

Genesee Valley ASCD

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Boards Association

Editor: Judy Wadsworth (585) 328-1972
judy_wadsworth@boces.monroe.edu
Monroe County School Boards Association
220 Idlewood Road
Rochester, NY 14618

We welcome and encourage your
comments, feedback, and input.

From our Co-Presidents

Dear Genesee Valley ASCD Colleagues,

Continuous and intentional professional learning by instructional staff and district leaders is essential to building capacity within every school system. Targeted learning allows our school districts to anticipate and respond intelligently to change in a manner that is consistent with the values and history of each organization. This is of particular importance as educators from across New York State become more familiar with policy innovations from NYSED.

The Genesee Valley ASCD is an organization that strives to directly provide or partner with other educational agencies to coordinate opportunities for high quality professional learning. Our presentations provide opportunities for educators to share professional knowledge, learn from the experiences of others, and network with colleagues across the region. For example, our upcoming program in January will bring together leading practitioners to discuss locally developed implementation strategies for *Response to Intervention (RTI)*. We invite you to take part in this program and share best practices from your organization.



Jo Anne Antonacci



Dr. Patrick Brimstein

Next spring, we will be hosting the awards banquet and encourage you to nominate a colleague for regional recognition for his or her work in curriculum, supervision, or service. This annual event continues to provide a wonderful opportunity to appreciate the noteworthy accomplishment of local educators. It is not too soon to reflect upon the contributions of our colleagues.

Jo Anne Antonacci & Patrick Brimstein

Books help lead the way to education reform

Educational leaders need to assume control of the education reform discussion to guide it in directions that help children learn. Governmental leaders and philanthropists have defined education reform as a combination of privately managed charter schools, teachers evaluated by student test scores, and closure of low-performing schools. Recent books re-define education reform and provide useful arguments for educational leaders to use in education reform discussions. This column will look at a few of these books, one book per edition. Readers are asked to share summaries of books they've found exceptionally helpful for publication in future Genesee Valley ASCD Newsletters. –ed.

Grading Education: Getting Accountability Right

Richard Rothstein, Rebecca Jacobsen & Tamara Wilder. Teachers College and Economic Policy Institute; \$19.95, paper.

This book makes a valuable contribution to thinking about accountability. It delineates why current accountability policies, which focus only on basic skills, are stifling learning by narrowing the curriculum. It also shows how the pursuit of numbers distorts more important goals and how schools may get higher test scores without supplying better education. Monty Neill, Ed.D., Executive Director of the National Center for Fair & Open Testing (FairTest), argues that the book could go farther in criticizing the narrowing of educational goals in the current reform movement and the fixation on test scores, or in promoting the value of performance assessment. The book calls for a limited federal role in accountability, returning primary responsibility to the states. It proposes gathering data in several different ways across eight youth development domains, then allowing states to use that data to improve educational opportunities and outcomes.

Commentary: A look at “Waiting for Superman”

Lately we hear a lot about the need to improve our schools. Who could disagree with this sentiment? In the past 50 years, public schools have been given more and more responsibility for higher educational goals for all students as well as for increased care of these students as other cultural and governmental agencies have not kept pace with meeting student needs—all without the needed financial support to adequately provide all the expanded services. For years, public school leaders have sought added resources to cope with the increased responsibilities.

We need as a whole society to consider two major issues:

- * What should our schools now be doing?
- * How will we support this higher goal for all of our students?

The film, “Waiting for Superman”, sets out in graphic detail much that is lacking in our system of public education, especially in schools that serve our neediest children. The film, however, says nothing about the many fine programs and educational activities offered to our neediest students under very difficult circumstances without the financial support of those whose job it is to support them. It says nothing about dealing with the enormous problems faced by our neediest students outside of school, problems that interfere with their ability to succeed in any endeavor.

Davis Guggenheim, Producer of Waiting for Superman, has been quoted as saying, ‘Here’s what I’m scared of: that the movie will be misperceived as a pro-charter, anti-union piece. The movie isn’t anti-union; it’s pro-kids. And to be pro-kids, I have to be tough on all of the adults, starting with myself. And the movie’s not pro-charter. It’s just that lotteries happen at a lot of charter schools, and the lottery is the central metaphor in the movie. It’s like, you could have the American Dream if you win the lottery. The lottery is a metaphor for what we do to our kids.’

