

North Colonie Central Schools

*Meeting the Mandates:
How do we do more with less?*

Budget Forum 2

January 19, 2012

Shaker High School Media Center

Our Mission

- All students are provided the opportunity and necessary support to engage in relevant, challenging work which contributes to their academic and social-emotional growth and development.
- Research consistently shows that the highest performing schools have an emphasis on higher order skills and higher expectations for all with resources devoted to providing a framework of support necessary for all to achieve.

2010-11 Fund Balance

- 7/1/2010 Fund Balance \$13,897,819

- Fund Balance Used 41,552

- 6/30/11 Fund Balance \$13,856,267
 - \$4.9 million Appropriated for 2011-12
 - \$7.3 million Restricted Fund Balance
 - \$1.7 million Unappropriated

Summary Budget Projection

	Estimated 2011-12 Actual	Estimated 2012-13 Actual	Estimated 2013-14 Actual	Estimated 2014-15 Actual
Beginning Fund Balance	\$13,856,267	\$12,487,410	\$10,377,410	\$6,,147,410
Total Expenses	\$89,884,899	\$92,718,118	\$96,739,834	\$99,729,885
Total Revenues	\$88,516,042	\$91,608,118	\$92,509,834	\$94,469,885
Fund Balance Used to Balance Budget	\$1,368,857	\$2,110,000	\$4,230,000	\$5,260,000
Fund Balance Remaining	\$12,487,410	\$10,377,410	\$6,147,410	\$887,410

Tax Levy Limit

What is it?

What does it mean for North Colonie?

North Colonie 2012-13 Estimated Tax Levy Limit Calculation

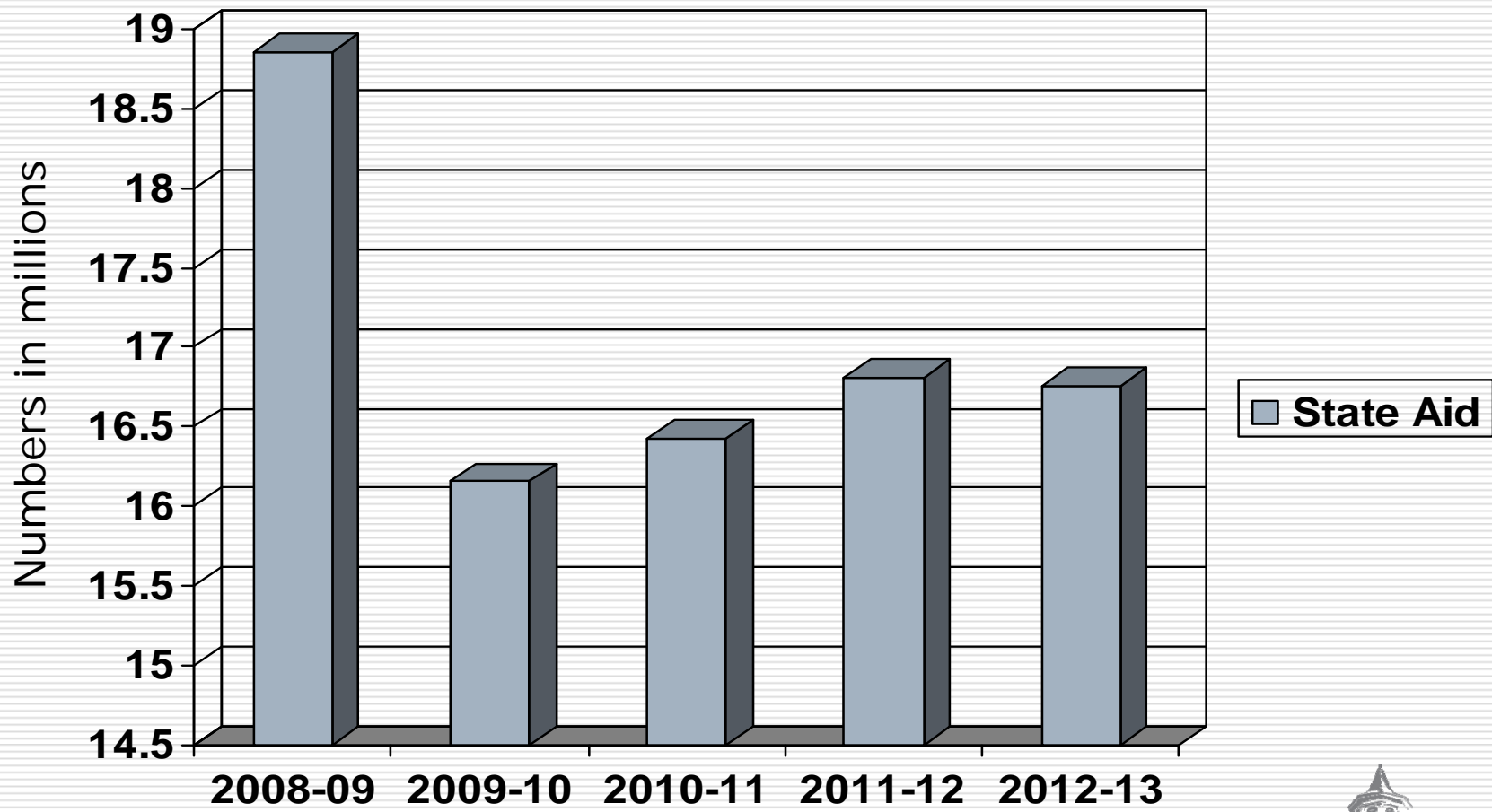
<u>Base Formula</u>		
Real Property Tax Levy for 2011-12	A	\$67,940,313
Tax Base Growth Factor	B	1.013
	A X B	\$68,823,536
Plus Pilots Receivable 2011-12	C	\$0
	(A X B) + C	\$68,823,536
Less Capital Expenditures 2011-12	D	\$2,665,032
Adjusted Prior Year Tax Levy	(A X B) + C - D	\$66,158,504
Allowable Levy Growth Factor	E	1.020
	((A X B) + C - D) X E	\$67,481,674
Minus Pilots Receivable 2012-13	F	\$0
Tax Levy Limit	G = (((A X B) + C - D) X E)-F	\$67,481,674
<u>Exclusions</u>		
Tax Levy Necessary for Tort Judgements		\$0.00
Tax Levy Necessary for Pension Contributions		
ERS .6% X \$13 million	H	\$78,000
TRS .0% X \$39 million	I	\$0
Plus Capital Expenditures 2012-13	J	\$2,653,352
Tax Levy Limit Adjusted for Exclusions	K = G + H + I + J	\$70,213,025
Actual Tax Levy Percentage Increase	(K-A)/A	3.35%

