State Education Department Launches Parent Dashboard

The New York State Education Department (NYSED) has launched a Parent Dashboard to increase transparency and make information about school performance and other school-level data easier for parents and the public to access. Interim Commissioner Betty A. Rosa announced on October 29. The Parent Dashboard features a clean, simple design to better provide parents with information about their child’s school.

“Our ESSA plan contains strategies to improve equity, and one of those strategies is to provide data to parents in a way that is most useful to them through the Parent Dashboard,” said Board of Regents Vice Chancellor T. Andrew Brown. “The Parent Dashboard provides parents with the information necessary to be effective advocates for their children, helping them to achieve educational success.”

The Every Student Succeeds Act (ESSA) requires that all state and local agencies receiving Title I funding provide Title I funding provide the public with an annual report card evaluating school performance and progress. Learn more at [https://saanys.org/news/state-education-department-launches-parent-dashboard/](https://saanys.org/news/state-education-department-launches-parent-dashboard/).

When a board of education abolishes a certificated administrative position, the least senior administrator in the tenure area of the position being abolished is subject to layoff and is placed on a preferred eligibility list for seven years. Seniority for administrators is based on the time spent in a tenure area, which is not necessarily the same as the position the administrator serves in. Thus, for example, it is possible that a specific position, such as middle school assistant principal, is abolished, but the person serving in that position is not the one laid off because his tenure is merely “administrator” and he has more years of service within that tenure area than another.

Administrators whose positions are abolished are eligible for recall to any open positions within the tenure area throughout the seven-year period. A certificated administrator may decline a recall and

continued on page 8
Executive Viewpoint
Kevin S. Casey, Executive Director

Living in a State of Flux

Even in the pre-COVID-19 world, we lived with a constant state of evolution. People, organizations, and systems were always changing. The change resulted from a conscious effort to get better, and to be responsive to circumstances, experience, or imposed pressure. Some of the changes were improvements and some were not, but we were all accustomed to the fact that we lived with fluidity.

Since the onset of the pandemic, there has been a variety of significant changes to the way we were used to operating. The rate and breadth of the changes are greater than in the pre-pandemic world. You can argue that what we are now experiencing is a matter of degree and not a fundamental change. I would argue not that things are now different, but rather, we are in the midst of determining how they will be different in the near future. This process is accompanied by considerable uncertainty, which is unsettling. Some of the uncertainty is foundational to how we educate; e.g., how we pay for it, where it occurs, and how we provide it.

Exams abound. COVID-19 did not cause an examination of how we fund education, which many were examining prior to the pandemic. Ongoing systemic inequities may have prompted academic debate over the funding of education, but the economic fallout of COVID-19 may finally force action. A 20 percent cut in school aid, if it in fact occurs, may finally force legislators and regulators to calibrate mandates and funding.

COVID-19 did not create distance learning, but clearly accelerated its utilization despite its inherent weaknesses. Can its instructional deficiencies be overcome? How long before access to devices, computer fluency, internet connectivity, and inconsistent attention are not barriers to educational success? If we have learned nothing else, we have learned the up 121 percent over August 2019 retirements. The shortage of substitutes in some districts has administrative staff delivering instruction, and districts bidding against one another for the services of substitutes, bus drivers, and custodians.

I could go on. SPED and ELL services have been adversely impacted, and many of the users of those services are incensed. The use of standardized, pre-developed tests to calibrate mandates and funding.

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

Teaching is a social career and the relationships that teachers have with colleagues and administrators greatly influence success. School leaders who are supportive, openly engage with their teachers, encourage collaboration, and hold high expectations for students and staff tend to lead schools that have positive school cultures and climates. Schools where principals spend most of their time out of their offices and who openly converse with their faculty
tend to be very successful leaders. Impactful conversations about teaching and learning with your faculty might be the best method of getting the pulse of your school. The importance of culture and climate should not be underestimated. Recent studies of teacher observation scores and student performance show negligible impacts (Patrich et al. 2020). APRP and teacher observations dominate most of a school leader’s time. How school leaders use their remaining time is even more important now than ever. Creating a supportive, consistent, visible, and accessible leadership model helps teachers succeed. Although it takes a tremendous amount of energy and commitment, the dividends are truly worthwhile. School leaders are expected to instantly respond to their email inbox, attend to social media messaging, and much more. We know the importance of communicating and the positive impact of messaging, but face-to-face support and conversations are what teachers want and need to be successful. Influencing is a powerful leadership skill that allows school leaders to positively impact teachers and move change forward. By having one-on-one bi-directional conversations with key players in your faculty, school leaders can develop consensus much easier than in a monthly faculty meeting. Teachers are learners and some need more support and influencing than others. The pandemic has really presented serious challenges for public education and the brunt of these challenges have fallen on building-level leaders. Although daily interactions are quite different now, they still matter very much. Interactions that teacher and principal staff will be different in the near future.

