



THE STATE EDUCATION DEPARTMENT UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education  
President of the University of the State of New York  
89 Washington Avenue, Room 111  
Albany, New York 12242-5804  
Sonia Apker, Superintendent

E-mail: [commissioner@nysed.gov](mailto:commissioner@nysed.gov)  
Twitter: @NYSEDnews  
Tel: (518) 475-8444

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George Junior Republic Union Free School District  
24 McDonald Rd.  
Freeville, New York 13068

Dear Superintendent Apker:

Congratulations. I am pleased to inform you that the material change you submitted to your currently approved Annual Professional Performance Review (APPR) plan on the Supplemental Form for Alternate SLOs meets the criteria outlined in Subpart 30-3 R W K & R P P L V V L R Q H U ¶ V 5 H J X O D has been approved. As a reminder, we are relying on the certifications and assurances that are part of your approved APPR plan and those found in the Supplemental Form for Alternate SLOs. If any

PLEASE NOTE:

Pursuant to section 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. During the 2016-17 through 2018-19 school years only, your district/BOCES must use the alternate SLOs described in your  ~~) R U PR \$ I O W H I B Q D / W h i c h~~ which have been

## Annual Professional Performance Review - Supplemental Form for Alternate SLOs

Supplemental Form Directions - Directions

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Page Last Modified: 04/03/2017

**Directions**

As an alternative to completing this Supplemental Form for Alternate SLOs, a district/BOCES may open their APPR plan and include the relevant information in Task 2 (Transition) and Task 7 (Transition).

To open your approved APPR plan, please contact [EducatorEval@nysed.gov](mailto:EducatorEval@nysed.gov).

Pursuant to section 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State-provided growth scores. During the 2016-17 through 2018-19 school years only, alternate student learning objectives (SLOs) must be generated to calculate transition scores and ratings for teachers and principals who have no remaining Student Performance Category measures as a result of the above exclusions. Please note that districts/BOCES must also continue to provide affected teachers and principals with their original APPR scores and ratings calculated based on the measures in their currently approved APPR plan without any modifications, substitutions, or replacements as a result of the transition regulations during the transition period. Original APPR scores and ratings must be used for advisory purposes only and shall have no impact on employment decisions, tenure determinations, or teacher and principal improvement plans.

Teachers and principals whose APPRs do not include grades 3-8 ELA and math State assessments or State-provided growth scores are not impacted by the transition regulations and their evaluations shall be calculated pursuant to their district's/BOCES' approved APPR Plan without any changes, and no transition scores and ratings need to be generated.

This supplemental form must be completed by districts/BOCES whose Education Law §3012-d Annual Professional Performance Review (APPR) plans were approved by the Department for use beginning in the 2015-16 school year in order to specify the alternate SLOs, as described above, that will be used for applying to teachers and principals during the remainder of the transition period (i.e., the 2016-17 through 2018-19 school years). Beginning in the 2019-20 school year, districts and BOCES will no longer be required to calculate transition scores and ratings, and will only calculate a single set of scores and ratings for each educator pursuant to the measures and assessments outlined in their approved §3012-d APPR plan. For more information please see the December 2015 Board of Regents item at <http://www.regents.nysed.gov/common/regents/files/1215bra10.pdf>, and the Department's Frequently Asked Questions Guidance document regarding sections 30-3.17 and 30-3.17 of the Rules of the Board of Regents on EngageNY at <https://www.engageny.org/resource/guidance-on-new-york-annual-professional-performance-review-law-and-regulations>.

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Annual Professional Performance Review - Supplemental Form for Alternate SLOs

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

Page Last Modified: 04/03/2017

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

Please note: Clicking 'Save' or 'Save & Continue' will alter the last date modified timestamp for this page. As a reminder, the Statement of Assurances must be signed and dated after the latest timestamp on each page in order for this application to be approved. You may use the survey navigation on the left to move directly to the Statement of Assurances page.

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

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

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

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

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

**2.2-2.10) Alternate SLOs (Transition Period, 2016-17 through 2018-19)**

Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses.

