

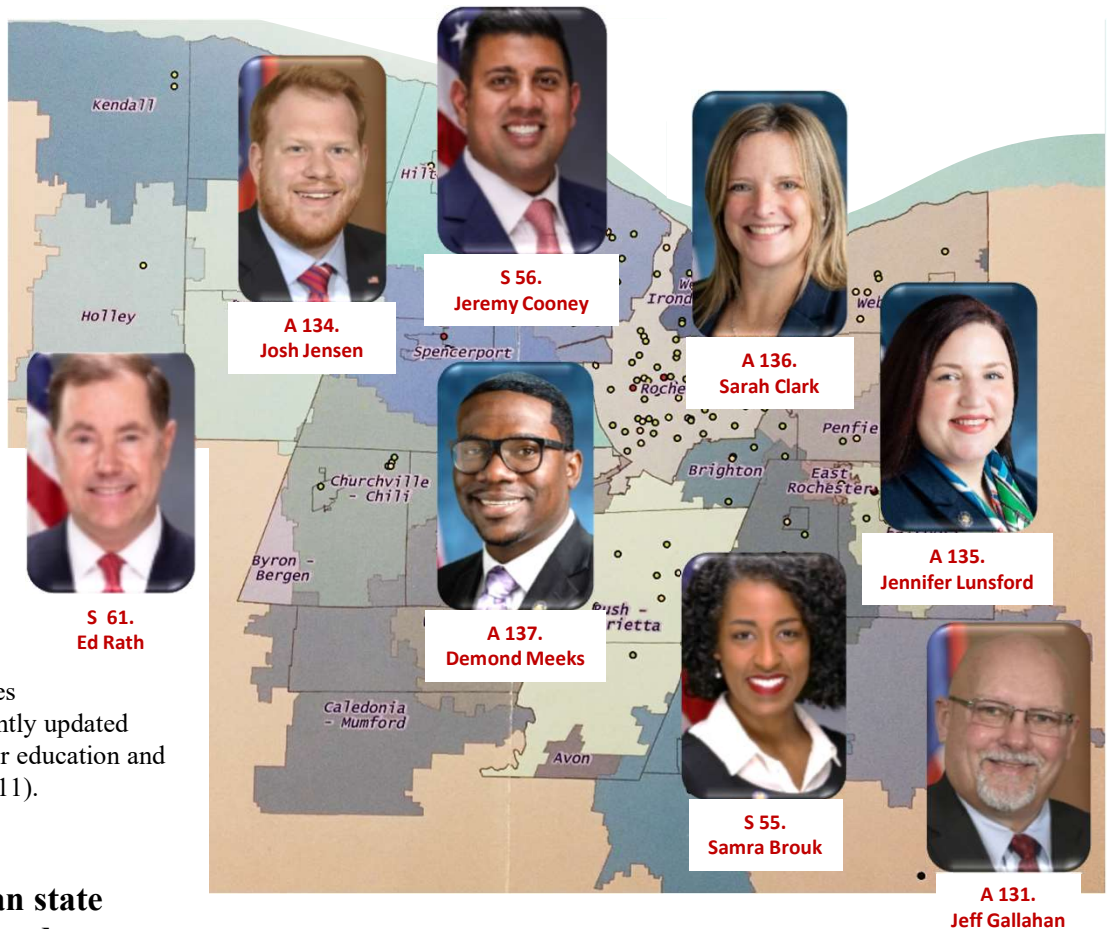


Legislative Committee to meet with lawmakers

MCSBA districts will be represented by eight new lawmakers in Albany this year.

Therefore, the MCSBA Legislative Committee is reaching out virtually to our new NYS Senate and Assembly members (seen superimposed on a map of our service area) to introduce them to leaders of the school districts they represent, to acquaint them with the resources available through MCSBA, and to discuss education issues facing districts this year.

Some of these essential issues are stated in MCSBA's recently updated positions on NYS support for education and mandate relief (see pages 9-11).



Meetings with veteran state lawmakers also planned



Zoom appointments are also being scheduled with our re-elected veteran legislators (seen at the left) for constituent meetings in February and March. District leaders are encouraged to register through MCSBA for meetings with lawmakers representing them in Albany.



President – Amy Jo Thomas, Pittsford CSD
Vice President – Gary Bracken, Spencerport CSD
Past President – Kathleen Dillon, Monroe 2 – Orleans BOCES, Churchville-Chili CSD
Treasurer – John Abbott, Monroe 2 – Orleans BOCES
Executive Director – Sherry Johnson, Sherry_Johnson@boces.monroe.edu
Program Director – Beckie Schultz, Beckie_Schultz@boces.monroe.edu

February 2021 INDEX

Legislative Committee to meet with new lawmakers	1
From our president	2
From our executive director	3
Remembering John Heise	
IE: Language Acquisition for ELLs	4
ACT for Education Discussion: SEL during the pandemic	4
LR: Workforce availability	5
Opportunities to foster anti-racism in schools	6
Mission to Mars goes virtual	7
MAG legislative update	8
MCSBA position on state aid	9
MCSBA position on mandates	11

From our president: Building Relationships in 2021

One of the MCSBA goals established for 2020/21 is to *Build Relationships*. Having this as a goal has forced me to examine how the process of developing relationships has influenced my life and decision-making. Transitioning through several relocations both domestically and internationally, I was awakened to the importance of building meaningful relationships both personally and professionally. In my experience, the people I met during these transitions served as the catalyst needed for me to adapt and thrive in unfamiliar environments.

