Sharing the Perspectives and Recommendations of School Administrators

The SAANYS Government Relations Committee (GRC) engaged state legislative and educational leaders on March 10. In order to maximize outreach and impact, colleagues from New York City’s Council of School Supervisors and Administrators and the NYS Federation of School Administrators from Buffalo and Yonkers were included. All members met with Governor Cuomo’s educational leadership team, Deputy Secretary for Education Elana Sigall and Assistant Secretaries for Education Jay Quintance and Johannah Chase. A very direct and substantive discussion proceeded for more than an hour. Although the governor’s representatives did not make public their recommendations, they were advised to take into account the following aspects of a new APPR system that must be implemented by school districts and BOCES by November 15. The components of the new system will be more prescribed, by the budget bill and by SED regulation, with a concomitant decrease in items to be collectively bargained. The “HEDI” continuum of rating categories will remain in place. There will be just two components – student performance and teacher observations. SED will determine the weights and scoring ranges of the required and prescribed, by the budget bill and by SED regulation, with a concomitant decrease in items to be collectively bargained. The “HEDI” continuum of rating categories will remain in place. There will be just two components – student performance and teacher observations. SED will determine the weights and scoring ranges of the required and

continued on page 2

Visiting the New saanys.org

Featuring: Regional Pages, Career Center, PD Your Way, Multimedia Features, Vanguard Extras, and more! View the online tour video on the homepage!

The NYS Budget for 2015-2016 - Ed Outcomes

Although “a budget deal” was announced the evening of March 29, a complete spending plan was not passed until early in the morning of April 1. Though progress was achieved in the allocation of state aid to schools, many of the program issues addressed in the budget are felt to constitute a large step backward. Important aspects of the state budget follow:

School Aid: The state budget for 2015-16 includes an increase of approximately $1.6 billion for education. State aid runs have been disseminated by SAANYS and are posted on the SAANYS website.

Annual Professional Performance Reviews: The State Education Department is required to promulgate regulations by June 30, reflecting and building upon the following aspects of a new APPR system that must be implemented by school districts and BOCES by November 15. The components of the new system will be prescribed, by the budget bill and by SED regulation, with a concomitant decrease in items to be collectively bargained. Local collective bargaining will address:

• Whether to use a second measure of student performance and, if so, specify the measure
• How to implement teacher observations
• All collective bargaining agreements entered into after April 1, 2015 must be consistent with the new requirements.

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continued on page 3

PD in Action

Dr. John McKenna of Tonwanda CSD presents a workshop entitled “Envisioning Success in a Time of Change” at the first of six gatherings of the HFMC/SAANYS Leadership Academy cohort on January 22, 2015.

Administrator from Hamilton Fulton Montgomery component districts engage in a classroom observation activity at the HFMC/SAANYS Leadership Academy’s February 26, 2015 meeting of the cohort at HFM BOCES in Johnstown.

see more PD in Action on page 4

LEGAL BRIEFS

Friendly Reminder Concerning Deadlines Relating to APPR

As the school year winds down and you have a chance to catch your breath, summer is a good time to review your APPR and determine if changes are needed. Is the scoring working out as you expected? Are you satisfied with who is designated as your lead evaluator? Are your scores tied to those of your teachers? Does that work for you? The deadline for submitting changes to APPR plans for the 2014-2015 school year with SED was March 1, 2015 so there cannot be changes for the current year, but changes can occur for the 2015-2016 year if the principals and negotiators are highly trained in the latest APPR developments and are here to help you find what works best for your unit and negotiate any changes with your employing district.

It is also a good time to make sure that your district has adhered to the negotiated deadlines within your APPR. Failure to meet deadlines is part and parcel of an appeal for an ineffective rating, and depending on what was negotiated, developing ratings. It may also be the basis for a contractual grievance. SAANYS has several arbitrations pending across the state seeking to hold districts accountable to the integrity of process, even if the principals were ultimately deemed to be effective or highly effective. We will keep you apprised of these matters as they are decided.

