



ANNUAL PROFESSIONAL
PERFORMANCE REVIEW

for the

Iroquois Administrators Association

2014-15

SECTION 1: GENERAL AGREEMENT

APPR Addendum to the collective bargaining agreement between the Iroquois Administrators Association and the Iroquois Central School District, Covering the period: July 1, 2014 through June 30, 2015

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 members of the Iroquois Administrators Association. Except for the position of Director of Special Education who will have a traditional evaluation based on her job description.
- This provision shall sunset on June 30, 2015 with the implementation to begin on July 1, 2014
- Should the law (§3012-c) of 2012, the corresponding regulations or NYSED guidance regarding §3012-c change from what was in place at the time of this agreement, the agreement shall be renegotiated to be consistent with further changes in law, regulation or NYSED guidance.

2. The Superintendent or Assistant Superintendent shall be the lead evaluator for unit members. Annually, the unit members shall be split equally between the evaluators.

3. The 20 or 25 points for student growth measures shall be the state provided score. Where there is not state score generated, the Principal shall develop Student Learning Objectives (SLO) for approval by the Superintendent for the 20 points comparable measure. They shall be developed by November 1st. The Superintendent or designee shall meet with the Principals and provide the decision on approval within 5 days of submission by the Principal. Assistant Principals shall receive the same score as the Principal in the building in which they are assigned.

4. The 15 or 20 points for locally selected measures of student achievement shall be based on the process set forth in Section II.

5. The District shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. This shall be according to the attached instrument. The assessment shall be based on at least 3 visits of 30 minutes or more to the school, while in session. Two will be as agreed to between the evaluator and Principal, one will be unannounced. At the beginning of the unannounced visit the evaluator will inform the administrator that the visit is for evaluation. Visits are to be completed no later than May 31st. The two additional sources of information for the consideration in utilizing the rubric and instrument shall be:

- a. A portfolio of school documents related to components of the rubric. These shall be provided to the evaluator by May 31.
(SEE SECTIONS I AND VI)
- b. The evaluator shall consider the following discussions and reviews in assessing performance of the Administrator in leadership and management:

- 1.) The Administrator and evaluator shall conduct a joint critical analysis of the NYS School Report Card (or other similar reports) no later than October 15, including identification of actions to be taken to address components and District resources to be made available to the Administrator and building.
- 2.) No later than May 31, the Administrator and evaluator 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. The Administrator’s self-analysis on the rubric for the evaluator’s consideration and discussion.

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 measurers of student achievement” and the “other measurers of effectiveness” subcomponents using the following standards:

Level	Achievement Growth Measurers	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 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 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 adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Ineffective	Results are well-below state average for similar students (or District goals if no state test).	Results are well-below District adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results do not meet standards.

(SEE SECTION III)

7. Final evaluations shall be provided to Administrators no later than September 1 annually. Scores and ratings on Locally Selected Measures of Achievement and the “Other Measures” of Effectiveness shall be provided no later than June 30 annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.

8. Improvement plans for an Administrator with developing or ineffective ratings shall be according to the attached format and process. Such plans shall be mutually agreed upon within 10 school days at the beginning of the year annually.

(SEE SECTION IV)


9. An appeal of an Administrator's evaluation shall be only for ineffective and developing ratings or any rating tied to compensation. The reasons for appeal shall be those identified in 3012-c. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating.

(SEE SECTION V)

10. That the parties agree to enter into negotiations for a successor addendum no later than April 1, 2014.

 , 8/26/14
Association Co-President Date

 , 8/28/14
Superintendent Date

 8/26/14
Association Co-President Date

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

**Iroquois Central School District
 Administrator's Leadership and Management
 Assessment Summary: LCI Multidimensional Rubric**

The evaluator shall enter the Administrator's score for each area below. The total possible points for each area shall be:

School Visits: 25
 Artifacts: 35
 Goal(s): 40
 Total: 100

The total shall be converted to 60 points using the MPPR/NYS APPR Scoring Conversion Chart. 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 Administrator _____
 School Year _____

School Visit	Artifacts	Goal(s)	Total	Conversion Points

Rubric Performance Levels and Score Scale	
Performance Level	Points ranges negotiated (subject to negotiated revision should NYSED ranges change)
Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

The Employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator.

