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DEHIC

DUTCHESS EDUCATIONAL
HEALTH INSURANCE CONSORTIUM

BRUCE MARTIN, CHAIRPERSON
BOB MAIER, VICE CHAIRPERSON
TOM BURNELL, RECORDING SECRETARY

March 9, 2017

TO: DEHIC Member District Superintendents, Business Officials and Group Benefit Administrators

FROM: Bruce Martin, DEHIC Chairperson *B. Martin*

Cc: DEHIC Board of Trustees, Thomas F. Gleason, Esq., Susan Savas, Rose & Kiernan

RE: **2017-2018 DEHIC Premium Renewal Rates, and Other Developments**

Enclosed with this notice is a copy of the 2017-2018 premium renewal information. The renewal was approved by the Dutchess Educational Health Insurance Consortium (DEHIC) Trustees during their March 8th meeting.

The Board deliberated extensively on the approval of the rate action; and, while our news regarding the increasing cost of health insurance coverage is not entirely positive, it does accurately represent the utilization of our program. We remain optimistic regarding the management of the plans and their cost, and look to the plan year ahead as an opportunity for DEHIC and its members to remain engaged and thoughtful on their interaction with the healthcare system.

Overall Premium Rate Change

The increase for the upcoming period, July 1, 2017 through June 30, 2018, will vary according to enrollment tier and product type, with an **average DEHIC-wide rate action of 15.98%**.

Note: Individual groups may vary above or below the average rate change based on the group's specific enrollment and premium sharing ratios between districts and employees/retirees. We ask that you use the enclosed rates to calculate the increase to your group based on your anticipated enrollment in the DEHIC plans for July 1, 2017.

Over the past decade, DEHIC premiums have stabilized to a 10-year average of 5.8%. This upcoming year is an obvious exception, as the membership has seen a higher-than-average increase in the utilization of the health plan across inpatient, outpatient and prescription drug claims. This translates to a **23% increase in incurred claims** over 2016, in addition to a **31% increase in large claims exceeding \$75,000**.

Further, the hospital/provider industry has organized to form hospital systems over the past few years, offering the promise of health care services that include better quality and coordination of care, and are tailored to meet the needs of patients. The consequence of this merger activity is that it leads to market dominance and a decreased ability on the part of the insurance carriers to negotiate the reimbursement terms of their provider agreements.

The Board recognizes the need to maintain the premium adjustment to the **Individual Medicare** and **Family Medicare** premium categories, and the enclosed worksheet maintains an equitable adjustment in this regard. You will note that the rate adjustment for the Medicare premiums is also higher than average due to a reduction in the overall subsidy received through the Retiree Drug Subsidy program (RDS) – details below. The enclosed premium worksheet provides you with the aforementioned adjustments and monthly premium details. Additional information regarding DEHIC premium subsidy allocations are as follows:

DEHIC Retiree Drug Subsidy (RDS)

We continue to apply a credit to the Medicare premium via the reconciled subsidy obtained through our participation in the RDS program. Consistent with prior years, the Board remains committed to using the RDS reconciled funds for the purpose of providing relief to the increasing cost of healthcare. The July 2017 applied subsidy amount represents approximately \$2.7 million.

Important Note: We continue to remind all participant groups that DEHIC's ability to provide this premium subsidy is contingent on the federal government's decision to continue the RDS initiative in future years.

DEHIC Premium Subsidy and Rate Stabilization Efforts

Beginning with the July 2017 plan year, the Board approved a motion to subsidize the premium rates charged to the participant groups across all contract types (active and Medicare). The enclosed rates reflect a DEHIC subsidy of approximately \$15.9 million, or 6.5% of the total premium.

DEHIC Premium Holiday

In consideration of the preceding message, we do not expect to declare a premium holiday during the month of December. However, in accordance with the DEHIC By-Laws, this determination is based on the April 30th financial statements for the current plan year – data which is not yet known. A final announcement will be made following the June 14, 2017 Board Meeting, so please stay tuned for that communication.

We are pleased to provide you with these important updates, and welcome any feedback that you choose to share. Please do not hesitate to contact me with questions related to this communication, (845) 758-2241 extension 53100.

Enclosure

DEHIC Premium Payment Rates
7/1/2017 - 6/30/2018

	Billing Class	Payment Rate 2016-2017	Payment Rate 2017-2018	\$ Change Per Month	Percent Change
Alternate PPO	Individual	\$934.68	\$1,078.15	\$143.47	15.3%
	Med-Individual	\$605.92	\$716.48	\$110.56	18.2%
	Family	\$2,084.35	\$2,404.27	\$319.92	15.3%
	Med-Family	\$1,595.38	\$1,871.87	\$276.49	17.3%

Healthy Advantage	Individual	\$856.17	\$987.58	\$131.41	15.3%
	Med-Individual	\$550.95	\$653.09	\$102.14	18.5%
	Family	\$1,909.26	\$2,202.32	\$293.06	15.3%
	Med-Family	\$1,454.05	\$1,708.85	\$254.80	17.5%

EPO Select 20	Individual	\$760.84	\$877.62	\$116.78	15.3%
	Med-Individual	\$484.23	\$576.11	\$91.88	19.0%
	Family	\$1,696.68	\$1,957.10	\$260.42	15.3%
	Med-Family	\$1,282.46	\$1,510.92	\$228.46	17.8%

A DEHIC Subsidy of 6.5% has already been applied to the above rate calculations.
The RDS subsidy of \$2.7M is included in the Medicare Individual and Family rates.

