

AGREEMENT  
between  
BOARD OF EDUCATION  
BEDFORD CENTRAL SCHOOL DISTRICT  
and  
BEDFORD ADMINISTRATIVE SUPERVISORY ASSOCIATION  
2015-2020

This AGREEMENT, effective as of the 1st day of July, 2015, except as otherwise stated, is by and between the Board of Education, Bedford Central School District, Westchester County, New York (hereinafter called the "Board") and the Bedford Administrative Supervisory Association (hereinafter called the "Association").

#### ARTICLE I - Recognition

As used in this Agreement, the word "members" shall mean any member of the negotiating unit covered under the terms of this Agreement.

The BOARD recognizes the ASSOCIATION as the exclusive representative, under the Public Employees' Fair Employment Act, of a negotiation unit consisting of the following indicated eleven (11) month positions:

- Principals
- Assistant Principals
- Director of English to Speakers of Other Languages
- Director of Physical Education, Health, Athletics
- Director of Pupil Personnel Services
- Director of Professional Development
- Director of Technology
- Assistant Director of Special Education
- Special Education Supervisors
- House Directors

#### ARTICLE II - Leaves of Absence

A request for a leave of absence shall be made to the Superintendent of Schools. Each request for a leave of absence will be acted upon individually by the Board of Education. The conditions of leave and the members' return to service will be mutually agreed upon by the member and the Board at the time the leave is granted.

#### ARTICLE III - Absence Due to Personal Illness

##### A. 1. Unit Members Employed Prior to July 1, 1998

If a member is unable to attend school and perform his or her duties due to personal illness or injury, he or she may be absent with full pay less any Board sponsored disability insurance he or she may receive:

- a) for thirty (30) days in his or her first year of service in the School District. (Fifteen (15) of said days shall not be cumulative).
- b) for thirty (30) days in his or her second year of service in the School District. (Ten (10) of said days shall not be cumulative).
- c) for thirty (30) days in his or her third year of service in the School District.

- d) for no more than two (2) years of continuous absence after three (3) years of service in the School District. If: (i) the District requires the unit member to undergo a medical examination under Section 913 of the Education Law, and (ii) the District and the Association mutually select the medical professional for the Section 913 examination, and (iii) the medical professional finds that the unit member is permanently disabled from working as an administrator, then the unit member shall be required to apply for a disability retirement from the Teachers Retirement System as expeditiously as reasonably possible. The Association shall not unreasonably withhold or delay its consent to the District's choice of medical professional.
- e) In the event State legislation is enacted providing for the use of accumulated sick leave towards a final year salary increase, retirement award or any such purpose, the Board and the Association agree that they shall make such further arrangements as may be necessary to protect the interests of any member who has accumulated sick leave and/or who would have continued to accumulate sick leave but for the modifications adopted under this Agreement.

2. Unit Members Employed On or After July 1, 1998

Administrators employed on or after July 1, 1998 shall be granted fifteen (15) sick days per annum with a maximum accumulation of Two Hundred (200) days. The provision of Section (A)(1)(e), above shall be inapplicable to Administrators employed on or after July 1, 1998. During the first year of employment, unit members shall be deemed to have thirty (30) days of sick leave credited to their account, inclusive of the above-referenced fifteen (15) sick days regularly accrued.

3. Persons promoted to positions in BASA from other units in the District will retain their accrued sick leave account earned in the other unit.

ARTICLE IV - Personal Business Days

A unit member will inform the Superintendent when taking a personal business day. Such days may only be used for business which cannot be accomplished after the end of the work day or on other than a school day.

ARTICLE V - Jury Duty

A unit member serving as a juror will receive his/her salary from the District and will return any stipend or fees paid by the court. If a juror call-in procedure is available, the member shall use such procedure. A unit member shall endeavor to schedule jury duty during non-work periods, other than vacations.

ARTICLE VI - Administrative Vacancies

- A. The Superintendent shall include the President of the Association in discussions relating to the creation of administrative and supervisory positions that may become part of the Association. When positions on the administrative and supervisory staff are created or otherwise become vacant, the Superintendent shall, on request of the President of the Association, review with him or her the qualifications of members of the Association presently in the District as well as to search for qualified persons outside the District. The Superintendent shall notify the President of the Association of such vacancies. The notices shall contain, when appropriate, a general description of and the qualifications for the position, including the duties and salary range. The President shall then notify the members of such vacancies. All interested members shall file written applications with the Superintendent.

ARTICLE VII - Assignment of Personnel

- A. The assignment of supervisory/administrative personnel is at the discretion of the Board and the Superintendent and shall be communicated to the parties concerned as soon as possible after the decision is made.
- B. The assignment of teachers within a building is the responsibility of the building principal.

ARTICLE VIII - Conferences, Membership in Professional Organizations and Dues Deductions

Members may be granted leave with pay to attend conferences, workshops, seminars or other professional improvement sessions subject to the approval of the Superintendent, which shall not be unreasonably withheld.

The Board agrees to deduct from the salaries of members dues for professional organizations which said members individually and voluntarily authorize.

ARTICLE IX - Management and In-Service Training

- A. A member may be required by his or her immediate superior to undertake in-service study in areas which are deemed essential for the full implementation of the member's assignment.
- B. Subject to the approval of the Superintendent, the Board agrees to provide financial support for workshops, in-service training or other educational activities which would contribute to the professional growth of members, subject to budgetary limitations. The Board will not be expected to provide financial support for entire programs which would lead to certification or graduate degrees, but will provide financial support for courses for members which, in the Superintendent's judgment and by virtue of his/her approval, would improve administrative, instructional or supervisory skills and/or would be beneficial to the District's educational program.

## ARTICLE X - Members' Protection

- A. The Board recognizes the responsibility of giving all reasonable support and assistance to members.
- B. Unit members shall receive defense and indemnification protection in accordance with applicable law and/or Board policy. The District herewith acknowledges that it has adopted Public Officers Law §18.
- C. When a complaint is made to the Central Administration or Board of Education about a member, the Superintendent will inform the member of the complaint. The member shall not be prevented from discussing the matter with the complainant. Notwithstanding the foregoing, the parties herewith acknowledge that there are some instances wherein the nature of the investigation precludes sharing such information with a union member and/or permitting the unit member to communicate with the complainant. In said instances, the District reserves the right to refrain from providing such information to the unit member and/or permitting the unit member to communicate with the complainant.
- D. The Board shall reimburse unit members for any out-of-pocket insurance deductible incurred by the unit member as a result of vandalism or loss by theft of the unit member's personal property, provided such loss was incurred during the performance of duty, or while the employee was working on school premises. In case of theft, reasonable precautions shall have been exercised by the member to prevent theft.

