



Cornell University
ILR School

NYS PERB Contract Collection – Metadata Header

This contract is provided by the Martin P. Catherwood Library, ILR School, Cornell University. The information provided is for noncommercial educational use only.

Some variations from the original paper document may have occurred during the digitization process, and some appendices or tables may be absent. Subsequent changes, revisions, and corrections may apply to this document.

For more information about the PERB Contract Collection, see
<http://digitalcommons.ilr.cornell.edu/perbcontracts/>

Or contact us:

Catherwood Library, Ives Hall, Cornell University, Ithaca, NY 14853
607-254-5370 ilrref@cornell.edu

Contract Database Metadata Elements

Title: **Liverpool Central School District and Liverpool Administrators Association, School Administrators Association of New York State (SAANYS) (2012)**

Employer Name: **Liverpool Central School District**

Union: **Liverpool Administrators Association, School Administrators Association of New York State (SAANYS)**

Local:

Effective Date: **07/01/2012**

Expiration Date: **06/30/2015**

PERB ID Number: **5479**

Unit Size:

Number of Pages: **8**

For additional research information and assistance, please visit the Research page of the Catherwood website - <http://www.ilr.cornell.edu/library/research/>

For additional information on the ILR School - <http://www.ilr.cornell.edu/>

AD 15479

ADDENDUM 1 (APPR)

Collective Bargaining Agreement

by and between the

Liverpool Central School District

and the

Liverpool Administrators Association

July 1, 2012 – June 30, 2015

ADDENDUM 1

APPR Addendum to the Collective Bargaining Agreement between the Liverpool Administrators Association (LAA) and the Liverpool Central School District, covering the period: July 1, 2012 through June 30, 2015.

Reference in contract: Article VI: Evaluation

Whereas the parties above are obligated to negotiate APPR provisions for principals consistent with Education Law 3012-c and subsequent NYSED regulation, they hereby agree to the following:

1. Application:
 - This provision shall apply only to the title of principal of record as required by law and regulation.
 - This APPR Addendum will become effective on July 1, 2012 and will continue for the life of the CBA. The parties, however, on or before June 30, 2014, shall meet and agree to any desired changes to this APPR Addendum.
 - Should the law (3012-c) of 2010 or the regulations regarding 3012-c change from what was adopted by the Board of Regents in May 2011 and revised in the budget bill by the governor on 2/16/12, this APPR Addendum shall be renegotiated to be consistent with further changes in law or regulation.
2. The Executive Director of Secondary Education and Curriculum Development, the Executive Director of Elementary Education and Curriculum Development, and Assistant Superintendent for School Improvement shall be the lead evaluators for principals.
3. The 20 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the Executive Directors of Secondary and Elementary Education and the Assistant Superintendent for School Improvement. They shall be developed by October 15. The Executive Directors and Assistant Superintendent for School Improvement shall meet with the principals and provide the decision on approval within 5 days of submission by the principal.
4. The 20 points for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and the Executive Directors of Secondary and Elementary Education and Assistant Superintendent for School Improvement. This plan developed shall include what approved assessment measures will be utilized, what expectations will be set and how points will be earned regarding achievement in relation to the targets. LATs will be consistent with established district goals. The Executive Directors and Assistant Superintendent for School Improvement shall verify comparability and rigor in the utilization of this district-wide goal setting process as required by regulation. For all measures, the cohort of students utilized shall only include those enrolled on June 15 and who have been enrolled for a minimum of 140 days. For all targets, the Executive Directors and Assistant Superintendent for School Improvement and principal shall identify measures from the following NYSED identified options:

2.) No later than May 31, the principal and the Executive Directors of Secondary and Elementary Education and Assistant Superintendent for School Improvement shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.

c. Principals participate in Support Team meetings three times per year to discuss data and student achievement, as well as school culture and the teaching and learning environment. Information from these meetings may be used to suggest recommendations for the principals on the school improvement process.

6. As per NYSED regulation, the method for assigning subcomponent points will identify how points will be awarded within four performance levels (HEDI) for the "local measures of student achievement" and the "other measures of effectiveness" subcomponents using the following standards:

Level	Achievement Growth Measures	Local Assessment of Growth or Achievement	Other Measures (principal standards)
Highly Effective	Results are well-above state average for similar students. (Or district goals if no state test).	Results are well-above District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
Effective	Results meet state average for similar students. (Or district goals if no state test).	Results meet District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
Developing	Results are below state average for similar students. (Or district goals if no state test).	Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.

