

News & Notes

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www.saanys.org

Remembering Past Executive Director Robert [Bob] Lancto

It was a move that would shape the future of SAANYS as the premier association for school building leaders – the hire of Robert Lancto as SAANYS executive director in 1973. Bob served the association boldly for 17 years, fighting for administrator bargaining rights, tenure, and a host of other education battles that marked the 1970s. It is with sadness that we share the news of his passing on June 27, 2020 at the age of 93.



ANNUAL LEGISLATIVE EDITION
NEWS AND NOTES
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"A SAANYS Member Does Not Stand Alone."

SAANYS LEGISLATIVE ACTION NEEDED NOW!

... THIS EDITION OF NEWS AND NOTES is your guide to legislation introduced and supported by your Association. We solicit the support of each individual member and each local affiliate in order to promote passage of the following important bills which affect the future of our profession.

... RESTORATION OF TENURE —
Assembly Bill 5361 — Mr. Stavisky, et al — Education Committee
Senate Bill 4099 — Mr. Marchi, et al — Education Committee
After more than a month of negotiations and discussions with all representatives of administrators' organizations, including several discussions with SAANYS representatives John Lynch and Stephen Cleary, Dr. Leonard P. Stavisky, Chairman of the Assembly Education Committee has introduced the administrative tenure bill. Senator John J. Marchi has introduced a companion bill in the Senate. Both the Senate and the Assembly bills have many co-sponsors.
The tenure reinstatement bill calls for a probationary period of not to exceed three years. It provides the same fair dismissal procedure during the probationary period as is now enjoyed by teachers. It covers all administrators in all school districts in the State.
No credit toward the probationary period for past services since 1971 will be allowed under this bill. Amarently after a number of



CHIEF COUNSEL STEPHEN CLEARY and EXECUTIVE DIRECTOR ROBERT LANCTO plan legislative strategy.

Bob provided SAANYS with the leadership needed during a very turbulent time for school administrators. Under his leadership, SAANYS shifted from a professional, collegial association to an assertive advocate for professional rights and protections in an era when administrative tenure had been stripped away. Reflecting on those days just a few years ago, Bob recalled, "We got a principal in each building in '73; we got the managerial/ confidential bill through; then tenure returned in '75. There was a foundation, we were growing then, and people wanted to be a part of it. We kept growing and growing and staying on the leading edge." As SAANYS continues to grow and serve the membership, we remember Bob and all that he did for the future of our profession.

The SAANYS story, and Bob's role in it, is a fascinating one, and one that can be read about in our 2018 publication: *SAANYS: A History of Dedication and Service to the Profession of School Leadership*, available online here: <https://bit.ly/3gHlk80>. ■

Dr. Betty A. Rosa Appointed Interim Commissioner of Education

The Board of Regents has appointed Dr. Betty A. Rosa as interim commissioner of education and president of the University of the State of New York, the State Education Department announced on August 11.



"This has been an incredibly difficult decision, as I love my work on the Board of Regents, but I'm confident that it is the right one to ensure the stability that we need for our students during this unprecedented time."

"Dr. Betty Rosa is uniquely positioned to step in as interim commissioner of education and president of the University of the State of New York and to provide extraordinary continued leadership within the Department." Vice Chancellor T. Andrew Brown said. "Throughout her remarkable and innovative career as an educator, she has been a champion for equity and valiant defender of students and educators. This made her a natural leader for the Board of Regents, and it is what makes my fellow Board members and me sure that she is the exact right person to lead the Education Department at this time. I look forward to working alongside Dr. Rosa in this new capacity, while continuing our important work for the students and adults of New York."

Dr. Rosa is a nationally recognized education leader and received an Ed.M. and Ed.D. in Administration, Planning and Social Policy from Harvard University. She also holds two other Master of Science in Education degrees, one in administration and supervision and the other in bilingual education from the City College of New York and Lehman College respectively and a B.A. in psychology from the City College of New York. She has more than thirty years of instructional and administrative experience with an expertise in inclusive education, cooperative teaching models, student achievement, and policy implementation. Read the full SED release at <https://bit.ly/3gDVVg6>. ■



Principals Say Pandemic Conditions Are Accelerating Their Plans to Leave the Principalship



According to a poll conducted August 14–19 by the National Association of Secondary School Principals (NASSP), 45 percent of principals report that pandemic working conditions are accelerating their plans to leave the profession. The departures will exacerbate an already challenging principal attrition crisis.

