Governor Cuomo’s Proposed Budget

Governor Cuomo’s opening remarks introducing his budget proposal stressed the unique and challenging aspects of this year’s state budget. This year’s budget is impacted by economic losses, devastating federal policies, and pending legal issues. Taken summatively, these factors will require New York to clearly define its priorities and get ahead of as many of the hurdles as possible.

An area that will be of particular interest to school leaders is the governor’s focus on ensuring that state funding be targeted to the “poorest” schools. This topic was mentioned in his State of the State and address again in his budget address. The prevailing thinking on this issue seems to be that if the state is directing funding to the poorest districts, that there should be some onus on the part of districts to ensure that state funding is directed to the “poorest” schools. The governor included a few more specifics in his budget presentation by proposing that districts submit plans indicating how funding will be directed to each school in the district. A similar type of accountability is required in ESSA and included in the proposed ESSA state plan as part of the reporting requirements for federal funding streams by school.

The governor set the context of his budget proposal by stating that the education budget constitutes the largest segment of the state budget and has seen a 36 percent cumulative increase since 2012. According to his data, New York, is #1 in the Nation in terms of spending per pupil.

The FY 2019 Proposes:

• An overall increase of $769 million in state aid.
• An increase in Foundation Aid of $338 million.
• $15 million for prekindergarten expansion.
• $10 million for after school programs.
• An increase of $50 million for community schools.

As Presented in the Budget Briefing Book:

Table 6: School Aid Increases

<table>
<thead>
<tr>
<th>Category of Increase</th>
<th>Change in $ (millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Foundation Aid</td>
<td>$338</td>
</tr>
<tr>
<td>$50 million in Community School Set-aside</td>
<td></td>
</tr>
<tr>
<td>Reimbursement for Expense-Based Aids/Other</td>
<td>$377</td>
</tr>
<tr>
<td>Fiscal Stabilization Fund</td>
<td>$64</td>
</tr>
<tr>
<td>Expanded Prekindergarten for 3 and 4 year olds</td>
<td>$15</td>
</tr>
<tr>
<td>Empire After School Program</td>
<td>$10</td>
</tr>
<tr>
<td>Early College High Schools</td>
<td>$9</td>
</tr>
<tr>
<td>Smart Start</td>
<td>$6</td>
</tr>
<tr>
<td>Breakfast After the Bell</td>
<td>$5</td>
</tr>
<tr>
<td>Expanded Advanced Placement Access</td>
<td>$2.5</td>
</tr>
<tr>
<td>Other Education Initiatives</td>
<td>$2.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$769</td>
</tr>
</tbody>
</table>

SAANYS Puts the Spotlight On Student Mental Health

Educators know that students are often bringing much more than backpacks and lunches to school each day, they are often very shouldering stress, trauma, anxiety, depression, or other mental health issues that can impede their learning and greatly affect their chances for positive outcomes. In fact, The U.S. Center for Disease Control and Prevention estimates that nearly 20 percent of children in the United States suffer from some level of mental health issue.

This spring members will see a number of supports coming from SAANYS in an effort to assist schools in providing needed services to students and families.

• March 1 and 22 – SAANYS presents, Your Role in Addressing the Growing Mental Health Crisis Among Students at the Greece Central School District. All educators from all districts are invited. Importantly, the New York State School Boards Association and the New York State Council of School Superintendents are supporting this event.
• The next issue of Vanguard magazine will be a special double issue on the topic of student mental health. Members are encouraged to contribute best practices.
• A page on the SAANYS website has been dedicated to the topic of student mental health – it can be found under the “Resources” menu. Guidance on new student mental health regulations will be posted here as available.
• SAANYS Region 5 hosted a local event for area educators on February 13 that included a presentation on the topic of student mental health – it can be found under the “Resources” menu. Guidance on new student mental health regulations will be posted here as available.

SAANYS CONTINUES THE FIGHT TO SAVE TENURE

At the end of last year, SAANYS argued before the Appellate Division, Second Department, the New York Court of Appeals that the court trial erred in not granting SAANYS’ motion to dismiss two lawsuits filed by public interest groups in New York challenging the state tenure and seniority laws. The plaintiffs in Davis v. State of New York commenced their lawsuit in Richmond County Supreme Court, while the plaintiffs in Wright v. State of New York brought their lawsuit in Albany County Supreme Court. The two cases were consolidated into a single action in Richmond County Supreme Court.

