



# INFORMATION BULLETIN

## Experimental Middle or Intermediate Schools

Recently reinstated by the New York State Board of Regents, Section 80-5.12 of the Regulations of the Commissioner of Education allows school districts to apply for approval of teaching assignments in connection with an experiment in organizational change. An experiment in organizational change means that a district proposes to alter the definition of an elementary, junior or senior high school. Typically, such a change involves the establishment of a middle or intermediate school program. If operating an approved experimental middle or intermediate school, a district is provided with additional flexibility in the assignment of certified teachers.

This Information Bulletin contains:

- A brief description of the regulation and the application approval process;
- An overview of teacher certification and teacher assignment flexibility;
- Information on teacher certification extensions and statements of continued eligibility;
- Advice to local leaders;
- A copy of Commissioner's Regulations Section 80-5.12 regarding an experiment in organizational change (Appendix A);
- A copy of Commissioner's Regulations Section 80-4.3(b) and (c) regarding extensions to teach a subject in grades 5-6 and grades 7-9 (Appendix B);
- A copy of Commissioner's Regulations Section 80-5.3 regarding incidental teaching (Appendix C); and
- A listing of school districts which have been approved for experimental middle or intermediate school status (Appendix D). This listing is accurate as of June 2005.

**It is important to note that the reinstated regulations now include language regarding the continuation of staff in teaching assignments under this provision. A school district may not continue the assignment of a teacher in any teaching assignment covered by an experiment in organizational change for more than five school years unless the teacher has obtained the teaching certificate appropriate to such assignment or certificate extension appropriate to such assignment or a statement of continued eligibility.**

**No. 200517**

(Replaces: 979815 and 200202)

**July 2005**

**New York State United Teachers**

**Division of Research and Educational Services**

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## **Background**

Entitled “Experiment in Organizational Change,” this regulation (see Appendix A) provides flexibility, with State Education Department (SED) approval, for school districts to staff programs that are not traditional elementary, junior high or senior high school programs through certification waivers. The regulation allows school districts to apply for approval of more flexible teaching assignments in connection with an experiment in organizational change, specifically the implementation of middle (grades 6-8) or intermediate (grades 5-8) school programs. Without the approval process established through this regulation, individuals with secondary content area certification (grades 7-12) would not be able to teach students in grades 5 or 6 and an individual with common branch certification (prekindergarten-grade 6) would not be able to teach students in grades 7 or 8.

## **Application Process**

In order to obtain permission to assign teachers in accordance with the terms of the experiment, the superintendent of schools must submit the following information to the SED in sufficient detail to explain the program:

1. A description of the experiment including the “nontraditional” use of staff.
2. A description of the evaluative procedures to be used to measure the effectiveness of the experiment.
3. Affirmation by the chief school officer that the experiment was recommended by the professional staff and approved by the Board of Education. Although there is no standard form provided by SED, the submitted application must clearly reflect the approval of the teachers’ collective bargaining unit.

Formal written approval is received from the State Education Department. This approval is valid for a period of five years and may be renewed for an additional five-year period. Appendix D lists experiments in organizational change currently approved by SED.

## **Teacher Certification and Teaching Assignment Flexibility**

Typically, an individual’s teaching assignment is based upon the certification held by that teacher. It is limited to a specific subject area and grade range. An individual cannot teach subjects and grades outside of their certification except with an incidental teaching assignment.

However, if a school district has had teaching assignments in an experimental middle or intermediate school approved by SED, teachers certified in the secondary level (grades 7-12) may teach the subject in which they hold certification in grades 5 and/or 6 of a middle or intermediate school.

Similarly, a person certified as an elementary school teacher (prekindergarten-grade 6) may teach any subject in any grade of an experimental middle or intermediate school that they may teach in an elementary school except for special subjects (i.e.: art, business and distributive education, dance, health, family and consumer sciences, music, physical education, recreation, speech, and technology education). For example, he or she may teach math in grades 7 and 8 but may not teach special subjects such as Home and Career Skills or Introduction to Technology.