Curriculum Committee Meeting

Minutes

November 28, 2016

Present: Laura Schulkind, Deirdre d'Albertis, Deirdre Burns, Marvin Kreps, Brett King, Joe Phelan

1. *Age of students entering kindergarten.* Brett King joined the committee to discuss this topic. New York State age cutoff (Age 5 on 12/1 of year entering K) is a recommendation. Decision can be made at local level. BK shared some research on the topic. Looking at what's best for children's emotional development. Concerns at CLS about the Common Core shifting expectations at K-1 - more academic, "more intense." Most kids do fine but teachers and BK observing more angst and frustration as kids adjust. An easy thing for the district to do to ease the transition would be to move the age of entry so the younger children would wait a year to enter K. K teachers support having this discussion. Changing entry date would impact our families, perhaps a multi-year roll out would make sense with lots of communication to preschool parents. Will also impact number of students and perhaps staffing. Laura asked for more historical data on AIS numbers (as they progress through CLS). Joe pointed out that parents are now able to hold off entry of their children into K. One or two parents a year discuss that with BK. We do not counsel parents to delay entry - we leave the decision up to parents. Joe asked for data on the impact on class size - if we had made a change in birth date cut off for this year - what would be the impact on classes this year? The conversation links to questions about the CLS curriculum, particularly K-1. These concerns were raised by staff at board breakfast and also have been raised by parents. Is our curriculum too academic at the younger ages? Are we getting away from hands on projects and teaching skills that are not part of common core (tying shoes, social skills, etc.). Will have further discussion on a) age of entry into K and b) K-1 curriculum expectations at the January 23 meeting.

2. *BMS Tech Curriculum.* Much of this discussion centered on revisiting the history of developing the tech curriculum and the various locations of technology learning. Marvin shared some context.. RCSD received a grant from RSF to develop the BMS computer lab and we also had recommendations from the CELT audit. The curriculum is an effort to operationalize the goals of the RSF grant and the audit. How does technology fit into our curriculum and instruction? Part of the model is to infuse technology in to the classroom. But we also updated and modernized the BMS lab. Goals of the RSF grant: a. update lab (done); b. curriculum development (ongoing); c. professional development (ongoing); d. build out curriculum K-12. Stakeholder feedback on curriculum development is important. Board member feedback will go back to the curriculum group.

The document we have includes a framework for expectations of skills/learning K-12 along with the BMS specific curriculum. It is possible to separate the two pieces. Laura noted that there are many different locations for tech learning (classrooms, library), what is the best use of the lab? Also, concerns were raised about the amount of time the lab is being used for testing. Can that be altered?

We reviewed the composition of tech teaching at BMS:

NYS requirement for a 1 credit tech class in middle school. That requirement is now met through PLTW lab downstairs: .5 credit class/one semester in 7th grade and .5

credit/one semester 8th grade

Upstairs computer lab: 6, 7, 8 grades - all year/every other day - a computer science curriculum, local requirement

One of the challenges for technology teaching is where students learn the specific, i.e. skills and the more general, "meta" learning. Also, overlap with subject areas. Having a document that lays out a K-12 framework, along with technology class specific curriculum creates transparency and sets expectations.

Board members should continue to send questions and comments to Marvin and the Curriculum Committee. BMS document and K-12 framework will be the topic at that meeting.

Next meeting: December 19, 2017. Agenda: Tech curriculum.
Submitted by Deirdre Burns

4.3.1.2

2011-2012 School Year

Area of Service	Sept/Oct/Nov Birth Date	Other Birth Date	Total	%
Adaptive Physical Ed.	0	2	2	0%
ELA Instruction	1	0	1	100%
LEP Services	3	7	10	30%
Math Instruction	23	54	77	29.90%
OT	6	25	31	19.35%
PT	0	1	1	0%
Reading and Writing Instruction	0	2	2	0%
Reading Instruction	27	85	112	24.10%
Speech/Language Improvement Services	8	37	45	17.77%
Writing Instruction	2	5	7	28.57%

