Connetquot Administrator Inducted as SAANYS President

SAANYS is pleased to announce that Stuart Pollak, principal of Sycamore Avenue Elementary School in the Connetquot Central School District was inducted as president at the SAANYS Annual Conference at the Sagamore Resort in Lake George on October 20. Pollak succeeds Dr. Regina K. Huffman, science chairperson of Elmont Memorial Jr./Sr. High School & district coordinator in the Sewanhaka Central High School District. In his 28th year in public education, he is currently in his 16th year as the principal of Sycamore Avenue Elementary School. Pollak is an active SAANYS member, having served as his local unit president, as a member of the board of directors, and as the SAANYS NYS representative to the National Association of Elementary School Principals (NAESP).

Summary of the October Board of Regents Meeting

The October meeting of the Board of Regents was filled with many items for discussion during the first day of the two-day meeting. However, prior to going into all of the items for discussion on the first day, we should jump to the second day of the meeting where proposed APPR regulations were discussed and acted upon.

APPR Regulations Adopted

The board adopted the regulations for emergency action, which means the regulations became effective on October 8, 2019. The board felt that adoption by emergency action was needed so that districts would have sufficient time to enact the law passed on April 1, 2019. Had the board not adopted the proposed regulations as an emergency action, the earliest effective date would have been the end of February 2020.

The regulations very closely align to statutory language. In regard to building principals, the following highlights the major provisions of APPR for principals:

The regulations maintain two required components: the student performance category and the school visit category.

Student Performance Category

Required Subcomponent

The student performance category must be a SLO estimating an expected one-year student growth score, obtained by using a state-created/administered or other state-approved student assessment. The selection of an assessment used in the SLO must be collectively bargained if there is an administrative bargaining unit. If there is no bargaining unit, then the assessment is decided by the district.

Optional Second Subcomponent

This may be a second SLO (if different from the required... continued on page 3

Annual Conference 2019!

As seen at #SAANYS19! Thank you to all attendees, presenters, exhibitors, and special guests!

View the collection of tweets at: https://saanys.org/news/annual-conference-2019/

Legal Briefs

Defense and Indemnification: Your Protections from Job-related Litigation

A significant downside to being a school administrator is that it sometimes puts you in the crosshairs of angry parents, even when circumstances are beyond your control. Two recent pieces of legislation have caused a flurry of concern over what protections there may be for any actions that are taken to enforce the laws. Several building principals throughout the state have already been served with lawsuits by parents who are angry about the new immunization requirements. Similarly, there has been quite a bit of concern about the potential liability that may come from petitioning the court for the removal of firearms under the Red Flag Law. While these are two of the newest situations to arise on administrators’ radars, the principles are seen in other situations. What kind of protections and guarantees do you have if you are the subject of a lawsuit, be it one of the above situations, or because you disciplined a student or a staff member accuses you of harassment?

The good news is that two different statutes, the Public Officers Law and Education Law, mandate that school districts and BOCES provide what’s known as a defense and indemnification to its employees under certain circumstances. General- ly speaking, the defense portion means that your employer must provide you with an attorney it pays for so long as you cooperate in the defense. Depending on the specific facts and circumstances, you may have the same lawyer as other employees and the district as a whole. It is the obligation of the district to advise you if there is the potential for a conflict of interest in joint representation with other defendants. In such cases, the district will still be obligated to pay for your attorney, as well as for any other attorneys that are potentially... continued on page 6

SAANYS Welcomes New Unit:

– REGION 11 –

Hilton Administrators’ Association

continued on page 6
Social Emotional Learning
Sponsor Opinion Piece by Kenneth A. Facin, Solutions Facilitator, Educational Vistas, Inc.

Our evolution to a cyber dependent society in such a short span of time has created immense challenges for learning and teaching. Students in schools today have lived their entire lives with the internet, social media, political polarization, and the war on terrorism. Recent studies by the Collaborative for Academic, Social and Emotional Learning (CASEL) reveal that a majority of school administrators and teachers are experiencing stress on a daily basis. Student diagnoses of depression and anxiety are at alarming levels. We have witnessed students with mental health concerns; the trend now is to see these challenges at the young primary level.

