
A STUDY OF CONTRACTUAL ARRANGEMENTS
BETWEEN PROFESSIONAL AND SERVICE ORGANIZATIONS
AND LOCAL BOARDS OF EDUCATION
IN CATSKILL AREA SCHOOLS
FOR THE YEAR 1969-70
WITH
COMMENTS ON THE EFFECTS AND FINANCIAL RESTRICTIONS BOTH
PRESENT AND PROPOSED

Catskill Area School Study Council
State University College
Oneonta, New York
A STUDY OF CONTRACTUAL ARRANGEMENTS

BETWEEN

PROFESSIONAL AND SERVICE ORGANIZATIONS

AND

LOCAL BOARDS OF EDUCATION

IN

CATSKILL AREA SCHOOLS

FOR THE YEAR 1969-70

Published November 1969
by the CASSC
ACKNOWLEDGEMENTS

The Study Council wishes to acknowledge the cooperation of the chief school officers for their participation in this study.

Afton Central School
Andes Central School
Bainbridge-Guilford Central School
Charlotte Valley Central School
Cherry Valley Central School
Cooperstown Central School
Delaware Academy and Central School
Downsville Central School
A. S. Draper Central School
Edmeston Central School
Franklin Central School
Gilbertsville Central School
Gilboa-Conesville Central School
Grand Gorge Central School
Greene Central School
Hancock Central School
Jefferson Central School
Laurens Central School
Margaretville Central School
Milford Central School
Morris Central School
Mt. Upton Central School
New Berlin Central School
Norwich City School District
Oneonta City School District
Owen D. Young Central School
Oxford Central School
Richfield Springs Central School
Roxbury Central School
Sherburne-Earlville Central School
Sidney Central School
South Kortright Central School
South New Berlin Central School
Springfield Central School
Stamford Central School
Unatego Central School
Walton Central School
Windham-Ashland-Jewett Central School
Worcester Central School

Mr. Clifford Baker
Mr. Lloyd Johns
Mr. Thomas Braccio
Mr. Donald Haight
Mr. Robert Govern
Mr. Nicholas Sterling
Mr. Herbert Dietz
Mr. Gerald Hutton
Mr. Vincent Ciliberti
Mr. Frank Mullet
Mr. Ralph Yandeau
Mr. Louis Rizzieri
Mr. Paul Marold
Mr. John Sullivan
Mr. Robert Bennett
Mr. John Podbelski
Mr. Robert Harvey
Mr. John Christopher
Mr. Dennis McLean
Mr. Thomas Sheeran
Mr. Warren Ryther
Mr. C. Clifford McLean
Mr. Richard Nostrant
Mr. Ivan Hunt
Mr. Robert White
Mr. Robert Woodruff
Mr. Richard Heller
Mr. Benjamin Gizek
Mr. Bruce Maynard
Mr. Thomas Lotz
Dr. Howard Lynch
Mr. Paul Maholchic
Mr. Voickert Mason
Mr. Robert Purple
Mr. Jack Siring
Mr. Gilson Slater
Mr. Thomas O'Neil
Mr. John Breads
Mr. Bernard Cerra
DESCRIPTION

Scope and Limitations  The study was limited to forty-one school districts in Chenango, Delaware, Otsego, Schoharie and Herkimer Counties of New York State. Of these schools, thirty-eight responded to the questionnaire (an increase of six from 1968). It was additionally limited to those negotiations that transpired during the school year 1968-69 resulting in agreements for the school year 1969-70. Where appropriate comparisons were made with the previous years' study.

The questionnaire covered the spectrum of negotiations between the employer (local boards of education) and various groups of employees. Basically, these groups can be divided into two categories; faculty (professional staff), and non-faculty or service employees (other employees). Not all school districts responded to all questions, nor in fact did all school districts enter into a form of negotiations with any or all employees.

The Instrument  The questionnaire and follow-up letters were issued on Catskill Area School Study Council stationery and were returned to the Council office. All replies have been handled confidentially. Forty-one school districts were mailed questionnaires and of these thirty-eight responded for a 92.7 percent return. A copy of the questionnaire appears in the Appendix.