Both cases challenge the constitutionality of New York’s various statutes dealing with tenure, seniority, and APFIR on the basis that they allow for the retention of “ineffective teachers,” thereby denying students the “sound basic education” provided under the New York State Constitution. SAANYS represents two building principals in the actions. SAANYS, along with co- defendant NYSUT, UFT, the City of New York, and the State of New York moved to dismiss the plaintiffs’ complaints on numerous legal grounds.

In arguing the case before the Appellate Division, SAANYS was joined by the New York Attorney General’s Office, New York City Corporation Counsel’s Office, and private counsel representing NYSUT and UFT. At stake are administrators’ valuable vested property rights. A finding that administrator/teacher tenure and/or the seniority and recall statutes are unconstitutional would mean that school administrators would also lose the rights to tenure and seniority-based layoffs and be subject to the political whim and caprice of their employing Boards of Education.

SAANYS’ Deputy General Counsel Jennifer Carlson...
Executive Viewpoint
Kevin S. Casey, Executive Director
If Not Me, Who?

The legislative session is open, the governor’s budget proposal has been delivered, and all the advocates have begun to scramble to try to obtain more money for their particular causes, or to “play defense” and defeat or modify proposals deemed to be harmful to their (or their constituents’) interests. It is the season of numerous political fundraisers (especially important in an election year), solicitations from political to sales directed at those positions designed to get in front of lawmakers, and engaging lawmakers and their staff in what is sometimes an education of the issues, and sometimes simply an explanation of positions taken and the rationale therefore. All are forms of lobbying.

The idea that an advocate would need to educate or explain the issues at hand is not being pejorative toward legislators or their staff. It is in large part addressing the issue of volume. There are so many advocates and so many issues floating around that one no one can be a master of them all. Advocates get to focus on what is important to them, but legislators do not have that luxury. There is also the reality that there are many groups out there with competing interests and positions, with some of those positions being different from one another in subtle but important ways. It is during this time of year that I have renewed respect for those who can in fact process the constantly evolving details of an untold number of competing proposals on a variety of different subjects and keep it all straight.

SAANYS is a full participant in this seasonal spasm of activity. Cindy Gallagher, our director of government relations, along with her maintained outside lobbyist, engages in lobbying various legislators. She also recently prepared and delivered testimony (available on our website) to the joint legislative meeting on the proposed executive budget. Our Government Relations Committee (GRC), made up of active members from across the state, develops a legislative agenda which is discussed, debated, and ultimately approved by the SAANYS board of directors, also made up of practitioners. The GRC also lobbies the legislature on its own, and again lobbies at a later date in conjunction with the New York State Legislative Conference Board (ECB), a coalition of major education stakeholders. Together, the ECB member organizations have produced formal position papers on school finance, Medicaid, public education, English language learners, and career and technical education. The ECB will formally present these papers to legislators and their staff this month.

All this time and effort goes into being seen and heard by those elected to make law. We advance the interests of school administrators as those interests are developed and defined by our members. It is by this process that your perspective is communicated and represented. It is by this process that you stand up for your profession, your students, and your constituents. I know that the process may seem distant, and your influence uncertain, but I also know that your colleagues who engage in the process do it well on your behalf. If we as administrators do not advocate for our own interests, then who will?

Governor Cuomo’s Proposed Budget
More Specifics on Programs:
• Prekindergarten funding will focus on high-need districts that are not currently serving three and four year olds. The funding will be used to promote integrated and community based settings. The QualityStarsNY rating system will continue to receive $5 million.
• Full-day kindergarten funding will be provided for districts with high rates of homelessness. Two million dollars will be targeted to high risk communities to deter potential gang activity or involvement.
• The Early College High School will support 15 new programs to provide opportunities for earning college credit while in high school.
• Six million dollars for the Smart Start program will be focused on expanding high quality computer science and engineering education. Grants will support teachers with resources and professional development.
• Funding categorized as “other education initiatives” will include banning lunch shaming, supporting breakfast programs. Also included:
  • Alignment of charter school funding with public school spending.
  • A three percent increase in aid to nonpublic schools for state-mandated programs.
  • Alignment of state reimbursement of summer school special education programs with wealth-equaled aid ratio used during the school year.
  • One million dollars to expand the Master Teacher Program.
  • Gang prevention education programs will receive $1.5 million over three years.
  • Funding ($400,000) for a third round of Empire State Excellence in Teaching Awards.
  • Authorization of BOCES non-component districts (including the Big 5) to participate in Recovery High Schools.
  • A proposed two percent cap on major expense based aid categories.

