
MEMO

To: Principals
From: Dan Weisberg, Executive Director, Labor Policy
Date: November 29, 2005
Re: Guide to UFT Contract Changes

This memo outlines the changes in the UFT contract and key parameters regarding the implementation of some of these changes for this school year. In addition to providing general information, the intent of the memo is to offer guidance about how principals can leverage the important changes in work rules for the benefit of students. The contract was ratified by the UFT membership earlier this month and was approved by the Panel for Educational Policy on November 28.

The following is a list of its contents:

- I. Extended Time
- II. Circular 6
- III. Other Provisions
- IV. Resources for Principals

The changes regarding additional work time and Circular 6 will have the most immediate and substantial operational impact, so this memo focuses on those areas. Please note that the implementation timeline is tight, and it is critical that all deadlines are met in order to ensure the smoothest transition for students, families, and staff. Thank you in advance for your cooperation.

The Office of Labor Relations and Regional leadership will be hosting briefings for principals in each Region (see Section IV), and staff are available to provide support and technical assistance on contract issues. Please call your Local Instructional Superintendent/Community Superintendent, Regional Counsel or e-mail Dan Weisberg (dweisbe2@nycboe.net) or Dan McCray (dmccray@nycboe.net) with questions.

I. Extended Time

The new UFT contract provides for an additional 150 minutes per week for tutoring, small group instruction, or test preparation with a student-teacher ratio of no greater than 10:1 (or 5:1 for self-contained special education classes, as discussed below). The 150 minutes result from the addition of 50 minutes of work time for teachers and other UFT-represented employees to the 100 minutes agreed upon in the last contract. The extended time will go into effect February 1, 2006.

A. Standard structure and configuration of the 150 minutes

- Four days a week (Monday through Thursday), the school day will consist of a new 6 hour and 20 minute schedule, followed by a 37.5-minute session. These sessions are not regular teaching periods with normal class sizes, but are for small group instruction, tutoring or test preparation with student-teacher ratios of not more than 10:1, as detailed below.
- In single-session schools, the day (including the 37.5-minute session) will start no earlier than 8 a.m. and end no later than 3:45 p.m.

NOTE: The 6 hour and 20 minute schedule for all students will be shorter than the current schedule by 10 minutes, which will require scheduling adjustments throughout the school day.

- In multi-session schools, principals determine in consultation with staff whether this configuration is possible given space and scheduling constraints. If the principal determines this configuration is not possible, the school shall utilize a 6 hour 50 minute day every school day.
- Extended Time Schools will maintain their current schedules.
- On professional development days, e.g. Election Day, the work day for teachers will be 6 hours 50 minutes.

NOTE: Existing faculty and grade conferences should be used for professional development.

- Provisions for special education classes:
 - Self-contained District 75 sites and classes will utilize a 6 hour 50 minute day every school day.

- Principals with regional (non-District 75) self-contained special education classes have three scheduling options for those classes: (1) the 6 hour and 50 minute school day; (2) the 6 hour and 20 minute schedule with additional 37.5-minute sessions Monday through Thursday with student-teacher ratios of no more than 5:1 during the extended time; or (3) a 6 hour and 57.5 minute school day Monday through Thursday.

NOTE: The third option is designed to allow students in regional self-contained special education classes to have the same start and end to the school day as general education students participating in the extended time. In this scenario, the 37.5-minute session will not be used, so the 5:1 ratio will not apply.

- All inclusion classes, with special education and general education students, will follow the standard general education schedules.

B. Programmatic Parameters

The primary goal for the use of the 37.5-minute sessions is to provide intensive instruction to support struggling students. Attendance at these sessions will be *mandatory* for students identified by the principal as struggling academically, which, for purposes of the 37.5-minute sessions, shall mean those students in danger of not meeting standards. Principals are expected to take appropriate action if identified students fail to participate in the 37.5 minute sessions, including appropriate action pursuant to the discipline code.

