

## SAANYS Helps Shape Professional Learning in NYS

What is high quality professional learning? Defining a reimagined framework of what professional learning should look like in schools is the task of the NYS Professional Learning Team (PLT), a select group of educators handpicked by the New York State Education Department. Representing SAANYS members on this team is SAANYS Director of Professional Development Karen Bronson, an experienced teacher, principal, and mentor and Dr. Regina Huffman, incoming SAANYS president and chairperson of science in the Sewanhaka School District.

A goal of the PLT focuses on providing resources and tools for school leaders as they go about developing quality professional learning opportunities for their school communities, particularly given the advent of the Next Generation Learning Standards (NGLS) in ELA and math. To that end, a subcommittee on Equitable Access was developed and SAANYS took the lead on the important project of creating an easy to digest resource and communication tool on NGLS for principals to use for faculty meetings and in other professional learning forums. These resources are now available and can be found at [saanys.org/newsroom](http://saanys.org/newsroom). ■

### SAANYS to Hold Statewide Unit President Meetings

Janus, ESSA, school safety, and increasing student needs are just a few issues that are sure to be on the overflowing plate of administrators and bargaining unit leaders this year. SAANYS has scheduled a series of early evening/dinner meetings with unit presidents and a guest to discuss these emerging issues.

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## Congressman Tonko Meets with School Leaders

Congressman Paul Tonko met with principals and other administrators on August 3 at SAANYS headquarters to discuss the educational issues and challenges they face on a daily basis.



Much of the discussion focused on the many facets of the increasing mental health needs of students and the corresponding challenges faced by schools. The difficulties in linking needed community services to students and their families were highlighted. A decreasing number of programs and structural deficits in the delivery systems contribute to this complex web of problems. Of particular concern was the difficulty in maintaining communication with providers over time. As most mental health interventions span a number of years, the types of system linkages that are needed to support consistent communication and services have not yet been developed.

Other discussions on restorative justice, school safety officers, social media, community circles, repurposing school building space for community-based services, ESSA, APPR, and net neutrality were all part of the morning discussions.



Congressman Tonko discussed legislation that he has co-sponsored that is intended to support the challenges discussed. The Mental Health in Schools Act of 2017 (HR 2913) and HR

5899 would support projects relating to school-based comprehensive mental health programs. School districts in his district are fortunate to have a strong legislative leader who remains committed to mental health and education. SAANYS looks forward to our continued work with Congressman Tonko. ■

## Government Relations Wrap-Up and Look Ahead

A Report from Cindy Gallagher, SAANYS Director of Government Relations

The juxtaposition between the ending of summer and the anticipation of fall is a bit disorienting. It's like walking into a large grocery store and the temperature is still 92 degrees, but you're hit with a very strong cinnamon smell as you pass a shelf with straw brooms and ceramic pumpkins on it. The June-September government relations work is also a bit disorienting. We are still in a cycle of watching and waiting for bills passed by both houses in the spring to reach the governor (or not) and also anticipating issues that will be at the forefront as the new school year begins. The following is a brief summary of legislation at the end of the session and a look forward to fall agendas at SED.

### Summary of Legislative Session

The 2018 legislative session came to a close with both houses taking a pass on major issues such as teacher/principal evaluations and speed cameras in NYC. The return of Republican legislator Thomas Croci to active duty (creating a 31-31 split in the Senate between Republicans and Democrats), the breakup of the former Independent Democratic Conference, and the impending November elections contributed to this relatively mild ending. Nonetheless, SAANYS was active during the session advocating on behalf of our members. The following summary provides an overview of the legislative bills on which SAANYS was either actively involved or tracking.

### Legislation Supported by SAANYS

S. 6090-A/A. 8108-A

The bill would provide school administrators, transitioning to a new

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*more details on page 5*





Executive Viewpoint  
Kevin S. Casey, Executive Director

Welcome Back

Welcome back. I know that most of you didn’t actually go away, except for perhaps a week or two vacation, but the return of students and staff creates the feeling of a fresh start.

It has been just over six months since the school shooting in Parkland, Florida, and its profile in public discourse has begun to fade. In my opinion there has been a lack of a meaningful response, which is truly disappointing. There has been some money

allocated for improved school safety, but in the larger scheme of things it does not amount to much, and it does not make any change to the basic construct of our current gun laws. Instead, our secretary of education is considering allowing states to access Student Support and Academic Enrichment grant money to train and arm school personnel. Both Chancellor Rosa and Commissioner Elia have (appropriately in my opinion) spoken out against this idea. Nevertheless, I expect the United States

will continue to lead the world in gun violence by a large margin.

