June 23, 2016

Revised

Michael Retzlaff, Superintendent
Bolivar-Richburg Central School District
100 School Street
Bolivar, NY 14715

Dear Superintendent Retzlaff:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner’s Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers’ or principals’ overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: Lynda Quick
NOTE:
Pursuant to sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. For the 2016-17 through 2018-19 school years, your district/BOCES must establish alternate SLOs for affected teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.
Task 1) Disclaimers

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

The Department will review the contents of each school district's/BOCES' Annual Professional Performance Review (APPR) plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's/BOCES' plan.

The Department reserves the right to request further information from a district/BOCES to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. As such, each district/BOCES is required to keep detailed records on file for each section of the currently implemented APPR plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to disapprove or require modification of a district/s/BOCES' plan that does not rigorously adhere to the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district/BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR plan approved by the Department. The Department also reserves the right to request further information from the school district/BOCES, as necessary, as part of its review of this plan.

If the Department reasonably believes through investigation, or otherwise, that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1.1) Assurances

Please check all of the boxes below

- Assure that the content of this form represents the district's/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that a detailed version of the district's/BOCES' entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that this APPR plan will be posted on the district/BOCES website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur.
- Assure that it is understood that this district's/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval.

1.2) Submission Status

Is this a first-time submission under Education Law §3012-d or the submission of material changes to an APPR plan approved pursuant to Education Law §3012-d?

First-time submission under Education Law §3012-d
Task 2) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher’s students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher’s students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

2.1) Assurances

Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores cannot be used for the purposes of providing transition scores and ratings during the 2015-16 through 2018-19 school years, and should be used for advisory purposes only until the 2019-20 school year. Alternate SLOs to be used during the 2016-17 through 2018-19 transition period should be entered in Task 2 (Transition).

Please check the boxes below.

☑ Assure that the growth score provided by NYSED will be used, where required.
☑ Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all 4-8 ELA and Math teachers in the event that a State-provided growth score cannot be generated for that teacher.
☑ For the 2019-20 school year and thereafter, for any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments.
☑ Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

2.2) Grades 4-8 ELA and Math: Assessments (Original)

STATE-PROVIDED MEASURES OF STUDENT GROWTH

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score and rating. That rating will incorporate students' academic history compared to similarly academically achieving students and takes into consideration students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. While most teachers of 4-8 Common Branch, ELA and Math will have State-provided scores and ratings, some may teach other courses where there is no State-provided growth measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score and rating from the State for the full Student Performance category of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Student Performance category of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See APPR Guidance and SLO Guidance for more detail on teachers with State-provided growth measures and SLOs.)

For the 2019-20 school year and thereafter, for those teachers who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that teacher.

Using the drop-down boxes below, please select the assessment(s) that will be used for the back-up SLOs for the grade/subject listed beginning in the 2019-20 school year.

<table>
<thead>
<tr>
<th>Grade 4 ELA</th>
<th>Grade 4 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 ELA</td>
<td>Grade 4 Math</td>
</tr>
<tr>
<td>Grade 5 ELA</td>
<td>Grade 5 Math</td>
</tr>
<tr>
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</tr>
<tr>
<td>State Assessment</td>
<td>Grade 5 ELA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6 ELA</th>
<th>Grade 6 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Assessment</td>
<td>Grade 6 ELA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7 ELA</th>
<th>Grade 7 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents Assessment(s)</td>
<td>Grade 7 ELA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8 ELA</th>
<th>Grade 8 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents Assessment(s)</td>
<td>Grade 8 ELA</td>
</tr>
</tbody>
</table>
2.3) Grade 3 ELA and Math: Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), required if one exists

Using the drop-down boxes below, please select the assessment that will be used for the SLOs for the grade/subject listed.

<table>
<thead>
<tr>
<th>Grade 3 ELA</th>
<th>Grade 3 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Assessment</td>
<td>Grade 3 ELA</td>
</tr>
</tbody>
</table>

2.4) Grades 4 and 8 Science: Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), required if one exists

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

<table>
<thead>
<tr>
<th>Grade 4 Science</th>
<th>Grade 8 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>State or Regents Assessment(s)</td>
<td>Grade 4 Science</td>
</tr>
</tbody>
</table>
2.5) High School Courses Ending in a Regents Exam: Assessments (Original)

Note: Additional high school courses may be included in the “All Other Courses” section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), required if one exists

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

<table>
<thead>
<tr>
<th>Regents Assessment</th>
<th>Global 2</th>
<th>US History</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Global 2</td>
<td>US History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regents Assessment</th>
<th>Living Environment</th>
<th>Earth Science</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Living Environment</td>
<td>Earth Science</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regents Assessment(s)</th>
<th>Algebra I</th>
<th>Geometry</th>
<th>Algebra II/Trigonometry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Common Core Algebra</td>
<td>Common Core Geometry</td>
<td>Common Core Algebra II and Algebra II/Trigonometry</td>
</tr>
</tbody>
</table>

2.6) High School English Language Arts Courses: Measures and Assessments (Original)

Note: Additional high school English Language Arts courses may be included in the “All Other Courses” section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: High School English Language Arts

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For high school English Language Arts, the following must be used as the evidence of student learning within the SLO:

- State assessments (or Regents or Regent equivalents), required in at least one year of high school English Language Arts

For grades where the Regents exam is not used:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results
Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
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<tbody>
<tr>
<td><strong>9 ELA</strong></td>
<td>- District- or BOCES-wide results</td>
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<td>- Grade 4 Science</td>
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<td>- Common Core English</td>
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<td>- Living Environment</td>
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<td>- US History</td>
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<td><strong>10 ELA</strong></td>
<td>- District- or BOCES-wide results</td>
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<td>- Grade 4 Science</td>
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<td>- US History</td>
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<td><strong>11 ELA</strong></td>
<td>- Teacher-specific results</td>
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<td>- Common Core English</td>
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<td><strong>12 ELA</strong></td>
<td>- District- or BOCES-wide results</td>
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<td>- Grade 4 Science</td>
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<td>- US History</td>
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</table>
### 2.7) Grades K-2 ELA and Math: Measures and Assessments (Original)

#### STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
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<tbody>
<tr>
<td>K ELA</td>
<td>District- or BOCES-wide results</td>
<td>Grade 4 Science</td>
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<td>Common Core English</td>
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<td>Common Core Algebra</td>
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<td>Living Environment</td>
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<td>US History</td>
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<td>K Math</td>
<td>District- or BOCES-wide results</td>
<td>Grade 4 Science</td>
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<td>US History</td>
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<td>1 ELA</td>
<td>District- or BOCES-wide results</td>
<td>Grade 4 Science</td>
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<td>US History</td>
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<td>1 Math</td>
<td>District- or BOCES-wide results</td>
<td>Grade 4 Science</td>
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<td>Living Environment</td>
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<td>US History</td>
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<td>2 ELA</td>
<td>District- or BOCES-wide results</td>
<td>Grade 4 Science</td>
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<td>Common Core English</td>
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<td>US History</td>
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<td>2 Math</td>
<td>District- or BOCES-wide results</td>
<td>Grade 4 Science</td>
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<td>Living Environment</td>
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<td>US History</td>
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</tbody>
</table>
2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.
<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 Science</strong></td>
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<td></td>
</tr>
<tr>
<td>District- or BOCES-wide results</td>
<td>☑️ Grade 4 Science</td>
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<td>☑️ Common Core</td>
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<td>☑️ US History</td>
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<td><strong>7 Science</strong></td>
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<tr>
<td>District- or BOCES-wide results</td>
<td>☑️ Grade 4 Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>☑️ English</td>
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<td></td>
<td>☑️ Common Core</td>
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<td></td>
<td>☑️ Algebra</td>
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<td></td>
<td>☑️ Living Environment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>☑️ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6 Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District- or BOCES-wide results</td>
<td>☑️ Grade 4 Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core</td>
<td></td>
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<td></td>
<td>☑️ English</td>
<td></td>
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<td></td>
<td>☑️ Common Core</td>
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<td></td>
<td>☑️ Algebra</td>
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<td></td>
<td>☑️ Living Environment</td>
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<td></td>
<td>☑️ US History</td>
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<td></td>
</tr>
<tr>
<td><strong>7 Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District- or BOCES-wide results</td>
<td>☑️ Grade 4 Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core</td>
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<tr>
<td></td>
<td>☑️ English</td>
<td></td>
<td></td>
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<td></td>
<td>☑️ Common Core</td>
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<td>☑️ Algebra</td>
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<td></td>
<td>☑️ Living Environment</td>
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<tr>
<td></td>
<td>☑️ US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8 Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District- or BOCES-wide results</td>
<td>☑️ Grade 4 Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Common Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ US History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)

Note: Additional high school social studies courses may be included in the “All Other Courses” section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for Global Studies 1.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global 1</td>
<td>District- or BOCES-wide results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Grade 4 Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Common Core English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Common Core Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Living Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ US History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Fill in the following, as applicable, for all other teachers in additional grades/subjects that have SLOs (you may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "All courses not named above"):

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course
- Column 4: measure used
- Columns 5-6: assessment(s) used

Follow the examples below to list other courses.

<table>
<thead>
<tr>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) subject</th>
<th>(4) measure</th>
<th>(5-6) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other Courses</td>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results, Common Core English, Common Core Algebra</td>
</tr>
<tr>
<td>K-3 Art</td>
<td>K</td>
<td>3</td>
<td>Art</td>
<td>Teacher-specific results</td>
</tr>
<tr>
<td>Grades 9-12 English Electives</td>
<td>9</td>
<td>12</td>
<td>English Electives</td>
<td>School- or program-wide, group, team, or linked results</td>
</tr>
</tbody>
</table>

To add additional courses, click "Add Row".

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Subject</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12</td>
<td>All courses not named above</td>
<td>District- or BOCES-wide results</td>
<td>☑ Grade 4 Science ☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ US History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.11) HEDI Scoring Bands

| Highly Effective | Effective | Developing | Ineffective |
2.12) Teachers with More Than One Growth Measure (Original)

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Common branch teacher with State-provided growth measures for both ELA and Math in grade 4; middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

2.13) Assurances

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

Please check the boxes below.

☑ Assure that the teacher has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
☑ Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
☑ Assure that all growth targets are approved by the superintendent or another trained administrator.
☑ Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
☑ Assure that if a teacher's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 2.11, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
☑ Assure that processes are in place for the superintendent to monitor SLOs.
☑ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

2.14) Use of the Optional Subcomponent and Student Performance Category Weighting

• If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
• If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
**Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)**

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

For guidance on the use of alternate SLOs during the transition period, see: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher’s students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher’s students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, grades 3-8 NYS ELA/math assessments and any State-provided growth scores may only be used for advisory purposes and may not be used for the purpose of calculating transition scores and ratings.

