

Leadership and Advocacy in Washington D.C.

SAANYS’ national affiliates, the National Association of Elementary Principals (NAESP) and the National Association of Secondary Principals (NASSP), joined forces for a Leadership Advocacy Conference in Washington, D.C. in March. The focus of the conference was to provide principals from across the nation (approximately 400 strong) the skills and tools needed for effective advocacy. The culminating event was a day on the “Hill” packed with meetings in the offices of senators and house representatives.



SAANYS President Regina Huffman (left) with NASSP President Dr. Christina Handy (center), and New York City Elementary School Principals Association (NYCESPA) President Olivia Francis-Webber (right), attending the Joint NASSP/NAESP Advocacy Conference in Washington, D.C.

The New York team consisted of:

- Dr. Regina Huffman, President of SAANYS
- Peter Kruszynski, President Elect of NASSP
- Tom Payton, NAESP State Representative and Principal of Roanoke Avenue School
- Paul Fanuele, NASSP State Coordinator and Principal of Arlington High School
- Pierre Lehmuller, Executive Director, NYC Elementary School Principals Association
- Olivia Francis-Webber, President of NYCESPA
- Dr. Eliza Caraballo- Suarez, PS 20 Principal and NAESP Director at Large, Minority Level
- Gabe Gallucci, Director, Government Affairs at Council of School Supervisors and Administrators of New York City
- Cindy Gallagher, SAANYS Director of Government Relations

It is extremely important for educational leaders to use their voices and skills to discuss educational needs with policymakers. As an example, President Trump’s proposed budget recommends decreases in title programs across the board. Information shared with us at most of the meetings underscored that his budget should be considered a starting placing and not where they expect the final negotiations to end. In turn, the information shared

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NASSP Report Indicates High-poverty Schools Hit Hardest by Principal Churn

Principals are a key in-school factor associated with student achievement. When principals leave, it can disrupt school progress, increase teacher turnover, and stall student achievement. A new study developed by the National Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI) reviews existing research to identify why school leadership matters and the impacts of principal mobility on student achievement. It looks at the data on principal mobility and ways that policymakers can improve principal retention, especially in schools with higher percentages of students from low-income families, students of color, and low-performing students where turnover is highest.

The report, *Understanding and Addressing Principal Turnover: A Review of the Research*, is the first part of an intensive project by the two organizations to explore the causes of and solutions to principal attrition.

The report reviews 35 major studies on principal turnover. It provides guidance to policymakers, district administrators, and school stakeholders interested in improving the stability of school leadership, recommending five key evidence-based strategies drawn from the research:

1. Provide high-quality professional learning opportunities, both initial preparation and in-service, to give principals the necessary skills and competencies for school leadership.
2. Improve working conditions to foster principals’ satisfaction with their role.
3. Ensure adequate and stable compensation for principals, commensurate with the responsibilities of the position, to value principals’ contributions and to attract and retain effective leaders.
4. Support decision-making authority in school leadership to allow principals to shape decisions and solutions to address the specific needs of their staff and students.

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LEGAL BRIEFS

State Mandated Sexual Harassment Training

As of October 9, 2018, new minimum standards are in effect in New York State for sexual harassment prevention training in the workplace. Each employee must now receive training on an annual basis. This training is pursuant to Section 201-g of the Labor Law, and guidance has been set by the State Department of Labor (DOL) and the Division of Human Rights (DHR). These agencies have issued model trainings that can be utilized by employers. If the employer wishes to create its own training, the state has created guidelines, such as the fact that it must be an interactive presentation that not only describes sexual harassment in definitions, but also through examples. The SAANYS Legal Department has always been an advocate of districts providing trainings on this topic and applauds the annual nature of the instruction. Notwithstanding the mandatory nature of this training, it is an apt time to provide a brief explanation of sexual harassment and your rights and responsibilities.

At the outset, is important to note that sexual harassment can occur between any combinations of genders and can come in many forms. The first type of sexual harassment is what is referred to as a “hostile work environment.” This type of sexual harassment consists of words, signs, jokes, pranks, intimidation, or physical violence that are of a sexual nature, or which are directed at an individual because of that individual’s sex.

On a more practical level, sexual harassment is any unwanted verbal or physical advances, sexually explicit derogatory statements, or sexually discriminatory remarks that the recipient objects to and causes him/her discomfort, humiliation, or interferes with their

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Executive Viewpoint

Kevin S. Casey, Executive Director

Dinner Anyone?

