

New evaluation rules for principals and teachers



In late April, about 70 school board members and senior administrators heard an explanation of the “Teacher & Principal Effectiveness” Chapter 103 of the Laws of 2010 from Dr. Jon Hunter, Fairport Superintendent and member of the Regents Advisory Task Force on Principal and Teacher Evaluation. Of primary interest to the participants at this Labor Relations Committee meeting were the effects of this law on employee relations.

Dr. Hunter reviewed major sections of the law and its mandated multiple measures of effectiveness, its rating categories (highly effective, effective, developing, ineffective), its mandated improvement plans for those rated as ineffective or developing; its mandated evaluator training for all those conducting evaluations, its appeals process for challenging evaluations, and its requirement to negotiate professional development, compensation, and promotion using new evaluation procedure. By September 1, 2011, each district must adopt a compliant Professional Performance Review Plan of teachers providing instructional or pupil support services. A new evaluation system is to be phased in during 2011-12 school year in every NYS district, applying only to teachers of g.4-8 ELA and math and their principals.

He noted that district leaders could compare their current APPR plans with the new requirements and concentrate on filling gaps.

The task force has dealt with a number of issues:

- * Who is the required “teacher of record?” The task force recommends that this person be an individual (or individuals, such as co-teaching assignments) who have been assigned responsibility for a student’s learning in a subject/course with aligned performance measures.
- * How will student growth and value-added be computed, reported, and scored?
- * What about teachers who provide pupil support services and ELL/bilingual teachers?
- * The task force sub committee on professional development has not yet begun its work.



ABOVE LEFT: Maureen Nupp (Fpt) and Bob Iveson (Bro).

ABOVE RIGHT: Dr. Jon Hunter discussing the new APPR regulations.

MIDDLE LEFT: Dr. Jon Hunter (Fpt), JoAnne Antonacci (B2), and David Dimpleby (Hil).

BOTTOM LEFT: Dr. Jon Hunter (Fpt), Dr. Marvin Sachs (Bri), and Andrea Costanza (Bri) after the session.

Steps for districts to be in compliance with the new law

- Continue to have conversations, demonstrations.
- Use data to define excellence of teaching and leading.
- Conduct workshop for administrative team with legal counsel about directing negotiations and the APPR appeals process and scope.
- Build your knowledge of growth and value-added measures.
- Revise, review, and adopt a new APPR plan.
- Get feedback on APPR measures of local achievement and locally developed measures of teachers and principals.
- Don’t underestimate the volume/quality of work.



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DON'T FORGET - Wednesday, April Wednesday, May 25

MCSBA Annual Meeting

See registration flyer on page 9!!

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Law conference looks at layoffs

Laws governing layoffs of civil service employees, certified personnel, and school administrators were reviewed for school board members and senior administrators by education attorneys on April 28. They noted issues raised by job classifications, contract negotiations, availability of comparable positions, military service, tenure area, probationary status, and seniority.



Presenters (seen above left to right) were Ronald Mendrick, Esq., Harter Secrest & Emery, LLP., Bethany Centrone, Esq., Rochester City School District; and David Lippitt, Esq., Osborn, Reed & Burke, LLP.



ABOVE: Colette Morabito (ER) in front row; behind her are Joyce Dunn (Roc), Brenda Pacheco (Roc), Melissa Fingar (Bro), and Robin Hyatt (B1).

RIGHT: In front row are Steve Barbeau, Andy Whitmore, and Kristi Dioguardi (all of RH); behind them are Jennifer Young (Honeoye), Gary Valenti (Bri), Debby Baker (Bri), Lowan Brown (Roc), Alpha Daly (Roc), and Cheryl Fishbaugh (Hil).



Candidates get campaign guidance



ABOVE: Presenters David Dimbleby, John Piper, and Joseph Shields as well as potential candidate Lynn Fulmore.

Every spring, MCSBA hosts a seminar for potential school board candidates to help them better understand the process and issues involved in running for a position on a board of education. On April 2, Penfield Board Member John Piper, Hilton Superintendent David Dimbleby, and school attorney Joseph Shields reviewed what candidates need to know to make an informed decision about candidacy. In addition, Judy Wadsworth of MCSBA led a discussion of effective campaign strategies and materials.



TOP RIGHT: Candidate Joe Quirk with MCSBA President Dick Rasmussen (HFL).

ABOVE: East Rochester Board Members Kristina Lantzky-Eaton and Colette Morabito, who are seeking reelection, studying campaign literature.

