SAANYS Government Relations Committee Engages State Education Leaders

On February 9, Government Relations Committee (GRC) members from across New York State convened in Albany for an ambitious day of meetings with legislators, the governor’s office, and with the State Education Department. All GRC members met with Jere Hochman, the governor’s deputy secretary for education, and members of his staff. The GRC also disbursed into five teams of school administrators that met with 17 legislators and/or their staff including:

• Assembly Member Carl Heastie, Assembly Speaker
• Assembly Member Catherine Nolan, Chairperson of Senate Education Committee
• Senator Carl Marcellino, Chairperson of Senate Education Committee
• Senator John Flanagan, Senate Majority Leader
• Assembly Member Joseph Morelle, Assembly Majority Leader

The meetings focused on four issues, with the first and foremost issue being state school aid. The $991 million increase proposed by Governor Cuomo is less than half of the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase proposed by Governor Cuomo is less than half of the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance the $2.2 billion increase recommended by SAANYS to end the Gap Elimination Adjustment and meaningfully advance verbal, written, and telephone communications policies, and access to online submission forms and printed materials. This means that your employer may go through its property to see your browsing history, etc. If your employer has an acceptable use policy that prohibits personal use of the technology or that you cannot use the technology for personal reasons during the workday, using social media may result in discipline. It is important to check your district’s acceptable use policy to see what you can and cannot do with district equipment and/or during the workday. Even if there is a very liberal policy in place, it is wise to limit your social networking activities to personally owned pieces of equipment in order to best protect your personal privacy. As for content related problems, one thing we often forget while having fun on social networks is that almost anybody can see what we are doing. While we are tagging photos of what we did on the weekends or using

Overview of the February Board of Regents Meeting

The Board of Regents met in Albany on February 22 and 23. A summary of important discussions and actions follows:

New Registration and Continuing Education Requirements

Deputy Commissioner John D’Agati presented a discussion item regarding the necessary adoption of new regulations that conform to new statutory requirements introduced by Governor Cuomo in last year’s budget bill, Chapter 56 of the Laws of 2015. All holders of a Permanent or Professional Certificate in the Classroom Teaching Service and Educational Leadership Service and holders of a Teaching Assistant Level III Certificate must register every five years, beginning July 1 of the 2016-17 school year. It is planned that the new registration process will be phased-in gradually, according to the month in which each educator is born. There will be no cost associated with registering, except for possible late fees, for which a $10 per month late fee is contemplated. If a certificate

Call for 2016 Annual Conference Presenters - Beyond Surviving to Thriving

The past few years have been unprecedented in terms of both change and stress to school communities. It’s time to put the focus back where it belongs: on the growth and well-being of our students and teachers. Technology, societal changes, and a global focus have changed the world our students will experience and schools are changing rapidly to keep pace. This is the time to put compliance in its place and do the work that matters to ensure our students are not only surviving school but thriving in environments that are rich in experiences and learning. Leading that learning will require new things from us. Are you ready?

A conference committee consisting of SAANYS members, leadership, and directors will convene in April to review proposals and determine which proposals will be included in the program. In addition to the inherent quality of the proposals, usefulness to attendees, and creation of a balanced program will be considerations. Everyone who has submitted a proposal will be notified via email by the end of April. We recognize and appreciate the time and effort required in preparing a submission and thank you in advance for your proposal. We regret that only a limited number of proposals can be accepted. If you have any questions about the proposal process, please contact Karen Bronson, SAANYS director of professional development, at kbronson@saanys.org.

For proposal guidelines and to access the online submission form scan the QR code.

