

MASTER AGREEMENT

between

CHARLOTTE ASSOCIATION OF SCHOOL ADMINISTRATORS

and

CHARLOTTE BOARD OF EDUCATION

Charlotte, Michigan

July 1, 2008– June 30, 2009

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BOARD RECOGNITION

The Board of Education of Charlotte Public Schools recognizes the Charlotte Association of School Administrators as the exclusive bargaining representative under the Public Employment Relations Act for the purpose of collective bargaining with respect to rates of pay, hours of employment and conditions of employment for all Building Principals, Athletic Director, Director of Special Education and other administrative positions excluding Superintendent, Associate Superintendents, teaching employees and all non-instructional personnel.

ANNUAL ADMINISTRATIVE WORK SCHEDULE

The specific scheduling of work days within a work year for an individual administrator shall be determined by the Superintendent.

In addition to the right to reduce staff reserved in this Agreement, the District retains the right to reduce or increase the number of work days associated with a particular administrative position. In that event, the compensation of the Administrator shall be increased or decreased on a pro-rata basis (by the Administrator's daily rate, computed according to the Administrative Salary Schedule) to reflect the adjustment.

- A. MID-WINTER BREAK: Administrators shall have mid-winter break off to reflect the same days as in the current teacher agreement.
- B. VACATIONS AND HOLIDAYS:
 - 1. Forty-eight (48) week administrators shall be eligible for a maximum of twenty (20) vacation days.
 - 2. Charlotte Association of School Administrators, who attend specifically designated district training or planning sessions and are not already scheduled to work, shall receive one exchange vacation day for each full day worked. The vacation days should be taken during days that students are not in attendance. Prior approval of the Superintendent is required.
 - 3. All Administrators covered by this Agreement (Levels 1 through 4) shall be entitled to the following paid holidays provided that the administrator would have otherwise been scheduled to work on the particular holiday in question:
 - a. New Year's Day
 - b. Day before New Year's Day
 - c. Good Friday (if school is not in session)
 - d. Memorial Day
 - e. Fourth of July
 - f. Labor Day
 - g. Thanksgiving
 - h. Day after Thanksgiving
 - i. Day before Christmas and Christmas Day

LEAVES OF ABSENCE

- A. **INDEMNIFICATION LEAVE:** Three (3) days per contract year with pay will be allowed for indemnification leave. Indemnification leave, in all cases except emergency, requires at least two (2) days advance notice to the Superintendent.
- B. **BEREAVEMENT LEAVE:** A maximum of five (5) days with pay will be allowed for a death in the immediate family. "Immediate family" is defined as father, mother, father-in-law, mother-in-law, spouse, children, brother, sister, grandmother, grandfather, brother-in-law, sister-in-law, grandchild and others living within the household of the administrator.

Time necessary for attendance at the funeral service of a person whose relationship to the administrator warrants such attendance may be granted if approved by the Superintendent. See Exhibit D for reporting procedures.

- C. **SICK LEAVE:** At the beginning of each contract year, each Administrator shall be credited with ten (10) paid days of leave for his/her own illness or disability.
1. Such sick leave shall accumulate up to a maximum of one hundred twenty (120) days.
 2. A part-time employee shall receive a pro-rated portion of sick leave at the beginning of his contract.
 3. Sick leave days may be utilized for the following reasons:
 - a. Personal illness or injury.
 - b. Illness in the immediate family (as defined under funeral leave above).
 - c. Health appointments.
 4. **WORK RELATED ILLNESS/INJURY:** An administrator who is absent because of an injury, disability or illness under the Workers' Disability Compensation Act shall make a written election of one of the following options at the time he/she becomes eligible for workers' compensation benefits:
 - a. The administrator may elect to receive workers' compensation benefits only.
 - b. The administrator may elect to receive the difference between his/her regular compensation and the amount received as workers' compensation benefits. This salary differential shall be computed on a percentage basis, and this percentage or fraction of sick leave shall be deducted from the administrator's sick leave accumulation. (For example: if workers' compensation pays 60% of full pay, sick leave will pay 40% and sick leave accumulation of the administrator shall be charged .4 of a day for each day so used.) Administrators shall only be eligible to access this alternative if they have sufficient sick leave accumulation.