In Brief...

- ❑ NYS has a property tax cap, not a “2% cap”
- ❑ The property tax cap limits the school district levy NOT the individual tax bill of resident taxpayers
- ❑ The actual allowable tax levy increase will vary by district
- ❑ The formula allows for certain expenses to be exempt from the cap therefore allowing the total tax levy increase to be greater than the “perceived cap”
- ❑ BOEs can present a budget that “overrides” the cap but will need 60% voter approval
- ❑ Voters are approving the budget (spending plan) not the tax levy
- ❑ The education community continues to have many unanswered questions

State Aid Projections

January 17, 2012



Educational Mandates

“I know the arguments against being bold. Money is tight and getting tighter. The shifts in instruction should be phased in more gradually. Students aren’t ready for all this. But the longer we delay, the more students we deny the opportunity for success. Tough times demand hard work. The best way out of these tough times is to build a workforce ready to take on the economic challenges of the global economy. If we slow down reform, we’ll shut down opportunity for millions of our students.”

--Commissioner John King, November 2011

Dignity for All Students: *Background Information*

- Signed into law September 13, 2010
- Takes effect July 1, 2012
- Amended Section 801[a] of State Education Law (regarding instruction in civility, citizenship, and character education) by expanding the concepts of tolerance, respect for others and dignity by creating a new Article 2 – Dignity for All Students:

“It is hereby declared to be the policy of New York State to afford all students in public schools an environment free of discrimination and harassment.”

Dignity for All Students: *Background Information*

• **Article 2 to the Education Law prohibits discrimination against, and harassment of, students based on:**

- actual or perceived race
- color
- weight
- national origin
- ethnic group
- religion
- religious practice
- disability
- sexual orientation
- gender
- gender identification

by school employees or other students on school property or at a school function.

Dignity for All Students: *Background Information*

- The Dignity Act applies to all public schools, BOCES, and charter schools.
- The Dignity Act applies to incidents on school property (in a school building, athletic playing field, playground, parking lot, school bus)
- The Dignity Act applies to public school sponsored functions (school-sponsored extra curricular events or activities)

Dignity for All Students: *Requirements*

- **To promote a positive school climate through (including but not limited to):**
 - instruction in civility, citizenship and character that teaches tolerance, respect, and dignity for others
 - an awareness and sensitivity to different races, weights, national origins, ethnic groups, religions and religious practices, mental and physical abilities, sexual orientations, genders, and sexes.
- **To strengthen the behavioral expectations and consequences associated with repeated acts which substantially disrupt the educational process.**
- **To ensure inclusion of an age-appropriate version of Board policy on bullying, discrimination, and harassment in each school's Code of Conduct.**