In total, 46.3 percent of principals — the largest percentage of the 1,020 respondents — indicated that pandemic conditions had no effect on their plans to remain in or leave the principalship. But an equally large percentage is split among those whose thoughts of leaving have been sparked for the first time by their working conditions during the pandemic (22.8 percent), those who have sped up their plans to leave in one to two years (17.2 percent), and those who have decided to leave as soon as possible (5 percent). Percentages remain generally consistent across elementary, middle, and high school levels, and across urban, suburban, and rural communities.

Still, a not insignificant 8.8 percent of principals responded that pandemic conditions served to recommit them to the principalship. A principal shared that, "Despite the challenges, this experience has shown me again the vital role schools and school leaders play in the lives of students, families, teachers, and school staff. I want to be a part of that." Another stated the case more bluntly: "My staff needs a strong leader right now. I can't leave them." Read more at <https://bit.ly/3gJjRyJ>. ■

Tentative Dates for 2021 Regents Examination Periods

Dates for the January 2021 Regents Examination period:

Tuesday, January 26 through Friday, January 29

Dates for the June 2021 Regents Examination period:

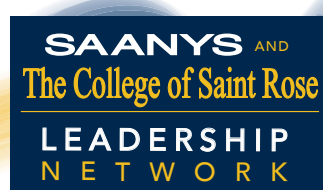
Wednesday, June 2 (USHAG)

Tuesday, June 15 through Friday, June 25

Dates for the August 2021 Regents Examination period:

Thursday, August 12 and Friday, August 13

Read the full SED memo at <https://bit.ly/3hy9mQ6>.



This year will be like no other for our school communities, one that has, and will continue to test the leadership and stamina of school administrators. Consequently, it's also a

time when school leaders need professional support and camaraderie more than ever. It is against this backdrop that SAANYS and the College of Saint Rose are proud to announce the launch of a joint endeavor designed to bring timely learning to school leaders in a way that is accessible, practical, and useful.

The launch of the SAANYS and College of St. Rose Leadership Network is October 1 and allows participants to:

- Study relevant topics including building trust, communication, equity and efficacy, collaboration and connection, and "The Rallying Effect."
- Analyze the communication practices used during the pandemic up to this point and develop a Personal Action Plan.
- Conduct a resource audit and needs assessment.
- Receive a certificate of extended study for developing leadership skills relevant to current demands upon completion of the Personal Action Plan.

Read more on page five – this is the professional development you and your colleagues need today – a learning network that will support you through this pandemic and beyond. ■

SAANYS Welcomes New Unit:

– REGION 6 –

Mayfield Administrators Association



Executive Viewpoint

Kevin S. Casey, Executive Director

Short Term Realities – Long Term Impact

At the time this column is being written, K-12 schools in New York have not yet opened. Many people are anxiously awaiting the next month to see if we will in fact successfully adjust and collectively create a workable new normal. Current circumstances make many uneasy that we are not quite there yet.

Across the nation, college students have been returning to campus and the results have been mixed. There have been COVID-19 outbreaks at the University of Notre Dame, Syracuse University, and the University of North Carolina, just to name a few. The SUNY system has suspended students at Plattsburgh, Oneonta, and Albany for engaging in prohibited social conduct, attending parties, that until this past March was a typical and normal part of the college experience. K-12 schools in Georgia and Mississippi, which opened earlier than ours,

also experienced COVID-19 outbreaks.

None of this is to say that a further adverse experience is pre-ordained. The infection rate has been under one percent of those tested (with an increasing number of people being tested per day, most recently exceeding 100,000) for over 20 consecutive days and counting. A variety of mitigation strategies SHOULD HAVE been implemented at school buildings, and our knowledge of how this disease is transmitted continues to become more informed and nuanced. Nevertheless, the risk of infection remains a very real threat, particularly in those locations where the mitigation strategies identified in plans submitted to the state have not been implemented with fidelity. Listening to certain teachers and administrative unions, particularly in New York City, leads one to believe implementation efforts across the state have in fact been uneven.

The virus also represents a longer-term threat to the very foundation of education as we know it today. Shortly before the virus struck there was widespread conversation regarding a shortage of teachers. That shortage was particularly acute in certain subject areas, and extended into the availability of substitute teachers. Many districts also struggled to find a sufficient supply of bus drivers. These shortages have clearly been exacerbated by COVID-19. The New York State Teachers Retirement System (TRS) recently announced that retirement applications filed this summer are running 20 percent over the rate for the same time period last year. Reportedly, substitute teachers and bus drivers are becoming increasingly scarce. In addition to the scarcity of willing qualified personnel, districts are facing a 20

The virus also represents a longer-term threat to the very foundation of education as we know it today.

percent reduction in state aid, a reduction that could be ongoing.

