

Likely issues for upcoming legislative sessions that could affect public schools

Governor's initiatives to watch:

Foundation aid funding levels and changes to aid formula, including updates to multiple measures of poverty.

Prekindergarten initiatives including merging of programs and increased funding.

Charter school changes to funding, tuition reimbursement, caps numbers, facilities payments, and co-location requirements.

Free tuition program for SUNY and CUNY Schools.

Federal administration issues to watch:

Implications of the next Education Secretary

Special education and other Supreme Court decisions

Title I funding

Title IX enforcement

Impact of Affordable Care Act repeal.

The newly approved update to the Association federal position is found on page 8. Other position papers deal with such issues as mandate relief, charter schools, Regents & SED, constitutional requirement for public school funding, and assessments.

All MCSBA positions on federal and state issues can be accessed at <http://www.monroe.edu/webpages/mcsba/mcsbainfo.cfm?subpage=3984>.

News Scope

MONROE COUNTY SCHOOL BOARDS ASSOCIATION
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MCSBA Legislative Breakfast

Saturday, February 11, 2017

9:00 am – 11:30 am

The Lexington, 390 and Brooks Ave

Please Join us for This Important Opportunity



Be a voice for our students!

Register by February 4,
by calling 328-1972
or emailing Mary at
Mary_Talbot@boces.monroe.edu

From our president: It's that special time of year

News from the Governor's office---

FY 2018 Executive Budget Advances Governor's Middle Class Recovery Act to Create Jobs and Infrastructure, Cut Middle Class Taxes and Make Education More Affordable. Increases Education Aid to \$25.6 Billion – Largest Investment in the History of the State. State Debt Set to Decline for a Fifth Consecutive Year – First Time in Modern History of New York.



John Piper

The NYS Legislature has convened to do as what they say is “the peoples work”. The information in the press release headlines above are from the Governor’s office, outlining his proposals to the Legislature. Of course, much has been said recently about the delivery of the Governor’s messages regarding the State of the State and his Executive Budget being delivered to everyone outside of Albany.

None the less, the Governor’s budget has found its way to our legislators, so the work can begin. The Legislature will be in session just 25 times from this point on, according to their own schedule, to meet an April 1 budget deadline. MCSBA however, will be actively engaging lawmakers on a larger scale to get our message to them. It’s a simple but complex message: provide the funding necessary for our students’ success.

Is \$25.6 billion the magic number? We have continuously reminded legislators that they have not caught up with funds owed from past years that have yet to come to districts and students.

Foundation aid, tax cap, mandates and more are at stake as your association prepares and briefs our members, the public and legislators regarding what we believe is the best route to enhanced student success. We will inform and discuss opportunities with our local legislative delegation on February 11 here in Rochester, and in Albany on March 6 and 7. This follows our December advocacy trip that set the stage for success.

This is what we do best: engaging, discussing, informing and listening, as we represent our residents and students in this annual budget process, 25 sessions in the making. If only we could craft our own school district budgets in 25 days! We will have a 60-day window to make our case with lawmakers.

A legislator once told me, when discussing the NYS Legislature and the quasi secret manner in which things take place, that “we are as we are.” Fitting words indeed, but our districts are not as they were financially, so we must create change for student success.

Take part, attend and help create the change!

John Piper

From our executive director: Leadership under fire

Last year at the NSBA conference in Boston, a seminar on leadership caught my attention. “Leadership Under Fire: Lessons from the White House” presented by Dr. Michael McGough turned out to be one of the best seminars that I have attended in several years. This seems to be an apt time to share with you some of the things that I gleaned from his presentation.



Sherry Johnson

Dr. McGough, is a college professor and writer of American history. In his research he has found some “simple truths” about leadership and how critical decisions made by presidents have defined their success as leaders of our country. These are not necessarily new or unique to the role our Presidents must take on, but traits that all leaders use or can develop to become successful in their roles.

Dr. McGough on Leadership:

- *Not everyone is a Leader.
- *There are “born leaders” but there aren’t enough of them.
- *Leadership is a skill set enhanced through experience.
- *Leadership is a dual commitment; personal and professional.
- *Leadership is time, place, and situation sensitive; it can be destroyed then rebuilt.
- *Leadership is hard work.
- *Leadership isn’t done in isolation; it is not a solitary pursuit. A leader with no followers is just a lonely soul out for a long walk.