- D. **MEDICAL CARE LEAVE:** Administrators may take two (2) days with pay per year to make arrangements for medical or nursing care for a member of their immediate family (immediate family is defined under funeral leave). See Exhibit D for reporting procedures.
- E. **PERSONAL ILLNESS OR DISABILITY (INCLUDING MATERNITY) LEAVES:** A one (1) year maximum personal illness or disability leave shall be granted without pay upon written application to the Superintendent for Administrators having one or more years of service to the district. In considering leave or leave renewal requests pursuant to this section the District shall consider the impact of the administrator's absence, the potential for reallocation of job responsibilities during the period of absence, and the prognosis for the administrator's return to service at the expiration of the leave interval. Administrators having less than one (1) year of administrative service in the District at the time of the leave request and who are granted leave by the Board may be allowed a maximum leave of ninety (90) days for the above purposes.
- F. **CHILD CARE LEAVE:** A one (1) year maximum childcare leave may be granted without pay upon written application to the Superintendent. Such leave, if approved, is available immediately at the conclusion of sick or disability leave connected with childbirth or adoption or, if no sick/disability leave has been utilized for this purpose, immediately after the birth or adoption of the child who is the object of leave. To be eligible, the Administrator shall have been employed for three (3) years, unless leave is required to be granted under the Family and Medical Leave Act.
- G. **FAMILY AND MEDICAL LEAVE:** Leaves granted under Sections E and F of this Article to eligible administrators shall be regarded as taken under the Family and Medical Leave Act of 1993 and shall be counted toward allotment of such leave to an administrator.

To the extent required by the Family and Medical Leave Act (P.L. 103-3), an eligible administrator shall be granted leave and the other rights specified by the law. When leave is taken by an eligible administrator under the Family and Medical Leave Act, the District shall likewise enjoy and reserve all rights afforded to it by the law, whether or not the same are specifically enumerated in this Agreement. The parties intend that the provisions of the Family and Medical Leave Act, including District and eligible administrator rights and responsibilities, shall be supplementary to this Agreement and shall prevail over the terms of this Agreement to the extent of any conflict or inconsistency.

- H. **STUDY LEAVE:** A one (1) year maximum study may be granted without pay upon written application to the Superintendent. To be eligible, the administrator shall have been employed for three (3) years.
- I. **SABBATICAL LEAVE:** Administrators who have been employed for seven (7) years in the Charlotte Public Schools may be granted a sabbatical leave for one (1) year. During said sabbatical leave, the administrator shall be considered to be in the employ of the Board and shall be paid one-half (1/2) his/her full annual salary and any insurance provided by the Board in this Agreement. Procedures and conditions for this leave shall be determined on a case-by-case basis.

- J. **COMPENSATORY TIME:** Up to three (3) additional days of time off per contract year may be granted to administrators upon written request and approval by the Superintendent. Consideration for compensatory time will be given for extenuating circumstances such as negotiations or equally demanding time commitments.
- K. **ADMINISTRATIVE CONFERENCE ATTENDANCE:** Each Administrator may attend one (1) state conference annually and/or one (1) national conference every three (3) years as authorized by the Superintendent. Scheduling of such conferences is subject to the approval of the Superintendent. The Board shall reimburse the Administrator for all expenses, within Board policy, incurred at said conference. This does not preclude Administrator attendance and reimbursement for additional training mutually agreed to by the Superintendent or designee.

EVALUATION PROCEDURES FOR CHARLOTTE SCHOOL ADMINISTRATORS

- A. **OVERVIEW OF PROGRAM:** The evaluation procedure involves the four steps of the School Administrator Development Program – Standards for School Leaders.
 - 1. The Administrator completes the Self Assessment (Exhibit A). Completion of this form gives the administrator an opportunity to express his/her thoughts on his/her attainment of the goals for the year recently completed. An opportunity is also given for specific comments regarding goal development for the following year.
 - 2. Administrator should complete the Professional Development Goal sheet (page 9). The supervisor will complete the Summative Evaluation (page 10).

The Summative Evaluation will be completed by the supervisor. The appraisal form is the official summative evaluation instrument that becomes a part of the Administrator's personnel file. The annual goals are meant to supplement the appraisal form and provide administrators with an opportunity for growth and improvement.

This form gives the supervisor an opportunity to express thoughts on general areas of performance such as attitude, cooperation, appearance, etc. It also sets the stage for initial discussion and determination, with the Administrator, of the professional development goals for the following year. This form shall be included in the Administrator's personnel file.

The Administrative Review Committee will assist a requesting administrator to address performance-related problems that could jeopardize his/her employment status. The primary objective of the Administrative Review Committee is to attempt resolution of performance-related problems through the assistance, knowledge and encouragement of administrative colleagues. The Administrative Review Committee will not make a formal recommendation to the Board of Education or Superintendent regarding the employment status of a particular administrator. However, the fact of Administrative Review Committee involvement as well as the extent of assistance

offered and/or accessed may properly be used in any proceeding respecting the employment status or rights of an administrator

The Administrative Review Committee shall be composed of three members: One member appointed by consensus of the administrative group covered by this Agreement (with this appointment to be made at the beginning of each school year in August or September); one member selected by the Superintendent; and one member selected by the particular administrator requesting committee involvement and/or assistance. The administrators and Board agree that it is mutually beneficial to have continuing dialogue over matters of common concern and interest. To facilitate this process, the administrators shall annually designate three administrators who are signatories to this Agreement to serve as a standing Administrative Review Committee for the foregoing purposes. The Superintendent and up to two other members designated by the Board of Education or Superintendent shall be the District's representatives on this committee. The school district agrees to notify the administrative members of this committee of any substantial changes in administrative position responsibilities or working conditions affecting the employment of administrators covered by this Agreement. Either the District or administrators may request meetings during the term of this Agreement to discuss matters of common interest and/or concern. These meetings shall not constitute negotiations or reopening of this Agreement but are rather intended to provide an opportunity for administrative consultation and dialogue with the Superintendent and Board of Education.

