**The Redesigned PSAT/NMSQT and the Redesigned Schedule for Test Administration**

At the SAANYS annual conference held at the Sagamore Resort on October 26 and 27, 2014, information was presented in regard to the redesigned SAT and PSAT/NMSQT texts. The redesigned assessments will ask students to apply a deep understanding of the skills and knowledge that research shows are essential for college readiness and success. The College Board followed up with information on the schedule for test administration. On February 9, 2015, SAANYS was informed of the revised schedule for the administration of the redesigned Preliminary SAT/National Merit Scholarship Qualifying Test. The announcement from the College Board said, in part:

"We are excited to introduce the redesigned Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT(r)), debuting in October 2015, and are writing to let you know about an important scheduling change: during the first year of the redesigned PSAT/NMSQT, there will only be two administrations of the test - Wednesday, October 14, 2015 (recommended test date), and Wednesday, October 28, 2015 (alternate test date). This means that no Saturday administration will be available in the first year of the redesigned PSAT/NMSQT.

Upon the release of the revised schedule, SAANYS began receiving inquiries from members. Paul Gasparini, principal of the Jamesville-Dewitt High School was first to contact SAANYS and presented the dilemma faced by his school district and others.

"In the past, there was a Wednesday administration and a Saturday administration. We chose the Saturday administration because it would not be possible for us to administer the exam during the week. All of our classrooms are used and we do not have the flexibility to take 6-10 classrooms out of rotation to administer the exam. If we are forced to administer the exam, we would not be able to have classes for at least 75 percent of our students. I know that we are not alone in this predicament."

**SAANYS Goes to Washington**

Jim Viola (left), Christine Foglia, and Tom Sands, from SAANYS, are joined by Herman Merritt at a meeting with Senator Schumer.

The National Association of Elementary School Principals (NAESP) convened the National Leaders Conference in Washington DC on February 22 to 24. The conference culminated with a federal lobby day, for which SAANYS assembled a team of seven members:

1. Christine Foglia, president of SAANYS Board of Directors, from Broadalbin-Perth School District, Fulton, NY.
2. Paulette Foglio, member of NYC-CSA and principal at PS 99 in Queens, NY.
4. Herman Merritt, political affairs director at the NYC Council of School Supervisors and Administrators.
5. Thomas Payton, SAANYS' delegate to NAESP, Roanoke Avenue Elementary School, Suffolk, NY.
6. Tom Sands, a SAANYS regional representative and retired principal from the Watervliet CSD.
7. Jim Viola, SAANYS director of government relations.

**SAANYS Agreements**

**Bargaining in Collective Agreement on Duration of Retiree Health Insurance**

As SAANYS members know, the legal department considers retiree health insurance a significant priority for bargaining units and has had several victories in this area within the past few years. On January 26, 2015, the United States Supreme Court issued a decision potentially impacting how long retiree health insurance benefits remain at a fixed rate under collective bargaining agreements.

Under traditional principles of contract law, if there is a dispute surrounding a term or condition contained within a collective bargaining agreement, the first step a court must take is to look at the contract and determine if the language is clear and unambiguous. This is why SAANYS has repeatedly emphasized the importance of clear contract language, particularly when it comes to stating that the level of retiree health insurance contributions are fixed for the life of the retiree. If the language is unclear, contract laws require that the courts look to outside evidence, such as bargaining history and testimony from the parties involved, to determine what the intent was at the time the provision was negotiated. Thus, careful notes should be taken during negotiations and kept by the unit for posterity.

These rules have not yet been tested in court, but it is clear that the principles of contract law are changing. At the very least, boards should have a strategic plan in place to address the legal issues that may arise as the collective bargaining agreements expire. Extended contracts are important in addressing these issues.