## **NOTE:**

- This flexibility applies only to the teacher's certification. Tenure and seniority are ***not*** subject to this waiver.
- Teachers must be "highly qualified" as required by the federal No Child Left Behind (NCLB) Act.
- In a significant change, the reinstated regulations now include language regarding the continuation of staff in teaching assignments under this provision. **A school district may not continue the assignment of a teacher in any teaching assignment covered by an experiment in organizational change for more than five school years unless the teacher has obtained the teaching certificate appropriate to such assignment or certificate extension appropriate to such assignment or a statement of continued eligibility.**

## **Extension of Teacher Certification**

Teachers holding a certificate in elementary education may extend the certificate to include grades 7-9. Similarly, teachers holding a certificate in one of the secondary academic subjects may extend the certificate to include grades 5-6. Both extensions require additional coursework, including coursework in middle-level education, and may include an additional examination (see Appendix B). While extensions may provide the appropriate certification for a subject/grade level, the extension of the teacher's certification may not protect the teacher if an issue arises concerning tenure. This is because the extension is limited to the certification and does not affect tenure and seniority.

## **Statement of Continued Eligibility**

The reinstated regulation also includes a new provision to "grandfather" individuals who may have previously worked in approved experimental middle or intermediate schools.

An individual whose teaching assignment was previously covered by an approved experiment in organizational change may be eligible for a statement of continued eligibility (SOCE). The SOCE would then allow the individual to continue to teach in such assignment without the required certification extension to teach the subject in grades 5-6.

In order to be eligible for the SOCE, an individual must:

- hold a permanent or professional certificate in English language arts (grades 7-12), language other than English (grades 7-12), mathematics (grades 7-12), biology (grades 7-12), chemistry (grades 7-12), earth science (grades 7-12), physics (grades 7-12), or social studies (grades 7-12);
- have an assignment teaching the subject in grades 5-6 while covered by an approved experiment in organizational change during three of five years between July 1, 1993 and February 1, 2004; and
- submit an application to SED.

An SOCE is limited to the specific permanent or professional certificate that was extended to authorize such service, but the SOCE will be valid for service in any school district.

## **Incidental Teaching Assignments**

Experimental middle or intermediate schools may also address staffing issues through incidental teaching assignments which would allow a teacher to teach outside his/her subject of certification for no more than five classroom hours per week. A district must follow requirements in Commissioner's Regulations Section 80-5.3 (see Appendix C) regarding incidental teaching assignments which are available to all schools regardless of experimental school status. The regulation allows a superintendent to assign a teacher to an incidental assignment without first seeking approval from SED for an incidental assignment, however an application for approval of an incidental assignment must be submitted by the superintendent no later than 20 business days after such an assignment. Incidental teaching assignments generally do not impact on tenure and seniority, due to the time limitation of five hours per week.

For more detailed information on this subject, see NYSUT Information Bulletin #200504 on "Incidental Teaching."

## **Advice to Local Leaders**

There are implications for tenure and/or seniority when a school district attempts to implement an experimental middle or intermediate school program. Local leaders are urged to proceed with extreme caution in this area and to consult with their NYSUT Labor Relations Specialist for more information in regard to issues of tenure and seniority.

Local leaders may consider, when faced with experimental middle or intermediate schools, to:

- Seek to keep teachers working within the confines of their tenure areas in experimental schools and to use incidental teaching assignments as necessary; and/or
- Seek volunteers from teachers with dual certification in both elementary education and a secondary academic subject. These teachers could then be provided a new probationary appointment for the new assignment being taught at the experimental middle or intermediate school, and end up with dual tenure appointments.

Although New York State is expected to turn over a significant percent of its teaching force in the next few years, the current economic climate makes the possibility of a reduction in force and subsequent loss of positions by teachers performing outside of their tenure area in experimental middle or intermediate schools an important concern.

Because the chief school officer is required to provide proof that the proposed experiment is based "upon the recommendation of the professional staff," local leaders have used this requirement to negotiate conditions advantageous to affected teachers and programs. Local leaders should examine their own situation carefully and consult with their NYSUT Labor Relations Specialist before agreeing to support the district application. It is critical that the teachers' collective bargaining unit actively participates in the application development process.