The Administrative Review Committee will function at the request of the administrator asking for assistance and will remain active until either the matter necessitating Committee involvement has been successfully resolved or until such time as either the requesting administrator or a majority of the Committee determines that further Committee involvement is not warranted. The administrator may request that the Committee report its efforts and recommendations to the total administrative group and, in that event, will absolve and release the Committee members individually of any liability in connection with such disclosure.

Neither the existence of the Administrative Review Committee nor any of its activities shall be regarded as qualifying or otherwise limiting the authority of the Superintendent and Board of Education to address administrator performance through evaluation, disciplinary, and/or non-renewal procedures. Similarly, assistance offered to an administrator by the Administrative Review Committee shall not limit or otherwise restrict the ability of the Superintendent or his/her designee to develop and implement plans of assistance designed to remediate or improve job performance.

B. ANNUAL APPRAISAL TIMELINES:

1. All administrative evaluations will be completed prior to June 15, with a copy of the final evaluation report to each administrator by that date.

One week prior to the established evaluation conference date, the administrator will complete and submit the self-appraisal forms to the office of the supervisor.

2. For a first year administrator or an administrator performing in less than a satisfactory manner, the supervisor may elect to conduct continuing evaluations and follow-up sessions. The formal evaluation process for this administrator will be completed by April 30 with written notification of resolution.

ADMINISTRATIVE COMPENSATION

A. ANNUAL BASE SALARY FIGURES - Effective July 1 of each year:
(Weekly Base Salary \$1,795)

2008 – 2009			
LEVEL	RESPONS. FACTOR	WORK DAYS	ANNUAL SALARY
Level 1:			
High School Principal	1.09	240	93,912
Level 2:			
Middle School Principal	1.09	240	93,912
Level 3:			
Assistant HS Principal	1.05	215	86,696
Parkview Principal	1.05	210	79,157
Galewood Principal	1.05	210	79,157
Weymouth Principal	1.05	210	79,157
Washington Principal	1.05	210	79,157
Special Education Director	1.06	220	83,716
Media Tech Director	1.05	230	86,696
Athletic Director	1.05	220	82,927
Level 4:			
Assistant Middle School Principal	1.03	205	75,801
Assistant Middle School Principal	1.03	205	75,801

B. Longevity Provisions: Administrators hired on or after January 1, 2008 must have five years administrative experience in the District to be eligible for longevity. After four (4) years of professional service as a teacher or an administrator with the District, the administrator shall receive a longevity payment that shall be a factor of 2 percent of the scheduled base salary. After nine (9) years of professional service as a teacher or an administrator with the District, this factor shall be increased to 4 percent. After fourteen (14) years of professional service as a teacher or an administrator with the District, this factor shall be increased to 5 percent. After eighteen (18) years of professional service as a teacher or an administrator with the District, this factor shall be increased to 6 percent. Longevity will be implemented at the start of each contract year, July 1.

- C. **RESPONSIBILITY FACTOR:** The administrative salary schedule shall contain responsibility factors based upon the relative level of responsibility. The Superintendent reserves the right to adjust responsibility factors in response to either alterations in the administrative structure of the District or in the responsibilities associated with a particular administrative position.

INSURANCE

The Board of Education, for a twelve-month period beginning July 1 during each year of this Agreement, shall make premium contributions, subject to the provisions below, on behalf of employees (and their eligible dependents) for one of the following option packages. The employee shall elect one of the following option packages during the open enrollment and that election shall be irrevocable until the next succeeding open enrollment period, unless compelling family circumstances necessitate change, as approved by the applicable policyholder, underwriter and/or insurance carrier.

A. Option Package 1

1. Upon submission of written application and acceptance by the policyholder and/or carrier, the Board shall make monthly premium payments for health, dental, vision, life, and long term disability insurance as described below. The Board's premium contribution obligation for health insurance shall be as specified in paragraph C below.

2. This option package shall include the following:

Aetna Health Insurance with a \$10/\$25/\$50 prescription drug card beginning on January 1, 2008

Board will deposit \$1000 into an HRA account for employees with two-party or full family health insurance coverage.

