

## Educational Conference Board Calls for a \$2.1 Billion State Aid Increase for 2020-21



and Foundation Aid to be funded and updated ...

Based on estimates for educational expenses in the coming year and growing student needs, New York’s major education organizations, including SAANYS, released a report detailing the need for a \$2.1 billion state aid increase for 2020-21.

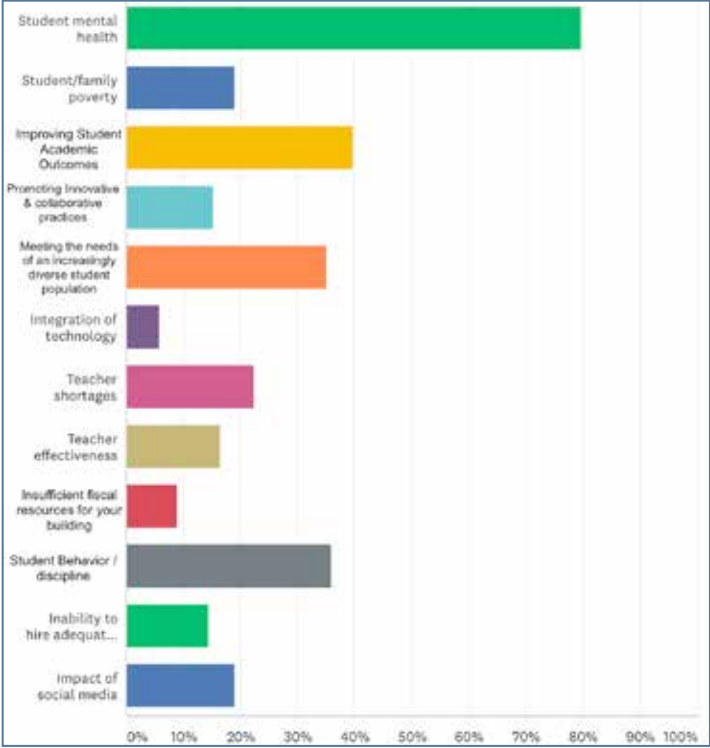
The funding increase recommended by the New York State Educational Conference Board (ECB) contains two primary components:

\$1.6 billion to continue current educational services based on available cost estimates for school expenses in the year ahead; and *continued on page 8*

## Mental Health Needs Top Concern in Survey

In a fall survey of building principals, issues surrounding student mental health were clearly the top concern of the 236 respondents.

The numbers tell the story. The survey asked, “For the 2018-19 school year, please indicate which of the following was of upmost concern in your work as a school administrator? (Check your top 3)” – the graph clearly shows what’s on the top of minds in school buildings today.



Logically it followed that when asked, “Please check the top 3 areas most important to your own professional growth, “addressing student mental health” was once again a top issue according to 60 percent of respondents. Principals are also focusing on professional growth in the areas of “promoting and supporting instructional change and innovation” (34 percent); “shifting from a traditional discipline model to restorative practices” (30 percent); and “school improvement strategies” (29 percent). ■

### LEGAL BRIEFS

## Retirement Health Insurance Coverage

Your collective bargaining agreement must protect your retirement health insurance benefit. Once you retire, you are no longer a member of your local association. Hence, whatever rights you have for health insurance benefits in retirement may be found in the applicable contract under which you retired. The best way to protect your retirement health benefits is to state clearly in the contract what your retirement health insurance benefits are when you retire.

Years ago, many administrators retired at age 55, thereby continuing on the district’s active employee health insurance plan for ten years until the retiree turned 65 years old and enrolled in Medicare. The ten-year health insurance benefit was valued at the ten-year cost of the health insurance, typically in excess of \$200,000.

To ensure that administrators receive retirement health insurance, it is critical to spell out in the contract the health insurance plan with specific reference to deductibles, out-of-pocket expenses, and co-payments levels. Also, the retiree’s contribution toward health insurance in retirement should be fixed at the time of retirement (not subject to active employees’ contribution levels). Further, health insurance coverage in retirement should include language that the benefit is for life. Of note, some clients mistakenly believe that if they predecease their spouse, the spouse has the right to survivorship health insurance coverage. Unfortunately, that is incorrect. The truth is that the right to survivorship is rare and must be collectively bargained for in the contract. Finally, as discussed below, the contract must spell out what type of health insurance plan the retiree will participate in when the retiree enrolls in Medicare.

At the bargaining table, negotiate a contribution structure for premium cost sharing in retirement that is based on years of service to the employer. For example, if you work for the employer for 10 to 14 years you will contribute 15 percent toward the premium cost of health insurance. If you work 15 to 19 years, you will contribute 10 percent. If you work more than 20 years for the employer you will receive free health insurance.

As a practical matter, contact your employer’s benefits clerk and inquire whether it will be cheaper to subscribe to two individual health insurance plans in retirement for you and your spouse instead of one family plan. If it is cheaper, it would be the preferred way to go.