For example, since a teacher cannot continue for more than five years in an experimental school assignment without holding the appropriate teaching credential, local leaders may want to obtain a commitment from the district to support member efforts to obtain the additional certificate. If additional coursework is necessary, the district could pay for the cost of education since the district benefits from the efforts invested by the member (It is important to note that the district is already required to reimburse teachers for required coursework under the incidental teaching regulations).

**Note: This regulation was amended through emergency action of the Board of Regents effective May 24, 2005.**

### **§80-5.12 Experiment in organizational change.**

For applications for the approval or for the renewal of approval of teaching assignments in connection with an experiment in organizational change, the requirements of subdivisions (a), (b), and (c) of this section shall apply.

(a) Any school district which proposes an experiment concerned with organizational changes that alters the definition of the elementary, junior or senior high school may be granted approval of a five-year period to employ a certified teacher (or appropriately licensed teacher in the cities of New York and Buffalo) for any teaching assignment, within the scope of the experiment, for which the teacher is deemed, by the superintendent, or other legally authorized body, qualified by education and experience provided:

- (1) the proposed experiment is approved by the Board of Education upon the recommendation of the professional staff of the school district;
- (2) the proposed experiment is approved by the Commissioner of Education;
- (3) the proposed experiment includes appropriate procedures for evaluation;
- (4) the teacher meets the qualification requirements of section 120.6 of this Title, relating to the No Child Left Behind Act of 2001; and
- (5) a school district may not continue the assignment of a teacher in any teaching assignment covered by an experiment in organizational change for more than five school years unless the teacher has obtained the teaching certificate or certificate extension appropriate to such assignment or the teacher meets the requirements of subdivision (c) of this section.

(b) Permission to assign teachers in accordance with the terms of the experiment may be renewed for a five-year period on evidence, satisfactory to the commissioner, of instructional benefit to the students.

(c) A person who holds a permanent or professional certificate in English language arts (7-12), language other than English (7-12), mathematics (7-12), biology (7-12), chemistry (7-12), earth science (7-12), physics (7-12), or social studies (7-12) and whose teaching assignment covered by an experiment in organizational change during three of the five years of an experiment approved by the Commissioner on or before February 1, 2004 is in the subject of the certificate held but is in grades 5-6, may be issued a statement of continued eligibility pursuant to which such person may continue to teach in such assignment without the extension prescribed in section 80-4.3 (b) of this Part to teach the subject in grades 5-6. In order for such person to be eligible for the statement of continuing eligibility, his or her experience in teaching the subject in grades 5-6 must have occurred on or after July 1, 1993. A statement of continued eligibility shall be limited to the specific permanent or professional certificate that was extended to authorize such service but shall be valid for service in any school district. Applications for the statement of continued eligibility must be filed with the department.

### **§80-4.3 Requirements for the extension of a certificate.**

#### **(b) Requirements for the extension to teach a subject in grades 5-6.**

The candidate shall meet the requirements in each of the following paragraphs:

(1) The candidate shall hold a valid provisional, permanent, initial, or professional certificate in English language arts (7-12), language other than English (7-12), mathematics (7-12), biology (7-12), chemistry (7-12), earth science (7-12), physics (7-12), or social studies (7-12).

(2) The candidate shall satisfactorily complete a program registered pursuant to section 52.21(b)(4)(iii) of this Title, or its equivalent consisting of six semester hours of coursework in middle childhood education which shall include study in early adolescent development and instructional strategies in middle childhood education. For such equivalent coursework, the candidate must have achieved at least a C or its equivalent in any undergraduate level course and a B- or its equivalent in any graduate level course in order for the semester hours associated with that course to be credited toward meeting this semester hour requirement for the extension sought.

#### **(c) Requirements for the extension to teach a subject in grades 7-9.**

The candidate shall meet the requirements in each of the following paragraphs:

(1) The candidate shall hold a valid initial or professional certificate in childhood education (grades 1 through 6) or a valid provisional or permanent certificate for teaching common branch subjects in the lower (PreK-3) and upper (4-6) elementary grades (PreK-6).