SAANYS Welcomes New Units:

• REGION 6 – Fonda-Fultonville Administrators Association
• REGION 11 – Red Creek CSD Administrators Association

SAANYS and fellow members of the NYS Educational Conference Board held an education briefing in the Legislative Office Building on February 26 calling for adequate school funding and highlighting its position statement on support for English Language Learners (available at saanys.org).

ongoing on page 3

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Legal Briefs

The Dangers of the Social Network

Social networking is everywhere. It is common to find parents, children, coworkers, and even the elderly on the networks across the social media world, on sites such as Twitter, MySpace, Facebook, YouTube, and LinkedIn. With social networks, people across the world have access to tools and options that were previously nonexistent. However, there are just as many new opportunities to get into potential danger as there are to connect.

Trouble from your use of social media comes in two forms: (1) usage and (2) content. Usage related problems stem from an administrator’s improper use of employer-owned equipment. If you are using a desktop, laptop, tablet, cellphone, email address, or other technology that is purchased and/or paid for by the district, then you have NO expectation of privacy. This means that your employer may go through its property to see your browsing history, etc. If your employer has an acceptable use policy that prohibits personal use of the technology or that you cannot use this technology for personal reasons during the workday, using social media on the equipment may result in discipline. It is important to check your district’s acceptable use policy to see what you can and cannot do with district equipment and/or during the workday. Even if there is a very liberal policy in place, it is wise to limit your social networking activities to personally owned pieces of equipment in order to best protect your personal privacy. As for content related problems, one thing we often forget while having fun on social networks is that almost anybody can see what we are doing. While we are tagging photos of what we did on the weekends or using

continued on page 7
Taking Back Education

From time to time I feel compelled to reflect on the fact that school and program leaders are engaged in a profession of critical importance and value. A profession international in scope and impact, upon which our future relies. To some that may seem like a statement of the obvious, but I suspect to others it will sound like hyperbole, but it’s not. Take stock of the importance of your role in preparing students for a future that changes more quickly and with ever-increasing rapidity. I think many educators will acknowledge that it is more difficult to leave their building or district for professional pursuits than it was in the past. I know many educators feel that the demands of the profession have increased markedly over the past few years, and that the voices of public educators, particularly front line teachers and administrators, have been drowned out by proponents of charter schools, increasingly powerful entities all backed by staggering amounts of hedge fund money. A few years ago statements about the attempted hijacking of public education by Wall Street would have been dismissed as the ramblings of an unhinged conspiracy-minded paranoid. Today it is simply accepted as an unfortunate, but well-documented, reality. But things are once again changing. The changes are resulting from the continued push-back from educators and practitioners alike. The period of the voices of educators being drowned out appear to be ending, and the evidence is on the macro level. The new Every Student Succeeds Act sharply restricts the reach of the USDOE into the states. It also allows (but does not require) the states to set aside up to 3 percent of its Title II money for school leader activities, including professional development, induction, and mentoring. Commissioner Elia tells me she is in favor of such a set aside. Furthermore, the make-up of the Board of Regents will change with the election of a new chancellor and vice chancellor and the addition of three new regents. At the time of this writing it is unknown who the new people will be (although rumors abound), but we will probably look to the policy dispositions of those leaving the board, I suspect a more practitioner friendly board is likely. In due course we can also hope for a legislature, and maybe even a governor, willing to revisit a statutory evaluation system that has been an unmitigated disaster.

What does a more practitioner friendly department and board mean? One which listens to practitioners, recognizing that practitioners are not monolithic. The USDOE intends to involve practitioners in the development of ESSA implement regulations. It is soliciting practitioner input into standards and assessment creation. Now is not the time to remain locked in your building or district. Do not be an island. Now is the time to engage with SAANYS, with the National Association of Elementary School Principals and the National Association of Secondary School Principals. Now more than ever is the time to engage in your profession, something bigger than your self, your building, your district. If enough public educators do so, they will be bigger and more influential than the education-emanated hedge fund managers, which in my opinion, is how it should be.

Executive Viewpoint
Kevin S. Casey, Executive Director

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2 MARCH 2016

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

About half of the organizations in the Education Industry are affected by the government mandates of the Common Core Initiative and the No Child Left Behind Act. The focus of these initiatives is on improving education outcomes. But is it all about pure content delivery or is there a need to approach the delivery of education differently?

