



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
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December 21, 2018

Revised

Joann Chambers, Superintendent
Potsdam Central School District
29 Leroy Street
Potsdam, NY 13676

Dear Superintendent Chambers:

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: Thomas Burns

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.

Annual Professional Performance Review - Education Law §3012-d**Task 1. General Information - Tasks 1.1, 1.2**

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Task 1) Disclaimers

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

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?

Submission of material changes to an APPR plan approved pursuant to Education Law §3012-d

Annual Professional Performance Review - Education Law §3012-d**Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)**

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Task 2) Original 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 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.

- ☒ Assume that the growth score provided by NYSED will be used, where required.
- ☒ Assume 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.
- ☒ Assume 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.

	Grade 4 ELA	Grade 4 Math
State Assessment	Grade 4 ELA	Grade 4 Math

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

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	Grade 5 ELA	Grade 5 Math
State Assessment	Grade 5 ELA	Grade 5 Math

	Grade 6 ELA	Grade 6 Math
State Assessment	Grade 6 ELA	Grade 6 Math

	Grade 7 ELA	Grade 7 Math
State or Regents Assessment(s)	Grade 7 ELA	Grade 7 Math

	Grade 8 ELA	Grade 8 Math
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.3 (3 ELA/Math), 2.4 (4/8 SCI)

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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.

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.

	Grade 3 ELA	Grade 3 Math
State Assessment	Grade 3 ELA	Grade 3 Math

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.

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.

	Grade 4 Science	Grade 8 Science
State or Regents Assessment(s)	Common branch	Grade 8 Science

Annual Professional Performance Review - Education Law §3012-d**Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)**

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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.

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.

	Global 2	US History
Regents Assessment	Global 2 Regents	US History Regents

	Living Environment	Earth Science	Chemistry	Physics
Regents Assessment	Living Environment Regents	Earth Science Regents	Chemistry Regents	Physics Regents

	Algebra I	Geometry	Algebra II/Trigonometry
Regents Assessment(s)	Algebra I Regents	Geometry Regents	Algebra II Regents

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.

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:

- The New York State ELA Regents assessment is required in at least one year of high school English Language Arts with a teacher-specific measure in the grade-level ELA course that ends in the ELA Regents assessment.

For grade levels where the Regents exam is not administered:

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- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- The New York State ELA Regents assessment;
- Any other State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed. Please do not select "All Regents given in the building/district" in addition to individual Regents exams.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> ELA Regents		
10 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> ELA Regents		
11 ELA	Teacher-specific results	<input checked="" type="checkbox"/> ELA Regents		
12 ELA	School- or program-wide group, team or linked results	<input checked="" type="checkbox"/> ELA Regents		

Annual Professional Performance Review - Education Law §3012-d**Task 2. Original Student Performance - Required (Teachers) - Original Task 2.7 (K-2 ELA/Math)**

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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.

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 grades K-2 ELA/math, district-determined assessments from options below may be used as evidence of student learning within the SLO:

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
K Math	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
1 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
1 Math	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
2 ELA	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
2 Math	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		

Annual Professional Performance Review - Education Law §3012-d**Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)**

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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.

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 grades 6-7 science and grades 6-8 social studies, district-determined assessments from options below may be used as evidence of student learning within the SLO:

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
7 Science	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
6 Social Studies	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
7 Social Studies	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
8 Social Studies	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		

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

Annual Professional Performance Review - Education Law §3012-d**Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)**

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For guidance on SLOs, see NYSED SLO Guidance.

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 Global Studies 1, district-determined assessments from options below may be used as evidence of student learning within the SLO:

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- The New York State Global 2 Regents assessment;
- Any other State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		

Annual Professional Performance Review - Education Law §3012-d**Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14**

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2.10) All Other Courses (Original)**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

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 courses that end in a State or Regents assessment:

- The State or Regents assessment must be used as the evidence of student learning within the SLO for students taking such assessments.

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

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

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.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	ELA Regents, Algebra I Regents
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide, group, team, or linked results	All Regents given in building/district

To add additional courses, click "Add Row".

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	4	Music	District- or BOCES-wide	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science		

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
			results	<input checked="" type="checkbox"/> All Regents given in building/district		
K	4	Physical Education	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
5	8	Art	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
5	8	Music	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
K	4	Art	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		
5	8	Special Education	Teacher-specific results	<input checked="" type="checkbox"/> NYSAA		
K	12	ELL	Teacher-specific results	<input checked="" type="checkbox"/> NYSESLAT		

2.11) HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

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.