Board will deposit \$500 into an HRA account for employees with single health insurance coverage.

Deposit will be made on January 1, 2008.

HRA written to roll over year to year with reimbursement available after retirement or termination of employment until the exhaustion of account balance. HRA to be used for reimbursement of qualified medical, dental or vision expenses.

Or: A comparable plan as determined by the District.

- b. SET SEG Dental Plan (80/80/80: \$1,500), a plan with comparable specifications or a self funded plan
- c. Term Life Insurance in the amount of \$80,000 with AD&D
- d. MESSA VSP-3 Vision Plan or equivalent

- e. Long Term Disability: 66 2/3%, \$4,000 maximum, 90 calendar days-modified fill, pre-existing condition, freeze on offsets, alcoholism/drug addiction and mental/nervous-same as any other illness. The employee and the District are restricted and bound by the certification requirements of the LTD carrier.

B. Option Package 2

1. Upon submission of written application and acceptance by the policyholder and/or carrier, the Board shall make monthly premium contributions for dental, vision, life, and long term disability insurance as well as increased wages as described below.
2. Option Package 2 shall include the following:
 - a. SET SEG Dental Plan (80/80/80: \$1,500), a plan with comparable specifications or a self funded plan
 - b. MESSA VSP-3 Vision Plan or equivalent
 - c. Term Life Insurance in the amount of \$80,000 with AD&D
 - d. Long Term Disability (same as Option 1)
 - e. A cash payment in the amount of \$300 per month to be paid in accordance with the District's Section 125 Flexible Benefits Plan. This amount shall be increased to \$325 per month if 3 to 4 members enroll and remain in Plan B, and \$350 per month if 5 or more members enroll and remain in Plan B.

Comparable specifications for Dental, Term Life, Vision, and Long Term Disability Insurance will be utilized if it is necessary to change the carrier during the duration of this agreement.

- C. The Board agrees to make the premium contributions specified in this Article for the duration of this Agreement. Disputes over policy coverage between the insurance carrier, policyholder and/or underwriter and employees or their dependents or beneficiaries shall be a matter solely between the employee and the insurance company. Effective July 1 of each of the years listed below; the Board's maximum premium contribution shall be as follows:

Health Insurance:

Board Contribution for Health Insurance for July 1, 2008 through December 31, 2008 shall be as follows:

- \$408.00 per month for single subscriber
- \$681.00 per month for employee and spouse
- \$879.00 per month for full family

Board Contribution for Health Insurance beginning January 1, 2009 shall be as follows:

- \$341.00 per month for single subscriber

\$684.00 per month for employee and spouse
\$820.00 per month for full family

Premium amounts required to maintain coverage which exceeds Board funded collective bargaining insurance premium contributions will be paid by the Administrator through payroll deduction. The Administrator agrees to provide written authorization for such deductions.

If an employee's spouse works full time and his or her employer offers family group health care coverage to its employees, the spouse is strongly encouraged to take coverage with their employer if out of pocket premium costs or coverage differences do not impose a financial hardship* on the individual or family, and cannot be covered as a dependent under Charlotte Public Schools health insurance program. If the spouse does not have the option of group health care coverage then employee may be eligible to be covered under Charlotte Public Schools health insurance program. Employee will be required to pay the requisite premium cost as described under "Insurance" in the Master Agreement. Employee will be required to provide annually a truthful statement that they do not have insurance coverage available through an alternative source.

*Financial Hardship to be reviewed by Association and Administration as needed.

- D. The terms of any insurance contract or policy issued by any insurance underwriter, carrier, policyholder or third-party administrator shall be controlling as to all matters concerning benefits, eligibility, coverage, termination of coverage and other related matters. The Administrator is responsible for assuring completion of all forms and documents required for participation in the above-described insurance programs. The School District, by payment of its share of the insurance premiums indicated above, shall be relieved from any and all liability with respect to insurance benefits programs.
- E. Changes in family status shall be reported by the administrator to the human resources office within thirty (30) days of such change. The Administrator is responsible for any overpayment of premium made by the District on his/her behalf for failure to comply with this paragraph.
- F. Upon termination of employment (also including leaves of absence and layoff), the Administrator is entitled to have issued to him/her, without further evidence of insurability, a policy of life insurance in any one of the forms customarily issued by the insurance company, except term insurance, (to the extent required under the Michigan Instructional Code) in an amount equal to the protection the Administrator enjoyed under the group insurance policy plan in effect under this Agreement. In order to exercise this right, it is necessary that the Administrator make application directly to the insurance underwriter within thirty-one (31) days of his/her date of separation. If the Administrator is interested in exercising this right of conversion, he/she should obtain the mailing address of the insurance carrier from the personnel office.
- G. The administrator is entitled to reimbursement of \$150 annually for invoices relating to the cost of a physical examination if not covered under the health insurance plan. Copies of invoices and reimbursement form must be submitted to the business office for processing.