RIGHT: Judy Wadsworth listing input from participants about campaign literature they've perused.



From our executive director:

The end of the legislative session is still weeks away



Jody Siegle

What do caps on property tax levies, unfunded mandates, and teacher evaluations have in common?

Often, too often, lawmakers pass legislation unaware of the full consequences of a bill.

This week our legislators return to Albany for the last part of the legislative session. With the budget done and even an agreement on spending for next year, the remaining seven and a half weeks will be solely about passing new laws. Because of that, we are in the midst of local office meetings with our state legislators. And all of us need to be ready to respond to an unexpected education proposal.

Last fall it seemed as if every candidate announced support for a cap on property tax levies. But once the state budget was proposed, as legislators were shown the problems sharp reductions in state aid would cause in their home legislative districts, increasingly we heard legislators connect any tax cap with the necessity for changes in state mandates. That change in attitude was one of the reasons there was no cap included in the state budget. But now, with the tax cap still a major part of the Governor's agenda, we can expect the tax cap discussion to resume.

Unfortunately the mandate reform conversation has not become as clearly articulated as the simplistic concept of the cap. In our meetings with legislators we did not hear any

consensus for change. Incredibly, despite a desire to improve government in New York State and the recognition that many laws restrict local efficiency, there is not yet a true momentum for serious and meaningful mandate change.

School leaders' best strategy against ill-considered legislation is to build relationships with legislators so they will listen to and respect our opinions. So take advantage of opportunities to talk with your representatives. Invite them into your districts. Let them know how proposed legislation will affect the schools in their districts. Don't let them mistake a superficial understanding or a sound bite for good government.

Jody Siegle

The developing common core curriculum



ABOVE: Dr. Pamela Kissel discussing how the common core will affect leadership decisions.

About 50 MCSBA members and administrators attended the April meeting of the Information Exchange Committee to learn about the new K12 common core curricula for math and language arts developed by the Common Core State Standards Initiative (CCSSI), a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). Leading the discussion were Dr. Pamela Kissel, Churchville-Chili Superintendent, and Linda McGinley, West Irondequoit Assistant Superintendent for Instruction. Their comments follow.

The core curricula are:

- * Focused, coherent, clear and rigorous;
- * Internationally benchmarked;
- * Anchored in college and career readiness;
- * Evidence-and research-based.

In January 2011, the NYS Regents adopted the final version of the Common Core Learning Standards (CCLS) with an additional 15% added to ELA & Math standards.

These new standards require concurrent implementation of multiple initiatives (aligning district curriculum with standards; professional development and its needed resources; use of new evaluation system for teachers and principals; longitudinal data system; and fiscal constraints.

Districts need to –

- * Engage teachers in comparing the new standards with current NYS standards or local curricula to identify gaps and needs;
- * Support teachers in learning how to teach and assess a rigorous concept-based curriculum instead of a “checklist” of skills;
- * Support teachers in understanding the expectations of the common core;
- * Develop an understanding of the media literacy expectations and the technology considerations.

To learn more about the Common Core, visit www.corestandards.org.



ABOVE: Beth Race (Gre) and Information Committee Co-Chair Irene Narotsky (Pit) after the meeting.

RIGHT: Presenter Linda McGinley (WI), who described the common core curriculum as focusing on fewer topics at greater depth, with Dr. Mark Davey (GC) after the session.



ABOVE: Mike Suffoletto (Web) and John Piper (Pen) conversing over lunch.

NYSAWA looks at administrator-union relations



ABOVE: Presenters Diane Reed and Ron Mendrick. Dr. Reed is Executive Director of the Educational Leadership Program at St. John Fisher College; Mendrick is a partner in the Harter Secrest & Emery law firm. They share previous ties to the Honeoye Falls-Lima school district as superintendent and school board member respectively.

RIGHT: Webster Superintendent Adele Bovard describing the recent national conference on school district management-labor collaboration, hosted by the U.S.E.D. and attended by leadership delegations from Webster and Hilton. Bovard is the president elect of NYSAWA state wide.

Administrator-union relations are complex. In April the Finger Lakes Chapter of NYSAWA (NYS Association of Women Administrators) hosted a discussion of successful strategies for developing and maintaining good working relations between these two groups. The program was led by Ronald J. Mendrick, Esq. and Dr. Diane Reed.



Among their comments were the following:

Administrative leaders need to sustain self respect and respect of colleagues while adhering to principles.

