

News & Notes

VOL. XLIX No. 3 • MARCH 2020



www.saanys.org

Brentwood Administrator Honored



Shown left to right: NYS Senator Monica Martinez, Brentwood Principal Felicia Thomas-Williams, and NYS Senator John Brooks (Senator Brooks is a member of the NYS Senate Committee on Education).



Shown left to right: Senator Brooks, Thomas-Williams, and Assemblymember Kimberly Jean-Pierre. Thomas-Williams was being honored by her district during Black History Month for her leadership and work with students and teachers. ■



New State Program to Help Young People Quit Vaping



New York State is now offering a free text message program to help kids quit e-cigarettes as the state moves to reverse the alarming rise in youth vaping.

The State Department of Health partnered with Truth Initiative, a nonprofit national public health organization committed to making tobacco use a thing of the past, to create a NYS-specific version of their text-based intervention, "This is Quitting." To access this program, users simply need to text "DropTheVape" to 88709.

This innovative and free text message program was created with input from teenagers, college students and young adults who have attempted to, or successfully, quit vaping. It is tailored to specific age groups (13-17 and 18-24) to give appropriate quitting recommendations. Upon enrolling in the text message program, users receive interactive daily text messages tailored to their sign-up date or their target quit date, should the user choose to set one.

For more information about e-cigarettes, visit: www.health.ny.gov/NoVape ■

Government Relations Committee Lobbies Albany

SAANYS Government Relations Committee members were in Albany holding over twenty meetings with legislators and their staff, as well as the governor's education team.

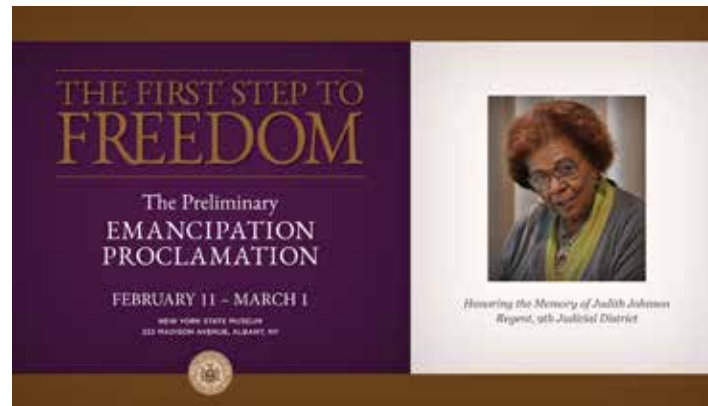


Its education day here in Albany! Had good discussions with my local BOCES folks as well as @SAANYS reps including a constituent from @VictorSchools. I'll keep fighting for every dollar to help our kids



The topics discussed during the meetings ranged from the need for additional funding to sustaining current services and additional funding to meet student needs. Discussions also included needed revisions in the formula used to calculate Foundation Aid, as well as the need to maintain the separation of expense-based aids from Foundation Aid. Additionally, the GRC met with the interim commissioner of education and senior staff to discuss ESSA, APPR, graduation measures initiatives, early education, and certification issues. ■

Overview of the February Board of Regents Meeting



In honor of Regent Judith Johnson, The Preliminary Emancipation Proclamation is on display in a new exhibit at the New York State Museum in Albany. This is the only remaining document in Lincoln's own handwriting. The presentation by the museum staff on the document and testimonies honoring Regent Johnson were a moving segment of the meeting. The juxtaposition between her tireless work for educational equity and the document was not lost on all those who were in attendance or watching on live stream. This portion of the Regents meeting can be found by scanning the QR code.



P-12 Subcommittee

August Graduation Rates

The first item on the P-12 agenda was the most recent August graduation rates for the 2015 cohort of students, which continue to show upward trends. Some of the highlighted data are:

- The rates of graduation increased from 82.6 percent to 83.4 percent over last year.

continued on page 3

CALL FOR CONFERENCE PRESENTERS

Leading INTO THE NEW DECADE
OCTOBER 18-19
twenty 20

SAANYS ANNUAL CONFERENCE | THE OTESAGA COOPERSTOWN, NY
 Application Deadline: April 10, 2020 | for more information visit saanys.org/annual-conference



Executive Viewpoint

Kevin S. Casey, Executive Director

Stand Up and Be Counted

Every ten years, pursuant to constitutional requirements, the federal government conducts a population count, where it attempts to count everyone in the United States. What a massive undertaking.

Recently, the impact of the census has been receiving a fair amount of publicity. It impacts fundamentally vital governmental functions. It determines the number of representatives a state has in congress, and is the basis for the annual distribution of over \$675 billion in federal funds to the states to support institutions such as schools, hospitals, and fire departments. The

data generated is included in aid formulas to influence the distribution of monies for roads, public housing, the environment, health, and wellness.

With respect to education specifically, according to the New York State School Boards Association, in 2019 the US Department of Education provided New York with \$2.6 billion for elementary and secondary schools. This included \$1.2 billion in Title I funding, and \$860 million in special education funding, while the Department of Agriculture provided \$783 million for the National School Lunch Program. Census data also impacts the funding of programs such as Supplemental Nutrition Assistance Program (SNAP); Supplemental Nu-

trition Program for Women, Infants and Children (WIC); and the Children's Health Insurance Program (CHIP).