MPPR/NYS APPR Score Conversion Chart

MPPR Raw Score	NYS score (out of 60)	NYS Score Rounded	HEDI Level	MPPR Raw Score	NYS score (out of 60)	NYS Score Rounded	HEDI Level
100	60	60	HIGHLY EFFECTIVE	50	30	30	INEFFECTIVE
99	59.4	59		49	29.4	29	
98	58.8	59		48	28.8	29	
97	58.2	58	EFFECTIVE	47	28.2	28	
96	57.6	58		46	27.6	28	
95	57	57		45	27	27	
94	56.4	56	DEVELOPING	44	26.4	26	
93	55.8	56		43	25.8	26	
92	55.2	55		42	25.2	25	
91	54.6	55		41	24.6	25	
90	54	54		40	24	24	
89	53.4	53		39	23.4	23	
88	52.8	53		38	22.8	23	
87	52.2	52		37	22.2	22	
86	51.6	52		36	21.6	22	
85	51	51		35	21	21	
84	50.4	50	34	20.4	20		
83	49.8	50	33	19.8	20		
82	49.2	49	32	19.2	19		
81	48.6	48	31	18.6	19		
80	48	48	30	18	18		
79	47	47	29	17.4	17		
78	46.8	47	28	16.8	17		
77	46.2	46	27	16.2	16		
76	45.6	46	26	15.6	16		
75	45	45	25	15	15		
74	44.4	44	24	14.4	14		
73	43.8	44	23	13.8	14		
72	43.2	43	22	13.2	13		
71	42.6	43	21	12.6	13		
70	42	42	20	12	12		
69	41.4	41	19	11.4	11		
68	40.8	41	18	10.8	11		
67	40.2	40	17	10.2	10		
66	39.6	40	16	9.6	10		
65	39	39	15	9	9		
64	38.4	38	14	8.4	8		
63	37.8	38	13	7.8	8		
62	37.2	37	12	7.2	7		
61	36.6	37	11	6.6	7		
60	36	36	10	6	6		
59	35.4	35	9	5.4	5		
58	34.8	35	8	4.8	5		
57	34.2	34	7	4.2	4		
56	33.6	34	6	3.6	4		
55	33	33	5	3	3		
54	32.4	32	4	2.4	2		
53	31.8	32	3	1.8	2		
52	31.2	32	2	1.2	1		
51	30.6	31	1	0.6	1		
				0	0	0	INEFFECTIVE

Section IA: School Visit

The three school visits shall be weighted with each announced visit worth 37% and the unannounced visit worth 26%. The evaluation form shall be completed within 10 days of the evaluation.

Announced	Announced	Unannounced	Total	Divide	School Visit Points
				4	

School Visit Evaluation Form

Administrator Name: _____

Date: _____

Evaluator: _____

Building: _____

First Announced

Second Announced

Unannounced

Domains Observed	1	2	3	4	5	6	
Circle Weight for observed domains	20	35	14	8	15	8	Total A
Max Points	4	4	4	4	4	4	
Score							
(Score/Max Pts)*weight							Total B

(Total B / Total A) * 37 or 26 = Points for evaluation:

(_____ / _____) * _____ = _____

Comments/Observations/Narrative:

Section IB: Artifacts

Each Domain shall have a Minimum of three artifacts.

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Total	Multiply	Points
							.35	

Domain 1

Artifact	Evidence	Rational Comments	Self Eval.	Score	
1					
2					
3					
4					
				Average Score	

Average score divide $4 * 20 =$ Points earned for Domain

_____ / $4 * 20 =$ _____

Domain 2

Artifact	Evidence	Rational Comments	Self Eval.	Score	
1					
2					
3					
4					
				Average Score	

Average score divide $4 * 35 =$ Points earned for Domain

_____ / $4 * 35 =$ _____

Domain 3

Artifact	Evidence	Rational Comments	Self Eval.	Score	
1					
2					
3					
4					
				Average Score	

Average score divide $4 * 14 =$ Points earned for Domain

_____ / $4 * 14 =$ _____

Domain 4

Artifact	Evidence	Rational Comments	Self Eval.	Score
1				
2				
3				
4				
Average Score				

