

Signatures

In Witness Whereof, the parties hereto have executed this document (APPR) on this date, November 21, 2016.

Association of Blind Brook Administrators

By Tracy Taylor
Tracy Taylor, BMRSS Principal
President, ABBA

Association of Blind Brook Administrators

By Colin Byrne
Colin Byrne, Director of Technology
Vice President, ABBA

Blind Brook - Rye UFSD

By Jonathan Ross
Jonathan Ross
Superintendent of Schools

By Jeffrey Diamond
Jeffrey Diamond
President, Board of Education

By Ryan Goldstein
Ryan Goldstein
Vice-President, Board of Education

**BLIND BROOK-RYE UFSD
ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)
OBSERVATION TIMELINE & PROCEDURES – BUILDING PRINCIPALS**

APPENDIX A

EVALUATION TIMELINE & PROCEDURES – PRINCIPALS

Evaluation of Building Principals shall be for the purpose of improving the instructional program as well as total professional performance.

1. OBSERVATIONS

It is agreed that the Superintendent and/or his designee as part of the following observation/school visit process shall ensure that any observed deficiency that either the Superintendent or his/her designee agreed upon may observe is documented, in writing, in accordance with the observation process timeline and following procedures, and is accompanied by constructive and specific ways in which the Building Principal may achieve improvement in those areas of perceived deficiency. The parties agree that the Superintendent's designee must be a non-bargaining unit central office administrator.

Number of observations/school visits required:

Non-tenured Principals:

****Three (3) school visits/observations – two formal (announced) and one informal (unannounced) - will be made except during July and August during each probationary year. The only exception to this will be Principals hired after March 1st of that school year who will be observed once during the year of hire. School visits shall be appropriately spaced to allow reasonable time for improvement.**

Tenured Principals:

****Two (2) school visits/observations - one formal (announced) and one informal (unannounced) - will be conducted each year except during July and August. School visits shall be appropriately spaced to allow reasonable time for improvement.**

****If any observation results in a score or potential score of “less than effective” two (2) additional observations to the above will be scheduled, at least two (2) weeks apart and conducted by the Superintendent and/or his designee. Said observations shall be completed within thirty (30) days of the initial observation. If the two additional observations result in higher scores the scores will be combined with the original observation score.**

OBSERVATION TIMELINE

By August 1st the Building Principal shall be provided an opportunity to verify the subjects and student rosters to be assigned to them for the upcoming school year.

Superintendent or his/her designee shall meet in person with each Building Principal to review evaluation forms, timelines and evaluation procedures, as well as review and discuss the evidence (Appendix C) that may be used for the formal observations and each observable rubric domain, and agreed upon organizational goal-setting (if any) that will be used in support of agreed upon observable rubric domain.

All Building Principal(s) shall have at least one formal observation conducted by Superintendent or Superintendent's designee in accordance with the attached evaluation procedures by December 15th.

If an observation to date raises any performance concerns, the Building Principal(s) will receive written notice by January 15th with a written plan for addressing the noted concerns.

All Non-tenured Building Principal(s) shall have a second formal observation conducted by Superintendent or Superintendent's designee in accordance with the attached evaluation procedures by February 1st.

All Building Principals shall have their final formal observation completed no later than March 31st.

If any observation (formal or informal) results in a score of less than effective two (2) additional observations will be scheduled during the months of April and/or May, but in no event later than May 15th.

Building Principals will be given a draft *overall* observation score and rating by June 1st. If any disagreement exists on the scoring the Building Principal shall have one week in which to submit evidence in support of the Building Principal's position and request that the score be adjusted upon review and consideration of the evidence. Any Building Principal who received a draft overall observation score of "developing" or "ineffective" shall also be allowed to request a meeting with the Superintendent or his/her designee. The meeting shall be held no later than June 10th and shall constitute a "natural conversation." The Building Principal shall be allowed to provide additional evidence during such a meeting to assist the Superintendent or his/her designee in rating non-observable and observable domains, if doing so assists the rating of the Building Principal.