In June the United States Supreme Court (USSC), by a 5-4 vote, overturned 40 years of settled law and ruled agency fees unconstitutional. The USSC overturned a 1977 Supreme Court case that was decided with a 9-0 vote, and now allows “free-riders.” The plaintiff in the June case, Mark Janus, had his legal fees paid by conservative anti-union organizations. Starting the very day of the decision in favor of Janus, teachers around the country, including in New York, started to receive emails from the Michigan based Mackinac Center “educating” them on how to opt out of their unions. The Mackinac Center is funded in part by the DeVos Foundation. I often wonder why many of those who have

so much spend so much time, money, and effort attacking institutions which historically have raised the living standards of the institutions’ members. Aren’t there more positive causes for their energetic efforts?

With a new school year comes a new focus. Back to far more traditional concerns such as student achievement, new standards, and the development of ESSA state regulations that will operationalize a school accountability system consistent with the ESSA state plan. Also on the horizon is yet another iteration of an APPR system. These are issues that are important, and welcome compared to school shootings and anti-union attacks.

With a focus on educational issues, SAANYS will conduct its Annual Conference on October

14-15 in Lake Placid, NY and I hope you will consider attending. I do not suggest one should become desensitized to the horrors of school shootings, or not remain aware of forces acting against your interests, but students and parents alike need educators to educate, despite what is going on around them.

There will always be challenges and there will always be students who need your efforts. We all need a break once in a while, but after the break it’s time to roll up the sleeves and together face head-on the professional challenges that confront us. You do important work and positively impact many. Welcome back, as we are all better off for it. ■

School Benefits in Implementing Academic, Social, and Emotional Learning (ASEL)

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

It is not surprising that NYSED is issuing voluntary Social and Emotional Development and Learning (SEDL) Guidelines to give school communities support in addressing child and adolescent development. There is much for schools to gain when school environments are calmer and safer for both teaching and learning. Here is where education addresses teaching the “whole child.” While taxonomies have existed

for years, the only one to receive serious regard has been the cognitive. Now, it is time to integrate the cognitive with the affective.

“Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and

adapting to the complex demands of growth and development” (*Elias et al., 1997*).

The research is clear in supporting ASEL. Both hard and soft sides of learning benefit. In the case of NYSED, it sees SEDL as “promoting positive peer relationships; self-directing and collaborating skills; getting along in a pluralistic community; avoiding risky behaviors; and finding help when feeling sad or hopeless.” By combining SEL skills and behaviors with content learning, student growth moves into the area of life-long learning.

If you have not already noticed in this article, the key is integrating SEL with the academics. There is no way that education can stand an additional layer of programming on top of

what already exists. To be effective, schools need to think and move on ASEL to promote and support the highest level of learning ever imagined.

While considerable curricular planning will be required to bring the integration of content learning and SEL into place, the fit will be natural and exciting for both teachers and students. Good teaching of content brings the student into its midst to experience it at a deeper, personal level of understanding and application. In fact, the integration ASEL with Next Generation Learning Standards will serve both effectively.

Those schools who choose to volunteer for SEDL will enjoy the benefit of being a part of a significant education change with the promise

of supporting equity and higher student achievement. To support the SED’s ASEL initiative, EdVistas is hosting a First ASEL Conference at the Fort William Henry Conference Center, Lake George, NY on September 13. Keynote and presenter is Dr. Maurice Elias, one of the leading proponents of ASEL. Those interested in attending should contact Tara O’Neill at 518.805.1113 or toneill@edvistas.com. ■

*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.*



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# Capital Update

## Government Relations Wrap-Up

*continued from page 1*

position, **a reduced probationary period of three years**, instead of the currently mandated four years. The proposed bill is specific to administrators who have been granted tenure in a previous school district, the current school district of employment, or a Board of Cooperative Educational Services. The shortened probationary period is not allowable for a person who has not been granted tenure previously. Currently, a shortened probationary period is allowable for teachers under similar situations. The proposed revision to the statute would provide equitable processes to school administrators. This bill passed both houses and is awaiting transmission to the governor’s office.

*S. 8301/A. 10475*

The proposed bill **delinks the use of state assessments as part of the APPR** teacher and principal evaluation process. Rather, the proposed bill would permit districts to select assessments through collective bargaining. The proposed revisions are a first step to providing school districts with greater flexibility for developing fair and balanced teacher and principal evaluations. This bill was passed by the assembly and referred to the senate, which did not take action on this bill.

*S. 6551-C/A. 7966-C*

This legislation would reimburse school districts for the supplemental tuition of students in **charter schools** in the current year, rather than the following school year. This provision would apply to school districts outside of New York City. Current practice requires that school districts make advance payments on behalf of the state and wait a full school year for reimbursement. The existing payment schedule is difficult for districts with finite and limited resources. This bill passed both houses and is awaiting transmission to the governor’s office.