2012-2013 School Year

Area of Service	Sept/Oct/Nov Birth Date	Other Birth Date	Total	%
Monitor ELA Achievement	1	2	3	33%
Monitor Math Achievement	1	0	1	100%
LEP Services	4	6	10	40%
Math Instruction	12	31	43	27.90%
OT	6	27	33	18.20%
PT	1	0	1	100%
Reading and Writing Instruction	3	7	10	30%
Reading Instruction	15	66	81	18.50%
Speech/Language Improvement Services	13	41	54	24.10%
Writing Instruction	2	2	4	50.00%

2013-2014 School Year

Area of Service	Sept/Oct/Nov Birth Date	Other Birth Date	Total	%
ELA Instruction	1	5	6	17%
Monitor ELA Achievement	9	36	45	20%
LEP Services	3	6	9	33%
Math Instruction	10	44	54	18.50%
Monitor Math Achievement	6	21	27	22.22%
OT	5	22	27	19%
PT	1	4	5	20%
Reading and Writing Instruction	0	1	1	0.00%
Reading Fluency	0	1	1	0.00%
Reading Instruction	13	52	65	20.00%
Speech/Language Improvement Services	11	41	52	21.20%

2014-2015 School Year

Area of Service	Sept/Oct/Nov Birth Date	Other Birth Date	Total	%
ELA Instruction	1	4	5	20%
Monitor ELA Achievement	14	47	61	23%
LEP Services	3	4	7	43%
Math Instruction	16	45	61	26.20%
Monitor Math Achievement	12	44	56	21.40%
OT	7	18	25	28%
PT	1	4	5	20%
Reading and Writing Instruction	1	1	2	50.00%
Writing Instruction	1	4	5	20.00%
Reading Instruction	15	40	55	27.20%
Speech/Language Improvement Services	9	33	42	21.40%

2015-2016 School Year

Area of Service	Sept/Oct/Nov Birth Date	Other Birth Date	Total	%
ELA Instruction	1	2	3	33.33%
Monitor ELA Achievement	7	27	34	20.59%
LEP Services	4	10	14	28.60%
Math Instruction	14	37	51	27.45%
Monitor Math Achievement	5	16	21	23.80%
OT	8	16	24	33.33%
PT	2	4	6	33.33%
English/Language Arts Instruction	2	0	2	100.00%
Writing Instruction	0	1	1	0.00%
Reading Instruction	18	40	58	31.03%
Speech and Language Improvement Services	9	29	38	23.68%

2016-2017 School Year

Area of Service	Sept/Oct/Nov Birth Date	Other Birth Date	Total	%
ELA Instruction				
Monitor ELA Achievement	3	25	28	10.71%
LEP Services	5	11	16	31.25%
Math Instruction	11	37	48	22.92%
Monitor Math Achievement	5	18	23	21.74%
OT	9	16	25	36.00%
PT	0	5	5	0.00%
Writing Instruction	4	8	12	33.33%
Reading Instruction	16	32	48	33.33%
Speech and Language Improvement Services	10	22	32	31.25%



CLS EVERYDAY MATH 2012 FEEDBACK

February 27, 2017



FEBRUARY 27, 2017

RCSD
PO Box 351 Rhinebeck, NY 12572

CLS Feedback: Everyday Math 2012

Kindergarten Feedback:

There are topics covered in Everyday math that are not in the Kindergarten standards
There are Kindergarten standards that are not covered in everyday math, or are only covered in one activity (i.e. 3-dimensional shapes)
Not enough fluency or fact practice built in
Math skills are touched upon but not taught to mastery
The lessons do not seem to follow any particular sequence or order, not connected and jump from one topic to the next daily
A lot of what everyday math does is not taught "explicitly" it is implicit and the students at this age are not able to generalize this and transfer it to mathematical practices
There are a lot of manipulatives for hands on experiences but there is a lot of talking and not much variety or practice for these hands on activities
The kindergarten workbook only has 1-4 practices for skills taught if any at all.
We love the interactive piece and online resources

First Grade Feedback:

Not Common Core Aligned- some concepts address Common Core curriculum and other topics do not
Pacing too fast – when topic is introduced, there are little practice opportunities before a new topic is introduced
Lessons are disconnected. Many different topics are introduced in one lesson making it hard to connect meaning, flow and student practice opportunities.
Basic fact practice and fluency are not available.
End of unit assessments are often not completely connected to the skills taught or too difficult
Some vocabulary may not match MAPS test
Teachers supplement to support gaps
Good use of manipulatives and visual charts/tools- base ten blocks, templates, number grids
Digital presentation helpful and convenient
Content thorough enough for successful MAPS results

Third Grade Feedback:

Very structured program that requires full fidelity to be used to its potential. Many teachers seem to feel there are gaps so they either supplement with outside materials and/or omit parts and lessons from the EDMath program With no accountability in place to teach the program as is, teachers seem to feel at liberty to alter the program as they see fit Omitting or not using all aspects is a disservice to the students which will inevitably create gaps and inconsistencies in their learning as they move through subsequent grades Spiral curriculum can be difficult for the population of students with disabilities Not teaching to mastery doesn't leave them with feelings of success

