

**AGREEMENT BETWEEN THE
FALMOUTH SCHOOL COMMITTEE
AND
FALMOUTH EDUCATORS' ASSOCIATION – UNIT B (Administrators)
2009-2012**

**ARTICLE I
RECOGNITION**

Pursuant to Chapter 150E of the General Laws of the Commonwealth of Massachusetts, with respect to wages, hours, and other conditions of employment, the Falmouth School Committee, hereinafter referred to as the "Committee," recognizes the Falmouth Educators' Association, hereinafter referred to as the "Association," as the exclusive bargaining agent and representative of all personnel occupying positions listed in Article II whereof comprising Unit B, Falmouth Administrative School Personnel.

**ARTICLE II
ADMINISTRATIVE POSITIONS**

- A. The following positions are recognized as Unit B:
 - Assistant Principals
 - Department Heads
 - Director of Academic Programs
 - Director of Psychological Services
 - Director of Athletics
 - Director of Guidance
 - Director of Early Childhood Programs
- B. If a new bargaining unit position is established, the Committee will negotiate with the Association over the appropriate salary for such position.
- C. If there are any substantial changes in the working conditions of any existing positions, the Committee will negotiate with the Association regarding possible modifications for such position with respect to compensation.

**ARTICLE III
NEGOTIATION PROCEDURE**

- A. Not later than October 15 of the calendar year in which this Agreement expires the Committee and the administrators agree to enter into negotiation for a successor agreement.
- B. An agreement reached between the Committee and the administrators will be reduced in writing and will be signed by the Committee and the administrators.
 - 1. Except as otherwise provided in this Agreement and other Articles of this Agreement, the School Committee policy with respect to wages, hours, and other conditions of employment applicable on the effective date of this Agreement shall continue to be so applicable unless there is good justification for a change. Before any significant change or significant new policy is adopted, the Committee will notify the administrators in writing that it is considering such action. The administrators will have the right to negotiate concerning the action prior to it being put into effect provided that it files such a request with the Committee within five (5) days after receipt of said notice.

**ARTICLE IV
GRIEVANCE, ARBITRATION AND PERSONNEL FILES**

- A. A "grievance" is hereby defined as a dispute, claim or controversy by the Association, an employee or employees involving the meaning, interpretation, or application of this contract. A "grievant" is defined as the Association, an employee or employees covered in the recognition clause of this agreement.
- B. Failure at any step of this procedure to communicate the decision of a grievance within the specified time limits to the aggrieved employee and to the Chairperson of Unit B shall permit the aggrieved party or parties to proceed to the next step.
- C. Failure at any step of this procedure to appeal the grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered at that step.

- D. A grievance that affects a group or class of administrators or is of a general nature may be submitted in writing to the Superintendent directly and the process of such grievance shall be commenced at Level Two.
- E. If any employee covered by this Agreement shall present any grievance without representation by the Administrators, the disposition, if any, of the grievance shall be consistent with the provisions of this Agreement. The administrators shall be permitted, if they so request, to be heard at each level of the procedure under which the grievance shall be considered.

F. PROCEDURE

Level One

An informal settlement between the administrator and his immediate supervisor will be attempted.

Level Two

An administrator with a grievance, with or without the Chairperson of Unit B, shall present the grievance to his immediate supervisor in writing within fifteen (15) school days of the occurrence of the event upon which the grievance is based.

Level Three

In the event that the grievance shall not have been disposed of to the satisfaction of the aggrieved employee at Level Two, or in the event that no decision has been reached within ten (10) school days the grievance is to be referred in writing to the Superintendent of Schools.

The Superintendent or his designee shall represent the Committee at this level of the grievance procedure. Within ten (10) school days after receipt of the written grievance by the Superintendent he shall meet with the aggrieved employee and the said Chairperson in an effort to settle the grievance.

Level Four

In the event that the grievance shall not have been disposed of at Level Three or in the event that a decision shall not have been rendered within ten (10) school days after the Level Three meeting, the grievance shall be referred in writing to the Committee. Within ten (10) school days thereafter, the Committee shall meet with the Chairperson of Unit B in an effort to settle the grievance.

Level Five

In the event that the grievance shall not have been satisfactorily disposed of at Level Four, or in the event that no decision has been rendered within ten (10) school days after the Level Four meeting, the administrators may within ten (10) school days refer the unsettled grievance to arbitration. The arbitrator shall be selected by agreement between the parties. If the parties are unable to agree upon an arbitrator, the selection shall be made by the American Arbitration Association in accordance with its rules and regulations. The Arbitrator shall be without power or authority to make any decisions either prohibited by law or to add to, or modify this Agreement. The decision of the arbitrator shall be in writing and shall set forth his findings of fact, reasoning and conclusions of the issues submitted. This decision shall be final and binding on the parties. The costs for the services of the arbitrator shall be shared equally by the Committee and the Association.

- G. Each administrator shall have the right, upon request, to review the contents of his/her personnel file maintained at the Administration Building. A representative of the Association may, at the administrator's request, accompany the administrator in this review. The review shall be made in the presence of the person responsible for the safekeeping of these files.

Any complaint by a parent of a student, or any person, directed toward an administrator deemed serious enough to be included in the administrator's personnel file shall be promptly called to the administrator's attention. The identity of the Complainant shall be made known and the administrator afforded the opportunity to refute such complaints prior to its inclusion in the file.

No material derogatory to an administrator's conduct, service, character, or personality shall be placed in any administrator's file, unless the administrator has had an opportunity to read the material. The administrator shall acknowledge that he/she has read such material by affixing his/her signature on the actual copy to be filed with the understanding that such signature merely signifies that he/she has read the material to be filed, and does not indicate agreement with its contents.

The administrator shall have the right to answer any material contained in his files, and his answer shall be attached to the file copy. In the event that charges made against an administrator are proven to be without substance, any and all reference concerning the charges shall be deleted from the administrator's personnel file, or the administrator may elect to have the documentary evidence remain in the file.

All persons using the file must sign their name and the date they inspected the contents of the file.

During the summer and vacation periods when school is not in session, business days will be used in place of school days for Steps One through five.

**ARTICLE V
VACANCIES, PROMOTIONS, TRANSFERS**

Where practical and possible, known administrative vacancies, such as those caused by retirement or by the creation of a new position must be published. Qualifications, duties and compensation should be clearly stated in the published material.

The Committee and the administrators recognize that the opportunity to transfer for advancement is an incentive for excellence in the school system. Therefore, they agree as follows:

1. When feasible, volunteers will be transferred first.
2. When involuntary transfers are necessary, an administrator's professional background and other qualifications will be considered in determining which administrator is to be transferred. Administrators being involuntarily transferred will be transferred to a comparable position. An involuntary transfer will be made only after a meeting between the administrator involved and the Superintendent or his designee at which time the Administrator will be notified of the reasons for the transfer.
3. Notice of transfer will be given to administrators as soon as practical and under normal circumstances no later than May 15 unless mutually agreed upon.
4. Administrators desiring a transfer will submit a written request to the Superintendent stating the assignment preferred. Such a request must be submitted between September 1 and February 1 of each school year and the request must be renewed each year. All requests will be acknowledged in writing.
5. A written request for transfer will be followed by a personal interview with the Superintendent of Schools.

