

# News & Notes

VOL. XLV No. 3 • MARCH 2016

## 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
- Senator John Flanagan, Senate Majority Leader
- Assembly Member Joseph Morelle, Assembly Majority Leader
- Senator Carl Marcellino, Chairperson of Senate Education Committee
- Assembly Member Catherine Nolan, Chairperson of Assembly Education Committee

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 implementation of the Foundation Aid Formula. In fact, the governor's proposal would result in a state aid decrease for many school districts, which will be exacerbated by a .012 percent tax cap (in some school districts the tax cap will be zero (0 percent)). School administrators told their stories as to how the governor's proposal would impact their respective schools and districts. In many of

*continued on page 3*



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

**SAANYS Welcomes New Units:**  
– REGION 6 –  
**Fonda-Fultonville Administrators Association**  
– REGION 11 –  
**Red Creek CSD Administrators Association**

## 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

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## 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](mailto:kbronson@saanys.org).

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



## 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 non-existent. 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 the 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 may be 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

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## Executive Viewpoint

**Kevin S. Casey, Executive Director**

### 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 with seemingly 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 recent 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 educators such as teachers and administrators, have been drowned out by proponents of charter schools, test and rank policies, and for-profit 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 parents 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 given 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 implementing regulations. SED 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 yourself, your building, your district. If enough public educators do so, they will be bigger and more influential than the education-enamored hedge fund managers, which in my opinion, is how it should be. ■

## Partners Not Vendors

Sponsor Opinion piece by Scott B. Crowder, CEO, Educational Vistas, Inc.

It is interesting to see the evolution of public/private partnerships and the relationship between schools and technology companies in general over time. When computers and application software were first introduced into public education, word processing, spreadsheets, and databases were the focus of the day. Oh sure, you could add in paint, early games, and typing tutor to round out the offerings. Districts bought

their hardware from one vendor and software from many different sources as necessary, much like the way they had purchased books for years.

As the technology improved and became less costly, the machines were moved from offices, labs, and libraries into classrooms. Specific programs to manage H.R., student information, accounting, bus routing, AIS/IEPs, etc. pushed

districts to integrate "computer technology" into the fabric of day-to-day teaching, learning, and assessment. The number of critical – major– individual software management systems grew to the point where most public school districts currently maintain between seven and ten of these giants. Each one requiring varying degrees of support, updates, and on-going maintenance to function properly. This has caused an explosion in perpetual hardware replacement costs and a dramatic increase in the number of technicians a district must employ or contract for.

Add to this challenge the number of reports, data file uploads, and extracts that schools must provide to the state and federal government, and you begin to see that critical mass has been reached. The final straw is/was when administrators realized that required data elements needed to be combined across systems to meet these mandates. Never mind that the data must be verified/validated, converted to specific codes, and lastly saved into a particular file structure/format to complete the process.

This brings me to the present. The majority of recent RFPs that we have responded to now contain

about 40 percent of the requirements that directly ask: how will you gather, integrate, and present the data...and display the information for this project? The districts are beginning/continuing to turn from vendors selling products in boxes to partners solving problems that demand thinking outside the box! This shift is mandatory for any enterprise seeking efficiency, data-driven decision making, and dashboards (analytics) for all stakeholders throughout the school community. ■

## News & Notes

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# CAPITAL UPDATE

## SAANYS Government Relations Committee Engages State Education Leaders

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the meetings, discussions extended to the need for categorical 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 Struggling Schools that received targeted state aid allocations in mid-January 2016, rather than in July 2015; and furthermore recommended \$75 million for allocation to Struggling Schools in order to avoid adverse impact upon other schools. In fact, it was pointed out that the 17 districts in which these Struggling and 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 recommended that these schools be allowed at least five years within which to post demonstrable improvement.

Third, in regard to prekindergarten programs, GRC members 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 Prekindergarten 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 premature 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:

LABOR FORCE REGION	% OF FOUR-YEAR OLD CHILDREN SERVED
New York City.....	82.50
Western New York.....	66.83
Southern Tier.....	55.55
Mohawk Valley.....	55.16
Central New York.....	54.37
Finger Lakes.....	51.21
North Country.....	47.82
Hudson Valley.....	36.56
Capital District.....	35.77
Long Island.....	30.38
New York State.....	60.18

The last item discussed at these meetings was the annual professional performance review (APPR) system. It had come to the attention of SAANYS that some members 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 state evaluation system. It was recommended that appropriate entities, such as SAANYS, continue to be engaged to determine what works and what does not work so that thoughtful and necessary revisions of statute and regulation may be implemented, including provisions related to state-developed growth scores, the student performance-educator observation matrix, and the independent observer requirements.

