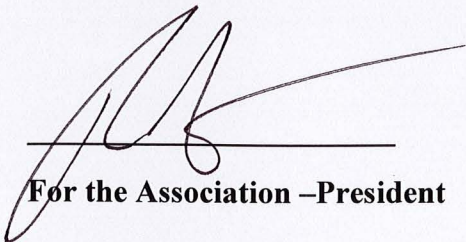


**Memorandum of Agreement
between the
Bolivar Richburg Faculty Association
and the
Bolivar Richburg Central School District**

Whereas the Bolivar Richburg Faculty Association (the Association) and the Bolivar Richburg Central School District (the District) are parties to a collective bargaining agreement for a term beginning July 1, 2026, and ending June 30, 2028; the parties agree to the following:

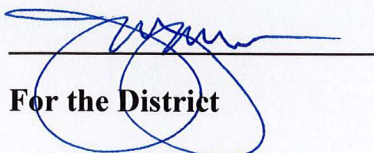
1. The Association and the District (the parties) agree to implement the attached Annual Professional Performance Review (APPR) referenced herein for classroom teachers as defined in §80-1.1 of the Commissioner's Regulations.
2. In accordance with New York State Education Law §3012-d, the parties agree to negotiate changes to the attached APPR plan. The parties also agree to reopen APPR plan portions for negotiations if either party requests to do so.
3. Unless specifically addressed in this Agreement, all terms and conditions of employment and all other provisions of the collective bargaining agreement between the parties remain in effect.
4. The parties agree that in the event of a conflict between the provisions contained in the portions of APPR plan referenced herein and those established by New York State Education Law §3012-d, rules promulgated by the Board of Regents, regulations promulgated by the Commissioner of Education, as amended by litigation, statutory, or regulatory requirements relating to teacher evaluation, the parties will negotiate necessary changes to this agreement.
5. Consistent with the Commissioner's Regulations (§30-2.1(d)) nothing in this plan shall affect or be construed to affect the rights of the Board of Education to terminate a probationary teacher or restrict the discretion of the Superintendent and/or the Board of Education to make a determination on the status of a probationary teacher and/or to deny tenure.
6. The parties agree that nothing within this Agreement shall abrogate the collectively bargained rights of unit members represented by the Bolivar Richburg Faculty Association as defined by the collective bargaining agreement and/or the Public Employees Fair Employment Act, Article 14 of the Civil Service Law (commonly referred to as the Taylor Law), New York State Education Law, rules promulgated by the Board of Regents, and/or regulations promulgated by the Commissioner of Education.



For the Association –President

7/1/26

Date



For the District

7/1/26

Date

Bolivar Richburg Central School District
and the
Bolivar Richburg Faculty Association

ANNUAL PROFESSIONAL PERFORMANCE
REVIEW PLAN
(APPR)

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ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

The Purpose of the Annual Professional Performance Review:

- Ensure that the evaluation process promotes professional growth
- Respond to the needs of teachers and students
- Be congruent with the state model
- Promote student achievement
- Foster instructional conversations between teachers and administrators

Introduction

The Bolivar Richburg Faculty Association and the Bolivar Richburg Central School District (the parties) agree to implement the following Annual Performance Review Plan (APPR) as negotiated by the parties. It is agreed that this APPR plan will be in compliance with NYS Education Law, Board of Regents and Commissioner of Education regulations. The parties also agree that in the event of a conflict between the provisions contained in this APPR plan and applicable laws and/or regulations, such laws and/or regulations shall govern and the parties agree to negotiate those APPR plan segments which are not in compliance.

The Board of Education of the Bolivar Richburg Central School District shall ensure that the performance of all classroom teachers providing instructional services is reviewed annually.

The Bolivar Richburg Central School and the Bolivar Richburg Faculty Association will form a joint labor-management APPR Committee. This Committee will be responsible for reviewing the policies and procedures related to the APPR. It is understood and agreed that the APPR will continue in effect until such time as there is mutual agreement on any change. Either party may request that the joint committee review specific aspects of the APPR. Any changes to the evaluation procedures of teachers recommended by the APPR Committee would only be effective upon mutual written agreement of the Association and the District. All APPR evaluative documentation will be placed in the unit member's personnel file upon completion of the review process. Unless allowable under Education Law §3012-d, the District will not release any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person, without the prior written authorization of the Association.

New York State Teaching Standards And Elements

Standard 1: Knowledge of Students & Student Learning 1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels 1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes 1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students 1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning 1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning 1.6 Knowledge and understanding of technological and information literacy and how they affect student learning	Standard 4: Learning Environment 4.1 Create a mutually respectful, safe, and supportive learning environment that is inclusive of every student 4.2 Create an intellectually challenging and stimulating learning environment 4.3 Manage the learning environment for the effective operation of the classroom 4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment Standard 5: Assessment for Student Learning 5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth 5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction 5.3 Communicate information about various components of the assessment system 5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly 5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated
Standard 2: Knowledge of Content and Instructional Planning 2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s] 2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts 2.3 Uses a broad range of instructional strategies to make subject matter accessible 2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement 2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge 2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals	Standard 6: Professional Responsibilities and Collaboration 6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities 6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning 6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success 6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations 6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities
Standard 3: Instructional Practice 3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning 3.2 Communicate clearly and accurately with students to maximize their understanding and learning 3.3 Set high expectations and create challenging learning experiences for students 3.4 Explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement 3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology 3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs	Standard 7: Professional Growth 7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth 7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies 7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice 7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources

Cognitive Engagement

Cognitive Engagement is a prerequisite for student learning. The engaged student not only attends to built-in procedures of instruction but also interacts with the content of the lesson in a deep and thoughtful way.

Teachers

- Express high expectation
- Use a variety of space, student, and room arrangement
- Do continual assessment and feedback
- Seek evidence of participation and flow
- Use a variety of interaction modes

Students

- Know when they are successful in tasks
- Make authentic choices and regulate own learning
- Are immersed in task
- Actively discover and observe
- Are mindful

Constructivist Learning

This concept states that learning takes place when learners restructure knowledge and are able to apply that to new learning situations that have not yet been explored by the learner.