Superintendents are responsible for negotiations and contracts with employee groups, but boards of education must approve any spending called for in these agreements. Therefore, superintendents should set goals with their school boards before starting negotiations, and seek board feedback on the direction of negotiations as they proceed.

Superintendents may negotiate themselves or send a professional negotiator to represent them. A common management negotiations team consists of the district's business manager and its attorney.

It is important for school district leaders to meet frequently with union leaders to discuss trends, issues, and problems in the district, and to seek solutions away from the collective bargaining table.

GVPSC reviews issues impacting school community relations

About 20 members of the Genesee Valley Professional School Communicators (GVPSC) met in early April to learn more about issues that will affect community-school relations in coming months and years. Leading the discussion were our county's two district superintendents, Jo Anne Antonacci (B2) and Dan White (B1), with MCSBA Executive Director Jody Siegle.

Panelists noted the near certainty of a property tax cap, the proposed superintendent salary caps, and the misconception that with some aid restored there will be no need for layoffs. It was noted that all these political forces as well as current economic conditions will make public support for school district budgets more difficult for at least the next few years.

Panelists noted that districts need to be more strategic in their community relations even though citizens for the most part trust their local school district leaders more than they do the state government or the media. Efforts to engage employees as ambassadors, to concentrate on local concerns, to conduct year-long conversations with employees and the community, to reconnect the disconnected, and to counter last-minute unfounded charges were urged.



ABOVE: Christina Lewis (B2) and Alan Carroll (B2) listening to panelists Dan White (B1), Jo Anne Antonacci (B2), and Jody Siegle (MCSBA).



LEFT: Jennifer Rasmussen (HFL, LeRoy), GVPSC President John Walker (B1), and Jackie Finn (B2).

Meetings with state lawmakers

MCSBA members met with six members of our legislative delegation to Albany in late April to express our concerns about approving property tax caps without providing concurrent mandate adjustments that would allow districts to provide the services for which schools are intended.



Joe Agostinelli Photo

RIGHT: Dr. Kenneth Graham (RH), Judy Wadsworth (MCSBA), Jody Allison (HFL), Dick Rasmussen (HFL), Assemblyman Sean Hanna, Jody Siegle (MCSBA), and Ed Starowicz (Pit).

BELOW: Tom Gallagher (WC), Pam Reinhardt (RH), Assemblyman Harry Bronson, Jody Siegle (MCSBA), and Dr. Kenneth Graham (RH).



Monroe County School Boards Association

ABOVE LEFT: Assemblyman William Reilich, Jody Siegle (MCSBA), Lou Alaimo (Gre), Darrin Winkley (Bro), and Bob Iveson (Bro).

ABOVE RIGHT: Dr. Pamela Kissel (CC), Bonnie Seaburn (Spe), Julia VanOrman (Gre), and Mike Crumb (Spe) at the meeting with Bill Reilich.

LEFT (Clockwise from left front): Judy Wadsworth (MCSBA), Alka Phatak (Pit), Mort Stein (Bri), Dr. Kevin McGowan (Bri), Mark Kokanovich (Bri), Jody Siegle (MCSBA), Darrin Kenney (Pit), and Senator Joseph Robach.



ABOVE: Margaret Burns (WI), Judy Wadsworth (MCSBA), Assemblyman Stephen Hawley, Jody Siegle (MCSBA), and Garry Stone (Bro).

LEFT (Standing): John Abbott (B2, EI), Assemblyman Joseph Morelle, Jody Siegle (MCSBA), Dr. Kevin McGowan (Bri), Mike DeLaus (B1), Mike Seeley (WI), Jeff Crane (WI), and Dr. Kenneth Graham (RH); (Seated): Marie Cinti (Pen), Amanda Insalaco (WI), and Judy Wadsworth (MCSBA).

Regional Information Center supports districts



By Dr. Michael Dougherty,
BOCES #1 Assistant
Superintendent for
Instructional Technology

(To learn more,
contact Mike at
Michael_Dougherty@boces.m
onroe.edu).

The Monroe RIC is one of 12 Regional Information Centers (RICs) serving school districts in New York State.

Organized under the Boards of Cooperative Education Services (BOCES) structure, a RIC provides technical solutions for one or more BOCES and their component school districts.