If grades 3-8 ELA/math State assessments and any State-provided growth scores are the entirety of the Student Performance category, districts/BOCES must also develop an alternate SLO based on assessments that are not grade 3-8 ELA/math State assessments and/or on State-provided growth scores for the Required subcomponent of the Student Performance category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

### 2.2.10 Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses.

<table>
<thead>
<tr>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
<th>Applicable Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District- or BOCES-wide results</td>
<td>☑ Grade 4 Science</td>
<td>☑ Common Core English</td>
<td>☑ Common Core Algebra</td>
<td>☑ 3 ELA</td>
</tr>
<tr>
<td></td>
<td>☑ Common Core English</td>
<td>☑ Common Core Algebra</td>
<td>☑ Living Environment</td>
<td>☑ 3 Math</td>
</tr>
<tr>
<td></td>
<td>☑ Common Core English</td>
<td>☑ Common Core Algebra</td>
<td>☑ Living Environment</td>
<td>☑ 4 ELA</td>
</tr>
<tr>
<td></td>
<td>☑ Common Core Algebra</td>
<td>☑ Living Environment</td>
<td>☑ US History</td>
<td>☑ 4 Math</td>
</tr>
<tr>
<td></td>
<td>☑ Living Environment</td>
<td></td>
<td></td>
<td>☑ 5 ELA</td>
</tr>
<tr>
<td></td>
<td>☑ US History</td>
<td></td>
<td></td>
<td>☑ 5 Math</td>
</tr>
</tbody>
</table>

#### 2.11) HEDI Scoring Bands

<table>
<thead>
<tr>
<th></th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>
2.12) Teachers with More Than One Growth Measure (Transition)

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.
Task 3) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Up to 50% of Student Performance category, if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that the State-provided growth measure is different than that used in the Required subcomponent, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

3.1) Use of the Optional Subcomponent of the Student Performance Category

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.
BOLIVAR-RICHBURG CSD

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

Page Last Modified: 06/23/2016

For guidance on the Teacher Observation category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on the observable NYS Teaching Standards.

<table>
<thead>
<tr>
<th>Rubric Name</th>
<th>If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYSUT Teacher Practice Rubric (2014 Edition)</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

4.2) Assurances

Please check all of the boxes below.

- Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.
- Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year.
- Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

4.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

- All observable components will be weighted equally and averaged.

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

- Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in task 4.5 below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please check the box below in the event that your district/BOCES is granted an annual Independent Evaluator Hardship Waiver by the Department.

- Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(d)(2)(i)(b)(1) of the Rules of the Board of Regents.
### Overall Observation Category

<table>
<thead>
<tr>
<th>Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

#### HEDI Ranges

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>3.50</td>
<td>4.00</td>
</tr>
<tr>
<td>Effective</td>
<td>2.50</td>
<td>3.49</td>
</tr>
<tr>
<td>Developing</td>
<td>1.50</td>
<td>2.49</td>
</tr>
<tr>
<td>Ineffective</td>
<td>0.00</td>
<td>1.49</td>
</tr>
</tbody>
</table>

#### 4.5) Teacher Observation Subcomponent Weighting

**Required Subcomponents:**
- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score
- Observations by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Teacher Observation category score

**Optional Subcomponent:**
- Observations by Trained Peer Observer(s): No more than 10% of the Teacher Observation category score when selected

Please be sure the total of the weights indicated equals 100%.

* If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator.

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.
4.6) Assurances

Please check all of the boxes below.

- ☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- ☑ Assure that, if observations are being conducted by trained peer observer(s), these teacher(s) received an overall rating of Effective or Highly Effective in the previous school year.
- ☑ Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness.
- ☑ Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- ☑ Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- ☑ Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- ☑ Assure that at least one of the required observations will be unannounced.

4.7) Number and Method of Observations

Indicate the minimum number of unannounced and announced observations for each type of observer, as well as the method of observation, in the tables below.

### Tenured Teachers

<table>
<thead>
<tr>
<th>Observation Method</th>
<th>Required - Principal/ Administrator: Minimum observations</th>
<th>Required - Independent Evaluator(s): Minimum observations</th>
<th>Optional - Peer Observer(s): Minimum observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0 N/A</td>
<td>1 In person</td>
<td>0 N/A</td>
</tr>
<tr>
<td>Announced</td>
<td>1 In person</td>
<td>0 N/A</td>
<td>0 N/A</td>
</tr>
</tbody>
</table>

### Probationary Teachers

<table>
<thead>
<tr>
<th>Observation Method</th>
<th>Required - Principal/ Administrator: Minimum observations</th>
<th>Required - Independent Evaluator(s): Minimum observations</th>
<th>Optional - Peer Observer(s): Minimum observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0 N/A</td>
<td>1 In person</td>
<td>0 N/A</td>
</tr>
<tr>
<td>Announced</td>
<td>2 In person</td>
<td>0 N/A</td>
<td>0 N/A</td>
</tr>
</tbody>
</table>
For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

5.1) Scoring Ranges

Student Performance
HEDI ratings must be assigned based on the point distribution below.

<table>
<thead>
<tr>
<th>Overall Student Performance Category Score and Rating</th>
<th>Overall Observation Category Score and Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>Maximum</td>
</tr>
<tr>
<td>H</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>15</td>
</tr>
<tr>
<td>D</td>
<td>13</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Observation
HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

5.2) Scoring Matrix for the Overall Rating

<table>
<thead>
<tr>
<th>Student Performance Category</th>
<th>Teacher Observation Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective (H)</td>
<td>Highly Effective (H)</td>
</tr>
<tr>
<td>Effective (E)</td>
<td>Effective (E)</td>
</tr>
<tr>
<td>Developing (D)</td>
<td>Developing (D)</td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>Ineffective (I)</td>
</tr>
</tbody>
</table>

* If a teacher is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the teacher can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

5.3) Assurances

Please check all of the boxes below.

- Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that it is possible to obtain a zero in each subcomponent.
- Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same school district who have received Ineffective ratings under Education Law §3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the district has received a waiver from the Department.
6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

☑ Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.

☑ Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

6.2) Attachment: Teacher Improvement Plan Forms

All TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

1) identification of needed areas of improvement;
2) a timeline for achieving improvement;
3) the manner in which the improvement will be assessed; and, where appropriate,
4) differentiated activities to support a teacher's improvement in those areas.

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district/BOCES.

TIP Plan Appendix F.docx
TIP Plan Appendix F.docx

6.3) Assurance: Appeals

Please check the box below.

☑ Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

6.4) Appeals

Pursuant to Education Law §3012-d, a teacher may only challenge the following in an appeal to their district/BOCES:

(1) the substance of the annual professional performance review; which shall include the following:
   (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;

(2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.
Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

Appeals Procedures

A unit member shall have Association representation at any time during the appeal process upon the unit member’s request. The Association president will be notified by the District when an appeal has been submitted by a unit member.