**LEGAL BRIEF**

**US Supreme Court Weighs in on Duration of Retiree Health Insurance**

The New York team had a very full schedule of meetings with the following members (and staff) of our national delegation:

- Senator Charles Schumer
- Senator Kirsten Gillibrand
- Congressman Chris Gibson
- Congressman Hakeem Jeffries
- Congressman Peter King
- Congresswoman Grace Meng
- Congresswoman Elise Stefanik
- Congressman Paul Tonko
- Congressman Lee Zeldien

A full slate of issues was discussed with each representative. However, the primary issue discussed was ESEA re-authorization. Team members recommended more funding for Title program allocations, and that such programs remain formula based and targeted to high-needs schools and students. Conversely, the team argued against competitive grant programs, the implementation of block grants, and portability of funds to private and charter schools. It was recommended that 10 percent of Title II funds be set aside and targeted for school administrator professional development, and that required state testing be scaled back to three administrations: grades 3 through 5, 6 through 9, and 10 through 12.

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SED recently released the final evaluation results for the 2013-2014 school year. Ninety-six percent of teachers are deemed to be “effective” (54 percent) or “highly effective” (42 percent). Mirroring comments of the governor, Chancellor Tisch said that because the ratings don’t reflect student results, the evaluation system must change.

The underlying premise is that the failure of students to perform acceptably on standardized tests, however “acceptable” might be defined, necessarily means teachers and principals are performing poorly. It’s a little like saying if the patient died, the surgeon must be incompetent. More crime is created to police poverty, etc. Further, the governor’s strategy is positional. It is merely a means to get what he wants. It is not a process designed to engage in considered, thoughtful decision-making. It elevates optics over substance. SAANYS has been advocating for an independent analysis of the validity of the APPR system, a position later adopted by the Educational Conference Board. Last year, a “Truth in Testing” bill was introduced that called for a review of the Common Core tests for appropriateness of volume and content. It did not become law. Those two ideas suggest an objective, thoughtful approach to education reform. Let’s study what we have done to date, what works and what does not. Instead, what we have been receiving is a secretive “jam it down your throat” approach where increased school aid is threatened to be withheld if the governor does not get the test-result reforms he wants. Children and educators alike are the collateral damage in what seems to be an ego-driven insistence on being seen as a winner of a high profile power struggle. This is not how our results are supposed to be set. It reminds me of when my children were young and would fight mightily over the coveted front seat of the car. They would become so invested in their personal wins that they would lose sight of the purpose of the journey.

The Redesigned PSAT/NMSQT and the Redesigned Schedule for Test Administration...

continued from page 1

- The State Education Department was contacted. Assistant Commissioner Candice Slager said SED received no prior notice of the schedule change, and Senior Deputy Commissioner Ken Wagner indicated that, although SED has no role in scheduling these tests, he would pass this concern on to SED’s contact at the College Board.
- An electronic survey was sent to all SAANYS high school principals asking for information related to the new schedule’s impacts upon students and upon school programs and operations.
- SAANYS also reached out to the New York State Council of School Superintendents and found that they too were concerned about the revised test schedule, and signaled their intention to also contact the College Board.

On February 19, College Board representative Matthew Zarrillo-K-12 met at SAANYS headquarters with James Viola from SAANYS and with Robert Lowery from the NYS Council of School Superintendents, who accepted SAANYS’ invitation to attend the meeting.

Since the College Board announcement, SAANYS has been contacted by over 50 schools and districts. Concerns were raised by a spectrum of big five, suburban and small school districts across the state. Some school administrators said that they administered the tests on Wednesdays in the past, and planned to do so next year. However, the majority indicated that for programmatic and logistical reasons, their districts administered the tests on Saturdays in the past, and that they found the revised schedule difficult – or impossible – to accommodate. A sample of comments received from administrators follows:

- Many districts, on the behalf of their school communities, expressed upset with their perceived unnecessary loss of an instructional day. Some districts feel they...
State Board of Regents Acts to Adjust Common Core Implementation

On February 10 and 11 the State Board of Regents met in Albany. Clearly, the matter garnering the greatest interest at this meeting was an action item including the report, "The Path Forward: Common Core Learning Standards, Assessments, and Teacher & Principal Evaluation in New York State." The report is based upon the first three and a half years of Common Core implementation, and sets forth “adjustment options” to improve statewide implementation. The report was issued by a Regents work group comprised of Regents Robert Bennett, from Tonawanda; James Dawson, from Plattsburgh; James Tallon, from Binghamton; Roger Tilles, from Great Neck; Kathleen Cashin, from Brooklyn; and Wade Norwood, from Rochester, who served as chairperson.

