

# News & Notes

VOL. XLVII No. 3 • MARCH 2018



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SAANYS ANNUAL Conference  
**LEADING and LEARNING NOW**  
OCT 14-15 2018 Crowne Plaza Lake Placid  
Keynote: **GEORGE COUROS**  
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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.

**See Call for Presenters on page 5.**

**Financial Fridays**  
AXA  
A SAANYS lunch & learn series Webinar

Did you miss the latest Financial Friday AXA webinar on the Basics of Taxes? No worries, it is archived on the SAANYS website along with all webinars from this series, find it at <https://saanys.org/axa-services/axa-webinars-resources/>. Mark your calendar for future webinars from AXA – see page 4 for details.



## Top Issues From the February Board of Regents Meeting

A Report from Cindy Gallagher, SAANYS Director of Government Relations

The February meeting of the Board of Regents focused primarily on graduation rates and APPR. Other items such as the State Plan for Workforce Innovation, charter school renewals, the New Netherland Research, and professional practices were discussed and all reports may be found at <http://www.regents.nysed.gov/meetings> or by scanning the QR code.



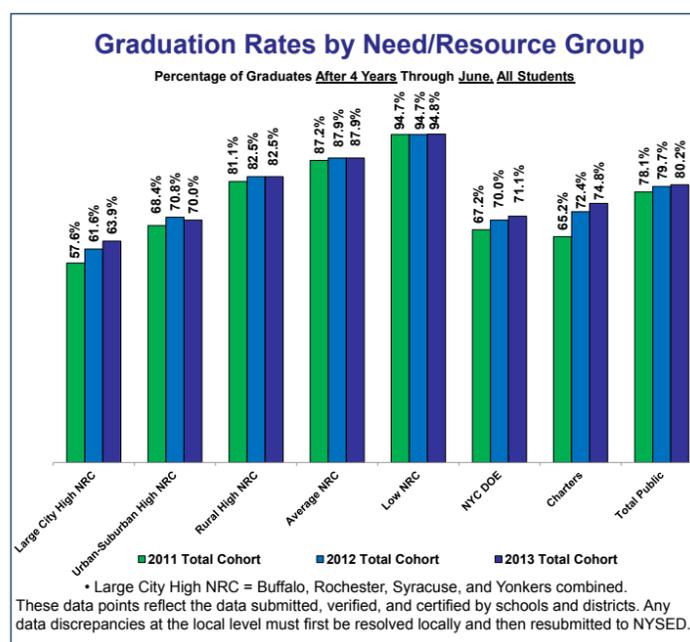
### Graduation Rates

Day one of the two-day meeting started off with an overview of the graduation rates for the 2013 student cohort. Highlights of the results are as follows and the complete presentation can be accessed by scanning the QR code.



A quick glance at the data indicates that:

- The June graduation rates of the 2013 cohort retained the previous year's gains and grew slightly.
- The graduation trend continues to move upward and is 11 percentage points higher than it was for the 2003 cohort (68.6 percent).
- The current graduation rate is on track to exceed the approved ESSA goal next year.
- Four of the Big 5 school districts had graduation rate growth that exceeded the statewide growth.
- Yonkers Public Schools surpassed the overall statewide average by 2.6 percentage points.
- Graduation rates increased most at high need, large city schools by 2.3 percentage points and charter schools by 2.4 percentage points (charter school students represent 2.3 percent of the 2013 cohort).
- Achievement gaps persist among Black and Hispanic students as well as ELLs and Students with Disabilities (NYSED, Board of Regents 2/18).



### Discussion Around the Table:

A new data point on the graduation rate of students who accessed an alternate pathway to graduation was pre-

*continued on page 3*



Bill Calls for Mandating School Social Workers



Assemblyman Félix Ortiz (D-Brooklyn) and school social workers

from across the state are sponsoring a bill requiring a full-time social worker in every school. "Having a social worker in place would serve as the first mechanism of defense in prevention and then developing a mechanism of intervention and treatment," said Ortiz, the bill's sponsor.

Professionals in the field say more social workers in schools would help in recognizing and intervening in potential mental health issues before they become more substantial problems. They say the bill, NY A9533 (17R) / NY S7526 (17R), would help faculty deal with the mental health needs of their students, which they often are not trained to handle.

The Nation's History of Shortchanging Students of Color and Low-Income Students

Districts serving large populations of students of color and students from low-income families receive far less funding than those serving white and more affluent students. And despite widespread attention to inequitable funding formulas — and courts that have declared them unlawful for short-changing school districts serving large percentages of low-income students — too many states continue this unfair practice, according to a new state-by-state report and online data tool released by The Education Trust.

