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Arlington CSD Principal Inducted as SAANYS President



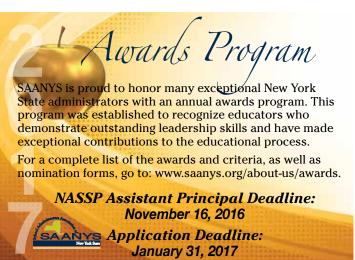
We are happy to announce that Dr. Paul Fanuele, executive principal of Arlington High School in the Arlington Central School District, was inducted as president of the School Administrators Association of New York State at the SAANYS Annual Conference in Lake George on October 24. Fanuele succeeds John McKenna, principal of Fletcher Elementary School in the Tonawanda

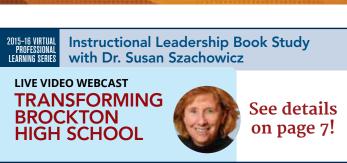
Central School District. Fanuele, a long time member of SAANYS, will serve as SAANYS' president for 2016-17 until next October.

Congratulations to SAANYS new president, Dr. Paul Fanuele!

Fanuele has over 20 years of experience in education serving as a coach, teacher, assistant principal, house principal, principal, and executive principal. Fanuele has served in both a large school setting

(3400 students) and a small school setting (600 students). Leadership and learning have been his passion. He has presented at state and national conferences and written articles on *The Importance of a Growth Mindset, Collaborative Leadership that Multiplies Learning, Strategies for Personal and Professional Success*, and *The Calm (Un) Focused Leader*. In February 2016, Fanuele successfully defended his dissertation entitled, *Addressing New Challenges: A Framework for Educational Leadership*. He says all of his roles have been rewarding including, most importantly, being a husband and father of two. ■

















King standards and assessments with New York's school ninistrators at #SAARYS18 annual Fall conference — MEE









Dr. Chris Balley



SAANYS conference Flyricherts fraunys to 31 to 25 54

SAANYS Welcomes New Units:

- REGION 5 -

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- REGION 6 -

East Greenbush Operations & Technical Supervisory Association

LEGAL BRIEFS

SAANYS Enforces an Employee's Rights

Recently, a probationary administrator's claims were enforced in an arbitration award against a district. A Long Island administrator was hired under a collective bargaining agreement (CBA) that required specific steps to be taken when evaluating probationary employees. The district chose to ignore these steps. This resulted in a grievance arbitration litigated by **SAANYS General Counsel** Arthur Scheuermann.

In New York it is extremely rare for probationary administrators to successfully challenge a denial of tenure. The last successful challenge to the denial of tenure happened in February 2016 in Glen Cove Educational Administrators Association v. Glen Cove City School District, in Nassau County Supreme Court. Previously, the last incidence of a successful challenge was in 2003.

In this case, SAANYS grieved the district's termination decision because the district had failed to follow the CBA evaluation procedure. The CBA required the evaluation of administrators to follow the following procedures: (1) to jointly develop goals by October 15; (2) to provide continuous formative evaluation and feedback throughout the school year in the form of one-on-one evaluation meetings; (3) to document by written memo any serious performance issues that could result in a negative evaluation; (4) to issue a final evaluation on or about June 30th: and (5) to notify an administrator if they would not be receiving tenure no later than April 1 of the year of tenure or four months prior to the effective date of the tenure if the tenure date is other than July 1st (April 11 in this member's case).

For the first year in the district, 2012-2013, none of the administrators'

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Executive Viewpoint

Kevin S. Casey, Executive Director

A Unique Time

We have just concluded a successful, well-attended conference at the beautiful Sagamore Resort on Lake George. It included substantive presentations by SAANYS members, an EdCamp run by SAANYS members, professional presentations, along with representatives of the legislature and SED participating in portions of the conference. There were both learning and networking times, and it reminded me of why people belong to a professional association.

An association is defined as an organization of people with a common

purpose. The mission of SAANYS is to provide direction, service and support to our membership in their efforts to improve the quality of education and leadership in New York State schools. By happenstance, we are currently presented with a uniquely broad opportunity to influence the quality of education and leadership in New York State schools. To what extent will we take advantage of it?

Commissioner Elia addressed conference attendees and outlined the variety of opportunities currently underway for educators to provide input. Draft ELA and math standards are currently online and available for review and comment. Assessments tied to the new standards are being created with educator input, and Questar Assessment, Inc. (the vendor charged with creating new 3-8 assessments) is soliciting educators to participate in item writing workshops around the state. SAANYS has electronically distributed Questar's solicitation for those educators that might be interested in participating.