## ARTICLE XI - Committees

The Superintendent or his or her designee shall seek nominations for membership on committees from the Association but retains the right to make all such committee appointments except in such cases where the Association has the right to make the nomination.

## ARTICLE XII - Health, Life, Disability, and Vision Insurance; Survivor Benefits

- A. 1. The Board will provide health insurance benefits that are provided for in the Bedford self-insured health care plan as the plan existed on July 1, 2007. The benefit program, in effect on July 1, 2007, includes hospitalization, major medical and prescriptions during coverages for all administrators, retirees, and prior retirees. Effective July 1, 2015, dental implants, acupuncture, and intrauterine artificial insemination benefits will be added to the health insurance plan.

Unit members who receive health insurance benefits shall also be enrolled in a health plan navigation service.

In the event of layoff of a regularly appointed administrator because of program elimination or modification or declining enrollment, the Board will provide up to three (3) months of health coverage from the date of severance. This coverage will be discontinued when the laid-off employee becomes eligible for a comparable group health insurance program or at the end of three (3) months

from the date of severance, whichever comes first. Following expiration of the three (3) month period, the employee shall be granted such extended coverage as is provided by law.

2. In order to participate in the plan, full-time administrators shall pay 20% of the premium.

Part-time administrators who are 0.6 FTE or more shall pay the same premiums as full-time administrators. Part-time administrators who are less than 0.6 FTE shall pay 50% of the total premium.

3. Full-time administrators hired prior to June 30, 1993 and involuntarily reduced to part-time shall be treated as full-time employees with regard to health insurance unless they are below 51%, in which case they will be treated as part-time employees.
4. The District shall pay all costs for health insurance for any administrator, employed by the District for a period of five (5) or more years, who retires from the New York State Teachers Retirement System. At the District's option, the District may stipulate upon the hiring of a new unit member that this five-year period shall be changed to a six- or seven-year period, for that unit member only. Administrators hired on or after July 1, 2010 will contribute the same premium percentage after retirement as they paid immediately before retirement.

The District will reimburse retirees for all Medicare Part B premiums except those that are incurred because of the retiree's income level; provided, that the District will reimburse retirees for the additional premium charged by Medicare Part B for the lowest two levels of income-based surcharge. For example, in the first half of the 2015-16 school year, the District will pay for all Medicare Part B premiums charged to married retirees filing jointly whose modified adjusted gross income is up to \$320,000 per year.

5. All those eligible under the paragraph above may elect to join the health maintenance program offered by the District as required by law. The Board shall assume the premium equal to but not greater than the premium equivalent for the self-insured health plan.
- B. Upon the demand of the District, this Agreement may be reopened at any time during its term in regard to the health care plan provided to unit members, unit member premium contributions, the extent of benefits provided, increases to deductibles and co-payments, and any other health care plan modification.
  - C. The Board agrees to provide payment equivalent to that afforded for normal delivery in childbirth by the existing medical plan to any administrator upon completion of legal adoption of a child for costs related to that adoption procedure.

- D. The Board will provide dental insurance for all eligible administrators, their spouses and children with benefits equal to or greater than those provided on June 30, 1993. The Board will assume the full cost of the premium. The effective date of this annual plan is October 1 of the given year, which is the anniversary of the original dental policy.

Dental insurance will not be provided to any part-time employees. Part-time employees shall have the option to purchase dental insurance at the District rate.

The deductible and co-insurance amount shall remain the same during the term of this Agreement. The calendar maximum shall be \$1,500.

Retirees may elect to participate in the District's dental program. Those electing to participate will assume the cost of premiums at the District level.

- E. The Board will provide members life insurance, with one principal amount, to the closest one hundred dollars, of two times the member's annual salary. The premium for such insurance will be paid in full by the Board.
- F. Unit members shall receive basic eyeglass coverage.
- G. Unit members will be provided coverage under the District's long term disability program. The maximum benefit payable under the plan shall be \$7500.
- H. Upon the demise of a member, the Board will continue to pay the member's salary to his or her family for a period of two (2) months.
- I. The District will provide health insurance coverage at no cost to the surviving spouse or dependent of an administrator who dies during active employment. For those unit members who have worked for the District for more than ten (10) years, coverage will be provided for the three (3) years next following the unit member's death. For those unit members who have worked for the District for ten (10) years or less, coverage will be provided for two (2) years next following the unit member's death. Following completion of the coverage period, the spouse or eligible dependents' of said individual may elect to continue to participate in the District's health care plan. Premiums will be paid by those electing to participate at the group rate in effect for the District health care plan.
- J. Part-time administrators on leave and administrators on leave may elect to participate in the District dental program. An Administrator on leave must elect such coverage at the commencement of the leave. Premiums for individual or family coverage at the District group rate will be fully paid by the administrator electing to participate on this basis. The premium shall be paid to the District in quarterly installments thirty (30) days prior to the beginning of the quarter.
- K. Administrators who have health and/or dental insurance coverage(s) through another source may opt to waive coverage(s) under the District policy(ies) for a full year by completing the appropriate form furnished by the District. The Board will pay these administrators an amount equal to fifty (50%) percent of the premiums that would have

been expended on their behalf. Administrators electing to waive their coverage(s) must do so by February 1 with the provisions of this section taking effect on September 1. Payment to the Administrator shall begin with the first half payment on October 15 and a second payment on April 15. Full coverage(s) may be reinstated by notifying the District in writing no later than April 1 for the succeeding year. The waiver incentive provided for in this paragraph shall be available only to administrators who have been receiving the incentive continuously since January 1, 2010.

Reinstatement shall take place on September 1. In the event of an emergency the previously stated deadlines will be waived to the extent that a conflict with the requirements of the insurance company that issues the policy is not created.

- L. The Association has the right to reopen negotiations on the establishment of a benefit fund. It is understood that the cost to the Board shall not exceed the cost of providing current benefits in the year(s) that the benefit fund would operate.

#### ARTICLE XIII - Use of School Facilities

The Association has the right to use the school building for meetings at reasonable times without cost. The principal of the building shall determine the availability of space.

#### ARTICLE XIV - Selection of New Teachers and Staff

Principals and immediate supervisory personnel shall be included in the recruitment, interviewing and selection of new hires under the direction of the Superintendent of Schools and Assistant Superintendent for Human Resources. Under normal circumstances, new hires should not be selected for a particular school without the approval of that building's principal.

