

News & Notes

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SAANYS Government Relations Committee Lobbies NYS Legislature



On March 9, four teams of school leaders from the SAANYS Government Relations Committee (GRC) headed to the capital to talk education with legislators. Ranking and minority members, and legislators of both the senate and assembly were included in the meetings. Discussions focused on the governor's proposed Executive

Budget and its potential impact on districts. At press time, legislators were racing the clock to produce an ontime budget.

Here's where SAANYS stood on the top issues:

Tax Cap Adjustment

- Increase the tax cap to a fixed 2 percent or the greater of the tax cap or CPI.

Foundation Aid

- Do not repeal the foundation formula and restart 2006 formula.

State Aid Allocation Increase to \$2 Billion to Support:

- Increased numbers and needs of ELL students.
- Increased access to Career and Technical Education (CTE) programs so that all students graduate prepared for careers.
- Rising costs to school districts — salaries, health insurance, and non-personnel costs.
- \$100 million for pre-kindergarten expansion and make kindergarten a requirement.
- \$30 million for school leader professional development.

As time permitted, items related to the NYS ESSA state plan were also discussed. SAANYS members advocated for a state plan that :

- Ensures that 3 percent of the Title IIA funding is targeted to professional development for school leaders, consistent with current federal law and regulation.

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Registration Now Open!

SAANYS **All IN** ANNUAL CONFERENCE
OCT 22-23, 2017 THE OTESAGA COOPERSTOWN NY

See page 5 for more information.

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At the March Meeting of the Board of Regents

A Report from Cindy Gallagher, SAANYS Director of Government Relations

I have had the pleasure of working with the Board of Regents over a number of years and cannot recall a time when they had to cancel their monthly meetings—that is until the past two months. Unfortunately, the February meeting was cancelled, in its entirety, and the March meeting was reduced to one day, due to severe weather events. Do not despair, policies and regulations “wait for no man” (unabashedly misquoted from Chaucer) and there is plenty of action on which to report.

The first agenda item for the full Board portion of the meeting was a report by Commissioner Elia on graduation rates. This data was released a few weeks ago and has been available on the NYSED website.

Scan the QR code to view the data.



The commissioner presented a summary of the data on the 2012 cohort in her presentation. Some of the highlights include:

- A 1.3 percent increase in the overall graduation rate to 79.4 percent, which is a 12 percent increase over the graduation rate of the 2002 cohort (67.2 percent). These rates are for June graduations.
- When August graduations are added into the cohort, the graduation rate increases to an overall graduation rate of 81.4 percent. This rate exceeds the 2009 Federal accountability rate of 80 percent.

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Supreme Court Expands Scope of Special Education Rights

School districts must give students with disabilities the chance to make meaningful, “appropriately ambitious” progress, said the U.S. Supreme Court in an 8-0 March ruling, reports *nprED*.

The case, *Andrew F. v. Douglas County School District*, centered on a child with autism and attention deficit disorder whose parents removed him from public school in fifth grade. He went on to make better progress in a private school. His parents argued that the individualized education plan provided by the public school was inadequate, and they sued to compel the school district to pay his private school tuition.

The Supreme Court on March 22 sided with the family, overturning a lower court ruling in the school district's favor.

The federal Individuals With Disabilities Education Act guarantees a “free appropriate public education” to all students with disabilities. The March opinion held that “appropriate” goes further than what the lower courts had held.

“When all is said and done, a student offered an educational program providing ‘merely more than de minimis’ progress from year to year can hardly be said to have been offered an education at all,” said Chief Justice John G. Roberts Jr. “The IDEA demands more ... It requires an educational program reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.”

Scan the QR code to read more about this case in *Education Week's School Law Blog* or view the following url: <http://bit.ly/2nJVNok> ■



LEGAL BRIEFS

FMLA as Applied to Maternity Leave

While some collective bargaining agreements do contain a provision covering maternity/child rearing leave, some do not. If that is the case, employees have options such as the Family and Medical Leave Act, better known as FMLA.

Expectant mothers are entitled to FMLA leave for incapacity due to pregnancy, for prenatal care, or for her own serious health condition following the birth of the child. In addition, both parents are entitled to twelve weeks of FMLA leave to bond with their healthy newborn child. Both parents are entitled to twelve weeks of leave in a twelve month period of time so long as they do not work for the same employer. If both parents work for the same school district or BOCES they are only entitled to a combined twelve weeks of leave.

More specifically, FMLA will provide for up to twelve weeks off in a twelve month period of time starting from the day of birth. The law does not indicate that twelve weeks must be taken consecutively. If you would like to use your time intermittently you will need permission from your employer. For example, if you wish to return to work after six weeks but would like to return part time, your employer would need to approve that. Be very careful and always contact the legal team at SAANYS if you would like to negotiate something such as this. Employers can require you to temporarily transfer to an alternate position to accommodate you. This could affect tenure and should only be done with the advice of counsel.