The Education Trust reports that in NYS, when considering state and local revenues per student, the highest poverty districts receive \$1,601, or seven percent less per student than the lowest poverty districts. However, the highest poverty districts receive \$1,355, or 14 percent, more in state revenues per student than the lowest poverty districts. Learn more at <https://edtrust.org/>.

**SAANYS Welcomes New Unit:**  
– REGION 11 –  
Marcus Whitman Administrators Association



## Executive Viewpoint

Kevin S. Casey, Executive Director

### This Feels Different, But Is It?

I suspect that I'm not alone in frequently being wrong about the efficacy of public efforts to enact what I consider to be common sense gun control measures. I thought such measures would be enacted after Columbine, again after Virginia Tech, and certainly after the horror of Sandy Hook. I was wrong on each occasion. After the Las Vegas massacre, I thought that an easy out for the NRA and Congress was to agree to ban bump stocks. What exactly is the argument in favor of a device which converts the already dangerous semi-automatic rifle to

a fully automatic one? It would be a way to do something without doing much. Wrong again. The majority of our elected representatives did nothing, other than accepting millions in NRA money.

I know there are those, even among SAANYS members, who disagree with me, but I firmly believe there are useful regulatory efforts that could be enacted that would not constitute a meaningful infringement on anyone's second amendment rights. I do not believe in magic wands. I'm not suggesting that we can regulate away gun violence, but I do believe we can reduce it.

Does it really make sense that the licensing requirements to operate a motor vehicle are more onerous than to operate an AR-15, or that one can legally purchase an AR-15 long before one can legally purchase a beer? A minimum age of 21 for the purchase of a firearm, a mandatory safety course with a demonstration of competency, a more robust background check system, a banning of bump stocks, and a banning of semi-automatic rifles all make sense to me and I continue to support them. Insofar as I can tell, I am influencing no one.

We recently asked members of the SAANYS Board of Directors and the SAANYS Government Relations Committee whether they supported or opposed arming teachers, and if they supported or opposed requiring an armed police officer in every school building. These questions reflect two options being widely discussed after

the shooting in Parkland, Florida. Of the 30 responses, 27 opposed arming teachers and three favored it, conditioned upon being voluntary and having training and background check requirements. An officer in every building was favored by 16 respondents, although several raised the issue of cost. Nine respondents opposed the idea. Four thought it should be deferred to local decision making and one was undecided. At the end of the day these ideas strike me as dangerous (the former) or piecemeal (the latter). In fact, I think that they are a distraction from the real issue. In my mind the real issue is implementing the more aggressive gun control measures generally favored by 66 percent of Americans, including 50 percent of gun owners (2/20/18 Quinnipiac University Poll). More specifically, 97 percent favor universal background checks (as do 97 percent of gun owners), 67 percent

favor a complete ban on assault weapons and 83 percent favor a mandatory waiting period on gun purchases (Quinnipiac).

I can't help but hope that Parkland is the proverbial straw that breaks the camel's back of the NRA's stranglehold on gun-related regulation. Will the current push for gun control have staying power? Will policymakers respond to those without significant money, but with the moral authority derived from literally having spilled blood as victims of gun violence? Watching the articulate and impassioned young people from Parkland, skillfully operating in the age of social media, gives rise to hope that maybe, just maybe this time will be different. However, with my track record on this subject, I will not be surprised if I am wrong again. ■



## State Education Department Announces "Reward Schools"

The State Education Department has announced the schools that have been recognized as Reward Schools. Administrators, teachers, and students have worked diligently to make the kinds of gains to meet the requirements of this recognition.

SAANYS would like to extend our congratulations to the following districts:

Akron CSD  
Amherst CSD

Brighton CSD  
Bronxville UFSD  
Caledonia-Mumford CSD  
Clarkstown CSD  
Croton-Harmon UFSD  
East Greenbush CSD  
East Meadow UFSD  
Garden City UFSD  
Honeoye Falls-Lima CSD  
Iroquois CSD  
Jamesville-Dewitt CSD  
Jericho UFSD  
Lansing CSD  
Lynbrook UFSD  
Maine-Endwell CSD  
Manhasset UFSD  
New Hartford CSD

North Colonie CSD  
Owego-Apalachin CSD  
Pelham UFSD  
Pittsford CSD  
Plainview-Old Bethpage CSD  
Rockville Centre UFSD  
Roslyn UFSD  
Rush-Henrietta CSD  
Sayville UFSD  
Schodack CSD  
Skaneateles CSD  
Spackenkill UFSD  
Vestal CSD  
Wantagh UFSD  
Williamsville CSD

In order to be identified as high achieving the following criteria needed to be met:

- Be among the top 20 percent of schools in the state for English language arts (ELA) and math performance for both the 2015-16 and

2016-17 school years or be among the top ten percent of schools in terms of gains in ELA and math performance in the 2016-17 school year.