Assuming even a general familiarity with the above-referenced programs, one can see that much of the money earmarked for education and impacted by the census goes to help those who need it the most, economically disadvantaged students and those needing special education services. The risk of an undercount is thought to be greatest among undocumented immigrants due to fear of triggering raids by ICE. That would result in

funding intended to support our neediest students being adversely impacted. There is also a concern that low income populations, whether immigrants or not, will likewise be undercounted. Apparently that has historically been the norm, but a low income undercount may be exacerbated by an increas-

An easy to distribute flyer for families that can be sent home with students and additional resources can be found on the SAANYS website at <https://bit.ly/2PtAkfV>.

ing dependence on online communication with the Census Bureau. Those who are low income are more likely to lack ready access to computers, mobile phones, and the internet. While a physical questionnaire is still an option, it is one far fewer people will be utilizing, thus keeping it somewhat under the radar.

In March, people will begin to receive invita-

tions to complete the online 2020 census questionnaire. I suspect most readers of this column won't hesitate to do so. I urge you not to stop there. Encourage students and their families to do likewise. While the adverse impact of an undercount seems distant and remote, it is very real, and will come to visit us at our schools. Fear can be overcome with knowledge. Federal law mandates that the Census Bureau cannot release any identifiable information to any entity, including law enforcement agencies. Not only should you and your family be counted, so should the families of economically disadvantaged students, the consumers of special education services and undocumented immigrants. They are all in our schools, and it is our collective interest that they too stand up to be counted. ■

Culturally Responsive Curriculum Shifts

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

Schools are more diverse and that diversity needs to be included in your school's curriculum. A school's curriculum determines how students learn and what they learn. But most schools do not have comprehensive documentation of the authors, readings, and materials that support their student's learning. Although teachers do wonderful work with curriculum, it still tends to be fragmented and isolated in most schools. The need to audit and continuously

improve upon curricula is important to student learning outcomes. Establishing your district's current UPK-12th grade curriculum on an accessible platform is vital to the transparency needed for this important work. Setting district curriculum horizontally outward by grade and vertically by grade-level is important for learning consistency and rigor. Shifting your curriculum to include culturally diverse represented works with main characters in roles that are

positive and meaningful is long overdue. Schools need to establish curriculum reviews with full district, community, and student representation so that current materials and curricula can be honestly and transparently discussed from uniquely different perspectives.

New York University's Metropolitan Center for Research on Equity and the Transformation of Schools has done outstanding work in this sensitive area. Schools may want to use their Culturally Responsive Curriculum Scorecard (CRCS) to begin discussions. Diverse authors and characters are important considerations but attention must also focus on positive cultural

representation and social justice. Connecting learning to students' cultures, traditions, and stories will allow schools to better connect with the families and communities they serve.

Curriculum decisions are challenging because they implicitly and explicitly convey a school's philosophy and values about student learning. Learning from schools that have changed curricula too quickly without an analysis tool like CRCS is important and worth exploring. Some schools are removing books and readings with no plan or replacement. Using current curricula with a more contemporary lens is also of importance. Teaching the *Odyssey* through a

social justice perspective adds new relevance for learners. There are wonderful books, writings, and materials to explore which will ignite more open discussions and better connect our students and communities. Just a few things to consider on your curriculum journey.

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.

News & Notes

School Administrators Association of New York State

Vol. XLIX No. 3

SAANYS News & Notes (USPS 025-346) is published monthly with the exception of June, July, and August, by the School Administrators Association of New York State, 8 Airport Park Blvd., Latham, NY 12110.

Phone: 518-782-0600
Fax: 518-782-9552

SAANYS is chartered as a professional association by the New York State Education Department and is affiliated with NASSP and NAESP.

A copy of each issue of News & Notes shall be sent to each SAANYS member. \$7.15 of each member's annual dues shall be for a year's subscription to this publication.

Periodicals Postage Paid Latham, NY and additional post offices.

POSTMASTER: Send address changes to News & Notes, SAANYS, 8 Airport Park Blvd., Latham, NY 12110

SAANYS Officers & Staff

President, Stuart Pollak*
President-Elect, Harry Leonardatos*
Past President, Regina Huffman*
Executive Director, Kevin Casey
Deputy Executive Director, Don Nickson
Director of Communications, Michelle Hebert
Communications Coordinator, Annika Pfluger
Director of Corporate Services/Advertising, Deborah Taylor

Board of Directors

Region 1	James Cameron Bergre Escorbore	Region 10	Tony Cardamone* Mary Volkomer
Region 2	Scott Comis* Richard Mangeri	Region 11	Gary Manuse Joseph Pustulka
Region 4	Michael Plotkin TBD	Region 12	Charles Smilich Theron Mong
Region 5	Christine Arlt Christine Williams	Retiree Representative,	Bruce Gorman
Region 6	Linda Klime* Jennifer Drautz	Rochester City,	Timothy Cliby
Region 7	Kevin Hulbert Charity Zawatski	Syracuse City,	Arthur Grimes
Region 8	Kathleen Carney Brian Coleman	NASSP Coordinator,	Donald Gately
Region 9	Michelle Feyerabend Robert Bailey	NAESP Representative,	Emily O'Brien

* denotes Executive Committee

Advertisement



Are You Ready for Next Gen?

Ready
New York Next Gen



Please add info@saanys.org to your address book to be sure you receive e-mails. If you have difficulty, please ask your tech support person for assistance as blocking software may prevent receipt. Don't miss another critical announcement.