The Building Principal's final score and rating on the observation/school visit category shall be computed and provided to the Building Principal in writing no later than June 15th. The entire Annual Professional Performance Review shall be completed and provided to the Principal as soon as practicable but in no case later than September 1 of the school year next following the school year for which the Building Principal's performance is measured.

2. OBSERVATION/SCHOOL VISIT REQUIREMENTS:

Formal monitoring or observation of the work performance of a Building Principal shall be conducted openly and with full knowledge of the Building Principal. The District agrees to use the evaluation forms hereto attached.

Observations/school visits will be conducted only by the Superintendent or his/her agreed upon designee. The designee shall be a central office administrator who is not a member of the bargaining unit.

Each observation/school visit shall be at least thirty (30) minutes in duration. No observation/school visit shall be completed on any day prior or immediately after a school holiday or recess, or during state testing.

With the exception of the unannounced observation/school visit, all formal observations must be scheduled two weeks in advance. In the instance of an unannounced observation/school visit the Building Principal shall be provided a one week window of when the unannounced observation/school visit may occur at least two weeks in advance.

Pre-observation/school visit meetings are to be held at least one calendar week prior to each scheduled formal observation. The pre-observation meeting must be conducted in person, unless the parties mutually agree otherwise in writing. During the pre-observation meeting the parties shall agree upon which observable sub-domains within the rubric will be evaluated during that formal observation (minimum of ten (10) must be agreed upon) and what documents, if any, will be submitted and examined in support of the pre-selected observable sub domains. The parties will also agree during the pre-observation meeting as to whether any or all non-observable subdomains will be rated. Non-observable domains shall only be rated as part of the formal observation upon agreement of the parties. The evaluator shall send a confirming email or memo to the Building Principal detailing the understanding that is reached at the pre-observation meeting no less than two (2) days prior to the scheduled observation. The pre-observation meeting shall constitute a "natural conversation" if the parties elect to rate non-observable sub domains.

All observations/school visits must be followed by a post-observation meeting that is to be held no later than one week from the formal or informal observation. The post-observation shall be conducted in person, unless agreed in writing otherwise. At the post-observation meeting, the Building Principal shall be provided with his/her observation rubric form and a written observation summary, which must include detailed recommendations and guidance in all areas perceived developing or ineffective. The Building Principal shall have one (1) week to submit a response to the observation including any supporting documentation.

3. **HEDL SCORING BAND:**

Ineffective: 0-1.49

Developing: 1.5-2.49

Effective: 2.5- 3.49

Highly Effective: 3.5-4

4. **FORMAL AND INFORMAL WEIGHTS:**

Formal observations/school visits (announced) shall consist of 85%

Informal observation/school visits (unannounced) shall consist of 15%

5. **OBSERVATION SCORING:**

The parties agree that the evaluation rubric to be used will be the Multi-Dimensional Professional Performance Rubric (MPPR).

Observable Domains:

It is further agreed that the following domains/performance indicators are possibly “observable” during the course of a school visit:

Domain 1: Shared Vision of Learning

Domain 2: School Culture and Instructional Programs

Domain 3: Safe, Efficient, Effective Learning Environment

Non-Observable Domains:

The parties agree that the following domains shall be considered “non-observable” within the Multi-Dimensional Professional Performance Rubric (MPPR):

Domain 4: Culture and Sustainability

Domain 5: Integrity, Fairness, and Ethics

Domain 6: Political, Social, Economic, Legal and Cultural Context

The parties agree that the above **observable** and **non-observable domains** will be scored in the following ways (Please see Appendix B for the Performance Scoring Rubric):

- *Announced formal observation* – All domains shall be evaluated using the MPPR rubric. A pre-observation meeting and post observation meeting must be included.

- *Unannounced formal observation* – Domains 1, 2, and 3 will be evaluated. Since there is no pre-observation meeting for an unannounced observation, a post-observation meeting will be scheduled to allow the Principal and Superintendent or Superintendent’s designee a chance to discuss the observation. Domains 4, 5, and 6 will not be scored in this process.

