

News & Notes

VOL. XLVII No. 4 • APRIL 2018



www.saanys.org

March Meeting of the SAANYS Government Relations Committee (GRC)

The dedication, experience, and value of your SAANYS Government Relations Committee cannot be understated. As a member of this association, you are well served by their work in terms of advocating for the needs of members across the state.



Current members on the GRC include:

GRC Member	District
Bergre Escobores	Brentwood UFSD
Michael Mosca	Islip UFSD
Joan Rosenberg	Jericho UFSD
Joseph Rainis	Lynbrook UFSD
Joseph Mazzetti	Poughkeepsie City SD
Duane Smith	Byram Hills CSD
Bryan Wood	Cohoes City SD
Chris Sanita	Guilderland CSD
Russell Kissinger	Mount Markham CSD
Bernard McDermott	Chenango Forks CSD
Charles Wheeler	Broome-Tioga BOCES
Timothy Heller	Groton CSD
Paul Gasparini	Jamesville-Dewitt CSD
Jennifer King-Reese	Syracuse City SD
Veronica Puglisi	Victor CSD
David Richardson	Greece CSD
Charles Galluzzo	Williamsville CSD
Theron Mong	Niagara Wheatfield CSD
Rebecca Boyle	Rochester City SD
Brian O'Connor	Rochester City SD
Marystephanie Corsones	Retiree Representative
Fred Kirsch	Retiree Representative
Robert Thomann	Retiree Representative
Bonnie Tryon	Retiree Representative
Dr. Maureen Patterson	Retiree Representative

continued on page 3

Top Issues From the March Board of Regents Meeting

A Report from Cindy Gallagher, SAANYS Director of Government Relations

By the time our members read this summary of the March Board of Regents meeting perhaps the thought of yet another “nor’easter” will be far behind us, but as of this moment the Regents have shortened their two-day meeting to a one day event. As a result, there were two primary discussion items and a host of other action items addressed.

Fiscal Reporting by Building

This discussion item focused on the new building-level fiscal reporting that will be required of all districts starting in December 2019. Districts must report on actual expenditures, not just a proration or estimation determined at the district level. All federal, state, and local funding expenditures will be reported using the same template throughout the state. This new reporting is a requirement under the Every Student Succeeds Act (ESSA).

The broad framework for this ESSA requirement was discussed. The intent of the reporting requirements is to provide increased transparency to the public regarding resource allocation decisions made by school districts. The commissioner stressed that the new reporting was not an exercise on the part of SED to substitute state fiscal determinations for local fiscal decision making. However, the commissioner did indicate that should districts be identified as Comprehensive Support Improvement (CSI) or Targeted Support Improvement (TSI) and demonstrate significant variation in resource allocations between schools, then the issues would need to be addressed.

The presentation by SED staff provided information on data points (FRPL, enrollment, teacher salary, special education enrollment, etc.) being considered by a consortium of states to include in such reporting, however, few specific details were provided. The link to the presentation can be found by scanning the QR code.



Members of the board agreed that the new requirements would provide a vehicle for examining the issue of equity between schools more closely. Concern was raised however, regarding schools that are able to acquire considerable funding from sources other than federal, state, or local revenues. The commissioner indicated several

continued on page 3

continued on page 8



Students Say, #ENOUGH



Thousands of students participated in the National Walk Out on March 14, the one month anniversary of the school shooting at Marjory Stoneman Douglas High. In a joint public statement, Commissioner MaryEllen Elia and Chancellor Betty Rosa said, “This is a national movement; it is real; and it is being driven by our students. As educators, we often talk about ‘teachable moments.’ These young people, united in peaceful protest to demand action by our Congress on gun violence, are turning tragedy into a teachable moment for our federal lawmakers.” SAANYS has issued a guidance document on student protest and walkout activities, it is available at SAANYS.org.

Congress Supports Title II



The National Association of Elementary School Principals reports Congress has passed the FY18 omnibus appropriations bill, which maintains funding at \$2.055 billion for Title II, Part A—the only federal funding source dedicated to the preparation, training, and support of teachers and principals. The omnibus bill also includes funding increases for other federal education programs important to principals, as well as additional resources for training to address school violence and for improving mental health services in schools. The legislation now heads to the president for his signature to become law.



Executive Viewpoint

Kevin S. Casey, Executive Director

Janus vs. AFSCME

related conduct is political speech because it impacts public policies and the allocation of public resources, and thus constitutes political speech that is protected by the first amendment to the U.S. Constitution. Should the USSC rule for the plaintiff (and overrule its 1977 *Abood* decision), public employees who decline to join their union may not be assessed agency fees at all, regardless of how those fees were intended to be utilized. This will result in a loss of income (and influence) to unions, the extent of which is currently unknown.