- Have made Adequate Yearly Progress for the 2015-16 and 2016-17 school years for all groups of students on all measures for which the school is accountable, including the requirement that 95 percent of all groups participate in the English language arts and mathematics assessments.
- Not have unacceptably large gaps in student performance on an accountability measure between students who are members of an accountability group (e.g., low-income students) and students who are not members of that group.
- Elementary and middle schools must

demonstrate that more than 50 percent of students are making annual growth in ELA and math; and that more than 50 percent of the school's lowest achieving students are also making gains.

- High schools must have graduation rates above 80 percent to be a high-achieving school and above 60 percent to be a high-progress school and the percentage of students in the school who graduate with a Regents diploma with advanced designation or a Career and Technical Endorsement (CTE) must exceed the state average.
- High schools must also demonstrate that their graduation rate for students who entered the school performing below proficient in ELA or math exceeds the state average. ■

## News & Notes

School Administrators Association of New York State

Vol. XLVII No. 3

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# CAPITAL UPDATE

## Top Issues From the February Board of Regents Meeting

continued from page 1

sented. Within the 2013 cohort, 9,900 students accessed pathway options for graduation. Those included in the 2013 cohort of students were likely to be low end users of the pathway options, as many of the pathway options were not implemented until the 2015-16 school year, subsequently, the data is limited. The discussion around the table focused on what is known about the 9,900 students. Members of the board were interested in knowing what types of districts utilized the options most frequently and what were the characteristics of students using the alternative pathway options (ELL, students with disabilities...). The Regents are interested in assuring that the pathway options are accessed by a wide range of students. Regent Tilles also expressed concern about the unavailability of some pathways due to lack of assessments or programs in the district (specifically the 4+1 Arts Pathway).

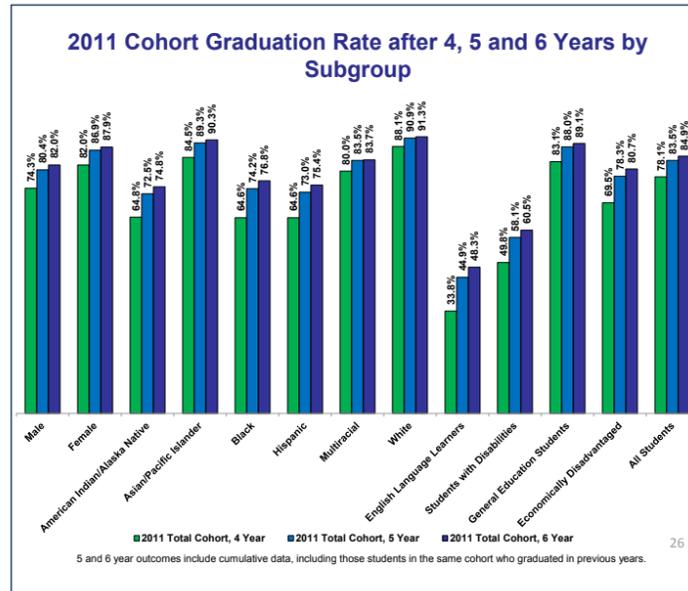
A second stream of discussion focused on the gaps still prevalent among racial groups. Graduation rates for

black and Hispanic students continue to lag behind their white peers. The conversation that evolved was a desire to examine correlational factors, not so much as a black/white issue, but rather as an issue of poverty. The Regent members also discussed how important they believe building level fiscal data will be once schools begin reporting. The approved ESSA plan requires that school districts report to NYSED all funding sources by building. The members of the board believe that this will be an important strategy for ensuring that districts provide equitable resources to all schools regardless of zip code.

Lastly, the data presented demonstrates that persistence pays off. Graduation rates increased for students that accessed Regents examinations during the summer

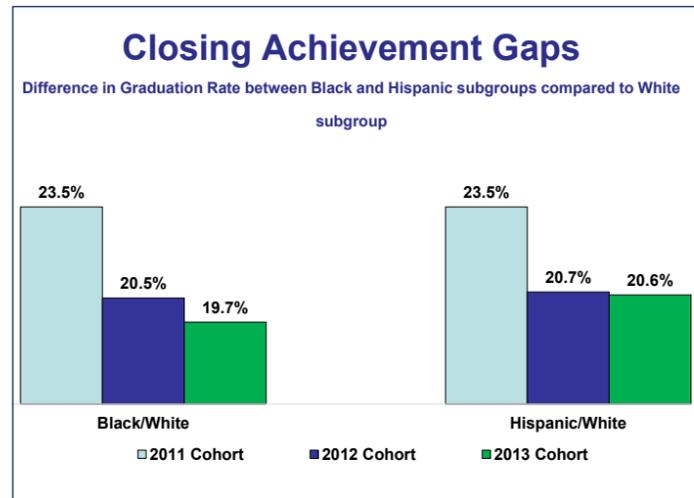


For more information regarding the SAANYS legislative agenda, the New York State Board of Regents, the Educational Conference Board, or other government relations concerns, contact Cynthia Gallagher, SAANYS director of government relations, at [cgallagher@saanys.org](mailto:cgallagher@saanys.org).



