



**BOARD OF EDUCATION MEETING
TUESDAY, JUNE 7, 2016
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

1. Meeting Call to Order

- 1.1 Pledge to the Flag
- 1.2 Acceptance of Agenda
- 1.3 Teacher/Leader Report - Special Education Yearly Report – K. Zogby

2. Communications

- 2.1 From the Floor
- 2.2 President's Messages
 - a. Committee Report(s)
 - 1. Facilities Health & Safety Committee - R. Ross
 - 2. Policy Committee – J. Wroblecki
 - 3. Transportation Committee – R. Surprenant
 - 4. Finance Committee – T. Welch
 - 5. Survey Committee – S. King.
 - b. Board Calendar
 - c. BOCES Representative Report

3. Consent Agenda

- 3.1 Board of Education Minutes
 - a. Meeting held May 3, 2016
 - b. Annual Meeting held May 17, 2016
- 3.2 Business Office Reports for Month ending April 2016
- 3.3 CSE Reports
 - a. Minutes of Meeting held 4/20/16
 - b. Minutes of Meetings held 4/21/16
 - c. Minutes of Meeting held 4/22/16
 - d. Minutes of Meetings held 5/02/16
 - e. Minutes of Meetings held 5/03/16
 - f. Minutes of Meetings held 5/04/16
 - g. Minutes of Meetings held 5/05/16
 - h. Minutes of Meetings held 5/06/16
 - i. Minutes of Meetings held 5/09/16
 - j. Minutes of Meeting held 5/10/16
 - k. Minutes of Meetings held 5/16/16
 - l. Minutes of Meetings held 5/17/16
 - m. Minutes of Meetings held 5/18/16
 - n. Minutes of Meetings held 5/19/16
 - o. Minutes of Meetings held 5/20/16
 - p. Minutes of Meetings held 5/23/16

- q. Minutes of Meetings held 5/24/16
- r. Minutes of Meetings held 5/25/16

4. Old Business

- 4.1 2nd Reading of Regulation #610035, Job Description: Director of Facilities 1; Policy #6200, Fingerprinting and Criminal History Record Checks for Prospective Employees; Regulation #6200.1, Statement for Emergency Conditional or Conditional Appointment; Regulation #6201.1 Pre-Duty Acknowledgement, Authorization and Consent Form; #6201.2 Acknowledgement, Authorization and Consent Form (with pre-duty exception); Policy #6202, Physical Examinations; #6203, Non-Probationary Appointment Pending Board Approval; and #6204, Appointment of Athletic Coaches

5. New Business

- 5.1 Personnel Report – Action
- 5.2 Awarding of Capital Project Bid for Site Work Contract #1 - Action
- 5.3 Awarding of Capital Project General Trades Contract #2 - Action
- 5.4 Awarding of Capital Improvement Project – HVAC Contract #3 - Action
- 5.5 Awarding of Capital Improvement Project – Plumbing Contract #4 - Action
- 5.6 Awarding of Capital Improvement Project – Electrical Contract #5 - Action
- 5.7 Awarding of Capital Improvement Project – Theatrical Contract #6 - Action
- 5.8 Awarding of Capital Improvement Project – Food Service Contract #7 - Action
- 5.9 APPR Approval - Approval
- 5.10 Date of Reorganizational Meeting (Options July 5 or 12, 2016) – Action

6. Building Reports

- 6.1 Elementary Building Report
 - a. Spring Events
- 6.2 Secondary Building Report
 - a. Graduation
 - b. Award Ceremony
 - c. Senior Class Trip

7. Superintendent's Report

- 7.1 Response to 2nd Focus District Appeal
- 7.2 Focus District Review Team Recommendations
- 7.3 IDEA Designation – “School District Needs Assistance”
- 7.4 Allocation of Funds to New Reserves - Discussion

8. Board Discussion

9. Visitors Comments

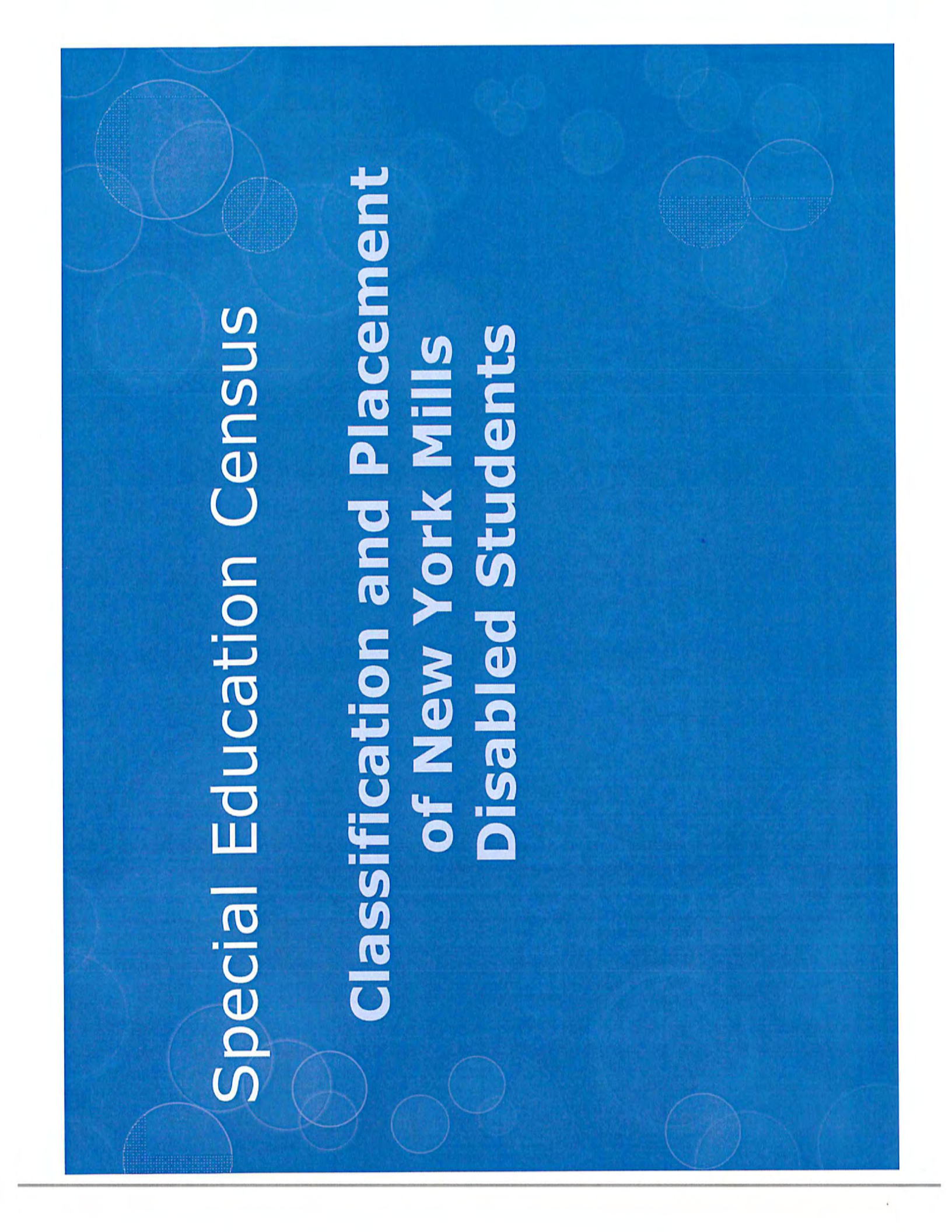
10. Executive Session

11. Adjournment

1.3

2015-16 SPECIAL EDUCATION PROGRAM REPORT

**Kim Zogby,
Special Education Chairperson**



Special Education Census
Classification and Placement
of New York Mills
Disabled Students

Special education
provides all students
with the opportunity to
learn and demonstrate
growth.

SPECIAL EDUCATION CENSUS

Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
NY Mills Placements	66	68	66	60	75	69
BOCES/Other Public Schools	17/2	17/1	16/2	13/2	11/1	16/1
United Cerebral Palsy	0	0	0	0	0	1
School for the Deaf/Blind	0	0	0	1/1	1/1	1/1
Totals	85	78	76	79	89	89

Distribution of New York Mills Additional Students for 2015-16

New Referrals from New York Mills Parents/Staff	19
Students Transferred in Already Classified	11
New Students from House of Good Shepherd	0
TOTAL	30

Additional Information

- De-Classified students = 2
- Students who no longer qualify for services and/or parents who request to discontinue services

2015-16 CLASSIFICATIONS

Classification:	Number of Students:
Learning Disabled	51
Other Health Impaired	14
Speech Impaired	6
Multiply Disabled	4
Emotionally Disturbed	2
Intellectual Disability	1
Hearing/Vision Impaired	2
Autistic	8
Traumatic Brain Injury	1
TOTAL:	89

STUDENTS WITH 504 PLANS

Placement:	Number of Students:
Jr.-Sr. High School	21
Elementary School	17
Outside Placements	0
TOTAL:	38

Pre-School Census

2010	2011	2012	2013	2014	2015
-	-	-	-	-	-
2011	2012	2013	2014	2015	2016
7	7	7	4	10	7

The background is a solid blue color. It features a pattern of white circles of various sizes, some of which are overlapping. Some of these circles contain a fine white grid pattern. The overall aesthetic is clean and modern.

Special Education Continuum of Services

Number of Students Graduating in June 2016

Students Classified through CSE = 5

Students with 504 Plans = 2

Students in District Receiving Related Services

- **Speech / Language Therapy = 27**
- **Occupational Therapy = 17**
- **Physical Therapy = 6**
- **Counseling (Individual/Group) = 16**
- **Teacher of the Deaf/Visually Impaired = 3**

Students Attending Outside Programs Receiving Related Services

- Speech/Language Therapy = 6
- Occupational Therapy = 6
- Physical Therapy = 3
- Counseling (Individual/Group) = 10
- Teacher of the Deaf/Visually Impaired = 2

Consultant Teacher Services

- **Least restrictive service model**
- **Indirect services – assist classroom teacher**
- **Direct services – 120 minutes/week**
- **Provide modifications/assist with classroom strategies**
- **Students receiving service = 22**

Students in District with 1:1 Aides

Full-time	4
Part-time or Shared	9

Resource Room Services

- Direct small-group services
- 1 – 3 periods per day
- Direct instruction of IEP goals
- Assist student with classroom skills/concepts (Acceleration/Preview)
- Students receiving = 46

Primary Instruction In-District

- **12:1:1 school-based (12 student, 1 teacher, 1 paraprofessional)**
- **1-3 periods per day (not including specials/electives, activities)**
- **Students instructed at pace/level appropriate for their special needs**
- **Students receiving = 23**

Out-of-District Placements

- ▶ **12:1:1 School-based (Sauquoit, Waterville, New Hartford, Westmoreland) = 5**
- ▶ **12:1:3, 8:1:2, 6:1:1 School-based (Waterville, Westmoreland) = 1**
- ▶ **12:1:1, 12:1:3, 8:1:5, 8:1:2 Center-Based, (BOCES) = 8**
- ▶ **Pinefield, HGS, UCP = 1**
- ▶ **State Schools (Deaf/Blind) = 2**

Home/Hospital-Bound, Incarcerated Students

- **Individualized instruction at student's home, hospital, or while incarcerated**
- **Concurrent with school curriculum**
- **Focused on IEP goals/skill development**
- **District students have right to services wherever they are.**
- **Students receiving = 1**

**All children can learn,
but not in the same way at
the same time.**

Questions or Comments?