Not enough fact fluency

Doesn't teach traditional multiplication (the way most parents are familiar with)

Lattice multiplication – not used consistently in subsequent grades

Too many components/skills in each lesson

Organization of material doesn't match needs in 3rd grade (ex: fractions are taught in unit 8, which ends up being too close to NYS testing)

Fourth Grade Feedback:

Too many units/lessons

Too much content in each lesson & not all of it is related

*In both cases, it makes it very hard to go deeply into any topic because of the need to cover so much material

Lack of word problems, especially multi-step – students need to have practice with the type of problems that they will see on the state test

Fact practice

Spiral

Students aren't learning to mastery, so when they see the problem in a math box later in the year, they don't know (or have already forgotten) how to do it

One problem is not enough practice to help get them to mastery & we don't have time to reteach material for that one problem

They teach the students multiple ways to solve the same problem, which is a great theory, but as they get older, some of these methods our students rely on are no longer accepted and they are forced to learn one way. This then causes problems for many students, especially those who need extra support and repetitions. As a building or school, we would need to agree on which methods we are accepting/teaching

The middle school uses a completely different program, so when the students arrive to middle school many of the vocabulary words they learn in elementary school do not transfer over 4th grade spent 15 curriculum hours this summer trying to align the old lessons from everyday math to the NYS standards. We discovered there were MANY lesson in the units that are not standards for 4th graders to master or to be exposed to. Therefore, we organized lessons, changed the order of many to make a more comprehensive unit, and supplemented with some materials from Go Math and the new Everyday Math lessons we received in the trial packs.

AIS feedback:

Positives:

Fantastic manipulatives

Very hands-on concrete

Smartboard/Technology Friendly

Variety of games and lessons

Lots of materials and problems to choose from

Negatives:

Pacing is fast and important concepts can be glossed over or taught in many different ways.

Student get a lot of exposure to different methods but struggling students get little chance to master any.

The material doesn't always align to standards (This may change with the new edition).

I'm not always sure why concepts are taught together. Flow and fluency sometimes seem off. The methods taught don't always transfer well to upper level math.

Some concepts are similar to methods (such as lattice multiplication in fourth grade and box factoring in algebra) in appearance but use different enough concepts that they would confuse students.

Things like partial quotients do not transfer well to fractional problems.

In methods like partial sums, students are taught to use partial sums for the first part of the problem but still stack and add those sums in the next step making them use both methods anyway.

EDM doesn't always fit well with state tests.

Designing tests is not easily done in the format EDM gives. There are hundreds of test questions and many on each topic, but each question must be opened up and read individually before it is chosen or discarded. There are better test design programs out there at the high school level.

I'd think there are better ones at an elementary level too.

Kindergarten lacks a strong program (This may have changed with the new edition too)

I hope this helps and that you enjoyed your summer! Thanks for asking for our ideas.

Interactive piece for presenting lessons

Use of manipulatives is heavy

Pacing is quite fast

The flow appears to be disjointed, jumping from a completely different topic

Weak on fact fluency

Word problems not well aligned with the NYS tests

Vocabulary is not presented clearly

Not enough practice built into math journals

Multiplication is presented 3 ways yet students are not allowed to do any except traditional by 5th grade

Parent component

Games are fun and supportive

Morning messages provide great before school reinforcement

Homework component also provides reinforcement

It doesn't matter which program we adopt. We need to ensure the fidelity of the program by making sure each teacher is following it. Skipping lessons is not acceptable. All the lessons build on each other as do the grade levels.

4.3.13



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Angelica Infante-Green *A. Infante - Green*

SUBJECT: Revision and Implementation of New English Language Arts (ELA) and Mathematics Standards

DATE: December 1, 2016

AUTHORIZATION(S): *Margaret Elin*

SUMMARY

Issue for Discussion

Provide the Board of Regents with an update on the revision and implementation of the new New York State Learning Standards in English Language Arts (ELA) and Mathematics.

Reason(s) for Consideration

Recognizing the need to continually improve the learning standards that guide education in New York State, the Department is conducting a revision process of the State's ELA and mathematics standards. Additionally, to ensure a successful implementation of the new standards, the rollout strategy will allow for professional development and curriculum development prior to when students take new assessments that measure the standards.

Proposed Handling

This issue will come before the P-12 Education Committee for discussion at the December 2016 meeting.

Background Information

The New York State Education Department (NYSED) adopted the P-12 Common Core Learning Standards in January 2011. As with any set of standards, it is necessary for the Department to conduct a standards review periodically to ensure the learning standards are rigorous, appropriate, and represent what a student should know and be able to do in a specific subject area. Additionally, Section 305 of Education Law, subdivisions 53 and 54, authorize and direct the Commissioner of Education to

complete a comprehensive review of the education standards administered by the Education Department and seek input from education stakeholders. By statute, the review of standards must begin in the 2015-16 school year.