School leaders have never ignored societal issues impacting children, even though we are blamed for most of these problems! How do we address the needs of our children in these trying times? Studies have shown the efficacy of SEL efforts in improving academic performance, improving student emotional control and regulation, and in reducing suspensions and increasing graduation rates. Very meaningful work is being done! The recently released NYS Social Emotional Learning Benchmarks are a wonderful resource to organize and galvanize efforts in the field. The support offered by NYSED, including links to CASEL and others, is invaluable. How school’s implement and put into action both school-wide and classroom level SEL is imperative for successful learning. Student voices are an integral component of SEL work, so involving students in planning and implementation is critical to program success.

We know that students have different social and emotional needs and considerations at different stages of life. So SEL supports and shifts should be closely tied to child developmental stages for effective outcomes. Common language and practices will also be critical to your work with students and families. Aligning report card comments and developing common language about student social and emotional growth will help transform your school’s culture. Report card comments anchored to the SEL benchmarks will help RTI processes and identify counseling needs in an increasingly diverse and responsive change to high school graduation requirements. Development of school’s social and emotional balance will be some of the most important and rewarding work you do.

The statements and opinions expressed herein do not necessarily imply or reflect the opinion or philosophy of NYASNYS.
Summary of the October Board of Regents Meeting

continued from page 1

subcomponent), a growth score based on a statistical growth model, a measure of student growth other than SLO, performance index, achievement benchmark, graduation rate, or other measure of growth or achievement that is collectively bargained.

The Student Performance Category component must still result in a score from 0-20, with ranges set by SED.

Principal School Visit Category

Two Required Subcomponents:

• One visit must be conducted by the building principal or supervisor using an approved rubric and
• At least one visit must be conducted by one or more impartial, independent trained evaluators (hardship waivers are available).
• One visit must be unannounced.

• A third optional measure is available, which could be a school visit by a trained peer administrator.

The frequency and duration of the school visit component is a district decision. Variances are allowable for the use of a rubric other than the existing approved rubrics. School visits may not be conducted via video. Scoring ranges for the school visits have been established by SED.

The overall rating matrix is as follows:

<table>
<thead>
<tr>
<th>Observation / School Visit</th>
<th>Highly Effective (H)</th>
<th>Effective (E)</th>
<th>Developing (D)</th>
<th>Ineffective (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal School Visit</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student Observation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

One new section of the APPR regulations allow for district variances. Section 30.3.16 allows districts to request a variance from one or more of the APPR requirements. The provision of a variance is intended to allow districts to develop and implement innovative approaches. Any approach proposed will still need to meet regulatory requirements, ensure that the process will be able to differentiate effectiveness, and be used to provide personalized professional learning. The intent of the variance, according to staff presenting at the meeting, is to provide districts with flexibility which was frequently asked about at many public APPR meetings. According to SED staff, the variance would allow districts the opportunity to use information about student growth that may be more authentic; and similarly for the observation, districts could use specific professional development plans to focus observations.

The regulations have been posted for public comment and are anticipated for final approval in February 2020. The link to the regulations may be found by scanning the QR code.

Other items for discussion from the two-day meeting are as follow:

Graduation Measures

Another topic of discussion was the proposed roll-out of the Graduation Measures initiative. The first set of activities will be a series of regional public meetings The BOR intends this process to be very inclusive to ensure that all stakeholders have input into the questions as to what a graduate from New York State should be prepared for post high school. Questions that the BOR may raise include:

1. What do we want our children to know and to be able to do before they graduate?
2. How do we want them to demonstrate such knowledge and skills?
3. To what degree does requiring passage of Regents exams improve student achievement, graduation rates, and college readiness?
4. What other measures of achievement (e.g. capstone projects, alternative assessments, or engagement in civic and community activities) could serve as indicators of high school completion?
5. How can measures of achievement accurately reflect the skills and knowledge of our special populations, such as students with disabilities and English language learners?

Watch for details in the December issue of News & Notes.

Update on Pathways to a High School Equivalency Diploma

Deputy Commissioner Kevin Smith provided a very succinct update on four pathways available to obtain an equivalency diploma and their use.

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@saannys.org.

The four options are:

• Taking and passing a comprehensive exam, Test Assessing Secondary Completion (TASC).
• Obtaining 24 college credits.
• Participation in the National External Diploma Program (NEDP).
• Substitute a passing score on a Regents exam (or any other test approved by the commissioner) for subtests of the corresponding TASC subtests.

Utilization of the four options are depicted on the graph at left.

Discussion Around the Table

Members of the board wondered what data SED may have on the school of origin for persons using the four available options. The general sentiment was that districts should be tracking students. This led to a discussion on data available on it. Other board members felt that persons who did pursue these four options are excellent examples of perseverance and that SED should examine their stories.