**New York Mills U.F.S.D.
2015-2016**

- All Board members are expected to attend.
- * All Board members are encouraged to attend.
- Designated Board member(s) or alternate will attend.
- R Register in advance.

June 2016

S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	■ 7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 19 – Father’s Day

June 23 – Regents Rating Day

- June 2 - Oneida-Madison-Herkimer School Boards Institute Executive Committee Meeting – “Business Meeting & Election of Officers”, Light Dinner at 5:30 p.m., Meeting starts at 6:00 p.m. at Oneida BOCES

- June 7 ■ NYM Board of Education Meeting, H.S. Library 6:30 p.m.

- June 8 Kindergarten Orientation, Auditorium
Regular meeting of the Cooperative Board,
The Learning Center, Career and Technical Education Building,
4:30 p.m.

- June 9 CTE (Career & Technical Education) Awards Ceremony, BOCES,
9:30 a.m.
Grade 2-6 “Success is Sweet” Academic Celebration, Elementary
Gym, 6:30 p.m.
Junior & Senior Awards Ceremony, Auditorium, 7:00 p.m.

- June 10 Senior Class Trip

- June 12 Spring Athletic Recognition Ceremony, Auditorium, 7:00 p.m.

- June 16 School District Foundation Meeting, H.S. Library, 6:30 p.m.

- June 17 Elementary Olympic Day, Ben Ross Field, 1:45 p.m.

- June 20 K-2 Moving Up Ceremony, School Auditorium, 9 a.m.
Grade 6 Fun Day

- June 21 Grade 6 Promotion Ceremony, School Auditorium, 7 p.m.

- June 22 Finance Committee Meeting, District Office, 6:30 p.m.

- June 23 Policy Subcommittee Meeting, District Office, 6:00 p.m.

- June 24 Class of 2015 Graduation, School Auditorium, 7 p.m.

BOCES Report to New York Mills Board of Education 6/7/16

RE: BOCES Cooperative Bd. Meeting of 5/11/16

1. The Cooperative Board received a check/grant from Michael Walsh, CEO of NYSTEC and Ms. Michele Salisbury CFO of NYSTEC to establish Ignite U scholarships with SemiHigh Tech U program. This grant will be used to fund the SemiHigh Tech program for approximately 50 students in the P-Tech program. It will allow BOCES to offer incoming 9th and 10th graders an opportunity to explore several facets of the advanced manufacturing and semi-micro electronics field. This opportunity will be run in concert with MVCC and SUNY Poly.
2. Received a report from Kevin Healy, BOCES Computer Education Coordinator, and Xiuyan Huo, Mandarin Chinese instructor, regarding a recent field trip to Beijing China undertaken by several students in the Mandarin Chinese Program. Students from Utica and Westmoreland gave highlights of the trip and offered their reaction and comments.
3. The NYSSBA 97th annual school boards convention will be held on October 27-29 In Buffalo N.Y. Registration opened 6/1/16.
4. Heard a report from Mr. Mettleman regarding an anti-poverty initiative to be set in motion by the Cooperative Board. More on this as it unfolds.
5. Approved a contract for Scott Morris as the new Director on Information and Technology. Mr. Morris will be replacing Ken Ford who is retiring 6/30.
6. Adopted a tentative BOCES budget for 2016-17
7. Discussed and accepted the Board calendar for 2016-17
8. Upcoming dates and events:
 - 6/2 Staff Recognition and Retirement Ceremony 4:30 -6:30 pm
 - 6/8 Graduation /Awards Ceremony 11:30 am
 - COOPERATIVE BOARD JUNE MTG 4:30 PM
 - 6/9 Career / Technical Education Awards Ceremony 9:30 am
 - 6/10 Middle Settlement Academy Graduation / Awards Ceremony 11:30 am

Respectfully submitted:

Dr. Gary W. Porcelli

Jacqueline Edwards
President

Richard Ross
Vice President



3.1 a

Rick Surprenant
Traci Welch
Janet Wroblicki

**BOARD OF EDUCATION PUBLIC BUDGET HEARING AND MEETING
TUESDAY, MAY 3, 2016
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

PRESENT: Mr. Richard Ross, Vice President, Mr. Jonathan Fiore, Steve King, Mr. Rick Surprenant
Mrs. Traci Welch, and Mrs. Janet Wroblicki

ABSENT: Ms. Jacqueline Edwards

ALSO PRESENT: Ms. Kathy Houghton, Mr. Michael Spost, Dr. René Wilson, Mrs. Lisa Stamboly, Mr.
William Lachut, Mrs. Debbie Price, Mrs. Paula Ann May and 4 visitors and guests.

1. Meeting Call to Order

1.1 Pledge to the Flag

Mr. Fiore led the Pledge of Allegiance.

1.2 Acceptance of Agenda

Mrs. Welch made the motion to accept the Agenda seconded by Mr. King.

Yes 6 No 0
Motion carried.

1.3 Public Budget Hearing on 2016-17 School Budget

Ms. Houghton and Mrs. Stamboly reviewed the following budget information with the Board of
Education and public in attendance:



Budget Decisions Driven By:

School District Mission

- The mission of the New York Mills Union Free School District is to help students become motivated, responsible, caring individuals by providing resources and a supportive environment that encourages students to pursue excellence.

District Goals

- Provide programs, resources, and facilities that will ensure all students are given equal opportunities to achieve high district, state, and national standards.
- Provide staff development to all employees that will enable them to develop their skills, knowledge, and attitude in order to help our students achieve excellence.
- Provide school-wide and site-level partnerships with the community.

Budget Timeline

- Monday, November 9: Budget Construction Begins
- Monday, January 25: Central Office Budget Process Begins
- Tuesday, March 1: 1st Public Budget Workshop
- Tuesday, March 15: 2nd Public Budget Workshop
- Tuesday, April 5: 3rd Public Budget Workshop
- Tuesday, April 19: Extra Public Budget Workshop and Adoption of Proposed Budget
- Tuesday, May 3: Public Budget Hearing
- Wednesday, May 4: Budget Notices Mailed
- Tuesday, May 17: Annual Budget Vote & Board Member Election



- ### Included in Budget:
- Capital Outlay Project
 - Bond Anticipation Note
 - Purchase Two New Buses
 - New Administrative Structure
 - New Elementary Reading Program
 - 5 FTE Building Maintenance Worker
 - Middle School Keyboard Class
 - Senior Seminar
 - 2 FTE BOCES Curriculum Specialist
 - Rotating Elementary Bus Monitor

Capital Outlay Project

\$100,000

BAN (Bond Anticipation Note)

\$90,507


Purchase of Two New Buses

\$ 149,606

Administrative Restructuring

\$7,561
 Add \$2,248 to 2016-17 contract increase

Phase in of New Elementary Reading Program



With Training to Support Implementation \$45,000

.5 FTE Maintenance Position



\$18,460

Middle School Keyboarding Class



\$16,195

**Senior Seminar
 (New Elective, BOCES .2 FTE)**




\$16,078

**Curriculum Specialist
 (BOCES .2 FTE)**



\$15,000

**Elementary Rotating Bus Monitor
 (PM only)**



\$3,748

Percent of Budget Funded by State Aid

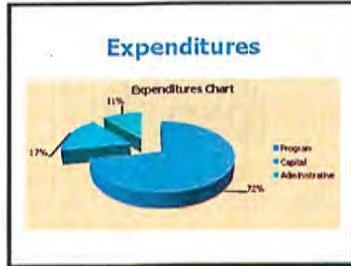
Year	State Aid	Property Tax	Other
2009-09	37%	52%	11%
2009-10	30%	54%	16%
2010-11	30%	53%	17%
2011-12	30%	53%	17%
2012-13	33%	53%	14%
2013-14	25%	57%	18%
2014-15	25%	57%	18%
2015-16	31%	55%	14%

Proposed 2016-17 Budget
\$13,517,666

Budget to Budget Decrease
.0053334%

Budget Components

- Administrative Component:** The administrative component consists of central management activities including board of education, superintendent's office, business office operations, such as central data processing, payroll, purchasing, BOCES administrative expenses, insurance, printing, mailing, personnel, legal and auditing services, and building administrative costs.
- Program Component:** The program component consists of funding the instruction of and educational support services for the district's CPS students. Disposition of students, athletic, and consumer activities are also included in this budget component.
- Capital Component:** The capital component consists of maintenance of buildings, upkeep of grounds, and electricity, heat, water, sewer, and telephone services. Funds are also distributed for the lease of school buses, payments on the capital project, and for refund of taxes for claims against property assessments.