Many employers will require the parent to utilize all sick and vacation time during this twelve week period of time. This requirement is

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Executive Viewpoint

Kevin S. Casey, Executive Director

Spring is in the Air

So it is now officially springtime, 20 inches of fresh snow be damned. Now is the time that our minds theoretically wander to traditional springtime pursuits such as love, gardening, and opening day. Unfortunately, theory and practice are two different things, and I find my mind drifting to budgets, state exams, and lobbying. Yes, I know I am a sad case.

Springtime is budget time and budgets at all levels are fraught with danger. At this time the budgets of which I will speak are all proposed

budgets, and hope springs eternal. On the federal level President Trump has proposed a budget sharply reducing or eliminating several grants and programs in the USDOE that make a real difference to our members. The relatively recently passed ESSA allows states to set aside up to three percent of its Title IIA funds for administrator professional development. Both SAANYS and Commissioner Elia have spoken in favor of this, with neither of us (I'm making an assumption here as to what Commissioner Elia may

have thought) anticipating a proposed federal budget with no Title II funding at all. One does not need to be a math major to know that three percent of zero is zero.

Our state legislators are engaged in the annual budget dance where the governor's budget proposal sets the state aid floor, the assembly one house bill sets the ceiling and the senate one house bill comes somewhere in between, and then the real negotiations begin. This year is different in that the governor's budget eliminates the phase-in of the foundation aid formula, something that was anticipated no more than a federal budget without Title II funding. Right now the assembly and senate reject this proposed elimination, but I wonder if hope springs eternal with our governor.

Springtime is also budget time for school districts. This year's two percent

tax cap is 1.26 percent (irony intended) and it still takes a 60 percent supermajority to override it. We know from recent history that is not easy to do.

Springtime is also the time for state assessments, a topic which has markedly grown in import since the now infamous original APPR plan of 2010 was essentially purchased by the federal government for \$700 million of Race To The Top money. To this day we have not escaped that decision. While there may be a current, but temporary, moratorium on the use of test scores in the most recent iteration of the APPR (is this the third or fourth version? I've honestly lost track), the system is still there, which means springtime is also opt-out season for some. The opt-outs then inevitably lead to recriminations about who is encouraging these opt-outs and why. It sometimes devolves to an-

other exercise in blame the principal, based on the faulty assumption that principals can mandate attendance and test participation. It's akin to the remove the principal from struggling schools philosophy formalized in the SIG grants. In many cases the principal is guilty only of failing to have a magic wand.

Because of these springtime pursuits we are heavily engaged in lobbying. We lobby on the federal level with our partners NASSP and NAESP. We lobby on the state level with our dedicated members on our Government Relations Committee and along with our friends in the New York City administrators union. It is not easy, but you have to be present to have your perspective heard. So what if we miss opening day; there are still 161 games remaining. ■

3-11 ELA Performance Arc

Sponsor Opinion Piece by Dr. Bruce H. Crowder, Senior Researcher, Educational Vistas, Inc.

It would not be unusual for me or any other educator to think solely about my class and grade. However, today that type of focus appears to be changing due to the nature of ELA accountability. As of this moment, the Regents Examination in English Language Arts (Common Core) is the dominant factor for gauging school district accountability. And, in reality, this has always been true, but never truer than today.

Therefore, it is time, in my opinion, to acknowledge the importance of the 3-11 ELA Performance Arc. In

doing so, it may serve as an important reminder to third graders that they are on the front end of working toward meeting an important graduation requirement. In addition, it is interesting to consider why state testing typically begins at grade three. There are very good reasons why this is so. It is at grade 3 that ideas become more abstract. The concept load is heavier. Also, the information load is more concentrated; and therefore, sophistication increases.

In making such previous statements, ones heart

has to go out to third grade teachers who are faced with this awesome challenge of lifting their students from a prior learning environment based on skills and process into the realm of content learning. This may be why increments of growth at grade 3, as reflected on state tests, tend to be smaller compared to subsequent grades; but, it is that foundation laid in grade 3 that contributes significantly to increased growth at subsequent grades.

Finally, to bring closure regarding the notion of an arc from grades 3 to 11, let me explain. The current grade 3 NYS ELA assessment has three parts: multiple-choice items (24), extended responses (2), and short response items

(7). A recent NYS English Regents has three parts: multiple-choice items (24), an argumentative piece to state a claim and support it (1), and a shorter response item based on a central idea supported from a literary device (1).

Now, I do not know about you, but I believe that the third grade assessment may, in fact, outclass the English Regents as third graders begin their arduous trek over the arc.

Dr. Bruce H. Crowder is a senior researcher for Educational Vistas, Inc. He is a former NYS assistant commissioner for Quality Assurance and the Education and Accountability Program (EAP). Dr. Crowder may be reached at bcrowder@edvistas.com. ■

The statements and opinions expressed herein do not necessarily imply or reflect the opinion or philosophy of the School Administrators Association of New York State.