### Medicare and Your Retirement Health Insurance Coverage

When you turn 65 years old, almost all health insurance plans in New York require the covered retiree (and spouse) to enroll in Medicare, a federal health insurance program providing coverage for individuals over 65 or who are found to be permanently disabled. Medicare provides coverage for hospitalizations (Part A) and physicians (Part B) on an 80-20 split. Note that if you are still actively working past the age of 65, you do not have to enroll in Medicare Part B, but you must enroll in Medicare Part A, meaning that Medicare will become your primary insurance upon enrolling at age 65 and your employer provided retirement health insurance coverage will become secondary. Because your employer provided insurance will now be secondary, your former employer will remove you from its active employee health insurance plan and enroll you in a less costly Medicare Supplemental Plan to cover its 20 percent obligation. Note that in some parts of the state, like western New York, the employer ceases health insurance coverage when you enroll in Medicare. Don’t let that happen. Try to negotiate for continued health insurance coverage after enrollment in Medicare. If you will not have health insurance coverage post Medicare enrollment, you may purchase a Medicare Supplemental Plan from the federal government, which

*continued on page 6*



### New Law Changes Fire Inspection Process in Schools

Governor Cuomo has signed legislation to modernize the process of conducting annual fire inspection reports for public and private schools. The bill prohibits unqualified persons from conducting the inspection and requires schools to request inspection from the local fire department or certified fire inspector. The bill also provides schools with flexibility in meeting the public notice requirements associated with these inspections and eliminates the “hold harmless” provision that has allowed inspectors who made errors on inspection reports to evade liability.

While current law requires schools to submit an annual fire safety report which includes an inspection of school buildings, there is no recourse for schools who fail to do so. The bill clarifies the current power of the commissioner to deny the certificate of occupancy if a public school fails to correct deficiencies following an inspection.

### \$15 Million to Support Pre-Kindergarten Programs Statewide

Fifteen million dollars has been awarded to 26 school districts to increase access to high-quality pre-kindergarten for over 2,000 three and four year-old children across New York. This funding will also support the expansion of pre-k to high-need and underserved school districts as part of the state’s ongoing effort to promote early education and improve academic outcomes for all students.

Funding was awarded to school districts based on the quality of applications and other factors such as district and student need, the state’s effort to target the highest need students, and a focus on maximizing the total number of children served in pre-kindergarten programs. For details on district awards, visit: <https://on.ny.gov/2Mtwkuj> ■





Executive Viewpoint  
Kevin S. Casey, Executive Director

Next Generation Learning Standards—Time to Get Ready

The article I wrote for the December issue of *News & Notes* was on the guidance recently released by the State Education Department (SED) regarding equity in education, and how implementation of much of that guidance, in the face of competing concerns, would be influenced in significant part on available funding. For many districts those guidelines will remain aspirational.

This month I want to revisit a topic that is not “guidance” (essentially an official suggestion) but rather a mandate that will more directly impact school accountability measures than the College, Career, and Civic Readiness index of the ESSA Plan, which is associated with the issue

of equity in education.

In September of 2017, the Board of Regents adopted the Next Generation Learning Standards in ELA and math, and laid out a three-year implementation timetable. Phase I, from winter of 2018 to spring 2019 was a period to raise awareness and engage in professional development regarding the new standards. Phase II, from spring of 2019 to summer of 2020, is to build capacity and further engage in professional development. Phase III is the full implementation phase, with instruction aligned to the new standards beginning in September of 2020. The 3-8 ELA and math assessments administered in spring 2021 will be aligned to the new learning standards.

In September of 2021, grade 9 instruction is aligned to the new ELA learning standards, while grades 10 and 11 remain aligned to the NYS P-12 Learning Standards for ELA and Literacy (2010). In September 2022, grade 10 moves to the new ELA standards while grade 11 remains aligned to the 2010 standards. In September 2023, grade 11 moves to the new standards and June of 2024 has the first ELA regents’ exam aligned to the new standards. June of 2025 will be the last administration of the ELA regents’ exam aligned to the 2010 standards.

With respect to high school mathematics, instruction aligned to the new standards for Algebra I begins September 2021, with the first Algebra I

regents exam aligned to the new standards being administered in June of 2022. Instruction aligned to the new Geometry standards begins September 2022, with June 2023 being the first Geometry regents exam aligned to the new standards as well as the last Algebra I exam aligned to the 2011 standards. For Algebra II, instruction aligned with the new standards begins September 2023, with June 2024 being the first Algebra II regents exams aligned to the new standards, and also the last Geometry exam aligned to the 2011 standards. Consistent with this rolling implementation schedule, the last administration of the Algebra II regents exam aligned to the 2011 standards will be in June of 2025.

I recognize that the last two or three paragraphs of this article are a somewhat dry summary of information that may be readily found on the SED website, but several recent conversations have suggested the level of awareness, and imple-

mentation steps taken to date, varies widely from district to district, and in some instances from building to building within the same district. SED informs us that it will soon be asking district superintendents to assess the progress of implementation of the new standards among their component districts. We suggested SED develop an implementation checklist that principals can use to assess their readiness. Unfortunately, the reality is that in some districts there is sometimes a lack of communication and coordination between central office and the district buildings, and we would like to help make sure our members are not caught unaware or unprepared for the upcoming changes that have already been set in motion. ■

New School Start Times and Master Schedule Opportunities

Sponsor Opinion Piece by Kenneth A. Facin, Solutions Facilitator, Educational Vistas, Inc.

Master schedules detail each minute of the school day with regards to teacher and student obligations and whereabouts. The learning climate and culture of a school is directly influenced by the master scheduling of physical space and allotted human resources. How a student experiences learning and navigates the school day at both the elementary and secondary level is

often determined by a schedule that may or may not be student centric.

