

## **Memorandum of Agreement**

Between

**The Schroon Lake Teachers Association**

and

**The Schroon Lake Central School District**

### **Regarding Annual Professional Performance Review**

In compliance with Chapter 103 of the Laws of 2010 as modified by the NYS budget of 2012-2013, the parties agree to modify their Collective Bargaining Agreement regarding the mandatory topics of negotiation in accordance with a revised teacher evaluation procedure, the components of which are outlined below. This MOA represents the parties' mutual understanding regarding both mandatory and non-mandatory topics of negotiation. It is expressly agreed to by the parties that the District maintains the right to change/modify/add/delete any provision of this agreement that is determined by the NYS Public Employment Relations Board or a court to be a non-mandatory topic of bargaining. Both parties agree to meet annually for the purposes of ongoing review and possible adjustment of this MOA.

#### **A. Ensuring Accurate Data**

1. The District assigned Data Coordinator will not be an SLTA unit member.
2. The District shall also provide an opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her. Covered teachers will be afforded the opportunity to verify the final APPR data attributed to them before it is sent to SED.

#### **B. Development, Security and Scoring Assessments**

##### **1. Local Assessment Determination**

- a. Local assessments will be selected by the grade level and/or subject area teachers who teach each course and the principals/instructional administrators to ensure comparability, validity, rigor, degree to which the assessment can be aligned to State standards, and degree to which the assessment(s) match classroom instruction.
- b. If no acceptable outcome can be agreed upon by the principal/instructional administrators and teachers, a committee will be formed to make

recommendations for revisions necessary for final approval. This committee will be comprised of a teacher(s), superintendent/ designee, and a unit member chosen by the union. The committee's recommendation must be submitted to the Superintendent no later than October 1.

- c. Final approval of the assessment system must come from the Superintendent in the form of official certification to the State.

## **2. Local Assessment Point Distribution**

- a. The local assessment score of each student will include multiple measures and a teacher's final points for that course or grade will be the average of these local assessment scores.
- b. Each teacher's local assessment score will be converted to a 1-4 rating using a method mutually agreed upon between the District and the Association. This score will be the HEDI rating. The HEDI rating categories are:

- 1.0-1.4 – Ineffective
- 1.5-2.4 – Developing
- 2.5-3.4 – Effective
- 3.5-4.0 – Highly Effective

The HEDI rating will then be converted to a 20 or 15 point score using the chart in Appendix A. This converted score will be the teacher's score for the "local assessment" portion of the teacher's APPR.

- c. Scores of students with over 20 absences will be pro-rated at the percentage of attendance.

Proration will be calculated as follows:

1. Multiply each students' assessment score ( $X_i$ ) by the number of days they were in attendance ( $W_i$ )
2. Sum step 1 scores for an all student number (sum of  $X_i * W_i$ )
3. Sum all days attended by student group (sum  $W_i$ )
4. Divide step 2 by step 3 ( $\text{Sum of } X_i * W_i / (\text{Sum of } W_i)$ )

- d. The superintendent will review all ineffective and developing ratings. In cases where there are extenuating circumstances (i.e. student mobility, students with IEP's, students with attendance problems, et al), the superintendent may weigh individual student's scores or add points to the teacher's total score for the local assessment portion of their APPR, documentation of any such circumstances will be maintained by the District.

