



LYC 41st Annual Civics and Law Related Education Conference

Friday, October 27, 2017
The Sagamore Resort
Bolton Landing, NY

Attorneys earn up to 7.0 MCLE Credits
Educators earn up to 6.0 PD Credits

www.nysba.org/LYC41

Sponsored by the Office of Attorneys for Children, Appellate Division, Third Judicial Department, the Committee on Law, Youth and Citizenship, the Committee on Children and the Law, and the Committee on Continuing Legal Education of the New York State Bar Association.



LYC 41st Annual Civics and Law-Related Education Conference

“PARTICIPATION IN GOVERNMENT”

Friday, October 27, 2017 | The Sagamore Resort | Bolton Landing, NY

Select sessions are eligible for CLE credit. Under the New York State Continuing Legal Education Regulations and Guidelines, partial credit for program segments is not allowed. Attendees must be present for the entire segment. Those who arrive late, depart early, or are absent for any portion of the segment WILL NOT receive credit for that program segment.

BREAKOUT DESCRIPTIONS AND SPEAKER BIOGRAPHIES ARE ON THE FOLLOWING PAGES.

8:00–8:45 a.m. Conference Registration and Breakfast Buffet

9:00–10:30 a.m. – Session 1 (Choose One)

- 1A. **We the People: Civics Education for 11th Grade U.S. History*** | *Speaker: Robert Hummel*
- 1B. **Judicial Independence: Essential to Democracy** | *Speaker: Amy R. Stein, Esq.*
(1.5 CLE credits in professional practice)
- 1C. **Education Law: School Discipline, IEPs and More*** | *Speaker: Julie Michaels Keegan, Esq.*
(1.5 CLE credits in professional practice)
- 1D. **Students and a Free Press: Teaching about the “Fourth Estate” of American Democracy** | *Speaker: Mary Miller*
- 1E. **The Rise of Robotics: Its Impact in the Vertical Markets** | *Speaker: Mac-Arthur Louis*

10:45–12:15 p.m. – Session 2 (Choose One)

- 2A. **Keeping Kids in Schools and out of Court:
Exclusionary School Discipline and Arrest and Potential Solutions for Reform** | *Speaker: Kathleen DeCataldo, Esq.*
(1.5 CLE credits in professional practice)
- 2B. **News Literacy: Lessons from the Classroom and the Road** | *Speakers: Janis Schachter & David A. Scott, Esq.*
- 2C. **Raise the Age Comes to New York State: A Practical Analysis*** | *Speaker: Martin Feinman, Esq.*
(1.5 CLE credits in professional practice)
- 2D. **Civics for Today’s Exceptional Alternative Student** | *Speaker: Frank Finch*
- 2E. **Should Creating a Wedding Cake Be Protected Artistic Speech?** | *Speaker: Robert J. Wilson, Ph.D.*

12:30–2:00 p.m. – Luncheon Buffet and Keynote Presentation

Welcome: Craig R. Bucki, Esq., Chair, Committee on Law, Youth and Citizenship

An Overview on the Mind Sciences of Bias*

Moderator: Betsy R. Ruslander, Esq. | Speaker: Gregory Owens

(1.5 CLE credits in professional practice)

2:15–3:45 p.m. – Session 3 (Choose One)

- 3A. **James Madison Legacy Project: Using Historical Text in High School English** | *Speaker: Dr. Anna Marie Bonafide*
- 3B. **Driving Through Jim Crow: The Green Books** | *Speaker: Gloria Canales*
- 3C. **You be the Judge: Defining the Limits of Student and Teacher Free Speech***
Speakers: Jay Worona, Esq. & Karen Norlander, Esq.
Richard Bader, Esq. as the Chief Judge
(1.5 CLE credits in professional practice)
- 3D. **Just the Facts, Ma’am: Combatting Fake News with Media Literacy** | *Speaker: Dr. Nicole Waid*
- 3E. **From Sci-Fi to Realistic: Books that Kick-start Activism** | *Speaker: Alicia Abdul*

3:45 p.m. Adjournment

*This CLE session will be recorded

WORKSHOP DESCRIPTIONS AND SPEAKERS' BIOGRAPHICAL INFORMATION

Session 1: 9:00–10:30 a.m. (Choose one)

1A. We The People: Civics Education for 11th Grade U.S. History

This presentation is a summary of a three-week unit of study of the U.S. Government for 11th grade high school students. The students perform research of selected topics and then present their findings to the class. A formal assessment concludes the unit. In addition, students are required to integrate some form of technology of the topics studied into their presentations (beyond PowerPoint).