Principals should consult with staff and use their discretion to identify struggling students based primarily on the following guidelines:

- For grades K-3: Students scoring below standards on diagnostics such as the ECLAS II or on criterion-referenced tests.
- For grades 4-8: Students scoring Level 1 or 2 on prior year ELA and/or Math tests.
- For grades 9-12: Students entering 9th grade who scored Level 1 or 2 on prior year ELA and/or Math tests; students repeating 9th grade; students with two or more years of high school who have not taken a Regents examination; and students who have failed or are at risk of failing one or more classes.
- For all grades, principals should consider the following in identifying struggling students:
 - English Language Learners who are in the greatest danger of not meeting standards, regardless of their participation in standardized assessments in English. Special consideration should be given to students who have participated in ELL services for over three years and to Students with Interrupted Formal Education (SIFE).

- Students with disabilities who are in the greatest danger of not meeting standards regardless of the special education services they receive. Special consideration should be given to students who participate in standardized assessments with or without modifications and are performing at Level 1.

Capacity is limited due to the 10:1 and 5:1 maximum student-teacher ratios referenced above and discussed further in Section D below. Therefore, in schools with a large number of struggling students, principals should prioritize the *most* struggling students—those most in danger of not meeting standards—for participation in the 37.5-minute sessions. For example, Level 1 students get priority over Level 2 students.

In schools with small numbers of struggling students, principals after consultation with staff may decide offer a voluntary program during the 37.5-minute sessions for students not in danger of failing to meet standards. These voluntary programs should only be offered by schools that can provide academic intervention to *all* of their struggling students in small group settings first and still have available teachers for voluntary programs. The voluntary programs must be in the form of small group instruction, tutoring or test preparation (within the 10:1 and 5:1 student-teacher ratios), unless there is an SBO. It is important that the extended time be used effectively in every school, with the involvement of every teacher. Principals in schools offering voluntary programs should submit a plan to the Chancellor’s Office for approval as detailed in the timeline below.

NOTE:

- In schools with after-school programs, principals should coordinate with the program provider to integrate the 37.5-minute instructional sessions with the after-school program, where possible.
- Physical space should be carefully considered. Where there are space constraints, groups of teachers and students may be combined in one classroom to maximize the use of space available to both extended time participants and after-school programs.

C. Busing

Busing will be provided to students who are mandated to attend the 37.5-minute sessions. As a result, the Office of Pupil Transportation (OPT) will be adding additional bus routes, and schools will have dual dismissal.

In schools with few struggling students that plan to establish a voluntary program, busing after the program *may be* provided for participating students who normally receive bus transportation to and from school *if constraints allow*. OPT will review transportation requests on a school-by-school basis.

OPT will also plan busing routes for special education students who, as detailed above, may be on a 6 hour 50 minute schedule or, if in regional self-contained classes or in inclusion classes, may be on a schedule consistent with general education students.

D. Student-Teacher Ratio

For general education students, the student-teacher ratio during the 37.5-minute sessions must not exceed 10:1. For special education students in self-contained classes, the student-teacher ratio in small group instruction must not exceed 5:1 during the 37.5-minute sessions. These maximum ratios apply to all teachers, including, for example, “cluster” teachers in elementary school.

NOTE: Though it will most often be ideal to give each small group its own space, the student-teacher ratios do allow for multiple teachers to be assigned the same group of students so that, for example, two teachers can be responsible for providing instruction to a group of 20 general education students or a group of 10 students from self-contained special education classes.

Please be mindful that as part of the new contract an expedited arbitration process will be established to enforce the 10:1 and 5:1 student-teacher ratio for small group instruction applicable to the 37.5-minute sessions. The UFT will be able to seek both cease and desist orders and monetary penalties in this process.

E. Title-specific Guidelines for the Extended Time

- Paraprofessionals and Substitute Teachers will have their workdays extended in the same manner as teachers.
- Nurses and therapists will work an additional 10 minutes per day so that they will work a 6 hour 55 minute day including a 30 minute lunch.
- School Secretaries will continue to work a 7 hour and 20 minute day (with a lunch break) but will have one of their two 10 minute breaks eliminated.
- School Psychologists and Social Workers will work an additional 10 minutes per day so that their work day will now be six hours and 50 minutes *exclusive* of a lunch period of no less than 30 minutes (and no greater than the length of a teacher’s lunch period).
- Guidance Counselors will work an additional 10 minutes per day so that their work day will now be 6 hours and 30 minutes *exclusive* of a lunch period.

NOTE: Principals should continue to use shortage-area prep periods, non-DOE providers during the day and other current means of ensuring that special education students receive the services to which they are entitled. However, the availability of therapists, counselors, speech teachers and other related service providers during the 37.5-minute sessions provides an important opportunity to provide these services to students outside of the 6 hour and 20 minute schedule in a manner that will reduce disruption to these students' regular classes.