### **C. Details of the District's Evaluation System**

1. Teachers' performance will be assessed using multiple measures grounded in the New York State Teaching Standards. The NYSUT Teacher Practice Rubric (2012) will be used to assess teachers' professional practice. Evidence for evaluations will come from teacher self-evaluation, formal classroom observations, walkthrough observations, teacher created materials, and other resources provided by the teacher (for example portfolios, evidence binders, and professional learning plans). The responsibility for gathering evidence of teachers' performance is shared by the administration and teachers. Both must demonstrate a commitment to providing a complete and accurate picture of a teacher's professional performance.
2. All non-tenured teachers, and all part time teachers during their first 3 years of employment, will receive a minimum of two (2) announced formal classroom observations. The observation cycle will include a pre- and post-observation conference and a full period classroom observation of no less than one instructional period. Evidence gathered during each formal observation will be used in the annual summative evaluation. In addition to the formal observations, probationary employees will receive at least one unannounced walkthrough observation. Walkthrough observations will not commence until there has been at least one (1) formal observation.
3. Tenured teachers, and part time teachers with more than three years of employment with the district will receive a minimum of one (1) announced formal classroom observation once every year. In addition, administrators will conduct a minimum of one (1) unannounced walkthrough observation of no less than fifteen (15) minutes each school year. Evidence gathered from both the formal and informal observations will be used in the annual summative evaluation. However, this does not preclude the administrator from conducting more formal or walk-through observations. It is expected that a teacher who is deemed Ineffective or Developing will be subject to a greater number of observations than one who has earned a rating of Effective or Highly Effective.
4. All observations will be performed by the Superintendent. Evidence for each teacher will be systematically organized using the NYSUT Teacher Evaluation and Development System (TED). Each teacher will receive a final average score on the 1-4 rubric rating scale. This score is converted to a HEDI rating. The HEDI rating categories are:
  - 1.0-1.4 – Ineffective
  - 1.5-2.4 – Developing
  - 2.5-3.4 – Effective
  - 3.5-4.0 – Highly Effective

This final score will then be converted to a 60 point score using the chart in Appendix B. This converted score will be the teacher's score for the "teacher practice" portion of the APPR.

5. By the last week of school, each teacher will participate in a summative evaluation conference for the 60 point sub-component with the evaluator. The purpose of this conference will be to review the evidence gathered throughout the school year, assess progress on the teacher's professional growth goals, and arrive at the teacher's composite effectiveness score (0-60 points). This score will be combined with the subcomponent score for student growth on state assessments (or other comparable measures) and the subcomponent score for locally selected measures of student achievement to arrive at the teacher's overall composite score.
6. The forms in the TED workbook will be used for the self-evaluation, goal setting, formal observation and pre and post conference meetings.

#### **D. Details of Timely and Constructive Feedback Provided to Teachers**

##### **1. Professional Development**

- a. The District will support each teacher's development and ensure that all individuals receive appropriate professional development. Everyone within the system should focus on the goal of student achievement (as per APPR regulations).

##### **2. Teachers' Goal Setting and Teacher Improvement Plan**

- Goals are tied to New York State Standards and the Common Core Standards and/or adopted rubrics
- Intended to help all teachers grow professionally
- Not to be used as a disciplinary tool or to gather evidence to discipline a teacher
- Should be developed in collaboration with appropriate administrator(s)

(Teacher Improvement Plans will be developed in collaboration with the assigned evaluator, the teacher who is being given the plan, and a representative from the Association (at the discretion of the teacher).

## **Teaching Improvement Plan (form is attached)**

### **E. Appeals of Annual Professional Performance Reviews**

To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established:

1. Appeals will be limited to the following situations:
  - a. A teacher completing the first year of a three-year probationary appointment may appeal only an ineffective APPR composite rating;
  - b. Any other teacher may appeal only an ineffective or a developing APPR composite rating;
  - c. Any teacher may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating, in accordance with Section II, e, below.
2. The scope of any appeal will be limited to the following subjects:
  - a. The substance of the individual's annual professional performance review;
  - b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
  - c. The adherence to the Commissioner's regulations, as applicable to such reviews;
  - d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,
  - e. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c in connection with an ineffective or developing rating.
3. A teacher may not file multiple appeals regarding the same performance review or teacher 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.

4. The following timelines will be strictly adhered to unless extended by mutual agreement. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

### **Level 1 – Evaluator**

- a. (Informal) Following a qualifying event, as defined in Sections I and II, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.
- b. (Formal) Any appeal must be submitted to the evaluator in writing no later than thirty (30) calendar days from the date when the teacher receives his/her annual professional performance review. APPR's mailed to a teacher during the summer recess will be sent via certified mail. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within thirty (30) school days of issuance or of the time when the teacher knew of an alleged implementation breach of such plan.
- c. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.
- d. Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation or information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teacher's Association President, shall receive copies of the response and any and all additional information submitted with the response. The decision of the evaluator is final and binding unless the teacher initiating the appeal wishes to appeal the decision to Level 2.

