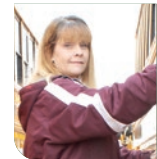




► **Commentary**
Being a better listener
PAGE 2



► **Around the State**
Statewide math tourney planned
PAGE 6



► **Schools Today**
Heroes of school transportation
PAGES 8-9

ON BOARD

The Voice of Public School Leadership

February 3, 2025

NEW YORK STATE SCHOOL BOARDS ASSOCIATION • www.nyssba.org

Vol. 26, No. 2

Governor proposes 5.9% increase in foundation aid

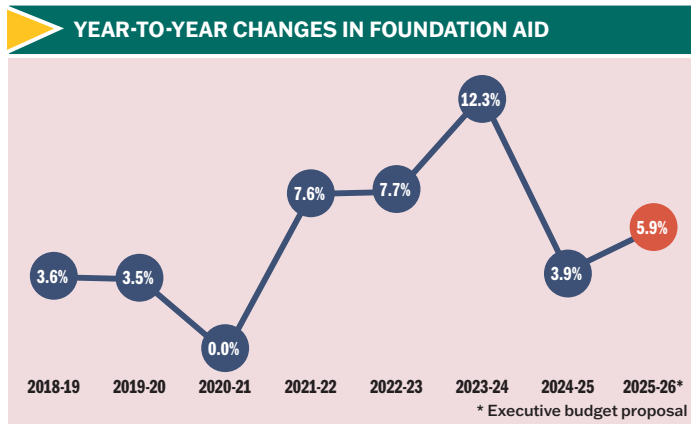
Executive budget explains plan for limiting student cellphone use

By **Brian Fessler**
CHIEF ADVOCACY OFFICER

A year ago, Gov. Kathy Hochul proposed a school aid package that would have effectively repealed the decades-long practice of maintaining level operating aid for a school district when enrollment drops or other factors in a state formula would result in less funding. She also proposed a lower-than-expected increase in foundation aid for all remaining districts, but the Legislature ended up increasing school aid beyond her initial proposal and maintaining the so-called “save harmless” or “hold harmless” policy.

What a difference a year makes. The governor’s proposed budget for 2025-26 includes a 5.9% increase in foundation aid, with all districts guaranteed a minimum 2% increase. The proposed statewide increase of \$1.46 billion would represent the largest percentage increase since 2009, excluding the three-year phase-in period to reach full formula funding (2021 to 2024).

The governor also proposed the state provide funding to ensure all students can



eat breakfast and lunch free of charge – a NYSSBA priority item (see story, page 4).

“We consider the foundation aid proposal and the universal school meals proposal to be excellent ways to begin the budget process,” said NYSSBA Executive Director Robert Schneider.

Hochul also wants the Legislature to require all school boards to develop

a policy to keep students off their cell phones during the regular school day (“bell to bell”).

“Minimizing distractions has value, but NYSSBA stands for local control,” Schneider said. “We intend to work with legislators to ensure that the final version of any legislation makes sense and preserves as much local control as possible.”

Here are more details on foundation aid and the proposed cellphone ban:

Foundation aid. During the summer, the Rockefeller Institute of Government conducted a state-commissioned study on the foundation aid formula. The report recommended a phased-in approach to ending save harmless. The governor chose not to incorporate that recommendation into her budget proposal for 2025-26.

Instead, the governor wants to make two notable adjustments to the existing foundation aid formula, both of which are supported by NYSSBA:

- Make a slight increase to the maximum state sharing ratio for high-need school districts.
- Improve poverty data used in the foundation aid formula in two ways. First, the state will count students whose families participate in a number of governmental assistance programs rather than only students who qualify for free or reduced-price lunch. Second, outdated 2000 census poverty data would be replaced by a

See **INCREASE**, page 4

Allowable tax levy growth factor to remain at 2% despite inflation

By **Paul Heiser**
SENIOR RESEARCH ANALYST

The New York State Comptroller has announced that the allowable levy growth factor – a key component of the property tax cap – will be 2% for 2025-26 school budgets.

The allowable levy growth factor is the amount by which a school district’s property tax levy may increase from one year to the next. By law, it is limited to the lesser of 2% or the change in the Consumer Price Index, which in 2025 is 2.95% for local governments whose fiscal years begin on July 1.

“Inflation has been higher than 2% for the past four years,” noted NYSSBA Executive Director Robert Schneider. “When the allowable tax levy growth factor lags behind inflation, school districts are pinched between greater expenses and limited



ability to increase tax revenue without supermajority approval.”

Individual school districts may end up with allowable property tax levy increases that are greater or less than 2% due to applicable exemptions, including capital expenses, adjustments for payments in lieu of taxes (PILOTs), and other factors that are part of the tax cap formula.

“The good news is that the governor appears to have abandoned the idea of reducing state aid to districts that have had significant enrollment declines over time,” Schneider said. “NYSSBA will be participating in ongoing discussions in Albany on how foundation aid can be modernized and improved.”

24 Century Hill Drive, Suite 200
Latham, NY 12110-2125
Please email label corrections
to info@nyssba.org



New Year's resolution: Let's become better listeners



Sandra Ruffo
NYSSBA President

We all think we are good listeners. But are we? In my career as a hospice nurse, I learned to listen for the needs – expressed and unexpressed – of patients and their families. I think listening skills have been equally important in my school board service. We need to listen well to understand others and make them feel heard.

Here are some of the people for whom we all need to be good listeners:

Superintendents. Ideally, boards collaborate with superintendents, and that involves two-way listening. It's particularly important for board presidents to have good working relationships with superintendents, which is why NYSSBA and the New York State Council of School Superintendents have created the new Governance Leadership Program for pairs of board presidents and superintendents. We expect to have events in four areas of the state in 2025.

School attorneys. So many school board decisions have legal implications. School board members need to listen carefully to school attorneys and absorb the key concepts. Attending events such as NYSSBA's Annual Pre-Convention School Law Seminar and our Summer Law Conference can help.

School business officials. The better we understand our finances, the better we can do in our role in crafting and proposing an annual budget for voter

12 ACTIVE LISTENING SKILLS

 PAY ATTENTION	 DON'T INTERRUPT	 SUMMARIZE	 MAINTAIN EYE CONTACT	 SHOW INTEREST	 REQUEST CLARIFICATION
 USE POSITIVE BODY LANGUAGE	 PARAPHRASE	 WITHHOLD JUDGEMENT	 SHOW EMPATHY	 REPEAT KEY PHRASES	 SHARE

approval. If we ask good questions and listen well to the answers, we can handle the questions we are bound to get from community members.

Constituents. It is not the role of a school board member to be a one-person grievance committee. But it is our role to sincerely listen to individuals when they express a concern or give feedback about the school district. We need to ask questions so we fully understand what is at issue and – critically – acknowledge the emotions expressed or implied (e.g., "I can hear the frustration in your voice"). In almost all cases, our role is to refer the person to the appropriate staff person. We also need to recognize when a concern or complaint represents a pattern that could be addressed by the school district at the superintendent or board level.

Teachers and staff. While it's a mistake to get in the middle of operational matters, it is polite,

professional and instructive to listen with interest when teachers or staff share their opinions.

Indicating understanding is not expressing agreement. It is expressing respect.

The graphic that accompanies this column gives a number of tips on becoming a better listener. In addition, please *listen with a genuine desire to understand*. This means we are concentrating on what the person is saying, not preparing our response! At the board table, we should avoid engaging in sidebar conversations with fellow board members while others are speaking; the optics are terrible.

Once people feel well-understood, they become more open-minded and more willing to consider other points of view, according to Harry T. Reis, a professor of psychology at the University of Rochester.

