

News & Notes

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www.saanys.org

SAANYS Testifies at Assembly Hearing Regarding English Language Learners

On December 5th, SAANYS members Thomas Payton (principal of the Roanoke Avenue Elementary School in the Riverhead CSD) and Richard Loeschner (principal of the Brentwood HS in the Brentwood UFSD) joined SAANYS' director of government relations to present testimony on the impact of the increasing numbers of students coming to schools with a wide range of English speaking, reading, and writing needs. The hearings were called by Assemblywoman Catherine Nolan, chair of the Assembly Education Committee. Their thoughtful and on point testimonies provided dramatic examples of the impact on schools of ever increasing populations of students with limited English literacy and speaking skills.

Some highlights from their testimony are as follows:

- SAANYS provided contextual remarks on the impact of increasing numbers of students with diverse language needs on school districts. It was stressed that this issue is one that impacts every part of the state and that the testimony presented by Mr. Payton and Mr. Loeschner in regard to the budgetary and programmatic challenges presented by escalating numbers of unaccompanied minors, English language learners, and students with interrupted formal education can be echoed by school districts such as Buffalo, Rochester, Syracuse, Utica, Albany, Yonkers, and others. Although it does not impact every school district, it is a statewide issue.
- Rich Loeschner made statistics on the rapid growth of English Language Learners (ELL) and English as New Language (ENL) entrants on Long Island real when he spoke about how the ever growing numbers directly impact the Brentwood School District. In any given

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At the December Meeting of the State Board of Regents

The New York State Board of Regents (BOR) met in Albany on December 12 and 13, 2016. The two day meeting focused on several key areas: the state budgetary process, required state actions in response to federal legislation and emerging or ongoing statewide educational priorities. The following is a summary of the discussions and actions taken by the board:

State Related Items

State Aid

A discussion on the board's State Aid budget request was framed by comments from Regent Tallon, providing background and contextual information on the recommendations. He indicated that the recommendations are aggressive, but are in line with updated databases and post gap elimination aid (GEA) needs. He stated that this proposal "takes a firm position on a three-year phase in "to support a strong commitment to Foundation Aid, which provides support for district operating needs and targeted support for priority education areas." The primary components of the BOR proposal include:

Foundation Aid – \$1.47 billion increase

- Three-year phase in that is targeted for completion in the 2019-20 school year, with a scheduled phase in of 33 percent of the remaining differences in each year.
- Districts on save harmless would receive a wealth adjusted minimum increase of up to 1 percent.
- Changes to the Pupil Need Step Index by using a three-year average of the direct certification count and updating the 2000 census poverty data to use current SAIPE data.

Expense-based Aid – \$335 million

Multi-year Investments – \$290 million

- Universal Prekindergarten: \$100 million to continue statewide expansion of prekindergarten programs.

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Colonie Administrator Honored with State Award



Thomas Kachadurian, an associate principal at Colonie Central HS

in the South Colonie CSD, has been selected as the 2017 NYS Secondary Assistant Principal of the Year by SAANYS. This award is given annually by SAANYS and NASSP to an assistant principal who has set the pace, character, and quality of education for the students in his or her school.

Nominated by a team of teachers, students, and parents from Colonie Central HS, Kachadurian is known as a dedicated leader with limitless energy, empowering both students and staff to embody a culture of caring and commitment to the greater school community. To that end, Kachadurian created Raiderfest, an all day event focused on celebrating community and raising charitable funds; and developed the iCARE program at the high school. iCARE is a unique character education program standing for integrity, community, accountability, respect, and empathy.

Kachadurian will be honored for his accomplishments at a May awards ceremony in Albany. As the NYS Secondary Assistant Principal of the Year, Kachadurian is now a candidate for the award of National Secondary Assistant Principal of the Year, an award sponsored by NASSP. ■

SAANYS PD in Action



karen bronson @saanysPD · Dec 9
Yonkers school leaders practice evidence based observation and effective feedback @saanysPD @SAANYS @YonkersScience pic.twitter.com/qVCbUhc6v1

Annual Awards 2017
Call for Submissions
See more information on page 4.