Both a lack of preparedness and financial pressure have prompted a number of districts to delay the return of students, and sometimes staff, to the buildings. In a recent meeting with senior

who are economically disadvantaged, thus widening the equity gap? What is the impact on the mental health of students? How can such issues be best addressed? There are also secondary operational questions. What exactly is happening to those probationary teachers and principals who are not receiving an APPR rating? How is the school accountability system being impacted?

We are encountering circumstances that should result in improving the quality of distance-learning. If we in fact get better at this, will we become victims of our own success? Will there be fewer teachers and administrators? Even in a non-COVID-19 environment, will students age into more and more distance learning? Will there be fewer buildings to staff, heat and light? Fewer bus runs...? Movement in that direction, initially motivated by public health concerns, could ultimately be driven by fiscal realities. The future construct of education is up in the air, and even successful openings will not stop some from wondering if circumstances dictate a changed model. ■

SED staff, we were told SED had identified over 60 districts in New York State that were imposing a delayed return to the building to one extent or another. What is not clear is the motivation for such decisions. Are they being made out of an excess of caution, buying time to fully implement safety protocols or something else, such as a staffing shortage, a decision driven by parents, or finances?

Regardless of the reason for the decision, remote learning raises another series of issues. Is it effective? Does it operate to the disadvantage of younger students, special education and ELL students? Does it disproportionately impact those

Unique Partnership Helps Schools Reopen Safely and Securely

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

The immense challenges that schools experienced this summer establishing new re-opening procedures and protocols for parents, students and

faculty left many school leaders with sleepless nights. Once schools finalized their re-entry plans, the burden of managing new data sets and expect-

tations added yet another level of worry. School leaders in Questar III BOCES under the guidance of Dr. Gladys Cruz, district superintendent, and safety officer/Covid-19 reopening supervisor, Craig Hansen reached out to Ken Facin (retired 12-year school superintendent) at Educational Vistas, Inc. (EVI) to help facilitate and influence the development of a digital reopening manage-

ment platform for schools. This unique public-private partnership was born out of the urgent need for school leaders to safely and securely manage their new daily operations and interactions with parents, teachers, staff, and county health departments in a seamless manner. By holding focus groups with Questar III BOCES school leaders, technology coordinators, and school nurses about their needs and concerns, EVI was able to understand and realize the challenges of reopening schools which ranged from daily pre-screening questionnaires to student contact tracing and beyond.

EVI works with over 500 NYS schools scoring NYS assessments and providing software for assessment reporting and analysis (DataMate), APPR management (StaffTrac), SafeSchools, and much more. EVI is a family owned company with a knowledgeable and flexible group of employees that were ready and able to respond to the challenges that the pandemic presented. Through numerous webinars and bi-directional conversations between EVI staff

and school leaders over several weeks, a digital platform began to be realized. The process was a unique opportunity to build a new management system that never existed before. The partnership has been a wonderful shared experience for both EVI and schools as each rallied to the moment with the safety of students and faculty being paramount with the work at hand. The care and concern that each school has put into reopening in the safest and most healthy manner has been remarkable. Thank you NYS school leaders! We wish all NYS schools, parents, students, faculty, staff and administrators the very best for a great and healthy school year.

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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CAPITAL UPDATE

Summary from the Past Few Months

Summarizing the past few months for this edition of *News & Notes* has been an interesting exercise in trying to concisely summarize the topics and discussions that could fill volumes. Therefore, I have decided to focus on the following areas to highlight, as I believe they will shape education this fall or are of high priority to our members.

The Board of Regents and the Governor's Office

From the point in time when the governor issued an executive order to shut down schools due to the pandemic, a profound shift in education management and policy direction took place. All major educational decisions have emanated from the executive branch, with the Board of Regents responding with regulatory changes to conform to the executive orders. As that shift was occurring, NYSED was undergoing shifts in its own organization. We have seen two interim commissioners leave, a search for a permanent commissioner sidetracked, and we now have the former chancellor of the Board of Regents as the interim commissioner. The implications of all of this for educators is significant. Why? It is no secret that the governor has long sought to make the Education Department a state agency, under the executive branch, much like the Department of Health or Transportation. As the pandemic continues and as the fiscal picture becomes more restrictive, it is likely that the governor will continue to make the significant decisions impacting education. That will leave NYSED in a reactive position, rather than being the primary decision maker. It will be interesting to follow the interaction between the executive branch and the Board of Regents.