As the fall approaches, there are also two important deadlines to keep in mind. First, by statute, composite scores must be provided to all teachers and principals no later than September 1. The importance of this deadline is a subject for

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There’s Always Another Day

At the time of this writing, it was just announced that a budget deal was reached with just enough time to be passed by April 1, and became the fifth consecutive New York budget completed on time. This achievement is the result of the hard work of the governor and legislators as evidence of effective governance. While I agree that there are positive aspects to an on-time budget, it is important to look at how the budget was arrived at.

Shortly after the announcement of the budget agreement, details started to emerge from the governor’s office and the office of the speaker of the assembly. This is necessary because of the secretive way in which budget negotiations occur in New York. Most people are not privy to the evolution of the final budget proposal. Several of those details were conflicting, leading many (including myself) to conclude that while a deal was announced, they were still hammering out the final details. Until the final details are set, the budget bill cannot be finalized.

This was later confirmed by several legislators who voiced that they would fully understand what it is they were being asked to vote on. The state constitution requires that a bill be delivered to legislators at least three days before it’s a new occurrence, but the stakes have been raised by the inclusion of more and more policy volumes into the budget bill. There is no reason, other than the governor having less leverage to get what he wants, that education reform could not be extracted from the budget bill and handled in a stand-alone bill that would not have the pressure of an essentially artificial deadline. I read recently where Mario Cuomo had said that a late budget is better than a good budget. I wish his son agreed. I would argue that Mario Cuomo’s logic would extend equally to stand-alone bills. A late bill is better than a bad bill.

I believe we are driven too much by appearances, and that we tolerate superfi- ciality to accommodate the need to demonstrate (apparent) accomplish- ment. As of this writing, after the announcement of a final budget bill, many questions remain. I have heard no talk of piloting any proposed changes in an meaningful way. I have heard no acceptance of our oft-repeated re- quest to have a neutral third party engage in an objective and independent review of recent education reforms.

What I have heard is the assignment of develop- ing yet another teacher/ principal evaluation system to SED, along with deadlines sure to detract from substance (new SED plan by June; new local recognitions by November), along with the now recurring threat of loss of state aid for non-compliance. Am I alone in tiring of threats from elected officials?

I remain hopeful that someday we will take a step back and analyze the effectiveness and cost of recent reforms. The rush to enact the budget is to remove this subject from emo- tion and allow honest responses. It is apparent that will not occur this legislative session.

The New York State Budget...

optional student tests and of teacher observations. Student performance will be based on the current “state-created or admin- istered tests” and SLOs. There will also be an op- tional state-designed/app- proved supplemental assessment (i.e., state tests or assessments) may be provided by the state or designed by SED or that is purchased by SED). If collectively bargained, the optional second component must be applied across the district.

Teacher observations will be based on a state-ap- proved rubric and will include up to three sub- components:

1. Classroom observations carried out by a princi- pal or administrator.
2. A second observation by an “independent trained evaluator” (who may be employed within the same school district but not the same school building as the teacher being evaluated) or by evaluators selected by the district.
3. A subcomponent “may” be included for classroom observations conducted by a trained peer teacher rated effective or highly effective from the same school or from another school within the district.

The overall rating for a teacher or principal shall be determined according to 19 rules, and the commissioner is charged with revising the principal evaluation system to be consistent with the teacher evaluation system. However, the following elements are, as yet, not considered for consideration in APPR evaluations: evidence of student performance derived from lesson plans, artifacts of teacher practice, student portfolios (except for portfolios measured by a state-approved rubric).

use of an instrument for parent or student feed- back, use of professional goal setting as evidence of principal or teacher effec- tiveness, and any district or regionally-developed assessment that is not approved by SED.

A student may not be instructed for two consec- utive years by any two teachers in the same district, each of whom received an APPR rating of ineffective. A district may apply for a waiver from this requirement if compli- ance is deemed “imprac- ticable.”