1. Appeals of “ineffective” and “developing” ratings only

   Appeals of annual professional performance reviews will be limited to those that rate a teacher’s composite rating as “ineffective” or “developing” only.

   Ratings of “effective” may not be appealed; however, a teacher may write a rebuttal to an effective rating. Such rebuttal will be attached to the APPR and placed in the teacher’s personnel file.

1. What may be challenged in an appeal:

   Appeal procedures should limit the scope of appeals under Education Law §3012-d to the following subjects:

   (1) the substance of the annual professional performance review; which shall include the following:

      (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;

   (2) the District’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and

   (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the District’s issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

1. Prohibition against more than one appeal

   A teacher may not file multiple appeals regarding the same performance review. 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.

1. Burden of proof

   In an appeal, the teacher has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

1. Timeframe for filing appeal

   1. All appeals must be submitted in writing (using the form found in Appendix G) no later than ten (10) work days after the date when the teacher received his/her annual professional performance review composite rating. In the event that composite ratings are not available before the end of the normal school year and are issued during the summer months, the aforementioned appeal must be submitted in writing no later than the end of the second full week of school assuming the teacher has been issued his or her composite rating. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. However, the timelines set forth in the appeal process as negotiated between the parties may be extended upon mutual agreement by both parties, regardless of any extension the process will be timely and expeditious in accordance with Education Law §3012-d. A work day is defined as a day when the District is open for business including days in the summer months when students may not be present.

   2. When filing an appeal in accordance with the timelines set forth in item 1 above (ten (10) work days as referenced above), the teacher must submit to his or her lead evaluator (via email) a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan using page 1 of the Appeals form found in Appendix G. The Superintendent and Association President must also be copied on the emailed appeal.

   3. The teacher and the lead evaluator will meet to discuss the issue within seven (7) work days after the lead evaluator receives the written appeal. The teacher must submit the performance review and/or improvement plan and all supporting documentation to the lead evaluator at the time of this meeting. Any information not submitted at this time shall not be considered.

   The purpose of this meeting is to resolve the appeal. Should the parties resolve all issues regarding the appeal; the appeal will be considered resolved.

   1. If the meeting between the teacher and the lead evaluator fails to result in a resolution, the teacher may submit his or her appeal and all supporting documentation to the Superintendent or his/her designee for review by a 3-person panel within seven (7) work days after the meeting in step 3.

   The panel shall consist of 2 tenured Association unit members, chosen by the Association and 1 District Administrator to be chosen by the Superintendent and/or his/her designee. The District Administrator chosen must not be the original evaluator.

   Within seven (7) work days after receipt of the appeal, the 3-person panel will meet to consider the appeal and make a recommendation, based on
Appendix G
Bolivar Richburg Central School APPR Appeals Forms
(4 pages)

Teacher
Grade/Subject
Lead Evaluator
Date

Any unit member aggrieved of an APPR Composite Rating of either “ineffective” or “developing” may challenge that APPR. Please refer to the Appeals Procedures found in the APPR plan for more information.

Grounds for an Appeal:
Indicate the grounds for the appeal, if there are several, they must all be indicated within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- 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-d 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-d.

Statement of Appeal

Submitted to: ____________________________________________________________
Submitted by: __________________________________________________________
Date ______________

Please note: Do not email any supporting documentation to the lead evaluator at this time. However, all supporting documentation must be given to the lead evaluator when you meet with him/her. Any documentation not provided to the lead evaluator at the time of the meeting shall not be considered in the appeal.

Bolivar Richburg Central School APPR Appeals
Meeting with Lead Evaluator
Stage 1: Meeting with Lead Evaluator

Date of Meeting: ______________________

Issues Resolved (All, None, Some – please indicate below):
Outcome______________________

Evaluator Comments:

Teacher Comments:

Teacher Signature___________________________________ Date__________________

Lead Evaluator (#1) Signature __________________________Date_________________

If all issues regarding the evaluation dispute have been resolved, the evaluation issue will be considered resolved and not subject to further appeal. If (all) issues regarding the evaluation dispute have not been resolved, the teacher may request to have a panel review his/her appeal per the APPR Appeal process described in the plan. This request and all supporting documentation must be forwarded to the Superintendent within 7 work days after the meeting with the lead evaluator.

Bolivar Richburg Central School APPR Appeals
Panel Review of Evaluation

Stage 2 Review of Evaluation by 3-Person Panel

Panel Members: 1. __________________________ (Association Representative)
                2. __________________________ (Association Representative)
                3. __________________________ (Administrator)

Date of Review________________

Outcome of the Review Process (check one):

___ We, the Panel, agree with the first lead evaluator’s rating

Reason(s):
We, the Panel, do not agree with the first lead evaluator’s rating

Reason(s):

We, the Panel could not reach consensus regarding the appeal

Reason(s):

Within 7 work days after receipt of the appeal, the panel will meet to consider the appeal and make a recommendation to the Superintendent. This recommendation shall be sent to the Superintendent no later than 7 work days after the panel meets.

Bolivar Richburg Central School APPR Appeals
Superintendent Review

Stage 3 Final Decision  Superintendent Review

Decision ________________

Superintendent Comments:

Further Directives:

Superintendent’s Signature ____________________________________________

Date _______________________

The Superintendent will render a final, binding written decision and further directives to the teacher within seven (7) work days of the submission of the appeal from the panel to the Superintendent.
6.5) Assurance: Evaluators

Please check the box below.

☑ The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

6.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
2) the process for the certification and re-certification of lead evaluators;
3) the process for ensuring inter-rater reliability; and
4) the nature (content) and the duration (how many hours, days) of such training.

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.