Analysis  The data was analyzed in two parts. That part pertaining to the questionnaire appears in PART ONE. The data pertaining to contracts, salary schedules and other submitted materials appears in PART TWO. The
responses to each of the questions were tabulated and presented in simple statistical form.

Remarks. This report is one of several studies being conducted by the Catskill Area School Study Council. It will be mailed to all participating schools as well as the Boards of Cooperative Educational Services involved. The sole purpose is to provide information to area school officials. Any reference made to other studies will be so noted, and those studies will be made available to local schools on a loan basis from the Catskill Area School Study Council office. This is the second study of negotiated contracts among area schools. 1.

It should also be noted that no attempt has been made to compare one area school with another. All schools have been treated anonymously in the text of this report.

Dr. Charles Reimer and Dr. Lawrence Heldman are available to answer questions or to consult with area administrators concerning this report. They can be reached at - Dr. Reimer -- 431-3226 and Dr. Heldman -- 432-1445.

PART ONE

Size of Districts Reporting  The thirty-eight school districts that reported ranged in size from a pupil population of 233 to 3033 in grades K-12. Their corresponding faculties ran from twenty-five to 206 full-time professional staff including non-teaching professional staff.

Extent of Negotiations  Of the thirty-eight schools reporting, three did not enter into negotiations (eight percent). Therefore, thirty-five school districts entered into some form of negotiations with employees. All but three (thirty-two) negotiated with professional staff this year and nineteen of the thirty-five districts entered into agreement with employee groups other than professional staff (service employees).

<table>
<thead>
<tr>
<th></th>
<th>68-69</th>
<th>69-70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Districts</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>Negotiated to Some Extent with Employees</td>
<td>26</td>
<td>35</td>
</tr>
<tr>
<td>Negotiated with Professional Staff</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>Negotiated with Service Employees</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Did not Enter into any Negotiations this Year</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Negotiated only Salary Items with Professional Staff</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Negotiated only Salary Items with Service Employees</td>
<td>*(NA)</td>
<td>1</td>
</tr>
<tr>
<td>An Outside Fact-Finder was Used in</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>A Mediator was Used in</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>A &quot;Legal Consultant&quot; was Used in Negotiations in</td>
<td>*(NA)</td>
<td>4</td>
</tr>
</tbody>
</table>

The above table reflects an increase over the previous year in the use of fact-finders and mediators. It also indicates a decrease in the number of districts that did not enter into negotiations.

*(NA) Not Asked 1968-69
Employers Time Investment in Negotiations  A total of twenty-eight schools reported that they had invested from three to 171 hours in negotiations with professional staff. The total time invested was 1087 hours or an average of approximately thirty-nine hours per district. In addition, the seventeen districts that negotiated with "service employees" spent from two to over 100 hours in discussion. This totaled 434 hours and averaged out to twenty-five and one-half hours per district reporting. In five cases the time spent negotiating with service employees exceeded the time spent with professional staff.

Composition of Employee Negotiating Team  Thirty-one of the school districts reported the composition of their employees negotiating teams. The size of the teacher team ranged from three to seven members with the average size four members. Women were represented on twenty-six of the thirty-one teams. Elementary teachers were found on twenty-five of the thirty-one teams. All teams were represented by secondary teachers. Their findings are very similar to those that were obtained in 1968-69. It should also be noted that twelve of thirty-one teams had at least one member without tenure.

Composition of Employer Negotiating Team  Of the districts reporting on the composition of their employer negotiating team it was shown that in eighteen cases the team was made up of three persons (the same as 1968-69). In the remaining thirteen situations the size ranged from two persons to six persons.

The employer team had board members in all but one case. The most typical team was composed of two or three board members and the chief
school officer. Other combinations included board members and school board officers, lay citizens, clerk, building principal, school attorney and administrative assistant.