Constructivist Learning:

- Is student-centered
- Allows the learner to practice applying knowledge from previous experience
- Is an interactive process motivated by creation of disequilibrium for the learner
- Allows the teacher to be the facilitator of learning
- Helps students with group acquisition of knowledge and creates contextual learning

21st Century Skills

For the 21st century students must have ways of acquiring and knowing information from vast knowledge bases. The skills and knowledge need to be integrated and not separate.

Some 21st century skills are:

- Critical thinking
- Problem solving
- Global awareness
- Collaboration

Teacher strategies for the 21st Century should include:

- Problem and project based learning
- Authentic problem solving
- Engagement with students, colleagues, and the community
- Student-centered learning
- Technology integration

APPR Committee

An APPR committee of teachers and administrators will be established and will work together to determine the content of the APPR Plan, subject to approval by the negotiations teams of both parties. Teachers, representing various subjects and grade levels who participate in this committee, shall be appointed to this committee by the Association.

Where appropriate, the APPR will be negotiated by the parties with subcomponents derived from student assessment data. The APPR committee shall determine which assessment(s) are to be used by grade level/subject area and/or teacher. The committee has the freedom to modify the choice of assessment if desired. However, any other changes to the remainder of this process in its entirety may only be changed upon mutual written agreement of the Association and the District. Should the committee be unable to reach consensus on which assessments are to be used, the negotiations teams from both parties shall determine the chosen assessments.

The parties recognize that the Student Performance Subcomponent Rating may be dependent on the timely return of assessment data from external sources. Subsequently, teachers will not be penalized in any way because of any data not being received in a timely manner and the parties agree to negotiate any alternative measures should assessment data be unavailable or unusable.

Additionally, the APPR committee shall determine how to structure and score teacher observations, including which teacher evaluation rubric to use, which observations will be announced versus unannounced, the weight of such observations, and the methods by which observations will occur. Any changes to the observation process may only be changed upon mutual written agreement of the Association and the District. Should the committee be unable to reach consensus on the observation process, the negotiations teams from both parties shall determine the process. All changes are subject to the submission and approval of a material change to the APPR by the State Education Department.

All changes are subject to the submission and approval of a material change to the APPR Plan by the State Education Department.

Plan Requirements

Under Education Law §3012-d, each teacher must receive an APPR resulting in a single overall composite effectiveness rating of “highly effective,” “effective,” “developing,” or “ineffective.” The composite rating will be determined using the state provided Overall Composite Effectiveness Rating Matrix, consisting of a rating on the Teacher Observation Subcomponent and the Student Performance Subcomponent.

Student Performance	Observation				
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	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 §3012-d (5)(a) and (7)).

An APPR Overall Composite Effectiveness Rating Summary Sheet (Appendix A) will be provided to each teacher upon completion of his or her annual review.

Student Performance Subcomponent

Teachers will receive a rating of Highly Effective, Effective, Developing, or Ineffective on the Student Performance Subcomponent

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.

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 the superintendent or another trained administrator. 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.

Where there is not a State assessment, districts and BOCES must choose from the following options:

- State-approved district, regional, or BOCES-developed assessments;
- State-approved third-party assessments;
- or district- or BOCES-wide or school- or program-wide group, team,
- or linked results based on State assessments
- or other assessments approved by the State

The following State-mandated HEDI band will be used for all teachers:

Highly Effective	Effective	Developing	Ineffective
<i>18-20 points</i>	<i>15-17 points</i>	<i>13-14 Points</i>	<i>0-12 Points</i>
90-100% of students meeting or exceeding expected growth targets determined by the superintendent	75-89% of students meeting or exceeding expected growth targets determined by the superintendent	60-74% of students meeting or exceeding expected growth targets determined by the superintendent	0-59% of students meeting or exceeding expected growth targets determined by the superintendent

Rating	Highly Effective			Effective			Developing		Ineffective												
Points	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	81-84	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

Once the APPR committee has determined which assessments are to be used by grade level/subject area, the grade level/subject area teachers must all use the same primary assessment from which his/her initial performance goal measure will be developed. Locally developed assessments will be reviewed by appropriate District personnel and certified rigorous and comparable by the Superintendent. The committee shall meet by the end of each school year to make recommendations for change for the following year. Any changes to the evaluation procedures of teachers recommended by this committee would only be effective upon mutual written agreement of the Association and the District.

Each teacher and his/her evaluator shall set a mutually agreed-upon performance growth goal for the students assessed. At the request of the teacher, the evaluator and the teacher may mutually agree to revise the percentage growth goal during the school year. A detailed description of the calculation appears below. If the teacher and the evaluator are unable to agree to a performance growth goal, they may appeal to the Association and District APPR committee leadership for resolution.

When SLOs require individual student growth targets, the teacher and his/her evaluator will work together to set the target. No student's score may be excluded from the calculation; however, the parties agree to allow the teacher and the evaluator to consider the following when setting/calculating student growth targets:

1. Students with a high rate of absenteeism or students moving into or out of the District.
2. Number or percentage of special needs students in the classroom.
3. Other mitigating factors.

At the request of the teacher, the evaluator and the teacher may mutually agree to revise the percentage growth goal during the school year. A detailed description of the calculation appears below. If the teacher and the evaluator are unable to agree to a performance growth goal, they may appeal to the Association and District APPR committee leadership for resolution.

Calculating Growth Targets

As soon as possible in the school year, the evaluator and the classroom teacher shall meet to review overall student performance with the purpose of setting a mutually agreed upon performance growth goal. The growth goal shall serve as the foundation for measurement and definitive calculation for determining the teacher's Student Performance Subcomponent. The superintendent shall certify the rigor and comparability of the measure.

Regardless of the chosen assessment(s), the following process shall be used for calculating the classroom teacher's Student Performance Subcomponent:

- Step 1** At the beginning of each school year, the teacher and the evaluator shall meet to set performance growth goal(s) for the school year. The teacher may set multiple

goals for the year. The teacher goal(s) shall be based on overall class improvement or achievement average for the given assessment. The evaluator and teacher shall discuss student/classroom performance expectations and then set a rigorous performance growth goal for each chosen assessment.