Prior to addressing his education fiscal priorities, the governor laid out a series of tax proposals that SAANYS will carefully monitor as more details on these actions become known. For more information on the proposed budget please feel free to contact Cindy Gallagher at cgalagher@saanys.org.
Top Issues From the January Board of Regents Meeting

A Report from Cindy Gallagher, SAANYS Director of Government Relations

In the context of a concerning federal and state fiscal environment, the Board of Regents began their two-day meeting with a discussion on the approved ESSA Plan. The presentation by the commissioner focused on a general overview of the changes made and submitted to the USDOE. The following is a summary of the presentation, a copy of the overview can be found by scanning the QR code.

ESSA State Plan

The approval of the plan results in an annual allocation of $1.6 billion. That amount is subject to change, pending passage of a federal budget. The revisions made to the draft state plan were characterized by the commissioner as “clarifications and adjustments.” Clarifications were made to sections regarding measures of interim progress, professional development to staff providing services to gifted and talented youth, and assistance to those working with students classified as homeless for improving literacy.

The first “adjustment” discussed was in regard to science in the elementary and middle grades, and science and social studies at the high school level. Whereas in the elementary and middle grades, and science and social studies at the high school level. The first “adjustment” discussed was in regard to science literacy. The first “adjustment” discussed was in regard to science literacy.

Professional development to staff providing services to gifted and talented youth, and assistance to those working with students classified as homeless for improving literacy.

The first “adjustment” discussed was in regard to science in the elementary and middle grades, and science and social studies at the high school level. Whereas in the elementary and middle grades, and science and social studies at the high school level. The first “adjustment” discussed was in regard to science literacy. The first “adjustment” discussed was in regard to science literacy.

Discussion Around the Table on ESSA

The conversation by members of the Board of Regents at the conclusion of the commissioner’s presentation focused on the following:

- The members felt that the potential for increased transparency via reporting of funding sources for federal, state, and local expenditures at the building level would have a positive impact. The need for careful and consistent monitoring of the reporting was discussed, which led to conversations regarding the importance of providing clear guidance.

The Regents discussed at length the need for increased work with schools that receive transfer students from alternative programs without warning or transition planning. The complexity of this problem is demonstrated when Renewal schools, which are already challenged, receive considerable numbers of transfer students. The discussion underscored the need to build the capacity in schools receiving transfer students with high needs, as well as the need for improved and specific strategies for working with such students in their prior placements.

The first “adjustment” discussed was in regard to science in the elementary and middle grades, and science and social studies at the high school level. Whereas in the elementary and middle grades, and science and social studies at the high school level. The first “adjustment” discussed was in regard to science literacy. The first “adjustment” discussed was in regard to science literacy.

Another area that generated discussion was the required 95 percent participation rate of students in the statewide assessment program for accountability purposes. The discussion focused on districts not able to meet this requirement, despite many efforts to increase participation. Many high performing districts may in fact be identified as a targeted support school district. This has the potential of impacting the Board’s priority to direct as much funding as possible to districts with high needs.

High School Equivalency Diploma

The new option for a High School Equivalency Diploma, provides students who have passed the Regents examinations in math, ELA, social studies, and/or science, the opportunity to substitute passing scores on a maximum of four of the five corresponding TASC subtests. In order for a student to take advantage of this provision, the student must have exited high school. Further details on this new option may be found by scanning the QR code.

Mental Health Education and School Meals

Assistant Commissioner Renee Rider provided information regarding the new requirement to provide mental health education as part of health education. This requirement becomes effective July 2018. It is anticipated that the field will see a mental health curriculum developed by NYSED in June. This item can be found by scanning the QR code.

The Board was updated on an increase in the Child Nutrition Program in schools. New York has the fourth largest program in the nation and allocates $34 million in state dollars to subsidize this federal program. The program has undertaken several improvements to ensure that the greatest number of families access this...
Your Role In Addressing the Growing Mental Health Crisis Among Students

BE INFORMED. BE AWARE.

Be a part of the conversation.
Our public school students depend on it.

MARCH 1 and MARCH 22, 2018
Greece CSD
Odyssey Academy
750 Maiden Lane
Rochester, NY 14615
3:00 pm-6:00 pm

Cost cover registration: $100 SAANYS members
$150 for non-members
Who should attend: Adults or aspiring educators
For additional information contact Karen Bronson at
kbronson@saanys.org.

Register online at saanys.org

Your Role In Addressing the Growing Mental Health Crisis Among Students

BE INFORMED. BE AWARE.