6. EVIDENCE TO SUPPORT “DEVELOPING” OR “INEFFECTIVE” RATING WITHIN RUBRIC:

If any performance indicator is rated “developing,” the evaluator must support the “developing” rating with at least one (1) piece of factual evidence (situations, events, etc.) /artifact as well as provide a detailed written explanation that includes a factually based justification in support of the “developing” rating for that domain. The same piece of factual evidence cannot be used to support more than one “developing” rating received in any domain, subdomain or performance indicator. The evaluator must provide a different piece of factual evidence in support of each “developing” rating issued in a domain.

To assign a rating of “ineffective” to any performance indicator, the evaluator must support the rating with at least two (2) pieces of factual evidence (situations, events, etc.) / artifacts as well as provide a detailed written explanation that includes a factually based justification in support of the “ineffective” rating. The explanation must also provide a detailed rationale as to how the cited factual evidence provided establishes an “ineffective” rating for that subdomain/performance indicator. The same piece of factual evidence cannot be used to support more than one “ineffective” in any domain. The evaluator must provide different factual evidence in support of each “ineffective” rating issued in a domain.

It is agreed that natural conversations cannot be used to justify or support an “ineffective” rating or “developing” rating for a domain or any “observable” domains.

If the evaluator cites a “natural conversation” as evidence to justify an “ineffective” or “developing” rating in any domain which is a non-observable domain, should non-observable domains have been agreed upon, the evaluator must provide a specific written detail, including date, circumstances, etc., of the “natural conversation” being relied upon.

7. USE OF SCHOOL DOCUMENTS

The parties agree that there are several observable subdomains within the Multi-Dimensional Professional Performance Rubric which may not necessarily be evaluated, observed, or measured during isolated observations. The parties agree that all efforts should be made to observe each observable domains during the school visits; however, in the event they are not, the parties agree that the pre-observation meetings and post-observation meetings may also be a means to “observe” the observable domains during that school visit/observation. The documents that can be used to support each domain shall be selected from the attached list of approved school documents. (Appendix C)

If a Building Principal receives a “developing” or “ineffective” rating in a performance domain which is an observable performance indicator, the Principal shall be afforded ten (10) days after receipt of the observation to submit additional evidence from the list of agreed upon documents (Appendix C) to refute the rating, and upon submission of said evidence, and if such evidence is free of any substantial defect or error, the rating shall be adjusted to “effective” or “highly effective” at the discretion of the evaluator.

8. STUDENT GROWTH PERCENTILE (SGP) SCORE

For the 2016-2017, 2017-2018, and 2018-2019 school years, State provided growth scores cannot be used to determine a Principal’s student performance score. Transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for Principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or math (including where State-provided growth scores are used) or on State-provided growth scores on Regents examinations. State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

Calculation of the Student Performance Score

For the 2016-2017, 2017-2018, and 2018-2019 school years, the student performance score will be as follows:

- Principals of grades K-5 and 6-8 will utilize the STAR results utilizing the following target:
 - Grades 3-5: At least 75% of all students in the elementary school will achieve at least 30 SGPs on the STAR Reading assessments.
 - Grades 6-8: At least 75% of all students in the middle school will achieve at least 30 SGPs on the STAR Reading assessments.
- Principals of grades 9-12 will utilize an aggregate score of all June Regents taken by high school students for the year utilizing the following target:
 - At least 90% of all students shall show one year of growth by earning a 65 or better on all June Regents taken.

HEDI Scores for Student Performance (set by NYSED)

Overall Student Performance Category Score and Rating

Rating	Minimum	Maximum
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12

Student Performance Score Setting (Conversion Table)

Percent of Students Meeting the Target	Score	Percent of Students Meeting the Target	Score
0-4%	0	49-54%	11
5-8%	1	55-59%	12
9-12%	2	60-66%	13
13-16%	3	67-74%	14
17-20%	4	75-79%	15
21-24%	5	80-84%	16
25-28%	6	85-89%	17
29-33%	7	90-92%	18
34-38%	8	93-96%	19
39-43%	9	97-100%	20
44-48%	10	--	

