

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 1. General Information - General Information**

Page Last Modified: 11/23/2020

Annual Professional Performance Review Variance (Education Law 3012-d)

For guidance related to the Annual Professional Performance Review variance, see NYSED APPR Guidance.

At its October 2019 meeting, the Board of Regents amended sections 30-3 of the Rules of the Board of Regents to allow LEAs to apply for a variance from Annual Professional Performance Review (APPR) plan requirements to permit them to develop and implement new and innovative approaches to evaluation that meet the specific needs of the LEA, upon a finding by the Commissioner that the new and innovative approach demonstrates how it will ensure differentiated results over time and how the results of the evaluation will be used to provide personalized professional learning opportunities to teachers and principals, while complying with the requirements of Education Law §3012-d.

In instances where a variance is approved, the term(s) described in the approved variance will replace the related sections of the LEA's currently approved APPR plan. However, please note that all other terms as are present in the LEA's currently approved plan will remain in effect and must be implemented without modification.

Once a variance is approved by the Department, it shall be considered part of the LEA's APPR plan during the approved term of the variance. **In any instance in which there is an approved variance and such variance contains information that conflicts with the information provided in the approved Education Law §3012-d APPR plan, the provisions of the approved variance will apply during the approved term of the variance.**

Variance Application Timeline

Variance applications must be approved by the Department by December 1 of a school year to be implemented in that school year.

Submission by November 1 is suggested to allow time for review, revision and approval in order to meet the approval deadline for implementation in the same school year.

Absent a finding by the Commissioner of extraordinary circumstances, a variance application approved after December 1 of a school year will not be implemented until the following school year.

For more information regarding the variance approval deadline, including a possible extension, please contact APPRVariance@nysed.gov.

Variance Assurances**Please check all of the boxes below**

- Assure that the contents of this form are in compliance with Education Law Section 3012-d.
- Assure that a detailed version of the LEA's variance is kept on file and that a copy of such variance will be provided to the Department upon request for review of compliance with Education Law Section 3012-d.
- Assure that this variance will be posted on the LEA's website, in addition to its current full APPR plan, no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
- Assure that it is understood that this LEA's variance will be posted in its entirety on the NYSED website* following approval.

Teacher Variance**Please check the appropriate box below.**

- Assure that any task not included in the following variance request(s) for teachers will be carried out in the manner described in the currently approved APPR plan.

Principal Variance

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluation. Therefore, when completing a variance request for the evaluation of principals, the processes identified must be aligned to such requirements.

Please check the appropriate box below.

- A variance is not requested for any subcomponent or category for principals; all principals will be evaluated using the currently approved APPR plan.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 2. TEACHERS: Required Student Performance - Variance Request

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Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.

Education Law §3012-d requires that each teacher have a Student Learning Objective (SLO) consistent with a goal-setting process based on appropriate growth targets. The process must include, at a minimum, the following elements:

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components),
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance),
- A method for converting student results to a score on a scale from 0-20,
- A scale for conversion of the score of 0 to 20 to a HEDI rating.

This requirement

currently approved APPR plan will apply.

must be met through

Variance Request

LEAs may use this variance application to develop an SLO process for a teacher or group of teachers that differs from the process described in the Commissioner’s regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

- A variance is not requested for the required student performance subcomponent for teachers.
- The details of the variance request for the required student performance subcomponent for teachers is described in the subsequent section.

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Task 3. TEACHERS: Optional Student Performance - Variance Request

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Variance Request

LEAs may use this variance application to develop an optional second measure for a teacher or group of teachers that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

A variance is not requested for the optional student performance subcomponent for teachers.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Variance Request

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Variance Request

LEAs may use this variance application to evaluate teacher practice in a manner that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

- The details of the variance request for the teacher observation category is described in the subsequent section.

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Task 4. TEACHERS: Observations - Applicability & Rubric

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Applicable Teachers

Please indicate all teachers to whom this teacher observation variance request applies.

Core Teachers

Use the table below to list the core teachers this teacher observation variance request is applicable to (teachers of other courses should be listed in the subsequent section).

