the classroom teacher's own roster of students, and no more than four (4) students will be serviced at a time.

At the end of each school year, any elementary teachers whose extra help assignments have exceeded by 25% of the average of these assignments by certification area, will in the following year be limited to extra help assignments as follows:

- a. After one year above authorized percent – 3 students maximum per session.
 - b. After two consecutive years above authorized percent – 2 students maximum per session.
 - c. After three consecutive years above authorized percent – 1 student maximum per session.
 - d. After four consecutive years above authorized percent, no assigned extra help.
- (h) Any teacher who is required to travel between buildings as a regular part of their work schedule shall be permitted to select an available duty assignment for their duty period on such travel days. The availability of such duty assignments shall be determined in the sole discretion of the applicable building principal of the school building in which such duty period is scheduled to be performed in. However, such teachers cannot choose to serve their duty period during a different period.
6. Every effort will be made to provide either a lunch period or preparation period to any teacher who has had four (4) consecutive assignment periods.

7. Whenever a teacher is required to travel between buildings and the time customarily required is greater than the normal time it takes to travel from class to class, such greater time shall not erode into the teacher's lunch or prep periods.
8. Staff Development – All teachers to be required to attend staff development activities annually outside the teacher work day during the regular work year on days when school is otherwise in session as determined by the Superintendent without additional compensation pursuant to the following schedule:

2000 – 2001	6 hours
2001 – 2002	6 hours
2002 – 2003	9 hours
2003 – 2004	and thereafter – 12 hours

At the discretion of the Superintendent of Schools, classroom teachers in school buildings which have fully implemented The Literacy Collaborative (TLC) and who have been fully trained in the program may receive, in the discretion of the Superintendent of Schools, credit annually up to a maximum of three (3) hours of the annually required twelve (12) hours of professional development. This provision shall not apply to teachers or other association members who have not participated in the TLC Program.

Guidance Counselor's are expected and strongly encouraged to attend and participate in student and parent evening events involving the Guidance Department. If attended, Guidance Counselors will be compensated according to the contractual home tutoring rate.

The work year for guidance counselors will begin three days prior to the first day of school for teachers and end three days after the last day of school

- These days will be in on an as needed basis, as determined by building administration.
- These days needed may differ between the middle and high school.

Additional work days may be needed during the months of July and August

- These days are for guidance related tasks such as, but not limited to, student scheduling changes, changes in course offerings, new student registration and issues involving the master schedule
- The maximum number of summer work days will not exceed the following:
 - Six days for high school
 - Ten days for the middle school
- In an effort to continue our collaborative working relationship with the guidance staffs, administration will do the following:
 - Seek volunteers for summer work days prior to "assigning" the days
 - Determine the exact number of summer days required prior to March 1st
 - Coordinate the dates of the summer work schedule

Additionally, please note that for the days noted above, guidance counselors will be paid their daily rate.

Elementary teachers are not always notified that they will be teaching an inclusion class until during the summer months for the following school year beginning in September.

- It is agreed that elementary classroom teachers and special education teachers teaching inclusion classes with four (4) to six (6) students should collaborate approximately one (1) time per week, and elementary classroom teachers and special education teachers teaching inclusion classes with seven (7) to nine (9) students should collaborate approximately two (2) times per week.
- The Special Education Department will research the appropriate classes and conferences that can be offered to regular education classroom teachers in the 2006-07 school year. An example of such class is the Crisis Prevention Intervention Course that has recently been designed and introduced to staff members by the School Psychologist.
- The Special Education Department will monitor the student class assignments and will collaborate with the building principals on class/section assignments.

I. Physical Examinations

Teachers shall have regular physical checkups upon the beginning of employment in the District and every three (3) years thereafter. The District reserves the right to require additional physical and mental examinations at the District's expense when deemed necessary by the Board of Education.

The district and the Association will meet to review the current medical form (see Appendix H) and to make appropriate changes. The examining physician will retain the physical examination form and he/she will forward a statement to the school district merely indicating any problems, which would interfere with the ability to perform the duties of the teacher's position.

J. Summer School

Summer school positions will be posted and filled on an annual basis. The salary shall be as follows:

2003 \$66.87 per 1.5 hour session

This salary does not apply to the Summer School Principal.

1. One (1) full day of sick leave (equal to session taught) will be granted to each teacher in summer school. This day is non-cumulative.
2. The contracted salary implies work on registration days, teaching and/or testing days for a total of thirty-three (33) days.

3. The staff is required to grade Regents of all students in their program. Assignment for grading of papers is at the discretion of the Principal.

K. Mail

The District will refrain from opening mail addressed to individual teachers, except that any mail received in windowed envelopes will be presumed to be a bill and will be opened at the Central Office.

L. Open School Night

All teachers shall be required to attend Open School Night event(s) at their assigned school building(s) during the school year, and shall not be entitled to any additional compensation for attendance at one (1) such event. However, in the event that a teacher is required to attend more than one (1) Open School Night event, regardless if it is in more than one building, such teacher shall be compensated for only each additional open school night event attended, at the Chaperoning Events rate provided in Appendix D. Under no circumstances shall a teacher receive any additional compensation for attending the first Open School Night event.

ARTICLE VI – LEAVES OF ABSENCE

A. Child Care Leave

1. A teacher may request a childcare leave upon the birth of the teacher's child or upon adoption of a child.
2. Disability due to pregnancy shall be treated as any other disability. As a guideline, a normal pregnancy-related disability has generally been six (6) weeks in duration, which may be extended two (2) weeks if prescribed by a physician.
3. Similarly, a teacher who adopts a child may be entitled to paid childcare leave for the purpose of acclimating the child to its new environment. As a guideline, the acclimation period should not exceed six (6) weeks.
4. At the conclusion of any paid child care leave, the teacher may return to work or go on unpaid childcare leave.
5. Unpaid childcare leave shall terminate only at the beginning of one (1) of the first three (3) quarters as per district calendar. Teachers may return for the fourth quarter if they have worked at least an additional quarter (ten (10) consecutive weeks) during that school year. Teachers shall return from leave no later than the first day of the second school year following the start of such leave.

6. After returning from childcare leave, a teacher shall be reassigned without loss of rights or seniority. The time on unpaid childcare leave shall not count toward tenure or toward advancement on the salary schedule.

B. Military Leave

Teachers inducted into the armed forces shall be protected under the provisions of the Military Law 242 and 243 as stated in the New York State Education Law.

C. Leaves for Professional Matters

1. The Board of Education will give consideration, at the time of request, for leaves of absence without pay to teachers who assume offices in professional organizations.
2. Where the Administration feels it necessary to assign teachers to attend meetings outside the District, the teacher shall not be penalized for sick days or visiting days, and any expenses shall be borne by the District.
3. A teacher may be granted two (2) visiting days per year for the purpose of visiting other schools.
4. A teacher shall receive time necessary for appearance in any legal proceedings resulting from the proper performance of her/his duties as assigned by the District. Such time shall not be counted as personal days, sick days, or any other category covered under this Agreement.

D. Jury Duty

Teachers shall receive full pay for time they are required to serve on jury duty when it is impossible to schedule such duty on non-school days. They shall return to the district any pay, less travel expenses, received for such duty. Whenever possible, a teacher shall schedule jury duty on other than school days.

E. Sick Leave

1. Teachers shall be allowed ten (10) days of sick leave per annum. Sick leave shall be cumulative up to one hundred-eighty (180) days of verified illness. Where due to the nature of illness or disability, the teachers has an insufficient number of accumulated unused sick days to cover the entire period of leave needed, the teacher is to be paid the difference between the teacher's regular salary and the substitute's salary for the balance of the leave, but in no case more than the balance of the school year, provided the teacher applies and submits medical documentation in a form and in substance acceptable to the Superintendent or her/his designee, establishing that the teacher is physically incapable of returning to work due to such illness or disability. Upon submission of such medical documentation, the

Superintendent will confer with the President of the Association to discuss utilization of this benefit on individual requests.