### Legislation SAANYS Opposed

*S. 6141-D/A. 8123-B*

The proposed bill would establish a streamlined form that parents/guardians would sign and submit to the school

district indicating their desire to exempt their child from **required immunizations**. The new form would only require that parents/guardians provide their signature indicating that their genuine and serious religious beliefs are contrary to the immunization requirements under Section 2164 of Public School Health Law. Currently, parents must stipulate in writing the religious beliefs that support such an exemption request. In instances where parents/guardians request an exemption from required immunizations, the local school district is charged with the responsibility for granting or denying such requests. SAANYS opposes this bill as it would establish a process for exemption without providing the local school district with information on which to make an informed decision regarding exemption.

### Legislation SAANYS is Tracking

Although **school safety** issues were often discussed, comprehensive legislation was not passed. Some issues related to traffic safety were passed in both houses and are awaiting transmission to the governor’s office (*S. 1064-A/A. 719-A* and *S. 6212-A /A. 7417-A*). These bills would increase penalties for passing a school bus.

*S. 3203-A/A. 2112-A*

This bill would increase **salaries for BOCES district superintendents**. SAANYS, as part of the Educational Conference Board (ECB), supported this bill. The bill stipulates that the total salary amount paid to district superintendents for the 2018-2019 school year and thereafter, may not exceed the lesser of 6 percent over the salary cap of the preceding school year, or 98 percent of the commissioner’s salary earned in the 2018-2019 school year. This bill has passed both houses and awaits transmission to the governor’s office.

*S. 7730/A. 9825*

This proposed bill would allow BOCES capital projects to be **excluded from component school districts’ tax cap** calculations if approved by the votes of the component school districts. Many school districts rely on programs offered at BOCES and this bill may provide increased opportunities to upgrade and expand BOCES facilities.

*S. 700-B/A. 1625-B*

The proposed bill would provide conversion aid over a five-year period for districts with half-day kindergarten programs that wish to move to full-day kindergarten. This bill is consistent with SAANYS’ position to support full-day kindergarten as a required component of a K-12 system. The bill passed both houses, but was vetoed by the governor. The bill was returned to the senate which voted to override the governor’s veto and was sent to the assembly where further action is needed.

*S. 2587-E/A. 208-E*

This bill would require that **school bus drivers** be subject

*continued*



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

to random testing for drug and alcohol use by expanding the definition of motor carriers to include all drivers of school buses. The bill was passed by both houses of the legislature and is awaiting transmission to the governor.

*S. 3576-C/A. 3327-C*

This bill would increase from \$30,000 to \$35,000 the allowable salary that a **public sector retiree** (under age 65) could earn in public employment without a decrease in benefits. This bill has only passed in the senate.

### Bill Signed by Governor

*S. 7311/A. 8947*

This bill was signed by the governor in April 2018 and requires all school districts to allow a student to **participate in graduation** if such student has been awarded a skills and achievement commencement credential or a career development and occupational studies commencement credential, but has not qualified for a Regents or local diploma. This policy must be sent to all students and parents. A student of a high school graduating class is defined as the twelfth grade class with whom the student entered into ninth grade. The law is in effect now.


### A Look Ahead

If the summer months are an indicator of things to come, it would indicate that the implementation of ESSA will play a prominent role at SED and in districts. In July, SAANYS attended a two-day training on ESSA for administrators on Long Island. It was an intensive two-day training on calculations used to determine accountability status. Districts will have quite a learning curve on the seven measures used to identify student/school/district performance. An integral part of some of the measures is the 95 percent participation rate on assessments and the

*continued on page 7*

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We hope you enjoy these pictures from SAANYS Summer Camps that were held in three locations – Capital Region, Long Island, and Rochester – during July and August at Capital Region, Nassau County, and Monroe II BOCES respectively.

Over 240 school leaders from around the state delved into learning related to student mental health, culturally responsive schools, and technology integration. Our lead presenters included:

- Dr. John Kelly, President of the National Association of School Psychologists
- David Rossetti, Chief Officer of Behavioral Health Services, Northern Rivers Family of Services
- Rebecca Carman, Director of Policy and Community Development, Shenendehowa CSD
- Dr. Kristen Wilcox, Nancy Andress and Rebecca Shea of NY Kids
- Dr. Joseph Fantigrossi, PreK-12 Intervention Coordinator for Lyons CSD
- Jay Roscup, Grants Administrator for Wayne County Schools Consortium
- Leah McConaughy and Paul Vassak of Apple
- Karen Bronson, SAANYS Director of Professional Development, facilitated the workshops and engaged the attendees in discussion around TedTalks related to the days' topics.