**ARTICLE VI
LEAVES OF ABSENCE**

A. Full-time professional employees shall be entitled to fifteen (15) days of sickness or accident leave exclusive of Saturdays and Sundays or holidays without loss of pay. If such sick leave allowance is not used in any particular year, it shall continue to accumulate through term of employment. The date from which the leave shall be computed shall be the starting date of employment. Part-time employees will have their sick leave converted to FTE as prescribed by Sick Leave conversion Policy of 1983. See Appendix E: "Sick Leave Conversion".

Up to five (5) days of such leave may be used in case of illness in the administrator's immediate family, which precludes the administrator from reporting to work on that day. Such days will be deducted from accumulated sick leave.

- B. In addition to the above fifteen (15) days sick leave, up to three (3) days of leave without loss of pay may be utilized for the following reasons: (Additional time may be granted.)
1. Personal business that cannot be transacted during non-school hours. Personal leave shall not be used for recreational purposes nor in the pursuit of an outside occupation.
 2. Other personal reasons approved by the Principal.
 3. Bereavement - in the event of a death not covered in Section D below.
- C. Any unused personal days will be converted into accumulated sick days.
- D. In addition to sick leave, an administrator may be granted a leave of absence with pay of up to four (4) days in the event of the death of spouse, child, parent, grandchild, grandparent, mother-in-law, father-in-law, daughter-in-law, son-in-law, and sibling of the administrator or the administrator's spouse or of persons residing in the administrator's immediate household, or others at the discretion of the Superintendent.
- E. In addition to sick leave, an administrator shall be granted a leave of absence with pay of up to three (3) days for religious holidays, where the tenets of the religion require absence from work.
- F. A leave of absence without pay of up to two (2) years will be granted to any administrator who joins the Peace Corps or serves as an exchange teacher or administrator, and is a full-time participant in either of such programs. Upon return from such leave, the administrator will be considered as if he were actively employed by the Committee during the leave and will be placed on the salary schedule at the level he would have achieved had he not been absent.
- G. Military leave will be granted to any administrator who is inducted or enlists in any branch of the Armed Forces of the United States. Upon return from such leave, the administrator will be placed on the salary schedule at the level which he would have achieved had he remained actively employed in the system during the period of his absence up to a maximum of two (2) years.

- H. A leave of absence without pay or increment of up to one (1) year may be granted at the discretion of the Superintendent for the purpose of caring for a sick member of the administrator's family. The exercise of such discretion will not be unreasonable. Additional leave may be granted at the sole discretion of the Committee.
- I. The Superintendent may grant a leave of absence without pay or increment to any administrator to campaign for, or serve in a public office. The exercise of this discretion will not be unreasonable. An employee may be granted only one (1) leave during his lifetime.
- J. When an administrator is summoned to serve Jury Duty the School Committee will pay the difference between the pay received for jury duty and the administrator's current salary commensurate with State and Federal statutes.
- K. A leave of absence without pay of up to two (2) years will be granted for the purpose of giving birth, adopting a child, recovery from complications of pregnancy or childbirth or for child rearing. An administrator who is on child rearing leave shall not be entitled to accrue paid sick leave or other benefits during the period of such leave. Upon return from such leave of absence, an administrator shall return to the step in the salary schedule which she/he held prior to the commencement of such leave or to the next step if consistent with present policy; and she/he shall be restored as soon as a position for which the administrator is qualified becomes available, but in no event must an administrator be returned in the midst of a school year. If any of the above are in conflict with applicable Federal and State statutes, said statutes will prevail.
For leave of absence for any disability related to pregnancy, childbirth or the recuperation therefrom, the employee is entitled to Sick Leave under the terms of that provision to the extent such employee has sick leave available to her. Leaves for such disabilities which exceed eight (8) weeks shall require medical certification.
- L. An administrator upon return from a leave shall be restored to her/his former administrative position or to a comparable position, if available. Retirement and seniority status shall not be affected by the leave.
- M. An administrator on leave shall notify the Superintendent in writing of their intent to return by February 1 of the calendar year of return.

**ARTICLE VII
ROUTINE BUSINESS TRAVEL**

Members of Unit B will be compensated for routine business travel upon receipt of documentation of such.

**ARTICLE VIII
SICK LEAVE BANK**

Administrators covered under this Agreement shall participate in the Unit "A" sick leave bank under the terms and conditions of that bank.

**ARTICLE IX
SUBSTANCE ABUSE**

Alcoholism and drug abuse is recognized by the parties to be treatable illnesses. Without detracting from the existing rights and obligations of the parties recognized in the other provisions of this contract, the Committee and the Association agree to cooperate in encouraging employees afflicted with alcoholism or drug abuse to undergo a program designed to rehabilitate the employee.

If the employee refuses to avail him/herself of assistance, and alcoholism or drug abuse impairs work performance, attendance, conduct, or reliability, the normal contractual disciplinary procedures for dealing with problem employees will be used.

The Town of Falmouth Employee Assistance Program will be available to administrators to address the need for the following:

1. A process for rehabilitation of members who have substance abuse problems.
2. A process for dealing with HIV/AIDS if and when the necessity arises.
3. Other types of counseling programs for members who are in need of such services.

**ARTICLE X
ADVANCED NOTICE OF RETIREMENT**

An administrator with twenty (20) years of service in the Falmouth School system who notifies the Committee of his or her intent to retire under the Massachusetts retirement system at the end of the following school year shall

receive twenty (\$20) dollars per sick day beyond one hundred (100) days up to a maximum of one thousand (\$1,000) dollars. An administrator with twenty-five (25) years of service in the Falmouth School system shall receive twenty (\$20) dollars per sick day beyond one hundred (100) days up to a maximum of twelve hundred and fifty (\$1,250) dollars subject to the same terms and conditions. The number of sick days will be determined on June 1 of the final year of service.

**ARTICLE XI
LONGEVITY/LONGEVITY BUYOUT**

A. Members of the bargaining unit shall receive annual longevity payments as follows:

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
11 Years of Service in Falmouth	\$350	\$375	\$425
15 Years of Service in Falmouth	\$650	\$675	\$725
20 Years of Service in Falmouth	\$750	\$775	\$825
25 Years of Service in Falmouth	\$850	\$900	\$950

A Unit B member hired prior to February 1 shall be given credit for the full year.

B. Bargaining unit members with fifteen (15) completed years of service in Falmouth may elect longevity payment of \$3,000 per year for three (3) consecutive years that follow acceptance under this provision. Longevity payments specified in Section A of this Article will cease upon acceptance under this portion of the Article. Bargaining unit members will be entitled to the entire sum of \$9,000 regardless of date of termination. Payment will continue until the remaining credit is exhausted or an entitled unit member is terminated. Employees who provided notice by October 1, 2008 shall be entitled to continue to receive benefits under the existing provisions. Effective September 1, 2009 all such participating employees shall be grandfathered with the benefits addressed in Sections B and C and such Longevity Buyout shall not be available to other bargaining unit members.