The exercise of advocacy is something that should be consistently pursued to maximize its effectiveness. Advocates are those who publicly speak and write in support of a cause or causes. SAANYS has multiple advocates and we try to maintain a consistency of both message and process, but certain times require greater efforts than others, and springtime is generally such a time.

Advocacy occurs on multiple levels with various people. It is sometimes on a school board level regarding a local issue. When that occurs, local administrators are often involved in the advocacy efforts. Advocacy frequently occurs on the regulatory level, which itself takes

multiple forms. Along with Deputy Executive Director Don Nickson and Director of Government Relations Cindy Gallagher, I meet monthly with Commissioner Elia to discuss the educational issues of the moment. Further advocacy occurs at the SED level by periodically writing to the members of the Board of Regents on one topic or another, or submitting formal comments on regulations proposed by SED. The input from our members, including, but not limited to, members of our Government Relations Committee and our Board of Directors, helps inform our positions and ensures that the reality faced by working administrators is taken under consideration by regulators. To those that respond to our

requests for input, I thank you.

There are a couple of reasons why spring is a particularly busy time for advocacy. The state legislative session generally runs from January to June. The governor’s proposed budget is released early in the session, and given the governor’s somewhat unique budgetary authority in New York, it is as much a series of policy proposals as it is a purely financial plan. The proposed budget, in addition to identifying the state aid school districts are to receive, typically has several policy issues that SAANYS might support, oppose, or seek to modify.

The communication of our positions to state legislators also takes multiple forms. Any number of SAANYS staff members are at the capitol while the legislature is in session; we submit testimony at various committee hearings; we utilize a paid outside lobbyist in addition to our full-time government relations director; we host a legislative breakfast for legislators and their staff;

we lobby as part of the Educational Conference Board; but most effective of all are the efforts of our members.

Members of our Government Relations Committee, working administrators from around the state, meet with the commissioner and her senior staff and with legislators multiple times a year. These individuals have knowledge and experience that gives them a credibility that is widely respected. These individuals invest time and effort on behalf of their professional colleagues, many of whom they do not know, and their efforts should be acknowledged. Oftentimes SAANYS officers and members of our Board of Directors likewise participate in our advocacy efforts and they too provide an expertise that quickly becomes apparent.

In addition to the state efforts, there are efforts on the national stage. SAANYS is the New York State affiliate of both the National Association of Secondary School Principals (NASSP) and the National Association

of Elementary School Principals (NAESP), and both organizations hold springtime advocacy conferences that include Capitol Hill visits. Along with Cindy Gallagher, SAANYS President Regina Huffman (Sewanaka), NASSP New York State Coordinator Paul Fanuele (Arlington), and NAESP New York State Representative Tom Payton (Riverhead), joined with our New York City colleagues to advocate on federal issues along with NASSP and NAESP.

Advocacy is a funny thing. You never receive instant gratification, you are always cognizant of both costs and competing interests, you are frequently required to play defense, and even successes are often incremental. Despite these realities, which apply to all advocates, the efforts described herein are worth all associated costs and efforts. If we won’t stand up for ourselves, no one else will stand up for us. As the old saying goes, if you’re not at the table, you may find yourself on the menu. ■

Standards, Content, and Assessment

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

When examining the role of new learning standards, content learning, and assessment, the occasion lays some heavy thinking on the minds of all those responsible for ELA learning in our schools. A review of Next Generation ELA Learning Standards makes clear that they operate a number of clicks above basic reading skills. It becomes clear that

the standards initiate a shift to deeper reading comprehension. So, now students are brought to the challenges of textual analysis and the use of text-based evidence to support analysis.

None of this was lost on those who formulated the new learning standards. While our educators have embraced the standards and are implementing

them, it is also evident that their assessments reflect attention to the standards. So, the relationship between standards and assessment is understood and in practice. However, the role of content and its relationship to standards and assessment presents a different challenge.

To prepare educators in the implementation of Common Core State Standards (CCSS), two related documents were developed to guide educators in the selection of appropriate content to be used with the standards. The first was the *ELA/Literacy*

Assessment Evaluation Tool (AET) which was designed to help educators determine whether or not assessments and sets of assessments were aligned to the shifts and major features of the Common Core

State Standards with its emphasis on the following:

- **Complexity:** Regular practice with complex text and its academic language.
- **Evidence:** Reading,

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WHY? The Transition to Superintendency Program May Be Right For You This Summer - Four Full Days

Moving from principal or central office administration to the superintendency is a reward, a challenge, and a risk. There is a knowledge base, a skill set, and a values base for the superintendency. This position has a steep learning curve. Some of that curve can be overcome prior to entering the superintendency. A high degree of preparation correlates with a high degree of success.