Thank you to all of our BOCES hosts and others who made our 2018 SAANYS Summer Camp a success, and a special thank you to the practitioners who shared their expertise and experience to bring the learning to life:

- Dr. Vincent Romano and the Malverne team, Jennifer Politano of Guilderland, and Jaime Maistros of Sherburne Earlville
- Student Mental Health Panelists Kris Jensen, Anders Rasmussen, and Cathy Roy (Ballston Spa); Peggy O'Shea and Clifford Bird (Cohoes); and Cathleen Drago (Shenendehowa)



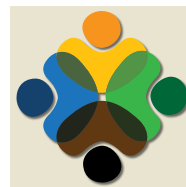
Scan the QR code to view a slideshow for even more scenes from the 2018 Summer Camps. ■



The Council's Commission on Diversity & Inclusivity

## CULTIVATING EXCELLENCE & EQUITY

On July 30 and 31, the Diversity Symposium of Thought Leaders was held in Ithaca on the campus of the Ithaca City School District.



SAANYS staff members Karen Bronson and Debbie Taylor, incoming president Regina Huffman, and current SAANYS president Joyce Carr attended this event at the invitation of Dr. Luvelle Brown, Ithaca Superintendent and last year's annual SAANYS conference keynote speaker.



The two-day event, co-chaired by Dr. Brown and Dr. L. Oliver Robinson, was sponsored by the NYSCOSS/LEAF Council

Commission on Diversity and Inclusivity and was preceded by a barbecue hosted by Dr. Brown at his home the night before the event.



Dr. Sharroky Hollie, executive director of The Center for Culturally Responsive Teaching and Learning, was the featured speaker on the topics "Six Ways to Know If You Are Culturally and Linguistically Responsive" and "Culturally Responsive Classroom Management for Teachers and School Leaders." These and other workshops such as "The Equity Bridge" by Generation Ready and "Anti-Bias Hiring Practices" demanded that we think more deeply about our own not-so-apparent biases and how those deeply set beliefs impact the school experience of increasingly diverse school populations. Over two hundred educators attended the event, whose goal it was to recognize the importance of leaders who reflect the changing faces of education and foster culturally proficient schools and districts.

Six more symposiums in six other areas of NYS are currently being planned, so stay tuned for one in your area! ■

## Financial Fridays



A SAANYS lunch & learn series

Webinar

Grab your lunch and join us the first Friday of each month at noon for Financial Fridays with AXA. These short 30 minute online sessions are meant to offer tips and ideas for securing your personal financial success.

**Student Loan Forgiveness | October 5**

**Family Love Letter | November 2**

**10 Financial Myths Demystified | December 7**

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

**Basics of Taxes | February 1**

register online at [saanys.org](http://saanys.org)

## 2019 SAANYS Annual AWARDS

**2019 NASSP Assistant Principal Application Deadline: November 10, 2018**

**Application Deadline: January 2, 2019**

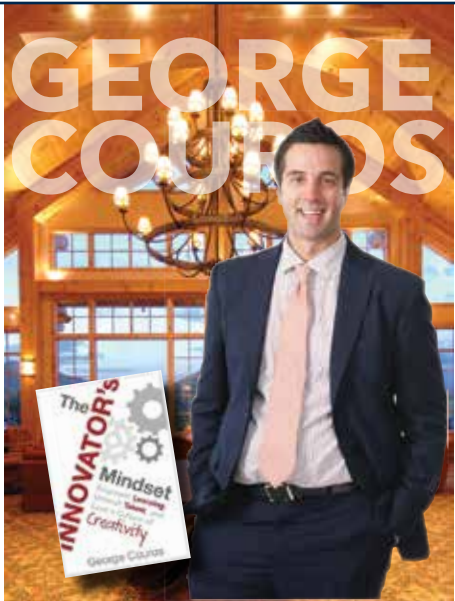


For additional information contact:  
Susan Jaronski, [sjaronski@saanys.org](mailto:sjaronski@saanys.org)

Call for Submissions

Celebrating Excellence in School Leadership





## Schedule

AT A GLANCE

### Sunday, October 14

- 9:00 am - 5:00 pm Registration
- 10:30 am - 11:30 am Legislative Update
- 11:45 am - 12:45 pm Vendor Luncheon Education Sessions
- 1:00 pm - 1:30 pm Conference Overview/Welcome
- 1:30 pm - 2:15 pm NYSED session on New ELA and Math Learning Standards or Leading Innovation with Apple
- 2:15 pm - 3:00 pm Coffee Break
- 3:00 pm - 4:15 pm Commissioner MaryEllen Elia
- 4:30 pm - 5:45 pm George Couros
- 5:45 pm - 6:30 pm Presidential Induction
- 6:30 pm - 7:30 pm Reception with Exhibitors
- 7:30 pm - 9:00 pm Presidential Dinner

### Monday, October 15

- 7:00 am - 8:00 am Breakfast
- 8:00 am - 9:15 am Workshop Session 1
- 9:15 am - 9:30 am Coffee Break
- 9:30 am - 10:45 am Workshop Session 2
- 11:00 am - 12:15 pm Workshop Session 3
- 12:15 pm Pick up Box Lunch (to bring to session 4)
- 12:30 pm - 1:30 pm Workshop Session 4

