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I. Introduction

The Board of Education of Putnam/Northern Westchester BOCES in public session at its meeting on...adopts this Annual Professional Performance Review (APPR) Plan in pursuant to the requirements of Education Law §3012-c and the accompanying regulations of the Board of Regents and the Commissioner of Education.

Beginning with the 2013-2014 school year, these new requirements apply to all Putnam/Northern Westchester BOCES certified teachers who are special education teachers, alternative education teachers, and career and technical education teachers.

A committee consisting of District Administrators, Administrators and Supervisors, and members of the United Staff Association developed the overall plan for the Annual Professional Performance Review Plan for teachers in accordance with Education Law §3012-c and Subpart 30-2. This committee will meet, at least annually, to review the Annual Professional Performance Review Plan.

Some components of §3012-c to keep in mind as this plan is implemented is as follows:

§3012-c: “Nothing in the statute or regulations shall be construed to affect the statutory right of a school district or BOCES to terminate a probationary teacher or principal for statutorily and constitutionally permissible reasons other than the performance of the teacher or principal in the classroom or school, including but not limited to misconduct.”

§3012-c: “Nothing in the statute or regulations shall be construed to alter or diminish the authority of the governing body of a school district of BOCES to grant or deny tenure to or terminate probationary teachers or probationary principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher’s or principal’s performance that is the subject of an appeal.”

Please note—Binder contains information from Capital Region BOCES, Erie1 BOCES, OCM BOCES, Washington-Saratoga-Warren-Hamilton-Essex BOCES, and Schuylerville CSD
II. Facts about APPR

Q: What is APPR?

A: The Annual Professional Performance Review, or APPR, is a state-governed process that determines the standards for assessing teachers’ and leaders’ effectiveness. As a result, New York State teachers will be provided with a composite score (number grade) at the end of every year that represents their effectiveness rating.

Q: What is the goal of APPR?

A: The new evaluation system is one component of the larger, federal Race to the Top education reform initiative that aims to improve the quality of instruction in our schools and, in turn, improve student performance and college and career readiness. The legislated changes to the APPR requirements aim to provide standardized, objective evaluation results, which can be used to better focus professional development for teachers and principals.
Q: How will teachers be evaluated?

A: For teachers at Putnam/Northern Westchester BOCES, the observation component will account for 60% of the teacher’s overall score. Teacher’s classroom practices will be evaluated and will consist of two observations for tenured teachers (one announced observation and one unannounced observation). For non-tenured teachers there will be three observations (two announced observations and one unannounced observation).

Student Growth Measures evaluate student progress toward learning targets and is measured in one of two ways. Some teachers will receive a state-provided growth score from the New York State Education Department (NYSED) which is a numerical score measuring student progress on state assessments year-to-year as compared to similar students throughout the state. For teachers in grades or disciplines without state assessments, the growth score will be determined by student progress toward Student Learning Objective (SLO) targets set at the beginning of the school year. In these cases, growth will be evaluated through baseline performance data, benchmarks to assess progress, and end-of-year growth targets for each student.

The student achievement component measures individual student achievement on state-approved, locally selected measures. The Special Education Department and Career & Technical Education (CTE) have each have established measures of student achievement in place: Special Education Department and CTE—see your supervisors for specific information.

Once these scores are compiled at the end of the school year, the cumulative, composite score will be converted into a final effectiveness rating: highly effective, effective, developing or ineffective (HEDI).

Q: How will effectiveness ratings be determined based on these scores?

A: According to NYSED guidelines, every K-12 teacher and principal in the state will receive a HEDI rating, calculated based on a 100-point possible overall score. The conversion for these ratings is established by NYSED and correlates to the overall numerical score received as follows:

100-91: Highly Effective
90-75: Effective
74-65: Developing
0-64: Ineffective
Q: What if I receive a rating of ineffective or developing?

A: Any teacher rated as developing or ineffective will receive a negotiated Teacher Improvement Plan (TIP) within 10 days of the opening of classes the following school year. A TIP includes identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, activities to support a teacher’s improvement in those areas.

A negotiated appeals process is also in place for tenured teachers evaluated as developing or ineffective. Appeals must be made in writing to the District Superintendent within 10 days of receiving an evaluation score, and will be reviewed through an APPR Appeals Committee. (See section V in this resource guide.)
III. Training of Lead Evaluators

Putnam/Northern Westchester BOCES have ensured that all Lead Evaluators/Evaluators are properly trained and certified to conduct observations and complete teachers’ performance review. Lead Evaluator/Evaluator training is conducted by appropriately qualified individuals or organizations. Lead Evaluator/Evaluator training was completed using the recommended NYSED model certification process.