Administrative Component

Function or Account	Proposed Amount
Board of Education	\$24,500
Central Administration	\$199,321
Finance	\$140,350
Legal Services	\$11,000
Personnel	\$55,625
Records Management	\$5,069
Other Central Services	\$259,106
Other Special Items	\$216,883
Cur. Dev. & Sup.	\$111,100
Supervision - Regular Sch.	\$277,758
Employee Benefits	\$149,205
Total	\$1,453,705

Program Component

Function or Account	Proposed Amount
Legal Services	\$21,500
Instruction	\$6,585,473
Other Dist. Transportation	\$259,513
Garage Building	\$79,065
Employee Benefits	\$2,676,872
Other Transfers	\$9,500
Total	\$9,712,744

Capital Component

Function or Account	Proposed Amount
Operation of Plant	\$496,473
Maintenance of Plant	\$252,042
Refund of Taxes	\$25,000
Lease of Assets/Purchase	\$271,783
Employee Benefits	\$323,324
Debt Service	\$948,595
Transfer to Capital	\$100,000
Total	\$2,351,217



Property Tax Cap

Not really a "cap" or a "limit"
 A threshold for level of voter support needed

"Tax Levy Limit"
 Calculated by each district
 Every district has a different tax levy limit

Allowable Tax Levy Limit = 1.1736%
Projected Tax Levy Increase = 0%

Budget/Tax History

School Year	Budget to Budget Increase	Tax Levy Increase	New Hardhat Tax Rate per \$1,000	Withdrawn Tax Rate per \$1,000
2010-2011	3.15%	3.00%	\$25.55	\$28.74
2011-2012	2.06%	3.00%	\$25.09	\$30.05
2012-2013	2.55%	2.72%	\$26.49	\$31.24
2013-2014	2.74%	2.02%	\$25.78	\$31.55
2014-2015	1.56%	2.99%	\$26.58	\$32.50
2015-2016	2.79%	1.25%	\$27.35	\$32.43

Annual Tax Increase with Basic STAR

	\$100,000 House	\$125,000 House	\$150,000 House
Increase of	0%	0%	0%

Proposition # 1 – 2016-2017 Budget

\$13,517,666

RESOLVED, that the Board of Education of the New York Mills Union Free School District is hereby authorized to expend the sum of \$13,517,666 as a general fund appropriation for the 2016-2017 school year and to levy the necessary tax therefor.

Proposition #2 – Building Capital Reserve Fund \$5,000,000

Resolved that the Board of Education of the New York City Unified School District is hereby authorized to establish a Capital Reserve Fund pursuant to Section 3033 of the Education Law in the amount of \$5,000,000, Building Capital Reserve Fund, with the purpose of such fund being to finance, in whole or in part, the acquisition, construction, reconstruction, improvement and equipping of school buildings, and facilities, such capital costs being of a type that would be eligible for financing under the Local Finance Law, and until received thereon, the whole amount of such fund to be \$5,000,000 plus earnings thereon, the periodic basis of such fund to be 10 years, and such fund shall continue in perpetuity, and the source from which the fund shall be derived for such purposes are (i) moneys from budgetary appropriations from time to time, and (ii) unappropriated fund balances available by the Board of Education from time to time, and (iii) New York State Aid received and made available by the Board of Education from time to time, all as permitted by law.

Proposition #3 – Transportation & Vehicle Reserve Fund \$2,000,000

Resolved that the Board of Education of the New York City Unified School District is hereby authorized to establish a Transportation & Vehicle Reserve Fund pursuant to Section 3033 of the Education Law (to be known as the "2016 Transportation & Vehicle Reserve Fund") with the purpose of such fund being to finance, in whole or in part, the purchase of school buses, vehicles and equipment that would be eligible for financing under the Local Finance Law, and until received thereon, the whole amount of such fund to be \$2,000,000 plus earnings thereon, the probable term of such fund to be five years, but such fund shall continue in perpetuity until liquidated in accordance with the Education Law or until the funds are exhausted, and the sources from which the fund shall be derived for such purposes are (i) unappropriated fund balances available by the Board of Education from time to time, and (ii) New York State Aid received and made available by the Board of Education from time to time, all as permitted by law.

Proposed 2016-17 Budget

2015-16 Budget	\$13,510,307
Proposed 2016-17 Budget	\$13,517,666
Budget to Budget (Decrease)	(,005,333-4%)
State Aid Increase	\$247,437
Allowable Tax Levy Limit	1.1736%
Projected Tax Levy Increase	0%

1 Five-Year Board Vacancy

Board Candidate:

- Jacqueline M. Edwards
- Dr. Kathleen Linaker
- Kevin McCoy

Budget Vote and Board Member Election

May 17, 2016
 Noon – 9 p.m.
 Beekman Gymnasium

Questions? Comments?

Thank you for attending

2. Communications

From the Floor

N/A

- 2.1 President's Messages
 - a. Committee Report(s)
 - 1. Facilities Health & Safety Committee - R. Ross
 - 2. Policy Committee – J. Wroblecki
 - 3. Transportation Committee – R. Surprenant
 - 4. Finance Committee – T. Welch
 - 5. Survey Committee – S. King.
 - b. Board Calendar
 - c. BOCES Representative Report

3. Consent Agenda

Mrs. Wroblecki made the motion to accept the Consent Agenda listed below seconded by Mr. Fiore.

- 3.1 Board of Education Minutes
 - a. Meeting held April 5, 2016
 - b. Meeting held April 19, 2016
- 3.2 Business Office Reports for Month ending March 2016
- 3.3 CSE Reports
 - a. Minutes of meetings held 3/17/16
 - b. Minutes of meeting held 3/28/16
 - c. Minutes of meetings held 3/29/16
 - d. Minutes of meetings held 3/30/16
 - e. Minutes of meetings held 3/31/16
 - f. Minutes of meetings held 4/07/16
 - g. Minutes of meetings held 4/08/16
 - h. Minutes of meetings held 4/11/16
 - i. Minutes of meetings held 4/12/16
 - j. Minutes of meetings held 4/18/16
 - k. Minutes of meetings held 4/19/16
 - l. Minutes of meetings held 4/20/16

Yes 6 No 0
Motion carried.

4. Old Business

- 4.1 2nd Reading of Policy #1005, Temporary Signs Prohibited on School Property, #3030, Job Description Executive Principal; #3031, Job Description Principal - Action

Mr. Fiore made the motion to approve the 2nd reading of Policy #1005 Temporary Signs Prohibited on School Property, #3030, Job Description Executive Principal; #3031, Job Description Principal seconded by Mr. King.

Yes 6 No 0
 Motion carried.

5. New Business

5.1 Personnel Report – Action

Mrs. Welch made the motion to approve the following Personnel Report seconded by Mr. King:

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	SALARY/RATE OF PAY	EFFECTIVE DATE
I. Substitute Teacher				
Homer-Gunther, Laura		Non-Certified	\$60/day	5/4/2016
Marshall, Olivia		Non-Certified	\$60/day	5/4/2016
Perretta, Carlie		Non-Certified	\$60/day	5/4/2016

II. Unpaid Medical Leave

West, Kelly	School Monitor			leave from 4/11/16 - 4/26/16
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Yes 6 No 0
 Motion carried.

5.2 Parochial Transportation Requests – Action

Mrs. Welch made the motion to approve the following Parochial Transportation Requests seconded by Mrs. Wroblecki:

LAST NAME	FIRST NAME	STREET ADDRESS	CITY	GRADE
NOTRE DAME				
Babiarz	Aleesa	110 Campbell Ave.	Yorkville New York	11
Brush	Mckenzie	11 Beech Place	Mills New York	8
Brush	Zachary	11 Beech Place	Mills	10

Cieplenski	Rebecca	44 Country Club Drive	New York Mills	11
Gao	Ningyu (Gary)	79 Clinton Street	New York Mills	10
Godlewski	Anna	302 Fairway Drive	New Hartford	9
Godlewski	Christopher	302 Fairway Drive	New Hartford	11
Heaton	Margaret	36 Country Club Drive	New York Mills	11
Kelly	William	120 Campbell Avenue	Yorkville	10
McCoy	Kennedy	86 Clinton Street	New York Mills	9
Perrone	Sophia	104 Davis Place	New Hartford	9
Tong	Jingyao (David)	1 Bunker Avenue	Yorkville	10
Yang	Fangyi (Linda)	86 Clinton Street	New York Mills	12

Yes 6 No 0
 Motion carried.

5.3 Resolution to Enter into a 4-Year Contract for CoSER 602 Administrative Computer Services – Action

Mr. Fiore made the motion to approve the following resolution seconded by Mr. King:

WHEREAS, the Board of Education of the New York Mills Union Free School District desires to enter into a 4-year contract with the Madison-Oneida BOCES in order for the Regional Information Center to furnish certain services to the District pursuant to Education Law 1950(4)(ii), those services being: CoSer 602 Administrative Computer Services.

NOW, THEREFORE, it is

RESOLVED, that the Board of Education of the New York Mills Union Free School District agrees to enter into a contract with the Madison-Oneida BOCES for the provision of said services to the District not to exceed \$58,497 plus related borrowing fees, plus yearly Regional Information Center support during the term of this contract, finalized by the Superintendent, subject to the approval of the Commissioner of Education for a period of 4 years: 2016-17, 2017-18, 2018-19, 2019-20.

Yes 6 No 0
 Motion carried.

5.4 1st Reading of Regulation #6100.35, Job Description: Director of Facilities 1; Policy #6200, Fingerprinting and Criminal History Record Checks for Prospective Employees; Regulation #6200.1, Statement for Emergency Conditional or Conditional Appointment; Policy #6201, Drug and Alcohol Testing for Bus Drivers; Regulation #6201.1 Pre-Duty Acknowledgement, Authorization and Consent Form; #6201.2 Acknowledgement, Authorization and Consent Form (with pre-duty exception); Policy #6202, Physical Examinations; #6203, Non-Probationary Appointment Pending Board Approval; and #6204, Appointment of Athletic Coaches

6. Building Reports

6.1 Elementary Building Report a. Kindergarten Screening

Dr. Wilson said that she wanted to recognize Amanda Woodward for her organization and hard work in making kindergarten screening happen, along with our AIS (Academic Intervention Services) staff, Occupational Therapist, Physical Therapist, Speech Therapist, kindergarten teachers etc. We screened 37 incoming students and data is compiled based on skills in motor development, conceptual development and language development. Other notes are taken based on observed behavior (such as easily separated sensory seeker) preschool notes, and issues brought up in social histories, and committee will meet and create class lists soon.

c. Principals Focus Review Reflection

Dr. Wilson read the following statement: "On April 21st Mr. Spost and I committed 5.5 hours to complete the 32 page Focus District reflection project. Of course this did not happen in isolation, but was done in tandem with student discipline and day to day management of our buildings. We carefully collaborated and crafted responses with regard to school leadership, development of mission and goals, use of resources, building instructional capacity, cultivating student learning, collecting data, ensuring college and career readiness, monitoring lesson planning, differentiated instruction, a and curriculum planning to only name a few. Mr. Spost and I used our collective expertise as educational leaders and our ability to prioritize management duties as building leaders and determined that this report took precedence over any and all activities for the day as Friday before Spring Break is usually a busy office day, as is the Monday after break. At 2:30 I excused myself from Mr. Spost's office, as we had just finished our report, and headed toward the Kindergarten tree planting. At the same time Ms. Houghton was kind enough to text me to make sure I was on my way as the event began at 2:30, I assured her I was walking up the hill. I include this because it is my understanding, that although none of you were in attendance, that some board members had concerns that I was negligent in my leadership responsibilities because I arrived to the tree planting between 2:33 and 2:34 in order to observe the event, celebrate Arbor Day and welcome and greet parents. Please know that I take my responsibilities and position seriously, and understand the facets of political leadership and community involvement. I also feel that my students were in the expert hands of the kindergarten teachers as they have done this for the past 8 years that I have been here, and also stand by my decision and judgment to finish the Focus School report, as it directly correlates to the success or possible collapse of the New York Mills Union Free school District."

