School Belonging, Self
SOURCE: GLSEN's 2017 National School Climate Survey

School Policies: Reduced Anti
SOURCE: GLSEN's 2017 National School Climate Survey

teachers, and peer supports such as gay-straight alliances.
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of support systems. Since 2001, there have been steady
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Byard made a key point regarding the importance of poli-
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the incidences of negative remarks has been
Figures 3.1 and 3.2

However, schools continue to be a difficult place for
LGBTQ students. Although gender specific discrimination
had decreased since 2013, it stagnated between 2015-17,
and actually increased in 2017.
A critical factor for LGBTQ students is the availability of support systems. Since 2001, there have been steady
increases in supports, inclusive curriculum, supportive
teachers, and peer supports such as gay-straight alliances.

The November meeting of the GRC (see below for a list of members) was a particularly full two days. During the first
day of preparation for meetings with the commissioner,
government’s office, and legislature we heard presentations
from the New York State Teachers’ Retirement System (NYSTRS),
and Kevin Banes (Statewide Public Affairs, Inc.)
provided an update on the recent elections and impact on
the work of the GRC.

SAANYS Government Relations Committee Members:
Rebecca Boyle – Rochester City SD
Coretta Bridges – Rochester City SD
Charles Galuzzo – Williamsville CSD
Timothy Heiler – Groton CSD
Jennifer King-Reese – Syracuse City SD
James Knight – Malone CSD
Joseph Mazzetti – Foughkeepsie City SD
Bernard McDermott – Chenango Forks CSD
Jen McDonald – Mount Markham CSD
Michael Mosca – Islip UFSD
Veronica Puglisi – Victor CSD
Joseph Rainis – Lynbrook SD
David Richardson – Greece CSD
Joan Rosenberg – Jericho UFSD
Sagaria Rudecindo-O’Neill – Washingtonville CSD
Chris Sanita – Guildersdale CSD
Duane Smith – Byram Hills CSD
Amy St. Croix – Alexandria CSD
Felicia Thomas-Williams – Brentwood UFSD
Mary Tomasso – Herkimer CSD
Charles Wheeler – Brome-Tioga BOCES
Bryan Wood – Cohoes City SD
Nathan Work – Pembroke CSD
Marystephanie Cornones – Retiree Representative
Fred Kirsch – Retiree Representative
Maureen Patterson – Retiree Representative
Robert Thomann – Retiree Representative
Bonnie Tryon – Retiree Representative

The presentation by Special Agent Lewis Robinson pro-
vided information on a training program developed by
the Secret Service National Threat Assessment Center.
The training is available to school districts and provides
an overview of areas that schools should consider ex-
amining. Their Operational Guide may be used to assist

continued on page 3

continued on page 3

continued on page 3

continued on page 6

FRSAANYS – YOUR voice, YOUR source, YOUR association

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Executive Viewpoint
Kevin S. Casey, Executive Director

Our Most Valuable Resource

This article is being written immediately after Thanksgiving while I am still recovering from hosting my extended family for much of the holiday weekend. I am thankful for good health; (semi) independent children, nieces, and nephews, and their families, with whom I enjoyed spending time. After all the guests left and the clean-up completed, what struck me in the holiday quiet was the value of time.

Like most families just before Thanksgiving, we were engaged in a rush of preparation consisting of multiple trips to the grocery store and cleaning and decorating the house to the extent that it bore only a faint resemblance to our normal living conditions. We then focused on preparing and serving food, cleaning and repeat- ing. Seemingly in an blink of an eye, family members were saying good-bye and the holiday weekend was over. I likely will not see my children again until Christmas, which prompt- ed me to consider how fre- quently we squander our most valuable resource.

I know of many educators who express frustration at the variety of mandates which imposes upon their time. These are not lazy or uncommitted people, but rather committed professionals who could use their time more productively if they had the freedom to exercise professional judgment as needed by particular circumstances that they face. Commonly applicable regulations, most often well-intended, almost by definition assume a common need, which is an unwarranted assumption. Each and every mandate consumes time, and in my experience most educa- tors feel they could be more effective with more time.