Digital Equity

Equity and access to educational programs and support was a key area of focus in the months prior to the pan-

dem. The legislature and Board of Regents held hearings, aligned federal goals to equity, and tied accountability to equity indicators. Once the pandemic hit, equity of instruction became an even stronger focus. Just recently, Senate Education Chair Shelley Mayer held a "summit" on education and during the sessions the importance of digital access and equity was the focus for both the educators and legislators attending the meeting. As the legislature begins session and fiscal reductions occur, this issue will be of paramount importance.

Social Justice

It is likely that the fall will bring a renewed focus on social reforms when the legislature resumes its work. If you recall, Assemblywoman Nolan and Senator Montgomery sponsored legislation that would amend discipline processes in school districts. The legislation focuses on the use of suspensions, codes of conduct, and restorative justice approaches. We have worked with both offices to ensure that the perspective of building-level administrators is embedded in any crafting of legislation related to social reforms.

Early Retirement Incentives

We know that this area is of paramount importance to our members. Over the past few months SAANYS has worked proactively with sponsors of any bill relating to possible incentives. It should be noted that these bills have not gained any traction, but we will be hyper alert to any legislation on retirement incentives.

APPR

Again, due to the high importance of this issues to our members, SAANYS keeps APPR on every agenda for our monthly meetings with the commissioner and legislators with whom we work. As of now, SAANYS has been told frequently that it is too premature to act on changes to APPR for the 2020-21 school year.

It is an honor and pleasure representing and advocating for the needs and priorities of building administrators and program leaders across the state. One of the best parts of this work is hearing your concerns or questions and working with you on those issues. Please continue to reach out on any issue –during these most unusual times, it is very important to keep communications open and frequent. ■

State Museum Launches Portal to Online Educational Resources and Activities

NYS Museum NYSED Press Release: The New York State Museum has launched

the Portal to Online Educational Resources & Activities that brings together many of the museum's resources, including links to the popular virtual "field trips," digital collections, online resources, and many fun activities for kids derived from the museum's research and collections. The Portal provides opportunities for educators, caregivers, and students looking for engaging and educational activities that can be done from home.

The portal resources and activities are updated often to provide new resources and direct access to online content. Throughout the school year, educational resources for educators and caregivers including NYS Learning Standards supporting online lessons, content-created publications, and virtual activities will be added.

Portal Resources & Activities

360 Degree Virtual Field Trips

- The Rotunda Murals
- The Replica Liberty Bell
- Regents Room of the State Education Building
- The Rotunda at NYSED

Educational Resources

- Women's Suffrage Commemoration Resources
- NYSM Women of Science Programming
- Fun Activities
- Teacher Guides & Activities for Students
- NYSM Videos

These resources and more can all be found in one place on the NYSM Portal to Online Educational Resources & Activities at <http://www.nysm.nysed.gov/resources>. ■



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.

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National Affiliation



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

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SAANYS Professional Learning Update



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

Whether you've been a school leader for two years or twenty, the year ahead will be transformative. Regardless of how big or small your school is, where it is, or what your demographic is, the year ahead will stretch you as a leader in ways you would never have thought possible. Years from now when you look back on your professional life, last year and the one ahead will be the primary formative experiences that forge your leadership experience. These will be the ones you talk about. These will be ones in which you learn more about yourself as a leader than you could have ever imagined.

As I write this, the opening of school, whatever that will look like in your district, is only a few weeks away. Chances are that this year will not unfold in a straight line, but in a jagged, unpredictable one that consists of stops, starts, and decision points that are as yet unknown. Throughout it all, you will be called upon to manage everyone's anxiety with the same questions and issues that may be facing you and your own families back on the home front, while taking care of yourself in a way that allows you to meet the challenges every new day might bring. Quite the deal, right?

Connecting with your colleagues, both within and outside of your school and district, has never been more critical. "Collaboration" is no longer a buzz word or an aspiration. It is essential to your personal and professional wellbeing.

I have had the honor to work for SAANYS in my role for seven years, but I have never been prouder of what SAANYS is all about than I have been over the past six months.

In the weeks leading up to closure, our leaders at SAANYS were way ahead of the curve, communicating and preparing us in every way possible for what was coming. We were given clear and reassuring communication about what the plan would be, as well tech help to ensure we would have everything we needed available to us to work from home if the need arose, which it did.

