



NEWSLINE

VOLUME 1/ISSUE 9 – MAY 2018

EVERY STUDENT SUCCEEDS ACT (ESSA) IMPLEMENTATION: TRAINING SESSIONS AND PUBLIC COMMENT PERIOD

During the month of May 2018, the Office of Accountability successfully conducted the first three of seven ESSA accountability system training sessions for school superintendents and chief information officers in Westchester, Rochester and Albany. At the training sessions, Department staff discussed elements of the new accountability system and the proposed amendments to Commissioner's regulations relating to the implementation of the state's approved Every Student Succeeds Act (ESSA) Plan.

Department staff anticipates that the proposed amendments will be presented to the Board of Regents as an emergency action in June 2018 and for permanent adoption at the July 2018 Regents meeting.

To view the instructions for posting public comments along with the proposed regulations, please visit <http://www.p12.nysed.gov/accountability/essa.html>.

Public comments may be submitted to ESSARegComments@nysed.gov.

Should you have any ESSA related questions, please send them to: ESSA@nysed.gov.

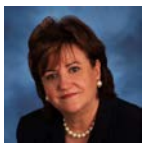
OFFICE OF ACCOUNTABILITY NEWSLINE SURVEY

The Office of Accountability continues to seek feedback regarding the content and design of the 2017–18 OA Newsline. Please complete a survey, which may be accessed at: <https://www.surveymonkey.com/r/OANewslineFeedback>.

THIS JUST IN...

The Board of Regents discussed the following items presented during its May 2018 Meeting

- [Introducing New Guidance and Resources for Social Emotional Learning](#)
 - [Supplemental Presentation - Social Emotional Learning - Essentials for Learning, Essentials for Life](#)
- [Amendment to Section 100.2\(kk\)\(1\) of the Commissioner's Regulations Relating to Reports of Incidents of Harassment, Bullying and/or Discrimination Pursuant to the Dignity for All Students Act](#)
 - [Supplemental Presentation](#)
- [Information Privacy Program](#)
 - [Student Data Privacy Updates](#)
- [Annual Professional Performance Review Update](#)



UPDATES FROM COMMISSIONER ELIA

- [Parent Update: Updates from This Week's Regents Meeting, My Brother's Keeper Symposium, Student Privacy Forums](#)
- [News & Notes: Happy Teacher Appreciation Week!](#)

FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ



May 9th marked another milestone in New York's implementation of its Every Student Succeeds Act (ESSA Plan), with the release of draft Commissioner's Regulations for public comment. Among the numerous changes proposed in the draft regulations are the creation of a new section of Commissioner's Regulations, Section 100.21, that provides much specificity regarding how the Commissioner will determine the accountability designations of schools and districts and the supports that will be provided to identified schools and districts. The regulations are not meant to be light "beach reading," but rather provide a roadmap for how New York will operationalize key elements of its plan.

As noted earlier in this newsletter, the public comment period on the Regulations, which can be accessed at: <http://www.counsel.nysed.gov/rules/indices-fulltext/2018/04>, is from May 8 to July 9. Comments may be sent to essaregcomments@nysed.gov.

The Office of Accountability has also posted an updated summary of New York's ESSA plan on the Department's ESSA website, is conducting regional meetings for superintendents and chief accountability officers to assist them to better understand the accountability system reflected in the proposed regulations and will be posting other explanatory materials to the Department's Website. We are working hard to try to make transparent and accessible to stakeholders how New York's accountability system will work and how the information the system will provide can be used to inform decisions at the school and district level, particularly in terms of how human and fiscal capital are deployed to support teaching and learning.

I encourage you to take advantage of the numerous ways in which we are disseminating information about ESSA implementation and to share with us your ideas on how New York can best utilize ESSA to improve student outcomes in New York.