months or who took five or six years to complete high school. The following graph depicts the differences in rates between years five and six for the 2011 cohort group.

continued on page 7



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## Congratulations Retiring Members

- Judith Allyn McCann
- Deborah Bogan
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- Susan L. Burgess
- Deborah Caddick
- Victor Cardillo
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- David W. Currie
- Steven Dedoszak
- Donna Denon
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- Susan Smith
- Janet Tamburrino
- David West
- Stephen Widrick

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79% - vs - 59%

79% of those using an advisor were more confident they'll reach retirement goals vs. 59% of those not using an advisor

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AXA commissioned this study to quantify the value a financial advisor brings to 403(b) plan participants' retirement goals. The study was conducted by deKadt Market Research. Respondents to the survey were drawn from 19 providers, including Fidelity, MetLife, AXA, Prudential, Voya, Nationwide, Lincoln, VALIC and TIAA-CREF. Fewer than 9% of the more than 1,000 respondents were AXA clients. (01/2015)

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## Financial Fridays



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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 [saanys.org](http://saanys.org)

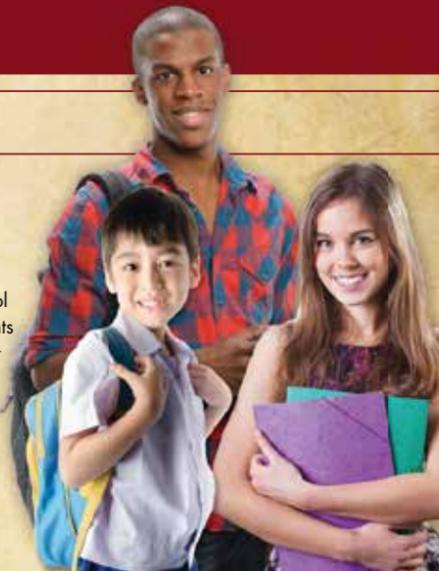
## Your Role in Addressing the Growing Mental Health Crisis Among Students

BE INFORMED. BE AWARE.

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

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

Thursday, March 15 | 8:00 a.m. — 3:30 p.m.  
The Fox Hollow, Woodbury



### Cooperating Organizations:

Mental Health Association in New York State (MHANYS) | Nassau-Suffolk School Boards Association (N-SSBA)  
New York Association of School Psychologists (NYASP) | New York State Council of School Superintendents (NYSCOSS)  
New York State Education Department (NYSED) | New York State Office of Mental Health (OMH) | New York State PTA (NYSPTA)  
Rural Schools Association of New York State (RSA) | School Administrators Association of New York State (SAANYS)

### Guest Speakers



**Mandy Habib**  
Psy.D., Co-Director,  
Institute for Adolescent Trauma  
Treatment & Training, School  
of Social Work, Adelphi University



**Caroline Axelrod Mendel**  
Psy.D., Associate Psychologist,  
ADHD and Behavior Disorders Center,  
Child Mind Institute



**Kenneth Slentz**  
Superintendent,  
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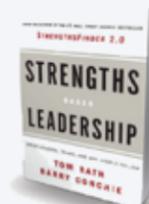
*"Think left and think right, and think low and think high. Oh, the thinks you can think up if only you try."*  
-Dr. Seuss

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SAANYS ANNUAL Conference  
**LEADING and LEARNING NOW**  
OCT 14-15 2018 Crowne Plaza Lake Placid  
Keynote: **GEORGE COUROS**

## Call for Presenters

**Submission Deadline: MARCH 31, 2018**

This year's theme, *Leading and Learning NOW*, focuses on what the challenges and opportunities are, and more importantly, how we can navigate changing seas in new and innovative ways. We are seeking practitioner workshops that focus on the many aspects of NOW in our schools, from the perspective of all of our varied leadership roles. What are you learning? What are you trying? What's working, and what did you learn from what didn't? Tell your story, and share your expertise with colleagues from across New York State at this year's conference, at the peak of fall in beautiful Lake Placid. George Couros, author of *The Innovator's Mindset: Empower Learning, Unleash Talent and Lead a Culture of Creativity* and The Principal of Change blog, will be there with us to set the tone for what promises to be a memorable professional and personal experience.

Access the submission form at [saanys.org](http://saanys.org). For more information contact Karen Bronson at [kbronson@saanys.org](mailto:kbronson@saanys.org).