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> All Regents given in building/district <input checked="" type="checkbox"/> NYSAA		<input checked="" type="checkbox"/> STAR Math <input checked="" type="checkbox"/> STAR Reading	<input checked="" type="checkbox"/> 7 ELA <input checked="" type="checkbox"/> 7 Math <input checked="" type="checkbox"/> 7 Science <input checked="" type="checkbox"/> 7 Social Studies <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math <input checked="" type="checkbox"/> 8 Social Studies <input checked="" type="checkbox"/> 9 ELA <input checked="" type="checkbox"/> 10 ELA <input checked="" type="checkbox"/> 12 ELA <input checked="" type="checkbox"/> Global 1 <input checked="" type="checkbox"/> Other Courses as listed in Original Task 2.10

**2.11) HEDI Scoring Bands**

Highly Effective	Effective	Developing	Ineffective
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Annual Professional Performance Review - Supplemental Form for Alternate SLOs

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

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97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

**2.12) Teachers with More Than One Growth Measure (Transition)**

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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

**Please Note**

Clicking 'Save' or 'Save & Continue' will alter the last date modified timestamp for this page. As a reminder, the Statement of Assurances must be signed and dated after the latest timestamp on each page in order for this application to be approved. You may use the survey navigation on the left to move directly to the Statement of Assurances page.

Annual Professional Performance Review - Supplemental Form for Alternate SLOs

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

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

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

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

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

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

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

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

For each grade configuration indicate the following:

Column 1: lowest grade that corresponds to the building or program

Column 2: Student Performance - Required (Principals) - Task 7 Alternate SLOs




Annual Professional Performance Review - Supplemental Form for Alternate SLOs

Statement of Assurances - Upload Statement of Assurances

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Page Last Modified: 04/03/2017

**Upload Statement of Assurances**

Please Note: SED Monitoring timestamps each page revision individually and signatures cannot be dated earlier than the last revision. Clicking 'Save' or 'Save & Continue' on any page will alter the last date modified timestamp for that page.

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: Supplemental Form Statement of Assurances.

GJR- SLO alternate form 03212017.pdf



## Statement of Assurance

By signing this document, the district/BOCES and the collective bargaining agent(s), where applicable, certify that this document represents the portion of the 2015-16 through 2018-19 Annual Performance Review (APPR) Plan that shall be used to calculate transition scores and ratings pursuant to section 30-5.17 of the Rules of the Board of Regents for those teachers and principals that have no remaining measures in the Student Performance Category as a result of the transition period. The form that is subject to collective negotiations has been submitted pursuant to the provisions of Article 14 of the Education Law and that such form complies with the requirements of Subpart 30-5 of the Rules of the Board of Regents and has been adopted by the governing body of the district/BOCES.

The district/BOCES and its collective bargaining agent(s), where applicable, certify that, to the best of their information and belief, all statements made herein are true and accurate and that any amendments, modifications or otherwise revisions to this form will be evaluated using a common annual evaluation system as required by Subpart 30-5 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that this supplemental form will be used in accordance with the provisions of the 2015-16 through 2018-19 Annual Performance Review (APPR) Plan, that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with implementation of this form; and that no material changes will be made to this form through collective negotiations, otherwise except with the approval of the Commissioner in accordance with Subpart 30-5 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2018-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude members of grade 2-8 English Language Arts (ELA) and math State assessments and any State-provided assessments. Original APPR scores and ratings calculated based on the scores on their most recently approved APPR plan with any modifications, substitutions, or supplements during the transition period; and that original APPR scores and ratings will be provided for advisory purposes only, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that the approval of this supplemental form is rejected. For any reason, any copies of the form received as a result of the Commissioner's approval of this form may be returned or forfeited and shall be void pursuant to Education Law 3012-d(11), as added by Chapter 56 of the Laws of 2015.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that the following specific certifications with respect to this supplemental form and their corresponding approved APPR Plan:

- Assure that the overall transition plan will not have a significant impact on employment decisions, tenure determinations, and teacher and principal improvement plans during the 2015-17 through 2018-19 school years,
- Assure that original APPR scores and ratings will not be used as the basis for employment decisions and