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Leadership and Advocacy in Washington D.C.

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by our team in the congressional meetings, brought the need for federal funding to life. For example, in one school, such funding was used successfully to enable a low performing school to make the necessary progress to come off of the low-performing list within a five-year time frame. Other examples indicated how the funding was used for professional development on the mental health needs of students. The examples from the field provide our congressional representatives information to reinforce their work in congress.



L to R: SAANYS NAESP State Representative Tom Payton, SAANYS President Regina Huffman, New York City Elementary School Principals Association (NYCESPA) President Olivia Francis-Webber, NAESP Director at Large, Minority Liza Caraballo-Suarez, SAANYS Director of Government Relations Cindy Gallagher, and NYCESPA Executive Director Pierre Lehmuller

Also during the conference, results from a nationwide survey of principal turnover were presented. From a report entitled *Principal Turnover* (2019, NASSP and the Learning Policy Institute - see article on page 1):

- Job stability is most strongly associated with educational experience and being prepared for the position (internships, mentoring, in-serve preparation).
- There is a strong relationship between school and student characteristics and a principal’s decision to leave.
- Schools with higher percentages of students from low income and low performance exhibit higher turnover rates. The underlying reasons however may be related to fewer resources, less competitive salaries, and problematic working conditions.



Scan the QR code for more information on this report.

The clearer the message, the clearer the advocacy position. Using this information, SAANYS strongly advocates at both the state and national levels for funding for professional learning opportunities for administrators. It is not lost on us that the professionals who most often provide or coordinate professional learning for others, do not receive the needed supports to carry out their jobs effectively. ■

WE WON'T SELL YOUR INFORMATION!

Your membership and trust are of the utmost importance to us, your staff. Please be assured that SAANYS does not now, and has never, sold its mailing list or email list. Informational material from our corporate sponsors is mailed to you directly by SAANYS to protect your privacy.

If you have questions or concerns regarding the information you receive, please contact Debbie Taylor, director of corporate services, at DTaylor@saanys.org or (518) 782-0600.

Summary of the March Board of Regents Meeting

A one-day meeting of the Board of Regents focused on special education, arts curriculum, and charter school authorization.

The first hour of the meeting included an announcement of the reappointment of four current board members to another five-year term. Congratulations to Regents Cea, Norwood, Cottrell, and Finn as they continue their work on the Board of Regents.

The second order of business entailed voting for the position of chancellor and vice chancellor of the Board of Regents. Betty Rosa was nominated and unanimously appointed to a second term as chancellor, and current Vice-President Andrew Brown was unanimously voted in for a second term as well.

The meeting then proceeded through a full agenda with the first item focusing on special education.

Special Education – An Overview of New York State Performance

Every state that receives funding from the Individuals with Disabilities Education Act (IDEA) is required to submit a State Performance Plan that examines IDEA implementation using 17 indicators. The Annual Performance Report (APR) must be submitted to the USDE and made public. On this report, New York State did not meet 14 out of 17 indicators and as a result the state was identified as a State in Need of Assistance. The indicators met were dropout rates, post-school outcomes, and state sytemic improvement plans. The indicators not met included graduation rates, assessments, suspensions and expulsions, school age least restrictive environment, preschool least restrictive environment, preschool outcomes, parental involvement, disproportionality in special education by race and ethnicity, disproportionality in classification and placement by race and ethnicity, child find, early childhood transportation, secondary transition, hearing requests resolved by resolution sessions, and mediation agreements.

The presentation then went on to discuss school district results. There are 44 districts that have been identified as not having met IDEA requirements. Eleven districts have been identified for compliance issues and will be required to develop compliance assurance plans and professional development. Thirty districts have been identified for performance results and will need to have embedded professional development plans. Lastly, three districts have performance and compliance challenges and will need both compliance and professional development plans.