(2) The candidate shall satisfactorily complete a program registered pursuant to section 52.21(b)(4)(iv) of this Title, or its equivalent consisting of 30 semester hours in coursework in the subject to be taught and six semester hours of coursework in middle childhood education which shall include study in early adolescent development and instructional strategies in middle childhood education. For such equivalent coursework, the candidate must have achieved at least a C or its equivalent in any undergraduate level course and at least a B- or its equivalent in any graduate level course in order for the semester hours associated with the course to be credited toward meeting this semester hour requirement for the extension sought.

(3) The candidate shall complete the New York State Teacher Certification Examination content specialty test in the subject for which a certificate extension is being sought.

### **§80-5.3 Incidental teaching.**

A superintendent of schools may assign a teacher to teach a subject not covered by such a teacher's certificate or license for a period not to exceed five classroom hours a week, when no certified or qualified teacher is available after extensive and documented recruitment, and provided that approval of the commissioner is obtained in accordance with the following requirements:

(a) Not later than 20 business days after such an assignment, the superintendent of schools shall submit for approval an application, in a form satisfactory to the commissioner, containing the following information:

- (1) evidence of extensive recruitment of a teacher certified in the appropriate area;
- (2) the name and certification status of the teacher given such assignment;
- (3) the subject which the teacher is being assigned to teach on an incidental basis and the total number of classes in such subject being taught on an incidental basis;
- (4) the qualifications of the teacher to teach such subject on an incidental basis;
- (5) the specific reasons why an incidental assignment is necessary;
- (6) the anticipated duration of the incidental teaching assignment; and
- (7) the number of applications, approved or pending, for authorization to make incidental teaching assignments in the same certification area for which the current authorization is being sought.

(b) To be approved, such application shall demonstrate to the satisfaction of the commissioner that an incidental teaching assignment is necessary, that the teacher so assigned is the best qualified to teach the subject on an incidental basis, and that the requirements of this subdivision have been met.

(c) The commissioner will issue a determination within 20 business days of receipt of the district's application.

(d) In the event that the application is disapproved, the superintendent of schools, within seven business days of receipt of notice of such disapproval, shall terminate the incidental assignment. In the event that the application is approved, such approval shall be deemed to have commenced on the date of the incidental teaching assignment and shall terminate on the last day of the school year for which it is granted. The superintendent of schools may apply, in accordance with subdivision (e) of this section, for renewal of such approval for any teacher.

(e) To obtain renewal of such approval in any subsequent year, the superintendent of schools, as soon as possible after learning that the continued assignment of an incidental teacher is necessary, shall submit an application which, in addition to setting forth the information required pursuant to subdivision (a) of this section, contains an assurance by the superintendent of schools that:

- (1) the teacher who previously taught the course on an incidental basis has been offered the opportunity to continue to teach the course or has not been offered such an opportunity because the superintendent has evidence that the course was not taught in an acceptable manner;
- (2) the teacher who is assigned to teach the course has completed, or has agreed to

complete no later than September 1st of the school year next following the first renewal of such approval, at least three semester hours of credit or a satisfactory equivalent leading to certification in the subject which the teacher is being assigned to teach; and (3) the teacher who is assigned to teach the course will be reimbursed by the school district for the tuition cost of any portion of the three semester hours of credit or the equivalent required pursuant to paragraph (2) of this subdivision that is taken by the teacher at the request of the school district, and satisfactory evidence that the teacher has been so reimbursed in the event the teacher who is assigned has previously taught the course on an incidental basis, pursuant to a previous renewed approval.