Dignity for All Students: *Requirements*

- **To designate at least one staff member in each school to be trained in non-discriminatory instructional and counseling methods and handling human relations.**
- **To adopt guidelines to be used in school training programs for all district employees to:**
 - raise awareness and sensitivity of school employees to these issues
 - to enable employees to prevent and respond to discrimination or harassment appropriately.
- **To educate all students about internet safety and cyber-ethics**
- **To establish the expectations of the roles of different school community members (including students, parents, and employees)**

Dignity for All Students: *Status Update*

- **A K—12 Committee comprised of students, parents, teachers, and administrators has been charged with:**
 - Identifying and articulating K—12 plans and practices which will create safe, caring, and engaging school cultures for all students in all of our buildings by:
 - complying with the mandates in the Dignity for All Students Act
 - identifying barriers to full educational access for all students and making plans to address them
 - building all students' connections to their educational environment
 - planning ways to make school climate, defined by student involvement and engagement, a priority in every school

Dignity for All Students: *Status Update*

- **The Committee has met several times to discuss the new legal requirements, review current policy and practice, and establish priorities at each level.**
- **The Committee is currently meeting in work sessions to address identified priorities.**
- **The Committee is charged with presenting recommendations to the Board of Education in May.**

Dignity for All Students: *Challenges*

- **Updated guidance from NYSED was due in the fall of 2011. “The Commissioner shall:**

- Provide direction, which may include development of model policies and, to the extent possible, direct services, to school districts related to preventing discrimination and harassment and to fostering an environment in every school where all children can learn free of manifestations of bias
- Promulgate regulations to assist school districts in implementing this article including, but not limited to, regulations to assist school districts in developing measured, balanced, and age-appropriate responses to violations of this policy, with remedies and procedures focusing on intervention and education.”

Dignity for All Students: *Challenges*

- Definition, roles, and responsibility of “Dignity Act Coordinator”
- Training of all district employees for the beginning of the 2012-2013 school year.
- Curriculum development, particularly for the secondary level.
- Communication with community as to the specifics of the law

Regents Reform Agenda: *Background*

- **“New York State students should complete their high school education with the highest preparation possible to ready them for college and careers.”**
- **Are sufficient resources available, in conjunction with needed reforms, to ensure that all students are on the path to meet or exceed State learning standards?**

Regents Reform Agenda: *Requirements*

- **We must make a commitment to high levels of learning for all students.**
- **We must align all practices, procedures, and policies in light of that fundamental purpose.**
- **We must ask ourselves four critical questions:**
 1. What is it we want all students to learn—by grade level, by course, by unit of instruction?
 2. How will we know when each student has *learned* (as opposed to when material is *taught*)? In other words, how will we know when each student has acquired the essential knowledge, skills, and dispositions?
 3. How will we respond when students experience initial difficulty in their learning?
 4. How will we enrich and extend the learning for those students who are already proficient?

Regents Reform Agenda--Requirements:

The “answers” to the four critical questions

- What is it we want all students to learn—by grade level, by course, by unit of instruction?
 - **{Common Core Learning Standards}**
- How will we know when each student has *learned* (as opposed to when material is *taught*)? In other words, how will we know when each student has acquired the essential knowledge, skills, and dispositions?
 - **{Range of new assessments: formative, interim, and summative}**
- How will we respond when students experience initial difficulty in their learning?
 - **{Response to Intervention}**
- How will we enrich and extend the learning for those students who are already proficient?
 - **{Advanced graduation requirements}**

Regents Reform Agenda--Requirement One: Common Core Learning Standards *Background*

- What are the Common Core Learning Standards?
 - *“Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.”*
- What is the impetus behind the Common Core Learning Standards?
 - *Previously, **every state had its own** set of academic standards, meaning publicly- educated students were learning different content at different rates at different points in their school careers.*
 - *All students must be **prepared to compete** with not only their American peers in the next state, but with students around the world.*

Regents Reform Agenda--Requirement One: Common Core Learning Standards Background

What are the principles of the Common Core Learning Standards?