	All Core Teachers	Common Branch	ELA	Math	Science	Social Studies
Courses	<input checked="" type="checkbox"/> All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses) [if this option is selected, please do not make selections in subsequent columns]					

Other Teachers

- Teachers of other courses are not included in this teacher observation variance request.
- Teachers of other courses included in this teacher observation variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this teacher observation variance request:

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject
All Other Courses	K	12	All courses not named above
K-3 Art	K	3	Art
Grades 9-12 English Electives	9	12	English Electives

Click "Add Row" to add additional courses. Only list additional courses if they are included in this teacher observation variance request.

Grade From	Grade To	Subject
K	12	All courses not named above

Applicable Areas

A variance may be requested for the following components of the teacher observation subcomponent:

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Task 4. TEACHERS: Observations - Applicability & Rubric

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- Teacher practice rubric
- Rating and scoring of the teacher practice rubric
- Weighting of the domains/subcomponents of the teacher practice rubric
- HEDI scoring bands
- Weighting of the teacher observation subcomponents
- Required principal/supervisor observations
- Required independent evaluator observations
- Optional peer observations

Please indicate the area(s) of the teacher observation subcomponent for which a variance is being requested.

- Teacher observation subcomponent weighting
- Required principal/supervisor observations
- Required independent evaluator observations

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Subcomponent Weighting

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Teacher Observation Subcomponent Weighting

Please indicate the weight of each observation type and be sure the total of the weights indicated equals 100%.

Principal/Administrator	Independent Evaluator(s)	Peer Observer(s)	Group for which this weighting will apply. If the indicated weighting will be used for all teachers listed in the 'Applicability' section, note "All Teachers."
100	0	0	All Tenured Teachers
80	20	0	Probationary Teachers

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Task 4. TEACHERS: Observations - Required Principal/Supervisor Observations

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Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by the building principal or another trained administrator.

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	1	<input checked="" type="checkbox"/> Live	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Totals:	1		

To which teachers does the information in the above table apply?

A subgroup of teachers listed in the 'Applicability' section (provide details below).

Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.

Tenured Teachers

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Task 4. TEACHERS: Observations - Principal/Supervisor Observations

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Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by the building principal or another trained administrator.

Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).

Probationary Teachers

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	Observation method <i>(check all that apply)</i>	Other observation method <i>(only complete if 'Other' is selected in the previous column)</i>
Unannounced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Announced	1	<input checked="" type="checkbox"/> Live	(No Response)
Totals:	1		

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Task 4. TEACHERS: Observations - Required Independent Evaluator Observations

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Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)

Independent Evaluator 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 independent evaluator(s) will be trained and selected by the LEA.

Number and Method of Observation

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below. At least one observation must be conducted by an impartial independent trained evaluator.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	1	<input checked="" type="checkbox"/> Live	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Totals:	1		

To which teachers does the information in the above table apply?

- A subgroup of teachers listed in the 'Applicability' section (provide details below).

Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.

Probationary Teachers Only

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Task 4. TEACHERS: Observations - Required Independent Evaluator Observations

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Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)

Number and Method of Observation

Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).

Tenured Teachers Only

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below. At least one observation must be conducted by an impartial independent trained evaluator.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Totals:	0		

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Variance Details & Assurances

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Variance Details

Please read the questions below and answer each prompt in a concise manner.

Rationale

Please provide a rationale for this variance request.

> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the teacher observation variance request.

Given the impact that COVID-19 is having on our small, rural District, we may find it very difficult to complete the number of required observations we have indicated in our approved APPR plan.

1. Our approved plan calls for a minimum of two (2) announced observations by the Principal and one (1) unannounced observation by an Independent Evaluator for **probationary teachers**
2. Our approved plan calls for a minimum of one(1) announced observation by the Principal and one (1) unannounced observation by an Independent Evaluator for **tenured teachers**.
3. As a small, rural school we annually complete the hardship waiver so that our two (2) Principals (we only have two (2) Principals in the entire District) can fulfill the Independent Evaluator role as well.
4. When our plan was created and approved, we had approximately four (4) **probationary teachers** and the number of observations was somewhat manageable. However, due to many unforeseen circumstances (retirements, teachers taking positions in other Districts, etc.) we now have eleven (11) **probationary teachers** which translates to an additional twenty one (21) more observations than when the plan was written.
5. Compounding our situation is that fact that, due to COVID:
 - We have already experienced a number of days this year where we have had to switch to remote learning.
 - We anticipate that we will have more instances where we will have to temporarily transition to remote instruction for one or more periods of time again this year given the current trend of COVID 19 cases in Western New York,
 - Principals have had to rearrange their schedules on given days to cover for staff that is absent. Their doing this has allowed us to stay open. However, they would not be able to do provide such assistance with coverage if they also had a scheduled observation.
 - The Principals are also spending extra time attending to the changes in schedules, instructional models, social emotional needs of students, etc.; further limiting their ability to dedicate time to observations.