- H. Membership dues may be paid to organizations approved by the Superintendent which are related to the administrator's job responsibilities.
- I. Credit Hour Reimbursement: Administrators shall be reimbursed a maximum of 8 semester hours annually (July 1-June 30) for successful completion of courses beyond a Bachelor's degree, leading to or beyond a Master's Degree which are related to the Administrator's position responsibilities. To be eligible for reimbursement, the course work must be designed to maintain or improve skills required of the Administrator in his/her current employment relationship or to satisfy the requirements of the School District for retention of the administrator's established employment relationship, status, or rate of compensation. Requests for reimbursement are to be submitted with the transcript by October 15. Coursework must be approved in advance by the Superintendent.
- J. Administrators shall be reimbursed by the District for fees imposed by the Michigan Department of Education for issuance or renewal of an administrator certificate. Reimbursement shall only apply to issuance of the certificate of administrator issued under Section 1536 of the Revised School Code for an administrative position to which the administrator is assigned by the School District. Fees for any additional administrator certification as well as teacher certification will be the sole responsibility of the individual administrator. Reimbursement shall be limited to the fees for in-state applicants set forth in Section 1538 of the School Code of 1976 or its successor provision.
- K. Severance Provision: Administrators who have at least 10 years of service with Charlotte Public Schools, 5 years of which are as an administrator, and terminate employment with the District shall receive a severance benefit equal to 100% of their current, unused sick leave balance at the rate of \$75 per day. The maximum payment under this provision shall be for ninety-five (95) sick leave days. This provision shall not apply to administrators whose employment is terminated in accordance Contract Guidelines, Section H, paragraph 2.

CONTRACT GUIDELINES

- A. The parties to this Agreement recognize and agree that continuing tenure in any administrative position or non-classroom assignment shall not be acquired and is specifically denied.
- B. The terms of this Agreement shall supersede any expressly conflicting or contrary terms governing the same subject matter contained in any individual contract of employment between the School District and an Administrator covered by this Agreement. The terms of this Agreement shall prevail over the terms of any individual contract of employment to the extent of any express inconsistency or conflict.
- C. The administrator must hold all certificates and credentials required by law, including applicable provisions of the Revised School Code, of the State School Aid Act, Michigan Department of Education Regulations and by the District to serve in the position assigned. Further, the administrator must possess proper credentials required for the School District to maintain accreditation at the educational level supervised by the administrator. If at any time an administrator fails to hold appropriate certificates and credentials, (as defined above) for

the position assigned, the administrator's employment shall be immediately terminated and the District shall have no liability for any further payments or obligations under any contract of employment with said administrator.

- D. The length (term of years) of an administrator's individual contract at the time of initial hire shall not exceed two (2) years. Alternatively, the District may INITIALLY issue annual (one year) contracts for any combination of years, to and including completion of the administrator's third full year of employment with the District.

Not later than the conclusion of the administrator's third full year of employment with the District, consideration shall be given to issuance of a two (2) year contract. If the administrator's performance, as determined by the Superintendent, meets or exceeds desired performance standards (as evidenced by a recommendation for continued employment) a two (2) year contract will normally be offered to the administrator. If such an offer is not forthcoming from the District, the administrator will be advised by the Superintendent of the reason(s) underlying that decision.

An administrator who is issued a two year contract who does not subsequently maintain or attain desired performance objectives, as determined by the Superintendent, and/or who receives deficient or unacceptable evaluation ratings, may be returned to annual (one year) contract status by the withholding of further extension of his/her previously issued two year individual continuing contract.

Nothing in this section shall constitute a limitation on the right of the District to dismiss an administrator during the term of any individual contract, to undertake non-renewal of an administrator's contract at its expiration, to effectuate a reduction of administrative staff as is contemplated in this Agreement or as is otherwise authorized by law, or to subsequently determine to reissue or not reissue a two (2) year contract to the administrator. Individual contracts shall be issued in the format depicted on Exhibit E of this Agreement.

- E. The Administrator is subject to assignment and transfer at the discretion of the Superintendent. In that event, the Administrator's compensation and working conditions shall be consistent with the assignment to which reassignment or transfer is made.
- F. The Administrator shall perform his/her duties competently and agrees to follow all rules, regulations and directives of the Board and the Superintendent.
- G. The Board shall be entitled to terminate an Administrator and his/her individual contract in the event of the Administrator's inability to perform the essential functions of his/her position responsibilities with or without reasonable accommodation, for a period exceeding the maximum leave interval specified in this Agreement (Leaves of Absence, ¶E), due to mental or physical disability.

Further, the Board shall be entitled to terminate the Administrator's employment at any time during the term of this contract for acts of moral turpitude, misconduct, dishonesty, fraud, insubordination, incompetence if the Administrator breaches the terms and conditions of this Agreement or his/her individual contract of employment or for causes found to be sufficient by the Board.

