SAANYS Recommendations for ESSA Revisions Accepted

SAANYS is pleased to inform members that a regulation in regard to a required “Principal Report” has been accepted by the Board of Regents and the revised wording reflects the position taken by SAANYS. The proposed amendment was titled “A Principal Support Report and a Principal Needs Assessment.”

What Was Proposed by SED?

In the first set of published regulations, the Principal Support Report was to be required by a school district with a least one school identified as a Comprehensive Support Improvement (CSI) school that did not meet its achievement progress target. The report, which is developed by the school district (the regulations do not provide any further specificity as to who would develop such a report), must identify any area for which the school district could more effectively support the principal. Further, any target district that has at least one school identified as CSI that fails to meet its achievement target for two consecutive years must conduct a comprehensive assessment of the capacity of the district to support the principal.

SAANYS opposed this regulation due to its narrow focus on principals. The role of the principal is but one position that comprises the administrative team. The entire administrative team needs to bring about change in a school. It was SAANYS’ position that superintendents, other administrative titles, and teachers should be included in this provision. The isolation of one role does not reflect best practice and does not provide a comprehensive examination of student improvement. Additionally, the provision implicitly assumes that principals have the authority to act independently, which frequently does not exist within most districts.

It was also SAANYS’ strong opinion that the examination of the principal in public spaces would not be appropriate. The NYS ESSA plan states that “districts with CSI schools that did not make progress in Year I will be required to submit a Principal Support Report for each CSI school that did not make progress that identifies any areas in which the principal has been rated as Developing or Ineffective in his or her annual evaluation.” SAANYS held that these statements were problematic and should not be carried over into regulations. Although the regulations indicated that the Principal Report must be consistent with education law in respect to personally identifiable information, this would be very difficult to ensure in districts with only one principal at each school.

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As Student Needs Grow, Education Groups Call for a $2.2 Billion State Aid Increase for 2019-20

Organizations cite double-digit increases in student need factors, importance of putting Foundation Aid back on track.

Pointing to significant growth in student needs over the last decade, New York’s major statewide education organizations, including SAANYS, released a report calling for a $2.2 billion state aid increase for 2019-20.

If enacted, the funding recommended by the Educational Conference Board (ECB) would enable schools to continue current programs and services for students and respond to an increase in student needs, which has occurred in all areas of the state and all types of school districts.

The paper points out that between 2006-07 and 2016-17, the total number of New York students receiving free and reduced price lunch increased by 15 percent; English language learners increased by 18 percent; and students with disabilities by 14 percent.

Meanwhile, the state is currently about $4 billion behind what is due to schools under the Foundation Aid formula enacted in 2007. The funding levels recommended by ECB would put the state on track to fully fund the formula within three years.

“The premise of Foundation Aid is that school districts will have the resources to meet student needs and provide them with a quality education,” said ECB Chair John Yagielo. “The changes in the last decade underscore the importance of a Foundation Aid formula that is funded...”

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Cuomo Announces $15 Million for Pre-Kindergarten

Governor Cuomo announced in December that $15 million has been awarded to 32 high-need school districts to increase access to high-quality pre-kindergarten for over 2,000 three- and four-year-old children across New York. The announcement states that the funding will help enroll over 2,000 children into pre-K programs and allows nine high-need school districts to provide pre-K for the first time.

View full announcement and funding awards by district at https://on.ny.gov/2PGtTcT.
2019 promises to be an interesting year in Albany. The assembly, senate, and governor’s office are all controlled by the Democrats. That control extends to the comptroller’s and attorney general’s offices as well. One might think that one party control will pave the way for legislation that would appease the supporters of that party, but I don’t expect things to be that easy.

Both the State Education Department (SED) and the NYS Educational Conference Board (NY-SECB), of which SAANYS is a part, suggest a state aid increase of about $2.2 billion. The property tax cap restricts a school district’s ability to raise funds locally, thus making state aid a matter of increased importance. SAANYS will again advocate to at least make the tax cap a true 2 percent instead of being the lesser of 2 percent or the rate of inflation, a construct that has lowered the cap below 2 percent over the past few years. I am not optimistic that there is the political will to even make that minor adjustment.