## APPENDIX D

### INTERMEDIATE/MIDDLE SCHOOLS APPROVED BY SED FOR "EXPERIMENTAL STATUS" (As of June 2005)

School District	Original Effective Date	Present Effective Date	Expiration Date
Afton CSD	9/1/84	9/1/94	8/31/99
Akron CSD	9/1/98	9/1/03	8/31/08
Ardsley UFSD	9/1/74	9/1/99	8/31/04
Arlington CSD	9/1/89	9/1/99	8/31/04
Altmar-Parish-Williamstown	9/1/84	9/1/99	8/31/04
Auburn CSD	9/1/88	9/1/93	8/31/98
Averill Park CSD	9/1/67	9/1/02	8/31/07
Baldwin UFSD	9/1/00	9/1/00	8/31/05
Ballston Spa CSD	9/1/74	9/1/99	8/31/04
Beacon CSD	9/1/91	9/1/96	8/31/01
Bedford CSD	9/1/87	9/1/02	8/31/07
Berlin CSD	9/1/90	9/1/95	8/31/00
Bethlehem CSD	9/1/75	9/1/95	8/31/00
Bethpage UFSD	9/1/90	9/1/00	8/31/05
Brewster CSD	9/1/90	9/1/90	8/31/95
Briarcliff Manor UFSD	9/1/95	9/1/95	8/31/00
Brockport CSD	9/1/94	9/1/99	8/31/04
Broadalbin-Perth CSD	9/1/87	9/1/92	8/31/97
Bronxville UFSD	9/1/91	9/1/96	8/31/01
Brunswick CSD	9/1/74	9/1/95	8/31/00
Broome-Tioga BOCES	9/1/89	9/1/89	8/31/94
Brushton-Moira CSD	9/1/03	9/1/03	8/31/08
Byram Hills CSD	9/1/90	9/1/95	8/31/00
Cairo-Durham CSD	9/1/99	9/1/99	8/31/04
Camden CSD	9/1/91	9/1/91	8/31/96
Canandaigua CSD	9/1/91	9/1/91	8/31/96
Central Square CSD	9/1/92	9/1/92	8/31/97
Chappaqua CSD	9/1/90	9/1/00	8/31/05
Chateaugay CSD	9/1/03	9/1/03	8/31/08
Churchville-Chili CSD	9/1/86	9/1/96	8/31/01
Clarkstown CSD	9/1/96	9/1/96	8/31/01
Clifton Fine CSD	9/1/99	9/1/99	8/31/04
Clymer CSD	9/1/90	9/1/90	8/31/95
Cobleskill-Richmondville CSD	9/1/89	9/1/94	8/31/99
Cohoes CSD	9/1/91	9/1/01	8/31/06
Cooperstown CSD	9/1/89	9/1/94	8/31/99
Croton-Harmon CSD	9/1/79	9/1/00	8/31/05
Cuba CSD	9/1/92	9/1/97	8/31/02
Deposit CSD	9/1/03	9/1/03	8/31/08
Dobbs Ferry UFSD	9/1/87	9/1/97	8/31/02