9. FINAL PERFORMANCE REVIEW CALCULATIONS AND FORM

Under Education Law §3012-d each Principal must receive an Annual Professional Performance Review (APPR) End-of-Year Evaluation resulting in a single rating determined by the matrix set forth by §3012-d, shown below. The overall End-of-Year Evaluation is determined by finding the rating for the Principal Observation, as determined by the provisions of this Agreement, and the rating for the Student Performance portion as determined by the provisions of this Agreement, and indexing the respective column and row to meet at an overall Evaluation, located inside the matrix. The matrix is below:

Student Performance	Principal Observation			
	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Highly Effective (H)	H	H	E	D
Effective (E)	H	E	E	D
Developing (D)	E	E	D	I
Ineffective (I)	D*	D*	I	I

Please use Appendix B2 for the Final Performance Review Form.

10. MISCELLANEOUS

A single observation by an observer in any one (1) year shall not be considered as the sole basis for the termination of service.

Evaluations of Building Principals shall not be forwarded to any other agency or prospective employer without the written consent of the Principal. It is understood that APPR scores must be reported to SED.

APPENDIX B

MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC

Observation Form

DISTRICT: BLIND BROOK-RYE UFSD

PRINCIPAL: _____

EVALUATOR: _____

SCHOOL: BMPRSS BBMS BBHS

NON-TENURED: Y / N TENURED: Y / N

DATE OF PRE-OBSERVATION: _____ (IF ANNOUNCED OBSERVATION)

DATE OF OBSERVATION: _____

DATE OF POST-OBSERVATION: _____

PERFORMANCE EVALUATION SCORING RUBRIC	
HIGHLY EFFECTIVE (H) = 4 points	Overall performance and results exceed standards
EFFECTIVE (E) = 3.49 points	Overall performance and results meet standards
DEVELOPING (D) = 2.49 points	Overall performance and results need improvement in order to meet standards
INEFFECTIVE (I) = 1.49 points	Overall performance and results are performance and results performance standards

O = Observable during observation

NO = Not observable during an observation; Should be completed at pre-/post- observation meeting

DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

		H	E	D	I
<ul style="list-style-type: none"> • Collaboratively develops and implements a shared vision and mission for learning (O) • Engages stakeholders in District & school's vision and mission (O) • Promotes continuous and sustainable improvement (O) • Engages in reflective practice & decision making (O) 					
Supervisor's Overall Evaluation/ Comments:		Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating:			

TOTAL SCORE: _____

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

		H	E	D	I
<ul style="list-style-type: none"> • Promotes and supports activities for staff improvement (O) • Nurtures and sustains a culture of collaboration, trust, learning and high expectations (O) • Creates a comprehensive, rigorous, and coherent curricular program (O) • Creates a personalized and motivating learning environment for students (O) • Supervises instruction(O) • Develops assessment and accountability systems to monitor student progress (O) • Develops the instructional and leadership capacity of staff (O) • Maximizes time spent on quality instruction (O) • Promotes the use of effective and appropriate technologies to support teaching and learning (O) • Monitors and evaluates the impact of the instructional program (O) 					
<p>Supervisor's Overall Evaluation/ Comments:</p>		<p>Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence/artifacts used to support such rating:</p>			

TOTAL SCORE: _____

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

		H	E	D	I
<ul style="list-style-type: none"> • Monitor and evaluate the management and operational systems (O) • Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources (O) • Promote and protect the welfare and safety of students and staff (O) • Develop the capacity for distributed leadership (O) • Ensure teacher and organizational time is focused to support quality instruction and student learning (O) 					
Supervisor's Overall Evaluation/ Comments:		Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating			

TOTAL SCORE: _____

DOMAIN 4 – COMMUNITY: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

		H	E	D	I
<ul style="list-style-type: none"> Collects and analyzes data and information pertinent to the educational environment (N/O) Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources (N/O) Builds and sustains positive relationships with families, caregivers, and community partners (N/O) 					
Supervisor's Overall Evaluation/ Comments:		Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating:			

TOTAL SCORE: _____

DOMAIN 5 – INTERGRITY, FAIRNESS, ETHICS: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