Robert Hummel has been a High School Social Studies teacher since 1981 (the past 30 years teaching at Queensbury High School). He has spent the last 10 years teaching AP U.S. History in addition to Regents level Global History and U.S. History and Government.

1B. Judicial Independence: Essential to Democracy (1.5 CLE credits in professional practice)

In a constitutional democracy, the judiciary is essential for maintaining the balance of power, protecting individual rights, upholding the rule of law, interpreting the Constitution, and ensuring equal justice for all. Unlike the executive and legislative branches, the judiciary must specifically ignore the will of the majority if it runs counter to the Constitution, which can often put judges in the middle of some of the most controversial issues of the day.

The presentation will provide attendees with lesson plans and other resources to use in class in order to familiarize students with separation of powers and judicial independence. Ms. Stein will present an exercise in which students examine Supreme Court cases and answer questions such as:

- Why is it important to have an independent judiciary review these cases?
- Who may have an interest in these cases?
- How could politics influence the arguments in these cases?
- How could political influence manifest itself in an elected court?
- What factors should influence the arguments in these cases?
- What factors should not influence the arguments?

Amy R. Stein, Esq., is a Professor of Legal Writing and Assistant Dean for Legal Writing and Adjunct Instruction at Hofstra University School of Law. Professor Stein received her B.A. from Tufts University and her J.D. from Fordham University School of Law. She has been teaching Legal Research and Writing at Hofstra Law School since 2000. She also teaches Civil Procedure, Deposition Practice, Drafting and Arguing the Summary Judgment Motion, and Written Discover. Professor Stein presents frequently on topics relating to legal writing at national and regional conferences. She has written articles for various legal writing journals and has authored three legal research guides.

Professor Stein is committed to encouraging high school students to pursue higher education and careers in the law, particularly those from disadvantaged backgrounds. She frequently judges high school moot court competitions and speaks to students to encourage them to continue their education. She has participated in several Law, Youth and Citizenship Committee programs and has also participated in Youth Law Day programs sponsored by the American Bar Association.

1C. Education Law: School Discipline, IEPs and More (1.5 CLE credits in professional practice)

The Individuals with Disabilities Education Act and other laws offer rights and protections to students with disabilities. Participants will gain a practical understanding of the relevant law and strategies to address and prevent school-related misconduct and behavior.

Julie Michaels Keegan, Esq., is the Director of the Protection and Advocacy (P&A) for individuals with Intellectual and Developmental Disabilities (PADD) Traumatic Brain Injury (PATBI) programs at Disability Rights New York (DRNY), the State's protection and advocacy system for individuals with disabilities. Julie most recently served as a supervising attorney focused on individual cases and systemic issues impacting persons with developmental disabilities. For ten years prior to joining DRNY, Julie practiced independently through the Law Office of Julie Michaels Keegan, a firm devoted exclusively to special education law and future care planning throughout upstate New York. Through private practice and her position as a Special Education Resource Specialist at the Parent Network of the Capital Region, Julie has provided hundreds of trainings on a wide variety of special education issues to attorneys, parents, school personnel, advocates, and service providers.

Julie is a magna cum laude graduate of Albany Law School. She served as a Court Attorney for the Appellate Division - Third Department, staff attorney with the Law Revision Commission, and Legal Training Director of the NYS Office for the Prevention of Domestic Violence. She is a former Fellow of the Center for Women in Government and Civil Society and a graduate of the Capital Leadership program of the Capital Region Chamber of Commerce. She is a Governing Council Member of the New York Special Education Task Force.

1D. Students and a Free Press: Teaching about the “Fourth Estate” of American Democracy

Freedom of the press is a fundamental right featured in the First Amendment of the United States Constitution. In its “watchdog” role, news media functions to promote government transparency, accountability, and public scrutiny of decision makers in power and as a source of reliable/actionable information for civic participation. We will explore how a free press has been an integral part of the success of our democracy, learn instructional strategies for teaching about it and explore how students/readers play an active role in not only maintaining but sustaining the “Fourth Estate” into a future of a constantly changing and diverse media environment.

