

Article I

Recognition

A. The Board recognizes that all principals, assistant principals, business managers, transportation supervisors, athletic director, superintendent secretary, maintenance supervisors and grounds supervisors employed by Constantine Public Schools will be represented by this document.

B. Definitions

In the application and interpretation of the provisions of this document, the following definitions shall apply;

1. Administrator shall mean any administrator defined for membership in Section A.
2. Superintendent shall mean the Superintendent of Schools.
3. Board shall mean the Board of Education of Constantine Public Schools.

C. Vacancies

1. Where new administrative positions are created that do not fall clearly within the definition of persons excluded from this agreement any dispute will be resolved by representatives from the Administrative Team and the Personnel Committee of the Constantine Board of Education.
2. When an administrative vacancy occurs, whether by someone leaving or a newly-created position, district administrators shall have a minimum period of five working days to apply to the superintendent or designee prior to any external posting of that job.
3. Administrators are subject to assignment and transfer at the discretion of the Superintendent of Schools.

Article II

Grievance Procedure

A. Definition – a grievance is a complaint by an Administrator that there has been a violation, misinterpretation, or misapplication of any provision of this agreement and all matters relating to working conditions, working hours, and disciplinary actions.

B. Procedure

Step 1 – within 5 working days, the administrator shall first discuss the matter with the Superintendent.

Step 2 – if the matter isn't resolved through the procedure in Step 1, an appeal may be submitted, in writing, to the Superintendent. Such appeal shall specify the provision(s) or issue in question and shall be made within ten (10) working days of receipt of the written appeal and a response shall be submitted within five (5) work days of the appeal.

Step 3 – if the matter is not resolved through the procedure in Step 2, the grievance shall be submitted to the Board of Education. The Board, no later than its next regular meeting or two (2) calendar weeks, whichever shall be later, will hold a hearing on the grievance and shall render a decision. Disposition of the grievance in writing by the Board shall be made no later than seven (7) calendar days thereafter.

Article III

Miscellaneous Provisions

This agreement shall supersede any contrary or inconsistent terms contained in any individual contracts executed subsequent to the execution of this Agreement. All future individual administrative contracts shall be subject to the terms of this document.

This agreement is subject, in all respects, to the laws of the State of Michigan and in the event that any provision of this agreement shall at any time be held to be contrary to law, by a court of competent jurisdiction from whose final judgment or decree no appeal has been taken within the time provided for doing so, such provision shall be void and inoperative. However, all other provisions of this agreement shall continue in effect.

A. Education

Principals will be reimbursed a discretionary account of \$2,000 every three years for their college classes and related expenses.

Another budget will be created for individual professional development and related conferences and workshops. The expenses include, but are not limited to, registration and expenses, related educational expenses, equipment and professional publications.

Any items purchased through this account will remain the property of the District.

B. Cell Phone & Mileage

The District will reimburse the monthly cost of a cell phone in the amount of fifty dollars (\$50). Mileage reimbursement at the IRS reimbursement rate will be granted for activities or conferences that require the presence of an administrator.

C. School Improvement & District Test Coordinator Reimbursement

Building administrators will be paid an additional amount of \$1,000 for leading the School Improvement Teams in their buildings. The District Test Coordinator will be reimbursed \$1,500.

D. Membership Dues

The Board shall pay administrator membership dues to one (1) state and one (1) national professional organization associated with his/her profession.

E. Residency Incentive

The Board encourages an administrator to, within twelve (12) months from the date of hire, obtain and maintain a residence within the school district. The intent is that administrators be able to be involved in the school and community as well as adequately manage and supervise their area of responsibility. Upon the submission of valid receipts, up to one thousand (\$1,000) administrators will be reimbursed for moving expenses directly related to moving administrators possessions from his/her previous residence into his/her in-district residence.

F. Reimbursement for Loss

The Board will reimburse the administrator for any loss, damage, or destruction of the administrator's clothing or property which is not covered by insurance resulting from an incident related to the duties of the administrator which was involved in an assault on that administrator.

G. Voluntary Early Termination of Individual Contracts

Upon mutual written consent by the Board and individual administrators, and upon at least thirty (30) days prior notice, individual employment contracts may be prematurely terminated.