C. Application is required by October 1 of the school year preceding the date of the longevity buyout commencement and immediate placement is not insured, since the system retains the right to set budget limits; however, the system will not set budget limits that are generally viewed as restrictive.

Members electing but not immediately placed under the provisions of paragraph B will be carried forward to the next school year and placed at the top of the list.

In the event that an abnormally high number of members elect this option in a specific year, the following sequence of events will take place:

1. A request will go to all members who have elected this option seeking members willing to delay the start of this option to the next school year. Members will have five (5) school days to respond to this request.
2. If a budgetary problem still exists after voluntary delay is sought, members electing this option will start in order of seniority, with the most senior being placed first and the remainder starting in the next school year.

D. Effective 9/1/09, employees with at least fifteen (15) completed years of service in Falmouth and who have provided a written notice of intent to retire, shall receive nine thousand dollars (\$9,000.00) minus the total of Longevity Compensation received during the last three (3) years of employment. Written notice to the Superintendent shall be made on or before December 1 of the school year at the end of which the employee will retire. Payment shall be made on or before July 1, immediately following the effective date of retirement. In the event an abnormally high number of members elect this buyout in a specific year, members electing this buyout will be accepted in the order of seniority, with the most senior being paid by July 31 immediately after retirement and the remainder being paid by July 31 of the next fiscal year.

**ARTICLE XII
PROFESSIONAL DEVELOPMENT AND EDUCATIONAL IMPROVEMENT**

A. TUITION REIMBURSEMENT PLAN

1. The amount to be used for tuition reimbursement is \$9,000. The reimbursement is for tuition and fees up to \$850 per course. An administrator must apply by June 1 for up to three (3) courses. If funds are still available after approvals for up to two courses for each applicant, an administrator may be granted a third. Verification must be in the form of a receipted bill from the college or university.

2. Criteria for courses:
 - a. Course must be for educational licensure, either additional areas or relicensure
 - b. Course must be passed with a grade of "B" or better or "Pass."
 - c. Course must be offered by an accredited college or university.
 - d. Course must have been taken for graduate credit.
 3. Courses from summer, fall, or spring sessions will be allowed.
 4. Verifications and applications must be received in the Human Resources Office by June 1 of the school year. The total amount budgeted to this plan will be divided equally among the number of people submitting applications.
 5. Verification for courses can be either transcripts or grade reports indicating that the course was taken for "graduate credit" and the grade was "B" or better in a graded course and "PASS" in an ungraded course.
 6. The Employer will notify the Association, in writing, of the distribution to employees.
- B. An administrator, with the approval of the Superintendent, is entitled to a leave of absence without loss of pay to attend professional meetings, conferences, or visitations, in the interest of the schools, or for other justifiable reasons.
- C. The Committee will pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by administrators who attend workshops, seminars, conferences, or other professional improvement sessions at the request and/or with the approval of the Superintendent or his designee.

**ARTICLE XIII
COMMITTEE RIGHTS**

Nothing in this Agreement shall be deemed to derogate from or impair any power, right, or duty heretofore possessed by the School Committee except where such right, power, or duty is specifically limited by this Contract.

**ARTICLE XIV
NO STRIKE**

The administrators agree that they will not cause, condone, or sanction or take part in any strike, walkout, slowdown or work stoppage. The administrators and the members of the bargaining unit individually and collectively agree that if there is a violation of this clause any or all persons violating this clause will be subject to disciplinary action, including, but not limited to discharge, suspension, or complete loss of seniority, and the only matter subject to arbitration is that of participation in any of the above prohibited acts.

**ARTICLE XV
INSURANCE AND ANNUITY**

Administrators shall have the right to participate in all life insurance, accidental death and dismemberment insurance, medical and surgical insurance benefits provided by any insurance plan adopted and maintained by the Town of Falmouth pursuant to applicable statutes. The cost of such benefits shall be paid as provided in such plan. The School Committee will support efforts to increase the Town's contribution for health insurance.

Administrators are eligible to participate in a "tax-sheltered" annuity plan established pursuant to Public Law 87-37D of the United States consistent with Massachusetts General Law, Chapter 31, Section 37B.

**ARTICLE XVI
DUES DEDUCTION**

The Committee hereby accepts the provision of Section 17C of Chapter 180 of the General Laws of Massachusetts and, in accordance therewith, shall certify to the Treasurer of the Town of Falmouth all payroll deductions from the salaries of administrators for payment of professional dues as the administrators may individually and voluntarily authorize to be deducted, including V.O.T.E. Administrators' authorization for these purposes shall be in writing on suitable forms provided by the Association.

ARTICLE XVII
PROTECTION: CRIMINAL AND CIVIL

- A. Administrators will immediately report to the Superintendent in writing all cases of abusive conduct and/or torts suffered by them in connection with their employment.
- B. This report will be forwarded to the Committee which will comply with any reasonable request from the administrator for information in its possession relating to the incident or the person involved, and will act in appropriate ways as liaison between the administrator, the police and the courts. In addition, any student involved in such an assault will be promptly and properly disciplined after the responsibility has been established.
- C. If criminal or civil proceedings are brought against an administrator alleging that he committed an assault in connection with his employment, the Committee may furnish legal counsel to defend him in such proceedings if he requests such assistance. If the Committee does not provide such counsel and the administrator is exonerated, then the Committee will reimburse the administrator for reasonable counsel fees incurred by him.

ARTICLE XVIII
ADMINISTRATORS SALARY SCHEDULE

- A. See Appendix A.
- B. Administrators shall receive their pay in twenty-six (26) equal installments with an option of receiving a lump sum payment to cover the summer installments.
- C. Unit B members will be eligible for athletic and extracurricular positions not filled by Unit A members provided that the Superintendent does not determine that there is a resulting interference with the individual's Unit B responsibilities. The decision of the Superintendent in this regard shall be final and not subject to the grievance procedure.

ARTICLE XIX
ADMINISTRATOR EVALUATION

- A. The use of public address or audio systems and similar devices shall not be used in the monitoring or observation of the work performances of administrators.
- B. Administrators will be given a copy of all written evaluation reports prepared by their superiors and will have the right to discuss such reports with their superiors. The current evaluation procedure will be followed. See Appendix B.
- C. Administrators will have the right, upon request, to review the contents of their personnel file. Upon request of the administrator, an Association representative shall be permitted to be present at such review.
- D. No material derogatory to an administrator's conduct, service, character, or personality will be placed in his personnel file unless the administrator has had an opportunity to review such material by affixing his signature to the copy to be filed with the express understanding that such signature in no way indicates agreement with the contents thereof. The administrator will also have the right to submit a written answer to such material, and his answer shall be reviewed by the Superintendent and attached to the file copy.
- E. The Association recognizes the authority and responsibility of the Superintendent for disciplining or reprimanding an administrator for delinquency of professional performance, however, provided he/she would be entitled to have a representative of the Association present.
- F. No administrator will be disciplined, reprimanded, reduced in rank or compensation, or deprived of any professional advantage without just cause.
- G. Job descriptions shall be developed as soon as practicable. When such descriptions are finalized, they shall be among the factors utilized for evaluating performance.