Educator Diane Ravitch notes that, “Waiting for Superman is a powerful weapon on behalf of those championing the ‘free market’ and privatization. It raises important questions, but all all of the answers it offers require a transfer of public funds to the private sector.”

Waiting for Superman is worth seeing because it does a good job of delineating issues that must be addressed if we are to provide a world-class educational opportunity for all of our students. And we need to find solutions that will help ALL of our students, not just those who find themselves in one of the 20% of charter schools that have been identified as better than regular public schools.

One thread to weave a possible solution is described on the next page (4).

-- Judy Wadsworth, Genesee Valley ASCD Board Member & Newsletter Editor

This article represents the views of the editor only. If you would like your opinion on this or any other current issue published here, please send your comments to the editor at judy_wadsworth@boces.monroe.edu.

To learn more:

Rick Ayers (former HS teacher). “What ‘Superman’ got wrong, point by point.” *Washington Post* Answer Sheet Blog guest. <<http://voices.washingtonpost.com/answer-sheet/question-bloggers/ayers@berkeley.edu>>

Gail Collins, Op-Ed Columnist. “Waiting for somebody.” *NY Times*. September 29, 2010<http://www.nytimes.com/2010/09/30/opinion/30collins.html?_r=1&emc=eta1

John Heilemann. “Schools: The Disaster Movie.” *New York Magazine*. September 5, 2010
<http://nymag.com/news/features/67966/index5.html>

Diane Ravitch. “The myth of charter schools.” *New York Review of Books*. November 11, 2010
<http://www.nybooks.com/articles/archives/2010/nov/11/myth-charter-schools/?page=1>



The poster for the film, “Waiting for Superman”, shows a white child in a desolated environment—a sensationalism that detracts from any sense of objectivity. The child pictured is not featured in the film, which follows five students (4 urban, 1 suburban) as they seek admission to charter schools.

While Producer Guggenheim’s stated intent perhaps was not to propose charter schools and the removal to teacher unions as the solution to our problems with public education, that’s what the movie appears to promote through messages such as these:

- > States that lack of money is not the issue (while featuring charter schools that receive large private subsidies);
- > Ignores issues of poverty (while holding teachers accountable for making up for huge inequities in income, health care, housing, and safety, while in the world’s highest performing schools, students are surrounded by cradle-to-grave social services);
- > Blames teachers’ unions (even though teachers in the world’s highest performing schools are unionized);
- > Lauds charter school results (even though data indicate that only 20% of charter schools produce the test results better than those of regular public schools);
- > Praises pay for performance (even though recent studies deny the value of such a system);
- > Claims that our schools do not produce needed STEM majors (while data indicate that schools graduate as many STEM-prepared students as ever, who choose other, more lucrative fields);
- > Promotes increased control and discipline of teachers (while the best schools are those in which teachers and administrators are collegial and supportive of one another); and
- > Argues that we are in a war to maintain US dominance (as indicated in the poster at the top, a rather controversial and political position).

Graphic look at some real issues in education reform

With all the current discussion of education reform that seems to be just public school bashing, it's refreshing to hear someone argue that the real issue of REform is the need to TRANSform.

To help lead a staff and/or community discussion about district goals that would **transform** what we do, Sir Ken Robinson has created an excellent introduction to the real issues of education reform accompanied by entertaining, developing graphic illustrations.

He notes that we need to remove long-standing assumptions about culture and student capacity, we need to re-think the causes of ADHD, and we need to re-organize our schools to encourage divergent thinking, all so that we can provide individualized instruction that allows all students to develop their own talents and skills to best advantage.

This video is worth viewing just for its entertainment value, to say nothing about the important work it encourages.

SOURCE: Sir Ken Robinson. "Changing Paradigm in Education." *RSAnimate*.
<http://vodpod.com/watch/4669674-rsa-animate-changing-education-paradigms>
 or <http://www.youtube.com/watch?v=zDZFcDGpL4U>.