The National Association of Secondary School Principals’ article, *Master Schedule: A Culture Indicator*, offers this perspective:

“The master schedule is to a school what grading policies are to teachers and classrooms. It reveals the true beliefs, attitudes, values and priorities of

the school. The school’s master schedule is like looking at an MRI of the inner workings of a school. It is the window to the soul of the school.”

As schools look to improve school climate and potentially change to later start times, a great opportunity exists to begin your master scheduling in sequence with your budgeting process. Schools tend to start their scheduling process much later in the school year, after the budget process, and this diminishes the ability to identify resource needs while the budget is being formulated. An earlier start to the sched-

uling process will ensure the best possible supports for your students’ learning experiences.

Do your students sit in large study halls and overcrowded lunch rooms? Is there conflict between band and AP courses? Does homeroom still exist in your school or do you have morning meeting or morning guide period to set your learners’ day? By involving teachers and support staff in these decisions, schools can incorporate school climate data and investigate structural barriers or past traditions that may need to be modified to better suit today’s students.

Principals have the dual challenge of adhering to teacher collective bargaining agreement considerations as well as meeting each student’s learning needs. How you approach these challenges will determine the extent to which your schedule supports the priorities and vision that you want your students to experience each day.

*Kenneth A. Facin, Solutions Facilitator @ Educational Vistas. Ken worked for 32 years in public schools as a high school science teacher, principal, and superintendent of schools. He can be reached at kfacin@edvistas.com.* ■

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

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2 JANUARY 2020





# Summary of the December Board of Regents Meeting

The last meeting of 2019 of the Board of Regents was held on December 9th and 10th. The two days were primarily filled with updates, a few regulatory matters, and actions on two charter schools.

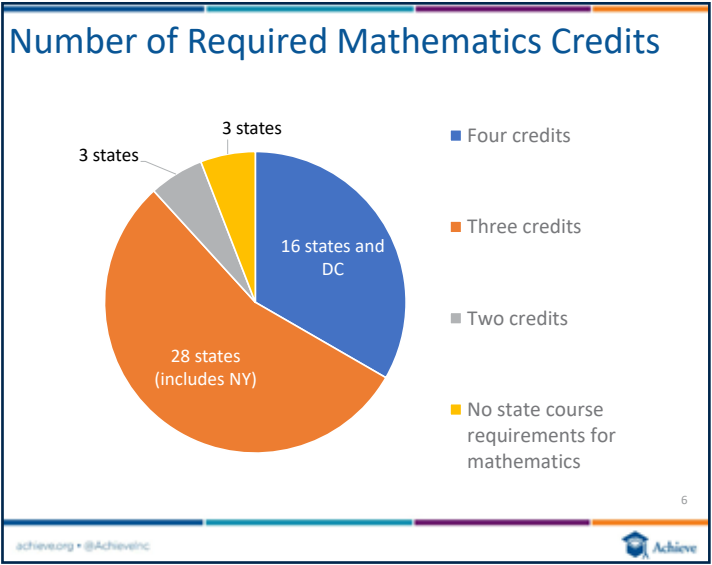
## Full Board Meeting

Update on the Graduation Measures in New York State Initiative

The director of Achieve, Marie O’Hara, presented data and research on graduation measures used in other states. The presentation examined four states and a shifting landscape in terms of graduation accountability and innovative programs.

Some of the key points from the presentation included:

- The number of courses and specificity of courses varies greatly across states.
- The findings indicate that there are four main categories for how states use assessments for graduation.



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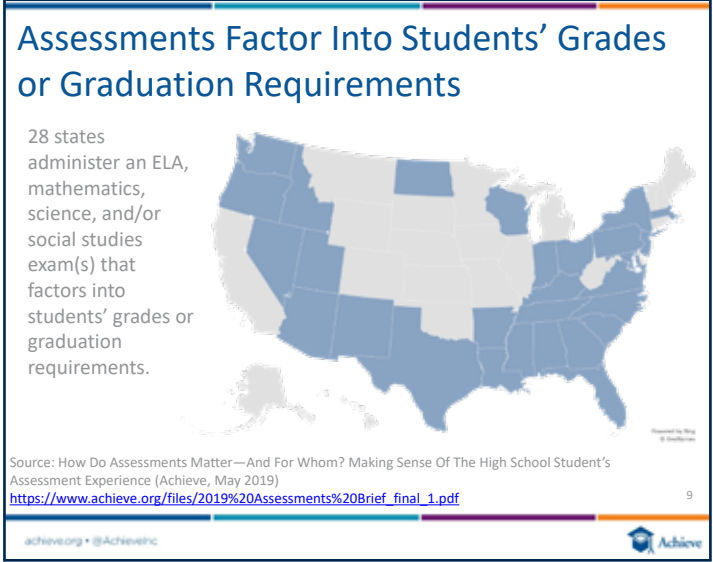
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GE-134295c (3/18) (Exp. 3/20) | G396047

In some states:

- Assessments do not have any consequences to course grades or graduations.
- Assessments serve as a portion of the final grade.
- There is a requirement that students must receive a minimum grade to graduate.
- There is a requirement that students only pass one or more tests to graduate.

There are other types of graduation evaluations used by states that may be categorized as co-curricular learning and leadership experiences. Such experiences include capstones and/or service learning projects.



## Conversation Around the Table

Regent Tilles emphasized that whatever we decide about graduation requirements will impact the whole P-12 system. He also stated that futurists indicate that there is a 50/50 chance that whatever career a high school graduate chooses this year will not exist within five years.

