

News & Notes

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www.saanys.org

The 2016-2017 State Budget

Though the governor and legislative leaders announced agreement of a 2016-2017 budget the night of March 31, passage of the budget did not occur until April 1. Governor Cuomo described the budget as “the best we have produced in decades.” A summary of important educational provisions follows:

School operating aid is set at \$24.8 billion, an increase of \$1.5 billion (6.5 percent). The full \$434 million needed to eliminate the Gap Elimination Adjustment (GEA) has been allocated, and a \$627 million increase (4 percent) is in place for Foundation Aid. The approved budget amounts fall short of the increases recommended by many educational organizations and the State Education Department, and increases reflected in the senate and



assembly one-house bills, ranging from \$2.2 billion to \$2.5 billion. However, the final levels constitute a significant increase over the overall \$991 million increase proposed in the governor’s executive budget, including \$189 million for Gap Elimination Adjustment reduction, and \$266 million for Foundation Aid. State aid budget runs may be accessed at: <http://wallaby.telicon.com/NY/library/2016/20160401ZZ.PDF>

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Meet the Board of Regents Chancellor and Vice Chancellor



The Board of Regents elected a new chancellor and vice chancellor each of whom will assume their posts on April 1. See article on page 3 for more information on Dr. Betty A. Rosa, the new regents chancellor, and T. Andrew Brown, the new regents vice chancellor. ■

SAANYS Goes to Washington

The National Association of Elementary School Principals (NAESP) convened the National Leaders Conference in Washington DC on March 13 to 15. The conference culminated with a federal lobby day, for which SAANYS assembled a team of six members, representing SAANYS and the New York City Council of School Supervisors and Administrators (CSA).



SAANYS members included:

- John McKenna, president of SAANYS Board of Directors; principal, Fletcher Elementary School, Tonawanda, NY
- Thomas Payton, SAANYS delegate to NAESP; principal, Roanoke Avenue Elementary School, Suffolk, NY
- Jim Viola, director of government relations, School Administrators Association of NYS

CSA members included:

- Lizabeth Caraballo-Suarez, president of NYC Elementary School Principals Association; principal, PS 120 Carlos Tapia, Brooklyn, NY
- Pierre Lehmuller, executive director, NYC Elementary School Principals Association
- Herman Merritt, political affairs director, NYC Council of School Supervisors and Administrators

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 Brian Higgins, District 26 – Erie, Niagara
- Congressman Hakeem Jeffries, District 8 – Queens, Kings

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LEGAL BRIEFS

FMLA: When and How it Can be Used

Taking an extended period of time off in order to deal with a health issue is often a scary and confusing time. To take some of the worry out of the process, employees are entitled to up to twelve weeks of unpaid leave per year pursuant to the Family Medical Leave Act (FMLA). While FMLA leave is unpaid, it does require that all group health insurance benefits be maintained during the leave. Unfortunately, the promise of job security can also result in additional stress for those who are not familiar with the process.

FMLA is for individuals who either directly suffer or must care for a family member suffering from a “serious health condition.” This may either be something joyous, like the birth or adoption of a child, or an illness, injury, impairment, or physical or mental condition that involves inpatient care and subsequent treatment for the inpatient care or continuing treatment by a health care provider. If it is an injury or illness, there are legal requirements as to the frequency and nature of the continuing treatment in order for an illness or injury to qualify for FMLA. An employer has the right to request medical certification to prove that an employee qualifies for FMLA. Additionally, if FMLA is used for a personal illness or injury, the employer has a right to request a medical certification that the employee is fit to return to work.

FMLA leave may either be requested by an employee or designated by an employer for a long term absence. If the employer designates a leave to be under FMLA, the twelve weeks does not commence until the employee is put on notice of such designation. For example, if an employee is out using sick leave

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SAANYS Welcomes New Units:

– REGION 6 –

Voorheesville Administrators Association

– REGION 12 –

Pembroke Administrators Association



Executive Viewpoint

Kevin S. Casey, Executive Director

When Does it End?