When we did close in mid March, the transition was a smooth one and the entire six months was marked by true teamwork and professionalism at every level. We had a clear schedule of meetings and lots of personal contact to give us the support we needed to morph to our new way of working. It seemed that each one of us was available any time we were needed, and so much was accomplished in a low key and efficient way. A thoughtful approach centered on the needs of our members and staff, has distinguished the decisions that our SAANYS leaders have made every step of the way.

Thanks to our government relations and communications departments, the daily updates began almost immediately, and remained a consistent way to check in and get a boil down of the most important information as it unfolded. We know that many of you came to trust these updates as a primary source of the information that mattered to you.

Our attorneys were available whenever they were needed to help with questions and problems as they inevitably arose.

Membership and finance kept running like the well-oiled machines they are while we all mastered the finer points of Zoom and other new ways of communicating with members and one another.

In mid-March, when we needed to cancel the traditional PD events that had been scheduled, I was asked to think about how our professional learning could shift quickly to other ways of reaching out to our members during the crisis. SAANYS CONNECT was born, and by early April we were able to offer the first of the eleven panels we have done to date. These live bi-weekly panels focused on timely and urgent topics our members asked for: Reaching "Lost" Children, Supporting Families, Reframing End-of-Year Grading, Continuing Special Education Services During Closure, and more. Most recently, we have done a panel on the difficult topic of addressing racism and bias head on, and recorded a special episode that featured school leaders around the world sharing what they have learned as they have reopened their schools. Since April,

SAANYS CONNECT panels have featured both guests from NYSED, and statewide and national organizations, but most importantly, active member practitioners like you who are in the trenches and willing to share the challenges and strategies they are trying that might be helpful to other colleagues across the state.

Hopefully, the crisis will wane, the topics will evolve, but the format of SAANYS CONNECT — a nimble, timely, focused look at what matters most — will continue to thrive, as will other online models that have now become the fabric of SAANYS professional learning. It is gratifying to know that through SAANYS CONNECT alone, we have served 4,000 registrants across the state, both members and non members alike, over the past six months. We have received lots of feedback from attendees saying that although there have been many avenues for online PD, no one has been doing what SAANYS has been doing consistently — bringing active practitioners together with guest expertise for live conversations that get to the tough questions we all have as educators, and sharing resources from our panelists that can be used immediately within your own schools or districts. Finding a way to deliver professional learning that has been so well received and beneficial has truly been a silver lining of this difficult time.

We can only imagine how many others have been served by the daily updates, legal, and other services that have been running strong.

In addition to SAANYS CONNECT, here are other examples of new ways that SAANYS is working to design and deliver the professional learning opportunities that work now:

- Our SAANYS mentor coaching options, both individual and group coaching, are running strong and benefiting from virtual platforms. Under the direction of Dr. Bonnie Tryon, our SAANYS mentor coordinator, we have also started to do training for mentors for in-district coaching.
- We are offering a nine-part series on Remote Learning for School Leaders with Eric Sheninger.
- We are offering four-hour seminars in conjunction with our higher ed partners called Leading Now, through the newly formed SAANYS St. Rose Leadership Network.
- We are working with Region 11 to do a virtual four-part

series for their assistant principals. (We could do the same in your region on any topic!)

- We are exploring a virtual conference in conjunction with our partners at NYSCATE.

In short, SAANYS professional learning opportunities have never been stronger. There has never been a more important time to be a member of SAANYS to stay connected with all of the services that are now more vital than ever. In addition to our many new PD options, legal, negotiations, and government liaison services during this time of turmoil are a necessity.

Contact me anytime to learn more about professional learning opportunities that we can develop together to match the needs in your school or district. Stay well as this year, which is sure to be filled with both challenges and unexpected opportunities. We are here for you. ■

*"Optimism is the faith that leads to achievement; nothing can be done without hope and confidence."
—Hellen Keller*

SAANYS CONNECT is an innovative way to learn and share on the topics most vital to school leaders in NYS right now:

- **50-minute panel conversations** on current and rapidly evolving topics.
- Each panel conversation consists of **guest experts and SAANYS members**. The focus is on sharing experiences and providing you with expertise, resources, and tools you can use now and as our current environment evolves.

Did you miss any of the SAANYS Connect sessions? View them and find even more resources at <https://saanys.org/saanys-connect/>.