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"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."
—Fred Rogers

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CAPITAL UPDATE

At the March Meeting of the Board of Regents

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- There have been varying rates of growth across the Big 5 cities, but all remain below the statewide average.
- Gaps between racial groups persist. American Indian/Alaska Native, Black, Hispanic, and multiracial groups of students continue to have the lowest graduation rates, 64.5 percent, 67.7 percent, 67.5 percent, and 80.2 percent respectively.
- Graduation rates for current English Language Learners (ELLs) decreased by 7.2 percent. This percent may be influenced by a 9.3 percent decline in graduation rates for ELLs in NYC. Syracuse and Yonkers ELL graduation rates declined slightly, with Rochester remaining the same, and Buffalo increasing by 1 percent.
- Graduation rates for students with disabilities increased statewide by 2.6 percent. Improved graduation rates for student with disabilities held across all of the Big 4 cities.
- Dropout rates have remained flat for most groups of students, except for ELLs, which increased by 5.1 percent.
- Persistence pays off — graduation rates increased when students had more time in the classroom. This is particularly true of ELLs whose graduation rate increased by 17 percent when provided two additional years of time in school.

Discussion by members of the Board of Regents focused on the graduation rates of ELL students in New York City. Regent Reyes presented a four-page statement that highlighted issues relating to data collection and explanations for the current status of programming in New York City.

P-12 Committee

Charter Schools

A substantial portion of the subcommittee meeting focused on decisions regarding the renewal or non-renewal of charter schools. The discussions ranged from data on progress benchmarks to information regarding the scope of a study on charter school results. SED uses 10 benchmarks for evaluating the effectiveness and viability of charter schools. The benchmarks used were established in the 2011 Performance Framework.

Scan the QR code to download or view the framework.



Epinephrine Auto-Injectors

The Regents voted to adopt emergency regulations regarding the use of epi-pens. These regulations were discussed at the January meeting and action was needed at the March meeting to adopt the regulations as an emergency rule. The adopted regulations provide a definition consistent with *Education Law § 921*, which allows for designated school personnel in specific instances to use an epinephrine injector; eliminates the need for school districts to enter into a collaborative agreement with an emergency health care provider to purchase and acquire epi-pens; and school districts are no longer required to report every use of an epi-pen to an emergency health care provider.

Higher Education Committee

Elimination of the Academic Literacy Skills Test (ALST) for Teacher Certification

Four tests have been required in order to obtain teacher certification. The edTPA, Educating All Students (EAS), Academic Literacy Skills Test (ALST), and the Revised Content Specialty Tests (CSTs). In January 2017, the edTPA Task Force made several recommendations, one of which was to eliminate the use of the Literacy Skills Test.

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SAANYS Government Relations Committee Lobbies NYS Legislature

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- Provides increased flexibility provided to persistently struggling schools who are unable to sustain constant demands from accountability reform.

Overall, the discussions were very productive, with most legislators indicating support for an increased amount of state aid over the amount proposed in the Executive Budget. Additionally, there seemed to be a favorable response for maintaining a predictable foundation formula for generating state aid to districts.

Following meetings with the legislators, the Government Relations Committee team met with Commissioner Elia and staff for approximately two hours. The commissioner was very gracious with her time and was committed to discussing many items with the group. The range of issues included: services for ELL students, pre-kindergarten, ESSA, curriculum updates, computer-based testing, and VADIR/DASA. SAANYS members provided excellent examples of district successes and articulated current challenges for administrators.

Many thanks to the GRC members for their time and commitment to making sure that the important perspectives of school leaders was thoughtful, insightful, and very well articulated.

Current members of SAANYS' Government Relations Committee are:

- Rebecca Boyle, Rochester CSD
- Marystephanie Corsones, At Large
- Chuck Galluzzo, At Large
- Paul Gasparini, Central NY RIC
- Fred Kirsch, At Large
- Russ Kissinger, Mount Markham
- Richard Loeschner, Brentwood CSD
- Maureen Patterson, At Large
- Joe Mazzetti, Poughkeepsie CSD
- Bernie McDermott, Chenango Forks CSD
- Theron Mong, Niagara Wheatfield CSD
- Brian O'Connor, Rochester CSD
- Evan Powederly, Byram Hills CSD
- Joe Rainis, Lynnbrook CSD
- David Richardson, Greece CSD
- Roni Puglisi, Victor CSD
- Joan Rosenberg, Jericho CSD
- Christopher Sanita, Guilderland CSD
- Duane Smith, Byram Hills CSD
- Robert Thomann, At Large
- Bonnie Tryon, At Large
- Charles Wheeler, Broome Tioga BOCES
- Bryan Wood, Cohoes CSD

Please feel free to contact SAANYS Director of Government Relations Cindy Gallagher at cgallagher@saanys.org or call 518 782-0060. ■



For more information regarding the SAANYS legislative agenda, the New York State Board of Regents, the Educational Conference Board, or other government relations concerns, contact Cynthia Gallagher, SAANYS director of government relations, at CGallagher@saanys.org.