Information on this item may be found by scanning the QR code.

Update on the Rollout of the Next Generation ELA and Math Standards

A comprehensive update on the status of the standards implementation and curriculum work was provided.

During the presentation, a video was shown on how the early learning standards may be implement-ed. The video provided an excellent demonstration of classrooms using early

continued on page 6

3 November 2019
differentiated and focused learning experiences with G Suite for Education. Hapara development services have supported schools and districts in ensuring that greater numbers of students graduate college and are career ready. 

Hapara

HUNGER SOLUTIONS NEW YORK

Hunger Solutions New York promotes hunger awareness, participation in anti-hunger activities, and building awareness and public policies that contribute to ending hunger. We also raise awareness of the health, economic and educational benefits of anti-hunger programs.

IXL LEARNING

IXL’s standards aligned learning experience helps K-12 students build foundational skills in all subjects, and real-time analytics allow teachers to deliver gains in student performance.

LEGEND, AND DO, INC. (LEAD)

LEAD is proactively revolutionizing mental health education and building community resilience nationwide by providing certification and curriculum to schools, camps, and organizations that empower educators to identify early signs of mental illness and encourage students to seek appropriate help before crisis.

LEXIA LEARNING

Lexia Learning is committed to helping all students in grades pre-K-12 become proficient readers and confident learners. Lexia exposes students to research-based reading intervention that enables educators to create visible, experiences for G Suite for Education, Hapara meal programs powered by students, only proven to positively impact student outcomes in real time based on students’

LifeTouch

Lifetouch

LIFETOUCH

At Lifetouch, our purpose is to help families make memories and share them with others. Built on the tradition of “picture day,” Lifetouch captures smiling faces from preschool through high school graduation, as well as sports, yearbooks, senior portraits, and special events. Ask us about our full assortment of products and partnerships. Official photographer of the NAANY Annual Conference.

MCGRAW-HILL EDUCATION

McGraw-Hill Education is a learning science company. We help educators and students drive results by delivering education that empowers students to learn. We're driven by a shared mission to help all learners achieve.

MIND RESEARCH INSTITUTE

Mind Research Institute is a neuroscience education, social impact organization, dedicated to ensuring that all students are mathematically equipped to solve the world’s most challenging problems. The ST Math program builds conceptual understanding of math through rigorous learning and creative problem-solving to challenge pre-K-8 students.

M-netty

The finest educational products and core districts and many DOCS & BICS and leading educational services to assist. As a NYS Woman-owned company, located in Schenectady, NY.

SMP

SMP has been delivering strategic IT with integrity, passion, and a service guarantee for over 20 years. Serving all industries, our value-based technology solutions and services center around audio visual, service guarantee for over 20 years. Serving all industries, our value-based technology solutions and services center around audio visual,

SchoolDatebooks powered by SDI INNOVATIONS

SchoolDatebooks powered by SDI Innovations. Our curriculum for elementary and middle schools provides access for all students to truly understand and excel in mathematics. Our newest model and process. It is being implemented in thousands of schools in over 54 countries worldwide. It serves as the foundational operating system for a school by creating an environment where existing programs and resources can thrive. The social-emotional competencies of Leader in Me are taught through the lens of personal and interpersonal leadership. Educators in Leader in Me schools build lifelong leaders by helping them develop habits of effectiveness.

LEADER IN ME

Leader in Me is a CASEL endorsed k-12 whole-school improvement model and process that is being implemented in thousands of schools in over 54 countries worldwide. It serves as the foundational operating system for a school by creating an environment where existing programs and resources can thrive. The social-emotional competencies of Leader in Me are taught through the lens of personal and interpersonal leadership. Educators in Leader in Me schools build lifelong leaders by helping them develop habits of effectiveness.

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Hapara

PASSPORT FOR GOOD

As a Service (SaaS) to address the growing challenge faced by students, schools, and organizations to track time spent by individuals and groups performing community service activities. The robust tracking system and mobile application also assists non-profit organizations by allowing them to better communicate their needs for volunteers. For Passport Good centralizes data, automates the community service experience, and aggregates data across individuals and events to allow organizations to demonstrate community impact and to enhance linkage between service learning, skill development, and academic and career exploration.

PEACEFUL SCHOOLS

Peaceful Schools (WBE Certified) partners with schools across NYS to provide coaching, consultation and professional social and supportive services. We offer a full range of services including: mediation, restorative practices, school improvement, leadership development, theatrical productions, and more.

PMFORM.COM, INC.