The state aid ask of ECB and SED includes a three-year phase in of the $4 billion Foundation Aid that was never paid. The formula was developed in 2007 in response to the Campaign for Fiscal Equity (CFE) court case which held that standards-based education is a new phenomenon. Education has been guided by hundreds of learning objectives and indicators for a single subject. While the objectives and indicators were clear and measurable, the new learning standards are limited in number and demand student performance at a deeper level of understanding.

“Tell me, and I forget. Teach me, and I remember. Involve me, and I live. Learn by doing, and I learn. — Ben Franklin

Today’s curriculum is as important as the ancient world’s saber-tooth tiger curriculum was for survival. We continue to exist in a survival mode as this great nation moves teaching and learning to the higher level of understanding, imagined, not only to compete - but also to lead. The force that drives such a movement for a powerful curriculum is learning standards.

If we perceive curriculum as a variable with teaching, learning, and assessment within an integrated web, we move from a “silo” perspective of learning to a learning system. With this type of thinking, standards affect the entire system, not merely a part of it. A uniform-based curriculum works in such a system when it is driven by standards that mean to heightening the quality of teaching and learning to a deeper level of understanding.

Next Generation Learning Standards are not curriculum. They are designed to inform curriculum. As such, each standard needs to be examined through an unpacking process to identify learning points and concepts it addresses. This is critical and laborious work. However, “unpacking a standard” must be done before it is ready for implementation with specific content.

This new curriculum is best designed with standards-based, lesson-planning templates embedded within each instructional unit. Such a template is designed to ensure delivery of specific standards based on their teaching points, related concepts, and pacing. In this case, selected content plays a secondary role to the importance of the standards. With standards-based lesson planning templates, content should be fitted to delivery of the standards in a fashion that ensures an inordinate amount of executive influence over the budget process. There may be one party control, but members of that party are not on the same page.
### Overview of the December Meeting of the Board of Regents

The last meeting of the Board of Regents was an interesting mix of agenda items ranging from an ambitious 2019 budget request to discussions on task force recommendations on topics such as DASA and student teaching. Revisions to the ESSA regulations were of particular interest to SAANYS, as we submitted comments to SED and awaited responses to our recommendations. We are pleased to say that our recommendations were accepted and are part of the revised regulations. (See SAANYS Recommendations for ESSA Revisions Accepted on page 1.)

### APPR

The first item was action on the APPR moratorium. After considerable discussion, the full Board voted to extend the moratorium on the use of the state assessments in teacher and principal evaluations through the 2019-2020 school year.

### Discussion Around the Table

The commissioner began the discussion by summarizing the need for the extension on the moratorium. The primary reason was to allow input from the public and allow the work of two task forces sufficient time to accomplish their work. Six SAANYS members serve on these task forces. One task force is focused on evaluation and the other on assessments. It should be noted that the Board of Regents also established a subcommittee to examine assessments and there was an articulated concern that there needs to be continuous communication between groups. Other conversations during this item centered on providing a historical context for the APPR system, as some members of the board questioned the theory of action of the former board during the timeframe that generated the APPR system.

More information on this item may be found by scanning the QR code.

### ESSA

SAANYS routinely submits comments to SED regarding changes to regulations or any other policy for which they seek public comment, as we also do on relevant education legislation. We have submitted two sets of comments on ESSA, which can be found on saanys.org.

### Item on Pathways

An overview of diploma pathways was presented by SED staff. The board continues to consider the possibility of allowing a capstone project as an option for obtaining a Regents diploma. In order to consider this option the board requested an overview of the current diploma pathways and a backward glance at the history of diploma requirements. The QR code provides a summary of the item discussed.

### Discussion Item on DASA

The DASA Task Force was reconvened in 2017 (SAANYS was an original member of the DASA Task Force, as well as the reconvened Task Force), in order to respond to concerns that DASA training was not as effective as was intended. After meeting approximately seven times, the DASA Task Force recommended that:

- Preparation programs for teachers and educational leader include a three-hour multicultural course.
- The 6 hour DASA workshop be a requirement for all candidates completing a teacher education, educational leader or pupil personnel services program.
- All candidates complete the 2 hours online DASA reporting course.