Given these issues unique to the COVID-19 Pandemic, this variance has been designed to offer increased flexibility to ensure meaningful observations, evaluations and conversations between teachers and principals centered around instructional practices and student achievement/learning.

For clarification purposes:

- Principal / Administrator Observations = Formal Observations
- Independent Evaluator Observations = "Walkthrough" Observations
- Ellicottville will seek a Hardship Waiver for Independent Evaluator Observations, as we have done in the past.
- Due to limitations in the form, unannounced observations was "checked" to offer maximum flexibility to Tenured Teachers and Principals. This allows for spontaneous observations at a Teacher's request or Principal availability. However, this does not prohibit a Principal from scheduling (announcing) an observation.
- During COVID and the period of this variance, scheduling an announced observation can happen, by agreement of Teacher and Principal, 24 hours or more in advance of the observation. It should be noted that this varies from the current teacher CBA.
- For all formal observations, the Teacher will be responsible to submit a lesson plan, pre-conference form and post conference form, regardless of if the observation was announced or unannounced. In the event an observation was unannounced, the teacher will submit all forms to the Principal within a reasonable time frame after the observation (discussed between Teacher and Principal), and, in these cases, the pre-observation should **ONLY** be filled out to the greatest extent possible, as some questions may not apply.
- Walkthrough observations will be unannounced.
- Remote Observations will **ONLY** be used if the school is in an extended remote instructional model AND NYS mandates observations MUST be conducted remotely. An exception to this would be if a Teacher requests that a Principal observe her/him remotely.

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Standards and Procedures

Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.

> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.

> This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.

- The District will continue to use the agreed upon observable indicators from 2014 NYSUT Teacher Practice Rubric for actual observations.
- It is understood that observable indicators "via" teacher observations are aligned with the 2014 Edition of the NYSUT Teacher Practice Rubric and have been agreed to by the District and the Teachers' collective bargaining unit. It is further understood that ALL agreed upon indicators MUST be observed each year for each teacher. These indicators do not need to be observed in each observation **BUT** they **MUST** be observed in either the teacher's announced or unannounced observation (and, they may be observed in both). Please note: If an indicator/indicators is/are not observed in the minimum number of required observations, the teacher and principal may mutually agree to additional observations to observe said indicator/indicators. The format of extra observations will be also be agreed on prior to actual observations.
- Under this model all tenured teachers will be observed at least one time, and probationary teachers will be observed at least two (2) times (one Principal and one "Independent Evaluator").
- Tenured teachers and observers will hold a collegial meeting in lieu of the "Independent Evaluator" observation for these teachers. This meeting will not be "scored," as it is designed to provide for meaningful, open, and honest dialogue. During this meeting, the teacher and principal will discuss progress this year using the agreed upon observable indicators as a conversation guide.
- See "Rigor" for more information.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Variance Details & Assurances

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Rigor

Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.

> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.

> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.

As indicated above in "Standards and Procedures," the second (2nd) observation ("Independent Evaluator") for tenured teachers will be replaced with a collegial conversation between the Teacher and Principal. This conversation will serve as a way for the Principals and Teachers to discuss how instruction is going in the "COVID Era." The Principal will ensure that these collegial conversations are rigorous and equitable by strictly adhering to the agreed upon observable indicators from the 2014 NYSUT Teacher Practice Rubric before discussing other topics. The collegial conversation can take place in person or via a virtual format (including a telephone call) as mutually agreed upon by the Teacher and the Principal. Please note that rigor and equity will be further ensured for all teachers as all teachers will have one Principal/Supervisor (formal) observation and probationary teachers will also have an Independent Evaluator (walkthrough) observation where the scoring of these observations (both Principal/Supervisor and Independent Evaluator) will strictly adhere to the agreed upon observable indicators from the 2014 NYSUT Teacher Practice Rubric.