School boards can and should be models of civility and productive discourse. Let's make becoming better listeners our New Year's resolution.



Ready to carry precious cargo

Steve Valtinson, manager of fleet services for Orange County Public Schools in Orlando, Fla., captured this image using a drone. For more school transportation photos, see pages 8 and 9. And happy Valentine's Day.

Photo courtesy of School Bus Fleet magazine

New York State School Boards Association

Robert Schneider, Executive Director

BOARD OF DIRECTORS

- | | |
|--|--|
| Sandra Ruffo, President | |
| Christine Schnars, 1st Vice President | |
| Rodney George, 2nd Vice President | |
| Thomas Nespeca, Treasurer | |
| Peggy Zugibe, Immediate Past President | |
| David Lowrey, Area 1 | Sheryl F. Brady, Area 10 |
| Rodney George, Area 2 | Charmise Desire', Area 11 |
| Christine Schnars, Area 3 | Catherine Romano, Area 12 |
| Pete Nowacki, Area 4 | Melissa Aviles-Ramos, Area 13 |
| William Miller, Area 5 | Rosalba Canado Del Vecchio, Conference of Big 5 School Districts |
| Wayne Rogers, Area 6 | Robin Bolling, Caucus of Black School Board Members |
| Cathy Lewis, Area 7 | Michael Jaime, National Black Council of School Board Members |
| Brian Latourette, Area 8 | |
| John Williams, Area 9 | |

DEPARTMENT OF COMMUNICATIONS, MARKETING AND RESEARCH

- David Albert, Chief Communications and Marketing Officer
- Maura Bonville, Deputy Director of Marketing
- Lisa Cooper, Design and Video Manager
- Ben Greenberg, Marketing Manager/Copywriter
- Paul Heiser, Senior Research Analyst
- Alissa Maiello, Digital Marketing Specialist
- Al Marlin, Deputy Director of Communications
- Eric Randall, On Board Editor-in-Chief
- Gayle Simidian, Communications and Research Specialist

On Board (ISSN: 1528-6355) is published every three weeks by the New York State School Boards Association, Inc., 24 Century Hill Drive, Suite 200, Latham, NY 12110-2125 (518-783-0200). The New York State School Boards Association endorses no opinion or sentiment expressed in or by *On Board* except by action of its Delegate Assembly. Copyright 2025 by the New York State School Boards Association. All rights reserved. Periodical postage paid at Latham, NY and additional post offices. Association membership dues include a subscription for each school board member. POSTMASTER: Send address changes to the New York State School Boards Association, Inc., 24 Century Hill Drive, Suite 200, Latham, NY 12110-2125.

SED proposes interim suspension procedure for educators accused of sexual misconduct

By Sara Foss
SPECIAL CORRESPONDENT

The State Education Department (SED) has proposed the Board of Regents create an interim suspension procedure for educators accused of sexual misconduct or violating the appropriate boundaries of the student/teacher relationship.

A 2022 federally commissioned survey of 6,632 recent high school graduates in four states by the John Jay College of Criminal Justice found 11.7% of graduates reported “at least one form of educator sexual misconduct during grades K-12” – most often, sexual comments. Fewer than 1% of those surveyed reported other forms of sexual misconduct such as receiving sexual photos and messages, being kissed, being touched sexually or engaging in sexual intercourse or oral sex.

The proposed amendment would help school districts address safety concerns when allegations arise while protecting the rights of staff to due process, according to state officials.

If approved, new language would be added to state regulations related to the “moral character” of those able to hold teaching certificates. That would enable school districts and BOCES to ask SED

New language would be added to state regulations related to the “moral character” of those able to hold teaching certificates.

to temporarily suspend an individual’s teaching certificate after a review process taking several weeks, if not months.

An SED memo states that an allegation of a sex offense or boundary violation must be supported by sworn statements, personal knowledge and exhibits that demonstrate, “by a preponderance of the evidence, that the public health, safety or welfare imperatively requires emergency action.”

An example of a referral that would not meet this standard would be a witness statement consisting solely of uncorroborated hearsay.

Under the plan, a school or district petition would trigger an SED review process. SED would have 45 days to decide whether to serve the accused with a notice of a hearing based on the information provided by the school district or BOCES. The notice would describe the allegations, set the time and place for oral argument and identify a hearing officer selected from a panel of SED arbitrators.

The hearing officer would be required to submit a written report of their

conclusions and recommendations within 14 days of the oral argument. Then the commissioner of education would determine whether to grant or deny the application for an interim suspension. If the commissioner grants the interim suspension, the accused would have the right to appeal.

While the interim suspension is in effect, the accused would not be allowed to use their teaching certificate. SED officials believe this will discourage individuals from applying for jobs that require a valid teaching certificate.

However, the interim suspension would be a private matter at this point. Under the proposed regulation, cases would remain confidential until appeals are exhausted; at that point, they can be publicly disclosed.

The proposed regulation was published in the State Register on Jan. 29 for a 60-day public comment period.

Also at the January Board of Regents meeting:

- The Regents heard a presentation from the SED Office of Special Education and Adult Career and Continuing

Education Services (ACCES) focused on how to ensure students with disabilities seamlessly transition from secondary education to post-secondary education, such as higher education and job training programs. The Office of Special Education and ACCES were recently reorganized into a unified entity to help further this goal.

- The Regents’ Audits/Budget and Finance committee heard a presentation on chronic absenteeism. Officials discussed a recent report from the New York State Comptroller looking at elevated rates of chronic absenteeism in New York schools, highlighted ongoing efforts to track chronic absenteeism and outlined plans to use a new attendance measure to measure the attendance rate of all enrolled students in a school.
- Department staff provided an update on the status of the Performance-Based Learning and Assessment Networks Pilot to the Board of Regents’ P-12 Education Committee. Twenty-three schools throughout New York are participating in the PLAN Pilot, which looks at how performance-based learning can be implemented in a diverse range of schools.

It’s never been a sprint.



Insurance has pretty much always been a marathon.

Like life. Which is why New York public schools choose to protect their students, staff, faculty and property with a company that’s in it for the long run – the New York Schools Insurance Reciprocal.



And if you’re keeping track (pun fully intended), here’s a fact that helps education leaders looking for a long-term insurance partner get off to a fast start: The business officials and administrators who run our member schools also run NYSIR.

For nearly 35 years, NYSIR has provided comprehensive property and liability coverage and expert risk management specifically tailored to help school districts and BOCES stay ahead in the race.

Seems like a good way to stay a step ahead, doesn’t it?

NYSIR. In it for the long run.

FOR INFO, VISIT NYSIR.ORG. NEW YORK SCHOOLS INSURANCE RECIPROCAL, 333 EARLE OVINGTON BOULEVARD, SUITE 905, UNIONDALE, NEW YORK 11553

INCREASE, from page 1

measure called the Small Area Income and Poverty Estimate (SAIPE).

SAIPE represents the share of students from a household below the federal poverty level, based on the students' residential location within a geographic school district. Updates are based on the American Community Survey, a continuous household survey conducted monthly by the Census Bureau.

Hochul's proposed budget, called the executive budget, includes no other foundation aid formula updates or adjustments.

The formula adjustments have mostly minor impacts on individual districts' aid totals. New York City would experience the most meaningful decline in foundation aid, as compared to the formula in current law. When accounting for these updates, the executive budget provides full funding of foundation aid for all districts.

Hochul also wants the Legislature to fully fund all expense-based reimbursement aids (such as transportation aid and BOCES aid). This would drive an additional \$230 million in state aid. All forms of state aid to schools would increase by nearly \$1.7 billion, or 4.8%.