As companies in the education space are forced to rethink their approaches, they are turning to software solutions to help them complete the process.

The challenges these organizations encounter are the same. They need to address the following:

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the meetings, discussions extended to the need for catego-
rial aid to better meet the needs of English language
learners and to implement new, unfunded requirements
included in Part 154 of commissioner’s regulations; as
well as the need for current year emergency aid to school
districts that experience “student surges” that could not
have been known or planned for in school budgets.

The second item discussed was the need for funding
and accountability adjustments for Persistently Strug-
gling Schools that received targeted state aid allocations in
mid-January 2016, rather than in July 2015, and further-
more recommended $5 million for allocation to Strug-
gling Schools in order to avoid adverse impact upon other
schools. In fact, it was pointed out that the 17 districts
in which these Persistently Struggling Schools are located should be prioritized for the receipt of the $2.7 billion that they are owed in Foundation Aid. Finally, in recognition of the fact that there are no simple, quick solutions for school improvement, it was recom-
manded that these schools be allowed at least five years within which to post demonstrable improvement.

Third, in regard to prekindergarten programs, GRC mem-
bers recommended that the six current prekindergarten
programs be amalgamated into a single cohesive program
with sustainable funding, and recommended against
the establishment of a new Empire State Prekindergar-
ten Grant Board that would add to state overhead and
bureaucracy and further fragment the prekindergarten
system. Furthermore, in light of prekindergarten services
being available to approximately 60 percent of children
who are four years of age, GRC members said it is premi-
ture to direct $22 million for the provision of services to
children three years of age. Moreover, prekindergarten
is inequitably available to four year old children on a
region-to-region basis. The following chart depicts an
access gap of 52 percent:

<table>
<thead>
<tr>
<th>LABOR FORCE REGION</th>
<th>% OF FOUR-YEAR-OLD CHILDREN SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York City</td>
<td>53.9%</td>
</tr>
<tr>
<td>Western New York</td>
<td>66.8%</td>
</tr>
<tr>
<td>Southern Tier</td>
<td>76.0%</td>
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<tr>
<td>Mohawk Valley</td>
<td>75.4%</td>
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<tr>
<td>Central New York</td>
<td>68.3%</td>
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<tr>
<td>Finger Lakes Valley</td>
<td>71.5%</td>
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<tr>
<td>North Country</td>
<td>64.7%</td>
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<tr>
<td>Hudson Valley</td>
<td>74.2%</td>
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<tr>
<td>Capital District</td>
<td>66.7%</td>
</tr>
<tr>
<td>Long Island</td>
<td>73.8%</td>
</tr>
<tr>
<td>New York State</td>
<td>60.1%</td>
</tr>
</tbody>
</table>

The last item discussed at these meetings was the an-
nual professional performance review (APPR) system.
It had come to the attention of SAANYS that some mem-
bers of the state legislature believe that any problems
with the APPR system have been corrected through the
recommendations of the Common Core Task Force and
the regulations enacted by the state Board of Regents.
GRC members pointed out those actions did not fix the
system, but rather put in place an imperfect patch of the
CTLE requirement, programs must be taken from providers approved by SED. SED currently contem-
plates six categories of providers:

- School districts
- BOCES
- Teacher Centers
- NYS Institutions of Higher Education
- Professional organizations / unions
- Any other entity approved by SED

SED is continuing to solicit input from education associ-
ations, including SAANYS, regarding regulatory content.
It is planned that points of agreement and disagreement
cross education associations will be presented to the
Board of Regents at their March meeting, and that pro-
posed regulations will be presented at the Board’s April
meeting.