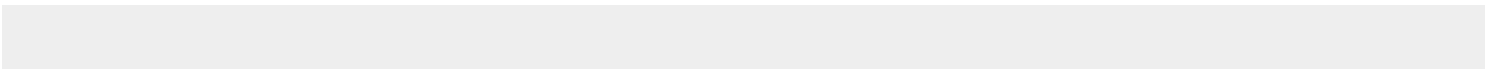
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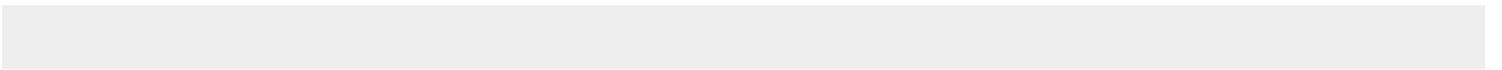
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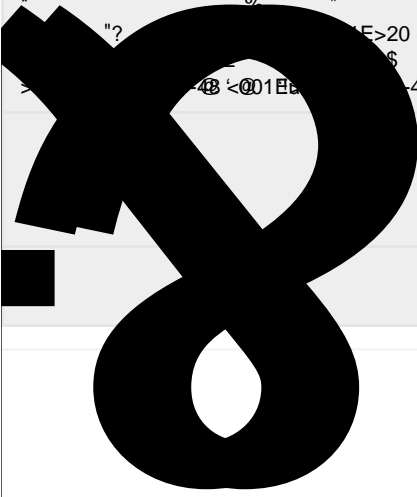
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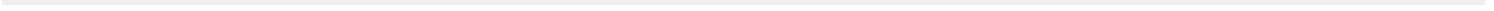
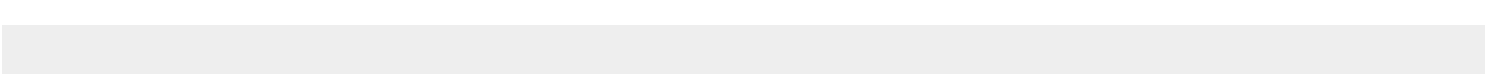
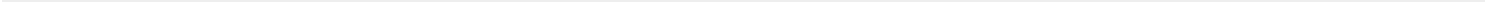
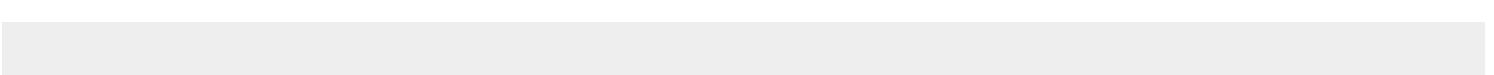
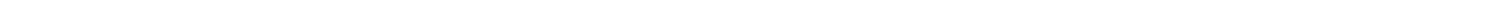
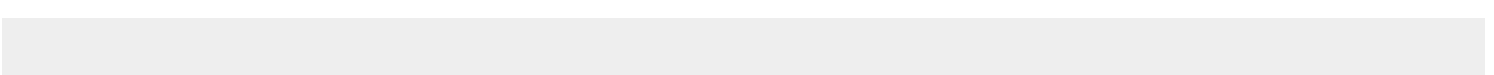
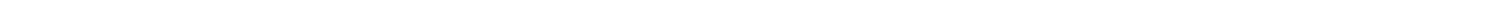
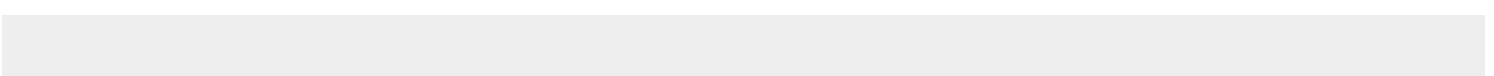
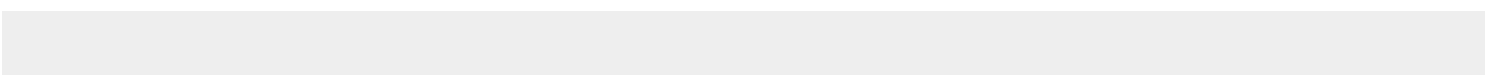
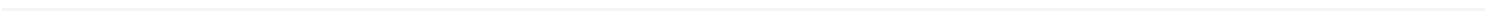
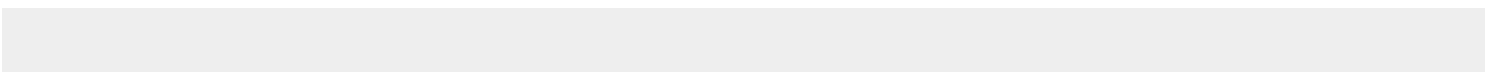
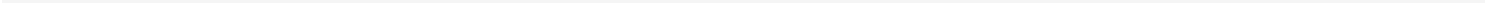
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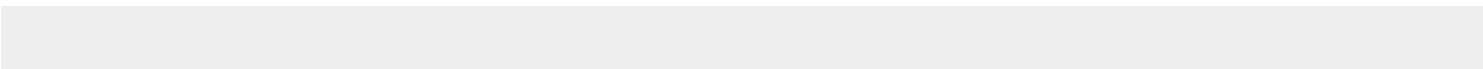
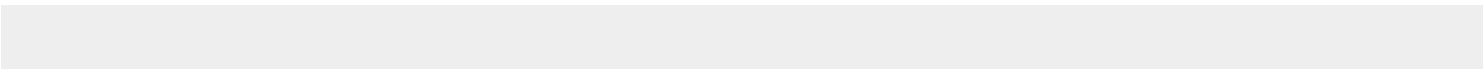
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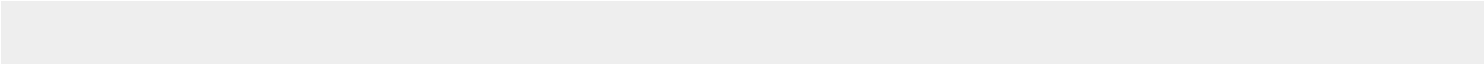
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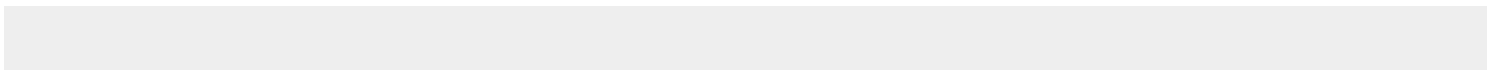
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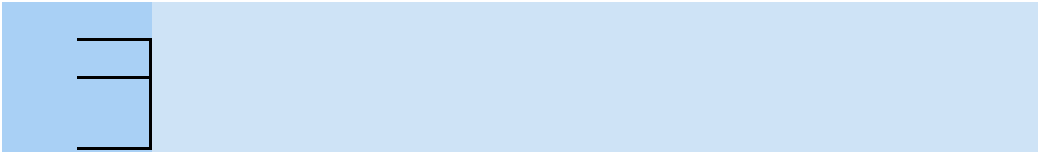
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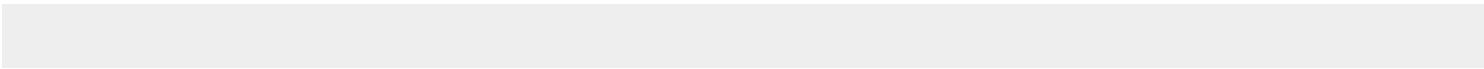
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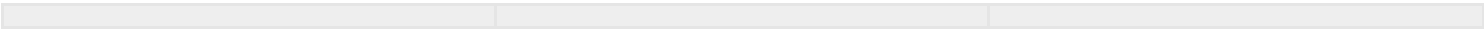