CAPITAL UPDATE

Overview of the February Board of Regents Meeting

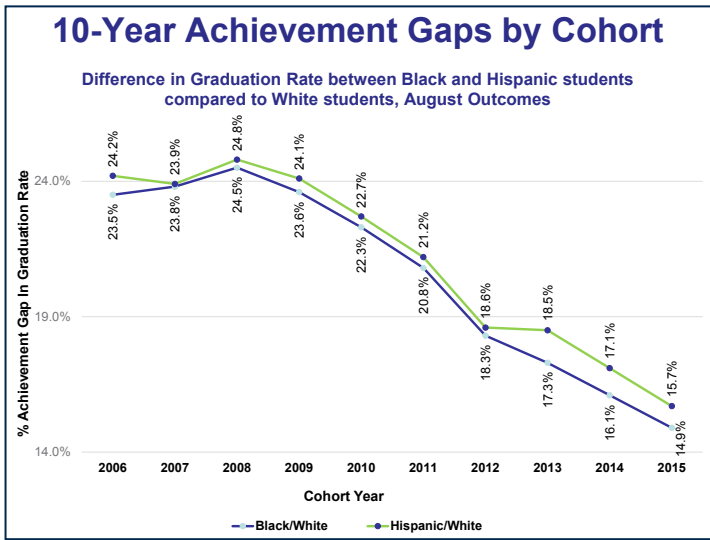
continued from page 1

- Graduation rates increased the most in charter schools, by 2.9 percent over last year.
- Achievement gaps have narrowed among Black and Hispanic students since 2012, decreasing by 3.4 percent and 2.9 percent respectively.
- Graduation rates for ELL and students with disabilities went up 4.8 percent and 2.1 percent respectively over last year.

The charts below depict some of the above data. More information on the item may be found by scanning the QR code.



Discussion and Questions from BOR Members



	June	August
2015 Cohort Size: 207,826 students		
2014 Cohort Size: 210,602 students		
2013 Cohort Size: 207,826 students		
Diploma Earned		
Regents Diploma	42.2%	43.7%
Regents Diploma with Advanced Designation	33.5%	33.6%
Local Diploma	5.5%	6.1%
Total Graduation Rate	81.2%	83.4%
Non-Diploma Credentials		
Career Development & Occupational Studies (not pathway)	0.3%	0.3%
Skills and Achievement	0.2%	0.2%
Still Enrolled	11.3%	9.2%
Dropped out	6.2%	6.1%
Transferred to an Approved High School Equivalency Program	0.7%	0.7%
Superintendents' Determination School Year 2018-19: 1,255 Local Diplomas Awarded (based on school year when local diploma awarded, not tied to cohort)		

Board members continued to ask questions. For example:

- Regent Cashin asked if some of the enacted pathways are proving to impact graduation rates.
- Regent Reyes questioned the concept of what narrowing the gap really means. His point was that if all rates are increasing, what would it take to not just narrow the gap, but rather close the gap.
- Regent Mead questioned the dropout rate and wanted to find out more information on the process for dropping out and how easy (or not) it was for students to just exit high school.
- Chancellor Rosa commented that we need to keep in mind that students are coming into the educational system at every different entry point and that language acquisition is a process.
- Regent Chin explored the need for further data on district graduation rates where the district provided all of the various pathways and what their graduation rates looked like.
- Regent Brown focused in on slide 18, which showed data on the number of years students stay in high school. He noted that those students in a six-year cohort showed increased graduation rates.
- Regent Young also wanted to know the characteristics/demographics of the students in the six-year cohort.

This conversation was particularly interesting in light of

recent graduation measures meetings being held across the state. In the meetings that SAANYS has attended thus far, a reoccurring theme was the questioning of the entire concept of lock-step schooling structures and how to insert far more flexibility into the system. As can be seen in the questions above, the Regents understand that this data has far reaching implications for the graduation measures initiative.

Substantial Equivalency

It was anticipated that this item would create much attention and in fact the room was packed with interested stakeholders. To provide some context for the heightened interest in these issues a little background may be helpful. In 2018, SED updated its guidance on substantial equivalency. The guidance was challenged in court, and in April 2019 the courts struck down the use of the revised guidance. In June 2019, SED then proposed regulations that placed the responsibility of determining equivalency of instruction in nonpublic schools on public school districts. During the required public comment period SED received over 140,000 comments and since that time has been reviewing the comments made. Staff has not completed the task, but a summary of progress to date was provided to the Board of Regents.

Examples of the public comments received are below:

- The regulations are government overreach and there should be no interference with nonpublic schools.
- Increasing secular education in nonpublic schools at the expense of religious beliefs defies parent choice.
- Concerns that the proposed regulation and the proposed process poses a risk to the health of the private school sector.
- Local school districts do not have authority over nonpublic schools and are not qualified to conduct such reviews.
- The authority is the responsibility of SED and the Board of Regents.

SED indicated that they will continue to review the comments and return to the board with additional findings and next steps. Interim Commissioner Tahoe frequently stated that SED will work closely with stakeholders to determine a path forward. Members of the board concurred strongly that SED and Regents needed to reengage with stakeholders.

More information on this item can be found by scanning the QR code.



continued on page 7



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.

National Affiliation



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

Advertisement

Imagine a 401(k) available to educators — That's a 403(b)

We applied all we know about retirement savings and investing to design a strategy tailored to the needs of educators across the country. That's why we're the #1 choice for K-12 educators in the United States.¹ Learn how you can enjoy immediate benefits today.

Equitable is proud to be a strategic partner of SAANYS. To learn more about how Equitable can help, visit equitable.com or call (866) 401-3030, Option 5.

1 AXA Equitable Life Insurance Company LIMRA, Not-for-Profit Survey, Q3, 2019, based on 403(b) plan assets, participants and contributions. © 2020 AXA Equitable Life Insurance Company. All rights reserved. New York, NY 10104, (212) 554-1234. GE-2905261 (1/20) (Exp. 6/20) | G835472

Search Your Site

saanys.org

VISIT MY BENEFITS, FIND LEGAL RESOURCES, REGIONAL AND STATE EVENTS, AND CATCH UP WITH THE LATEST EDUCATION NEWS AT SAANYS.ORG.

facebook

FOLLOW SAANYS AT:

SCHOOL ADMINISTRATORS ASSOCIATION OF NYS

SAANYS Professional Learning Update



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

There is lots going on with SAANYS professional learning at this busy time of year!