Revision and Implementation of New ELA and Math Standards

Commissioner Elia summarized for board members key
findings accruing from the AimHighNY survey regarding
ELA and mathematics standards. SED received 246,771
points of feedback from 10,532 users; with more than 70 per-
cent of feedback supportive in nature, and 29 per-
cent in disagreement. From December through February, content advisory panels in ELA and math reviewed survey
data, identified trends, and made recommendations for
possible standards revisions, and guidance for prekin-
dergarten through high school. In planning for the imple-
mentation of revisions, the rollout to educators and the
revision of state assessments, the following actions are now planned:

- **March – July 2016** – Two Standards Review
  Committees will be established for ELA and for math.

- **October** – Final Standards Revisions to be recommended to the Board of Regents and will be

  identified at meetings of the Standards Review

  Committees and the Content Advisory Panels, based on

  stakeholder input.  

Plainview-Old Bethpage
Director Inducted Into
NYSCATE Hall of Fame

Guy A. Lodico, director of
technology for the Plainview-Old
Bethpage Central School District, has
been selected as an inductee into the
2015 NYSCATE Volunteer
Hall of Fame. The Hall of Fame
recognizes those members whose
contributions to the profession and
service to NYSCATE have been
significant, substantial, and
long-standing. Inductees will have
a star on the column wraps in the
lobby of the RRCC during the 50th
Annual NYSCATE Conference, a certificate, and a token of
appreciation. Lodico was previously the recipient of the
2013 Leadership and Support Award by SAANYS.
One of the buzz words that has been beaten to death over the last several years is collaboration. Sometimes overuse of a professional trend word can result in frequent ‘throw it in’ use without much actual reflection on the meaning of the word and what it takes to achieve the desired goal, much less actual implementation to practice.

The truth is that collaboration is both essential and very difficult. While it sounds nice, especially before the word “leader,” getting diverse constituents around a table to hammer out a solution to a problem or create something new together is hard work.

Here at SAANYS, we understand that professional learning is no longer something we can do from our fragmented, isolated fields. In order to bring the best and most current professional learning to you, we need learning partners. And they need us. Reaching you and our 7000 plus other members across New York State is a definite win for everyone.

So it is with pride that I invite you to check out the Grading Smarter Not Harder series, which was created by us in (true) collaboration with NVASCED, the New York State Teacher Center Network, and several BOCES around the state. This series focuses on the work of author Myron Dueck and others (Thomas Guskey, Doug Reeves, Susan Brookhart, Dylan William) who are delving into the thorny and dense overgrown jungle of traditional approaches to grading and homework to share research and ideas with us that can transform what endures as an obsolete and outdated practice whose time has come.

The series consists of these parts:

- Kickoff blended learning workshop with Myron Dueck (virtually from British Columbia) facilitated by real people on the ground at five statewide locations on March 10.
- Online Book Study (Grading Smarter Not Harder) with the author March 11-May 23.
- Two online discussion sessions with Myron Dueck on the topic of rethinking grading on May 12 and May 19.

You do not have to attend the kickoff session to register and take part in either (or both) the online book study or online discussions. Complete information about the series and registration links are available on our SAANYS website – check it out and take part in what is truly the kind of collaborative effort that we hear so much about lately.

The other partners that we have teamed up with to plan and deliver professional learning include NYSCATE (next Google Summit coming up March 16 in Minisink Valley CSD, online book studies of Blended and Real Women, Real Leaders), International Center for Leadership in Education (nine part online series with Bill Daggett, Sue Szachowicz, and Eric Sheninger) just concluding, Educational Vistas (APR Learning Days in Long Island and Albany earlier this year), and so many others. With great learning partners like this, it’s easy to see why SAANYS is bringing professional development for school leaders to a new level across New York State.

Finally - we need you to share your expertise at this year’s conference at the Sagamore in Lake George in October! Our theme, Beyond Surviving to Thriving, invites the broad scope of educator responsibilities present in (true) collaboration with NYASCD, the New York State Association of School Administrators and other educators who make the difference between the survival and flourishing of children in our schools.