# SAANYS ANNUAL Conference LEADING and LEARNING NOW

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Ithaca City Schools  
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## Workshops

MONDAY 10.15.18

### Practitioner Workshops

SESSION 1 – 8:00 AM-9:15 AM | SESSION 2 – 9:30 AM-10:45 AM | SESSION 3 – 11:00 AM-12:15 PM

- **Leading Innovation**
- **Successful Inclusive Schools**
- **Empower Student Voices**
- **STEAM**
- **Mindfulness**
- **Trauma Informed Schools**
- **Essential and Civil Service Employees**
- **Discipline**
- **Stronger Instructional Leaders**
- **Collaborative Culture**
- **Respectful Student Activism**
- **RTI for Behavior**
- **Instructional Coaching**
- **Transforming Schools**
- **TA and Teacher Collaboration**
- **Social and Professional Capital**
- **Learning Spaces**
- **Innovation and Student Achievement**
- **Schools to Watch**
- **Hidden Bias**
- **Growth Mindset**

Session 4 – Attend one session from the following  
SESSION 4 – 12:30 PM-1:30 PM

- **Legal Update** from SAANYS Counsel
- NYSED Informational Sessions on **ESSA**

Register now

For workshop descriptions and additional conference details, visit [www.saanys.org](http://www.saanys.org).

Workshops subject to change.



# LEGAL BRIEFS

A Message from the SAANYS Legal Department



Wendy DeForge  
SAANYS Counsel  
wdeforge@saanys.org



## Legal Responsibilities of Administrators as Mandated Reporters

### Part I: How and When to Make the Hotline Call

Unfortunately in today’s society, administrators find themselves in the awkward position of having to make hotline reports to Child Protective Services (CPS) more often these days. As mandated reporters under Article 6 Section 413 of the Social Services Law of New York State, it is your legal duty to make these hotline reports. Failure to do so can expose you not only to discipline by your employing district, but also personal liability for failing to do so. As such, knowing when to make the calls and how to make the calls are critical.

Pursuant to Social Services Law Section 420(2), a mandated reporter may be held liable criminally and civilly if he or she fails to report suspected child abuse. Pursuant to the statute, anyone who willfully fails to make a report of suspected child abuse or maltreatment shall be guilty of a Class A Misdemeanor. The statute

goes further to indicate that anyone who willfully and knowingly fails to report suspected child abuse or maltreatment can be held civilly liable by the victim and/or his or her guardians for the damages caused by the failure to report. The courts in New York State have held school officials liable for this in specific situations. For example in the case of *Kimberly v. Bradford*, 226 AD2d 85 (4th Dept. 1996), the court held a teacher responsible for not reporting the suspected sexual abuse of a child by her uncle while she was on summer vacation with him in another state. The court concluded that a mandated reporter is obligated to report suspected cases of child sexual abuse based upon facts and circumstances within the knowledge of the reporter at the time the abuse is suspected and may be held liable for a breach of that duty, even though it might ultimately be determined that the

abuse was not committed or allowed to have been committed by a “person legally responsible” for the child.

Section 413 of the Social Services Law requires that any part-time or full-time employee of a public school district report or cause a report to be made when: (1) they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child; (2) they have reasonable cause to suspect that a child is an abused or maltreated child where the parent, guardian, custodian or other person legally responsible for such child comes before them and states from personal knowledge facts, conditions or circumstances which, if correct, would render the child an abused or maltreated child; or (3) they have reasonable cause to suspect that a child less than eighteen years of age whose parent or other person legally responsible for his care ... commits, or allows to be committed, a sex offense against such child, as defined in the penal law. Subdivision (g) of that section provides that a “person legally responsible” “includes the child’s custodian, guardian, [or] any other person responsible for the child’s care at the relevant time.” A custodian may include any person continually or at regular intervals found in

the same household as the child when the conduct of such person causes or contributes to the abuse or neglect of the child. Section 419 of the Social Services Law provides immunity to those who make

*Section 419 of the Social Services Law provides immunity to those who make a hotline call, so long as the report is made in good faith, without malice, and with a reasonable basis.*

a hotline call, so long as the report is made in good faith, without malice, and with a reasonable basis.

There are many situations where a hotline call to CPS is warranted. Some examples include if the child is excessively absent and the parents/caregivers are not responding to communications from the school; the child comes to school on a regular and continuous basis dirty and hungry; the child comes to school on a continuous basis with bruises or in obvious pain and is withdrawn; or if a child confides to an employee of the district that they are afraid to go home and discloses why on more than one occasion. Once a hotline call is received, CPS has 24 hours to lay eyes on the child and then an investigation will be conducted.