2. Upon retirement as accepted and approved by the New York State Teachers' Retirement System based on twenty (20) years of service in the Miller Place Union Free School District, a teacher may sell back to the District two (2) days of accumulated leave for one (1) day of leave with full pay up to a maximum of ninety (90) school days.
3. Any teacher who shall inform the Superintendent in writing of her/his resignation and intention to retire at least three (3) years in advance of the effective date of resignation and retirement, shall be entitled to payment for unused accumulated leave entitlement in three (3) installments as follows:
 - a) In the last check payable to the teacher for the first school year following the date of her/his letter of resignation and notice of intention to retire, said teacher shall receive an amount equal to one-third ($1/3$) of the payment referred to at Paragraph 2 above. This payment shall be calculated by dividing the total number of unused accumulated leave entitlement days by three (3). From the resultant figure, the teacher shall be awarded one (1) day's pay for every two (2) days of unused accumulated leave entitlement.

Simultaneously, with the payment referred to herein, the teacher's unused accumulated leave entitlement shall be reduced by one-third ($1/3$) of the total number of days to which the teacher is credited as of the date of payment.
 - b) In the last check payable to the teacher for the second school year following the date of her/his letter of resignation and notice of intention to retire (the next to last year of employment) the total remaining number of unused accumulated leave entitlement days shall be divided by two (2). From the resultant figure, the teacher shall receive an amount equal to one (1) day's pay for every two (2) days of unused accumulated leave entitlement. Simultaneously with the payment referred to herein, the teacher's unused accumulated leave entitlement shall be reduced by one half ($1/2$) of the total number of days to which the teacher is credited as of the date of payment.
 - c) In the last check payable to the teacher for the third school year following the date of her/his resignation and notice of intention to retire (the last year of employment) the teacher shall receive an amount equal to one (1) day's pay for every two (2) days of remaining unused accumulated leave entitlement.
 - d) The payments referred to in this paragraph shall be subject to the 90-day maximum referred to in Paragraph 2 hereof.

F. Personal Business

A teacher may be allowed three (3) days per year for reasons of personal business. All requests for personal business days must be submitted to the Superintendent on a standardized form for approval three (3) days prior to the leave, whenever possible. Personal business days may not be taken contiguous to vacation periods or holidays. One of the following reasons shall be indicated as the reason for the personal leave days: (1) Legal, (2) Family, (3) Financial, (4) Medical. The requirement for prior notice shall be waived for "illness in the household." At the end of each school year, a teacher's unused personal days will be added to her/his accumulated sick days.

G. Death Leave

Death leaves up to five (5) days may be granted by the Superintendent of Schools. Those days shall not be charged to personal business days.

The aforementioned leave shall be authorized only in connection with the death of a member of the employee's immediate family, which shall be defined as: mother, father, sister, brother, spouse, children, grandparents, grandchildren, mother-in-law, father-in-law, step-parents, step-children, brother and sister-in-law, grandparents-in-law, daughter-in-law, son-in-law, aunt, uncle, niece, nephew, and relative living with the employee at the time of death.

Additionally, when considering leaves of absence, specifically with reference to this death leave provision, the District recognizes domestic partner relationships (but only as specifically defined in the New York State Government Employees' Health Act in effect at the time of the execution of this agreement), and grants those relationships the same benefits with regard to death leave as specified within the provision.

The Superintendent may consider specific individual cases, other than the immediate family as defined above, including, but not limited to, deaths involving legal dependents of the employee, and/or specific customary religious practices associated with bereavement, and will consider each situation on a case by case basis. If such special consideration is given, and such leave requests are granted, same shall not be considered a District practice, nor shall same amend, or in any way change any portion of this collective bargaining agreement.

H. Leaves for Government Service

A tenured member of the bargaining unit can, upon request, take an unpaid leave of absence for a period of up to three (3) years. This leave is for the specific purpose of serving in an elective political office or to enter into government service in organizations such as, but not limited to, the Peace Corps. Upon return said member shall be placed on the next highest salary step to that which he/she was on when the leave was granted. All rights, privileges and seniority previously accrued shall be granted upon return.

I. Leaves for Other Reasons

1. Leaves of absence for any other reasons shall be deemed special cases and shall be acted upon by the Board of Education after due investigation and consideration.
2. Approved leaves of absence shall not deprive a teacher of benefits such as accrued sick leave.

J. FMLA Leave

a. Eligibility

Eligibility for leave pursuant to the Family and Medical Leave Act ("FMLA") of 1993 as amended, shall be as set forth in Board and/or District Policies and Regulations.

b. Procedures

When an eligible employee has been granted and/or placed on FMLA leave and such employee uses accrued paid vacation, personal, or sick leave concurrent with their FMLA leave, and exhausts all of their applicable FMLA leave within any twelve (12) month period, they shall be entitled to an additional unpaid leave of absence, as follows:

1. Following the exhaustion of all of an employee's applicable FMLA leave within any twelve (12) month period, such employee, upon written request to the Superintendent of Schools or his/her designee, shall be entitled to additional unpaid leave time equal to the accrued sick and personal leave time they used during such FMLA leave period.
2. In addition to the above criteria, in order to qualify for such additional unpaid leave, the employee must have provided the District with a doctor's note from the onset of the condition resulting in the FMLA leave.
3. During such additional unpaid leave, the employee shall:
 - i. continue to accrue seniority at the same rate as if they were working;
 - ii. continue to accrue tenure credit (if applicable) at the same rate as if they were working;
 - iii. be maintained on the applicable health and dental insurance plans at the same rates and percentages of contributions as if they were working (e.g., employee shall still be required to contribute 17% (or applicable rate) towards the cost of health insurance); and
 - iv. be entitled to be returned to the same or equivalent position upon their return from such leave.

During such additional unpaid leave, the employee shall not be entitled to be paid the difference between the teacher's regular salary and substitute's salary pursuant to Article VI, subparagraph (E) of the CBA.

ARTICLE VII – TEACHER SALARIES AND FRINGE BENEFITS

A. Salary Increases

2021 – 2022: See reconfigured salary scheduled annexed hereto at Appendix A¹
 2022 – 2023: 1.0%
 2023 – 2024: 1.0%
 2024 – 2025: 1.0%

All increases are plus applicable increment

Attached are: Appendix A: Teachers' Salary Schedules
 Appendix B: Coaches Salary Schedules
 Appendix C: Club Salaries
 Appendix D: Club Moderators and Supervisors of Intramural Sports, and Home tutors' Salary Schedules

All auxiliary salary schedules would be improved by the percentages noted below:

Appendix B: Coaches Salary Schedules

2021 – 2022: 5.0%
 2022 – 2023: 1.0%
 2023 – 2024: 1.0%
 2024 – 2025: 1.0%

Appendix C: Club Salaries

2021 – 2022: 5.0%
 2022 – 2023: 1.0%
 2023 – 2024: 1.0%
 2024 – 2025: 1.0%

Appendix D – Club Moderators, Intramurals, and Home Tutors

2021 – 2022: 5.0%
 2022 – 2023: 1.0%
 2023 – 2024: 1.0%
 2024 – 2025: 1.0%

¹ For the 2021 – 2022 school year only, with regard to initial placement on the reconfigured salary schedule, except for newly hired teachers, each teacher shall be placed on a step in the reconfigured salary schedule that provides at least a \$1,500.00 increase from the salary step they were on in the 2020 – 2021 salary schedule.

Appendix E: Special Education Support

2021 – 2022:	5.0%
2022 – 2023:	1.0%
2023 – 2024:	1.0%
2024 – 2025:	1.0%

1. Payroll Processing

Effective July 1, 2006, at the discretion of administration, unit members' payroll may be processed and paid by direct deposit as determined, administered, and supervised by Central Administration.

B. Extra Pay for Extra Service

It is agreed that all coaching and chaperoning positions, which are new, currently vacant, or currently being held by personnel other than Miller Place teaching staff, will be posted on an annual basis. All members of the Miller Place Teachers' Association will be given first consideration. The Miller Place Athletic Director, after reviewing applications and qualifications of applicants, will make recommendations to the superintendent concerning candidates for such vacant positions.

It is recognized that, should a position as described above remain vacant after the application deadline, the Miller Place Union Free School District has the right to consider applicants outside of the Miller Place Teachers' Association.

1. Clubs shall be defined as any extracurricular activity involving students on any grade level. Assistance given to students, individuals, or groups shall not be considered a club activity.
3. The Superintendent reserves the right to veto any club that is impractical or undesirable. In addition, the Superintendent shall appoint moderators, intramural sports supervisors, and athletic coaches, and set the rate of compensation according to fees established in this contract.
4. Athletic coaches shall be appointed by the Superintendent and paid at the rates set forth on the attached listing. (See Appendix B.)
5. Club moderators and supervisors of intramural sports, including elementary intramural sports shall be paid at the rates set forth on the attached listing. (See Appendix D.)
6. Home Tutors shall be paid at the rates set forth on the attached listing. (See Appendix D.)