1. Fewer, clearer, higher standards for achievement
2. Align with college and work expectations
3. Include rigorous content and application of knowledge through higher order skills
4. Build upon strengths and lessons of current state standards
5. Informed by top-performing countries
6. Evidenced and/or researched-based
7. Realistic and practical for the classroom
8. Consistent across all states

[A Look at the Common Core](#)

Regents Reform Agenda--Requirement One: Common Core Learning Standards *Background*

- Instructional Shifts which require teachers to:
 - Expect active participation of all students
 - Facilitate the learning process rather than disseminate the information
 - Make their content literacy expertise visible to all
 - Create carefully structured situations that allow students to solve problems independently
 - Encourage students to draw on their abilities to discover answers by themselves rather than rely on adults to supply the facts

Regents Reform Agenda--Requirement One: Common Core Learning Standards *Background*

- Instructional Shifts which require students to:
 - Participate actively
 - Persevere and develop stamina
 - Formulate questions
 - Investigate
 - Pose explanations
 - Develop and write logical arguments with evidence
 - Think creatively
 - Work independently

Regents Reform Agenda--Requirement One: Common Core Learning Standards *Status Update*

Phased District Level Implementation of the Core

Awareness (2010—2011)



Capacity Building, Intensive PD,
Problem Solving in Teams,
1 Unit Per Semester (2011—2012)



Full Implementation (2012—2013)
Aligned Assessments
(2013--2014)

Regents Reform Agenda--Requirement One: Common Core Learning Standards

Status Update

Step	What We Have Done
Step 1	Get the Big Picture: Spring 2011 Read about the Common Core State Standards, why they matter and how they apply to New York State.
Step 2	Understand the New Standards: Summer 2011 Become familiar with the New York State Common Core Learning Standards.
Step 3	Identify the Key Shifts: Summer and Fall 2011 Understand the major shifts in instruction the NYS Common Core Learning Standards demands compared to the 2005 Standards. Then, participate in professional development offerings in specific content areas to learn, specifically, what actions need to be taken to implement those shifts.
Step 4	Get Practical : Spring 2012 Read , review, and create some detailed examples of ways to bring the Common Core alive in the classroom.

**Regents Reform Agenda--Requirement One:
Common Core Learning Standards *Status Update*
ELA/Literacy & Math Shifts**

6 *Shifts* in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 *Shifts* in Math

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

Regents Reform Agenda--Requirement One: Common Core Learning Standards *Status Update*

ELA Requirements

- In K–5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects.
- Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes .

Regents Reform Agenda--Requirement One: Common Core Learning Standards *Status Update* Mathematics Requirements

- One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from.
- The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task.
- Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

Regents Reform Agenda--Requirement One: Common Core Learning Standards *Challenges*

- The State is implementing the Common Core Learning Standards in English Language Arts and Mathematics K—12, all beginning in the 2012—2013 school year.
- The Common Core Learning Standards require significant time for teachers to collaborate, develop, and map vertically-aligned curriculum in English Language Arts K—12 and Mathematics K—12.
- How will summer curriculum work in areas other than English Language Arts and Mathematics be impacted?

Regents Reform Agenda--Requirement One: Common Core Learning Standards *Challenges*

- Mapping the Common Core Learning Standards:
 - Emphasize “Understanding by Design”—the core standards are prescriptive, freeing us up to put professionals together to deal with the question of *how* we best teach, not *what* we teach
 - Encourage collaboration between general education teachers and special education teachers/support teachers in the mapping process to build in the types of scaffolds necessary for our most struggling learners
 - Provide opportunities for cross grade-level conversations and interdisciplinary planning
 - Emphasize higher-order skills for all by creating opportunities for all students to apply their skills and knowledge in novel situations

Regents Reform Agenda—Requirement Two: Changing Assessments

Background

- This year the 3—8 state testing program is going to be more comprehensive because of the need to better determine student learning and to improve future assessments. To accommodate the increased number of questions, **the ELA and mathematics assessments will be administered over the course of three days respectively.**
- To help accomplish those goals, the Department has made two significant changes to the 3-8 ELA and mathematics testing program.
- First, they have increased the number of test questions to obtain the most accurate information possible about student achievement and to include field test questions upon which future tests will be built.

Regents Reform Agenda—Requirement Two: Changing Assessments

Background

- Second, the Department has designed the testing times to allow students sufficient time to demonstrate what they have learned.
- Although the actual time that it will take the typical general education student to complete each session is estimated to be 45, 50, 60 or 70 minutes depending on grade and subject (see table on page 5), **school districts must schedule 90 minutes for each session, on each day, at each grade.**

Regents Reform Agenda--Requirement Two: Changing Assessments

Background

- **3-10 ELA & 3-8 Math: Redesign**
 - Working on innovative assessment design with Common Core authors and Pearson
 - Field testing Spring 2012; operational test Spring 2013
- **6-8 Science and Social Studies/History: New Exam Development**
 - RFP released Fall 2011
 - NYS is partner in National Academy of Science: *Next Generation Science Standards development*
- **Regents Exams: Ensure Regents exam scoring and content aligned with college and career readiness**
 - Analysis to inform new scale: *Dan Koretz, Harvard and Jane Rogers, UConn*
 - Analysis to inform exam content changes: *Common Core authors, College Board, Pearson*
 - Empirical research plans for Regents Algebra I: *CUNY*