APPLICATIONS FOR HURRICANE AND DISASTER RELIEF FUNDING

Local Educational Agencies (LEAs) that have been educating students in the 2017-18 school year who were displaced by certain natural disasters are eligible for two different funding opportunities recently announced by the United States Department of Education. In order to receive funding, LEAs must complete a two-part "Hurricane and Disaster Relief Funding" survey regarding the number of students displaced by recent disasters who are enrolled in public or private schools within the LEA. The results of these surveys will aid the New York State Education Department's (NYSED or "the Department") to submit applications to secure for New York's LEAs these two funding opportunities.

The "Hurricane and Disaster Relief Funding" surveys may be accessed by completing the following steps:

1. Go to Business Portal <http://portal.nysed.gov>. Click on the 'Log In' button
2. Enter your username and password
3. Click on "SED Monitoring and Vendor Performance System" under My Applications
4. Select "View Surveys for Title 1 School and Community Services"
5. Find the surveys titled "Hurricane and Disaster Relief Funding – Part 1" and "Hurricane and Disaster Relief Funding – Part 2"
6. Click on 'view' to begin/continue to input information

Please note that:

- LEAs must respond to Part 1 AND Part 2 of the "Hurricane and Disaster Relief Funding" survey to be awarded funds.
- LEAs must complete both surveys, even if the LEA has not enrolled and/or served any students displaced by Hurricanes Harvey, Irma or Maria or the 2017 California wildfires.
- LEAs must complete the survey titled "Hurricane and Disaster Relief Funding - Part 1" by May 25, 2018.

- LEAs must complete the survey titled “Hurricane and Disaster Relief Funding - Part 2” by Friday, June 15, 2018.

Before completing Part 2, LEAs must contact all non-public schools within the district’s boundaries to notify them of the availability of funding under The Temporary Emergency Impact Aid for Displaced Students (Emergency Impact Aid) Program and to identify if eligible displaced students have been served by the non-public school during the 2017-2018 school year. LEAs must use the “Non-Public School Certification Form” and the “Non-Public Parent or Guardian Application Form” – both found in the Document Library – to collect information from Non-Public Schools. LEAs must review documentation to verify the eligibility of any non-public school students included in counts in this application as meeting the definition of displaced students.

If you have any questions about the survey, please contact the Title I School and Community Services Office at (518) 473-0295 or via e-mail at conappta@nysed.gov. Thank you in advance for your partnership in serving students impacted by recent disasters.

THINGS TO NOTE

DID YOU KNOW...?

That U.S. Department of Education Announced New Federal Disaster Assistance for Florida?

[Read More Here](#)

- [Southern Cayuga Central School Teacher Receives 2018 Yavner Teacher Award](#)
- [Board of Regents Acts to Amend Dignity for All Students Act Regulations](#)
- [State Education Department Presents New Guidance and Resources for Schools to Implement Social and Emotional Learning](#)

STRATEGIES FOR SUCCESS - [MURRAY AVENUE SCHOOL](#)

Dr. Shaps, Superintendent of the Mamaroneck Union Free School District shares “Strategies for Success” that have been implemented at the Murray Avenue School, which he says have been key to the success of all four of the Mamaroneck UFSD’s elementary schools.

The “Strategies for Success” include:

- Adopting a growth mindset and an asset-based view of each child. (Professional anchor text: Opening Minds by Peter Johnston: <https://www.stenhouse.com/content/opening-minds>)
- Providing enrichment rather than remediation. (For example, ensuring that Tier 1 of Response to Intervention includes abundant daily access to irresistible books for all children.)
- Developing consistent, inquiry-based curriculum in all content areas.
- Providing instruction via the workshop model and the “gradual release of responsibility” framework.
- Forming family community partnerships (e.g., with the school’s garden committee and Sheldrake Environmental Center).
- Committing to ongoing, job-embedded professional development via myriad formats and venues (e.g., instructional coaching, professional book groups, inter-visitation).

For further information about the Murray Avenue School, please contact principal, Alison Hazut at: ahazut@mamkschools.org.