In January 2019, a new leg- islative session will begin in Albany. Legislators from around the state will visit, on a part-time basis, to discharge their legislative responsibilities. Unlike entry into the world of content knowledge is critical as the foundation for their background understanding about the world. This knowledge will come as a result of expanding the curriculum for reading to other topics including social studies and science. When students know something about a topic, they are encouraged to read more about it and discuss it further. Ultimately, the goal is to produce students who have acquired the ability to extract inferences, synthesize, and retain im- portant information. And that which leads to the growth of a human mind.

References


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* denotes Executive Committee

Preparing students for writing. And affixes is invaluable. In sentences. Moreover, associating them with specific words. Students need to hear these words pronounced, defined, and applied in context. Word maps help students to learn new words by associating them with antonyms and synonyms, writing one’s own definitions, and using words in sentences. Moreover, teaching suffixes, roots, and affixes is invaluable. Preparing students for reading.

However, research is clear that planning by itself is not enough. Learning to decode words without knowing what they mean is not helpful for understanding. Of course, when teaching vocabulary, many techniques exist, but there are important factors to remember. There is the need to understand academic vocabulary first - tier 2 and domain-spe- cific words. Students need to hear these words pronounced, defined, and applied in context. Word maps help students to learn new words by associating them with antonyms and synonyms, writing one’s own definitions, and using words in sentences. Moreover, teaching suffixes, roots, and affixes is invaluable. Preparing students for reading.

Throughout the nation, reading continues to be an essential and challenging skill for many students. Nonetheless, American ed- ucators have been aware of the need for time for some time. Research indicates that students become better readers when they receive explicit sound-letter associations. Of a human mind.

reading; and systematic phonetic teaching vocabulary, many techniques exist, but there are important factors to remember. There is the need to understand academic vocabulary first - tier 2 and domain-spe- cific words. Students need to hear these words pronounced, defined, and applied in context. Word maps help students to learn new words by associating them with antonyms and synonyms, writing one’s own definitions, and using words in sentences. Moreover, teaching suffixes, roots, and affixes is invaluable. Preparing students for reading.

The statements and opinions expressed herein do not necessarily reflect the value or reflect the opinion or philosophy of the School Administrators Association of New York State.
Overview of the November Meeting of the Board of Regents

Discussions Around the Table by Board of Regents Members

- Members of the Board (Finn, Cashin, and Tilles) stressed the need for extensive student and staff training. Regent Cashin mentioned training being undertaken by the University of Rochester, while Regent Tilles mentioned Stage the Change, an anti-discrimination training using the arts.
- Regent Collins addressed the intersection between race and sexual orientation and the need for this work to be conducted through a holistic approach, without losing the components of this complex social problem.
- All of this critical work takes place within very distinct school cultures, and the Board of Regents articulated their strong desire to support vulnerable youth.

Chancellor Rosa Makes Announcement on APPR

Just as the full Board portion of the agenda was ending, Chancellor Rosa made a very succinct and important announcement regarding APPR. The chancellor directed the commissioner to promulgate regulations for the December meeting to extend the moratorium on using student results on state assessments in teacher and principal evaluations. The moratorium will continue through 2019-20, allowingSED to proceed with a statewide effort to garner public feedback on teacher and principal evaluations.

An interesting article that provides some insights into the political ramifications surrounding APPR can be found by scanning the QR code.

State Aid Committee

Preliminary budget discussions continued as the Regents prepared to finalize budget priorities. Each subcommittee continued discussions on fiscal issues which may ultimately be adopted by the entire Board. Currently, some budget priorities have been identified and are as follows:

- Full restoration of foundation aid
- Increased prekindergarten funding
- Funding to support training and certification for ELL students
- Professional development on the Next Generation Standards
- Funding for anti-bullying initiatives
- Funding to support greater access to career and technical education
- Funding for improved access to technology

Other Committee Work

The P-12 subcommittee approved several charter applications and discussed budget priorities. The Cultural Education subcommittee focused on the history of the Hudson Valley. The report, available by scanning the QR code, may be of interest for those wishing to supplement instruction using authentic resources.

SAANYS’ Government Relations Committee Holds November Meeting

Discussions around establishing a targeted violence prevention plan. The Center will conduct training and resources may be found at www.secretservice.gov. The GRC was interested in learning about this information in order to frame conversations on school safety in meetings with the legislature and develop possible recommendations for legislative initiatives.