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).

Annual Professional Performance Review - Education Law §3012-dTask 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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2.13) Assurances

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance.

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.

Annual Professional Performance Review - Education Law §3012-d**Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs**

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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 or guidance on the use of alternate SLOs during the transition period, see NYSED APPR Guidance.

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.

2.2-2.10) 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. If all other courses listed in Original Task 2.10 are using Alternate SLOs, and such Alternate SLOs will be based on the same measures and assessments, please select "Other Courses as listed in Original Task 2.10" in the Applicable Course(s) column.

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district			<input checked="" type="checkbox"/> 3 ELA <input checked="" type="checkbox"/> 3 Math <input checked="" type="checkbox"/> 4 ELA <input checked="" type="checkbox"/> 4 Math <input checked="" type="checkbox"/> 5 ELA <input checked="" type="checkbox"/> 5 Math <input checked="" type="checkbox"/> 6 ELA <input checked="" type="checkbox"/> 6 Math <input checked="" type="checkbox"/> 7 ELA <input checked="" type="checkbox"/> 7 Math <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math

2.11) HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

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.

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Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

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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.

Annual Professional Performance Review - Education Law §3012-d**Task 3.1. Optional Subcomponent Use (Teachers) - Task 3.1 (Subcomponent Use and Weighting)**

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Task 3) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance.

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.

Annual Professional Performance Review - Education Law §3012-d**Task 4. Teacher Observation Category - Tasks 4.1-4.6**

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For guidance on the Teacher Observation category, see NYSED APPR Guidance.

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.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Danielson's Framework for Teaching (2013 Revised Edition)	(No Response)

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 as indicated in Task 4.1 above.
- ☒ 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.

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).

The observable components of the four Domains of the rubric will be weighted as follows:

Each observable component of the rubric will be given a rating of 1-4. For each domain, the components will be averaged to arrive at an overall average rating for the domain. The average rating for the domain will be multiplied by the designated weighting factor. Domain I - .15; Domain II - .25; Domain III .45; and Domain IV - .15. The four totals will be added to arrive at a score 1.0-4.0. That score will be plotted on the HEDI chart (state-provided Teacher Observation Scoring Bands) detailed below to arrive at an overall observation rating.

4.4) Calculating Observation Ratings**Assurances**

Please check each of 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.

Annual Professional Performance Review - Education Law §3012-d**Task 4. Teacher Observation Category - Tasks 4.1-4.6**

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Please also check each of the following boxes.

- ☒ Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, 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.
- ☒ Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.

Teacher Observation Scoring Bands

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

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.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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

Annual Professional Performance Review - Education Law §3012-d**Task 4. Teacher Observation Category - Tasks 4.1-4.6**

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- 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 Rural/Single Building District 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 weight of each observation type and be sure the total of the weights indicated equals 100%.

Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grades and subjects for which Peer Observers will be used
90%	10%	N/A	(No Response)

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; and/or use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ 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

	Required - Principal/ Administrator: Minimum observations	Required - Principal/ Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	1	In person	1	In person	0	N/A
Announced	1	In person	0	N/A	0	N/A

Probationary Teachers

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	Required - Principal/ Administrator: Minimum observations	Required - Principal/ Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	1	In person	1	In person	0	N/A
Announced	2	In person	0	N/A	0	N/A

Annual Professional Performance Review - Education Law §3012-d**Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3**

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For guidance on APPR scoring, see NYSED APPR Guidance.

5.1) Scoring Ranges**Student Performance Category**

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

Overall Student Performance Category Score and Rating		
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Teacher Observation

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

Overall Observation Category Category Score and Rating		
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

5.2) Scoring Matrix for the Overall Rating

		Teacher Observation Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

* 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, each of whom received an Ineffective rating 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 a Department-approved waiver from this requirement.

Annual Professional Performance Review - Education Law §3012-d**Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

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

6.1) Assurances: Teacher Improvement Plans**Please check each 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.

PCS TIP.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 StudentPerformance category, but rated Highly Effective ontheObservationcategory 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;
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents; and
- (4)the school district's/BOCES' issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

Annual Professional Performance Review - Education Law §3012-d**Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

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Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.**Appeals of Annual Professional Performance Reviews**

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeals process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

APPR Subject to Appeal Procedure

Any unit member aggrieved by an APPR rating of either “ineffective” or “developing” may challenge that APPR. [Unit members may also appeal a rating of “effective” if the member is denied opportunities for advancement with additional compensation, based on that rating.]