Sir Ken Robinson, Ph.D. is an internationally recognized leader in the development of creativity, innovation and human resources. He has worked with governments in Europe, Asia and the U.S., with international agencies, Fortune 500 companies, and with some of the world's leading cultural organizations. His 'All Our Futures: Creativity, Culture and Education' (The Robinson Report) was published to wide acclaim in 1999. He played the key role in developing a strategy for creative and economic development as part of the Peace Process in Northern Ireland, working with the ministers for training, education enterprise and culture. He was one of four international advisors to the Singapore Government for its strategy to become the creative hub of South East Asia.

He was Professor of Education at the University of Warwick in the UK and is now Professor Emeritus. He has received honorary degrees from a number of colleges. He is the recipient of many awards for his contributions to the arts, culture, and education.

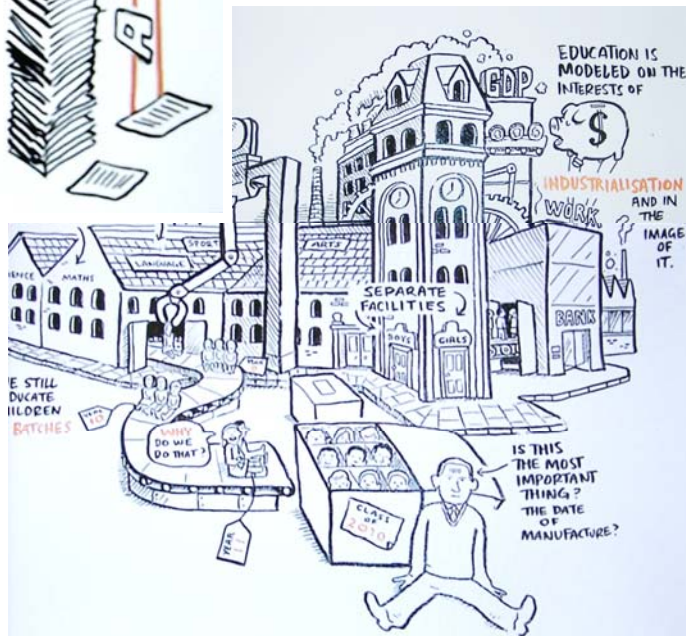
In 2005 he was named one of Time/Fortune/CNN's Principal Voices. In 2003, he received a knighthood from Queen Elizabeth II for his services to the arts. He speaks to audiences throughout the world on the creative challenges facing business and education in the new global economies.



A few of the graphics from Sir Ken Robinson's "Changing Paradigm in Education" illustrate a few of his key points:

LEFT: As the number of standardized tests has increased so has the number of students identified as having ADHD symptoms.

BELOW: Our school system is modeled after a factory, producing graduates in batches based on birthdates.



ABOVE: The boredom of class work is compared to the multi-media environment experienced by students outside of school.

LEFT: Students identified as having ADHD symptoms, which Dr. Robinson relates to the relative boredom of school work, are anesthetized to they will behave as adults prefer.



Nominate colleagues for GVASCD Awards

GVASCD Annual Awards are one way of recognizing educational leaders and sharing their exemplary practices with the education community. Every year, GVASCD selects winners in three categories from an annual nominations process. The three areas are:

Supervision - leadership, knowledge of trends and research, involvement in learning and networking activities;

Curriculum - curriculum leadership, involvement with curriculum trends and issues, involvement in relevant services and activities;

Service - dedication of time and effort for education-related service to the community.

Winners are celebrated at the GVASCD Annual Awards Dinner each May. Nominations should be submitted by February 25.

The awards nomination form is accessible on the GV ASCD website at <http://www.mcsba.org/GVASCD/2011%20GVASCD%20award%20form.pdf> Look for more on nominations and the Awards Dinner in coming months, but—

LOOK AROUND YOU RIGHT NOW FOR GREAT EDUCATORS WHO DESERVE RECOGNITION.

And save the date to help celebrate!

Genesee Valley ASCD Awards Dinner

Thursday, May 6, 2011
Daisy Flour Mill

Supporting needs of educational leaders

By Karl Thielking,
Principal, Pittsford
Mendon High school;
GVASCD Member;
and SAANYS Region
11 Board Member



Over thirty years ago, the School Administrators Association of New York State (SAANYS) was created to support administrators with the best in representation and service. SAANYS is legally incorporated as a professional association, with direct affiliations to the National Association of Secondary School Principals and the National Association of Elementary School Principals. As a professional association, SAANYS focuses on providing services to administrators, as well as on promoting excellence in educational leadership.