Dr. McGough on Leaders:

- *Wise leaders never make capricious decisions; they work through a rational thoughtful process.
- *Enduring leaders are aware of and know how to deal with “third-rail” issues.
- *Powerful leaders believe in something bigger than themselves.
- *Thoughtful leaders demonstrate “grace under fire” – they know how to behave under fire.
- *Great leaders are intellectually talented and thrive on facts and accurate data.
- *Leaders with vision understand that powerful organizations seldom stand alone.
- *Great leaders put the right people in the right places.
- *Great leaders know the chain of command, they respect it and they lead (live) by it.
- *Wise leaders know there *is* an “I” in team, and frequently, it must be them.
- *Distinguished leaders know the difference between compromise and common ground.

He also said that Public Education is the largest human endeavor in our history. He thanked those in attendance for their service to public education and their leadership. He added that great leaders know the goals and remain steadfastly focused on them and that leaders of public education must continue the good work especially in light of those who wish to declare public education “as failing.” As we begin the second half of the school year, there is a lot of “new” at both the Federal and State levels. There are budgets to contend with, new legislation to be enacted, and new policies to deal with. We are here to help as you continue your “leadership under fire” on behalf of public education. Thank you!

Sherry

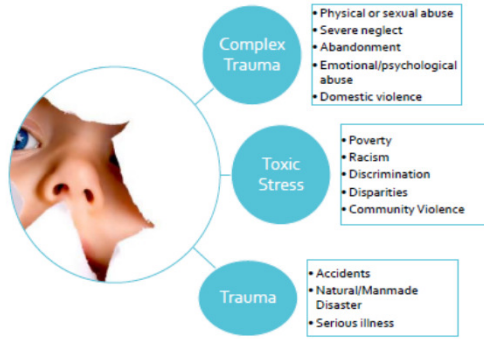
Members discuss issues with Regents Vice Chancellor Brown

In early January, members of the MCSBA Regents Committee met with Board of Regents Member T. Andrew Brown, Esq. Among the issues discussed were the Regents priorities for college/career readiness for all students, for providing financial support in proportion to student needs (poverty, special education, ELL). He also noted that the Regents have made progress in developing a more open dialog regarding issues facing education.

ABOVE: John Piper (Pen), T. Andrew Brown, Esq., Mark Kokanovich (Bri), Mike Suffoletto (Web), John Abbott (B2, EI), and Lisa Ireland (Bro) at their January meeting.



Complex Trauma & Toxic Stress



Effects of trauma on brain development and learning



TOP: Committee Co-Chairs Gary Bracken (Spe) and Amy Thomas (Pit) at either side of presenters Tim Dobbertin and Elizabeth Meeker.
 ABOVE: District leaders listening to the presentation.

Trauma leads to adverse bodily and psychological changes that impede development and impair living and learning. Presenters at the January 11 meeting of the Information Exchange Committee—*Tim Dobbertin, Assistant Superintendent for Instruction, Monroe 2 – Orleans BOCES; and Elizabeth Meeker, Director of Training & Practice Transformation, Coordinated Care Services Inc. (CCSI)*—discussed sources of trauma and toxic stress as well as their effects.

Highlights from the presentation include:

- A traumatic stress response occurs when the ability to respond to a threat is overwhelmed.
- Trauma impacts the ability to feel safe, to trust, and to feel worthy. Those impacted may assume fault for and/or feel they deserve what happened.
- The Adverse Childhood Experiences (ACE) Study showed that ACES before age 18 impact students' mental and physical health; and 70% of typically functioning children in Monroe County have at least one ACE and 16% have 4 or more.
- Stress creates an instinctive flight, fight or freeze response leading to behaviors that appear combative, uncooperative or unmotivated but are related to trauma due to improper brain development.

- Academic performance is impacted adversely as ACES increase.
- Students can build resilience to trauma by developing social and interpersonal skills, internal and personal strengths and accessing external resources and supports.

Teacher tenure process



ABOVE: Board members and administrators attending the January 18 Labor Relations Committee.



RIGHT: Labor Relations Committee Co-Chair Peter Forsgren (Fpt) with presenter Michaela Perrotto (GC).

A more thorough understanding the teacher tenure process was a goal of the January meeting of the Labor Relations Committee.