This is a very important judgment call that will need to be made very quickly but must have a reasonable basis. If a child comes to your office

and you see something concerning, don’t be too quick to make the hotline call. Remember, you must have a reasonable basis for calling the hotline. The courts in New York have held school districts liable for hotlines that were made without any attempt to determine the facts and circumstances surrounding the situation. In *Vacchio v. St. Pauls United Methodist Nursery School*, New York Law

Journal, July 21, 1995 p. 32 col.2, a nursery school teacher noticed a child with a black eye and immediately made a hotline call to the State Central Registry in Albany. The district was not allowed to avail itself of the immunity provided in Section 419, as no attempt was made to find out how the child got the black eye. In discussing the immunity afforded the defendants pursuant to Section 419, the judge acknowledged that for the purposes of any criminal or civil proceeding, the good faith of any person or official required to report cases of child abuse or maltreatment shall be presumed, provided such person, official or institution was acting in the discharge or their duties and within the scope of their employment, and that such liability did not result from the willful misconduct or gross negligence of such person. The court then went on to write that it is at least arguable that the failure to conduct a preliminary inquiry or investigation prior to the rendering of a report may support a finding of gross negligence.

So what would constitute a preliminary investigation into a matter? The very first thing that should be done is a call to the teacher, guidance counselor, school social worker, and the school nurse. Schedule a meeting post haste with everyone. Ask questions, such as has the child come to school bruised or complained of feeling ill before? If so, how often and is there any documentation in the nurse’s office to back this up? Document the meeting, then make the determination whether a call needs to be made. Whatever you do, make certain you do not take photos of the child or question the child extensively regarding the matter. And most importantly do not do a physical examination of the child. These calls are anonymous so the parents or caregiver will not be made aware of who made the call.

*continued on page 8*

## 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.

### Monroe 2-Orleans BOCES Administrative Supervisory Association, Region 11

With the assistance of SAANYS negotiator Michael Robinson, the Monroe 2-Orleans BOCES Administrative Supervisory Association successfully completed a successor collective bargaining agreement for the period July 1, 2018 through June 30, 2022 (four years). The ratified agreement contained the following modifications of terms and conditions:

Four-year duration: July 1, 2018 through June 30, 2022

- Three percent general salary increase for returning unit members each of the four years.
- Right to carry over into the next school year fifteen unused vacation days from the previous school year.
- Option to cash in at the unit member’s per diem salary rate two unused vacation days.
- Cash in at retirement of unused sick days at \$100 per day.
- Joint subcommittee to design evaluation plan for non-principal unit members.
- Increase in unit member contribution to the healthcare plan.

### Moriah Central Administrators Association, Region 7

Carrie Langey, association president, led negotiations, accompanied by Valerie Stahl and Alison Burch. Kevin Mulligan, SAANYS labor relations specialist, assisted the Moriah Central Administrator Association in procuring a three-year contract from July 1, 2018 through June 30, 2021. The new contract included the following:

- Increased personal leave days from three days to four days. Three of those days can be used in conjunction with vacation and/or holiday, with superintendent approval.
- Unit member’s contribution to health insurance remained at 12 percent for 2018-19, with an increase from \$750 to \$800 for a 125c plan from the district. For 2019-2020, the health insurance contribution will increase to 13 percent, with an increase in 125c plan from the district to \$850. For 2020-21, the health insurance contribution will increase to 14 percent, with an increase in 125c from the district to \$900.
- Compensation for unused sick leave increases from \$95 per day to \$100 per day in 2018-19, \$105 per day in 2019-20, and \$110 per day in 2020-21.
- Salary increases of 3.5 percent for 2018-19, 3.5 percent for 2019-20, and 3.75 percent for 2020-21.
- Secondary principal received a one-time salary correction of \$3,500 to her base salary prior to 2018-19 salary increase. ■



# Government Relations Wrap-Up

continued from page 3

number of continuously enrolled students. These factors are critical for the computation of measures of student achievement. Additionally, SAANYS provided comments to the New York State Education Department on regulations for implementing ESSA. Our major areas of concern pertain to the definitions of chronic absenteeism and continuous enrollment, the use of participatory budgeting, and required principal support reports for schools identified as Comprehensive Support and Improvement schools. It is anticipated that the Board of Regents will act on the regulations in the fall.

Over the summer, many business officials have been dealing with the new **building level reporting forms**. Chapter 59 of the Laws of 2018 requires that 76 districts complete the New York State School Funding Transparency Form for the 2018-19 school year. The report delineates projected funding by each funding source for each building. The process has been challenging and very time consuming. This reporting is in addition to the ESSA required building level report of actual expenses by funding source due at the end of the school year.

In addition to ESSA, we expect that APPR will begin to re-emerge this fall. According to the commissioner, SED will undertake statewide meetings to identify the key areas of teacher and principal evaluations that continue to be problematic and challenging. SED will seek input in

order to make recommendations for revising the current system. As you may recall at the end of the legislative session, APPR received much attention and several bills were introduced to revise the current law. The legislation never made it through both houses and the session ended without any resolution. It will be an interesting fall to see how the legislature, principal associations, elections, and SED initiatives intersect on this issue.