Putnam/Northern Westchester BOCES District Superintendent certifies Lead Evaluators upon receipt of the proper documentation verifying that the administrator has fully completed the training.

This training includes the following requirements for Lead Evaluators/Evaluators:

• New York State Teaching Standards and ISLLC 2008 Standards
• Evidence-based observation
• Application and use of Student Growth Percentile and Value Added Growth Model data
• Application and use of the state approved teacher and principal rubrics
• Application and use of any assessment tools used to evaluate teachers and principals
• Application and use of state approved locally selected measures of student achievement
• Scoring methodology used to evaluate teachers and principals

Lead Evaluators/Evaluators will be certified and/or recertified on an annual basis through ongoing training provided by Putnam/Northern Westchester BOCES or other certified entities.
IV. Data Management

Putnam/Northern Westchester BOCES will work with the New York State Education Department (NYSED) to develop a process that aligns its data systems to ensure that NYSED receives timely and accurate teacher, course, and student “linkage” data, as well as a process for teacher verification of the course and/or student rosters assigned to them.

Eschool Data identifies teacher assignments and student enrollment and attendance. Putnam/Northern Westchester (P/NW) BOCES will verify assignments of classroom and CTE teachers.

“Teacher of record” data elements shall be collected and verified by the teachers and their principals. NYSED will be providing ongoing guidance for the student-teacher link verification process. P/NW BOCES will ensure that SED receives 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 the Regulations of the Board of Regents and the Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

In alignment with the NYSED APPR Guidance Document, the following data elements listed below will be collected for all courses offered by P/NW BOCES:

• Unique statewide identifier for all teachers assigned to reported courses.
• Student enrollment in all elementary/middle-level courses linked to a state assessment, using the statewide standardized course codes.
• Student enrollment in all secondary-level courses that prepare students to take a Regents exam upon completion of the course, using statewide standardized course codes.
• Duration of reported course section.
• Student-teacher linkage start/end dates for reported course section.
• Duration of the student enrollment-teacher assignment lineage for the reported course section (“enrollment linkage”).
• Duration of the student attendance-teacher assignment linkage for the course section (“attendance linkage”).
• Student-teacher linkage duration adjustments for reported course section.
• Student exclusion from evaluation flag for reported course section
• Student enrollment in all remaining courses, using to-be-determined statewide standardized course codes.
• Evaluation composite scores (highly effective, effective, developing, ineffective).
• Evaluation component scores (student growth, local student achievement, other local).
• Other personnel data to be used of value-added modeling and policy purposes (teacher preparation program, teacher preparation pathway, certification earned, high degree status, years in the teaching profession).
• Other personnel data to be used for policy purposes (tenure status).

Development, Security, and Scoring of Assessments:
P/NW BOCES shall ensure the development, security, and scoring processes of all assessments and/or measures used to evaluate teachers are not disseminated to students before administration and that teachers do not have a vested interest in the outcome of the assessments they score.

P/NW BOCES will follow the testing guidelines set forth by NYSED in regards to securing any NYS exams or other assessments utilized for this purpose. P/NW BOCES will ensure that all assessments are scored in the manner prescribed by the assessment and/or regulations
V. APPR for Teachers

APPR reviews for classroom teachers conducted pursuant to Education Law §3012-c and subpart 30-2 must be based on the following subcomponents:

• Classroom observations
• Student growth on state assessments or other comparable measures of student growth
• Locally selected measures of student achievement

APPR reviews will result in each teacher’s final evaluation receiving a single, composite effectiveness score (out of 100), and a final quality rating, using the following categories: “highly effective,” “effective,” “developing,” and “ineffective.”

Education Law §3012-c and Subpart 30-2 requires that classroom teachers be assigned an overall rating category based on his/her total composite effectiveness score in accordance with the following ranges:

0-64                  Ineffective
65-74                 Developing
75-90                 Effective
91-100                Highly Effective

Classroom teachers total composited score shall be calculated based on the sum of the three subcomponent scores as follows:

0-20 points          Student growth on State assessments or other comparable measures
0-20 points          Locally selected measures of student achievement
0-60 points          Classroom observations
Student Growth on State Assessments or Other Comparable Measures of Student Growth: (20 points)

Student growth equates the measure of change in student achievement for an individual student between two or more points of time. Classroom teachers with a sufficient number of students taking state assessments with an approved growth measure to generate a State provided student growth score will use that State determined score for this portion of their overall total composite effectiveness score. Student Learning Objectives (SLOs) will be used as the “other comparable measures” of student growth for all other classroom teachers (example is that teacher of grades/subjects where there is no assessment with an approved growth added measure, or those teachers with an insufficient number of students who take a state assessment with an approved growth measure to generate a State provided student growth score).