If voluntary separation occurs prior to the scheduled report date, it is understood that the administrator will need to reimburse the District for pre-paid compensation.

H. Certification

It is agreed that administrators and supervisors shall maintain such valid and appropriate certifications as may be required by law.

I. Medical Examinations

The District reserves the right to request a medical examination for any administrator. A statement certifying to the physical competency of the administrator shall be filed with the superintendent and treated as confidential information by the board; when requested, the cost of said medical report shall be borne by the Board.

J. Administrator Responsibilities

It is agreed that administrators and supervisors shall attend the Regular Board of Education meetings, September through June. All building or department reports required by the government and/or local district will be completed within the appropriate deadlines even if it means the administrator will be required to work additional days beyond their individual contract maximum.

K. Administrator Rights

1. Administrators will have complete freedom to organize and arrange the staff and the discretionary funds of his/her building with the approval of the Superintendent. The building administrator has the right of assignment of staff for the building (per approved contracts) and holds the fundamental role in a consensus hiring process with the approval of the Superintendent. The Board of Education collectively will refer all pertinent criticisms, complaints, and suggestions called to its attention, to the superintendent for study and recommendation.
2. The Administrator will direct the use and management of the building facility and grounds for instruction and professional purposes.
3. The Board and Administrators recognize the superintendent's right to assign additional duties to building level administrators; however, these duties should be spread on an equitable basis among administrators whenever possible. Duties assigned outside typical job descriptions will be evaluated for compensation.

L. Services to Students with a Handicap

When an administrator is responsible for supervision of a student in a special education program for severely impaired students (POHI, SMI, SXI, TMI, AI), the administrator shall not be expected to perform non-emergency, routine, scheduled maintenance on a medical appliance **or** apparatus used by the student to sustain his/her bodily functions or render non-emergency, routine, scheduled care or maintenance of exceptional bodily functions related to the student's impaired condition.

The administrator will be provided the time and resources necessary to obtain the information, instructions, and training required to perform non-routine, emergency measures which may be necessary on occasion due to the student's impaired condition.

M. Supervisor Clothing Allowance

The district will provide uniforms or clothing protection for supervisors.

Article IV

Evaluation

- A. Administrators and supervisors shall be evaluated at least once annually by the Superintendent. A post-evaluation conference shall be conducted following each evaluation between the administrator and the Superintendent. Should an evaluation be deemed less than satisfactory, the administrator shall be given a reasonable opportunity (minimum of 60 days) to correct and improve upon any deficiencies. Administrators and supervisors given a non-satisfactory evaluation will not be moved forward on the pay scale (see Article V). If an administrator is not evaluated by May 1, his/her performance shall be deemed satisfactory.
- B. The basis of an administrator evaluation shall be measured in terms of competency and proficiency in the completion of assigned duties and responsibilities as outlined in their respective job descriptions as adopted by the Board of Education. The Principal Evaluation Rubric will be used for Principals and Assistant Principals. The Supervisor Rubric will be used for supervisors.
- C. Prior to the time any changes are effectuated in administrative job description(s), the Board or its designee(s) shall meet with the affected administrator to discuss the change.

Attachment #1 – Principal Evaluation Rubrics

Rationale and suggestions for implementation:

These rubrics are organized around five domains covering all aspects of a principal's job performance: Curriculum Diagnosis & Planning, Priority Management & Communication, Supervision & Professional Development, Discipline & Parent Involvement, Management & External Relations.

The rubrics use a four-level rating scale with the following labels:

4 = Expert

3 = Proficient

2 = Needs Improvement

1 = Does Not Meet Standards

The process will be;

The Superintendent and Principal fill out the rubrics in advance of the meeting. Rubrics will be exchanged and discussion to reach a consensus on regarding each level will be attempted. The Superintendent will have the final say in each rating. The kindest thing for each employee is to provide candid, evidence-based feedback and follow-up support.

The average to attain a proficient score to move ahead on the pay scale is 2.75. Anything below a composite score of 2.75 will not allow an individual to move forward on the pay scale for the following year.

Merit Pay

If a successful score isn't attained in all five areas of an administrator's 3rd year, the administrator will not move on the compensation scale and their contract will be one year.