Regent Mead raised the question as to whether staff has examined the use of the Armed Services Vocational Aptitude Battery (ASVAB). This test is required for every candidate wishing to enroll in the National Guard. It is a standardized test that measures eight areas such as general science, math reasoning, language, electronics, and mechanical skills.

Regent Young would like to first lay out what experiences all young people need to be successful before concluding which graduation measures should be established. Such an approach would establish the courses and supports needed to exit high school for all students.

Regent Cashin suggested that using a mastery type approach for courses required for graduation would suggest that it may take longer to graduate. Therefore, flexibility is needed to ensure that all students may access challenging courses.

Regent Reyes questioned how other states were thinking or using civic readiness/citizenship courses and how they fit into graduation requirements. He questioned as to whether other states were using “seals” added to diplomas or whether states included such topics within coursework.

Regent Chin was buoyed by information indicating that other states are providing opportunities for career readiness and the importance of life experiences in art and health areas. The PowerPoint presentation used for this presentation may be found by scanning the QR code.



## State Aid Subcommittee

For the next state budget the Board of Regents will ask for:

- A phase-in of \$4.7 billion in foundation aid over three years.
- A minimum increase for all school districts of one percent.
- An accelerated phase-in during 2020-21.
- \$1.2 million for staff to work on the foundation aid formula.

The item on state aid may be found by scanning the QR code.



## P-12 Subcommittee

This subcommittee took action on two sets of regulations:

- 1.) Emergency regulations were passed pertaining to extending the age eligibility



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).

for students participating in inclusive athletic activities. This item may be found by scanning the QR code.

2.) A discussion was held on a proposed regulation pertaining to bus driver training.

This item may be found by scanning the QR code.



The P-12 subcommittee also reviewed the Early Childhood Blue Ribbon Report and the recommendations proposed by the panel. The comprehensive report was well received by the Board and the report may be found by scanning the QR code.



## Subcommittee on Higher Education

The subcommittee heard a presentation on a Principal Management Talent System, which is a software program that will provide school districts the ability to customize searches for persons to fill administrative openings. Potentially, districts will be able to tap into a larger pool of candidates for specific district needs and goals. It is anticipated that the program will be operational in this school year. This report may be found by scanning the QR code.



Should you have any questions or would like to discuss any to these items, please feel free to contact Cindy Gallagher at [cgallagher@saanys.org](mailto:cgallagher@saanys.org) or (518) 782-0060. ■

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# SAANYS Professional Learning Update



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

I recently had the pleasure of attending a meeting of the School Leader Collaborative held in St. Louis, Missouri on December 11-13. This was a meet-up of those who lead school leader associations across the country and included representatives from Illinois, Indiana, Missouri, New Jersey, New York, Washington, and Wisconsin.

The agenda began with each attendee sharing something related to educational leadership that he or she

was grateful for in his or her home state. Here are some responses:

• **Illinois:** “Tech capacity is growing rapidly across the state to even the playing field for school leaders in rural schools. Now, the same learning can be delivered to educators in small remote towns as the learning available in Chicago and other large cities across the state.”

“We are able to support principals at all stages of their career, from preservice and inservice through retirement.”

• **Indiana:** “We are focusing on supporting assistant principals in big urban districts with mentoring tailored to their needs, which can be different from rural school districts. Our question is always, ‘How can we serve you better?’”

• **New Jersey:** “What has made a difference has been

bringing members of our organization together from around the state to develop a vision along with our state education department.”

• **New York:** “There is a much needed focus in our state on issues of educational equity for all learners and that is also resulting in a sharper focus on growing a more diverse body of educational leaders.”

Another focus of the meeting was on the School Leader Paradigm: Becoming While Doing. Members of the School Leader Collaborative have sought to find new ways to help school leaders effectively navigate the “impact, complexity, and messiness” of their work by re-thinking principal leadership in a way that not only details the work principals must be doing within their learning organizations, but also accounts for how principals must be personally invested in developing their own leadership competencies and attributes to becoming learning leaders.

In other words, there needs to be as much of a focus on the becoming as there is on the doing.


Jason Leahy, executive director of the Illinois Principals Association (IPA) who has been instrumental in the development of the School Leader Paradigm, put it this way: “In the past, we have always focused on the doing side, the activities required of the role of school principal. However, in our organization, we found that the calls we were getting were not related to the doing side, they were not from members who were struggling with raising test scores. Instead, the reason members were contacting our office was because they were struggling with relationship issues, ethics issues, and an overall inability to manage themselves. What we found we needed to do was to bring the two domains (doing and being) together since these dispositions and attitudes were the truly foundational aspects of school leadership.”

There was a general sense that because school leaders get mired down in all the stuff, one of the primary roles of

supporting those leaders is creating a sense of hope amidst the stressors and growing requirement of the role.

If some of this is sounding familiar to you and you would like to see the School Leader Paradigm, you may do so at <https://ilprincipals.org/grow/school-leader-paradigm/>. It is an excellent roadmap for reflection and growth that captures the multiple kinds of intelligences (personal, social, and systems) that combine in a learning leader as well as the three domains (cultural, learning, and systems) domains that are hallmarks of successful learning organizations.