Information from representatives of the NYSTRS provided updates on employer contribution rates, stability of the fund, and challenges of certain administrative titles on retirement benefits. The GRC was interested in this information in order to begin to frame possible SAANYS legislative priorities in regard to increasing the first salary level used for COLAS, as well as as increases to the maximum earned salaries of retired members.

Lastly, an update by Kevin Banes provided a comprehensive review of key legislative wins and losses, and possible impact on our legislative actions. Democratic wins in both houses may provide opportunities that have not presented themselves during the past few years. For example, we will closely watch appointments to key committees such as Education, Ways and Means, Health, and Higher Education.

The second day of the meeting was a very full day of discussions with the commissioner and senior managers, staff from the governor’s office, and legislative staff. The meeting with the commissioner included robust discussions on preschool education (in particular the challenges emerging as districts struggle with providing increased evaluations), complexities of multiple pathways for granting diplomas, new curriculum roll outs, recommendations from the Early Childhood Blue Ribbon Panel, and information on Safe and Supportive Technical Assistance Centers. These conversations are useful as the GRC considers strategies for advocating for full-day kindergarten, lowering of compulsory age, increased funding for school safety, and expansion of mental health services in schools.

The primary locus of the meeting with the governor’s office was to express our strong support of S.6090A/8108, continued on page 7

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For more information regarding the SAANYS legislative agenda, the New York State Board of Regents, the Educational Conference Board, or other government relations concerns, contact Cynthia Gallagher, SAANYS director of government relations, at cgallagher@saanys.org.
I had the pleasure of attending the CSA (Council of School Supervisors and Administrators) 51st Educational Leadership Conference in early November in midtown Manhattan. The theme of the event, “Great Schools Begin with Great Leaders,” was fitting since there were many great school leaders in attendance at this dynamic and energized event. The full-day program featured excellent workshop sessions such as the one I attended, The Multidimensional Principal Performance Review: Putting the Puzzle Pieces Together presented by CITE (Center for Integrated Teacher Education). It was enlightening to learn about the challenges of multiple review systems in place in NYC schools. For example, the experience of creating a habit of running effective meetings about student needs (IST, Inquiry Meetings or whatever these are called in your school) where instead of attendees buzzing in late, with coffee in hand and ready to socialize, they come prepared to start on time with notes from the last meeting, pertinent data, and documents ready to engage.

• The importance of cultivating a group of community members, teachers, staff, and parents whom you trust and who you can trust to be honest with you about your own performance and leadership. I would say the importance of adding STUDENTS, whatever their age, is essential to that.
• The importance of creating a habit of running effective meetings about student needs (IST, Inquiry Meetings or whatever these are called in your school) where instead of attendees buzzing in late, with coffee in hand and ready to socialize, they come prepared to start on time with notes from the last meeting, pertinent data, and documents ready to engage.
• When a need is identified, the importance of developing practices that become processes and structures to sustain the progress of the initiative, whatever it may be. Of course, the role of the principal is crucial in this.

This session focused more on the MPPR, which will be rolled out over three years. NYC principals received a memo on 10/15/18 indicating that in this 2018-2019 school year, domains 1, 2, 3 will be reflected using a weighted average, in 2019-2020 domains 1-4, and in 2020-2021 all five domains.

The presenters made some excellent points related to the MPPR. My takeaways included:
• The critical question that runs through all of the domains: “How do I lead creation of a culture and get stakeholders involved in creating an environment where learning and social and emotional wellness can flourish?”

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

SAANYS is the official state affiliate to the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) and their annual awards programs.