Another area that will be interesting to follow is the Board of Regents work on defining **civic readiness**. College, Career, and Civic readiness was included as an accountability performance indicator for high schools. The challenge for the Board will be to define what will be included in the definition of civic readiness and how to measure such readiness. Preliminary discussions at Board of Regents meetings have included thinking on issues such as community involvement, diversity and integration, voting, democracy, and global citizenry. Each of these concepts is very difficult to measure, so the members have explored alternative possibilities such as portfolios or culminating projects.

Whatever the fall brings, it is our goal to examine every issue and advocate for policies and actions to support our members. Your opinions and thoughts are critical. I would welcome emails or calls on any issue, requests for more information, or questions on things you have read or heard about. More information is always a good thing in government relations work, your input matters. Please feel free to contact me at (518) 782-0600 or cgallagher@saanys.org. ■

# Congratulations Retiring Members

continued from page 2

Tamara Ivan  
John T. Jeffrey  
Kevin Kazmierczak  
Barbara Kenney  
Patricia Kenyon  
Bonnie King  
Sharon Kirch  
Karen Koliadko  
Keith LaLone  
Mary Jane Latreille  
Ann E. Laudisio  
Gail Lewis  
Dean T. Lucera  
Pamela J. Luckie  
Andrew T. Ludwig

Tom Lutsic  
Bonnie Mangicaro  
Armand Markarian  
Valerie A. Mazzone  
Donna McDonald  
Philip Mero  
Andrea Miller  
Lisa Moosbrugger  
Donna Moscicki  
Marcia Mule  
Joan Murphy  
Melissa Nabinger  
Guy Nelson  
Joy Nichlos  
Thomas C. Nicholson

Eva Padilla  
Margaret M. Pineiro  
Robert Pollard  
Christine B. Rassow  
Debra S. Reed  
Gary Repetto  
Kathy Reynolds  
Deserie Richmond  
Lisa Robinson  
Rena M. Root  
Jeffrey T. Rouse  
Ray Scacalossi Jr.  
Carmine J. Scerra  
Justin Schaef  
Gerald H. Seguin  
Carolyn S. Shea  
Daniel Shornstein  
LeeAnn B. Short  
Joannes Sieverding

Gene Silverman  
David Slater  
Duncan Sproule  
Mary M. Steenberg  
Maryann Stoorvogel  
Catherine Tavormina  
Karl R. Thielking  
Anna Tihin  
Gary Tirohn  
Barbara Ulm  
Sharleen Vascello  
Susan E. Walker  
Laura Wendover  
Reginald White  
Joanne Wideman  
Michael J. Williams  
Beverly Wright  
Debra Young  
Thomas C. Zino ■

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**Educational Leadership Institute**  
**Workshops of interest to school administrators**

*Mornings*  
**Introduction to Student Extraclassroom Activity Funds**

*Afternoons*  
**Advanced Issues for Student Extraclassroom Activity Funds**

For Extraclassroom Activity Fund Central Treasurers, Faculty Advisors, and school administrators  
Half-day - Five locations

**Tuesday, September 25, 2018 - Albany**  
**Wednesday, September 26, 2018 - Newburgh**  
**Thursday, September 27, 2018 - Syracuse**  
**Friday, September 28, 2018 - Rochester**  
**Thursday, October 4, 2018 - Buffalo**

**Fiscal Navigation for Superintendents**

For school administrators seeking to understand district level fiscal administration and strategies  
Three full days - 9:00 AM to 2:30 PM - Three locations  
Mix and match dates and sites

**Tuesdays - Oct 9, Nov 6, and Dec 11, 2018**  
Erie 1 BOCES – West Seneca (Buffalo area), NY  
**Wednesdays - Oct 10, Nov 7, and Dec 12, 2018**  
O-C-M BOCES, Syracuse, NY  
**Thursdays - Oct 11, Nov 8, and Dec 13, 2018**  
Capital Region BOCES – Latham (Albany area), NY

Detailed information and on line registration on the web at  
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James M. Merrins, Ed.D., Executive Program Administrator  
716-672-5473      jmerrins@cecomet.net