- Lab Specialists will have their relief period reduced by 10 minutes per day to 20 minutes. As a result, they will continue to work a 6 hour and 30 minute day, *exclusive* of a lunch period of no less than 30 minutes (and no greater than the length of a teacher's lunch period).
- Attendance Teachers will have an additional 10 minutes added either to the beginning or end of their 8:30 a.m. to 3:40 p.m. work day which is *inclusive* of a 30-minute lunch period (so their schedule will now be either 8:20 a.m. to 3:40 p.m. or 8:30 a.m. to 3:50 p.m.).
- Teachers of the homebound will also have 10 minutes added to their workday so they will have a 7 hour workday *inclusive* of a 45-minute lunch break.
- Adult Education Teachers will work an additional 10 minutes per day of preparation time.

F. School Based Options

The Chancellor will approve the following SBOs, *as long as they do not impact* busing schedules:

- To move the 37.5-minute sessions to the morning for students who do not require busing, before the start of the 6 hour and 20 minute schedule, assuming this does not interfere with either the breakfast program (the breakfast program must feasibly be scheduled before the 37.5-minute sessions). In this scenario, schools must also offer the 37.5-minute session after the regular 6 hour and 20 minute schedule to accommodate any students who require busing and are mandated to participate in the extended time;
- To increase student-teacher ratios for instruction of mandated struggling students.
- To increase student-teacher ratios for voluntary programs. Note: this option is only available to schools that can accommodate all of their struggling students in small group settings first and still have available teachers for voluntary programs; and
- To configure the 150 minutes per week in longer blocks of time over fewer days, for example into three fifty-minute blocks per week, with no impact on student busing schedules.

Other proposed SBOs that do not impact busing schedules will be evaluated by the Chancellor on a case-by-case basis.

G. February, 2006 Implementation Timeline

To ensure the best possible transition for students, families, and staff this February, it is critical that the following deadlines are met given calendar and transportation constraints. We recognize the time frames are tight and appreciate your cooperation to ensure smooth implementation. The dates below outline the standard implementation process as well as additional steps for the schools applying for an SBO.

Key Dates:

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| December 14 | Principals submit student-specific information on participation in the 37.5-minute sessions to OPT. (Detailed instructions to follow shortly) |
| | Principals submit SBO requests to OLR (email dmccray@nycboe.net) |
| | Principals at schools offering voluntary programs submit proposed plans to Chancellor's Office for approval (email volprog@nycboe.net) |
| December 20 | OPT notifies principals of approvals of and adjustments to transportation requests. |
| | OLR notifies principals of approval/denial of SBO requests. |
| | Chancellor's Office notifies principals of approval/denial of proposed voluntary programs. |
| December 21 | Principals notify parents of all students participating in the 37.5-minute sessions. Note, at this time, principals will be able to notify parents of students participating voluntarily whether busing will be provided. |
| January 6 | Principals confirm accuracy of student-specific participation data in ATS, upon which final bus routing will be based. |
| <i>Week of Jan 17</i> | OPT notifies parents of participating students of their busing schedule. <i>Again, mandated students who require busing will be bused; voluntary students who require busing may be bused, if constraints allow.</i> |
| February 1 | Extended time begins. |

II. Circular 6

Effective February 1, 2006, there will be a new menu of activities for teachers during their professional activity periods. Principals, after consulting with the UFT chapter leader, will determine if and how many positions are available for each menu item, and will also determine the responsibilities and qualifications required for each activity.

The new Circular 6 provision affords schools with professional activity periods a tremendous new resource with which to offer additional intervention time for struggling students, enrichment opportunities in the form of student clubs and activities, and professional development for staff. The new provision will also give schools additional tools to address any problems with safety and student discipline by adding the presence of teachers in hallways, cafeterias or school yards, and at bus arrival and departure.

After consulting with chapter chairs regarding the number of available positions for each activity and the qualification and responsibilities required for each activity, principals must submit their Circular 6 plans to the Chancellor's Office for review to ensure that each school is maximizing the potential benefit of these changes to students. See attached template. Details in Section C below.