Most Significant Demands Made of Teachers During Negotiations

To Participate in Community Affairs
Extra Duties at no Cost (example - chaperoning)
Accept Five Percent Increment
Two Year Salary Agreement
Code of Ethics
Cutting Budget Items
Improved Parent-Teacher Communications
Improved Pupil Accounting, Lesson Plans, Record Keeping
Personal Leave Policy
Support of Education Programs in Community
Merit
Proper Certification
Extra Help for "Low Ability Students"
*Coaching Salaries
Educational Development Committee
Holding Down Total Cost
Clarification of "Non-Negotiable" Items
*Teaching Hours
Teacher Evaluation Policies
Student Evaluation Policies
Keep Status Quo

Most Significant Demands Made of the Board by Professional Staff

Dues Check Off
Career Increments
Salary
Role in Curriculum Development
Improved Grievance Procedures
School Building Improvements
Starting Salary at $6800
Sabbatical Leave
Fully Paid Life Insurance
Salary on Step
Promotions
Code of Ethics
Fringe Benefits

*(Additional Comments in Part II, "Extra Pay for Extra Duty").)
Binding Arbitration for Grievances Procedures and Contract Items
Aides
Extra Curricular Pay Schedule
Restore Staff Cuts
Policy Committees
Tenure
Class Size
Improve Sick Leave

Most Significant Demands Made by Service Employees

Salary
Non-Contributory Retirement
Retirement State Plan
Tenure
Grievance Procedure
Additional Holidays
Extended Vacation
Increased Hospitalization
Sick Leave
Full Pay for Part-Time Drivers
Same Fringe Benefits as Teachers
Personal Business Days

The most frequently reported demand was salary improvement followed by improvement of retirement programs.

What did school districts have to give up because of stiff "Hold the Line" Financial Policies of the State (that is, the most serious losses).

<table>
<thead>
<tr>
<th>Service or Item</th>
<th>Cases Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Correctionists</td>
<td>12</td>
</tr>
<tr>
<td>Reduction in Teaching Staff</td>
<td>11</td>
</tr>
<tr>
<td>Dental Hygienists</td>
<td>9</td>
</tr>
<tr>
<td>Cut in Supplies</td>
<td>8</td>
</tr>
<tr>
<td>Psychologists</td>
<td>6</td>
</tr>
<tr>
<td>Equipment Cuts</td>
<td>5</td>
</tr>
<tr>
<td>Cut in Transportation</td>
<td>5</td>
</tr>
<tr>
<td>Art Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Aides</td>
<td>4</td>
</tr>
<tr>
<td>Vocal Music</td>
<td>4</td>
</tr>
<tr>
<td>Remedial Reading Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>
Spurt Activities .................. 3
Summer School .................. 3
Service Employees .............. 3
Field Trips ...................... 2
Student Accident Insurance .... 2
Adult Education ................. 2
P. E. Teacher .................. 2
Foreign Language ............... 2
A. V. Personnel ................. 2
B.O.C.E.S. Services .......... 2
Conference Funds ............... 1
Nurse .......................... 1
Telelearning ................... 1
Home Economics Teacher ..... 1
Heating System Improvement ... 1
Expansion of Pre-School Program 1
Library Books .................. 1
Building Repairs ............... 1
Industrial Arts ................ 1

The above list by no means indicates the total loss incurred, but instead indicates the chief school officer's impression of the most serious cuts this year.

If the proposed cuts take place in 1970-71 what will be the effect on your school district -

Drastic
Deeper Cuts in Services
Up 8/1000 on true or cuts in staff
Up 7/1000 on true
Increase taxes and curtail BOCES
Loss of 30,000 State Aid
Loss of 50,000 State Aid
Loss of 60,000 State Aid
Larger work loads - less tools to work with
Give up elementary guidance
Reduce dental hygiene
Reduce health services
Reduce speech services
Reduce visual aids
Raise taxes
Disastrous
Cut art
Cut psychology
Cut music
Cut P. E.
Cut aides
Cut B.O.C.E.S. services
Cut C.M.R.S.E.C. (Rexmere)
Cut athletics
Cut cafeteria program
Cut the education program
Cut staff
Reduced or hold the line on salary
Larger class size
Reduce curriculum offerings
Reduce services to children
Cut supplementary service

Summary of Part I Many of the items reported this year were similar to those reported last year both in content and effect. There was a significant increase in the use of outside "help" in order to settle impasse situations. This included the use of fact-finders, mediators and legal consultants.