As an example, let's assume Teacher A and his evaluator are using Teacher A's previous year's Regents exam as the assessment from which Teacher A's goal will be set. The evaluator and the teacher meet to discuss general student performance on the pre-assessment and other student information and determine that Teacher A's goal will be that 85% of Teacher A's students' post-assessment scores shall be higher than their pre-assessment scores. (In this instance, it was agreed that the pre- and post-assessment would be last year's Regent's exam for the subject.)

- Step 2** Toward the end of the school year and after the post-assessment chosen in Step 1 is administered and scored the teacher and the evaluator will meet to determine to what level the teacher achieved his or her goal(s), which were set at the beginning of the school year. The actual class percentage of overall class performance increase for the chosen assessment shall be calculated and compared to the teacher's student percentage goal for his or her class. This comparison shall be in the form of a calculated Achievement Index as illustrated below.

Using Teacher A as the example, the goal for Teacher A was that 85% of his students' post-assessment scores would be higher than the same students' pre-assessment scores. Once the assessment was scored, it was determined that 71% of Teacher's A's students did better on the post-assessment. Using these two percentages, the Achievement Index is calculated accordingly:

$$\frac{\text{Actual Final Exam Class Average}}{\text{Goal for Final Exam Class Average}} = \text{Achievement Index (\%)}$$

Teacher A Example:

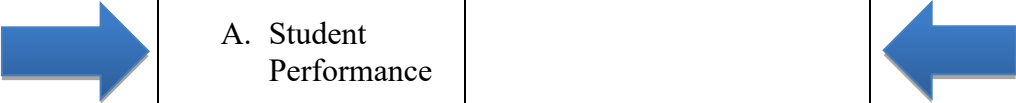
$$\frac{71 \% \text{ Actual Class Average}}{85\% \text{ Goal}} = 83.5\% \text{ Achievement Index}$$

- Step 3** SED requires a HEDI rating be assigned to each of the subcomponents. To accomplish this, the Achievement Index is to be converted to a value between 0 and 20 (or 0 to 15 for VAM) to determine which of the HEDI ratings will apply using the conversion chart(s) on page 8.

Using the previous example and the 20 point conversion chart found on page 8, Teacher A's Achievement Index of 83.5% converts to a score of 16 and an "Effective" HEDI rating.

Recording the Student Performance Subcomponent Rating

The Student Performance Subcomponent Rating will be recorded on the Overall Composite Effectiveness Rating form (Appendix A) as illustrated below.



Subcomponent	HEDI Rating
A. Student Performance	
B. Teacher Observation	

Assessment Security and Scoring Process:

Assessment security and scoring processes utilized by the District will ensure any assessments and/or measures used to evaluate teachers are not disseminated to students before administration and the teachers do not have a vested interest in the outcome of the assessments they score.

Procedures for Reporting Accurate Teacher and Student Data to the NYS Department of Education

The District shall notify teachers as early as possible in the school year when their data is available for review. Teachers will review their information for accuracy. If necessary, teachers will notify the DDC (District Data Coordinator) via email of any corrections to be made. The district CIO (Chief Information Officer) will ensure the data is submitted according to the established NYSED deadlines in collaboration with the local RIC center. The district will follow the NYSED reporting requirements for transfer of this information.

Teacher Observation Subcomponent

Teachers will receive a rating of Highly Effective, Effective, Developing, or Ineffective on the Teacher Observation Subcomponent. Such rating will be derived using the following minimum and maximum rubric score ranges:

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective	3.50	4.00
Effective	2.50	3.49
Developing	1.50	2.49
Ineffective	0.00	1.49

Evidence for the Teacher Observation Subcomponent will be based on the teacher-practice NYSUT Rubric (2014 Edition) which is aligned with the seven New York State Teaching Standards:

1. Knowledge of Students and Student Learning
2. Knowledge of Content and Instructional Planning
3. Instructional Practice
4. Learning Environment
5. Assessment of Student Learning
6. Professional Responsibilities and Collaboration
7. Professional Growth

Standards 1 – 4 in the rubric are to be measured each school year.

All observable components of the rubric will be weighted equally and averaged to determine the final 0-4 score in the Teacher Observation Subcomponent.

Observations and monitoring of the performance of all teachers will be conducted openly, with the full knowledge of the teacher.

Classroom teachers will be observed accordingly:

- The evaluator will inform the teacher at the onset of any type of observation when the teacher is being formally observed.
- All announced observations shall be no less than 1 full lesson period in length.
- All unannounced observations shall be a minimum of 20 minutes in length and a maximum of 1 full lesson period in length.
- Tenured teachers will receive a minimum of:
 - One announced observation by the Principal/Administrator.
 - To be completed by March 1st.
 - One unannounced observation by an Independent Evaluator.
 - To be completed by June 1st.
- Probationary teachers will receive a minimum of:
 - Two announced observations by the Principal/Administrator.

- One to be completed by December 31st.
- One to be completed by June 1st.
- One unannounced observation by an Independent Evaluator.
 - To be completed by June 1st.
- All observations are to occur live and in person.

In addition:

1. Prior to announced observation(s), teachers will meet with evaluator(s) for a preconference to discuss the instruction that will be observed. The evaluator will observe the instruction and schedule a post-conference meeting to discuss strengths and weaknesses of the instruction and implement areas for improvement and growth.
2. All observations shall be reduced to writing and discussed with the teacher within ten (10) school days following the observation, unless the parties agree to a shorter/longer timeline. A copy of the written observation will be provided to the teacher and shall include a place for the teacher's comments, if any.
3. All copies shall be signed by both parties involved. A teacher's signature does not indicate the teacher agrees or disagrees with the evaluation; it only indicates that the teacher has reviewed the document. A copy shall be placed in the teacher's personnel folder.
4. These observations will be done by the administration. Under no circumstances shall a Bolivar Richburg Faculty Association unit member observe another Bolivar Richburg Faculty Association unit member.
5. Due to the nature of the unannounced observations, the evaluator shall extend all possible professional courtesy should the teacher be unable to be observed due to extenuating circumstances when the evaluator arrives.
6. Observations conducted by the Principal/Administrator will account for 80% of the Teacher Observation Subcomponent rating.
7. Observations conducted by the Independent Evaluator will account for 20% of the Teacher Observation Subcomponent rating.