Pursuant to direction from SED, each BOCES is conducting stakeholder meetings to receive input on what should constitute the ESSA state plan (e.g., what do you do with schools that do not reach a 95 percent student participation rate in state tests?; Title II set aside for principal professional development...). Further, public hearings on the draft ESSA state plan are currently anticipated.

There is also an ongoing Principal Preparation Project which includes SAANYS members, a TeachNY initiative designed to address an impending teacher shortage, and the promise of a new Board of Regents proposed evaluation system, to be developed after standards and assessments revisions, that will be developed with input from teachers and principals.

There is clearly a lot going on, and I urge you to participate to the extent you are able. I urge you to resist being dissatisfied with a standard, assessment item...because it may be constructed in a manner different than you would construct it, as long as the process that led to its creation is a fair and inclusive one. There are far too many welleducated and experienced educators with widely varying opinions to expect that there will be complete agreement on all standards and items.

I think policy development is often seen as remote, especially when there are issues surrounding your primary professional responsibilities that require immediate attention. Your voice however is like a vote. One among many, but equally weighted. Circumstances have led us to this unique point in time where much that forms the foundation of our education system is subject to analysis and change at the same time. I believe it's unique, and hope that if you agree with that premise, you will not pass on your opportunity to influence events. Let's exercise our common purpose. ■

The Hiatus Challenge

Sponsor Opinion Piece by Dr. Bruce H. Crowder, Educational Vistas, Inc.

As we advance well into a new school year, the challenge of improving student results lingers. Such a challenge is tied to new standards and assessments. While schools are in the midst of a hiatus from an unreasonable accountability law, the end of the hiatus should result in valuable change. Let's take a look at what such a change might possibly encompass.

Based on student scores on the NYS reading and math tests since 2014, the needle has barely moved, even with NYS teachers vetting the content and test items. So, to coin a phrase: If I continue doing what I am doing today, I should not be surprised to get the same results I got yesterday. The focus on deeper understanding in reading and math calls for new curricula. In the matter of reading, a basal from yesterday will not suffice today. The inclusion of content knowledge along with skills and process sets up enhanced expectations in reading. Text complexity within math problems creates a similar challenge.

The move to generate new curricula must first examine its definition. A new definition should state that curriculum is teaching, learning, and assessment within an integrated web. The point to be made is that assessment rests squarely in the web with teaching and learning. To move the needle toward improvement requires the omnipresence of student performance opportunities, whether measured or guided. Too much of today's curricula is skill and process bound. However, the challenge of knowing how to prepare performance opportunities within a curriculum needs to be supported with the time to do so.

This takes us to another area which may be a gift in the long run. The 2017 NYS testing in reading and math will be untimed, as it was last year. And, while this decision may not hold for the period beyond the hiatus, it may bring about a more reasonable time allotment for future testing. Here's the nature of the gift. Prepare your students

in knowing how to use this time to read, reread, think, rethink, do, and redo. When Commissioner Elia was asked why the addition in time, she replied, "I want to know what the students can really do."

Dr. Bruce H. Crowder, former New York State assistant commissioner for school improvement, is a senior researcher at EdVistas and is currently writing a text titled, "Curriculum Theory for New Standards, Assessments, and Practices."

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.

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

News Notes

School Administrators Association of New York State

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Action Alert - Convince Congress to Support Title IV in ESSA

On October 20, the Department of Education (ED) released its new non-binding guidance on Title IV in the Every Student Succeeds Act (ESSA). Title IV creates a new block grant that provides a unique opportunity for school leaders to try and acquire more funding for their school. This grant is meant to be flexible so that schools can spend the dollars where they need it most, as long as that usage falls into one of these areas:

1. Helping provide students with a well-rounded education. This can be done through the promotion of STEM, college career counseling, music or arts classes, and a variety of other ways.

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Payments can cover:

- Housing
- Healthcare
- Food
- Other essentials



Payments can cover:

- Travel
- Gifts
- Entertainment
- Other non-essentials

Changing jobs? Take your retirement plan with you.