To date, the Department has engaged a wide variety of stakeholders, which includes educators, parents, and the community at large, through a survey (AIMHighNY) that allowed users to give feedback on each of the standards. The survey, which was available from mid-October until November 30, 2015, allowed all New Yorkers to provide feedback on both the ELA and mathematics standards. The Commissioner and NYSED staff have also been seeking out and listening to many stakeholders regarding State standards. New York State's AIMHighNY survey had thousands of comments and recommendations, with the largest percentage of the feedback coming from classroom teachers. More than 10,500 respondents provided feedback on one or more of the State's current learning standards. In total, survey participants submitted 246,771 pieces of feedback. More than 70 percent of the feedback was supportive of the standards; approximately 29 percent was in disagreement. The thousands of points of feedback included recommendations and comments about the standards, including specific changes to the wording and suggestions to move standards across grade levels.

Additionally, the New York State English Language Arts and Mathematics Content Advisory Panels (CAPs) reviewed the survey data and made initial recommendations for possible revisions and guidance. The CAPs, which have been meeting since 2011, include classroom teachers, school administrators, curriculum specialists, and members of institutions of higher education. The membership of the panels includes representatives from New York State United Teachers (NYSUT), Association of Mathematics Teachers of New York State (AMTNYS), New York State Association of Mathematics Supervisors (NYSAMS), New York State Reading Association (NYSRA), and New York State English Council (NYSEC). The following is a snapshot of the trends noted from the survey and initial recommendations made by the panelists

Phase 1: Standards Review Committees

The Department created two committees of New York State stakeholders, one for English language arts and one for mathematics. Recruitment for the committees was done through a statewide selection process hosted on the AIMHighNY website in March 2016. The Standards Review Committees represented various parts of the State with a wide range of expertise including classroom teachers, elementary specialists/coaches, English language learner/bilingual teachers, special education teachers, building-level leaders, district-level leaders, parents, students, higher education faculty, and business and community members. Importantly, the Standards Review Committees will collaborate with individuals with child developmental expertise to ensure the new standards are appropriate at all levels.

The Standards Review Committees met virtually in spring of 2016 and in person in summer of 2016 to develop guidance and provided recommended revisions to the English language arts and mathematic standards based on the AIMHighNY survey

results, recommendations from the Content Advisory Panels, and guidance from other stakeholder groups.

Recommended Changes to English Language Arts Standards

Five subcommittee groups (Prekindergarten-Grade 2, Grades 3-5, Grades 6-8, Grades 9-12 and Literacy 6-12), all of which included parents and educators, discussed the current ELA standards to determine whether each standard meets the criteria for what a student should know and be able to do at a grade level (or grade-band) in English language arts and literacy. Committees also had an opportunity to recommend new areas to strengthen the standards.

Recommended changes include:

- **Streamline Reading for Information and Reading for Literature Standards** by merging them together, identifying the unique skills related to literature and informational text, and ensuring a healthy balance of both types of reading across all grades;
- **Refocus on Prekindergarten-Grade 2 Standards** with some grade-specific changes and additions to the ELA Standards, including a strong emphasis on the whole child and the importance of play as an instructional strategy. This includes the need for additional guidance for P-2 on how the standards are implemented in the classroom, including sample instructional strategies and activities, definitions and clear connections to teaching English language learners and students with disabilities;
- **Create a New York State Early Learning Task Force** to discuss concerns around the P-2 grades, including standards, program decisions, social emotional needs and how the content areas/domains work together in the early grades. This task force will be formed in the coming weeks;
- **Re-organize Writing Standards** so they are easier for educators to use for curriculum and instruction. In addition to regrouping the standards, grade-specific changes are recommended across the grades to clarify language and ensure writing expectations are clear;
- **Use a Variety of Texts** to balance literary and informational reading with clear guidance for teachers and to ensure students read both full-length texts and shorter pieces, as well as to encourage reading for pleasure; and
- **Provide Guidance on Text Complexity** for all standards in the introduction to underscore its importance.

To provide educator support in the new learning standards, the committees recommended the following:

- **Develop New York State Resources and Guidance for the Standards:** A set of learning standards cannot be properly utilized without the necessary guidance. The committees recommend developing a set of resources for standards, curriculum, and professional development. These resources would include strategies and supports for students with

disabilities and English language learners, as well as instructional strategies that could serve as examples in the classroom;

- **Include Preface and Grade-Level Introductions** for the new set of English Language Arts Standards that explains the importance of the standards and their intended role in a school instructional plan. The preface and introduction would outline a belief statement that includes references to best teaching practices and learning strategies that aim to foster a love of learning for all students;
- **Develop Clear Communications for Parents** about the standards, with an explanation about the connections among standards, curriculum and assessments; and
- **Create a Glossary of Terms** that contains words or important terms used within the standards.