Discussion Around the Table

Conversations about this report were very serious in nature. Many members expressed their deep concern for the current status of special education in New York. Many members requested more detailed data on the schools within their judicial districts. Regent Norwood spoke rigorously about the need to not only make systemic changes at SED, but also its relationships with the Department of Health and all agencies involved with the welfare of children. He pointed to the importance of the 100 First Day report that addressed the radical changes needed in the delivery system for children birth through age five. Many other members of the board acknowledged that special education cannot be changed by changing special education alone. It is a complex system with deep systemic challenges.

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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 Cynthia Gallagher, SAANYS director of government relations, at cgallagher@saanys.org.

Congratulations Retiring Members

- Marie Anderson
Dennis Atkinson
Stephanie S. Bemish
Christopher Bergere
James Bouleris
Roseann Bradley
Jeanne A. Brown
Ronald A. Camp
Patrick Cronin
Julie A. Cuvelier
Mary Dickerson
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Patricia R. Essenfeld
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SAANYS Professional Learning Update



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

As I write this, I am looking forward to my trip to Rochester to present the first in a three-part series requested by the Association of Supervisors and Administrators of Rochester (ASAR). My topic will be Dealing With Difficult Employees, which is the first of three topics the group requested we present in a series over three months. April's topic, "So Much to Do, So Little Time" features Dr. Larry Dake, assistant superintendent of Union Endicott, and focusses on strategies for time management for leaders in various roles.

In May, I will be back in Rochester to present their third requested topic, "Strategies to Counteract Poverty and Help Students Succeed." All three events will take place at the City Grill in downtown Rochester, from 4-7 pm, and include dinner and social time.

I share this as a great example of how regions or units can call SAANYS for a professional learning event that suits their needs and schedules. This Rochester series started with a call from the ASAR leadership, who had involved their members in identifying topics that were of interest to them. I was able to take it from there and develop the program, all in consultation with ASAR, to make sure we were getting it right.

Tailoring professional learning to the needs of our members is a hallmark of SAANYS and a feature that ensures that we are a full-service organization for our members, with help and support for needs beyond the excellent legal, negotiation, and legislative support that has always distinguished us.

We are here to make your regional event an experience that members will reflect upon and value by adding a professional learning component. Some sample topics that have been offered recently, in addition to the three ASAR topics, include:

- Culture Building
- A Welcoming Front Office (bring your staff!)
- Sexual Harrassment
- ESSA

And many more by request. The option of having your event sponsored by a SAANYS business partner is also a way to defray costs to the unit or region. Some of our sponsors, such as AXA, Educational Vistas, Castle Learning, and others, are experienced educators and professionals who can also present in their own right on such topics as pension maximization, CTE, credit recovery, school safety, and more. The options are limitless, so contact me at SAANYS soon to find out what we can build together for your unit or region! ■



SAANYS 2019 SUMMER SYMPOSIUM

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MONROE 2-ORLEANS BOCES

3599 Big Ridge, Spencerport, NY

8:30 AM – 3:30 PM

\$125/day, per person | LUNCH INCLUDED



Visit saanys.org for more information and to register.

TUESDAY, JULY 30

TRANSFORMING LEARNING AND TEACHING WITH MOBILE TECHNOLOGY

PAUL VASSAK AND LEAH CONAUGHEY, APPLE

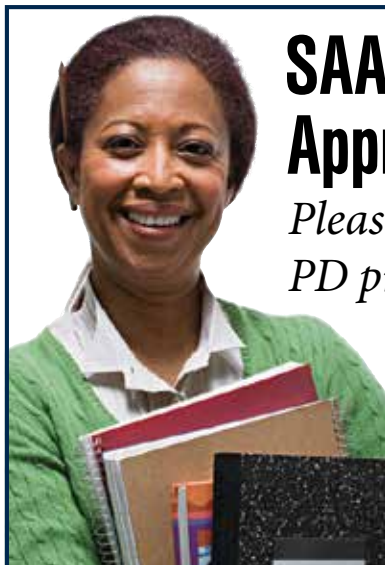
Apple instructors will start where they left off last year in the popular workshop that got educators actively engaged in ways to transform learning through digital integration. This year's workshop will feature engaging and interactive learning around specific actions to promote innovation with the pedagogy to match the technology.

WEDNESDAY, JULY 31

FROM "YES, BUT..." TO "WHAT IF?" DEVELOPING A CLIMATE FOR CREATIVITY

DUANE WILSON AND BETH SLAZAK,
CREATIVE EDUCATION FOUNDATION

This workshop will provide attendees with the tools and skills associated with creative thinking and creative problem solving to bring back and share with staff and students in the fall. The barriers (and there are many!) to creative thinking will be aired and addressed, with the goal of fostering positive beliefs and actions that lead to new and innovative responses and solutions.