Training for Evaluators and Staff

- A. Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law 3012-d and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.
- B. All classroom teachers subject to the District's APPR will be provided with an orientation and/or training on all components of the teachers' evaluation system.
- C. Newly hired staff will be trained within 20 school days of his/her commencement of professional duties.
- D. Under no circumstances will Bolivar Richburg Faculty Association unit members evaluate other Bolivar Richburg Faculty Association unit members.
- E. The lead evaluator is the primary person responsible for a teacher evaluation. The lead evaluator is the person who completes and signs the summative annual professional performance review.

An evaluator is any individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. For teachers, an evaluator may be a principal or other trained administrator, or an independent trained evaluator.

- F. District inter-evaluator reliability will comply with NYS Education Department requirements.
- G. The role and purpose of the evaluator in the classroom is to collect evidence. Evaluators should not interfere with or participate in lesson delivery or student activities.

Forms to be used for this sub-component are found in Appendix B1, B2, C, and D. Unit members may also use, if desired, the forms found in Appendix B1, B2, C, and D that have been recreated using popular software. Such adapted forms must be approved by the APPR committee before use. Use of such electronically formatted forms by the unit member is optional.

The score for each standard shall be calculated by first averaging the indicators under each of the elements to be measured as chosen by the teacher and evaluator at the beginning of the year, resulting in an element score. Next, the element scores under a single standard shall then be averaged resulting in a single standard score. The seven standard scores shall be averaged resulting in a single effectiveness subcomponent HEDI score between 0 and 4.

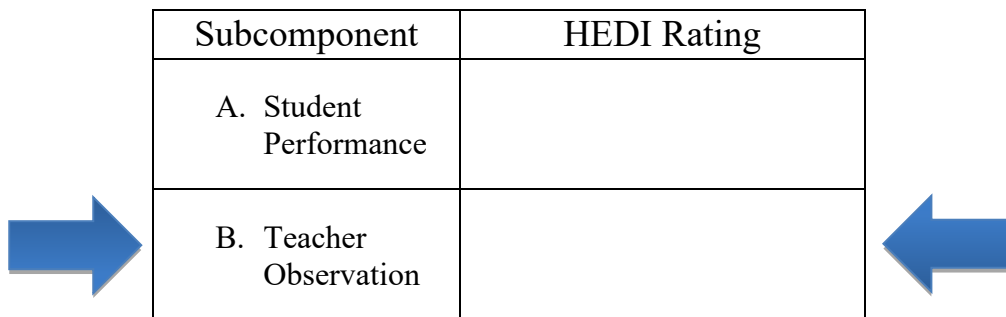
Rounding will occur after the averaging of the elements into a standard score and after the averaging of the standard scores into an overall score. The traditional rules of rounding will apply to the nearest hundredth of a point.

The teacher's measure of teacher effectiveness shall be rated as "Highly Effective", "Effective", "Developing", or "Ineffective" according to the chart ranges shown above.

By the end of each school year, each teacher will participate in a meeting/conference with the evaluator to review the evidence gathered throughout the school year, assess progress on the teacher's professional growth activities and accomplishments, and discuss how the evaluator determined the teacher's Teacher Observation Subcomponent Rating.

Recording the Teacher Observation Subcomponent Rating

The Student Performance Subcomponent Rating will be recorded on the Overall Composite Effectiveness Rating form (Appendix A) as illustrated below.



Subcomponent	HEDI Rating
A. Student Performance	
B. Teacher Observation	

At the conclusion of the aforementioned meeting the teacher shall sign the Teacher Observation Subcomponent Rating Sheet found on the last page of **Appendix C**. This signature does not indicate acceptance or rejection of the contents of the evaluation, but merely signifies the teacher has examined and discussed the materials with his/her evaluator. The signed teacher effectiveness form as well as any written comments of the teacher shall become a part of the personnel file. A teacher shall receive his or her Teacher Observation Subcomponent Rating Sheet no later than the end of the school year for which the performance is being measured.

Overall Composite Effectiveness Score

The two subcomponent ratings (Teacher Observation Subcomponent Rating and Student Performance Subcomponent Rating) shall be applied to the State-provided Overall Composite Effectiveness Score Matrix, resulting in an overall composite effectiveness rating to be recorded on the form in **Appendix A**. Application of the subcomponent ratings to the matrix will result in the teacher being rated either “Highly Effective,” “Effective,” “Developing” or “Ineffective” using the matrix below:

Student Performance	Observation				
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	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 §3012-d (5)(a) and (7)).

The teacher will receive his or her final, written, composite effectiveness rating no later than the last day of the school year in which he or she is measured. If Student Performance ratings are not available the teacher shall at least receive his or her final Teacher Observation rating before the end of the school year. No teacher shall be penalized in the event a composite score cannot be calculated. If data is not available to finalize a teacher’s composite score, the Association and the District shall meet to negotiate possible resolutions.

Long-Term Absence (Lack of data for final composite score)

In the event that a teacher is absent 50 or more days of instruction (sick / personal), and in the fact that all components were unable to be completed effectively (observations / student achievement score) than no final composite score will be issued for the school year in question.

The form found in **Appendix A** shall be completed and signed by the lead evaluator and the teacher. The teacher’s signature does not indicate acceptance or rejection of the contents of the evaluation but merely indicates the teacher has examined and discussed

the materials with his/her evaluator. The signed teacher effectiveness form, as well as any written comments of the teacher (if requested by the teacher), shall become a part of the personnel file.

As negotiated by the parties, a classroom teacher is eligible to appeal his or her composite score according to the Appeal Process found in this plan.

Teacher Improvement Plan (TIP)

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

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

All pre-approved costs associated with the implementation of a TIP including, but not limited to: tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated.

The TIP process is as follows:

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

- After the plan has been signed it will be determined whether a new plan must be implemented or whether the teacher has successfully completed all TIP requirements.

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

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

Note: The time periods stated may be modified by agreement between the teacher and the administrator

Termination and Tenure Determinations for Probationary Teachers

By law, the APPR is required to be a significant factor in employment decisions such as promotion, retention, tenure determinations, termination, and supplemental compensation, as well as a significant factor in teacher professional development. Nothing in the statute or regulations shall be construed to affect the statutory right of the district to terminate a probationary teacher for statutorily or constitutionally permissible reasons other than the performance of a teacher in the classroom, including but not limited to misconduct.