ARTICLE XX
PERSONAL INJURY BENEFIT

Whenever an administrator is absent from school as a result of personal injury caused by an accident or an assault occurring in the course of his employment, he will be paid his full salary (less the amount of any workman's compensation award made for temporary disability due to said injury) until the administrator's sick leave benefits are exhausted.

**ARTICLE XXI
GENERAL**

- A. Both parties agree that they will not discriminate against any employee covered by this Contract by reason of race, creed, color, marital status, age, sex, sexual orientation, handicap or national origin as provided by law.
- B. There will be no reprisals of any kind taken against any unit member because of his membership in the Association or participation in its activities.
- C. Duly authorized representatives of the Association and their respective affiliates shall be permitted to transact official Association business on school property during school hours only when the matter is of a pressing nature and cannot be conducted during non-school hours and provided that this shall not interfere with or interrupt normal school operations.
- D. The administrators may use school facilities and equipment for Association business.

**ARTICLE XXII
WAIVER PROVISION**

The administrators and Committee:

- 1. Agree that each has had a right to bargain for any provision that they wished in this contract.
- 2. Agree to waive the right to reopen this contract for any further demands or proposals that were or could have been discussed during negotiation.
- 3. Agree that the present contract constitutes a complete agreement on all matters.
- 4. Agree that if other proposals have been made, they have been withdrawn in consideration of the Agreement.

**ARTICLE XXIII
AGENCY SERVICE FEE**

Subject to the requirement of all applicable laws every employee covered by this Contract who is not a member in good standing of the Association as a condition of continued employment shall pay to the Association either directly or by payroll deduction, an agency service fee as established by the Association but not to exceed regular Association dues, provided, however, that in no case shall such condition arise until after the thirtieth day of the beginning of the employee's employment.

**ARTICLE XXIV
REDUCTION IN FORCE FOR TENURED ADMINISTRATORS**

- A. In making reductions in force, merit and ability shall, in all cases, govern. When merit and ability are equal, seniority shall prevail. The determination of relative merit and ability shall be the prerogative of the Superintendent and the School Committee, and an Arbitrator shall not substitute his judgment for theirs unless he finds their judgment to have been unreasonably exercised.
- B. An administrator who is notified of a total reduction shall have the opportunity to receive a "R.I.F. Leave of Absence" in lieu of dismissal. Such leave of absence shall be for a twenty-four (24) month period. In order for an administrator to elect the R.I.F. leave of absence, the administrator must, within ten (10) days of written notification from the Superintendent of intent to recommend reduction, execute on a form provided by the Superintendent, a waiver of any present or future rights under Chapter 71 of the Massachusetts General Laws.
- C. During the R.I.F. leave of absence provided for above, administrators shall be recalled to vacancies in positions covered by this Contract in which the administrators have had two (2) years of past successful experience in Falmouth. In cases where two or more administrators are on a R.I.F. leave of absence, the School Committee, upon recommendation of the Superintendent, shall determine which administrator to recall.
Where an administrator does not have such experience in Falmouth, but has comparable experience, the Committee will consider the administrator for the vacant position. The requirement shall not be subject to the grievance procedure of this Contract.
- D. A recall notice shall be sent by certified mail to the last address on record with the School Department. If the administrator fails to notify the Superintendent within fourteen (14) calendar days of the mailing of the recall notice of his intent to accept recall and commence work on the date stated in the recall notice, the R.I.F. leave of absence shall end and the administrator considered terminated.

**ARTICLE XXV
WORK YEAR**

The work year shall be as follows:

	<u>Contract Year</u>
Director of Special Needs/Director of Athletics	215 Days
Elementary Assistant Principals	200 Days
Assistant Principals (Secondary and House Administrators)	203 Days
Department Heads, Directors and Others	196 Days

Up to three (3) of the above days may be worked during the normal school vacation periods (exclusive of weekends) with the approval of the principal.

If the Unit B member is required to interview a candidate for employment or perform other unexpected duties on a day when he/she would otherwise not be working, that day will be considered one of the required days of work.

If the Unit B member has already worked all of the required days, he/she shall be credited with that day during the following work year.

APPENDIX A
F.E.A. UNIT B - ADMINISTRATORS SALARY SCHEDULE
2009-2010 SALARIES (1%)

Category I: Assistant Principals and Director of Athletics

	<u>Base Salary</u>	<u>Grade Level Variable</u>
Elementary (K-6)	1st \$74,799-\$78,199*	Middle (7-8) + \$1,855
	2nd \$79,435	High (9-12) + \$2,471
	3rd \$81,291	
	Prof. \$85,618	

Differential when substituting for the Principal of \$35.00 per day commencing on the 16th day.

Category II: Department Head/Director

<u>Basic Load</u>	<u>Base Salary</u>
10 or Fewer Staff;	1st \$71,709-\$74,799*
	2nd \$76,035
	3rd \$77,888
	Prof. \$82,218

*Category I & II, application to new hires determined by the Superintendent after discussion with Unit B chairman.

Teaching Assignment

All Department Heads or Directors may teach up to two (2) classes

Supervisory Load Variable:

Medium Load: +\$ 741
 11-15 Staff

High Load: +\$1,484
 16+ Staff

Grade Range Variable:

Grades 7-12 +\$ 372
 Grades K-8, 5-12 +\$ 619
 Grades K-12 +\$ 865

Impact/Complexity Variable:*

Medium: +\$ 616*
 High: +\$1,236**

*Department Heads in areas in which MCAS is a requirement for graduation.

**Responsible for adequate yearly progress in Math, English, or any other subject area, which becomes a requirement for graduation.

General Factors for All Positions

- A. Certification as Supervisor/Director or Principal is a Requirement
 If lacking: - \$1,500; no advancement to professional status; 3 years to complete
- B. Degree Status
 - 1. In admin/supervision or
 - 2. In the subject field for department heads
 Masters degree required; If none: - \$1,000; 5 years to complete
 - M+15: +\$660
 - MA + 30: +\$1,236
 - Double MA; MA + 45; or CAGS: +\$1,855
 - Doctoral: +\$2,226
- C. Longevity Increment
 At 8th year in a Unit B position: \$ 990

APPENDIX A
F.E.A. UNIT B - ADMINISTRATORS SALARY SCHEDULE
2010-2011 SALARIES (1.5%)

Category I: Assistant Principals and Director of Athletics

	<u>Base Salary</u>	<u>Grade Level Variable</u>
Elementary (K-6)	1st \$75,921-\$79,372*	Middle (7-8) + \$1,883
	2nd \$80,627	High (9-12) + \$2,508
	3rd \$82,510	
	Prof. \$86,902	

Differential when substituting for the Principal of \$35.00 per day commencing on the 16th day.