<p>1 The Missing Children in Our School Communities</p> <p>2 Supporting and Working with Our School Communities</p> <p>3 Grading and Graduation Requirements</p> <p>4 Provision of Special Education Services</p> <p>5 Implementing Health and Safety Protocols</p> <p>6 Assessing Learning and Instructional Strategies</p>	<p>7 Supporting Student Mental Health and Well-Being</p> <p>8 Reopening Series: First Things First Update: Where Are We NOW With Health and Safety Protocols?</p> <p>9 Opening the Conversation: Acknowledging the Impact of Racial Inequity in Our School Communities</p> <p>10 Lessons Learned: Connecting with International School Leaders</p>
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follow the conversation at [#SAANYSconnect](https://twitter.com/SAANYSconnect)

Leading Now Opening Seminar

Presented by the SAANYS SAINT ROSE LEADERSHIP NETWORK

OCTOBER 1, 2020

SAANYS AND
The College of Saint Rose
LEADERSHIP
NETWORK

Leading Now is the result of a collaboration between SAANYS and The College of Saint Rose designed to bring learning to meet the needs of our current environment to school leaders in a way that is accessible, practical, and useful. The unprecedented demands on school leaders as a result of the confluence of the pandemic, racial unrest and a struggling economy comes with a steep learning curve that calls for new ways to build skills and expertise to meet the challenges of the new school year and beyond. We believe that fellow school leader practitioners are best suited to facilitate this learning since they bring the understanding and common reference points that are essential to meeting the challenges they and their colleagues face. "The Path Forward" is the first four hour seminar in the series. We are offering this first seminar as a pilot at a greatly reduced rate (\$79 instead of \$149) in exchange for feedback from you that will be integral to designing the seminars that will follow in this series.

The Path Forward: Reflecting, Assessing Needs, and Communicating

This **4-hour seminar** features seven segment chapters on such topics as Building Trust, Tell Your Story, Equity and Efficacy, Collaboration and Connection, and The Rallying Effect. Over the course of the seminar, you will focus on the elements of communication that educational leaders need to develop to effectively lead in a rapidly changing environment. You will analyze and assess the communication practices you used during the Covid-19 pandemic up to this point and develop a Personal Action Plan by the end of the course that is designed to use as a guiding resource that is tailored to your individual leadership role and setting going forward. You will have the opportunity to conduct a resource audit and needs assessment that will help address equity and efficacy in a distance learning environment, and identify techniques of trust, compassion, stability and hope that are vital aspects of strong communication during a crisis situation.

Seminars on Topics That Matter in a Format That Fits Your Schedule

You can expect to devote four hours of time to this asynchronous seminar that allows you to proceed at your own pace. The seminar features a constructivist teaching method with participants posting to interactive discussion forums. This allows you to learn from one another as well as the instructor. It also prompts you to apply the learning principles to your role and unique work environment. A Socratic questioning format that encourages deeper thinking and more personalized results is also featured. By taking this seminar, you will gain:

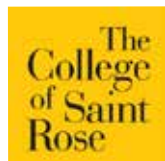
- A PERSONALIZED LEARNING NETWORK of colleagues facing similar challenges, and the insights of both the instructor, who is an active school leader himself, and those colleagues
- A CERTIFICATE OF EXTENDED STUDY for developing leadership skills relevant to current needs and demands in the school environment upon completion of the Personal Action Plan
- FOUR HOURS OF CTLE CREDIT from certified providers

Active Practitioner Instructor – Jared Kahmar



As a sitting principal of a turnaround school in New York State, Jared Kahmar knows first hand how limited opportunities for development and growth can be for school leaders. Jared has served in leadership roles at both the elementary and secondary levels as a principal, assistant principal and athletic director. He has coached high school football

and wrestling through the collegiate level. As a Title 1 principal, coach and father of four, Jared has presented at the state level and works with school leaders from around the country forming Mastermind groups where they can share best practices, work on goals and vision and find balance. His experience as a school leader during the COVID-19 crisis is the framework for this seminar.



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"A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles."
- Christopher Reeve

LEGAL BRIEFS

A Message from the SAANYS Legal Department



Jennifer Carlson
SAANYS Deputy General
Counsel
jcarlson@saanys.org



When You Need an Accommodation to Perform Your Job

Having a medical condition or injury is stressful enough without having to worry about how it will impact your ability to perform your job functions. Sometimes additional supports are needed in order to successfully operate within the workforce. These additional supports could be something as basic as the use of crutches for a broken leg or could be a much more complicated mix of modified job duties and breaks for medical treatments. Thanks to COVID-19, people with underlying health conditions who have otherwise managed to be a successful member of the workforce are now faced with

the possibilities that their medical conditions may increase the likelihood of contracting the disease and/or have much more severe symptoms.