As a result of taking this workshop, participants will:

- Understand bullying, harassment and discrimination, including student achievement and behavior.
- Understand how school climate and culture have an impact on student achievement and behavior.
- Enhance the understanding of diversity and multi-cultural learning.
- Understand how to interact with families of victims and aggressors.
- Articulate the reporting requirements for educators as specified in the Dignity Act.
- Enhance the understanding of diversity and multi-cultural learning.
- Understand how to interact with families of victims and aggressors.
- Articulate the reporting requirements for educators as specified in the Dignity Act.
- Understand recent NYSED guidance pertaining to transgender and gender non-conforming students.

In their school or district may contact KBronson@saanys.org.

FOR DISTRICTS OR REGIONS

DASA REFRESHER WORKSHOP

A 3-hour face-to-face DASA Refresher Workshop with Dr. Michael Johnson will ensure that you and your colleagues are up to date on the latest information and approaches for dealing with issues and situations to support all students under the Dignity Act. This interactive workshop will focus on situational problem solving and discussion around DASA topics.

New DED guidance on transgender, gender non-conforming as well as all aspects of meeting DASA compliance requirements will be covered.

FOR INDIVIDUALS

COMPLETE DASA CERTIFICATION WORKSHOP

Teachers and administrators with initial certification who need DASA certification may take the 3-hour online portion of the workshop in addition to the three hour face-to-face workshop to become DASA certified.

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.
A SERIES ON RETHINKING TRADITIONAL GRADING WITH AUTHOR MYRON DUECK

Kickoff Event! Blended Learning Conference with Myron Dueck

March 10 - 8:30am - 3:00pm
Cost: $135 (includes book* and lunch**)

During this blended learning session, Myron Dueck, author of Grading Smarter, Not Harder, will explore a number of topics with educators including: the purpose and implications of grading, what homework is (and what it could be), and whether there is a place for a zero in student grades. He will also work with attendees to strengthen their grading practices in order to best benefit learners. Along with working virtually with Myron, attendees will work with each other and an in-person facilitator, to help make the best practices explored a reality when returning to the school building or district office.

* Only participants attending this March 10 event will receive books directly.
** Series by location.

Online Book Study with the Author

March 11 through May 23
Cost: NONE*

Join Myron Dueck and regional colleagues for an asynchronous online professional discussion using the ASCD Study Guide as a springboard, participants will share reflections, ideas, and resources to assist in implementation. Topics include grading, homework, unit plans, retesting, creativity, and considerations for successfully incorporating strategies into your practice. In addition to referencing his own book in this series, Myron will also highlight the work of leading thinkers in grading and assessment such as Thomas Guskey, Doug Reeves, Susan Brookhart, Dylan Wiliam, and others.

Online Sessions with Myron Dueck

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

Attend one or both sessions!
* Underwritten by LIFT NY (SAANYS, Magellan Foundation, and NYSFA).

Follow Up In District Support

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

Cost: NONE*

March 11 through May 23

MULTIPLE LOCATIONS!

More information and registration at saanys.org/events.
- Capital Region BOCES
- Erie 2 BOCES
- Putnam Northern
- Western BOCES
- Western Suffolk BOCES
- West Genesee School District

FREE WEBINAR WITH:
Educator and Author, Eric Sheninger

March 15 - 4:00pm - 7:00pm
Professional Growth and Development

* All webinars are archived at saanys.org.
The Dangers of the Social Network

social networks on company time, it can be easy to forget that someone at work may see them and the result could cost you your job. Checking your privacy settings and acceptable contacts to make sure they are people you actually want to view the content you are posting on your personal social media accounts are good ways to limit potential damage.

It is also important to remember that there are some very good hackers out there. What student or angry parent would not love to see a photo of the school principal, or any other administrator, dancing on a table with a red solo cup in their hand? No one is saying that you cannot be online or post a status – just that there are a lot of personal social media accounts and websites who could be able to access your private information such as your address or phone number. If they can get to it so can other individuals. Does this mean you should not have a Facebook or other social media account? Absolutely not, it means don’t put anything on social media that you would not want the general public having access to. There is no harm in declining to post your home address or placing a false address in your profile to throw people off.