7 Reminders of Student Learning Objectives:

1. ● Academic Goal
2. ● Set at the start of the course
3. ● Represents the most important learning
4. ● Specific and measurable
5. ● Based on prior student learning data
6. ● Aligned to standards
7. ● Aligned to school or district priorities
Who Needs SLOs?

Three types of teachers:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there is a State-provided growth measure for at least 50% of students</td>
<td>Will have State-provided growth measure (no SLOs)</td>
</tr>
<tr>
<td>If there is no State-provided growth measure for the course (CTE Teachers, Many SE Teachers)</td>
<td>Use only SLOs</td>
</tr>
<tr>
<td>If there is a State-provided growth measure for less than 50% of students</td>
<td>Will have State-provided growth measure and will use SLOs</td>
</tr>
</tbody>
</table>

SLO Preparation:

- Departments assess and identify priorities and academic needs
- Departments identify who will have State-provided growth measures and who must have SLOs as comparable growth measures
- Departments will use BOCES rules for how specific SLOs will get set
- BOCES will establish expectations for scoring SLOs and for determining teacher rating for the growth component
- BOCES will determine process for setting, reviewing and assessing SLOs in programs
Step 1  SLO Preparation (Suggested Timeframe: Summer-September)

● Principals assign teachers and develop master schedule
● Principals/department introduces or reviews the SLO process with teachers

Step 2 SLO Development (Suggested Timeframe September-October)

● Teacher determines what courses and sections (keeping in mind the 50% rule) to use
● Teacher obtains rosters of students
● Teacher reviews data sources
● Teacher determines student needs and prioritizes standards
● Teacher develops/selects pre-assessment
● Teacher gives and scores pre-assessments
(BOCES conducts a quality review of pre-assessments and ensures all assessments are stored in a secure location)

Step 2 SLO Development Suggested Timeframe: September-October:

● Teacher collaborates with colleagues
● Teacher selects and justifies SLO elements and crafts SLO{s}
● Principal and Teacher collaborate
● Teacher submits SLO {s} on the NYS SLO TEMPLATE (see appendix D) to rate submitted SLOs. If a SLO is not acceptable, the Principal will meet with the Teacher to help revise it
● Principal approves SLO {s}
(BOCES conducts external quality review of SLOs for rigor and consistency)

Step 3 SLO Implementation (Suggested Timeframe November-June)

● Teacher provides instruction on learning content
● Teacher uses formative assessments to tailor instruction
● Principal observes and coaches teachers to provide ongoing support

Step 3 SLO Implementation (Suggested Timeframe: January)

● Teacher administers a mid-year assessment to determine student progress towards meeting SLOs
● Teacher conferences with the Principal to review progress and make course adjustments as needed

Step 3 SLO Results Analysis (Suggested Timeframe: May-June)

● Teacher administers summative tests
● Another party scores summative tests
● Principal and teacher review outcomes
● Principal assigns HEDI points based on outcomes
● Principal and teacher conference on SLO outcomes
● Entire staff reflects on process and student outcomes to improve practice

(BOCES review final scores and data for SLOs and/or conduct a random audit to check for rigor and consistency)
HEDI Scoring Bands for Growth SLO:

<table>
<thead>
<tr>
<th></th>
<th>0-63% Ineffective</th>
<th>64-75% Developing</th>
<th>76-84% Effective</th>
<th>85-100% Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>0—0-20%</td>
<td>3—64-65%</td>
<td>9—76%</td>
<td>18-85-89%</td>
<td></td>
</tr>
<tr>
<td>1—21-50%</td>
<td>4—66-67%</td>
<td>10—77%</td>
<td>19-90-94%</td>
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<tr>
<td>2—51-63%</td>
<td>5—68-69%</td>
<td>11—78%</td>
<td>20-95-100%</td>
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<td>6—70-71%</td>
<td>12—79%</td>
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<td>7—72-73%</td>
<td>13—80%</td>
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<td>8—74-75%</td>
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Local Measures of Student Achievement: (20 points)

Twenty points of a classroom teacher’s total composite score shall be based on measure {s} of student achievement based on an approved 3rd party assessment or District and/or BOCES-developed assessments that are rigorous and comparable across classrooms.