		H	E	D	I
<ul style="list-style-type: none"> Ensures a system of accountability for every student’s academic and social success(N/O) Considers and evaluates the potential moral and legal consequences for decision making (N/O) Upholds mandates in ways that preserve the integrity of the school’s learning and work and align with its ethical and moral beliefs (N/O) Models principles of self-awareness, reflective practice, transparency, and ethical behavior (N/O) Safeguards the values of democracy, equity, and diversity (N/O) Promotes social justice and ensures that individual student needs inform all aspects of schooling (N/O) 					
<p>Supervisor’s Overall Evaluation/ Comments:</p>	<p>Detailed explanation for each “developing” or “ineffective” rating to include specific factual evidence / artifacts used to support such rating</p>				

TOTAL SCORE: _____

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

		H	E	D	I
<ul style="list-style-type: none"> • Advocate for children, families, and caregivers (N/O) • Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies (N/O) • Act to influence local, district, state, and national decisions affecting student learning (N/O) 					
Supervisor’s Overall Evaluation/ Comments:		Detailed explanation for each “developing” or “ineffective” rating to include specific factual evidence / artifacts used to support such rating			

TOTAL SCORE: _____

Total Overall Score (average): _____

Total Overall Rating: H E D I

Supervisor's Signature

Date

Principal's Signature

Date

Principal's signature represents only receipt of the evaluation form and not agreement with its content or score

APPENDIX B2

PRINCIPAL PROFESSIONAL PERFORMANCE REVIEW SUMMATIVE EVALUATION

NAME: _____ SCHOOL: _____ SCHOOL YEAR: _____

➤ OBSERVATIONS FOR NON-TENURED ADMINISTRATORS:

○ OBSERVATION #1 _____ (42.5%)

○ OBSERVATION #2 _____ (42.5%)

○ OBSERVATION #3 _____ (15%)

_____ FINAL OBSERVATION SCORE

_____ FINAL OBSERVATION RATING (H, E, D, I)

➤ OBSERVATIONS FOR TENURED ADMINISTRATORS:

○ OBSERVATION #1 _____ (85%)

○ OBSERVATION #2 _____ (15%)

_____ FINAL OBSERVATION SCORE

_____ FINAL OBSERVATION RATING (H, E, D, I)

➤ GROWTH SCORE _____ SGP SCORE

_____ SGP RATING (H, E, D, I)

Student Performance	Principal Observation				
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

Total Overall Rating: Highly Effective Effective Developing Ineffective

Supervisor's Signature

Date

Principal's Signature

Date

Principal's signature represents only receipt of the evaluation form and not agreement with its content or score

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

APPENDIX C

DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Examples of Evidence / Artifacts:

- Building goals
- School Improvement Plan
- Grade level goals
- Conference day programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Faculty meeting agendas
- Staff memos
- Parent letters
- Administrative council meeting agendas
- Department, grade level and/or team meeting agendas
- Scheduled collaboration and common planning time
- Mission/vision statement posters
- Instructional data compiled for staff
- Board presentations
- Advisory committee meeting agendas
- End-of-year report
- School newsletter
- Parent and student communication
- School website
- Strategic plan
- Monthly reports
- School report card
- Parent meeting agendas
- Building wide discipline plan
- Interscholastic academic eligibility policy
- Character education programs
- Guidance plan
- Student recognition programs
- Building tours
- Student orientation assemblies and lessons
- New entrant orientation program

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Examples of Evidence / Artifacts:

- Recruiting, hiring and retaining quality staff
- New teacher orientation and induction programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Teacher mentor programs
- Administrative orientation and induction programs
- New administrator mentor programs
- Staff recognition programs
- Teacher and administrator observations and evaluations
- Teacher observation schedule
- Tenure recommendations
- Recommendations for continued employment
- Supervision of teacher APPR plans
- Observations and evaluations of non-certified staff (clerical, security, food service, teaching assistants, cafeteria aides, hall monitors, individual aides, etc.)
- Child study team meetings
- Motivational assemblies, speakers and programs
- Planning and development of teacher in-service programs
- Staff development plan and calendar
- Professional development program agendas and products
- Demonstration plans and lessons
- Provide teachers with opportunities to observe best practices
- Walk-through observation schedules
- Administrative council meeting agendas
- Faculty meeting agendas
- School climate surveys
- Administrative journal
- Administrative calendar
- Attend local, state and/or national professional conferences
- Professional reading library for staff
- Supportive notes from staff or community
- Student recognition for academics and athletics
- Art & music awards programs and competitions