Upon a teacher or princi- pal receiving two consec- utive ineffective APPR ratings a school district “may” bring charges of incompetence. If a hearing is brought, the ineffective ratings shall constitute prima facie evidence of incompetence that can only be overcome by clear and convincing evidence that the calculation of one or more of the principal’s underlying components on the APPR was fraudulent (including mistaken identity); and if not successfully overcome, absent extraor- dinary circumstances, shall be just cause for dismissal. Further, upon a teacher or principal receiving three consec- utive ineffective APPR ratings a school district “may” bring charges of incompetence. If a hearing is brought, the ineffective ratings shall constitute prima facie evidence of incompetence that can only be overcome by clear and convincing evidence that the nepotism is not in the interest of all surrounding circumstance; and if not successfully overcome, absent extraordinary circumstances, shall be just cause for removal. The charges at such a hearing shall allege that the board of edict and “substantially imple- mented” a teacher or principal improvement plan. The hearing officer’s...
Sharing the Perspectives and Recommendations of School Administrators...

continued from page 1

not signal any change in position, the GRC members were successful in effectively presenting their experiences, perspectives, and recommendations.

Five teams lead by GRC members met with legislators and legislative staff including:

- Senator Tony Avella – Queens
- Senator Neil Breslin – Albany
- Senator Andrea Stewart-Cousins – Yonkers
- Senator John DeFrancisco – Syracuse
- Senator John Flanagan – Suffolk
- Senator Joseph Robach – Rochester
- Senator Dean Skelos – Long Island
- Senator David Valesky – Rochester
- Assemblymember Brian Kolb – Long Island
- Assemblymember William Magnarelli – Syracuse
- Assemblymember Joe Morelli – Rochester
- Assemblymember Catherine Nolan – Queens
- Assemblymember Edward Ra – Nassau
- Assemblymember Joseph Saladino – Long Island

With only a short time available for each meeting, the members of each team structured their messages to be succinct and clear. Some of the points made at legislative meetings follow:

Budget

It was communicated that an increase of $1.2 billion is needed to maintain the status quo, an increase of $1.9 billion was recommended by SAANYS. Members made it clear that the governor’s proposed increase on $1.1 billion was not sufficient, and a $377 million increase would be destructive – and ludicrous. Recommendations were also advanced to revise the Property Tax Cap, and to provide funding for undocumented minors and English language learners.

Annual Professional Performance Reviews

The current APPR system was imposed by the governor, the State Education Department, and by NYSUT. Rather than making the same mistake by imposing the APPR revisions proposed by the governor, SAANYS recommended an independent review or a commission to receive testimony and information from those who do the work. The governor’s proposals would have amplified the most troublesome aspect of the APPR system – State Growth Scores – by more than doubling its weighting and further emphasizing state testing – the same state testing from which 55,000 students “opted out” last year. The governor also wanted to “break” the best aspect of the APPR system – other measures – by eviscerating the importance of the principal as a building leader, by creating an unfunded mandate, and by adding to administrative burden. The governor also wanted and received a stipulation to prohibit the assignment of a student for two consecutive years to teachers with Ineffective composite score ratings. In some school districts, this provision will be impossible to implement.

Probation and Tenure

SAANYS argued that there is no reason to extend teachers’ and principals’ probationary period. Principals and superintendents know well within three years who should or should not be recommended for tenure. In unusual situations, this provision will be impossible to implement.

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In-person, Click or Call

Make it easy for employees to prepare for retirement.

Did you know that 97% of participants consider their 403(b) plan extremely or very important to their retirement savings*, even though 70% of those who have a pension plan? With AYA, employees can get educated and start saving toward retirement in just 5 minutes.

Three pathways to start retirement planning

• In-person with a local financial professional
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• Over the phone with an enrollment specialist

In-person, Call or Click

SAANYS Government Relations Director Jim Viola (left) speaking with Senator Michael Venditto of Nassau County (right).

SAANYS Benefits

Benefit of the Month

Over 25 New York State jobs listed from districts such as Cooperstown, Troy, Beekmantown, Liberty, Chappaqua, Greece, and more.