Grounds for an Appeal

(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.

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within fifteen (15) school days after the teacher has received the APPR. Notification of the appeal shall be provided to the superintendent of schools or his/her designee. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within fifteen (15) school days of issuance or of the time when the teacher knew or should have known of an alleged implementation breach of such plan.

When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

Assigned Administrator's written response to appeal

Within five (5) school days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

Decisions on Appeal**Step 1 – Supervising Administrator**

Meeting with the supervising administrator. The bargaining unit member shall upon request be entitled to an Association representative being present. This meeting shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. The meeting shall take place within five (5) school days of receipt of the response from the supervising administrator. The meeting shall conclude within one day. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member and/or Association by notifying the Superintendent in writing, within five (5) days of the conclusion of the conference.

Step 2 – Superintendent

- a. Within five (5) school days of receipt of the Level I response, if a teacher and/or Association is not satisfied with such response the teacher and/or Association must submit the appeal to the Superintendent of Schools, or the Superintendent's designee. The superintendent or designee will be provided all documentation submitted in step one of the appeal and the responses from the evaluator.
- b. Within five (5) school days of receipt of the teacher's appeal, the Superintendent or designee will conduct a hearing at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.

Annual Professional Performance Review - Education Law §3012-d**Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

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c. Within five (5) school days of the Superintendent hearing, the Superintendent or designee will issue a written determination to the teacher, The Teachers' Association President, and the evaluator.

Step 3 – Binding Arbitration

Within five (5) school days of receipt of the Level 2 response, if a teacher and the Association are not satisfied with such response the appeal may be submitted to Arbitration if and only if the overall rating is ineffective. Appeals shall be decided in final and binding arbitration by an arbitrator. The arbitrator shall be mutually agreed upon between the Association and the District. If the District and the Association cannot agree on an arbitrator, the American Arbitrator Association will be used. The demand for arbitration shall be filed within five (5) school days after notification of the step three (3) appeal is delivered by the superintendent or his designee. The Arbitrator will make a determination on the appeal within ten (10) school days of receipt of the appeal. The cost of the arbitration shall be borne equally by the school district and the Association.

If the Association does not agree to take the appeal forward to Arbitration, the teacher may do so at her/her own expense using the procedures set forth above. In that case, if the rating is positively changed, the District shall pay the entire cost of the Arbitration. If the rating is unchanged, or negatively changed, the appealing teacher shall pay the entire cost of the Arbitration.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Arbitrator shall have the authority to rescind, modify, or affirm the rating. The decision of the Arbitrator will be final.

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.

The training process described below will be used for all evaluators in the Potsdam Central School District, including evaluators, lead evaluators, and independent evaluators. Our district will not be using peer evaluators.

All evaluators will participate in annual training provided through St. Lawrence Lewis BOCES. The initial training will take place over a series of 8 modules for a total of 7 days of training. Once an evaluator has been certified by the BOCES through this process, they will be re-certified by BOCES annually after completing a 1-day refresher and recalibration training to ensure inter-rater reliability. All new evaluators will go through the full 8 modules in order to be initially certified. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete an evaluation.

The BOCES trainers will offer "turn-key" training in order to certify district staff.

The initial certification training as well as the annual refresher and recalibration includes the nine elements required by Section 30-3 of the Rules of the Board of Regents in order to be certified as lead evaluators.

All Potsdam Central School District teacher evaluators will annually participate in a locally-developed training on the Danielson framework, focused on inter-rater agreement and inter-rater reliability. Inter-rater reliability is developed by the evaluators watching videos of lessons, rating the teacher's performance on the rubric, and then discussing why they selected the rating they did for each element of the rubric. This is repeated until all evaluators are providing similar ratings and can justify their choices.

All evaluators will also participate in training from NorthEast Regional Information Center (NERIC) staff on the use of the iObservation electronic platform (within which the district will house its Danielson framework rubrics, instruments, and evidence).

Independent Evaluators in our district will be the building principals from the other school buildings within our district. Therefore, the training will be completed via the process described above for evaluator.

Based upon their participation in these activities, BOCES will issue a certificate attesting to the fact that the evaluators, independent evaluators, and lead evaluators have been trained and calibrated. All evaluators will also be re-certified annually through the SLL BOCES.