Category II: Department Head/Director

<u>Basic Load</u>	<u>Base Salary</u>
10 or Fewer Staff;	1st \$72,785-\$75,921*
	2nd \$77,176
	3rd \$79,056
	Prof. \$83,451

Category III: Effective for the 2010-2011 school year and thereafter, 7-12 English and Math Department Heads will receive an additional 1.5 High level, Impact/Complexity stipend for additional MCAS and departmental responsibilities for grades 7 and 8 and will not have a teaching assignment.

*Category I, II & III, application to new hires determined by the Superintendent after discussion with Unit B chairman.

Teaching Assignment

All Department Heads or Directors may teach up to two (2) classes

Supervisory Load Variable:

Medium Load: 11-15 Staff	+\$ 752
High Load: 16+ Staff	+\$1,506

Grade Range Variable:

Grades 7-12	+\$ 378
Grades K-8, 5-12	+\$ 628
Grades K-12	+\$ 878

Impact/Complexity Variable:*

Medium:	+\$ 625*
High:	+\$1,255**

*Department Heads in areas in which MCAS is a requirement for graduation.

**Responsible for adequate yearly progress in Math, English, or any other subject area, which becomes a requirement for graduation.

General Factors for All Positions

- A. Certification as Supervisor/Director or Principal is a Requirement
If lacking: - \$1,500; no advancement to professional status; 3 years to complete
- B. Degree Status
 - 1. In admin/supervision or
 - 2. In the subject field for department heads
Masters degree required; If none: - \$1,000; 5 years to complete

M+15:	+\$670
MA + 30:	+\$1,255
Double MA; MA + 45; or CAGS:	+\$1,883
Doctoral:	+\$2,259
- C. Longevity Increment
At 8th year in a Unit B position: \$1,005

APPENDIX A
F.E.A. UNIT B - ADMINISTRATORS SALARY SCHEDULE
2011-2012 SALARIES (2.0%) 1st Half

Category I: Assistant Principals and Director of Athletics

	<u>Base Salary</u>	<u>Grade Level Variable</u>
Elementary (K-6)	1st \$77,439-80,959*	Middle (7-8) + \$1,921
	2nd \$82,240	High (9-12) + \$2,558
	3rd \$84,160	
	Prof. \$88,640	

Differential when substituting for the Principal of \$35.00 per day commencing on the 16th day.

Category II: Department Head/Director

<u>Basic Load</u>	<u>Base Salary</u>
10 or Fewer Staff;	1st \$74,241-\$77,439*
	2nd \$78,720
	3rd \$80,637
	Prof. \$85,120

Category III: Effective for the 2010-2011 school year and thereafter, 7-12 English and Math Department Heads will receive an additional 1.5 High level, Impact/Complexity stipend for additional MCAS and departmental responsibilities for grades 7 and 8 and will not have a teaching assignment.

*Category I, II & III, application to new hires determined by the Superintendent after discussion with Unit B chairman.

Teaching Assignment

All Department Heads or Directors may teach up to two (2) classes

Supervisory Load Variable:

Medium Load: 11-15 Staff	+\$ 767
High Load: 16+ Staff	+\$1,536

Grade Range Variable:

Grades 7-12	+\$ 386
Grades K-8, 5-12	+\$ 641
Grades K-12	+\$ 896

Impact/Complexity Variable:*

Medium:	+\$ 638*
High:	+\$1,280**

*Department Heads in areas in which MCAS is a requirement for graduation.

**Responsible for adequate yearly progress in Math, English, or any other subject area, which becomes a requirement for graduation.

General Factors for All Positions

- A. Certification as Supervisor/Director or Principal is a Requirement
If lacking: - \$1,500; no advancement to professional status; 3 years to complete
- B. Degree Status
 - 1. In admin/supervision or
 - 2. In the subject field for department heads
Masters degree required; If none: - \$1,000; 5 years to complete

M+15:	+\$683
MA + 30:	+\$1,280
Double MA; MA + 45; or CAGS:	+\$1,921
Doctoral:	+\$2,304
- C. Longevity Increment
At 8th year in a Unit B position: \$ 1,025

APPENDIX A
F.E.A. UNIT B - ADMINISTRATORS SALARY SCHEDULE
2011-2012 SALARIES (2.0%) 2nd Half

Category I: Assistant Principals and Director of Athletics

	<u>Base Salary</u>	<u>Grade Level Variable</u>
Elementary (K-6)	1st \$78,988-82,578*	Middle (7-8) + \$1,959
	2nd \$83,885	High (9-12) + \$2,609
	3rd \$85,843	
	Prof. \$90,413	

Differential when substituting for the Principal of \$35.00 per day commencing on the 16th day.

Category II: Department Head/Director

<u>Basic Load</u>	<u>Base Salary</u>
10 or Fewer Staff;	1st \$75,726-\$78,988*
	2nd \$80,293
	3rd \$82,250
	Prof. \$86,822

Category III: Effective for the 2010-2011 school year and thereafter, 7-12 English and Math Department Heads will receive an additional 1.5 High level, Impact/Complexity stipend for additional MCAS and departmental responsibilities for grades 7 and 8 and will not have a teaching assignment.

*Category I, II & III, application to new hires determined by the Superintendent after discussion with Unit B chairman.

Teaching Assignment

All Department Heads or Directors may teach up to two (2) classes

Supervisory Load Variable:

Medium Load: 11-15 Staff	+\$ 782
High Load: 16+ Staff	+\$1,567

Grade Range Variable:

Grades 7-12	+\$ 394
Grades K-8, 5-12	+\$ 654
Grades K-12	+\$ 914

Impact/Complexity Variable:*

Medium:	+\$ 651*
High:	+\$1,306**

*Department Heads in areas in which MCAS is a requirement for graduation.

**Responsible for adequate yearly progress in Math, English, or any other subject area, which becomes a requirement for graduation.

General Factors for All Positions

- A. Certification as Supervisor/Director or Principal is a Requirement
If lacking: - \$1,500; no advancement to professional status; 3 years to complete
- B. Degree Status
 - 1. In admin/supervision or
 - 2. In the subject field for department heads
Masters degree required; If none: - \$1,000; 5 years to complete

M+15:	+\$697
MA + 30:	+\$1,306
Double MA; MA + 45; or CAGS:	+\$1,959
Doctoral:	+\$2,350
- C. Longevity Increment
At 8th year in a Unit B position: \$ 1,046

APPENDIX B
Full Evaluation Process for Administrators
Definition of Evaluation Procedures

Use of the Evaluation Forms

1. Promotion of Administrator Growth: Through conferencing and the documentation of strengths and weaknesses, specific suggestions for growth are expected. Incorporated in these suggestions may be participation in particular staff development programs, college courses or other activities.
2. Documentation of Administrator Performance: By using the statements of local performance standards, the school system will maintain a record of abilities and their compliance with state guidelines. Documentation is designed to provide concrete additional information regarding an administrator's strengths and areas for improvement. The evaluation process is directly tied to twenty-seven (27) performance standards. The descriptors provide important information about the standards, which administrators should take into consideration.
3. Determination of Performance Review Status: This is a process for intensive attention to performance improvement for individual administrators.