These days, it's not uncommon for educators to change jobs, schools, or even school districts to find a better position. One of the nice things about a 403(b) plan is that it belongs to you. That means you should be able

continued on page 8

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- 2. Supporting a safe and healthy school environment. For example, by providing school mental health services, forming drug and violence prevention programs, and many more.
- 3. Supporting the effective use of technology. This area can be used for the professional development of principals and their staff, as well as a number of other

On October 26, NASSP sent out an Action Alert to its members asking that they contact their congressional representatives to advocate for full funding of Title IV in ESSA. It is more important than ever that members reach out to their representatives. Visit the SAANYS Legislative Action Center at saanys.org to make sure Congress hears your concerns.

Also, feel free to join NASSP and SAANYS in pushing this message on social media as well. The main hashtag being used for this issue is #MoreTitleIV. Below are some sample tweet that can help get you started:

- #MoreTitleIV funding means greater flexibility and more meaningful investments for local school districts! #ESSA
- #MoreTitleIV funding provides schools the ability to give students a more complete, well rounded education.@[Senator or Representative] #ESSA
- Every school would benefit from a fully funded Title IV, A grant, without it districts are forced to choose one program over another. #MoreTitleIV.@[Senator or Representative] #ESSA ■

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Nov 11 Veteran's Day

Nov 12 Elizabeth Cady Stanton's Birthday

Nov 14-18 American Education Week

Nov 16 Education Support Professionals Day

Nov 17 National Parental Involvement Day

Nov 18 Substitute Едисators Day

Nov 19 Gettysburg Аддгезз Aniiversay

Nov 20-26 National Family Week

Nov 24 Thanksgiving

Nov 30 Mark Twain's Birtb∂ay



Dec 1 Beginning of Montgomery Bus Boycott

Dec 1 World AIDS Day

Dec 7 Pearl Harbor Day

Dec 10 Emily Dickinson's Birthday

Dec 10 Human Rights Day

Dec 15 Bill of Rights Day Dec 16 Boston Tea Party

Anniversary Dec 17 Anniversary of the

Wright Brothers' Flight Dec 21 First Day of

Winter

Dec 24-Jan 1 Hanukkab (Festival of Lights)

Dec 25 Christmas

Dec 25 Clara Barton's Birthday

Dec 26-Jan 1 Kwanzaa

Dec 29 Wounded Knee Mazzacre Anniversary

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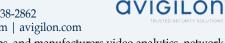
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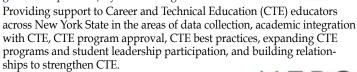
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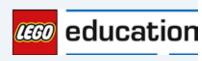
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SAANYS Enforces an Employee's Rights

continued from page 1

contract procedures were followed. The district was involved in a criminal/ State Education Department cheating scandal that precipitated the termination/departure of several district employees, as well as a change in district superintendents. As a result the administrator, an assistant principal, had no choice but to run her school herself for much of the year, as her building principal was one of the implicated employees and had abruptly left the district. That year, she was provided no feedback, no goal setting, and no evaluation for the year.

In the administrator's second year she had a new superintendent and building principal. However, she did not receive

continuous formal feedback, nor did she develop goals with them by October 15. Of note, the administrator was verbally praised by her supervisors and while she did not receive the contractual provisions above, she was told that she was on the tenure track and given an end-of-the-year evaluation that rated her as highly effective. Importantly, this end of the year evaluation noted the administrator's attendance at the school and its events. In addition, that year, her supervisors recommended her for a doctor of education pro-

In the administrator's third year, the tenure year, while she again did not receive continuous documented feedback, or set goals by October 15, she was verbally praised by her supervisors. That February she received a formal recommendation for tenure from her supervisor. She was notified in a

March superintendent's conference that she would be one of the employees to be receiving tenure that year.

However, sometime after March. district politics came into play and certain individuals on the district's board of education and teacher's union decided that they did not want the member. On the eve of the administrator receiving tenure, they removed her name from the board agenda. The administrator was not notified of this fact until April 21, 2015 when she was told by the superintendent that she would not be receiving tenure. This notification was past the contractually mandated April 11, 2015 deadline for telling the member she would not be receiving tenure. The reason for not receiving tenure, as told to the administrator by the superintendent, was ostensibly

that she had not been

attending enough district

events and was tardy. The superintendent further informed the administrator that in order for her to keep her position she would need to sign a JUUL agreement giving her

In New York it is extremely rare for probationary administrators to successfully challenge a denial of tenure.

another probationary year and circumscribing all her rights under the CBA. During the subsequent negotiations over the JUUL, the member was terminated by the board.