Evaluator Training: 1. The district will certify and re-certify lead evaluators annually as qualified to conduct teacher evaluations under 3012-d.
2. The District will provide at least two days of training to evaluators, independent evaluators and lead evaluators through the CA BOCES Lead Evaluator Training program which will include the required components per section 30-3.10 of the Commissioner's Regulations. Inter-Rater Reliability:
Evaluators, independent evaluators, and lead evaluators will maintain inter-rater reliability over time. Evaluators, independent evaluators, and lead evaluators will be trained through the CA BOCES Lead Evaluator Training Program in maintaining inter-rater reliability over time.

6.7) Assurances: Teacher Evaluation

Please check all of the boxes below.

☑ Assure that the district/BOCES shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.

☑ Assure that the evaluation system will be used as a significant factor for employment decisions.

☑ Assure that teachers will receive timely and constructive feedback as part of the evaluation process.

☑ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner.

☑ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide teachers whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.

☑ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers with their original composite rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.

6.8) Assurances: Assessments
Please check all of the boxes below.

- Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.

6.9) Assurances: Data

Please check all of the boxes below.

- Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.
Task 7) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

7.1) State-Provided Measures of Student Growth (Original)

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth measure, (e.g., K-5, PK-6, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For the 2019-20 school year and thereafter, for those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that principal.

Please list the grade configurations of the schools or principals where State-provided growth measures will apply beginning in the 2019-20 school year (please list, e.g., K-5, PK-6, 6-8, 6-12, 7-12, 9-12). For each configuration, also indicate assessment(s) used for the back-up SLO beginning in the 2019-20 school year.

For each grade configuration indicate the following:

• Column 1: lowest grade that corresponds to the building or program
• Column 2: highest grade that corresponds to the building or program
• Column 3: assessment(s) used

Follow the examples below.

<table>
<thead>
<tr>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-6 Building</td>
<td>K</td>
<td>6</td>
</tr>
<tr>
<td>Grades 7-12 Building</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the
2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal’s school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>State or Regents Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>☑ Grade 4 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 5 ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 4 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Grade 5 Math</td>
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<td>6</td>
<td>12</td>
<td>☑ Grade 6 ELA</td>
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<td></td>
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<td>☑ Grade 7 ELA</td>
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<tr>
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<td></td>
<td>☑ Grade 8 ELA</td>
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<td></td>
<td>☑ Grade 6 Math</td>
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<tr>
<td></td>
<td></td>
<td>☑ Grade 7 Math</td>
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<tr>
<td></td>
<td></td>
<td>☑ Grade 8 Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ All applicable Regents assessments which are used to generate the principal's State-provided growth score</td>
</tr>
</tbody>
</table>

7.1) Assurances

Please check the boxes below.

☑ Assure that the growth score provided by NYSED will be used, where required.
☑ Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all principals who receive a State-provided growth score in the event that a State-provided growth score cannot be generated for that principal.
☑ Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.
7.3) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>20</th>
<th>19</th>
<th>18</th>
<th>17</th>
<th>16</th>
<th>15</th>
<th>14</th>
<th>13</th>
<th>12</th>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</tbody>
</table>

7.4) Principals with More Than One Growth Measure (Original)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Principals of K-8 schools with growth measures for ELA and math grades 4-8.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

7.5) Assurances

Please check all of the boxes below.

- ✓ Assure that the principal has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- ✓ Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learners status and prior academic history.
- ✓ Assure that all growth targets are approved by the superintendent or another trained administrator.
- ✓ Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- ✓ Assure that if a principal's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 7.3, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- ✓ Assure that processes are in place for the superintendent to monitor SLOs.
- ✓ Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

7.6) Student Performance Subcomponent Weighting

- • If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- • If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

- ✓ NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.
Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

For guidance on the use of alternate SLOs during the transition period, see: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, if excluding grade 3-8 ELA/math State assessments and any State-provided growth scores results in no remaining student performance measures, districts/BOCES must develop alternate SLOs based on assessments that are not grade 3-8 ELA/math State assessments for the Required subcomponent of the Student Performance Category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

7.1-7.2) Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Please list the grade configurations of the schools or principals where alternate SLOs will apply. For each configuration, also indicate the measure and assessment(s) used for the alternate SLO.

For each grade configuration indicate the following:

• Column 1: lowest grade that corresponds to the building or program
• Column 2: highest grade that corresponds to the building or program
• Column 3: measure used
• Column 4: assessment(s) used

Follow the examples below.

<table>
<thead>
<tr>
<th></th>
<th>(1) lowest grade</th>
<th>(2) highest grade</th>
<th>(3) measure</th>
<th>(4) assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2 Building</td>
<td>K</td>
<td>2</td>
<td>District- or BOCES-wide results</td>
<td>Common Core English,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Common Core Algebra, Living Environment, Global</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2, US History</td>
</tr>
<tr>
<td>Grades 11-12 Building</td>
<td>11</td>
<td>12</td>
<td>Principal-specific results</td>
<td>Common Core English, US History</td>
</tr>
</tbody>
</table>

Using the table below, please select the assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, the SLO will be based on the largest grades/courses in the principal’s school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.
### 7.3) HEDI Scoring Bands

<table>
<thead>
<tr>
<th>Grade From</th>
<th>Grade To</th>
<th>Measure</th>
<th>State or Regents Assessment(s)</th>
<th>Locally-Developed Course-Specific Assessment(s)</th>
<th>Third Party Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>District- or BOCES-wide results</td>
<td>Grade 4 Science, Common Core English, Common Core Algebra, Living Environment, US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>District- or BOCES-wide results</td>
<td>Grade 4 Science, Common Core English, Common Core Algebra, Living Environment, US History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 7.4) Principals with More than One Growth Measure (Transition)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: [https://www.engageny.org/resource/appr-3012-d](https://www.engageny.org/resource/appr-3012-d).