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National Affiliation



SAANYS is the official state affiliate of both the National Association of Elementary School Principals and the National Association of Secondary School Principals and their state / national principal of the year programs.



SAANYS 2019 SUMMER SYMPOSIUMS

SAVE THE DATE

Putting Students FIRST

8:30 am – 3:30 pm
\$125/day per person | lunch included

Beyond the ABC's of Trauma

After a quick review, this workshop goes beyond the basics of understanding trauma and ACEs and delves into strategies and intervention practices in classrooms and schools. Participants will focus on trauma through the lens of their individual roles and see how new strategies integrate with their current instructional and intervention plans.

Equity through Cultural Proficiency

This two-day workshop series, consisting of Modules 1 and 2, will focus on the core principles of achieving a culturally proficient educational community. This includes guiding principles, a continuum rubric, essential elements of cultural proficiency, and barriers to cultural proficiency.



Visit saanys.org for more information.

JULY 23 ALBANY

BEYOND THE ABC'S OF TRAUMA

JULY 24, 25 ALBANY

EDUCATIONAL EQUITY THROUGH CULTURAL PROFICIENCY

SAANYS in conjunction with Capital Region BOCES



AUGUST 6 SYRACUSE

BEYOND THE ABC'S OF TRAUMA

AUGUST 7, 8 SYRACUSE

EDUCATIONAL EQUITY THROUGH CULTURAL PROFICIENCY

SAANYS in conjunction with OCM BOCES







“Professional development can be a check in the box, or meaningful and purposeful. SAANYS provides an opportunity for colleagues to be collaborative and supportive, while focusing on hot topics in education.”

*Timothy P. Martin, Ed.D. Principal
Islip Middle School*

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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.

Planning for College May 3

As educators, you all know the value of a quality education. As costs rise faster than inflation with no relief in sight, properly planning for educational expenses while balancing the need for day-to-day budgeting and long-term savings is critical. This seminar will provide a brief overview of the need to plan for a college education and the types of planning vehicles available, including UGMA/UTMA, Coverdell savings accounts and 529 plans.

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

The Social Security and Medicare system is one of the most important, and often misunderstood, retirement systems out there. Making the right decision is critical to your retirement planning. This seminar provides helpful information about the Social Security and Medicare system and how to maximize your benefits. We will also discuss Long-term Care planning and how to coordinate benefits in the ever-changing retirement environment.

register online at saanys.org





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Keynote Speaker:
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Learning from and sharing with one another is the best possible way to grow professionally.

SAANYS is fortunate to have a wide range of practitioners with proven expertise and experience to support your professional development needs. Let SAANYS help you plan everything from an administrative team meeting during the school day, to an after-school or full-day workshop, to an administrative retreat or superintendent's conference day for you or your teachers. These are all options that can take shape with SAANYS PD Your Way.

Visit <https://saanys.org/professional-learning/pd-on-demand/> for more information.

REGIONAL EVENTS

Find out more details and register at saanys.org/events

Region 11 ASAR Professional Learning Series

4:00pm - 7:00pm
City Grill, Rochester

April 24 - So Much to Do, So Little Time

May 28 - Strategies to Counteract Poverty and Help Students Succeed

Region 11 Awards Ceremony

April 25
5:00pm - 7:00pm
Middle Country Club, Penfield

Region 9 Awards

May 9
5:30pm - 7:30pm
Pheasant Hill Country Club, Owego

Region 12 Awards Dinner

May 16
5:00pm - 8:00pm
Creekside Banquet Hall, Buffalo

Region 6 Leadership Breakfast

May 22
9:00am
Vista Restaurant at Van Patten Golf Club, Clifton Park

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APRIL 2019 5

LEGAL BRIEFS

A Message from the SAANYS Legal Department



Jennifer Carlson
SAANYS Deputy General
Counsel
jcarlson@saanys.org



NYS Mandated Sexual Harassment Training

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job performance. Sexual harassment can also be in the form of quid pro quo, wherein a person in a position of power tries to trade job benefits for sexual favors.