SAANYS Government Relations

Director Jim Viola (left) speaking with Senator Michael Venditto of Nassau County (right).

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Over 25 New York State jobs listed from districts such as Cooperstown, Troy, Beekmantown, Liberty, Chappaqua, Greece, and more.
Topics include but are not limited to:
1. Chromebooks in the Classroom
2. Google Apps Management
3. Google +Hangouts
4. Understanding Google Classroom
5. Going Google
6. Customizing Chrome to make your life easier
7. Google Sites
8. Google Apps for Mobile Devices
9. Deep Dive with Drive

What is an Edcamp Format?
An “edcamp” without lectures, everything to be discussed that day is determined by the attendees themselves as the morning of the event. Four meeting, interactive, practical sessions will result, with hands-on training from Google.

Registration and Payment
Please register online at: www.saanys.org
or fax registration to: (518) 767-1040.

PART 1:
Three hours face-to-face
Three hours online with course instructor (Flexible schedule). This is a prerequisite for Part 2.

PART 2:
Three hours face-to-face,
Six hours online with course instructor
A 6-hour workshop to fulfill harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act).

NYS CERTIFIED DASA 6-HOUR TRAINING

Saratoga City School District
July 17 • 8:30 am - 12:30 pm
500 Southline Drive
Hilton Garden Inn, Room C201-203
Ballston Lake
Stilwater Central School District
May 12 • 12:00 pm - 3:00 pm
June 18 • 8:00 am - 1:00 pm
Barnesville Middle School Conference Room
Auburn

Workshop Facilitator:
Dr. Michael Johnson has over 30 years of public school experience and has been an administrator at the elementary, middle and high school levels.

Dr. Johnson is a NYSED approved DASA trainer.

This highly-anticipated summit, presented by NYSATE, is designed for the K-20 education community to discuss, learn and share best practices in regards to Blended Learning and how, in a very short time it is changing the face of education. There will be collegial and expert-led panel presentations, best-practice presentations & demonstrations, spouse displays, and plenty of time for “networking.” Setting the tone for the day will be a keynote address by Dr. Bill Brennan.

April 20, 2015
Sheraton Syracuse Hotel & Conference Center
400 University Avenue, Syracuse, NY

Schedule for the Day
08:00 a.m. - 09:00 a.m. Registration
09:00 a.m. - 10:00 a.m. Lesson Plans, Session 1: Networking Break
10:10 a.m. - 11:00 a.m. Session 2: Networking Break
11:40 a.m. - 12:00 p.m. Lunch
12:00 p.m. - 01:00 p.m. Session 3: Networking Break
01:40 p.m. - 02:30 p.m. Session 4: Networking Break
02:30 p.m. - 03:00 p.m. Session 5: Networking Break
03:00 p.m. - 03:30 p.m. Session 6: Networking Break
03:30 p.m. - 04:30 p.m. Session 7: Networking Break
04:30 p.m. - 05:00 p.m. Session 8: Networking Break
05:00 p.m. - 06:00 p.m. Session 9: Networking Break
06:00 p.m. - 07:00 p.m. Session 10: Networking Break
07:00 p.m. - 08:00 p.m. Session 11: Networking Break
08:00 p.m. - 09:00 p.m. Session 12: Networking Break

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Planning the program for the 44th Annual SAANYS Conference is well underway. This conference, to be held at the Hyatt Regency in Rochester on October 18 and 19, 2015, promises to be another outstanding experience for our members, both personally and professionally. So mark your calendar and visit our new SAANYS website for lots of great information about this event!

The theme of this year’s conference, REJUVENATED puts the emphasis squarely on fresh and emerging strategies and tools to invigorate leadership and learning. What’s new and working? What can we bring to our school communities to energize, motivate, and inspire students, teachers, and families? How do we rejuvenate ourselves as leaders during demanding and stressful times? What do we need to know NOW to suit up for the rapid changes brought on by the challenges and opportunities of technology?