Average score divide 4 * 8 = Points earned for Domain

_____ / 4 * 8 = _____

Domain 5

Artifact	Evidence	Rational Comments	Self Eval.	Score
1				
2				
3				
4				
Average Score				

Average score divide 4 * 15 = Points earned for Domain

_____ / 4 * 15 = _____

Domain 6

Artifact	Evidence	Rational Comments	Self Eval.	Score
1				
2				
3				
4				
Average Score				

Average score divide 4 * 8 = Points earned for Domain

_____ / 4 * 8 = _____

Section IC: Goal(s)

Name: _____ Building: _____ School Year: _____

I. Uncovering	II. Strategic	III. Action	IV. Evaluation	Total	Multiply .40	Points

I. Uncovering the Goal(s): _____ Points out of 25

Needs Analysis For:						
Desired Outcome	Evidence of Need (connection to District Goals/Data that supports need for outcome)	Reason the outcome is Important	Hurdles to Overcome	Possible Ways to overcome the hurdles		
1						
2						
3						
Measurable Goal: _____						

II. Strategic Plan: _____ Points out of 25

What are objectives?	What are the steps needed to achieve the objectives?	Who will make each step happen?	Who will oversee the progress?	Will it cost money? Where will money come from?	What will be the product/measures of success?
1					
2					
3					

III. Taking Action: _____ Points out of 25

Taking Action (steps taken toward goal)	When will the step be complete? Timeline	Who
1		
2		
3		

IV. Evaluating the Attainment of Goals: _____ Points out of 25

Evidence of Success	What were the hurdles	Insights/questions	Next Steps

Section II
LOCAL MEASURES OF STUDENT ACHIEVEMENT (15 or 20 POINTS)

1. For administrators in grades K-4 buildings, the HEDI scores will be allocated based upon the following formula:

$$[(\text{\# of students scoring 2 + 3 + 4}) + (\text{\# of students scoring 3 + 4})] / \text{number of students tested} * 7.5$$

(with value added) or 10 (without value added)=HEDI

This formula will be used for both the NYS ELA and NYS Math exams. The scores will be averaged for a final score.

2. For administrators in grades 5-8 buildings, the HEDI scores will be allocated based upon the following formula:

$$[(\text{\# of students scoring 2 + 3 + 4}) + (\text{\# of students scoring 3 + 4})] / \text{number of students tested} * 7.5$$

(with value added) or 10 (without value added)=HEDI

This formula will be used for both the NYS ELA and NYS Math exams. The scores will be averaged for a final score.

3. For administrators in grades 9-12, the HEDI scores will be allocated based upon the following formula:

For exams - $[(\text{\# of students scoring 2 + 3 + 4}) + (\text{\# of students scoring 3 + 4})] / \text{number of students tested} * 7.5$ (with value added) or 10 (without value added) = HEDI

For Graduation rate – $(\text{Cohort Graduation rate} / 100) * 20$

This formula will be used for both the NYS ELA and NYS Math exams. The scores and graduation rate will be averaged for a final score.

**HEDI SOCRING BANDS SET IN LAW AND REGULATION:
 BOTH ACHIEVEMENT COMPONENTS PLUS COMPOSITE**

POINT BANDS FOR THOSE FOR WHOM A VALUE-ADDED SCORE WILL NOT BE GENERATED:

Level	Measures of Student Growth (20%)	Local measures of student achievements (20%)	Overall Composite Score
Highly Effective	18-20	18-20	91-100
Effective	9-17	9-17	75-90
Developing	3-8	3-8	65-74
Ineffective	0-2	0-2	0-64

**POINT BANDS FOR WHEN A VALUE ADDED MODEL IS ADOPTED;
 ONLY APPLIES TO THOSE WHO WILL GET A STATE VALUE ADDED SCORE:**

Level	Measures of Student Growth (25%)	Local measures of student achievements (15%)	Overall Composite Score
Highly Effective	22-25	14-15	91-100
Effective	10-21	8-13	75-90
Developing	3-9	3-7	65-74
Ineffective	0-2	0-2	0-64

SECTION III: OVERALL EVALUATION SUMMARY

**Iroquois Central School District
Administrator Annual Professional Performance Review Summary**

Administrator's Name _____

Position/Site _____

School Year _____

Evaluator's Name _____

Position: _____

State/SLO Assessment Score	Local/Achievement Assessment Score	Professional Practice Score	Overall Composite Score	Evaluation Rating
				<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective

Administrator Signature: _____

Date: _____

Signature represents receipt of scores.