In the past year, we have most certainly found ourselves in unfamiliar environments where relationships of all types have been strained by the many challenges and divisions we are facing. But I believe now we are in a period of transition where we will become more united as a nation and in our communities. Our MCSBA goal is certainly one that could and should be applied in a larger way as we work on building bridges and establishing healthy relationships beyond just our group.

However, it will not be easy and it will take resolute commitment from all of us to better understand each other and our respective viewpoints while addressing the challenges and inequities that exist in our society. It will take a purposeful effort to engage in civil discourse to understand diversified views while reaching a peaceful resolution to issues.

When it comes to relationships, the MCSBA has a strong reputation, known for our effective efforts to educate state/local legislators on the impact of proposed and/or existing legislation and the pressing issues facing public education. We need to leverage this core strength as we navigate 2021 with a new administration in the White House and newly elected state and local legislators.

To this end, while we are unable to host our annual Legislative Breakfast this year, we can look forward to our Zoom Legislative Meeting scheduled on February 4 to meet and greet our newly elected officials. In addition, Sherry and Beckie have arranged smaller regional meetings with our veteran legislators to meet with BOE representatives from their constituent districts throughout February and March. These initial meetings are vital in establishing and maintaining relationships and laying the groundwork for our current advocacy efforts.

Finally, the strength of our MCSBA relationships with each other has been a critical component of successfully dealing with the many crises we have faced. Superintendents and BOEs have worked together throughout COVID-19, dealing with the DOH and the Governor's Executive Orders, sharing best practices on hybrid and remote learning models, figuring out ways to operate some sports, developing testing protocols, and now, looking for ways to get staffs vaccinated. This collaborative effort has proven to be a critical component to maneuvering this historical year and we must continue this collaborative approach to keep moving the chains in a positive direction. As expressed in the words of Vice President Harris on Inauguration Day:

"The courage to see beyond crisis, to do what is hard, to do what is good, to unite, to believe in ourselves, believe in our country, believe in what we can do together."



Amy Thomas

Amy Jo Thomas

From our executive director: *Looking Forward*

Dear Members,

On January 6, when I witnessed the siege on our Capitol, I was unfortunately reminded of the themes of two books that most of us read in high school; George Orwell's *1984* and William Golding's *Lord of the Flies*. Both books warned how the use of misinformation and manipulation of reality could create a "group think" mob with devastating effects. It was horrifying to see those images on television and to think that books I read by authors who published their novels in 1949 and 1954 respectively, had landed in reality in 2021.

We have long prioritized teaching our students critical thinking skills, on providing environments of inclusivity and creating equity. From my election to a Board in 1998 to now, the work continues on about how to implement policy, best practices and professional development to reach these substantive goals for our students. The pandemic has laid bare the work that remains.

The systemic racism and inequities in education, in testing, in evaluations, and in funding are just some of the barriers that we have fought hard to overcome. But our work has also been challenged by algorithms outside of education, where only the information that we "like" allows for a self-filling prophecy that keeps other information from being accessed and critically analyzed. Technology for all of its good has helped to perpetuate division and create new hurdles to the goals we must reach.

But, I know that you won't give up, that your vision, your mission and your resolve is to make sure that each and every student in your school districts have the necessary tools and supports to be successful in whatever endeavor they choose and become the future leaders we need. You continue to intentionally look at policy, at practice, at curriculum and instruction and you are determined to make the needed changes so that January 6, will be a moment that history will never find repeated.

Amanda Gorman's Inauguration poem was inspiration enough, so I will simply thank all of you for being brave enough to be the light on behalf of our children.



Sherry Johnson

Sherry Johnson



Remembering John Heise

John Heise, Vice President of the Holley Board of Education and member of the Monroe 2 – Orleans BOCES Board, died on December 23. After working 11 years in the Rochester City School District, he accepted a position as the Holley Elementary School principal. He later served as the Holley High School principal and the District Director of Special Education before retiring in 2002. He served 13 years on the Holley School Board and 12 years on the BOCES 2 Board.

One of John's longest commitments was to the Holley Rotary Club and to Rotary International. He believed in the Rotary principle of "service above self". Many students from all around the globe spent a year in Holley due to John's work in the Rotary Youth Exchange program.

Due to Covid-19 restrictions, there will not be a service at this time.

Those wishing may make a contribution to the Holley Rotary Club, P.O. Box 224, Holley, NY 14470 in his memory.