A. Menu of Activities

- Small group instruction (not to exceed 10 students)
- One to one tutoring
- Advise student activities such as clubs, teams or publications
- Perform student assessment activities (including portfolios, performance tests, IEPs, ECLAS, etc.)
- Professional development/prepare staff development workshops and demonstration lessons
- Common planning time
- Conflict resolution for students
- Cafeteria Duty (administrative activity)
- Schoolyard Duty (administrative activity)
- Hallway Duty (administrative activity)
- AM Bus Duty (administrative activity)
- PM Bus Duty (administrative activity)
- Homeroom (administrative duty)
- Provide inter-disciplinary articulation
- Develop multi-cultural curriculum
- Develop programs to integrate technology into the daily life of the classroom

Principals may agree with teachers that they will perform activities not on the contractual menu.

B. Staff Assignments

Staff will submit preference sheets with the three activities to which they would like to be assigned, in priority order. The principal will make selection decisions based on qualifications required for each activity and availability of positions. To the extent possible, the principal will make assignments that accommodate teachers' menu choices. Only if candidates are equally qualified should seniority dictate selection. It is therefore important that principals think carefully about the qualifications for the positions.

If a teacher does not receive one of his/her three choices, s/he will select three additional choices and will receive one of these choices, so long as s/he is qualified and that teacher is not needed to serve in another activity because an insufficient number of teachers applied (see below).

If an insufficient number of teachers choose a particular activity, the principal will assign teachers to these activities on a rotational basis in reverse seniority order. No teacher may be involuntarily assigned to an administrative activity for consecutive years.

- Teachers new to the New York City school system and teachers in danger of receiving U-ratings may be assigned to professional development regardless of their preferences.
- Homeroom fulfills the professional activity requirement in schools where principals decide to offer homeroom duty as an option. Because of this, and because including homeroom as a menu option will ordinarily mean that most teachers in a school will be assigned to homeroom as their professional activity, where homeroom is not currently in place, it should be included as a menu item only where it better serves the interests of the school compared to other items, such as one-to-one tutoring or small group instruction.
- Teachers performing AM or PM bus duty will fulfill their professional activity requirement by performing such duty and will instead use their professional activity period as a preparation period. (These teachers will not receive additional pay for working before or after school.) If a teacher performing AM or PM bus duty is in danger of receiving a U-rating, s/he may be reassigned by the principal from bus duty to professional development during his/her professional activity period.
- If the UFT believes that the number of positions for administrative activities is inappropriate or that a decision regarding an assignment to a particular activity is inappropriate the UFT may appeal to the Chancellor and may appeal the decision of the Chancellor to the NYC Office of Labor Relations, a Mayoral Agency, for a final decision. The UFT may not otherwise grieve or arbitrate a principal's decision regarding a professional activity assignment.
- Teachers in compensatory time positions will continue to do the work of their comp time position during their professional periods pursuant to a plan that must be presented to and approved by the principal at the beginning of each term.

- Athletic coaches will use professional periods to further the work of their coaching activity based on a plan that must be presented to and approved by the principal at the beginning of each term.
- Notification of assignments for the following school year will be made prior to the end of school year.

C. February, 2006 Implementation Timeline

Again, it is critical that the following deadlines are met. We recognize the time frames are tight and appreciate your cooperation to ensure smooth implementation.

Key Dates:

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| December 14 | Principals submit Circular 6 plan (per template attached) to the Chancellor’s Office at circular6approval@nycboe.net after consulting with UFT chapter leaders regarding the number of positions for each menu item. |
| December 22 | Chancellor’s Office sends approval to principals of proposed Circular 6 plans. |
| Dec 23-Jan 12 | Principals post the number of positions, qualifications and responsibilities; teachers submit preference sheets (those who do not receive initial three preferences are given opportunity to submit additional three choices during this period). |
| January 13 | Principals notify teachers of assignments by this date. |
| January 31 | Circular 6 changes go into effect on January 31, 2006, the first day of the Spring Semester. |

NOTE: These changes apply to the one professional activity period per week scheduled for teachers at elementary schools on an eight-period day. Teachers at elementary schools with a seven-period day do not have professional activity periods so will not be impacted. Under continuing contract rules, elementary schools must use the SBO process to change from an eight- to a seven-period day.

NOTE: Teachers hired after this process or after the assignment process for Fall 2006 will be offered three choices from the menu by the principal. If they are new to the NYC public schools, they may be assigned to professional development.