Of greatest importance are the indications of the tremendous loss of services and materials suffered by area schools this year. Many of those services were recently obtained and in most cases were shared services provided through the area B.O.C.E.S. The reduction of specialized services such as speech, psychologist, etc., cannot be replaced in other ways. The outlook for next year is worse. Local communities will have to make some serious decisions concerning the extent to which they are willing to allow their educational opportunities to disappear! It is not a question of what the school wants, but rather what the community is willing to fight for.
Contracts and Salary Schedules Received  Eighteen schools submitted professional contracts and eight of these schools sent in contracts with service employees. Twenty-three salary schedules for professional employees were made available for this study.

Contracts  As in last year's study, the contracts varied greatly in size and scope. They ranged from a single page "Results of Faculty - Board Negotiation" to a multi-page, multi-article contract. The content ranged from brief statements of major areas of discussion to contracts that enumerated a myriad of specific regulations. In comparison with the contracts submitted in 1968-69, this year's contracts are becoming more specific and unique. While many of last year's contracts followed a common outline, this year's contracts were more varied in format.

Titles for the various articles showed a great deal of variety. Most frequently articles included: Preamble, Recognition, Negotiation Procedures, Grievance Procedures, Leaves, Salary Schedule, Extra-Curricular Duties and Pay, Insurance and Annuities, Dues Deductions and miscellaneous provisions, and Duration of Agreement. Titles of other articles mentioned in the various contracts included:

**Titles of Articles and Frequency of Occurrence**

<table>
<thead>
<tr>
<th>Article</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preamble</td>
<td>10</td>
</tr>
<tr>
<td>Certification and Recognition</td>
<td>14</td>
</tr>
<tr>
<td>Negotiation Procedures</td>
<td>14</td>
</tr>
<tr>
<td>School Policy</td>
<td>2</td>
</tr>
<tr>
<td>Grievance Procedures</td>
<td>12</td>
</tr>
<tr>
<td>Sick Leave and Personal Leave Days</td>
<td>11</td>
</tr>
<tr>
<td>Sabbatical Leave</td>
<td>3</td>
</tr>
</tbody>
</table>
Insurance and Annuities. 7
Salary. 1
Curriculum. 8
Devotion. 1
Miscellaneous Provisions. 2
Resolution of Board of
Education. 1
Salary Schedule. 23
Prior Service Credit. 1
Teaching Working Conditions. 7
School Calendar. 3
Use of School Facilities. 1
Extra Duties (and Compensation). 9
Tax Sheltered Annuities. 2
Dues Deduction. 8
Duration of Agreement. 5
Professional Up-Grading. 4
Conference. 1
Teacher's Schedule. 2
Items of Mutual Agreement. 2
Teacher's Supplies. 3
Agreements Between Public
Employees and Employers
Organizations. 2
Implementation and General
Commitments. 1
Fringe Benefits. 1
Payroll Dates. 1
Definition of Forms. 2
Substitute Teachers. 2
Personnel. 1
Student Testing and
Assignments. 1
Special Duties. 1
Jury Duty. 1
Salary Index. 1
Physical Examination. 1
Supervision and Evaluation
of Teachers. 1
Classroom Visitations. 1
Teachers' Work Year. 1
Requirements Per Taylor Law. 1
Teacher Conference. 1
Next Proposed Contract. 1
Military Leave. 1
Mileage for Travel. 1
Notice of Intent to
Continue Service. 1
Probationary Period. 1
Code of Ethics. 1
A Bill of Rights for Teachers. 1
Tenure. 4
Teacher Assignment, Transfer,
and Promotion. 1
Salary Schedules  Twenty-three schools presented salary schedules for the 1969-70 term. This researcher continued last year's practice of presenting six educational preparation levels at five points of time. The table entitled "Minimum and Maximum Salary Range 1969-70" presents the results of this aspect of the study.