Targets will be established in accordance with guidance from the Commissioner of Education and State Education Department. The scoring bands listed below will be utilized to determine the number of points assigned to teachers:
Local Measures of Student Achievement HEIDI Scoring Bands:

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Classroom Observations: 60 points

The Danielson Framework for Teaching Rubric 2011 Revised Edition (see appendix D for the actual Rubric) will be used to assess teachers’ performance under this sub-component. A majority of the 60 points shall be based on formal classroom observations, and remaining points shall be based on other evidence of student development, student portfolios and other artifacts of teacher practices through a review process.
Teacher Improvement Plan

1. Upon receiving a rating of “developing” or “ineffective”, a teacher shall be provided with a Teacher Improvement Plan ("TIP"). The TIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year. The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. The Association President shall be informed of the BOCES’s intent to provide a TIP to a teacher within ten (10) school days of the teacher’s “developing” or “ineffective” rating. Whenever a teacher is placed on a TIP and with the agreement of the teacher, the Association President shall be provided with a copy of the TIP. The member shall be entitled to have a P/NW BOCES union representative at any meeting to discuss any aspect of the TIP.

2. A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve the goal of an effective rating; (iii) the frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned); (iv) how improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement; and (v) the appropriate differentiated activities to support improvement, which should be directly connected to the areas specified as needing improvement in the observation/APPR evaluation.

3. The length of a TIP shall be a minimum of five (5) months in duration. In no event shall a TIP go beyond the end of the school year. A TIP shall be written on the form annexed hereto as Appendix A which shall be reviewed annually by the APPR Committee.

4. In the event that the administrator recommends coursework, it will be mutually agreed upon in advance; any tuition costs or registration fees shall be borne by the BOCES in their entirety for the professional development activity.

5. A teacher may appeal an APPR rating if the TIP was not implemented according to the timeline(s) or terms stated in the plan. See APPR Appeals Process (IId).

6. The BOCES will not take disciplinary action on the area(s) addressed by the TIP until a TIP has been fully implemented unless extraordinary circumstances develop after the initial development of the document. However, nothing herein shall prevent the BOCES from introducing into evidence an evaluation or a TIP in a subsequent disciplinary action.
7. If a member successfully appeals a Developing or Ineffective rating such that a TIP is no longer required under this section, the TIP shall be stopped immediately. A copy of the decision and the TIP will remain in the employee’s personnel file.

8. No provision of this process shall limit the rights of an individual under applicable State or federal laws, or other provisions of the United Staff Association (USA) Collective Bargaining Agreement, or limit or reduce powers and duties of the District Superintendent and the Board of Education.

9. The signatures of the teacher, the union, and the administrator are required on the TIP.

10. After the implementation of the TIP in September, the administrator will formally evaluate progress on or about the following dates: November 15th, January 15th, and April 15th. Should a TIP be started after September, the interval between evaluations will be between two (2) to three (3) months. (Appendix B) These “Progress Reports” may not be appealed; instead, the teacher may provide a response to each report.

11. The culmination of the TIP will be communicated in writing to the teacher and signed by the teacher, the union, and the administrator. If the teacher is again rated as developing or ineffective, a new TIP will be developed by the teacher and the administrator as stated above. (Appendix C)

Also, at the end of the school year in which a TIP was in place, the administration shall provide the teacher with a summative evaluation in accordance with the APPR Plan.
APPEALS PROCESS:
Appeals of Annual Professional Performance Reviews

To the extent that a teacher wishes to issue an appeal, the following appeals process is established.

I. Appeals will be limited to the following situations:
   a. A teacher completing the first year of a three-year probationary appointment may appeal only an ineffective Annual Professional Performance Review (APPR) composite rating;
   b. Any other teacher may appeal only an ineffective or a developing APPR composite rating;
   c. Any teacher placed on a Teacher Improvement Plan (TIP) shall have a corresponding right to appeal concerns with the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

II. The scope of any appeal will be limited to the following subjects:
   a. The substance of the individual’s Annual Professional Performance Review;
   b. The BOCES’ adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
   c. The adherence to the Commissioner’s regulations, as applicable to such reviews;
   d. Compliance with any applicable locally negotiated procedures regarding Annual Professional Performance Reviews or Teacher Improvement Plans.

III. 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.

IV. It is the teacher’s responsibility to provide all relevant facts and documentation that relate to the appeal being submitted.