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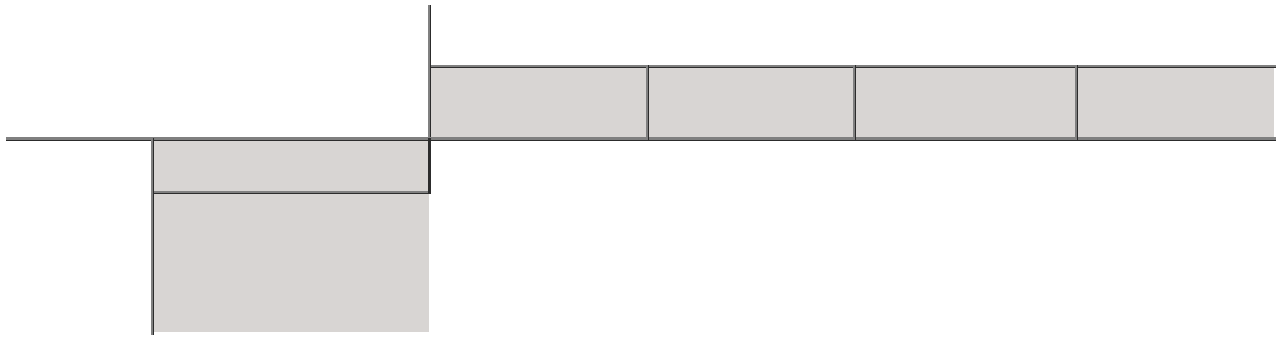
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George Junior Republic Union Free School District  
Teacher Improvement Plan