When looking at the above definitions, it can be easy to become confused as to what actually constitutes sexual harassment. Some examples of physical assaults of a sexual nature include rape, molestation,

and intentional or unintentional physical conduct that is sexual in nature. Unwanted sexual advances, propositions, or other sexual comments can include subtle or obvious pressure for unwelcome sexual activities, requests for sexual favors accompanied by implied or overt threats concerning the victim's job performance evaluation, a promotion, or other job benefits or

detriments. Lastly, some examples of sexual or discriminatory displays or publications in the workplace (something that employees often don't think about as harassment) include displaying pictures, posters, calendars, or other materials that are sexually demeaning or pornographic. Where the SAANYS Legal Department tends to encounter this type of harassment is through jokes made to colleagues and off-color emails.

It is important to note that every district has a sexual harassment policy, which details the processes and procedures that are supposed to be used when a complaint is lodged. Oftentimes this procedure will spell out the rights of both the victim and the

accused. If you are the victim, it should be noted that you are not technically entitled to representation during the investigation because you are not the subject of potential discipline. This being said, most districts recognize

It is important to note that every district has a sexual harassment policy, which details the processes and procedures that are supposed to be used when a complaint is lodged.

the delicate nature of the situation and will permit a representative to be present, which SAANYS oftentimes provides. Additionally, there are laws that prohibit retaliation against the victim or any witnesses who speak out

in a sexual harassment investigation. If you are accused of sexual harassment, it is imperative that you contact the SAANYS Legal Department as soon as you are put on notice to ensure that we provide you with the representation and guidance you are entitled to under the law. Remember, if you are tenured, you have the absolute right to remain silent and this right should be exercised with a representative to act as an advocate

and witness during the meeting.

As always, if members have any questions regarding the new guidelines or if they are either the victim or alleged harasser, they can call the SAANYS attorneys for guidance. ■

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.

Plattsburgh Administrative Council, Region 7

The Plattsburgh Administrative Council agreement with the Plattsburgh City School District was successfully ratified in February 2019. Jamie LaBarge, president of the Administrative Council along with Glenn Hurlock and Claudine Clark, led the administrative negotiation team, assisted by Kevin Mulligan, SAANYS labor relations specialist.

The new contract includes the following:

Duration of Contract: July 1, 2018 – June 30, 2022

Salary: A 2.7 percent salary increase for each year of the contract. The new money will be put in a pool to be equally proportioned to the Administrative Council members.

A salary cap of \$128,500 for principals and directors, as well as \$93,750 for assistant principals was instituted for the duration of this contract. In the year the cap is reached the employee will receive the pool amount up to the cap or 1.25 percent, whichever is greater. Note: In this contract, two members of the Administrative Council are impacted by this cap. One in year two and one in year four.

Health Care: No increase in contribution to health insurance premiums for the duration of the contract. Premiums remain at 15 percent.

Other: Increase to five days of bereavement leave per occurrence. Instituted a new sick leave payout at time of initial eligibility for retirement – year one at \$85 per day for up to 200 days, year two at \$67 per day for up to 200 days, and year three at \$33 per day for up to 200 days.

An increment of \$1,500 will be paid for tenure. Longevity payouts for eight years at \$1,500 and twelve years at \$1,500. These increments will be added to the individual's base salary.

Frankfort-Schuyler Administrators Association, Region 8

The contract negotiations were led by Unit President Melanie Welch with assistance from SAANYS Negotiator Craig Fox.

Duration of Contract: July 1, 2019 through June 30, 2022.

continued on page 8

LEGAL HIGHLIGHTS

The SAANYS Legal Department - Working Tirelessly for Members Statewide

Below are just a few highlights of our many current and pending cases.

REGION 1

SAANYS scheduled initial negotiation dates and began preparing proposals.

REGION 2

SAANYS successfully settled a Part 83 litigation.

REGION 4

SAANYS finished drafting a memo of law for a hybrid litigation, reviewed the district's answering papers, and met with the rest of the legal department to plan and strategize.

REGION 5

SAANYS drafted a declaration of impasse regarding contract negotiations for a new unit.

REGION 6

SAANYS advised a unit on their right to unemployment when an employee voluntarily separated without threatened termination.

REGION 7

SAANYS advised a unit about extra duties and impact bargaining.

REGION 8

SAANYS drafted a longevity clause for a unit that's currently in CBA negotiations.

REGION 9

SAANYS issued a letter to a board of education when one member was conducting an investigation against a unit member for personal reasons.

REGION 10

SAANYS advised a member whose worker's comp medical certification was being questioned by the district.