Combined, RICs serve 700 public school districts and provide approximately \$300 million in annual services to New York State schools (<http://www.boces.org/>). The Monroe RIC serves the 19 component districts of the Monroe #1 BOCES and the Monroe 2-Orleans BOCES. Housed primarily at 11 Linden Park, the Monroe RIC has 99 employees. The RIC's budget for the 2009-2010 school year was \$17,012,257.

As with other BOCES services, component districts may purchase programs and services from the Regional Information Center and receive

State Aid. RIC staff members also offer support to districts to help plan and implement upgrades to their network infrastructure. As an example, all school districts and BOCES use some type of database to manage their student information (e.g., demographics, schedules, grades, etc.). The Monroe RIC supports two software products that several of our local districts use: schooltool and Infinite Campus. RIC staff members assist with the implementations of these complex programs and provide first level technical support and training to staff members in districts.

The mission and vision of the RIC are guided by the Regional Information Center Regional Advisory Council (RICRAC), a representative group of K-12 education leaders from both Monroe #1 and Monroe 2-Orleans BOCES component school districts. This group includes superintendents of schools, assistant superintendents of instruction, business officials, as well as staff members from both BOCES.

Similar to other RICs across the State, the chart below lists services that the Monroe RIC offers:

Data and Applications Services	Technical/Infrastructure Services
<ul style="list-style-type: none"> •Data Collection and Reporting (MAARS) •Financial Management Systems and Support (Munis, WinCap) •Student Management Systems (Infinite Campus, SchoolTool, IEP Direct) •Email (Lotus Notes, Microsoft Exchange) •Web Development •Customized Programming (Cen+, Sports Scheduler) •Telephone Interconnect •E-Rate Processing •Queue Center •Emergency Contact Systems •Medicaid Reimbursement •SmartFindExpress (substitute management service) •Shared Staff •Professional Development Management Systems 	<ul style="list-style-type: none"> •Management and support for voice, video, and data •Local and Regional Networks •Networked Security Systems •Networked Voice Systems •Networked Video Solutions •Disaster Recovery •Server Hosting •Regional Network and Connections •Network Architecture •Core Technicians

From Tom Nespeca, Area 2 Director & NYSSBA Vice President



Tom Nespeca

Greetings MCSBA Members,

It was good to see the MCSBA representation at the NSBA conference in San Francisco. One thing I took away from the conference, and I hope you did also, was a

confirmation that the schools in NYS are already embracing many of the new concepts that are being shared as leading edge. Yes, there are always some new things to pick up and the national networking can always produce great idea generation; however several of the

new ideas discussed are already in practice in many of our districts.

I personally noticed that Foundation seminars and those concentrating on alternative funding sources were receiving some significant attention and were well attended: something we may need to start considering to ease the local taxpayer burden. Thanks for taking the time for attending and bringing back some possible ideas.

I hope you are starting to catch your breath from all the activities going on in your respective districts related to budget development and that your hard work pays off in successful budget votes and school board elections. I wish those re-

running for election good luck and thanks for wanting to serve your districts and the students of your community. Also those of you who have decided for your own personal reasons to step away from school board service: a big thank you for the service to your communities and the children of your districts.

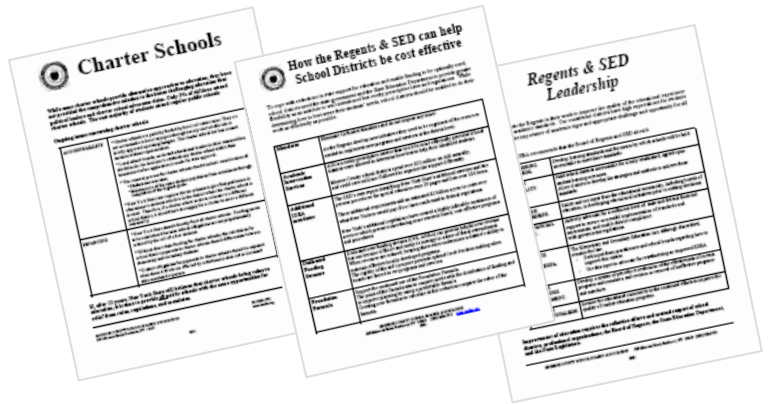
While the students and adults can see the end coming to the school year, you've just completed running the annual gauntlet, budget meetings and public hearings, preparing local budget communications and so forth. Thank you for all the effort and I know your residents say thank you also.

Sincerely, *Tom*

Position papers approved

On April 27, the MCSBA Executive Committee approved three updated position statements, two dealing with Regents and SED matters, and the third presenting issues with charter schools.