7. Class Coverage:

The District and the Association recognize that administration may need to assign teacher members of the bargaining unit to substitute teaching duties when the District is unable to obtain a sufficient number of substitute teachers, pursuant to past practice and prior written agreement. The District further acknowledges that those District teachers who are assigned to substitute teaching duties, are entitled to additional compensation for performing these duties, during their preparation, lunch and/or professional periods, pursuant to past practice, prior written agreement and this provision.

The aforementioned teachers shall be compensated on a permanent basis in recognition of the fact that the length of periods change from school to school and the time periods may be different depending upon the type of substitute services involved. Therefore, the rate of pay for such service shall be Ninety Five Cents (\$.95) per minute.

The aforementioned teachers will be paid for such substitute service at the above-referenced rate, only if such teachers are assigned to substitute work by District administration.

C. Payment for Teacher Education

1. Educational courses taken for the purpose of moving horizontally from one level to the next on the salary schedule must have prior approval of the Superintendent of Schools. Horizontal movement from one educational level to the next on the salary schedule effective July 1, 2006 and thereafter, will be MA to MA 15 and MA 15 to MA 30 six (6) graduate and nine (9) in-service credits; MA 30 to MA 45 and MA 45 to MA 60 nine (9) graduate and six (6) in service credits; MA 60 to Ph.D. upon conferral of Ph.D.

The submission process for reclassification and horizontal movement shall be twice per year pursuant to the following past practice procedure:

A. Fall Semester Process

- Course work must be completed by August 31st of the school year.
- Reclassification requests and forms must be submitted to the District by 3pm on the Friday immediately following Labor Day of the school year.
- Supporting documents including but not limited to transcripts and certification of course completion, or proof that the teacher has applied to the educational institution for proof of course completion, must be submitted by the first Monday in October of the school year.
- All supporting documentation must be dated on or before the date on the reclassification request form.
- Fall reclassifications will be processed by the Personnel and Business Offices by October 31st of the school year.
- Fall reclassifications will be retroactive to September 1st of the school year.

B. Spring Semester Process

- Course work must be completed by January 31st of the school year.
- Reclassification requests and forms must be submitted to the District by 3pm on the first Monday in February of the school year.
- Supporting documents including but not limited to transcripts and certification of course completion, or proof that the teacher has applied to the educational institution for proof of course completion must be submitted by the first Monday in March of the school year.
- All supporting documentation must be dated on or before the date on the reclassification request form.
- Spring reclassifications will be processed by the Personnel and Business Offices by March 31st of the school year.
- Spring reclassifications will be retroactive to February 1st of the school year.

C. Restricted Horizontal Movement

During the period of July 1, 2021 to June 30, 2025 only, unit members' movement across the lanes/columns of the salary schedule (BA to PhD) shall be restricted to not more than two (2) lanes/columns irrespective of the number of employee credits, and shall not move more than one (1) lane/column in any year. Notwithstanding such restriction, a unit member who is on the "BA" and/or "BA15" columns may utilize one (1) of the lane/column movements to move to the "BA45/MA" column provided they have received a sufficient number of employee credits to qualify for same. This provision shall expire on June 30, 2025 and shall not be subject to, extended or continued by Section 209-a (l)(e) (or any other applicable provision) of the Civil Service Law (aka the "Triborough Law").

Failure on the part of the applicant to comply with the above delineated schedule will result in the deferral of the horizontal advancement on the salary schedule until the following semester.

Beyond the Masters Educational level, applicants can only advance one educational level category per semester.

Failure on the part of the applicant to comply with the above delineated schedule will result in the deferral of the horizontal advancement on the salary schedule until the following semester.

Beyond the Masters Educational level, applicants can only advance one educational level category per semester.

2. Prior to matriculation for a Master's Degree, which shall include a minimum of thirty (30) graduate credits, a Ph.D., or Ed.D., a teacher shall have the area in which the degree is to be earned approved by the Superintendent and the Miller Place Teachers' Association Professional Practices Committee. When matriculation has been so approved, all required courses shall be automatically approved for salary credit purposes.

New provisions stated in Sections 1 and 2 above shall not be retroactive to present scale placement of teachers already employed in this school district.

3. The Board shall provide monies in the budget for in-service courses held in the District. The Board will also pay for in-service courses that it requests a teacher to take.

4. Approval of In-Service Courses

- (a) All in-service courses taken for credits must have the approval of the Superintendent of Schools prior to the time of registration.
- (b) In-service credit acquired as a full-time employee of another school district will be allowed only upon the evaluation and approval of the Superintendent of Schools.
- (c) Credit will be given only for courses, which are conducted by institutions, agencies or groups approved by the Superintendent of Schools.
- (d) As a basis for determining credit approval for in-service courses, it is the responsibility of the teacher to provide the Superintendent with the following information about the course:
 1. Name of Course
 2. Sponsor of Course
 3. Place where course is given
 4. Number and length of meetings
 5. Description of course
- (e) To apply in-service credit toward a salary adjustment, the teacher must supply the Superintendent of Schools with evidence of satisfactory completion of the course.

5. Graduate Credits

- (a) The limitation of six (6) credits per year on in-service credits shall not be construed to limit the number of graduate credits from an accredited college or university a teacher may take in any year.
- (b) Graduate courses will be acceptable for salary credit if:
 1. the institution is regionally accredited, or
 2. the institution is accredited by a nationally recognized accrediting agency, or
 3. the accrediting agency is the Board of Regents, or

4. the accrediting agency is recognized by the U.S. Office of Education, and
 5. Graduate courses must be provided by the instructional faculty of the college or university at which the course is taken. Credits earned through such courses must be acceptable by the college or university for any graduate degree-bearing program. Such courses must be directly relevant to the subject(s) taught by the teacher or constitute courses in instructional methodology which are applicable to the teacher's program. Where a teacher has been accepted into a Master's program approved by the District, all courses in that program will be deemed relevant pursuant to this subparagraph.
- (c) Credit may be awarded for correspondence, video and internet (on-line) courses on a case by case basis.
- (d) Subject to the provisions of Paragraph (b)(5), regarding relevance, NYSUT courses shall be accepted as graduate courses.

D. Prior Service

Years of accepted teaching experience in out-of-district schools may be credited for placement on the salary schedule. Acceptable teaching experience is defined as full-time teaching in the public schools. Credit for military service may be granted at the discretion of the Board of Education.

E. Fringe Benefits

1. Health Insurance

- (a) The Board of Education shall provide the full cost of the Empire Plan Core Plus Enhancements package.

Effective July 1, 2021, all teachers shall be required to contribute 17%. Effective July 1, 2022, all teachers shall be required to contribute 18%.

Should the Board of Education seek to investigate alternate health insurance plans, a committee shall be appointed for this purpose. The committee shall contain an equal number of administrators and teachers with the teacher members being selected by the Association.

If the committee approves an alternate health insurance plan, said plan shall be instituted as soon as practical. If the committee does not approve an alternate health insurance plan, the Board may implement a change in health insurance subject to the following conditions:

- (i) The Board shall provide sixty (60) days notice to the Union of any proposed change. The Union shall have the opportunity to consult with the Board at least thirty (30) days prior to the implementation date of the proposed change.
 - (ii) The proposed plan shall be equal to or better than the health insurance plan currently in effect.
 - (iii) Should the Association contend that the proposed plan is not equal to or better than the current plan, it shall have the right to proceed to expedited arbitration of this issue. Said expedited arbitration shall be concluded no later than ten (10) days prior to the proposed implementation date. No change in health insurance shall be effected until the arbitrator's award is received by the parties.
- (b) Effective July 1, 1992, a teacher whose spouse is covered by the Empire Family Plan or the same plan into which the District may subsequently enroll, shall not be entitled to family health insurance coverage from the School district unless such coverage is required to comply with a court order or judgment pre-dating July 1, 1992, or separation agreement executed prior to July 1, 1992. With respect to teachers whose spouse is employed by the School District, such teachers will have the option as to which spouse shall be covered by the District's family plan. Nevertheless, a teacher who thereafter becomes no longer covered by her/his spouse's said coverage, or who is about to retire from the District under The New York State Teachers' Retirement System, shall be entitled to reinstatement at the cost to the district to coverage under the District's Family Plan (if the teacher has dependents, or to the District Individual Plan if no dependents).