The result of evaluation models will be included, was to ride it out and adjust until we can get back to normal. Now, I believe there is an increased recognition that the pandemic will create long-term changes to how we operate. We are now in the process of not returning to normal, but rather figuring out how to define it.

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As I write this article for News & Notes, this next week includes the forecast of a hurricane, Halloween, a blue moon, and a time change. What a year 2020 has been! We also await the results of the elections, knowing that for education, these elections matter. New York is in a tenuous position, as are other states, and the much-needed clarity on funding and federal guidance on accountability hang in the balance. Regardless of the outcome, much work is ahead of us and much will be asked of us. As building administrators and program directors, the unknowns and uncertainties are compounded daily. The answers we needed yesterday are still unknown. And what may have been today’s answers may change as they are compounded by each day’s new challenges. Leadership going forward will depend upon perseverance and endurance.

As we move deeper into the school year, delivering a full instructional program within the finite constraints of time will become increasingly more difficult. SAANYS members have correctly identified this as a major concern, and we are in a tenuous position, as are other states, and the reality of time for instruction. Understanding and so is the reality of time for instruction.

This is but one of many issues on which SAANYS communicates with NYSED. SAANYS’ monthly stakeholders meeting with the commissioner, our participation on many SED generated task forces, and regular contact with senior managers in a critical part of the work of the government relations component of SAANYS. We are also most fortunate to have an active Government Relations Committee that extends this work into their regions, continually advocating on issues important to SAANYS members.

### Other Government Relations Work

#### Title 1 COPS

On October 21, the Title 1 COPS Committee met via Zoom. This committee is required by federal law to advise the state education agencies on policy and budgeting of Title 1 funds. It is a longstanding committee and one on which SAANYS has had a seat at the table. Additionally, SAANYS is very fortunate that Bonnie Tryon (GRC member, mentor coach, and former administrator) has co-chaired this committee for some time and has frequent contact with SED staff. A large portion of this meeting focused on various aspects of the CARES Act funding. New York State was awarded approximately $2 million over a period of three years. The funding will provide support to educators in counties hardest hit by COVID-19. During the first year, the funding will flow to BOCES to provide embedded training through remote platforms. The Re-thinking K-12 Education Models Grant provides more detail on this and the purpose and goals of this grant.

### Safe Schools Task Force

This task force was formed to work on the VADIR report and how schools report incidences of violence. This group, in which SAANYS participates, met on October 14 to review a set of potential regulations that would provide more consistency between the language used in education and penal law for purposes of defining weapons, sexual offenses, assaults, and threats. The draft regulations will go before the Board of Regents during the next school year.

### Meeting with Assemblyman Benedetto

On October 23, members of the Government Relations Committee and our colleagues from the NYC Federation of School Administrators met with Assemblyman Benedetto (chair of the Assembly Education Committee) to discuss funding, APPR, early retirement incentives, and staffing shortages. It was clear that Assemblyman Benedetto understood these challenges and indicated his commitment to addressing our concerns. Unfortunately, at this point in time, there are few remedies available until we find our way through the current fiscal and pandemic crises.

We encourage you to contact SAANYS on any issues of concern or for needed clarification on SED or legislative issues. SAANYS is committed to ensuring that members have the most up-to-date information and that we are responsive to any questions brought to us. Contact Cindy Gallagher at cgallagher@saanys.org or 518-782-0600.

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### DataMate™

DataMate™ is the most comprehensive and efficient management system for student assessment data analysis and online testing. The National Safety Council’s Defense Driving Course provides the flexibility for you to work at your own pace, on your own schedule.