We often leave some of the best conferences feeling that we are less alone in our challenges and more connected to those who face the same issues and opportunities for growth. This was an example of that kind of gathering of colleagues separated by distance but connected in so many ways. ■



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## SAANYS REGION 11 | NEGOTIATIONS AND HOT TOPICS



### MARCH 3, 2020

**PRESENTER: Arthur Scheuermann, SAANYS General Counsel**

**MONROE 1 BOCES**  
15 Linden Park, Rochester, NY

4:00 PM – 6:30 PM

COST: \$5


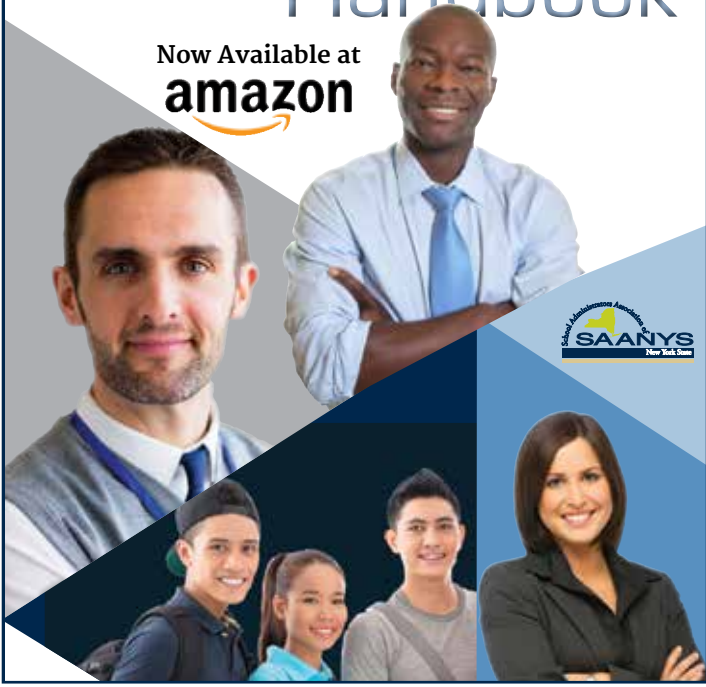
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April 28, 2020

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FREE | 4:00 pm–6:00 pm

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Contact Karen Bronson at  
[kbronson@saanys.org](mailto:kbronson@saanys.org)  
if you need additional information.

## This workshop will consist of two parts: AXA Presentation

AXA specializes in working with New York State employees, helping them to get the most out of their NYS pension plan. AXA will provide specific information on understanding the true value of your NYS pension, how to protect your pension during your working years, what to consider in choosing a payout option, as well as examples on how to maximize your pension payments in retirement. The presentation will also discuss the importance of appropriate asset allocation within 403(b) and other retirement savings plans.

## New York State Teachers' Retirement System

Even in turbulent economic times like these, you can achieve future financial strength and security by building a strong pension at NYSTRS. This presentation will provide an overview of the important benefits NYSTRS provides, with an emphasis on issues pertaining to members approaching retirement. Highlights include a review of the fundamental pension components such as service credit and final average salary, key retirement thresholds to reach for, the tools needed to maximize these benefits, retirement benefit options, the filing process and much more. Hopefully you'll leave our meeting with a handle on what's needed to plan wisely on your road to retirement, as well as what costly errors to avoid along the way.



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# Financial Fridays



## A SAANYS lunch & learn series Webinar

### FEB 7 Basics of Taxes

This seminar provides an overview of basic tax concepts including pre- and post-tax definitions, Roth options for savings alternatives, and others.

### MAR 6 Student Loan Forgiveness

There are a number of Student Loan Forgiveness options available to New York State educators, but sorting through all of them can be a challenge. Let us help you navigate the requirements by going over who may be eligible, how you may be able to qualify, all the way to how to submit the paperwork.

### APR 3 Your Family, Your Future

This presentation addresses the multitude of issues involved when juggling financial obligations of raising a family while still planning for your long-term financial future.

### MAY 1 Social Security

The Social Security 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.

### JUN 5 Summer Planning

Have you been so busy during the school year that you put off addressing any and all personal financial matters? This presentation will provide a checklist of items that should be addressed during the summer, as well as a timeline and suggestions for an easy implantation of the plan.

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.

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right, and think low  
and think high. Oh, the  
things you can think  
up if only you try."  
-Dr. Seuss*



LEGAL BRIEFS

A Message from the SAANYS Legal Department



Arthur Scheuermann  
SAANYS General Counsel  
ascheuermann@saanys.org



# Retirement Health Insurance Coverage

is commonly referred as Medicare Part C. For the past ten years or so, the Medicare Part C supplemental plan has been on par with those supplemental health insurance plans you can purchase privately, such as through AARP. Otherwise you will need to purchase a supplemental insurance plan on the open market. The cost of a Medicare supplemental plan will run around \$5,000 on Long Island and the lower Hudson Valley and decrease in cost as you go upstate and across the state.

What most clients are unaware of is who pays for their Medicare coverage. Part A hospitalization premium costs have previously been paid through their FUTA/FICA payroll taxes. However, if their spouse has not worked outside of the home, they will have to pay for Part A. Medicare Part B premiums are made by the enrolled retiree either from their monthly Social Security payment or by direct pay from the retiree to the federal government.