Just our own "Region 11" of SAANYS is a collection of more than 1,100 administrator members providing leadership in over 35 school districts throughout Monroe and surrounding counties. A hallmark of our local activity in recent years has been our annual awards ceremony each spring, at which we recognize outstanding leadership among our members, and recognize "Friends of Education". Region 11 friends of education have included school board members, MCSBA staff, State Legislators, and a retiring Superintendent of Schools, all of whom have had an impressive positive impact on the education of children in our Region.

Although it is fun to celebrate contributions of others, the fundamental mission of SAANYS remains that of serving the needs of administrators, and through our support of those leaders our ultimate aim is to support the communities, schools and students that they in turn serve. That support, of course, includes advocacy not only for our members, but for the needs of education as a whole.

In addition to our annual statewide and occasional regional conferences, we provide a wide variety of professional development experiences for our members, both online and on site. Online our members have direct access to podcasts and webinars presented by national figures discussing such topics as "Dropout Prevention Strategies that Work", "Clues to Inclusion", and "From At-Risk to Academic Excellence". Through our SAANYS Professional Development on Demand service we provide Regions and individual district teams with onsite workshops upon request. This PD program makes available more than a dozen different presenters who cover about seventy topics including "Shared Decision Making and Team Building", "Lesson Plan Format For New Teachers", "Recognizing and Sustaining Extraordinary Teachers", and "Strategies and Methods For Teaching Secondary Students with Exceptional Needs". The next Region wide offering is "Bullying in Our Schools- The Law and Prevention", scheduled for December 15 in conjunction with the New York State Police and OLWEUS Trainers. Interested persons can find the registration link in the "events" section of the SAANYS website at <http://www.saanys.org/events/#eventcat11>.

SAANYS is also engaged in a statewide effort to implement a strong mentoring program for our newest members. Our first and highly successful "New Principals Institute" was conducted this summer and is being offered again beginning this December. In addition, we have researched outstanding administrator mentor programs worldwide. Mentor training of administrators has already begun, to provide mentoring opportunities to our schools leaders.

To learn more about SAANYS and its services to administrators, contact Karl Thielking at Karl.Thielking@pittsford.monroe.edu, or visit the SAANYS website at www.saanys.org.

Websites on phonics

Fun Fonix

<http://www.funfonix.com/>

This site provides phonics games and worksheets, and reading and spelling games, as well as printable books about short vowels, digraphs, and long vowels with a silent "e." The site also helps create work sheets (spelling, reading, word search, phonics mazes, bingo boards, and crossword puzzles).

GameGoo Educational Games

www.earobics.com/gamegoo/goeey.html

Earobics is a Houghton Mifflin Harcourt K-3 "reading intervention" program. GameGoo is the free, online educational practice game component. For a list of standards addressed in each game (e.g., identifying the letters in words), follow the Home button to the Teachers & Parents link. Games are arranged on the menu from advanced to beginner.

Phonics

www.softschools.com/language_arts/phonics

SoftSchools provides a collection of interactive phonics flashcards and worksheet generators. On one side of virtual flashcards is a three-letter word; click "flip" to see a picture of the object. The worksheet maker produces activity sheets for short and long vowels, matching words, beginning sounds, and ending sounds

Student phonics games

www.sadlier-oxford.com/phonics/student.cfm

This site provides grade level (preK-6) phonics games. To play, ant pop-up blocker needs to be removed, because each game pops open a new browser window. Concepts covered include vowels, consonant blends, suffixes, diphthongs, contractions, and homonyms. It also includes professional development videos for teaching phonics.

Principal training websites

<http://www.nlms.org/>

This site maintained by the New Leaders for New Schools principal-training program compiles information on "effective" leader and teacher practices from its third cohort of low-income schools nationwide.

<http://epic.nlms.org/>

This site serves as a compendium of professional-development resources for principals, staff-development coaches, and teachers. The portal is a key element in the EPIC initiative of the federal Teacher Incentive Fund, along with private funds.