The meeting with Commissioner MaryEllen Elia and members of her leadership team provided the opportunity to again discuss SED's actions and roles in connection with the Struggling Schools and APPR systems. In addition, GRC members discussed the requirements and opportunities associated with the recently enacted Every Student

## Overview of the February Board of Regents Meeting

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holder does not wish to practice in New York State, the certificate holder must notify the department.

Holders of Professional Certificates in the Classroom Teaching and Educational Leadership Service and Teaching Assistant Level III certificate holders will also be required to certify, upon the commencement of their second registration, that they have completed 100 hours of Continuing Teacher and Leader Education (CTLE). In fulfilling the CTLE requirement, programs must be taken from providers approved by SED. SED currently contemplates 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 associations, including SAANYS, regarding regulatory content. It is planned that points of agreement and disagreement across education associations will be presented to the Board of Regents at their March meeting, and that proposed 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 percent of feedback supportive in nature, and 29 percent 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 prekindergarten through high school. In planning for the implementation of revisions, the roll-out 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. Committees will be organized by grade band to make recommendations for revisions. Interested educators may apply for committee membership on-line at <http://www.nysesd.gov/aimhighne> and will also need to provide a resume and letter of recommendation.
- **July – October 2016 – Public comment in regard to the recommendations from the Standards Review**  
Committees will be collected from stakeholder groups and by survey.
- **October – November 2016 – Final Standards Revisions**  
to be recommended to the Board of Regents will be identified at meetings of the Standards Review Committees and the Content Advisory Panels, based on stakeholder and survey input.

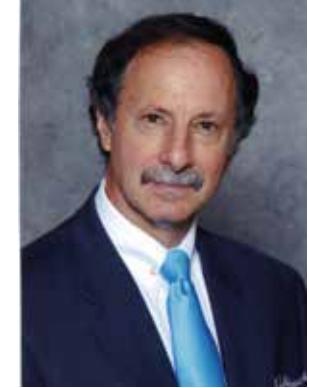
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## Plainview-Old Bethpage Director Inducted Into NYSCATE Hall of Fame



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. ■

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

## 2015 CALENDAR



Music in Our Schools Month

Women's History Month

Mar 7-13 National School Breakfast Week

Mar 8 International Women's Day

Mar 10 Anniversary of Harriet Tubman's Death

Mar 11 Johnny Appleseed Day

Mar 13 Daylight Savings Time

Mar 17 St. Patrick's Day

Mar 27 Easter



National Poetry Month

Apr 1 April Fool's Day

Apr 2 International Children's Book Day

Apr 7 World Health Day

Apr 10-16 National Library Week

Apr 17-23 National Student Leadership Week

Apr 18-22 Public School Volunteer Week

Apr 18 Anniversary of Paul Revere's Ride

Apr 22-23 First Days of Passover

Apr 22 Earth Day

Apr 27 Administrative Professionals Day

Apr 28 Take Our Daughters and Sons to Work Day

Apr 29 National Arbor Day

# SAANYS Professional Development Update



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

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 fiefdoms. 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 NYASCD, 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 NYSCTATE (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 (APPR 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 proposals that promise workshops devoted to ideas and strategies that this time of rapid change demands – check it out on the website and consider submitting a proposal this year! ■



Please add [info@saanys.org](mailto: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' Magellan Foundation is an approved NYSED provider for this 6-hour workshop to fulfill harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act).

## 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 SED 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.

DISTRICTS OR REGIONS INTERESTED IN HOSTING THIS DASA WORKSHOP  
IN THEIR SCHOOL OR DISTRICT MAY CONTACT  
[kbronson@saanys.org](mailto:kbronson@saanys.org) for information regarding costs and desired dates.



### Workshop Facilitator:

Dr. Michael Johnson has over 30 years of public school experience including serving as an administrator at the elementary, middle, and high school levels.

Dr. Johnson is a NYSED approved DASA trainer.