ESSA Think Tank Meets – SAANYS is There



NYS Education Dept @NYSEDNews · 46m
Commissioner Elia opens the fifth in-person meeting of the #ESSA Think Tank, thanking members for their ongoing work on NY's plan. pic.twitter.com/2XwB2bEcEu



Executive Viewpoint

Kevin S. Casey, Executive Director

A Job Well Done

The year came to a close with a great deal of activity. It's not easy keeping up with the stream of information primarily coming out of the State Education Department (SED), but much of it is positive.

SED recently made its state aid proposal of an increase of \$2.1 billion. We all know that you don't always get what you ask for, but you rarely get what you don't ask for. Budget asks are essentially a reflection of priorities, and contained

within the proposal is a specification of four priorities with which we agree.

SED wants to consolidate and expand UPK. It wants to expand support for CTE and ELLs as well as create an instructional development fund for teacher and principal professional development. All worthy objectives.

With respect to expanded support for ELLs, SAANYS recently gave testimony to the Assembly Education Committee's hearing on ELLs and the impact of Part 154 of the Commissioner's regulations (see story on page 1). A special thank you goes out to Rich Loeschner, principal of

Brentwood High School and Tom Payton, principal of the Roanoke Avenue School in the Riverhead School District, for providing the Education Committee members the perspective of practitioners with significant ELL populations.

The professional development ask of \$30 million is one of three potential sources of new funds to focus on leadership development. No longer do we have to sell the idea to SED that this is worthy of investment. We now have to sell it to the governor and legislators to obtain the \$30 million.

The other two sources of funds are a recent Wallace Foundation grant to SED of \$500,000 to examine and restructure school building level leader preparation and the ESSA option to set aside up to 3 percent of the Title

IIA allocation for school administrator professional development. While this Title IIA source of funds is optional, Commissioner Elia has consistently voiced her support of the idea, and SAANYS recently submitted a letter to all members of the Board of Regents urging them to likewise support it.

Additional updates include \$10 million in state grants to certain districts to support programs and strategies to help boys and young men of color reach their full potential, the approval of new P-12 Science Learning Standards, along with a description of the process utilized to develop them, and the availability for participating in online tests for ELA and math this spring, with a test administration period of six days. SED will be conducting regional training

on giving and scoring exams on the computer in January, and will provide webinars as well.

What might be more burdensome is the ESSA requirement to track per pupil spending by school, accounting for local, state, and federal funding streams. This is scheduled to start with the 2017-18 school year with the first report due to the feds from the state on June 30, 2019.

There is a lot going on, and a fair amount of uncertainty as to what might change with a new budget in Albany and a new administration in Washington, but at the end of the day you will make it work for students and staff because that's what you do, and you do it well. ■

The Changing World of VADIR, DASA & Discipline

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

The proposed amendments to section 100.2 (gg) of New York education law have been released by the Regents and will go into effect on July 1, 2017, with some minor modifications. The recommendations from the Safe Schools Task Force are focused on two primary goals. The first is to refine the incident categories and align and combine the reporting of VADIR and DASA data. The second goal deals with providing schools with assistance on data collection, use, and reporting while also creating a Statewide School Climate Index to help

measure school building environments.

The reasoning for updating the requirements after over a decade of VADIR reporting is sound. When DASA reporting was added, it created additional complexities that districts are still grappling with. We spend much of our time in the field helping schools to improve their policies, procedures, personnel assignments, and training opportunities in regard to the continuum of VADIR-DASA-Discipline recording and reporting. The fine line that the new requirements will walk

is between the specificity that we currently have with 20 categories plus DASA, and the new reduced 9 categories including DASA. In fact, the public comment period produced concerns that some additional categories and/or flags needed to be added to accurately report the essence of particular incidents and specifics.

As the developer and provider of the leading VADIR, DASA, and Discipline management system in the state, SafeSchoolsNYTM, we will make necessary changes and post the relevant supportive materials for our districts, BOCES, and charter school clients well in advance for their review. We will also create a "cross-walk" training component (PD) to make the transition easier and seamless. Leading dis-

tricts have already completed a detailed reflection between their approved code of conduct, consequence consistency rules, VADIR and DASA reporting, and their policies and procedures of appropriate category determination along with material/non-material classification. This deep alignment, clarification, and classification process should be adopted by all schools. Only by this method may schools have confidence in the quality and accuracy of their reported incident data.