Here are some highlights to be aware of:

SAANYS Conference Call for Presenters is Out

We are looking forward to another outstanding conference this year and expect to break the new record we

set last year for attendance. We have our theme: "Leading Into the New Decade" and our keynote speaker: Jimmy Casas (*Culturize: Every Student, Every Day. Whatever It Takes; Start. Right. Now; What Connected Educators Do Differently*; and his new book coming out, *Live Your Excellence: Bring Your Best Self to School Every Day*). Jimmy is the real deal: Twenty-two years of school leadership at the secondary level, Iowa Secondary Principal of the Year, and Bammy Award for National Secondary Principal of the Year, as well as finalist for NASSP Secondary Principal of the Year, and speaker invited to the White House to speak on Future Ready Schools, which he leads.

Jimmy is a dynamic speaker who will land right on our theme of looking at where our own profession is right now, where it is going, and what we need to get there.

You are invited to submit a practitioner workshop proposal on the many subtopics that this leadership theme

encompasses. Some suggestions (and please add your own!), directions, and form for submitting a workshop proposal can be found on the SAANYS website. We will accept proposals through April 10, so don't delay if there is a topic you want to share with your colleagues. To me and many of our attendees, your presentations are the heart and soul of our conference every year.

Online Workshop for Principals and Assistant Principals with Andrew Marotta begins on April 2. There are five 45-minute online sessions on everything from forging key relationships, navigating difficult politics, taking the heat when necessary, and getting the good news out about your school. If you have met Andrew you already know that he is a dynamic and engaging presenter who, as a current principal himself, has a keen understanding of the challenges you face every day. Register at saanys.org/events.

SED/APPR Update presented by SAANYS Director of Government Relations Dr. Cindy Gallagher, and **Contract Negotiations and Hot Topics** presented by SAANYS General Counsel Art Scheuermann, are happening here at SAANYS on April 1 and May 13 respectively, both from 4:00-6:00 pm. Light refreshments will be served. Register today at saanys.org/events

As always, don't hesitate to contact me at kbronson@saanys.org if I can help with any questions you may have about mentoring options, developing a regional workshop, or any other professional learning questions, or even better, IDEAS! Tell us what you want, and I guarantee we will build it together.

Hang in there, spring is right around the corner. ■



REGIONAL SCHOLARSHIPS

Visit the "Regions" page at saanys.org for information on SAANYS regional student scholarship programs.

Region 1 | Application Deadline: April 1

Region 4 | Application Deadline: April 1

Region 7 | Application Deadline: April 24

Region 10 | Application Deadline: May 15

"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."
-Fred Rogers

REGIONAL EVENTS

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

Region 1 End of Year Meeting / Awards Ceremony

May 13, 2020
4:00pm - 7:00pm
Public House 49, Patchogue

Region 9 Awards Ceremony

May 12, 2020
5:30pm - 8:30pm
Pheasant Hills Country Club, Owego

Region 11 Awards Ceremony

April 23, 2020
5:00pm - 7:00pm
Middle Country Club, Penfield

Region 12 Awards Dinner

May 14, 2020
5:00pm - 8:00pm
Creekside Banquet Facility, Cheektowaga



RETIREMENT PLANNING WITH NYS TEACHERS RETIREMENT SYSTEM



REGISTER ONLINE
saanys.org

Open to members, spouses, and colleagues!

This FREE workshop will consist of two parts:

NYSTRS Presentation

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.

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.

FREE | 4:00 pm-6:00 pm

MARCH 18 ALBANY
SAANYS Headquarters,
8 Airport Park Blvd., Latham, NY

MARCH 19 BRENTWOOD CSD
SOUTH MIDDLE SCHOOL
Library, 785 Candlewood Rd., Brentwood, NY

MARCH 19 NIAGARA WHEATFIELD CSD
WEST STREET ELEMENTARY
Library, 5700 West St, Sanborn, NY

MARCH 31 NORTH COUNTRY
TEACHER RESOURCE CTR.
SUNY PLATTSBURGH
(Use the George Angell Drive entrance,
across from Plattsburgh High School)
Sibley Hall, Plattsburgh, NY

APRIL 28 LAKE SHORE YACHT AND
COUNTRY CLUB
6777 Lakeshore Rd., Cicero, NY

RETIREMENT PLANNING WITH NYS EMPLOYEES RETIREMENT SYSTEM



This FREE workshop will consist of two parts:

NYSERS Presentation

Even in turbulent economic times like these, you can achieve future financial strength and security by building a strong pension at NYSERS. This presentation will provide an overview of the important benefits NYSERS 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.

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.

MARCH 24 BALDWINVILLE CSD
TRANSPORTATION/TRAINING
4:30 PM-6:30 PM
Training Room 1 - 2nd level
2810 W. Entry Road, Baldwinsville, NY

MARCH 25 PUTNAM-NORTHERN
WESTCHESTER BOCES
4:00 PM-6:00 PM
200 BOCES Drive, School Services Building
Redwood Conference Room
Yorktown Heights, NY

MARCH 26 NASSAU BOCES
GEORGE FARBER ADMIN. CENTER
4:00 PM-6:00 PM
71 Clinton Road, conference room LLB
Garden City, NY

APRIL 7 ALBANY
SAANYS HEADQUARTERS
4:00 PM-6:00 PM
8 Airport Park Boulevard, Latham, NY

FREE
Register online at saanys.org.
Open to members, spouses, and colleagues!



SAANYS AFTER SCHOOL SERIES



Be Informed on Timely Topics.