After the 3rd year a proficient score in each area will allow the administrator to move forward on the compensation scale and continue with a two-year contract.

Attachment #1 – Principal Evaluation

A. Curriculum Diagnosis & Planning

	<i>Expert (4)</i>	<i>Proficient (3)</i>	<i>Needs Imp. (2)</i>	<i>Not Met (1)</i>
Team	Recruits strong SIT & develops its skills and commitment to a high level.	Recruits & develops a SIT with a balance of skills.	Enlists one or two like-minded colleagues to provide advice & support.	Is a lone ranger working with little or no support from colleagues.
Baselines	Ensures that all teams use summative data from the year before to plan instruction.	Provides teacher teams with previous year test data and asks them to assess student achievement.	Refers teachers to previous year test data as a baseline for current year instruction.	Does not provide historical test data to teachers.
Gap	Challenges teachers by presenting the gap between current student data and a vision for success.	Motivates teachers by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing significant change.
Targets	Gets each grade level /subject team invested in reaching measurable, results oriented goals without blame.	Works with grade level and subject area teams to set measurable student goals for the year based on research.	Urges grade level/subject area teams to set measurable student learning goals for the year.	Urges teachers to improve student achievement, but without measurable goals.
Enlisting	Wins over resistant staff members who feared change and/or harbor low expectations	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change and low expectations.
Analysis	Orchestrates high quality, low stakes data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and form action plans.	Suggests teacher teams work together to draw lessons from the test they give.	Does not see the value of analyzing tests given during the year.
Strategy	Collaboratively crafts a comprehensive, results oriented School Improvement Plan with annual goals.	Gets input and writes a comprehensive measurable School Improvement Plan for the current year.	Writes a cumbersome, non-accountable School Improvement Plan.	Recycles the previous year's cumbersome, non-accountable School Improvement Plan.
Celebration	Boosts morale by getting teachers to celebrate and own measurable student gains.	Shares student, classroom, and school-wide successes and gives credit to others.	Congratulates staff on "small wins" and other successes.	Takes credit for improvements in school performance.

Overall Rating: _____

Comments:

B. Priority Management & Communication

	Expert (4)	Proficient (3)	Needs Imp. (2)	Not Met (1)
Planning	Plans for next year, month, and day relentlessly getting the highest-leverage activities done.	Plans keeping the highest-leverage activities front and center.	Comes to work with a list of what needs to be accomplished that day but is often distracted.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
Communication	Skillfully and eloquently communicates goals to all constituencies using a variety of channels.	Uses a variety of means (face to face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks for staff, students, or external partners for feedback.	Never reaches out to others for feedback or help.
Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and usually follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and drops the ball.
Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff knows what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
Delegations	Delegates appropriate tasks to competent staff members and checks on progress.	Delegates tasks and usually checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him or her self.
Meetings	SIT & Faculty teams meet on a regular basis and take responsibility for productive agendas.	SIT & Faculty teams meet regularly.	Needs to call team meetings each month because they are not on peoples calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate concern
Efficiency	Deals quickly and decisively with the highest priority e-mail and paperwork.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often left behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the schools mission.

Overall Rating: _____

Comments:

C. Supervision and Professional Development

	Expert (4)	Proficient (3)	Needs Imp. (2)	Not Met (1)
Meetings	In all-staff meeting, has teachers discuss results, learn best strategies and create trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming cohesive.	Uses staff meetings to announce decisions, clarify policies and listen to staff concerns.	Rarely convenes staff members and uses meetings for one-way lectures on policies.
Ideas	Ensures staffs current on professional literature and best practices.	Reads and shares research and fosters school wide discussion of best practices.	Occasionally passes along interesting articles and ideas to staff.	Rarely reads professional literature or discusses best practices.
Development	Orchestrates aligned, coaching, workshops, visits and other learner based on needs.	Organizes aligned on-going coaching and training that builds classroom proficiency.	Provides workshop information to teachers.	Provides occasional workshops leaving teachers on their own to find PD.
Empowerment	Gets teams to take ownership for using data and student work.	Orchestrates regular teacher team meetings as focus for PD.	Suggests that teacher teams work together to address student learning problems.	Doesn't emphasize teamwork and teachers work mostly in isolation.
Support	Gives teacher teams the training and resources needed for highly effective meetings.	Provides teacher teams with facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
Units	Ensures that teacher design high-quality, aligned units and provides feedback.	Asks teacher teams to cooperatively plan curriculum units following a format.	Occasionally reviews teacher lesson plans but not unit plans.	Does not review lesson or unit plans.
Supervision	Regularly visits classrooms and gives helpful feedback.	Makes unannounced visits to classrooms on a regular basis.	Tries to get to classrooms but is often distracted by other events.	Only observes teachers in annual or bi-annual formal observations.
Criticism	Engages in difficult conversations with below proficient teachers.	Provides redirection and support to teachers who are below proficient.	Criticizes struggling teachers and provides little help to below proficient teachers.	Shies away from giving honest feedback and redirection.
Housecleaning	Counsels out or dismisses ineffective teachers following the contract.	Counsels out or dismisses most ineffective teachers following the contract.	Tries to dismiss ineffective teachers but is stymied by procedural errors.	Does not initiate dismissal procedures despite evidence some teachers are ineffective.
Hiring	Recruits, hires and supports highly effective teachers who share the school vision.	Recruits and hires effective teachers who share the school vision.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who're available.

Overall Rating: _____

Comments:

D. Discipline and Parent Involvement

	Expert (4)	Proficient (3)	Needs Imp. (2)	Not Met (1)
Expectations	Gets staff buy-in for clear school-wide student behavior, routines & consequences.	Sets expectations for student behavior and establishes school-wide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different rooms.	Often tolerates discipline violations and enforces the rules inconsistently.
Effectiveness	Deals effectively with any disruptions to teaching, analyzes patterns and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in class, but doesn't get to root cause.	Tries to deal with disruptive students but is swamped by the number of problems.
Celebration	Publically celebrates kindness, effort and improvement to build student pride.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
Training	Ensures staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers skills in classroom management.
Support	Is highly effective getting counseling, mentoring and supports for high need students.	Identifies struggling students and works to support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with disruptive and troubled students.
Openness	Makes families feel welcome and respected, responds to concerns and gets parents involved.	Makes parent's feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
Communication	Sends home weekly school newsletter or uses website in a consistent manner.	Sends home periodic newsletter or website updates .	Sends communication to parents in response to emergency situation at school.	Leaves parent contact up to teachers.
Teacher Communications	Ensures that all teachers are sending updates and providing consistent feedback to parents.	Asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Makes little effort to ensure that teachers are communicating with parents.

Overall Rating: _____

Comments:

E. Management and External Relations

	Expert (4)	Proficient (3)	Needs Imp. (2)	Not Met (1)
Strategies	Implements proven strategies that boost student learning.	Suggests effective strategies to improve student learning.	Explores strategies that might improve achievement	Sticks with the status quo for fear of alienating key stakeholders.
Scheduling	Creates an equitable schedule maximizing learning, teacher collaboration and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
Movement	Ensures smooth friendly student entry, dismissal, meal times, transitions and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions and recess.	Intermittently supervises student entry, dismissal, transitions and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
Transparency	Is transparent about how and why decisions were made, involving stakeholders as much as possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision making but stakeholders often feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
Bureaucracy	Handles bureaucratic contractual and legal issues so they never detract from teaching and learning.	Manages bureaucratic contractual and legal issues efficiently and effectively.	Sometimes allows bureaucratic contractual and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic contractual and legal issues that disrupt teaching and learning.
Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages the budget and finances with few errors, but misses opportunities to support the plan.	Makes errors in managing the budget and finance that would further the mission.
Compliance	Fulfills all compliance and reporting requirements while creating opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance with district and other external requirements.
Schmoozing	Builds strong relationships with key district and external personnel & gets them excited about the mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship building with district and external staff and doesn't have their support to get things done.
Resources	Taps all possible human and financial resources that would support the mission.	Is effective in bringing additional human and financial support to school.	Occasionally raises additional funds or volunteers to help out.	Is resigned to the standard school budget which isn't adequate.