#### ARTICLE XV - Supervision, Evaluation and Rehiring

- A. Administrators will be evaluated in accordance with the procedure outlined in the Appendix to this contract.
- B. A copy of each supervisory or evaluation report shall be furnished to the member involved before it is put in the files or acted upon. Such member shall have the right to discuss the report with his or her supervisor or evaluator and to submit a written answer to the report which shall be attached to it in his or her file.
- C. The member shall countersign all such reports to indicate that he or she has seen the report, with the statement that such signature does not necessarily indicate agreement with the contents of the report.
- D. No member will be disciplined, reprimanded or reduced in rank or compensation without just cause. This does not diminish the Board's present authority under Section 3012 of the Education Law in respect to the employment of non-tenured administrators.
- E. Any member may request a written evaluation each year.



F. Denial of Tenure:

1. Denial of appointment on tenure of a probationary member or termination of the employment of a tenured member for cause shall be in accordance with the applicable provisions of the Education Law.

Termination of employment due to the elimination of a position will coincide with any June 30th. The member whose position is to be eliminated is to be notified prior to February 1.

2. The administration recognizes its obligation to counsel with and assist non-tenured members so that they will have every opportunity to attain the level of professional competence necessary to be given tenure.
3. A non-tenured member whose services are terminated or who is denied appointment on tenure shall have the right, if he or she so requests, to a conference with his or her evaluator and the Superintendent or his designee.

- G. In an administrator's second year of probation and each four years after that, the administrator will elicit feedback from a representative sampling of staff, students, and/or parents regarding the administrator's performance, successes, and areas for growth. The type of feedback elicited will be determined in conjunction with the administrator's supervisor. The feedback will be for purposes of professional reflection, and shall also be used in connection with the administrator's professional development plan under Article XVII(C). It shall be seen only by the administrator, but will be discussed with the administrator's supervisor in the context of professional reflection and/or professional development goal-setting.

ARTICLE XVI - Members' Files

- A. Except for material submitted prior to a member's employment, no material or information derogatory to a member's conduct, service, character or personality will be placed in the file, unless the member has had an opportunity to review the material. The member will acknowledge that he or she has read such material by affixing his or her signature on the actual copy filed, with the statement that such signature in no way indicates agreement with the contents thereof.
- B. The member will have the right to provide an answer or explanation for any material filed, and his or her written and signed statement will be attached to the file copy.
- C. Members have the right, upon request, to review the contents of their personal file (except as to confidential references from colleges and employers) and to make copies of any documents in it. A member will be entitled to have a representative of the Association accompany him or her during such review.

ARTICLE XVII - Compensation

A. Minimum Salaries

The minimum salaries for each position shall be as follows:

Position	Minimum Salary
High School Principal	163,240
Middle School Principal	151,149
Elementary School Principal	139,057
Assistant Principal/Assistant Director of Special Ed/Directors/House Directors	126,964
Special Education Supervisor/Elem School AP	114,872
Athletic, health and PE Director	126,964

Administrators shall be hired at a salary established by the Board, not to be lower than the minimum salary.

B. Service Increments

1. Except as provided below, each July 1, the salaries of unit members shall be increased by a service increment of 1.5%. No unit member will receive a service increment if for the prior year he or she received a score of "Ineffective" on the observation-based portion of APPR. No unit member with more than five years in the job will receive a service increment if for the prior year he or she received a score of "Developing" on the observation-based portion of APPR.

2. In 2016-17 and 2017-18, the service increment will be 0.75% instead of the usual 1.5%. However, if the allowable levy growth factor under the tax cap law exceeds 1.5% in either of those years, then the service increment will be increased by the same amount that the allowable levy growth factor exceeds 1.5%. For example, if the allowable levy growth factor under the tax cap law for 2016-17 is 1.75%, then the service increment for that year will be 1.0%

instead of 0.75%. In no event shall the service increment for any year exceed 1.5%, except as provided below.

3. If in 2018-19 and/or 2019-20 the allowable levy growth factor under the tax cap law is higher than the 1.5% service increment, then the service increment will be increased in those years only to make up the difference. For example, if the allowable levy growth factor for 2018-19 is 2.0%, the service increment for that year will be increased by 0.5%, to 2.0%.

4. In 2016-17, 2017-18, and 2018-19, the total service increment money available to the bargaining unit will be divided equally among all the members of the unit who are entitled to receive a service increment, so that each eligible unit member will receive the same dollar amount as a service increment instead of the same percentage increase.

5. The service increments do not sunset on June 30, 2020, and shall continue under §209- a(1)(e) of the Taylor Law.

6. Unit members who begin their employment with the District after January 1<sup>st</sup> of the school year and incumbent employees who are on leave of absence from employment for more than six (6) months in any given school year shall not be entitled to a Service Increment solely for the school year following the school year in which:

- i. the unit member is hired (assuming the hire date is subsequent to 1/1); or
- ii. the unit member has taken the unpaid leave of absence (assuming the unpaid leave of absence is for more than six (6) months in a given school year and assuming the unit member received an increment in the school year in which the leave was taken);

For example, if an incumbent administrator began a leave on July 1 that ran for more than six (6) months, that administrator would not receive an increment for the school year of the leave, but would receive an increment the following school year. If an incumbent administrator received an increment effective July 1 of a school year and subsequently during that same school year took a leave of absence of more than six (6) months, the administrator would not receive an increment the following school year. The intent of this clause is that a unit member who is on an unpaid leave of absence for more than six (6) months in any school year is not entitled to a service increment. Whether the increment is not paid in the year of the leave or the subsequent year will depend upon the timing and circumstances surrounding the leave.

#### C. Pay Periods

There shall be thirty (30) pay periods.

D. Career Differentials

A career differential of \$1,600 shall be paid, as part of regular salary, to any administrator during the year in which he or she completes 18 years, 22 years, and 25 years of service in the profession, the last 7 years of which have been with the Bedford Central School District. This sum shall be paid in successive years thereafter. An administrator receiving \$1,600 at his or her 18th year of service (the last 7 years in the District) will receive this sum until he or she reaches his or her 22nd year in service. In the 22nd year he or she will receive an additional \$1,300 per year. The sum of \$2,900 will be received until he or she reaches his or her 25th year at which time he or she will receive an additional \$1,300 per year. The total sum of \$4,200 will continue to be received by him or her until he or she retires. If an administrator reaches 7 years of service in this District and his or her total service is 22 or 25 years, he or she will receive \$2,900 or \$4,200, respectively upon completion of his or her 7th year in the District and will continue to receive these sums in successive years until he or she retires.

No administrator hired after July 1, 2010 shall receive a career differential.

No administrator will receive an additional career differential unless he or she has received a Service Increment for the previous two years.

E. Professional Development

Each June 30 through 2020 only, any tenured unit member who demonstrates professional development shall receive a salary increase of up to 0.75%. The Superintendent and BASA will agree on criteria for two types of professional development projects—one to be paid the full 0.75% of pay, and the other 0.50%.