**APRIL
1**

SED/APPR Informational Update: What You Need to Know

Dr. Cindy Gallagher, SAANYS director of government relations, will share what's new in the world of regulations that can impact your work. Updates and answers to your questions about APPR, the Red Flag Law, building-level reporting, vaping, vaccinations, and other things to watch will be provided.

**MAY
13**

Contract Negotiations and Hot Topics

Art Scheuermann, SAANYS general counsel, will discuss current legal issues impacting NYS school leaders and share trends and tips for successful negotiations. Don't miss this lively and important conversation and Q&A with a SAANYS attorney.

Register online: saanys.org/events Location:

SAANYS Headquarters | 8 Airport Park Blvd., Latham | 4 PM – 6 PM
Light refreshments will be served at 4:00 pm and discussions will begin at 4:30 pm.

Cost per session:

\$10 SAANYS Members | \$15 non-members



ATTENTION ALL PRINCIPALS AND APs

If you are a new, aspiring or seasoned school leader, this one's for you...



Online Workshop for Current or Aspiring Principals and Assistant Principals

\$79 SAANYS Members | \$99 Non-members
(Cost includes the book)



REGISTER ONLINE



Don't miss this five-part online series with Andrew that will feature engaging conversation on the issues that truly resonate with school leaders like you. All registrants will receive a copy of the book prior to the first session.

**APR
2**

Session 1: Intro and Goals (chapter 1) Be a Better Leader/Reflection

**APR
20**

Session 2: (chapters 2-4) Culture and Relationships

**APR
28**

Session 3: (chapters 5-7) Organization and Productivity

**MAY
4**

Session 4: (chapters 8-10) Resilience and Reflection

**MAY
12**

Session 5: (based on prior sessions) Group chooses topic they want to explore in more depth

SAANYS 2020 Retiree Student Scholarship

APPLICATION DEADLINE: APRIL 17, 2020



Open to any high school senior graduating in June 2020. Applicants must be sponsored by a current SAANYS Active Retiree, Affiliate Retiree, or Associate Retiree member in good standing. For purposes of this scholarship, regular Active SAANYS members listed as a sponsor shall not be considered.

learn more at saanys.org/for-retirees

ASAR PROFESSIONAL

Learning

SERIES | 2020

March 30

Beyond the ABCs of Trauma and ACES

Presenter: Dr. Joe Fantigrossi
Director of Intervention and Professional Development
Finger Lakes Community Schools

April 22

Courageous Conversations that Improve Student Learning

Presenter: Dr. Bonnie Tryon
SAANYS Mentor Coordinator

May 21

Effective Feedback Around Instruction: Building Your Skills

Presenter: Karen Bronson
SAANYS Director of Professional Learning

LOCATION: Comedy @ the Carlson
50 Carlson Rd, Rochester, NY 14610

AGENDA: 4:00 pm – 4:30 pm Registration
4:30 pm – 6:30 pm Presentation and Dinner
6:30 pm – 7:00 pm Social Time

COST: FREE to ASAR members
Buffet dinner included | Cash bar

TO REGISTER: Contact John Rowe – John.Rowe@RCSDK12.ORG
or call: 585-262-2130



Financial Fridays



A SAANYS lunch & learn series

Webinar

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

**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

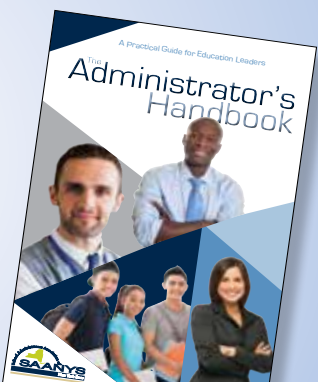
Have you been so busy during the school year that you put off addressing any and all personal financial matters? This presentation will provide a checklist of items that should be addressed during the summer, as well as a timeline and suggestions for an easy implementation of the plan.

register online at saanys.org

A Practical Guide for Education Leaders

The Administrator's Handbook

Now Available on **amazon**
(on Kindle or in Paperback)



"I dream my painting and I paint my dream."
– Vincent van Gogh

LEGAL BRIEFS

A Message from the SAANYS Legal Department



Cadet Rights, Do You Know What this Right is and When to Use It?

We've all heard of Miranda Rights, rights granted to all Americans by law. But did you know that the same protections granted to someone being arrested also exist in cases when a tenured administrator might be subject to disciplinary action? No one goes into the educational profession expecting to deal with the types of unfortunate situations that could cost one his/her job; however, it is important to keep in mind that if you are ever faced with one of those situations, your right to remain silent prior to a proper hearing is protected by law.

In 1994, a tenured teacher, Andre Cadet, was brought

to a 3020-a hearing that resulted in termination from his teaching position. One of the charges within the 3020-a hearing was insubordination because he refused to answer questions during an investigation by the New York City Department of Education's Special Commissioner of Investigations (SCI), on the basis that his answers could be used against him. Mr. Cadet appealed the results of his 3020-a hearing in 1996 and lost. However, during the appeal, the New York State education commissioner ruled that Mr. Cadet did not have any obligation to testify before the New York City School District SCI and

would not be subjected to any discipline in this regard. The reason for this decision, the commissioner explained, was that the 3020-a hearing was the sole method by which tenured teachers could be disciplined and therefore Mr. Cadet had, in essence, the right to remain silent in response to any questions put to him prior to that hearing. While it is true that Mr. Cadet lost his job, his case established a legal precedent that protects all tenured teachers and administrators.