Be a part of the conversation.
Our public school students depend on it.

Join the conversation about the mental health issues impacting our students. Share everyday challenges with educators, parents, school staff and mental and health professionals. Discuss what improvements can be made to help identify and treat mental health issues. Learn what school boards can do to create solutions through training, partnerships and advocacy strategies. From two NYS school districts, Cohoe CSD and Lynns CSD, that are doing the work and meeting with success at different stages of implementation. Their leaders will share their strategies and the important lessons learned along the way to implementation.

Thursday, March 15 | 8:00 a.m.—3:30 p.m.
The Fox Hollow, Woodbury

Cooperating Organizations:
Mental Health Association of New York State (MHANYS) | Nassau-Suffolk School Boards Association (NSSBA)
New York Association of School Psychologists (NYSASP) | New York State Council of School Superintendents (NYCSCS)
New York State Education Department (NYSED) | New York State Office of Mental Health (OMH) | New York State PTA (NYSPTA)
Rural Schools Association of New York State (RSA) | School Administrators Association of New York State (SAANYS)

Guest Speakers
Mandy Habib
Psy.D., Co-Director, Institute for Adolescent Trauma Treatment & Training, School of Social Work, Adelphi University

Caroline Assael Mandel
Psy.D., Associate Psychologist, ADHD and Behavior Disorders Center, Child Mind Institute

Kenneth Slentz
Superintendent, Skaneatelles Central School District

Register today at www.nysnba.org/mh2018

Financial Fridays
A SAANYS lunch & learn series
Webinar

Grab your lunch and join us the first Friday of each month at noon for Financial Fridays with AKA. These short 30 minute online sessions are meant to offer tips and ideas for securing your personal financial success.

MARCH 9 | Pension Maximization

Your New York State Pension is one of the most important assets you will have in retirement. Pension Maximization is a retirement planning strategy that can secure a maximum pension benefit for you, while still providing for a spouse/family benefit. This presentation reviews how the strategy works, the decisions that are required at retirement for pension plan participants, and the importance of planning early.

APR 13 | Student Loan Forgiveness*

There are a number of Student Loan Forgiveness options available to New York State educators, but sorting through all of them can be a challenge. Let us help you navigate the requirements by going over who may be eligible, how you may be able to qualify, all the way to how to submit the paperwork.

MAY 4 | Social Security, Medicare, Long-Term Care Planning

The Social Security and Medicare system is one of the most important, and often misunderstood, retirement systems out there. This seminar provides helpful information about the Social Security and Medicare system and how to maximize your benefits. We will also discuss Long-term Care planning and how to coordinate benefits in the ever-changing retirement environment.

JUN 1 | Planning for College

As costs rise faster than inflation, properly planning for educational expenses while balancing the need for day-to-day budgeting and long-term savings is critical. This seminar will provide a brief overview of the need to plan ahead for a college education and the types of planting vehicles available, including UGMA/UTMA, Coverdell savings accounts, and 529 plans.

SAANYS and Magellan are now Approved CTLE Providers!

Please add us to your list of approved PD providers.

SAANYS
Provider Number – 3804
Magellan Foundation
Provider Number – 3805

This program may now be covered under 6005 CTLE Provider

SAANYS
MentorCoach Service
The Roots of Success

To support, inspire, and invigorate new and mid-career administrators.

For more information, contact Karen Bronson at 518-762-0600
kbronson@saanys.org • www.saanys.org

"Think left and think right, and think low and think high. Oh, the thinks you can think if only you try." -Dr. Seuss

"I am not a teacher, but an awakener." -Robert Frost

www.saanys.org
Call for Presenters
Submission Deadline: MARCH 31, 2018

This year’s theme, Leading and Learning NOW, focuses on what the challenges and opportunities are, and how we can navigate changing seas in new and innovative ways. We are seeking practitioner workshops that focus on the many aspects of NOW in our schools, from the perspective of all of our varied leadership roles. Who are you learning? What are you trying? What’s working, and what did you learn from what didn’t? Tell your story, and share your expertise with colleagues from across New York State at this year’s conference, at the peak of fall in beautiful Lake Placid. George Couros, author of The Innovator’s Mindset: Empower Learning, Unleash Talent and Lead a Culture of Creativity and The Principal of Change blog, will be there with us to set the tone for what promises to be a memorable professional and personal experience.

Access the submission form at saanys.org. For more information contact Karen Bronson at kbronson@saanys.org.