Finally, the process of "clicking" a single button

to produce the required report(s) once a year is just the beginning of the purpose of collecting this data. District access to "in-process" data and information should be used to identify and protect vulnerable students/groups and improve the school climate and culture of these learning environments! ■

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CAPITAL UPDATE

SAANYS Testifies at Assembly Hearing Regarding English Language Learners

week, Rich can expect to have about “25 new students arrive with limited English proficiency.” Further, a high percentage of those students are students between the ages of 15-21 years old. The impact on instructional programming is a complex issue, made even more difficult in light of the requirements for high school completion within a very restrictive timeframe.

- Tom Payton highlighted the unique nature of each ELL student’s needs and how “one size approaches do not fit all” especially when students come with dual or multiple language acquisition challenges. In Riverhead, many of the new entrants emigrate from the mountainous regions of Central America where many indigenous languages are not written. Students entering his elementary school from those regions need intensive reading, writing, and literacy instruction, requiring additional staff and resources.
- Both Tom and Rich spoke about the need to provide greater flexibility to districts managing the social and academic needs of the incoming students with ELL. Their testimony underscored the need to rethink and revise issues of accountability, especially in terms of assessments and high school completion.

The Assembly Hearing brought forth many other issues from a wide range of perspectives. An issue reiterated several times was the impact of Part 154 of the Commissioner’s Regulations that established significant and new procedural and program requirements – without any additional fiscal support. An identified challenge across the state is the overwhelming costs of translations. The testimonies also identified the need for many increased translations of state assessments into a wider range of languages.

SAANYS has been and will continue to be very active on this issue. In conjunction with the Educational Conference Board (ECB), the following recommendations are made:

1. Provide accountability relief to school districts that enroll new students, who then withdraw or stop attending within a short period of time.
2. Increase the flexibility to adjust the cohort for both the SIFE and non-SIFE students.
3. Eliminate the ENL/ELA dual certification requirement at the secondary level.
4. Allow districts to identify who can administer the Home Language Questionnaire (HLQ) and New York State Identification Test for English Language Learners (NYSITELL).
5. Amend the Part 154-2.3(i) grade span requirement to provide for a three, rather than two-year span for grouping students for instruction.
6. Eliminate the “a year and a day” requirement to take the ELA assessment.

For further information regarding the Assembly Hearing or upcoming initiatives of the Government Relations Committee, please contact Cynthia Gallagher, director of government relations, at cgallagher@saanys.org. ■



SAANYS and Magellan are now Approved CTLE Providers!

Please add us to your list of approved PD providers for 2016-17!

SAANYS Provider Number – 3084
Magellan Foundation Provider Number – 3085

At the December Meeting of the State Board of Regents

continued from page 1

Also included is a process for consolidating the seven funding streams now used to provide pre-k programs.

- English Language Learners: \$100 million for expanded access and programs.
- College and Career Pathways: \$60 million to expand career and technical.
- Professional Development for Teachers and Principals: \$30 million to create an Instructional Development Fund for dissemination of best practices (SAANYS met with Commissioner Elia to open discussions on the support and professional development needs of school administrators).

VADIR /DASA Reporting

In January of 2013, the Board of Regents reestablish the New York State Safe Schools Task Force, which recommended that SED develop a new process and criteria for identifying Persistently Dangerous Schools and a new set of definitions of incident categories for reporting. The regulatory revisions adopted by the BOR at this meeting are in keeping with the recommendations from the task force. The regulations streamline the current 20 categories to nine categories to be effective on July 1, 2017. Commencing with the 2017-2018 school year the following categories will be reported:

- Homicide
- Sexual Offenses
- Physical Injury
- Weapons Possession
- Material Incidents of Discrimination, Harassment, and Bullying
- Bomb Threat
- False Alarm
- Use, Possession, or Sale of Drugs
- Use, Possession, or Sale of Alcohol

Although the regulations are intended to provide clarity for the categories used, administrators will still need to report each incident within each category. The existing regulation continues to provide for a weighted School Vio-

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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.