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# 2018 CALENDAR



*Library Card Signup Month*

**Sept 9-15 National Arts in Education Week**

**Sept 9 National Grandparents Day**

**Sept 9 Rosh Hashanah**

**Sept 11 Patriot Day**

**Sept 15 - Oct 15 National Hispanic Heritage Month**

**Sept 16 Mayflower Day**

**Sept 17-23 Constitution Week**

**Sept 17 Citizenship Day**

**Sept 18 Yom Kippur**

**Sept 21 International Day of Peace**

**Sept 22 First Day of Autumn**

**Sept 23 Sukkot**

**Sept 24 School Desegregation Day**

**Sept 28 National Good Neighbor Day**



*Crime Prevention Month*

*National Bullying Prevention Month*

*National Principals Month*

*Trick or Treat for UNICEF Month*

**Oct 1 Child Health Day**

**Oct 2 International Day of Nonviolence**

**Oct 7-13 Fire Prevention Week**

**Oct 8 Columbus Day/ Discoverers' Day**

**Oct 10 International Walk to School Day**

**Oct 14-20 National Character Counts Week**

**Oct 15-19 National School Bus Safety Week**

**Oct 15-19 National School Lunch Week**

**Oct 16 World Food Day**

**Oct 24 United Nations Day**

**Oct 27 Make a Difference Day**

**Oct 31 Halloween**

**Have questions?  
Need assistance?**

Use the "Ask SAANYS" button at [saanys.org](http://saanys.org).



# Legal Responsibilities of Mandated Reporters

continued from page 6

It is always a good idea to notify the superintendent of the need to make the call and the totality of the circumstances of why the call was made. When an angry parent calls the district because they have been paid a visit by CPS, the superintendent will already know the circumstances. Even though your call will be anonymous, parents may have suspicions as to who made the call. This will be especially obvious if you are making a call due to excessive absences from school.

The appropriate way to make a hotline call is as important as knowing when to make t such a call. All hotline reports must be made to the State Central Registry in Albany. The telephone number is 1-800-342-3720. Do not call your local department of social services. All calls must go through the main office in Albany. There may be times that the registry decides the information provided by you does not warrant an investigation. As long as you have made the call and you document this, you cannot be held liable should the matter develop in the future. Always document who you spoke with and the time and date you spoke with them. And always inform the superintendent or their designee of any and all hotline calls made.

The SAANYS Legal Department understands the difficulty of determining if a reasonable basis exists for making these calls. Please contact us with any questions you may have regarding this should a situation arise. Please make sure to read next month’s article regarding child abuse in the educational setting and the legal responsibilities of administrators regarding such situations. ■

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## Tools & Tips




**Passport for Good Awarded Statewide Software Contract to Capture Student and Community Engagement**

Passport for Good, a software solution that captures community engagement for organizations, was selected by BOCES as an approved vendor to provide its service to public school districts across New York State. The company’s mobile application is free for students, but approval by the OCM BOCES allows districts to purchase a subscription as a shared service through their BOCES Regional Information Center and to be reimbursed through state aid for using the community engagement software. Learn more at [passportforgood.com](http://passportforgood.com).



**New School Breakfast Requirement for High Poverty Schools in New York State**

In April 2018, New York State passed school breakfast legislation requiring schools with 70 percent or more of students eligible for free or reduced-price meals to implement Breakfast After the Bell. Hunger Solutions New York is a statewide non-profit organization dedicated to alleviating hunger. We work alongside other advocates to provide support, technical assistance, and resources to help facilitate the implementation of successful Breakfast After the Bell programs. We can provide one-on-one assistance at no cost to your school district to help implement best practices for increasing breakfast participation. Learn more at [www.SchoolMealsHubNY.org](http://www.SchoolMealsHubNY.org).



**New York State EDUCATION DEPARTMENT**

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**New Social Emotional Learning Guidance & Resources Available for Schools**

SED has announced new guidance and resources to implement Social Emotional Learning (SEL) benchmarks, policies and programs. The resources outline benchmarks and frameworks for educators to implement Social Emotional Learning practices in their schools and classrooms. Now available on NYSED’s website are the New York State Social Emotional Learning Benchmarks (<https://bit.ly/2MFtXqo>) for voluntary implementation and Social Emotional Learning: Essential for Learning, Essential for Life (<https://bit.ly/2BZ8W4Z>), a framework explaining SEL concepts, and the need for and benefit of SEL in NY.

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A message from a SAANYS corporate sponsor



From the start, Apex Learning has paid close attention to how students learn and how digital curriculum can personalize learning to better meet the needs of all students and to increase academic performance. Recent examples of our unwavering commitment to innovation include our new generation of courses, expanded offerings for middle school, and targeted focus on pathways of study to support CTE programming.

When you consider education technology companies that have been around for 20 years, you might be surprised that only a handful still exist today. And many that do exist are not the same companies they were decades ago. It’s extremely rare to come across an education curriculum company that has successfully sustained its mission, to provide every student—from struggling to advanced—with an opportunity to achieve to his or her potential, for more than two decades.

Throughout our 20-year history, we have partnered with school districts to deliver on the promise of digital curriculum to personalize learning. Apex Learning digital curriculum meets students where they are and propels them to grade-level mastery and beyond. But what truly sets us apart is results.

Our digital curriculum has been proven to help districts increase graduation rates, close achievement gaps, and expand learning opportunities for middle and high school students. Schools across the country get better outcomes when they partner with us: higher graduation rates, lower dropout rates, improved scores on high-stakes exams, and more students ready for the next step.

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