The Distraction-Free Schools Initiative. The executive budget proposal also detailed the governor's plan to limit student use of smartphones in schools, called the "Distraction-Free Schools

Initiative." The proposal would not apply to teachers or other school staff.

Traditional public schools, charter schools and BOCES would be affected, but not private or parochial schools. By Aug. 1, 2025, school boards would be required to adopt a policy prohibiting the use of "internet-enabled devices," including smartphones, during the school day and on school grounds. The policy must include a method for students to store their internet-enabled devices on site (e.g., in lockers) during the school day. School boards must also identify one or more methods for parents and guardians to contact students during the day and provide written notification of those methods to families at the beginning of each school year.

Notably, the governor's proposed prohibition would not apply to certain devices, including:

- Cell phones that do not have the ability to access the internet (such as those that can only call, text and take pictures or video).
- Devices provided by the school district or BOCES that are used for educational purposes.
- Personal devices when authorized by a teacher, district or BOCES for a specific educational purpose, usage for managing a student's health, usage in the event of an emergency, usage for translation services, usage pursuant to an individual student's

IEP or 504 plan, or usage where otherwise required by law.

In addition, the plan would require schools, on an annual basis beginning Sept. 1, 2026, to publish a report detailing enforcement of the policy in the prior school year.

Hochul proposes the Legislature allocate \$13.5 million to support districts and BOCES in the implementation of such a plan. The executive budget directs the state Division of Budget to determine distribution of funds, with no additional details available at this time.

"During the past year, NYSSBA staff and board members have participated in numerous conversations and meetings with the governor's office and other stakeholders regarding student use of cell phones," Schneider said. "In those discussions, we have consistently expressed support for the governor's focus on addressing mental health challenges and improving educational opportunities and outcomes for students. At the same time, we have expressed our belief that local districts and BOCES are the best decision-makers regarding if and how student use of cell phones should be regulated, because what works in one community may not work in another."

Read NYSSBA's analysis of the executive budget proposal here: bit.ly/40MUExN. The governor's proposals will be the subject of negotiations with the Legislature over the next couple months. The new state fiscal year begins on April 1.

Hochul proposes universal meals

School districts that participate in the National School Lunch and Breakfast Program would be fully reimbursed by the state for all meals served, if the state Legislature agrees to create a new Universal Free School Meals Program. Students in participating schools would receive free meals regardless of family income.

In her executive budget proposal, Gov. Kathy Hochul proposed increasing the budgeted amount for meal reimbursements by \$160 million, bringing the total annual funding amount to \$340 million.

"For years, NYSSBA has advocated for exactly this," said Executive Director Robert Schneider. "Universal meals will reduce student hunger and malnutrition, which interfere with a child's ability to learn. It will also eliminate the problem of school meal debt. It is good public policy."

Have a Merry... Summer!



It's never too early to set yourself up for summer success! Summer meals and Summer EBT keep kids nourished during their school break and ready to learn in the fall.

Hunger Solutions New York provides free, individualized assistance. We can help you:

- Help families locate summer meals sites
- Help local libraries and recreation centers provide summer meals
- Raise awareness of the Summer EBT program



HUNGER SOLUTIONS
NEW YORK
UNITING POLICIES AND
PROGRAMS TO END HUNGER

Contact us today to learn more:

Cody.Bloomfield@HungerSolutionsNY.org

Funded by NYSOTDA and Share Our Strength. This institution is an equal opportunity provider.

How to build consensus in the boardroom

By Mark Snyder
SENIOR LEADERSHIP
DEVELOPMENT MANAGER

Some school boards have members who disagree often, but their meetings are not quarrelsome. These boards can talk through disagreements calmly, respectfully, efficiently, amiably and with a sense of humor. They have superintendents who look forward to board meetings and never give a thought to dusting off their résumés.

When school boards can reach consensus consistently through discussion, the positive effects are felt throughout the school district (including improving academic results).

Unfortunately, this is not always the case. Many school board presidents have told me and my colleagues at NYSSBA that their biggest challenge is figuring out how to facilitate discussions in a way to help their boards overcome disagreements and reach consensus.

If your board consistently has difficulty reaching consensus, it's bad for everyone. Board meetings become long and unproductive. People who attend meetings or watch online get the impression that board members are factionalized and don't like each other. The superintendent may grow

to dread board meetings and might keep an eye out for job openings.

Consensus does not mean unanimity. While it's great when all members agree, consensus means something else. It involves being inclusive, following a good process and getting buy-in. Your board has achieved consensus when:

- Everyone on the board understands the issue and the pros and cons of various options.
- All board members feel that they have had an opportunity to voice their thoughts and opinions on the decision (which was not a *fait accompli*).
- After robust discussion, a majority view has emerged.
- Because a truly democratic process has been followed, all members feel they can accept the majority decision and consider the matter settled.
- All members feel they can support the decision of the board, even if there are lingering reservations.

To have any chance of reaching consensus, board members need to be on the same page regarding the district's purpose and direction. They should agree on the district's vision, mission, goals and values. If board members disagree on the district's direction, that needs to be addressed first. Without agreement on the

basics, it will be hard, if not impossible, to reach consensus on other issues.

To reach consensus, board members must take the time to understand all sides of an issue. This includes thinking about how the decision will affect students, staff and the community. It's important to ask questions, listen to others and consider feedback from stakeholders. A member who ends up in the minority can accept the decision of the majority because they can understand the other side's reasoning and feel that they had a fair chance to share their perspective before the vote.

It's important to recognize that people approach decision-making differently. Some individuals prefer to analyze data and weigh all options thoroughly, while others rely more on intuition or "thin-slicing" of key data. The board president and vice president need to figure out what will work for everyone. Generally, concise summaries and visual aids can help illuminate issues and, hopefully, build consensus.

If interpersonal conflict or animosity is present, building consensus will require additional strategies. It may be appropriate to involve a neutral third party (ideally a trained facilitator). When conflict is acknowledged and addressed openly, with respect for all parties, it creates a stronger foundation for collaboration.

At a minimum, the board should establish ground rules for respectful communication. In a retreat, this can

be paired with a discussion focusing on shared goals.

Here are some tips for board presidents and vice presidents to minimize conflict and help build consensus:

- Redirect discussions toward the district's mission and student outcomes.
- Encourage one-on-one or small group meetings outside the formal board setting (consistent with the Open Meetings Law).
- By example, encourage board members to have social interactions in which no school or board business is discussed. Find opportunities to chat with fellow board members about their families, hobbies, vacations and (caution!) whatever is in the news.

When a decision is made, it becomes "the board's decision." Everyone should understand that it is bad form for a school board member to undermine a vote by posting negative comments on social media, badmouthing the decision in conversations with constituents or making comments about the settled issue at future meetings. The fundamentals of being a good school board member should be addressed in the onboarding process for new board members and can be reinforced in a retreat.

If your board needs help building consensus, call (800) 342-3360 and ask for Leadership Development.