There can be no serious debate that the *Janus* case constitutes an attack on unions. After a review of IRS filings, the Economic Policy Institute concluded that the *Janus* litigation has been funded by deep-pocketed anti-union conservatives such as the Walton Family Foundation, the DeVos Foundation and the Koch brothers, among others. While one can only speculate as to their motivation in funding this litigation, it is well documented that those represented by unions earn more and enjoy

better working conditions than their unrepresented peers, and that unions generally donate more money to democrats than republicans.

So, if Mr. Janus prevails, what does it mean for local administrative bargaining units, and what does it mean to SAANYS? Right now the number of agency fee payers among administrative units is miniscule. If it becomes law that agency fees may not be collected at all, it is reasonable to assume the numbers of those who decline to join the union may grow. However, the union must still represent those occupying titles in the bargaining unit. Those who decline to join the union will be people who are willing to benefit from the unions' negotiations and contract enforcement paid for by their colleagues, but not them. Those who are comfortable being free-riders. Those will be people who will forego individual (non-contract related) legal protections, as the unions' obligation does not extend that far. Those who are comfortable with taking the risk that they will not need legal services, or are

willing to pay privately hired attorneys if they do. Those will be people who do not value nor participate in concerted advocacy to advance their profession.

SAANYS does not intend to reduce the services that it provides to its members, although if its affiliated bargaining units are reduced in size it is likely to adversely impact the membership of SAANYS. It is incumbent upon SAANYS to deliver value to its members, and incumbent upon both SAANYS and local unit leaders to communicate that value to those who occupy titles represented by the bargaining units. There is no question that we are more effective when together we are pulling in the same direction. The local units and SAANYS work hard to advance the professional interests of their members. The free-riders should not expect the same support from the Walton, DeVos, or Koch families. ■

By now many of you have probably heard of *Janus v. AFSCME*, a case argued before the United States Supreme Court (USSC) on February 26, and expected to be decided by the end of June. The plaintiff contends that being required to pay agency fees (sometimes referred to as "fair share fees") as the law currently allows, violates his first amendment free speech and association rights.

In 1977, in *Abood v. Detroit Board of Education*, a unanimous USSC upheld the collection of agency fees by unions to help cover the costs of collective bargaining and contract administration and enforcement. Monies utilized by the union for political speech would have to be returned to

an agency fee payer (an individual who chose not to join the union and thus distinct from a dues paying member of the union) upon an application for a rebate. Since the percentage of agency fees utilized for political speech is typically low, and the percentage used for contract negotiation, administration, and enforcement is not refundable, few agency fee payers bother with the rebate application. The rationale applied by the *Abood* court to justify its decision upholding agency fees is that since the agency fee payers benefit from collective bargaining, they should help pay for it, and not be "free-riders" on the shoulders of their dues-paying colleagues.

Janus argues that when negotiating with a public employer all negotiating

The Importance of Highlighting the Best and Brightest!

Sponsor Opinion Piece by Scott B. Crowder, CEO, Educational Vistas, Inc.

One of the advantages of working in the educational market place for twenty-five years is that you meet the most interesting professionals and are exposed to a wide array of innovations, products, and services. We have developed

an EVI Partnership Program that allows us to introduce educational practitioners, innovators, and facilitators to the administrative leaders across New York State. We strongly believe in promoting these NYS educators and the

insights, instructional improvement processes, and unique content they offer to our districts.

We would like to introduce all of you to Mr. Ralph Singh and his Wisdom Thinkers Network (wisdomthinkers.org.) He has spent the last 40 years of his life promoting strong values in education and public life, and bringing people of diverse backgrounds together to find a shared narrative towards peace. Whether it is character education, community engagement, oral history



projects, or his summer youth institute, he and his group of nationally known speakers and trainers work with students and staff through a multicultural lens to both improve school climate and expand a shared-school culture of learning and acceptance. They seamlessly embed character education and social emotional learning (SEL) into your Common Core ELA with cross-curricular references to math, science, and social studies from UPK through 8th grade for a school climate that honors diversity, nurtures character, and deters bullying.

In today's world, it is even more important to build bridges while celebrating our diversity on the path to a connected educational community that embraces and values all members. The Wisdom Thinkers Network and

their approach engages students and highlights key social issues while helping students find their voice. Excellent results have been seen with special needs and hard to teach students, and the conflict resolution component has helped to reduce the number of disciplinary incidents.