A teacher who is not eligible for family health insurance pursuant to this provision of the contract, shall be entitled to individual coverage or \$1,000 annually, at the option of the teacher. The School District will also reimburse to the employee health insurance contributions required of her/his spouse to a maximum of 15% of the premium (See Appendix I).

- (c) Effective September 1, 1992, part-time employees who work less than 3/5ths of a full-time position, shall be eligible for 50% of individual health insurance coverage to be provided by the District. Those reaching 3/5ths or more shall be eligible for 90% individual health insurance coverage paid for by the District. Consistent with insurance regulations, part-time teachers shall be entitled to pay for additional coverage.
- (d) If any teacher who is eligible for family coverage provided by the District wishes to voluntarily give up her/his health insurance, will be paid 40% of the savings realized by the District for each full year that they are not covered. The teacher shall have the option of renewing her/his health insurance at the beginning of any year except if an emergency occurs which would leave that teacher uncovered for health insurance. In that event, the teacher may resume participation in the health insurance plan as soon as is accepted by the plan.
- (e) Health Insurance for Retirees:

The District recognizes it has been an established practice to provide association members with health insurance coverage into retirement provided the following criteria are met by such retirees:

1. The member must actually retire from the School District and such retirement must be accepted and approved by the New York State Teachers' Retirement System.
2. The unit member is employed by the District a minimum of five (5) continuous/consecutive years;
3. The unit member must have been enrolled and be a participant in the District's health insurance program as of March 1 of the year of retirement;
4. The level of health insurance coverage and the District/employee contribution toward the payment or premiums for same, in effect at the time of the unit member's retirement, whether individual or family, is the level of coverage and contribution that the unit member receives and maintains during retirement;
5. Any unit member retiring with family coverage may elect to change the coverage in retirement to individual coverage at any time. However, upon changing the coverage to individual coverage, such coverage may not be converted and/or changed back to family coverage.

With regard to the above-referenced health insurance for retirees, the District, pursuant to practice, will continue to pay one hundred (100%) percent of the premiums for individual health insurance coverage and thirty-five (35%) percent of the cost of premiums for family coverage. When the retiree and/or dependent reaches age sixty-five (65), the District will reimburse the retiree and/or the dependent cost of the District's share of Medicare premiums pursuant to law, regulation and contract, in effect at the time of such reimbursement.

- (f) The District and the Association agree to form a committee to explore additional health insurance carriers/plans which may be used in addition to the New York State Health Insurance Plan (NYSHIP), with the intention of having such health insurance carrier/plan in place by January of 2013; and the parties agree to bargain in good faith regarding such a change in carriers

2. Tax Sheltered Annuities

The Board of Education will give every employee the opportunity to purchase a tax sheltered annuity. The Association and its membership agree that any contribution and/or payment into such annuity must comply with and not exceed the contribution limits provided in the applicable sections of the Internal Revenue Code and/or Regulations. Nothing contained herein shall constitute a representation by the District to the effect that the New York State Teachers'

Retirement System or other applicable system shall deem the aforesaid contributions as eligible to be included in the calculation of final average salary for retirement purposes. The District further makes no representation that the contributions referred to herein are in accordance with Federal or State law or the Rules and Regulations of the Internal Revenue Service. The Association and its membership shall hold harmless, defend and indemnify, at their sole cost and expense, the District, its Board, Board members, officers, administrators, employees, agents and representatives from every claim, demand, audit, accounting or other procedure or proceeding or investigation of any kind, (including but not limited to taxes or penalties based on State and/or Federal withholding, or taxes otherwise due), interest, violations of the Internal revenue Code and/or Regulations, other Federal or State Law or Regulations, which emanate in any way from the creation and/or establishment of such tax sheltered or deferred annuities or annuity accounts, contributions to same, the administration of same, or any of the rights and benefits of this provision. The obligation to hold harmless, indemnify and defend is not conditioned upon and shall not require a showing of negligence or wrongdoing on the part of the Association or its membership.

3. Injury Compensation

Any teacher injured while on the job, either on or off the premises, shall be guaranteed full salary for one (1) year. If necessary, the case will be reopened at the end of one (1) year for further consideration by the Board of Education. It shall be the teacher's responsibility to prove that the injury occurred while working. This provision does not cover travel to and from work.

4. Legal Protection for Teachers

Legal protection for teachers shall be provided in accordance with New York State Education Law.

5. Disability Insurance Program

The District will provide, at its cost, without employee contribution, a disability insurance program for full-time unit members. The disability insurance coverage will pay up to sixty (60%) of the regular monthly gross employee pay. The elimination period as per the policy shall be ninety (90) calendar days. The maximum benefit shall not exceed Two Thousand Five Hundred (\$2,500.00) Dollars and shall be governed by the terms and conditions contained in the applicable insurance policy.

6. Life Insurance

The District will provide at its expense a \$5,000 life insurance policy for each of the teachers in the bargaining unit.

7. Dental Insurance

The district will pay for a dental plan chosen by the Association at a cost not to exceed:

\$63,400 for 1999 – 2000
 \$67,400 for 2000 – 2001
 \$71,400 for 2001 – 2002
 \$72,400 for 2002 – 2003 and thereafter

Of the amounts above, the following amounts will be used for a family dental plan:

\$22,000 in 1999 – 2000
 \$24,000 in 2000 – 2001
 \$26,000 in 2001 – 2002 and thereafter

8. Flexible Benefits Plan

Effective February 1, 2000, the District shall participate in a flexible benefits plan pursuant to Section 125 of the Internal Revenue Code. Availability during calendar 2000 shall be subject to the rules and regulations of the Internal Revenue Service.

9. Longevity Payment

A. In addition to the salaries delineated on the schedules set forth in this Contract, effective July 1, 2016, teachers shall receive a flat dollar longevity as scheduled below:

Completed year (19) payment in years (20 to 24)	\$1,850.00
Completed year (24) payment in years (25 to 29)	\$2,100.00
Completed year (29) payment in year (30 and beyond)	\$2,300.00

B. The payment of the aforementioned flat dollar longevity pursuant to this paragraph shall be paid pro-rata in the bi-weekly paychecks of unit members.

ARTICLE VIII – RETIREMENT INCENTIVE

Upon reaching the age at which a teacher can first retire, and provided such teacher retires as accepted and approved by the New York State Teachers' Retirement System, the teacher will receive a retirement incentive as follows only if he/she retires by June 30 of that year:

² All references to the provisions of the current collective bargaining agreement ("CBA") made herein shall refer to the provisions of the CBA as they exist prior to the redesignation and renumbering of Article VII as provided in this paragraph.

1. Seventy-five (75) percent of unused sick leave up to a maximum of one hundred eighty (180) days or ten thousand (\$10,000.00) dollars, whichever is greater. Thus, a teacher who has accumulated one hundred eighty (180) days of sick leave will be paid for one hundred thirty-five (135) days.
2. A teacher will be required to have ten (10) years of service as a teacher in Miller Place to be eligible for the above-stated retirement incentive.

For retirements effective as of June 30, 2000 and thereafter, the first date for retirement shall be defined as the first year of eligibility for retirement pursuant to the rules of the New York State Teachers' Retirement System without penalty as to each teacher's tier in the said retirement system. However, any teacher eligible to retire without penalty prior to June 30, 2000 who did not elect to retire pursuant to this paragraph shall not be eligible for the benefits hereof.

To qualify for the retirement incentive, a teacher must resign in writing no later than March 1st, effective June 30th.

3. Any teacher who shall inform the Superintendent in writing of her/his resignation and intention to retire at least three (3) years in advance of the effective date of resignation and retirement, shall be entitled to payment for unused accumulated leave entitlement in three (3) installments as referred to in Article VI, Paragraph E(3) of the contract except that the payment for unused accumulated sick leave entitlement to which a teacher shall be entitled shall be in accordance with Paragraph 1 hereof and the teacher must otherwise qualify for the retirement incentive as set forth in this Article.