Annual Professional Performance Review - Education Law §3012-d**Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

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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. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ 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 take more than one version of the Regents assessment for a particular content area, 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.
- ☒ Assure that, where there is more than one version of a Regents assessment for a content area, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

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.

Annual Professional Performance Review - Education Law §3012-d**Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)**

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Task 7) Original Required Student Performance Subcomponent

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

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)

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 for which there is a State growth model (e.g., K-5, K-6, 6-8, 6-12, 9-12, etc.).

For principals where less than 30% of their students are covered under a State-provided growth measure, please use Task 7.2.

For the 2015-16 through 2018-19 school years, principals of buildings or programs that include all of grades 9-12 who receive State-provided growth scores based on Regents assessments set back-up SLOs based on Regents assessments.

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. Principals of buildings or programs that include all of grades 9-12 who receive State-provided growth scores based on Regents assessments should continue to set back-up SLOs based on Regents assessments in the 2019-20 school year and thereafter.

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, K-6, 6-8, 6-12, 7-12, 9-12). For each configuration, also indicate assessment(s) used for back-up SLOs.

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.

	(1) lowest grade	(2) highest grade	(3) assessment(s)
Grades K-6 Building	K	6	NYS Grade 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, NYS Grade 4 Math, NYS Grade 5 Math, NYS Grade 6 Math
Grades 7-12 Building	7	12	Grade 7 ELA, Grade 7 Math, Grade 8 ELA, Grade 8 Math, All applicable Regents assessments which are used to generate the principal's State-provided growth score

Annual Professional Performance Review - Education Law §3012-d**Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)**

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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.

Grade From	Grade To	State or Regents Assessment(s)
5	8	<input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math
9	12	<input checked="" type="checkbox"/> All applicable Regents assessments which are used to generate the principal's State-provided growth score

7.1) Assurances

Please check the boxes below.

- ☒ Assure that the growth score provided by NYSED will be used, where required.
- ☒ Assure that, for principals of buildings that do not include all of grades 9-12, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator in the event that a State-provided growth score cannot be generated for that principal and that principals of buildings that include all of grades 9-12 will have back-up SLOs set by the superintendent or another trained administrator in all school years.
- ☒ 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.

Annual Professional Performance Review - Education Law §3012-d**Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6**

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7.2) Student Learning Objectives (Original)

For guidance on SLOs, see NYSED SLO Guidance.

SLOs must be used for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, math, and/or high school courses with State or Regents assessments. SLOs will be developed using the following rules:

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs must begin first with the SGResults.
- Additional SLOs must then be set based on grades/subjects with State assessments for which there is no State-provided growth measure, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school- or district-wide student results from one of the following assessment options:
 - State or Regents assessments;
 - State-approved 3rdparty assessment; or
 - State-approveddistrict, regionally, or BOCES-developedcourse-specificassessment.

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.

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	ELARegents, Algebra IRegents, Living EnvironmentRegents, Global 2Regents, US HistoryRegents
Grades 11-12 Building	11	12	Principal-specificresults	ELARegents, US HistoryRegents

Using the table below, please select the measure and assessment(s) that will be used for the SLOs for each grade configuration listed. During the 2016-17 through 2018-19 school years, SLOs that use grade 3-8 ELA/math State assessments as their underlying assessments must be excluded from the calculation of transition scores and ratings.

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	4	Principal-specific results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math		

7.3) HEDI Scoring Bands

Annual Professional Performance Review - Education Law §3012-d**Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6**

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Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

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.

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.

Annual Professional Performance Review - Education Law §3012-d**Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs**

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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 and guidance on the use of alternate SLOs during the transition period.

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.

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	ELARegents, Algebra IRegents, Living EnvironmentRegents, Global 2Regents, US HistoryRegents
Grades 11-12 Building	11	12	Principal-specificresults	ELARegents, US History Regents

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.

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
5	8	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science		

Annual Professional Performance Review - Education Law §3012-d**Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs**

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
			<input checked="" type="checkbox"/> All Regents given in building/district		
K	4	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		

7.3) HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

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.

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.

Annual Professional Performance Review - Education Law §3012-d**Task 8.1. Optional Subcomponent Use (Principals) - Task 8.1 (Subcomponent Use and Weighting)**

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Task 8) Optional Student Performance Subcomponent

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

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.

Annual Professional Performance Review - Education Law §3012-d**Task 9. Principal School Visit Category - Tasks 9.1-9.6**

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For guidance on the Principal School Visit category, see NYSED APPR Guidance.