As a result of the Cadet decision, a tenured educator is not required to answer any questions in any investigation that precedes a 3020-a hearing. Therefore, if you have any reason to believe that you are being asked questions regarding a situation that could result in disciplinary action, you can assert your "Cadet rights." By doing

so, your employer cannot use your silence against you. If you do exercise your Cadet rights, you are left in the position where your employer will have to make a determination without hearing your version of events.

It is important to understand that the district has no obligation to remind you of this right to remain silent, so it is up to you and your representation to invoke the right.

It is important to understand that the district has no obligation to remind you of this right to remain silent, so it is up to you and your representation to invoke the right. Whether or not to exercise your Cadet rights will be a very fact-specific situation. Therefore, it is extremely important that you call the SAANYS Legal Department as soon as you know of the interview to secure representation and/or receive advice. Further, while Cadet rights are technically only for tenured educators, there will be situations where probationary employees may be better off refusing to answer

questions and risk termination for insubordination (or submit a resignation) in lieu of providing statements that could be used against you in an alternate forum. This often arises when there are allegations of testing improprieties and the factual basis for the allegations could result in a license revocation proceeding by the State Education Department.

As always, if for any reason you are asked to speak with a representative of the district/BOCES you are employed by about a matter which you feel might lead to disciplinary action, immediately halt any discussion and request union representation before proceeding. Building representatives are always available to assist members in these situations and ensure that your rights are protected; however, it is always in your best interest to call the SAANYS Legal Department to review the facts of the matter and strategize as to the best method of representation. ■

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 when the district neglected to deduct payroll withholdings.

REGION 2

SAANYS advised a unit as to their rights regarding potential restructuring.

REGION 4

SAANYS assisted a member whose certification was set to expire.

REGION 5

SAANYS advised a unit on their rights when the district threatened to cut a twelve-month position down to ten months.

REGION 6

SAANYS advised a unit regarding the school district's posting and hiring of a position in the unit absent the negotiations pursuant to the contractual provision indicating negotiations must take place prior to any filing of positions.

REGION 7

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

REGION 8

SAANYS reviewed the proposed by-laws for a new unit and provided feedback.

REGION 9

SAANYS negotiated a separation agreement in lieu of disciplinary charges.

REGION 10

SAANYS represented a unit in collective bargaining.

REGION 11

SAANYS filed an appeal to the commissioner of education on behalf of two members who were laid off when others were serving out of title in the tenure area.

REGION 12

SAANYS advised a unit as to their rights when the district changed health insurance plans.

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.

School Administrators' Association of Wantagh, Region 2

After nine months of negotiating, lead negotiators Carolyn Breivogel and Jim Brown, with assistance from Randee Bonagura and Arthur P. Scheuermann, SAANYS general counsel, successfully worked out a successor Memorandum of Agreement between the Wantagh Union Free School District and the School Administrators' Association of Wantagh that includes the following:

- A 2.0 percent annual salary increases.
- Salary adjustments that range from \$1,500 to \$16,000.
- An increase from three days to five days for sick days that may be used as personal business days.
- A retirement incentive of \$30,000 paid into an IRC Section 403(b) tax-deferred annuity.
- An increase from \$5,000 to \$7,500 per year reimbursement for conferences and professional development.

Increases to sick leave payout:

- \$100 to \$110 per day for the first 100 days.
- \$175 to \$195 per day for days 101 to 180.
- \$250 per day to \$275 per day for days 181 to 198. ■

Contact a
SAANYS Attorney




During normal business hours, call 518-782-0600 to speak with a SAANYS attorney.

After Hours Pager:
1-800-978-6055

Be sure to include your area code when leaving your number.

Moving onward and upward?



**VISIT THE
SAANYS
CAREER
CENTER.**

Your destination for exciting job opportunities in school administration.

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 #.

twitter

Follow
@SAANYS



Overview of the February Board of Regents Meeting

continued from page 3

Higher Education Subcommittee

Professional Standards and Practices Board for Teaching

The first item is in regard to the composition of the Professional Standards and Practices Board for Teaching (PSPB). The PSPB is appointed by the Board of Regents and serves in an advisory capacity to the Regents and commissioner on issues relate to teacher education, certification and practice. PSPB examines cases of teacher certification as referred by the commissioner and will make “reports on the moral character of individuals holding teaching certificates.” Currently there are 28 members on the board and are practicing educators in the state (teachers, building or district administrators, faculty that prepare teachers, or presidents or chief academic officers in institutes of higher education).

The PSPB has two subcommittees: Professional Practices and Higher Education. The Professional Practices subcommittee takes up issues of teaching practice and moral character cases. The Higher Education Subcommittee takes up issues on teacher preparation.

The proposed regulation would increase the number of administrators to four, which would increase the entire board to thirty members. This proposal is necessary to ensure that there are two administrators on cases of moral standing.

APPR

As you may recall, APPR regulations to implement the revised statute were brought before the Board of Regents in October 2019. The proposed regulations were adopted as an emergency action, which meant that they became effective immediately. The regulations were consistent with the statute, which delinked state assessments and teacher/principal evaluations. These regulations also made the teacher and principal evaluations, for the most part, identical.

You may also recall that SED convened an APPR task force to provide input to SED on the formation of the regulations. During the convening of this task force, SAANYS consistently advocated for increased differentiation between teacher and principal evaluations and for allowing the regulations to provide the flexibility necessary to provide the appropriate evaluation of principals. The statute states that a principal evaluation must be aligned to the teacher evaluation system. It was the position of SAANYS that this wording did not imply that the two evaluations be identical.

SAANYS is pleased that the proposed regulations provided at the February meeting provided greater flexibility for the principal evaluations.

The principal evaluation continues to have two components: a student performance category and a principal visit category.

The student performance category now has an option for SLOs. As collectively bargained, an input model using evidence of principal practice that promotes student growth may be used. The input model may also be used in the optional subcomponent of the student performance category.