Designation of Evaluator

One (1) evaluator will be designated by the Superintendent or his designee for each administrator. Each year this information will be presented no later than September 15.

In a situation which is disputed because of "Not Met" ratings or negative commentary, either the administrator or the evaluator may request, within ten (10) school days after the evaluation is signed a second, separate evaluation by another administrator. This would have to be approved by the Superintendent.

Frequency and Timing of Evaluation(s)

Provisional administrators will be evaluated a minimum of once a year, to be completed no later than April 15. This evaluation (purple form) will be supported by at least three (3) Performance Conference Forms (orange), with conferences normally completed before November 15, January 15, and March 15 and a mid-year report to be completed before February 15.

Administrators with professional status performing satisfactorily will be evaluated every other year (purple form) to be completed no later than May 15 of the appropriate year. This evaluation will be supported by at least two (2) Performance Conference Forms (orange), with conferences normally completed before January 15 and April 15. A four (4) year evaluation cycle will consist of a formal evaluation based on the performance standards during one (1) year. The focus evaluation will be based on goals, related to local performance standards and set by the administrator and his/her evaluator. An off year separates the two (2) types of evaluations.

The evaluator may decide, nevertheless, to evaluate an administrator with professional status annually. In such instances, the evaluator should notify the administrator, in writing, no later than January 15 that an off-year evaluation will be formally completed. However, administrators with professional status who are assigned to substantially new positions will be evaluated during that year.

Evaluators will continue to reserve the right to use the formal process more often if necessary in certain situations. Individual administrators will also reserve the right to request to be formally evaluated each year.

In the final year of an administrator's service, after formal notification of retirement has been received, the evaluation process will be suspended and left incomplete.

Steps in the Evaluation Process

There are four required steps in the evaluation process and one optional follow-up phase:

1. Pre-conferencing: The evaluator will hold a formally scheduled meeting with the administrator(s) to be evaluated, individually or in a group, to review the evaluation process and the performance standards before any conferences are begun. Individual pre-conferences with provisional administrators must be completed by October 15.
Pre-conferences for administrators with professional status must be completed before November 15.
2. Data Collecting: The information used in evaluation may be collected in a broad range of settings, through scheduled or spontaneous visits, through school or department meetings or individual conferences, and through other daily contacts. Unless processed through a direct conference, which is specific about the issues, impressions gained through overhearing interactions in the informal settings of the building and through second-hand information may not be used in evaluation.

Every full evaluation (purple form) must be supported by the appropriate number of formal conference experiences, which are recorded on the performance conference form (orange) with a copy to the

administrator. One (1) conference form may incorporate discussion that is extended purposely over several meetings. A meeting will be held, within five (5) school days, for clarification of any performance standard rated “Not Met” on the conference form. The administrator may request that an FEA representative be present at this meeting.

Other data may be collected through sitting in on meetings or other work sessions, through written requests for samples or examples of work, or through data collection devices sent to the administrator.

3. **Completing the Evaluation Document (purple form) and Post-conferencing:** This post-conference must be scheduled to fit the time demands of both people and to provide a reasonable review of the evaluation findings. The meeting should take place before writing the final document and should specifically cover any performance standards, which the evaluator considers might be “Not Met”.
4. **Signing the Evaluation:** At the time the evaluator presents the evaluation for signing, all items must be completed and a copy provided for the administrator. The administrator should have a period of at least five (5) working days to review the copy of the finished document and, if desired, to write a rebuttal, before signing and returning the document. The administrator is required to sign the document even though that signature does not necessarily indicate agreement with the content.
5. **Optional Follow-up Processes:** An administrator has the option to write a rebuttal to any item ratings and/or any documentary comments by the evaluator. This rebuttal must be attached to the evaluation document before the document is sent to the Superintendent or his designee.
Additionally and separately, an administrator may request further conferencing, first with the evaluator (if they are not the same person) and then with the evaluator as the Superintendent. Out of this conferencing a request for an additional evaluation may be made. This would have to be approved by the Superintendent.

Improvements in the Evaluation Process

The Falmouth School System is committed to training and review procedures relative to the evaluation process. Annually, each individual evaluator’s documents are reviewed at the central office level for internal consistency. The Evaluation Process Review Committee, made up of teachers and administrators, meets regularly during the school year to monitor the evaluation process and to make suggestions and recommendations to the Superintendent for changes.

Recognition of Special Strengths

When an administrator displays special strength and consistency of performance in a standard, the designated evaluator may credit that by placing a check in the appropriate column on the full evaluation form (purple).

A maximum of eight (8) such designations may be used in any evaluation. Each must be substantiated by a brief narrative describing the special strength. Such strengths should be noted in the narrative section of the observation form.

Performance Review Status for Administrators with Professional Status

1. An administrator will be placed on Performance Review Status when the following apply:
 - a. The administrator has been evaluated using the full evaluation instrument (purple) in the two (2) years prior to placement on performance review.
 - b. Six (6) or more of the performance standards on the purple evaluation form for each of the two (2) years have been given ratings of “Not met.”
2. If the administrator is to be placed on Performance Review Status, the following procedure will begin:
 - a. The evaluator shall inform the Superintendent and the administrator. After a joint meeting of all the parties, the Superintendent will decide if performance review status will be initiated. This joint meeting shall take place within ten (10) school days of the date on which the administrator signs the written evaluation form. The administrator may request that an FEA representative be present at this meeting.
 - b. The Superintendent shall give written notice to the administrator that the performance review status will apply. This notice must be given within five (5) school days after the joint meeting and, in any case, before the end of the school year.
 - c. The administrator on performance review status will be given a detailed prescription within one (1) week after the opening of school in September. This prescription will specify what the administrator must do during the school year, in addition to maintaining performance in other standards, in order to raise the “Not Met” ratings and earn removal from performance review status.
 - d. During a school year in which the administrator is on performance review status, there will be a total of two (2) evaluations by the Designated Evaluator(s); one (1) prior to February 1, the other prior to May 15.

3. An administrator who is on performance review status and who has fulfilled the requirements in the prescription(s) returns to regular evaluation status at the end of the year.
4. If at the end of that subsequent regular evaluation year, six (6) of the twenty-seven (27) standards are not met, the administrator will be immediately returned to performance review status.

GUIDELINES FOR THE FOCUS EVALUATION PROCESS

Introduction

The focus evaluation process is designed as a collaborative process between designated evaluator and administrator for growth around two (2) specified and mutually agreed upon objectives. The normal four-year administrator evaluation cycle is intended to have one full and one focus type of evaluation with one off year between each type. An essential characteristic of this process is that it is highly individualized in distinction to the more standardized full evaluation process.