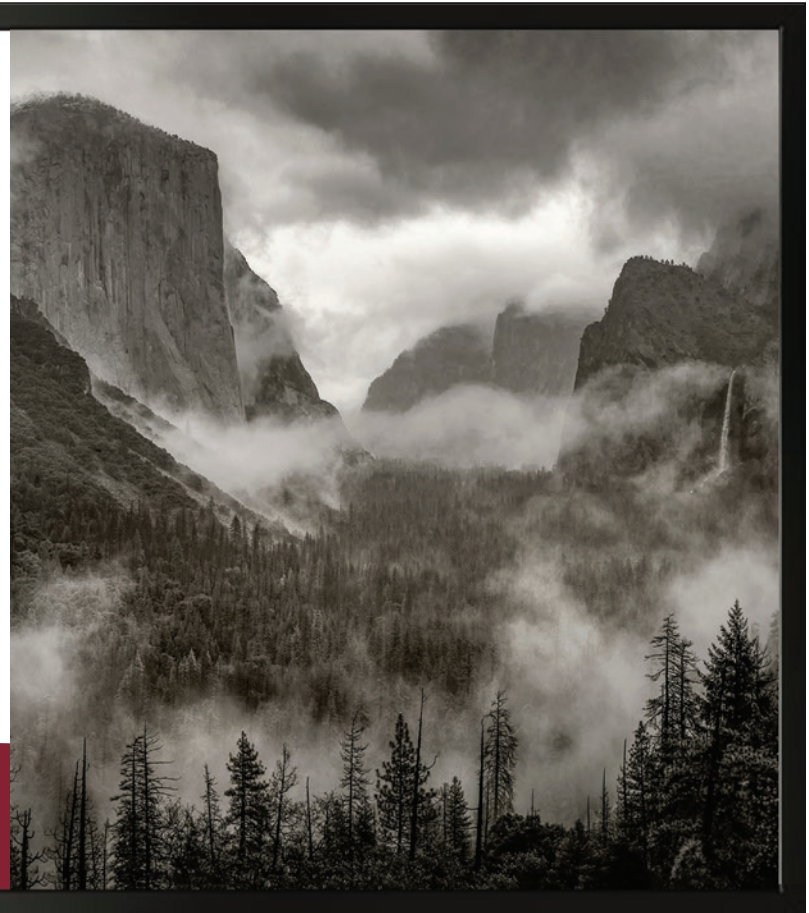


Custom Board Retreats

The *Art* of Good Governance

Decisions made by the governance team aren't necessarily black and white. NYSSBA Custom Board Retreats can help your board work through the grey areas by focusing on best practices, trust and collaboration to ensure all decisions are made with greater student achievement in mind.

Book your Custom Board Retreats today!
Call 1-800-342-3360
or visit nyssba.org/cbr



100,000 students expected to compete in statewide math tournament for K-8

By Alan Wechsler
SPECIAL CORRESPONDENT

“Kids love to practice math. If you do it in a non-judgmental way,” according to Robert Sun, a retired businessman and inventor who is one of the nation’s leading math advocates.

Founder of the organization First in Math, Sun has spent the last 30 years promoting math education through online games and competitions.

This spring, his organization is partnering with the State Education Department to organize a Statewide Mathematics Tournament for students in kindergarten through grade 8.

It will begin with a virtual competition on March 20, which Sun expects to attract as many as 100,000 student competitors. Finalists in each of 10 regions – about 240 students total – will take part in an in-person championship on May 31 at the New York State Museum in Albany.

The format will be based on the First in Math platform, which has an interface that resembles a video game. The regional competition will focus on Sun’s digital 24th Game, which is available at www.firstinmath.com.



Kesang Yangtso, then a fourth grader representing P.S.139 in Brooklyn, and her teacher Mariah Torres react to cheers from families supporting students at the 2024 Statewide Math Tournament. ❖ Photo courtesy of First in Math

Sun said the games offered on the platform are designed to teach kids skills in a fun way, providing instant feedback while helping players feel good about math.

“When a mind is anxious or fearful, it cannot solve the simplest

of problems,” Sun said. “And mathematics is a lot of problem-solving. The first task is to ease that anxiety.”

At the in-person event, students will use game cards to compete in a group

setting. The top prize will be worth \$5,000, Sun said.

More information about the math competition is on the State Education Department website at bit.ly/3DXISsp.

NYSSBA'S ONLINE STATE-MANDATED TRAINING FOR NEW SCHOOL BOARD MEMBERS

Take Your Seat at the Board Table... with Confidence



Make your **state-mandated training*** experience more than just completing a requirement. With NYSSBA's online courses, you will:

- Become familiar with board roles and responsibilities.
- Understand policies and procedures.
- Learn about essentials of board governance and fiscal oversight.

NYSSBA's online courses are self-paced and user friendly. These courses use engaging visuals and real-world examples for the best quality learning experience.

* NYS law requires newly elected school board members to complete training on the essentials of school board governance and a minimum of six hours in fiscal oversight within their first year of service.



Register today at nyssba.org/smt



CALL FOR PRESENTATIONS

OPENS FEB. 24

Please share your knowledge and expertise at NYSSBA's 2025 Annual Convention & Education Expo.

Choose from the following options:

- **Best Practices & Innovative Ideas:** 60-minute sessions on a topic of interest to our members.
- **Student Voice:** 60-minute sessions where students share work that supports our representative democracy.
- **Pre-Convention Board Officers Academy:** 60- to 90-minute sessions focused on managing conflict, fostering collaboration and building consensus *(one to two presenters are optimal)*.

NYSSBA's
Annual Convention & Education Expo
OCT. 23-25, 2025 // NEW YORK CITY
NEW YORK HILTON MIDTOWN ▶



DEADLINE: MARCH 24, 2025

Best predictor of earnings at age 30? For 11 year olds, it's math test scores

By Alan Wechsler
SPECIAL CORRESPONDENT

Teaching better math skills to children and adolescents pays off – literally – in adulthood, according to a 2024 study from the Urban Institute.

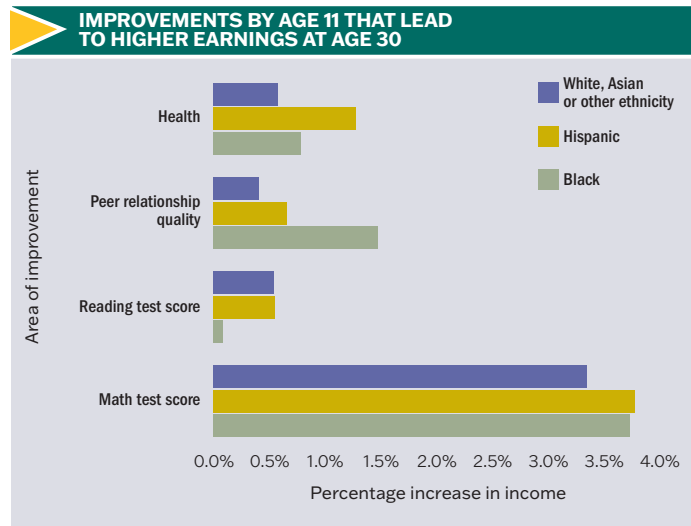
Investigators used statistical techniques to track Americans from birth to age 30, looking at numerous cognitive, behavioral and social variables in different life stages. They created a model that predicts the effect of changing various variables on future earnings.

The study revealed that children up to age 12 who improve their math scores by a statistically significant amount (at least one half of a standard deviation) raise their chances of earning more money at age 30. Girls tend to see a higher earning boost than boys, and Hispanics, regardless of gender, consistently enjoy the most sizeable gains in earnings through math improvement.

The connection between math scores and future earnings was seen at earlier ages, but most pronounced at age 11. Other variables considered involved measures of health (including mental health), relationships with peers and English test scores.

For Black children, earnings increases were also associated with improvements in reading scores and the quality of the parent-child relationship. Improvements in measures of young children's health tend to lead to improved earnings as adults, especially in Black and Hispanic children.