REGION 11

SAANYS entered into a settlement negotiation on behalf of a member who was being involuntarily transferred to a new title in violation of his tenure rights. SAANYS intends to file a Commissioners Appeal unless the district retracts its directive.

REGION 12

SAANYS advised a unit on the right of a member to engage in outside employment while on an unpaid leave of absence.

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"I am not a teacher, but an awakener."
—Robert Frost

Summary of the March Board of Regents Meeting

continued from page 3

The conversation turned to next steps, but these conversations were restricted as the SED’s Office of Counsel indicated that some of the discussion could not be undertaken while a procurement process was ongoing. SED has issued several RFPs that reorganized special education networks and until that process is completed, the conversation on next steps was a bit curtailed. Scan the QR code for more information on this item.



Update on Arts Learning Standards

The board was provided an update on the current status of the P-12 Arts Standards, as well as the Individual Arts Assessment Pathway. As you may recall, the Board of Regents adopted new P-12 Learning Standards for the Arts in 2017. Since that time, the Arts Content Advisory Panel (CAP) has met to develop an Arts Roadmap and professional development resources. Work will begin this spring to update high school course sequence flowcharts in each art discipline, which will support teachers in adapting current curriculum to align with the new standards.

On a similar track, the Arts Content Advisory Panel continues its work on developing criteria for a three-unit arts pathway to a diploma. CAP will work with assessment experts to develop a framework specific to each discipline and to establish fair and reliable assessment tools. It is anticipated that in the 2019-20 school year, interested schools will be able to pilot the first unit and collect student pieces. Teachers in the pilot will participate in a summer scoring institute. Full rollout is anticipated for the 2021-22 school year. More information on this item may be found by scanning the QR code.



The remainder of the two day meeting was not public and was reserved for board training. For more information on any of these items, please feel free to contact Cindy Gallagher, director of government relations at cgallagher@saanys.org or by calling 518 782-0600. ■



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NASSP Report Indicates High-poverty Schools Hit Hardest by Principal Churn

continued from page 1

5. Reform accountability systems to ensure that incentives encourage effective principals to stay in challenging schools to support teachers and improve student learning.


“The research consistently highlights the relationship between principal effectiveness and student success,” said NASSP Executive Director JoAnn Bartoletti. “It also highlights our nation’s consistent underinvestment in principal effectiveness. The findings of this report, and those forthcoming as this project continues, will provide clear direction on the ways NASSP can provide guidance in how to retain and continue to support our best leadership talent.”

The brief notes that several studies have found a clear relationship between principal turnover and student test score losses across grade levels and subjects. This relationship is stronger in high-poverty, low-achieving schools — the schools in which students most rely on education for their future success.

The authors suggest that higher turnover in these schools is likely because they tend to have fewer resources, more challenging working conditions, and less-competitive salaries compared to better-resourced schools.

While the national average rate of principal turnover is approximately 18 percent, turnover is higher in schools with high concentrations of students living in poverty (21 percent). To read the full report, scan the QR code. ■





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2019 CALENDAR



- National Autism Awareness Month**
- National Occupational Therapy Month**
- National Poetry Month**
- School Library Month**
- Apr 12 Anniversary of First Man in Space**
- Apr 13 Thomas Jefferson's Birthday**
- Apr 15-19 Public School Volunteer Week**
- Apr 15 Patriot's Day**
- Apr 18 Anniversary of Paul Revere's Ride**
- Apr 21-27 Administrative Professionals Week**
- Apr 21-27 National Coin Week**
- Apr 21-27 National Student Leadership Week**
- Apr 22 Earth Day**
- Apr 25 Take Our Daughters and Sons to Work Day**
- Apr 26 National Arbor Day**
- National Physical Fitness and Sports Month**
- Preservation Month**
- Better Hearing and Speech Month**
- May 1-2 Holocaust Remembrance Day**
- May 1 Law Day**
- May 3 School Lunch Hero Day**
- May 5-12 National Music Week**
- May 5-11 Be Kind to Animals Week**
- May 5 Anniversary of First American Man in Space**
- May 5 Cinco de Mayo**
- May 6-10 National Teacher Appreciation Week**
- May 7 National Teacher Day**
- May 8 National Bike to School Day**
- May 8 VE Day**
- May 12 Mother's Day**
- May 17 Anniversary of School Desegregation Ruling**
- May 18 Armed Forces Day**
- May 12 Mother's Day**
- May 27 Memorial Day**

Standards, Content, and Assessment

continued from page 3

writing, and speaking grounded in evidence from text, both literary and informational.