In the resulting arbitration, General Counsel Arthur Scheuermann demonstrated to the arbitrator how the administror's contract had not been followed by the sheer lack of evaluative documentation relating to her performance. Tellingly, much of the case centered on what evidence the district lacked, including documentation of evaluations, goal setting, feedback on issues that could result in the denial of tenure, and the timely notification of tenure denial.

The district's sole defense was that they did not do any of these contractually mandated items because there was no need, the administrator was so good at her job that she

needed no evaluations, and the board's denial of tenure was a freak unforeseeable event that did not violate the CBA.

The arbitrator's decision and order came down on the side of the administrator

and her association. The arbitrator found that that the district had violated its contractual responsibilities to the administrator stating that, "the [district's] inaction as well as the board's late denial of tenure resulted in the violations found above." Further, "The district's violations of [the contract] were serious. It deprived the administrator of reasonable notice of her [alleged] shortcomings and an opportunity to improve."



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

The 45th Annual SAANYS Conference at the Sagamore Resort on Lake George on October 23 and 24 was an amazing experience in a picture perfect location! In addition to top notch accommodations and creature comforts at the Sagamore, excellent communications (a revamped program, beautiful app, and even a Tweetbeam) and some new additions to the program were enjoyed and appreciated. With the help of Principal Francis Cocozza of Lake George High School, two students, Liam Larson and Nicholas Rollo, provided background music in the lobby (cool sax and

classical flute) as attendees registered. Instead of a second keynote, we did our first ever conference EdCamp, facilitated by Don Gately, our award winning middle school principal. Even those who had not ever attended an edcamp and were new to the very different 'unconference' format gave it a try and attended home grown workshops that ranged from Twitter 101 to parent engagement and effective feedback. It was fun to do a little informal exit poll and hear such comments as "That was deep! I have never been so engaged in a conversation at a conference!" to "I learned a lot more from talking to my colleagues than I would have at a workshop." We were happy we tapped into the broad and varied expertise of our members to bring to life a new way of learning and collaborating.

Susan Szachowicz had all of the attributes of an effective keynote: heart, humor, and substance. The story of her role in transforming Brockton High School over ten years is a true study in leadership lessons: build your starter team, persist in the face of resistance, focus focus focus, watch the team grow as the results start to come in, make sure changes have deep systemic roots that continue to grow and flourish after you have left the role, and never never lose your sense of humor. As Sue would say, "Simple, but not easy." We are looking forward to an upcoming book study to do a much deeper dive into the specifics of this memorable school success story. Check the ad on this page and the SAANYS website for details!

I had the opportunity to attend all of the fifteen member practitioner workshops and found myself wishing I could stay everywhere I went. From Maker Faire How To, Organizing Space to Change Instruction, Standards Based Grading ... the range of topics and expertise of the presenters and their colleagues was impressive to say the

The BEST way to enjoy some glimpses of the conference is to go to #saanys16 if you are on Twitter, and to this link if you are not:

https://storify.com/mbjhebert/ac-16

These pictures and comments from our attendees over the course of the conference itself tell the story better than anything else! There is already plenty of buzz about next year: October 22 and 23, 2017 at the Otesaga in Cooperstown is going to be even bigger and better (if that's possible) than this year's at the Sagamore, so save the date‼ ■





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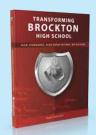
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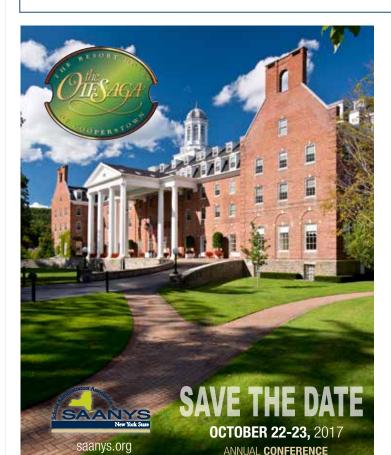


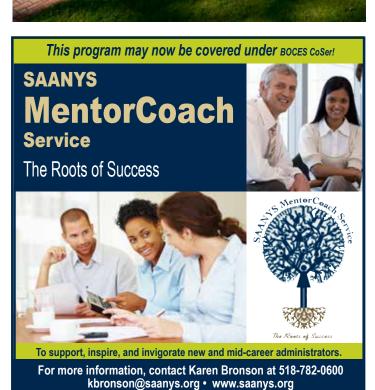




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continued from page 3

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