### Other Government Relations Work

#### Workshops of Interest to Building and District Level Administrators

**Magnum Trainings**

**Online Career Transition Workshops**

**Aspiring Superintendents Series**

- for value added positions at school
- interested in the superintendent role
- current assistant principal
- interested in government relations

14 hours (7 two-hour sessions) – 3:00 PM to 6:00 PM
December 2 (W), 3 (Th), 8 (Tu), 9 (W),
14 (M), 15 (Tu) and 16 (W), 2020

**Redeiness for the Superintendency**

- for school administrator thinking about or moving towards the Superintendency
- single session (One 2-hour session) – 4:00 to 6:00 PM
Tuesday, November 10, 2020
Tuesday, January 26, 2021

**Applying for the Superintendency**

- for experienced administrators applying or preparing to apply for the position of Superintendent of Schools
- single session (Two-hour session) – 4:00 to 6:00 PM
Thursday, November 12, 2020
Thursday, January 28, 2021

**Online Fiscal Workshops**

**Student Extraclassroom Activity Funds**

- for Extraclassroom Teachers, Faculty Auditors, Faculty Coordinators, and Administrators
- single session (Two 1.5-hour sessions) – 3:00 PM to 4:30 PM
Tuesday and Thursday, November 17 and 19, 2020
Tuesday and Thursday, January 12 and 14, 2021

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Go to saanys.org under the “Membership” section.
unprecedented challenges will leave you with a sense of our true connectedness in this time of uncertainty. We will
perspective is both informative and reassuring, and the sense that we are truly a global community of educators meeting
learned valuable lessons in the process. We have recorded interviews with colleagues from Australia, Netherlands,
Join us for this special conversation with school leaders from around the world who have opened their schools and
when school reopened?
· How did students at elementary and secondary levels feel about returning to ‘regular’ school? Have their learning
· What was it like to reopen your schools (Australia) only to have to close them again weeks later?
·
·
·
Paul Byrne, Deputy Director National Assoc of Principals and Deputy Principals (NAPD), representing
Mrs. Georgia Heffernan, Deputy Principal, Catholic Ladies College, serving 850 students in middle
Andrew P. Blair, Executive Director of Wesley College Institute, a Pre-K-grade 12 multi-site school
Petra van Haren, President of AVS, the Dutch Schoolhead Association for primary and secondary
Now that you have experienced the challenges of reopening your school,
SAANYS Sunday on November 22, done in conjunction with our NYSCATE partners, is ready to roll (see page 4 for more information). I’ve spent some time over the past weeks virtually attending other remote conferences that our colleagues at NYSCOS and NJPSA have put on, and being amazed at the effort and quality of their first ventures. Like all of us, they are staying flexible, shifting course as needed, and trying their darndest to meet the needs of their members’ demanding schedules.
Nobody is doing it perfectly. But we are doing it.
In your schools and districts, you are rolling with situations day-by-day, leading in ways you never imagined.
As we look ahead at SAANYS, we are doing the same, staying flexible and responsive to the needs of you, our educator members around New York State, through the offerings in our virtual conference, our mentoring options, regional events and series, and daily updates and communications to keep you informed.
We hope to continue to develop new formats that resonate with you. For example, SAANYS Spotlight will feature leaders in NYS and beyond, sharing a skill or area of expertise that you can take away and implement in your own school or district. We hope you will agree that learning as much as you can, in short and convenient formats, makes a lot of sense right now.
If you are planning to be there for SAANYS Sunday, we can’t wait to see you! If you haven’t registered yet, mark your calendars for November 22 and join your colleagues across New York State as we connect with one another for what promises to be a great day!
the district will have to continuously offer openings within the tenure area throughout the time they are on the preferred eligibility list. While layoffs are based on the concept of last in, first out, recall is not necessarily that simple. Recall from a preferred eligibility list is based upon total continuous service within the district. Thus, it is entirely possible for an individual who has lesser seniority within a tenure area to be recalled before someone who has more time in the same tenure area because of prior service in the district as a teacher or in another administrative tenure area. Note that seniority for recall purposes is based upon consecutive service, which means if you taught in a district, left for another district, and returned, your time before separating will not count in a seniority calculation.

When a competitive class Civil Service position is abolished, the seniority of all of the employees in the affected competitive class is considered. Seniority for civil service employees is based upon continuous service in the classified service and is measured from the date of the original permanent appointment, with constant service in the class to the date of abolition of the position.

After seniority within the competitive class is determined, layoffs occur in the following order: (1) temporary employees, (2) provisional employees, (3) contingent permanent employees, (4) probationary employees, and finally, (5) permanent employees. If a permanent employee is to be laid off, the least senior appointment is the one terminated.