Mary Miller has been the Education Services Director at the New York News Publishers Association (NYNPA) for over 16 years. She has helped develop a growing library of Newspaper in Education (NIE) curricula aligned to current student standards/assessments. Her vision for NIE in New York State includes strategic partnerships with other organizations interested in providing teachers with easy to use tools to ultimately improve student achievement and develop lifelong learners. She has increasingly used new and emerging technologies to help meet the wants and needs of newspapers, teachers and, most importantly, students. She has worked with the We The People and Project Citizen Programs and serves on the board of the New York State Family Engagement Coalition. The NYNPA NIE Program has been recognized with numerous regional and national awards and continues to strive for increased student engagement and understanding with new media.

1E. The Rise of Robotics: Its Impact in the Vertical Markets

Robots are increasingly being used in every industry and remain competitive with fewer employees. Machine learning is ushering in a new age of automation, as machines match or outperform human performance in a range of work activities. The effect of these emerging technologies is slowly changing the nature of the workforce. Its impact on various demographic groups and our delivery system for providing many of the social benefits in the new robot-centric economy is at an epicenter of social issues.

Mac-Arthur Louis has more than 20 years of experience in information data analytics. He has served on the Sage College of Albany’s Dean Advisory Council, Alumni Executive Board and taught undergraduate-level Computer Science courses. He has served as an Advisory Board Member for the YMCA, STEM Cluster Lead for the Capital District Region and earned the Black and Latino Achiever of the Year Award. He has taught graduate-level classes at the University at Albany (U-Albany) and Albany College of Pharmacy and Health Sciences in Health Informatics.

Mac-Arthur, a Robotics Instructor at U-Albany, has presented on the topic “Discover Your Choices in STEM” for more than six years. He uses Robotics as a stimulus for a variety of educational topics such as Science, Technology, Engineering, and Math (STEM) to help high school students gain the 21st century skills necessary to compete in a global economy.

Session 2: 10:45–12:15 p.m.

2A. Keeping Kids in School and Out of Court: Overview of Exclusionary School and Potential Solutions for Reform (1.5 CLE credits in professional practice)

The presentation will highlight cutting edge research that indicates suspensions, expulsions and arrests are not effective in improving student behavior and are significantly associated with drop-out and involvement in the juvenile and criminal justice systems, as well as introduce concrete strategies for improving disciplinary policy and practices and reducing referrals of minor misbehavior to juvenile and criminal courts.

Kathleen R. DeCataldo, Esq., is the Executive Director at the New York State Permanent Judicial Commission on Justice for Children, where she is responsible for developing and implementing the work of the Commission which aims to improve the lives and life chances of children involved in the court system. Responding to emerging child welfare, juvenile justice and related health, education and other well-being issues, Ms. DeCataldo is responsible for the development of materials, training aids, trainings and conferences to enhance judicial and other professionals’ knowledge and understanding of the issues as a means to better serve children involved with the court system. Ms. DeCataldo advocates for the commission’s agenda by developing legislative, administrative and other reforms; speaking at state, national and local events; serving on leadership committees and advisory groups, including the New York City Family Court Administrative Judge Advisory Council, New York Initiative for Children of Incarcerated Parents Steering Committee and New York State Child Welfare Court Improvement Project Advisory Group; and conducting trainings and forums.

Ms. DeCataldo received the 2016 Howard A. Levine Award for excellence in child welfare and juvenile justice from the New York State Bar Association Children and the Law Committee. In September, Ms. DeCataldo received the New York City Police Department School Safety Partnership Award for her work on the Mayor’s Leadership Team on School Climate and Discipline. Prior to coming to the Commission, Ms. DeCataldo served as Assistant Deputy Counsel and Director of Legislation and Special Projects at the New York State Office of Children and Family Services. Ms. DeCataldo was appointed by the U.S. District Court for the Eastern District of New York as the State representative to the Nicholson Review Committee arising from the Nicholson v. Scoppetta litigation (2001-2004) and co-chair of the statewide collaborative Adoption Now Workgroup. While at OCFS, Ms. DeCataldo was instrumental in the passage of the Permanency Bill, Chapter 3 of the Laws of 2005, and the PINS Diversion Law, Chapter 57 of the Laws of 2005. Ms. DeCataldo received the 2006 OCFS Commissioner’s award for Merit/Employee of the Year. Ms. DeCataldo served as Family Court Judge in Schenectady County in 2000. Prior to that time she served as a law guardian and attorney for parents in child protective, family violence and juvenile justice proceedings. Ms. DeCataldo is a graduate of Albany Law School and the State University of New York at Stony Brook.