Whether the unit member has demonstrated professional development, and how much of the maximum increase shall be granted, shall be determined by the Superintendent, using criteria to be developed in consultation with BASA. The professional development pay to be assigned to each goal or set of goals will be set in advance.

A grievance may be filed if BASA believes that the Superintendent has abused his or her discretion, and such grievances shall be subject to arbitration under the “abuse of discretion” standard. The Superintendent shall consult with the administrator and with BASA before making his or her determination.

Professional development shall include action research, special projects, and/or long term professional development plans, all of which should be developed in consultation with the Superintendent, based on a proposal by the administrator.

This Article XVII(E) shall sunset effective June 30, 2020. Any subsequent Professional Development compensation shall be the product of future negotiations.

F. The work year for all members of the unit shall be September 1st to June 30th, with eleven (11) month employees required to work an additional twenty (20) days during July

and August. Compensation for days worked beyond the work year shall be paid at the rate of one two-hundredth (1/200th) of the unit member's annual salary for each day approved in advance by the Superintendent. The Assistant Director of Special Education and the Director of Technology shall be required to work an additional ten (10) days per year. Final approval of the schedule for working the additional days is at the discretion of the Superintendent. Unit members shall be paid at the rate of 1/200th of the unit member's annual salary for each day worked.

- G. In addition to other funds available for memberships, workshops and conferences the sum of \$900 per administrator per year shall be allocated for administrative professional development. This \$900 shall be used at the reasonable discretion of the administrator. Unused funds by an administrator may be carried over from year to year. Monies not used shall revert to the District in the case of resignation, retirement or termination.
- H. Administrators participating in the District mentorship program, including the Bank Street Program, shall receive a \$1,000 stipend for each year of service.
- I. As full payment for the cost of business-related traveling within the county of Westchester, all administrators shall be paid a travel allowance of \$275 per year.

#### ARTICLE XVIII - Retirement Award

A unit member who is vested under the New York State Teachers Retirement System as a Tier I, Tier II, Tier III, Tier IV, or Tier V retiree, and who is eligible for immediate retirement benefits, shall receive this retirement award, provided the member gives notice of a June 30 retirement to the Superintendent no later than the February 1 immediately preceding the retirement date. The unit member shall be paid during his or her last year before retirement, as part of his or her regular salary, an amount equal to one percent (1%) of his or her final year's salary, for each year he or she has served in the School District, provided such member will have served at least ten (10) years in the District.

Members who give later notice due to an unforeseen serious illness will receive the award but may receive it as late as the school year following the year of their retirement. The salary to be used in determining the amount of the retirement award will include any career differential paid to the retiring member in his or her last year before retirement.

A member who is not eligible for immediate retirement benefits but has served twenty-five (25) years in the School District and submits a notice of retirement from public education in New York State shall receive this award as stipulated in the previous paragraph.

#### ARTICLE XIX - General

- A. The parties recognize that this Agreement has been entered into pursuant to the Public Employees' Fair Employment Law. If any provision of this Agreement or an application of this Agreement shall be found contrary to applicable law, then such provisions or application shall not be deemed to be valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect.

- B. As required by the Public Employees' Fair Employment Law, 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 therefore shall not become effective until the appropriate legislative body has approval. The parties acknowledge that the Board is the appropriate legislative body, and by its execution of this Agreement has approved it.
- C. An individual arrangement, agreement or contract between the Association and the Board for an individual member shall be subject to this Agreement. If such an individual arrangement, agreement or contract is in any way inconsistent with this Agreement, this Agreement shall be controlling.
- D. This Agreement constitutes District policy and the Board will carry out the commitments contained herein and give them full force and effect as District policy. The Board shall not change or modify any of its policies, rules or regulations which affect the terms and conditions of employment of members during the term of this Agreement, except with the prior approval of the Association.

#### ARTICLE XX - Grievance Procedure

##### A. Purpose

The primary purpose of this procedure is to secure, at the lowest level possible, equitable solutions to the claims of the aggrieved person or persons.

##### B. Definitions

1. Grievances shall mean any complaint by a member or group of the Association based on an alleged violation, misinterpretation or inequitable application of Board policies, administrative procedures and regulations, or this Agreement. The term "grievance" shall not apply to any matter as to which (1) the exclusive method of review is prescribed by law or by any administrative rule or regulation having force and effect of law, or (2) the Board and/or the Superintendent is without legal authority to act. Any event giving rise to a grievance which occurs more than thirty (30) working days prior to the implementation of Stage I, as described in Paragraph D below, shall not be deemed the subject of a grievance.
2. The term "days," except where otherwise specified, shall mean calendar days.
3. "Supervisor" - shall mean any person regardless of title who is assigned to exercise any level of supervisory responsibility over employees.
4. "Division Head" - shall mean a principal, director of a division (e.g., special services), and assistant superintendents of schools.

C. Use of Grievance Procedure

1. The right to use the established grievance procedure is guaranteed to all members without coercion, discrimination or reprisal.
2. The aggrieved party may be represented at all stages of this procedure by a person of his or her own choosing.
3. Failure by the aggrieved party to initiate action in order to move within the specified time periods as outlined herein, from stage to stage in the grievance procedure, shall be considered to constitute an abandonment of the grievance.

D. Procedure

Stage I - A grievance must be initiated under this procedure by the member submitting it in writing to his or her immediate supervisor on a form to be mutually developed by the Board and the Association. The immediate supervisor shall schedule a meeting with the member for the purpose of reviewing the grievance within three (3) working days of presentation. The immediate supervisor shall render a decision in writing on the grievance within three (3) working days following the date of such meeting.

Stage II - If the grievance is not resolved at Stage I, the member shall, within seven (7) working days of receipt of the decision of the immediate supervisor, present his or her appeal formally and in writing to the appropriate division head, unless the division head rendered the decision in Stage I, in which case the member shall move immediately to Stage III of the grievance procedure. Before rendering a decision, the division head may require a formal hearing. A determination in written form shall be made by the division head, or his or her designee, within five (5) working days after the submission of final documents in the appeal, unless a different time shall be established by the mutual agreement of the parties involved.

Stage III - If the grievance is not resolved at Stage II, the member shall, within seven (7) working days of receipt of the decision of the division head, present his or her appeal formally and in writing to the Superintendent of Schools. Before rendering a decision, the Superintendent may require a formal hearing. A determination in written form shall be made by the Superintendent or his designee in the appeal, unless a different time shall be established by the mutual agreement of the parties involved.