A flat increment was used in nineteen of twenty-three salary schedules. Increments varied from $250 to $400. There was evidence that the higher educational levels received higher increments, but in general, increments didn't vary due to educational level. The remaining four schools used a variable index to formulate increase.
In terms of numbers of steps available on the schedule, the range of steps and normal maximum salaries were as follows:
## Minimum and Maximum Salary Range 1969-70

<table>
<thead>
<tr>
<th>Education</th>
<th>Schools Reporting</th>
<th>Step One</th>
<th>Step Five</th>
<th>Step Ten</th>
<th>Top Regular*</th>
<th>Top Special*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Min.</td>
<td>Mean</td>
<td>Max.</td>
<td>Min.</td>
<td>Max.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than BA</td>
<td>14</td>
<td>5580</td>
<td>5968</td>
<td>6260</td>
<td>6500</td>
<td>7130</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7500</td>
<td>8900</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7700</td>
<td>9200</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8660</td>
<td>10200</td>
</tr>
<tr>
<td>BA</td>
<td>23</td>
<td>6000</td>
<td>6333</td>
<td>6700</td>
<td>7050</td>
<td>8125</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8300</td>
<td>9500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8850</td>
<td>10600</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9550</td>
<td>11600</td>
</tr>
<tr>
<td>BA + 30</td>
<td>21</td>
<td>6400</td>
<td>6689</td>
<td>7100</td>
<td>7400</td>
<td>8530</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8650</td>
<td>10235</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9300</td>
<td>11599</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10105</td>
<td>12700</td>
</tr>
<tr>
<td>MA</td>
<td>15</td>
<td>6300</td>
<td>6819</td>
<td>7326</td>
<td>7600</td>
<td>8658</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8900</td>
<td>10457</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9500</td>
<td>11599</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10295</td>
<td>12800</td>
</tr>
<tr>
<td>BA + 60</td>
<td>20</td>
<td>6700</td>
<td>7062</td>
<td>7300</td>
<td>7700</td>
<td>8939</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8950</td>
<td>10729</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9800</td>
<td>12161</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10700</td>
<td>13000</td>
</tr>
<tr>
<td>MA + 30</td>
<td>12</td>
<td>6600</td>
<td>7181</td>
<td>7726</td>
<td>7900</td>
<td>9058</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9200</td>
<td>10856</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9800</td>
<td>11665</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10800</td>
<td>13100</td>
</tr>
</tbody>
</table>

*Additional information regarding regular top special step and top regular step can be found on the following page.
In order to study recent salary changes in the area, this researcher used two earlier publications of the Catskill Area School Study Council, one written in 1966-67, and last year's report. The following range of salaries emerge from this comparison:

### Range of Number of Steps to Reach Normal Maximum Salary

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Reporting Schools</th>
<th>Number of Steps</th>
<th>Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Min.</td>
<td>Max.</td>
<td>Lowest</td>
</tr>
<tr>
<td>Less than BA</td>
<td>14</td>
<td>10</td>
<td>13</td>
<td>7700</td>
</tr>
<tr>
<td>BA</td>
<td>23</td>
<td>11</td>
<td>12</td>
<td>8850</td>
</tr>
<tr>
<td>BA + 30</td>
<td>21</td>
<td>11</td>
<td>14</td>
<td>9300</td>
</tr>
<tr>
<td>MA</td>
<td>15</td>
<td>11</td>
<td>14</td>
<td>9500</td>
</tr>
<tr>
<td>BA + 60</td>
<td>20</td>
<td>12</td>
<td>15</td>
<td>9800</td>
</tr>
<tr>
<td>MA + 30</td>
<td>12</td>
<td>12</td>
<td>15</td>
<td>9800</td>
</tr>
</tbody>
</table>

### Range of Number of Steps to Reach Special - Maximum Salary

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Reporting Schools</th>
<th>Number of Steps</th>
<th>Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Min.</td>
<td>Max.</td>
<td>Lowest</td>
</tr>
<tr>
<td>Less than BA</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>8660</td>
</tr>
<tr>
<td>BA</td>
<td>15</td>
<td>1</td>
<td>5</td>
<td>9550</td>
</tr>
<tr>
<td>BA + 30</td>
<td>16</td>
<td>1</td>
<td>5</td>
<td>10105</td>
</tr>
<tr>
<td>MA</td>
<td>12</td>
<td>1</td>
<td>5</td>
<td>10295</td>
</tr>
<tr>
<td>BA + 60</td>
<td>15</td>
<td>1</td>
<td>5</td>
<td>10700</td>
</tr>
<tr>
<td>MA + 30</td>
<td>9</td>
<td>1</td>
<td>5</td>
<td>10800</td>
</tr>
</tbody>
</table>
Comparison of Salary Ranges 1966-70