### **Level 2 – Superintendent or designee**

- a. Within five (5) school days of receipt of the Level 1 recommendation for resolution, the Superintendent of Schools or designee will give due consideration to the evaluator's recommendation and will issue a final and binding decision, in writing, to the appellant, and to the Teachers' Association. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal

is sustained, the Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated. The decision of the Superintendent or designee is final and binding unless the teacher initiating the appeal wishes to appeal the decision to Level 3.

b. The Superintendent's designee cannot be the original evaluator.

### **Level 3 – Panel**

- a. Within fifteen (15) calendar days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination, the Association must submit the appeal to a panel comprised of one teacher (active/retired) representative chosen by the union, and one teacher (active/retired) representative chosen by the district, and one panel member mutually agreed upon by the district and the union. The panel will be provided the entire appeals record.
- b. All members of the panel will be trained as evaluators. The panel will not include the teacher whose evaluation is before the panel.
- c. Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written resolution to the Teachers' Association President and the Superintendent of Schools or designee. The decision may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel's decision will be final and binding for all appeals.
- d. The entire appeals record will be part of the teacher's APPR.
- e. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections I and II above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.
- f. Nothing in this appeals procedure will restrict the right of the District or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending.
- g. Forms for initiating and answering an appeal are attached as Attachment E.

### **F. Hold Harmless Provision**

1. The Regulations of the NYS Commissioner of Education state, tenured teachers and principals with a pattern of ineffective teaching or performance - defined by

law as two consecutive annual "ineffective" ratings - may be charged with incompetence and considered for termination through an expedited hearing process.

2. Therefore, the parties agree to a "hold harmless" provision for APPR to enable all teachers and district administrators to learn from their individual experiences, and make necessary modifications for a fair and valid system. For the 2012-13 school year, all classroom teachers who have an Ineffective overall APPR rating will be held harmless for the 2012-13 school year only. The phrase "hold harmless" shall mean that the District shall not use an Ineffective rating as a means for an expedited hearing process or as evidence in a hearing process. A teacher receiving an Ineffective rating is still subject to a TIP.

**G. Effect on Existing Collective Bargaining Agreements**

Unless specifically revised or modified by this Memorandum of Agreement, nothing herein shall be construed to abrogate any provisions of the parties' collective bargaining agreement.

**H. Modifications to the Grievance Procedure, Article II**

The Grievance Procedure shall be modified to include the following:

"The parties expressly agree that a unit member shall be precluded from utilizing the grievance procedure of this Collective Bargaining Agreement for any dispute relating to an individual's APPR composite HEDI rating as outlined in this APPR MOA. Any dispute and/or disagreement related to an individual's APPR composite HEDI rating shall be expressly limited to the appeals procedure as outlined in this APPR MOA. Nothing in this section will be read as preventing the union from filing a grievance on a mandatory topic."

FOR THE DISTRICT:

Bonnie R. Kennerty  
Name

Superintendent 10/18/12  
Title Date

FOR THE ASSOCIATION:

Laura A. Corey  
Name

Association President 10/18/12  
Title Date



**20 percent local measures - Example Conversion Charts 1-4 Rubric to Sub-Component Score**

<b>Example 1-4 Rubric Conversion Scale</b>	
<b>Based on a 1-4 Rubric Rating</b>	<b>20 Point Conversion</b>
<b>Ineffective</b>	
1	0
1.1	1
1.2	1.5
1.3	2.0
1.4	2.5
<b>Developing</b>	
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
<b>Effective</b>	
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
<b>Highly Effective</b>	
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