Domain 2 Artifacts/Evidence continued on next page

Blind Brook-Rye UFSD Building Principals APPR

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

Examples of Domain 2 Evidence / Artifacts: (continued)

- Honor societies
- Student faculty communication committee
- Guidance plan and program
- Identification and placement of ELL and Students with Disabilities
- Annual review of Students with Disabilities
- Child Study Teams,
- Student agenda book
- Registration procedures
- Character education programs
- Records management procedures
- College application process
- Class ranking
- Honor roll
- Commencement exercise
- Student activities (homecoming, prom, dinners, dances, field trips, etc.)
- Interscholastic athletic programs
- Intramural athletic programs
- Extended day programs
- GED programs
- School newspaper
- Yearbooks
- Literary magazine
- Student media center
- School television and radio
- Student mentor program

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Examples of Evidence / Artifacts:

- Master schedule
- Duty rosters
- Class rosters
- Staff Memos
- Assessment preparation and planning
- Proctor schedules
- Administration, scoring and reporting of state assessments: Regents examinations, mid-term examinations, ACT, SAT, IB, AP and NYSESLAT
- Analyses of data and application to instruction
- Transportation schedule and rosters
- Class size report
- Staffing projections
- Calendar planning
- Budget development (equipment, supplies, technology, textbooks, shared services, etc.)
- BEDS Report
- VADIR Report
- AIS programs
- Substitute coverage
- Cabinet meetings
- Administrative council meeting agendas
- General faculty and staff meeting agendas
- Department meeting agendas
- Grade Level meeting agendas
- Team meeting agendas
- Faculty meeting agendas
- Monthly reports
- End-of-year report
- Building expectations / rules communicated and posted
- School safety and emergency plan
- Crisis management team meetings
- Phone log and email
- Fire Inspection report & insurance audit

Domain 3 Artifacts/Evidence continued on next page

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

Examples of Domain 3 Evidence / Artifacts: (continued)

- Honor societies
- Ad hoc meetings and agendas
- School security plan
- School safety committee
- School attendance policy
- Staff memos
- Plant management walk through
- Student orientation documents
- Regular meetings with maintenance staff
- Safety survey data
- Teacher handbook
- Substitute handbook
- Student agenda book
- New teacher orientation and induction program
- Teacher/administrator mentor program
- District Code of Conduct
- 3214 Due Process procedures
- Student disciplinary hearings
- Suspension reports
- Immunization report
- School health report
- Infection prevention policy, MRSR, etc.
- Parent communication, letters, email, telephone
- Parent portal communication
- School report card
- Open school nights
- Meet the teacher nights
- Parent teacher conference days
- Progress reports
- Report cards
- Bi-lingual communication
- Emergency telephone system
- Emergency website information

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

DOMAIN 4 – COMMUNITY: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Examples of Evidence / Artifacts:

- Parent advisory committee agendas
- PTA meeting agendas and programs
- Sports booster club meeting agendas and programs
- Band parent organization meeting agendas and programs
- Shared decision making team meetings and products
- Collaboration with higher education
- Career day programs
- Parent volunteer recognition program
- Teaming with the Cooperative Extension, YMCA, Key Club, Kiwanis, Rotary, Lions, etc.
- Boy Scout and Girl Scout programs and recognition
- Fire department
- Family night programs
- Class parent and support programs
- Social worker outreach programs
- School health services
- Mental health resource connections
- Drug abuse prevention programs
- School health fairs
- School newsletter articles
- School website information
- Hispanic History Month
- Black History Month
- Women’s History Month
- Veterans Month
- September 11 Heroes Day
- Presidents Day
- Thanksgiving and other culturally relevant civic celebrations
- Recognition and celebration of important cultural events of all stakeholders