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than BA</td>
<td>Min. 4900</td>
<td>5200</td>
<td>5580</td>
<td>+680</td>
</tr>
<tr>
<td></td>
<td>Max. 7150</td>
<td>9250</td>
<td>10200</td>
<td>+3050</td>
</tr>
<tr>
<td>BA</td>
<td>Min. 5200</td>
<td>5700</td>
<td>6000</td>
<td>+800</td>
</tr>
<tr>
<td></td>
<td>Max. 9000</td>
<td>10100</td>
<td>11600</td>
<td>+2600</td>
</tr>
<tr>
<td>MA</td>
<td>Min. 5200</td>
<td>6000</td>
<td>6300</td>
<td>+1100</td>
</tr>
<tr>
<td></td>
<td>Max. 9900</td>
<td>10500</td>
<td>12800</td>
<td>+2900</td>
</tr>
</tbody>
</table>

Extra Pay for Extra Duties  
Fourteen of the contracts studied indicated definite financial compensation to staff directing activities beyond the scope of their regular employment. Several of these same schools demanded a pre-determined number of non-reimbursable contributions of time from regular staff and physical education staff. The demands seemed to be approximately one hour per week of teachers time, and the coaching of two "free" sports by physical education staff members.

The following examples are listed below indicating the position and range of compensation:

<table>
<thead>
<tr>
<th>Type</th>
<th>Range in Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Advisor</td>
<td>25 - 350</td>
</tr>
<tr>
<td>Chaperone (inc. gateman)</td>
<td>5/event to 10/event</td>
</tr>
<tr>
<td>Student Council</td>
<td>25 - 350</td>
</tr>
<tr>
<td>Clubs (inc. honor society)</td>
<td>25 - 350</td>
</tr>
<tr>
<td>Yearbook</td>
<td>75 - 350</td>
</tr>
<tr>
<td>Band</td>
<td>15/trip - 400/year</td>
</tr>
<tr>
<td>Plays</td>
<td>150/year - 200/play</td>
</tr>
<tr>
<td>Yearbook Photographer</td>
<td>150</td>
</tr>
<tr>
<td>A. V. Coordinator</td>
<td>150 - 200</td>
</tr>
<tr>
<td>Adult Education</td>
<td>10 - 200</td>
</tr>
<tr>
<td>Vice Principal</td>
<td>400</td>
</tr>
<tr>
<td>Census</td>
<td>150</td>
</tr>
<tr>
<td>Department Chairman</td>
<td>150 - 300</td>
</tr>
</tbody>
</table>
Coaching (all levels plus graduated scales)

Football .................................................. 150 - 1000
Soccer ....................................................... 100 - 450
Basketball ................................................. 100 - 1000
Wrestling .................................................. 200 - 800
Track ....................................................... 50 - 650
Cross-Country ............................................ 100 - 400
Swimming ................................................... 200 - 400
Volleyball .................................................. 50
Winter Sports ............................................. 50
Girls Athletics (softball, etc.) ....................... 50 - 400
Faculty Manager ........................................... 300
Tennis ....................................................... 150 - 200
Golf .......................................................... 150 - 200
Bowling ..................................................... 200
Intra-Murals ............................................... 50 - 1000
Cheerleading .............................................. 100 - 300
Volleyball, Badminton, Table Tennis (all) .......... 500

Service Employees Contracts

Eight schools submitted contracts and/or salary schedules for service employees. One of these groups was represented by the C.S.E.A., the other groups were local organizations.

In studying the service employee contracts, the most frequent articles appearing in the various contracts were: Preamble, Recognition, Grievance Procedure, Leaves, Insurance, Retirement, and Overtime or Extra Duty Pay.

A fairly complete list of articles is as follows:

Titles of Articles in Service Employees Contracts

Preamble.......................................................... 4
Notice of Recognition....................................... 7
General Definitions......................................... 1
Grievance Committee or Procedure....................... 4
Holidays........................................................ 1
Sick Leave...................................................... 4
Personal Leave............................................... 4
Health Insurance............................................. 4
Vacations...................................................... 5
Bus Drivers................................................... 1
Salary schedules for service employees show great diversity. A compilation of titles and salary ranges is presented as follows:

**Pay Schedules - Service Employees**

**Transportation**

Titles include: Bus Driver; Mechanic; Mechanic/Bus Driver; Mechanics Helper/Driver Trainer. Garage Personnel Salary Range: $850 to $6783.