Should you need an accommodation due to a medical condition, which may be physical, mental, or due to an underlying condition that makes you more susceptible to COVID-19, you have the right to request such from your employer pursuant to the Americans with Disabilities Act (ADA). In order to start the process, you must provide your employer, typically the Human Resources Department, with a note from your doctor specifying

your medical condition and what accommodations are necessary for you to perform your duties. This step is often nerve wracking for employees because medical conditions are typically confidential and need not be disclosed.

While disclosing your medical conditions is necessary in order for the district to ascertain what accommodations it can reasonably provide, the information is required to remain confidential under federal and state law. Notably, the request and any accompanying documentation must be kept in a secure location and cannot be disclosed, even to a direct supervisor. In the event that accommodations are made, your supervisor is only to know the work restrictions and/or supports and not the reasons for them.

From there, your employer must engage in an

interactive process wherein they must discuss your essential job functions and what accommodations are reasonably necessary. Several districts are anticipating an increase in requests for remote assignments based upon COVID-19 and

Employers are strictly prohibited as a matter of law from retaliating against any employee who requests an accommodation.

are sending out form letters detailing safety plans and making the interactive process only upon the request of the employee. This is procedurally incorrect and a meeting must take place to discuss your request. Just because you and your physician would like a specific accommodation does not mean that you are automatically entitled to it. Accommodations that pose an "undue hardship" on the employer will not be required under the law. "Undue hardship" means significant difficulty or expense to the employer. In determining whether an accommodation would result in undue hardship, any relevant

factor may be considered, including the nature of the business and the employee's job duties, the staffing needs of the district, and the nature and cost of the accommodation needed. Currently, many are seeking the accommodation of working remotely in order to prevent the exposure and spread of COVID-19. The concepts of past practice and precedent do not apply to ADA accommodations, so just because one person has been granted the ability to work remotely does not mean that it must be granted for everyone who seeks an alternate assignment. This is something that must be decided on a case-by-case basis. Employers are strictly prohibited as a matter of law from retaliating against any employee who requests an accommodation.

Your health and safety is of paramount importance. This process can be stressful and complicated, depending on your specific situation. The SAANYS Legal Department continues to be available to walk you through the process and ensure that your privacy and rights are protected. ■

SEPTEMBER 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 on how to handle a graduation ceremony during COVID-19.

REGION 2

SAANYS advised a member as to tenure rights when departing for another school district.

REGION 4

SAANYS advised a unit as to processes and procedures under their contract relating to the assignment of annual posted stipend positions.

REGION 5

SAANYS edited a MOA for additional compensation for new duties for unit members.

REGION 6

SAANYS assisted a unit that worked through April break to be compensated for time off.

REGION 7

SAANYS represented a member in obtaining a late stipend payment for extra work performed.

REGION 8

SAANYS secured contractual payments for a member who left for another district.

REGION 9

SAANYS secured a retirement incentive for a member.

REGION 10

SAANYS assisted a unit in ensuring that the rights of all members, including layoffs and changes within tenure areas, were protected during district restructuring.

REGION 11

SAANYS filed an Improper Practice Charge relating to a district's unilateral reduction of an employee's salary.

REGION 12

SAANYS advised a member as to their rights when positions are abolished and they are given new jobs in different tenure areas.

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.

Spackenkill Essential Services Leaders Association, Region 4

SAANYS General Counsel Arthur P. Scheuermann assisted the newly formed Spackenkill Essential Service Leaders Association in its first collective bargaining agreement with the Spackenkill Union Free School District. The five-year contract, retroactive to July 1, 2018, sets forth critical terms needed in every contract including a grievance procedure that ends in binding arbitration and includes past practices under the grievance process. Other highlights include:

- Annual average salary increases of 2.35 percent.
- Continuation with some improvement to a longevity schedule starting at five years and then having steps at five-year intervals.
- An equity adjustment, attendance incentive, and annual vacation buyback provisions.
- Contractually locked in and spelled out specific terms of employer-provided health insurance, particularly retirement healthcare benefits. Employee cost sharing is at 10 percent, which will increase to 11.5 percent on June 30, 2022.