III. Other Contract Changes

The new contract includes a number of other provisions, most of which are highlighted below in summary form. A number of the provisions go into effect during the 2005-06 school year, and additional guidance on their implementation will be forthcoming.

A. Extended Year

Beginning in 2006, teachers, paraprofessionals, guidance counselors, attendance teachers and teachers of the homebound will begin work with staff development days on the Thursday and Friday before Labor Day, and the school year will begin on the Tuesday after Labor Day. School secretaries, psychologists and social workers will report for regular work days on the Thursday before Labor Day.

In addition, beginning in the 2005-06 school year, Anniversary Day (Brooklyn-Queens Day), which falls on June 8, 2006, will be a holiday for all students and a professional development day for all teachers, paraprofessionals, school psychologists, social workers, guidance counselors, attendance teachers, teachers of the homebound, and school secretaries citywide.

Nurses and therapists will now have the same work year schedule as teachers. Summer work for nurses and therapists may be mandated, with priority given first to volunteers who serve the same student population during the regular work year, then volunteers outside the district and then, if there are insufficient volunteers, nurses and therapists in the district may be assigned in reverse order of seniority.

B. Principal Hiring Authority Expanded

Substantial changes have been made expanding principal hiring authority. The contract provisions on transfers and excessing requiring bumping of teachers and forced placement of teachers have been eliminated. Principals will make all final hiring decisions of teachers after consideration by a school committee made up of teachers and supervisors. We will be issuing detailed guidance on this critical reform as we get closer to the spring hiring season.

C. Lead Teachers

The new contract provides for the creation of lead teacher positions with \$10,000 salary differentials. The Chancellor will determine the number and location of such positions. We will be issuing information on the process for selecting schools for lead teacher positions in the coming months for implementation in the 2006-07 school year.

D. Material in File Grievances are Eliminated

Materials in file (e.g. letters, observation reports) are no longer subject to the grievance/arbitration process. This change takes effect immediately. We will be issuing detailed guidance on best practices for issuing letters to file shortly, but the major point is that teachers should be given a copy of any letter to their personnel file and be given an opportunity to attach a written

response to all such letters. They may not, however, grieve such letters. Letters that do not result in further discipline must be removed from personnel files after three years. We will issue guidance on removal of file letters shortly.

E. Other Discipline and Grievance Issues

Pedagogues may not be disciplined for (a) the format of bulletin boards; (b) the arrangement of classroom furniture; or (c) the exact duration of lesson units. These limitations are specific and should be interpreted as such. Supervisors can and should continue to counsel and discipline teachers who exhibit poor instructional or classroom management skills. Principals should continue to hold teachers accountable for performance, which includes effective student engagement and classroom management.

There is also a new disciplinary process for tenured pedagogues with attendance and/or lateness problems. It is an expedited process with hearings before an arbitrator empowered to issue any discipline except termination, with hearings to last no more than half a day. Principals should contact their Regional Counsel or the Office of Labor Relations to discuss possible use of this process for any tenured pedagogue with attendance and/or lateness issues. If informal counseling and written disciplinary letters have been ineffective, this process should be used as a means of correcting problems. Therefore, principals should not wait for problems to persist during an entire school year before taking action through the expedited process. This provision goes into effect immediately.

In addition, Step 2 of the grievance process (superintendent's level) has been eliminated. If the UFT wishes to pursue grievances rejected by principals at Step 1, the grievance will go to the Chancellor's level. As a result, principals will not have to invest time in appearing, even by phone, at Step 2 grievance conferences.

The new contract also allows for suspension without pay and a mandatory penalty of discharge for any employees engaging in sexual misconduct with a student or minor. If an employee is found to have been victimized by an allegation of sexual misconduct or physical abuse that the accuser knew was false when it was made, the employee is entitled to have references to the accusation removed from his/her personnel file, as well as to other measures to restore the employee's reputation. (The determination regarding a knowingly false allegation would be made by the Special Commissioner of Investigation or the DOE's Office of Special Investigations.) This provision also goes into effect immediately.

F. Psychologists and Social Workers

Psychologists and social workers may now submit disputes regarding workload to an internal appeals process, first to the principal, then to the Local Instructional Superintendent/Community Superintendent, and then to the Chancellor, who issues a final decision. This matter may not be taken to arbitration or otherwise "grieved." This change goes into effect immediately. Principals who receive these complaints must meet with the employee and his/her union representative and reach a determination on the complaint within five school days of the meeting.