This item was for discussion only, but will result in draft regulations anticipated to be brought before the Regents at a future meeting.

### Budget Proposal

The New York State Education Department submitted its 2019-20 proposed budget to the board for their review. The proposal calls for a $2.1 billion dollar increase in state aid. Included in the proposal would be additional foundation aid to districts (including an ELL acceleration setaside) increases to expense based aids, expansion of the universal pre-kindergarten, and additional funding for career and technical education.

### Discussion Around the Table

The discussion by board members supported the request in general. One issue raised throughout the two-day meeting was the inadequacy of staffing at SED to meet compliance and technical assistance needs. Members concurred that the shortages have impacted the scope of work and ability to meet district needs.

More information on this item may be found by scanning the QR code.

### Item on Pathways

The four-day Superintendency Program is for building administrators and central office administrations who:

- Are interested in the superintendency, and want insight and understanding into what is needed for successful transition
- Don’t have the time or money to attend one of the year-long superintendent preparation programs
- Have been interviewing for the superintendency but without success

Detailed information and on line registration at [www.SuperintendentOfSchools.com](http://www.SuperintendentOfSchools.com)

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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 general information concerns, contact Cynthia Gallagher, SAANYS director of government relations, at cgallagher@saanys.org.

A link to this item can be found by scanning the QR code.

### Discussion on Student Teaching

The eTIPA Task Force and TeachNY Advisory Group both recommended that SED establish a Clinical Practice Workgroup to examine student teaching practices and requirements. Such a task force was established and recommended a series of revisions to the clinical requirement for student teaching. A full report on their recommendations can be found by scanning the QR code.

The following provides a summary of key recommendations:

- Request student teaching to be at least a full semester (14 weeks) and aligned to the school’s daily schedule. Each student must also retain their full time status as a student at their institute of higher education.
- Candidates pursuing an individual pathway must also complete 14 weeks, maintain full-time status, and pursue a student teaching experience.

The proposed changes would apply to candidates first enrolled in a registered program starting in the fall of 2022 and for candidates pursuing an individual evaluation the regulations would apply on or after 9/1/2026. This item will come back to the Regents at their April 2019 meeting after a period of public comment.

A second item regarding student teaching was discussed, but tabled to another month. The anticipated revisions pertained to changing the focus of field experience to be

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### Advertisement

#### Workshops of interest to school administrators

**Educational Leadership Institute**

**Successful Administration of School Construction Projects**

**Full-day - Three Locations - 5 Hours CTLE Credit**

**Thursday - February 7, 2019**

- Erie 1 BOCES – West Seneca (Buffalo area), NY
- Monday - February 11, 2019
  - O-C-M BOCES, Syracuse, NY
- Tuesday - February 12, 2019
  - Capital Region BOCES – Latham (Albany area), NY

**Transition to Superintendency Program**

- **4 Full days - One location**
- **July 17 & 18 and August 7 & 8, 2019**
- **OCM BOCES, Syracuse, NY**

The four-day Transition to Superintendency Program is for building administrators and central office administrators who:

- Are interested in the superintendency, and want insight and understanding into what is needed for successful transition
- Don’t have the time or money to attend one of the year-long superintendent preparation programs
- Have been interviewing for the superintendency but without success

Detailed information and on line registration at [www.SuperintendentOfSchools.com](http://www.SuperintendentOfSchools.com)

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SAANYS is proud of our ability to not only offer a wide spectrum of professional learning opportunities to our members, but to be able to tailor that learning to meet specific requests and needs.

We had such an opportunity recently with the Lake George Principals Network. The request was to provide a workshop on a topic that principals and secretaries could attend together and both find relevant and engaging.