Language Acquisition for ELLs

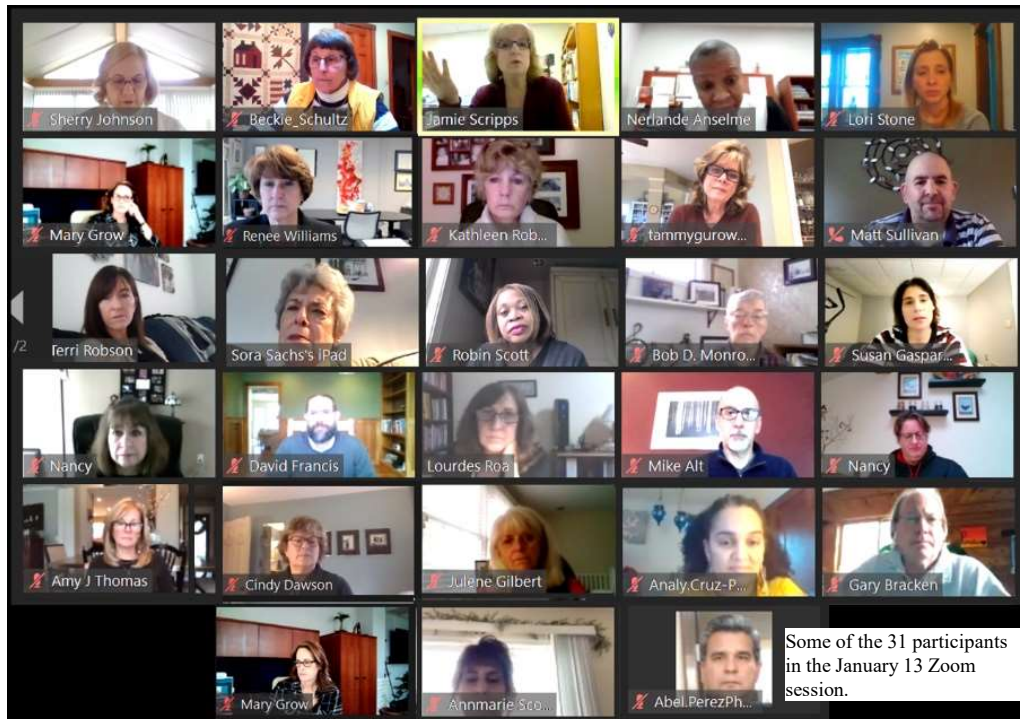
On January 13, members of the Information Exchange Committee heard how the Rush-Henrietta District supports and monitors language acquisition by English language learners. Jamie Scripps, Teacher on Special Assignment, Student & Family Services Department for the district discussed issues faced and strategies used to assist students for whom English is not their first language. She noted that because of the pandemic, ELLs are functioning below their mainstream peers, but given time and services they are expected to perform as well as their peers again.



ABOVE LEFT: Presenter Jamie Scripps (RH);
ABOVE RIGHT: Information Committee Co-Chair
Tammy Gurowski (Web).

Among her other comments were descriptions of the following:

- * ELLs have had some positive experiences with remote learning, such as taking charge of their own learning and working at their own pace. Teachers more easily differentiate lessons and have increased opportunities to interact with students and their families.
- * Supports for staff and parents involved with ELL students do not center on a deficit model, but on factors that enhance the ability to meet students' needs, such as ENL professional development for all staff, planning time for co-teaching, and processes for monitoring language acquisition versus content acquisition.
- * Services to families to empower them to assist student learning. It is important to communicate with parents in their preferred language.
- * Rush-Henrietta offers informational videos for parents in other languages as well as multi-lingual parent forums.
- * Rush-Henrietta employs multiple methods to monitor language acquisition.



Some of the 31 participants
in the January 13 Zoom
session.



Roundtable discussion: SEL during the pandemic

Four of our local superintendents met in a webinar sponsored by ACT for Education on January 14 to share how their districts are prioritizing social emotional learning and health for students, staff, and families. This roundtable discussion was one of an ongoing ACT for Education webcast series for the wider community on issues important during the pandemic. These videos are accessible from the ACT for Education website at <https://actforeducation.org>.

Superintendents participating in the ROC Acts webinar were -
TOP RIGHT: Kathleen Graupman (Gre), and discussion moderator Jo Anne Antonacci (B2);
BOTTOM RIGHT: Dr. Tom Putnam (Pen), and Dr. Lesli Myers-Small (Roc).





During the January 20 Labor Relations Committee meeting, held via Zoom, participants discussed issues with workforce availability. Leading the discussion were Douglas Lauf, Assistant Superintendent for Human Resources & Labor Relations (Fpt); David Swinson, Assistant Superintendent for Administration and Human Resources (Web); and Sara Visingard, Esq., Harris Beach PLLC.

ABOVE: Presenters David Swinson (Web), Douglas Lauf (Fpt), and Sara Visingard, Esq.