Michaela Perrotto, Assistant Superintendent for Human Resources & Labor Relations, Gates Chili CSD, discussed the teacher tenure process highlighting the following areas:

- Tenure changes as of July 1, 2015;
- Criteria for reduction in probationary period;
- Jarnea Credit for service as a long-term substitute;
- Collective bargaining agreements;
- Granting of tenure;
- Need for superintendent recommendation;
- Need for approval by a majority of the school board;
- Denial of tenure;
- Providing reasons for termination to employees;
- Agreements to extend probationary period; and
- Provision of opportunities to resign.



ABOVE: Two views of those attending the initial meeting of the new Affiliate Steering Committee- Mark Kokanovich (Bri); former board members Barbara Cutrona, Rome Celli, Phyllis Wickerham, Margaret Burns; and MCSBA President John Piper (Pen); MCSBA President John Piper (Pen), Mark Kokanovich (Bri), John Abbott (B2), and Collette Morobito with back to camera (ER); with former board members Barbara Cutrona, Rome Celli, Margaret Burns; MCSBA Vice President Mike Suffoletto (Web), and former board member Phyllis Wickerham. Not Pictured: former board members Chuck Perreaud and Mary Frances Johnson.

Two new MCSBA initiatives

Two new groups have been formed to help MCSBA deliver services to its members.

Affiliates

A group of former MCSBA members called the Affiliate Steering Committee met for the first time in January to review the group's charge to act as liaisons with other community groups and citizens on behalf of the issues important to MCSBA and public education. MCSBA President John Piper stated that affiliates would serve as ambassadors, sharing what they learn as Affiliate Committee members with others in the wider community to extend the knowledge about public education. The group is considering an 'inaugural' meeting, updates from the office, and networking opportunities as strategies.

Mentors

MCSBA has formed a Mentoring Committee to study the feasibility of providing mentoring services to board members with the emphasis on facilitating success in their roles. This committee is working to identify what those services might look like, how they would be accessed, and who would serve as mentors. The intent would be to provide mentors who could offer guidance and support for board members who might want additional opportunities in a proactive manner.



RIGHT: Mentoring Steering Committee members Dan White (B1), retired attorney and board member Ron Mendrick with back to camera, Mark Kokanovich (Bri), JoAnne Antonacci (B2), John Abbott with back to camera (B2), and President John Piper (Pen). Not Pictured : Diane McBride (RH), Kathy Dillon (CC)

Memorial Art Gallery's briefing for officials

Sherry Johnson and Beckie Schultz of MCSBA were among the community leaders attending the Memorial Art Gallery's (MAG) Informational Briefing for Elected Officials on December 16. Johnathan Binstock, MAG Director, sought support for the proposed Museum Education Act (Bill S.5001d) to provide funding for curriculum-based P-12 and adult education programs delivered by organizations chartered by the Board of Regents. The legislation is a priority for the Board of Regents in 2017 and includes such groups as museums, historical societies, zoos, aquariums and botanical gardens.

The MAG's School Program is at the core of its mission as a community art museum. More than 400 elementary school children from four Rochester city schools visit the Mag for 10 consecutive weeks to spend time in the galleries with a museum educator and create art work in the MAG's Creative workshop. These activities reinforce what students have learned in school and provide access

to the museum for children who may not have it otherwise. MAG leaders hope to expand the program in the future.



ABOVE: Pictured with other community leaders at the MAG are Beckie Schultz (at left), Sherry Johnson (third from left), and former West Irondequoit Board Member Margaret Burns (at the right).



FIRST Robotics 2017 Kick Off



On January 7, Spencerport’s Leidos-sponsored FIRST Robotics Team 3015 hosted 31 teams from around the western New York region, involving nearly a thousand students, coaches and mentors. They first packed the cafeteria for refreshments, networking, and clinics covering various components of the 2017 challenge. The group then moved to the district’s High School Performing Arts Center to learn the exact identity of the 2017 FIRST Robotics challenge. The unveiling was preceded by comments from Spencerport Superintendent Mike Crumb and other dignitaries. Once the challenge—Steamworks—was announced, team members gathered their FIRST Robotics challenge kits and returned home to begin the process of designing and building.

Spencerport’s Team 3015, a member of the alliance that placed second in the world at the 2016 Einstein, hopes to return to the international competition again this year.

