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Regrettably, by prohibiting the use of some elements now in the “other 60 percent” measures

the state’s over  
surge in “opt outs” our schools experienced with last month’s grades 3 through 8

## II. Goals to Guide Change

“ .” It should

## SUMMARY OF RECOMMENDATIONS

### November 15 Deadline and State Aid Threat

We urge the broadest possible granting of an extension of the November 15 deadline. If related to the status of collective bargaining. Examples could include having an expired or soon to expire collective bargaining agreement, or being engaged in impasse proceedings before the Public Employment Relations Board.

### Simplifying and Improving the Review and Approval Process

Regulations should limit the need for any new local negotiations to those items expressly required by the new law and allow districts to leave in place elements of existing APPR plans that are unaffected by the latest round of changes. These could include, for example, appeals procedures and Teacher/Principal Improvement Plans.

Streamline both the plan development and approval process by the Department to promulgate research-based and widely recognized best practices which districts could elect, averting the need for thorough review by the Department, or at least specific default elements which districts could indicate they will employ, sparing the need for detailed review of those items.

A compelling action would be the adoption of a complete default plan which would be automatically implemented should a school district not be able to reach agreement on other plan elements by whatever deadline is specified. This would ensure that no district or union could be held hostage to external negotiations and that all districts would make the deadline for the purpose of securing state aid. This action would ensure that no students are denied resources due to the disagreements of adults.

### Observations Category

Interpret the law to require district plans to assure a capacity to complete independent observations, but avoid mandating them for every teacher, every year. Independent observations could be required for teachers rated Ineffective more than once or teachers with an Improvement Plan, or mandated for all teachers once every three years, or done on a sample basis as a t



Again, we are being asked to repeat the process that created many of the current system's

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ts, by comparison, utilizes a “matrix” with two axes, but in that state