2017 CALENDAR



- JANUARY**
- Jan 6 Epiphany
 - Jan 7 Christmas Day (Orthodox)
 - Jan 15 World Religion Day
 - Jan 16 Martin Luther King Jr.’s Birthday Observance
 - Jan 19 Robert E. Lee’s Birthday
 - Jan 23 First Native American US Senator (1907)
 - Jan 28 Chinese New Year
 - Jan 28 Christa McAuliff Day



- FEBRUARY**
- National African American History Month
 - National Children’s Dental Health Month
 - Feb 1 National Freedom Day
 - Feb 2 Groundhog Day
 - Feb 11 Thomas Alva Edison’s Birthday
 - Feb 12 Abraham Lincoln’s Birthday
 - Feb 13-17 Take Your Family to School Week
 - Feb 14 St. Valentine’s Day
 - Feb 15 Susan B. Anthony’s Birthday
 - Feb 17 National PTA Founders Day
 - Feb 20 Frederick Douglass Day
 - Feb 20 Presidents’ Day
 - Feb 22 George Washington’s Birthday
 - Feb 23 W.E.B. DuBois’s Birthday

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Educational Leadership Institute (ELI) @ NYSAWA
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Workshops of Interest to School Administrators

- > Introduction to Student Extraclassroom Activity Funds
- > Advanced Issues for Student Extraclassroom Activity Funds

Two knowledge and skill building workshops for administrators and SEAF Central Treasurers seeking to better understand issues and strategies
January-February, half days

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Four full days
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Applying for the NYS Superintendency
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Detailed information and registration on the web at
www.SuperintendentOfSchools.com
James M. Merrins, Ed.D., Executive Program Administrator
716-672-5473 jmerrins@cecomet.net

SAANYS Professional Development Update



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

A recent article in *Education Week* entitled, "Principals Work 60 Hour Weeks, Study Finds" by Sarah D. Sparks, will come as no surprise to many of us. In fact, we may find ourselves reacting to the headline by thinking, "And that would be a slow week!"

School leaders in many roles are accustomed to long days that start before dawn and end late, after the board meeting, the concert, the PTA. We know and truly enjoy going to games and events that feature our students at their best and often work from home on weekends catching up or make the decision to go into the office

to tackle the desk, the pile, the emails, the schedule ...

All of these responsibilities have traditionally been part of the principal's world, but the new demands of the past few years and the current climate of change have brought the work load and accompanying hours over the top in ways that our predecessors could not have anticipated.

The article cites REL research that analyzed data from a nationally representative sample of about 6,000 elementary and secondary principals. Here is what the study found:

- 31 percent of principals' time was taken up with administrative tasks (the study determined that paperwork, administrivia as many of us fondly refer to it, takes up the largest chunk of the principals' work week).
- 27 percent of time on staffing, including observations and evaluations and course/schedule planning.
- 23 percent of time interacting with students.
- 13 percent of time interacting with parents.

Certainly APPR demands here in New York State have been a game changer. Six or seven years ago in my travels around NYS, it was not unusual to hear principals, assistant principals, and others who do teacher evaluations to say that it took an average of six hours to complete one observation cycle. Six hours! Now, a few years down the road, we are collectively better at streamlining the process, but the time outlay is still excessive. Worst of all, many leaders are left wondering, when the process is complete, whether it was ultimately all about scoring to meet grownup mandates or something that would actually result in real professional growth for the teacher and improved instructional strategies and outcomes for real students in real classrooms.

However, beyond knowing how much principals work, and how they spend percentages of that time, an important related finding is cited in the same article. A 2014 study of principals in Miami-Dade county schools found that while spending more time coaching teachers was associated with improved student achievement, just doing classroom observations without the coaching component was actually linked to lower student achievement.

So what's the big message? Thinking differently about our roles as school leaders, and actually repositioning ourselves in those roles is the key. The workshops we are doing now with school leaders from Islip to Corning to Castleton all focus on the work of Michael Fullan to shift that thinking to help school leaders see themselves as capacity builders, systems players, and change agents. Leadership actions that build teacher-to-teacher collaboration, promote innovation, and provide support with new ways of looking at teaching and learning result in real growth for both leaders and teachers. New ways to push through the paperwork and emails and get the good word out about your schools using digital platforms like Twitter and Storify rather than slaving over traditional newsletters, and focusing on effective feedback that gets results are all prime learning topics now for busy leaders like you. There's lots to do, but the good news is that there are also lots of new ways to approach the work.