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

DOMAIN 5 – INTERGRITY, FAIRNESS, ETHICS: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Examples of Evidence / Artifacts:

- Adherence to school conduct and discipline policy
- Attendance policy
- Student handbook policy and procedures
- Teacher handbook policy and procedures
- Interscholastic academic eligibility policy
- Child abuse and maltreatment prevention
- Bullying prevention programs
- Suicide prevention programs
- Sexual harassment prevention and reporting programs
- Timely notification of sex offenders
- Student recognition programs
- Character education recognition
- Academic awards
- Athletic awards
- Programs promoting tolerance and acceptance of all
- Character education assemblies and ongoing motivational programs
- Recognition and celebration of diversity
- Balanced team and/or class construction
- Multi-lingual school to parent communication
- Recognition and celebration of important cultural events of all stakeholders
- Public recognition of diversity in newsletters and websites
- Adherence to board of education policies

Mutually Agreed Upon Administrative Artifacts/ Evidence
That May Be Submitted in Support of the Observation Category

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL

CONTEXT: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

Examples of Evidence / Artifacts:

- Guide staff disaggregating data
- Log community resources
- Work with local civic organizations
- District curriculum committee
- Staff development surveys
- Community and student surveys
- Demographic and academic data collection and review
- Superintendent's administrative council
- Ad hoc committee participation
- Implement new Commissioner's regulations and guidelines
- Attend district budget planning sessions

APPENDIX D

Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the Principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a Principal receives a rating of “developing” or “ineffective” in any school year. The PIP must be in place no later than October 1st of the next school year following the developing or ineffective rating. Prior to its implementation the PIP will be signed and dated by all parties. The specific area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached form must be used during the PIP plan and signed by all parties.

The PIP shall clearly specify: areas in need of improvement, a detailed action plan to accomplish and support that improvement, the manner in which the improvement will be assessed, and a timeline for assessing improvement. The Association president will be notified when the District notifies the Principal of an ineffective or developing rating.

The PIP plan developed for the Building Principal must offer the Principal an experienced outside mentor mutually agreed upon by the Association and District. The cost of said mentor will be paid by the District. All conversations and dealings between the mentor and Principal will be confidential, unless the Principal provides written permission to disclose.

A statement of differentiated activities designed to support improvement in the areas identified within the PIP shall be developed by the Superintendent or his/her designee after consultation with the Principal. These activities may include, but are not limited to:

- Visitations and shadowing
- Workshops and seminars
- On-line courses and webinars (as per Article 7, Part B of the Association’s contract)
- Advanced degree work (as per Article 7, Part B of the Association’s contract)
- Professional texts, periodicals, and other literature
- Collegial Circles
- Guided observations
- Self-assessments
- Modeling from leader evaluator

All costs associated with any differentiated activities shall be borne by the District.

No later than November 15th shall the Superintendent or his/her designee meet with the Building Principal on the PIP to discuss and assess the Building Principal's progress to date and provide written feedback to the Principal regarding his/her progress on the PIP; on or before February 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the Building Principal's progress and provide written feedback to the Principal regarding his/her progress on the PIP; on or before April 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the Building Principal's progress and provide written feedback to the Principal regarding his/her progress on the PIP. Evidence and artifacts to determine if progress has been made in the areas needing improvement will be discussed between the Superintendent and Principal at each meeting. All forms and written feedback must be signed and provided to the Principal upon the completion of each meeting. No later than June 15th shall the Superintendent meet with the Building Principal to determine if the area in need of improvement has been satisfactorily resolved or if the PIP shall continue into the next school year. The Building Principal shall be afforded union representation, if they so desire, at each meeting. If at any time, the Superintendent believes that the goals have been met by the Principal he/she shall sign a written acknowledgement of attainment.

In addition to the above meetings with the Superintendent, the Building Principal shall meet with a central office administrator not in the bargaining unit periodically throughout the school year in order to discuss and assess the Building Principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate.

If the Principal is rated as "developing" or "ineffective" for any school year in which a PIP was in effect, a new plan will be developed by the Principal and the Superintendent in collaboration with the Association adhering to the requirements contained herein with any additional measures in that subsequent school year the following the guidelines below. The evaluated Principal shall have at least eight months on the Improvement Plan to show progress prior to any possible disciplinary procedure being initiated.