Google for Education



Wednesday, March 16, 2016  
Minisink High School  
2320 Route 6  
Slate Hill, NY 109409

### agenda

- 8:00 Registration
- 8:30 Kick Off
- 8:45 - 9:45 Session A
- 9:50 - 10:50 Session B
- 10:50 - 11:05 Networking Break
- 11:05 - 12:05 Session C
- 12:05 - 1:05 Lunch
- 1:10 - 2:10 Session D
- 2:15 - 2:45 App Smackdown
- 2:45 - 3:00 Closing and Prizes

### cost

\$99 without Chromecast  
\$125 with a Chromecast

### app smackdown

Share your favorite web tool or app. Your presentation will only be 2 minutes long with 1-2 images as your presentation. Please fill out the short form below to participate all entries will be added to the App Smackdown presentation during lunch. Each entry will be provided an additional raffle ticket for prizes. We have limited presentation spots available so fill this out soon!

Anyone can sign-up to present at the App Smackdown.  
<http://goo.gl/forms/04DKK3R3hM>

### would you like to learn about:

- 01 Google Cardboard
- 02 Advanced Google Searches
- 03 Google Sites
- 04 All About Google Classroom
- 05 Basics of Google Drive
- 06 YouTube
- 07 Admin Console
- 08 How to apply Google Apps to your classroom

Then this is where you need to be!

Registration: [www.nysctate.org](http://www.nysctate.org)

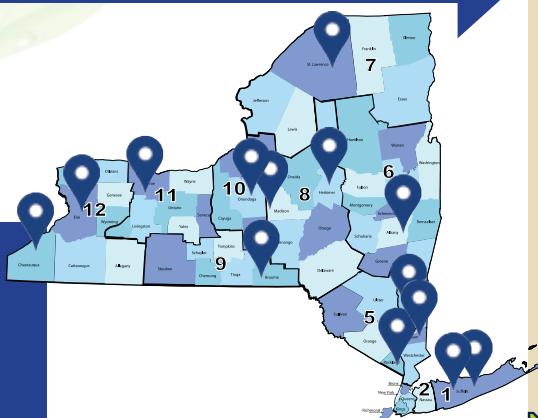
“Children must be taught how to think, not what to think.”  
—Margaret Meade

## Local Practitioners Sharing Local Best Practices



# Locally GROWn PD

MARCH 2016 | 4:30 PM-6:30 PM



### Western/Southern Tier

How Data Driven Instruction Can Rejuvenate Teachers: See It to Believe It!  
MARCH 9 | ERIE 1 BOCES

Blended Learning Jump Start Workshop  
MARCH 10 | BROOME/TIoga BOCES

Faculty Meetings:  
From Dissemination to Engagement  
MARCH 15 | TONAWANDA CSD

Register Online – only \$10!  
[saanys.org/events](http://saanys.org/events)

### Eastern/Central/Capital

An Innovative Model to Build Teacher Leaders  
MARCH 3 | LIVERPOOL CSD

Revitalizing Collaborative Data Teams  
MARCH 3 | WHITESBORO CSD

Innovative Approaches to ELL Instruction  
MARCH 30 | SAANYS HEADQUARTERS, Latham

From Administrator to Connected Lead Learner  
MARCH 31 | WSHWE BOCES, Saratoga Springs

From Administrator to Connected Lead Learner  
MARCH 31 | SLL BOCES, Canton

### Downstate/Long Island

Making Teacher Evaluations More Efficient  
MARCH 2 | MILLBROOK CSD

Connected Leadership: Using 21st Century Tools to Communicate, Collaborate, and Inspire  
MARCH 3 | JERICHO CSD

Unclog the RTI Process to Meet the Needs of ALL Students  
MARCH 8 | POUGHKEEPSIE CSD

Bringing Collaborative Leadership to Life In Your School  
MARCH 9 | ARLINGTON CSD

Cultivating Teachers' Professional Growth with the EdCamp Model  
MARCH 10 | CARMEL CSD

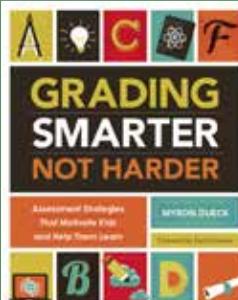
Disruptive Innovation: Connected Learning That Works!  
MARCH 15 | FARMINGDALE CSD

Just Breathe: Mindfulness for School Leaders  
MARCH 31 | WESTERN SUFFOLK BOCES



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

*Go to [www.highered.nysed.gov/tcert/faqpd.htm](http://www.highered.nysed.gov/tcert/faqpd.htm) for complete information on requirements.*



## 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.

\*\*Varies by location.



### MULTIPLE LOCATIONS!

More information and registration at [saanys.org/events](http://saanys.org/events).