6.2 Secondary Building Report

a. High School Bank and Chorus Concerts

Mr. Spost said on Thursday, May 19th our Jr. Sr. High School will be having the Spring Concert beginning at 7:30 p.m. You are invited and welcome to attend this event. It is the culmination of many months of work for the students and is always a crowd pleaser. Mark your calendars and we hope to see you there.

b. Report on Teen Traffic Safety Day

Mr. Spost said on Tuesday, April 19th we hosted a Teen Traffic Safety Day. Students visited with vendors from YWCA, NYS DOT, Oneida County Sheriff's Department, and a few others to review important decision making, especially while driving. Texting and talking while driving, speeding in work zones, being under the influence, were some of the topics that were covered. The day ended with an assembly that focused on the dangers of destructive decisions. Our speaker was Marianne Angelillo. Her world was turned upside-down when her seventeen-year-old son was killed as a passenger in a high-speed car crash. She presented the facts of the crash and subsequent fallout. I believe she was able to reach into the hearts of our students about the devastating consequences of risk-taking.

c. Prom

Mr. Spost said the Jr. Sr. HS Prom will be held at The Beeches this year on Saturday, May 14th from 7 p.m. - 11 p.m. Preceding the prom we will have the traditional Grand March here at school at 5:15 p.m. The Prom Committee and our junior and senior advisors are doing a great job of planning to make this night a success. I heard a lot of positive feedback about how nicely it was done last year and they intend to raise the bar even further this year. The After Prom Party last year was a huge success with over 95% of students that attended prom attending the after prom party. We are hopeful for the same level of participation in this event this year and strongly encouraging it. There are many games and prizes awarded at the event. Students that are juniors and seniors that do not attend the prom are also welcomed at the after prom party. We sincerely appreciate the PTSO's generosity as well as Mr. Brad Frankland and his crew for all their efforts with this event. We are one of very few schools that host a post prom party. I hope this tradition continues and strong participation rate holds steady this year.

Mr. Spost added: Focus District Designation and said he would strongly urge the Board to endorse releasing our letter to the Commissioner of NYSED and other officials to all parents in our community. It clearly unveils the flawed methodology used to identify our district as a Focus District. We have all talked about misinformation in the absence of correct and sound information and think that we have both the right and responsibility to inform our community on this matter. The connotation and attachment of this label to our district is negative, unjust, and unsound.

7. Superintendent's Report

7.1 Status of APPR

Ms. Houghton said on April 21st, the Professional Education Committee met to continue work in the online application portal to complete a 3012-d compliant APPR. The committee has another meeting on May 9th, although the rest of the team is planning to work with teachers on the assessments during the week of May 2nd. We continue to make progress and we hope to receive NYSED approval very soon for use of our local assessments with Student Learning Objectives, which will allow us to complete our work in the application portal and seek approval of the Board, then NYSED for the completed plan. Ms. Houghton told the Board that she is very pleased that the team is working so well together and is intent on completing and submitting our APPR by the July 1 due date for September 1 approval. If we are able to accomplish this task, the district will maintain our state aid increases for 2015-16 and 2016-17.

7.2 Focus District Review Update

This Wednesday and Thursday, Ms. Houghton will be attending another Focus District Institute in Albany. She will provide to the Board and administrators copies of the information she receives in order to make sure that we are prepared for this next step; the District Comprehensive Improvement Plan process. This plan will be developed following the district-led review and will be brought to the Board in lieu of our usual District Strategic Plan approved each year. After our review is completed, the district will use the findings and recommendations to craft the Comprehensive District Improvement Plan.

7.3 Capital Project Update

Ms. Houghton announced that the advertisement for our Capital Project bids appeared in the Observer-Dispatch for five days beginning on April 23. Bid opening is scheduled on May 19 at 2:00 p.m. Hunt-EAS will be here to oversee the process, along with Sam Sanzone, our Clerk of the Works. The Board will be asked to award the bids at their June 7 Board of Education meeting. We look forward to beginning construction on the project as soon as school closes at the end of June.

7.4 K-12 Enrollment

Ms. Houghton shared the district's K-12 enrollment as of 4/22/16. We have 280 students attending grades K-6 in district, with 8 elementary-aged students attending Special Education programs outside the district for a total of 288 elementary students. There are 263 grades 7-12 students attending classes in district, with 14 secondary-aged students attending either Special Education or alternative programs outside the district for a total of 277 secondary students. The total number of K-12 students as of April 22nd was 565. As already shared during our public budget hearing, we had 628 K-12 students during the 2011-12 school year. We will need to watch carefully this trend of slow, but steady enrollment decline as we engage in long-range planning for the district.

8. Board Discussion

N/A

9. Visitors Comments

Mr. Lachut spoke as a taxpayer and he worries that a person in the community are voting on a 0% tax increase but we are asking for \$7 million for two propositions. He doesn't know if that will affect the vote.

10. Executive Session - Pending Litigation and Negotiations with CSEA

Mrs. Wroblecki made the motion to go into Executive Session to discuss pending litigation and negotiations with CSEA at 7:38 p.m. after taking a 5-minute break seconded by Mr. Fiore.

Yes 6 No 0
Motion Carried.

Mr. Ross appointed Ms. Houghton the Clerk Pro-tem.

Respectfully submitted,

Paula Ann May
District Clerk

Mr. Ross called the meeting back into Regular Session at 8:15 p.m.

Mr. King made the motion to approve the CSEA Agreement seconded by Mrs. Welch.

Yes 6 No 0
Motion carried.

11. Adjournment

Mr. King made the motion to adjourn at 8:16 p.m. seconded by Mrs. Welch.

Yes 6 No 0
Meeting adjourned.

Respectfully submitted,

Kathy Houghton
Clerk Pro-tem

Jacqueline Edwards
President

Mr. Richard Ross
Vice President



3.1 b

Traci Welch
Janet Wroblecki

ANNUAL MEETING MINUTES TUESDAY, MAY 17, 2016

The polls were declared open at 12 noon by Mrs. Paula Ann May, District Clerk and Meeting chairperson. Mrs. May stated that the legal notice was published in the Utica Observer Dispatch on April 1, 6, 11, and 19, 2016. The inspectors were: Ms. Victoria Argen, Ms. Jane Blaszezak, Ms. Marilyn Jordan and Ms. Sally Clark. Ms. Clark was appointed the Chief Inspector.

Mrs. May declared the polls closed at 9 p.m.

Proposition # 1 – 2016-2017 Budget

RESOLVED, that the Board of Education of the New York Mills Union Free School District is hereby authorized to expend the sum of \$13,517,666 as a general fund appropriation for the 2016-2017 school year and to levy the necessary tax therefor.

Yes 381 No 80

Proposition # 1 - Budget \$13,517,666 passed.

Proposition #2 – 2016 Building Capital Reserve Fund

RESOLVED, that the Board of Education of the New York Mills Union Free School District is hereby authorized to establish a Capital Reserve Fund pursuant to Section 3651 of the Education Law (to be known as the "2016 Building Capital Reserve Fund"), with the purpose of such fund being to finance, in whole or in part, the acquisition, construction, reconstruction, improvement and equipping of school buildings and facilities; such capital costs being of a type that would be eligible for financing under the local finance law, and costs incidental thereto, the ultimate amount of such fund to be \$5,000,000 plus earnings thereon, the probable term of such fund to be 10 years, but such fund shall continue in existence until liquidated in accordance with the Education Law or until the funds are exhausted, and the sources from which the funds shall be obtained for such Reserve are (i) amounts from budgetary appropriations from time to time, and (ii) unappropriated fund balance made available by the Board of Education from time to time, and (iii) New York State Aid received and made available by the Board of Education from time to time, all as permitted by law.

Yes 364 No 92

Proposition #2 – 2016 Building Capital Reserve Fund passed.

Proposition #3 – 2016 Transportation & Vehicle Reserve Fund

RESOLVED that the Board of Education of the New York Mills Union Free School District is hereby authorized to establish a Transportation & Vehicle Reserve Fund pursuant to Section 3651 of the Education Law (to be known as the "2016 Transportation & Vehicle Reserve Fund"), with the purpose of such fund being to finance, in whole or in part, the purchase of school buses, vehicles and equipment that would be eligible for financing under the Local Finance Law, and costs incidental thereto, the ultimate amount of such fund to be \$2,000,000 plus earnings thereon, the probable term of such fund to be five years, but such fund shall continue in existence until liquidated in accordance with the Education Law or until the funds are exhausted, and the

sources from which the funds shall be obtained for such Reserve are (i) amounts from budgetary appropriations from time to time, and (ii) unappropriated fund balance made available by the Board of Education from time to time, and (iii) New York State Aid received and made available by the Board of Education from time to time, all as permitted by law.

Yes 357 No 103


Proposition #3 – 2016 Transportation & Vehicle Reserve Fund passed.