## SAANYS Professional Development Update

There is a lot of talk and thought these days about new standards for school leaders and improved college and graduate courses to better prepare school leaders for the many and varied aspects of the challenging roles they will take on in schools and districts.



For information on any SAANYS professional development event, contact Karen Bronson at [kbronson@saanys.org](mailto:kbronson@saanys.org).

However, in light of the recent tragedy in Parkland, Florida and other similar events, I find myself wondering what kind of preparation or training or standards could truly prepare or assess school leaders' readiness for the unprecedented anxiety and deep stress we face every day wondering if it will be a safe day or a life changing one for our school communities. What kind of professional learning could ease those middle of the night thoughts and worries that creep in, or the reluctance to put our children and adults through yet another scary yet terrifyingly necessary drill? What can help us meet the fear in parents' eyes and find the right words (ourselves fearful parents too) as they ask what we are doing to keep their kids safe? What do we say to students who are demonstrating that they have had enough and are looking for increasingly visible and strong ways to express their fear and frustration?

I think it's hard for those who don't work in schools now to understand the impact, both obvious and more subtle that tragedies like these take on us personally. Finding ways to take care of ourselves so that we can best take care of the schools we love is a topic that takes on increased meaning at times like these.

Although we don't have the answers, here at SAANYS we will continue to offer the kind of professional learning around student well-being and mental illness, cultural respect and responsiveness, and other topics that resonate with the realities that you as school leaders face every day ... the kinds of realities and challenges that make things like APPR and standardized test results seem like a walk in the park.

If there are any ideas that you have about the kinds of things SAANYS can do and offer with regard to professional learning to support you and your school communities, please contact me at [kbronson@saanys.org](mailto:kbronson@saanys.org) and let me know. We are here for you. ■

## Lessons Learned 2.0

Experienced administrators sharing their hard-earned wisdom

March 13, 2018 | 4:30-6:00pm

SAANYS Headquarters

### Cost:

\$10 SAANYS members  
\$20 for non-members

### Who Should Attend:

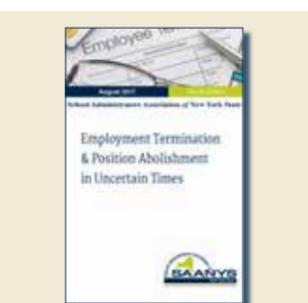
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## New Updated Edition Available for Download!

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.

Download a copy of the booklet at the following url:

<http://bit.ly/2E3H0KJ>

This program may now be covered under BOCES CoSer!

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### Search Your Site

Find regional events throughout the year at [saanys.org/events](http://saanys.org/events).

## REGIONAL EVENTS

Find out more details and register at [saanys.org/events](http://saanys.org/events)

### REGION 4 - ANNUAL STUDENT SCHOLARSHIPS

Application Deadline: April 15

Region 4 is pleased to announce that scholarships in the amount of \$500 to \$750 will be awarded to graduating high school seniors continuing their education at accredited post secondary institutions. These seniors must be children of active or retired-active SAANYS members.

### REGION 6 - AWARDS AND SCHOLARSHIPS

May 22 | Longfellows Restaurant, Saratoga Springs

Region 6 will offer five \$500 scholarships this year to graduating Seniors (Class of 2018) in the Region 6 area. Award recipients will be notified by March 23, 2018. Recipients will be honored at the Region 6 Annual Awards Breakfast on Tuesday, May 22.

### REGION 10 - WHAT NO ONE TOLD YOU ABOUT THE CRITICAL ASPECTS FOR EFFECTIVE BARGAINING UNIT LEADERSHIP

March 29 | 4:00-6:00pm | Maplewood Suites, Liverpool

Join us as SAANYS Deputy Executive Director Don Nickson discusses the role of the unit president and the specific tasks that lead to an effective unit. Open to current unit presidents and one other unit officer. RSVP before March 10 to Chick Quattrini, [hq1953@gmail.com](mailto:hq1953@gmail.com).

# LEGAL BRIEFS

A Message from the SAANYS Legal Department



Elliot Raimondo  
SAANYS Counsel  
eraimondo@saanys.org



## Recent Changes in Labor Law

Periodically, the SAANYS Legal Department likes to update our members on important changes, or upcoming ones, to the labor laws. We have identified three updates that you should know about.