In the event that the Board undertakes to dismiss the Administrator during the term of his/her individual contract, he/she shall be entitled to written notice of charges and an opportunity for a hearing before the Board. In the event of termination of employment during the term of his/her individual contract, that contract shall automatically terminate and the Board shall have no further obligation hereunder or under this Agreement as regards the subject administrator. An administrator's individual contract and administrative appointment may be non-renewed at its conclusion at the discretion of the Board, according to the procedural requirements of the Revised School Code.

H. Administrators shall be required to own a cellular telephone which shall be available for school business.

H. REDUCTION OF ADMINISTRATIVE STAFF

1. The District and administrators recognize that financial circumstances, enrollment conditions and/or administrative reorganization within the District could require a curtailment of program, including the reduction and elimination of administrative positions. The parties acknowledge that such determinations are within the exclusive discretion of the Board and that the Board may, in the exercise of that discretion, separate individual administrators prior to the termination date of their individual administrative contracts.
2. In the event that the Board determines to reduce administrative staff, an initial assessment will be made by the Board to determine the administrative functions to be maintained to meet the management and instructional needs of the District. As a result of that assessment, the Board will then identify any administrative position(s) which will be impacted by the reduction.
3. The Board shall then notify those administrators currently assigned to the positions affected by the reduction not less than thirty (30) calendar days prior to the effective date of layoff.
4. In the event of separation from employment during the term of this Agreement or pursuant to any individual contract of employment between an administrator and the District, all contractual obligations shall automatically terminate as of the day of the effective date of layoff and the District shall have no further obligation pursuant to the terms of this Agreement or under any individual contract of employment.
5. The administrator shall be eligible for recall from layoff for a period of three (3) calendar years from the date of layoff or the length of his/her administrative service with the Board until the time of layoff, whichever interval is shorter. Administrators are eligible for recall to any vacant administrative position for which they possess the requisite qualifications, as determined by the District.

The District shall give written notice of recall by certified mail to the administrator's last-known address. It shall be the responsibility of the administrator to keep the District informed of his/her current residential address for purposes of receiving recall

notices. Should the administrator fail to report to work at the time specified in a recall notice, he/she shall forfeit all further rights to employment with the District and shall be regarded as a voluntary quit.

6. When an administrator voluntarily accepts a vacant classroom teaching position in Charlotte Public Schools to prevent another administrator from being laid-off, for a period of five (5) calendar years he/she shall be allowed the option of applying and being considered for a vacant administrative position for which he/she is qualified to hold.

This Agreement is entered into this ___th day of June, 2008, by the undersigned parties. This Agreement shall expire on June 30, 2009, unless extended in writing by the parties.

ADMINISTRATORS

By _____ CONTRACTED _____
Special Education Director

By Tim Vagts
Weymouth Principal

By _____ CONTRACTED _____
High School Principal

By Ken Beelle
Athletic Director

By Sharon Burdick
High School Assistant Principal

By Janice Varney
Media Technology Director

By [Signature]
Middle School Principal

By _____
Middle School Assistant Principal

By _____
Middle School Assistant Principal

By Kimberly Jo Caudell
Parkview Principal

By Jack VanCul
Washington Principal

By Shirley A. Edwards
Galewood Principal

CHARLOTTE BOARD OF EDUCATION

By Don Schultzeis
Its President

By [Signature]
Its Secretary

By Hiane M. Kirkham
Member

By [Signature]
Member

**LETTER OF AGREEMENT
BETWEEN
CHARLOTTE PUBLIC SCHOOLS
BOARD OF EDUCATION
AND THE
CHARLOTTE ASSOCIATION OF
SCHOOL ADMINISTRATORS**

This Letter of Agreement is entered into between the Charlotte Public Schools Board of Education (the "Board") and the Charlotte Association of School Administrators (the "Association"). In recognition of adverse financial circumstances confronting the Charlotte Public Schools and the consequent need to reduce expenditures, the Board and the Association agree as follows:

1. Effective July 1, 2007 the Board has the right to utilize independent contractors, to the extent provided below, to fill any of the administrative positions within the Association's bargaining unit including, without limitation, those assignments identified in the Article entitled Board Recognition as set forth in the Master Agreement between the Board and the Association. The Board agrees that it shall not exercise this right unless an incumbent employee in the Association's bargaining unit resigns and the administrative position formerly held by that employee is consequently vacant.
2. The Association and the Board recognize that independent contractors who are engaged by the Board to perform the above administrative services are not regarded as members of the Association's bargaining unit and are not entitled to receive either directly as third party beneficiaries any of the wages, benefits or other rights belonging to administrative employees of the Board who are represented in the Association's bargaining unit.
3. By entering into this Letter of Agreement, the parties do not modify or amend any other provisions of their 2008-2009 (or successor) Master Agreement. However, the terms set forth in this Letter of Agreement shall be regarded as binding upon the parties unless and until those terms are altered or discontinued through a subsequent written agreement between the Board and the Association. The terms of this Letter of Agreement shall be regarded as consistent with the 2008-2009 (or successor) Master Agreement between the parties.