One Candidate for the Board of Education to serve one (1) five-year term

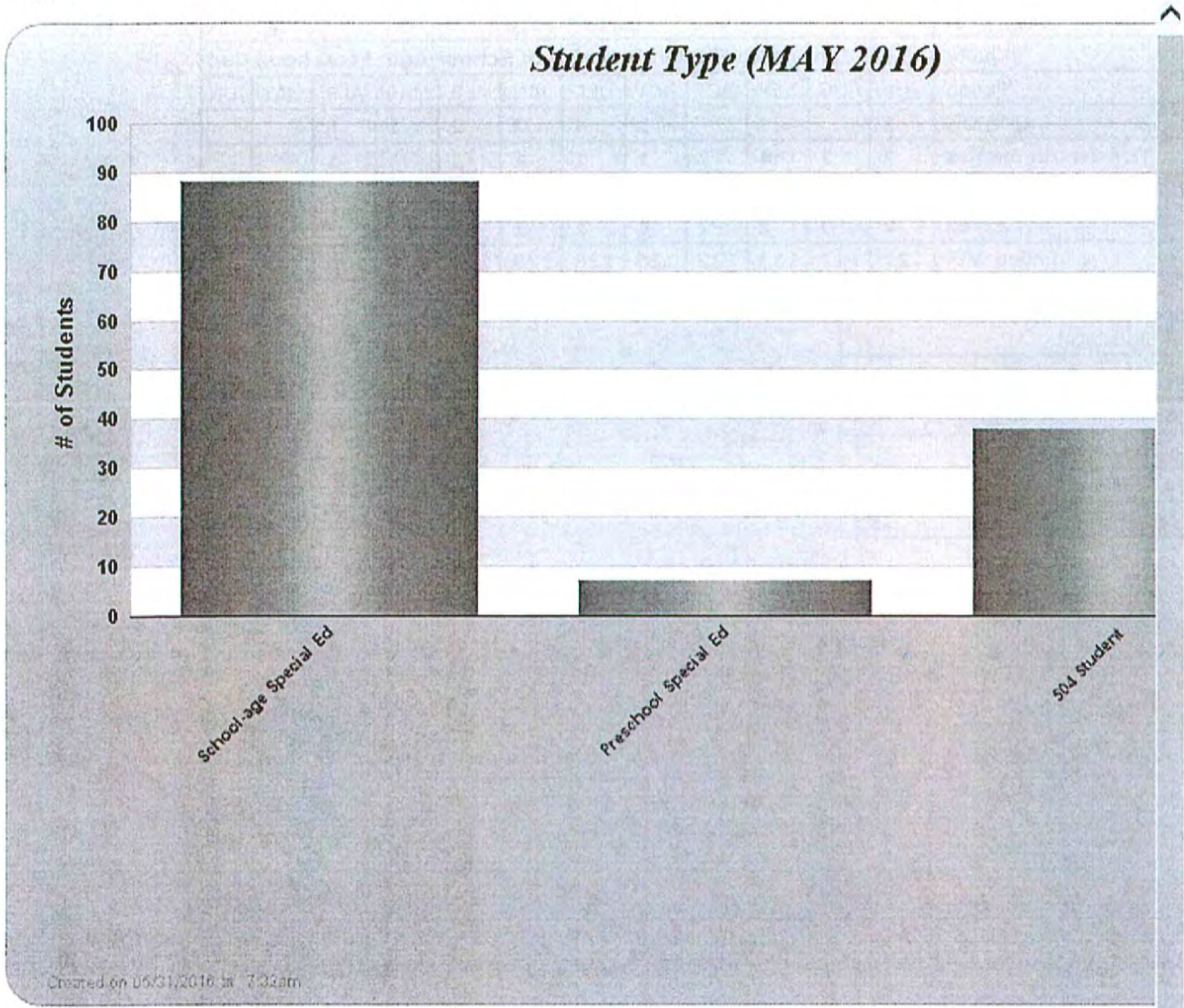
Jacqueline M. Edwards 227
Kevin McCoy 221
Dr. Kathleen (Kat) Linaker 52

Jacqueline M. Edwards was declared the winner to serve one (1) five-year term.

Statistics												
School Year	2015 - 2016											
Query	All Students with Student Type(s) of School-Age, Preschool, 504											
Period	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Referrals	2		3		2	4	2	2	1	5		
Transfers/Re-entries	2	2	4	1	1	1	1	2		1		
Declassified/Discontinued												1
Exited	2	8	2	2	1	1	1	3				1
Ended with	122	117	123	122	125	128	129	129	129	135	133	

Statistics	
Student Type 	# Students
School-age Special Ed	88
Preschool Special Ed	7
504 Student	38
Total	133

All Students with Student Type(s) of School-Age, Preschool, 504 (Created 05/31/2016 @ 7:32am)
Data ▶





CAPITAL IMPROVEMENT PROJECT – SITE WORK CONTRACT #1

BE IT RESOLVED that the New York Mills Board of Education awards the bids for Site Work Contract #1 for the Capital Improvement Project to the following low bidder:

Site Work Contract #1:

C.W. Site Development LLC
PO Box 184
Bernhards Bay, NY 13028

Total Base Bid **\$518,000**

Bid Alternates:

Site Work:

C.W. Site Development LLC
Alternate No. 1 –Accepted as a **deduct** to the base bid **-\$150,650**

Motion:

Second:

Vote: _____ Yes _____ No



CAPITAL IMPROVEMENT PROJECT – GENERAL TRADES CONTRACT #2

BE IT RESOLVED that the New York Mills Board of Education awards the bids for General Trades Contract #2 for the Capital Improvement Project to the following low bidder:

General Trades Contract #2:

J. Priore Construction Company, Inc.
316 Ontario Street
Utica, NY 13501

Total Base Bid **\$1,700,000**

General Trades Work:

J. Priore Construction Company, Inc.	
Alternate No. 2 – Not Accepted	\$0
Alternate No. 3 – Not Accepted	\$0
Alternate No. 4 – Not Accepted	\$0
Alternate No. 5 – Not Accepted	\$0
Alternate No. 6 – Not Accepted	\$0
Alternate No. 7 – Not Accepted	\$0
Alternate No. 8 – Not Accepted	\$0
Alternate No. 9 – Not Accepted	\$0

Motion:

Second:

Vote: _____ Yes _____ No



CAPITAL IMPROVEMENT PROJECT – HVAC CONTRACT #3

BE IT RESOLVED that the New York Mills Board of Education awards the bids for HVAC Contract #3 for the Capital Improvement Project to the following low bidder:

HVAC Contract #3:

Schmalz Mechanical Contractors, Inc.
529 Oriskany St West
Utica, NY 13502

Total Base Bid **\$140,000**

Motion:

Second:

Vote: _____ Yes _____ No



CAPITAL IMPROVEMENT PROJECT – PLUMBING CONTRACT #4

BE IT RESOLVED that the New York Mills Board of Education awards the bids for Plumbing Contract #4 for the Capital Improvement Project to the following low bidder:

Plumbing Contract #4:

H.J. Brandeles Corporation
Lafayette Street
Utica, NY 13502

Total Base Bid **\$168,000**

Motion:

Second:

Vote: _____ Yes _____ No



CAPITAL IMPROVEMENT PROJECT – ELECTRICAL CONTRACT #5

BE IT RESOLVED that the New York Mills Board of Education awards the bids for Electrical Contract #5 for the Capital Improvement Project to the following low bidder:

Electrical Contract #5:

Ridley Electric Company, Inc.
5800 Court Street Road
Syracuse, NY 13206

Total Base Bid **\$723,000**

Bid Alternates

Electrical Work:

Ridley Electric Company, Inc.	
Alternate No. 3 – Not Accepted	\$0
Alternate No. 4 – Not Accepted	\$0
Alternate No. 5 – Not Accepted	\$0
Alternate No. 6 – Not Accepted	\$0
Alternate No. 7 – Not Accepted	\$0
Alternate No. 8 – Not Accepted	\$0
Alternate No. 10 – Not Accepted	\$0

Motion:

Second:

Vote: _____ Yes _____ No



CAPITAL IMPROVEMENT PROJECT – THEATRICAL CONTRACT #6

BE IT RESOLVED that the New York Mills Board of Education awards the bids for Theatrical Contract #6 for the Capital Improvement Project to the following low bidder:

Theatrical Contract

#6:

Syracuse Scenery & Stage Lighting Company, Inc.

101 Monarch Drive
Liverpool, NY 13088

Total Base Bid

\$105,285

Bid Alternates

Theatrical Work:

Syracuse Scenery & Stage Lighting Company, Inc.

Alternate No. 10 –Accepted as an **add** to the base bid

\$12,260

Motion:

Second:

Vote: _____ Yes _____ No



CAPITAL IMPROVEMENT PROJECT – FOOD SERVICE CONTRACT #7

BE IT RESOLVED that the New York Mills Board of Education awards the bids for Food Service Contract #7 for the Capital Improvement Project to the following low bidder:

Food Service Contract

#7: Main Ford General

Supply
366 Lyell Avenue
Rochester, NY 14606

Total Base Bid **\$296,500**

Motion:

Second:

Vote: _____ Yes _____ No

Annual Professional Performance Review - Education Law §3012-d

Task 1. School District Information - Tasks 1.1, 1.2

Task 1) Disclaimers

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

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

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

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

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

1.1) Assurances

Please check all of the boxes below

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

1.2) Submission Status

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

First-time submission under Education Law §3012-d

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)

Task 2) Original Required Student Performance Subcomponent

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

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

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

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

2.1) Assurances

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

Please check the boxes below.

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

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

STATE-PROVIDED MEASURES OF STUDENT GROWTH

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

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

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

	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)

	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)

2.3) Grade 3 ELA and Math: Assessments (Original)

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

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

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

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

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

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

	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: <https://www.engageny.org/resource/appr-3012-d>.

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

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

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

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

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

2.5) High School Courses Ending in a Regents Exam: Assessments (Original)

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

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

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

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

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

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

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

	Global 2	US History
Regents Assessment	Global 2	US History

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

	Algebra I	Geometry	Algebra II/Trigonometry
Regents Assessment(s)	Common Core Algebra	Common Core Geometry	Common Core Algebra II and Algebra II/Trigonometry

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

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

STUDENT LEARNING OBJECTIVES: High School English Language Arts

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

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

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

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

For grade levels where the Regents exam is not used:

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

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

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
10 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
11 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
12 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Task 2.7 (K-2 ELA/Math)

2.7)Grades K-2 ELA and Math: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
K Math	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
1 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
1 Math	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
2 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
2 Math	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	

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)

2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
7 Science	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
6 Social Studies	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
7 Social Studies	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
8 Social Studies	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	

2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)

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

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	

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

2.10) All Other Courses (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

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

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

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

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

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

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

Follow the examples below to list other courses.

	(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	Common Core English, Common Core Algebra
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	12	All courses not named above	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	

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%

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

2.12) Teachers with More Than One Growth Measure (Original)

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO

Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

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

2.13) Assurances

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

<https://www.engageny.org/resource/appr-3012-d>.

Please check the boxes below.

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

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

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

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

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

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

Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

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

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

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

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

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

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

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

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

2.2-2.10) 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.

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"/> NY Mills		

2.10) Alternate SLOs: All Other Courses (Transition Period, 2016-17 through 2018-19)

If the option, "Other Courses as listed in Original Task 2.10" does not apply, please leave that box unchecked in the table above and use the table below to add courses.

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 other teachers not named above".