Last month I wrote of the manifestations of the education reform pendulum swinging back in the direction of practitioners. Greater practitioner involvement in the formation of ESSA implementing regulations, state standards, and state assessments are all being promised. The make-up of the Board of Regents, with all due respect to those that have recently vacated the board, is decidedly more practitioner-friendly than in the recent past. That may simply be the result of a greater emphasis on the educational experience of candidates for

board positions resulting in a higher degree of empathy for “front-line” educators.

I am curious to see what manifestations, if any, will become evident at the legislature. The governor’s budget proposal thankfully had few education policy items, but his proposed state aid increase was about half of what SED asked for or what the Education Conference Board (of which SAANYS is a member) said was required. This year the state budget negotiations again came down to the wire, and again rumors were rife. I heard different things about GEA elimi-

nation, Foundation Aid and receivership, but the sad truth is that despite the best efforts of Preet Bharara, only a handful of people truly knew what was being discussed behind closed doors at the Capitol. The evolving budget proposal had items coming and going without many legislators themselves knowing what was included, excluded, or why. Consistent with the recent past, legislators were presented with a 10,000 page budget as they were voting on it. There was no time at all to digest it and make informed decisions. The state budget development process has not been improved one iota, and it’s not pretty.

One on-going nagging concern of mine is that

legislators may believe that a new Board of Regents and a four year moratorium on the use of state test scores takes the pressure off of them to fix the adverse consequences of a botched reform. I believe SED, under its new leadership, will do what it can, but don’t forget that one of the root causes of some of the most significant problems in today’s schools is a statutorily mandated evaluation system that does not work, and it is only the legislature that can change that statute.

Despite the positive changes referenced above, the big pendulum of legislative and gubernatorial acceptance of the need to make fundamental modifications to what they have wrought has not yet

swung. I’m not sure if the recommendations of the governor’s Common Core Commission reflect a changed attitude toward public education or constitute a delaying action to allow public fervor surrounding education to cool. At the end of the day the discord that is so prevalent in education today cannot be fully addressed without modifying, or eliminating, the current APPR statute. The pressure may be off for now, but absent significant statutory change, it will be back. This difficult chapter in educational history is not yet concluded. ■

Delegation From Kuwait Visits SAANYS



On March 14 and 15, SAANYS was pleased to host three representatives of the Kuwait Ministry of Education, including its undersecretary of general education, as part of an extended visit to the

United States, primarily in Massachusetts.

The purpose of the visit to New York was to learn about the New York State structure of educational responsibility:

authority and decision making at various levels; organizational models for school districts and buildings, with a focus on instructional supervision; and the collection, analysis, and application of data at all levels.

Over the two days, our visitors met with NYS Education Department representatives, participated in a forum with representatives of several area school districts, and visited two schools. They had multiple opportunities to learn about, and see, theory being put into practice.

By the end of the visit, our guests understood

that, while we may accept the need for statewide testing and accountability programs, successful practitioners see local initiatives as the most critical in improving instruction and learning.

The undersecretary said she hoped to move toward more building/teacher based assessment procedures in Kuwait that were focused on individual student work and achievement. ■



Fatma Ebrahim AlKandari - Undersecretary of General Education, Ministry of Education, Kuwait

Hanay AlMagahwi - Researcher Technician in General Education, Ministry of Education Kuwait

Qutaiba AlRabe - Assistant Manager - Office of International Programs, Kuwait Foundation for the Advancement of Science (KFAS).

News & Notes

School Administrators Association of New York State

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If you have questions or concerns regarding the information you receive, please contact Debbie Taylor, director of corporate services, at DTaylor@saanys.org or (518) 782-0600.