Promethean is the world leader for interactive technologies in schools. Our ultimate goal is to assist teachers in their endeavor to motivate students to learn. Our interactive panels are award winning and our software has always been free to customers.

READ TO THEM

Read To Them’s mission is to create a culture of literacy in every home. Our One School, One Book program encourages and enables reading together at home by providing every school with tools, resources, guidance, and support.

RENAISSANCE

Renaissance is the leader in pre K-12 learning analytics – enabling teachers, curriculum creators, and educators to drive phenomenal student growth.

SCHOLASTIC

Scholastic is the world’s largest publisher and distributor of children’s books, a leading provider of print and digital instructional materials for PK to grade 12, including the new core program Scholastic Literacy, and a producer of educational and entertaining children’s media.

SCHOOL DATEBOOKS powered by SDI INNOVATIONS

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Defense and Indemnification: Your Protections from Job Related Litigation

continued from page 1

Indemnification means that, except in limited circumstances, the employer bears the financial burden of any resolution. This means that it will pay any settlements or if there is a jury verdict, your employment. If you made a bad decision or were negligent, your employer is still obligated to provide a defense and indemnification, even if it ultimately pursues discipline or termination for the conduct. However, if you are accused of something that was not part of your duties such as sexual assault of a subordinate, employers and, more importantly, the insurance carriers may attempt to deny the defense and indemnification. In these situations, litigation will need to be commenced against the employer and insurance company for the defense and indemnification; however, while the case is pending you will need to hire your own attorney at your own expense, which will hopefully be reimbursed.

In the vast majority of situations, you can rest assured that, aside from the anxiety that comes with litigation, your employer will provide you with the proper legal protection should you be named in a lawsuit. It is important to contact the SAANYS Legal Department in the event you are served with legal papers so that you can be guided through the process, including potential representation when you initially meet with your employer-provided attorney if the matter could lead to discipline.

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

Summary of the October Board of Regents Meeting

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childhood practices that bring the Next Generation standards to life.

Discussion Around the Table

The members were appreciative of the early childhood video. They were very impressed by seeing how developmental practices and the standards are used well. The members were also impressed by the depth of the proposed changes focus Standards now. The link to the presentation may be found by scanning the QR code.

Proposed Amendments Relating to the Limited Extension and Statement of Continued Eligibility for Certain Teachers of Student with Disabilities

Information on this item may be found by scanning the QR code.

Discussion on Revisions to the Student Data Privacy Proposed Regulations

This discussion provided information on additional changes to the student data privacy regulations. SAANYS has participated on the Student Data Privacy Task Force and has had input on the regulations on a continual basis. The discussion provided information on additional changes to the student data privacy regulations. SAANYS has participated on the Student Data Privacy Task Force and has had input on the regulations on a continual basis.

The link to the presentation may be found by scanning the QR code.

Proposed changes focus on ensuring that teachers and principals are provided communication on how to file complaints about breaches or unauthorized release of student data. There will be an additional 45-day comment period. Scan the QR code for additional information on this item.

Should you have any questions on the above information or would like to discuss these issues, please feel free to contact Cindy Gallagher, director of government relations, at 518-782-6060 or cgallagher@saanys.org.

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 assisted a member in getting approved for COBRA insurance following separation from the district.

Region 2

SAANYS advised a unit on ratifying a separation agreement that would potentially have added a different work year into the unit.

Region 4

SAANYS assisted a member to ensure he would receive defense & indemnification in a complaint he was served along with a request for a district’s belief of your innocence or guilt, but is a purely a financial determination.

Region 5

SAANYS represented a unit at a PERB pre-hearing conference for IPs relating to transfer of bargaining unit work and work day.

Region 6

SAANYS represented a member in a meeting with the district regarding continuation of benefits while on leave.

Region 7

SAANYS worked to get SAANYS a voting seat on a regional health care consortium.

Region 8

SAANYS consulted with a unit regarding the district’s finances and equity adjustments.

Region 9

SAANYS represented a member when the district wanted to reschedule their medical leave.

Region 10

SAANYS advised a member regarding adding a new title to the unit.

Region 11

SAANYS crafted an improper practice charge regarding transfer of bargaining unit work.

Region 12

SAANYS worked with a member in transferring pension membership from TRS to ERS.
SAANYS mentoring services are expanding at a rapid rate all around NYS. By offering two distinct models, traditional 1:1 Mentoring and Group Mentor Coaching, which feature the benefit of the support of colleagues in addition to that of the mentor coach, we are meeting the professional learning needs of both new and seasoned school leaders in ways that offer options designed to fit the needs of individuals or district groups.