For other courses indicate the following:

- 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	Common Core English, Common Core Algebra

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

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

Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores may only be used for advisory purposes during the transition period and cannot be used for calculating transition scores and ratings during the 2015-16 through 2018-19 school years. If such assessments are selected for the original SLO and there are not remaining measures in the Student Performance category for an educator, an alternate SLO must be included for that educator here.

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
(No Response)	(No Response)	(No Response)	(No Response)		<input checked="" type="checkbox"/> NY Mills	

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: <https://www.engageny.org/resource/appr-3012-d>.

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

Annual Professional Performance Review - Education Law §3012-d

Task 3.1. Optional Subcomponent Use (Teachers) - Task 3.1 (Subcomponent Use and Weighting)

Task 3) Optional Student Performance Subcomponent

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

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

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

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

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

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

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

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

Annual Professional Performance Review - Education Law §3012-d

Task 3. Student Performance - Optional (Teachers) - Tasks 3.1 (Assurances), 3.2-3.12

Task 3) Optional Student Performance Subcomponent

If the Optional Student Performance subcomponent will NOT be used, save this page and proceed to Task 4; this section is not required.

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

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

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

- (A) a second State-provided growth score on a State-created or administered test, provided that the State-provided growth measure is different than that used in the Required subcomponent; or
- (B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

Options for measures and associated assessments include:

OPTION A: SECOND STATE-PROVIDED GROWTH SCORE

- Option (A1) Teacher-specific growth score computed by the State based on percentage of students who achieve a State-determined level of growth (e.g., percentage of students whose growth is above the median for similar students)
- Option (A2) School-wide growth results based on a State-provided school-wide growth score for all students attributable to the school who took the State ELA or math assessment in grades 4-8
- Option (A3) School- or program-wide, group, team, or linked growth results using available State-provided growth scores that are locally-computed
- Option (A4) District- or BOCES-wide growth results using available State-provided growth scores that are locally-computed

OPTION B: STATE-DESIGNED SUPPLEMENTAL ASSESSMENTS

- Option (B1) Teacher-specific growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model
- Option (B2) School- or program-wide, group, team or linked growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model capable of generating such a score
- Option (B3) District- or BOCES-wide growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model capable of generating such a score

The same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable.

Task 3.1) Assurances

Please check the boxes below.

- Assure that if a teacher receives an overall rating of Ineffective on the Student Performance category, and a State-designed supplemental assessment (option B1, B2 or B3) was included as an Optional subcomponent of the Student Performance category, then the teacher must be rated Ineffective overall (see Education Law §3012-d(5)(a) and (7)).
- Assure that if a teacher receives an overall rating of Ineffective on the Student Performance category, and a State-provided growth score on a State-created or administered test (option A1, A2, A3, or A4) was included as an Optional subcomponent of the Student Performance category, then the teacher may not be rated higher than Developing overall (see Education Law §3012-d(5)(a) and (7)).

3.2-3.10) Optional Measures, Assessments and Courses

Using the table below, please select the measure and, as applicable, assessment(s) that will be used for the Optional subcomponent, then indicate the applicable courses.

Measure	Supplemental Assessment(s)	Applicable Course(s)
(No Response)		

3.12) Assurances

Annual Professional Performance Review - Education Law §3012-dTask 3. Student Performance - Optional (Teachers) - Tasks 3.1 (Assurances), 3.2-3.12

Please check all of the boxes below:

- Assure that scores and ratings for the Optional Student Performance subcomponent, where a State-designed supplemental assessment is used, will be calculated in the manner specified by the assessment provider through the RFQ process.
- Assure that the final Student Performance category rating for each teacher will be determined using the weights and parameters specified in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that all Optional Student Performance measures for a teacher are different than any measures used for the Required Student Performance subcomponent.
- Assure that the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable.
- Assure that during the 2016-17 through 2018-19 school years, if a second State-provided growth score (options A1, A2, A3, or A4) is selected as a measure in the Optional subcomponent of the Student Performance category, such measure will be used for advisory purposes only and will not be used for the purpose of calculating transition scores and ratings.

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

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

4.1) Teacher Practice Rubric

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

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	(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.
- Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

4.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable components will be weighted equally and averaged.

4.4) Calculating Observation Ratings

Assurances

Please check the boxes below.

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

For districts/BOCES that have been granted an annual Independent Evaluator Hardship Waiver by the Department:

- Assure that if the district is granted an annual Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator.

Teacher Observation Scoring Bands

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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

Optional Subcomponent:

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

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

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

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

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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	n/a

4.6) Assurances

Please check all of the boxes below.

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

4.7) Number and Method of Observations

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

Tenured Teachers

	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	0	N/A	1	In person	0	N/A
Announced	1	In person	0	N/A	0	N/A

Probationary 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	0	N/A	0	N/A
Announced	1	In person	1	In person	0	N/A

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Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

For guidance on APPR scoring, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

5.1) Scoring Ranges

Student Performance

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

Teacher Observation

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

	Overall Student Performance Category Score and Rating			Overall Observation Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.0
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	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 who have received Ineffective ratings under Education Law §3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the district has received a waiver from the Department.

Annual Professional Performance Review - Education Law §3012-d

Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

For more information on the additional requirements for teachers, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

- Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

6.2) Attachment: Teacher Improvement Plan Forms

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

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

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

78648027-APPR Improvement Plan.doc

6.3) Assurance: Appeals

Please check the box below.

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

6.4) Appeals

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

- (1) the substance of the annual professional performance review; which shall include the following:
 - (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

Annual Professional Performance Review - Education Law §3012-d

Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-d
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-d

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 Review

Section 1 A teacher may request an administrative review of his/her annual professional performance review in the following cases:

- (a) A teacher who receives an overall rating of Ineffective may assert that (i) the procedures of this Plan for measuring student growth were not properly followed, (ii) one or more of the observations used to calculate the score for the "other measures" subcomponent was not conducted in compliance with the chosen rubric, (iii) any non-observation measure of teaching practice used to calculate the "other measures" subcomponent rating was not properly implemented, (iv) that any Teacher Improvement Plan in place at least 90 days prior to the preparation of the annual evaluation was not properly implemented, or (v) the overall rating was adversely affected by a calculation error in adding up the subcomponent scores;
- (b) A teacher who receives an overall rating of Developing for a second consecutive year may assert one or more of the errors described in subsection (a); and
- (c) A teacher who receives a Teacher Improvement Plan may assert that the Plan is not reasonably specific in advising the teacher of the needed improvement.

Section 2 The initial request for administrative review of the annual professional performance review shall be submitted to the Superintendent in writing, signed by the teacher. The request for administrative review must be submitted to the Superintendent no later than ten (10) working days after the teacher is informed of their overall rating.

- (a) The request shall identify which of the objections described in Section 1 are being asserted by the teacher, and shall specify, in detail, the reason(s) the evaluation is claimed to be deficient. Any documentation that the teacher wants to be considered in support of his/her objection shall be included with the request.
- (b) The teacher shall simultaneously provide a copy of the request and supporting materials to the principal. The principal may, but is not required to, submit to the Superintendent a written response to the objections set forth in the request for review, but this must be done within five (5) working days of the teacher's submission of the request.
- (c) The teacher may include in the request for review a request for a meeting with the Superintendent. If a meeting is requested, it shall be scheduled within ten (10) working days of the Superintendent's receipt of the request for review. The teacher may be accompanied at that meeting by one person who is either a member of the teacher bargaining unit or a representative of the teachers association. The Superintendent may have one other administrator or labor relations representative present. The teacher shall be provided a reasonable opportunity to explain their objections to the evaluation as set forth in the initial request for review. The meeting shall not be conducted as a testimonial hearing.
- (d) The Superintendent has the discretion to inspect documents or interview people he or she concludes are relevant to making a determination.
- (e) The Superintendent shall render a written decision within ten (10) working days of receiving the teacher's request for review, or ten (10) working days after the meeting with the teacher, whichever is applicable. If the Superintendent inspected documents other than those provided with the request for review, or interviewed people, the scope of that inquiry shall be described in the written response.

Section 4 Pursuant to Education Law 3012-c, all steps of this appeal process will be resolved in a timely and expeditious way. Therefore, the timelines described in this Plan may be extended only in the event of unforeseen emergencies, and only by written agreement of the parties. All timeline extensions granted will be timely and expeditious in accordance with Education Law section 3012-c.

Section 5 The decision of the Superintendent shall be final and binding. It shall not be subject to the grievance procedures (including arbitration) provided in the parties' collective bargaining agreement. Any matter described in Education Law section 3012-c as being subject to an appeal is likewise excluded from the grievance procedures (including arbitration) provided in the parties' collective bargaining agreement, whether or not that matter is eligible for review under Section 1 of this procedure.

Section 6 In the event that the school district initiates a proceeding in accordance with Education Law § 3020-a, or discipline which results in an appeal based on Section 24 of the party's collective bargaining agreement, and based solely on a pattern of ineffective teaching or performance, nothing in this Appeal Process shall be construed to limit the defenses which the employee may place before the hearing officer in the §3020-a

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

proceeding in challenging the allegation of a pattern of ineffective teaching or performance.

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.

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Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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

The New York Mills Union Free School District will utilize the OHM BOCES Network Team evaluator/ lead evaluator training in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model;
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities. Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher/principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the OHM BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The OCM BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

6.7) Assurances: Teacher Evaluation

Annual Professional Performance Review - Education Law §3012-d

Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

Please check all of the boxes below.

- Assure that the district/BOCES shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide teachers whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers with their original composite rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.

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

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

6.9) Assurances: Data**Please check all of the boxes below.**

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

Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

Task 7) Original Required Student Performance Subcomponent

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

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

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

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

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

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

	(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	All Regents assessments which are used to generate the principal's State-provided growth score

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.

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Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

Grade From	Grade To	State or Regents Assessment(s)
K	6	<input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math
7	12	<input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> All 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, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all principals who receive a State-provided growth score in the event that a State-provided growth score cannot be generated for that principal.
- Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

7.2) Student Learning Objectives (Original)

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

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 grades/courses covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district/BOCES must select the type of assessment that will be used with the SLO from the options below.

- 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 SGP results.
- 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-wide student results from one of the following assessment options:
- State-approved 3rd party assessment; or
- State-approved district, regionally, or BOCES-developed course-specific assessment.