The Regents report includes 19 adjustment options. Some of the adjustment options were in progress under other initiatives, before the report was issued. Option 6, allows students with some disabilities to be assessed based on instructional level rather than chronological age; and Option 7, allowing English language learners to be assessed via the language acquisition tests (NYSESLAT) rather than the English language arts exam for two years. They are both included in the department’s ESEA Waiver Application.

For some of the adjustment options, the Board of Regents place the responsibility for implementation in the hands of other entities. These include:

- Three options are contingent upon additional funding of other entities. These include:
  - Option 1 – periodically review and update the Common Core Learning Standards, calls upon New York and other states to engage stakeholders periodically review and update the Common Core Standards. The impact of this option will be dependent upon the willingness of the State Education Department to “listen” to the stakeholders in identifying systemic needs and opportunities for improvement. Although SAANYS commends NYSED for their willingness to meet, it has generally adopted a “damn the torpedoes, full steam ahead” approach in terms of any revision implementation or schedule.
  - Option 11 – conduct expedited review of Annual Professional Performance Review plans for district/BOCES requests that would reduce testing. SAANYS has raised this issue repeatedly with SED – to no avail. We are glad that SED is now taking such action, in a manner consistent with legislative bills drafted by the senate and assembly.
  - Option 17, will result in the development of a “teacher portal” to facilitate and promote teacher-to-teacher sharing of curricula and instructional strategies.
  - Option 14 may be expected to somewhat reduce local testing time by extending APPR flexibility in allowing schoolwide measures for teachers of middle school social studies (grades 6-8) and science (grades 6-7).
  - Options 16, 18, and 19 will provide appropriate curricular support for students with disabilities and English language learners to support differentiated instructional practices, and to ensure that the individualized education programs of students with disabilities are Common Core-aligned with informed parent involvement.

- Option 15 is intended to safeguard teachers and principals from negative APPR consequences, allowing those who are undergoing a 3020-a termination hearing due to ineffective ratings in the 2012-13 and/or 2013-14 school years to raise as a defense, an alleged failure of the board of education to timely implement the common core with adequate professional development and guidance. This option would be expected to have no impact, as any principal undergoing such a procedure may raise such a deficiency regardless of SED’s permission to do so.

Some of the adjustment options may be expected to have significant impact, and others are expected to have little or no impact.

- Two options, 6 and 7 (discussed above), are dependent upon approval of the department’s ESEA Waiver Application by the US Department of Education.
- Some of the adjustment options may be expected to have impact, and others are expected to have little or no impact.

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continued on page 7
EMPLOYMENT LAW: Staff Legal Rights and Responsibilities
This comprehensive online course offers participants valuable resources and access to important case law, along with videos featuring school employees as experts, in a format designed to ensure that school leaders are properly handling the legal rights of staff.

STUDENT SAFETY AND RIGHTS: Essentials of Student Safety
This online course is especially designed to ensure that school leaders know how to address legal matters concerning student rights and safety through valuable resources and access to important case law, along with videos featuring information and suggestions from education law experts.

STUDENT SAFETY AND RIGHTS: Essentials of Student Expression
This course includes informational videos featuring education law experts and resources related to student expression. Essentials of Student Expression is a “must take” for dealing with First Amendment rights of students!

SPECIAL EDUCATION SERIES - COURSE 1
Program and Placement and Section 504
Special education law is extremely complex and changes in this area often give rise to litigation. This course will help you better understand how to provide all students with a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), and properly address complex issues related to developing student IEPs, student placement, and program. You will also gain a deeper understanding of the legal requirements related to Section 504, including developing 504 plans, addressing student allergies, and meeting the needs of student athletes who qualify for Section 504 protection.