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			
CULTURAL COURTESY			
COLLABORATION			

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____
 Assistant Supt. Signature _____ Date _____
 Superintendent Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM**

	Summary of meeting (Superintendent or Central Office Administrator)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____ _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____
Meeting #7 Date _____		_____ _____

APPENDIX E

Annual Professional Performance Review (APPR) Appeal Procedure

It is recognized that the Education Transformation Act and implementing regulations have magnified the consequences of “developing” and “ineffective” ratings for teachers and principals. These consequences include, but are not limited to, restrictions on eligibility for tenure and modification of seniority and excessing protections. Therefore, the parties believe it is imperative to have adequate procedural protections for appeals of these ratings. Therefore, in compliance with the mandate of Education Law Section 3012-d, which requires local negotiations of appeal procedures, the parties agree as follows:

- a. Appeals shall be available for all Building Principals, whether probationary or tenured. Evaluations which have resulted in a rating of “ineffective” or “developing” may be appealed.
- b. Within ten (10) school days of the receipt of the final annual evaluation providing a rating as set forth in Subparagraph (a) above, a Principal may appeal the annual evaluation to the First Level Reviewer as defined below. If a Principal is on vacation or other paid leave when the final evaluation is issued, the ten (10) school days for appeal provided herein shall not commence until the Principal returns from such leave, provided, however, that the appeal be filed no later than thirty (30) school days after receipt of the final evaluation. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. the substance and rating of the annual professional performance review;
 2. the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 3. the school district’s adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated evaluation procedures; and
 4. the school district’s issuance and/or implementation of the terms of the Principal’s improvement plan; and
 5. Instances where the Principal is rated “ineffective” in the Student Performance Category, but rated Highly Effective on the Observation/School Visit Category based upon anomalies determined locally under this appeal procedure.

- c. Within five (5) school days of receipt of the appeal, the First Level Reviewer shall deliver a written determination of the appeal to the Principal.
- d. For Purposes of this Section, the term “First Level Reviewer” shall consist of a JOINT REVIEW BOARD. The Joint Review Board shall consist of two representatives appointed by the Association and one representative appointed by the Superintendent. It is understood that if an outside mentor has been provided to the Principal that he/she will be deemed the representative appointed by the Superintendent. The Joint Review Board shall have 30 calendar days to issue a written decision. The Joint Review Board shall have the power to discuss an appeal with the evaluator, the appealing Principal, or with both at the same time, if it believes such a discussion will be helpful. The Joint Review Board cannot act except when all of its members are present. The Joint Review Board’s decisions will be explained in a writing that sets forth the reasoning of each panel member. If the Joint Review Board’s decision is 3-0 or 2-1 in favor of the unit member, then the decision will be final, binding, and unreviewable. If the decision is 3-0 or 2-1 against the Building Principal, then the Building Principal may appeal the decision to arbitration as provided hereinafter.
- e. If the First Level Reviewer decision is not in favor the Building Principal, the Principal may appeal from such decision to an arbitrator approved by the American Arbitration Association (“AAA”) who will hear the appeal no later than thirty (30) business days from the date of the final evaluation in question. The Principal shall have the right to present witnesses and documentation at an appeal hearing before the arbitrator. The arbitration shall be governed by the rules of the AAA. The arbitrator shall issue a written determination within thirty (30) business days from the conclusion of the hearing. Such decision may modify or vacate the evaluation or the points allocated. If the evaluation is vacated or modified the arbitrator may also require re-implementation of PIP for the subsequent school year, and/or in the subsequent school year have the evaluation conducted by a trained non-bargaining unit administrator other than the original evaluator. The arbitrator’s decision shall be final and binding on all parties.

The evaluated Principal may be represented at all stages by a union representative of his/her choosing. The evaluated Principal may submit a rebuttal to the APPR evaluation either before or after his/her appeal without jeopardizing their rights to file or pursue an appeal.

- f. The cost of the arbitrator will be borne equally by the District and Association.