While social media has good opportunities for networking, job-seekers should be careful about what they say or reveal on any social network. Many studies have shown that a significant percentage of employers use social media to conduct their own “background” checks. If a job-seeker applies for a serious job, certain information, conversations, or evenrippant comments could compromise hiring status.

The Washington Post recently re-released an article about background checking services that now exclusively run social media background checks for corporations and companies around the country. Casual drug references, various photos that are posted as a profile status – could all be things that could and do prevent job-seekers from being hired.

There are documented cases that take this even further looking for a job, to bring in information about you for what is on a social media profile. A teacher in a Pennsylvania high school was fired for a photo she posted of herself dressed as a pirate, holding a plastic cup, and labeled “drunk pirate.” She was fired for promoting under-age drinking.

In New York, the state’s highest court, the Court of Appeals, has held that the off-duty conduct of a tenured educator may be the basis for formal discipline if it (1) directly affects the performance of professional duties, or (2) without contribution by school officials, becomes the subject of public notoriety that the educator cannot discharge his or her duties. If you are tenured, you have certain protections before you can be disciplined for your conduct on social media, but people in probationary capacities must be extra diligent or risk potentially being let go for being a poor role model.

Regardless of whether the charges were fair, the fact is, social media is public. It’s something anyone can check, including employers who may have hired the unexpected applicant who did not consider taking down a similar photo of himself out with friends. It may be harmless, a fun photo to the social media user, but to an employer it could be grounds for being scratched off the list of potential candidates or even grounds for discipline or even being fired. So, how do you get around this?

Be careful about what you do, how you behave, and what you say in a public, social forum – especially when job-hunting. Don’t leave yourself open to professional scrutiny with possibly questionable photos, comments, or other content. Go the extra mile and create a dazzling social media presence. Ensure that you appear within a context of social media but, the same way you would like to appear to an employer. Participate in industry groups. Post intelligent information, discussions, or recent goals that have been accomplished. Don’t feel as though you need to isolate yourself just to protect yourself and your career at the same time. And, as always, if you ever encounter problems, contact the SAANYS Legal Department.

Contact a SAANYS Attorney

During normal business hours, call 518-762-6000 to speak with a SAANYS attorney.

After Hours Pager: 1-800-978-6055

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

Congratulations Retiring Members

Bryna Bloom
Carrie Bonacci
Janet Brooker
Alpha Daly-Majors
Lynn Fritzinger
Nanmi Gerstman
Sheryl King
Jen Malis
Nina McCarthy
Diane Perry
Linda Schubach
Andrea Schubach
Karen Sangmeister
Linda Shikita
Edward Tiszovits

LEGAL BRIEFS

A Message From
Wendy Deforge, SAANYS Counsel
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Wendy DeForge,
Overview of the February Board of Regents Meeting

continued from page 3

• November – December 2016 – The Board of Regents will consider and act upon recommended standards.
• Beginning of January 2017 – Curriculum revisions occur statewide by local school districts and SED.
• Begins Summer 2017 – Professional development and initial implementation of new/revised standards. Guidance on new assessments will be released during the 2017-18 school year.
• School Year 2018 – 2019 – First year of revised grade 3-8 ELA and math assessments will occur in the spring of 2019.

In the presentation materials and at several points during the presentation, it was pointed out that the above schedule is incumbent on SED receiving additional funding.

Academic Intervention Services

A discussion item was presented in regard to current regulatory requirements pertaining to the provision of Academic Intervention Services (AIS), especially in the context of Response to Intervention (RTI) services. The discussion was enriched by a presentation by two school district leaders who explained the policies and procedures established in their respective districts:

• Esther Friedman, Director of Academic Intervention Services, New York City School District
• Maureen Patterson, Assistant Superintendent for School Improvement, Liverpool School District

Both presenters emphasized the importance of data monitoring and analysis, both administratively and institutionally, and using multiple measures. Both systems included RTI services, with special consideration of level 1 core instruction for all students. The Liverpool School District schedules monthly data meetings, and develops student intervention plans. New York City has established school level teams that make decisions about cohorts of students and individual students. Dr. Patterson also stressed the need for ongoing teacher mentoring and the importance of principals serving as instructional leaders. Dr. Friedman emphasized the need for budgeting and the establishment of research-based protocols.