<b>School District</b>	<b>Original Effective Date</b>	<b>Present Effective Date</b>	<b>Expiration Date</b>
Dryden CSD		9/1/02	8/31/07
East Williston UFSD	9/1/90	9/1/00	8/31/05
Eastern-Suffolk BOCES		9/1/97	8/31/02
Elmira CSD	9/1/00	9/1/00	8/31/05
Fabius-Pompey CSD	9/1/95	9/1/95	8/31/00
Fairport CSD	9/1/90	9/1/90	8/31/95
Farmingdale UFSD	9/01/02	9/01/02	8/31/07
Fonda-Fultonville CSD	9/1/88	9/1/03	8/31/08
Fort Edward UFSD	9/1/91	9/1/91	8/31/96
Fort Plain CSD	9/1/91	9/1/91	8/31/96
Friendship CSD	9/1/03	9/1/03	8/31/08
Gananda CSD	9/1/90	9/1/00	8/31/05
Garden City UFSD	9/1/87	9/1/97	8/31/02
Geneseo CSD	9/1/92	9/1/97	8/31/02
Geneva CSD	9/1/79	9/1/96	8/31/01
Glens Falls CSD	9/1/81	9/1/01	8/31/06
Gouverneur CSD	9/1/99	9/1/99	8/31/04
Great Neck UFSD	9/1/79	9/1/99	8/31/04
Greece CSD	9/1/90	9/1/00	8/31/05
Greene CSD	9/1/93	9/1/03	8/31/08
Guilderland CSD	9/1/77	9/1/00	8/31/05
Harrison CSD	9/1/02	9/1/02	8/31/07
Hartford CSD	9/1/88	9/1/98	8/31/03
Hastings-on-Hudson UFSD	9/1/94	9/1/99	8/31/04
Haverstraw-Stony Pt. CSD	9/1/80	9/1/95	8/31/00
Herricks UFSD	9/1/90	9/1/00	8/31/05
Hewlett-Woodmere UFSD	9/1/80	9/1/00	8/31/05
Honeoye Falls-Lima CSD	9/1/88	9/1/93	8/31/98
Hudson Falls CSD	9/1/96	9/1/96	8/31/01
Indian River CSD	9/1/89	9/1/94	8/31/98
Irvington UFSD	9/1/99	9/1/99	8/31/04
Ithaca CSD	9/1/79	9/1/99	8/31/04
Jamestown CSD	9/1/88	9/1/93	8/31/98
Jericho UFSD	9/1/90	9/1/95	8/31/00
Johnson City CSD	9/1/86	9/1/91	8/31/96
Katonah-Lewisboro UFSD	9/1/91	9/1/96	8/31/01
Kingston CSD	9/1/88	9/1/98	8/31/03
Lake Placid CSD	9/1/94	9/1/99	8/31/04
Lansingburgh CSD	9/1/92	9/1/97	8/31/02
Liberty CSD	9/1/92	9/1/02	8/31/07
Lindenhurst UFSD	9/1/94	9/1/94	8/31/99
Little Falls CSD	9/1/99	9/1/99	8/31/04
Lockport CSD	9/1/89	9/1/89	8/31/94
Lynbrook UFSD	9/1/90	9/1/00	8/31/05
Lyncourt UFSD	9/1/89	9/1/94	8/31/99
Madrid-Waddington CSD	9/1/96	9/1/01	8/31/06
Maine-Endwell CSD	9/1/95	9/1/00	8/31/05
Malone CSD	9/1/94	9/1/99	8/31/04

School District	Original Effective Date	Present Effective Date	Expiration Date
Mamaroneck UFSD	9/1/00	9/1/00	8/31/05
Marlboro CSD	9/1/91	9/1/01	8/31/06
Mechanicville CSD	9/1/92	9/1/92	8/31/97
Medina CSD	9/1/94	9/1/94	8/31/99
Menands UFSD	9/1/89	9/1/94	8/31/99
Middletown CSD	9/1/96	9/1/96	8/31/01
Miller Place UFSD	9/1/96	9/1/01	8/31/06
Minerva CSD	9/1/98	9/1/98	8/31/03
Mohonasen CSD	9/1/95	9/1/00	8/31/05
Monticello CSD	9/1/80	9/1/00	8/31/05
Newark CSD	9/1/86	9/1/01	8/31/06
Newark Valley CSD	9/1/91	9/1/01	8/31/06
New Rochelle CSD	9/1/88	9/1/03	8/31/08
Newcomb CSD	9/1/93	9/1/93	8/31/08
Newfane CSD	9/1/91	9/1/96	8/31/01
Newfield CSD	9/1/98	9/1/98	8/31/03
Niskayuna CSD	9/1/82	9/1/02	8/31/07
Northeastern Clinton CSD	9/1/97	9/1/02	8/31/07
North Rockland CSD	SEE: Haverstraw-Stony Point CSD		
North Salem CSD	9/1/68	9/1/93	8/31/98
North Shore CSD	9/1/90	9/1/90	8/31/95
Ogdensburg CSD	9/1/91	9/1/01	8/31/06
Orchard Park CSD	9/1/91	9/1/91	8/31/96
Orleans-Niagara BOCES	9/1/88	9/1/88	8/31/93
Ossining UFSD	9/1/87	9/1/97	8/31/02
Palmyra-Macedon CSD	9/1/94	9/1/94	8/31/99
Pearl River UFSD	9/1/91	9/1/96	8/31/01
Pine Bush CSD	9/1/82	9/1/92	8/31/97
Pioneer CSD	9/1/83	9/1/99	8/31/04
Plainedge UFSD	9/1/91	9/1/01	8/31/06
Plattsburgh CSD	9/1/78	9/1/01	8/31/06
Pocantico Hills CSD	9/1/84	9/1/94	8/31/99
Port Byron CSD	9/1/91	9/1/96	8/31/01
Port Chester UFSD	9/1/95	9/1/95	8/31/00
Putnam Valley CSD	9/1/95	9/1/95	8/31/00
Queensbury UFSD	9/1/95	9/1/00	8/31/05
Randolph CSD	9/1/03	9/1/03	8/31/08
Ravena-Coeymans-Selkirk CSD	9/1/91	9/1/96	8/31/01
Red Hook CSD	9/1/92	9/1/97	8/31/02
Rhinebeck CSD	9/1/88	9/1/98	8/31/03
Riverhead CSD	9/1/88	9/1/98	8/31/03
Rochester CSD	9/1/80	9/1/88	8/31/93
Rockville Centre UFSD	9/1/87	9/1/02	8/31/07
Roslyn CSD	9/1/87	9/1/02	8/31/07
Rush-Henrietta CSD	9/1/93	9/1/93	8/31/98
Rye CSD	9/1/92	9/1/97	8/31/02
Sag Harbor UFSD	9/1/92	9/1/02	8/31/07
St. Johnsville CSD	9/1/03	9/1/03	8/31/08