A recent example from Brentwood provided mentorship to over twenty newer administrators in several Mentor Coaching Groups led by SAANYS mentors Tom Mangano and Jay Matuk with the able assistance of Jose Suarez, who was able to provide an added component specific to the district, therefore bringing an in-district mentoring component to compliment the SAANYS model—really the best of both worlds.

We are proving that we can be nimble and flexible in designing mentoring options that fill the needs of particular individuals or groups, in new hybrid models that provide exactly what is identified as the most beneficial.

This growth and ability to provide personalized models to individuals or groups, rests on the selection and training of our SAANYS mentors, who are growing in numbers all over New York State.

Our mentor training took a leap forward with the online mentor training courses developed by Dr. Bonnie Tryon, SAANYS mentor coordinator.

This online training features six modules and provides participants with the knowledge, skills, activities, and lab experiences designed to support their growth as a mentor coach. The modules are:

• What is a Mentor Coach?
• How are Strengths, Values and Goal Setting Used in Mentor Coaching?
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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.

Oswego (CT) BOCES Coordinators Association, Region 10

Negotiations were led by SAANYS Negotiator Dr. Frederick P. Kirsch assisted by Unit President Tracy Mosher and team.

Duration of contract: 2019–2023

Salary: Four percent increase each year.

Other changes as listed below:

• Increase retirement incentive from $10,000 to $15,000.
• Increase payout for unused sick days from $85 to $95 in year one, $75 to $85 in year two.
• Increase payment for unused vacation days from $260 to $280.
• Increase dental coverage from $1,000 to $2,000.
• Increased longevity payments by four percent each year of contract.
• Add bearing Aids to health plan.
• District to cover any required health exam in full.
• Resisted district proposals to eliminate health insurance at age 65.
• Increased premium share of health insurance from 10 percent to 20 percent over life of contract.

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### Annual Conference Exhibitors

**TARGUS**
Candice Brown  |  (714) 575-7423
cbrown@targus.com
www.usa.targus.com

Today’s classrooms have more mobile devices than ever. With our selection of laptop and tablet cases, expertise in device protection, and limited lifetime warranty, you can feel confident that Targus cases keep your investment safe.

**TECHXTEND**
Kevin Askew  |  (518) 860-8899
Kevin.Askew@techxtend.com
www.techxtend.com

TechTend Education Solutions is a value-added reseller focused on core portfolio of impact technologies in the areas of assistive technologies, career development, curriculum development, school safety, STEM, and other educational hardware and software products.

**U.S. ARMY 1st RECRUITING BRIGADE**
Major Mari Goldstein  |  (646) 610-2627
mari.goldstein.mil@mail.mil
garmy.com

Education service specialists present educational programs and products the U.S. Army offers schools and its students, which cost nothing and carry no military service obligation. These programs assist youth with long-term planning and identify with the student’s potential career paths.

**VIRCO, INC.**
Greg Richardson  |  (518) 861-8899
gregoryr@hardoost.virco.com
virco.com

Virco is America’s leading manufacturer and supplier of furniture and equipment for K-12 schools, higher education, and office furniture. At Virco we’re committed to providing the best selection of equipment for educators.

**VISUAL MAGNETICS**
Joe Deetz  |  (774) 248-5508
jdeetz@visualmagnetics.com
visualmagnetics.com

Discover the most innovative and collaborative, work environments, dry erase technology, non ghosting, and world leader in magnetic receptive technology.

### PD Update

**What Does Deep Listening Mean?**

**What Do Impactful Questions Sound Like?**

**What is the Leadership Development Model?**

**How Can I Grow My Mentor Coaching Practice?**

In the course of the training, prospective mentors can expect to use the Zoom platform to practice with a lab partner, submit video for feedback, reflect, and debrief with the coach and a colleague.

The training also includes a Refresher Course consisting of three modules for those existing mentors who have been trained in the 1:1 model but need training in the newer Group Coaching Model:

**What’s New with SAANYS Group Mentor Coach Service?**

**How Do the Traditional 1:1 Model Work With Group Mentor Coaching?**

**How Can I Grow My Group Mentor Coach Practice?**

If you have any questions about mentoring for yourself or your district, please do not hesitate to contact me at kbbronson@saanys.org or Dr. Bonnie Tryon at btryon@saanys.org. We would be happy to provide you with more information and work on developing options that will suit your needs.