ARTICLE IX – JOB SECURITY

In the event it becomes necessary to abolish a position held by a tenured teacher, the following procedure will apply, provided that nothing contained hereinbelow shall be violative of existing law:

Tenured teachers whose positions are to be abolished are to be notified by June 1. Those tenured teachers with the least seniority in a certification area of tenure will be released before teachers with greater seniority.

Tenured teachers whose positions are abolished will be placed in order of priority in other positions for which they are certified before any non-tenured teachers can be utilized in such areas. If no position is available for which a tenured teacher is certified, such tenured teacher will be given up to one (1) year in which to become certified and when certified will be placed in a position of her/his certification before any non-tenured teacher can be utilized in such area. During the period needed by the teacher to obtain the additional certification, he/she will be

given first priority for substitute assignments in her/his field of certification for which compensation will be paid at the rate of 1/200 of her/his appropriate salary and step for each day employed.

During the period that the teacher is working toward new certification, he/she will be considered on leave of absence without pay, and upon returning to work shall not suffer any loss of accumulated benefits as a tenured teacher in the District. It is agreed that the teacher will promptly begin to fulfill the new certification requirements.

Probationary teachers whose positions are abolished will be given serious consideration for any vacancy for which they are certified.

ARTICLE X – EXCHANGE OF NEGOTIATION INFORMATION

The Board of Education and the Miller Place Teachers' Association shall make available to each other pertinent information appropriate to negotiation.

ARTICLE XI – ITEMS NOT COVERED

A. The present School Board policy related to teacher employment, working conditions and professional responsibilities not covered in this Agreement will remain in effect for the duration of this Agreement. If the Board of Education changes a policy on these matters, the teachers will be consulted. The parties agree that all foreseeable negotiable items have been discussed, and therefore agree that negotiations shall not be reopened on any item whether or not contained herein.

B. The District agrees that it will not seek to reopen negotiations with the intention of achieving concessions or givebacks on any of the issues contained in this agreement during years 2 through 4 of the contract unless such reopener is expressly agreed to in writing by the District and the Association.

ARTICLE XII – SAVING CLAUSE

A. Legislative Requirements

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

B. Regulations of Commissioner

This Agreement and all provisions herein are subject to all applicable laws, regulations, and decisions of the Commissioner of Education for New York State. In the event any provision of this Agreement is held to violate such laws, said provision shall not bind either of the two parties but the remainder of this Agreement shall remain in full force

and effect as if the invalid provision had not been part of this Agreement. If increases in salary provided herein are found by any Federal agency or court to exceed the maximum permitted under Federal regulations, the schedule will be reduced accordingly.

ARTICLE XIII – NO REPRISALS

It is jointly and mutually agreed that the Board of Education and its administrative agents shall take no reprisals against any member of the staff for having taken part in the strike against the School District, and that the Association and its members shall take no reprisals against any teacher or any other employee who worked in the School District during the strike.

ARTICLE XIV – RATIFICATION OF AGREEMENT

TERM OF AGREEMENT

This contract shall be in effect July 1, 2021 through June 30, 2025. Failing written notice by either party between October 15, 2024 and January 15, 2025, of desire to commence negotiations, this contract shall be automatically renewed for one year, and for successive yearly periods until timely notice is given. The term "terms and conditions of employment" means salaries, wages, hours and other terms and conditions of employment.

ARTICLE XV – ANNUAL PROFESSIONAL PERFORMANCE REVIEW


The parties further agree that they will commence negotiations concerning the Annual Professional performance Review (APPR) plan for the 2015-16 school year as soon as practicable after adoption of regulations of the Commissioner of Education required by the 2015-16 budget bill. Any agreement resulting from such negotiations shall be subject to ratification by the Board of Education and the membership of the Association. The parties hereby express their intent to conduct such negotiations in an expeditious manner so that an APPR plan can be submitted to the Commissioner of Education in Time for approval of the plan by November 15, 2015, or such other date as is required via statute or regulation.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals
this 30th Day of June 20 21.

MILLER PLACE SCHOOL ADMINISTRATION

By: 
Dr. Marianne Cartisano Superintendent of Schools

MILLER PLACE TEACHERS' ASSOCIATION

By: 
Nancy Sanders, President

BOARD OF EDUCATION

By: 
Johanna Testa, President

- Appendix A – Teachers' Salary Schedule
- Appendix B – Coaches Salary Schedule
- Appendix C – Co-curricular and Extra-curricular Salary Schedule
- Appendix D – Club Moderators and Supervisors of Intramural Sports, and Home Tutors Salary Schedule
- Appendix E – Special Education Support
- Appendix F – Official Grievance Form
- Appendix G – Teacher Observation Report Form
- Appendix H – Physical Examination for Employees Form
- Appendix I – Health Insurance

Appendix A

Teachers' Salary Schedule

2021-22

Step	BA	BA15	BA30	BA45 / MA	MA15	MA30	MA45	MA60	PhD
1	53,077	54,589	56,145	57,745	59,391	61,083	62,824	64,615	66,456
2	54,589	56,145	57,745	59,391	61,083	62,824	64,615	66,456	68,350
3	56,145	57,745	59,391	61,083	62,824	64,615	66,456	68,350	70,298
4	57,745	59,391	61,083	62,824	64,615	66,456	68,350	70,298	72,302
5	59,391	61,083	62,824	64,615	66,456	68,350	70,298	72,302	74,362
6	61,083	62,824	64,615	66,456	68,350	70,298	72,302	74,362	76,482
7	62,824	64,615	66,456	68,350	70,298	72,302	74,362	76,482	78,662
8	64,615	66,456	68,350	70,298	72,302	74,362	76,482	78,662	80,903
9	66,456	68,350	70,298	72,302	74,362	76,482	78,662	80,903	83,209
10	68,350	70,298	72,302	74,362	76,482	78,662	80,903	83,209	85,581
11	70,298	72,302	74,362	76,482	78,662	80,903	83,209	85,581	88,020
12	72,302	74,362	76,482	78,662	80,903	83,209	85,581	88,020	90,528
13	74,362	76,482	78,662	80,903	83,209	85,581	88,020	90,528	93,108
14	76,482	78,662	80,903	83,209	85,581	88,020	90,528	93,108	95,762
15	78,662	80,903	83,209	85,581	88,020	90,528	93,108	95,762	98,491
16	80,903	83,209	85,581	88,020	90,528	93,108	95,762	98,491	101,298
17	83,209	85,581	88,020	90,528	93,108	95,762	98,491	101,298	104,185
18	85,581	88,020	90,528	93,108	95,762	98,491	101,298	104,185	107,154
19	88,020	90,528	93,108	95,762	98,491	101,298	104,185	107,154	110,208
20	90,528	93,108	95,762	98,491	101,298	104,185	107,154	110,208	113,349
21	93,108	95,762	98,491	101,298	104,185	107,154	110,208	113,349	116,580
22	95,762	98,491	101,298	104,185	107,154	110,208	113,349	116,580	119,902
23	98,491	101,298	104,185	107,154	110,208	113,349	116,580	119,902	123,319
24	101,298	104,185	107,154	110,208	113,349	116,580	119,902	123,319	126,834
25	104,185	107,154	110,208	113,349	116,580	119,902	123,319	126,834	130,449
26	107,154	110,208	113,349	116,580	119,902	123,319	126,834	130,449	134,167
27	110,208	113,349	116,580	119,902	123,319	126,834	130,449	134,167	137,990
28	113,349	116,580	119,902	123,319	126,834	130,449	134,167	137,990	141,923
29	116,580	119,902	123,319	126,834	130,449	134,167	137,990	141,923	145,968
30	119,902	123,319	126,834	130,449	134,167	137,990	141,923	145,968	150,128