- Capital Region BOCES
- Erie 2 BOCES
- Putnam Northern Westchester BOCES
- Western Suffolk BOCES
- West Genesee School District

### 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 William, and others.

- Capital Region BOCES
- Erie-Catt Teacher Center
- Putnam Northern Westchester BOCES
- Syracuse Teacher Center

\*Underwritten by LIFT NY (SAANYS, Magellan Foundation, and NYSFSA). Course designed by the New York State Teacher Center Network.

### 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 NYSFSA).

### Follow Up In District Support

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

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



This program may now be covered under BOCES CoSer!

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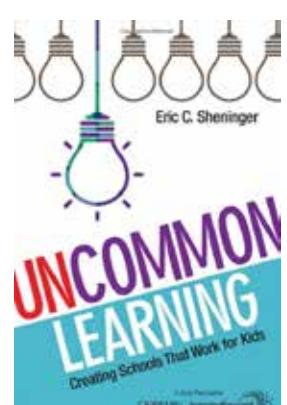
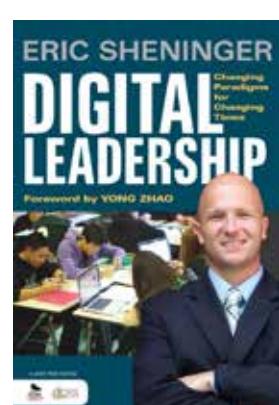


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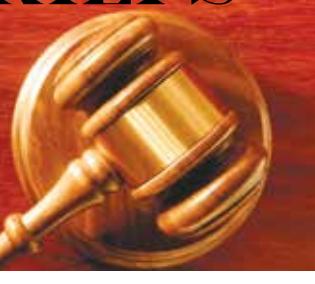
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# LEGAL BRIEFS

A Message From  
Wendy DeForge,  
SAANYS Counsel  
WDeForge@saanys.org



## The Dangers of the Social Network

continued from page 1

social networks on company time, it can be easy to forget that someone at work may see this 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 get 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 behave in that manner in private if you wish, however, being discreet and avoiding posting such activities on social media will prevent a whole host of problems down the line.

Another concern is the controversy with Face-

book and their sharing your private information with third party companies. This is why you are shown a privacy statement when you install an application. The providers of these applications are third party companies 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 mind 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 even flippant comments could compromise hiring status.

The *Washington Post* recently 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, or jokes posted as a profiles status – could all be things that could and do prevent job-seekers from being hired.

There are documented cases that take this even beyond looking for a job, to being fired from a job 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 "drunken pirate." She was fired for promoting underage 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 of formal discipline if it (1) directly affects the performance of professional duties, or (2)

without contribution by school officials, becomes the subject of such public notoriety that the educator cannot discharge his or her duties. If you are tenured, you have certain

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.

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 unlucky, unsuspecting applicant who did not consider taking down a similar photo of herself out with friends. It may be a harmless, fun photo to the social media user, but to an employer it could be grounds for being scratched off the list of potential hires, 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, 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 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

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During normal business hours, call 518-782-0600 to speak with a SAANYS attorney.

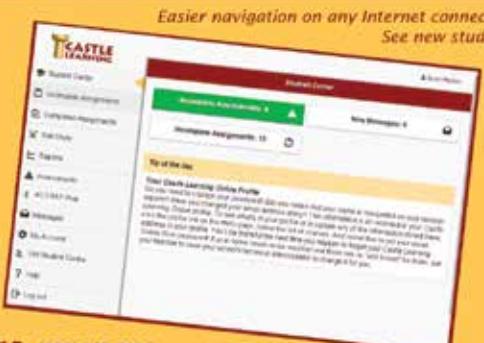
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<sup>1</sup> LIMRA, Not-for-Profit Survey, based on total participants for three consecutive years (2012-2014) and contributions for two consecutive years (2013-2014).

<sup>2</sup> AXA's online survey, Motivating K-12 Teachers and Staff to Make the Most of their 403(b) Plan, was conducted in August 2014 with 735 clients.

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## 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.

### Monticello Administrators and Supervisors Association, Region 5

The Monticello Administrators Association was represented at the bargaining table by members Sandra Johnson Fields, Patti Sonnenschein, and Jason Doyle. SAANYS General Counsel Art Scheuermann and Labor Relations Specialist Mike Dawkins assisted them. One of the primary concerns for the union was equalization of starting salaries as there was a wide disparity in salaries within the same title. As a result, the unit successfully negotiated minimum starting salaries for all titles. Any member who has a salary below the minimum starting salary in a particular title received an equity adjustment to ensure they maintained higher salaries than newly hired members. In addition, every unit member received an annual 2.2 percent salary increase retroactive to July 1, 2015. Members also received an additional holiday, either Christmas Eve day or New Year's Eve day. Members now will be allowed to roll unused personal days into sick leave. The only give back was to equalize employee contributions toward health insurance premiums at 11 percent; the unit had different health insurance premium contribution rates depending on year of hire.