CAPITAL UPDATE

SAANYS Goes to Washington

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- Congressman Gregory Meeks, District 5 - Nassau, Queens
- Congresswoman Elise Stefanik, District 21 – Clinton, Essex, Franklin, Fulton, Hamilton, Herkimer, Jefferson, Lewis, St. Lawrence, Saratoga, Warren, Washington
- Congresswoman Nydia Velazquez, District 7 – Kings, New York, Queens
- Congressman Lee Zeldin, District 1 - Suffolk

A full slate of issues was discussed with each representative. However, the primary issues discussed were funding for the Every Student Succeeds Act (ESSA) title programs, emphasizing the need for additional funds for student services such as English learners and immigrant students; and opposing the allocation of funds to competitive grant programs, such as the \$1 billion recommended by Education Secretary John King to increase salaries for effective teachers.

The lobby team encouraged federal delegation support of the application to be submitted by the New York State Education Department under Section §1204, Innovative Assessment and Accountability Demonstration program to implement less intrusive, more effective approaches for student evaluation. The team also argued against any further expansion of charter schools or the diversion of fiscal resources to support charter schools; but the team did support the School Leader Recruitment and Support Program. ■

Have questions? Need assistance?
Use the "Ask SAANYS" button at saanys.org.

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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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GE-1124208 (3/16) (Exp. 3/18) G37287




New Leadership and New Membership: At the March Meeting of the New York State Board of Regents

Although important, substantive regulatory amendments were discussed and enacted at the March 21-22 meeting of the State Board of Regents, the most notable actions at the meeting had to do with board leadership. It was the last meeting for Chancellor Merryl Tisch and Vice Chancellor Anthony Bottar.

Regents Leadership and Appointments

Dr. Tisch was a Regents member for 20 years; was elected vice chancellor in 2007, and has served as chancellor since 2009. She strongly advocated for New York State's participation in the Race to the Top program, including the adoption of common core standards, common core-aligned tests, new annual professional performance review requirements for teachers and principals, and increasing the number of charter schools. She is regarded by many, including herself, as trying to accomplish too much too fast.

Board members recently elected Dr. Betty Rosa (Judicial District 12: Bronx) to the chancellor position – fifteen members voted in favor, two members abstained. She worked in the New York City Department of Education, beginning as a bilingual paraprofessional and teacher and advancing to reading coordinator, to assistant principal and principal, and culminating with her appointment to Superintendent of Community School District 8, in the Bronx. In her remarks in accepting the position, she thanked the outgoing chancellor and vice chancellor for their dedicated work, and thanked family members for their ongoing support and encouragement. She also spoke of the need to reconceptualize the work that needs to be done to bring about greater equity for children. She spoke of the need to "align your methods of teaching to students' methods of learning ... We're

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The 2016-2017 State Budget

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Community Schools received an additional \$75 million allocation for expansion in high needs school districts, for a total allocation of \$175 million. The budget bill includes "community schools aid set-asides" in the foundation aid allocations for 225 schools districts.

Education tax credits are not included in the final budget. The governor's proposed executive budget included four tax credit programs. It is possible, however, that one or more of the four tax credit programs included in the governor's proposed executive budget will be reintroduced later during the current legislative session.

Charter schools will receive \$54 million for an increased per student allocation of \$430. This constitutes a three percent increase over the current per student allocation of \$14,027. Measures to withhold funding from charter schools that "cream students" (e.g., enrolling low percentages of high-needs students) are not included in the budget.

Delinking increased state aid and the APPR September 1, 2016 due date by which school districts are required to transition to §3012-d compliant APPR systems was not implemented in the enacted state budget.

The governor advanced the idea of reinstating priority school and receivership status to approximately 70 schools that met their performance targets, but such action was rebuffed by the legislature late in the budget negotiations. The Education Conference Board, including SAANYS, strongly advocated against the governor's proposal, which would have been inconsistent with the statute enacted as part of last year's budget bill. In the end, no changes in this regard are included in the 2016 budget bill.

School safety plan requirements (§2801-a), for school districts having only one school building now authorize the commissioner of education to develop an appeals process from duplicative requirements of a district-wide school safety plan. For all school districts, the district must certify to the commissioner of education that all staff has completed annual training on the emergency

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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 James Viola, SAANYS director of government relations, at JViola@saanys.org.