Appendix A

Teachers' Salary Schedule
2022-23

Step	BA	BA15	BA30	BA45 / MA	MA15	MA30	MA45	MA60	PhD
1	53,607	55,135	56,706	58,323	59,985	61,694	63,453	65,261	67,121
2	55,135	56,706	58,323	59,985	61,694	63,453	65,261	67,121	69,034
3	56,706	58,323	59,985	61,694	63,453	65,261	67,121	69,034	71,001
4	58,323	59,985	61,694	63,453	65,261	67,121	69,034	71,001	73,025
5	59,985	61,694	63,453	65,261	67,121	69,034	71,001	73,025	75,106
6	61,694	63,453	65,261	67,121	69,034	71,001	73,025	75,106	77,247
7	63,453	65,261	67,121	69,034	71,001	73,025	75,106	77,247	79,448
8	65,261	67,121	69,034	71,001	73,025	75,106	77,247	79,448	81,712
9	67,121	69,034	71,001	73,025	75,106	77,247	79,448	81,712	84,041
10	69,034	71,001	73,025	75,106	77,247	79,448	81,712	84,041	86,436
11	71,001	73,025	75,106	77,247	79,448	81,712	84,041	86,436	88,900
12	73,025	75,106	77,247	79,448	81,712	84,041	86,436	88,900	91,434
13	75,106	77,247	79,448	81,712	84,041	86,436	88,900	91,434	94,039
14	77,247	79,448	81,712	84,041	86,436	88,900	91,434	94,039	96,719
15	79,448	81,712	84,041	86,436	88,900	91,434	94,039	96,719	99,476
16	81,712	84,041	86,436	88,900	91,434	94,039	96,719	99,476	102,311
17	84,041	86,436	88,900	91,434	94,039	96,719	99,476	102,311	105,227
18	86,436	88,900	91,434	94,039	96,719	99,476	102,311	105,227	108,226
19	88,900	91,434	94,039	96,719	99,476	102,311	105,227	108,226	111,310
20	91,434	94,039	96,719	99,476	102,311	105,227	108,226	111,310	114,483
21	94,039	96,719	99,476	102,311	105,227	108,226	111,310	114,483	117,745
22	96,719	99,476	102,311	105,227	108,226	111,310	114,483	117,745	121,101
23	99,476	102,311	105,227	108,226	111,310	114,483	117,745	121,101	124,553
24	102,311	105,227	108,226	111,310	114,483	117,745	121,101	124,553	128,102
25	105,227	108,226	111,310	114,483	117,745	121,101	124,553	128,102	131,753
26	108,226	111,310	114,483	117,745	121,101	124,553	128,102	131,753	135,508
27	111,310	114,483	117,745	121,101	124,553	128,102	131,753	135,508	139,370
28	114,483	117,745	121,101	124,553	128,102	131,753	135,508	139,370	143,342
29	117,745	121,101	124,553	128,102	131,753	135,508	139,370	143,342	147,427
30	121,101	124,553	128,102	131,753	135,508	139,370	143,342	147,427	151,629

Appendix A

**Teachers' Salary Schedule
2023-24**

Step	BA	BA15	BA30	BA45 / MA	MA15	MA30	MA45	MA60	PhD
1	54,143	55,686	57,273	58,906	60,585	62,311	64,087	65,914	67,792
2	55,686	57,273	58,906	60,585	62,311	64,087	65,914	67,792	69,724
3	57,273	58,906	60,585	62,311	64,087	65,914	67,792	69,724	71,711
4	58,906	60,585	62,311	64,087	65,914	67,792	69,724	71,711	73,755
5	60,585	62,311	64,087	65,914	67,792	69,724	71,711	73,755	75,857
6	62,311	64,087	65,914	67,792	69,724	71,711	73,755	75,857	78,019
7	64,087	65,914	67,792	69,724	71,711	73,755	75,857	78,019	80,243
8	65,914	67,792	69,724	71,711	73,755	75,857	78,019	80,243	82,530
9	67,792	69,724	71,711	73,755	75,857	78,019	80,243	82,530	84,882
10	69,724	71,711	73,755	75,857	78,019	80,243	82,530	84,882	87,301
11	71,711	73,755	75,857	78,019	80,243	82,530	84,882	87,301	89,789
12	73,755	75,857	78,019	80,243	82,530	84,882	87,301	89,789	92,348
13	75,857	78,019	80,243	82,530	84,882	87,301	89,789	92,348	94,980
14	78,019	80,243	82,530	84,882	87,301	89,789	92,348	94,980	97,687
15	80,243	82,530	84,882	87,301	89,789	92,348	94,980	97,687	100,471
16	82,530	84,882	87,301	89,789	92,348	94,980	97,687	100,471	103,334
17	84,882	87,301	89,789	92,348	94,980	97,687	100,471	103,334	106,279
18	87,301	89,789	92,348	94,980	97,687	100,471	103,334	106,279	109,308
19	89,789	92,348	94,980	97,687	100,471	103,334	106,279	109,308	112,423
20	92,348	94,980	97,687	100,471	103,334	106,279	109,308	112,423	115,627
21	94,980	97,687	100,471	103,334	106,279	109,308	112,423	115,627	118,923
22	97,687	100,471	103,334	106,279	109,308	112,423	115,627	118,923	122,312
23	100,471	103,334	106,279	109,308	112,423	115,627	118,923	122,312	125,798
24	103,334	106,279	109,308	112,423	115,627	118,923	122,312	125,798	129,383
25	106,279	109,308	112,423	115,627	118,923	122,312	125,798	129,383	133,071
26	109,308	112,423	115,627	118,923	122,312	125,798	129,383	133,071	136,863
27	112,423	115,627	118,923	122,312	125,798	129,383	133,071	136,863	140,764
28	115,627	118,923	122,312	125,798	129,383	133,071	136,863	140,764	144,776
29	118,923	122,312	125,798	129,383	133,071	136,863	140,764	144,776	148,902
30	122,312	125,798	129,383	133,071	136,863	140,764	144,776	148,902	153,145

Appendix A

**Teachers' Salary Schedule
2024-25**

Step	BA	BA15	BA30	BA45 / MA	MA15	MA30	MA45	MA60	PhD
1	54,685	56,243	57,846	59,495	61,190	62,934	64,728	66,573	68,470
2	56,243	57,846	59,495	61,190	62,934	64,728	66,573	68,470	70,421
3	57,846	59,495	61,190	62,934	64,728	66,573	68,470	70,421	72,428
4	59,495	61,190	62,934	64,728	66,573	68,470	70,421	72,428	74,493
5	61,190	62,934	64,728	66,573	68,470	70,421	72,428	74,493	76,616
6	62,934	64,728	66,573	68,470	70,421	72,428	74,493	76,616	78,799
7	64,728	66,573	68,470	70,421	72,428	74,493	76,616	78,799	81,045
8	66,573	68,470	70,421	72,428	74,493	76,616	78,799	81,045	83,355
9	68,470	70,421	72,428	74,493	76,616	78,799	81,045	83,355	85,730
10	70,421	72,428	74,493	76,616	78,799	81,045	83,355	85,730	88,174
11	72,428	74,493	76,616	78,799	81,045	83,355	85,730	88,174	90,687
12	74,493	76,616	78,799	81,045	83,355	85,730	88,174	90,687	93,271
13	76,616	78,799	81,045	83,355	85,730	88,174	90,687	93,271	95,930
14	78,799	81,045	83,355	85,730	88,174	90,687	93,271	95,930	98,664
15	81,045	83,355	85,730	88,174	90,687	93,271	95,930	98,664	101,475
16	83,355	85,730	88,174	90,687	93,271	95,930	98,664	101,475	104,368
17	85,730	88,174	90,687	93,271	95,930	98,664	101,475	104,368	107,342
18	88,174	90,687	93,271	95,930	98,664	101,475	104,368	107,342	110,401
19	90,687	93,271	95,930	98,664	101,475	104,368	107,342	110,401	113,548
20	93,271	95,930	98,664	101,475	104,368	107,342	110,401	113,548	116,784
21	95,930	98,664	101,475	104,368	107,342	110,401	113,548	116,784	120,112
22	98,664	101,475	104,368	107,342	110,401	113,548	116,784	120,112	123,535
23	101,475	104,368	107,342	110,401	113,548	116,784	120,112	123,535	127,056
24	104,368	107,342	110,401	113,548	116,784	120,112	123,535	127,056	130,677
25	107,342	110,401	113,548	116,784	120,112	123,535	127,056	130,677	134,401
26	110,401	113,548	116,784	120,112	123,535	127,056	130,677	134,401	138,232
27	113,548	116,784	120,112	123,535	127,056	130,677	134,401	138,232	142,171
28	116,784	120,112	123,535	127,056	130,677	134,401	138,232	142,171	146,223
29	120,112	123,535	127,056	130,677	134,401	138,232	142,171	146,223	150,391
30	123,535	127,056	130,677	134,401	138,232	142,171	146,223	150,391	154,677

