

CSAANY'S NEWS

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REGENTS LEGISLATIVE AGENDA

At the September 13 Regents Legislative Conference the Nonpublic School Community proposed ten items for consideration. On November 10, SED Legislative coordinator, Claudia Alexander provided an update on the recommendations which Commissioner Mills made to the Regents regarding these and all other suggestions and initiatives advanced by the Conference participants.

Our ten items fell into 3 different categories:

1) **SUPPORT** - The Regents should support the proposal if introduced by others, but the item should not be included in the Regents legislative program for 1996. In particular, Commissioner Mills recommended:

SUPPORT: that public school districts be required to transport children attending nonpublic schools on certain days when the public schools are not in session.

2) **FURTHER CONSIDERATION** - The proposal may have merit, but it requires further study or experience before I will be prepared to recommend either that the proposal be included in the Regents Legislative program or that the Regents give their support. In particular, the Commissioner recommended:

Give **FURTHER CONSIDERATION** to proposals:

- a) that the maximum distance school districts are required to transport children be expanded from 15 to 20 miles;
- b) that textbook aid be increased an additional \$10. per pupil;
- c) that computer software aid be increased an additional \$6. per pupil;
- d) that library material be increased an additional \$4 per pupil;
- e) that a pilot school choice program be developed and supported which provides parents with vouchers, tax credits or equity grants;
- f) that there be a \$5 million increase in the State grants for learning technology for students in public and nonpublic schools;
- g) that tax credits be given to stimulate donations by private donors for at-risk students in both public and nonpublic schools.

3) **DEFER** - The proposal should not be adopted as part of the Regents legislative program for 1996, nor should it be supported by the Regents. In particular:

DEFER:

- a) that certain city school districts be required to transport students beyond city limits;
- b) that school districts be reimbursed 100% for the costs of transporting children to nonpublic schools.

You will notice that the majority of our concerns require "further study or experience". Watch for opportunities to provide the Regents (and Commissioner Mills, too) with practical experiences which may support our proposals.

If you would like a copy of each resolution with the reasons given for the aforementioned recommendation, contact CSAANY'S 518-273-1205.

BETTER BEGINNINGS AWARD

January 24 DEADLINE for submitting nominations for the **BETTER BEGINNINGS AWARD** made annually to an elementary teacher gifted in finding and nurturing the strength of each student. Contact CSAANY'S if you have not received the application form from SED.

*May you have the gladness of Christmas
which is hope,
the spirit of Christmas which
is peace,
the heart of Christmas
which is love.*



CONTENT - PROCESS, APPROACHES TO MULTICULTURALISM

Multicultural education explores minority perspectives and cultures and attempts to change school practices to honor ethnic and racial diversity. Although multicultural programs can look quite different, most follow three basic approaches, according to a monograph by the North Central Regional Educational Laboratory.

The first and most common approach to multicultural education is teaching content about different cultures. This approach emphasizes designing and developing curriculum lessons and courses around the history, heritage, contributions, and social issues of ethnic groups, says author Geneva Gay. History and English classes are particularly well-suited to this approach.

In the second approach, teachers learn about the attitudes and values of the various cultures and how culturally diverse students learn best. They then use this information to make appropriate changes in instruction. For example, knowing that some cultures teach children not to speak to elders unless spoken to, teachers should plan some activities that do not require students to call out answers.

The third approach is a combination of the first two. It draws on culturally diverse content, experiences, and perspectives to teach other knowledge and skills. For example, teachers might use ethnic novels, poetry, and folklore to teach reading comprehension, vocabulary, and how to infer meaning. One program that has used this latter approach, Hawaii's Kamehameha Early Education Program, boasts that students' average reading test scores improved from the 13th to the 67th percentile in four years. (The Cutting Edge, November 1995)

COMMUNICATION FROM SCHOOL INCREASES PARENTS' CONFIDENCE

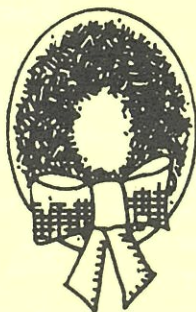
Newsletters and other communications from school help parents become more involved with their children's education by promoting a belief in their ability to influence their children's school success. Parents who receive such communications more actively support their children's learning. These parents talk to their children about what they learn in school, review and discuss assignments, and keep informed of their children's academic progress.

Communication from school reinforces parents' confidence in their ability to support their children's learning and success in school, giving parents a so-called sense of efficacy that is key to encouraging their involvement. That sense of efficacy "appears to be especially important for those parents with less formal education."

Schools should not rely solely on communications to improve parents' self-efficacy, urge the researchers. "Additional programs that give parents training in specific skills or that directly involve parents in the instructional process may have even stronger effects on parents' beliefs about their ability to have an influence." (The Cutting Edge, November 1995)



CSAANYS was pleased to host a social during November's Nonpublic School Administrators' Conference. About 150 people showed up and enjoyed meeting each other. Here are some photos of the event.



(L. to R.) Dr. Catherine Hickey, Supt. of the Archdiocese of NY, Sr. Mary Theresa Dixon of Holy Cross School in Manhattan & Mr. James Flanagan from St. Saviour Elementary in Brooklyn.



(L. to R.) Mrs. Jean Mockry of St. Peter Plattsburgh, Sr. Sandra Tripp of Cohoes Catholic, Sr. Geraldine Corkrey of Waterford Catholic, Barbara Vanston of Our Lady of Sorrows, Vestal & Ann Cowling of Seton Middle School, Endicott.