2016 CALENDAR



- National Poetry Month*
- Apr 17-23 National Student Leadership Week**
- Apr 18-22 Public School Volunteer Week**
- Apr 18 Anniversary of Paul Revere's Ride**
- Apr 22-23 First Days of Passover**
- Apr 22 Earth Day**
- Apr 27 Administrative Professionals Day**
- Apr 28 Take Our Daughters and Sons to Work Day**
- Apr 29 National Arbor Day**



- Asian American and Pacific Islander Month*
- Food Allergy Action Month*
- May 1-8 National Music Week**
- May 1-7 Teacher Appreciation Week**
- May 3 National Teacher Day**
- May 4-5 Holocaust Remembrance Day**
- May 4 National Bike to School Day**
- May 8 Mother's Day**
- May 8 VE Day**
- May 9-15 National Children's Book Week**
- May 20-21 Lindbergh Flight Anniversary**
- May 25 Ralph Waldo Emerson's Birthday**
- Apr 30 Memorial Day**

SAANYS Professional Development Update



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

On March 10, I had the pleasure of attending the Blended Learning Conference, which kicked off our series on rethinking traditional approaches to grading and homework with author Myron Dueck.

This series, supported in part by the LIFT NY grant, is the result of collaboration among SAANYS, BOCES, NYASCD, and NYS Teacher Centers.

The March 10 event was exciting for two reasons.

First off, the content itself, based on the book *Grading Smarter Not Harder*, explored such topics as the purpose and implications

of grading, strategies to make homework less miserable for families and more meaningful to students, and questions such as whether there is a place for zeroes in student grades. Here are some thought-provoking points and questions that came up at the workshop:

- The same old approaches will inevitably yield the same old results.
- Retesting is everywhere in the real world (licensing exams, drivers' tests, even tests for air traffic controllers), yet frowned upon in schools in favor of the "one shot, ya get what ya got" approach.
- Giving low grades for punitive purposes doesn't work if students don't care about their grades, and only serves to further alienate them.
- Think about whether these familiar practices make sense if grading is to measure learning and achievement:

- o Students receive bonus points for bringing in canned food for a food drive.
- o "Dress for Success" day: wear a shirt and tie on test day and receive 5 bonus points.
- o Turn in your unused rest room passes and add a point to your grade for each one!

Separating learning measures from behavioral or compliance actions is essential.

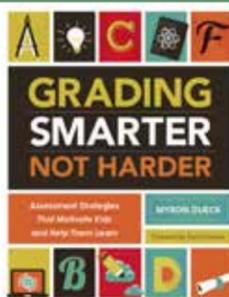
- "Homework clubs" where groups of students take turns doing the homework for a class and sharing with members of the co-op is only one of many examples of homework that is done by someone else (other students or parents), so devoting huge amounts of time to grading it is questionable at best.

Along with these concerns come real strategies to engage and motivate students and lend more clarity and fairness to grading systems. Strategies around target setting, assessment, unit plan design, and alternative homework approaches are explored in the follow up book groups and online conversations with the author.

The second reason why this was an exciting event was the format. This was a blended session that combined virtual work with Myron (from his school office in British Columbia) with real sessions on the ground in six locations around the state where attendees worked with each other and an in-person facilitator. Nearly 200 attendees gathered at six sites from Long Island and Westchester to Albany and Buffalo to take part in the workshop, ending the day looking forward to the follow up events.

If you would like to join in the online sessions in May, check out the website. **Attending the kickoff session is not a pre-requisite, and the cost is underwritten by SAANYS through the LIFT NY Grant.**

Happy spring! ■



A SERIES ON RETHINKING TRADITIONAL GRADING WITH AUTHOR MYRON DUECK

Online Sessions with Myron Dueck

May 12 and May 19 - 6:00pm - 7:30pm
Cost: NONE*

Attend One or Both Sessions!

May 12 - Myron Dueck will focus on the purpose and implications of grading, and the differences between standards based grading and reporting and traditional approaches. This session will include references and discussion of the work of Thomas Guskey, (author of numerous books and position papers on the topic of grading, including *Developing Standards Based Report Cards* with Jane M. Bailey, *Essential Questions About Standards, Assessments, Grading and Reporting* with Lee Ann Jung, and others).