Regents Reform Agenda--Requirement Two: Changing Assessments

Background

New York State Assessment Transition Plan ELA & Math

Assessment – Grade/Subject	2011-12	2012-13	2013-14	2014-15
ELA				
Grades 3-8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ²
Grade 9 ¹				
Grade 10 ¹				
Grade 11 Regents	Aligned to 2005 Standards			
Math				
Grades 3-8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ²
Algebra I ³	Aligned to 2005 Standards	Aligned to the Common Core		
Geometry ³	Aligned to 2005 Standards	Aligned to the Common Core ⁴		
Algebra II ³	Aligned to 2005 Standards			
Additional State Assessments				
NYSAA		Aligned to the Common Core		NCSC ⁵
NYSESLAT	Aligned to 2005 Standards	Aligned to the Common Core		

Regents Reform Agenda--Requirement Two: Changing Assessments

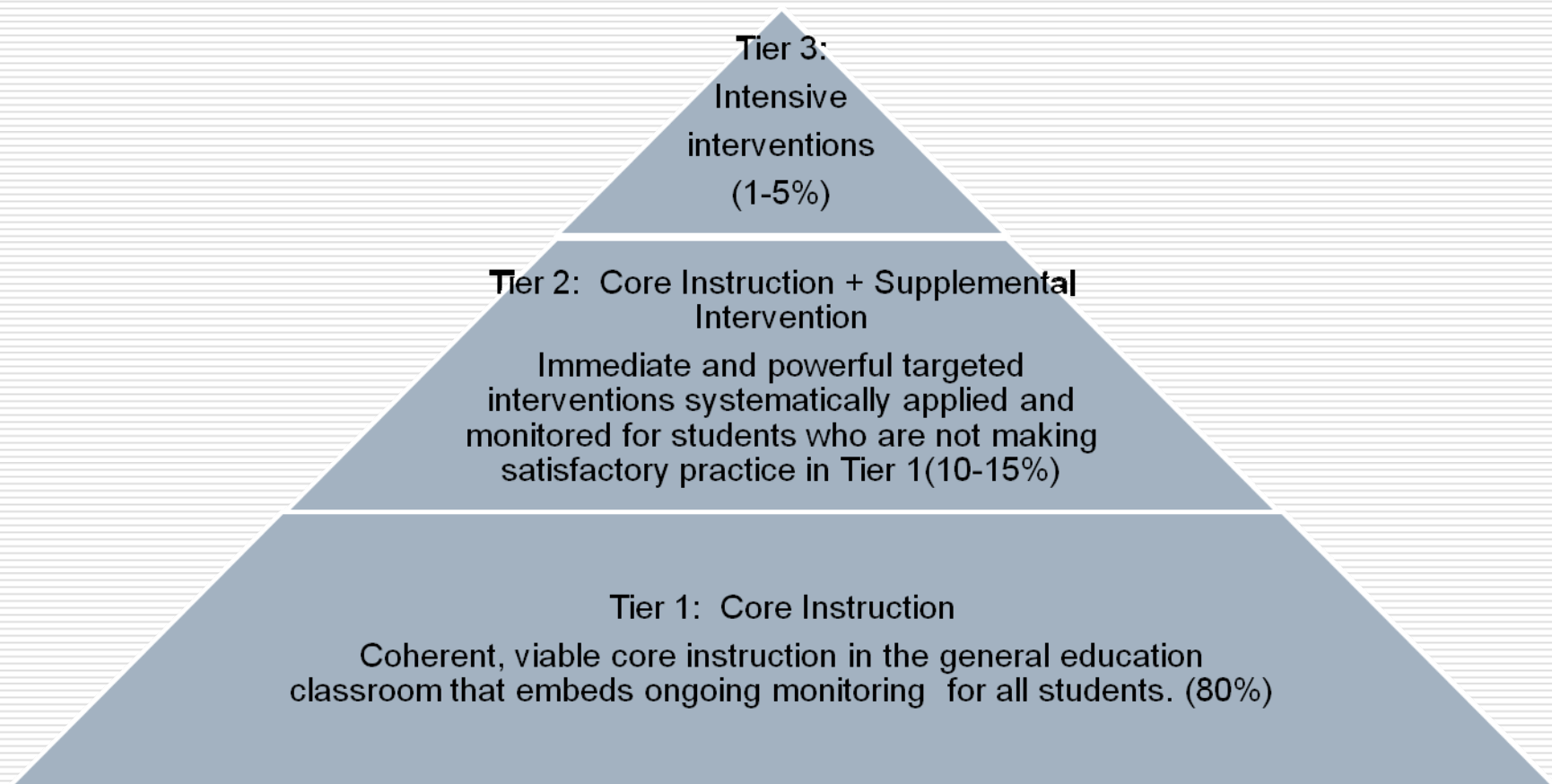
Background

- **New York State's transition to PARCC**
 - New York State has joined the Partnership for Assessment of Readiness for College and Careers (PARCC)
- PARCC is a 25-state consortium working together to develop next-generation 3- 11 assessments in English and mathematics
 - Assessments will include a mix of constructed response items, performance-based tasks, and computer-enhanced, computer-scored items.
 - PARCC will introduce 2-3 assessment components throughout the year instead of one single summative assessment
- PARCC assessments will be operational in 2014-15 but New York State tests will begin to integrate Common Core Standards in 2012-13 and 2013-14

Regents Reform Agenda--Requirement Two: Changing Assessments *Challenges*

- Changing Timeline: overlap between 2005 standards and Common Core Learning Standards, particularly at the elementary level
- Embedded Field Test Questions: impact on student performance cannot easily be determined
- Secondary Mathematics: changes to exam structure is still not clarified
- Data Analysis: Constantly changing assessment standards make it difficult to track student/cohort performance longitudinally

Regents Reform Agenda--Requirement Three: Response to Intervention *Background*



Regents Reform Agenda--Requirement Three: Response to Intervention *Background*

- “Rtl represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps.” (NYSED, 2009)