Evaluator Signature: _____

Date: _____

N/A will be used for scores that are not currently available.

SECTION IV: IMPROVEMENT PLAN

Iroquois Central School District Administrator Improvement Plan Process

Upon rating an Administrator 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 Superintendent, or his 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 timeline 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 Administrator.

Administrator Improvement Plan

Name of Administrator _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and Administrator initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the Superintendent and Administrator with the opportunity to attach comments.

SECTION V: APPEAL PROCESS

IROQUOIS CENTRAL SCHOOL DISTRICT Administrator APPR Appeal Process

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

- 1) The substance of the annual professional performance review;
- 2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
- 3) The adherence to 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 or board of cooperative educational services' issuance and/or implementation of the terms of the Principal improvement plan.

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once an Administrator receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

An Administrator may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on the administrator to establish by the preponderance of the evidence that the rating given to the appellant was unjustified or that an improvement plan was inappropriately issued and/or implemented.

TIME FRAME FOR APPEAL

1. An Association member may challenge only the substance of an APPR, the District's adherence to the standards and methodologies required for such a review, and the District's compliance with its procedures for conducting the APPR, or its issuance and/or implementation of the terms of an Administrator Improvement Plan "AIP". All appeals must be on the appeal form and include all aspects and explain in detail the specific basis for the challenge.

2. The first appeal shall be made to the evaluator within seven (7) calendar days of receipt and initial meeting of the APPR. The evaluator and evaluatee shall conduct a face-to-face meeting within five (5) calendar day of receipt of the appeal. A written determination shall be within five (5) calendar days of the meeting. If the meeting or written determination does not take place the appeal shall automatically advance to the next level.
3. If the evaluatee disagrees with the determination the member shall advance their appeal by submitting the completed appeal form to the District Superintendent and Association President within five (5) calendar days. This appeal level shall be held by an Appeal Panel "Panel". The Panel shall consist of 1 member selected by the Superintendent, 1 member selected by the Association. All selected individuals must be District employees but not Board of Education members. The Panel shall meet within seven (7) calendar days to discuss the appeal. The written determination shall be rendered within seven (7) calendar days.
4. If the evaluatee disagrees with the determination the member shall advance their appeal by submitting the completed appeal form to the District Superintendent within five (5) calendar days. The Superintendent shall render a determination within seven (7) calendar days.
5. The Superintendent's determination shall be final and non-grievable. All calendar days shall be exclusive of legal holidays and approved vacations.
6. Nothing in this agreement shall in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary administrator, and any such termination or denial shall not in any way be subject to any Article in the Parties Collective Negotiation Agreement.

EXCLUSIVITY OF SECTION 3012-c APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to an Administrator performance review or improvement plan. An Administrator may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

OTHER

1. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a Principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the Principal or the conclusion of the appeal process described herein, whichever is later.
2. An Administrator who takes advantage of the appeal process described herein does not waive their right to submit a written rebuttal to the final evaluation. An Administrator who elects to submit a written rebuttal to their evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

SECTION VI:

ADDITIONAL ATTACHMENTS

LCI Multidimensional Rubric, available as pdf from the following SED web site:

<http://usny.nysed.gov/rttt/teachers-leaders/practicerrubrics/Docs/MultidimensionalPrincipalPerformanceRubric.pdf>

EXAMPLES

EVIDENCE REGARDING Administrator PERFORMANCE AND/OR STUDENT ACHIEVEMENT MEASURES

SAMPLE PORTFOLIO ARTIFACTS

The following suggestions about appropriate artifacts to include in an Administrator's portfolio are grouped by the ISLLC Standards for School Leaders. They are included as a way to provide examples, and not intended to be an all-inclusive or prescriptive list.