SPECIAL EDUCATION SERIES - COURSE 2
Due Process, Discipline, and Changes in Placement
This online course will help you better understand how to provide all students with a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), and properly address complex issues related to discipline and due process. Viewers will gain a deeper understanding of the legal parameters for determining whether or not student behavior is a manifestation of a student’s disability, the student discipline and other options available for addressing improper student conduct, key steps to ensure that IEPs are being properly implemented, and obligations related to child find.

BULLYING PREVENTION
The NY Dignity for All Students Act (DASA)
New York State’s Dignity for All Students Act seeks to provide the state’s public elementary and secondary school students with a safe and supportive learning environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus, and/or at a school function. This online course will help you understand best practices related to bullying prevention and legal requirements for addressing bullying and cyberbullying.

Three hours of professional development credit for each course.
Register today!

REGISTER ONLINE
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ONLINE CAREER CENTER
www.saanys.org

MEMBERS DISCOUNT CODE: MD0623

SAANYS
LEGAL ONE NY
the leader in school law training

$50 per online course New courses just added!

Region 7 AXA Retirement Planning for Life 
May 20, 2015
Pete’s Trattoria Restaurant, 111 Breen Avenue, Watertown
4:00pm - 6:00pm
pizza, salad, dessert, soda, and coffee
FREE for SAANYS members Space is limited!!
RSVP as soon as possible to Sue Hirst
SAH11181@gmail.com, (315) 720-5725

New courses just added!

To support, inspire, and invigorate new and mid-career administrators.

For more information, contact Karen Bronson at kbronson@saanys.org • www.saanys.org

Creating safe and welcoming schools for LGBTQ People with a Focus on Preparing Our Schools for Transgender Students

March 24, 2015
Greece Athena High School, 800 Long Pond Rd, Rochester
5:00pm - 7:00pm
Food and Drink Provided

Registration is required by March 17
Contact: David Richardson, Principal - Greece Athena High School, 800 Long Pond Rd, Rochester, NY 14612
(585) 966-4612, david.richardson@greeceacad.org
**This workshop is open to all, but all must be sponsored by a SAANYS member.
Sponsored by: Educational Vistas, Inc.

SAANYS
MentorCoach Service
The Roots of Success
This program may now be covered under BOCES CoSr!

To support, inspire, and invigorate new and mid-career administrators.

For more information, contact Karen Bronson at 518-782-0000
kbronson@saanys.org • www.saanys.org

March 24
Buffalo
Giancarlo’s Steakhouse
5110 Main Street
Buffalo

March 25
Rochester
AXA Office,
175 Corporate Woods
Suite 50
Rochester

Sponsored by: AXA
NYSTRS does not promote or support any products

Registration Required: www.saanys.org/events (scroll to statewide events and click on “register for this event!”)

March 2015
March 26, 2015

Hamilton College
198 College Hill Road, Clinton, NY

Schedule for the Day

8:00 am - 8:30 am  Registration
8:30 am - 9:30 am  Opener | Session Vote | Audience Networking Break
9:30 am - 10:00 am  Session 1
10:00 am - 10:20 am  Session 2
10:20 am - 10:40 pm  Lunch
10:40 am - 11:10 pm  Session 3
11:10 am - 11:30 am  Session 4
11:30 am - 12:00 pm  App Smackdown | Closing Remarks
12:00 Noon - 12:45 pm  Lunch
12:45 pm - 1:00 pm  Networking Break
1:00 pm - 1:50 pm  Session 5
2:00 pm - 2:50 pm  Session 6
3:00 pm - 3:30 pm  App Smackdown | Closing Remarks

Topics include but are not limited to:
1. Chromebooks in the Classroom
2. Google Apps Management
3. Google + Hangouts
4. Understanding Google Classroom
5. Going Google
6. Customizing Chrome to make your life awesome!
7. Google Scripts
8. Google Apps for Mobile Devices
9. Deep Dive with Drive
10. Google Glass Demo

What is an Edcamp Format?
An “inconvenience” without keystones; everything to be discussed that day is determined by the attendees themselves on the morning of the event. Four exciting, interactive, practical sessions will result, with a focus on all things Google.