If educators have more than one alternate SLO, the measures will each earn a score from 0–20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.
Task 8) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

*Up to 50% of Student Performance category, if selected.*

Such second measure shall apply in a consistent manner, to the extent practicable, across all buildings with the same grade configuration or program in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that a different measure is used than that for the Required subcomponent in the Student Performance category, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

8.1) Use of the Optional Subcomponent for Student Performance Measures

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

```
NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.
```
For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engage.ny.org/resource/appr-3012-d.

9.1) Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards.

<table>
<thead>
<tr>
<th>Rubric Name</th>
<th>If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multidimensional Principal Performance Rubric</td>
<td>(No Response)</td>
</tr>
</tbody>
</table>

9.2) Assurances

Please check all of the boxes below.

- ☑ Assure that all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- ☑ Assure that the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for a principal assigned to different grade level configurations or building types.
- ☑ Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

9.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engage.ny.org/resource/appr-3012-d.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components will be weighted equally and averaged.

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

- ☑ Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.
- ☑ Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified in task 9.5 below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Please check the box below in the event that your district/BOCES is granted an annual Independent Evaluator Hardship Waiver by the Department.

- ☑ Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee. See Section 30-3.5(d)(1)(ii)(a) of the Rules of the Board of Regents.
<table>
<thead>
<tr>
<th>Overall School Visit Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

**HEDI Ranges**

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

<table>
<thead>
<tr>
<th></th>
<th>Minimum Rubric Score</th>
<th>Maximum Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective:</td>
<td>3.50</td>
<td>4.00</td>
</tr>
<tr>
<td>Effective:</td>
<td>2.50</td>
<td>3.49</td>
</tr>
<tr>
<td>Developing:</td>
<td>1.50</td>
<td>2.49</td>
</tr>
<tr>
<td>Ineffective:</td>
<td>0.00</td>
<td>1.49</td>
</tr>
</tbody>
</table>

**9.5) Principal School Visit Subcomponent Weighting**

**Required Subcomponents:**
- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score
- School Visits by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Principal School Visit category score

**Optional Subcomponent:**
- School Visits by Trained Peer Observer(s): No more than 10% of the Principal School Visit category score when selected

*If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee.

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.
### 9.6) Assurances

Please check all of the boxes below.

- ☑️ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- ☑️ Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
- ☑️ Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness.
- ☑️ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- ☑️ Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- ☑️ Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- ☑️ Assure that at least one of the required school visits will be unannounced.
- ☑️ Assure that school visits will not be conducted via video.

### 9.7) Number of School Visits

Indicate the minimum number of unannounced and announced school visits for each type of observer in the tables below.

#### Tenured Principals

<table>
<thead>
<tr>
<th></th>
<th>Required - Supervisor/ Administrator: Minimum school visits</th>
<th>Required - Independent Evaluator(s): Minimum school visits</th>
<th>Optional - Peer Observer(s): Minimum school visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Probationary Principals

<table>
<thead>
<tr>
<th></th>
<th>Required - Supervisor/ Administrator: Minimum school visits</th>
<th>Required - Independent Evaluator(s): Minimum school visits</th>
<th>Optional - Peer Observer(s): Minimum school visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unannounced</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Announced</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

10.1) Scoring Ranges

**Student Performance Category**
HEDI ratings must be assigned based on the point distribution below.

<table>
<thead>
<tr>
<th>Overall Student Performance Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>E</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>D</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

**Principal School Visit Category**
HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

<table>
<thead>
<tr>
<th>Overall School Visit Category Score and Rating</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>3.5 to 3.75</td>
<td>4.0</td>
</tr>
<tr>
<td>E</td>
<td>2.5 to 2.75</td>
<td>3.49 to 3.74</td>
</tr>
<tr>
<td>D</td>
<td>1.5 to 1.75</td>
<td>2.49 to 2.74</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>1.49 to 1.74</td>
</tr>
</tbody>
</table>

10.2) Scoring Matrix for the Overall Rating

<table>
<thead>
<tr>
<th>Student Performance Category</th>
<th>Highly Effective (H)</th>
<th>Effective (E)</th>
<th>Developing (D)</th>
<th>Ineffective (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>H</td>
<td>E</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>H</td>
<td>E</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>E</td>
<td>E</td>
<td>D</td>
<td>I</td>
</tr>
<tr>
<td>I</td>
<td>D*</td>
<td>D*</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

* If a principal is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the principal can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

10.3) Assurances

**Please check all of the boxes below.**

- [ ] Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- [ ] Assure that it is possible to obtain a zero in each subcomponent.
- [ ] Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.
For guidance on additional requirements for principals, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

11.1) Assurances: Improvement Plans

Please check all of the boxes below.

☑ Assure that the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive a Developing or Ineffective rating by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.

☑ Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

11.2) Attachment: Principal Improvement Plan Forms

All PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

1) identification of needed areas of improvement;
2) a timeline for achieving improvement;
3) the manner in which the improvement will be assessed; and, where appropriate,
4) differentiated activities to support a principal's improvement in those areas.

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district/BOCES.

PIP Plan Appendix.docx
PIP Plan Appendix.docx

11.3) Assurance: Appeals

Please check the box below.

☑ Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

11.4) Appeals

Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal to their district/BOCES:

(1) the substance of the annual professional performance review; which shall include the following:
   (i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

(2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.
Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

Pursuant to Education Law section 3012-d, a principal may only challenge the following in an appeal:

1. the substance of the annual professional performance review
2. the school district's or BOCES adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-d
3. the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures

The Evaluation Appeals Procedure

1. Should the principal want to challenge their annual professional performance review they will request a meeting with the Superintendent within five (5) working days of receiving their rating.
2. Only principals who receive an overall rating of "Developing" or "Ineffective" may process an appeal.
3. Written appeal must be filed within five (5) working days of receiving the overall rating.
4. Superintendent will meet with principal within ten (10) working days of receiving the appeal to see if the issue can be informally resolved. Administrator may bring one other administrator to the meeting.
5. If appeal cannot be resolved, it will be referred to the Board of Education within five (5) working days of when the appeal has been received. The Board of Education President will have a formal conference within ten (10) working days of the referral. A written decision by the Board of Education President will be rendered no later than fifteen (15) calendar days following this meeting. This decision is final.