Nothing in the statute or regulations shall be construed to alter or diminish the authority of the governing body of the District to grant or deny tenure to or terminate the probationary teacher during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher’s performance that is the subject of the appeal.

Appeals Procedures

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

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

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

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

B. What may be challenged in an appeal:

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

- a. The substance of the Annual Professional Performance Review.
- b. The District's alleged failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law 3012-d and applicable rules and regulations.
- c. The District's alleged failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures.
- d. The District's alleged failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-d.

C. Prohibition against more than one appeal

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

D. Burden of proof

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

E. Timeframe for filing appeal

1. All appeals must be submitted in writing (using the form found in Appendix F) no later than 10 work days after the date when the teacher received his/her annual professional performance review composite score. In the event that composite scores are not available before the end of the normal school year and are issued during the summer months, the aforementioned appeal must be submitted in writing no later than the end of the second full week of school assuming the teacher has been issued his or her composite score. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. However, the timelines set forth in the appeal process as negotiated between the parties may be extended upon mutual agreement by both parties. A work day is defined as a day when the District is open for business including days in the summer months when students may not be present.
2. When filing an appeal in accordance with the timelines set forth in item 1 above, the teacher must submit to his or her lead evaluator (via email) a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan using page 1 of the Appeals form found in Appendix G. The Superintendent and Association President must also be copied on the emailed appeal.
3. The teacher and the lead evaluator will meet to discuss the issue within 7 work days after the lead evaluator receives the written appeal. The teacher must

submit the performance review and/or improvement plan and all supporting documentation to the lead evaluator at the time of this meeting. Any information not submitted at this time shall not be considered.

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

4. If the meeting between the teacher and the lead evaluator fails to result in a resolution, the teacher may submit his or her appeal and all supporting documentation to the Superintendent or his/her designee for review by a 3-person panel within 7 work days after the meeting in step 3. The panel shall consist of 2 tenured Association unit members, chosen by the Association and 1 District Administrator to be chosen by the Superintendent and/or his/her designee. The District Administrator chosen must not be the original evaluator.

Within 7 work days after receipt of the appeal, the 3-person panel will meet to consider the appeal and make a recommendation, based on consensus, on the appeal's merits. The affected teacher may present any relevant evidence or argument to the panel, with union representation present if requested by the teacher.

The panel shall forward to the Superintendent a written recommendation on the appeal within 7 work days of the panel meeting. A copy of the panel's recommendation shall also be given to the teacher.

5. The Superintendent shall review the recommendation of the panel and issue a written response to the teacher within 7 work days of receipt of the panel's appeal decision. The Superintendent's decision shall be final and binding. The Superintendent's decision is not subject to the grievance process. However, District failure to abide by the negotiated appeal process is subject to the grievance procedure.

The Superintendent has the right to affirm, modify or rescind the evaluation in question. The Superintendent may also order a new observation to take place using a different evaluator.

Copies of the Superintendent's written decision will be sent to the original evaluator and to the members of the panel. A copy of the written appeal and relevant documentation shall be given to the teacher and placed in the teacher's personnel file.

Appendices

APPENDIX A

BOLIVAR RICHBURG CENTRAL SCHOOL OVERALL COMPOSITE EFFECTIVENESS RATING FORM

Teacher's Name: _____

Evaluator's Name: _____

Subcomponent	HEDI Rating
C. Student Performance	
D. Teacher Observation	

Observation					
Student Performance		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	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 §3012-d (5)(a) and (7)).

Final Effectiveness Rating: _____

Teacher signature _____ Date _____

Evaluator signature _____ Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with his/her evaluator. Any teacher may appeal the final composite score. The Appeal process and forms are found in this plan document. A copy of this form must be placed in the teacher's personnel file.

APPENDIX B1

BOLIVAR RICHBURG CENTRAL SCHOOL Elements to be Measured

The following elements will be measured annually for all probationary and tenured teachers.

Both the lead evaluator (80%) and independent evaluator (20%) will evaluate on the following Standards 3 & 4 (minimum indicators observed):

Standard 3:

3.2a

3.2b

3.2c

3.2d

3.4a

3.5a

3.6a

3.6b

Standard 4:

4.1a

4.1b

4.1c

4.2a

4.2b

4.3a

4.3b

4.4a

4.4b

4.4c

The independent evaluator will only evaluate on all the standards 3 & 4 listed above.

The lead evaluator will evaluate on all the standards 3 & 4 listed above and may evaluate any other indicators in standards 3 & 4 that may be observed during lesson.

The lead evaluator must also evaluate a minimum of one indicator under Standards 1 & 2.

APPENDIX B2
BOLIVAR RICHBURG CENTRAL SCHOOL
Announced Observation
Pre-Conference Form

Name: _____ Administrator: _____

Date of Preconference: _____

Grade Level/Curriculum Area Observed: _____

The purpose of the following questions is to gather information to use toward your scheduled observation. By completing these questions in advance of your pre-observation meeting, it allows you to be prepared for the discussion that will take place during the pre-observation meeting and also allows the administrator who is conducting the pre-observation meeting to structure the meeting in an efficient manner that is beneficial to you. Please be advised that answering these questions is optional and voluntary on your part. Thank you in advance for your cooperation.

1. Please explain how this lesson is developmentally appropriate for the students in your classroom.

2. What current educational practices/research-based teaching strategies will you be using in this lesson?

3. How do you meet the diverse learning needs of each student?

4. What learning standards are being addressed in this lesson?

5. What are some of the key concepts/themes within this discipline (area that you teach)?

6. Highlight the areas of your lesson that reflect student engagement with disciplinary language.

7. How do you plan to bring relevant, personal experiences into this lesson?

8. How will collaboration, critical thinking and problem solving be evident in this lesson?

9. How will you be creating learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems?

If you have any questions/concerns regarding this form, please contact me. This form is a guide that will be used during the pre-observation meeting and is designed to allow you to provide evidence of your endeavors during your classroom lessons. It also serves to better prepare me for our pre-observation meeting.