Resource for teaching about world religions

Public school educators have a responsibility to cover religion as part of the curriculum, while adhering to the Constitutional separation of church and state. A local resource for ways to teach about world religions is The Center for Interfaith Studies and Dialogue (CISD) at Nazareth College.

The CISD includes individuals who are diverse in faith, ethnicity, race, gender, and education.



ABOVE: CISD class at Nazareth College. See flyer about upcoming CISD program elsewhere in this newsletter.
BELOW: CISD logo



The Center helps participants to improve communications on matters of religion, faith, and spirituality; to understand individual and communal faiths; and to develop skills for living in a pluralistic world. CISD seeks to –

- > Establish an environment conducive to understanding the diversity of faiths;
- > Communicate the skills necessary for people of diverse faiths to live together in peace and justice;
- > Provide educational resources to promote understanding and equality;
- > Teach individuals, communities and institutions how to communicate more effectively with those from other faiths.

A CISD program on holidays and rituals of world religions is scheduled for November 22. To learn more, see p. 8.

To learn more about the CISD, contact Executive Director Muhammad Shafiq, Ph.D. at cisd@naz.edu or visit the CISD website at www.naz.edu/dept/cisd.

Websites on STEM

The Science Spot: Scientific Method & More

<http://sciencespot.net/Pages/classgen.html#Anchor1>

Features a variety of lessons and activities to introduce students to the process of scientific inquiry.

The Science Spot website features a navigation menu with links for Home, Science Classroom, Science Club, Nature Center, Science Trivia, and Kid Zone. It also includes a Reference Desk with links to Puzzle Corner, Idea Factory, Tech Corner, and Kid Zone. A section titled 'General Science Lesson Plans' lists various lessons such as 'Science Discovery Diary', 'Scientific Method Unit', and 'Mystery Bags'. There are also links for 'Lesson Plan Links' and 'Visit our other Lesson Plan Pages'.

Scientific Impressions

<http://artsedge.kennedy-center.org/content/2461/>

This site presents three lessons wherein students use scientific methods and analyze works of art, using artistic representations of wind, trees, and flowers. Following their research, students will create artistic representations of wind, trees, and flowers within their own environments through pantomime, rubbings, and drawings.

The ARTSEDGE website displays the 'Scientific Impressions' unit detail page. It includes a navigation bar with 'TEACH', 'CONNECT', and 'EXPLORE' sections. The page title is 'LESSONS: UNIT DETAIL' and 'Scientific Impressions'. It provides a 'This Unit at a Glance' section with 'Grade Band: K-4' and 'Integrated Subjects: Visual Arts, Science'. It also lists 'Targeted Standards' for National Standards for Arts Education and Other National Standards. The 'Unit Overview' section states that students are introduced to artistic representations of wind, trees, and flowers, and will create their own through pantomime, rubbings, and drawings. There are also 'Lesson Overviews' for 'Who Has Seen the Wind?', 'Trees in Art and Nature', and 'Sunflowers'.

Steps of the Scientific Method

http://www.sciencebuddies.org/mentoring/project_scientific_method.shtml

Contains a detailed introduction to the steps of the scientific method.

The Science Buddies website features a 'Steps of the Scientific Method' page. It includes a navigation bar with 'Home', 'Project Ideas', 'Project Guide', 'Ask an Expert', 'Teamwork', and 'Competitions'. The page title is 'Steps of the Scientific Method' and 'Key Info'. It lists the steps of the scientific method: Ask a Question, Do Background Research, Construct a Hypothesis, Test Your Hypothesis by Doing an Experiment, Analyze Your Data and Draw a Conclusion, and Communicate Your Results. It also includes a 'Related Links' section with 'Scientific Method Handbook' and 'Free Scientific Method Classroom Poster'.

Overview of the Scientific Method

The scientific method is a process for experimentation that is used to explore observations and answer questions. Scientists use the scientific method to search for cause and effect relationships in nature. In other words, they design an experiment so that changes to one item cause something else to vary in a predictable way.



Introduction to the Scientific Method

http://teacher.nrsi.rochester.edu/phy_labs/AppendixE/AppendixE.html

This resource is an appendix providing information on the scientific method. There are no illustrations; the site is best used as a resource for teachers and older students. Topics discussed include:

- Introduction to the scientific method
- Four steps to the scientific method
- Testing hypotheses
- Common mistakes in applying the scientific method
- Hypotheses, models, theories, and laws
- Is the scientific method not always applicable?
- Conclusion, and other references.