May 19 - In this second conversation, Myron will focus on topics from his book such as what homework is and could be, the appropriateness of zeroes in student grades, and specific ideas for purposeful action. References to the work of Cathy Vatterott (nationally recognized expert on the topic of K-12 homework, author of *Rethinking Grading: Meaningful Assessment for Standards Based Learning* and *Rethinking Homework: Best Practices that Support Diverse Needs*).



More information and registration at saanys.org/events.

* Underwritten by LIFT NY (SAANYS, Magellan Foundation, and NYSFSA).

All parts of this series are open to ALL New York State educators, including teachers and administrators. No membership required.

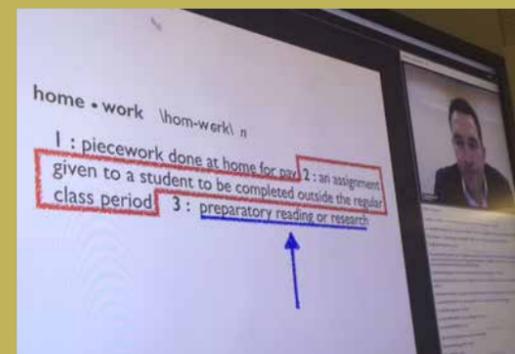
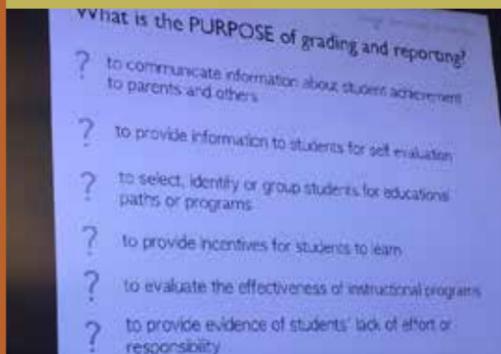
Follow Up In District Support

In district, onsite coaching support by select BOCES statewide for implementation with staff.

These events are a collaboration between Capital Region BOCES, Greater Capital Region Teacher Center, Leading Instruction for Today's New York (SAANYS, the Magellan Foundation, and NYSFSA), the New York State Association for Supervision and Curriculum Development, New York State Teacher Centers, Erie 2 BOCES, Putnam Northern Westchester BOCES, and Western Suffolk BOCES.



SCENES FROM THE MARCH 10 SESSION ON GRADING SMARTER NOT HARDER WITH MARTIN DUECK



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

—Fred Rogers

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SIGNS MATTER: EARLY DETECTION

Online Suicide Prevention Training for K-12 Educators

Educators are in a unique position to identify students who may be suffering from mental health conditions or who are at risk for suicide.

This research-based program shows how teachers can reach out to students they're concerned about and connect them to the help they need.

Training includes:

- An overview of the most common mental health problems and how they manifest in the school setting.
- Expert analysis of real-world scenarios at elementary, middle and high school levels.
- A review of legal requirements and policy considerations.
- Resources for understanding the school's role in suicide prevention.

Signs Matter: Early Detection fulfills many states' requirements for educators to have two hours of instruction on suicide prevention and bullying.

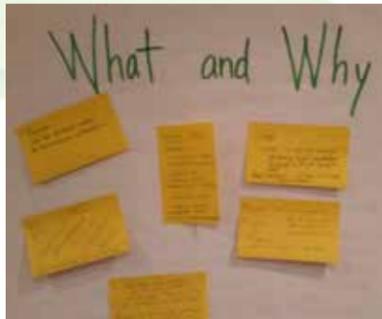
Register online at legaloney.org



SCENES FROM THE RECENT LOCALLY GROWN PD WORKSHOPS HELD THROUGHOUT NEW YORK STATE



Dan Shornstein and Allison Lauchaire present the Unclog the RTI Process in Arlington on March 8 as part of the Locally Grown LIFT NY series.