The study, "Comparing the Long-Term Impacts of Different Child Well-Being Improvements," noted that many



factors affect children's well-being in adulthood. The study sought to identify the life stages and aspects of children's development that provide the best opportunities for students to earn more as adults as well as to live a healthier life.

"Our results can help policymakers choose among interventions aimed at benefiting children in the short and long term," the report said. "For instance, if a locality or state had the choice between equivalent improvements in students' math and reading test scores, our findings suggest improving math test scores would have a substantially greater impact later in life."

The report cites studies going back to the 1970s that had similar findings.

Many schools are still trying to address learning lost during the 2020-21 pandemic. "The average U.S. public school student in grades 3 to 8 lost the equivalent of a half year of learning in math and a quarter of a year in reading" due to the pandemic, according to a 2022 study by the Harvard School of Education.

Results of the 2024 National Assessment of Educational Progress Mathematics were released on Jan. 29, 2025. According to that U.S. government assessment:

- The average fourth-grade math score improved by 2 points compared to 2022 but was down 3 points compared to 2019.

- The average eighth-grade math score was the same as 2022 but was down 8 points compared to 2019 – and was lower than all previous assessment years going back to 2003.
- Most states and jurisdictions and all urban districts had either an increase or stayed the same compared to fourth- and eighth-grade math scores in 2022, but declined compared to 2019.

To improve student's math skills in a systematic way, schools need to emphasize building skills in the early grades, according to DeAnn Huinker, professor of math education at University of Wisconsin-Milwaukee and director of the Center for Math and Science Education Research.

She cited a spate of recent studies that have documented the benefits of improving math skills, particularly for students in kindergarten to second grade.

"We're proud of kids when they can count, but it kind of stops there," she said. To improve, schools can focus on other skills, such as "subitizing." This term refers to one's ability to instantly recognize a small group of objects without having to count each one. It's an example of a skill that makes it easier for child to gain a more advanced understanding of math.

To learn more ways to improve students' math skills, Huinker suggests teachers visit the website [Learningtrajectories.org](https://learningtrajectories.org) or read the book *Catalyzing Change in Early Childhood and Elementary Mathematics*, which is available from the National Council of Teachers of Mathematics at nctm.org.

The New York State Education Department plans to support math education by releasing a series of numeracy briefs this spring.

Algebra for all? Calculus for the college-bound? Studies address what math to teach in high school

By Alan Wechsler
SPECIAL CORRESPONDENT

Historically, a district in the Bay Area of California assigned ninth-grade students to either take algebra or enroll in a remedial class based on assessment scores. This resulted in *de facto* segregated classrooms, where Black and Hispanic freshmen were disproportionately likely to be assigned to remedial classes.

Then the district embraced the Algebra Initiative, an "algebra-for-all" program. A working paper published by the Annenberg Institute at Brown University found that "ninth-graders with math scores below grade level who were placed in Algebra I classes instead of remedial classes, coupled with enhanced teacher training, had significantly higher math achievement by grade 11."

To prepare for the algebra-focused initiative, teachers received 15 days of professional development, plus an additional planning period, coaching and other resources. The new classes

required students to show their reasoning for work and allowed teachers to design their own lessons.

The authors say these results suggest that higher expectations for the lowest-performing students, coupled with aligned teacher supports, is a "promising model" for realizing students' mathematical potential. Read the report at bit.ly/4jjY4iM.

Calculus was the subject of a different study called *The Limits of Calculus: Revisiting the Role of Math Education in College Admissions*. The report, released in December 2024, was commissioned by the National Association for College Admission Counseling. It was written by a group funded by the Bill & Melinda Gates Foundation called Just Equations, which describes itself as "an independent resource on the role of math in education equity."

The study notes that fewer than 5% of colleges and universities require calculus for incoming students, and those that do are typically STEM-focused institutions. Relatively few college classes require calculus as a prerequisite, according to the report.

However, 89 percent of college admissions officers surveyed agreed with the statement that students who take high school calculus are more likely to succeed in college.

The 28-page paper argues this is a disconnect that makes college admissions harder for minorities and other groups of students who typically do not take calculus. The report contends that the widespread belief that successfully taking calculus in high school is an indicator of ability to succeed in college contributes to "significant and persistent inequitable access for underserved students."

The report recommends that K-12 systems "promote or require engagement in four years of high school math."

What subjects should be taught? "To ensure a range of opportunities for students to take advanced math, states should invest in expanding the curriculum to offer courses such as data science and AP Statistics, so more students have the opportunity to take courses that align with their interests and career goals," according to the report.

Read the report at JustEquations.org.

Heroes of school district transportation



In the Byron-Bergen Central School District, Transportation Director Jaime Vindigni often covers bus routes when drivers are out.



Antonio Caldaroni, bus driver for the Lake George Central School District for 11 years, gives a fist bump to wish a student a great day at school.



Hilton driver Sue Mullen helps a student practice emergency exits.

❖ Photos courtesy of: Kristine Conte of Ulster BOCES (Saugerties); Marcy Reisinger of Capital Region BOCES (Lake George); Dean Russin of DCMO BOCES (Sherburne-Earlville); Gretchen Spittler of Monroe2 BOCES (Byron-Bergen); and David Yates (Hilton).



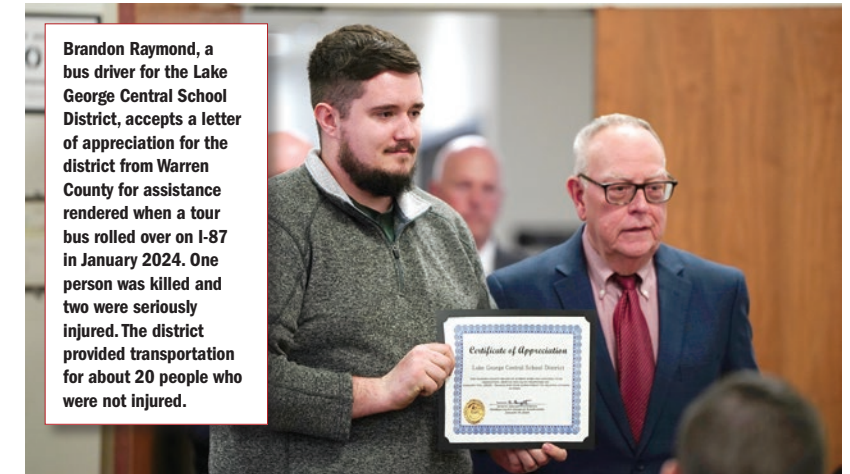
The Sherburne-Earlville Transportation Department participated in the Chobani Parade of Lights on Nov. 30 in Norwich.



By Eric D. Randall
EDITOR-IN-CHIEF

School bus drivers are the first and last school district personnel students see every day, and their work is supported by mechanics, transportation supervisors, school aides, school

administrators and others. In recent years, school transportation departments have coped with a driver shortage and the challenge of preparing for a state mandate to switch to zero emissions buses by 2035. Sometimes they provide emergency support after accidents, as occurred in Warren County in January 2024. Thanks to school district communications specialists for providing photos of some of the people who make a difference.



Brandon Raymond, a bus driver for the Lake George Central School District, accepts a letter of appreciation for the district from Warren County for assistance rendered when a tour bus rolled over on I-87 in January 2024. One person was killed and two were seriously injured. The district provided transportation for about 20 people who were not injured.



Andrew Fisco, a bus driver for contractor First Student, Inc., stands with the Saugerties modified soccer team moments before departing for a competition. Fisco, known for his kindness and positivity, was recently recognized by the school district for his outstanding support of student athletes.