SAANYS’ Magellan Foundation is an approved NYSFED provider for this 6-hour workshop to fulfill harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act).

PART 1:
Three hours online with course instructor (flexible schedule). This is a prerequisite for Part 2.

PART 2:
Three hours face-to-face (see schedule for locations on times).

As a result of taking this workshop, participants will:
- Understand the broad scope of educator responsibilities present in the Dignity Act.
- Develop an enhanced awareness and sensitivity to the range of experiences of the specific student populations as named in the Dignity Act.
- Understand how school climate and culture have an impact on student achievement and behavior.
- Understand bullying, harassment and discrimination, including inducements, early warning signs, prevention and intervention, and how to interact with families of victims and aggressors.
- Articulate the reporting requirements for educators as specified in the Dignity Act.
- Receive a certificate of completion of the required six hour DASA course.

Workshop Facilitator:
Dr. Michael Johnson has over 35 years of public school experience including serving as an administrator at the elementary, middle, and high school levels.

Register at www.saanys.org/events

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

One of the primary ways SAANYS supports its members is by offering the highest quality professional development to as many regions around the state as possible, on topics that members in those regions request. Those topics are varied and can range from instructional leadership, to facility, athletic, and operational management, to team building, and DASA training.

Recently, two topics have really taken off around the state: Negotiations and Financial Planning for Life.

In January, we provided workshops in Region 5 (Newburgh), 6 (Capital District), and 10 (Liverpool) entitled “Learn from the Experts: Negotiating During Difficult Times.” A similar one is planned for Region 9 (Endicott) on March 12. At these workshops, a panel that consists of SAANYS attorneys, leadership, and regional negotiators, engage in an interactive conversation with participants about all topics related to negotiations including salary/monetary compensation, changing terms and conditions of employment, merit pay, non-monetary compensation, benefits, FIPs, and appeals. Attendees, some of whom have just completed negotiations in their districts, share what they’ve learned as a result of the process. There is a question and answer period, and pizza and light refreshments are served. Regional representatives decide upon a location, which can be at a site or local restaurant, and the cost of the food and refreshments is defrayed by the contribution of a SAANYS sponsor who does a brief description of the product or service offered by their company. The workshops are free to SAANYS members. Here are some representative comments from attendees at the negotiations workshops:

“Being one year out from our own negotiations, this was the perfect time to hear the information that was shared. My team and I found it to be insightful and creative. Thank you.”

“I appreciated the time to review the process and tips for negotiations. Thank you for the opportunity to listen to the experts as well as people in the trenches with current issues, challenges, and solutions.”

“Thank you to SAANYS for coordinating the negotiations event last evening. It was informative and very well done. I thought the format was an excellent choice, and the presenters were very knowledgeable.”

We are also proud of our current series of workshops happening around the state in March on Financial Planning for Life. These workshops, which include presentations by NYSTRS and AXA, have been held in Vestal (March 2) and Clifton Park (March 10), and soon in Buffalo (March 24), and Rochester (March 25). There is also an AXA workshop planned for Region 7 (Watertown) on May 20. The NYSTRS presenters highlight fundamental pension components, key retirement thresholds, and the tools needed to maximize these benefits, while AXA helps members at all stages of their careers to get the most out of their NYS Pension Plan. These workshops, which are free to SAANYS members (and spouses), offer a comprehensive package so valuable to understanding the important decisions involved in both long term financial planning and retirement.

So check out the www.saanys.org/events page and scroll down to your region to register for any of these events, and contact your regional representative if you are interested in our help setting up a similar workshop in your area!

“Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela

Registration and Payment

Please register online at: www.nyscate.org or fax registration to: 518-786-3983.

First Name Last Name Email Address City State Zip

$99 per person – includes full program, lunch, and breaks.

Register early to reserve your spot!

Cancellation/Refund Policy

Registrations that are cancelled 7 days prior to the workshop will be refunded, less a $25 processing fee. After this date, no refunds will be issued. Check your area!

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

SAANYS Professional Development Update

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

SAANYS Professional Development Update

March 26, 2015

March 2015

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SLO to Realize
Sponsor Opinion piece by Cynthia E. Gallagher, APPR Coordinator, Educational Vistas, Inc.

Governor Cuomo recently proposed a significant change to current teacher evaluation requirements that would change the way educators are being evaluated. His plan is to eliminate the local component, to create a 50/50 point distribution between the observation and the state growth components. These changes are likely in response to an average of 94 percent of teachers being rated effective or highly effective in the past two school years. Clearly, these results do not meet the intentions of Chapter 103 of the Laws of 2010, which intended that 60 percent of teachers would be rated as highly effective. If the proposed changes become a reality, districts will need to ensure comparability and equity of SLOs across grades, content areas, and buildings. Decisions regarding type and level of SLOs (individual, group, building, targeted, or tiered) will be critical. As New York places greater emphasis on SLOs, consistent procedures for approving SLOs and target setting methodologies will be important. The rigor and reliability of assessments used will be critical to local discussions. Further, it will be critical for districts to have a way to dependably maintain and track the many tasks needed for high quality SLO development. What is needed is a comprehensive management process that will accurately link student and teacher information, calculate SLOs, and use data over multiple years to confirm consistency, reliability, and validity.

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

If you have any questions or concerns, please contact Dr. Megan R. Connolly, at 518-782-0600. For a speaker kit, please contact the SAANYS Attorney.

Contact a SAANYS Attorney

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

After Hours Pager: 1-800-978-6055

During out of hours, contact theSAANYSattorney using this number.

WE WON’T SELL YOUR INFORMATION!

Your membership is one of the utmost important to us, your stuff. Please be assured that SAANYS does not sell, rent, nor has ever sold, its mailing list or e-mail list. Informational material from our corporate sponsors is mailed to you directly by SAANYS to protect your privacy. If you have questions or concerns regarding the information you receive, please contact Debbie Taylor, director of corporate services, at 518-782-0600.
The Saratoga Administrators Association has completed negotiation of a three-year agreement with the Saratoga Springs City School District to cover the period from July 1, 2014 through June 30, 2017. Salary increases are 2.5 percent during 2014-2015, 2.75 percent or $2,500, whichever is greater, during 2015-2016, and 2.75 percent during 2016-2017. The agreement also includes an option for health insurance buy-outs of $4,585 during 2014-2015, $4,250 during 2015-2016, and $4,200 during 2016-2017. Health insurance subsidies of 85 percent will be based on the higher deductible PPO plan. Other provisions include compensation for two additional work days per diem added to base salary, payment for supervision of the tutoring program, and an increase of $500 in the final year salary increment at each level. Negotiators Kevin Froats, Brett Miller, Jennifer Drautz, Eric Schenne, and Peter Sheehan were assisted by Jennie Pennington, SAANYS labor relations specialist.

Small Grants That Could Make a Big Difference

The SteppingStone Grant
Open to K-5 educators in Title I schools, funded projects should utilize Arts Infused Inquiry Based Learning to reveal the wonders of chemistry. Classroom learning, foster student development, and teachers have received ACS-Hach High School Chemistry "From Failure to Promise" Grants to support pets or aquariums in the classroom for the small animals involved is of paramount importance. These grants must not be used for the purposes of research or experiments of any kind.