Lisa Meade presents From Administrator to Connected Lead Learner at WSHWHE in Saratoga on March 24.

View the Locally Grown follow-up session online at saanys.org/professional-learning/webinars.

This program may now be covered under BOCES CoSer!

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

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



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

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

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



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A great workshop for Nassau County Assistant Principals on March 7 at McKinley High School. Topic: The Evolving Role of the Assistant Principal. Here I to r: Arlene Martinez, Marc Isseks, SAANYS' Karen Bronson, and Richard Mangeri.

LEGAL BRIEFS

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



FMLA: When and How it Can be Used

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for three weeks with no return in sight when the employer designates the leave to be under FMLA, the twelve weeks would start on week four and not on the date of the first absence.

One of the biggest points of confusion with FMLA is the concept that it is unpaid. If an employee has accrued leave time or there is another provision within the applicable CBA providing for paid

leave, an administrator may be paid through these methods while on FMLA leave at the designation of either the employer or the employee. This being said, the employer is the only party who may decide whether accrued time runs separately or concurrently with the unpaid FMLA leave. In other words, if an employee has eight weeks' worth of accrued time, he or she does not automatically have twenty

weeks available to take off. Only the employer may decide whether there will be twenty weeks (eight paid and twelve unpaid) or only twelve weeks (eight paid and four unpaid).

FMLA frequently arises in situations of maternity/paternity leave. Both the birth parent and the spouse are eligible to take FMLA to care for a newborn. However, in situations where spouses are employed by the same employer, the amount of leave that may be taken due to the birth is limited to a combined total of twelve weeks. Further, in situations relating to childcare leave for the non-birth parent, whether an administrator may utilize sick leave will be limited to what has

been negotiated within the applicable collective bargaining agreement (CBA). Some CBAs provide for unlimited use of sick leave in order to care for family members,

An employee's use of FMLA leave cannot result in the loss of any employment benefit that the employee earned or was entitled to before using FMLA leave, nor be counted against the employee under an attendance policy.

an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. An employee's use of FMLA leave cannot result in the loss of any employment benefit that the employee earned or was entitled to before using FMLA leave, nor be counted against the employee under an attendance policy.

There are many additional intricacies involved in FMLA leave, which the employer is obligated to notify the employee of at the time the leave is being applied for. The employer's human resources department is the best area to address any initial questions; however, SAANYS is happy to discuss any further questions that may arise. ■

while others limit the use to a certain number of days per year. Should you fall under the latter, then any additional paid time off will have to come through the use of accrued vacation or personal time.

Upon return from FMLA leave, an employee must be restored to his or her original job, or to

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Data Services:

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Scoring Services:

NYS Assessment Scoring | Regents Scoring | District Assessment Scoring

Early Childhood Services:

Program Analysis | Program Surveys | Assessment Analysis | PreK-3 Assessments | Data Analysis | Integrated PreK-3 Forms

School Receivership Services:

Sync Databases | Baseline Data Report | Develop/Disseminate/Manage Surveys Quarterly Reports | Develop Interview Forms and Conduct Interviews | Facilitate Conference Calls | Classroom Visits | Observe Partnership Activities | Hold Focus Forums | Data Dashboard Views | Present Final Report

Surveys/Online Forms:

Develop Surveys | Develop Integrated On-Line Forms | Generate Reports, Graphs, and Charts

In-District Services:

Facilitation/Training | Professional Development and Learning | Curriculum Development | Assessment Development | Project Planning | Audits and Reviews

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Aspiring Principals Program

NYCLA's new National APP is a rigorous, standards-based, experiential training program that equips future leaders with the skills and expertise to create thriving schools.

We are currently seeking district partners to enroll their high-potential, experienced educators in National APP.

For more information on the program and costs, please contact Jessica Cihal, Director of Leadership Development, at (646) 798-8550 or jcihal@nycleadershipacademy.org

www.nycleadershipacademy.org

SAANYS Personal Legal PLAN



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

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

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

1-800-832-5182

Be prepared to present your membership ID #.