Appendix B - Coaching Positions

Sport	2021-22 Salary	2022-23 Salary	2023-24 Salary	2024-25 Salary
Cross Country				
Varsity - Boys	6,181	6,243	6,306	6,369
Varsity - Girls	6,181	6,243	6,306	6,369
Middle School	4,909	4,958	5,007	5,058
Middle School - Assistant	3,138	3,138	3,138	3,138
Soccer				
Varsity - Boys	7,245	7,317	7,391	7,464
Varsity - Boys - Assistant	6,159	6,220	6,282	6,345
Varsity - Girls	7,245	7,317	7,391	7,464
Varsity - Girls - Assistant	6,159	6,220	6,282	6,345
Junior Varsity - Boys	5,860	5,919	5,978	6,038
Junior Varsity - Girls	5,860	5,919	5,978	6,038
Middle School - Boys	4,915	4,964	5,014	5,064
Middle School - Girls	4,915	4,964	5,014	5,064
Field Hockey				
Varsity	7,245	7,317	7,391	7,464
Varsity - Assistant	6,159	6,220	6,282	6,345
Junior Varsity	5,860	5,919	5,978	6,038
Middle School	4,915	4,964	5,014	5,064
Football				
Varsity - Head	9,204	9,296	9,389	9,483
Varsity - Assistant	6,454	6,519	6,584	6,650
Varsity - Assistant	6,454	6,519	6,584	6,650
Varsity & JV (Floater)	6,026	6,086	6,147	6,208
Junior Varsity	6,026	6,086	6,147	6,208
Junior Varsity	6,026	6,086	6,147	6,208
JV and Middle School	4,965	5,014	5,065	5,115
Middle School	4,965	5,014	5,065	5,115
Middle School - Assistant	4,965	5,014	5,065	5,115
Tennis				
Varsity - Boys	6,582	6,648	6,715	6,782
Varsity - Girls	6,219	6,281	6,344	6,407
Middle School - Boys	4,962	5,012	5,062	5,113
Middle School - Girls	4,893	4,942	4,991	5,041
Basketball				
Varsity - Boys	8,566	8,652	8,738	8,826
Varsity - Girls	8,566	8,652	8,738	8,826
Junior Varsity - Boys	6,576	6,642	6,708	6,775
Junior Varsity - Girls	6,576	6,642	6,708	6,775
Middle School - Boys (1)	4,962	5,012	5,062	5,113
Middle School - Boys (2)	4,962	5,012	5,062	5,113
Middle School - Girls (1)	4,962	5,012	5,062	5,113
Middle School - Girls (2)	4,962	5,012	5,062	5,113
Wrestling				
Varsity	8,566	8,652	8,738	8,826
Junior Varsity	6,576	6,642	6,708	6,775
Middle School	4,962	5,012	5,062	5,113
Middle School Asst	3,295	3,328	3,361	3,395
Badminton - Co-Ed				
Badminton - Assistant	7,110	7,182	7,253	7,326
Badminton - Assistant	5,688	5,745	5,803	5,861
Winter Track				
Varsity - Boys	5,702	5,759	5,817	5,875
Varsity - Boys - Assistant	4,562	4,608	4,654	4,700
Varsity - Girls	5,702	5,759	5,817	5,875
Varsity - Girls - Assistant	4,562	4,608	4,654	4,700

Appendix B - Coaching Positions

Sport	2021-22 Salary	2022-23 Salary	2023-24 Salary	2024-25 Salary
Spring Track				
Varsity - Boys	7,452	7,526	7,601	7,677
Varsity - Girls	7,452	7,526	7,601	7,677
Varsity Assistant - Boys	6,369	6,433	6,498	6,562
Varsity Assistant - Girls	6,369	6,433	6,498	6,562
Middle School - Assistant	3,295	3,328	3,361	3,395
Middle School - Boys	4,962	5,012	5,062	5,113
Middle School - Girls	4,962	5,012	5,062	5,113
Baseball				
Varsity	8,330	8,413	8,497	8,582
Varsity Assistant	6,670	6,737	6,804	6,872
Junior Varsity	6,411	6,475	6,539	6,605
Middle School	4,962	5,012	5,062	5,113
Softball				
Varsity	8,330	8,413	8,497	8,582
Junior Varsity	6,411	6,475	6,539	6,605
Middle School	4,962	5,012	5,062	5,113
Volleyball				
Varsity	8,139	8,220	8,303	8,386
Junior Varsity	6,342	6,406	6,470	6,534
Middle School (1)	4,962	5,012	5,062	5,113
Middle School (2)	4,962	5,012	5,062	5,113
Golf - Boys	6,970	7,039	7,110	7,181
Cheerleading				
Varsity - Fall	4,675	4,721	4,769	4,816
Varsity - Winter	4,675	4,721	4,769	4,816
Middle School	5,106	5,157	5,208	5,260
Lacrosse				
Varsity - Girls	8,330	8,413	8,497	8,582
Varsity - Boys	8,330	8,413	8,497	8,582
Varsity Assistant - Boys	6,671	6,738	6,805	6,873
Junior Varsity - Boys	6,411	6,475	6,539	6,605
Junior Varsity Assistant - Boys	5,427	5,481	5,536	5,591
Junior Varsity - Girls	6,411	6,475	6,539	6,605
Middle School - Boys	4,962	5,012	5,062	5,113
Middle School - Girls	4,962	5,012	5,062	5,113
Athletic Equipment Manager	3,480	3,515	3,550	3,586

Appendix C - Club Positions

Club / Activity	2021-22 Salary	2022-23 Salary	2023-24 Salary	2024-25 Salary
High School Clubs				
Advisor - Grade 9	1,592	1,608	1,624	1,640
Advisor - Grade 10	1,790	1,808	1,826	1,844
Advisor - Grade 11	2,485	2,510	2,535	2,560
Advisor - Grade 12	3,481	3,516	3,551	3,586
Art Club	1,224	1,237	1,249	1,261
Audio/Visual	2,243	2,266	2,288	2,311
Business Advisory	1,608	1,624	1,640	1,657
Drama - Director	7,100	7,171	7,242	7,315
Drama - Asst Director	1,519	1,534	1,550	1,565
Drama - Band	2,492	2,517	2,542	2,567
Drama - Stage Manager	579	585	591	597
Drama - Vocal	2,264	2,287	2,309	2,332
FBLA	2,454	2,479	2,504	2,529
Foreign Lang. Nat'l Honor	1,523	1,538	1,554	1,569
Junior Statesman	1,096	1,107	1,118	1,129
Literary Magazine	3,903	3,942	3,981	4,021
Mathletes	1,935	1,954	1,974	1,994
Media Club	2,627	2,654	2,680	2,707
Mock Trial	2,999	3,029	3,059	3,089
National Honor Society	3,067	3,098	3,129	3,160
Newspaper	1,095	1,106	1,117	1,128
Newspaper - Layout	1,095	1,106	1,117	1,128
Pep Band	2,492	2,516	2,542	2,567
Robotics	8,566	8,652	8,738	8,826
SADD	1,133	1,145	1,156	1,168
School Store	2,156	2,177	2,199	2,221
Science Club	1,523	1,538	1,554	1,569
Service Club - Interact	973	982	992	1,002
Student Government	3,905	3,944	3,984	4,023
Tri-M Music Honor Society	1,450	1,450	1,450	1,450
Varsity Club	1,408	1,422	1,437	1,451
Yearbook	8,566	8,652	8,738	8,826
Middle School Clubs				
Art Club	1,224	1,237	1,249	1,261
Badminton	1,877	1,895	1,914	1,933
Drama / Theatre	3,192	3,223	3,256	3,288
Lego League	1,523	1,538	1,554	1,569
Lego League	1,523	1,538	1,554	1,569
Mathletes - Grade 7	1,523	1,538	1,554	1,569
Mathletes - Grade 8	1,523	1,538	1,554	1,569
Media (WNCR)	3,718	3,756	3,793	3,831
Music - Competition Band	1,224	1,236	1,249	1,261
Music - Jazz Chorus	3,058	3,089	3,120	3,151
Music - Jazz Ensemble	3,058	3,089	3,120	3,151
Music - String Ensemble	1,090	1,100	1,111	1,123
National Honor Society	3,067	3,098	3,129	3,160
Robotics	8,566	8,652	8,738	8,826
Science Club	2,449	2,473	2,498	2,523
Student Government	3,458	3,492	3,527	3,562
Washington Trip	1,512	1,527	1,542	1,558
Yearbook	4,975	5,025	5,075	5,126