**Maintenance**

Titles include: Head Custodian; Assistant Head Custodian; Custodian/Mechanics Assistant; Cleaner; Groundsman. Salary Range: $1400 to $7280.
Cafeteria

Titles include: Food Service Keeper; Assistant Cook; Cafeteria Cook; Cook Manager; School Lunch Manager; Food Service Cashier; Laundry Worker; Assistant Cook and Baker; School Lunch Helper. Salary Range: $1.54 to $3.09/hour; $1280 to $4362.

Office

Titles include: Secretary; Account Clerk Typist; Senior Tabulator Machine Operator; Senior Typist; Clerical Worker; Typist; Stenographer; Library Clerk; Senior Library Clerk. Salary Range: $1400 to $6142.

Others

Titles include: School Aide; Teacher Aide; Noon Hour Monitor; Monitor. Salary Range: $700 to $4800.

Fringe benefits mentioned in the contracts studied include:

Contract Fringe Benefits

Retirement - most schools on 1/60 non-contributory plan.

Sick Leave - ranges from 7 days/year to 18 days/year cumulative range from 45 days to 180 days.

Bereavement Leave - ranges from 3 to 5 days.

Vacation - ranges from 1 to 4 weeks on varying systems of reward for years of service.

Personal Leave - ranges from 1 to 10 days/year.

Sickness in Family Leave - ranges from 3 to 5 days.

Holidays - 7 to 11 paid/year.

Health Insurance - most schools on statewide and pay all for individual, one-half for family plan.

Additional Benefits Mentioned - meal allowance; life insurance; paid physicals; uniforms; seniority; tenure; substitutes.

It should be noted that service employees fall into several categories
by term of employment: for example, hourly - part time; hourly - full time; full time - 10 months; full time - 12 months; one-half time - school year employees, etc.

**Summary Part II** Simply stated, contracts this year with all employees were more complex and specific. Salary and money items were the major concerns. More negotiating took place and more items were negotiated.
Please complete the following and return by September 15th. We will collect and collate the data and have a report back to you by November 1st, 1969.

Return to: Dr. Lawrence J. Heldman
Catskill Area School Study Council
State University College
Oneonta, New York 13820

Please send a copy of contracts and salary schedules with the completed form.

School District ____________________________

Person Reporting ____________________________

1. We did not negotiate with any employees this year. 

2. We negotiated with professional staff.

3. We negotiated with non-professional staff.

4. We negotiated with all full-time employees.

5. Only salary items were negotiated with professional staff.

6. Only salary items were negotiated with non-professional staff.

7. The district made use of an outside fact-finder.

8. The district made use of a mediator.

9. The district made use of a legal consultant.

10. Approximately how many hours were devoted to negotiations with professional staff.

11. Approximately how many hours were devoted to negotiations with non-professional staff.

Teacher Employee Negotiating Team Description

12. Number on the team -

13. Number female staff on team -

14. Number elementary staff on team -

15. Number secondary staff on team -
16. Number on team without tenure -

Board (Employer) Team Description

17. Number on board team -

18. Number of board members on team -

19. Other members (check) - Chief School Officer

20. - School Attorney

21. - School Business Officer

22. - Other (list)

The following questions are designed to provide information desired by local school personnel in preparation for next year's negotiations.

23. List most significant demands the board made of the teachers group -

24. List most significant demands the teachers group made of the board -

25. List most significant demands non-professional staff made of the board -

The following questions are not part of the above study but have implications for our area. Please answer them if possible.

26. The recent "hold the line" policy of state financial aid to schools will have what effect on your district for this coming school year. What did you have to give up?
27. If the fiscal cuts anticipated for next year are put into practice, what will probably be the effect on your school district.

___________________________________________________________________________

___________________________________________________________________________

28. Is there a service, study or type of information you need that could be supplied by your Study Council. Tell us how we can be more effective.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________