

SED Update May 2012

Dignity Act

The Board of Regents continues to act on the regulatory changes necessary to implement the Dignity Act. At the most recent meeting, they identified the [training requirements](#):

- Training that will raise awareness and understanding of the school district's Code of Conduct
- Training to raise awareness and sensitivity to potential acts of discrimination or harassment
- Training to enable employees to prevent and respond to incidents of discrimination and harassment
- Training guidelines will have to be approved by the Board of Education

The Board of Regents also considered [regulations about reporting](#):

- Reporting of all material incidents of discrimination and harassment that are the result of investigations of written or oral complaints to administrators or any other school employee
- Reporting will include information about the type of bias, source (whether student or employee), whether verbal threats of physical contact, and the location
- Employees who report or assist in any formal or informal proceeding will have immunity to any civil liability.

The Dignity Act CoSer (547.650) will have at least twenty-seven buildings participating next year. A budget has been prepared and, at least for this year, the \$850/building will be the cost. If more buildings join it might move the price down. As is always the case, unexpended funds are refunded based on participation. The May 21st training session will serve as the first training provided from this new service.

Safety Net

The Department [recommends](#) that the Board expand the safety net options for students with disabilities to earn a local diploma beyond the current option of the 55-64 pass score on the five required Regents exams. Current high school ninth graders must have advance notification to fully understand their options and to plan their future academic programs (i.e., courses of study) in the context of their post-school goals and IEP transition plans.

In expanding the safety net options, the Regents are considering regulations to establish a local diploma for students with disabilities that would provide that such a student could graduate with a local high school diploma under the following options:

1. The student attains a 55-64 on five Regents exams (and/or passed an alternative examination);
or
2. The student attains a score above the safety net score on one or more of the five required Regents exams which can compensate for a score(s) below the safety net score on one or more of the other required Regents exams; or
3. The student must take the Regents English exam, one mathematics exam and one science exam, and should the Board decide to offer flexibility in the selection of whichever exams can be taken could select other Regents exams that would apply toward the diploma (e.g., more than one math examination or science examination in place of the Global History).

Annual Professional Performance Review (APPR)

The State Education Department recently released the [guidance](#) to the revised law and regulations. They also released the new APPR plan submittal procedure. In the guidance are some changes that are worth noting:

- APPR plans are statutorily required to be submitted for approval July 1st. You cannot submit your plan until it is complete, including sign-offs. The later you submit the longer the review time will be. **YOU MUST HAVE AN APPROVED (not merely submitted) PLAN BY JANUARY 17TH.** In guidance it suggest that it will take at least 4-6 weeks for SED to review and it is anticipated that the process might slow down the later that plans are submitted.
- The online APPR submission system, called the “APPR Review Room” will soon be live. While it does employ drop down menus and fill-in-fields, it requires a great deal of specificity – greater than any plans we have seen so far. Additionally, this format overrides any other format or template. The portal will begin to receive plans on May 21st.
- It is anticipated that a VAM will be adopted for 2012-2013 for 4-8 ELA and math (that means changing the balance of points to 25/15 for those teachers).
- If all 60% for principals is derived from the broad leadership assessment, ISLLC/rubric, then the 2/3 sources is not necessary. The 2/3 sources of evidence rule only applies when you are assigning separate points for goals (2/3 to evaluate the goal).
- It looks like high school principals will have VAM based on Regents scores next year (and not graduation rates).
- Student Learning Objective Clarifications:
 - SLOs cannot be used within the locally-selected measures subcomponent for a teacher in any grade or subject where there is a growth or value-added model approved by the Board of Regents at that grade level or in that subject.
 - Students for whom there is both baseline and summative data will be counted in the SLO target determination, only (as long as the 50% coverage is maintained).
 - Separate targets for specific populations within an SLO are not permitted, although targets for different levels of baseline performance are permissible.
 - School-wide or group SLOs can *only* be based on state assessments.
 - When there is a state assessment, it must be used *exclusively* as the summative measure.

Science

The Next Generation Science Standards are out in [draft form](#) for public comment. Read background information, [here](#). The Science Leadership Network will be reviewing the standards and providing feedback.

Now that the Standards are available, the OCM BOCES Science Center will move into the next phase of realigning kits and services in order to capitalize on the new Standards. Actual changes will wait until the Board of Regents approves the Standards, but the Center will be poised with a comprehensive realignment and upgrade plan.