- Response to Intervention (Rtl) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006)
- Effective July 1, 2012, all school districts in NYS must have an Rtl program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability.

Regents Reform Agenda--Requirement Three: Response to Intervention

Background

- **Required components of an Rtl program:**
 - appropriate instruction delivered to all students in the general education class by qualified personnel
 - screenings applied to all students
 - instruction matched to student needs
 - repeated assessments of student achievement
 - application of student information to make educational decisions
 - use of Rtl data in determining if a student has a learning disability.

Regents Reform Agenda--Requirement Three: Response to Intervention *Background*

- For a student making sub-standard progress, the school must:
 - provide instruction that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction
 - repeatedly assess the student's achievement to determine if interventions are resulting in student progress
 - apply information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education
 - provide written notification to parents when the student requires an intervention beyond the general education classroom

Regents Reform Agenda--Requirement Three: Response to Intervention *Background*

- **The district shall select and define the specific structure and components of the Rtl program, including:**
 - the criteria for determining the levels of intervention to be provided
 - the types of interventions
 - the amount and nature of student performance data to be collected
 - the manner and frequency for progress monitoring
 - strategies for increasing the student's rate of learning

Regents Reform Agenda--Requirement Three: Response to Intervention *Status Update*

- District administrators met in the spring of 2011 to review the state's guidance document and review our current program with respect to the new mandates.
- A K—12 RtI Committee was established in the fall of 2011 to review district alignment and establish priorities.
- Screenings, criteria, and interventions are in place for students making sub-standard progress in reading, but more work is required in mathematics
- Behavioral interventions also need to be delineated.