Do not hesitate to let me know if we can help with any of your professional learning needs! ■



ADDRESSING CYBERBULLYING: TRENDS, BEST PRACTICES AND THE LAW

ALL ASPECTS OF CYBERBULLYING, SOCIAL NETWORKING, AND SEXTING WILL BE EXPLORED.

FEBRUARY 1, 2017

Plainview Holiday Inn, Plainview, New York

8 am - 1 pm | Registration fee - \$150

In an age of social media, where students can quickly and sometimes anonymously target their peers online, what legal obligations do school districts have? How do we properly investigate claims of cyberbullying? Where

is the line between student free speech under the First Amendment and cyberbullying? When do the issues become so serious that law enforcement must be involved? What lessons have we learned from the implementation of DASA over the last several years? When do other state and federal discrimination laws come into play? Equally important, what approaches will actually be effective at addressing online student behavior and ensuring a school climate that is safe and conducive to learning? In this interactive workshop, participants will hear from Dr. Justin Patchin, a national expert on issues of cyberbullying and co-founder of the Cyberbullying Research Center. Dr. Patchin will review current trends and best practices for addressing cyberbullying. Participants will also hear from Brian Heid, Chief of Government and Consumer Frauds, Nassau County District Attorney's Office about the role of law enforcement in address certain cyberbullying issues, including those involving threats, sexually explicit material or other potential criminal activity.



Presenters:

JUSTIN PATCHIN, PhD

Leading Researcher and Expert in Cyberbullying



BRIAN HEID, Esq.

Chief of Government and Consumer Frauds Nassau County District Attorney's Office



Panelists:

ALANE FAGIN

Director, Child Abuse Prevention Services Long Island



KAREN SIRIS, EdD

Dignity Act Update for Dignity Act Coordinators

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Transporting LGBTQ STUDENTS

Training for School Bus Drivers & Attendants

Attendees will include school bus drivers and/or attendants. Attendees will receive an overview of gender-related issues on-going in our society and our schools. Attendees will gain a greater awareness of these issues and the needs of the students they transport. The course is intended to increase their awareness of and sensitivity to LGBTQ students who are riding their buses and may be victims of bullying and harassment.

How Do We Bring This to Our Drivers?

- This is a 90-minute course and attendees also will come away with an informational tool. The course is available for groups of drivers up to 250 maximum to allow for interaction and discussion.
- For further information and to set up a class, contact the Cyr Foundation via email at peter@nyapt.org or contact PTSI at info@ptsi.org.

The Course

Some key concepts that will be covered include:

- Law
- Behavior management
- Our values
- Definitions

Our Sponsors and Partners

The course has been developed by the Cyr Foundation (in NYS) and the Pupil Transportation Safety Institute (PTSI) with sponsor support from Utica National Insurance Group.



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SAANYS Annual Awards 2017 Call for Submissions

New! Leader in Digital Education Award

This award recognizes a SAANYS member who has demonstrated exceptional, creative leadership in harnessing the potential of technology to further teaching and student achievement.

Outstanding Educator Award

This award is given annually to a SAANYS member who has made outstanding contributions in New York State schools.

Leadership and Support Award

The SAANYS Leadership and Support Award was established to recognize the outstanding leadership efforts of those members whose responsibilities require leadership through support services to fellow administrators across and between buildings and districts.

Irving Schwartz (Retiree)

This award is given to a SAANYS member who, in retirement, has made significant contributions to the welfare of the association, education, and/or the greater community.

K-12 Building Principal Award

This award is in recognition of the unique characteristics of a K-12 building and the related demands, expectations, and challenges of a principal in this multi-level environment.

Friend of Education Award

This award was established to honor an individual who, or a group or organization that, has contributed to the general support and advancement of outstanding public school education in New York State.

SAANYS is the official state affiliate to NAESP and NASSP, and their annual awards programs.

SAANYS/NAESP Assistant Principal Award

This program promotes educational excellence for pre-kindergarten through eighth grade (PreK-8) schooling and calls attention to the fundamental importance of the assistant principal.