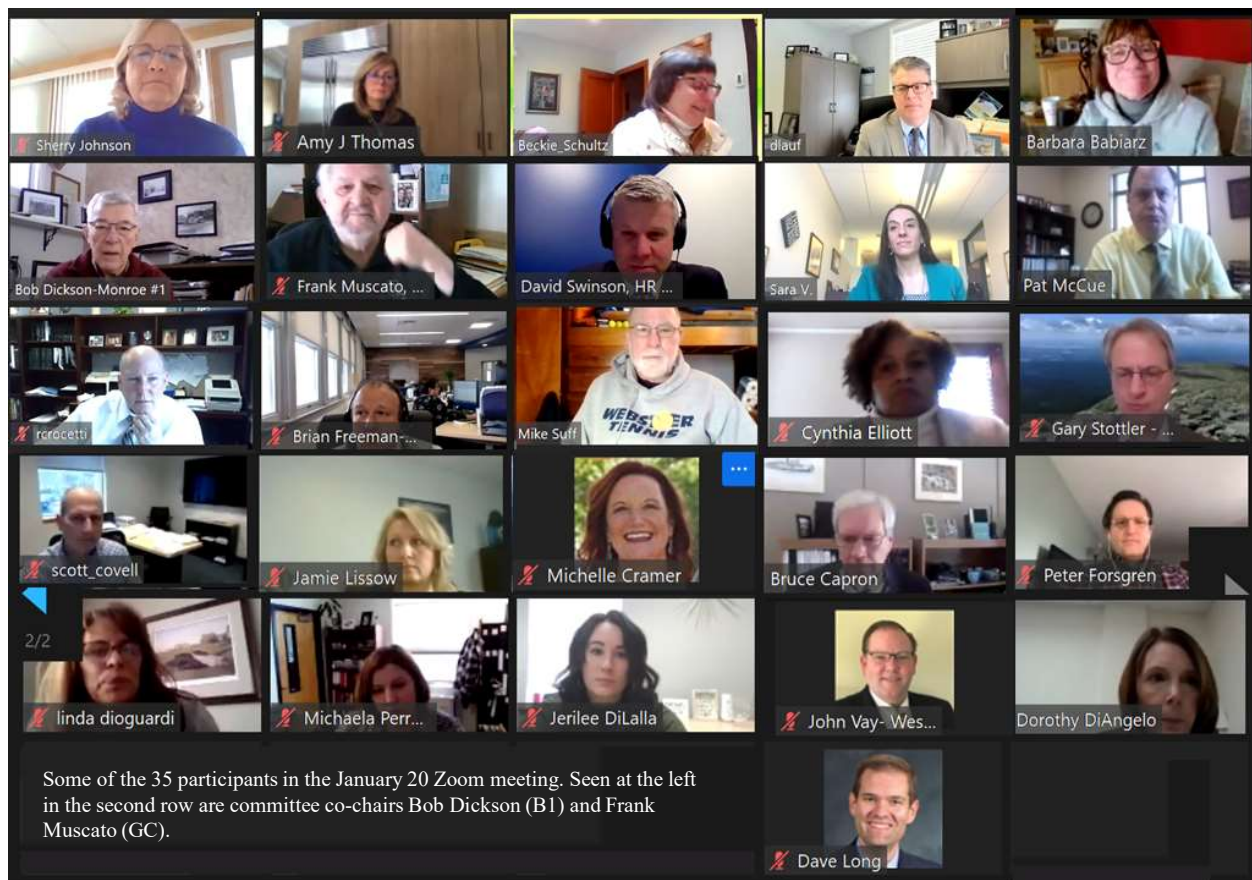
Among their comments were the following:

Dealing with the COVID-19 pandemic has been especially challenging for school districts from a staffing standpoint. One Size DOES NOT Fit All. Each district developed local reopening plans: In-person, Partial reopening, Remote. Each district faced different issues with collective bargaining agreements regarding class sizes and other restrictions and each district faced different issues with variability of staff.

Staffing issues included: Accommodations/Medical Leaves/Anxiety; Family Situations – daycares closing; variability within local application of state labor laws; and adaptations of staff to the variety of district pandemic plans for instruction.

Some of the solutions used by districts to cope with issues created by the pandemic included flexible use of staff and third-party contractors; working through contractual, certification, exclusivity, title and other limitations; and sunseting MOAs.

Issues remaining include shortages of substitute teachers and school bus drivers, as well as preparations for the unknown, such as the need to return to remote instruction, re-deploying staff, and budget development.



Opportunities to foster anti-racism in schools

Crafting Anti-Racist Classroom Lessons

New Instruction Centered on Equity Underway for Monroe County Schools

The development of new anti-racist instruction is underway at the [Center for Urban Education Success](#) (CUES) at the University of Rochester's Warner School of Education, in conjunction with school districts and community partners, and will be implemented in Monroe County classrooms as early as this spring, beginning with grades 8, 11 and 12 and aligning with the U.S. history curricula and NYS standards. The team of University educators, Monroe County teachers and administrators, and [Monroe One BOCES](#) and [Monroe 2-Orleans BOCES](#) personnel, is building the instruction to explore our region's troubled history with race relations, focusing on the 1964 uprising to current day.

This anti-racist instruction will be new to school districts across Monroe County. Shaun Nelms, Ed.D., associate professor and Director of CUES at the Warner School, superintendent of East High School in Rochester, is spearheading this effort to use common instruction that would cover the civil unrest, segregation, and racism as it exists in our area. In Monroe County, the city and suburbs (and its public school systems) are segregated by race and class. According to a [2020 EdBuild report](#), Rochester has the most economically segregated school district border in the nation, walling off the high-poverty urban education system from neighboring affluent districts.