2B. News Literacy: Lessons from the Classroom and the Road

Join news literacy expert Janis Schachter and civics educator David Scott as they share lessons and experiences developed over many years in secondary level classrooms, teaching students to be more informed consumers of the news and more responsible participants in civic life. Instructional resources will be shared based upon proven classroom strategies and reflections from their "Civics Road Trips" across New York the past three summers, where they provided professional development to hundreds of teachers from socio-economically diverse communities from Long Island to Buffalo through the support of the New York State Bar Association and The New York Bar Foundation.

Janis Schachter is a Social Studies teacher at Northport High School, where she teaches a News Literacy course that she developed and implemented in partnership with the Center for News Literacy at Stony Brook University. Schachter has been a speaker at the Center for News Literacy's National Conference and has twice participated in the News Literacy Summer Institute at Stony Brook. She is also an instructor in the LYC/PATCH Law and Civic Education Summer Institute for New York educators. Prior to becoming a teacher, she worked as a journalist.

David A. Scott, Esq., is a licensed attorney and Social Studies teacher at Northport High School. He is the Coordinator of Project PATCH, the Northport-East Northport School District's K-12 Law and Civic Education Program. He is a past recipient of the New York State Bar Association's Distinguished Service Award for an Educator and recipient of the ALA National Law-Related High School Teacher of the Year Award. He is an instructor at Stony Brook University in the Educational Leadership Program where he teaches School Law. He served as a curriculum developer for iCivics. At Northport High School, he teaches American Law, advises the Mock Trial team, and leads a district-wide community service project. Scott was recognized in 2014 by the New York State Council for the Social Studies with the Distinguished Social Studies Educator Award. In 2017, he was recognized by the Federal Bar Association as "Distinguished Civics Educator."

2C. Raise the Age Comes to New York State: A Practical Analysis (1.5 CLE credits in professional practice)

Raise the Age (RTA) in New York has been long overdue but is finally here, albeit in a somewhat watered-down version that still needs work. This presentation will focus on the arguments that have been made against RTA, the science and empirical data that support it, the role of race in this discussion, and a practical review of the new legislation and what it means for our youth.

Martin Feinman, Esq. – Prior to obtaining his J.D., Marty earned an MSW and worked for several years as a Psychiatric Social Worker at the Adolescent Unit of a large upstate New York Psychiatric facility. Marty is currently the Director of Delinquency Training for the Juvenile Rights Practice of the Legal Aid Society in New York City. Marty has been with the Legal Aid Society for 30 years, doing both criminal defense and juvenile justice work, including conducting over 30 criminal felony jury trials while with the Criminal Defense Division and countless bench trials on behalf of juveniles.

2D. Civics for Today's Exceptional Alternative Student

Life-challenged students fill many alternative classroom settings. In this session, we will explore a paradigmatic approach to working with the exceptional alternative student that the Speaker believes to be better than most "conventional" approaches. So, who is our often overlooked exceptional alternative ("exalt") student? You'll likely picture some students you've known, as we consider a disruptive innovation model in social studies. Some of these "exalts" could have graduated with honors from our high schools, were it not for a serious, yet hopefully temporary, life issue such as bullying, poor health, drugs, pregnancy, family strife, etc. We will explore underlying principles of our approach, such as: going digital, rah-rah partnering to empower, constructivist/discovery within structured chaos, three input thematic learning, teaming, and re-developing from learner "system restore" points.