STANDARD #1: VISION

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- school newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement
- Building wide discipline plans/academic guidelines
- character education
- Establishing student organization in support of student learning
- Number of times speaking to community in person about vision for learning
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade level meetings, team meetings too)
- District/building report card/building report – annual report to community – 3 year comparison
- “State of the School” report from principal quarterly
- Tours of building and sites to new or prospective parents

STANDARD #2: SCHOOL CULTURE FOR LEARNING

- Staff in-service quarterly
- Walk-through supervision
- Copy of year's Staff Development Plan
- Teacher evaluation artifact(s)
- Agenda from staff development days-study groups
- Faculty meeting agenda
- Copy of professional growth plan
- Attendance at state and national conferences and/or boces
- Building level study teams
- Provides staff with professional reading material
- Provides opportunities for teachers to observe best practice (both inside and outside discipline)
- Uses state definitions and guidelines as basis for staff development
- Selection of teachers based on their openness /interest in staff development
- Lead in-service
- Develop a model portfolio for teachers
- Be involved in teacher in-service with your teachers

STANDARD #3: SCHOOL MANAGEMENT

- Building expectations / rules posted
- Student handbook
- Faculty handbook
- Substitute handbook
- Newsletter
- Crisis plan
- Staff memos – agendas
- Building budgets/procedures
- Phone log – email
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- meetings with maintenance staff; save agendas of those meetings
- Use technologies to streamline procedures for attendance, grades, registration
- Share responsibilities with other experts
- Door monitors, hall monitors, parking lot monitors
- Safety committee meeting
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Spend only the \$ you have
- Notes from yearly meeting with building physical plant director and business officer
- Teacher handbook
- Student (new and incoming) orientation
- Collaborative budget decision making
- Accreditation visit result
- Action plans for accreditation suggestions

STANDARD #4: WORKING WITH PARENTS AND COMMUNITY

- Parent advisory committee minutes or agenda
- Parent volunteer list and recognition ceremony
- Site-councils
- Junior Achievement/pictures of classes, sample lessons
- Field trips – community support
- Building assistance teams
- Comm. Agency assistance to students and families
- Minutes of faculty meetings, department head meetings
- School web site hits
- Number of referrals of students and families to comm. agencies
- Number of placements of students (SPED)in comm. Agencies
- Student council agenda and minutes
- Establish business partnerships to enhance collaboration in community
- Community mobility programs in Special Ed
- Job shadowing/internships (data)
- Collaboration with higher education
- Mentors (adults/students)
- School to work
 - Social Health teams
 - School- based health clinics on site
 - Parent/community volunteers
 - Career day brochure

STANDARD #5: ETHICS/INTEGRITY

- Establish a character education program in the school and document activities
- Periodic assemblies that have role-plays and examples of good character
- Provide speakers/programs for parents
- Discipline referral sheets – showing same treatment
- Share character ed info on newsletters to connect with parents and gain support
- Recognize those showing character
- Cultural activity to celebrate diversity
- Building-wide management plan (SBMT)
- Student handbook (policies and procedures)
- Maintains confidentiality of issues and discipline (students and staff)
- Review of handbook to show implementing policies
- Addresses specific concerns of families/student re: controversial issues
- Involve students in community service events, programs

STANDARD #6: GREATER POLITICAL AND SOCIAL CONTEXT

- Meet monthly with other principals (if applicable) and/or Asst. Super. Of curriculum to plan staff development for teachers and self – log meeting notes and action
- Share district/building goals with SBMT
- Respond to NYSED surveys
- Speaker at service club (Kiwanis)
- Share progress on District/building goals to P.T.O.
- Member of Sup Advisory Council
- Culture Fest celebrating school/community diversity
- Site-Council implementation at the building level
- Serves on Ed Committee for city chamber org.
- Email state legislator
- Log of outside community resource agencies
- Communication log – local/state decision makers
- District/building committee agenda
- Staff development plan indicating diversity agenda
- Communication with local politicians
- Guides staff in disaggregating data
- Use demographic data of community to establish student learning needs
- member of drug task force team
- Write articles in newsletter or local paper re: ed. issues
 - PTO meetings min/agenda
 - Letters/cards from parents
 - Emails from parents
 - Attends community events
 - Member of local community groups
 - Website up to date and has resources on it