It is planned that an AIS action item for regulatory revisions will be presented to the Board of Regents at their next meeting, on March 21 and 22.

National External Diploma Program

Deputy Commissioner Kevin Smith presented a discussion item regarding the possible establishment of the National External Diploma Program (NEDP) as a third pathway (in addition to the Test Assessing Secondary Completion and the 24 College Credit program) leading to a State High School Equivalency Diploma. Successful completion of the NEDP program is based on students demonstrating 70 prescribed competencies. Regents members expressed support of the proposal to lower the program’s eligibility age requirement, from 21 to 18.

Regents Membership

The board meeting provided the opportunity for Regent Charles Benedict to personally affirm his resignation from the Board of Regents, effective February 24, 2016, just over thirteen months before the end of his second term. This action marks the third board member who will not continue after March 31, 2016. (The other two being Charles Bendit to personally affirm his resignation from the 5th Judicial District including Herkimer, Jefferson, Lewis, Onondaga, and Oswego counties). The New York State Assembly is completing interviews of more than fifty candidates for the previously announced vacancies, and will begin interviews for the Manhattan seat on February 24. Current Regents members will vote amongst themselves at their March 21-22 meeting for the appointments of the next chancellor and vice chancellor, and the new members will begin their five-year terms on April 1, 2016.

For more information regarding the discussions and actions of the state Board of Regents, contact James Viola, director of government relations, at JViola@saanys.org.
believes the best professional decision he made in his 23 years at all levels through engaged political advocacy. Cardwell has served as the chair of the policy and governance committee. She is passionate about advocacy and has visited legislators annually on Capital Hill since 2008. Her mission is to support and grow leadership, professional development, and school improvement efforts, and to expand NASSP membership.

Eric S. Cardwell
Candidate for NAESP Vice President

Eric Cardwell is currently principal of Bessemer Elementary School in Alpena, Michigan. A passionate believer in education, he is an advocate of the professional development model and the importance of political advocacy. Cardwell believes the best professional decision he made in his 23 year career was to join MEMSPA and NAESP—serving as president of the former and zone 6 director of the latter. These professional organizations have provided a hand of best practices and peer resources, touching countless lives by cultivating instructional leadership.

Dave N. Wick
Candidate for NAESP Vice President

Dave Wick serves as principal of Columbiana Falls Junior High School in Columbiana Falls, Montana. Wick has been a member of the Montana Association of Elementary and Middle School Principals and NAESP for the past 21 years. He believes that these professional associations have been key to any successes his school has experienced during his time as a building leader. The relationships and mentoring received from fellow principals have enriched his professional and personal life beyond measure. Wick maintains that education is not a job, not a profession, but a mission. He has advocated at the state and federal level for funding to provide for the myriad opportunities needed for his students to succeed, and for policies that do not rely on a test score to judge students and schools, but instead reasonably set high expectations and provide critical assistance to help schools succeed. Wick believes that professional organizations need to listen and respond to their members. The members are the association, and the positive vision for the future of the principalship should be a direct reflection of the principals in the field.

Top Youth Volunteers in Each State Selected in 21st Annual Prudential Spirit of Community Awards

102 student volunteers earn $1,000 awards, silver medals, and a trip to the nation’s capital.