Internet access to all materials and examples provides for local capacity and promotes the development of new culturally-relevant content, specifically for those participating schools. It is amazing to see how well all this works within the schools. His methodology has won national awards, and the mission to connect the world, especially the children, through the "wisdom stories" and our shared values will bring exciting, positive results to your staff, students, and school community. ■

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.

News & Notes

School Administrators Association of New York State

Vol. XLVII No. 4

SAANYS News & Notes (USPS 025-346) is published monthly with the exception of June, July, and August, by the School Administrators Association of New York State, 8 Airport Park Blvd., Latham, NY 12110.

Phone: 518-782-0600
Fax: 518-782-9552

SAANYS is chartered as a professional association by the New York State Education Department and is affiliated with NASSP and NAESP.

A copy of each issue of News & Notes shall be sent to each SAANYS member. \$7.15 of each member's annual dues shall be for a year's subscription to this publication.

Periodicals Postage Paid Latham, NY and additional post offices.

POSTMASTER: Send address changes to News & Notes, SAANYS, 8 Airport Park Blvd., Latham, NY 12110

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* denotes Executive Committee

CAPITAL UPDATE

Government Relations Committee (GRC) *continued from page 1*

The GRC meets in Albany three times per year for two days. The three meetings are strategically scheduled to maximize access to the commissioner of education and members of the legislature. The meetings usually take place in late November, March, and May. Throughout the year, members of the GRC will weigh in on policy, laws, regulations, or the work of many SED task forces. Each meeting consists of a half day “prep” time to become familiar with priority issues and their implications for members. The second day consists of a substantial meeting time with the commissioner and a round of legislative meetings at the Capitol.

The primary issues focused on during this March meeting were:

- School safety
- ESSA – upcoming timelines
- Fiscal reporting by building
- 180 day requirement
- Impact of moving from an eight to a six day testing schedule for Regents exams
- New PSEL standards
- Preparing for the APPR revision process.
- Responding to the governor’s executive budget – what was in and what was not

After much digesting of information and discussion on each issue, the topics that became the focus of the meeting with the commissioner included: school safety, impact of reduced Regents testing period, tuition for students taking college credit in high school, and APPR.

School Safety

The discussion on school safety was quite lengthy and comprehensive. The GRC was one of the first groups whom the commissioner spoke with after the winter break (which occurred just after the Parkland, Florida shooting). The discussion ranged from types of safety precautions to raising the salary caps of retired public employees now hired as school resource officers (SROs). Several administrators shared resources that they were using, such as security consultant companies and law enforcement agencies that go into districts to conduct safety audits.

The discussion raised many issues, but points of general consensus included:

- The need for guidance on student walkouts/protests (see the guidance document at saanys.org).
- The need to advocate strongly for funding for school safety provisions.
- The need for ongoing discussions with community, students, teachers, and parents.
- Increasing the \$30,000 cap on salaries for SROs who

continued on page 8

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Top Issues From the March Board of Regents Meeting

continued from page 1

times that the new reporting requirement only required districts to report the funding indicated above and not the funding to which the members were referring (e.g., foundation funding, private donations, school fundraisers). There was concern regarding inequities between buildings and districts that were able to raise considerable funding through community or private efforts. Other members underscored the need for active community engagement and districts that did this well were also able to successfully acquire additional funds. The discussion expanded into examining the role of the board in ensuring justice and fairness and how to ensure that all students are enrolled in buildings with the fiscal capacity to provide a quality educational experience.



Special Class in Integrated Setting

SED was directed by law to develop an alternative methodology for reimbursement to the special class in an integrated setting (SCIS) model of the provision of special education to preschool students with disabilities. A new methodology is needed as there is a diminishing number of SCIS programs, insufficient enrollment of typically developing students for this model to work, and funding does not reimburse actual program expenses. Recommendations for the alternative methodology were to be submitted by April 1, 2018 and were required to be developed with input from stakeholders. SAANYS was represented on this task force by Joyce Carr, SAANYS president and supervisor of special programs in the Elmira City School District and Robin Hooper, executive director of early childhood programs for the Rochester City School District.

The recommendations presented are comprehensive and include recommendations not only for SCIS, but for existing early childhood programs and preschool inclusion programs. The work of the SCIS task force and the Early Childhood Blue Ribbon were integrated into the general set of recommendations. Some of the recommendations proposed in the presentation were:

- Allow school districts to serve SCIS students in district operated, state administered prekindergarten programs without separate SED approval.
- Generate new program models to better reflect inclusion principles to meet the IEP needs of preschool students with disabilities.
- Revise staffing standards for inclusion programs.
- Provide short term fiscal relief for SCIS, including

continued on page 8

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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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The Innovator's Mindset by George Couros



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Online Book Study

April 24 | May 1 | May 8 | May 15

All sessions will be recorded and made available to participants.