The county-wide team of educators will work together to implement [culturally-responsive sustaining practices](#), which are grounded in Gloria Ladson-Billings' early work on Culturally Relevant & Responsive Pedagogy (CRRP), to help lead the county-wide initiative. It is a framework that recognizes the importance of leveraging students' cultural references and experiences that are traditionally excluded from mainstream settings in all aspects of learning. It rests on three fundamental goals: teaching must yield academic success; teaching must help develop and sustain positive cultural identities; teaching must support students' ability to recognize, understand, and critique inequities.

With the new county-wide initiative, all area teachers will have access to lessons focused on the historical and contemporary conditions of inequity. This equity-based, culturally-responsive work will help area students—both city and suburban—understand more about our region's long-standing history of segregation and disparity.

The educators involved in the initiative include a mix of teachers and administrators from across Monroe County. This past summer, Monroe County school administrators convened for professional learning in preparation for the rollout of the new instruction in the spring. Similarly, opportunities continue to be offered to area teachers throughout the school year. After laying this groundwork for the anti-racist instruction, the team will begin fleshing out ideas around the impact of geography on race, wealth, education, housing, and health care, etc. and finally create assessments to measure students' understanding.

SOURCE: News Release. Theresa Danylak, Office of Communications and External Relations, Warner School of Education, University of Rochester
tdanylak@warner.rochester.edu 585.275.0777 (office) 585.278.6273 (cell)



GVASCD Book Study: How to be an Antiracist

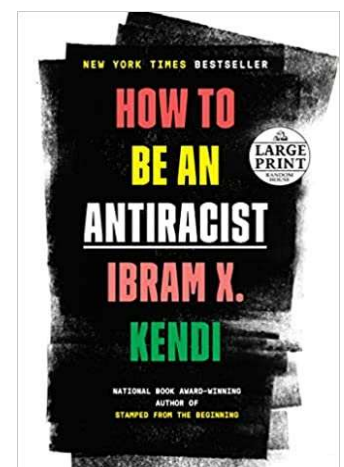
The Genesee Valley ASCD provides opportunities to learn and connect with the top literature, speakers, and presenters from around the country. Coming in April:

**Online discussion of *How to be an Antiracist* by Ibram X. Kendi
Presented by Tasha Potter,
Director of Diversity and Equity Planning, Monroe One BOCES**

**Tuesday, April 6th 2021 at 5-6:30pm and
Tuesday, April 20th 2021 at 5-6:30pm**

Registration is open and will fill quickly.

[Learn More or Register Today](#)



Mission to Mars goes virtual

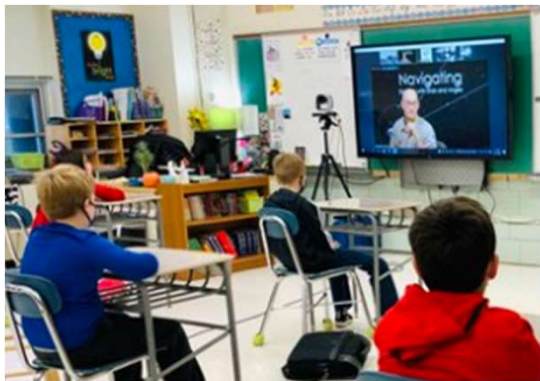
The Challenger Learning Center has rewritten its Mission to Mars so that students can participate even during the pandemic. It now consists of a 3-part virtual/remote experience. Part 1 is a 60-minute video conference with our commanders that connects to classrooms or individual homes. Then students work independently for anywhere from 1 hour to 7 hours. A few days later, participants reconnect with Challenger staff for a second 60-minute video conference to complete the mission based on the work done independently. The virtual program is booked almost solid through June 2021; scheduling is also underway for the 2021-2022 school year. Challenger video/remote Mars missions were featured on the Channel 8 and Channel 10 news this past fall. Challenger staff members have also rewritten all their video conferences so that they can be done from a classroom or individual homes or a combination of both depending on district and teacher needs.

RIGHT: Mission Commanders Peter Robson and Andy Raab.

BELOW: Mission Commander Raab on screen with technician Tim Poland aiding with communications with classrooms.



The BOCES ONE Challenger Learning Center program is evaluated regularly by the Center for Interactive Learning and Collaboration (CILC). CILC provides educators and students access to collaborative and engaging interactive connections around the world. They evaluate the quality of programs using participant surveys. The challenger has won the CILC's highest award for engaging instruction, the Pinnacle Award, every year.



Students from Webster (left) and East Rochester (right) participating in the Challenger Learning Center Mission to Mars this past fall.



To learn more, contact Steve Orcutt, Director of Instructional Programs and Services, Monroe #1 BOCES: (585) 249-7890 steve_orcutt@boces.monroe.edu or

Amy Vallone, Monroe #1 BOCES: 585-383-2290 Amy_Vallone@boces.monroe.edu

Pictures downloaded from [RochesterChallenger \(@RochesterChall1\)](https://twitter.com/RochesterChall1) / Twitter and RochesterFirst.com.