Overall Rating: _____

Comments:

Principal Evaluation Summary Page

Principal's Name: _____

School Year: _____

School: _____

Superintendent: _____

Ratings on Individual Rubrics:

Curriculum Diagnosis & Planning _____

Priority Management and Communication _____

Supervision and Professional Development _____

Discipline and Parent Involvement _____

Management and External Relations _____

Overall Rating _____

Comments:

Principal's Signature: _____

Date: _____

Superintendent Signature: _____

Date: _____

The principal's signature indicates he or she has seen and discussed the evaluation; it doesn't necessarily denote agreement with the evaluation.

Attachment #2 – Supervisor Evaluation

Name:	Title:	From:	To:			
Expectations	Appraisal Rating					Comments
<i>Work Products</i> – Produces reports, correspondence which meet the intended objectives and reflect quality of thinking	5	4	3	2	1	
<i>Teamwork/Cooperation</i> – Works cooperatively with others, keeps informed on necessary and factual information. Fosters teamwork across work units.	5	4	3	2	1	
<i>Initiative</i> – Thinks ahead of the present to act on future needs and opportunities. Identifies problems and takes action to address issues.	5	4	3	2	1	
<i>Commitment to School</i> – Strives to meet high standards through reducing the burden on others, improves practices and processes.	5	4	3	2	1	
<i>Relationships</i> – Develops and maintains effective working relationships with others. Treats public and staff with courtesy, respect & dignity. Handles emotions well and maintains self-confidence.	5	4	3	2	1	
<i>Communication</i> – Communicates clearly, listens effectively, deals effectively with conflict and avoids negative gossip.	5	4	3	2	1	
<i>Technical Skills</i> – Demonstrates knowledge of methods, techniques and skills required in regards to procedures and techniques in a functional area.	5	4	3	2	1	
<i>Dependability</i> – Reliable, completes assignments in a timely manner, follows through on assignments.	5	4	3	2	1	
<i>Planning</i> – Bases plans on school mission and goals and through an analysis of relevant facts; justifies costs and benefits; sets realistic goals and effectively delegates.	5	4	3	2	1	
<i>Leadership</i> – Articulates and encourages enthusiasm for a shared vision and mission. Holds others accountable to mission.	5	4	3	2	1	

<i>Budget Management</i> – Maintains appropriate budgetary controls; monitors activities; initiates timely and effective correcting actions; stays within budget and makes appropriate recommendations.	5	4	3	2	1	
<i>Staffing</i> – Selects high performers; matches employee skills and abilities with job requirements; and assigns staff appropriately.	5	4	3	2	1	
<i>Managing Change</i> – Initiates change effectively and adapts to necessary changes in operations; and has a positive attitude toward operational change.	5	4	3	2	1	
<i>Safety</i> – Makes a reasonable effort to adhere to established safety procedures and practices.	5	4	3	2	1	
<i>Information Security</i> – Complies with information security policies, protocols and procedures.	5	4	3	2	1	

Summary Page for Supervisor Evaluations

Supervisor's Name: _____ School Year: _____

Department: _____

Superintendent: _____

Overall Rubric Average (1-5): _____

Expert 5	Proficient 4	Acceptable 3	Improving 2	Not Acceptable 1
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After a supervisor's 3rd year, a score of 3.5 or above will be used to determine whether a supervisor will move forward on the compensation schedule and continue with a two-year contract.

Scores below 3.5 indicate a need for improvement and the employee will be frozen on the compensation schedule and receive a one-year contract.

Scores at or above 3.5 will move on the compensation scale and receive a two-year contract.

Comments:

Supervisor Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

The supervisor signature indicates he/she has seen the evaluation; it doesn't necessarily denote agreement with the evaluation.

Article V

Compensation & Benefits

High School Principal	Salary	Work Days
2010-2011	87,000	210
2011-2012	85,000	220
2012-2013	86,275	220
2013-2014	87,569	220
2014-2015	88,883	220
2015-2016	90,216	220

Middle School Principal	Salary	Work Days
2010-2011	77,250	210
2011-2012	77,250	220
2012-2013	78,409	220
2013-2014	79,585	220
2014-2015	80,779	220
2015-2016	81,991	220

Elementary Principal	ES	Salary	RS	Work Days
2010-2011	84,034		77,250	210
2011-2012	84,034		77,250	220
2012-2013	85,295		78,409	220
2013-2014	87,853		79,585	220
2014-2015	89,171		80,779	220
2015-2016	90,509		81,991	220