The result was “The Welcoming Front Office,” which focused on the valuable role secretaries and other front office staff plays in conjunction with the principal to ensure that a positive and efficient atmosphere prevails. Like so many things, it comes down to culture. Having that front office that has both a positive culture and efficient systems in place has a tremendous impact on how a school operates.

After a chance to meet other principal / secretary teams and share experiences and true stories, we delved into the idea of customer service and how that looks in a school. We started by identifying our internal (teachers, students, support staff) customers and external customers (parents, vendors and visitors, board members) and then reflected on our own positive and negative customer service experiences in other areas of our lives – the doctor’s office, stores and restaurants, our own child’s school, and yes, the good old DMV. We were able to identify three specific that made the particular experience either positive or negative to an extent that it was an imprinted memory that made a strong enough impression at the time that we were able to call it up quickly when asked to do so.

Not surprisingly, subtle and not so subtle words, expressions, and gestures had an impact, as did the ability to communicate accurate information and appropriate follow up or action. One sample: “My trash pickup service has trouble showing up when scheduled. I’ve called and spoken to them several times. They are unfailingly nice on the phone, but then it happens again. It’s not enough to be nice. You have to be effective too.”

The vital role the school secretary plays in the school’s customer service, and the fact that he or she is often the linchpin that makes it all work, was widely acknowledged. Their ability to anticipate the principal’s needs and responses and talk to parents and students in a unique way is highly valued. At a time when some school’s ELL populations are growing and students’ mental health issues seem to be increasing, the ability of the front line to project care, warmth, and welcome even on the most challenging of days, is golden. It was interesting that above all, positivity was regarded by the group as the most important culture piece in the front office and the school as a whole.

This interactive and engaging new workshop, offered for the first time by SAANYS last week, is available for your organization. This interactive and engaging new workshop, offered for the first time by SAANYS last week, is available for your organization.

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

SAANYS 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 and national principal of the year programs.

SAANYS 2019 Retiree Student Scholarships

Open to any high school senior graduating in June 2019. Applicants must be sponsored by a current SAANYS active retiree or associate retiree member in good standing. Students must have demonstrated good school and community citizenship, are planning to go on to higher education, and who otherwise satisfy criteria by the SAANYS Retiree Scholarship committee. Students are responsible for seeing that the forms are accurately and completely filled out. The SAANYS Retiree Board reserves the right to not process applications found to be incomplete as of the application deadline.

Application Deadline: April 1, 2019

Download the application or submit online at https://bit.ly/2Eryk34

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.

SAANYS Professional Development Update

SAANYS 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 and national principal of the year programs.

Financial Fridays

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.

Basics of Taxes February 1

Tax time is upon us, and it always provides us with an opportunity to review 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.

Women and Investing March 1

While many women are taking control of household finances, they are no more prepared to meet long-term financial goals than they were a decade ago. The objective of this seminar is to provide the knowledge that will help empower your future decisions in good times and bad, so that you are not a bystander in your own financial picture.

Is a Roth 403(b) Right for You? April 5

A Roth 403(b) is a retirement account that can provide tax-free growth. This comprehensive Roth 403(b) tutorial is designed to help the audience take maximum advantage of an increasingly important retirement savings strategy.

Planning for College May 3

As educators, you all know the value of a quality education. As costs rise faster than inflation with no relief in sight, 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 for a college education and the types of planning vehicles available, including UGMA/UTMA, Coverdell savings accounts and 529 plans.

Social Security, Medicare, and Long-Term Care June 7

retirement systems out there. Making the right decision is critical to your retirement planning. 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.

For more information, visit www.saanys.org.
Newly Enacted Laws in New York State

New Law Requiring Mandatory Reporting of Sex Offenses
A.8382-B/S.6597-B was signed into law as Chapter 233 of the Laws of 2018 in August. The new law requires that when an accusation has been filed of a sex offense by an employee of a school district (charter school, BOCES, private elementary/secondary school or special education school), the district attorney must immediately notify the superintendent (or administrator that employs the person) of the filing, as well as the offense(s).