For the principal school visit category, multiple sources of evidence may be collected and incorporate into the school visit protocol to better reflect school leadership practice and provide actionable feedback. “Where appropriate, such evidence may be aligned to district or building goals.”

Revisions to Allowable Variance

Districts that would like to submit a variance to “implement new and innovative approaches to evaluation” are now able to submit the variance to SED and notify SED that they intend to carry forward their currently approved previous APPR plan. In prior versions of the regulations, SED required that a district submit not only the variance for approval, but first submit a new APPR plan consistent with the new Subpart 30.3 for approval. This change significantly simplifies the variance process. ■

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

SAANYS Diversity Committee

Student Mobility: The Gift That Keeps Giving

Scott Comis, Principal, Brooklyn Avenue School

When many educators hear the term “student mobility,” what often follows is the thoughts of the challenges that this brings for the students, teachers, and support staff. In fact, student mobility is a facet of diversity in our schools and brings its own magic. Many of our students find themselves in situations that require their families to move for a plethora of reasons. It is often to locate closer to family, better employment opportunities, or financial difficulties. After serving as a building-level administrator for almost eighteen years in two different public education systems, I shared the challenge of high mobility with each staff member. The lessons learned by these experiences are rich and I feel fortunate to share how they have helped me view these challenges in a new light; that mobility is a school’s strength. I hope that you continue to read about one of many stories that we experienced.

Several years ago, a student transferred into our school as a third grader named Favian. I knew that he had challenges in his previous school with academics and behavior. As most eight-year-old boys, Favian liked to talk and share his feelings. This would often require redirection as he shared vivid stories about his experiences and the things he found interesting. Yes, there were times when his thoughts were not related to the current topic, yet he was always interesting and entertaining. Favian loved to play sports; he especially loved soccer. When he played, he played to win and would aggressively maneuver defensive and offensive strategies at the same time. This was the beginning of his drive to overachieve! Favian also struggled academically. At his young age, he was still finding the best study habits and acknowledging his own learning-style preferences.

By the end of his second week at our school, Favian found himself in a little bit of a conflict after a tough game of soccer at recess. As his mother and I now joke around with the statement, “Favian thought it would be a good idea to use his hands!” After some conflict resolution and several conversations, it was time to meet his mom for a suspense hearing. She sat in my office and remained quiet. I would learn later that this was not her typical personality. He was subsequently suspended from school and returned days later to have a “talk” with the principal before re-entering his class about expectations. During this talk, Favian eloquently explained his expectations of me, his principal. I did not realize it until later. He explained that he missed his friends at his last school and did not feel


continued on page 8

Advertisement



College Board Opportunity Scholarships
A new scholarship program for all students.
Earn up to \$40,000 for college.
cb.org/opportunity

Advertisement



EV Educational Vistas, Inc. INCREASING EFFICIENCY. REDUCING COSTS.

DataMate™ is the most comprehensive and efficient management system for student assessment data analysis and online testing.

www.edvistas.com
888-999-2554

DataMate™

™ DataMate is a trademark of Educational Vistas, Inc.

2020 CALENDAR



American Red Cross Month

Middle Level Education Month

Music in Our Schools Month

National Nutrition Month

Women’s History Month

Youth Art Month

Mar 14 *Albert Einstein’s Birthday*

Mar 16 *First Black Newspaper in US Published*

Mar 17 *St. Patrick’s Day*

Mar 19 *First Day of Spring*

Mar 20-31 *Great American Cleanup*

Mar 21 *International Day for the Elimination of Racial Discrimination*

Mar 22 *World Water Day*

Mar 23 *Anniversary of Patrick Henry’s Speech*



National Poetry Month

School Library Month

World Autism Month

Apr 1 *April Fools’ Day*

Apr 2 *International Children’s Book Day*

Apr 7 *World Health Day*

Apr 12 *Anniversary of First Man in Space*

Apr 13-17 *Week of the Young Child*

Apr 13 *Thomas Jefferson’s Birthday*

Apr 15 *Anniversary of the Sinking of the Titanic*

Apr 18 *Anniversary of Paul Revere’s Ride*

Apr 19-25 *Administrative Professionals Week and Day*

Apr 19-25 *National Library Week*

Apr 19-25 *National Student Leadership Week*

Apr 20-24 *Public School Volunteer Week*

Apr 20-21 *Holocaust Remembrance Day*

Apr 22 *Earth Day*

Apr 23 *Take Our Daughters and Sons to Work Day*

Apr 23 *William Shakespeare’s Birthday*

Apr 24 *National Arbor Day*

Student Mobility: The Gift That Keeps Giving

continued from page 7

that he was currently making friends. He started to shed tears as he continued to talk about how he found school difficult. It was clear that this was a brilliant child that had not yet set his roots into a school.

The next four years passed quickly for the staff and me as we watched Favian respond to academic support and the daily guidance from his teachers. There were times that this was difficult and tough lessons were learned. He had transitioned from a student without roots and high mobility to a young man whose presence was felt in the building daily. He traveled at double time around the century old building and would frequently remind you that this was "his school." He enjoyed the trust and love that he thrived in and would stop into rooms to talk to previous teachers and say hello to his friends that were scattered around the school. It was a common occurrence for him to walk into the principal's office with a joke, to share a story, or simply to offer a greeting. This went as far as the superintendent's admiration for this young man and the joy of witnessing them interact with each other.