Funding amount: varies
Deadline: June 15

“From Failure to Promise” Grants
K-12 educators can apply for $500 mini grants in 2015 with creative ideas for adopting and using "From Failure to Promise" in their curriculum. The grants, designed to move students to reach their full potential in literacy or STEM subjects, are a tie-in to a recent book by Dr. C. Moeror who wrote about thinking out of college to becoming an engineer, consultant, and ultimately a university professor.

Funding amount: $500
Deadline: July 31

ACS-Hach High School Chemistry Classroom Grant
Since 2008, more than 600 high school chemistry teachers have received ACS-Hach High School Chemistry Classroom Grants to support ideas that enhance classroom learning, foster student development, and reveal the wonders of chemistry. Funding amount: up to $1,500
Deadline: Rolling

State Board of Regents Acts to Adjust Common Core Implementation...

Some of the adjustment options raise other questions.

• Option 3 will maintain the phase-in for Common Core-aligned Regents examinations required for graduation - the class of 2017. It will also establish the timeline by which aspirational standards (75 in ELA, 80 in math) will be required for graduation – the class of 2022. Will guidance be provided as to how this transition will occur?

• Option 4 is intended to eliminate - high stakes (e.g., promotion/retention decisions) for students in grades 3 through 8. It appears that the Regents have overlooked others who may be similarly impacted by a flawed Common Core rollout – teachers and principals.

• Option 5 is intended to “clarify” that level 2 performance on the Common Core-aligned grade 3-8 tests aligns with “On Track for Regents Exam Passing for Graduation,” constituting what some would describe as a low pass score. At the March and July meetings of the Board of Regents, action was taken to change the description of level 2 performance from “meets basic standards” to “below proficient.”

• Option 10 would extend through 2014-15 the “hold harmless” provision for the provision of Academic Intervention Services. Although such action reflects sensitivity to fiscal challenges faced by many school districts, the provision of additional resources to provide additional services to students is an option that many school districts would prefer.

• Options 12 and 13 over time eliminate the administration of commercially developed standardized tests to students in kindergarten through grade two. However, option 13 calling for a 1 percent cap on the administration of locally-selected standardized tests for APPR purposes.
The Redesigned PSAT/NMSQT and the Redesigned Schedule for Test Administration... continued from page 2...

cannot (and some said that they will not) administer the test during the school day.

• Some schools expressed that testing during the school day impacts all students. “The result is a poor test environment and a poor educational environment.”

• Great concern about lost instructional time, for part or all of a school day. Some schools feel they would have to close school for the day.

• A big five school district indicated that the tests are not administered in every school. The revised schedule necessitates identifying students who plan to take the test and arranging for bussing.

• Some schools maintain that the test is “optional” and should be reserved for non-instructional time.

• Some schools feel that some students will not sit for the test if it means missing class.

• In some schools, student attendance is expected to decrease for students not taking the PSAT test.

• Some schools object to having to bear additional costs (substitutes, rental of space, transportation) for the administration of an optional test, by a private entity.

• Staff will need to be pulled from other classes to proctor and implement accommodations; students from those classes will be adversely impacted. Special education teachers will have to leave their normal assignments to assist with the test.

• There may not be sufficient substitutes to work in all high schools within a region, since all the high schools will be drawing from the same pool of available substitutes.

• Logistically, some schools do not have sufficient facilities to test during the day.

• One school said, “The test is waging the dog.”

• One school district said, “They should have postponed the new PSAT if they could not do it right.”

Mr. Zarro clarified the following points:

Why was a new schedule established for PSAT administration? The new schedule for PSAT administration is in place for 2015-2016 only. Based on feedback the College Board received from educators, it was decided that the re-designed PSAT should be administered in October 2015, in advance of the re-designed SAT that will be administered in March 2016. According to the College Board, “Operational constraints prevented the College Board from holding the previous administration schedule.” With the intent to ensure that all students have the opportunity to participate, the College Board chose to hold both administrations on Wednesdays in 2015. Meeting this schedule, however, means that the College Board is able to support only two PSAT/NMSQT test dates in 2015.