MAG legislative briefing

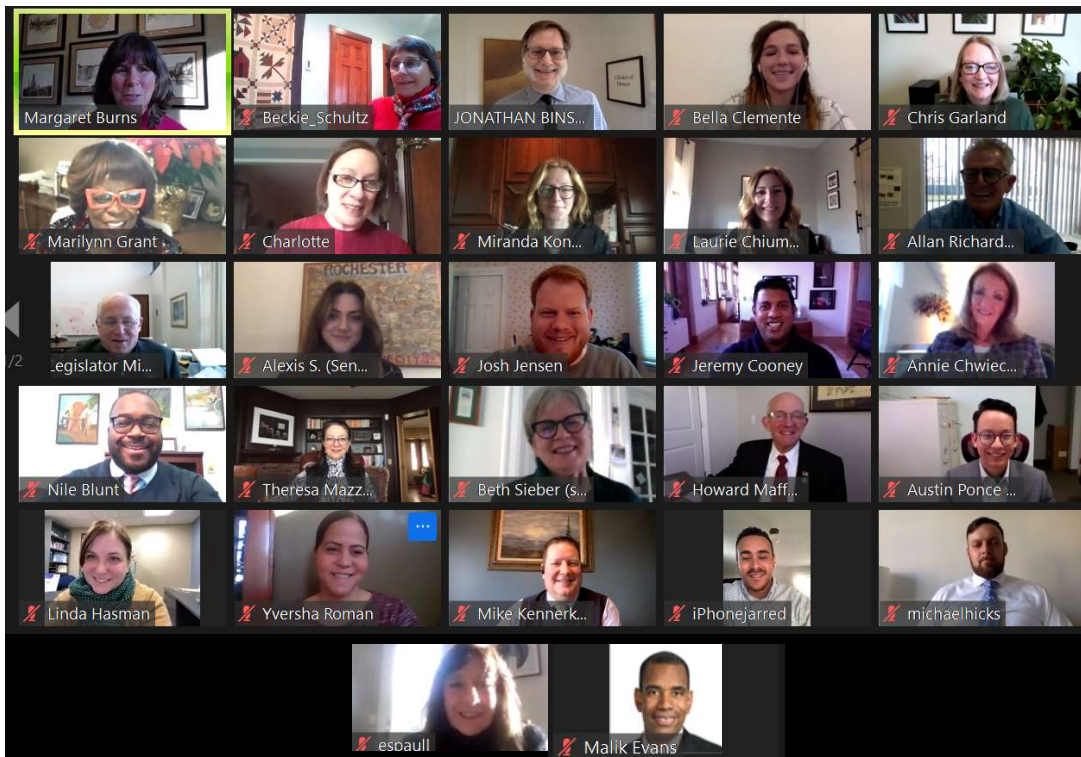
On Friday December 11, the Memorial Art Gallery held its annual legislative briefing. Executive Director Jonathan Binstock and BOM President Marilynn Patterson Grant hosted local legislators and community members to discuss the gallery's accomplishments in the past year and to preview their endeavors moving forward. Once again the staff's dedication to making the gallery a welcome and accessible place for all members of our diverse community was in full view. The museum has been recognized for its relevance on both a local and national level and is an important asset for our students.

In a normal year between 7,000 -10,000 students visit the museum, and another 450 RCSD students participate in ten-week sessions through the MAG-RCSD Expanded Learning Collaboration. A touching video, produced by Dixon-Schwabl for the museum, that highlights the program with participants discussing its value to them in their own words, is accessible at (<https://vimeo.com/dixonschwabl/review/486552737/8bce3d9ef9>).

The RCSD program falls under the direction of Dr. Nile Blunt, who joined the MAG's senior leadership team in September to direct the design, development, and implementation of all programs for regional K-12 students and teachers, as well as with UR and all regional faculty, undergraduate, and graduate students. Prior to joining the MAG, Blunt served as the Head of School Programs at Crystal Bridges Museum of American Art in Bentonville, Arkansas. He holds a BA in History from American University and an MA and PhD in History from the University of Illinois at Urbana-Champaign. He spoke at the briefing about his priorities moving forward:

- Continue to diversify our docents
- Increase and update training for docents
- Expand the relationship between UR and MAG
- Expand community outreach
- Extend the MAG-RCSD Expanded Learning Collaboration.

The MAG has been impacted by the pandemic in a significant way but has still served the community with virtual offerings for families and students. Some of the new virtual tools include gallery tours, short films and a how to series on art for students. The new programs will continue to make the museum more accessible and engaging after the pandemic.



The museum raises 90% of its operating costs from public funds. Additionally, government funding from grants and other sources plays a key role in the sustainability and offerings at the gallery. The museum received no PPP and was closed for 107 days, but is open now at 25% capacity for the community to enjoy.

ABOVE: Dr. Nile Blunt, MAG.

LEFT: Some of the participants in the MAG Legislative Briefing, held via Zoom on December 11.