SAANYS/NASSP Assistant Principal Award

The NASSP National Assistant Principal of the Year program annually recognizes outstanding middle level and high school assistant principals who have succeeded in providing high quality learning opportunities for students. **The deadline for this award is past and any applications will be considered for 2018.**

SAANYS/NAESP Elementary School Principal Award

This award is given annually to a SAANYS/NAESP member who has distinguished herself/himself as an elementary school principal.

SAANYS/NAESP Middle School Principal Award

This award is given annually to a SAANYS and NAESP member who has distinguished herself/himself as a middle school principal.

SAANYS/NASSP Principal of the Year Award

This award recognizes outstanding middle level and high school principals who have succeeded in providing high-quality learning opportunities for students as well as demonstrating exemplary contributions to the profession.



Application Deadline: January 31, 2017

SAANYS is proud to honor many exceptional New York State administrators with an annual awards program. Each year SAANYS recognizes nominees with an award and banquet held in their honor.

For additional information contact Susan Jaronski at: sjaronski@saanys.org.

To access the online nomination form, visit: <https://saanys.org/about-us/awards/nomination/> or scan the QR code below.



Awards Nomination Form *(to be completed by nominator)*

Nominators are asked to complete this form and return to Susan Jaronski at SAANYS via fax at (518) 782-9552 or mail to: 8 Airport Park Blvd., Latham, NY 12110

INSTRUCTIONS: Please include a narrative, not to exceed one page, which demonstrates qualifications based on the criteria for the awards. You may include newspaper articles, published works, letters of support, or other evidence of support.

NOMINEE (✓ if self-nomination)

Name _____ Title _____

School / Business / BOCES _____

Address _____ ES MS HS BOCES OTHER

Work Phone _____ Home Phone _____

Email _____

NOMINATOR (If self-nomination, complete only Nominee section)

Name _____ Title _____

School / Business _____

Address _____

Work Phone _____ Home Phone _____

Email _____

Relationship to nominee _____

Years you have worked with nominee _____

Please provide a brief quote (1-2 sentences only), from you, regarding this nominee. **All information may be used for publicity purposes if this nominee is selected as an award recipient. Return of this form is an indication of permission to use same.**

The SAANYS Awards Committee will review nomination forms and consider candidates for ALL awards for which they qualify. If, as a nominator, you wish to recommend an award you feel is appropriate, please do so here.

SAANYS Awards

- New!** Leader in Digital Education
- Outstanding Educator
- Leadership and Support
- Irving Schwartz Distinguished Retiree
- K-12 Building Principal
- Friend of Education

National Awards (SAANYS and NAESP/NASSP)

- Elementary Principal (NAESP)
- Middle School Principal (NAESP)
- Assistant Principal (NAESP)
- Principal of the Year (NASSP)
- Assistant Principal (NASSP)

LEGAL BRIEFS

A Message From
Jennifer Carlson
SAANYS Deputy General Counsel
JCarlson@saanys.org



Protecting Your Family

Leaving our loved ones behind when we die is not a topic any of us like to ponder, but it is important to ensure that we financially protect them to the extent possible. The Teacher's Retirement System (TRS) does provide an option to designate a beneficiary in the event of your death. As the owner of the account, you have the option to designate whether your beneficiaries receive the death benefits in a lump sum

or in periodic payments. It is up to you to consult with your beneficiaries and financial advisors to determine which option best suits their needs.

The payment option you choose will remain in place unless you send in an "Election of Retirement Benefit" form that changes the option within 30 days of your effective date of retirement. But what happens if you sign the form, but you die before TRS receives the form?

While the situation does not often occur, it has on several occasions and the courts have ruled on this issue. When a change of benefits election does not reach the TRS board until after the retiree's date of death even though it's within the 30-day period allowable for changes, the change is not honored. This is because TRS regulations requires any election to reach the board in order to be effective. If it does not reach the board until after the date of death, it's considered to be an invalid election because the communication to the board did not happen within the retiree's lifetime. Applications that reach the board on the date of death are honored. The courts have upheld this interpretation.