APPENDIX C

Bolivar Richburg Central School Teacher Observation Subcomponent Rating Form (4 pages)

Teacher/Professional: _____ Class/Grade: _____ Period: _____

Observation Date: _____ Lead Evaluator: _____

Observation type: Formal _____ Informal _____ Probationary Year: _____ Tenured: _____

Teaching Standard 1: <u>Knowledge of Students and Student Learning</u> - <i>Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students. Refer to the rubric for applicable indicators of success.</i>	
Score (1-4)	
	I.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.
	I.2 Demonstrate knowledge of current research in learning and language acquisition theories and processes.
	I.3 Demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.
	I.4 Acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.
	I.5 Demonstrate Knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students learning.
	I.6 Demonstrate Knowledge and understanding of technological and information literacy and how they affect student learning.

Average Score for Chosen Elements in Standard 1: _____ (0-4)*

Evidence Collected and Rubric Comments:

Teaching Standard 2: <u>Knowledge of Content and Instructional Planning</u> <i>Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students. Refer to the rubric for applicable indicators of success.</i>	
Score (1-4)	
	II.1 Demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).
	II.2 Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.
	II.3 Teachers use a broad range of instructional strategies to make subject matter accessible.
	II.4 Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.
	II.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.
	II.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Average Score for Chosen Elements in Standard 2: _____ (0-4)*

Evidence Collected and Rubric Comments:

Teaching Standard 3: <u>Instructional Practice</u> <i>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards. Refer to the rubric for applicable indicators of success.</i>	
Score (1-4)	
	III.1 Teachers use research –based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.
	III.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.
	III.3 Teachers set high expectations and create challenging learning experiences for students.
	III.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.
	III.5 Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
	III.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction student needs.

Average Score for Chosen Elements in Standard 3: _____ (0-4)*

Evidence Collected and Rubric Comments:

Teaching Standard 4: <u>Learning Environment</u> <i>Teachers work with all students to create a dynamic learning environment that supports achievement and growth. Refer to the rubric for applicable indicators of success.</i>	
Score (1-4)	
	IV.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student.
	IV.2 Creates an intellectually challenging and stimulating learning environment.
	IV.3 Manages the learning environment for the effective operation of the classroom.
	IV.4 Organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

Average Score for Chosen Elements in Standard 4: _____ (0-4)*

Evidence Collected and Rubric Comments:

*Per regulations, a teacher earning a score of 1 on all indicators in a Teaching Standard must receive an overall score of zero (0) for the whole standard.

Please note: To all teachers and evaluators –upon agreement by the members of the APPR committee, the forms found in Appendix C may be formatted to be used in eDoctrina. Therefore, they may appear slightly different than they appear in this document. However, no change may be made to the evaluation or scoring processes as defined herein.

Measure of teacher effectiveness	Score
Standard 1	
Standard 2	
Standard 3	
Standard 4	
Subtotal	
Divide Subtotal by 4 (# items listed above)	
Final score (1-4)	

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective	3.50	4.00
Effective	2.50	3.49
Developing	1.50	2.49
Ineffective	0.00	1.49

Overall Evaluation Rating for Teaching Effectiveness

☐ Highly Effective
☐ Effective
☐ Developing
☐ Ineffective

Signature of Teacher/Date

Signature of Evaluator/Date

- ☐ If checked, comments concerning this observation report have been submitted by the teacher and are attached and filed with this report.

APPENDIX D
BOLIVAR RICHBURG CENTRAL SCHOOL
All Observations
Post Conference Form

Teacher: _____ Class/Grade: _____ Period: _____

Post-Conference Time: _____ Post-Conference Date: _____

Observation Date: _____ Evaluator: _____

Appointment Type: ☐ Tenured ☐ Probationary Probationary Year: _____ ☐ 1st ☐ 2nd

1. Did you meet your instructional goals? How do you know?

2. Did you have to change your instructional methods during the lesson? Explain why or why not?

3. How did you use your assessment data to influence your future instruction?

4. What would you change to improve this instructional plan?

5. How did you make use of research-based practices?

6. What support/resources do you need for professional development to help improve your instruction?

Appendix E

Bolivar Richburg Central School Teacher Improvement Plan (TIP) Form (3 pages)

The purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____

Grade/Subject _____

Evaluator _____

[Teacher Association Representative _____]

Date _____

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

Priority	Area needing improvement	Performance goal

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

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

Assignment of a mentor teacher ☐ yes ☐ no

Name of Mentor _____

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

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Meeting Dates				
----------------------	--	--	--	--

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Meeting Date _____

Evaluator Comments

Teacher Comments

Recommendation for Results of TIP

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

Next Steps

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Appendix F
Bolivar Richburg Central School
APPR Appeals Forms
(4 pages)

Teacher _____

Grade/Subject _____

Lead Evaluator _____

Date _____

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

Grounds for an Appeal:

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

- ☐ The substance of the Annual Professional Performance Review;
- ☐ The district’s failure to adhere to the standards and methodologies required for the APPR, pursuant to *Education Law* §3012-d and applicable rules and regulations;
- ☐ The district’s failure to comply with applicable locally negotiated procedures;
- ☐ The district’s failure to issue and/or implement the terms of the teacher improvement plan (TIP), as required under *Education Law* §3012-d.

Statement of Appeal

Submitted to: _____

Submitted by: _____

Date _____

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

Bolivar Richburg Central School APPR Appeals Meeting with Lead Evaluator

Stage 1: Meeting with Lead Evaluator

Date of Meeting: _____

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

Outcome _____

Evaluator Comments:

Teacher Comments:

Teacher Signature _____ Date _____

Lead Evaluator (#1) Signature _____ Date _____

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

Bolivar Richburg Central School APPR Appeals Panel Review of Evaluation

Stage 2 Review of Evaluation by 3-Person Panel

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

Date of Review _____

Outcome of the Review Process (check one) :

☐ **We, the Panel, agree with the first lead evaluator's rating**

Reason(s):

☐ **We, the Panel, do not agree with the first lead evaluator's rating**

Reason(s):

☐ **We, the Panel could not reach consensus regarding the appeal**

Reason(s):

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

Bolivar Richburg Central School APPR Appeals Superintendent Review

Stage 3 Final Decision Superintendent Review

Decision _____

Superintendent Comments:

Further Directives:

Superintendent's Signature _____

Date _____

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

The Superintendent's decision is final and binding. The Superintendent's decision is not subject to the grievance process. However, failure to abide by the agreed upon appeal process is subject to the grievance procedure.