These guidelines intend to support a flexible and individualized process that stimulates action research, innovative risk-taking and individual growth. They ask that time and energy is spent on shaping objectives carefully at the start to create a productive experience that is mutually appreciated.

An option is described which provides individual growth opportunity for selected administrators through substituting the use of a focus evaluation process in place of a full evaluation once in every two four-year evaluation cycles. This maintains at least one full evaluation every eight (8) years.

Parameters for Relevant Objectives

Three parameters are central to developing relevant objectives:

1. *Appropriate Level of Challenge:* Objectives should challenge an administrator to attempt new efforts that contribute to administrative effectiveness. Therefore, the designated evaluator and the administrator should define objectives that move beyond routine job expectations. An objective may be developed in an area of an administrator's established expertise if the objective specifically involves sharing that expertise with others.
2. *Related to Standards/Objectives:* The two objectives for individual growth must each have a clear relationship to a standard of effective administration in the evaluation, or a content and skill standard of the curriculum frameworks, or an objective in school improvement or district tactical plans.
3. *Related to Student Learning:* Every objective in the focus process should have an impact on student learning. For instance, it is not sufficient for an objective to state that an administrator will study a topic or take a course; that study should connect to some impact in curriculum or instruction or responsibility related to the individual's role. An objective may focus on an individual's relationship to a community agency or parent activity as long as there is a clear benefit in the teaching-learning process.

Process of Mutually Agreeing on Objectives

The expectation of the focus process is that the designated evaluator and the administrator both actively participate in the selection and shaping of the two (2) objectives. A collegial effort to set the focus, the scope, and the wording of the objectives is important to avoid vagueness that results later in misunderstandings. An objective-setting process that achieves the qualities of SMARTness improves the likelihood of a mutually satisfying evaluation:

1. **S-SPECIFIC:** Objectives should use precise action verbs, should spell out steps, and should define activities, elements, or products. Avoid the tendency to be overly ambitious and overly generalized.
2. **M-MEASURABLE:** Objectives should have outcomes or products that are stated in terms and with criteria that give the designated evaluator and the administrator the same basis for assessment.
3. **A-ATTAINABLE:** The expected timeframe for completion of focus objectives is quite short, generally six or seven (6 or 7) months. The scope should be realistic for the time available. Since the focus process involves two (2) objectives, the scope of each will have to be modest to be attainable within the timeframes of the process.
4. **R-RELEVANT:** This quality is met through meeting the three parameters described above.
5. **T-TRACKABLE:** This quality requires defined interim benchmarks and checkpoints along a timeline.

Deadlines for the Process

September 30:	Administrator notified of designated evaluator
November 1:	Objectives mutually set
February 1:	First progress conference held
May 1:	Second progress conference held
June 15:	Evaluation narrative (green) completed and submitted to Central Office

Eligibility for Selected Administrators to Use in Lieu of a Full Evaluation

Administrators are eligible that have achieved professional status and whose last full evaluation had no unmet standards.

Limits on the Option

An administrator exercising this option must go through the full evaluation process as one of the four evaluation points that occur in two four-year evaluation cycles. If the designated evaluator feels there are significant changes in job conditions or significant issues in the performance of the administrator that warrant a full evaluation, he/she may veto the opportunity to exercise the option.

No administrator is required to exercise the option. An administrator selecting the focus evaluation option in lieu of a full evaluation must be prepared in the eventuality of RIF action, to accept the average of the prior two full evaluation scores in place of the missed full evaluation.

Procedures for the Option

If the focus evaluation option will be exercised, the normal procedures will apply, including joint setting of clear and specific objectives, agreement on appropriate products, conferencing during the process, and written reflection.

Resolution of Disagreements

Any disagreements in regard to the eligibility of an administrator or the appropriateness of exercising the option in the eyes of the designated evaluator will be referred to the Superintendent who will use his/her discretion to resolve the issue. The Superintendent's decision is final in terms of the form of the evaluation to be used.

ADMINISTRATOR PERFORMANCE STANDARDS

I. EFFECTIVE INSTRUCTIONAL LEADERSHIP (The effective administrator works with others to create learning environments that address the needs of students.)

STANDARD 1: The administrator facilitates the development of a shared mission and vision.

1. Demonstrates an understanding of the importance of mission and vision based on a well-developed philosophy and develops a collaborative vision that provides direction for the school or district.
2. Recognizes that student learning must be the focus of all school programs and activities.

STANDARD 2: The administrator encourages and uses a variety of strategies to assess student performance accurately.

1. Encourages teachers to view learning and assessment as linked.
2. Uses a variety of valid, reliable instruments to assess the achievement of learner goals.
3. Uses a cyclical, ongoing process to review and evaluate the goals, methods, and resources of programs and makes modifications as needed.

STANDARD 3: The administrator applies current principles, practices, and research to foster effective teaching.

1. Demonstrates knowledge of the instructional process and teaching methodologies.
2. Assists teachers to develop a broad repertoire of teaching practices.
3. Assists and inspires teachers to make significant changes in practice as changes are dictated in the field.

STANDARD 4: The administrator leads the renewal of curriculum and instructional programs.

1. Assures that the school's/district's curriculum and its implementation reflect the principles of the state's Common Core of Learning and Curriculum Frameworks.
2. Encourages and assists staff to be knowledgeable in subject areas and also to identify connections between disciplines.
3. Assists staff to distinguish between what is central and what is peripheral in the subject area when analyzing, planning, and supervising units, courses, and programs so that instruction time on central concepts, skills, and understanding is protected.
4. Uses a broad and current knowledge of instructional practices to involve staff in curriculum planning and program involvement, based on the vision, goals, and needs of school, district, and community.

STANDARD 5: The administrator promotes and models the effective use of appropriate instructional technologies.

1. Facilitates the appropriate use of existing video, computer, telecommunication and other technologies in the curriculum.
2. Allocates fiscal and human resources for incorporating technology in the instructional process, accessing information and resources through electronic networks, e.g., Internet, and improving communication (e.g., e-mail, homework hotlines).

STANDARD 6: The administrator holds teachers accountable for having high standards and positive expectations that all students can perform at high levels.

1. Enlists teachers in creating and communicating to students positive attitudes toward learning.
2. Works with teachers to establish high standards and expectations for student work.
3. Assists teachers in communicating their expectations clearly to students.
4. Promotes activities that honor academic and other forms of excellence.

STANDARD 7: Using performance standards, the administrator works with teachers and other staff to supervise and evaluate their performance, and to improve in areas needing growth.

1. Understands and communicates performance standards for teachers.
2. Communicates consistent expectations that all teachers can meet standards and perform at high levels.
3. Employs district evaluation practices to assess the performance of teachers and encourage growth.
4. Encourages staff to participate in collegial activities such as modeling and peer mentoring.
5. Evaluates classroom instruction in terms of teacher objectives and student learning.
6. Supports individuality of approaches to classroom organization, management, and teaching styles.
7. Monitors staff performance to ensure the attainment of standards set by the district.

STANDARD 8: The administrator supports ongoing professional development.