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Please plan to purchase the book on your own prior to the book study. It is available from Amazon for \$17.69 (\$9.97 Kindle).

What better way to get warmed up for George Couros' keynote at the SAANYS Annual Conference in October than by engaging in a book study of *The Innovator's Mindset* facilitated by David Ashdown? Register now to participate in a lively discussion group of your colleagues who agree that change is an opportunity to do something amazing!



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saanys.org

For additional information, contact Karen Bronson at kbronson@saanys.org.

SAANYS Professional Development Update

This month has been all about major events in Rochester and Long Island focusing on addressing student mental health needs in our schools.



SAANYS developed a two-part workshop hosted by the Greece Central School District that featured panels and discussion focused on actual strategies and realistic steps schools can take to make progress with the ever-increasing challenges they are facing in supporting the social and emotional wellness of all students. Almost 250 educators attended this two-part series.

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

SAANYS also partnered with NYSSBA on a similar conference held at Fox Hollow in Woodbury, Long Island on March 15. At that event, I had the pleasure of facilitating a breakout discussion on the kind of professional learning that is called for to meet the challenges of student mental health.

I think the responses to two questions I asked the group highlight the need for ALL members of school communities to see student social and emotional well-being as their responsibility:

- 1.) From today's learning, or from your own experience, identify areas where professional learning is needed to build our collective capacity to effectively address the mental health issues impacting our students.
 - EVERYONE in the school needs to change their mindset from inappropriate action = consequence to a focus on understanding reasons why certain behaviors occur.
 - It is important to get to underlying issues for ELL students – getting past the language barrier to understand mental health issues.
 - Discipline: restorative justice consequences appropriate for the individual to address the behavior.
 - Schools should provide appropriate training and protocols for preparing ALL levels of staff: school bus drivers, cafeteria workers, secretaries, monitors, and security personnel.
 - School leaders need to pressure schools of education to

continued on page 5

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Student Mental Health Issues:

Why are we seeing such an increase, and what can we do about it? What does the new mental health literacy requirement mean for us?

Culturally Responsive Schools:

What are they exactly, what do they look like at the classroom, building, and district level, and what steps can we take to move in the right direction?

New Technology Means New Pedagogy:

How can we insure that we are not just putting devices in the hands of students without the pedagogy that will result in instruction that is truly better?

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JULY 10-12, 2018

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JULY 24-25, 2018

LONG ISLAND
Nassau County BOCES
Lupinskie Center

AUGUST 2-3, 2018

ROCHESTER
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REGIONAL EVENTS

Find out more details and register at saanys.org/events

REGION 2 - ANNUAL PRESIDENTS DINNER

May 3 | 6:00-9:00pm | Palmer's American Grille, Farmingdale

REGION 4 - ANNUAL STUDENT SCHOLARSHIPS

Application Deadline: April 15

REGION 4 - SPRING FLING

May 31 | 4:00-7:00pm | Vassar College Alumnae House, Poughkeepsie

REGION 6 - ANNUAL AWARDS BREAKFAST

May 22 | 9:00-11:00am | Longfellows Restaurant, Saratoga Springs

REGION 10 - SEEKING APPLICATIONS FOR STUDENT SCHOLARSHIP AWARDS

Application deadline: May 15

REGION 11 - AWARDS CEREMONY

April 26 | 5:00 - 7:00pm | Midvale Country Club, Penfield





SAANYS ANNUAL Conference
LEADING and LEARNING NOW
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Has there ever been a more challenging and exciting time to be a school leader? As the world changes so do our roles as educators. Creating a culture where learning and innovation can take root and flourish takes know how, collaboration and courage. Getting out of the weeds of fragmented problem solving and into the role of capacity builder is a monumental shift. Building new models and partnerships to address the growing challenges our students face is vital. How do we meet the increasing mental health needs of students? What is a culturally responsive school? How do we make sure pedagogy keeps pace with technology? How do we as leaders model what we want to see in classrooms?

This year's theme, *Leading and Learning NOW*, focuses on today's challenges and opportunities, and more importantly, how we can navigate changing seas in new and innovative ways.

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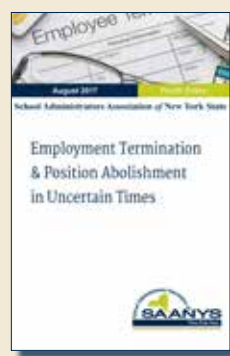


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School districts and BOCES may pursue employee termination for either disciplinary or for budgetary and programmatic reasons. This guidebook, updated for 2017, is designed to describe generally the legal processes involved in termination and members' related legal rights.