Recommended Changes to Mathematics Standards

Seven grade band/course subcommittees (PreK-Grade 2, Grades 3-5, Grades 6-8, Algebra I, Algebra II, Geometry and Plus Standards) comprised of New York State P-12 classroom teachers, special education teachers, English language learner teachers, parents, curriculum specialists, school administrators, and college professors discussed and made recommendations for possible revisions or additions to the standards.

Recommended changes include:

- **Clarify the Standards** so that educators, students and parents clearly understand the expectation, without limiting instructional flexibility. For example, recommended modifications would help better define the progression of skills and the transition of some of the 18 shared standards between Algebra I and Algebra II;
- **Strengthen Coherency of the Standards** to allow for a stronger connection of learning within and across grade levels. For example, one additional standard at the Kindergarten level would help solidify pattern recognition and creation from Pre-K to Grade 2. In addition, standards regarding time and money would be added and current standards would be changed to smooth the transition of building these skills at the PreK-grade 3 level;
- **Improve focus of major content and skills for each grade-level and course** while providing more time for students to develop deep levels of understanding. For example, to remove the parabola/directrix/focus standard out of Algebra II and place it in the plus standards with the study of conics;
- **Maintain the Rigor of the Standards** by balancing the need for conceptual understanding, procedural skill, and application. For example, clearly identify the fluency standards at the high school level; and
- **Create a Glossary of Verbs** associated with the mathematics standards. This glossary contains a list of verbs that appear throughout the revised standards recommendations.

Phase 2: Public Comment

The Standards Review Committees created a draft set of standards in English language arts and mathematics for all grade levels that was posted on AIMHighNY for public comment from September through November 14. Importantly, the new standards documents highlighted specific areas of revision and incorporated rationales for each revision. Through AIMHighNY, the Department will provide materials to BOCES, Teacher Centers, and regional leaders to help facilitate local dialogue and gather additional feedback around the draft standards.

The Department has sought out input from several researchers to provide additional guidance in the revision of the standards.

Phase 3: Final Standards Revisions

The Standards Review Leadership Committees and Content Advisory Panels will meet to review survey data and additional stakeholder and researcher feedback from Phase 2 and make necessary revisions to the draft standards. Final draft standards will be shared with the English Language Arts and Mathematics Content Advisory Panels before going to the Board of Regents.

Phase 4: Consideration by the Board

It is anticipated that the revised draft standards for English language arts and mathematics will be presented to the Board of Regents for consideration in spring 2017.

Phase 5: Curriculum Revisions Occur Throughout the State Beginning Spring 2017

Local districts will begin revising their curricular materials to reflect the new standards after Board of Regents approval. With the guidance of educators from throughout the State, the Department will provide guidance to districts to aid in the process of revising curriculum materials.

Phase 6: Professional Development and Initial Implementation of New Standards

To ensure educators are prepared to provide instruction aligned to the new standards, they will have two full academic years to engage in professional development, development of classroom instructional materials, and to learn about the new assessments. During the initial implementation phase, the Department will continually provide updates and guidance to assist districts.

Phase 7: First Year of Revised Grades 3-8 ELA and Mathematics Assessments

In the spring of 2019, students will take Grades 3-8 ELA and mathematics assessments that measure the revised standards.