Copies of the appeal and all supporting documentation will be attached to the evaluation and placed in the teacher's personnel file.

Addendum
to
Annual Professional Performance Review (APPR) Plan Agreement
between
Bolivar Richburg Central School District
and
Bolivar Richburg Faculty Association

I. Intent

This addendum is intended to add language to the Bolivar Richburg APPR Plan to cover the Transition Period identified by the NYS Education Commissioner covering the time period of school years 2016-2017 through 2018-2019. During this time, State Provided Growth Scores, as well as SLOs based on the NYS Testing Program 3-8 Math and ELA Assessments, are not allowed to be used in employment decisions. However, per NYS Regulations, both original and transition scores must be calculated, reported to NYS Education Department, and when consistent with regulations, shared with parents.

During the transition period, the APPR Committee has agreed to use alternate measures to determine the Student Performance Subcomponent Rating portion of the Overall Teacher Effectiveness Rating.

II. Alternate Measures

Bolivar Richburg Central School and Bolivar Richburg Faculty Association have agreed to use the following measures for teachers who are impacted by the Transition Period:

District-wide measure calculated based on student achievement on:

- NYS Grade 4 Science State Assessment;
- Common Core English Regents;
- Common Core Algebra Regents;
- Living Environment Regents; and
- US History Regents.

The measures will consist of percentage of students achieving “Proficiency” (scoring either level 3 or 4) on the NYS Grade 4 Science State Assessment and percentage of students achieving a passing score of 65% on the Regents Exams, (55% - 64% passing score for students with disabilities.)

To calculate the score:

1. Proficiency and passing rates will be compared to the chart on p. 8 of the agreement, with the percentage passing or achieving proficiency correlating to a 0-20 score.
2. Each 0-20 score on those 5 exams will be weighted based on the total number of students taking all 5 exams.
3. The five weighted 0-20 scores will be averaged.
4. The weighted 0-20 average will correlate to a HEDI Rating.

2025-26 Education Law §3012-d EDUCATOR EVALUATION IMPLEMENTATION CERTIFICATION FORM FOR LEAS

This form can be completed electronically (preferred method) OR downloaded, signed, and uploaded to [the NYSED Business Portal](#).

By signing this document, the LEA certifies that to the extent applicable, the version of the Education Law §3012-d Educator Evaluation plan most recently approved by the Department for implementation during the 2025-26 school year constitutes the LEA's complete Education Law §3012-d Educator Evaluation plan for the 2025-26 school year, that all provisions of the evaluation plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents, as applicable, and has been adopted by the governing body of the LEA. The LEA also certifies that upon information and belief, all statements made in that plan are true and accurate and that any applicable collective bargaining agreements for teachers and/or 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 applicable classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

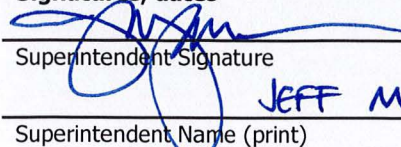
The LEA also certifies that the most recent version of the Educator Evaluation plan approved by the Commissioner for implementation in the 2025-26 school year is the sole plan that has been or will be fully implemented to the extent applicable by the LEA during the 2025-26 school year; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the evaluation 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 school district also acknowledges that if approval of this Educator Evaluation plan is rejected or rescinded for any reason, the LEA will ensure implementation of the most recently approved version of its Educator Evaluation Plan.

The LEA also certifies that, where an approved Educator Evaluation plan is limited to Teachers or Principals, relevant components of the LEA's EL §3012-e STEPS Plan have been or will be fully implemented, to the extent they are in effect, and that the LEA will separately certify such implementation.

The LEA also makes the following specific certifications with respect to their Educator Evaluation plan and submission of 2025-26 evaluation plan data:

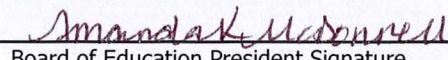
- Assure that the overall rating, calculated pursuant to Subpart 30-3.6 of the Rules of the Board of Regents, as applicable, will be used as a significant factor for employment decisions and teacher and principal development;
- Assure that for Educator Evaluation plans approved prior to January 1, 2020, the overall rating is calculated using either original scores and ratings or transition scores and ratings, as required by Education Law §3012-d and subpart 30-3 of the Rules of the Board of Regents;
- Assure that all lead evaluators for applicable teachers and principals have been properly trained and have received certification and recertification, as necessary, in accordance with Subpart 30-3.10 of the Rules of the Board of Regents for the 2025-26 school year;
- Assure that all evaluators for teachers and principals have been properly trained to conduct evaluations for the 2025-26 school year, as necessary, in accordance with Subpart 30-3.10 of the Rules of the Board of Regents;
- Assure that all evaluators and lead evaluators for teachers and principals, including impartial and independent observers and peer observers as applicable will be properly trained and that lead evaluators will be certified and recertified, as necessary, in accordance with Subpart 30-3.10 of the Rules of the Board of Regents for the 2026-27 school year;
- Assure that the LEA shall compute and provide to the teacher/principal their score for all applicable subcomponents, rating for applicable categories, and an overall rating resulting from the teacher's or principal's evaluation, 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 following the year in which the teacher's or principal's performance is measured;
- Assure that all data will be submitted to the Commissioner by July 6, 2026, to the extent practicable, and no later than October 23, 2026;
- Assure that the Statement of Confirmation of 2025-26 Staff Evaluation Rating Verification Report form will be signed by the LEA official responsible for verifying the data provided in the Staff Evaluation Rating Verification report and submitted to the Commissioner by October 30, 2026;
- Assure that all data submitted to the Commissioner by October 23, 2026 will be a complete and accurate representation of the information requested and includes the Student Performance Category, Teacher Observation or Principal School Visit Category, and Overall Rating, for all teachers and principals employed by the LEA, for the 2025-26 school year;
- Assure that all data for the Student Performance Category, Teacher Observation or Principal School Visit Category, and Overall Rating, for all teachers and principals employed by the LEA, for the 2025-26 school year is certified by the superintendent and maintained in a central database for all applicable teachers and principals. The Department reserves the right to require your LEA to provide this data at any time for auditing purposes;
- Assure that the district will keep a record of who the lead evaluator(s) and evaluator(s), including impartial and independent observers and peer observers, as applicable, are for each teacher observation and principal school visit that will be conducted during the 2026-27 school year. The Department reserves the right to require your LEA to provide this information any time for auditing purposes;
- Assure that the Department approved Educator Evaluation plan, in its entirety, has been posted on the LEA's website;
 - Regents Rule 30-3.3(a)(2) provides that an LEA shall make its plan "available to the public on the district's website no later than September 10th of each school year, or within 10 days after the plan's approval by the commissioner...."
- Assure that the most recently approved Educator Evaluation plan approved by the Department to the extent that it has not been superseded by a STEPS plan accepted under Education Law §3012-e shall be fully implemented for the 2026-27 school year.