Frank Finch teaches life-challenged students at WSWHE** BOCES in Saratoga Springs, NY. He is a certified social studies teacher, with experience teaching, coaching, and advising students at the high school, middle school, and college undergraduate levels. Frank also teaches financial literacy in high school, college, and library settings throughout the region. Apart from teaching, Frank serves as regional sports director for the Special Olympics, Trustee for the Shriners, and has served as Area Governor of Toastmasters International. Recently, Frank has served as a judge for regional and state level "We The People" civics competitions, and state "Distinguished Young Women" contests. Frank lives in Saratoga. He attended Queensbury Schools, Adirondack Community College, SUNY Binghamton, the University of Illinois, and SUNY Plattsburgh.

** Washington-Saratoga-Warren-Hamilton-Essex

2E. Should Creating a Wedding Cake Be Protected Artistic Speech?

The U.S. Supreme Court, in its new term beginning in October, will be hearing arguments in *Masterpiece Cakeshop v. Colorado*. The question: Does a public accommodation law that compels a business to produce expressive speech that the business doesn't agree with violate the Freedom of Speech Clause? Should a baker be compelled to make an artistic wedding cake for a gay couple? A printer to make t-shirts that read "All Atheists Going to Hell"? A hair stylist to cut a swastika pattern into a customer's hair? This presentation examines both sides of the question and models class argument and participation.

Robert J. Wilson, Ph.D., founded the Constitutional Law Program in 2006 at Suffern High School where he got students to research and argue U.S. Supreme Court retirement in 2015. His last published article was "Slighting the Supreme Court's Dynamism in the NYS Regents U.S. History and Government Examination" in the Winter/Spring 2015 edition of Social Studies docket. His Ph.D. is from the Graduate Center, CUNY. His interests are the Speech and Press Clauses, the two religion clauses, original-ism versus living constitutionalism, federalism, civil rights cases, international relations, Indo-European, and the Tampa Bay Rays.

Luncheon Buffet and Keynote Presentation: 12:30–2:00 p.m.

Welcome: *Craig R. Bucki, Esq., Chair, Committee on Law, Youth, and Citizenship*

An Overview of the Mind Sciences of Bias (1.5 CLE credits in professional practice)

This session will offer a brief overview of the science that supports the reality of the impact of bias, anxiety and threat on the pursuit of equity and high performing outcomes to address racial disparities.

Moderator: *Betsy R. Ruslander, Esq., Director, Office of Attorneys for Children, Appellate Division, Third Judicial Department*

Gregory Owens is a motivational speaker, consultant and trainer. His areas of specialty include leadership development, Black male engagement, effective communication, race equity, monitoring and community engagement, and implicit bias. He has provided training in Implicit Bias to the Albany Police Department, members of the NYS Courts, and community groups in Albany, Dutchess and Columbia counties.

Owens has presented leadership development workshops for federally funded Healthy Marriage and Responsible Fatherhood programs throughout the country, worked with the National Juvenile Detention Association on racial disproportionality as a consultant with the NFL Substance Abuse program, and was a night host for local smooth jazz radio stations.

In 2015, he was appointed to the New York State Board of Regents Workgroup Blue Ribbon Committee to Improve Outcomes for Boys and Young Men of Color. He was the commencement speaker at the University of Albany School of African Studies ceremony in May of 2015, and the School of Public Health commencement in May 2016.

He is a deacon at the Macedonia Baptist Church in Albany, NY, the proud husband of Deacon Terry Owens, and father of Kayla, a student at American University in Washington, D.C.

Session 3: 2:15–3:45 p.m.

3A. James Madison Legacy Project: Using Historical Text in High School English

This presentation will discuss the use of historical informational text to increase reading comprehension and raise critical analysis skills in an English/Special Education co-taught secondary education classroom. The workshop will provide implementation strategies for research paper units and for integration with social studies classes.

Dr. Anna Marie A. Bonafide is an English Teacher and Curriculum Content Specialist at Ravena-Coeymans-Selkirk Senior High School. She is also an adjunct lecturer at the University at Albany Educational Theory and Practice Department. Dr. Bonafide has been an English teacher for 24 years and was also a National Board Certified teacher. She teaches English 11 and senior electives as well as co-taught English/Special Education classes.

3B. Driving Through Jim Crow - The Green Books

In 1936, Harlem residents Victor and Alma Green published the first ever Negro Motorist Green Book. For African Americans who had the luxury of owning a car, the book served as guide for traveling safely across a landscape divided by segregation and marred with lynching by listing restaurants, hotels, and businesses where African Americans would not be turned away or discriminated against. For the next thirty years, the annual Green Books played an important role in the radical democratization of American public spaces in the 20th century. In this workshop, we will explore teacher developed lesson plans around this primary source.