SAANYS/NASSP
Assistant Principal Award
SAANYS/NAESP
Elementary School Principal Award
SAANYS/NAESP
Middle School Principal Award
SAANYS/NASSP
Principal of the Year Award

SAANYS/NASSP
Elementary School Principal Award
SAANYS/NAESP
Assistant Principal Award
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SAANYS/NAESP
Elementary School Principal Award
SAANYS/NAESP
Middle School Principal Award
SAANYS/NASSP
Principal of the Year Award

Visit www.saanys.org for award criteria and an easy online nomination form.
Having trouble viewing this email? Click here

**Enhancing Your Benefits with Pension Maximization January 4**

Your New York State Pension is one of the most important assets you will have in retirement. Planning for how to navigate the myriad choices that the pension system offers is not something that should start just before you retire. Pension Maximization is a retirement planning strategy that can secure a maximum pension benefit for you, while still providing for a spouse/family benefit. This presentation reviews how the strategy works, the decisions that are required at retirement for pension plan participants, and the importance of planning early.

**Basics of Taxes February 1**

Tax time is upon us, and it always provides us with an opportunity to review our investment and income strategies to ensure that we are maximizing our retirement plans. The seminar provides an overview of basic tax concepts including pre- and post-tax definitions, Roth options for savings alternatives, and others.

**Credit Recovery or Recapturing Credit - Including Summer**

Have you considered giving opportunities to make up missing credits in small chunks to keep a student on track? Do you really believe that credit recovery can be achieved solely by technology? If your current credit recovery plan is not working, register for this lunch webinar. The webinar will focus on rethinking how credit recovery is structured and implemented. The session will offer key elements needed to keep a student on pace by recapturing credit during the traditional academic year as well as during the summer.

**Using Technology for Home Instruction, Medical Leave, Suspension, and Absenteeism**

Are you comfortable with using technology for home instruction, medical leave, suspensions, and absenteeism? Most school districts are challenged by how to effectively provide home instruction during a medical leave, long-term suspension, or chronic absence. Today’s technology and a well-designed plan can make the difference. This webinar will offer several components for a systematic approach to academic support outside the school building.

**Self Study - Self Assessment of Personalized Learning**

Are you using technology to encourage independent study by the student? Did you know that self-study and assessment can build a student’s academic confidence and growth? The use of technology can provide diverse varieties of instructional approaches and learning experiences for the individual student. This webinar will focus on several methods for using self-study and assessment to assist in personalized learning, allowing students to take more ownership of their learning.
records and only for a brief duration, after which the records are returned to your doctors. Additionally, you have the right to representation at the examinations. It is strongly recommended that you have SAANYS send someone with you, as we have unfortunately sent someone with you.

If you are a certified employee, your examination is governed by Education Law §913. This is a district driven process. Strangely, the employee does not even need to know the underlying basis for why the examination is being required going into it. The examining physician is chosen by the district without a say by the employee. While we would like to believe in the integrity of these physicians, our research often uncovers that they are frequently hired by the same school lawyers to handle situations in other districts, often with negative recommendations about fitness for duty. Representation during the examination is crucial. Should the recommendation state that the employee is unfit for duty, SAANYS always recommends a second opinion that hopefully counters the initial recommendation. In such cases, the result is oftentimes a §3020-a hearing with all medical experts being examined on the process and procedures used to reach their recommendations. During the pendency of the case, the employee remains on paid administrative leave and suffers no loss of salary, benefits, or leave accruals. A finding that an individual is unfit for duty could ultimately lead to termination, which is why early involvement by SAANYS is crucial.

Examinations of Civil Service employees are governed by Civil Service Law §72. This is a much more transparent, yet structured, process. Under this procedure, the examining district places the employee on paid administrative leave and notifies the applicable county department of Civil Service that it requests an examination be conducted. Subsequently, the district must send a letter to the employee and Civil Service, detailing the specific matters for which an examination is being requested. Once that is submitted, Civil Service (not the district) selects the examining physician and schedules the exam. Should the assigned physician determine that the employee is not fit for duty, a demand for a hearing must be made within ten (10) days or else the determination is deemed to have been accepted. If a hearing is demanded, Civil Service assigns the hearing officer unless the parties mutually agree on who that would be. The hearing is usually expedited in nature, boiling down to a battle of the medical experts. While the hearing is pending, the employee is placed on sick leave and must use his/her accruals or else be unpaid. If the employee is ultimately returned to work, part of the remedy is to restore the utilized leave accruals.

Again, getting SAANYS involved early on is crucial to protect your rights, avoid any unnecessary disclosures and in providing you with the best representation and defense possible.