New Law Related to Substance Abuse Supports in Schools
A. 7470/S.8318 was signed into law on November 5, 2018. This bill will require the superintendent of each school district to designate an employee responsible for providing information to students, parents, and staff on the prevention of substance use. Prior to this provision taking effect, the commissioner of education, in consultation with the commissioner of the Office of Alcohol and Substance Abuse Services, must adopt regulations to implement this new requirement. These agencies have 120 days from November 5 to develop such regulations.

New Law Regarding Sale of Electronic Cigarettes to Minors
S.1223/A.8014 was signed into law as Chapter 4 of the Laws of 2018. This new law prohibits the sale of any electronic cigarette to any individual under the age of 18 by any person engaged in the business of selling or distributing electronic cigarettes for commercial purposes.

New Law Regarding ID Cards for Persons Medically Diagnosed with Developmental Disabilities
A.259-C/S.2565-C was signed into law as Chapter 209 of the Laws of 2018. This law provides identification cards for persons medically diagnosed with developmental disabilities. The ID card may be presented to law enforcement, firefighters, and emergency personnel to indicate that the person holding the card may have difficulty understanding or following directions, or may become agitated under certain circumstances.

Lessons Learned 3.0

February 27, 2019 | 4:30-6:00pm

SAANYS Headquarters

Join some of our seasoned school leaders who will share their hard-earned wisdom on the kinds of tough situations that are not only common, but also unplanned and unexpected. You will hear from a superintendent, a principal, and an administrator about the challenges they faced and how they overcame them. 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.

Self Study - Self Assessment of Personalized Learning

SAANYS and Magellan are Approved CTLE Providers! Please add us to your list of approved PD providers.

SAANYS Provider Number – 3084
Magellan Foundation Provider Number – 3095
Health Insurance in Retirement Under NYSHIP

When planning for retirement, many things are on our minds including our health care. Some SAANYS members participate in the New York State Health Insurance Program (NYSHIP). This particular insurance program is offered to all personnel employed by the State of New York, many municipal employees, and many school district employees. For members who participate in NYSHIP, there are some things you should look out for such as the eligibility requirements to continue NYSHIP coverage after retirement.

Three criteria must be met in order to continue NYSHIP coverage as a retiree. First, you must determine the minimum benefits eligible service requirement that is determined by the date on which you first enrolled. Benefits eligible service is defined as a period of employment during which you were eligible for NYSHIP coverage by paying only the employee share of the premium. If you were last hired on or after April 1, 1975, you must have had at least ten years of NYSHIP benefits eligible service, or at least ten years of combined NYSHIP benefits eligible service with your employer and one or more participating employers. If you were hired before April 1, 1975, you must have had at least five years of NYSHIP benefits eligible service or at least five years of combined NYSHIP benefits eligible service with your employer and one or more participating employers. For example, when planning for retirement, you may be able to substitute records from the retirement system to which you belong. You must have a minimum of one year of service in a benefits eligible position from the employer you are retiring from. Second, you must qualify for retirement as a member of the New York State Retirement System or Employees Retirement System. Third, you must be enrolled in NYSHIP as an enrollee or dependent at the time of your retirement. For example, if you were on leave and canceled your coverage, and then retired, you may not qualify for insurance in retirement.

The Department of Civil Service was clear when indicating that a district could not differentiate between classes of retirees as they do classes of active employees. This is because an employee be eligible to retire under NYSHIP now or participate in NYSHIP premium while on leave does not count toward the minimum service requirement that employer participates in NYSHIP now or participated in at the time the service was earned. Contact your business official if you have been separated from another public employer to determine if this service counts towards the minimum service requirement. Documentation of this service is required. These records are unavailable. You may be able to substitute records from the retirement system to which you belong. You must have a minimum of one year of service in a benefits eligible position from the employer you are retiring from. Second, you must qualify for retirement as a member of the New York State Retirement System or Employees Retirement System. Third, you must be enrolled in NYSHIP as an enrollee or dependent at the time of your retirement. For example, if you were on leave and canceled your coverage, and then retired, you may not qualify for insurance in retirement.