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.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Multidimensional Principal Performance Rubric	(No Response)

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 as indicated in Task 9.1 above.
- ☒ 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.

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 each of 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 also check each of the following boxes.

- ☒ Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, 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.
- ☒ Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(d)(1)(ii)(b) of the Rules of the Board of Regents.

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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Principal School Visit Scoring Bands

	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

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.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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 Rural/Single Building District 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 weight of each school visit type and be sure the total of the weights indicated equals 100%.

Annual Professional Performance Review - Education Law §3012-d**Task 9. Principal School Visit Category - Tasks 9.1-9.6**

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Required - Supervisor/ Administrator	Required - Independent Evaluator(s)	Optional -Peer Observer(s)	Grade configurations for which Peer Observers will be used
90%	10%	N/A	(No Response)

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; and/or use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ 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

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional -Peer Observer(s): Minimum school visits
Unannounced	1	1	0
Announced	1	1	0

Probationary Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional -Peer Observer(s): Minimum school visits
Unannounced	1	1	0
Announced	1	1	0

Annual Professional Performance Review - Education Law §3012-d**Task 10. Overall Scoring (Principals) - Tasks 10.1-10.3**

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For guidance on APPR scoring, see NYSED APPR Guidance.

10.1) Scoring Ranges**Student Performance Category**

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

Overall Student Performance Category Score and Rating		
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Principal School Visit Category

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

Overall School Visit Category Score and Rating		
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

10.2) Scoring Matrix for the Overall Rating

		Principal School Visit Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

* 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.

Annual Professional Performance Review - Education Law §3012-d**Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

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For guidance on additional requirements for principals, see NYSED APPR Guidance.

11.1) Assurances: Improvement Plans**Please check each 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.

PCS PIP.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 studentperformance 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;
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents; and
- (4) the school district's/BOCES' issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

Annual Professional Performance Review - Education Law §3012-d**Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

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Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

Appeals of Annual Professional Performance Reviews for Administrators

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary administrators who meet the appeals process criteria identified below may use this appeal process. A principal may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised within one appeal, provided that the principal knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

APPR Subject to Appeal Procedure

Any unit member aggrieved by an APPR rating of either “ineffective” or “developing” may challenge that APPR. [Unit members may also appeal a rating of “effective” if the member is denied opportunities for advancement with additional compensation, based on that rating.]

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

(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.

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within fifteen (15) school days after the principal has received the APPR. Notification of the appeal shall be provided to the superintendent of schools or his/her designee. If a principal is challenging the issuance or implementation of a principal improvement plan, the appeal must be submitted in writing within fifteen (15) school days of issuance or of the time when the principal knew or should have known of an alleged implementation breach of such plan.

When filing an appeal, the principal must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

Assigned Administrator's written response to appeal

Within five (5) school days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

Decisions on Appeal**Step 1 – Supervising Administrator**

Meeting with the supervising administrator. The bargaining unit member shall upon request be entitled to an Association representative being present. This meeting shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. This meeting will take place within five days of the supervisor's response. The meeting will conclude over one day. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member and/or Association by notifying the Superintendent in writing, within five (5) days of the conclusion of the conference.

Step 2 – Board of Education

Annual Professional Performance Review - Education Law §3012-d**Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

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a. Within five (5) school days of receipt of the Level I response, if a principal and/or Association is not satisfied with such response the principal and/or Association must submit the appeal to the Board of Education. The Board of Education will be provided all documentation submitted in step one of the appeal and the responses from the evaluator.

b. Within five (5) school days of receipt of the principal's appeal, the Board of Education will conduct a hearing at which the principal (and representative at the option of the principal) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.

c. Within five (5) school days of the Board hearing, the Board of Education will issue a written determination to the principal, The Administrators' Association President, and the evaluator.

Step 3 – Binding Arbitration

Within five (5) school days of receipt of the Level 2 response, if a principal and the Association are not satisfied with such response the appeal may be submitted to Arbitration if and only if the overall rating is ineffective. Appeals shall be decided in final and binding arbitration by an arbitrator. The arbitrator shall be mutually agreed upon between the Association and the District. If the District and the Association cannot agree on an arbitrator, the American Arbitrator Association will be used. The demand for arbitration shall be filed within five (5) school days after notification of the step three (3) appeal is delivered by the superintendent or his designee. The arbitrator will make a decision within ten (10) school days after the receipt of the appeal. The cost of the arbitration shall be borne equally by the school district and the Association.