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 you when you need personal legal advice and assistance.

$95 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.

Have questions? Need assistance? Use the “Ask SAANYS” button at saanys.org.
SAANYS’ Government Relations Committee Holds November Meeting

continued from page 3

which proposes to reduce the probationary tenure period from four to three years for administrators moving to a new position who have been granted prior tenure. This bill has passed both houses and is awaiting action by the governor. Opposition to this bill has been focused on the effective date and projected difficulty with tenure deci-

sions on the part of superintendents and boards of educa-

tion. GRC members provided strong justification that such challenges were not valid as such administrators have already been granted tenure and are well-known to the district through the probationary period that has already transpired. In addition to probationary tenure, challenges for schools, the legalization of marijuana, and the need for professional development funding for building administra-
tors were discussed.

Lastly, meetings with members of the Assembly Educa-

tion Committee were scheduled and held. Each of these meetings reinforced many of the issues discussed above and our legislative requests used during the most recent legislative session. The talking points used as the basis for these meetings are noted below.

$500K Funding for Professional Development

• Considerable funding for teachers, little allocated for administrators.

• Responsibilities of school administrators have expanded and become more complex.

• APPR

• Increased flexibility for local school districts.

• Current system is overly prescriptive.

Reduced Probationary Period for Tenure

• Continued support for reduced probationary period for granting tenure to principals (an appreciation for the Senate’s support on this issue).

School Safety

• Funding is needed to secure buildings.

• Hire/retain School Resource Officers (SRO).

• Provide staff training.

Mental Health

• 74 percent of principals rated mental health needs as the highest concern.

• Funding is needed to support emerging best practices, expanded community partnerships, school support personnel, and resources.

For any further information on any of these issues, please do not hesitate to contact Cindy Gallagher at cgallagher@saanys.org or by calling (518) 782-0600.

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SAANYS’ Government Relations Committee Holds November Meeting

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.

Clifton-Fine Administrators and Supervisors Association, Region 7

The contract negotiator was Dr. Frederick Kirsch with assistance from Unit President Rebecca Bascom.

• Two-year agreement retroactive to July 1, 2017 through 2019.

• Salary increases at three percent per year.

• Increased mileage allowance for part time CSE chair unit member.

• Clarified that retiree health insurance coverage and Medicare premium reimbursement shall be for the life of the retiree.

• Added a grievance procedure with binding arbitration.

• Added dental insurance, life insurance, and flexible spending language to the contract.

• Added a vision plan.

• Added new Clerk of the Works compensation as follows. When a unit member is appointed as clerk of the works for an in-district capital project, that unit member shall receive compensation of three percent of the capital expenditure with a minimum payment of $3,000 and a maximum payment of $15,000 for each project. The contract language further indemnifies the unit member against all perils related to the job including errors and omissions.

• Increased unit member contribution to health insurance from 10 percent to 12.5 percent in year two of contract.

Waterloo Educational Leaders Association, Region 11

The contract negotiator was Dr. Frederick Kirsch with assistance from Unit President Liz Springer and team.

continued on page 8
Contract Settlements continued from page 7

- Three-year agreement from 2018-2021.
- Salary increases at 3.25 percent per year.
- Increased vacation buy-back to eight days annually at unit members’ per diem rate.
- Added two holidays: day before Thanksgiving and Good Friday.
- Increased payment for unused sick days at retirement from $90 to $100 for up to 250 days.
- Increased the district’s payment of professional association dues, including SAANYS, from $550 to $600 per year.
- Added a new grievance procedure with binding arbitration.
- No health insurance give back.

Batavia Administrators Association, Region 12


Salary: One percent plus $2,500 each year.

Health/Dental Care: 2018-19, 21 percent premium and 10 percent PPO/HD; 2019-20, 23 percent premium and 11 percent PPO/HD; 2020-21, 25 percent premium and 12 percent PPO/HD.

Benefits: 105(h) plan contribution PPO plus $1,000, PPO-2 is $1,800; 403(b) contributions are $2,300, $2,400, and $2,500. Vacation day buy-back is ten days at $200 per day. Longevity payment into base salary is $1,500 for 8 years, $1,625 for 11 years, $1,750 for 14 years, $1,875 for 16 years, and $2,000 for 18 years.