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	Common Core English, Common Core Algebra, Living Environment, Global 2, US History
Grades 11-12 Building	11	12	Principal-specific results	Common Core English, US History

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 From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	6	Principal-specific results	<input checked="" type="checkbox"/> Grade 4 Science		
7	12	Principal-specific results	<input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> All Regents given in building/district		<input checked="" type="checkbox"/> STAR Early Literacy <input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading

7.3) HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective
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Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

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: <https://www.engageny.org/resource/appr-3012-d>.

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

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

7.5) Assurances

Please check all of the boxes below.

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

7.6) Student Performance Subcomponent Weighting

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

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

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

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Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

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

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

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

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

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

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

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

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

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

For each grade configuration indicate the following:

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

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	Common Core English, Common Core Algebra, Living Environment, Global 2, US History
Grades 11-12 Building	11	12	Principal-specific results	Common Core English, US History

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.

Annual Professional Performance Review - Education Law §3012-d

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	6	Principal-specific results		<input checked="" type="checkbox"/> NY Mills	
7	12	Principal-specific results		<input checked="" type="checkbox"/> NY Mills	

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: <https://www.engageny.org/resource/appr-3012-d>.

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

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

Task 8) Optional Student Performance Subcomponent

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

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

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

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

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

8.1) Use of the Optional Subcomponent for Student Performance Measures

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

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.

Annual Professional Performance Review - Education Law §3012-d

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

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

9.1) Principal Practice Rubric

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

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.
- Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

9.3) Process for Weighting Rubric Domains/Subcomponents

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

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

All observable components will be weighted equally and averaged.

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

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

For districts/BOCES that have been granted an annual Independent Evaluator Hardship Waiver by the Department:

- Assure that if the district is granted an annual Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee.

Principal School Visit Scoring Bands

Annual Professional Performance Review - Education Law §3012-d

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

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

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

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

Annual Professional Performance Review - Education Law §3012-d

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

9.6) Assurances

Please check all of the boxes below.

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

9.7) Number of School Visits

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

Tenured Principals

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

Annual Professional Performance Review - Education Law §3012-d

Task 10. Overall Scoring (Principals) - Tasks 10.1-10.3

For guidance on APPR scoring, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

10.1) Scoring Ranges

Student Performance Category

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

Principal School Visit Category

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

	Overall Student Performance Category Score and Rating			Overall School Visit Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5 to 3.75	4.0
E	15	17	E	2.5 to 2.75	3.49 to 3.74
D	13	14	D	1.5 to 1.75	2.49 to 2.74
I	0	12	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

For guidance on additional requirements for principals, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

11.1) Assurances: Improvement Plans

Please check all of the boxes below.

- Assure that the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive a Developing or Ineffective rating by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

11.2) Attachment: Principal Improvement Plan Forms

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

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

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

APPR Improvement Plan.doc

11.3) Assurance: Appeals

Please check the box below.

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

11.4) Appeals

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

- (1) the substance of the annual professional performance review; which shall include the following:
 - (i) in the instance of a principal rated Ineffective on the student performance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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

APPEALS:

Appeals may only be filed for a composite score of ineffective or developing. The scope of any appeals will be limited to the following subjects:

- The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d
- The adherence to the Commissioner's regulations, as applicable to such reviews
- Compliance with locally negotiated procedures
- The district's issuance and/or implementation of the terms of the improvement plan under Education Law 3012-d

Multiple appeals regarding the same performance review or improvement plan may not be filed. Any grounds not raised at the time of the appeal shall be deemed waived. The administrator has the burden of demonstrating a clear legal right to the relief being requested as the burden of proof lies with the individual administrator filing the appeal. Each appeal must be filed in writing with a copy being sent to the President of the organization no later than 15 calendar days of receiving the rating. The appeal must include any and all documentation specific to the point(s) of disagreement that will support the district's response to the appeal. Any information not included at that time will not be considered. The superintendent will render a decision in writing no later than 30 calendar days from the date the administrator filed the appeal. An administrator may appeal the superintendent's final decision to the BOCES district superintendent no later than 15 calendar days after receiving the superintendent's decision. BOCES district superintendent's decision will be rendered within 30 calendar days and will be final.

11.5) Assurance: Evaluators

Please check the box below.

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

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

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

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

Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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

The New York Mills Union Free School District will utilize the OHM BOCES Network Team evaluator/ lead evaluator training in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model;
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities. Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators.

Administrators responsible for teacher/principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the OHM BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The OCM BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

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.
- 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

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

Please check all of the boxes below.

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

11.9) Assurances Data**Please check all of the boxes below.**

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

Annual Professional Performance Review - Education Law §3012-d

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

Task 12) Upload APPR District Certification Form

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision.

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

(No Response)

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 during the transition period; 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

available, and for the Teacher Observation category or Principal School Visit Category of their annual professional performance reviews, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured, and that the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured

- Assure that beginning in the 2019-20 school year, the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured;
- Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that, during the 2015-16 through 2018-19 school years, any educators who receive a Developing or Ineffective rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year in which such teacher's or principal's performance is being measured or as soon as practicable thereafter.
- Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on their original overall rating pursuant to this APPR plan will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that the district or BOCES has collectively bargained appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal to the district/BOCES;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits;
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;
- Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain teachers' and principals' transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of

the Rules of the Board Regents, during the 2016-17 through 2018-19 school years only;

- Assure that, beginning in the 2019-20 school year, no transition scores and ratings will be generated and the district or BOCES' original APPR Plan will apply to all classroom teachers and building principals as defined in the statute, regulations, 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:

Kathy S. Haughton 5-27-16

Teachers Union President Signature:

Date:

Jane Marley 6-3-16

Administrative Union President Signature:

Date:

Meredith Spoto 5/27/16

Board of Education President Signature:

Date:

“ My signature indicates my compliance, not my agreement. I am complying with 3012-D in order to allow our district to survive financially, not because I agree.”

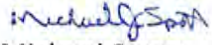
A handwritten signature in blue ink that reads "Jeanne Marley". The signature is written in a cursive style with a long, sweeping tail on the letter "y".

Jeanne Marley

NYMTA President

3012-d APPR to be uploaded in Task 12

"My signature indicates my compliance, not my agreement. I am complying solely so our district can survive, not because I agree.

A handwritten signature in blue ink that reads "Michael Spost".

Michael Spost
NYMAA President



1 Marauder Boulevard
New York Mills, NY 13417

**BOARD OF EDUCATION
MEETING DATES 2016-2017**

July 5 or 12, 2016 – Reorganizational and Business
Tuesday, August 16* or 23, 2016
Tuesday, September 6, 2016
Tuesday, October 4, 2016
Tuesday, November 1, 2016
Tuesday, December 6, 2016
Tuesday, January 3, 2017
Tuesday, February 7, 2017
Tuesday, March 7, 2017 – Budget Workshop
Tuesday, March 21, 2017 – Budget Workshop
Tuesday, April 4, 2017 – Adopt Budget for Vote
Tuesday, April 25, 2017 – Vote for BOCES Budget & Board Members
Tuesday, May 2, 2017 – Public Budget Hearing
Tuesday, May 16, 2017 – Budget Vote and Board Election – Noon – 9:00 p.m.
Tuesday, June 6, 2017

All meetings begin at 6:30 p.m. unless otherwise noted

*Pending district receipt of equalization rates and assessments



Ira Schwartz, Assistant Commissioner
Office of Accountability
55 Hanson Place, Room 400
Brooklyn, New York 11217
Tel: (718) 722-2796 / Fax: (718) 722-4559

May 25, 2016

Mr. Michael J. Spost, Principal
New York Mills Jr. Sr. High School
1 Marauder Blvd
New York Mills, NY 13417

Dear Mr. Spost:

Thank you for your letter concerning the identification of New York Mills UFSD as a Focus District. Your letter raised many questions regarding the validity of assessments used to identify the students with disabilities subgroup. Based on this information, the offices of Special Education and State Assessments also reviewed your concerns.

As you may be aware, the New York State Education Department (“NYSED” or “the Department”) is required to adhere to the United States Department of Education (USDE) policies and guidelines regarding the testing of students with disabilities. The policies set forth by USDE require that students with disabilities be tested at grade level, rather than based on chronological age. Similarly, testing accommodations (if provided) should not invalidate the assessments. Although some of the questions on the state exam may have been difficult for some of your students with disabilities, the Department considers the test results valid.

As the assessments on which the New York Mills UFSD was identified as a Focus District are valid, we cannot grant your appeal to remove the district’s Focus designation. If you have additional questions or concerns regarding the identification process, you may contact the Office of Accountability at accountinfo@nysed.gov.

Sincerely,

Ira Schwartz

- cc: Kathy Houghton
- Rene Wilson
- Jeanne Marley
- Jackie Edwards
- Richard Ross
- Tracy Welch
- Steve King
- Janet Wroblecki
- Rick Suprenant
- Jonathon Fiore
- Howard Mettlemen
- Angelica Infante-Greene
- Lisa Long

Tenet recommendations for Schools

School: New York Mills K-12	District: New York Mills Union Free School District	Date of Review: May 10-12, 2016	Principal: Michael Spost (Jr./Sr. H.S.) 7-12 Dr. Rene Wilson, (E.S) K-6
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This draft document shows the recommendations for each tenet. These recommendations should be school-specific and actionable, with the understanding that the school can begin these immediately with its current staff and its current resources. Please refer to the "Crafting Quality Recommendations" document for more information.