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



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

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

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

Search Your Site



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Find regional events throughout the year at saanys.org/events.

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.

West Genesee Administrators Association, Region 10

The West Genesee Administrators Association was represented at the bargaining table by members Bill Davern, WGAA President, Todd Freeman, Steve Dunham, and Mike Caraccio, assisted by SAANYS General Counsel Art Scheuermann. The association negotiated a four-year contract through June 30, 2020 with raises of 3.8, 4.0, 4.1, and 4.25 percent. Also included was a restructure of longevity stipends based on 5-10 plus years of administrative service, with yearly noncumulative and consecutive pay from \$2,500-\$7,500, and two additional vacation days, with up to two days paid for unused vacation time.

The district requested to change the health insurance to a three-tier prescription Blue Cross/Blue Shield PPO Plan. In exchange, the association negotiated a \$2,000 increase to \$3,000 for discretionary income, a 25 percent retirement incentive of final year salary after 15 years of service to the district, a \$10 increase of unused sick days at retirement, and the option to purchase one month of paid health coverage for every 9 days of unused sick time up to two additional years at retirement. ■

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New Leadership and New Membership: At the March Meeting of the New York State Board of Regents

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about students not adults.” In later remarks, Dr. Rosa expressed strong doubts about the state assessment system, and sympathized with parents participating in the state assessment opt out movement. Dr. Rosa received a B.A. in psychology and a master of science degree in administration and supervision from the City College of New York and holds a second master of science degree in bilingual education from Lehman College. She also received an Ed.M. and Ed.D. in administration, planning, and social policy from Harvard University.

Effective April 1, Dr. Tisch's at large seat on the board will be filled by Luis Reyes, who will then begin his five-year term. Dr. Reyes is a research associate at the Center for Puerto Rican Studies and, for decades, taught Spanish and education courses at the CUNY institutions at Lehman, Brooklyn, Baruch, and Hunter. He also served on the faculty of Long Island University, the Brooklyn Campus; earned a Ph.D. from Stanford University, and authored articles in publications including the *Harvard Educational Review*, *Journal of Latinos and Education*, and the *Bilingual Research Journal*. From 1990 to 1998, he also was a member of the New York City Department of Education.

Anthony Bottar (Judicial District 5: Herkimer, Jefferson, Lewis, Oneida, Onondaga, Oswego) was elected to the Board of Regents in 1996 and has served as vice chancellor since 2012. In remarks at the Regents meeting he expressed that throughout his tenure as a Regents member he was guided by his conviction to “increase educational opportunities for all students and to improve outcomes.”

Board members unanimously elected T. Andrew Brown (Judicial District 7: Cayuga, Livingston, Monroe, Ontario, Seneca, Steuben, Wayne, Yates) to the vice chancellor position. He is the founder and managing partner of the Rochester-based law firm Brown Hutchinson, LLP, specializing in civil litigation. He has also been a mediator and arbitrator on commercial and employment panels of the American Arbitration Association since 1996, and was also former general counsel of the National Bar Association. Regent Brown received his law degree from the University of Michigan Law School and earned a B.A. in political science from Syracuse University.

Effective April 1, for a five-year term, the 5th Judicial District will be served by Elizabeth Smith Hakanson who has an education career spanning more than 30 years, including teaching at the high school and middle school levels in the Syracuse City School District. From Syracuse University, she earned a M.S. degree in student personnel administration in higher education and an A.B. degree in arts and sciences and education social studies.

Readers will also recall that Regent Charles Bendit resigned from his position following the board's February meeting, with a year remaining in his five-year term. He is succeeded by Nan Eileen Mead, who will serve a one-year vacancy for the board's 1st Judicial District (Manhattan). In addition to being a financial services industry professional for almost 20 years, she has extensive experience as a public education advocate with demonstrated success in increasing parent engagement, relationship building, and community advocacy and development. She holds leadership positions in New York City public education advocacy organizations including the Chancellor's Parent Advisory Council, Community Education Council District 3, and Community School District President's Council. She earned a graduate certificate in community advocacy from the State University of New York, Empire State College, and a B.A. degree in politics from New York University.