Retirement: Unused sick leave up to 250 days at 1/220th of final salary into HC. After 2015, not to exceed $400 per day into HC. Vacation day accumulation up to 24 days at per diem.

Dunkirk Administrators Association, Region 12

Duration of Contract: One year extension (July 1, 2018–June 30, 2019).


Health/Dental Care: 10 percent contribution

Benefits: 25-27 vacation days, four personal days, unused days compensated at $200 per day. $650 for a master’s degree. Longevity service to the district at $1,000 increments for 15, 20, and 25 years. Stipends at $2,000 for high school and middle school principals, $250 for 504 administrators, $4,000 for summer school principals, $2,000 for high school and middle school principals, $1,000 service award, and $50 per years of service to the district.

Forestville Administrators Association, Region 12

Duration of Contract: Five years (July 1, 2018 – June 30, 2023).

Salary: 2.5 percent each year.

Health/Dental/Vision Care: 15 percent contribution.

Benefits: $200,000 Term Life Insurance policy, 30 vacation days after seven years of service, five vacation day buy-backs at per diem of current salary, $750 towards SAANYS dues, $1,000 per year for technology purchases (property of the administrator), $1,000 into 105(h) plan for medical expenses ($500 for single plan).

Retirement: 60 percent of current per diem for accumulated unused sick days up to 200 days.

Frontier Central Administrators and Supervisory Association, Region 12

Duration of Contract: One year (July 1, 2018 – June 30, 2022).

Salary: 2.75 percent each year.

Health Care: 15 percent each year (less coverage options available). Opt-out: $1,200 if three members opt out, $3,000 if four members opt out, and $4,500 if five members opt out.

Benefits: Three vacation day buy-backs at 1/240th per diem. Longevity Steps: $2,000 after 17, 22, 27, and 32 years of service in TRS. July 2017: $2,000 after 5, 10, 15, 20 years of FCASA service. Professional growth funds of $2,000 per FCASA member. $100,000 Term Life Policy. Compensation for extra assigned duties through a MOA. $2,500 mentoring stipend approved by superintendent. Salary adjustments for some administrators.

Retirement: Career increment of $2,000 per year up to 15 years of service in the district (30,000 max) into a Health Care Fund or 403(b) if no HC. Unused sick days at rates of 250 days at $30,000, 200-249 days at $25,000, 150-199 days at $20,000, and 100-149 days at $15,000.

Gowanda Non-Teaching Supervisors, Region 12


Salary: Three percent each year.

Health Care: 10 percent for 2018-19, 12 percent for 2019-20 and 2020-21, and 13 percent for 2021-22 and 2022-23.

Benefits: Overtime pay at 1.5 hourly rate, five vacation day buy-backs at daily rate of pay.

Retirement: 2018 incentive at 50 percent of current salary into a 403(b) account or one third unused sick leave at daily rate. Unused vacation days at per diem of current salary. ERS Section 41) for unused sick days, $1,000 service award, and $50 per years of service to the district.

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The four-day Transition to Superintendent Program is for building administrators and central office administrators interested in the superintendent, and want insight and understanding into what is needed for successful transition. If you don’t have the time or money to attend one of the year-long superintendent preparation programs this may be for you.

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jmerrins@cccosnet.net

NYS Education Department is Seeking Applicants for the 2020 NYS Teacher of the Year

Each year the Board of Regents and the New York State Education Department recognize an outstanding teacher from across the state to serve as an ambassador and spokesperson for New York teachers. The honoree is also put forth as the New York State nominee for the National Teacher of the Year Program.

Anyone Can Nominate a Teacher!

If you know an outstanding teacher, please complete the nomination form and forward it to your district. Each nominee will need to complete an application.

Deadline: February 1, 2019

Both the nomination forms and application questions are available under the heading “Nominate a Teacher” at: https://bit.ly/2FF1aze.

If you have additional questions, please email the NYS ED Teacher of the Year Program Coordinator at tulip@nyed.gov.

National Affiliation

SAAVNY is the official state affiliate of both the National Association of Elementary School Principals and the National Association of Secondary School Principals and their state / national principal of the year programs.