Some Civil Service employees may have what are known as bumping or retreat- ing rights. Bumping occurs when the abolished position is one that has a direct line of promotion. The laid off employee can take over the position of the least senior employee in the immediately subordinate position, provided the individual in the sub- ordinate position does not have greater overall seniority. In situations where there are no subordinate positions, a competitive class employee may retreat to the last competitive class position she/he served in, so long as their performance in that position was satisfactory, the former position was in a lower salary grade, and the individual to be displaced does not have greater overall seniority.

If the laid off employee does not displace another, she/ he is placed on a preferred eligibility list for four years. Such an employee may be eligible for an opening in the excised positions, any openings in subordinate position in the direct line of promotion, or any other positions that the local civil service agency deems to be analogous to the excised position. However, unlike certificated individuals, civil service employees only get one opportunity to be recalled. If a position is declined, the employee will be ineligible for recall in the future. Another difference from the certificated rules is that Civil Service employees can have a break in district service for prior service to count as long as the separation in service is for less than one year.

Should your district be threatening layoffs, it is SAANYS’ recommenda- tion that unit leadership ask the district for the seniority lists for the unit, as well as all appointment documentation for the members so that the SAANYS Legal Department may analyze the lists to ascertain any inaccuracies in advance. It is also recommended that units should decline to take part in any decisions as to what unit positions will be eliminated, although conversations after the decision is made about the reallocation of the work is absolutely appropriate.

In the event your position or one within your unit is abolished or threatened to be eliminated, contact the SAANYS Legal Department promptly, as the situa- tions presented above do not include all of the possible factors that may impact seniority and recall rights. Additionally, we will look at your employ- ment agreement to see if there are any contractual provisions that may affect your seniority and recall rights.
“Treat people as if they were what they ought to be, and you help them become what they are capable of becoming.”

–Johann Wolfgang von Goethe

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 legal assistance.

For services beyond this package, discounted rates apply.

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APPUpdate continued from page 1

the employees impacted should suffice, assuming an agreement between the unit and the district.

One of the unique changes to APPR in the regulations of 2019 was to add an option for determining the student performance measure and rating for principals—referred to as an “input” model. Rather than using student test results, this model measures effectiveness based on actions of a principal to improve learning and achieve related goals. Scores and ratings come from a negotiated methodology to assist principals in self-determining to face challenging events, avoid risky behaviors, maintain health, and achieve personal goals. We provide educators with profession-specific training and supports that promote healthy social-emotional development, leading to positive impacts on student learning and social-emotional growth.

Our Resilience Forward Framework drives each piece of our work. It provides an outline for focusing on attachment, regulation, and academic support to build a system-wide structures and individual teaching practices to nourish each student’s power to be peaceful.

Our virtual or in-person professional development offerings engage educators in learning and rehearsing the best practices for supporting the resiliency traits and protective factors of positive youth development. Drawing on our extensive experience in urban, suburban, and rural schools, combined with the current research in the field, our offerings on Restorative Practices, Meditation, Student-Teacher Relationships, and more, can be tailored to the needs of each school or district. Learn about our Resilience Forward Framework and how we can support your community in using your power to be peaceful at peacefultechnology.com.

Special Olympics New York Offers Free “At School” Fitness Opportunity

The Special Olympics New York “Sports Season At Home or School” program model is adaptable for schools conducting in-person or remote instruction, can be utilized by classrooms or sports teams, and is designed to include all students, those with and without disabilities, in an inclusive and engaging Unified Sports experience.

The program was developed earlier this year in an effort to keep Special Olympics New York athletes and Unified partners active and engaged throughout the COVID-19 pandemic. It includes modifications in the following sports to limit risk and ensure no physical contact between participants, in accordance with NYS guidelines: biathalon, bocce, cross country, cycling, golf, soccer, softball, and sport readiness/fitness.

Please visit the Special Olympics New York website at https://www.specialolympics-ny.org/competition/at-home/ to learn more about what’s available for schools or contact Stephen Fuller at sfuller@nyso.org.

Epilepsy Foundation of NE New York Pilots Virtual Education Program in Schools

The Epilepsy Foundation of Northeastern New York (EFNENY) is excited to announce that all school education programs are now available virtually! This includes professional in-service programs for school and transportation personnel, and student education programs for students in grades K-12. These programs help raise awareness and teach staff and students about epilepsy, seizures, and seizure recognition and first aid.

For more information, or to schedule a presentation, please contact Erica at: edenica.scher@epilepsypresseny.org or (518) 456-7501.