The College Board said that it is committed to offering a Saturday administration again in 2016-2017. Additional information can be found at: https://collegeboardreadiness.collegeboard.org/sat-suite-assessments/psat-nmsqt/about/2015-Wednesday-testing.

With short time between the meeting with Mr. Zarro and the deadline for this article, SAANYS reached out to six high schools out of the more than 400 colleges, public schools, and private schools listed in the membership of the New York State College Board Advisory Group. Four of the schools responded saying that they were unaware of their inclusion in the membership of the College Board Advisory Group, that they provided no information/recommendation to the College Board in this regard, and that they would have recommended against a schedule change that does not include the option for Saturday administration. Upon bringing this to the attention of the College Board, SAANYS was informed that the College Board made its decision regarding PSAT administration based on feedback from “educators,” not from the College Board Advisory Group.

What is the overall PSAT administration schedule for 2015 and 2016? For 2015-16, there will be two administrations of the re-designed PSAT.

1. In the fall of 2015, on October 14 (recommended test date) and October 28 (alternate test date). These administrations are open to sophomore and junior high school students.

2. In the spring of 2016, during a two-week window (expected to be scheduled in March and expected to include Saturdays), an administration will be scheduled for students in grades 8, 9, and 10 only.

For the 2016-2017 school year, the College Board will offer a Saturday PSAT administration.

What happens next? Upon being informed that scheduling a third administration of the PSAT in October 2015 is impossible, SAANYS asked whether any other modification of the schedule is possible. Mr. Zarro indicated that he was not sure whether a schedule modification for October 2015 is possible or not. Therefore, SAANYS made a strong recommendation that the October 2015 schedule be revised to delete the second Wednesday administration and to insert a Saturday date for administration. Mr. Zarro noted the recommendation and pledged that he would “bring it back for consideration.” He provided no assurances as to the likely action to be taken by the College Board in connection with this recommendation.

In the last correspondence written to College Board representatives in support of a revised PSAT schedule that includes one Wednesday and one Saturday option, SAANYS wrote: “We at SAANYS, on the behalf of more than 7,000 “educators,” strongly recommend such a revision.

We will continue to keep you updated in this regard, both through e-blasts and through upcoming issues of News & Notes. For more information regarding SAANYS’ actions in regard to the PSAT schedule, please contact James Viola, director of government relations, at JViola@saanys.org. Readers may also contact the College Board by: emailing governance@collegeboard.org; or by writing Governance, The College Board, 45 Columbus Avenue, New York, NY 10023.

“For a teacher, a curriculum is a collaborative enterprise that brings together the work of many people.”

—Robert Frost

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A message from a SAANYS corporate sponsor

What would be possible if your school were filled with students who were responsible, who showed initiative, who were creative, who knew how to set goals and meet them, who got along with people of various backgrounds and cultures, and who could resolve conflicts and solve problems?

This reality is at Leader in Me schools.

The Leader in Me is a whole-school transformation model that acts like the operating system of a computer—it improves the performance of all other programs. Based on The 7 Habits of Highly Effective People, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st-century economy.

It started in 1999 when struggling school A.B. Combs Elementary was asked to redesign itself or be shut down. The school’s principal, Muriel Summers, and parents and business leaders wanted what they wanted in their schools.

The feedback she received represented what most people believe—that our schools should not merely be focused on improving test scores, but should provide opportunities for students to develop their full potential.

At the same time, Muriel attended a 7 Habits work-shop and noticed how comprehensive the habits were in covering the same needs expressed by her community. She and her staff developed a leadership theme for the school. They taught the 7 Habits not as a curriculum, but in a ubiquitous fashion, integrating them into the curriculum, systems, and culture of A.B. Combs.

In 2006, A.B. Combs became the #1 magnet school in the country. The leadership model began to be replicated by other schools.

In 2008, Dr. Stephen R. Covey published the book The Leader in Me, which documents the leadership model these schools pioneered and its outcomes for staff, students, parents, and the community.

More Information: www.TheLeaderinMe.org