• JULY 10-12 at Capital Region BOCES, Latham
• AUGUST 23 at Monroe II BOCES, Spencerport
• July 24-25 at Nassau County BOCES

The goal is to provide opportunities to learn and share with colleagues on topics that will be of interest and importance in the upcoming 2018-2019 school year. These workshops are open to ALL educators and teams are encouraged to attend. Topics will include:

- Why are the numbers of students with mental health issues on the rise, and what can we do about it? What is Adverse Childhood Experiences (ACE) Study and how can it help us support students with trauma related issues in our schools?
- What does a ‘culturally responsive’ school look like, and how can we as teachers and leaders promote a school culture that supports ALL students?
- What are the NYSED Next Generation Learning Standards? How do they differ from past standards, and what are the key actions we can take over the 2018-19 school year for understanding and implementation?
- How can we ensure that we match new pedagogy to keep pace with new technology for maximum benefit to learning?

The cost will be $100 per day for SAANYS members and $125 for non-members. This is a sampler of hot topics, so you can pick and choose the days that are most relevant to you. Options for ongoing support will be provided. Watch for the Save-the-Date Bier and more detailed information on the SAANYS website soon!

On another note, there are two locations for big Student Mental Health workshops coming up in March:

MARCH 1 and MARCH 22: location is Greece Central School near Rochester. Two afternoons from 3-6:30pm. See saanys.org for complete information.

MARCH 15: location is Fox Hollow nr. Jericho Turnpike, Woodbury, NY from 8am-3:30pm.

SAANYS is presenting these events in collaboration with NYSBA. Both locations will feature keynote speakers and workshops on various aspects of this vitally important topic. Register today at www.saanys.org.
SAANYS Continues the Fight to Save Tenure

The Approval of Employment Terms

A frequent question that we field here in the SAANYS Legal Department from new and existing members alike, is who gets to approve a new Collective Bargaining Agreement (CBA) or add-ons to already existing terms and conditions of employment, such as Memorandums of Agreement and Understanding (MOA/MOU). These agreements and past practice collectively govern employee/employer labor relationships.

If you are a SAANYS individual contract member, the answer is that you are. You are the sole negotiator between yourself and the employer being once you have achieved some staying power in the position you should move for an increase in benefits to your contract.

In the case of most other SAANYS members, terms and conditions of employment are governed by your CBA encompassing the position and those other positions that share a community of interest with yours. Most often this community of interest will have similar supervisory roles at the employer (whether over programs/people) or shared certification/hiring requirements. Roles sharing a community of interest combine to form the membership titles of an employee organization, commonly referred to as the “association” or “unit,” to which you are a member and which negotiates the group CBA.

The New York State agency, the Public Employment Relations Board (PERB), that governs employee organizations under the Civil Service Law, has taken the approach that the negotiation, approval, or modification (MOU/MOA), of CBAs is an internal organization matter. This means that apart from a few structural requirements, the individual details of the content and approval process of the CBA. The internal requirements for the approval of CBAs and modifications to such are contained in a group’s bylaw, constitution, or a governing document. Every group upon formation must have a governing document determining the internal workings of the group, such as election of officers and a statement of terms and conditions of employment (sample governing documents are available here from SAANYS). The base rule for this governing document is that it must not be deliberately discriminatory, arbitrary, or founded in bad faith, against any members.

With respect to complete CBAs, before a new one or extension of one is approved or ratified, the officers are required to disclose the terms of the agreement to the group membership. Ratification of the agreement does not require a vote and may be done by another person or group. To see how the process is fair. Further, courts have held that non-members of a group governed by the group contract, i.e. agency fee payers, have no affirmative duty to vote in a ratification vote where only one is. The presumption being the group has already worked for the best interests of all titles during negotiations. While there is no obligation for the agreement for a subsequent ratification vote, this is the best practice and results to avoid allegations of improper conduct. In the case of contract modifications such as MOAs or MOUs that may settle a PERB charge, grievance, hearing or address a new situation that may come up, there is no affirmative duty to present the agreement to the unit membership. In practice, the leadership of the group will approve and negotiate the agreement, as it only affects one individual or a sub-component of the group.

The caveat to this whole process is that at all times the officers of the group may act perfectly deceptive, in that a member may require disclosure of the governing documents, or existing CBA or MODs by another person or group.

SAANYS assisted a unit president with regard to district’s attempted recoupment of sick time according to the district’s attempted recoupment of sick time granted to the member 13 years ago.