Under the Medicare Modernization Act of 2003, the amount of the Medicare Part B premium payments are calculated based on your adjusted gross income two years prior to the year in question. Remember that 85 percent of your monthly Social Security payments are taxable income, as is your pension and any other money you earn or remove from IRC Sections 401k, 403(b), 457, or other types of private annuities or investments. The standard or base premium cost for Medicare Part B coverage for a husband and wife who earn less than \$174,000 in adjusted gross income for 2020 is \$144.60 per month per person or \$1,735.20 for the year. From 2019, that is a \$10 increase per month. However, if you and your spouse earn between \$174,000 and \$218,000, your monthly premium will be \$202.40 per month; if you and your spouse earn between \$218,000 and \$272,000, your monthly premium will be \$289.20 per month; if you and your spouse

earn between \$272,000 and \$326,000, your monthly premium will be \$376.00 per month; if you and your spouse earn between \$326,000 and \$750,000, your monthly premium will be \$462.70 per month; and if you and your spouse earn more than \$750,000, your monthly premium will be \$491.60 per month. The increased levels of Medicare Part B premium costs are part of the Income Related Monthly Adjustment Amount (IRMAA), established in 2003 under the Medicare Modernization Act. The IRMAA will affect clients in Long Island, Westchester, the lower Hudson Valley, and in other urban/suburban areas in the state.

If you are fortunate enough to be enrolled in the New York State Health Insurance Plan or your employer provides Medicare Part B reimbursement based on a contractual obligation or established practice, make sure your contract spells out the Medicare Part B reimbursement benefit for the retiree and their spouse. Recently, a school district unilaterally changed its reimbursement policy and only provided the standard reimbursement amount instead of the longstanding IRMAA. SAANYS success-

fully litigated that case, which is now on appeal. This past year alone in at least three separate negotiations across the state, employers have attempted and some did in fact, reduce their Medicare Part B reimbursement obligation to only the

Recently, a school district unilaterally changed its reimbursement policy and only provided the standard reimbursement amount instead of the longstanding IRMAA. SAANYS successfully litigated that case, which is now on appeal.

standard rate or eliminated the reimbursement benefit altogether. Understand that the Medicare Part B reimbursement benefit is valued currently at around \$35,000 for the retired employee. Add another \$35,000 for the spouse of the covered employee. Hence, that is a \$70,000 deferred compensation benefit that you will have to pay for until death, which is actuarially projected for men at age 83 and women at age 84. Thus, fight to keep this benefit in your contract.

## Retirement Prescription Drug Considerations

Until 65 years of age, your employer insurance will be your primary insurer.

Like active employee prescription drug coverage, retirement prescription drug coverage should be spelled out in the contract. It is better

to be more specific and identify the drug plan and mail order plan, and if applicable, the number of tiers and associated co-payments with each tier. Some employers attempt to negotiate the exclusion of drug coverage in retirement, don't let that happen. According to industry standards the average person over 50 years old takes six drugs daily. If you do not have prescription drug coverage in retirement, buying it on the open market will be costly. Understand you can purchase prescription drug coverage from the federal government as part of your Medicare enrollment at age 65, i.e., Part D coverage. However, the premium costs of Part D coverage also have IRMMA adjustments based on your annual adjusted gross income from two years before. Thus, if you opt to purchase Medicare Part D coverage, it could prove very costly. Again, ensure through collective bargaining that the employer will continue your prescription drug coverage into retirement. ■

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 advised a member regarding disability retirement.

REGION 2

SAANYS advised a member regarding the ability to get tenure early as a principal.

REGION 4

SAANYS reviewed a final CBA with a unit prior to signing in order to ensure that all negotiated provisions were properly included.

REGION 5

SAANYS settled an improper practice charge regarding work day.

REGION 6

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

REGION 7

SAANYS continued to monitor the health care consortium board representation and the role of SAANYS on that board.

REGION 8

SAANYS settled a disciplinary matter pre-charges.

REGION 9

SAANYS assisted a member with a rebuttal to a counseling memo.

REGION 10

SAANYS assisted a member in receiving accomodation from the district regarding a health related issue.


REGION 11

SAANYS advised a member of the effect of a separation agreement on their pension.

REGION 12

SAANYS filed an impact bargaining charge and a transfer of work charge at PERB.

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.

Baldwinsville Transportation Supervisors Association, Region 10

Negotiations were led by SAANYS Negotiator Dr. Frederick P. Kirsch assisted by Unit President John Halstead.

Duration of contract: 2019–2022

Salary increases as follows: 3.1 percent per year

- Increased the amount of time available to utilize vacation days.
- No health insurance givebacks.

Oneida Administrators' Association, Region 8

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

Duration of contract: 2019–2022

Salary increases as follows: 3.25 percent per year

- Increased term insurance from \$50,000 to one year's salary (up to \$150,000).
- District to make available a 457 savings plan.
- District to allow children of unit members to attend Oneida schools tuition free.

continued on page 7

SAANYS Personal Legal PLAN

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

\$85

annually provides a simple will, power of attorney, health care proxy, living will, and unlimited advice via telephone. Enrollees will also receive certificates good for two free hour-long office consultations with a local referral attorney. For services beyond this package, discounted rates apply.

Contact Feldman, Kramer and Monaco, the law firm that administers the plan for SAANYS members, at

1-800-832-5182

Be prepared to present your membership ID #.

"An investment in knowledge always pays the best interest."  
—Benjamin Franklin

Have questions? Need assistance?  
Use the "Ask SAANYS" button at [saanys.org](http://saanys.org).