<b>School District</b>	<b>Original Effective Date</b>	<b>Present Effective Date</b>	<b>Expiration Date</b>
Salamanca CSD	9/1/91	9/1/91	8/31/96
Saranac Lake CSD	9/1/91	9/1/01	8/31/06
Saratoga Springs CSD	9/1/92	9/1/97	8/31/02
Scarsdale UFSD	9/1/91	9/1/01	8/31/06
Schalmont CSD	9/1/68	9/1/93	8/31/98
Schenectady CSD	9/1/73	9/1/99	8/31/04
Schenevus CSD	9/1/97	9/1/97	8/31/02
Schodack CSD	9/1/95	9/1/95	8/31/00
Seaford UFSD	9/1/85	9/1/00	8/31/05
Sharon Springs CSD	9/1/91	9/1/91	8/31/96
Shenenehowa CS.D		9/1/98	8/31/03
Shoreham-Wading River CSD	9/1/75	9/1/00	8/31/05
Sherburne-Earlville CSD	9/1/91	9/1/96	8/31/01
Sidney CSD	9/1/78	9/1/95	8/31/00
Solvay UFSD	9/1/73	9/1/91	8/31/96
Somers CSD	9/1/95	9/1/95	8/31/00
South Colonie CSD	9/1/98	9/1/98	8/31/03
South Glens Falls CSD	9/1/97	9/1/97	8/31/02
South Orangetown CSD	9/1/81	9/1/91	8/31/96
Southampton UFSD		9/1/98	8/31/03
Spackenkill UFSD	9/1/93	9/1/93	8/31/98
Syosset CSD	9/1/88	9/1/93	8/31/98
Tuckahoe UFSD	9/1/97	9/1/97	8/31/02
Trumansburg CSD	9/1/77	9/1/92	8/31/97
Unadilla Valley CSD		9/1/96	8/31/01
Waterloo CSD	9/1/89	9/1/94	8/31/99
Watkins Glen CSD	9/1/69	9/1/91	8/31/96
Wayne CSD	9/1/88	9/1/98	8/31/03
Webster CSD	9/1/95	9/1/00	8/31/05
Wellsville CSD	9/1/87	9/1/97	8/31/02
West Hempstead UFSD	9/1/90	9/1/96	8/31/01
West Irondequoit CSD	9/1/98	9/1/98	8/31/03
Westbury UFSD	9/1/91	9/1/91	8/31/96
Westfield CSD	9/1/94	9/1/94	8/31/99
Westport CSD	9/1/77	9/1/92	8/31/97
Wheelerville UFSD	9/1/88	9/1/98	8/31/03
White Plains CSD	9/1/92	9/1/97	8/31/02
Whitney Point CSD	9/1/92	9/1/97	8/31/02
Windsor CSD	9/1/92	9/1/97	8/31/02
Williamson CSD	9/1/94	9/1/94	8/31/99
Williamsville CSD	9/1/90	9/1/95	8/31/00