Regents Reform Agenda--Requirement Three: Response to Intervention *Challenges*

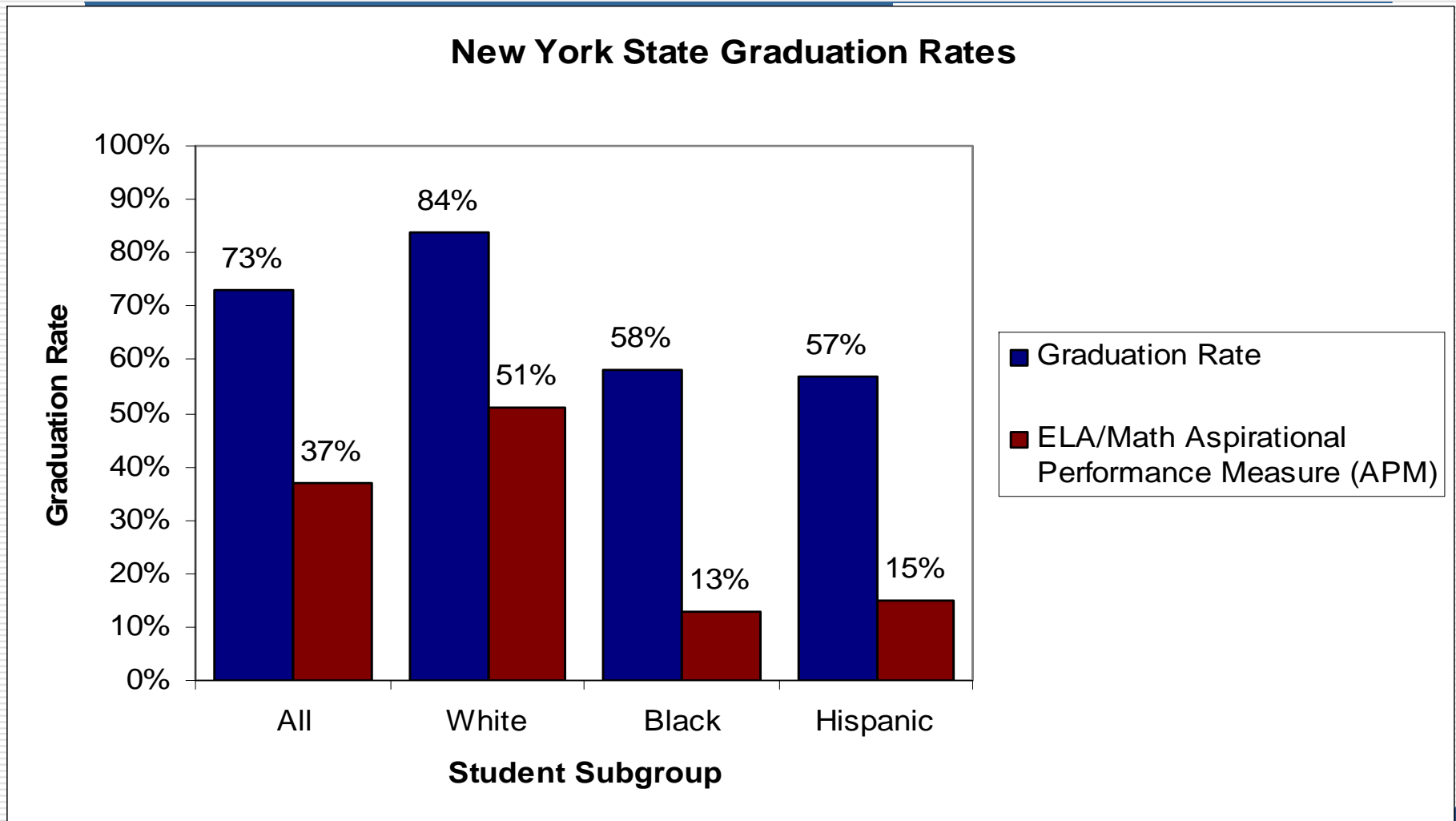
- In order to move beyond compliance with the mandate, we have to wrestle with complex questions:
 - If the goal is to prevent gaps in performance, do we need to have consistent reading intervention starting in kindergarten? (Currently, grade one)
 - If the goal is to prevent gaps in performance, do we need to have consistent mathematics intervention starting in kindergarten? (Currently, grade two)
 - How do classroom teachers provide additional reading time as a classroom intervention for some students without giving up instructional time somewhere else?
 - Will additional “approved” assessments need to be funded for English Language Arts and Mathematics?

Regents Reform Agenda--Requirement Four: Enhanced Graduation Requirements

Background

- “The greatest predictor of college success is the academic intensity and quality of high school course taking.” The Board of Regents is considering:
 - Four years of math for high school graduation
 - Four years of science for high school graduation
 - A “College and Career Readiness” requirement
 - University in the High School course
 - Advanced Placement course

Regents Reform Agenda--Requirement Four: Enhanced Graduation Requirements *Background*



Regents Reform Agenda--Requirement Four: Enhanced Graduation Requirements *Background*

- Students must pass one math and one English exam with a score associated with college-readiness, phased in as follows, plus score a minimum of 65 on all remaining required Regents exams.
 - Option A: Increase the required score on the ELA Regents to 75 and the Algebra Regents to 80 beginning with the 2012 cohort.
 - Option B: Beginning in 2011-12, replace the 0-100 scoring system with a 1-4 cut score system, where a score of 3 indicates "College Readiness."
 - Option C: Require students to pass a second Regents exam in mathematics - phased in for 2012 cohort

Regents Reform Agenda--Requirement Four: Enhanced Graduation Requirements

Background

- Strengthen Regents exam sequence in ELA and social studies by:
 - Option A: Beginning in 2011-12, implement Grade 9 and Grade 10 ELA exams as census exams (exams taken by all students in the grade level) parallel to Grades 3-8. The Grade 11 Regents would remain the graduation requirement.
 - Option B: Break Global History and Geography into two sequenced courses with separate Regents exams in grades 9 and 10