The NYS Constitution and Public Education

The NYS Constitution states “The legislature shall provide for the maintenance and support of a system of free common schools, wherein all the children of this state may be educated.” (Article XI, §1)

Therefore, the NYS Constitution mandates that our system of “free common schools” not be undercut by the diversion of funds to alternative “choice” school options such as charter schools, vouchers or education tax credits.

Charter Schools	
<p>Accountability –</p> <ul style="list-style-type: none"> • In the US and in NYS, charter school student achievement on average, shows no improvement over public school student achievement. • The NYSED school report cards show that charter schools are more segregated and serve fewer students with high needs than traditional public schools. • Since charter boards are not elected by taxpayers, this is taxation without representation. • Charter schools were legislated to be education innovation centers that would develop strategies that could be used in traditional public schools. Charter schools have not met this charge. 	<p>Funding –</p> <ul style="list-style-type: none"> • After 20 years in existence, charter schools still drain critical funding away from public schools. Charters draw 80% of a district’s average per pupil costs for each student rather than account for lesser costs associated with students enrolled at the elementary level versus high school. • Students returning to public school districts from charters, particularly in the mid to latter quarters of the school year, disrupt the instructional and financial stability of these districts. • Research indicates community schools utilize best practices for providing equity in education. The state must find a sustainable funding source for community schools. Finite resources within districts do not exist to support both community and charter schools. (Source: NYSSBA research report; Simidian/Albert, 11/2016).
Vouchers	
<p>Accountability –</p> <ul style="list-style-type: none"> • Vouchers give dollars directly to families through voucher programs that allow them to choose the school that they believe is best for their child. • Vouchers would allow students to attend parochial schools, thus violating the NYS Constitution article that “prohibits the use of public property or money to support any school or institution of learning wholly or in part under the control or direction of any religious denomination.” • Like charter schools, the taxpayers have no oversight over how voucher dollars are spent. 	<p>Funding –</p> <ul style="list-style-type: none"> • The facile of the voucher idea is that all parents would be able to navigate the voucher program process and make an informed choice for their child. • It has been shown that vouchers do not cover all of the necessary costs associated with voucher programs thus eliminating the most needy families. • It is well documented that vouchers do not ameliorate the issues of poverty or equity, but would more likely be used by families already accessing the private school system. • Vouchers, if allowed for religious schools, violate our NYS Constitution, as currently written.
Education Tax Credits	
<p>Accountability-</p> <ul style="list-style-type: none"> • Education tax credits allow a dollar for dollar credit from state income taxes for contributions to school districts, education foundations and scholarships by individuals and businesses. • There is no legal obligation or expectation that NYS support non-public sectarian schools or help private schools solicit donations. 	<p>Funding –</p> <ul style="list-style-type: none"> • Individuals and businesses with the resources to participate in education tax credits can receive a significant tax reduction which results in a loss of state income tax revenue to support public education. • These donations can be given to private and parochial schools to provide students scholarships which circumvents the NYS Constitution as currently written.

Until our public schools are provided with the necessary means to help ALL children succeed, the NYS Legislature should NOT fund school choice options that divert critical resources away from public schools.

MONROE COUNTY SCHOOL BOARDS ASSOCIATION
 220 Idlewood Rd., Rochester, NY 14618
 585-328-1972 www.mcsba.org
 Approved December 6, 2017, Up-dated December 2, 2020

Data in support of the MCSBA position on School Choice

Charter Schools

- When charter school advocates took NYS to court to challenge the constitutionality of how states fund charter schools, they contended that, they too, were “free common schools.” However, the State Appellate Court disagreed.
 - In fact, the judges in reversing an order by the State Supreme court to allow the suit to continue, concluded that charter schools are a “different legal creation from traditional public schools” and charters independence to exclude some students and their exemptions from rules and regulations mean that they can’t use the Education Article as a basis for their lawsuit.
 - Further, the judges said; “To the contrary, to divert public education funds from the traditional public schools and toward charters would benefit a select few at the expense of the “common schools.”
- Not only did the NAACP pass a resolution calling for a moratorium on charter school approvals, they followed this up with a task force that developed a comprehensive report based on their findings from seven hearings across the country. They came up with 5 critical recommendations for regulating charter schools and strengthening public schools (<http://www.naACP.org/campaigns/naACP-plan-action-charter-schools/>). Those recommendations include:
 - More equitable and adequate funding for all schools serving students of color,
 - School finance reform,
 - Invest in low-performing schools and schools with significant opportunity to close the achievement gap,
 - Mandate a rigorous authoring and renewal process for charters and,
 - Disallow all for-profit charter schools.
- In a recent Phi Delta Kappa poll (PDK Poll, September 2020), “6 in 10 adults and 7 in 10 public school parents call public education highly important in their vote for president this November.” They also indicated their opposition for adding charters schools if it meant reducing funds to public schools. According to PDK, this opposition was “higher and more intense” in this poll compared to last years.
- A National School Board Association survey from late 2019, found that 65% agree, including 51% strongly agree that local school boards should have oversight of charter schools like they do over public schools since they are taxpayer funded. Finally, 75% of those polled agreed that money should not be taken away to fund private, religious or homeschooled entities. <https://www.nsba.org/News/2020/state-of-the-union-statement>
- In a March 2019 Quinnipiac poll, 40% polled were in favor of charter school expansion and 50% were opposed. This is almost the opposite response to the same question in 2015. (Source: Paul Heiser, NYSSBA) <https://poll.qu.edu/search-releases/search-results/release-detail?What=&strArea=&strTime=28&ReleaseID=2607#Question016>