If you are eligible for NYSHIP as a retiree and subsequently are hired in a benefits eligible position with another employer that participates in NYSHIP, you will need to make certain decisions about your coverage. If you are eligible for NYSHIP through both your current and former employer, you must choose one to provide your NYSHIP coverage as you cannot enroll through both. Carefully discuss the options with both employers as the cost of coverage may be different at each employer. Provided that the collective bargaining agreement with your current employer does not require you to collect a pension in order to receive retiree benefits, it is your option whether to take the coverage provided pursuant to your collective bargaining agreement or to take the coverage provided by your new employer depending upon the contribution rate.

Not all school districts agree with SAANYS on this issue. In fact, some districts have gone so far as to pass board resolutions indicating that employees will not be able to take advantage of benefits if they are offered elsewhere as an active employee. More specifically, a certain board of education passed a resolution indicating that anyone who is constructively employed may not avail themselves of the contribution rate provided for in their collective bargaining agreement if they retired from the district but chose to work for another employer who provided NYSHIP.

The Department of Civil Service does not agree with this either. Pursuant to a letter issued by the department to a district requesting the interpretation of such a resolution the Insurance Law does not provide for this discrimination. The department was clear when indicating that a district could not differentiate between classes of retirees as they do classes of active employees. This is why the requirement under the NYSHIP rules is that an employee be eligible to retire under the applicable system and does not require the actual collection of a pension in order to receive retiree health insurance. The requested resolution was not approved by the Department of Civil Service and SAANYS is currently in litigation over this issue. Please contact the SAANYS Legal Department with any questions you may have regarding your retiree benefits.
As Student Needs Grow, Education Groups Call for a $2.2 Billion State Aid Increase for 2019–20

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and functioning in our state. Schools are charged with preparing students for a rapidly changing world and, with this paper, we have identified the state support that it will take to invest in their success.

There are three components to ECB’s state aid recommendations for 2019–20:

- A $1.31 billion increase in Foundation Aid, which is a third of what is due to schools. This would put the state on course to fully fund the formula in three years.
- A $400 million increase in expense-based reimbursements to continue essential programs and services such as student transportation and special education.
- A total of $380 million for five priority areas, including strengthening school safety, supporting struggling schools and English language learners and investing in college and career pathways.

ECB also outlined some longer-term recommendations to preserve and enhance the Foundation Aid formula, including updating the more than 15-year-old study that was the basis for the per pupil foundation amount.

ECB also recommends adjustments to the tax cap that would provide school districts and taxpayers with more stability, including providing for an allowable tax levy growth factor of at least 2 percent.

In the paper, ECB emphasized the importance of providing each district with a sufficient increase in state aid to keep pace with rising costs and escalating student needs, especially given that the tax cap limits the revenue that can be raised locally to support education.

―Absent the necessary resources, school leaders will increasingly have diminished ability to meet demonstrated needs while also continuing proven programs,‖ the paper states. ―Enacting the recommendations in this paper would bridge the gap between current levels of funding and the programs and services that New York’s students need to be prepared for the future.‖

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

We didn’t think so. Jump-start your retirement planning with a #403(b) plan. A 403(b) is a retirement plan customized for educators, and with AXA by your side, you’ll be on your way toward reaching your retirement goals. As the #1 provider of #403(b) plans for K–12 schools, AXA can help you plan for retirement and free you to learn how you can save for the future and enjoy immediate benefits.

Congratulations Retiring Members

Miriam Bernabei
Debra A. Catari
Susan E. Christoferson
James D. Lancaster
Bonnie T. Lindsey
Craig A. Logan
Sheryl McBeth
James McQuade
Linda Melvay
Maxine Parker
Thomas Ricapero
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Marie Wheeler

Ever say, “I don’t need to plan for retirement?”

AXA is proud to be a leading partner of SAANYS. To learn more about how AXA can help, call (866) 403-3333, option 5.