### Salmon River Central School Administrator and Supervisors Association, Region 7

The Salmon River Central School Administrator and Supervisors Association was represented at the bargaining table by members Kevin Walbridge, Sharlee Thomas, and Angela Robert. They were assisted in negotiations by SAANYS General Counsel Art Scheuermann and Labor Relations Specialist Kevin Mulligan. The district requested to change the health insurance plan to a Blue Cross/Blue Shield PPO plan. The unit agreed to change to the PPO plan and contribute an additional 1 percent toward the cost of health insurance on July 1, 2016.

In exchange, the negotiating team negotiated a higher compensation package by using the breakage (cost savings from being from an indemnity to a PPO insurance product) to fund raises. The unit negotiated a \$2,000 equitable adjustment for two members and increased the 10-year and 20-year longevity payments by \$500 each retroactive for all members. Finally, each member will receive annual increases of \$2,800 for the 2014-15 school year, \$2,950 for the 2015-16 school year, and \$3,100 for the 2016-17 school year. ■



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## 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 instructionally; 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 Bendit 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. Mr. Bendit (representing the 1st Judicial District, including Manhattan) now joins Chancellor Merryl Tisch (an At Large member) and Vice Chancellor Anthony Bottar (representing the 5th Judicial District including Herkimer, Jefferson, Lewis, Oneida, Onondaga, and Oswego counties). The New York State Assembly is completing interviews of more than 50 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](mailto:JViola@saanys.org). ■



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

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# Get to Know Your NASSP and NAEPS National Candidates



Dr. Christine Handy  
Candidate for NASSP President Elect



Christine Handy is presently the principal of Gaithersburg High School in Montgomery County, Maryland. In addition to Handy's seventeen years of experience as a high school principal, she has also served as a voice for secondary school principals at the state and national levels since 2003. These roles have included those of secretary, president-elect, president, and state coordinator of the Maryland Association of Secondary School Principals. In 2006 Handy was recognized as the Maryland High School Principal of the Year and she is currently on the board of directors for the NASSP and serves 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 our great leaders through advocacy, 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 Besser Elementary School in Alpena, Michigan. A passionate believer in education, he would utilize a multi-faceted approach to move NAESP forward by focusing on several key issues relevant to the profession. Those include focusing on student poverty, reforming the mental health infrastructure, promoting membership, increasing minority representation within NAESP, and to promote change at all levels through engaged 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 host 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 Columbia Falls Junior High School in Columbia 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 principship 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 \$1000 awards, silver medallions, 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

## SAANYS Government Relations Committee Engages State Education Leaders

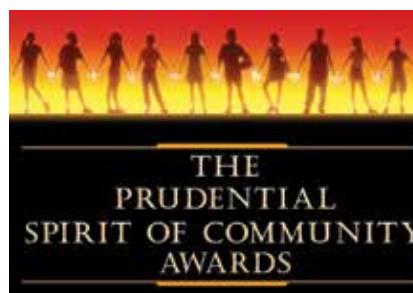
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Succeeds Act (ESSA). The law is expected to be rolled-out over a two-year period, with 2016-17 depicted as a "soft start" that will be very similar to 2015-16. For example, the consolidated application is expected to contain few or no changes compared 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 implement innovative student evaluation procedures, such as project based assessment and portfolios. SAANYS 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. ■



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 (NASSP).

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 had enough to eat outside of school, and many more raised money for research into cancer, diabetes, and other illnesses.

Scan the QR code to view the list of honorees and read the full press release. ■



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Imagine Learning employs ongoing assessment, explicit instruction, modeling, practice, scaffolding, and differentiated pathways. Curriculum is automatically adjusted to ensure students are provided with the appropriately challenging content they need for measurable growth. Imagine Learning also provides first-language support in fifteen 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, contextualized practice, and uses a neutral instructional accent. 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 achieve automatic recall of single-digit addition and subtraction facts by the end of second grade and multiplication and division facts by the end of third grade. This automaticity frees up working memory so that students can focus on learning higher order math concepts.

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