Stage IV - If a grievance is not resolved at the level of the Superintendent, the aggrieved member may submit the grievance in writing to the President of the Association or his designee, requesting the Association to submit his or her grievance to arbitration. The Association, on its own initiative or at the request of an aggrieved member, may submit the grievance to arbitration.

The Arbitration proceeding shall be initiated by the Association by filing with the Board and the American Arbitration Association a notice of arbitration. The notice shall be filed within twenty (20) working days after receipt of the Superintendent's decision. The

notice shall include a brief statement setting forth the issue to be decided by the arbitrator.

The arbitration shall be governed by the rules and procedures of the American Arbitration Association.

The arbitrator shall be without power or authority to make any decision:

1. Contrary to, or inconsistent with, or modifying or varying in any way, the terms of this Agreement or of applicable law or rules or regulations having the force and effect of law.
2. Involving Board discretion or Board policy consistent with the provisions of this Agreement, Board by-laws, and applicable law, except that he or she may decide in a particular case that the Board's action was so discriminatory, arbitrary or capricious as to constitute an abuse of discretion.

The decision of the arbitrator, if made in accordance with his or her jurisdiction and authority under this Agreement, will be accepted as final by the parties to the dispute and both will abide by it. The arbitrator may recommend an appropriate remedy as part of his or her decision. The arbitrator's fee will be shared equally by the Board and the Association.

The Board agrees that it will apply to all substantially similar situations the decision of the arbitrator sustaining a grievance and the Association agrees that it will not bring or continue, and that it will not represent any member in, any grievance which is substantially similar to a grievance denied by the decision of an arbitrator.

E. General Provisions as to Grievances and Arbitration

1. The filing or pendency of any grievance under the provisions of this Article shall in no way operate to impede, delay or interfere with the right of the Board to take action complained of, subject, however, to the final decision on the grievance.
2. Nothing contained in this Article or elsewhere in this Agreement shall be construed to permit the Association to present or process a grievance not involving the application or interpretation of this Agreement on behalf of any member without his or her consent.
3. Nothing contained in this Article or elsewhere in this Agreement shall be construed to prevent any individual member from presenting or processing a grievance through the procedure provided in this Article, except that no individual member may submit a grievance to arbitration without the approval of the Association.
4. Nothing contained in this Article or elsewhere in this Agreement shall be construed to deny to any member his or her rights under Section 15 of the New



York Civil Rights Law or under the State Education Law or under applicable Civil Service Laws and Regulations.

5. Whenever a grievance is filed by a member personally or through a representative which would involve the application or interpretation of the terms of this Agreement, notice shall be given to the Association by the member filing the grievance and the Association will be given the opportunity to present and state its views at all stages of grievance and arbitration procedures. When a grievance reaches Stage III or beyond, the Board shall notify the Association of all such proceedings.
6. If an immediate supervisor, division head or Superintendent or his designee does not render a written decision on a grievance within the time required under Paragraph D, the aggrieved member may appeal the grievance to the next Stage of the procedure.
7. If a grievance affects a member or members in the Association, or the rights of the Association, the Association may bring such grievance itself by submitting it in writing to the Superintendent, and such grievance shall be commenced at Stage III of the grievance procedure.
8. Decisions rendered at Stage I, II and III of the grievance procedure shall be in writing clearly setting forth the decision and the reasons therefor and shall be transmitted promptly to all persons concerned and to the Association.
9. All documents, communications and records dealing with a grievance will be filed separately from the personnel files of the participants.
10. Forms for filing grievances, taking appeals, rendering decisions and other necessary documents will be jointly prepared by the Board and the Association and made available at all schools.

#### ARTICLE XXI - Tuition Grants

Members pursuing a doctorate degree in educational administration as matriculated students at an institution of higher education licensed or chartered by the University of the State of New York shall be reimbursed a maximum of \$2,000 per year for tuition, for a maximum of five (5) continuous years, provided the following: (1) the member has undertaken a full year credit load of 6+ credits; (2) the member has passed all courses; and (3) the member provides the District with a transcript showing successful completion of the courses. Additionally, unit members may also be reimbursed up to a maximum of \$2,000 per year, for a maximum of five (5) continuous years, for continuation fees for writing their dissertation, provided all other applicable requirements of this section are met.

In the event the member leaves the employ of the District, all sums paid by the District shall be repaid to the District by the member, and a repayment schedule, not to exceed a three (3) year repayment period, shall be agreed upon. If no agreement on a schedule is

reached, and to the extent sums are available, a deduction from the member's final pay check may be made. If the final pay check is insufficient to repay the entire sum owed, the District may pursue any remedy it has at law to obtain reimbursement. However, if the administrator remains employed by the District for five (5) years following the date a grant is awarded, the obligation of the member to pay back the grant shall be waived.


ARTICLE XXII - Duration of Agreement

- A. 1. This Agreement shall remain in force and effect for the period beginning July 1, 2015 and ending June 30, 2020 and may not be changed, altered or modified during such period without the mutual consent in writing of the parties hereto.
2. This Agreement shall continue in full force and effect from school year to school year thereafter until terminated, subject to changes negotiated by the parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to be effective as of the day and year first above written.

BEDFORD CENTRAL SCHOOL DISTRICT

Dated:

  
\_\_\_\_\_  
JOHN CHAMBERS, Interim Superintendent

BEDFORD ADMINISTRATIVE SUPERVISORY ASSOCIATION

Dated:

  
\_\_\_\_\_  
ZBYNEK GOLD, President

## APPENDIX

### Administrator Evaluation Process

#### Purpose:

- ◆ To facilitate the professional growth and development of all district administrators
- ◆ To ensure that the school district benefits from the highest possible level of educational leadership from its administrators in its pursuit of its mission for every student's achievement and success in school.
- ◆ To fulfill the employer-employee function required by New York State statutes as well as the requirements of the employment contract with the administrators' bargaining unit – BASA

Note: Every administrator will be evaluated annually by his or her immediate supervisor. Administrative evaluations will either be “comprehensive” or “intermediate”. See the “Structure” section below. Standards for this instrument are attached – they are derived from the Interstate School Leaders Licensure Consortium (ISLIC) Standards for School Leaders, 2008

#### Structure

**Non-tenured administrators** – full comprehensive evaluation every year until tenure (see below)

**Tenured administrators** – Years 1 and 2 – Progress update/intermediate evaluation/a summary for each of the 6 standards using the following criteria:

- ◆ Progress towards goals
- ◆ Observations
- ◆ Dialogue
- ◆ Review of some artifacts

**Tenured Administrators** – Year 3 – full comprehensive evaluation in all standards – supervisor evaluates administrator using the following criteria:

- ◆ Progress towards goals
- ◆ Observations
- ◆ Dialogue
- ◆ Review of artifacts for each standard

---

**Comprehensive Evaluation Process** – for all untenured administrators and year 3 tenured administrators

#### **Goal setting**

- ◆ Goals discussed at final evaluation meeting
- ◆ Final goals for the year sent to Superintendent by June 30<sup>th</sup>

**Process review** – September

- ◆ Review the evaluation process, the standards (the descriptor priorities), and goals with supervisor/superintendent

**Periodic updates and formal/informal appointments** – September - April

- ◆ Meetings, drop-ins, informal walk-throughs, scheduled observations

**Mid-year review** – discussion of progress – by January 31<sup>st</sup>

- ◆ Mid-year meeting to review progress on standards and descriptors
- ◆ Mid-year update – How am I doing?
- ◆ Preliminary indication of any areas needing improvement

**Evaluation meetings** – Review of all evaluation data – April/May

- ◆ Administrator submits artifacts to supervisor
- ◆ Dialogue on each standard

**Final Evaluation** -- By August 1<sup>st</sup> (By July 1<sup>st</sup> if performance is found to be ‘at’ or ‘below’ satisfactory)

- ◆ Formal feedback to administrator in writing – full evaluation
- ◆ Preliminary discussion of goals for upcoming year

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**Intermediate Years Evaluation Process** – Years 1 and 2 of every 3 year cycle after tenure -- evaluation cycle begins July 1<sup>st</sup> after tenure is conferred.

**Goal setting**

- ◆ Goals discussed at final evaluation meeting
- ◆ Final goals sent to Superintendent by June 30<sup>th</sup>

**Process review** -- September

- ◆ Review the evaluation process, the standards (the descriptor priorities), and goals with supervisor/superintendent

**Periodic updates and formal/informal appointments** – September - April

- ◆ Meetings, drop-ins, informal walk-throughs, scheduled observations

**Mid-year review** – discussion of progress – by January 31<sup>st</sup>

- ◆ Mid-year meeting to review progress on standards and descriptors
- ◆ Mid-year update – How am I doing?
- ◆ Preliminary indication of any areas needing improvement

**Evaluation meetings** – Progress update – by April/May

- ◆ Dialogue on each standard
- ◆ Review of some artifacts
- ◆ Discussion of formal/informal observations

**Final Written Evaluation** – By August 1<sup>st</sup> (By July 1<sup>st</sup> if performance is found to be ‘at’ or ‘below’ satisfactory)\_(These dates are by contract)

- ♦ Formal feedback to administrator in writing – a summary of progress on each standard
- ♦ Preliminary discussion of goals for upcoming year

## **Standard 1**

### **Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that an administrator demonstrate competence on all descriptors.*

#### 1a. Collaboratively develop and implement a shared vision and mission

- The vision and mission of the school are effectively communicated to staff, parents, students, and community members
- The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- The vision is developed with and among stakeholders

#### 1b. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

- The vision shapes the educational programs
- Assessment data related to student learning are used to develop the school vision and goals
- Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- Barriers to achieving the vision are identified, clarified, and addressed

#### 1c. Create and implement plans to achieve goals

- The core beliefs of the school vision are modeled for all stakeholders
- The school community is involved in school improvement efforts
- An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- Existing resources are used in support of the school vision and goals

#### 1d. Promote continuous and sustainable improvement.

- Progress toward the vision and mission is communicated to all stakeholders
- Needed resources are sought and obtained to support the implementation of the school mission and goals

#### 1e. Monitor and evaluate progress and revise plans.

- The contributions of school community members to the realization of the vision are recognized and celebrated
- The vision, mission, and implementation plans are regularly monitored, evaluated, and revised

**Possible artifacts an administrator could use to demonstrate proficiency.  
Standard #1**

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect an administrator to provide all of the artifacts.*

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- School newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement
- Building wide discipline plans/academic guidelines
- Establishing student organization in support of student learning
- Number of times speak to community in person about vision for learning
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade level meetings, team meetings too)
- District report card/building report – annual report to all community
- “State of the School” report
- Mission/Vision statement posters everywhere/schools/businesses
- Partners in education programs
- Tours of building and sites to prospective parents

## Standard 2

### **Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that an administrator demonstrate competence on all descriptors.*

- 2a. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- All individuals are treated with fairness, dignity, and respect
  - Students and staff feel valued and important
  - The responsibilities and contributions of each individual are acknowledged
  - There is a culture of high expectations for self, student, and staff performance
- 2b. Create a comprehensive, rigorous, and coherent curricular program.
- Multiple opportunities to learn are available to all students
  - Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2c. Create a personalized and motivating learning environment for students.
- Professional development promotes a focus on student learning consistent with the school vision and goals
  - Barriers to student learning are identified, clarified, and addressed
  - Diversity is considered in developing learning experiences
  - Pupil personnel programs are developed to meet the needs of students and their families
- 2d. Supervise instruction
- A variety of supervisory and evaluation models is employed
- 2e. Develop assessment and accountability systems to monitor students progress.
- Student learning is assessed using a variety of techniques
  - Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
  - Multiple sources of information regarding performance are used by staff and students
- 2f. Develop the instructional and leadership capacity of staff.
- Life long learning is encouraged and modeled
  - A variety of sources of information is used to make decisions
- 2g. Maximize time spent on quality instruction.
- The school is organized and aligned for success



2h. Promote the use of the most effective and appropriate technologies to support teaching and learning.

- Technologies are used in teaching and learning

2i. Monitor and evaluate the impact of the instructional program.

- Student and staff accomplishments are recognized and celebrated
- The school culture and climate are assessed on a regular basis
- Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- Multiple sources of information regarding performance are used by staff and students

**Possible artifacts an administrator could use to demonstrate proficiency.**

**Standard #2**

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect an administrator to provide all of the artifacts.*

- Staff in-service quarterly – focusing on reading in the HS content areas
- Walk-through supervision
- Serve on a state-wide committee addressing NCLB, Principals' Standards
- Copy of year's Staff Development Plan
- Teacher evaluation artifact(s)
- Faculty meeting agenda (Prof issues and Dev)
- Copy of professional growth plan
- Attendance at state and national conferences
- Building level study teams
- Provides staff with professional reading material
- Provides opportunities for teachers to observe best practices (both inside and outside discipline)
- Uses state definitions and guidelines as basis for staff development
- Selection of teachers based on their openness /interest in staff development
- Lead in-service
- Develop a model portfolio for teachers
- Be involved in teacher in-service with your teachers

### Standard 3

#### **Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that an administrator demonstrate competence on all descriptors.*