* LIMRA, Not-for-Profit Survey, Q4, 2017, based on 403(b) plan assets, participants and contributions.
** IRS, Not for Profit Database, Q4, 2017, based on 403(b) plan assets, participants and contributions.
**** Must have been employed at SAANYS for at least 1 year prior to retirement.
***** Your retirement is approximately 15 years from now.
****** Must be a member in good standing.
******** AXA Equitable Life Insurance Company (NY, NY); AXA Advisors, LLC; and AXA Distributors, LLC (members FINRA, SIPC).
******* *Note for 403(b) plans, you can ask your school’s 403(b) plan provider to forward a copy of this ad to everyone who receives a retirement mailing to ensure that all employees receive information about this offer.
********** Your retirement is 5 years from now.
*********** Must be a member in good standing.
************ Must be a member in good standing.
************* Must be a member in good standing.
************** Must be a member in good standing.
*************** Must be a member in good standing.
**************** Must be a member in good standing.
Benefits: 20-27 vacation days depending on years of service, 5 vacation day buy-backs at per diem, $100,000 district paid term life insurance policy, $2,500 into unit medical flex plan for unreimbursed medical costs, $500 into each member’s 125 Plan, $100 towards health physicals every three years from ages 40–54, 14 leave days, and 3 personal days.

Retirement: $200 per day for unused sick leave up to 250 days, $10,000 for 10 years of service to district into health insurance, and $900 for each year past 10 years into health insurance.

Williamsville Administrators Association, Region 12

Duration of contract: Four-year contract from July 1, 2018 through June 30, 2022

Salary increases: 2.75 percent each year

Health care/dental: 17 percent for 2018-2019, 17.5 percent for 2019-20, 18 percent for 2020-21, and 18.5 percent for 2021-22.

Benefits: $500 longevity at the end of year 4 and 9; $1,000 into a 105(h) plan, 3 vacation day buy-backs at 1/240th per diem, 23 leave days (plus 5 bereavement days if needed), 25 vacation days, New Year’s Eve off, doctoral award of $3,000 per year.

Retirement: unused sick leave at $150 per day up to 230 days, unused vacation days at 1/240th up to 75 days, $3,000 into each member’s post-employment health plan, and a $10,000 contribution by the district into each member’s 403(b) plan.

Williamsville Coordinators Association, Region 11

Duration of contract: Four-year contract from July 1, 2018 through June 30, 2022

Salary increases: 2.75 percent each year


Benefits: $2,000 longevity $2,000 at year 5, $2,250 at year 10, and $2,500 at year 15; $1,500 into member’s 105(h) account, 2 vacation day buy-backs at a per diem of 1/240th, 23 leave days, 15 sick days, 5 family days, 2 personal days, holidays – add New Year’s Eve, and 25 vacation days.

Retirement: unused sick leave at $126 per day up to max of 270 days and $3,000 into each member’s post-employment health plan.

SAANYS Recommendations for ESSA Revisions Accepted

What is Now in the Draft Regulations

Comments reflecting the above opinions were sent to the State Education Department for consideration and we are very pleased that the Board of Regents has accepted SAANYS’ recommendations. The revised regulation now indicates that the reports will be called the Leadership Team Report and the Leadership Team Needs Assessment, which also includes the superintendent’s support.

The Leadership Team Support Report is required for any district that has at least one CSI school that did not meet its annual achievement progression target. This report must identify areas where the district could more effectively support the leadership team of the CSI school.

If the school does not make gains for two years, then the District Need Assessment will include a new component delineating a plan to provide necessary supports and resources to address the identified needs.

For further information, including additional recommendations which were not accepted, please see the full article on saanys.org.

A message from a SAANYS corporate sponsor

Istation

Istation is the only educational technology company that has been providing learning solutions for over 15 years. It is used in all 50 states and in several other countries. The company is celebrating its 20th anniversary in 2018.

Learn more at www.Istation.com

The NYS Education Department’s Office of the Professions, under the direction of the Board of Regents, regulates the practice of over 50 professions in NYS.

These are the learned professions that support our physical and mental health, the safety and integrity of our buildings, bridges, and other features of the built environment; and the accuracy of financial and court records, and much more.

NY’s licensed professionals make a difference! Learn more: http://www.op.nysed.gov/careers/