On a chilly morning, aides wait for buses carrying elementary students to arrive at Byron-Bergen Central Schools. From left are Jessica Hall, Becky Cummings, Janet Copani and Kim Ladley.

The road ahead is changing.
But our commitment
to safety is not.

Leonard Bus Sales...
making the road ahead
easy for you.



TRANS TECH

800.554.4504

Bergen | Deposit | Middletown | Rome | Saratoga Springs

leonardbus.com

LEONARD
Bus Sales Inc



Help All New York Students Build Skills to Take on Real-World Challenges

These Advanced Placement® courses help students build critical skills, aligned to the proposed New York State Portrait of a Graduate, using projects and performance tasks:

- English 10: AP Seminar
- AP Computer Science Principles
- AP African American Studies

College Board is collaborating with BOCES to make AP® more accessible than ever before.



Visit cb.org/ny-ap to learn more or contact Matt Zarro at mzarro@collegeboard.org.

© 2024 College Board.



Handle With Care program alerts schools when children are exposed to trauma

By Robin L. Flanigan
SPECIAL CORRESPONDENT

Frank Guglieri was midway through his zuppa di pesce at a restaurant when he got a text from the police informing him that two young children, a brother and sister, had been exposed to a traumatic incident.

Guglieri, who is director of Regional Safety Services at Putnam/Northern Westchester BOCES, stepped away from the table to notify a contact person at the children's school. It's something that Guglieri has done more than 1,000 times since 2019, when the BOCES began participating in a program called Handle With Care.

Here is how it works: A police officer, paramedic, Child Protective Services agent or other first responder encounters a child at the scene of an incident or in the course of an investigation. They are trained to find out where the child goes to school, then notify a designated local contact, such as Guglieri.

The nature of the trauma is kept confidential. No information is shared other than the child's name and the words "Handle With Care."

Guglieri is the contact person for about 150 school buildings in 18 school districts, and he gets a notification every single day. He immediately forwards the information to a designated contact at the school or district level. PNW BOCES is partnered with the Child Advocacy Center of Putnam County, and its mental health and family support resources are available to all of the BOCES' component school districts.

Handle With Care is a federal initiative overseen by the U.S. Department of Health and Human Services. It started with a pilot program in Charleston, West Virginia, in 2013.

There is great value in quickly alerting school officials to the fact that specific children have been exposed to some kind of traumatic event, according



Frank Guglieri, director of Regional Safety Services at Putnam/Northern Westchester BOCES, is the key contact for police to alert officials in 18 school districts about children exposed to a traumatic incident. ➔ Photo courtesy of Putnam/Northern Westchester BOCES

The nature of the trauma is kept confidential. Schools receive a notification with the child's name and the words "Handle With Care."

to the West Virginia Center for Children's Justice, which led the pilot program and now manages expansion of the Handle with Care program. According to the center's website, a traumatic event might be "a meth lab explosion, a domestic violence situation, a shooting in the neighborhood, witnessing a malicious wounding, a drug raid at the home, etc."

Or maybe the fire department responded to a false alarm, and the only problem is that the child is groggy in the morning.

At the school level, teachers and staff can be alert for signs of trauma, which manifest as excessive anger, exhaustion,

frequent headaches or stomachaches, as well as difficulty concentrating.

The program can help reduce absenteeism by getting help for students who otherwise would be sent home for not feeling well. Teachers might extend a homework deadline or allow a student to postpone a test without penalty.

If students are disruptive or misbehave, school officials who understand that the child has been under extraordinary stress can provide supportive interventions rather than take disciplinary actions or otherwise handle the incident insensitively.

Schools often let parents know about the Handle With Care program when

presenting information about their school climate and safety plans.

For a Handle With Care program to be successful in a community, it's essential to have buy-in from all partner agencies, Guglieri said. In Putnam County, the idea has been supported "from the bottom up and the top down," he said. The Putnam County Sheriff's Office plays a key role by gathering reports from police agencies, fire departments and other public safety agencies, then sending them to Guglieri.

Guglieri sees the program as reflecting the social support mission of public schools. "Education has morphed into so much more than teaching," he said. "Students are bringing so much with them to school, which has become a hub to support them in a variety of ways."

For more information on the program, go to www.handlewithcarewv.org. And feel free to contact Guglieri at fguglieri@pnwboces.org.

HOW YOU CAN
CONTRIBUTE TO

ON  BOARD

On Board welcomes submissions of articles and opinion pieces relevant to a statewide audience of education leaders in New York State, especially from school communications professionals, superintendents, principals and others working in K-12 public education. We are particularly interested in stories about outstanding school programs that could serve as models for other school districts and articles about how trends in public education are manifesting in New York State.

Submissions should be 700 to 1,400 words and are subject to editing. We also welcome submissions of photographs that show students engaged in learning and tell the story of educators in public schools being innovative and fulfilling their missions. Letters to the editor that comment on anything that has appeared in *On Board* are also welcome. Letters to the editor should be 375 words or less.

**Send submissions to Editor-in-Chief
Eric Randall at editor@nyssba.org**

Legal Briefs

After resignation, probationary employee not entitled to BOE's thoughts on tenure

In *Appeal of Harrington*, the commissioner of education found that a probationary director of human resources was not coerced into resigning his position prior to the school board taking official action to terminate his employment. Additionally, he was not entitled to receive written notice of the reasons for the potential denial of tenure under the Education Law.

A few months before the end of his probationary term, the superintendent told the petitioner that while he had recommended the board grant tenure, the board was not inclined to do so. At that time, the petitioner opted to resign rather than wait for the board's decision on his tenure and the board accepted the resignation. Subsequently, the petitioner filed an appeal with the commissioner.

Although the appeal was dismissed as untimely, the commissioner disagreed with the petitioner's argument that he was coerced into resigning because he believed he would receive tenure based on the superintendent's recommendation. In a previous decision also involving allegations of a coerced resignation, the commissioner stated that the crucial element in determining whether a resignation involves coercion is "lack of free choice" and that, in essence, the individual had no "practical alternative" but to resign.

Here, the commission found that the superintendent merely told the petitioner that the board was not likely to grant tenure. Upon learning that the board might deny

tenure, the petitioner made the choice to resign rather than wait for the board to vote on the denial of tenure. Therefore, there was no evidence that the superintendent coerced the petitioner's resignation.

The commissioner also disagreed with the petitioner's claim that he was entitled to written notice of reasons for his potential denial of tenure. In situations where a board votes to reject the recommendation of a superintendent to grant tenure, the individual may request the reasons for the denial of tenure. However, in this case, the petitioner was not entitled to notice because the board had not denied tenure at the time he resigned. Accordingly, the commissioner denied the appeal.

– Shubh N. McTague, Staff Counsel

Nonpublic school student not entitled to enrollment in BOCES program

In *Appeal of Potter, Jr.*, the commissioner of education found that a nonpublic school student was not entitled to attend a BOCES New Vision program under provisions of the Education Law that allow nonpublic school students to receive "instruction in the areas of gifted pupils, career education and education for students with disabilities ..." These are known as the dual enrollment provisions of Education Law section 3602-c.

BOCES New Visions programs allow students to choose an area of focus, such as business, education and human development, or health and medicine, and spend part of the days for an entire school year learning about

the careers in their chosen track while also completing college coursework. The programs are open to high-performing students who intend to pursue professional careers that require a bachelor's degree or higher.