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Visit <https://saany.org/professional-learning/pd-on-demand/> for more information.



PD Update

continued from page 4

- include student mental health in the curriculum.
- How do you create and implement a caring culture among all stakeholders?
- Cultural responsiveness and attention to the well being of the whole child is needed.
- Need to develop a protocol where staff at all levels feel safe about bringing concerns or issues to proper administrators, whether it is about an individual student or an overall concern without fear of repercussions.
- Need to focus on protocols to identify students who may have mental health issues/needs.
- All teachers and staff, as well as parents, need to be trained in the impact of trauma, mental illness, and wellness. This includes coaches, bus drivers, substitutes, administrators, lunch monitors, aides, secretarial staff, and school officers.
- Cultural professional development to understand quickly diversifying communities is needed.
- School leaders need to talk to faculty and staff about the mental health curriculum coming very soon.

2. Using your own experience as a learner, identify the kinds of professional learning that have been least effective (not this) and most effective (but this ...) in helping you grow professionally so that these descriptors can be used when planning effective PD for student mental health:

Not this	But this
1 day events	Ongoing, led by key support person, voluntary options
PD for faculty only	PD for ALL staff
Reading from powerpoint	Immersive, engaging, self-directed
Lecture	Interactive learning, role play, modeling, real life scenarios, small groups, Follow up sessions, creation of goal to implement and come back and discuss successes and barriers, including all roles as support staff
No 'talking at' parents	Parent University with emphasis on participation; neighborhood circles to draw in parents who do not usually come to school for events

SAANYS is looking forward to continuing our focus on student well being in our Summer Camps planned for Long Island, Capital Region, and Rochester. Periods of change and challenge call for learning and thinking to meet those challenges, and we are proud to be at the forefront of supporting that learning for our school leaders across New York State. ■

Financial Fridays

AXA logo

A SAANYS lunch & learn series Webinar

Grab your lunch and join us the first Friday of each month* at noon for Financial Fridays with AXA. These short 30 minute online sessions are meant to offer tips and ideas for securing your personal financial success.

APR 13 | Student Loan Forgiveness*

There are a number of Student Loan Forgiveness options available to New York State educators, but sorting through all of them can be a challenge. Let us help you navigate the requirements by going over who may be eligible, how you may be able to qualify, all the way to how to submit the paperwork.

MAY 4 | Social Security, Medicare, Long-Term Care Planning

The Social Security and Medicare system is one of the most important, and often misunderstood, retirement systems out there. This seminar provides helpful information about the Social Security and Medicare system and how to maximize your benefits. We will also discuss Long-term Care planning and how to coordinate benefits in the ever-changing retirement environment.

JUN 1 | Planning for College

As costs rise faster than inflation, properly planning for educational expenses while balancing the need for day-to-day budgeting and long-term savings is critical. This seminar will provide a brief overview of the need to plan ahead for a college education and the types of planning vehicles available, including UGMA/UTMA, Coverdell savings accounts, and 529 plans.

Register online at saany.org

LEGAL BRIEFS

A Message from the SAANYS Legal Department



Jennifer Carlson
SAANYS Deputy General
Counsel
jcarlson@saanys.org



The Layoff

As all administrators know, Spring is traditionally the best time of year to find new employment in other districts. Unfortunately, this is not always by choice, as it is also the time of year when school districts decide to reorganize as part of the budgetary process. While leaving a position under this condition is certainly stressful, some comfort should be taken in the fact that these are common occurrences all over the state and the vast majority of administrators land on their feet in short order. If you are ever in this situation, you should call the

SAANYS Legal Department to know your rights and options, but the following is a brief overview of rights potentially available to you.

Once a district decides to abolish a position, it is extremely difficult to stop the process without significant political pressure from the community. The courts give great deference to a school district's decision to reorganize, even if the reason for cutting the position is not financial. To legally challenge such a cut, it would have to be proven that the reason being offered by the district for the cut is

merely pretext for a discriminatory reason, which is no easy feat.

For certificated administrators, once a position is abolished, it is the least senior person in the position's tenure area that is laid off. Depending on how your district organizes its tenure areas, this may or may not be the person encumbering the title that is going to be abolished.

The person being let go is then placed on a preferred eligibility list for a period of seven years. During this period, if the position is recreated or if there is an opening in the tenure area, the position must first be offered to the person on the list before it is posted and filled with either an internal or external candidate. If the recall is declined, then the person remains on the list for the remainder of the seven-year period and must be offered any qual-

ifying opening during that period. It is very important that if your position is going to be cut that you do not resign or else you will lose your recall rights.