# Contract Settlements

continued from page 6

- Increased hiring minimums by 3.25 in year three of the agreement.
- Corrected an inequity in the retirement incentive that could potentially have had a member choose between health insurance into retirement and a \$28,000 payout. Agreement ensures both.
- Resisted district proposals to eliminate health insurance at age 65.

## Vernon Verona Sherrill Administrators Association, Region 8

Negotiations were led by Unit President Vince Pompo assisted by SAANYS Negotiator Dr. Frederick P. Kirsch.

**Duration of contract:** 2018–2021

**Salary increases as follows:** 3.25 percent per year with the first year retroactive.

- Added new longevity steps to the base salary at 10, 15, and 20 years of service (five years at \$500, ten years at \$625, fifteen years at \$775, and twenty years at \$950).
- Increased the accumulation of sick leave from 220 to 225 days.

## Franklin-Essex-Hamilton BOCES Administrators, Region 7

Negotiations were led by SAANYS Negotiator Dr. Frederick P. Kirsch and SAANYS Deputy Counsel Jennifer Carlson, Esq. They were assisted by Unit President Rick Swanston and team.

**Duration of contract:** 2019–2022

**Salary increases as follows:** \$3,000 in years one and two, 3 percent in year three.

- Increase in sick leave payout from to \$75 to \$85 per day.
- Professional association dues (including SAANYS) paid up to \$600.
- Added a stipend for a doctorate at \$3,000.
- Added a stipend for supervision of summer school at \$1,750.
- Increased vacation carryover days to five.
- Comp days for reporting on up to two snow days or take off with no penalty.
- No health insurance givebacks.

## Watertown Administrators Association, Region 7

Negotiations were led by Unit President Chad Fairchild and team. The unit was assisted by SAANYS Negotiator Dr. Frederick P. Kirsch.

**Duration of contract:** 2019–2022


**Salary increases as follows:** 3.25 percent per year

- Improvement in bereavement language.
- No health insurance concessions. ■



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# SAANYS Diversity Committee

## Friendships Are Built on Love, No Matter What They Look Like

Gary M. Manuse, Assistant Business Official,  
Monroe 2-Orleans BOCES

This article is a true story based on an interview I recently did with an adult named Marie, who reflected on a specific childhood experience which has always been on her mind, way into her 70 plus adult years.

Let's travel back to the 1950s in the inner city of Rochester, New York. Marie is a white little girl who had lots of white friends, but she was also friends with two black little girls named Beverly and Helen, who happened to also be siblings. They were the two "little black girls" in the neighborhood and they lived across the street from Marie. They were so wonderful to Marie that she became very fond of them and preferred to spend most of her time playing with them.

It was a gorgeous summer day in the city in 1953. The sun was shining. The birds were singing exuberantly. It was the perfect day for bicycle riding, playing hopscotch on the sidewalk, and picking berries from the mulberry tree at Marie's house. That's what Marie, Beverly, and Helen were doing, laughing and carrying on together like typical young girls at the ages of seven, eight, and nine. They spent the whole day with each other, not only on that day, but every day since they were old enough to go outside and play together. They were all best friends, and none of them cared that they were different. Sure, they were slightly different in ages, but the color of their skin is what really made them different: Marie being white; and the two sisters, Beverly and Helen, being black. Stigmas and prejudice were predominantly conventional in that day and age in the inner city of Rochester in 1953, and it was a time when blacks and whites in the city did not mingle much at all. I guess you could say that these little girls were precedent setting at the time.

As the summer went on, Marie's mom began to notice just how close all of the girls were becoming and that Marie was spending less time playing with her white friends and playing mostly with Beverly and Helen. One hot, humid evening at around 5pm in late August, as the clouds began to roll in for a thunderstorm, the sound of distant thunder began and lightning could be seen from afar. As the girls were playing on the sidewalk in front of their houses, Marie's mom opened the front door and yelled out to her to come home because it was going to storm and that dinner was almost ready. When Marie entered the house and sat at the dinner table, her mom looked at Marie with such seriousness and said that she wanted her to start playing with her white friends and not to play with the black girls anymore. This devastated Marie. For the rest of the summer, until school started, Marie would sit on her porch and see her forbidden black friends across the street playing outside, and she was heartbroken that she couldn't play with them anymore. She was so upset and did not understand why her mom was so abrupt in ending the friendship. As Marie became older, she began to understand that her mom was concerned that if she continued to become closer with black people, that she might fall in love with and marry a black man, and the idea of an interracial marriage was disgraceful in most families at that time.

Fast forward 60 plus years, and this story still upsets Marie. So, upon persistent encouragement from her son, Marie decided to look for her two former friends on Facebook. She wanted to let them know how much she really cared about them. Marie and her son went on Facebook, and unable to locate Beverly and Helen (due to them having a different last name because they were now married), they instead located their older brother, wrote him a message and attached an unforgettable picture of the three little girls sitting on their front porch from years ago in the summertime. Finally, after several attempts to make contact with the older brother, he replied to the messages with delight. His delay was not because he was ignoring the contact attempts, but it was merely because he hardly uses Facebook. He provided Marie with Beverly and Helen's contact information and after over sixty years, Marie finally made contact with both of them via their computer cameras. They enjoyed reconnecting and the specific reasons why they stopped playing together and their friendship ceased was never