Ideas around ways of thinking or looking at problems differently, topics like deeper learning, teacher leadership, maker spaces, effective approaches to student management and discipline, scheduling, time management, use of data to make a difference, home to school communication, all may find a way to our practitioner workshops. School climates and cultures that reflect today’s realities and the need to truly collaborate – moving from directive to empowering leadership by building capacity in others … so much happening out there and so many ideas to build upon for this year’s conference.

A new feature of this year’s conference program will be a facilitated conversation with colleagues around breakfast Monday morning, October 19. In addition to listening to two keynoters and participating in the practitioner workshops, this time is carved out specifically so that your perspectives can be shared and your voices heard. You’ll have the opportunity to meet and connect with members from other regions around the state and learn from one another. We are looking forward to a meaningful and enjoyable way to start this second day of the conference in a different way than in the past.

As always, the conference will also feature the valuable and well received insights and information sessions from our government relations and legal departments. All told, a well-rounded program with the variety and spark that you have come to expect from a SAANYS conference!

We hope you will plan to be part of this year’s conference experience!

Have questions? Need assistance? Use the “Ask SAANYS” button at saanys.org.

The Challenges (and Opportunities!) of Mobile Devices in Schools

May 13
4:30pm - 6:00pm
SAANYS Headquarters
8 Airport Park Blvd., Latham
Light refreshments
FREE for SAANYS Members
$10 for Non-Members
(teachers welcome)

Our first Idea Swap was a hit! Join us for a second informal get together with colleagues for a facilitated conversation on the challenges and opportunities that come with students and mobile devices in our schools. Michele Kelley, communications specialist at Broadalbin Perth Central Schools, will facilitate.

Above: Participants swap cookies and ideas at the first SAANYS Idea Swap held at SAANYS on February 25, 2015. L to R: Christine Foglia, Mariah Kramer, Matthew Finn, Kelly Post, and Matthew Brisk. A second Idea Swap on the topic of Mobile Devices in Schools is planned for May 13 from 4:30-6pm at SAANYS.

Above: Sarah Vakkas and Michelle Robinette facilitate a workshop on Data Driven Instruction at the February 26, 2015 HFMSAANYS Leadership Academy in Johnstown. SAANYS developed the Leadership Academy to provide professional development and collaborative opportunities for school administrators in the Hamilton Fulton Montgomery component districts.
SAANYS has several arbitrations pending across the state seeking to hold districts accountable to the integrity of process.

APPR: What Can be Learned From Other States?

Sponsor Opinion piece by Cynthia E. Gallagher, APPR Coordinator, Educational Vistas, Inc.

It is not difficult to understand the political rationale that precipitates the latest proposed changes to APPR; it is far more difficult to find an educational benefit. At last month’s NYSSCOS Conference, keynote speaker Michael Petrilli mentioned Massachusetts as a state that was having success in raising student achievement scores. During his time at the podium, he referred to that state’s teacher evaluation system. Curious as to Massachusetts’ evaluation structure, an examination of the regulations provided all the necessary details. The first section clearly states its purpose: “to promote student learning...by providing educators with feedback for improvement...” and then secondly, “provide a record of facts and assessments for personnel decisions.” Contrast those words with the NYS regulations “…a significant factor for employment decisions, including but not limited to promotion, retention, tenure determinations, termination, and supplemental compensation.” Nowhere in the regulations are the words “teacher improvement” to be found.

The statement and opinions expressed herein do not necessarily imply or reflect the opinion or philosophy of the School Administrators Association of New York State.

SAANYS has always been there for members who need advice or assistance from legal counsel on job-related matters. Now, SAANYS has partnered with the law firm of Feldman, Kramer and Monaco to help when you need legal advice and assistance.

SAANYS administers the plan for SAANYS members, at DTaylor@saanys.org or (518) 782-0600.

SAANYS has been proactive in addressing the untimely issuance of PIPs, either avoiding PIPs being issued at all or promptly filing appeals for failure to comply with the statute and the individual district’s negotiated agreement.