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In an effort to assist members in achieving the 175-hour professional development requirement, SAANYS provides completion certificates for conference and seminar attendees that can be used as verification of professional development hours.

Go to www.highered.nysed.gov/tcert/faqpd.htm for complete information on requirements.

SAANYS Professional Development Update



For information on any SAANYS professional development event, contact Karen Bronson at KBronson@saanys.org.

It was a pleasure to attend the 14th Annual Syracuse City School District Educational Foundation Recognition Breakfast on March 18 in Liverpool. Hundreds of members of the SCSD family: students, teachers, parents, school and district leaders, and community supporters gathered to celebrate the successes of their schools and honor the individuals who have had such a positive impact on the school district.

Video clips showed the innovation and excitement for learning generated by the twenty grant projects that benefitted fourteen schools across the district: writing songs against violence in music classes, integrating yoga and mindfulness with literacy, starting a middle school "Cougar Café," a collaborative teen book club at the middle school, a wind tunnel for high school science, and virtual reality field trips were just a few examples. Teachers and students narrated the projects and the pride and accomplishment they felt were palpable in the room. The SAANYS members at my table shared that "Syracuse is a happy place now." It was easy to see.



From left to right: Jim Cannon, Octavia Wilcox, Karen Bronson, Arthur Grimes, and Wendy DeForge.

Speakers ranged from students to a community business leader whose family has provided thousands of new hats and gloves to elementary students through the years, to Carin Reeve-Larham, principal of Dr. Weeks Elementary School and teachers from every level in the district, sharing stories of new directions and strategies to engage all learners.

One of the most powerful parts of the event was the outpouring of love, yes LOVE, demonstrated by SCSD for its 'new' superintendent, Jaime Alicea. Every time there was mention of the fact that the word 'interim' had been removed before his title, the room stood up and cheered. No wonder. Alicea started in the district forty years ago as a teaching assistant helping ELLs and never left, holding various roles in the district that built deep trust across the district. What a story he told in a simple, unassuming way.

I left wishing that more districts had a pure celebration like this each year just to celebrate the accomplishments and successes of a school year. Negativity needs to be trampled sometimes, and what an example this was of an opportunity to focus on what really matters in our schools: kids and learning.

I have often noticed as I travel around our state how schools that struggle the most are often furthest out in front in terms of innovation and transformation. Without the luxury of complacency, and no way out but forward, the successes of schools like Syracuse (and Yonkers, and Buffalo, which I had the pleasure of working with over the past year) is affirming and invigorating. I am excited to announce that we will have the opportunity to hear about another success story, Ithaca, at the SAANYS fall conference. Our keynote speaker, Dr. Luvelle Brown, and his leaders will share another remarkable story of transformation over time. What better way to exemplify our *All In* theme than by learning about how change and growth happens when everyone, from the superintendent to the students, pull together?

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- Building Capacity: Leadership Through the Lens of Michael Fullan
- Three Leadership Actions that Build True Collaboration
- Rethinking Traditional Approaches to Grading and Homework
- Working with Difficult and Resistant Staff
- What are Learning Targets and Why are They So Vital?
- Ask Don't Tell: Effective Feedback in the Post Observation Process
- Any Google or Microsoft Topic
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- **PlayIT PODS**
This is your time to PLAY! Learning is all about play time and here is your chance. Come explore some new technologies; alone, with a friend, or join a group already playing. Visit the PlayIT Up Pods in the Vendor area.

EVENT DETAILS

April 24, 2017 Erie 1 BOCES 355 Harlem Road West Seneca, NY	August 15, 2017 Indian River CSD Calcium Primary 25440 Indian River Drive Calcium, NY
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SCHEDULE

- 7:30 Registration, Light Refreshments
- 8:15 Ramp Up Session
- 8:45-9:45 Capture Session 1
- 8:45-10:15 Immersive Session 1
- 9:50-10:50 Capture Session 2
- 10:00 PlayIT PODS Opens
- 10:15-10:30 Coffee Break/PlayIT
- 10:30-12:00 Immersive Session 2
- 10:50-11:05 Coffee Break/PlayIT
- 11:05-12:05 Capture Session 3
- 12:00-12:45 Lunch Provided
- 12:30-2:00 Immersive Session 3
- 12:50-2:00 Capture Session 4
- 2:00-2:30 Ramp Down our Summit

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We are happy to say that our pilot Professional Growth Circles are up and running in Rochester. We look forward to learning what these pilot groups will provide as we move to offer similar group mentorship opportunities around the state next year. Please contact Karen Bronson at kbronson@saanys.org, if you would like to explore the possibility of hosting a Circle in your own region or district! ■

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DR. LUELLE BROWN & TEAM

THE ITHACA STORY

When the superintendent is tweeting articles on "Why Music and Art are Key to Engaging Students" and "Why Kids Shouldn't Sit Still in Class," you know that something different is going on. This is the Ithaca story – the story of how one dynamic and determined superintendent brought a school community together to not only drastically raise achievement but to change what it means to work together as a team to heighten student outcomes in every way.