Condensations of these positions appear on this page. The positions in their entirety are accessible on the MCSBA website at <http://www.mcsba.org/legislat.html>.



How the Regents & SED can help school districts be cost effective

To cope with reductions in state aid and effectively use limited financial resources, school districts need greater flexibility in dealing with overly prescriptive laws and regulations. Districts should be enabled to do their work as efficiently as possible.

Specifically:

Eliminate unfunded mandates and do not impose any more.

Replace restrictive AIS requirements with flexibility to use RtI models.

Eliminate or reduce IDEA mandates added by NYS to the federal law to save \$2 billion per year.

Dedicated funding streams (C4E, ARRA) are costly to manage during times of fiscal retrenchment. The rigidity of such aid's purpose prevents optimal local decision making when boards are forced to cut programs and services.

Support the continued use of the Foundation Formula. The point of the formula was to connect needs with the distribution of funding and to improve planning by using a predictable formula. Creating new formulas to calculate deficit reductions negates the value of the formula.

Regents & SED Leadership

MCSBA recommends that the Board of Regents and SED should:

Develop learning standards and the means by which schools will be held accountable to meet those standards.

Hold school districts accountable for clearly established, agreed upon student learning outcomes. Allow districts to develop the strategies and methods to achieve those standards.

Solicit and use input from the educational community, including boards of education, in developing educational initiatives prior to making decisions.

Actively advocate for a sufficient level of state and federal financial support to ensure successful implementation of standards and assessments, and enable district compliance with regulations.

Seek input from practitioners and school boards regarding how to improve the Elementary and Secondary Education Act. Use this input to advocate for reauthorizing an improved ESEA.

Develop a system of periodic re-evaluation of the effectiveness of current mandates, and revision or removal of ineffective mandates.

Involve the educational community in the continued efforts to improve the quality of teacher education programs.

Improvement of education requires the collective efforts and mutual respect of school districts, professional organizations, the Board of Regents, the State Education Department, and the State Legislature.

Charter Schools

While some charter schools provide alternative approaches, they have not provided a comprehensive solution to the issues challenging education. Ongoing issues include:

ACCOUNTABILITY

The charter school law has created taxation without representation.

Local school boards, as elected community leaders, should make the decision to establish any charter school within their boundaries before application is made for state approval.

The renewal process for charter schools should include consideration of student success rates and service to the same student population through completion of the highest grade.

NYS law requires charter schools to give first preference to students living in the district where the charter is located. So if a charter school seeks to relocate to a different district, it should have to reapply for a charter to serve a different community.

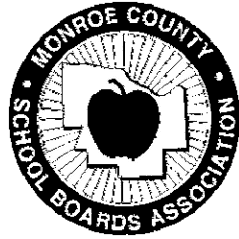
FINANCING

NYS should directly fund all charter schools. Without direct state funding for charter schools, the calculation for school district payments to charter schools should differentiate between elementary and secondary students.

District payments to charter schools should be adjusted when districts are affected by reductions in state aid or increased state-mandated expenses.

If, after 13 years, NYS still believes that charter schools bring value to education, it is time to provide all public schools with the same opportunities for relief from rules, regulations, and mandates.

You're invited
to attend the
42nd



Annual Meeting

Wednesday,
May 25, 2011
5:15 pm
Country Club of Mendon
226 Mendon-Ionia Road,
just south of Mendon Hamlet
(Rte 64)

Join your friends and colleagues.

Help elect our new officers.

Hear the address by

Bob Smith

Producer and Host of 1370 Connection,
the WXXI talk show covering major issues of our community.

Schedule

- 5:15 pm Networking Time
- 6:00 pm Musical Interlude:
 Honeoye Falls-Lima
 High School Jazz Ensemble
 directed by Mark Borden
- 6:30 pm Dinner
- 7:15 pm Keynote address by
 Bob Smith and
 41st MCSBA Annual Meeting
- 8:45 pm Adjournment



REGISTRATION

To register, return this completed form by **Friday, May 20**, to **Monroe County School Boards Association**, 220 Idlewood Road, Rochester 14618, fax it to 328-2494, contact Mary_Talbot@boces.monroe.edu or call us at (585) 328-1972. Spouses are invited to attend at board member's expense. Districts will be billed after the meeting. **All others please complete this form and send it with a check for \$40 made out to MCSBA to 220 Idlewood Road, Rochester, NY 14618.**

Name(s) _____

Phone _____

School District _____

Address _____