Gloria Canales is in her 10th year of teaching high school U.S. History and Spanish. She is currently at the Business of Sports School in Manhattan. She serves on the New Visions U.S. History Curriculum Project Teacher Advisory Board and is a Google Certified Educator (Level 2) and has been a Google Apps for Education user since 2009. Gloria began teaching through New York City Teaching Fellow.

3C. You Be The Judge: Defining the Limits of Student and Teacher Free Speech

(1.5 CLE credits in professional practice)

The Speakers, both attorneys and educators, will argue a case before the LYC audience (the court), addressing the rights of teachers and students to engage in school activities involving highly controversial and contemporary issues and administrators' rights and obligations to limit them. Forum members will each be given a bench memo that summarizes the relevant case law to encourage lively discussion and questioning of both attorneys during and after oral argument. Ultimately, the court will be asked to issue and explain the basis of their final decision. The forum and materials are easily adapted for classroom use to encourage lively student discussion on the limits of free speech in the public school. For attorneys, the program will include an interactive oral argument with up-to-date case law on highly controversial and current legal questions affecting public education today.

Jay Worona, Esq., is Deputy Executive Director and General Counsel for the New York State School Boards Association (NYSSBA). Mr. Worona is responsible for representing the NYSSBA and its membership of approximately 750 school districts in both direct and amicus curiae (friend-of-the court) litigation on wide-ranging legal topics such as tenure and seniority rights of school employees, special education, the constitutional separation of church and state as it applies to the operation of

public schools and the legal authority of school boards. Mr. Worona regularly presents at conferences throughout the state and nation on a range of legal topics affecting the operation of public education. In this regard, Mr. Worona is considered a national expert and has regularly appeared in the national media, including FOX National News, CNN, NPR and PBS.

Mr. Worona has been admitted to practice law by the New York State Bar; the United States District Court for the Southern District of New York, Eastern District of New York, Northern District of New York, and Western District of New York; the United States Court of Appeals for the Second Circuit, Sixth Circuit, and Eleventh Circuit; and the United States Supreme Court. Mr. Worona successfully argued and won a case before the United States Supreme Court involving the separation of church and state entitled, *Board of Education of the Kiryas Joel Union Free School District v. Grumet*. Mr. Worona served as Chairman of the Board of Directors of the National Council of School Attorneys (COSA) in 2007. This organization represents the interests of school lawyers throughout the nation. He also serves as an adjunct professor at the School of Educational Administration and Policy Studies at the State University of New York at Albany, has been honored by his peers who have appointed him as a Fellow of the New York State Bar Association, and serves as a member of the Law, Youth & Citizenship Committee of the New York State Bar Association, as well as the North American Education Negotiators Association. Mr. Worona is a member of the National Association of Parliamentarians.

Karen Norlander, Esq., an attorney for more than 35 years, has focused her practice on Children's Rights and Education Law, practicing in the Family Courts, serving as counsel to a statewide and county advocacy organizations, and moving to Albany in 1989 to become a managing attorney at the State Education Department. She is a member of the Law, Youth and Citizenship Committee of the New York State Bar Association and admitted to practice in New York, the United States Supreme Court and the lower federal courts with jurisdiction in New York.

3D. Just the Facts Ma'am: Combatting Fake News with Media Literacy

There has been an explosion of misinformation spread in the media and on social media surrounding the 2016 presidential election. Thomas Jefferson said a well-informed electorate is a prerequisite for democracy. Educators can combat the spread of misinformation by teaching their students media literacy skills to detect fake news.

Dr. Nicole Waid is an Assistant Professor of Secondary Social Studies Education at SUNY Oneonta.

3E. From Sci-Fi to Realistic: Books that Kick-start Activism

Students can find inspiration, courage and strength from books to inform them on topics of national concern like politics, the environment, and health in the past, present or future. Participants will hear an interactive book talk of middle grade, young adult and adult titles featuring these topics, examples for incorporation in to the classroom, and provide natural next steps for kick-starting community activism and participation in in government with youth.