The first one you may have already noticed on your pay stub. Starting January 1, 2018, New York State implemented its Paid Family Leave law (PFL), not to be confused with the Federal Family Medical Leave Act (FMLA). PFL provides up to eight weeks of leave to eligible employees at 50 percent of the employee's average weekly wage, capped at 50 percent of the New York State Average Weekly Wage, which is \$652.96. PFL may be used to: 1) bond with a newly born, adopted or fostered child; 2) care for a family member with a serious health

condition; or, 3) assist loved ones when a family member is deployed abroad on active military service. PFL is taken concurrently with FMLA when the necessitating factors for the leave are applicable under both laws. With respect to vacation/sick days and PFL, the status of those days will vary by employer. PFL is paid through payroll taxes on all New York employees at a rate of 0.126 percent of an employee's weekly wage and is capped at an annual maximum of \$85.56 (for 2018). Despite public employees, including most SAANYS members, being required to pay the tax, PFL only applies automatically to employees in the private sector. Public employers may opt into PFL at their discretion, or negotiate the benefits of the law into their con-

tracts with labor organizations. So far the general trend has been for school districts not to offer this benefit unilaterally. In some cases this could be because there is already a provision for child care or extended sick leave in the applicable contract.

The second update is a result of a recent New York State Court of Appeals case, *Froman v. Henkin* decided on February 13, 2018. Previously in New York, posts on Facebook set to the private setting were not subject to discovery (being revealed during litigation) unless one party planned to use those posts in the trial or hearing. In *Froman*, the Court of Appeals found that social media settings of private or non-public do not require a "heightened standard for discovery" and that any relevant material likely to be found on Facebook should be made accessible via the discovery process during litigation. This ruling does not mean that one's entire Facebook is subject to being revealed, only portions that could be relevant for litigation at hand, i.e.

private posts made during a certain time frame. The judgment of what information is relevant will be at the discretion of the presiding judge or hearing officer. Previously,

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while information posted as private could still be made public as a result of Facebook friends with access to an individual's account, the caveat now is that a judge can make private posts public if they believe the information is relevant. As always SAANYS' recommendation is to think before you post anything on social media.

The last item that we must make you aware of is proposed Department of Labor (DOL) rule changes. These rules are posted on DOL's website in a list format. While the majority of the current proposed changes do not apply to members, the following proposed change to "tipping" nationwide could be

the subject of a student question. Under regulations enacted in 2011, restaurant tips are considered the sole property of service-facing employees (waiters, bussers, and bartenders). This is to take into account that employers are allowed to pay these employees less than minimum wage, because they get tips. Under the DOL's new proposed rules

restaurants will be permitted to pool tips and distribute them to employees as they see fit, or to keep tips for the business as a whole. How this proposed change could play into minimum wage laws is yet to be seen.

SAANYS takes pride in keeping our members up-to-date of any changes that could affect their employment. If you have any questions or comments regarding the above article or legal questions in general do not hesitate to contact the SAANYS Legal Department. ■

## 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.

### Central Square Administrators Association, Region 10

The Central Square Administrators Association negotiated a successor CBA led by Unit President Larry Wink and member Brent Bowden, with assistance from SAANYS General Counsel Art Scheuermann.

The new four-year agreement centered on significant salary increases (almost 20 percent over four years) in exchange for the phase out of an \$8,000 off-schedule annual payment for receiving a highly effective/effective rating on APPR and marked changes in health insurance coverage.

As negotiated, there will be annual increases each year of \$1,000 to base before multiplying the annual increase 3.6 percent. However, in year one of the contract, members who are currently ineligible for a longevity stipend will receive \$1,500 in year one only to offset a 6 percent increase in employee premium cost-sharing for health insurance. This was a significant give back. Unit members will now contribute 11 percent towards the cost of health insurance. In addition, unit members' base will increase by an additional one percent upon all employee units switching from an indemnity health insurance plan to another plan.

To phase out the off schedule \$8,000 (highly effective rating) or \$6,000 (effective rating) performance based pay on APPR scores, the parties agreed to the \$1,000 per year added to base before calculation of annual increase. In addition, the district agreed to make an employer elective contribution into IRC 403(b) accounts for unit members based on the following sliding scale: July 1, 2018 - \$1,000; July 1, 2019 - \$1,500; July 1, 2020 - \$2,000; and July 1, 2021 - \$2,500 plus the district will continue to make the off schedule

performance payments until the benefit is phased out in the fall of 2021 as follows: 2018-19: \$6,000 (highly effective)/\$3,750 (effective); 2019-2020: \$4,000 (highly effective)/\$2,500 (effective); and 2020-21 \$2,000 (highly effective)/\$1,250 (effective).

The district further agreed to improve longevity payments by \$300 at each longevity increment of 5, 10, 15, 20, 25, and 30 years. Note these longevity steps are added to members' base salary. After the increase, each longevity step is now worth \$1,300.

Other benefits included increasing the face value of group life insurance benefit to double the unit member's salary up to a cap of \$250,000. As mentioned, the contract was tempered by a change in health insurance plans, an increase in employee cost sharing in premium costs plus introduction of a new three-tier drug plan, fixing the health insurance buyout at 35 percent of the cost of a single plan, and elimination of a \$200 benefit paid for a complete physical examination.