As there are typically very short time periods in which to file either an appeal or a contractual grievance, if any deadline is missed by the district on your APPR, so it is imperative that you contact the SAANYS legal department promptly. If a negotiated deadline to challenge something APPR related is missed, an individual may be stuck with an inappropriate rating or PIP. SAANYS is here to help you with any issues you may have relating to APPR. If you would like to discuss questions or concerns relating to your APPR, feel free to reach out to the SAANYS legal department and we would be happy to assist you.

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SAANYS has been proactive in addressing the untimely issuance of PIPs, either avoiding PIPs being issued at all or promptly filing appeals for failure to comply with the statute and the individual district’s negotiated agreement.

As there are typically very short time periods in which to file either an appeal or a contractual grievance, if any deadline is missed by the district on your APPR, so it is imperative that you contact the SAANYS legal department promptly. If a negotiated deadline to challenge something APPR related is missed, an individual may be stuck with an inappropriate rating or PIP. SAANYS is here to help you with any issues you may have relating to APPR. If you would like to discuss questions or concerns relating to your APPR, feel free to reach out to the SAANYS legal department and we would be happy to assist you.

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APPR: What Can be Learned From Other States?

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GRC Members Meet with Assembly Minority Leader Brian M. Kolb to Push for Fair State Budget

Kolb released the following statement:

New York State Assembly Minority Leader Brian M. Kolb (R,C-Canandaigua) recently met with members of the School Administrators Association of New York State to discuss state education policy and hardships faced as a result of Governor Andrew Cuomo’s unfair education budget and policy tactics.

The New York State Budget...

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decision may be appealed to the New York State Supreme Court.

Probation and Tenure: Effective July 1, 2015, the proba-
tionary period before a school administrator or teacher is granted tenure will be increased from three years to four years. In order to be granted tenure, teachers and principal-
pals must receive effective or highly effective composite ratings for at least three of the four years. Also, barring a successful appeal, tenure may not be granted if a teacher or principal receives an ineffective rating in year four – though the probationary period may be extended to a fifth year.

Takeover and Restructuring Failing Schools: Schools in the lowest performing five percent for two or more con-
secutive years will be designated “failing schools” and schools performing at such a level for 10 consecutive years will be designated “persistently failing schools.” Failing schools will continue to be operated by the local district for two additional school years and persistently failing schools will continue to operate only one year under a department-approved intervention model or comprehensive education plan. In both cases, the super-
intendent shall be vested with all the powers of a receiver, and after the one or two year period,SED will conduct a performance review and will determine whether the failing school designation should be removed, whether to contin-
ue school district operation with the superintendent vest-
ed with the powers of a receiver, and whether the school district should be placed in receivership.

Upon the commissioner’s determination to appoint a receiver, the school district shall appoint an independent receiver, subject to approval by the commissioner. The receiver may be a non-profit entity, another school dis-
A. Should it be done incrementally; year-by-year beginning in 2015-16?
B. Should it be done using a “light switch” approach, in 2021-22?

SAANYS discussed this matter with a focus group of high school principals in western New York and with members of the SAANYS Government Relations Committee and Board of Directors. Members overwhelmingly recom-
mended approach B. However, the schedule and manner for transitioning from current level 3 to aspirational performance levels of English and mathematics Regents exams was not discussed at all at the Regents meeting.

The discussion item was prefaced by pointing out that the class of 2022 is the first class that will have completed kindergarten during the year in which the standards were adopted in 2010, and will enter high school in the fall of 2018. The Regents item indicates, “We already hear stories of the amazing things students can do after only two or three years of instruction with the new standards, so it is hard to imagine what 9th graders in the class of 2022 will be able to do after benefitting from eight years of great teaching and high expectations.”

The main focus of the Regents discussion item was: should additional flexibility be included in the definition of college and career readiness? In addition to aspira-
tional performance on Regents English and math exams and graduation with a Regents High School Diploma with Advanced Designation, should the following student cen-
tered alternatives be approved as indicators of readiness:

• Pass the ELA Regents exam with a score of 75 or higher
• Complete a four-year course of study in math that includes recognized advanced course work such as AP, IB, and courses for college credit.
• Pass the Algebra Regents exam with a score of 75 or higher OR complete a four-year course of study in math that includes recognized advanced course work such as Regents Algebra II, AP, IB, and courses for college credit.
• Establish an additional pathway for all students, including those who have difficulty passing a single ELA or math test at the higher cut score.