Appendix D - Moderators, Intramurals, Clubs, Sports & Home Tutors

	2021-22	2022-23	2023-24	2024-25
	Salary	Salary	Salary	Salary
Club Rates - Hourly	50.95	51.41	51.87	52.34
Home Tutors - Hourly	54.95	55.45	55.95	56.45
Operation Success, Academic Probation - Hourly	54.95	55.45	55.95	56.45
Academic Center - Hourly	54.95	55.45	55.95	56.45
Detention	54.95	55.45	55.95	56.45
Saturday Detention	59.28	59.81	60.35	60.89
Chaperoning Events				
Chaperone - Up to 2 1/2 Hours	80.35	81.07	81.80	82.54
Chaperone - 2 1/2 to 4 Hours	100.42	101.32	102.23	103.15
Chaperone - 4 + Hours	21.91	22.11	22.30	22.51
Athletics				
Practices - Post Season	44.74	45.15	45.55	45.96
Meets/Games - Post Season	89.51	90.31	91.13	91.95
Timer and Scorer - Up to 2 1/2 hours	120.47	121.56	122.65	123.76
Timer and Scorer - 2 1/2 to 4 hours	150.59	151.95	153.31	154.69
Timer and Scorer - 4 + hours	37.65	37.99	38.33	38.68

Appendix E - Special Ed Support

	2021-22	2022-23	2023-24	2024-25
	Salary	Salary	Salary	Salary
Miller Place High School Special Education Coordinator	6,753	6,821	6,889	6,958
Special Education Support Teacher for Section 501 and College Testing	3,548	3,583	3,619	3,655
North Country Road Special Education Coordinator	4,718	4,765	4,813	4,861
District Adapted Physical Education Support Staff	3,548	3,583	3,619	3,655

MILLER PLACE UNION FREE SCHOOL DISTRICT

Miller Place, New York 11764

_____ Aggrieved Party's Copy
_____ Association Copy
_____ District Copy

Case Number _____
(Year _____ Number)

AGGRIEVED PARTY _____

DATE FILED _____

NATURE OF GRIEVANCE _____

SETTLEMENT DESIRED _____

LEVEL I REPLY (Attach) _____

Date _____ Signed _____

LEVEL II REPLY (Attach) _____

Date _____ Signed _____

Submitted to Arbitration (Attach Request) on _____

Month Date Year

Arbitration Decision (Attach) _____

Date _____ Arbitrator _____



Teacher Observation #1

Date of Observation:

Grade/Subjects:

Length of Observation:

Domain 1: Planning and Preparation

Criteria	Ineffective	Developing	Effective	Highly Effective
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Enter Notes				
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Enter Notes				
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Enter Notes				
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Enter Notes				
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
Enter Notes				
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual

students.

Enter Notes

Domain 2: The Classroom Environment

Criteria	Ineffective	Developing	Effective	Highly Effective
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Enter Notes				
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
Enter Notes				
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
Enter Notes				
2d Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Enter Notes				
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Enter Notes				

Domain 3: Instruction

Criteria	Ineffective	Developing	Effective	Highly Effective
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
Enter Notes				
3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

Enter Notes				
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Enter Notes				
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.
Enter Notes				
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Enter Notes				

Additional Comments:

Date of Post Observation:

Post Observation Comments:

Observer's Signature:

Teacher's Signature:

Date:

The signature of the employee on said report shall not imply agreement or disagreement.

Copy 1 (white) - Personnel File Copy 2 (yellow) - Teacher Copy 3 (pink) - Building Principal

MILLER PLACE UNION FREE SCHOOL DISTRICT
275 Rt. 25A - Unit 43
Miller Place, NY 11764

Appendix H

PHYSICAL EXAMINATION FOR EMPLOYEES

To be completed by examining physical and bottom portion to be return to school nurse.

Date _____

Name _____ Position _____

Address _____ Telephone _____

Date of Birth _____ Sex _____ Height _____ Weight _____

Any current prescription medications? _____

Prior hospitalization or surgery? _____

Any current active medical problems? _____

Any food, environmental, drug allergies? _____

BP _____

Ears _____ Eyes _____ Nose _____ Throat _____

Heart _____ Lungs _____ Abdomen _____ Hernia _____

Extremities _____ Nervous System _____ Urinalysis _____

✓ indicates normal
X indicates abnormal/elaborate

TB Test _____ date _____ site _____

Date read _____ result _____

Follow up with private physician advised _____

I have examined _____ and completed the prescribed physical examination for the Miller Place School District. I certify the person listed above is able to perform his/her duties. The following recommendations/restrictions may apply:

Signature of Doctor _____

Date _____

13. Continued TO CHANGE OR CANCEL COVERAGE CHOOSE FROM THE BOXES BELOW							
C. Change Retiree Payment Status		Change to: <input type="checkbox"/> Pension Deduction (Rate: ____/____) <input type="checkbox"/> Direct Payment to Agency					
D. Correct Social Security Number		<input type="checkbox"/> Incorrect Social Security Number: _____					
14. PREVIOUS COVERAGE INFORMATION							
If you were previously covered under NYSHIP or another health insurance plan, please complete this section and attach proofs (i.e. insurance bill or letter stating former coverage).		Previous ID Number: _____			Date Coverage Terminated: _____		
		Enrollee's Name Under Which Previously Covered		Last Name	First Name	MI	
15. LEAVE WITHOUT PAY AND RETIREMENT STATUS							
LEAVE WITHOUT PAY		<input type="checkbox"/> I wish to continue coverage while I am on authorized leave. I understand that I will be billed and must pay for this coverage.					
		<input type="checkbox"/> I do not wish to continue coverage while I am on authorized leave. I wish to resume my coverage upon return to the payroll.					
RETIREMENT/ VESTEE STATUS		<input type="checkbox"/> I understand the requirements for continuing coverage as a retiree or vestee and wish to continue my coverage.					
		<input type="checkbox"/> I understand the requirements for continuing coverage as a retiree or vestee and wish to defer my coverage.					
Personal Privacy Protection Law Notification							
The information you provide on this application is requested in accordance with Section 163 of the New York State Civil Service Law for the principal purpose of enabling the Department of Civil Service to process your request concerning health insurance coverage. This information will be used in accordance with Section 86 (1) of the Personal Privacy Protection Law, particularly subdivisions (b), (e) and (f). Failure to provide the information requested may interfere with our ability to comply with your request. This information will be maintained by the Director of the Employee Benefits Division, NYS Department of Civil Service, Albany, NY 12239. For information concerning the Personal Protection Law, call (518) 457-9375. For information related to the Health Insurance Program, contact your Health Benefits Administrator. If, after calling your Health Benefits Administrator, you need more information, please call (518) 457-5754 or 1-800-833-4344 between the hours of 9:00 a.m. and 4:00 p.m.							
AUTHORIZATION							
I understand that if my coverage is declined or canceled, I may subject myself and/or my dependents to waiting periods if I decide to enroll at a later date and may forfeit the right to such coverage after leaving State service (vest, retirement, etc.). I am aware of how to obtain a current Summary of Benefits and Coverage for the NYSHIP option I have selected. I understand that my failure to provide required proof(s) within 30 days may delay the availability of benefits for me or any dependent for whom I fail to provide such proof. Any person who makes a material misstatement of fact or conceals any pertinent information shall be guilty of a crime, conviction of which may lead to substantial monetary penalties and/or imprisonment, as well as an order for reimbursement of claims. I certify that the information I have supplied is true and correct. I hereby authorize deduction from my salary or retirement allowance of the amount required, if any, for the coverage indicated above.							
Employee Signature (Required): _____						Date: _____	
AGENCY/EBD USE ONLY							
Action/Reason	Date of Event	Hire Date	Date of 1 st Eligibility	Percentage Working	Agency Code	Eligibility Lost Date	Retirement System
Retirement Tier	Registration #	Sick Leave Information # Hours Hourly Rate of Pay		Date Entered on NYBEAS	Effective Date		
HBA Signature (Required): _____						Date: _____	