Signatures, dates

 9/15/26

Superintendent Signature Date
JEFF MARGESON

Superintendent Name (print)

 9/15/26

Board of Education President Signature Date
Amanda K. McDonnell

Board of Education President Name (print)

2025-26 Education Law §3012-e NEW YORK STATE STANDARDS-BASED EDUCATOR EVALUATION AND SUPPORT SYSTEM (STEPS) PLAN IMPLEMENTATION CERTIFICATION FORM FOR LEAS

This form can be completed electronically (preferred method) OR downloaded, signed, and uploaded to [the NYSED Business Portal](#).

By signing this document, the LEA certifies that the version of the Education Law §3012-e STEPS plan most recently accepted by the Department for implementation during the 2025-26 school year constitutes the LEA's complete STEPS plan, as applicable, for the 2025-26 school year, that all provisions of the evaluation plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such plan complies with the requirements of Education Law §3012-e and Subpart 30-4 of the Rules of the Board of Regents, as applicable, and has been adopted by the governing body of the LEA. The LEA also certifies that upon information and belief, all statements made in that plan, where applicable, are true and accurate and that any applicable collective bargaining agreements for teachers and/or 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-e and Subpart 30-4 of the Rules of the Board of Regents.

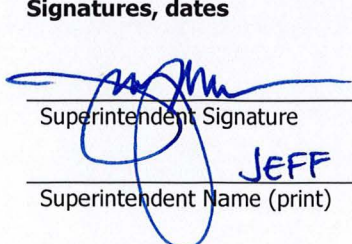
The LEA also certifies that the most recent version of the STEPS plan accepted by the Commissioner for implementation in the 2025-26 school year is the sole STEPS plan that has been or will be fully implemented for applicable educators by the LEA during the 2025-26 school year; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the STEPS plan, to the extent accepted by the Commissioner; and that no material changes will be made to the plan through collective bargaining or otherwise except with the acceptance of the Commissioner in accordance with Subpart 30-4 of the Rules of the Board of Regents. The LEA also acknowledges that if acceptance of this STEPS plan is rejected or rescinded for any reason, the LEA will ensure implementation of the most recently approved or accepted version of its Education Law §3012d Educator Evaluation Plan or Education Law §3012e STEPS Plan.

The LEA also certifies that, where an accepted STEPS Plan is limited to Teachers or Principals, relevant components of the LEA's current Education Law §3012-d Educator Evaluation Plan have been or will be fully implemented, to the extent it remains in effect, and that the LEA will separately certify such implementation.

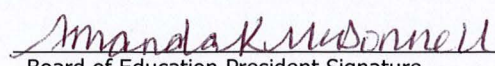
The LEA also makes the following specific certifications with respect to their Education Law §3012-e STEPS plan and submission of 2025-26 evaluation plan data:

- Assure that all educators have been properly trained in accordance with Subparts 30-4.6 and 30-4.8 of the Rules of the Board of Regents for the 2025-26 school year;
- Assure that all evaluators for applicable teachers and/or principals have been properly trained to conduct evaluations for the 2025-26 school year, as necessary, in accordance with Subpart 30-4.6 of the Rules of the Board of Regents;
- Assure that all evaluators for applicable teachers and/or principals will be properly trained in accordance with Subpart 30-4.6 of the Rules of the Board of Regents for the 2026-27 school year;
- Assure that the LEA shall compute and provide to the teacher and/or principal their final rating for all applicable educational standards and an overall rating resulting from the teacher's and/or principal's evaluation prior to the start of the school year following their evaluation, or as soon as practicable thereafter;
- Assure that all data from the 2025-26 school year will be submitted to the Commissioner by July 6, 2026, to the extent practicable, and no later than October 23, 2026;
- Assure that the Statement of Confirmation of 2025-26 Staff Evaluation Rating Verification Report form will be signed by the LEA official responsible for verifying the data provided in the Staff Evaluation Rating Verification report and submitted to the Commissioner by October 30, 2026;
- Assure that all data submitted to the Commissioner by October 23, 2026 will be a complete and accurate representation of the information requested and includes a Final Rating for each applicable Educational Standard and an Overall Rating, for all applicable teachers and/or principals employed by the LEA, for the 2025-26 school year;
- Assure that all data for each applicable Educational Standard, and Overall Rating, for all teachers and/or principals employed by the LEA, for the 2025-26 school year is certified by the superintendent and maintained in a central database for all applicable teachers and/or principals. The Department reserves the right to require that an LEA provide this data at any time for auditing purposes;
- Assure that the Department-accepted STEPS plan, in its entirety, has been posted on the LEA website;
 - Regents Rule 30-4.3(b)(2) provides that an LEA shall make its plan "available to the public on the LEA's website no later than September 10th of each school year, or within 10 days after the plan is deemed compliant by the commissioner...."
- Assure that the most recent STEPS plan accepted by the Department shall be fully implemented for the 2026-27 school year.
- Assure that any component of the most recently approved EL §3012-d Educator Evaluation plan that has not been superseded by a component of an Education Law §3012-e STEPS Plan shall continue to be fully implemented until such time as such terms are replaced by terms of an applicable STEPS Plan as accepted by the Department.

Signatures, dates



Superintendent Signature
Date 9/15/26
Superintendent Name (print) JEFF MARGESON



Board of Education President Signature
Date 9/15/26
Board of Education President Name (print) Amanda K. McDonnell