Surprisingly, this information is not contained within the materials that TRS distributes. In fact, SAANYS recently dealt with a situation on this topic where the notice to the re-

SAANYS recently dealt with a situation on this topic where the notice to the retiree did not indicate that a change in election of benefits needed to reach TRS before the member's death.

tiree did not indicate that a change in election of benefits needed to reach TRS before the member's death. On the TRS website, there is a section called "Making the Right Choice" that discusses what you should consider doing "If you are critically ill and your life expectancy is less than one year."

Strangely, that section also fails to indicate that an election to retire or for benefits or change of benefits must reach TRS during the member's lifetime.

At the risk of being morbid, this quirk in the law illustrates a little known, but important point. If you decide to elect to retire or change a benefits election, do not delay in sending the paperwork to TRS. Send it out

as soon as possible and make sure that it goes via overnight mail to avoid unwanted consequences. As always, SAANYS is here to assist you through the retirement process and in the event that there is a problem with the retirement system. ■

SAANYS Group Coaching Professional Growth Circle

A NEW PILOT PROGRAM FOR BEGINNING OR MID-CAREER ADMINISTRATORS.

February–August, 2017 | seven meetings
Rochester & Capital District | two pilot groups
led by Bonnie Tryon and Mark Turner



REGISTER:
saanys.org/events

Cost: \$750 (special pilot rate includes book)

Register by January 31

- Minimum of 4, maximum of 6 participants
- Up to 10 hours of CTLE credit earned
- Book: *Strength Based Leadership* by Barrie Conchie and Tom Rath

For more information, contact Karen Bronson at 518-782-0600
kbronson@saanys.org • www.saanys.org

AXA Donates to Childhood Cancer Research



Yellow is the color associated with childhood cancer awareness. Each AXA representative at the SAANYS conference personally donated \$100 to a charitable organization that serves to research and treat childhood cancer in the name of SAANYS.

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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.

Carthage Administrators Association, Region 7

Term: 2016-2020

- Salary increases of 3.35 percent, 3.3 percent, 3.1 percent, and 3.1 percent.
- Unit members will receive one additional personal day per year.
- Unit health insurance premium share moves from 14 percent to 16 percent by end of contract.
- Unit members have access to a new high option dental plan.
- Clarified work year for unit members.
- Unit members' children may attend district schools at no cost.
- Professional dues (except SAANYS) reimbursed to \$400 annually.
- Optional retirement insurance buyout made available.

Clifton-Fine Administrators Association, Region 7

- MOA Impact Bargaining Resolution.
- An increased duty assigned to a unit member was resolved by the district offering a one-time retirement incentive to all eligible unit members. In addition, the district agreed to modify contract language to allow for non-elective contributions to unit members' 403(b) plans.

Baldwinsville Transportation Support Staff Association (BTSSA), Region 10

Term: 2016-2019

- \$2000 plus 3.5 percent added after the adjustment in each year of the contract.
- MOA continuing for the duration of the contract, a provision prohibiting the district from hiring any new member at a salary higher than the lowest paid unit member.
- No changes to health insurance.

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- The unit signed an MOA agreeing to support the switch to a new health plan. The switch requires all units in the district to agree. The MOA will sunset at the end of the contract as does the unit's commitment of support for the switch. Should any other unit receive a benefit for agreeing to the switch, BTSAA members shall receive the same benefit.
- The unit agreed to mandatory overtime with 48 hours notice by the district in pinch situations.

Oswego BOCES Administrators Association, Region 10

Term: 2016-2019

- Salary increases of 2.75 percent in each year of the agreement.
- Increased district contribution to dental insurance.
- Increase in drug copay for mail order prescriptions only.
- ERS members may utilize unused sick days for additional retirement service credit (41J) in lieu of payment for those days.
- Increase in amount (82.50) paid for unused sick days at retirement.
- Increase in amount (\$260 from \$200) and number (10 from 7) of unused vacation days that may be sold back annually.
- Increase in amount of term life insurance (\$100,000 from \$10,000).
- MOA providing a salary adjustment for a particular unit member.