SAANYS revised proposed changes to the administrators without engaging negotiations. In the past fifteen years, the Court of Appeals has rejected other attempts to strike down these and other Education Law statutes on constitutional grounds because of the very same concept and reasons. Ratification of the Governing Division is anticipated in June 2018.

Contact a SAANYS Attorney

Evening & Weekend Pager 1-800-978-6055

During normal business hours, please call (518) 782-0600.

February 2018
A MENTORSHIP OPTION FOR BEGINNING OR MID-CAREER SCHOOL LEADERS.

A NEW MENTORSHIP OPTION FOR BEGINNING OR MID-CAREER SCHOOL LEADERS.

Group Mentor Coaching

Why group coaching?

The Board heard an update on the work being undertaken to sustain culturally responsive practices. The goal of the Board is to infuse culturally responsive practices into all district and school instruction and engagement practices. SED will convene an advisory group to develop a set of principles that will ultimately result in an implementation plan and development of resources. New York is one of the first states to undertake this type of widespread approach. More information is available by scanning the QR code.

For more information on any of these items or to discuss these items further, please contact Cindy Gallagher, director of government relations at cgallagher@saanys.org or call (518) 782-0600.

SAANYS
Professional Growth Circle

A MENTORSHIP OPTION FOR BEGINNING OR MID-CAREER SCHOOL LEADERS.

SAANYS is a NYSED approved CTLE provider.

REGISTER
saanys.org

SAANYS Professional Growth Circle

Group Mentor Coaching

A MENTORSHIP OPTION FOR BEGINNING OR MID-CAREER SCHOOL LEADERS.
SAANYS is ...

Security

- Aggressive representation with no dollar cap
- Direct access to attorneys - 24/7
- 5 full-time in-house attorneys
- Additional local offices around the state
- The "insurance" that EVERY member needs when the unforeseeable hits.

Online Practice Tests Support NYS CBT ELA & Math Success!

from paper-based NYS assessments to CBT this year. The enhancements listed above will help make the transition to CBT even smoother for all districts who participate. It is NYSED's goal to have all 3-8 ELA and math testing computer-based by 2020-2021. The savings in material costs and labor expenditures will be enormous. Add to this the accelerated scoring process and near-immediate access to data for reporting purposes and you have all of the elements that make this decision the obvious choice!

The only area that must be addressed is the fact that students need time to experience the CBT environment outside of the actual NYS assessment periods to become both familiar with the look and feel of the process and to become comfortable/competent with the embedded tool bars. This is especially true for math. We want our students tested on the content and NOT on the technology.

Fortunately, we have mimicked the NYS CBT testing process within our DataMate assessment program. Now, any district/school can allow their students to take the ELA and math "practice" tests which are comprised of the public released items from the prior year (or any subset thereof). By linking to any student information system (SIS), the grade/course/section assignment of the testing windows is effortless. The math assessments even use the same exact set of math formula tool bars as Nextera.

Today, student assessment success requires not only command of the content and concepts but also multiple experiences with the testing environment prior to the high-stakes administration period. Please contact Educational Vistas, Inc. at info@educvistas.com to see how easy it is to sign up.

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

A message from a SAANYS corporate sponsor

Castle Learning was the vision of two New York State teachers and a computer programmer who wanted to leverage technology to help students prepare for end-of-year testing. Fast forward to today! Web-based Castle Learning is leading the way in supporting daily classroom instruction.

The educational demands on teachers and students require resources which can help students academically grow and increase teacher effectiveness throughout the school year. These priorities are a primary mission of Castle Learning! The Castle Learning Team is made up of former and current educators focus on content design, application and data analysis to help drive and differentiated instruction. The technology platform provides instant feedback to assist all users including students, teachers, parents, and administrators.

Castle Learning's new student portal helps meet the new demand for Personalized Instruction. The resource is available 24/7 from any Internet-connected device. The student can receive teacher assigned activities or conduct a session in a self-study mode. The self-assessment allows the student to analyze their academic achievement.

The Castle Learning Team focuses on keeping current content, aligned and rigorous. The technology is flexible to select from pre-design sessions or develop assignments from the ground up. Castle Learning's teacher platform provides easy differentiation and easy-to-read assessment data.

Over one million students and thousands of teachers are using Castle Learning regularly as part of their academic assets. Over 70 percent of the New York State Public School Districts make Castle Learning a go-to resource tool for their students and teachers. The Castle Learning Team is proud to be a Top 100 DA Educational Product which helps keep the teacher’s toolbox current and relevant!