MythBusters: Scientific Inquiry

<http://school.discoveryeducation.com/teachers/myth-busters/>

Learn from the MythBusters, who use the scientific method to prove or disprove common beliefs about physical science.

The Discovery Education website features a 'MythBusters: Scientific Inquiry' page. It includes a navigation bar with 'Products & Services', 'School Resources', 'Educator Network', 'Store', and 'About Us'. The page title is 'Teacher Feature: MythBusters: Scientific Inquiry'. It includes a search bar and a list of resources, activities, video clips, and store items. The 'Resources' section includes 'Grades 3-5 Lesson Plan', 'Grades 6-8 Lesson Plan', and 'Grades 9-12 Lesson Plan'. The 'Activities' section includes 'Science as Inquiry' and 'Puzzle'. The 'Video Clips' section includes 'Scientific Investigation: Who Was the Iceman?' and 'Volcanology: The Science of Predicting Volcanoes'. The 'Store' section includes 'MythBusters' and 'Memory as a Biological Process'.



Nazareth College

Center for Interfaith Studies and Dialogue (CISD)

Presents:



Understanding World Religions: Holidays and Rituals

This will be a Q&A discussion with a selected group of Religious experts on major holidays and rituals tailored to meet the needs of Social Studies teachers.



Monday, November 22, 2010
7:00 - 8:30pm
Nazareth College, Shults Center Forum

Hinduism: Dr VV Raman

Buddhism: Dr Sandra Kistler-Connolly

Christianity: Dr Susan Nowak

Islam: Dr Etin Anwar

Judaism: Rabbi Sandra Katz

Cosponsors: Religious Studies Department,
the International Institute of Islamic Thought

This event is free and open to the public.



Charles Fadel,

author of 21st Century Skills Learning for Life in our Times, will describe why and how the global landscape for learning is reshaping itself, and what this global transformation, often called the “21st century skills movement”, may bring to your State and school district. This presentation will highlight and explain the framework developed by the Partnership for 21st Century Skills, including:

Learning and innovation skills; Digital literacy skills; Life and career skills. As well as interdisciplinary themes, such as: Global awareness; Financial literacy; Civic literacy; Health awareness and Environmental literacy.

We will also discuss the How - practical implementation issues - as well as explore the intersection of 21st Century Skills and STEM.

Date: November 19, 2010 **Time:** 8:30—3:30 **Fee:** \$125.00

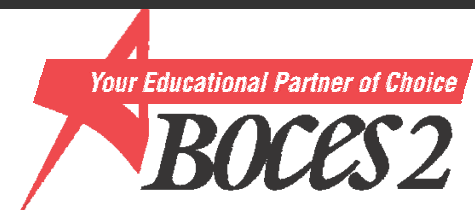
Place: ESC Rm. 7, 3599 Big Ridge Road, Spencerport, NY 14559

Audience: All Interested

Registration: Closes 2 weeks prior to workshop. Please follow the appropriate registration procedure for your district. Refreshments served. Registrants are responsible for their own lunch. Seating is limited.

Monroe 2 Orleans BOCES Office of Curriculum,
Instruction and Professional Development
585-352-2704, fax 585-349-8801
profdev@monroe2boces.org

Supported by the Genesee Valley Association for Supervision and Curriculum Development





Genesee Valley ASCD
Presents a Program for Administrators and Teachers

Response to Intervention

How is it going?

Response to Intervention is a hot topic for all school districts. Come join a collegial sharing of ideas.

You are not alone in your pursuit of finding an RtI model that works for all students. Let's explore the issues together and discuss how teams from the following school districts have implemented RtI:

Brighton Central School District – Elementary School level

Churchville Chili Central School District – Elementary/Middle School levels

West Irondequoit Central School District – High School level

Wednesday, January 12, 2011
Board Room, Gates Chili Central Office
3 Spartan Way (off Wegman Road, off Rte 33)

4:00 Registration & Networking
[Appetizers, Cookies, Beverages]

4:30 Program led by 3 teams of colleagues
Team presentations
Participant sharing
Sharing of materials & resources
Questions & Answers

6:30 Adjournment

If you have any questions, please call or email the following individuals:
Marc Nelson 249-6602 / mnelson@penfield.edu
Judy Wadsworth 328-1972 / judy_wadsworth@boces.monroe.edu

REGISTRATION FORM

Registration by December 31 is required. To register, submit this form and your check made out to GVASCD to the attention of Judy Wadsworth, c/o MCSBA, 220 Idlewood Road, Rochester, NY 14618.