11.5) Assurance: Evaluators

Please check the box below.

☑ The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

11.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
2) the process for the certification and re-certification of lead evaluators;
3) the process for ensuring inter-rater reliability; and
4) the nature (content) and the duration (how many hours, days) of such training.

Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.

Evaluator Training:

1. The District will certify and re-certify lead evaluators annually as qualified to conduct teacher evaluations under 3012-d.
2. The District will provide at least two days of training to evaluators, independent evaluators, and lead evaluators through the CA BOCES Lead Evaluator Training program which will include the required components per section 30-3.10 of the Commissioner's Regulations.
3. Inter-Rater Reliability: Evaluators, independent evaluators, and lead evaluators will maintain inter-rater reliability over time through data analysis to detect disparities on the part of one or more evaluators. Evaluators, independent evaluators, and lead evaluators will be trained through the CA BOCES Lead Evaluator Training Program in maintaining inter-rater reliability over time.

11.7) Assurances: Principal Evaluation
BOLIVAR-RICHBURG CSD
Annual Professional Performance Review - Education Law §3012-d
Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9
Page Last Modified: 06/23/2016

Please check all of the boxes below.

☑ Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.

☑ Assure that the evaluation system will be used as a significant factor for employment decisions.

☑ Assure that principals will receive timely and constructive feedback as part of the evaluation process.

☑ Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner.

☑ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.

☑ Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such principals with their original composite rating by September 1 of the school year next following the school year for which the principal's performance is being measured, or as soon as practicable thereafter.

11.8) Assurances: Assessments

Please check all of the boxes below.

☑ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.

☑ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.

☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.

11.9) Assurances Data

Please check all of the boxes below.

☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

☑ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.

☑ Assure scores and ratings for all principals will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.

☑ Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.

☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.
Task 12) Upload APPR District Certification Form

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form.

APPR Doc..pdf
APPR Doc..pdf
Teacher Improvement Plan (TIP)

Upon rating a teacher as Developing or Ineffective through an annual professional review, the school district shall develop and commence implementation of a teacher improvement plan for such teacher as soon as practicable, but in no case later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year (prior to October 1st). The TIP shall be developed in consultation with the teacher, and Association representation shall be afforded at the teacher’s request. The Association president will be notified when a unit member is placed on a TIP.

The Teacher Improvement Plan process is developed locally through negotiations pursuant to Article 14 of the Civil Service Law and shall include, but not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and where appropriate differentiated activities to support a teacher’s improvement in those areas. The District will utilize the TIP form found in Appendix F.

All pre-approved costs associated with the implementation of a TIP including, but not limited to: tuition, fees, books and travel, shall be borne by the District in their entirety.

The TIP process is as follows:

- The TIP plan found in Appendix F is to be signed by the teacher and the administrator.
- Within ten (10) weeks after development of the (TIP), the administrator will observe the teacher at least two (2) times to assess the teacher’s progress towards the goals of the TIP.
- By no later than two weeks after the completion of the TIP, the teacher shall submit a final written report of what she/he did and learned. Both the teacher and the administrator will complete the BRCS TIP Form (Appendix F) as appropriate.
- Within one week of receipt of the final written report and the summative evaluation form, the teacher and administrator will meet to discuss the report and evaluation form. The administrator and/or teacher may add comments. The final staff evaluation form will be typed, signed by both teacher and administrator. This will be filed in the personnel file indicating whether the criteria for the TIP have been met or not.
- After the plan has been signed it will be determined whether a new plan must be implemented or whether the teacher has successfully completed all TIP requirements.

If the administrator determines that the teacher continues to be “in need of improvement,” he/she will note such determination in the suggestions and discussion section of the final evaluation and a new TIP will be created and implemented following the same procedure.

If the teacher is no longer “in need of improvement” at the end of any TIP it will be noted in the suggestion and discussion section of the Summative Evaluation Form.

Note: The time periods stated may be modified by agreement between the teacher and the administrator
The purpose of the TIP is the improvement of teaching practice in accordance with 3012-d. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher __________________________________________________
Grade/Subject _____________________________________________
Evaluator _________________________________________________
[Teacher Association Representative____________________________]
Date _____________________________________________________

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

<table>
<thead>
<tr>
<th>Priority</th>
<th>Area needing improvement</th>
<th>Performance goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Describer the matter in which the improvement will be assessed.
Assignment of a mentor teacher  □ yes   □ no

Name of Mentor __________________________________________________

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet _____________ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator’s Signature ________________________________________________
Date __________________________

Teacher’s Signature ________________________________________________
Date __________________________

<table>
<thead>
<tr>
<th>Meeting Dates</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Meeting Date __________
Evaluator Comments

Teacher Comments

Meeting Date __________
Evaluator Comments

Teacher Comments

Meeting Date __________
Evaluator Comments

Teacher Comments
Meeting Date _____________

Evaluator Comments

Teacher Comments

**Recommendation for Results of TIP**

- [ ] The teacher has met the performance goals identified through the TIP.
- [ ] The teacher has not met the performance goals.

**Next Steps**

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.
**Principal Improvement Plan (PIP)**

Upon rating a Principal as Developing or Ineffective through an annual professional review, the school district shall develop and commence implementation of a Principal improvement plan for such Principal as soon as practicable, but in no case later than 10 days after the date on which Principals are required to report prior to the opening of classes for the school year (prior to October 1st). The PIP shall be developed in consultation with the Principal, and Association representation shall be afforded at the Principal’s request. The Association president will be notified when a unit member is placed on a PIP.

The Principal Improvement Plan process is developed locally through negotiations pursuant to Article 14 of the Civil Service Law and shall include, but not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and where appropriate differentiated activities to support a Principal’s improvement in those areas. The District will utilize the PIP form.