V. The timelines outlined in subsequent pages will be strictly adhered to unless extended in writing by mutual agreement of the District Superintendent or designee and the Union President or designee. Failure of the teacher to meet a timeline will nullify the appeal. Failure of the BOCES to meet a timeline will allow movement of the appeal to the next level; provided, however, in the event that the decision of the District Superintendent or designee (Level 4) is not made within the timeframe, the appeal shall be sustained.

VI. The entire appeals record will be part of the teacher’s APPR and personnel file.

VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving all appeals within the scope of Sections I and II, above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.
VIII. Nothing in this appeals procedure will restrict the right of the BOCES or the obligation of the teacher to proceed in accordance with otherwise standard practices, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending.

Appeals Process

[Informal] Following a qualifying event, as defined in Sections I and II, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues. It should be noted that if a teacher wishes to pursue a formal appeal, it must be submitted in writing (on the agreed upon Appeals Form, see Appendix D) no later than five (5) school days of the date when the teacher receives his/her annual professional performance review or Teacher Improvement Plan, as outlined below. In the case of a TIP appeal, there shall be a five (5) school day period for a TIP appeal following the end date of the TIP.

Level 1 – Evaluator

[Formal] Any appeal must be submitted to the evaluator in writing no later than five (5) school days from the date when the teacher receives his/her annual professional performance review or Teacher Improvement Plan.

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

Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teacher’s Association President, shall receive copies of the response and any and all additional information submitted with the response.

Level 2 – Assistant Superintendent

Within five (5) school days of receipt of the Level 1 response, if a teacher is not satisfied with such response the teacher must submit the appeal to the Assistant Superintendent. If the Assistant Superintendent was the evaluator at Level 1, this Level 2 appeal must go to the Assistant Superintendent’s designee. The Assistant Superintendent or designee will be provided all documentation submitted in both the appeal and the evaluator’s response.

Within ten (10) school days of receipt of the teacher’s appeal, the Assistant Superintendent or designee may be allowed to conduct a hearing at which the teacher (and a union representative at the option of the teacher) and the evaluator (and union representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively. If a hearing takes place, the Assistant Superintendent or designee will issue a
written determination to the teacher, the Teacher’s Association President and the evaluator within ten (10) school days of the Assistant Superintendent hearing.

If the Assistant Superintendent does not conduct a hearing (as described above), the Assistant Superintendent or designee will issue a written determination to the teacher, the Teacher’s Association President, and the evaluator within five (5) school days of receipt of the teacher’s Level 2 appeal.

**Level 3 – Bipartisan Panel**

Within five (5) school days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination, the teacher must submit the appeal to the District Superintendent. The District Superintendent will then submit the appeal to a bipartisan panel comprised of two (2) teacher representatives and two (2) administration representatives. The panel will be provided the entire appeals record; however, any information identifying the teacher or evaluator will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.

Within ten (10) school days of receipt of the appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Teacher’s Association President and the District Superintendent or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. Notwithstanding the above, in the event that the decision of the panel is unanimous, then that decision shall be final and binding (as opposed to a recommendation), and there shall be no further appeal to the District superintendent or designee.

**Level 4 – District Superintendent**

In the event that the decision of the panel at Level 3 is not unanimous, within ten (10) school days of receipt of the Level 3 recommendation for resolution, the District Superintendent or designee will give due consideration to the panel’s recommendation and will issue a final and binding decision, in writing, to the teacher, to the Teacher’s Association, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the District Superintendent or designee may set aside or modify a rating.

The parties agree to incorporate the contents of this Supplemental Memorandum of Agreement into the BOCES’ APPR Plan Document, which shall remain in full force and effect in accordance with Education Law Section 3012-c(2)(l), until such time as the parties have reached agreement on the negotiable elements of a new APPR Plan and such modifications have been approved by the Commissioner. The terms of this Supplemental Memorandum of Agreement may be reopened upon demand made by the BOCES or the Association on or after April 1, 2014.
The USA President agrees to execute whatever certifications may be necessary to have the BOCES’ 2013-14 APPR Plan approved by the New York State Education Department. In order to expedite the State Education Department’s approval of the BOCES’ APPR Plan, the USA authorizes the BOCES to make any and all non-substantive changes to its APPR Plan Document that are necessary for technical compliance and ultimate approval by SED. In the event that SED requires modifications that constitute mandatory subjects of bargaining for classroom teachers, then the BOCES shall negotiate the same with the USA.

SO AGREED, this __ day of December, 2013, subject to ratification by the respective constituencies.

THE BOCES

By: ________________________________

   District Superintendent

THE ASSOCIATION

By: ________________________________

   President, USA