Some helped the homeless. Others created programs and opportunities for people with disabilities. Many collected books to ensure that all kids can develop a love of reading. Those are just some of the stories of the 102 youth volunteers – two from each state and the District of Columbia – who were named state honorees by the Prudential Spirit of Community Awards, a nationwide program honoring students in grades 5-12 for outstanding volunteer service. The awards program, now in its 21st year, is conducted by Prudential Financial in partnership with the National Association of Secondary School Principals (NAESP).

Each of the 102 state honorees will receive $1,000, an engraved silver medallion, and an all-expense-paid trip in early May to Washington, D.C. for four days of national recognition events. During the trip, 10 of them will be named America’s top youth volunteers of 2016.

In addition to the state honorees, the program’s judges recognized 234 students nationwide as distinguished finalists for their impressive community service activities. Each will receive an engraved bronze medallion. More than 500 other applicants were awarded Certificates of Excellence for their volunteer work.

Many of this year’s state honorees and distinguished finalists were recognized for comforting sick kids through measures that ranged from raising money to start a music therapy program for premature infants to providing gaming consoles to children’s hospitals. Several led efforts to combat bullying, support students in crisis, and raise awareness about suicide. A number of these top youth volunteers worked to ensure that their food-insecure peers didn’t have to eat outside of school, and many more raised money for research into cancer, diabetes, and other illnesses.

SANYS Government Relations Committee Engages State Education Leaders

Succeeds Act (ESSA). The law is expected to be rolled out over a two-year period, with 2016-17 depicted as a “soft start” that will be very similar to 2015-16. For example, the consolidated application is expected to contain fewer or no changes compared to the template used for the current year. The commissioner described her intentions to develop the next state accountability plan by engaging appropriate stakeholders in a thoughtful manner saying, “Doing something fast doesn’t get you where you want to be.”

In regard to student testing, the commissioner pointed out that the 95 percent participation requirement remains in place under ESSA and must be addressed in the state’s accountability plan. In an effort to drive down the incidence of students opting out, the following actions will be taken during this school year for the state assessments in grades 3 to 8:

- The State Education Department has entered into a contract with a new vendor, Questar Assessment, Inc.

- The Pearson test items will be reviewed by educators to ensure their appropriateness.

- The tests will include fewer questions and will be shorter.

- Students will be permitted to continue to work on the tests as long as they are productive.

- Up to 60 percent of test items will be released.

The commissioner also indicated her intention to apply to become one of seven states to be approved by the US Department of Education to participate in innovative student evaluation procedures, such as project based assessment and portfolios. SANYS indicated that this will be included as an agenda item when meeting with members of New York State’s federal delegation in Washington D.C. on March 15.

Imagine Learning: Providing English, Spanish, and Math Fact Fluency Instruction for Young Students

Imagine Learning is a language and literacy software program for struggling students in grades pre-K-6. Imagine Learn- ing provides differentiation instruction in the five essential components of reading: phonics, phone- mic awareness, vocabulary, reading fluency, and reading comprehension. The program includes thousands of engaging, multimodal activities that use texts, videos, animations, recordings, and games to teach literacy skills and concepts.

Imagine Learning employs ongoing assessment, explicit instruction, modeling practice, scaffolding, and differentiated pathways. Curriculum is automatically aligned to state standards, ensuring students are provided with the appropriately challenging content they need for measurable growth. Imagine Learning also provides first-language support and second languages for students learning English as a second language.

Imagine Learning, Inc., also offers a software program called Imagine Learning Español for students in grades pre-K-1 who need Spanish language and literacy instruction. The program provides direct instruction in authentic, personal- ized practice, and uses a neutral instructional approach. Imagine Learning Español takes a balanced approach to literacy in Spanish and is applied with correct modeling and sufficient practice.

To address students’ need for effective math instruction, Imagine Learning, Inc., recently acquired Big Brainz, a standards-aligned math software program that caters to elementary grades. It focuses on core fact fluency by ensuring students develop automatic recall of single-digit addition and subtraction facts by the end of second grade, automatic multiplication and division facts by the end of third grade. This automated practice provides extra working memory so that students can focus on learning higher order math concepts.

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