- **Knowledge:** Building knowledge through content-rich non-fiction.

The other document is the *Revised Publishers' Criteria for Common Core State Standards* which lays out the criteria for the most significant elements of the Common Core State Standards and lays out their implications for aligning materials with the standards. These criteria are designed to guide teachers and curriculum developers to be aware of what to include and what to exclude in instructional materials. By identifying what matters most in the standards, the criteria illustrate what shifts need to take place in the next generation of curricula. As a teaching reading in content areas (TRICA) trainer, I acknowledged at an early stage in my work this TRICA maxim:

Content determines process.

Said another way, it is not entirely the educator who determines how the text will be used, rather, it is the text that determines its value in teaching content knowledge as it relates to the learning standards.

References

Student Achievement Partners. *ELA/Literacy Assessment Evaluation Tool (AET)*. <http://creativecommons.org/licenses/by/3.0/>

Coleman, David and Pimentel, Susan. *Revised Publishers' Criteria for Common Core State Standards*. http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf.

Dr. Bruce H. Crowder is a senior researcher for Educational Vistas, Inc. His work is primarily focused on creating pathways for deeper learning for all students through a dynamic curriculum replete with strategic content and performance expectations. Dr. Crowder may be reached at bcrowder@edvistas.com. ■

The statements and opinions expressed herein do not necessarily imply or reflect the opinion or philosophy of SAANYS.

Contract Settlements

continued from page 6

Salary: 3.3 percent increase each year.

Health Care: There was no increase to administrator health insurance contributions for the duration of the contract.

Vacations and Work Year: 20 days of vacation for 0 to 3 years of service; 25 days of vacation for greater than 3 years up to 5 years of service; 27 days of vacation for greater than 5 years up to 10 years of service; and 30 days of vacation for greater than 10 years of service.

Terminal Leave Pay: Administrators will receive \$60 per day of accumulated sick leave upon retirement to a maximum of 300 days. This is an increase from \$40 per day.

Professional Development: Each administrator will be allotted up to \$600 per year to be used for professional development or for professional organization memberships. ■

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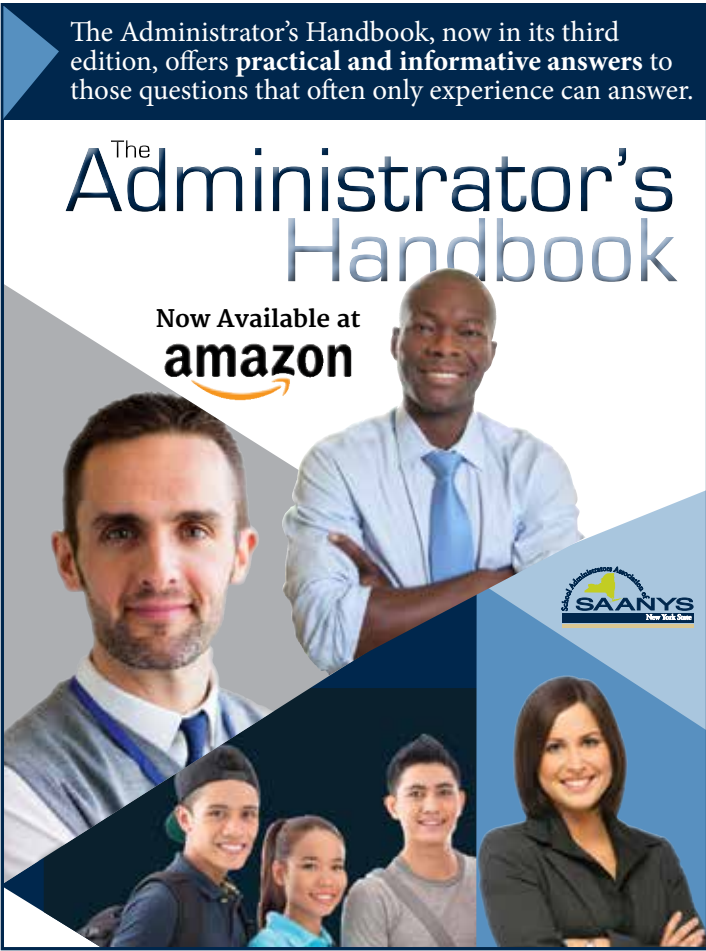
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