Regents Reform Agenda--Requirement Four: Enhanced Graduation Requirements *Background*

- Allow Students Choice in Required Regents Exams*
- Option: Multiple paths to graduation with a Regents diploma
 - ELA, Math + any 3**
 - ELA, Math + 2 Science + 1 other**
 - ELA, Math + 2 History + 1 other**
 - ELA, Math + 1 History + 1 Science + 1 other

Regents Reform Agenda--Requirement Four: Enhanced Graduation Requirements

Background

- Expand the Regents Assessment Program
 - Option A: Add a Regents exam in Economics in 2013-14 (available for Class of 2014)
 - Option B: Add Regents exams in the Arts (Dance, Theater, Music, Visual Arts) in 2013-14 (available for Class of 2014)
 - Option C: Add a Regents exam in Technology in 2014-15 (available for Class of 2015)

Regents Reform Agenda--Requirement Four: Enhanced Graduation Requirements *Status Update*

- The Board of Regents is still debating these options.
- Many of the changes (ELA exams in grades 9 and 10; splitting Global History exam) are dependent upon funding.

Regents Reform Agenda--Requirement Four: Enhanced Graduation Requirements *Challenges*

- Uncertainty with the State's plan for implementation of proposed changes.
- The relationship between the Regents and the PAARC exams is still being debated at the state-level.

Regents Reform Agenda—Requirement 5: Annual Professional Performance Review *Background*

- “Other key elements of New York’s Race to the Top plan are underway to develop stronger teachers and school leaders. For the first time this year, teachers and school leaders with students taking ELA or math in grades 4-8 will participate in Annual Professional Performance Reviews incorporating student academic growth. And in subsequent years, these evaluations will be required for all teachers and school leaders in the state.” (Commissioner John King)

Regents Reform Agenda—Requirement 5: Annual Professional Performance Review *Background*

- 2011-2012: teachers in grades 4—8 and all building principals of schools in which those teachers are employed, subject to collective bargaining agreements
- 4 categories: highly effective, effective, developing, ineffective based on composite score (cut points to be released by Commissioner in Spring 2012)
- Composite Score
 - 40% student achievement data (20% State assessment, 20% “equally rigorous” local measures)
 - 60% locally agreed upon measures, based on Commissioner’s criteria

Regents Reform Agenda—Requirement 5: Annual Professional Performance Review *Status Update*

- As per New York State law, A.P.P.R. plan adopted by the BOE and filed by September 10th.
 - “The details of the District’s evaluation system cannot be described at this time pending the outcome of negotiations with the collective bargaining representatives of the classroom teachers and building principals of the District.”

Regents Reform Agenda—Requirement 5: Annual Professional Performance Review *Status Update*

- We are currently negotiating in good faith with the NCTA on the 60% locally agreed upon measures.
 - **At least 40 of the 60 points based on classroom observation by principal or other trained administrator – requires multiple observations**
 - **Any remaining standards not based on classroom observation must be assessed at least once per year**

Regents Reform Agenda—Requirement 5: Annual Professional Performance Review *Challenges*

- NYSUT lawsuit filed June 27, 2011, ruled on August 24, 2011. The court ruled:
 - data from state assessments that defines a distinctly different measure of student achievement from the first 20 percent could be used, so long as this distinctly different measure is developed locally, through collective bargaining.
 - the *regulatory* mandate that 40 of the remaining 60 points be based on multiple classroom observations was invalid, because the law clearly states that this 60 percent of the composite score is to be locally developed through collective bargaining.
 - the scoring bands, designed by the Regents, was contrary to the statute's guarantee that a teacher's effectiveness rating would be based on multiple measures.
- The State Education Department is appealing the ruling

Regents Reform Agenda—Requirement 5: Annual Professional Performance Review *Challenges*

- Honor our philosophy: “The North Colonie community seeks to promote ongoing, collegial, reflective dialogue in order to enhance teacher performance and improve student learning. The Evaluation Document will best serve the professionals in this organization and, accordingly, our students if it is crafted collaboratively and viewed not only as a means to ensure quality, but also to promote professional learning.”
- Continue to work in good faith to collectively bargain a plan which complies with the other segments of the law

Our Essential Questions

- Are there efficiencies in the educational system that will free up more funds to support student learning and allow us to meet the new mandates?
- Can the district improve the distribution of resources in a way that is fair while better accomplishing the district's mission of providing a quality education to all students?
- Are there key investments that if made will produce greater results for students and reduce costs in the future?