Related Regent's Item

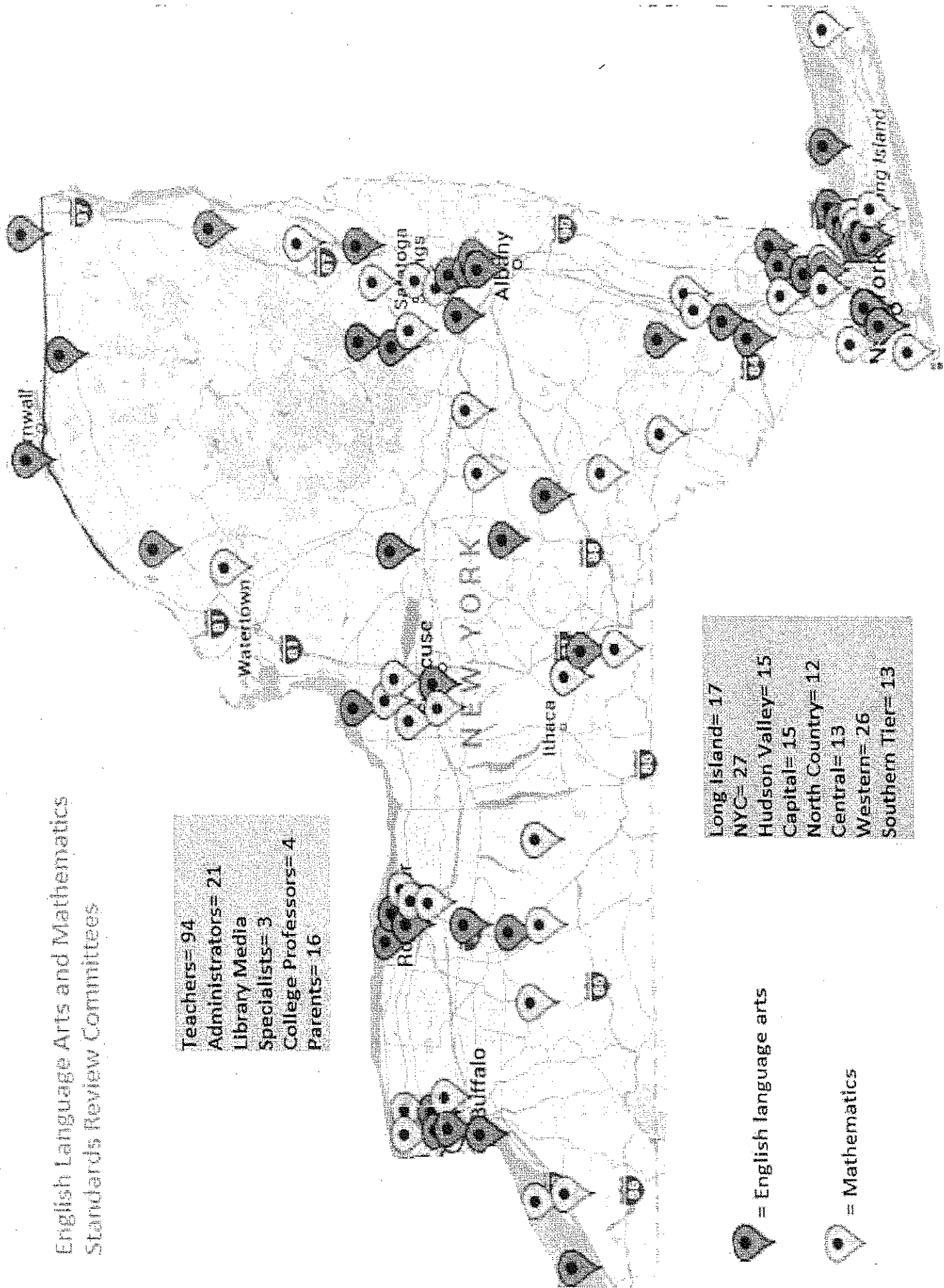
<http://www.regents.nysed.gov/common/regents/files/216p12d4.pdf>

ELA and Mathematics Standards Review Update

Board of Regents
December 12, 2016

English Language Arts and Mathematics Standards Review Committees

Teachers= 94
Administrators= 21
Library Media
Specialists= 3
College Professors= 4
Parents= 16



● = English language arts

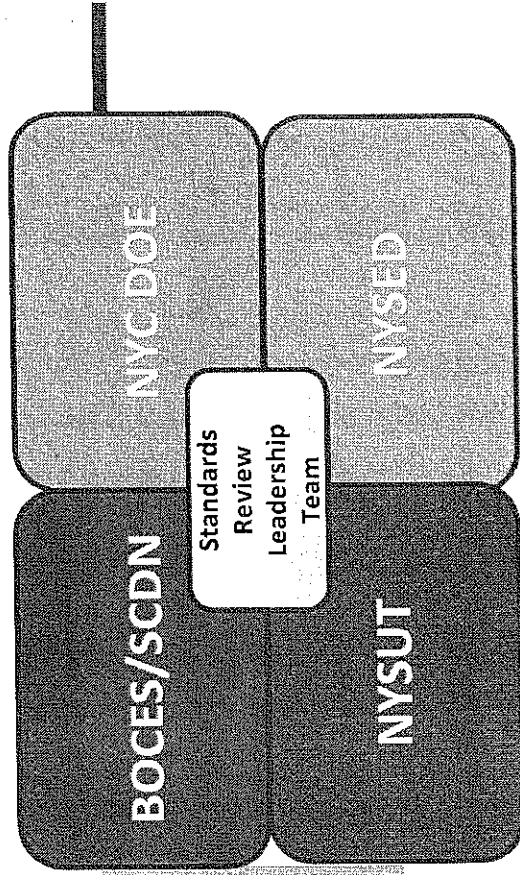
● = Mathematics

Revision and Implementation Timeline

Timeframe	Task
Winter 2015-2016	Department and educator workgroups analyze AimHighNY results.
Spring and Summer 2016	Phase 1: Standards Review Committees
Fall 2016	Phase 2: Public Comment
Winter 2016 – Spring 2017	Phase 3: Final Standards Revisions Early Learning Standards Task Force
Spring 2017	Phase 4: Consideration by the Board
Beginning Spring 2017	Phase 5: Curriculum Revisions Occur Throughout the State
School Years 2017-2018 and 2018-2019	Phase 6: Professional Development and Initial Implementation of New Standards
School Year 2018-2019	Phase 7: First Year of Revised Grade 3-8 ELA and Mathematics Assessments

* Proposed timeline, subject to change as there may be a second review period.