Alicia Abdul has worked as a high school librarian for the City School District of Albany since 2007. She reviews and contributes to several professional magazines, facilitates a book group for local librarians, and sits on a national selection committee for graphic novels. She also writes for local and national book blogs as well as maintaining her own blog called "Readers Be Advised" on WordPress, and presents individually and collaboratively on books and library programming.

3:45 p.m. Adjourment

REGISTRATION

PHONE: 1-800-582-2452

ONLINE: www.nysba.org/LYC41

MAIL: Member Resource Center, New York State Bar Association, One Elk Street, Albany, NY 12207

FAX: 518-463-5993

HOTEL RESERVATIONS – THE SAGAMORE RESORT

PHONE: 1-866-384-1944

ONLINE: reservations.TheSagamore.com

GROUP/BLOCK CODE: NYSBAR1017

PRICING: \$109 - \$119/night*

**A \$35 non-refundable deposit will be charged to your credit card at the time of booking. You may cancel this reservation prior to Thu. Oct. 12, 2017 4:00 PM Eastern Time, with no penalty other than the \$35 deposit. The remainder of the full stay amount will be charged to your credit card after this time. Should you cancel this hotel reservation after this time or in the event that you do not arrive on the above arrival date, the full amount of the reservation shall be forfeited.*

This basic-level course has been approved for MCLE credit in New York for all attorneys, including newly admitted (less than 24 months).

This program has also been approved for MCLE credit by the State Bar of California and the Pennsylvania Continuing Legal Education Board for 6.0 credit hours of substantive law. All inquiries regarding MCLE credits may be directed to (518) 487-5606.

This program has been approved by the Board on Continuing Legal Education of the Supreme Court of New Jersey for 6.0 hours of total CLE credit.

The New York State Bar Association has been certified as an accredited provider of Continuing Legal Education in the states of New York, New Jersey, Pennsylvania and California.

IMPORTANT NOTICE: PARTIAL CREDIT FOR PROGRAM SEGMENTS NOT ALLOWED. Under the New York State Continuing Legal Education Board Regulations and Guidelines, attendees at CLE programs cannot receive MCLE credit for a program segment unless they are present for the entire segment. Persons who arrive late, depart early, or are absent for any portion of the segment will not receive credit for that segment.

INFORMATION AND POLICIES

Pre-Registration Strongly Advised: You can save money and guarantee your seat and course materials by registering early. Seating is limited and registrations are taken on a first-come, first-served basis. **Pre-registration is required for Attorneys for Children panel members.**

Cancellations Are Easy – Full Refunds Are Given: Your full registration fee will be refunded if you give us notice no later than the close of business (4:45 p.m. EST) three business days prior to the date of the program for which you registered. To cancel, call or email the Member Resource Center at (800) 582-2452 or mrc@nysba.org. If you do not cancel and do not attend the program, access to a complete set of course materials in PDF format will be forwarded to you via e-mail in consideration of the registration fee. Non-registrants may purchase program materials after the final program date.

MCLE Credit: This program is acceptable for MCLE credit in New York and many other MCLE jurisdictions.

Tuition Assistance: Any New York attorney who has a genuine financial hardship may apply for tuition assistance for a CLE program by completing a Tuition Assistance Request Form and returning it to the CLE Department no later than five working days prior to the program date, explaining the basis of his/her hardship. If granted, the attorney will receive tuition assistance, depending on the individual's circumstances. To download a Tuition Assistance Request Form, visit www.nysba.org/tuitionassistance. For more details, please contact Holly Hirsch at (518) 487-5586.

Accommodations for Persons with Disabilities: NYSBA welcomes participation by individuals with disabilities. NYSBA is committed to complying with all applicable laws that prohibit discrimination against individuals on the basis of disability in the full and equal enjoyment of its goods, services, programs, activities, facilities, privileges, advantages, or accommodations. To request auxiliary aids or services or if you have any questions regarding accessibility, please contact Martha Noordsy at (518) 487-5612 or mnoordsy@nysba.org.



Law, Youth & Citizenship Program

NEW YORK STATE BAR ASSOCIATION

1 Elk Street, Albany, NY 12207

Phone: 518.487-5612

Web: www.lycny.org | Facebook: www.facebook.com/lycny | Twitter: @nyciviced