Vouchers

- Scientific American studied the scientific research on vouchers and found that vouchers have “mixed to negative academic outcomes and, when adopted widely, can exacerbate income inequity.” <https://www.scientificamerican.com/article/trump-administration-advances-school-vouchers-despite-scant-evidence/>



Mandates

State leaders can no longer ignore their decade-old promise to provide mandate relief to districts operating under a tax cap. With a 60% majority needed for an override, and tight controls over reserve funding, school districts have no flexibility to absorb any additional costs.

As Governor Cuomo stated “If you pass the buck, you must pass the bucks”. Appropriate funding sources must accompany any new mandates to keep districts viable.

Currently, costs related to the pandemic are driving districts into financial and academic insolvency as they re-open and operate schools within the COVID -19 safety guidelines.

(Source: https://www.nyssba.org/clientuploads/nyssba_pdf/Reports/lost-gen-report-09302020.pdf)

MANDATE	ISSUES	SOLUTION
Tax Cap	<p>Annual cost increases districts incur consistently exceed the CPI and many are beyond the discretion of districts. The cap should exclude costs that districts do not have the ability to manage.</p> <p>Annual cost increases are especially disconnected to the CPI during the COVID pandemic.</p> <p>The tax cap along with state aid funding cuts restricts the ability of districts to develop long-term strategic financial plans. As a result, there is no mechanism to adjust for increased costs in any services or programs, such as new mandates.</p>	<p>Any legislation not fully funded should be in the form of a recommendation, not a mandate.</p> <p>Financial support for unforeseen costs related to COVID-19 is required in order for schools to fully reopen safely.</p> <p>Develop a school CPI that is reflective of districts’ labor driven costs and allow flexibility for changes within the cap formula for mitigating the sudden and unexpected costs such as those related to COVID.</p> <p>Eliminate the super majority override. A vote to support a local school budget should not be outweighed by one that does not.</p>
State mandated contributions to state pension funds	All pension fund rules, investments, and fiscal decisions are made in Albany yet all funding comes from local school districts.	<p>The state should review and adjust the formula according to changing market conditions to protect districts against spiking contribution rates.</p> <p>While districts appreciate legislation allowing for a TRS reserve, it has been exceedingly difficult to build budgets under the tax cap that allow the reserve to be funded.</p>
Employee share of health insurance costs	The rules that govern health insurance availability and the portion of the cost borne by employees are subject to Taylor Law negotiations, so districts cannot unilaterally alter the employee contribution.	Require a minimum rate of 15% for individual policies and 25% for family policies for employee contributions toward health insurance.
Expansive special education laws and regulations	<p>NYS has over 200 laws and regulations beyond federal special education mandates. NYS spends \$2 billion more per year than if it conformed to the average spending of other states.</p> <p>Special education advocates fight fiercely to protect their programs. There is no productive, informed dialogue about how to make special education programs more effective and efficient.</p>	Establish a statewide committee under NYSED with stakeholders that will look at current regulations, to find acceptable alternatives that continue to provide opportunities for students to be successful and allow districts to function more efficiently.
Calculate the cost of new programs and ensure funding for their implementation	<p>Districts need to prepare and implement several costly programs, each requiring significant staff time, training, and materials. These include:</p> <ul style="list-style-type: none"> • new curriculum (civics, mental health, suicide prevention), • State school by school reporting of per pupil costs which duplicates that required under ESSA under a different format, • the Human Rights Law, changes to Title IX, 2-D Privacy legislation, • AIS, RTI, expanded English as a new language (ENL) regulations, and • increased CDL licensing requirements. <p>Most were added since the tax cap was enacted.</p>	<p>All legislators need to obtain impact statements from their constituent districts so they are fully aware of the financial implications prior to voting on any education related bill.</p> <p>The true impact of new legislation should be published and available to the public prior to voting.</p> <p>NYS needs to ensure that districts have adequate resources and time to complete implementation in the next budget year prior to incorporating any new mandates.</p>
Eliminate outdated reports and initiatives	Numerous initiatives are introduced, each with its own reporting requirements, but state programs never sunset even after they are supplanted by other priorities.	<p>Set a schedule for the review and reconsideration of existing outdated programs. Establish sunset dates.</p> <p>Leverage data in existing reports prior to instating any new reporting mandates.</p>

MONROE COUNTY SCHOOL BOARDS ASSOCIATION

220 Idlewood Road, Rochester, NY 14618 585-328-1972 www.mcsba.org

Approved November 30, 2011

Updated: February 3, 2016, December 2, 2020