##### 3a. Monitor and evaluate the management and operational systems

- Knowledge of learning, teaching, and student development is used to inform management decisions
- Emerging trends are recognized, studied, and applied as appropriate
- Operational plans and procedures to achieve the vision and goals of the school are in place
- Potential problems and opportunities are resolved in a timely manner
- Organizational systems are regularly monitored and modified as needed
- Effective problem-framing and problem-solving skills are used
- Effective communication skills are used

##### 3b. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.

- Collective bargaining and other contractual agreements related to the school are effectively managed
- Financial, human, and material resources are aligned to the goals of schools
- There is effective use of technology to manage school operations
- Fiscal resources of the school are managed responsibly, efficiently, and effectively
- Human resource functions support the attainment of school goals

##### 3c. Promote and protect the welfare and safety of students and staff.

- The school plant, equipment, and support systems operate safely, efficiently, and effectively
- Effective conflict resolution skills are used
- A safe, clean, and aesthetically pleasing school environment is created and maintained
- Confidentiality and privacy of school records are maintained

##### 3d. Develop the capacity for distributed leadership.

- Stakeholders are involved in decisions affecting schools
- Responsibility is shared to maximize ownership and accountability
- Effective group-process and consensus-building skills are used

3e. Ensure teacher and organizational time is focused to support quality instruction and student learning.

- Operational procedures are designed and managed to maximize opportunities for successful learning
- Time is managed to maximize attainment of organizational goals

**Possible artifacts an administrator could use to demonstrate proficiency.**  
**Standard #3**

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect an administrator to provide all of the artifacts.*

- Building expectations/rules posted
- Student, faculty, substitute, and teacher handbook
- Newsletter
- Crisis plan
- Staff memos – agendas
- Phone log – email
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- Use technologies to streamline procedures for attendance, grades, registration
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Safety committee meeting/crisis management plan
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Minutes of faculty meetings, department coordinator meetings
- Physical plant management plan/walk through
- Student (new and incoming) orientation
- Budget management procedures collaboration
- Accreditation visit result

## **Standard 4**

### **Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that an administrator demonstrate competence on all descriptors.*

4a. Collect and analyze data and information pertinent to the educational environment.

- Information about family and community concerns, expectations, and needs is used regularly

4b. Promote understanding, appreciation, and use of communities' diverse cultural, social, and intellectual resources.

- Credence is given to individuals and groups whose values and opinions may differ
- The school and community serve one another as resources
- Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- Community stakeholders are treated equitably
- Diversity is recognized and valued

4c. Build and sustain positive relationships with families and caregivers.

- High visibility, active involvement, and communication with the larger community is pursued
- Community youth family services are integrated with school programs
- Community collaboration is modeled for staff

4d. Build and sustain productive relationships with community partners.

- Relationships with community leaders are identified and nurtured
- There is outreach to different businesses, religious, political, and service agencies and organizations
- Available community resources are secured to help the school solve problems and achieve goals
- Effective communication is developed and maintained to support collaboration
- A comprehensive program of community relations is established

**Possible artifacts an administrator could use to demonstrate proficiency.  
Standard #4**

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect an administrator to provide all of the artifacts.*

- Parent advisory committee minutes or agenda
- Parent volunteer list and recognition ceremony
- Site-councils
- Field trips – community support
- Building assistance teams
- School web site hits
- Log of referrals of students and families to community agencies
- Log of placements of students (SP ED) in comm.
- Student council agenda and minutes
- Establish business partnerships to enhance collaboration in community
- Job shadowing/internships (data)
- Collaboration with higher ed
- Mentors (adults/students)
- School to work
- Examples of parental involvement and input i.e. PTA agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org.
- Career day brochure
- Teaming w/community agencies, Boys and Girls Club, Mental Health Assoc.
- Observations of site council meetings & presentations to the Board of Education

## **Standard 5**

### **Acting with integrity, fairness, and in an ethical manner.**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that an administrator demonstrate competence on all descriptors.*

- 5a. Ensure a system of accountability for every student's academic and social success.
- Uses the influence of the office to enhance the educational program rather than for personal gain
  - Treats people fairly, equitably, and with dignity and respect
- 5b. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- Examines personal and professional values
  - Demonstrates a personal and professional code of ethics
  - Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
  - Serves as a role model
  - Recognizes and respects the legitimate authority of others
  - Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5c. Safeguard the values of democracy, equity, and diversity.
- Accepts responsibility for school operations
  - Protects the rights and confidentiality of students and staff
- 5d. Consider and evaluate the potential moral and legal consequences of decision-making.
- Considers the impact of one's administrative practices on others
  - Fulfills legal and contractual obligations
  - Applies laws and procedures fairly, wisely, and considerately
- 5e. Promote social justice and ensure that individual student needs inform all aspects of schooling.
- Demonstrates appreciation for and sensitivity to the diversity in the school community
  - Examines and considers the prevailing values of the diverse school community

**Possible artifacts an administrator could use to demonstrate proficiency.  
Standard #5**

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect an administrator to provide all of the artifacts.*

- Establish a character education program in the school and document activities
- Periodic assemblies that have role-plays and examples of good character
- Provide speakers/programs for parents
- Discipline referral sheets – showing same treatment
- Share character ed info on newsletters to connect with parents and gain support
- Recognize those showing character
- Culture fest to celebrate diversity
- Provides multi-lingual newsletters and other school communications
- School calendar reflects many ethnic holidays based on school demo
- Demographic representation on all school committees and booster groups
- Building-wide management plan (done by all stakeholders)
- Student handbook (policies and procedures)
- Maintains confidentiality of issues and discipline (students and staff)
- Review of handbook to show implementing policies
- Addresses specific concerns of families/student on controversial issues
- Involve students in community service events, programs
- Observations or knowledge of community service work or participation

## **Standard 6**

### **Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that an administrator demonstrate competence on all descriptors.*

6a. Advocate for children, families, and caregivers.

- The environment in which schools operate is influenced on behalf of students and their families
- There is ongoing dialogue with representatives of diverse community groups

6b. Act to influence local, district, state, and national decisions affecting student learning.

- Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- Public policy is shaped to provide quality education for students
- Lines of communication are developed with decision makers outside the school community

6c. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.