If more than one person is attending, please complete a form for each individual.

Name: _____ email _____
Job Title: _____ work phone _____
District/Institution _____ home/cell phone _____

COST: \$20 per person for GVASCD members; \$35 per person for non-GVASCD members; \$45 per person to cover both registration and dues for 2010-2011 school year

Certificates of attendance will be issues to participants.



Genesee Valley Association for Supervision and Curriculum Development
Presents a Workshop for Administrators, Teachers, and School Board Members

School Budgets & State Financial Realities

Monday, January 24, 2011

Brighton CSD District Office Board Room

2035 Monroe Avenue near the Twelve Corners



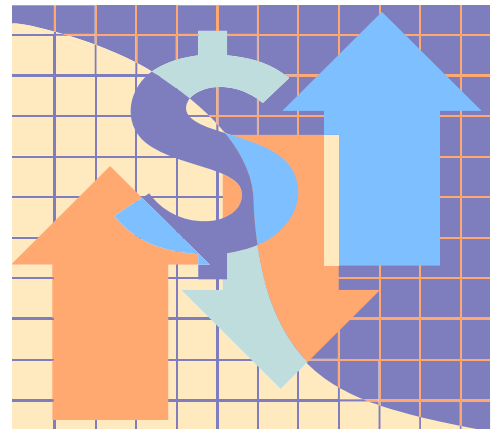
Dr. Howard Maffucci served as superintendent of the East Rochester Union Free School District for 13 years before his retirement in June 2010. During each of those 13 years he prepared a budget that was approved by his school board and community.

**4:00 pm – Registration & Networking
(appetizers, cookies, beverages)**

4:30 pm – Presentation & Discussion

6:30 pm - Adjournment

Learn about the formal school budget process and specific budget strategies to balance the instructional needs of students with the changing economic and political realities of New York State and the nation.



REGISTRATION FORM

Registration by January 22 is required. To register, submit this form and your check made out to GVASCD to the attention of Judy Wadsworth, c/o MCSBA, 220 Idlewood Road, Rochester, NY 14618. Direct questions to her at Judy_Wadsworth@boces.monroe.edu or 585-328-1972.

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GENESEE VALLEY ASCD

Genesee Valley ASCD values the networking that takes place as educators join together in professional growth opportunities. The improvement of student learning and the support of staff in meeting that goal will be focal points for Genesee Valley ASCD programming. During the coming school year Genesee Valley ASCD will join with related groups to support initiatives that promote quality instruction and leadership.

Genesee Valley ASCD provides opportunities for its members to network as professionals to become informed about exemplary practices in the field of education, to explore new ideas and discuss issues facing educators today, and to collaborate with other educators to promote quality professional development.

Genesee Valley ASCD is the Rochester area chapter of the national ASCD and an affiliate of the New York State ASCD.

Genesee Valley ASCD members are professional educators who work in private and public settings in grade levels from pre-school through college.

Join **Genesee Valley ASCD** today. Complete and return the form below with your check made out to Genesee Valley ASCD. (Please note that membership in Genesee Valley ASCD is separate from the state and national affiliates.)



Membership Registration Form

Name: (Mr. Mrs. Miss. Ms. Dr.) _____

School District: _____ Position _____

Work Address: _____ Work Phone (____) _____

Home Address: _____ Home Phone (____) _____

E-mail Address: _____ Cell Phone (____) _____

Check preferred mailing address Work Home

2010-2011 Genesee Valley ASCD membership dues—\$25.00

2010-2011 Genesee Valley ASCD student membership dues - \$15.00

Mail this form and a check made out to Genesee Valley ASCD to:
Judy Wadsworth, Genesee Valley ASCD Membership
Monroe County School Boards Association
220 Idlewood Road, Rochester, NY 14618