The Math and ELA Leadership Teams plan the logistics for the standards review process including developing materials and providing guidance for the Standards Review Committees.



Both Math and ELA Committees are split into grade band subcommittees; and into course subcommittees for high school math.

Each Grade Band Committees include:	
Facilitator	Content Advisory Member
Teachers	P-12; ENL; Special Education; Library Media Specialists; Reading
Administrators	Instructional Coaches, Building Level, District Level
College Professors	SUNY; CUNY; Community College
Parents	Urban; Suburban; Rural; ENL; SWD

The Power of Collaboration

- The Mathematics and English Language Arts Leadership teams include members of S/CDN, BOCES, NYSUT, and the NYCDOE.
- The PTA worked closely with the NYSED teams to select the parent representatives.
- The work of the standards review continues to be a collaborative effort.

Standards Review Video with Commissioner Elia and Committee Members.

Mathematics Committee Highlights

- Edits, revisions, and additional clarifications were proposed. Clarifications were made to assist teacher instruction and student learning.
- Work was done on the progression of skills.
- Clarification of the Algebra II standards from the domain IC (Making Inferences and Justifying Conclusions) helped define Algebra II content in comparison to content taught in AP statistics.
- Modifications were made to the Algebra I and Algebra II shared standards to help bridge the gap between those two courses.

Mathematics Committee Highlights

(cont'd)

- Key vocabulary was identified and recommended to be defined in a glossary of verbs associated with the mathematics standards. This glossary contains a list of verbs that appear throughout the Revised Standards Recommendations. Terms such as justify, fluent, understand, determine, and explore are explained in the context in which they appear in the Revised Standards Recommendations.
- Minimal movement of standards between grade levels/courses was recommended.
- Considerations for special populations, including Students with Disabilities and English Language Learners, were part of the deliberations of the review process.

ELA Committee Highlights

- Across all of the grades, edits, revisions, and clarifications were made to grade-level standards to ensure the standards are clear and easily accessible to educators and parents. Some of the previous standards were kept, while others were either revised or moved.
- The P-12 Reading for Information and Reading for Literature Standards were combined for ease of use and classroom and curriculum guidance. The committee still supports a healthy balance of reading both literary and informational texts across the grades.

ELA Committee Highlights (cont'd)

- The Writing Standards were re-organized and revised across the grades for clarity. The previous P-12 Writing Standards are now re-organized under the following strands: Production, Range, and Distribution of Writing; Research to Build and Present Knowledge; and Text Types.
- The ELA Committee recommends moving Reading Standard 10 (Range of Reading and Level of Text Complexity) out of the standards as the committee believes that text complexity should be instructional guidance and not a student achievement expectation.

ELA Committee Highlights (cont'd)

- The P-2 grade-band committee discussed the need to focus on the developmental needs of young students, with an added emphasis on the importance of play and curiosity in the early grades.
- The ELA committee recommends the development of a New York State-specific introduction and glossary of key terms to clarify what standards are, how they can be used in the classroom, and how they can inform local curriculum development and assessments.
- Additionally, the ELA committee discussed developing specific resources for parents.

NYS ED Survey for Public Feedback

- Was available on AimHighNY (www.nysed.gov/aimhighny) from September 21st to November 14th, 2016
- We received over 4,100 responses
- Feedback from the survey will be reviewed beginning in December

Next Steps

- Convene a P-2 Task Force
- Conduct Standards Revision and Review with internal and external stakeholders
- Support resources for teacher guidance. For example, a glossary of terms, clarification of the standards, a New York specific introduction, and other examples
- Develop guidance for students with disabilities and English language learners
- Develop resources, training, and professional development
- Continue discussions with S/CDN, Big 5, and ELA and Mathematics Professional Development groups

Thank You

Policy Committee minutes

March 9th 2017

Present: Joe Phelan, Mark Fleischhauer by phone, Lisa Rosenthal, Diane Lyons.

Policy 4526 computers and technology resources staff acceptable use policy- The committee was happy with the content of the policy but felt it needed to be condensed and contained many redundancies. Lisa volunteered to take a pass at reworking it.

8635-info security breach and notification-no changes

5500- Student records-This is with our attorneys

5610-emancipated minors-No changes

5620-pregnant students-No changes

5640-working papers- No changes

5660-student gifts and solicitations- No changes

5680-student fees, fines and charges- change title to add for damage to school equipment

5751-video cameras - change wording to video recording from video tape. Change the length of time the tape should be kept to match the technologies capability. Add "neither the recording or the information learned from the recording will be disseminated to the general public"

The committee would like to know from our attorney if video recordings are foible?

Next meeting April 20th

Start reviewing the 6000 series

Respectfully submitted by Diane Lyons