**Possible artifacts an administrator could use to demonstrate proficiency.  
Standard #6**

*The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect an administrator to provide all of the artifacts.*

- Meet monthly with curriculum directors to plan staff development for teachers and self – log meeting notes and action
- Active member of district curriculum committee
- Speaker at community organizations, i.e. Rotary
- Share progress on district goals with P.T.A., etc
- Member of Supt. Advisory Council
- Culture Fest celebrating school/community diversity
- Site-Council implementation at the building level
- Serves on Ed Committee for city chamber org.
- Email or write to state legislator
- Log of outside community resource agencies
- Communication log – local/state decision makers
- Staff development plan indicating diversity agenda
- Guides staff in disaggregating data
- Use demographic data of community to establish student learning needs
- Observations of participation in community forums, town mtgs.
- Write articles in newsletter, local or national publications

Name:

Date:

Title:

School:

Cycle:  Probationary     Year 1     Year 2     Year 3  
 Tenured     Year 1     Year 2     Year 3

**Standard 1**

**Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

Evidence:

Reflections:

**Standard 2**

**Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Evidence:

Reflections:

**Standard 3**

**Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**

Evidence:

Reflections:

**Standard 4**

**Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Evidence:

Reflections:

**Standard 5**

**Acting with integrity, fairness, and in an ethical manner.**

Evidence:

Reflections:

**Standard 6**

**Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

Evidence:

Reflections:

**OVERALL SUMMARY [Check (√) one in each row]**

Job Responsibilities:	Meets Standard	Does not meet Standard
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		

**Significant Achievements:**

**Areas for Growth:**

**Other Comments:**

**Superintendent or Designee Comments:** \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Evaluation Period: \_\_\_\_\_, 20\_\_ to \_\_\_\_\_, 20\_\_  
Superintendent or Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Name:

School or District Department:

**Leadership Goals (to determine performance pay of .5% of salary [Article XVII(A)]).**

Specific Leadership Goals (Problem of Practice)	Related Standard(s) and Descriptor(s)	Relation to District and/or School Goals	Theory of Action Progress Plan (Stated as an "if...then...")

**SMART Goals Worksheet**

This is a tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

<b>S</b> Strategic and Specific	<b>M</b> Measurable	<b>A</b> Attainable	<b>R</b> Results-based	<b>T</b> Time-bound
Strategic – Select a high-leverage goal that will make a difference. Specific – Clearly define what you will do and how you will do it.	Establish concrete criteria for tracking progress and determining success.	Select a goal you have a reasonable expectation of achieving (a "stretch" goal that is not easy, but doable.)	Clearly define the results you expect to see.	Establish a starting and ending date for completion of the goal.
<b>Leadership Goals</b> R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.	

**Initial Goal Planning Meeting, Fall:**

Administrator Signature/Date \_\_\_\_\_

Supervisor Signature/Date \_\_\_\_\_

**Mid-Year Goal Planning Meeting, Check-In (Are goals realistic? Am I on track?):**

Administrator Signature/Date \_\_\_\_\_

Supervisor Signature/Date \_\_\_\_\_

Name: \_\_\_\_\_

School or District Department: \_\_\_\_\_

Professional Development Plan (to determine professional development pay up to .75% of salary [Article XVII(B)]).

Primary Learning Outcome(s)	Related Standard(s) and Descriptor(s)	Relation to District and/or School Goals	Plan

**SMART Goals Worksheet**

This is a tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

<b>S</b> <b>Strategic and Specific</b>	<b>M</b> <b>Measurable</b>	<b>A</b> <b>Attainable</b>	<b>R</b> <b>Results-based</b>	<b>T</b> <b>Time-bound</b>
Strategic – Select a high-leverage goal that will make a difference. Specific – Clearly define what you will do and how you will do it.	Establish concrete criteria for tracking progress and determining success.	Select a goal you have a reasonable expectation of achieving (a "stretch" goal that is not easy, but doable.)	Clearly define the results you expect to see.	Establish a starting and ending date for completion of the goal

**Leadership Goals**

R – What <b>result</b> do you hope to achieve? Be specific.	S - What <b>specific</b> learning action(s) might lead to the desired result? Describe what you will do and how you will do it.	M – What <b>measures</b> (criteria) will you use to determine progress and document your learning?	T – What are the key dates for completing your specific learning actions?

Administrator Signature/Date \_\_\_\_\_  
Signature/Date \_\_\_\_\_

Supervisor \_\_\_\_\_

# Final Evaluation: Director Of Technology

## I. Leadership and Vision

### **Leadership and Vision**

Work closely with the executive team and stakeholders to develop a shared vision with long-term, big-picture perspectives on district goals to plan for meaningful and effective uses of technology; provide leadership when creating a vision of how technology will help meet district goals.

### **Strategic Planning**

Have a high-level view across the school system and work with instructional and technical teams to identify steps needed to transform the technology vision into a long-range plan, complete with specific goals, objectives, and action plans.

### **Ethics and Policies**

Manage the creation, implementation, and enforcement of policies and educational programs relating to the social, legal, and ethical issues related to technology use throughout the district and modeling responsible decision-making.

### **Comments**

# Final Evaluation: Director Of Technology

## II. Understanding the Educational Environment

### **Instructional Focus and Professional Development**

Budget, plan, and coordinate ongoing, purposeful professional development for all staff using technologies; ensure a sufficient budget through the implementation and assessment process of emerging technologies.

### **Team Building and Staffing**

Play an integral role in the district's strategic planning process; create and support cross-functional teams for decision-making, technology support, professional development, and other aspects of the district's technology program.

### **Stakeholder Focus**

Build relationships with all stakeholders, taking a close look at how the district determines requirements, expectations, and preferences. Understand the key factors that lead to stakeholder satisfaction, focusing on how the district seeks knowledge, satisfaction, and loyalty of students and other stakeholders.

### **Comments:**

## **Final Evaluation: Director Of Technology**

### **III. Managing Technology and Support Resources**

#### **Information Technology**

Direct, coordinate, and ensure implementation of all tasks related to technical, infrastructure, standards, and integration of technology into every facet of district operations.

#### **Communication Systems**

Use technology to improve communication, directing and coordinating the use of e-mail, district websites, web tools, voice mail systems, and other forms of communication to facilitate decision-making and to enhance effective communication with key stakeholders.

#### **Business Management**

Manage the budget and serve as a strong business leader who guides purchasing decisions, determines the return on investment for all technology implementations, and fosters good relationships with vendors, potential funders, and other key groups.

#### **Data Management**

Manage the establishment and maintenance of systems and tools for gathering, mining, integrating, and reporting data in usable and meaningful ways to produce an information culture in which data management is critical to strategic planning.

#### **Comments:**

--



## Final Evaluation: Director Of Technology

<b>Professional Development Goals</b>		
Name	Description	Completed

<b>Professional Development History</b>						
Activity		Hours	Credits	Completed	Recommended	Standard(s)

<b>Artifacts</b>					
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

### Additional Information If Necessary

Significant Achievements, Areas for Growth & Other Comments

### Final Evaluation

Satisfactory

Unsatisfactory