SAANYS is excited to welcome Ithaca's Luvelle Brown, the 2017 New York State Superintendent of the Year, to the SAANYS Annual Conference. Brown will be joined by members of his administrative team as they talk about the district's shift in organizational culture that has led to a 64 percent reduction in discipline referrals, a 58 percent increase in enrollment in co-curricular programs, and a graduation rate that has skyrocketed from 78 percent to above 90 percent. Educators and young people in Ithaca are transforming teaching and learning practices, realigning priorities, engaging the community, and overcoming situational constraints resulting in these dramatic achievement gains.

A former teacher, coach, principal, and school chief information officer, Brown has received various awards and recognition for his leadership. He was honored by the National School Boards Association as a "20-to-Watch" and received the Center for Digital Education Top 30 Award. In 2014, he received the eSchool News Tech-Savvy Superintendent Award. He was also selected by the U.S. Department of Education as one of the nation's top 100 innovative superintendents. Join us and be inspired by The Ithaca Story.

Q&A With:

MARYELLEN ELIA (invited) NEW YORK STATE COMMISSIONER OF EDUCATION AND PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK



MaryEllen Elia is the New York State Commissioner of Education and President of the University of the State of New York. In this role, she oversees the work of more than 700 school districts with 3.2 million students; 7,000 libraries; 900 museums; and 52 professions encompassing more than 850,000 licensees. A native New Yorker,

Ms. Elia has 45 years of experience as an educator. Prior to her appointment in New York, she served as superintendent of schools in Hillsborough County, FL, for 10 years. In Hillsborough, which includes Tampa and is the nation's eighth largest school district, she successfully implemented higher learning standards, partnered with teachers to develop a comprehensive evaluation system, and earned national recognition for gains in student achievement.

Conference Highlights

- ★ **EDCAMP SESSIONS ARE BACK FOR SUNDAY!**
- ★ **SUNDAY LEARNING LABS!**
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Register online at saanys.org

LEGAL BRIEFS

A Message From
the SAANYS
Legal Department



FMLA as Applied to Maternity Leave

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consistent with the law and can be implemented by employers. For example, if you have six weeks of combined vacation and sick time then you will be required to utilize all of your time during your leave. You may also have the luxury of working for a district that has a sick bank and may utilize this for the remainder of your leave. Every Collective Bargaining Agreement and/or district has different rules when it comes to sick banks.

Be very careful of your calculations when taking

leave as you are only required to charge days that you would have been required to report to work. For example, if you are a ten month employee and take your leave from June 1 through September 1, and your work year ends on June 30 and begins on August 15, then you will only be charging six weeks of time. Your FMLA will also have six weeks of remaining time come September 1 should you need to take it later in the year for any complications due to pregnancy or if your child becomes ill. Another

example of time extension could occur if you are not required to report to work during school breaks and your leave spans over that time frame. For example, you take leave on December 1 to return on March 1. That would include the winter break and the Christmas break. Those two weeks would not be considered part of the calculation, therefore you would not need to charge time and you would still have two weeks of FMLA time remaining on March 1.

Another leave calculation that should be carefully analyzed would be leave taken during a probationary period. Say for example you began your probationary period on September 1, 2016 with an expected expiration of September 1, 2020. You are an eleven month employee whose work year runs from August 1 until June 30 every year. You take FMLA leave from

June 1 through September 1. Upon your return, you will still have four weeks of FMLA time remaining, and you should not have charged any sick or vacation time in the

Be very careful of your calculations when taking leave as you are only required to charge days that you would have been required to report to work.

month of July. However, what is most important to consider at this point in your career, is the extension of your probationary period due to this leave. The district can extend your time a total of the amount of days you were required to report to work and did not. They may not count the weekends, holidays, or any time you are not required to report to work. When they apply this standard, they must apply a work-day-to-calendar-day formula when

adding your time on the end of your probationary period. It is important to note, they may just simply send you a letter indicating the extension, they may request that you sign an agreement, or they may simply say nothing. Any employee would be precluded from claiming tenure by estoppel prior to the expiration of the additional time pursuant to a leave.