Two of the five contractual days of staff development for psychologists and social workers will now be mandatory; the subject and content will be directed by the DOE.

IV. Resources

Representatives from the Office of Labor Relations and Teaching and Learning will be hosting voluntary briefing sessions over the next several weeks. The schedule is as follows:

Region	Location	Room	Address	Date	Time
Region 1	JF Kennedy High School	1 st floor, Auditorium	99 Terrace View Avenue Bronx, NY	12/5	1 session: 3:30-5:00 pm
Region 2	PS 194	Auditorium	1301 Zerega Ave. Bronx, NY	12/2	1 session: 3:30-5:00 pm
Region 3	Bayside High School	Auditorium	32-24 Corp Kennedy St. Bayside, NY	11/30	2 sessions: 3:30-5:00 pm; 5:30-7:00 pm
Region 4	School Construction Authority	5th floor Conference Room	30-30 Thompson ave. Long Island City, NY	11/30	1 session: 12:00-1:00 pm (pre-scheduled principal conference)
Region 5	John Adams	Auditorium	101-01 Roackaway Blvd. Ozone Park, NY	11/30	1 session: 7:30-9:00 am
Region 6	Clara Barton High School	Auditorium	901 Classon Ave. Brooklyn, NY	12/1	2 sessions: 3:30-5:00 pm; 5:30-7:00 pm
Region 7	The Petrides School	1st floor, Auditorium	715 Ocean Terrace Building C Staten Island, NY	12/2	1 session: 7:30-9:00 am
Region 8	Regional Office	6th floor, Conference Room	131 Livingston, Brooklyn, NY	12/1	1 session: 7:30-9:00 am
Regions 9 and 10	Tweed	2nd floor, Conference Room	52 Chambers, New York, NY	12/6	3 sessions: 7:30-9:00 am; 3:30-5:00 pm; 5:30-7:00 pm
District 79	Tweed	2nd floor, Conference Room	52 Chambers, New York, NY	12/5	1 session: 5:30-7:00 pm

Please contact your Local Instructional Superintendent/Community Superintendent or Regional Counsel with any questions.

Region(s)	Regional Counsel	Phone	E-mail
1, 2	Diana Armenakis	718.741.8897	darmenakis@nycboe.net
3, D75	Thomas Fox	718.281.3425	tfox@nycboe.net
4, 5	Zvia Shapiro	718.391.8225	zshapiro@nycboe.net
6,7	Robin Merrill	718.630.1606	rmerrill@nycboe.net
8, D79	Judith Kay	718.935.3620	jkay@nycboe.net
9, 10	*Office of Legal Services	212.374.6888	asklegal@nycboe.net
Zone	Office of Legal Services	212.374.6888	asklegal@nycboe.net

*Regional counsel position is vacant. All calls should be directed to the Office of Legal Services until further notice.

SPYFSS Directors may be consulted for assistance with coordination of afterschool programs.

Directors of Student Placement, Youth and Family Support Services			
Region(s)	Name	Phone	E-mail
1	Amanda Lurie	(718) 741-2805	alurie@nycboe.net
2	Andaye De La Cruz	(718) 828-3182	adelacr2@nycboe.net
3	Ginay Marks	(718) 281-3470	gmarks@nycboe.net
4	Jaime Cobham	(718) 391-8393	jcobham@nycboe.net
5	Marjorie Elliot	(718) 642-5736	melliot@nycboe.net
6	Phyllis Marino	(718) 968-6234	parino3@nycboe.net
7	Karen Ditolla	(718) 420-5633	kditoll@nycboe.net
8	Diane Costagliola	(718) 935-4140	dcostag@nycboe.net
9	Brian Kaplan	(917) 339-1714	bkaplan@nycboe.net
10	Franklin Caesar	(917) 521-3619	fcaesar@nycboe.net

Additionally, you may contact Dan Weisberg (212-374-6592; dweisbe2@nycboe.net) or Dan McCray (212-374-7930; dmccray@nycboe.net) of the Office of Labor Relations.

A copy of the Memorandum of Agreement with the UFT can be viewed at the following link: <http://www.nycboe.net/schools/principals/>.