If the Association does not agree to take the appeal forward to Arbitration, the principal may do so at her/her own expense using the procedures set forth above. In that case, if the rating is positively changed, the District shall pay the entire cost of the Arbitration. If the rating is unchanged, or negatively changed, the appealing principal shall pay the entire cost of the Arbitration.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Arbitrator shall have the authority to rescind, modify, or affirm the rating.

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.

Annual Professional Performance Review - Education Law §3012-d**Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

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

The training process described below will be used for all principal evaluators in the Potsdam Central School District, including evaluators, lead evaluators, and independent evaluators. Our district will not be using peer evaluators.

All evaluators will participate in annual training provided through St. Lawrence Lewis BOCES. The initial training will take place over a series of 2 days of training. The training will include a process to achieve inter-rater reliability. Participants will discuss various scenarios pertinent to the role of a building principal and then discuss how to rate the administrator on the performance rubric. This is repeated until all evaluators are providing similar ratings and can justify their choices.

Once an evaluator has been certified by the BOCES through this process, they will be re-certified by BOCES annually after completing a half-day refresher. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete an evaluation.

BOCES trainers will offer "turn-key" training in order to certify district staff.

The initial certification training as well as the annual refresher and re-calibration includes the nine elements required by Section 30-3 of the Rules of the Board of Regents in order to be certified as lead evaluators.

Based upon their participation in these activities, BOCES will issue a certificate attesting to the fact that the evaluators, independent evaluators, and lead evaluators have been trained and calibrated. All evaluators will also be annually re-certified through the SLL BOCES.

11.7) Assurances: Principal Evaluation**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. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☒ 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 take more than one version of the Regents assessment for a particular content area, 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.
- ☒ Assure that, where there is more than one version of a Regents assessment for a content area, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

Annual Professional Performance Review - Education Law §3012-dTask 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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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.

Annual Professional Performance Review - Education Law §3012-d

Task 12. Joint Certification of APPR Plan - Upload Certification Form

Page Last Modified: 12/18/2018

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 the "District Certification Form" found in the "Documents" menu on the left side of the page.

Potsdam APPR Certification.pdf

Teacher Improvement Plan

Upon rating a teacher as “developing” or “ineffective” through an Annual Professional Performance Review, a school district must develop and commence implementation of a Teacher Improvement Plan (TIP) for such teacher.

A TIP must be determined no later than ten school (10) days after the date on which teachers are required to report prior to the opening of classes.

_____ Teacher	_____ Administrator	
_____ Subject/Grade Level	_____ Rating Breakdown	_____ Composite Rating
Date(s): _____ Preconference	_____ Observation(s)	_____ Coaching

Standards Chosen for Further Development	Action(s) to be Taken	Administrator's Responsibilities	Teacher's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Administrator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

Representative/Witness Signature: _____

Date: _____

Or Teacher's Signature

Waiving Representation: _____

Date: _____

Principal Improvement Plan

Upon rating a principal as “developing” or “ineffective” through an Annual Professional Performance Review, a school district must develop and commence implementation of a Principal Improvement Plan (TIP) for such administrator.

A PIP must be determined no later than ten school (10) days after the date on which principals are required to report prior to the opening of classes.

Principal

Superintendent

Building

Rating Breakdown

Composite Rating

Date(s): _____

Preconference

Observation(s)

Coaching

Standards Chosen for Further Development	Action(s) to be Taken	Superintendent's Responsibilities	Principal's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Superintendent's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

Representative/Witness Signature: _____

Date: _____

Or Principal's Signature

Waiving Representation: _____

Date: _____

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

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete APPR Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-d as implemented by Subpart 30-3 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2018-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and math State assessments and any State-provided growth scores; that the district/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; and that original APPR scores and ratings will be provided for advisory purposes only, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

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 2015-16 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 described in this 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 2015-16 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 score 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, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and 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 calculated pursuant to §30-3.17 of the Rules of the Board of Regents 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 and principals with their original composite APPR 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.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if

- 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, and SED 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:

Joann Chambers 12-18-18

Superintendent Name (print):

Joann Chambers

Teachers Union President Signature:

Date:

Richard Seifert 12-18-18

Teachers Union President Name (print):

Richard Seifert

Administrative Union President Signature:

Date:

Mark Beards 12/18/18

Administrative Union President Name (print):

Mark Beards

Board of Education President Signature:

Date:

Rachel M. H. Wallace 12/18/18

Board of Education President Name (print):

Rachel M. H. Wallace