Please contact the SAANYS legal team anytime that you will be taking advantage of leave time, whether it's for maternity reasons or any other reason for that matter. Calculations of time, and availability of sick bank time will vary depending on your particular collective bargaining, so it is always important to ask. ■



Your Role in Addressing the Growing Mental Health Crisis Among Students

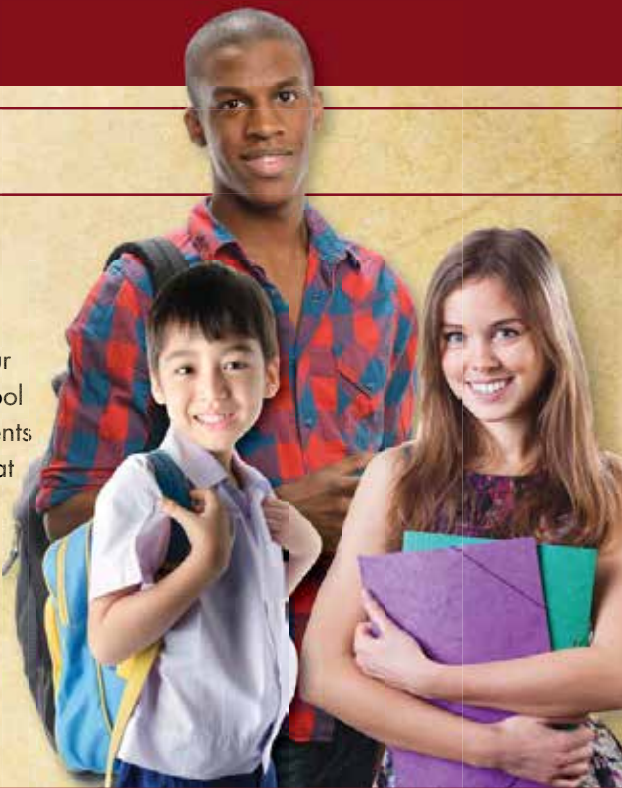
BE INFORMED.

BE AWARE.

Be a part of the conversation.
Our public school students depend on it.

Join the conversation about the mental health issues impacting our students. Share everyday challenges with educators, parents, school staff and mental and health professionals. Discuss what improvements can be made to identify and treat mental health issues. Learn what school boards can do to create solutions through training, partnerships and advocacy strategies that benefit schools, communities, students and families.

Saturday, May 20 | 8:00 a.m. — 4:00 p.m.
Holiday Inn Express & Suites, Latham



Cooperating organizations:

New York State School Boards Association (NYSSBA) | Mental Health Association in New York State, Inc. (MHANYS)
New York State PTA (NYSPTA) | New York State Council of School Superintendents (NYSCOSS) | New York State Education Department (NYSED)
Rural Schools Association of New York State (RSA) | School Administrators Association of New York State (SAANYS)

Guest Speakers



Dr. Katharine H. Briar-Lawson
Professor and Dean Emeritus,
School of Social Welfare,
University at Albany, SUNY



Dr. Hal A. Lawson
Professor of Educational Policy and
Leadership and Social Welfare,
Department of Educational Policy and
Leadership, University at Albany, SUNY



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Learning from and sharing with one another is the best possible way to grow professionally.

SAANYS is fortunate to have a wide range of practitioners with proven expertise and experience to support your professional development needs. Let SAANYS help you plan everything from an administrative team meeting during the school day, to an after-school or full-day workshop, to an administrative retreat or superintendent's conference day for you or your teachers. These are all options that can take shape with SAANYS PD Your Way.

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Contract Settlements

NOTICE: Please send copies of your unit's settlements in the event that SAANYS did not negotiate the contract. This information is important and is helpful to fellow SAANYS members.

Chester Administrators Association, Region 5

A four-year successor agreement has been approved by the board of education and the unit. The members of the negotiating team include Unit President Lea Kaufer-Morganstein, Edward Spence, and Cindy Walsh, and were assisted by SAANYS Labor Relations Specialist John Knight. This CBA becomes effective July 1, 2017 and includes a salary increase of 2 percent per year.

Employee contributions for health insurance will remain at 15 percent for both family and individual coverage for the first two years of the contract. In years 3 and 4, the contribution will be set at 15.5 percent and 16 percent respectively. Unit members will not be entitled to dual health insurance coverage if the spouse has coverage under the same plan. A new stipend has been added for the athletic director, beginning at \$2,000 and increasing 2 percent in each year of the agreement. A more generous bereavement leave provision has been added as well as an increased amount of sick days that can be used for family illness.

The longevity schedule was restructured. The 5 year longevity was eliminated in favor of a \$1,500 longevity payment upon receiving tenure. Several unit members are still subject to the three-year tenure rule. They will now receive that money two years earlier. The 10 year longevity was increased by \$250 to \$1,750 and a new 15 year longevity at \$1500 was added. In addition, there is now contractual language that memorializes the district practice of cumulative longevities.

Upon separation from the district, unit members may cash out sick and personal days after 8 years of service (down from 10 years) and at \$100 per day (up from \$90 per day).

Syracuse Association of Administrators and Supervisors, Region 10

This contract was negotiated by Dr. Michael Robinson.