Lastly, the district demanded the implementation of a dress code, which now requires members to dress "in a professional manner during work hours when students are in session. Jeans, polo shirts, and other informal clothing are not considered professional dress. Exceptions will be made for days when there are special events or celebrations." ■

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**\$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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# PBT/CBT: Planning a New York State Extended Response (ER)

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

Whether paper-based testing (PBT) or computer-based testing (CBT), students will demonstrate their skills in essay writing. According to SED, the ER change in grade 3 will require comprehension and analysis of an individual text; while in grades 4-8, extended-response questions will require student to read and analyze paired texts. This type of writing continues to be a challenge for many students. Statewide data shows that it has been difficult to achieve a mean score of 2 on a 4-point rubric. A good way to look at these tasks is to clarify what is the target and the goal. Students performing at level 3, the target, demonstrate proficiency in the writing standards for their grade. On the other hand, students performing at level 4, the goal, are excelling in the writing standards for their grade.

Having scored ER questions since the inception of Common Core testing, it is evident that there are reasons why so many students tend to miss the proficiency target. One most significant area of concern is planning an ER response. State testing indicates that there is little or no evidence of student planning for these tasks at all grades, and students who do plan leave much to be desired.

It would be helpful for students to plan their response from a schema which relates to the writing rubric and prompt. Each response requires an introduction and conclusion which needs to relate to the prompt and may be brief. The bulleted portion of an ER prompt helps immensely in identifying the focus of each body paragraph. Such a schema could be represented by I (introduction) B1 (body paragraph 1) B2 (body paragraph 2) and C (conclusion): I+B1+B2+C. Insights, details, and quotations are then unpacked from the text(s) and listed on the planning page within each segment of the schema. The final step is writing from the accumulated evidence in the schema.

I have spent considerable time in designing an approach at each grade to address an ER challenge. A schema for the planning page is essential; however, to be effective, the planning page must be torn from the book and positioned next to the text on a second read. With CBT students, there needs to be a loose page with schema to plan. Location of the planning page with schema is critical. Proximity is essential for effective planning to diminish loss of thought by turning back. And, remember, this is not a short-response item. An ER response calls for a great deal of writing: extensive writing. Therefore, a completed schema should reflect enough evidence for a long response.

Dr. Bruce H. Crowder is a senior researcher and facilitator for Educational Vistas, Inc. He has spent decades working on strengthening curriculum and student performance tasks. Dr. Crowder may be reached at bcrowder@edvistas.com. ■

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

# Top Issues From the February Board of Regents Meeting

continued from page 3

## APPR

The second major conversation was an update on APPR initiatives. The power point used provided an overview of the evolution of the law and other initiatives that have resulted in the current APPR status. Revisions to ELA and math standards, revisions to state assessments, and moving curriculum back to local districts have all been a part of SED's outreach to stakeholders.

Also discussed was the formation of two workgroups, one on evaluation and assessment and the other on SLOs. SAANYS will be working diligently to ensure that our members are represented on both groups. The report and presentation can be accessed by scanning the QR code.



## Discussion Around the Table

A first discussion focused on the APPR Survey that was just released to the field. There was discussion on the need to ensure that the processes undertaken by SED are well vetted and provide ample opportunity for input from the field. There was a concern that the field was sent the survey in a rather ramped up pace from the timeframe indicated to stakeholders such as SAANYS.

Much of the discussion around the table focused on the teacher portion of the survey. At one point in the discussion period Chancellor Rosa spoke up to remind the board that the evaluation process was also a principal evaluation process. We thank the chancellor for her sensitivity to both the role of the principal in teacher evaluations, as well as principals being evaluated.

All in all, the board expressed a commitment to enduring that the process used to reopen discussions on APPR ensures a climate of trust and provides time and space for public input. ■

## Have questions? Need assistance?

Use the "Ask SAANYS" button at [saanys.org](http://saanys.org).

## 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 negotiated a separation agreement.

### REGION 2

SAANYS filed a demand for arbitration regarding failure to properly pay a buyout.

### REGION 4

SAANYS filed a Commissioner's Appeal regarding the removal of BOE members, dismissal of 3020a charges, and alternative stay of the 3020a charges.

### REGION 5

SAANYS drafted Level 1 grievance regarding the number of vacation days that must be taken in a year.

### REGION 6

SAANYS attended a board meeting hearing as a part three grievance for a member alleging age discrimination.

### REGION 7

SAANYS assisted a member with representation at a superintendent's meeting to eliminate a job title.

### REGION 10

SAANYS researched the viability of a health insurance trust for members to determine if the new plan offered is comparable and viable.

### REGION 11

SAANYS assisted a member with a rebuttal to a counseling memo.

### REGION 12

SAANYS scheduled a pre-hearing conference regarding an improper practice charge for failing to negotiate a final salary upon separation of service.