SECTION II: LOCAL MEASURES OF STUDENT ACHIEVEMENT (20 POINTS)

LIVERPOOL CENTRAL SCHOOL DISTRICT

LOCAL ACHIEVEMENT MEASURES FOR PRINCIPALS (20 PTS.)

LOCAL ACHIEVEMENT TARGETS (LAT): RATINGS AND SCORES – PAGE 1

PRINCIPAL: _____ **YEAR:** _____ **CHECK ONE TOTAL:** _____ **20 PTS.**

The principal and Executive Directors of Secondary and Elementary Education and Assistant Superintendent for School Improvement shall mutually agree upon Local Achievement Targets, identifying the components below. One sheet should be completed for each LAT.

Local Achievement Target:

Assessment used to measure achievement:

Scoring Methodology (Target attainment categories with related points and HEDI designations (see page 2), including relative value if multiple targets are utilized):

Date for final determination of assessment of Local Achievement Target: _____

PLAN AGREEMENT:

Executive Directors Signature/Date

Principal Signature/Date

FINAL RATING/SCORE FOR TARGET: _____ / _____

Executive Directors Signature/Date
Assistant Superintendent of School Improvement

Principal Signature/Date

SECTION III: "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)

Liverpool Central School District

Principal's Leadership and Management

Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the Executive Directors of Secondary and Elementary Education and Assistant Superintendent for School Improvement will circle the descriptor for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall rating on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ranges below.

Name of Principal _____
 School Year _____

Domain	Highly Effective	Effective	Developing	Ineffective
Domain #1: Shared Vision of Learning				
Domain #2: School Culture and Instructional Program				
Domain #3: Safe, Efficient, Effective Learning Environment				
Domain #4: Community				
Domain #5: Integrity, Fairness, Ethics				
Domain #6: Political, social, Economic, Legal and Cultural Context				
Other: Goal Setting and Attainment				

Overall Rating: Highly Effective Effective Developing Ineffective
 (Circle one)

Rubric Performance Levels and Score Scale	
<u>Performance Level</u>	<u>Points ranges negotiated (subject to negotiated revision should NYSED ranges change)</u>
Highly Effective	55-60
Effective	51-54
Developing	49-50
Ineffective	0-48

Points Awarded 0-60: _____

SECTION V: IMPROVEMENT PLAN

Liverpool Central School District

Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The Executive Directors of Secondary and Elementary Education and Assistant Superintendent for School Improvement or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

SECTION VI: APPEAL PROCESS

Liverpool Central School District Principal APPR Appeal Process

This appeals procedure is proposed to address a principal's due process rights while ensuring that appeals are resolved in an expeditious manner.

A. CHALLENGES IN AN APPEAL:

Appeals procedures will limit the scope of appeals under Education Law 3012-c to the following subjects:

1. the substance of the annual professional performance review;
2. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
3. the adherence to the Commissioner's regulations, as applicable to such reviews;
4. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
5. the school district's issuance and/or implementation of the terms of a principal improvement plan under Education Law 3012-c.

B. RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews will be limited to those that rate a principal as Ineffective or Developing.

C. PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

D. BURDEN

The burden shall be on the principal to establish by a preponderance of the record evidence that the rating given was not justified.

The parties agree that:

1. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) days or more than fifteen (15) days after the hearing officer is selected.
2. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
3. The parties shall have the ability to be represented by either legal counsel or in the case of the principal by a union representative, or to appear pro se.
4. The parties shall exchange an anticipated witness list no less than seven (7) business days before the scheduled hearing date. All documents to be relied upon by either party shall have been previously exchanged as provided in Sections E and F above.
5. The parties, by mutual agreement, shall determine whether the appeal hearing shall be open to the public or not.
6. The principal (or his/her representative) shall present his/her case first, which may include the presentation of witnesses and/or affidavits in lieu of testimony. Affidavits, offered by either the principal or the District, shall only be permitted upon a showing that the witness is unavailable or other extenuating circumstances exist. The school district may refute the principal's presentation. If the school district presents a case, the principal will have the right to present a rebuttal case and both parties will be afforded the opportunity to make closing arguments. Post hearing briefs will not be permitted.

I. DECISION

A written decision on the merits of the appeal shall be rendered by the hearing officer no later than 30 calendar days from the close of the hearing.

The appeal shall be based on the total record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers, as well as testimony presented at the hearing.

The hearing officer's decision shall be a final administrative decision, binding on both parties, as well as the bargaining unit, and may not be appealed by any party in any forum.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the hearing officer may set aside a rating and issue a new rating based on the reasons and facts submitted. A copy of the written decision shall be provided to the principal and the school district representative.