continued on page 8

# 2020 CALENDAR



## JANUARY

**Jan 19** *World Religion Day*

**Jan 20** *Martin Luther King, Jr.'s Birthday Observance*

**Jan 23** *First Native American U.S. Senator*

**Jan 25** *Chinese New Year*

**Jan 28** *Christa McAuliffe Day*



## FEBRUARY

*National African American History Month*

*National Children's Dental Health Month*

**Feb 1** *National Freedom Day*

**Feb 2** *Groundhog Day*

**Feb 3-7** *National School Counseling Week*

**Feb 11** *Thomas Alva Edison's Birthday*

**Feb 12** *Abraham Lincoln's Birthday*

**Feb 14** *St. Valentine's Day*

**Feb 15** *Susan B. Anthony's Birthday*

**Feb 17** *National PTA Founders Day*

**Feb 17** *Presidents' Day*

**Feb 20** *Frederick Douglas Day*

**Feb 22** *George Washington's Birthday*

**Feb 23** *W.E.B. DuBois's Birthday*

**Feb 25** *Mardi Gras*



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# Friendships Are Built on Love, No Matter What They Look Like



continued from page 7

spoken about. As adults, the unspoken inferences were clear... It was prejudice based on color. You see, their friendship was built on love, no matter what they looked like. However, it was the societal prejudices and pressures that made the adult in this situation (Marie’s mother) negatively influence the friendship. Marie’s mother forced the societal stigmas and discriminations on the girls’ friendship, which broke apart their unconditional bond.

Nowadays, Marie wholeheartedly embraces diversity in all forms. Her only two children are gay and lesbian. She has all types of friends in her retirement community. She is a true advocate for equality. She has attended numerous gay pride events and marched in parades with her children. I truly believe that this childhood situation, as heartbreaking as it was at the time, helped to shape the open-minded and loving person that she is today. I am proud to say that Marie is my mother. This situation has always bothered me, and I have always felt terrible for my mom that she had to endure losing contact with her two best friends. Today my mom realizes that life in the 1950s was full of inequalities and prejudice. She does not have ill feelings toward her mom’s decision, because it was the time period. However, she made sure to raise her children without prejudice and to expose them to diversity. Marie, Beverly, and Helen keep in touch on a regular basis.

In conclusion, we, as school leaders in 2019 and beyond, need to be open to hearing stories like this and reflect on how our actions are influencing diversity, not only in our educational settings and school communities, but also in our personal lives with our family and friends. We can make a difference and I hope that this story does that for you. ■

## 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 and national principal of the year programs.

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# Educational Conference Board Calls for a \$2.1 Billion State Aid Increase for 2020-21

continued from page 1

\$500 million for targeted investments in five critical areas: strengthening school safety and mental health services, supporting receivership schools, addressing the cost of providing specialized services such as special education and English as a New Language, college and career pathways, and professional development.

The \$1.6 billion increase to continue current services is based on cost estimates for 2020-21 in areas such as salaries, pension costs, and health insurance costs from sources such as the State Division of Budget and Teachers’ Retirement System. This figure represents the state funding required to maintain student programs and services after accounting for local revenue that might be raised given the tax cap.

Based on the CPI data for this year so far, ECB is projecting a tax levy growth factor of 1.74 percent in the tax cap formula – meaning schools could again face a limit that is more restrictive than the 2 percent widely associated with the law. The paper includes recommendations to make the tax cap simpler and more predictable for school districts.

The organizations note that the Foundation Aid increase recommended for 2020-21 would put the state on a trajectory to fully fund the formula in three years. They emphasize the importance of establishing a set timeline for this full phase-in.

The paper includes three longer-term Foundation Aid recommendations designed to update the formula based on current financial and student learning factors: conduct a new cost study to determine the foundation amount per pupil; review and adjust how student needs are accounted for in the formula; and restructure the regional cost index. Read the full paper at <https://bit.ly/2Fgk9gs>. ■



## Riverhead Principal Named Next Zone 2 Director to NAESP Board




Thomas Payton, principal of Roanoke Avenue Elementary School in Riverhead, New York has been elected as the next Zone 2 director to the NAESP Board of Directors (National Association of Elementary School Principals). The NAESP Zone 2 director represents the states of New York, Pennsylvania, and New Jersey.

Payton will join the board officially on August 1, 2020 and complete the term of office ending July 31, 2023.

A longtime SAANYS member, Payton has most recently served on the SAANYS Board of Directors as the New York representative to NAESP. Commented SAANYS Executive Director Kevin Casey, “Tom is a dedicated school leader and has been an exceptional advocate for the profession at the local, state, and national levels. I can think of no one better suited to represent our region in this official capacity at NAESP.” ■

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A message from a SAANYS corporate sponsor



Passport for Good, the web and mobile solution supporting students and school districts across New York state by chronicling community service, career development, and participation in clubs and organizations, has earned the prestigious iKeepSafe certification. Certification involved proving its technology used by children in educational settings meets demanding state and federal safety and security standards governing student data privacy.

iKeepSafe (the Internet Keep Safe Coalition) aims to provide a safe digital landscape for children, schools, and families by supporting the protection of student privacy, while advancing learning in a digital culture. The nearly 15-year-old national organization provides data privacy certification to technology companies, educational resources to schools and information to the community.

Using Passport for Good, students are able to build a non-academic transcript of their community engagement hours; obtain electronic verification of the hours; and export their non-academic transcript for class/graduation requirements, college applications and scholarships, and employment applications. It also provides student engagement data to help schools meet national education standards and to enhance linkages between service learning, skill development, and academic and career exploration.

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