Civil service members

It is very important that if your position is going to be cut that you do not resign or else you will lose your recall rights.

whose positions are abolished are placed on a preferred eligibility list for a period of four years. Districts must offer any qualifying openings to the person on the list prior to posting the position. Unlike with certificated members, if a civil service person refuses a recall, he/she is considered to have waived the right and will no longer be entitled to recall, even if there are further openings during the four-year period.

Once the position is abolished, it is important for the unit to examine where the work is going. Bargaining units should look at the scope of the extra duties being absorbed by its members to

determine whether impact bargaining for additional supports and/or money is warranted. If duties are being given to non-unit positions, the exclusivity of the duties must be analyzed to determine whether

there is a viable transfer of bargaining unit work claim. Finally, if a new position is created, it should be determined whether it belongs in the unit and whether the person let go has some entitlement to it. SAANYS is here to help units and impacted members determine rights and responsibilities on a case-by-case basis. ■

LEGAL HIGHLIGHTS

The SAANYS Legal Department - Working Tirelessly for Members Statewide

Below are just a few highlights of our many current and pending cases.

REGION 1

SAANYS drafted a grievance regarding payment of interest on an overdue 403(b) contribution.

REGION 2

SAANYS arranged for a defense and indemnification for a member who was named individually in a lawsuit filed against the district by an employee of the district.

REGION 4

SAANYS negotiated a retirement incentive.

REGION 5

SAANYS negotiated a separation agreement for a probationary employee to include positive letters of reference, working until the end of the school year, and buyouts of accrued time.

REGION 6

SAANYS counseled a member on their rights and responsibilities due to position elimination.

REGION 7

SAANYS revised an employment contract for an individual member to include larger payouts upon retirement and a 3.5 percent raise for three years.

REGION 8

SAANYS presented at a unit organization meeting.

REGION 9

SAANYS resolved the termination of a probationary appointment with a separation agreement allowing the member to remain an employee of the district until the end of the school year.

REGION 10

SAANYS drafted and edited a settlement agreement for an arbitration based upon inclusion of attendance records in evaluations.

REGION 11

SAANYS assisted a member in writing a rebuttal to a counseling memo.

REGION 12

SAANYS resolved an Improper Practice charge regarding vacation pay.

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.

Beaver River Administrators Association, Region 8

The Beaver River Administrators Association successfully signed a Memorandum of Understanding for a one-year extension of their current contract with a 2.95 percent increase in salaries and no other changes in the contract.

Watkins Glen Administrators Association, Region 9

With the assistance of SAANYS Negotiator Michael Robinson, the Watkins Glen Administrators Association successfully completed a successor collective bargaining agreement that did not contain any substantive give-backs. The ratified agreement contained the following new terms and conditions:

- Four year duration: July 1, 2017 through June 30, 2021.
- Three percent general salary increase for returning unit members each of the four years.
- District annual contribution of \$500 to a 403(b) for each unit member.
- Upon earning a doctorate degree, the unit member's salary will be adjusted by \$2,500.
- Change in health insurance carrier resulting in lower premium costs with no change in coverage.
- Added an 11-month unit position with specific terms and conditions of employment.
- Section 125 flexible benefits annual contribution by the district to each unit member increased from \$2,500 to \$2,600.
- Section 105(h) annual contribution by the district to each unit member: \$400 for individual district sponsored healthcare plan or \$800 for family plan.

Association of East Irondequoit Administrators, Region 10

With the assistance of SAANYS negotiator Michael Robinson, the Association of East Irondequoit Administrators successfully completed a successor collective bargaining agreement that did not contain

continued on page 7



During normal business hours, call 518-782-0600 to speak with a SAANYS attorney.

After Hours Pager: 1-800-978-6055

Be sure to include your area code when leaving your number.

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SAANYS has always been there for members who need advice or assistance from legal counsel on job-related matters. Now, SAANYS has partnered with the law firm of Feldman, Kramer and Monaco to help when you need *personal* legal advice and assistance.

\$85 annually provides a simple will, power of attorney, health care proxy, living will, and unlimited advice via telephone. Enrollees will also receive certificates good for two free hour-long office consultations with a local referral attorney. For services beyond this package, discounted rates apply.

Contact Feldman, Kramer and Monaco, the law firm that administers the plan for SAANYS members, at

1-800-832-5182

Be prepared to present your membership ID #.

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1-800-832-5182

Be prepared to present your membership ID #.

Rate applies to regular active, retired active, and retired affiliate members. Associate member fee is \$150.

How to Save More on Taxes

Did you know that every time you save for retirement, you can also save on taxes? It's true. As a school district



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employee, you have access to a retirement savings plan called a 403(b), which is like a 401(k) for educators. A 403(b) offers tax benefits that can help you lower your current taxable income, reduce your tax burden, grow your savings faster and supplement your pension, so you can enjoy a more comfortable retirement.