Board members also discussed the following program-
centered possibilities:
• Increase incentives for districts to make advanced coursework in ELA and math available to all students.
• Increase incentives for districts and BOCES to collaborate and provide access to advanced coursework, including virtual and distance learning opportunities.
• Provide public recognition to school districts that achieve an additional aspirational performance measure – the percent of students in the graduation cohort who completed early college experiences such as AP, IB, dual credit programs, early college high school, and P-TECH.

In connection with the above contemplated revisions, SAANYS strongly encouraged SED leadership to reach-
out to principals to identify how they should build and balance level implementation issues before final decisions are made.

Other Notable Board of Regents Actions and Discussions Include the Following:

Supplementary Certificates for English to Speakers of Other Languages (ESOL) – There are currently 230,000
English language learners in New York State, comprising 8.9 percent of the total public student population. Students in the state speak over 140 languages, with 61.5 percent of ELL students having Spanish as their home language. At the September 2014 meeting of the

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Overview of the March Board of Regents Meeting

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Readers will recall from the February edition of News &
Notes that in the late fall of 2014 Executive Deputy Com-
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Board of Regents a number of changes to Part 154 of the commissioner’s regulations were adopted, and will be effective beginning with the 2015-16 school year. In order to meet the requirements of the revised regulation, some school districts have expressed concern regarding their ability to recruit and hire needed teachers with ESOL certification. For this reason, SED has recommended that for a three-year period, from July 1, 2015 to June 30, 2018, that requirements be revised for a supplementary bilingual education extension and the ESOL supplementary certificate in order to allow more teachers to be eligible for these certificates.

With respect to the supplementary bilingual education extension, the department proposed two additional pathways in lieu of matriculation in a registered program:

- Pathway I allows a candidate who has completed, or is currently enrolled in, a course leading to three semester hours in bilingual education, including study in theories of bilingual education and multicultural perspectives, to submit evidence of having achieved a satisfactory level of performance on a bilingual extension assessment in lieu of the current requirement to be matriculated in a registered preparation program.

- Pathway II allows a candidate to submit evidence of having two years of satisfactory bilingual teaching experience and evidence of a satisfactory level of performance on the bilingual extension assessment in lieu of the current requirement to be matriculated in a registered preparation program.

With respect to the ESOL supplementary certificate, the department proposed two additional pathways:

- Pathway I allows a candidate who has achieved a satisfactory level of performance on the ESOL CST, and who has completed, or is currently enrolled in, a course leading to three semester hours in methods of second language teaching in the elementary and secondary grades, to be eligible for the ESOL supplementary certificate. The candidate would have three years to complete the balance of the currently required coursework.

- Pathway II allows a candidate who has achieved a satisfactory level of performance on the ESOL CST to submit evidence of having two years of satisfactory experience teaching English to speakers of other languages in lieu of the coursework requirements in methods of second language teaching in the elementary and secondary grades, and in teaching literacy skills. The candidate would have three years to complete the balance of the currently required coursework.

This Board of Regents item was posted in the State Register on April 8 for a 45 day public comment period.

Strategic Plan for the Arts

A New York State Statewide Strategic Plan for the Arts will be developed to guide the planning, implementation and in-depth analysis of the requirements in each Arts discipline. The strategic plan will include mission and vision statements and incorporate critical components that would need to be addressed if new standards are adopted and/or existing standards are updated. The New York Statewide Strategic Plan for the Arts is scheduled to be drafted in the spring of 2015, to be presented to the Board of Regents for approval and public comment in the summer of 2015, and to be presented to the Board of Regents in final form in fall of 2015.

For more information regarding the March meeting of the State Board of Regents, contact James Viola, director of government relations, at JViola@saanys.org.