Teacher \_\_\_\_\_

Date: \_\_\_\_\_

Areas in need of improvement \_\_\_\_\_

Suggestions for Improvement	Support to be Provided	Measurable Outcomes and/or Evidence	Timeline

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Principal Signature



George Junior Republic Union Free School District

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## DISTRICT CERTIFICATION

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES, that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent complete implementation of the plan and that no matching grants will be made to the plan in connection with the plan 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 and its collective bargaining agent(s), where applicable, also acknowledge that if approval of the APPR Plan is rejected or rescinded for any reason, any State monies received as a result of the Commissioner's approval of the APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and of 2013 and Education Law §3012-d(11), as applicable.

**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- Assure that the evaluation system will be used as a significant factor for employment decisions and to assist in principal development
- Assure that the entire APPR review will be completed no later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES shall calculate and provide to the teacher or principal their scores and Student Performance category, if available, for the teacher or principal as a result of a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no event later than the first day of the school year next following the school year for which the teacher's or principal's performance is being measured
- Assure that the APPR Plan will be filed in the district website and made available to the public on the district website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual category and subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district or BOCES will report the individual category and subcomponent scores and the overall rating for each classroom teacher and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that the governing board or board of education will provide specific training for teachers and principals of English language learners, including specific considerations in evaluating teachers and principals of English language learners with disabilities
- Assure that educators who receive a "Dissatisfactory" or "Ineffective" rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the school year for which each teacher's or principal's performance is being measured, where such action is practicable
- Assure that such improvement plan shall be developed by the school district or BOCES in consultation with the Commissioner

their pedagogical judgment.

- Assure that all evaluators and lead evaluators, including independent evaluators, will be properly trained and that lead evaluators will be certified and recertified as required by applicable statutes and regulations
- Assure that the district or BOCES will provide for the timely and expeditious resolution for an appeal
- Assure that, for teachers, all observable NYC Teaching Standards/Domains of the selected practice rubric are assessed at least a year across the total number of annual observations and, for principals, all observable NYC Teaching Standards/Domains of the selected practice rubric are assessed at least once across the total number of annual school visits
- Assure that it is possible for a teacher or principal to obtain each point in each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year
- Assure that in a second measure for the Student Performance categories locally selected, then the same locally selected measures of student growth across all classrooms in the same school are used in a consistent manner to the extent practicable
- Assure that the superintendent or another trained administrator...
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner on a form prescribed by the Commissioner to the Commissioner's approval
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-5 of the regulations
- Assure that the amount of time devoted to traditional standardized assessment shall not exceed, in the aggregate, the minimum in required annual instructional hours for such classroom program of the grade and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the total instructional time. Assessments, quizzes, or portfolio reviews or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal Law relating to English language learners or the individualized education program of a student with a disability.

### Signatures, dates

Superintendent Signature:

Date:

 10/30/15

Teachers' Union President Signature:

Date:

 10/30/15


Administrative Union President Signature:

Date:



Board of Education President Signature:

Date:

 10/30/15