In NYS alone, about 225 HS Robotics teams, 17 of them from Monroe County (public, private, parochial schools plus other groups) participate in the FIRST Robotics competition. In addition, 79 FIRST Lego League teams of middle school students in Monroe County work on simpler projects to prepare them for participation in FIRST Robotics competitions.

Information and photos submitted by Gary Bracken, Spencerport Board of Education Member

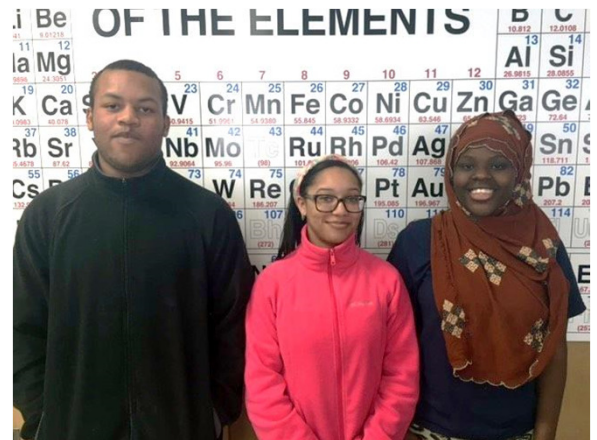


East HS student experiment going to the International Space Station

The Student Spaceflight Experiment Program (SSEP) has chosen East High School as one of 21 schools in the U.S. and Canada to participate in Mission 11 to the International Space Station. The experiment, “The Effect of Microgravity on the Deterioration of Chlorophyll in Phytoplankton”, developed by student De’Aunte Johnson, Binti Mohamed and Tailor Davis, will fly in a mini-laboratory to the Space Station in June. This experiment was selected from a number of student proposals by local and national review boards.

During up to eight weeks in orbit, astronauts will interact with the 21 approved experiments, based on guidelines supplied by student scientists. Upon returning to earth, the experiments will be returned to their high school developers for analysis. The winning team will be invited to present the results of their research at the SSEP National Conference at the National Air and Space Museum.

The local project received financial help from the Rochester Area Community Foundation and other groups. The Student Spaceflight Experiments Program (SSEP) is a program of the National Center for Earth and Space Science Education (NCESSSE) in the U.S. and the Arthur C. Clarke Institute for Space Education internationally.



ABOVE: Student developers of experiment going into orbit later this year.

To learn more, contact Laura Brophy, Assistant Dean & Executive Director of External Relations Communications at the U.R. Warner Graduate School of Education and Human Development, at (585) 275-2308 or lbrophy@warner.rochester.edu.

Summer LEAP closes achievement gaps

The major role that summer learning loss plays in the achievement gap is becoming well known. Research shows that two thirds of the total academic achievement gap between low income children and their middle class peers results from summer learning loss.

The Greater Rochester Summer Learning Association (GRSLA) works to lessen summer learning loss for thousands of children from low-income households in our region by providing evidence-based, high-quality summer learning programs to as many students living in poverty as possible. GRSLA has expanded ten-fold in the last six years, and aims to grow another ten-fold in the next six years.

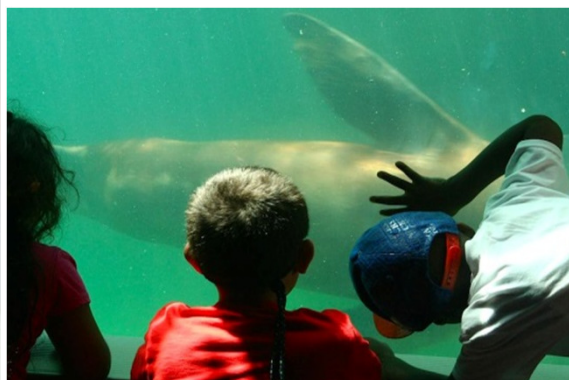
GRSLA has built a public-private partnership of educational institutions, government agencies, not-for-profit groups, business groups, foundations, and concerned citizens to establish summer learning programs for low income children PreK-8. To date most of the young people served live in Rochester and attend Summer LEAP programs offered at The College at Brockport, Encompass Resources for Learning, Monroe Community College, Nazareth College, Allendale-Columbia, Harley School, University of Rochester, and several community-based PreK providers. These programs provide a variety of 6-week educational enrichment (e.g., project-based learning, literacy tutors, STEAM activities, support services, swimming lessons, field trips, career exploration, and college visits).