Pre-tax Contributions May Mean More Take-home Pay

The money you save in a 403(b) plan is deducted right from your paycheck, before taxes are taken out. So each time you save money, you lower your taxable income, which in turn, reduces your tax burden. And that can leave you with more money to spend compared to saving after taxes.

Here's an example...

Let's say your gross annual income is \$60,000
And you want to save 10 percent: \$6,000

	Save pre-tax, in a 403(b)	Save post-tax
Your taxable income is:	\$54,000	\$60,000
In 2015, your estimated federal income taxes*	\$7,178	\$8,078
Which means, you're left with this much to spend:	\$46,822	\$45,922

Your Earnings Compound

Another benefit of saving in a 403(b) plan is that you won't pay taxes on any investment earnings while they stay in your account. Your earnings compound – like interest earning interest – which can help your money grow faster than it would if it were taxed each year.

You May Pay Less Taxes On the Other End Too

As long as your money stays in the 403(b) account, it can grow tax-deferred. This means that once you start taking distributions, you'll have to pay taxes on the amount you withdraw. However, you may find that you're in a lower tax bracket when you're retired, so you'll pay less taxes than you would if you were working. And, if you wait until you're at least age 59 ½ before taking money from your 403(b) account, you'll also avoid a potential 10 percent Federal income tax penalty.

By starting to save for retirement in a 403(b) plan now, you can reap the (tax) benefits and take an important step toward a comfortable retirement.

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 percent federal income tax penalty.

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2018 CALENDAR



National Autism Awareness Month

National Occupational Therapy Month

National Poetry Month
School Library Month

Apr 12 Anniversary of First Man in Space

Apr 13 Thomas Jefferson's Birthday

Apr 15-22 National Student Leadership Week

Apr 16 Patriot's Day

Apr 18 Anniversary of Paul Revere's Ride

Apr 22-28 Administrative Professionals Week

Apr 22 Earth Day

Apr 23-27 Public School Volunteer Week

Apr 25 Administrative Professionals Day

Apr 26 Take Our Daughters and Sons to Work Day

Apr 27 Arbor Day



Asian American and Pacific Islander Heritage Month

Food Allergy Action Month

May 1-7 National Physical Education and Sport Week

May 3 World Press Freedom Day

May 4 School Lunch Hero Day

May 5 Anniversary of the First American Man in Space

May 5 Cinco de Mayo

May 6-13 National Music Week

May 6-12 Be Kind to Animals Week

May 6-12 National Teacher Appreciation Week

May 7-13 National Children's Book Week

May 8 National Teacher Day

May 8 VE Day

May 9 National Bike to School Day

May 9 National School Nurse Day

May 13 Mother's Day

May 20-21 Lindbergh Flight Anniversary

May 28 Memorial Day



Please add info@saanys.org to your address book to be sure you receive e-mails. If you have difficulty, please ask your tech support person for assistance as blocking software may prevent receipt. Don't miss another critical announcement.

Contract Settlements

continued from page 6

any substantive give-backs. The ratified agreement contained the following new and revised terms and conditions:

- Three year duration: July 1, 2018 through June 30, 2021.
- Two and three quarter percent general salary increase for returning unit members each of the three years in addition to the continuation of an annual merit bonus of 0.25 percent.
- Medical reimbursement plan (Section 105) for each unit member with an annual contribution by the district of \$1,400.
- Annual allocation for each unit member of \$900 for membership to professional organizations, attendance at professional development activities, or purchase of professional development materials.
- District reimbursed mileage at IRS rate.
- If a unit gives a five-month notice of retirement, the unit member may cash-in at their per diem rate all unused and banked vacation days that year as well as vacation days that would have been accrued for the following school year. ■

What Members Are Saying



“During the most difficult time in my professional career, the services provided by SAANYS were invaluable. The team was attentive to every detail, responsive to my every concern, and successfully advocated for me over many months. I will be forever grateful to SAANYS for helping me regain my sense of self-worth and purpose. The strength they provided when I didn’t have any allowed me to move forward with my life.”

- Member Noelle Rennolds

“There is no comparison. SAANYS has provided us with far superior representation, hands down. From negotiations that were stalemated under CAS, to protecting our rights, SAANYS has provided us with much more effective representation. We have had a winning track record for multiple arbitrations and we were able to secure a multi-year contract after being without one for several years—all thanks to SAANYS.”

- Glen Cove Educational Administrators Association

Top Issues From the March Board of Regents Meeting

continued from page 3

tuition growth increase flexibility for determining year-to-year funding levels.