## 15% local measures - Example Conversion Charts 1-4 Rubric to Sub-Component Score

<b>Example 1-4 Rubric Conversion Scale</b>	
<b>Based on a 1-4 Rubric Rating</b>	<b>15 Point Conversion</b>
Ineffective	
1	0
1.2	1
1.4	2
Developing	
1.5	3
1.7	4
2.0	5
2.2	6
2.4	7
Effective	
2.5	8
2.7	9
2.9	10
3.0	11
3.2	12
3.4	13
Highly Effective	
3.5	14
4	15

# Appendix B

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

**Rubric Score to Sub-Component Conversion Chart**

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

**TEACHER IMPROVEMENT PLAN WORKSHEET**  
(To be completed jointly by teacher and administrator)

NAME \_\_\_\_\_ GRADE/SUBJECT \_\_\_\_\_

AREA(S) NEEDING IMPROVEMENT	ACTION STEPS (Provide detailed description)	RESOURCES	TIMELINE FOR COMPLETION	EVIDENCE

TIP Timeline:

Observation Timeline:

Teacher's Comments: (Use additional sheet)

Administrator's Comments: (Use additional sheet)

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Union Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature Waiving Union Representation: \_\_\_\_\_ Date: \_\_\_\_\_

# TEACHER IMPROVEMENT PLAN EVALUATION SHEET

NAME \_\_\_\_\_ GRADE/SUBJECT \_\_\_\_\_

AREA(S) NEEDING IMPROVEMENT	ACTION STEPS	SATISFACTORY PROGRESS		ACTION STEPS COMPLETED	
		YES	NO	YES	NO
<b>TIP Satisfied?</b>	___ Yes ___ No (If no, recommendations must be specified in the Administrator's Comments below.)				

**Teacher's Comments:** (Use additional sheet)

**Administrator's Comments:** (Use additional sheet)

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Union Representative Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature Waiving Union Representation:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix [ E ] Forms Schroon Lake APPR Appeals

Teacher \_\_\_\_\_  
Grade/Subject \_\_\_\_\_  
Evaluator \_\_\_\_\_  
Date \_\_\_\_\_

Any teacher aggrieved of an APPR rating of either “ineffective,” or “developing” may challenge that APPR. Teachers may challenge their APPR based on: substance; the district’s adherence to the plan, including methodologies and standards; and adherence to the regulations and compliance with locally negotiated procedures.

### Grounds for an Appeal:

Indicate the grounds for the appeal, if there are several, they must all be indicated within one appeal [subject to locally negotiated appeal procedure]. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Check all that apply:

- The substance of the annual professional performance review;
- The district’s failure to adhere to the standards and methodologies required for the APPR, pursuant to *Education Law* §3012-c and applicable rules and regulations;
- The district’s failure to comply with applicable locally negotiated procedures;
- The district’s failure to issue and/or implement the terms of the teacher improvement plan (TIP), as required under *Education Law* §3012-c.

### Statement of Grievance

**List and attach the supporting documentation**

**Filed with**

Date \_\_\_\_\_

\_\_\_\_\_  
Signature

# Evaluator's Response

**Statement from the respondent**

**Supporting documentation**

## Outcome of the Appeals Process

**Stage 1 Conference with Evaluator** Outcome \_\_\_\_\_  
Evaluator Comments

Teacher Comments

**Stage 2 Superintendent or designee** Outcome \_\_\_\_\_  
Reviewer Comments. If the Committee does not reach consensus, all viewpoints must be presented.

**Stage 3 Final Decision [ panel]** Outcome \_\_\_\_\_  
Evaluator Comments

Teacher Comments

Evaluator's Signature \_\_\_\_\_  
Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_  
Date \_\_\_\_\_

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.





**DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form**

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)



- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature:    Date:

*Bonnie B. Somerby*                      10/24/12

Teachers Union President Signature:    Date:

*Laura A. Corey*                      10/24/12

Administrative Union President Signature:    Date:

— NOT APPLICABLE —

Board of Education President Signature:    Date:

*John Austy*                      10/24/12