- Three-year contract with salary increases of 2.5, 2.75, and 3 percent.

Save a Little, Get a Lot More in Retirement



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One advantage of working for a school is knowing you have a pension plan. But a pension doesn't have to be your only source of

income in retirement. Luckily, your school district offers another way to save for retirement, called a 403(b) plan. A 403(b) is like a 401(k) for educators, and can be used to supplement your pension to help you enjoy a more comfortable retirement.

It's easy to think of it this way: your pension can help cover some essential expenses in retirement like housing, food and healthcare, while the income you get from your 403(b) account can be used to live the way you want in retirement.



Your Pension Plan

Payments can cover:

- Housing
- Healthcare
- Food
- Other essentials



Your 403(b) Plan

Payments can cover:

- Travel
- Gifts
- Entertainment
- Other non-essentials

Changing jobs? Take your retirement plan with you.

These days, it's not uncommon for educators to change jobs, schools, or even school districts to find a better position. One of the nice things about a 403(b) plan is that it belongs to you. That means you should be able

continued on page 8

- No change in health benefits.
- Newly develop observation rubrics for vice principals and central office staff created with a joint committee and will be reviewed for two years.

Bolivar-Richburg Central School Administrators Association, Region 12

Three-year contract: July 1, 2016 – June 30, 2019

- **Salary:** 2.9 percent each year.
- **Health Care:** 12 percent contribution into POS Plan (no change); Opt-out – \$1,650 stipend.
- **Benefits:** Carry over 15 vacation days, 3 vacation day buy-backs at 1/240th per diem, salary adjustment for elementary principal, \$2,000 into flex plan, \$850 for professional dues, tuition reimbursement for 9 credits per year.
- **Retirement:** Unused sick days at \$95 per day up to 250 days.

Frontier Central Administrators & Superintendency Association, Region 12

Three-year contract: July 1, 2016 – June 30, 2019

Salary:

- 2.0 percent for 2016-17, 3.5 percent for 2017-18, 2.5 percent for 2018-19.

Health Care:

- Frontier Plan – 11 percent for 2016-17, 15 percent for 2017-18, 5 percent for 2018-19.
- Co-Pay Plan – 11 percent for 2017-18, 11 percent for 2018-19.
- First Choice Plan – 6 percent for 2017-18, 6 percent for 2018-19.
- High Deductible – 5 percent for 2017-18, 5 percent for 2018-19.
- Opt-out – \$1,200 if three members opt out, \$3,000 if four members opt out, \$4,500 if five members opt out.

Benefits:

- 3 vacation day buy-backs at 1/240th per diem.
- Longevity Steps – \$2,000 after 17, 22, 27, and 32 years of service in TRS. July 2017 – \$2,000 after 5, 10, 15, and 20 years of FCASA service.
- Professional growth funds of \$2,000 per FCASA member.
- \$100,000 Term Life Policy.
- Compensation for extra assigned duties through a MO.
- \$2,500 Mentoring stipend approved by the superintendent.

Retirement:

- Career Increment – \$2,000 per year up to 15 years of service in district, (30,000 max) into Health Care Fund or 403(b) if no HC.
- Unused Sick Days – 250 = \$30,000, 200-249 = \$25,000, 150-199 = \$20,000, 100-149 = \$15,000. ■

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The New York State School Superintendent Hearing Handbook 3rd Ed. (revised)

Joe Silva

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2017 CALENDAR



National Autism Month

National Poetry Month

School Library Month

Apr 12 Anniversary of First Man in Space

Apr 13 Thomas Jefferson's Birthday

Apr 16-22 National Student Leadership Week

Apr 16 Easter

Apr 17-21 Public School Volunteer Week

Apr 17-18 Passover

Apr 17 Patriot's Day

Apr 18 Anniversary of Paul Revere's Ride

Apr 22 Earth Day

Apr 23-29 Administrative Professionals Week

Apr 23-29 National Volunteer Week

Apr 23-29 Week of the Young Child

Apr 23-24 Holocaust Remembrance Day

Apr 27 Take Our Daughters and Sons to Work Day

Apr 29 National Arbor Day



Asian American and Pacific Islander Heritage Month

Food Allergy Action Month

Preservation Month

May 1-5 National Teacher Appreciation Week

May 2 National Teacher Day

May 5 Anniversary of First American Man in Space

May 5 Cinco de Mayo

May 5 School Lunch Hero Day

May 8 VE Day

May 8 National Bike to School Day

May 14 Mother's Day

May 17 Anniversary of School Desegregation Ruling

May 20-21 Lindbergh Flight Anniversary

May 20 Armed Forces Day

May 25 Ralph Waldo Emerson's Birthday

May 27 First Day of Ramadan

May 29 Memorial Day

At the March Meeting of the Board of Regents

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Discussion at this meeting indicated that the elimination of this test was not about deemphasizing the importance of ensuring that all teachers be literate (as some press have stated), but rather about the redundancy and quality of the ALST itself. It was also indicated that a number of deans and professors took the test to inform their opinions on the test. Their experiences indicated that test questions were unclear and that there were multiple answers to some items. The BOR voted to eliminate this assessment and work with the vendor of another test (EAS) to modify that assessment to include reading and writing items.