- Develop a new budget-based tuition methodology to reflect program expenses.
- Develop a single reimbursement structure for preschool inclusion and enable blended funding between existing prekindergarten and preschool special education.

Further information on this discussion item may be found by scanning the QR code. ■



continued from page 1

Highlights of the FY18 Omnibus Appropriations Bill:

- Title I Funding: Increases funding by \$300 million to \$15.8 billion.
- Title II, Part A: Maintains current funding level of \$2.055 billion.
- Student Support and Academic Enrichment Grants (Title IV-A): Increases funding by \$700 million to \$1.1 billion.
- STOP School Violence Act: Provides \$75 million for FY18 and \$100 million in subsequent years for school violence prevention and training grants.
- IDEA: Increases funding by \$275 million to \$12.3 billion.
- 21st Century Community Learning Centers: Increases funding by \$20 million to \$1.2 billion.
- Head Start: Increases funding by \$610 million. ■



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Government Relations Committee (GRC)

continued from page 3

have retired. The position of SRO is often a revolving door as officers leave once they reach the salary limit.

ESSA Implementation

The commissioner went through the general timeline for ESSA. The focus of this topic became school building reporting and the wide range of current involvement by principals (assistant principals, directors, deans...) in setting building level budgeting. Outside of NYC, it is not uncommon for principals to have limited engagement in this process. Although the commissioner was understanding of the current situation, she nonetheless stressed that the new requirements were coming and that the Board of Regents were committed to this process as one tool for ensuring that schools receive equitably distributed funding.

Another issue that generated much discussion was the reduction of the Regents examination schedule from eight to six days. Administrators are concerned that the compressed schedule will make it very difficult for scheduling local assessments. It is possible, and quite likely, that some students will be double tested in rigorous subject areas. This scenario may result in depressed scores and less than optimal testing situations. Also the group brought to the commissioner’s attention the potential impact on students with disabilities. The reduced time frame would diminish the benefit of allowable alternative testing modifications (extended time) required for some students. The commissioner and senior staff indicated that the shortened schedule was in response to feedback from the field and that there may be some consequences to such changes. She requested that we continue to monitor the situation and would welcome continued discussions on this topic.

Following the meeting with the commissioner, the Government Relations Committee proceeded to afternoon meetings with members of the legislature.

Meetings were held with:

Chair of the Assembly Education Committee
Catherine Nolan
Assemblywoman Fahy
Assemblyman Ryan
Assemblywoman Lifton
Assemblywoman Weinstein
Assemblyman Ra
Senator Flanagan
Senator Marcellino
Assemblyman Murray
Senator Robach
Senator Valesky
Senator LaValle
Assemblywoman Lupardo
Assemblywoman Jaffee
Assemblywoman Young
Senator Addabbo
Senator Ortt
Assemblyman Kolb

At each of these meetings, teams focused on five main points:

- Funding matters for improving student outcomes requested an increase in state aid by \$1.5 billion over last year’s level.
- Student needs having outpaced funding – requested \$500 million to address the needs of ELL students, career and technical education, and mental health needs.
- Leadership matters – requested \$500,000 for professional learning for school administrators.
- Reexamine APPR – school districts must be provided increased flexibility for developing meaningful professional evaluations.
- Early education works – requested \$20 million for additional prekindergarten programs.

Visits were very well received and SAANYS has received follow up calls requesting additional information. In addition to the above items, our meetings also included discussion regarding school safety. The legislators and staff were especially interested in listening to the perspectives of our administrators who have firsthand knowledge of the needs in their districts.

Should you like any additional information on these issues or would like to express your opinions or questions, please feel free to contact Cindy Gallagher, director of government relations, at cgallagher@saanys.org or 518 782-0600. ■

A message from a SAANYS corporate sponsor



Lexia Learning, A Rosetta Stone Company, is one of the best-known and most highly respected reading-technology companies in the world. Founded more than 30 years ago with private funding and grants obtained from the National Institute of Child Health and Human Development, Lexia products are now used by millions of students across the world.

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Lexia’s ongoing commitment to peer-reviewed efficacy research and gold-standard outcome studies lead the industry and are at the center of our pedagogical approach. All of Lexia’s products are designed according to the latest scientific findings in education and interface design and are tested for outcomes in schools. The use of Lexia software supported achievement gains by study groups that proved to be significantly superior to those achieved by control groups receiving equal amounts of traditional instruction and practice.

Lexia empowers the literacy educators who are essential to student success with research-driven adaptive assessment and personalized instruction to help all students become proficient readers and confident learners.

For more information, please visit www.lexialearning.com/ny. ■