Currently Ellicottville Central is using a hybrid model in the MS/HS and an in-person model in the Elementary. However, due to cases of COVID, all grade levels have been required to go to remote instruction at some point already this year. It is also anticipated that, at some point, the District may need to switch to a temporary all remote instructional model as conditions warrant. In addition to having to use remote instruction on a wide scale basis, the school is also using shortened daily schedules for students to mitigate crowding on the buses. And, furthermore, we are constantly assessing how the long term closure from March 2020 to June 2020 has impacted student achievement and learning. Collegial conversations using the agreed upon observable indicators from the 2014 NYSUT Teacher Practice Rubric can actually allow for conversation that goes beyond a mere observation. It allows for a "deeper" conversation between the Teacher and the Principal about how (this list is not all inclusive):

- the remote and hybrid learning are impacting student learning,
- the shortened days are impacting instruction and learning,
- the District is/ is not meeting the Social Emotional Learning (SEL) needs of students,
- the various software programs used by the District for remote instruction are / are not working
- the District cannot meet the needs of students without internet access in alternative ways when the school is using a remote instructional model,
- etc.

After the meeting, the Principal will provide the Teacher with a written summary. This summary should identify areas / strategies / resources to:

- Suggest areas for improvement (teacher specific, district-wide, subject area, etc.).
- Identify immediate professional development needs / opportunities (especially as they relate to remote instruction, closing achievement gaps, social emotional learning, etc.).
- Share successful strategies / methodologies with other teachers.
- Identify gaps in student learning / achievement due to the impact of COVID-19 on education.

****This model ensures that ALL tenured teachers are afforded the opportunity to meet and discuss successes and concerns with Principals as opposed to a model where _____*

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Variance Details & Assurances

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Professional Learning

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

Initially, observations of all teachers, summaries of tenured teacher - principal collegial meetings, and current student data will be used to identify professional development needs and offer on-going opportunities throughout the school year. Professional development opportunities may include, but are not limited to: District provided activities, BOCES workshops, teaming, mentoring, webinars, virtual workshops, etc.

At the end of the year, the Teacher will return a copy of their Teacher/Principal meeting summary along with their comments on what worked well, what did not work well, and other related suggestions, notes, and/or concerns.

The Principal will use these summaries, along with completed observations and SLO results (student data) to design / provide for / research professional learning opportunities moving forward. Suggested professional learning opportunities could be teacher specific, grade specific, subject specific, whole school, etc.

Effectiveness of Implementation

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

> This description may include, but is not limited to, processes and procedures for:

- **collection and analysis of both short- and long-term data,**
- **the standard(s) used to measure the effectiveness of implementation, and**
- **how results will be used to inform future implementation.**

The two (2) Principals and Superintendent will regularly discuss observations, summaries of collegial meetings, and current student data throughout the year to identify: on-going examples of success, current professional development needs, the possible need for additional instructional resources, etc.

Additionally, the two (2) Principals will look at all summaries collectively, as well as NYS Assessment Results, SLO results, student grades, etc. to determine the overall effectiveness of this variance. This will not be able to be performed until the summer of 2021 and only after all assessments have been returned. The Principals will be looking for trends that indicate success for continued, long-term implementation (including professional development needs), as well as areas that were less successful in order to suggest changes.

Observation Assurances

Please check each of the boxes below as applicable to all teachers included in this teacher observation variance request.

- Assure that the process for assigning points for the Teacher Observation category will be consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.**
- Assure that once all observations are complete, the process for determining an overall Teacher Observation category score and rating will incorporate the evidence collected across all observations to produce an overall Teacher Observation category rating on a HEDI scale.**
- Assure that it is possible for a teacher to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.**

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 5. TEACHERS: Overall Scoring - Variance Request**

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Education Law §3012-d requires that each teacher be given a final score for both the Student Performance and Teacher Observation categories, which will be converted to a final category rating based on the HEDI scale, and that these ratings be used to provide an Overall Rating using the prescribed scoring matrix.

These requirements must be met through either the LEA's current APPR plan or this variance. To the extent that the variance does not address a requirement, the currently approved APPR plan will apply.

Variance Request

LEAs may use this variance application to define the HEDI ranges for the Student Performance and/or Teacher Observation category that is different than those included in the Commissioner's regulations.

Any teachers not covered by this variance request

Please make the appropriate selection below.

A variance is not requested for category ratings for teachers.