ADMINISTRATORS

By _____ CONTRACTED _____
Special Education Director

By _____ CONTRACTED _____
High School Principal

By Sharon Burdick
High School Assistant Principal

By Finn Vogt
Weymouth Principal

By Ken Beyle
Athletic Director

By Janifer Varney
Media Technology Director

By [Signature]
Middle School Principal

By _____
Middle School Assistant Principal

By [Signature]
Washington Principal

By [Signature]
Galewood Principal

By _____
Middle School Assistant Principal

By [Signature]
Parkview Principal

CHARLOTTE BOARD OF EDUCATION

By [Signature]
Its President

By [Signature]
Member

Its: _____

Dated: August 11, 2008

By [Signature]
Its Secretary

By [Signature]
Member

Its: _____

Dated: August 11, 2008

School Administrator Development Program

Charlotte Public Schools

Standards for School Leaders

Based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards

- Step 1: Self Assessment- Complete pages 2-7 by reflecting on your practices as a school administrator on each of the Standards for School Leaders. Cite examples to show evidence of your strengths in each of the Standards.
- Step 2: The school administrator will complete the Professional Development Goal sheet (page 9) and the Supervisor completes the Summative Evaluation (page 10) following that discussion.
- Step 3: A meeting is scheduled to discuss the professional development goals and summative evaluation.
- Step 4: A copy of the self assessment, professional development goals, and summative evaluation are placed in the school administrator's personnel file.

Standard 1: Systemic Leadership

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Circle the items that are areas of strength for you. Underline the items that you may want to focus on for professional growth.

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- a. Vision and mission of the school are effectively communicated to staff, parents, students, and community members
- b. The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- c. The core beliefs of the school vision are modeled for all stakeholders
- d. The vision is developed with and among stakeholders
- e. The contributions of school community members to the realization of the vision are recognized and celebrated
- f. Progress toward the vision and mission is communicated to all stakeholders
- g. The school community is involved in school improvement efforts
- h. The vision shapes the educational programs, plans, and activities
- i. The vision shapes the educational programs, plans, and activities
- j. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- k. Assessment data related to student learning are used to develop the school vision and goals
- l. Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- m. Barriers to achieving the vision are identified, clarified and addressed
- n. Needed resources are sought and obtained to support the implementation of the school mission and goals
- o. Existing resources are used in support of the school vision and goals
- p. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Please describe evidence that shows your strengths in this area:

Standard 2: Instructional Leadership

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Circle the items that are areas of strength for you. Underline the items that you may want to focus on for professional growth.

Performances:

The administrator facilitates process and engages in activities ensuring that:

- a. All individuals are treated with fairness, dignity, and respect
- b. Professional development promotes a focus on student learning consistent with the school vision and goals
- c. Students and staff feel valued and important
- d. The responsibilities and contributions of each individual are acknowledged
- e. Barriers to student learning are identified, clarified, and addressed
- f. Diversity is considered in developing learning experiences
- g. Life long learning is encouraged and modeled
- h. There is a culture of high expectations for self, student, and staff performance
- i. Technologies are used in teaching and learning
- j. Students and staff accomplishments are recognized and celebrated
- k. Multiple opportunities to learn are available to all students
- l. The school is organized and aligned for success
- m. Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated and refined
- n. Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- o. The school culture and climate are assessed on a regular basis
- p. A variety of sources of information is used to make decisions
- q. Student learning is assessed using a variety of techniques
- r. Multiple sources of information regarding performance are used by staff and students
- s. A variety of supervisory and evaluation models is employed
- t. Pupil personnel programs are developed to meet the needs of student and their families

Please describe evidence that shows your strengths in this area:

Standard 3: Organizational Leadership

A school administrator is an education leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Circle the items that are areas of strength for you. Underline the items that you may want to focus on for professional growth.