Alternative Ed. Sup.	Salary	Work Days
2010-2011	71,396	175
2011-2012	71,396	175
2012-2013	72,467	175
2013-2014	73,554	175
2014-2015	74,657	175
2015-2016	75,777	175

Transportation Sup.	Salary	Work Days
2010-2011	42,230	235
2011-2012	42,230	235
2012-2013	42,863	235
2013-2014	43,505	235
2014-2015	44,158	235
2015-2016	44,280	235

Maintenance Supervisor	Salary	Work Days
2010-2011	42,230	260
2011-2012	42,230	260
2012-2013	42,863	260
2013-2014	43,505	260
2014-2015	44,158	260
2015-2016	44,820	260

Grounds Supervisor	Salary	Work Days
2010-2011	28,000	260
2011-2012	30,000	260
2012-2013	30,450	260
2013-2014	30,906	260
2014-2015	31,269	260
2015-2016	31,738	260

Business Manager	Salary	Work Days
2010-2011	72,000	260
2011-2012	72,000	260
2012-2013	73,080	260
2013-2014	74,176	260
2014-2015	75,288	260
2015-2016	76,417	260

Supt./Business Secretary	Amt. Per Hour	Work Days
2010-2011	19.45	2,080 Hours
2011-2012	19.45	2,080 Hours
2012-2013	19.74	2,080 Hours
2013-2014	20.04	2,080 Hours
2014-2015	20.31	2,080 Hours
2015-2016	20.59	2,080 Hours

**Salary Schedules may be readjusted based on a new beginning salary for new hires*

Administrative and Supervisor salary schedules will be adjusted to reflect the same percentage increase as Constantine Education Association salary increases.

Annuities: Any administrators currently receiving an annuity will continue to receive the annuity. All new administrators are not eligible for this benefit.

Cash-in-Lieu of Benefit: Administrators electing not to take the insurance option offered will receive cash-in-lieu in the amount of \$6,000.

Insurance: See Attached

Leave Days and Vacations

A. Leave Days

1. Ten (12) Sick Days per year with unlimited accumulation
2. Three (3) personal days. Unused personal days will roll into sick days at the beginning of each year.
3. Holidays – the following ten (10) holidays are non-working days for administrators;

New Years Eve Day	New Years Day
Good Friday (if no school)	Memorial Day
Memorial Day	Fourth of July
Labor Day	Thanksgiving Day
Friday after Thanksgiving	Christmas Eve
Christmas	

- B. Additional leave without loss of pay, against administrator's sick leave day allowance, shall be granted for the following reasons:

Leave for Death in the Family: A maximum of five (5) days leave, which will not be cumulative, shall be allowed for death in the immediate family. Immediate family shall be defined as parents, children, siblings, spouse, mother and father-in-law, grandparents, and significant others as determined by the superintendent.

An administrator absent from work because of lice or a childhood disease, i.e., mumps, scarlet fever, measles, chicken pox, etc..., shall suffer no loss of sick day accumulation or compensation.

- C. The work year for building administrators will begin three weeks prior to the start of the students start date and three weeks after the last day of school for students. It is also understood that building administrators will work all days that are scheduled teacher work days, exceptions only with prior approval of the superintendent. Saturdays and Sundays may be counted as work days with the approval of the Superintendent.

Article VI

Insurance

- A. The insurance benefits provided under this Article are specifically subject in all respects to the rules and regulations of the various insurance underwriters and/or insurance administrators. The Board shall make premium payments on behalf of the administrator for; vision insurance, health, accident, and hospitalization benefits, dental and orthodontia insurance; and long-term disability insurance coverage.
- B. The District retains the right to change health plans or employee contribution to a health plan.
- C. Term life insurance will be provided in the amount of \$50,000.
- D. Upon the death of an administrator, the Board agrees that all insurance benefits will continue in effect for survivors, for a term of three months.
- E. The administrator will be eligible to participate in Section 125 Plans under the same conditions as other district employees.
- F. An administrator or supervisor will be informed of any proposed changes to insurance coverage and/or deductibles 3-months prior to any changes being made.

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