Annual Professional Performance Review - Variance, Education Law §3012-d**Task 6. TEACHERS: Additional Requirements - Variance Request**

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Additional Requirements for Teachers

For more information on the additional requirements for teachers, see NYSED APPR Guidance.

Education Law §3012-d requires that a complete APPR plan must include a process for teacher improvement plans, appeals, and evaluator training as determined by the Commissioner. The following minimum requirements under Education Law §3012-d are applicable to teachers:

- A form for development of a Teacher Improvement Plan,
- A timely and expeditious process for resolving educator's appeals of APPR ratings,
- A process for training all evaluators of applicable educators.

These requirements must be met through either the LEA's current APPR plan or this variance. To the extent that the variance does not address a requirement, the currently approved APPR plan will apply.

Variance Request

LEAs may use this variance application to develop a process for Teacher Improvement Plans, appeals and/or training in a manner that differs from the process described in the Commissioner's regulations.

Any teachers not covered by this variance request

Choose the appropriate response below.

- A variance is not requested for teacher improvement plans, appeals, or training.
- The details of the variance request applicable to teacher improvement plans, appeals, and/or training is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 12. Joint Certification of APPR Variance - Applicability and Certification

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Applicability of Variance

Need for Variance

Please make the appropriate selection below.

- The submission of this variance application is prompted by the impact of COVID-19 on the LEA.

Instructional Model

- The processes identified in this variance application need only apply if an in-person instructional model is implemented.
- The processes identified in this variance application need only apply if a remote instructional model is implemented.
- The processes identified in this variance application need only apply if a hybrid instructional model is implemented.
- The processes identified in this variance application apply regardless of the instructional model implemented.

Variance Duration

An Annual Professional Performance Review Variance under Education Law §3012-d may be approved for up to THREE (3) years.

Please indicate below the school years to which this variance application will apply.

One, two, or three consecutive academic years may be selected.

- 2020-21
- 2021-22

Upload APPR Variance 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 Variance using the "Variance Certification Form" found in the 'Documents' menu on the left side of the page.

APPR Variance Certification Form for Ellicottville Central School.pdf

APPR VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) Variance, Education Law §3012-d application.

Assurances: Please check the boxes below

- Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.
- Assure that once this application is approved by the Department, it shall be considered part of the LEA's approved APPR plan during the effective term of the variance.
- Assure that, upon a revocation or non-renewal of a variance application at the end of its effective term, the district shall implement its approved evaluation plan in its entirety and without modification, consistent with all requirements of Subpart 30-3.3 of the Rules of the Board of Regents, and absent any terms of the variance.
- Assure that, where applicable, collective negotiations have been completed on all provisions of this variance application that are subject to collective bargaining.

Signatures, dates

Superintendent Signature:

Date:


 12/16/2020

Superintendent Name (print):

Robert R. Miller

Teachers Union President Signature:

Date:

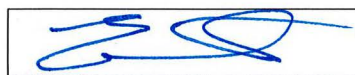
 12/16/2020

Teachers Union President Name (print):

Kim Woodarek

Administrative Union President Signature:

Date:

 12/16/2020

Administrative Union President Name (print):

Erich Floetz

Board of Education President Signature:

Date:

Board of Education President Name (print):

APPR VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) Variance, Education Law §3012-d application.

Assurances: Please check the boxes below

- Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.
- Assure that once this application is approved by the Department, it shall be considered part of the LEA's approved APPR plan during the effective term of the variance.
- Assure that, upon a revocation or non-renewal of a variance application at the end of its effective term, the district shall implement its approved evaluation plan in its entirety and without modification, consistent with all requirements of Subpart 30-3.3 of the Rules of the Board of Regents, and absent any terms of the variance.
- Assure that, where applicable, collective negotiations have been completed on all provisions of this variance application that are subject to collective bargaining.

Signatures, dates

Superintendent Signature:

Date:

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Superintendent Name (print):

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Teachers Union President Signature:

Date:

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Teachers Union President Name (print):

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Administrative Union President Signature:

Date:

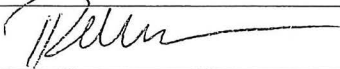
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Administrative Union President Name (print):

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Board of Education President Signature:

Date:

	12/16/20
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Board of Education President Name (print):

ROBERT W. VAN WICKLIN