In addition, the GRSLA program is offered at SUNY Geneseo via the Soaring Stars program which involves nine school districts in Livingston County: Avon, Caledonia-Mumford, Dansville, Geneseo, Livonia, Keshequa, Mt. Morris, Wayland, and York. GRSLA is also in discussions with two Monroe County suburban districts about becoming sites for summer learning in the future. The plan includes expansion to serve children in need who live in the suburbs.

Each separately hosted program raises the funds necessary to operate through grants and donations from individuals while the host institution provides the facility as an in-kind contribution. Since all GRSLA programs are independent they handle volunteers and volunteer recruitment differently. All GRSLA program sites and their Executive Directors are listed at: www.summerleap.net.



SOURCE: Luis A. Perez, Director, Program Support and Expansion, Greater Rochester Summer Learning Association (GRSLA)
585-295-1000 x238
grsla2011@gmail.com



Public Education – The Federal Role: Support, Not Governance



In keeping with the United States Constitution:

- ★ Authority for public education rests at the state level.
- ★ Local school boards must have final responsibility and freedom in the design and implementation of programs, assessment and evaluations.
- ★ The principle of separation of church and state must be maintained.

Federal Involvement in Public Education prior to 2001:

- ★ Focused on overcoming inequities that state and local government lacked the resources to address:
- ★ Supplemented local revenues to mitigate the impact of poverty (ESEA).
- ★ Ensured access to education for students with disabilities (IDEA).

Congress must end its overreach and return education to local control.

	CURRENT ISSUE	NEEDED CORRECTIONS
FUNDING	<p>Any federal legislation not fully funded should be in the form of a recommendation not a mandate.</p> <p>In NYS, the Tax Cap and revenue structures for school districts do not provide a mechanism to adsorb costs associated with unfunded or under funded legislation.</p>	<ul style="list-style-type: none"> ✓ Funding needs to be provided to support the transition to the new Every Student Succeeds Act (ESSA). Title I funds are critical as districts support students through the transition to new standards and accountability measures. ✓ IDEA funding needs to be increased; the current level of 16% is far short of the intended target of 40%. ✓ Funding for the more costly HHFKA regulations needs to be increased so school lunch programs can remain financially viable.
IDEA	<p>The Individuals With Disabilities Education Act needs to be reauthorized.</p> <p>While the total number of students with disabilities has decreased with declining enrollment, the number of students with autism, or other health impairments has increased significantly. Another population of students impacting districts significantly are those entering school as English language learners and/or have interrupted learning due to transitions. Both of these student classifications have needs and requirements that greatly exceed the amount that schools receive under IDEA.</p> <p>Boards of Education recognize and support the goal of helping all students succeed and are willing to provide the necessary programs to make that happen.</p>	<ul style="list-style-type: none"> ✓ In order to maintain programs that support all students, it is imperative that IDEA funding become a mandatory federal budget item. If not, the current requirements will force schools to cut programs that are not mandated but best serve all students. ✓ Fix the “maintenance of effort” (MoE) provision to allow for reduced special education funding where districts can show that making efficiencies does not impact quality of services. Compliance should not rest on the number of dollars used but how they are best used to serve students. ✓ Requirements that will involve costly implementation need to be fully vetted with both resource and financial impacts determined, or these mandates should remain recommendations.
HHFKA	<p>The Healthy Hunger-Free Kids Act needs to be reauthorized.</p> <p>HHFKA has noble intentions and schools support those intentions. However, without flexibility in the implementation of some very stringent requirements, school lunch programs will become unsustainable. Introduction of new foods into children’s diets takes time and considerable effort.</p>	<ul style="list-style-type: none"> ✓ Without flexibility in both the sodium and whole grains requirement, student participation will continue to decline. The latest USDA data has found that 1 million fewer students bought school lunch during the 2014-2015 school year. ✓ The loss in participation coupled with the increased costs for both food and labor will deplete food service accounts and force the general fund which is used for instruction to support school lunch programs.

**MCSBA OPPOSES any funding streams
—such as vouchers, education tax credits, and charter schools—
that divert funds and distract attention from public education.**

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220 Idlewood Rd., Rochester, NY 14618, www.mcsba.org
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