Establishment of Multiple Measure Review Process for the edTPA

The Task Force also recommended that a standard setting committee be formed to determine if the passing score for the edTPA should be reset and phased in over several years. The Task Force recommended that a multiple measure review process be established in cases where a candidate is deemed ready to teach, but did not achieve a passing score on the edTPA. The BOR at this March meeting voted to make available a multiple measure review for candidates failing to reach a passing score, yet falling within one standard deviation below a new passing score. They also voted to keep the edTPA safety net in place until the new passing score is established and the review process has been implemented.

Adult Career and Continuing Education Services (ACESS)

Update on Pathways to a High School Equivalency (HSE) Diploma

Staff presented a substantial report on the use of the various pathways for adults to achieve a high school equivalency diploma. Overall, the issuance of diplomas via one of three pathways has declined since 2007. The discussion, in part, focused on reasons for the decline. Reductions in adult education programs, challenges in using computer based testing for the population, the need to restructure test centers, challenges of taking the rigorous HSE assessment, and for financial support and technical assistance to grow access to the National External Diploma Program. Scan the QR code for more information on this item.



For detailed information on regulatory wording or to watch portions of the Board of Regents March meeting, scan the QR code. ■



Save a Little, Get a Lot More in Retirement

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to take it with you wherever you go – even if you change careers and decide to do something different than work for a school district. You may even be able to roll over your account to your new school, but you should check first since transfer rules can vary between districts.

The sooner you start saving, the better.

From day one, your contributions and any earnings are yours. The sooner you start saving, the better, because your savings can grow tax-deferred; any interest earned can also earn interest. This can help your money grow faster than it would in a taxable account – which can give you additional income to spend however you want, once you're ready to retire.

Withdrawals from a 403(b) plan are subject to ordinary income tax treatment and if taken prior to age 59 ½ may also be subject to an additional 10% federal income tax penalty.

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GE-114844 (5/16) (Exp. 5/18) ■

Tools & Tips

2017 Grants and Award Applications Now Available

NYSCATE Grants Program
NYSCATE, in alignment with our mission statement, awards over \$10,000 in grants annually to innovative ideas from our members and their classrooms. Please see the grant application form and rubric in order to complete your submission. *All grant applications are due prior to April 30, 2017.*

NYSCATE Awards Program
NYSCATE is honored to recognize key leaders in New York State in alignment with the NYSCATE mission. The following are awarded annually based on the applications that are submitted:

- Lee H. Bryant Outstanding Teacher Award**
Applications due: April 30, 2017
- New York State Outstanding Leader Award**
Applications due: April 30, 2017
- New York State Outstanding Superintendent Award**
Applications due September 15, 2017

Scan the QR code for more information or visit:
[http://www.nyscate.org/grants_ awards.cfm?subpage=917](http://www.nyscate.org/grants_awards.cfm?subpage=917)

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A message from a SAANYS corporate sponsor



Spring-Cleaning with Your Little Ones

A message from Liberty Mutual Insurance

Spring-cleaning is a great way to make your home feel more vibrant and new, just like spring itself. It's also an opportunity to bond with your kids and teach them responsibility, cleanliness and the rewards of working hard. Here are some simple tips to get your little helpers involved.

Keep it simple:

By giving them easy tasks to complete, you give your kids a reason to be invested in keeping the home nice and neat. Some tasks you can give them are:

Picking up and organizing

Let your kids know what you want to go where. If you turn it into a game of seeing how fast they can get a task done, they'll have fun while being productive.

Clearing out unused items

Part of the purpose of spring-cleaning is to minimize clutter. Your kids can help you figure out what you want to throw away and what you want to donate.

Sorting and counting household items

Avoid having them work with anything too small or dangerous. Giving them items to sort can not only help you clean more efficiently, it can help them refine and build critical-thinking skills.

Light cleaning tasks like dusting and sweeping

Feather dusters are soft and easy to use, so your kids can dust easy-to-reach spots around the house. For a deeper clean, they can help sweep up inside and outside.

If the weather's nice, take it outside

Tasks like prepping your garden or cleaning off outdoor furniture and toys are fun ways to have your kids help. Plus, you'll all enjoy getting some fresh air together.

After your spring-cleaning is done, you're left with a refreshed home, and you can take pride in what you've accomplished together.

Once your home is all spruced up, you can keep your belongings protected at home and on the road.

Get your free, no-obligation quote on Liberty Mutual home and auto insurance by calling 1-888-828-4689 or visiting www.Libertymutual.com/saanys. ■