The commissioner disagreed with the student's parent that the program constituted "career education" because the description of the BOCES New Vision program fell within the exclusion in definition for career education. Career education is defined by the Education Law as "training or retraining designed to prepare individuals who are [district residents] ... for gainful employment as semi-skilled or skilled workers or technicians or subprofessionals in recognized occupations and in new or emerging occupations or to prepare pupils for enrollment in advanced technical education programs" (emphasis added). However, programs specifically excluded in this definition are ones that are generally considered professional or that require a bachelor's degree or higher as well as training in fields such as business and health, as was the BOCES New Vision program.

The commissioner also disagreed with the parent that the student qualified for the program as a gifted pupil because the school district in which the student's nonpublic school was located did not offer gifted programs to its public students. Other factors in the commissioner's evaluation included the absence of hallmarks of gifted programs such as referral, evaluation and timely request for gifted services.

Accordingly, the commissioner found the student was not entitled to dual enrollment in the BOCES program and dismissed the appeal.

– Shubh N. McTague, Staff Counsel

WHEN IT COMES TO DISTRICT ELECTIONS –

Your Best Vote is Bold

Bold System's Election Management System is a trusted technology used by districts for efficient voting.

- ✓ Over 25 years of experience in School District Elections
- ✓ Serving more than 180 School Districts and over 50 municipalities
- ✓ Enduring 20 year partnership with NY State BOCES



Ensuring Accuracy

- Voter registration management
- Unique street listing tailored to your school district boundaries
- Seamlessly integrate multi county and in-district voters
- Absentee voter identification, tracking and reporting



Enhanced Efficiency

- Quick voter check-in
- Eliminate handwritten records
- Reduction in labor
- Training and support for the entire election process



Achieving Compliance

- Instant data access
- In-depth statistical and demographic analysis
- Versatile reporting capabilities
- Easily answer FOIL requests
- Customized Electronic Poll Books (eBooks)
- Automatic poll lists
- Timely county updates



Electronic Voter Poll Books (eBooks):

- Provided and maintained by BOLD
- Reliable fail-safe during internet outages
- Quick voter check-in, reducing election staff needs
- Digital Poll Books (eBooks) with versatile search options
- Precise polling location for multi-poll place districts
- Effortless signature capture



Poll Place Finder

Voters can review polling site and registration from anywhere.

Schedule a demo: www.boldsys.com

(631) 676-7107 • 2805 Veterans Memorial Hwy, Ronkonkoma, New York 11779



Bold Systems, LLC.

The best solution for your Election

NYSSBA announces restructuring

By **Jeffrey S. Handelman**
DIRECTOR OF HUMAN RESOURCES
AND OPERATIONS

The retirement at the end of January of NYSSBA's longest-tenured employee, Deputy Executive Director and General Counsel **Jay Worona**, has resulted in significant changes to NYSSBA's organization chart. Worona, who has been a staff member for 40 years, will continue to perform certain duties as a consultant. Other duties will be assumed by existing staff within the legal department.

At the Board of Directors meeting in December, Executive Director Robert Schneider announced title changes for a dozen staff members, effective January 1. Their photos, new titles and backgrounds accompany this article.



Jay Worona



Chris McLaughlin



Ann Laszewski



Sal Prividera

In addition, two new employees have joined the NYSSBA team:

Ann Laszewski, leadership development manager, joined the department last July. She was most recently employed as a middle school principal at Ballston Spa CSD, a position she held since 2019.

Sal Prividera was recently hired as executive operations and special projects manager. Prividera has an extensive background in association management and communications and has contributed to On Board as a freelance writer.

Prividera will replace **Chris McLaughlin**, who announced her retirement at the end March. McLaughlin has been with NYSSBA in various capacities since 2016.

Caroline Bobick

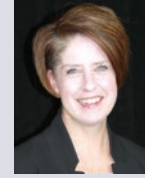
Deputy Director of Governmental and External Relations



Bobick has been in the governmental relations department since 2017. She previously held the position of senior governmental relations representative and federal advocacy manager.

Melina Breig

Expo and Events Coordinator



Breig, employed at NYSSBA since 2023, served as executive assistant to Jay Worona prior to his retirement. She is taking over a position vacant since last November.

Darci D'Ercole

Chief Governance and Leadership Development Officer



D'Ercole has been an employee since 2008, most recently as director of leadership development.

Barry Entwistle

Chief Member Relations and Business Development Officer



A former school board member and former member of NYSSBA's Board of Directors, Entwistle has been employed at NYSSBA since 2006. He most recently was director of member relations.

Matt DeLaus

Governmental Relations Counsel



DeLaus started in the department as a graduate intern in 2022 and was hired as governmental relations representative in 2023.

DeLaus started in the department as a graduate intern in 2022 and was hired as governmental relations representative in 2023.

Brian Fessler

Chief Advocacy Officer



Fessler has been a member of the governmental relations department since 2014, where he served as director for the last five years.

Fessler has been a member of the governmental relations department since 2014, where he served as director for the last five years.

Patrick Longo

Member Relations and Engagement Manager



Longo has added new member engagement to his responsibilities. He has been a member of the member relations department since 2016.

Longo has added new member engagement to his responsibilities. He has been a member of the member relations department since 2016.

Jennifer Kearney

Senior Convention & Events Manager



Kearney has been employed at NYSSBA since 2016 and is expanding her responsibilities from her prior position in the department.

Kearney has been employed at NYSSBA since 2016 and is expanding her responsibilities from her prior position in the department.

Ellen Kramek

Senior Leadership Development Specialist

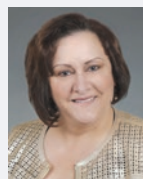


One of NYSSBA's most senior staff members, Kramek started her career in 1990, working in a variety of departments and positions prior to joining leadership development in 2020.

One of NYSSBA's most senior staff members, Kramek started her career in 1990, working in a variety of departments and positions prior to joining leadership development in 2020.

Heidi Longton

Chief Events Officer



In her new position, Longton will expand her role overseeing NYSSBA's annual Convention and Education Expo as well as overseeing other events and programs. Longton has worked at the Association since 2015.

In her new position, Longton will expand her role overseeing NYSSBA's annual Convention and Education Expo as well as overseeing other events and programs. Longton has worked at the Association since 2015.

Bernadette Neeley

Production and Purchasing Coordinator



Neeley is assuming responsibility for purchasing. She began her career in the information technology department in 1993.

Neeley is assuming responsibility for purchasing. She began her career in the information technology department in 1993.

Pilar Sokol

Director of Legal Services



Sokol first joined NYSSBA in 1989 and returned as deputy general counsel in 1999 after a two year absence. She is assuming additional duties.

Sokol first joined NYSSBA in 1989 and returned as deputy general counsel in 1999 after a two year absence. She is assuming additional duties.



**SUPERINTENDENT OF SCHOOLS
WHITEHALL CENTRAL SCHOOL DISTRICT**

The Whitehall Central School District Board of Education is seeking a Superintendent of Schools for its 692 pupil PreK-12 district. The District is located at the southern edge of Lake Champlain and Lock 12 of the Champlain Canal System and is the birthplace of the US Navy. The greater Whitehall area is steeped in the early history of the country and the state of New York.

The Whitehall Central School District Board of Education expects to offer an initial salary in the \$150,000 - \$170,000 range based on the successful candidate's experience and training. An excellent fringe benefit package will also be included.