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- a. Knowledge of learning, teaching, and student development is used to inform management decisions
- b. Operational procedures are designed and managed to maximize opportunities for successful learning
- c. Emerging trends are recognized, studied, and applied as appropriate
- d. Operational plans and procedures to achieve the vision and goals of the school are in place
- e. Collective bargaining and other contractual agreements related to the school are effectively managed
- f. The school plant, equipment, and support systems operate safely, efficiently, and effectively
- g. Time is managed to maximize attainment of organizational goals
- h. Potential problems and opportunities are identified
- i. Problems are confronted and resolved in a timely manner
- j. Financial, human, and material resources are aligned to the goals of schools
- k. The school acts entrepreneurially to support continuous improvement
- l. Organizational systems are regularly monitored and modified as needed
- m. Stakeholders are involved in decisions affecting schools
- n. Responsibility is shared to maximize ownership and accountability
- o. Effective problem-framing and problem-solving skills are used
- p. Effective conflict resolution skills, group-process, consensus-building and communication skills are used
- q. There is effective use of technology to manage school operations
- r. Fiscal resources of the school are managed responsibly, efficiently, and effectively
- s. A safe, clean, and aesthetically pleasing school environment is created and maintained
- t. Human resource functions support the attainment of school goals
- u. Confidentiality and privacy of school records are maintained

Please describe evidence that shows your strengths in this area:

Standard 4: Community Leadership

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Circle the items that are areas of strength for you. Underline the items that you may want to focus on for professional growth.

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- a. High visibility, active involvement, and communication with the larger community is a priority
- b. Relationships with community leaders are identified and nurtured
- c. Information about family and community concerns, expectations, and needs is used regularly
- d. There is outreach to different business, religious, political, and service agencies and organizations
- e. Credence is given to individuals and groups whose values and opinions may conflict
- f. The school and community serve one another as resources
- g. Available community resources are secured to help the school solve problems and achieve goals
- h. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- i. Community youth family services are integrated with school programs
- j. Community stakeholders are treated equitably
- k. Diversity is recognized and valued
- l. Effective media relations are developed and maintained
- m. A comprehensive program of community relations is established
- n. Public resources and funds are used appropriately and wisely
- o. Community collaboration is modeled for staff
- p. Opportunities for staff to develop collaborative skills are provided

Please describe evidence that shows your strengths in this area:

Standard 5: Interpersonal and Ethical Leadership

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Circle the items that are areas of strength for you. Underline the items that you may want to focus on for professional growth.

Performance:

The administrator:

- a. Examines personal and professional values
- b. Demonstrates a personal and professional code of ethics
- c. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- d. Serves as a role model
- e. Accepts responsibility for school operations
- f. Considers the impact of one's administrative practices on others
- g. Uses the influence of the office to enhance the educational program rather than for personal gain
- h. Treats people fairly, equitably, and with dignity and respect
- i. Protects the rights and confidentiality of students and staff
- j. Demonstrates appreciation for and sensitivity to the diversity in the school community
- k. Recognized and respects the legitimated authority of others
- l. Examines and considers the prevailing values of the diverse school community
- m. Expects that other in the school community will demonstrate integrity and exercise ethical behavior
- n. Opens the school to public scrutiny
- o. Fulfills legal and contractual obligations
- p. Applies laws and procedures fairly, wisely, and considerably

Please describe evidence that shows your strengths in this area:

Standard 6: Political Leadership

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Circle the items that are areas of strength for you. Underline the items that you may want to focus on for professional growth.

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- a. The environment in which schools operate is influenced on behalf of students and their families
- b. Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- c. There is ongoing dialogue with representatives of diverse community groups
- d. The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- e. Public policy is shaped to provide quality education for students
- f. Lines of communication are developed with decision makers outside the school community

Please describe evidence that shows your strengths in this area:

Administrative Leadership Plan
 Charlotte Public Schools
 Self-Assessment Summary

Administrator: _____ Assignment: _____ Date submitted: _____

Supervisor's Signature: _____ Date approved: _____

Self-Assessment Summary: After reviewing the Standards for School Leaders, reflect upon your strengths and possible areas for growth.
 Standard 1: Systemic Leadership
 Standard 2: Instructional Leadership
 Standard 3: Community Leadership
 Standard 4: Organizational Leadership
 Standard 5: Interpersonal and Ethical Leadership
 Standard 6: Political Leadership

Noted Areas of Strength	Suggested Growth Areas for Goal Setting

Administrative Leadership Plan
Charlotte Public Schools
Professional Development Goals

Administrator:
Date submitted:

Assignment:

After meeting with your supervisor, submit goals for the following school year. Indicate which of the standards align with each individual goal statement.

Standard 1: Systemic Leadership

Standard 2: Instructional Leadership

Standard 3: Community and Political Leadership

Standard 4: Organizational Leadership

Standard 5: Interpersonal and Ethical Leadership

1.

2.

3.

4.

5.

Administrative Leadership Plan
Charlotte Public Schools
Summative Evaluation

Administrator:
Supervisor:

Building:
School Year:

Summarize the goals and progress in the following areas:

Standard 1:

Standard 2:

Standard 3:

Standard 4:

Standard 5:

General Comments:

Administrator's Evaluation:

Date of year-end conference

Recommended for continued employment?	Yes	No
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Administrator statement attached	Yes	No
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Administrator's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