Oswego BOCES Coordinators Association, Region 10

Term: 2016-2019

- Salary increases of 3.00 percent, 2.75 percent, and 2.75 percent in each year of the agreement.
- Service incentives (longevities) increased by negotiated salary percentages.
- District to no longer contribute .25 percent to unit members' 403(b) (moved into base salary in year 1).
- Increased district contribution to dental insurance.
- Increase in drug copay for mail order prescriptions only.
- ERS members may utilize unused sick days for additional retirement service credit (41J) in lieu of payment for those days.
- Increase in amount (\$85 from \$75) and number (up to 300 from 240) of unused sick days paid at retirement.
- Increase in amount (\$260 from \$200) and number (10 from 7) of unused vacation days that may be sold back annually.
- Increase in amount of term life insurance (\$100,000 from \$10,000)
- District to provide notification to unit president of any interviews scheduled for all new positions within the BOCES.
- On emergency closing days, unit members no longer need to report on days the district to which they are assigned is closed.
- MOA establishing district-unit committee to review evaluation process.
- MOA establishing joint district/unit committee to review vision benefits with the purpose of providing enhancements to the plan.

Sandy Creek Administrators Association, Region 10

Term: 2016-2019

- Salary increases of 3 percent in each year of the contract.
- Increased district's annual contribution to unit members' Roth IRA up to \$2,900 annually by end of contract.
- Enhanced dental plan.
- Added new vision benefit. ■



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At the December Meeting of the State Board of Regents

lence Index (SVI) calculation to reflect the most serious violent incidents. For purposes of calculating the SVI, each violent incident will still have a corresponding weight that identifies the severity of the incident. This Board of Regents item may be accessed at:



<http://www.regents.nysed.gov/common/regents/files/1216p12a2.pdf>

Adoption of New Science Standards

The Board of Regents unanimously approved the adoption of the P-12 Science Learning Standards to be implemented in all schools beginning July 1, 2017. Key framing principles included the need to ensure that the new standards are student performance based, connect to real world experiences, integrate science and engineering, and focus on preparing students for the next generation workforce. The presentation to the board provided examples of performance based units aligned to the new standards. It is not expected that districts will incur substantial expenditures due to the adoption of the new standards, however, SAANYS will be in close contact with our members to ascertain their input on this issue. The standards were developed in conjunction with considerable input from the field over a two-year period. The new science standards can be found at:



<http://www.p12.nysed.gov/ciai/mst/sci/documents/BoR-ConsiderationNYS%20P-12-ScienceLearningStandards.pdf>

Update on Computer-based Testing

The board was provided an update on the roll out of computer based testing (CBT) for this year's NYS 3-8 testing. The primary focus of the department at this point is to support districts' readiness for CBT. The number of districts choosing to participate in CBT is not yet available, as not all districts have made final decisions whether to move to CBT or remain with paper-based testing. During the next few months, NYSED will be working with districts to verify CBT readiness, providing regional trainings and webinars on CBT and providing access to the testing platform in mid-February.

Federally Related Issues

ESSA

The following provides a summary of the expanded full board segment on ESSA:

- Final rules for USDOE provide states the opportunity to

submit state plans in April or September. NYSED will opt for a September submission.

- Final rules continue to require a 95 percent participation rate on state assessment programs for accountability purposes. Any students in an accountability group, in excess of the 95 percent who do not participate in the testing program, must be considered as not proficient for accountability purposes.
- ESSA also requires states to report the per-pupil expenditures for each LEA and school in the state for the preceding fiscal year. The reporting must be disaggregated by source of fund expenditures (federal, state, and local). Currently, this data is not collected at the school level. The 2017-18 school year will be the first year of reporting for this new requirement.

Identification of schools under the new accountability system must take place for the 2018-19 school year based on data available in the 2016-17 and 2017-18 school years. ESSA requires that states use four-year adjusted cohort graduation rates (excludes use of extended year graduation rate) when identifying schools for graduation rates. SAANYS continues to advocate for the use of extended year graduation metrics and strongly feels that schools should be rewarded for increasing rates of graduation, rather than speed of graduation.

In addition to the update on the new ESSA work and timelines, the BOR also heard a presentation by Dr. Scott Marion from the National Center for the Improvement of Educational Assessment. His primary points stress that states have an opportunity to design an accountability system to support state priorities with the new ESSA. In doing so it is important to start with a theory of action prior to jumping to metrics used for reporting purposes. ■

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