Establishing a New CDOS Graduation

In April 2013, the Board of Regents adopted regulations containing procedures through which students with disabilities may exit school with a CDOS Commencement Credential as a supplement to a regular high school diploma or, for a student with a disability who is unable to earn a regular diploma, as the student's exiting credential. At the Regents March 2016 meeting, the board took emergency action to amend sections 100.5 and 100.6 of regulations to establish a Career Development Occupational Studies (CDOS) graduation pathway option, culminating with a Regents high school diploma. The new

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Jennifer Carlson,
SAANYS Deputy General
Counsel

SAANYS Advocacy Blog

For up-to-date information on news from the NY State legislature, State Education Department, and the Board of Regents, check out SAANYS Advocacy Blog:

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CDOS graduation pathway is available to all students, beginning in June 2016.

The new “4+CDOS Pathway to a high school diploma” will allow students to graduate with a Regents diploma when they have demonstrated the state’s standards for academic achievement in math, English, science, social studies, and the state’s standards for essential work-readiness, knowledge, and skills necessary for successful employment after high school. There are two options by which students may meet the CDOS criterion:

Option 1:

- Develop a Career Plan.
- Demonstrate achievement at the commencement level of CDOS learning standards.
- Complete at least 216 hours of CTE coursework and / or work-based learning, with at least 54 hours in work-based learning experiences.
- Complete an employability profile.

Option 2:

In lieu of option 1, meet the requirements for a nationally recognized work readiness credential such as one of the following:

- National Work Readiness Credential
- SkillsUSA Work Force Ready Employability Assessment
- National Career Readiness Certificate WorkKeys – (ACT)
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System

Expanding Appeals of Regents Examinations

The Regents unanimously passed an emergency action item amending section 100.5(d)(7) of regulations, relating to appeals of Regents examinations passing scores. Effective June 2016, the amended regulation extends the range for which an appeal may be granted, from 62 to 64, to 60 to 64; and deletes the criterion that the student has a 95 percent attendance rate. The remaining criteria that must be met by students in order to be granted such an appeal are:

1. Have taken the Regents examination under appeal at least twice.
2. Present evidence that the student has taken advantage of academic help.

3. Have a passing course average in the subject area.
4. Be recommended for an exemption to the graduation requirement by the teacher or department chairperson.

Annual Professional Performance Reviews

Near the close of the full board meeting Regent Judith Johnson strongly expressed the need to include the annual professional performance review (APPR) system as an agenda item for the next Regents meeting, on April 18 and 19. She said there remains a need to review all aspects of APPR requirements including the timeline for all school districts to transition to section 3012-d systems, as well as the system’s “matrix” and component requirements. Commissioner Elia agreed to include APPR as an agenda item, but also pointed out that school districts will have had 18 months to put the new system in place and that the department is working with superintendents in this regard.

For more information regarding the Board of Regents or actions taken at their March meeting, contact James Viola, director of government relations, at JViola@saanys.org. ■

“To succeed in life, you need three things: a wishbone, a backbone, and a funnybone.”
—Reba McEntire

The 2016-2017 State Budget

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response plan. The building level emergency response plan shall be kept confidential; and the district emergency officer (superintendent or designee) is responsible for ensuring staff understand the district-level safety plan, for communicating between school staff and first responders, and for annually updating the building-level emergency response plans.

Fire and emergency drill requirements have been revised. At least 12 drills must occur between September 1 and December 31. Eight of such drills must be evacuation drills, four drills must be lock-down drills.

The State Education Department is allocated \$8.4 million to create and print more versions of state assessments and to release “a significant amount” of test questions; \$1 million is allocated for professional development of teachers and principals to help improve the quality of instruction; and \$2 million is allocated for My Brother’s Keeper, an initiative for improving outcomes for boys and young men of color. ■

A message from a SAANYS corporate sponsor



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