# 2018 CALENDAR



American Red Cross Month

Irish American Heritage Month

Middle Level Education Month

Music in Our Schools Month

Women's History Month

Youth Art Month

Mar 14 Albert Einstein's Birthday

Mar 15 First Black Newspaper in U.S. Published

Mar 17 St. Patrick's Day

Mar 18-24 National Poison Prevention Week

Mar 20-Apr 20 Great American Cleanup

Mar 20 First Day of Spring

Mar 22 World Water Day

Mar 23 Anniversary of Patrick Henry's Speech

Mar 30-31 Passover

Mar 31 Magha Puja



National Autism Awareness Month

National Occupational Therapy Month

National Poetry Month

School Library Month

Apr 1 April Fools' Day

Apr 1 Easter

Apr 7 World Health Day

Apr 8-14 National Library Week

Apr 11-12 Holocaust Remembrance Day

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



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- A member composed Government Relations Committee representing you at the State Education Department, Legislature, and Capitol.
- A full-time government relations director on staff – a former SED senior manager and educational policy analyst.
- An Albany-based lobbyist “in the know” at the Capitol.



## Did you know?

SAANYS is regularly asked to serve on numerous SED committees as the voice for school administrators in the field. As a member, you are currently represented on the following state-level committees and groups:

- ESSA Think Tank
- Committee of Practitioners
- Principal Preparation Project Committee
- Mental Health Advisory Council
- My Brothers Keeper Blue Ribbon Panel
- 180 Day Requirement Meetings
- Committee for Professional Standards for Educational Leaders
- DASA Workgroup
- Special Class in an Integrated Setting (SCIS) Committee
- Data Privacy Committee
- Early Childhood Blue Ribbon Panel
- TeachNY Round Table
- NYS Teacher Certification Examinations (NYSTCE) EAS Test Development & edTPA Standard Setting
- NYSTCE Content Specialty Test Development
- edTPA Multiple Measures Review Process (MMRP) Panel

A message from a  
SAANYS corporate  
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knowledge always pays  
the best interest.”  
— Benjamin Franklin*

A resource from: naesp  
Leading Learning Communities

## Helping Children Cope With Tragedy

### Report to PARENTS

Young children shouldn't have to learn about tragic events, but they do. Some are exposed to disasters firsthand, as victims. Others discover the tragedies by watching the news or overhearing adults or other children discussing the events. It is a sad fact that all children need to know how to deal with tragic events—and their parents and caregivers need to know how to help them cope.

#### IF YOUR CHILD IS THE VICTIM OF A DISASTER:

**Try to stay calm.** Children often react the way they see adults react. As difficult as it is, it is very important for you to remain calm and reassuring, and to let your children know that, no matter what, they will be taken care of.

**Explain, but don't provide unnecessary details.** Clearly, children need to know the truth, but they don't need to hear about all of the consequences. Give them the facts that they need to know at that moment, but don't share with them your fears about the future.

**Make time to talk to your children.** In disastrous situations, adults are often so preoccupied with the immediate needs that they forget their children are aware of what's happening. Make sure they know they can talk to you, and that you'll spend the time they need answering their questions and comforting them.

**Get counseling.** It is important to help children cope with serious life-changing events. Talk with the school counselor about the situation, then set up a time for your children to come in and “vent.” Follow-up appointments with the counselor or other experts can help your children overcome their fears.



#### IF YOUR CHILD IS AWARE OF A TRAGIC EVENT

**Limit TV coverage.** Because children can be overwhelmed with the tragedy, limit their TV exposure of the event. Instead, check in periodically with the news, and focus on finding ways to distract your children with other activities.

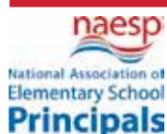
**Be extra comforting.** Even if they don't seem to be alarmed, children who are aware of disastrous events can absorb the trauma and be quietly disturbed. Make extra time for quiet activities with your children, such as reading or taking a walk; and give them plenty of hugs.

**Watch for behavior changes.** Children often don't talk about being afraid, but their behavior can be a clue that they're scared. They might have a hard time sleeping or might wake up from a bad nightmare. Sometimes, they adopt behaviors, like thumb sucking, bedwetting, or baby talk. Others get irrationally angry or sad, and many withdraw and stop socializing. If you see any of these behaviors after a traumatic event, it means your child needs extra help and comfort.

#### Make sure they know that there are people in charge who are helping.

Children need to know that things will eventually be okay again and that there are adults in charge who are helping to make it right. Talk to your children about the people who are helping resolve the consequences of the disaster, and share your admiration with them about the great work these people are doing.

**Do something for others.** One way to help children cope in the aftermath of a disaster is to find a way, through your community, to help those affected. Schools, churches, temples, synagogues, and organizations like the Red Cross are great places to go to find out how you and your children can help.



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