A brochure and application can be found at:

https://www.wswheboces.org/apps/pages/superintendent_vacancies

Submit electronically a letter of interest, resume, completed application, three letters of reference specific to this position, transcripts, and proof of certification by February 14, 2025 to:

Dr. Turina Parker, District Superintendent of Schools
WSWHE BOCES
10 LaCrosse Street, Suite 6
Hudson Falls, NY 12839
(518) 746-3310, Ext. 8 | Fax (518) 746-3319
email: c/o Jacqueline White, jwhite@wswheboces.org



**SUPERINTENDENT
MONTCLAIR, ESSEX COUNTY**

The Montclair Board of Education is seeking an exceptional instructional leader with the vision and experience to inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in setting and achieving the highest standard of excellence, so that each student enrolled in our K-12 School District may be provided with an appropriate and effective education. MPS, a diverse and vibrant community, pioneered an award-winning magnet system with its elementary and middle schools identified by unique themes. The entire town is the "neighborhood" for its students. Community support for the district was evident in November 2022, when in an historic show of unity, more than 80% of town voters backed the \$188 million bond referendum to repair and modernize MPS's buildings and infrastructure.

Guided by a new strategic plan, MPS is committed to providing educational programs and services to support meaningful educational progress for each student, with mental health and well-being a priority through a districtwide commitment to restorative justice practices. MPS is committed to the success of all students, including students in special education, multilingual learners, and those interested in pursuing career and technical education pathways. MPS is also expanding its preschool programs with the goal of providing universal preschool.

Montclair High School offers over 25 AP classes, 31 varsity sports, and over 100 clubs. Ninety percent of its graduates matriculate to post-secondary institutions. The district has 6,096 students, supported by a budget of just under \$160 million with 11 schools – 7 elementary schools, 3 middle schools, and 1 high school.

Qualifications:

- NJ School Administrator or Certificate of Eligibility required.
- 5+ years of administrative experience required; having both principal and central office experience preferred.
- Superintendent experience highly preferred.
- 3 years Teaching experience required; 5+ years preferred.
- Experience with a similar size, diverse district highly preferred.

Position available: July 1, 2025

Deadline for receipt of applications: February 10, 2025

To apply: tinyurl.com/Montclair-Search

New Jersey School Boards Association
E-mail: suptsrch@njsba.org

Jeanne Cleary and Charlene Peterson, Search Consultants

Affirmative Action / Equal Opportunity Employer

Do State Aid Revenue Forecasts Worry You?

School Aid Specialists (SAS) can help.

With a unique skill set honed from more than 70 years of experience, SAS will ensure your district receives its maximum share of state aid revenue. Experience these benefits with SAS:

- Introductions are facilitated through NYSSBA.
- The initial consultation is complimentary.
- Review of foundation aid components.
- If no additional revenue is found, there are no fees.
- Real-time best practice training for your staff included.

LEARN MORE

Zac Adams

Member Relations Manager
New York State School Boards Association

518-783-3726

zac.adams@nysba.org



School Aid Specialists

THE REVENUE EXPERTS

schoolaidspecialists.com

School Aid Specialists is a NYSSBA-endorsed
School Services Partner



Why arts education is as important as English, STEM and social studies



Lester W. Young, Jr.
Chancellor, Board of Regents

I recently spoke at an event at the Louis Armstrong Center in Queens, a magnificent venue on the street that was once home to the jazz legend. Armstrong was one of many jazz musicians who lived in Queens in the 1940s and 1950s. As described in a recent *New York Times* article: "Jazz clubs were in Harlem. But jazz musicians lived on the tree-lined streets of Queens ... Black jazz virtuosos sought solace

in the neighborhoods where their racial identity was welcomed."

My father was among those artists, and I spent my early years surrounded by the vibrant, creative energy of this community. So, I was delighted to be invited to the Louis Armstrong Center to talk about the value of arts education.

I had a receptive audience – the New York City Arts in Education Roundtable. The group's mission is to elevate and enhance arts education in New York City's schools and communities.

Like many school board members, I believe that ALL students need arts education. It fosters the kind of creativity and mental flexibility our students will

Arts education fosters the creativity and mental flexibility our students will need to succeed in today's economy.

need to succeed in today's economy. In the words of arts educator Kelly Pollock: "The true purpose of arts education is not necessarily to create more professional dancers or artists. It's to create more complete human beings who are critical thinkers, who have curious minds, who can lead productive lives."

Here are three reasons that school leaders should support comprehensive arts education:

- Research confirms the obvious: students who study and engage in artistic endeavors are more likely to think creatively and to bring new ways of looking at a problem.
- When we talk about the skills needed to compete in the 21st century economy, we're talking about the ability to think in creative and divergent ways.
- To be well-educated, one must not only learn to appreciate the arts but must also have rich opportunities to actively participate in creative work.

Also, the public supports arts education. According to a recent Ipsos survey, 91% of Americans believe the arts are a vital part of a well-rounded education for K-12 students, and 84% believe that arts and STEM

subjects (science, technology, engineering and math) complement each other well.

I believe that the arts are as important to a student's overall educational experience as core subjects such as English, math, science and social studies. So are foreign languages, career and technical education, financial literacy, graphic design and countless others.

Students who take a wide array of courses have more opportunities to discover what interests them and what they may have an aptitude for. They are better equipped to become the kinds of people they want to be, doing the kinds of work they want to do.

Arts education provides students with invaluable experiences that broaden their horizons and foster a deeper understanding of our shared humanity.

The key to successful teaching and learning has always been to keep students engaged in the process. That's precisely the approach we're taking in our work to reimagine New York's high school graduation requirements.

We will provide students with multiple opportunities to demonstrate what they know and are able to do. We will provide them with new pathways to graduation – pathways that are both engaging and rigorous.

The arts must be more than electives serving a small subset of students. We must ensure that arts education plays an essential role in public education, helping all students become well-rounded, culturally literate and empathetic individuals.



Improving the business behind education

We partner with school districts and BOCES to provide the most comprehensive workers' compensation solution. From full Workers' Compensation coverage to our industry specialist, we provide valuable safety training and risk management programs that help keep employees safe, prevent claims, and minimize costs.

Now available! Large deductible plan!

Learn more about PERMA membership:

Inquire: perma.org/quote | Email: solutions@perma.org | Call: 888-737-6269
Public Employer Risk Management Association, Inc.

PERMA & NYSSBA: Partners Since 2013

"NYSSBA did our due diligence examining PERMA to make sure they could appropriately serve school clients and deliver on their promises. We have endorsed PERMA since 2013 as the preferred Workers' Comp provider for our membership."

Robert Schneider
NYSSBA Executive Director

PERMA
Your Source for Solutions



ESSENTIAL TRAINING FOR BOARD MEMBERS

The decisions you make as a school board lay the groundwork for student success.

NYSSBA's workshops deliver the tools you need to fulfill *your most important responsibilities* — board governance, school law and policy.

TRAINING OPPORTUNITIES *

Superintendent Evaluation Workshop

In cooperation with SuperEval

Learn best practices for conducting a successful evaluation.

– March 14 or August 21 • Live Virtual

Policy Workshop

Understand key policies that support student learning.

– May 7 • Live Virtual

Summer Law

Sponsored by New York Schools Insurance Reciprocal (NYSIR)

Navigate new laws and regulations, court decisions and other rulings affecting your district's legal responsibilities.

– July 15 • Long Island

– July 31 • Albany

– August 5-6 • Live Virtual

Board Officers Academy

Develop your leadership skills and review current issues facing board officers.

– October 3 • Live Virtual

WHY ATTEND

- Gain actionable insights for impactful decision-making.
- Collaborate with peers from across the state.
- Fine-tune your understanding of different aspects of school board service.

Attend with your fellow board members to align your decision-making as a unified governance team.

REGISTER TODAY!



Scan to register.

For a full training schedule visit [nyssba.org/events](https://www.nyssba.org/events).

* Attend 3 or more of these events and receive 25 bonus points in our recognition program.