1. Fosters effective professional development based on research and models of desired practice including time for reflection, planning, problem solving and collaboration; repeated practice and feedback; and respect for individual adaptations.
2. Encourages collegial approaches to professional development including mentoring, peer coaching, study groups, and group planning and problem solving.
3. Monitors, documents, and assess staff professional development activities.
4. Supports staff sense of self-worth; recognizes and encourages teacher initiatives; celebrates individual and collective achievements.
5. Ensures that growth of staff results in curriculum renewal, improved staff performance, and student learning and development.

II. EFFECTIVE ORGANIZATIONAL LEADERSHIP (The effective administrator creates an organizational environment that consistently focuses on enabling all students and staff to achieve their full potential.)

STANDARD 9: The administrator applies research and organizational leadership skills.

1. Analyzes the environment in which decisions are made and predicts the impact of those decisions.
2. Stimulates the development of new programs in areas where changing conditions or new professional insights encourage new approaches.

STANDARD 10: The administrator demonstrates communication skills that are clear, direct, and responsive.

1. Communicates the school's and district's vision, goals, needs and accomplishments to students, school personnel, families, and the community.
2. Facilitates communication that yields results through teamwork, consensus, and inquiry.
3. Makes use of reliable and professional sources of data, information, and analysis, including the use of technologies, to understand relevant professional issues.

4. Listens and reacts effectively to a speaker's point of view, opinions and ideas even if they are different, new, or oppositional.
5. Presents facts and ideas clearly and concisely as appropriate to the audience.

STANDARD 11: The administrator creates a positive, informed climate for teaching and learning.

1. Understands and strengthens the elements of a strong school culture that promote learning for adults and students.
2. Provides an environment and culture where creativity, exchange of ideas, and experimentation are shared, valued, and practiced.
3. Creates a school climate that gives a sense of well being and safety.
4. Inspires in others a desire for growth and development.

STANDARD 12: The administrator facilitates constructive change.

1. Exhibits a clear philosophy regarding organizational change processes.
2. Exhibits openness to new ideas from others; demonstrates originality in developing policies and procedures; yet understands the need for stability in schools and society.

STANDARD 13: The administrator plans for, models, and encourages collaboration and shared decision making.

1. Involves others in setting and accomplishing goals.
2. Recognizes when a group requires direction and uses appropriate intervention styles.
3. Provides appropriate time and resources for collaborative planning.

STANDARD 14: The administrator applies strategic planning techniques that foster systemic approaches and result in sound decisions.

1. Develops and implements long and short-term plans for educational program improvement, professional development, resource allocation, enrollments, and facilities consistent with the school and district mission.
2. Makes realistic assessments, considers implications of solutions, and acts in the best interest of students.
3. Analyzes reliable sources of information, to expand perspective on goals and objectives.

III. EFFECTIVE ADMINISTRATION AND MANAGEMENT (The effective administrator acts within legal and ethical guidelines to accomplish educational purposes and improve student learning.)

STANDARD 15: The administrator effectively selects, supervises, and evaluates personnel.

1. Applies current principles and techniques of staffing, selection, orientation/induction, assignment, supervision, evaluation, motivation, and termination of personnel.
2. Applies conflict resolution, mediation and negotiation skills as appropriate.
3. Uses district procedures for effective supervision and evaluation.

STANDARD 16: The administrator applies current knowledge of policy formation and legal requirements within the scope of his/her responsibility.

1. Understands and implements federal, state, and municipal laws, regulations, policies, and procedures including the implications of liability and requirements of due process.
2. Demonstrates knowledge of school/district policies and procedures.

STANDARD 17: The administrator applies current knowledge of fiscal management policy and practices within the scope of his/her responsibility.

1. Employs sound fiscal management procedures to prepare, revise, and monitor the school or district budget.
2. Effectively translates program needs into cost requirements and applies techniques for resource allocation and asset management.

STANDARD 18: The administrator applies current knowledge of auxiliary programs (such as transportation, food services, pupil personnel services, maintenance, and facilities management) within the scope of his/her responsibility.

1. Knows the availability of school and district services and how to use them effectively.
2. Makes recommendations concerning facilities and equipment to support school/district goals and objectives.
3. Applies regulations regarding school facilities to ensure a handicapped-accessible environment for students and staff.

STANDARD 19: The administrator uses appropriate technologies to administer his/her responsibilities.

1. Applies technology management tools to analyze information and make decisions.

IV. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY (The effective administrator strives to ensure equity for all students and values diversity in the school environment.)

STANDARD 20: The administrator strives to ensure equity among programs and learning opportunities for staff, students, and parents.

1. Provides opportunities to include all staff, students, and parents in the full range of school and district programs and activities.
2. Addresses the needs of diverse school population by applying constitutional and statutory laws, state regulations, and Board of Education policies and guidelines.

STANDARD 21: The administrator demonstrates appreciation for and sensitivity to the diversity among individuals.

1. Functions effectively with individuals of different abilities and modes of contribution, and different backgrounds, including race, color, national origin, sex, handicap, age, religion, or sexual orientation.
2. Develops and implements educational and organizational strategies that are effective in meeting the needs of a diverse student body.

V. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY (The effective administrator interacts with the community responsibly to address the needs of students.)

STANDARD 22: The administrator assesses the needs of parents and community members and involves them in decision-making.

1. Creates an environment that encourages suggestions from parents, students, and community members to determine how the school/district can meet their needs.
2. Engages parents, students, and community members in improving student learning.

STANDARD 23: The administrator promotes partnerships among staff, parents, business, and the community.

1. Communicates and interacts with parents, community groups and related service agencies and involves them in the education of students.
2. Enlists volunteers to support instructional needs.

STANDARD 24: The administrator interprets, articulates, and promotes the vision, mission, programs, activities, and services of the school/district.

1. Communicates the school's vision, goals, needs, and accomplishments to students, school personnel, parents, and the community.
2. Deals with the media effectively to communicate to the public.
3. Provides information to parents and the community through handbooks, brochures, fact sheets and other handouts available at the school or office.
4. Meets with appropriate community groups in the attainment of objectives.

VI. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES (The effective administrator models professional behaviors that contribute to addressing the needs of students.)

STANDARD 25: The administrator demonstrates enthusiasm for his/her own learning.

1. Demonstrates that life-long learning and professional development are necessary for self and others.
2. Keeps abreast of current educational research and exemplary practices in area of expertise.
3. Considers input from others and demonstrates a willingness to grow.
4. Develops and implements a professional development plan based upon self-assessment and external evaluation.

STANDARD 26: The administrator demonstrates and promotes an atmosphere of respect for self and others.

1. Demonstrates tolerance for alternative perspectives and encourages contributions from groups that challenge traditional thinking.
2. Demonstrates sensitivity to differences in learning needs, modes of expression, and social and cultural backgrounds.

STANDARD 27: The administrator models ethical behavior.

1. Interacts with others in a professional manner consistent with his/her role.
2. Accepts responsibility for his/her own actions.