Tenet	District-Led DTSDE Review Team Recommendation		
Tenet 2 - School Leader Practices and Decisions: <i>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</i>	<p>By June 15, the school leaders will convene a building leadership or school-based improvement team to establish a timeline for completing the School Comprehensive Educational Plan by August 1, 2016. This plan will be used by these teams in the 2016-17 school year to monitor improvement and achievement of goals; and for the school leaders to collect feedback during Common Planning Time, vertical team meetings, department meetings and weekly walk-throughs in order to provide evidence of improvement toward identified SMART goals.</p>		
Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.	<p>By June 17, the school leaders will utilize the School Comprehensive Educational Planning process by writing a Needs Statement and SMART goal derived from the District-Led DTSDE Review and develop a plan/action steps for writing a comprehensive K-12 curriculum for ELA and mathematics in order for student achievement of CCLS and career and college readiness standards that include:</p> <ul style="list-style-type: none"> • a timeline, • CCLS alignment, 		

School Name:

Lead Reviewer:

Dates of Review:

<p>Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.</p>	<ul style="list-style-type: none"> • vertical scope and sequence, • curriculum maps, • assessments, and • unit and individual lesson plans that are differentiated to meet the needs of students. <p>The ELA and mathematics K-12 curriculum should be written and submitted for BOE approval by June 1, 2017. The BOCES curriculum specialist assigned to the school for the 2016-2017 school year, along with the school leaders, will facilitate this process.</p> <p>By June 24, 2016, school leaders will meet with respective faculties to determine differentiated needs of all staff members in implementing the following three research-based strategies consistently and at effective/highly effective levels during the 2016-2017 school-year in order to improve student learning: use of</p> <ul style="list-style-type: none"> • essential question and learning targets to frame instruction for the day and to be used by students to self-assess acquisition of knowledge and skills as a result of a given lesson and learning, • regular formative assessment in the classroom to inform instruction and check for student understanding of content and processes, and • differentiated classroom tasks and homework that provide students with added practice and/or enrichment and stretched opportunities to demonstrate knowledge through such interdisciplinary venues as art, technology, drama, and projects that involve problem-solving, creativity and critical thinking.
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School Name:

Lead Reviewer:

Dates of Review:

<p>Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</p>	<p>The professional development plan for the 2016-17 school year will include the differentiated support to be provided to all teachers; and school leaders will conduct daily walk-throughs, providing feedback in order for all staff to reach and maintain effective/highly effective implementation of the three aforementioned instructional strategies.</p>
	<p>By June 30, a K-12 Rtl committee, with clear expectations for roles and responsibilities will be identified and charged with the task of writing a K-12 Rtl plan that identifies specific supports and interventions for academic and social-emotional developmental health at all grade and tiered levels to include:</p> <ul style="list-style-type: none"> • multiple measures of data used for consideration/provision of interventions at each level of support, • process to be followed for student referral, including length of time required to provide different strategies at Level 1 in the classroom and the evidence/portfolio that must be collected and accompany the referral, • specified follow-up time and process for analyzing and determining effectiveness of the intervention, • available Level 2 and 3 interventions must be specifically identified, • Academic Intervention Service (AIS) terminology should be replaced

School Name:

Lead Reviewer:

Dates of Review:

	<p>with the term Response to Intervention (RtI),</p> <ul style="list-style-type: none"> • an individual trajectory plan template for each student with required documentation of continuous improvement, • a written communication tool for reciprocal communication of RtI trajectory progress to parents/guardians and students, • involvement of parents/guardians in the initial formation of intervention plans and supports, and • identification of the person responsible (case worker) to oversee and make sure the plan is implemented for each student. <p>This committee will work on the plan and complete the task by Nov. 15, 2016.</p>
<p>Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</p>	<p>By June 6, the school leaders will identify the process and timeline for parent receipt of student academic report cards and progress reports through at least two venues: one print form and one electronic form, explaining to parents the importance of maintaining records of their student's performance. Also, school leaders will bi-weekly monitor the School Tool Parent Portal for teacher maintenance of timely recording of student grades in order for parents and students to check academic performance in a course.</p>

School Name:

Lead Reviewer:

Dates of Review:

7.3

Kathy Houghton

From: SPECED <SPECED@nysed.gov>
Sent: Wednesday, May 25, 2016 10:38 AM
To: Kathy Houghton
Subject: 2016 IDEA Determination-New York Mills UFSD

Dear Ms. Houghton:

Federal regulations require each state to make determinations annually about the performance of each public school district based on the public school district's annual performance relating to the Individuals with Disabilities Education Act (IDEA). This is to notify you that your district has been identified by the State as Needs Assistance for one consecutive year. The criteria the State applied to make this determination and the actions the school district must take as a result of the determination can be found at <http://www.p12.nysed.gov/specialed/spp/nysdeterminations/2016-determinations-criteria.html>.

If you have any questions regarding this notification, please contact the Regional Associate assigned to your school district. Thank you.

Patricia J. Geary
Coordinator, Special Education Policy and Professional Development
Office of Special Education, Room 309
New York State Education Department
89 Washington Avenue
Albany, NY 12234
518-473-4818

Confidentiality Notice

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**New York State Education Department 2016 Criteria for School District Determinations
under the Individuals with Disabilities Education Act (IDEA)**

Title 34 of the Code of Federal Regulations (CFR) §300.600 requires each state to make determinations annually about the performance of each public school district based on the public school district's annual performance relating to State Performance Plan (SPP) indicators. These determinations must be made in consideration of information obtained through monitoring visits, other public information made available, including any audit findings and whether the data submitted by the local educational agency (LEA) is valid, reliable, and timely. The State must consider compliance and may consider other performance indicators in relation to the State's targets for improvement for these indicators. Based upon this information, the state must determine whether the district meets the requirements and purposes of IDEA; needs assistance in implementing the requirements of IDEA; needs intervention in implementing the requirements of IDEA; or needs substantial intervention in implementing the requirements of IDEA. (34 CFR §300.603). New York State makes its annual IDEA Determinations based on consideration of both a school district's performance outcomes and/or compliance¹ status as follows:

Determination	Criteria
Needs Assistance	<p>Performance: District is a Focused District under the ESEA Waiver based on combined ELA and math assessment results or the graduation rate for students with disabilities.</p> <p>Compliance: District has findings of noncompliance that remain uncorrected between <u>12 and 24 months</u> from the date of identification of the noncompliance by the State.</p>
Needs Intervention	<p>Performance: District is a Focused District under the ESEA Waiver based on combined ELA and math assessment results or the graduation rate for students with disabilities; and</p> <p>The district has been identified by the State as a Needs Assistance or Needs Intervention district under IDEA for more than five (5) consecutive years.</p> <p>Compliance: District has findings of noncompliance that remain uncorrected <u>more than 24 months</u> from the date of identification of the noncompliance by the State.</p>
Needs Substantial Intervention	<p>Compliance: District has significant noncompliance that remains uncorrected and that is resulting in substantial failure of the district to provide a free appropriate public education (FAPE) for its students with disabilities.</p>

Any school district that is designated as a district needing assistance, intervention or substantial intervention for not meeting the requirements of Part B of IDEA, including the targets in the State's Performance Plan, is prohibited from reducing its maintenance of effort under 34 CFR §300.203 for any fiscal year in which it is identified. [34 CFR §300.608]

¹ Compliance factors considered include, but are not limited to, a school district's data on SPP/Annual Performance Report (APR) compliance indicators; whether a district submitted valid, reliable, and timely data for all indicators; and any uncorrected noncompliance beyond one year, including from other sources (including complaints or hearings).



Actions Required for School District as Needs Assistance or Needs Intervention to Meet the Requirements of Part B of the Individuals with Disabilities Education Act (IDEA) April 2016

Title 34 of the Code of Federal Regulations (CFR) §300.600 requires each state to make determinations annually about the performance of each public school district based on the public school district's annual performance relating to State Performance Plan (SPP) indicators. These determinations must be made in consideration of information obtained through monitoring visits, other public information made available, including any audit findings and whether the data submitted by the local educational agency (LEA) is valid, reliable, and timely. The State must consider compliance and may consider other performance indicators in relation to the State's targets for improvement for these indicators. Based upon this information, the state must determine whether the district meets the requirements and purposes of IDEA; needs assistance in implementing the requirements of IDEA; needs intervention in implementing the requirements of IDEA; or needs substantial intervention in implementing the requirements of IDEA. (34 CFR §300.603).

Each school district must review their IDEA determination and, if identified as a district that Needs Assistance or Needs Intervention, take the required actions as follows:

REQUIRED ACTIONS

School Districts Determined as "Needs Assistance"

1. Technical Assistance Required

As a result of this determination, the State requires that the District obtain targeted technical assistance to address the reason(s) it was identified based on performance results for the subgroup of students with disabilities and/or failure to correct findings of noncompliance by not later than 12 months from the date of identification of the noncompliance.

For districts identified based on the performance results for students with disabilities, the technical assistance obtained by the school district must focus on identifying and implementing professional development, instructional strategies and methods of instruction that are based on research.

NYSED is committed to supporting your District's efforts to improve results for students with disabilities through the resources of:

- the Regional Special Education Technical Assistance Support Centers (RSE-TASC)
<http://www.p12.nysed.gov/specialed/techassist/rsetasc/locations.htm>
- Other NYSED funded technical assistance networks
<http://www.p12.nysed.gov/specialed/techassist/>
- the Special Education Quality Assurance (SEQA) Offices
<http://www.p12.nysed.gov/specialed/quality/home.html>.

2. Prohibition on Reducing its Fiscal Maintenance of Effort

Any school district that is designated as a district needing assistance for not meeting the requirements of Part B of IDEA, including the targets in the State's Performance Plan, is prohibited from reducing its maintenance of effort under 34 CFR §300.203 for any fiscal year in which it is identified. [34 CFR §300.608]

3. Other Enforcement Actions:

School districts will be notified directly if the Department will impose any additional enforcement action(s), which could include – but are not limited to - identification of the school district as a “high-risk grantee” and/or imposing special conditions on the school district’s IDEA Part B grant.

School Districts determined as “Needs Intervention”

1. Technical Assistance Required

For school districts identified as “Needs Intervention”, the State requires that the District obtain targeted technical assistance to address the reason(s) it was identified based on performance results for the subgroup of students with disabilities and/or failure to correct findings of noncompliance by not later than 12 months from the date of identification of the noncompliance.

NYSED is committed to supporting your District’s efforts to improve results for students with disabilities through the resources of:

- the Regional Special Education Technical Assistance Support Centers (RSE-TASC) <http://www.p12.nysed.gov/specialed/techassist/rsetasc/locations.htm>
- Other NYSED funded technical assistance networks <http://www.p12.nysed.gov/specialed/techassist/>
- the Special Education Quality Assurance (SEQA) Offices <http://www.p12.nysed.gov/specialed/quality/home.html>.

For districts identified based on the performance results for students with disabilities, the technical assistance obtained by the school district must focus on identifying and implementing professional development, instructional strategies and methods of instruction that are based on research.

2. Prohibition on Reducing its Fiscal Maintenance of Effort

Any school district that is designated “Needs Intervention” for not meeting the requirements of Part B of IDEA, including the targets in the State’s Performance Plan, is prohibited from reducing its maintenance of effort under 34 CFR §300.203 for any fiscal year in which it is identified. [34 CFR §300.608]

3. Other Enforcement Actions

School districts will be notified directly if the Department will impose any additional enforcement actions, which could include – but are not limited to - identifying the school district as a “high-risk grantee” and impose special conditions on the school district’s IDEA Part B grant; requiring the district to prepare a corrective action plan or improvement plan; and/or withholding, in whole or in part, any further payments to the school district under Part B of IDEA.