All pre-approved costs associated with the implementation of a PIP including, but not limited to: tuition, fees, books and travel, shall be borne by the District in their entirety.

The PIP process is as follows:

- The PIP plan is to be signed by the Principal and the Superintendent.
- Within ten (10) weeks after development of the (PIP), the Superintendent will observe the Principal at least two (2) times to assess the Principal’s progress towards the goals of the PIP.
- By no later than two weeks after the completion of the PIP, the Principal shall submit a final written report of what she/he did and learned. Both the Principal and the Superintendent will complete the BRCS PIP Form as appropriate.
- Within one week of receipt of the final written report and the summative evaluation form, the Principal and Superintendent will meet to discuss the report and evaluation form. The Superintendent and/or Principal may add comments. The final staff evaluation form will be typed, signed by both Principal and Superintendent. This will be filed in the personnel file indicating whether the criteria for the PIP have been met or not.
- After the plan has been signed it will be determined whether a new plan must be implemented or whether the Principal has successfully completed all PIP requirements.

If the Superintendent determines that the Principal continues to be “in need of improvement,” he/she will note such determination in the suggestions and discussion section of the final evaluation and a new PIP will be created and implemented following the same procedure.

If the Principal is no longer “in need of improvement” at the end of any PIP it will be noted in the suggestion and discussion section of the Summative Evaluation Form.
Note: The time periods stated may be modified by agreement between the Principal and the Superintendent
Bolivar Richburg Central School
Principal Improvement Plan (PIP) Form
(3 pages)

The purpose of the PIP is the improvement of teaching practice in accordance with 3012-d. The goal is to provide resources and support for Principals who have been rated as “developing” or “ineffective.” The evaluator and Principal will jointly determine the strategies to be undertaken to correct the deficiencies.

Principal __________________________________________________

Grade/Subject _________________________________________________

Evaluator ____________________________________________________

[Principal Association Representative____________________________ ]

Date _____________________________

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

<table>
<thead>
<tr>
<th>Priority</th>
<th>Area needing improvement</th>
<th>Performance goal</th>
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Describe the plan for improvement with specific, measurable objectives, timeline and process the Principal must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Describer the matter in which the improvement will be assessed.

Assignment of a mentor Principal □ yes □ no

Name of Mentor ________________________________________________
The Principal, evaluator, mentor (if applicable) and an Association representative (if requested by the Principal) shall meet ____________ to assess the effectiveness and appropriateness of the PIP in assisting the Principal to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

Evaluator’s Signature ___________________________________________________

Date ______________________

Principal’s Signature __________________________________________________

Date ______________________

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<tr>
<th>Meeting Dates</th>
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<tr>
<td>Evaluator Comments</td>
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<tr>
<td>Principal Comments</td>
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</tbody>
</table>

Meeting Date ____________

Evaluator Comments

Meeting Date ____________

Evaluator Comments

Meeting Date ____________

Evaluator Comments

Meeting Date ____________

Evaluator Comments
Principal Comments

Recommendation for Results of PIP

☐ The Principal has met the performance goals identified through the PIP.
☐ The Principal has not met the performance goals.

Next Steps

Evaluator’s Signature ___________________________________
Date _________________________

Principal’s Signature ___________________________________________________
Date _______________________

Principal’s signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Principals 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.
The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan
is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this
APPR Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11), as added by Chapter 56 of the
Laws of 2015.

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, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a
  significant factor in employment decisions, including tenure determinations and teacher and principal improvement
  plans;
- Assure that, during the 2016-17 through 2018-19 school years, the district or BOCES will continue to provide
  teachers and principals with original APPR scores and ratings calculated based on the measures in
  their approved APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of
  the Board of Regents;
- Assure that, during the 2016-17 through 2018-19 school years, original APPR scores and ratings will not be used as
  the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR scoring pursuant to the district or
  BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and
  teacher and principal improvement plans;
- Assure that the entire APPR review 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 shall compute and provide to the teacher/principal their score and rating on the
  Student Performance category, if available, for the Teacher Observation category or Principal School Visit Category
  for a teacher's or principal's annual professional performance review, in writing, no later than the last day of the
  school year for which the teacher or principal is being measured, but in no case later than September 1 of the school
Please Note: This document is protected entry is restricted to fields which are highlighted in yellow.

- Assure that the APPR Plan will be filed in the district office and made available to the public on the district’s or BOCES’ website no later than September 10th of each school year, or within 10 days after the plan’s approval by the Commissioner, whichever shall later occur;
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that, during the 2016-17 through 2018-19 school year, the district or BOCES will continue to report both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State 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, during the 2016-17 through 2018-19 school years, any educators who receive a Developing or Ineffective rating on their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year in which such teacher’s or principal’s performance is being measured or as soon as practicable thereafter.
- Assure that, beginning in 2019-2020 school year, any educator who receives a Developing or Ineffective rating on their original overall rating pursuant to this APPR plan will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher’s or principal’s performance is being measured or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that the district or BOCES has collectively bargained appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal to the district/BOCES;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits;
- 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 district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;
- Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain teachers’ and principals’ transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of the Rules of the Board Regents, during the 2016-17 through 2018-19 school years only;
- Assure that, beginning in the 2019-20 school year, no transition scores and ratings will be generated and the district or BOCES’ original APPR Plan will apply to all classroom teachers and building principals as defined in the statute, regulations, andSED guidance without any modifications, substitutions, or replacements as a result of the requirements of §30-3.17 of the Rules of the Board of Regents;
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments.
shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature:       Date:  

Michael [Signature]            6-23-16

Teachers Union President Signature:     Date:  

[Signature]                     6-23-16

Administrative Union President Signature:  Date:  

[Signature]                     6-23-16

Board of Education President Signature:   Date:  

[Signature]                     6-23-16