Favian's story reminds us of the treasure that is within our students and the challenges that students and educators face with mobility are simply opportunities. Mobility is a chance for staff to work their magic and give students what they need to be successful, and also to look at programs and strategies that may not be serving our students the best and redesign them to fit the needs of our mobile students. This facet of diversity, student mobility, enriches schools and the students we serve. While challenging, it poses an opportunity for educators and school leaders to facilitate the moment when stability and the ability to prosper cause roots to grow. Favian's story is one of only a million, yet it serves as a reminder. Congratulations on your work for all of the Favians in your schools. ■

PNW BOCES
Service and Innovation Through Partnership

SAVE THE DATE

Edupreneur Institute

July 23, 2020 | 8:30 am – 3:30 pm
PNW BOCES SCHOOL SERVICES BUILDING

TO REGISTER ONLINE GO TO: My Learning Plan at www.pnwbores.org/catalog

CANCELLATIONS MUST BE RECEIVED AT LEAST 7 DAYS PRIOR TO THE PROGRAM START DATE
ALL FEES ARE ELIGIBLE FOR STATE AID - SCHOOL DISTRICTS WILL BE BILLED THROUGH CO-SER 512

Advertisement

CASTLE LEARNING

Helps support

Personalized Learning

(800) 345-7606
info@castlelearning.com
www.castlelearning.com

CASTLE LEARNING

@CastleLearning

Advertisement

dreambox
LEARNING

**Powered by Students.
Built by and for Educators.
Proven to Drive Results.**

DreamBox Learning K-8 Math®
www.DreamBox.com



Teacher Shortages Impede Educational Opportunities for Students

Shortage of substitute teachers and lack of educator diversity add to the challenges

The New York State Educational Conference Board (ECB), of which SAANYS is a member, is calling on policymakers to recognize the impact of educator shortages on students and to make it a priority to address those shortages. At the same time, state leaders must also make it a priority to increase diversity in our education workforce to better reflect the demographics of the students our schools serve and to support a more diverse workforce in every school. The forces behind these challenges differ, but many solutions overlap.

Background

Teacher shortages have been making headlines and raising concerns throughout the nation for the last several years and New York has not been immune. In fact, state officials estimate that districts will collectively need around 180,000 new teachers over the next decade. Given the downward trends in participation in teacher preparation programs, it is unlikely that demand will be met. Between 2009 and 2017, enrollments in the state's undergraduate and graduate teacher education programs declined 53 percent, from more than 79,000 students to approximately 37,000 students. Teacher retirements will continue to exacerbate the problem. According to November 2018 data from the New York State Teachers' Retirement System (TRS), there were more than 51,000 active TRS members over 55 and nearly 36,000 between the ages of 50 and 54. This means around one-third of the 264,590 active TRS members are currently or will soon be eligible to retire. Consider these additional data points, which are representative of challenges throughout the state and the nation:

- In a recent survey by the New York State Council of School Superintendents (NYSCOSS), 71 percent of North Country superintendents said that finding an adequate number of teachers is a "significant problem" for their districts, as did 64 percent of respondents from the Southern Tier, 59 percent in high-poverty districts, 58 percent in cities, and 54 percent in rural districts.
- Annually, up to 30 percent of new teachers leave the profession before their fifth year and the turnover rates are 50 percent higher in high-poverty districts compared with more affluent districts.
- The cost of hiring and/or replacing teachers is enormous. Urban districts alone spend more than \$20,000 on average on each new hire; this includes hiring, training, recruitment, and separation expenses. Nationally, the costs are estimated at more than \$8 billion.

Read the full report at <https://saanys.org/newsroom/>.

The New York State Educational Conference Board comprises the Conference of Big 5 School Districts; New York State Council of School Superintendents; New York State PTA; New York State School Boards Association; New York State United Teachers and the School Administrators Association of New York State. For more information, visit www.nysecb.org/ or follow ECB on Twitter at twitter.com/NYSECB. ■

Advertisement

EDUCATION IS NOT AN OPTION. IT'S A REQUIREMENT.

Educated Soldiers means our Army is not only physically fit, but mentally strong enough to take on the challenges of a technologically driven world. Whether a Soldier chooses to further their education while in uniform or after their enlistment, there are a multitude of educational options available.

To learn more about how the Army collaborates with educators and institutions of higher learning, visit armyedspace.com.

U.S. ARMY

A message from a SAANYS corporate sponsor



The United States Army Recruiting Command (USAREC) conducts FY20 Educator/Centers of Influence Tours (E/COI), in order to increase the commands recruiting success in FY20. The Albany Recruiting Battalion participates in one funded E/COI Tour to an Army Installation for educators and other Centers of Influence (COI) to improve their knowledge of Army education and training opportunities. We are looking for high school administrators.

The tour to Fort Drum, NY on July 14-15, 2020, is a critical component of the Albany Recruiting Battalion's Military Career Pathways (MCP) initiative. This tour provides the only opportunity to bring together influential civilian leaders and educators with Army recruiters and leadership in the desired setting. It allows administrators the chance to chat and interact with soldiers at Ft. Drum to get a sense of where they came from, what they have done in the Army, and how it has worked for them.

The message we will pass to the COI's during this tour will be the following:

- 1) Education and training opportunities in the Army are excellent, and encourage soldiers to continue their education.
- 2) The Army is a choice that should be considered by every high school senior and every healthcare student or professional.
- 3) The Army is genuinely interested in the welfare and development of its soldiers.
- 4) Many students have limited knowledge of Army Opportunities.

5) The Army consists of competent, well-trained, and proud multi-skilled leaders who can perform critical functions from warfighting to statesmanship to business management.

6) Lodging (one night) and meals (two days) will be reimbursed.

POC for this event is Lynn Currier, education services specialist, US Army Recruiting Battalion, Albany, NY 12189 @ lynn.currier.civ@mail.mil or 518-266-7451. ■