Rondout Valley Administrators' and Professionals' Association, Region 5

SAANYS General Counsel Arthur P. Scheuermann assisted a new unit to SAANYS, the Rondout Valley Administrators' and Professionals' Association, in negotiating a successor four-year collective bargaining agreement that improved an archaic salary schedule with the incorporation of off scheduled money into steps, an addition of two new steps, step adjustments, and 1 percent per year across the schedule. The step or increment is a flat dollar amount, \$2,171, which at the high school principal column is about 1.7 percent and at the non-certificated director column step around 3.5 percent. Also negotiated improvements in

continued on page 8

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.

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Be prepared to present your membership ID #.

Contact a
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SAANYS Diversity Committee

Bergre Escorbores, Principal, South Middle School,
Brentwood UFSD

As a Black Dominican educator, I have had firsthand knowledge of the impediments of being black and/or brown in the United States. The events of 2020 have helped expose this smear on the escutcheon of our country. At this pivotal moment, it is crucial that educational leaders examine these realities and identify where these inequities exist within their school systems. A specific area to examine is the process of disproportionately labeling black and brown students as Students with Disabilities (SWD) and the subsequent suspension rate of black and brown SWDs.

We are aware that decades of research have substantiated that black and brown students are placed in special education programs at a disproportionate rate as compared to white students. Although gains have been realized, we are still experiencing inequities in placement (Sciuchetti, 2017). Over six million students are served under IDEA; white students have 8.6 percent risk rate while black and brown have 12.2 percent and 9.6 percent respectively (Education, 2019). School leaders should take a deep dive into their data to ascertain if this is a reality within their schools. Although there aren't any simple solutions, a way to curtail black and brown identification that has worked in my middle school is the use of Response to Intervention (RTI). If a child is at risk for academic difficulties, it doesn't mean that they will be poor students through the rest of their school years (Brown, 2019). Ensuring that teachers are utilizing tier I research-based interventions with fidelity can lower the rate of recommendation for services for black and brown students. RTI can address disproportionate identification by focusing on outcomes based on academics instead of identification, the individual student, and data (Hosp, 2020).

In addition to being disproportionately identified, black and brown SWD are also disproportionately suspended from school as compared to white SWD (Paul L Morgan, 2019). As educational leaders we are too often in the circumstance of responding to a disciplinary issue when it is too late. An approach that has helped to decrease the amount of black and brown SWD suspensions in my school has been the use of Restorative Justice systems; specifically, frequent community circles in the classroom. Circles are an essential process for building social capital, resolving problems, and responding when harm comes (Venkataraman, 2020).

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Readiness for the Superintendency
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Applying for the Superintendency
Single session (One 1.5-hour session) - 4:00 to 5:30 PM

Online Fiscal Workshops

Fiscal Navigation for Superintendents
15 hours (Five 3-hour sessions) - 9:00 AM to 12:00 Noon

**Leadership to Address the Fiscal
Challenges of Special Education**
6 hours (Two 3-hour sessions) - 1:00 PM to 4:00 PM

Strategic Purchasing in Uncertain Times
3 hours (One 3-hour sessions) - 9:00 AM to 12:00 Noon

Extraclassroom Activity Funds
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RTI and community circles have not completely solved the inequity issues in my school in terms of disproportionate placement of black and brown students and suspension of the same, however these approaches have proven to be a step in the right direction in significantly decreasing these rates. I strongly advise educational leaders that have yet to implement these models to do further research to analyze the viability of these approaches in their schools to help decrease the inequities of black and brown SWD identification and suspension.

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2020 CALENDAR



SEPT
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**Sept 9-15 National Arts
in Education Week**

**Sept 9 National
Grandparents Day**

Sept 11 Patriot Day

**Sept 15-Oct 15 National
Hispanic Heritage Month**

Sept 16 Mayflower Day

**Sept 17-23 Constitution
Week**

Sept 17 Citizenship Day

Sept 18 Rosh Hashanah

**Sept 21 International Day
of Peace**

**Sept 22 First Day of
Autumn**

**Sept 24 School
Desegregation Day**

Sept 27 Yom Kippur

**Sept 28 National Good
Neighbor Day**



Crime Prevention Month

**National Bullying
Prevention Month**

National Principals Month

**Trick or Treat for
UNICEF Month**

Oct 1 Child Health Day

**Oct 2 International Day
of Nonviolence**

**Oct 2 International Walk
to School Day**

**Oct 4-10 Fire Prevention
Week**

**Oct 5-9 National Metric
Week**

**Oct 8 The Great Chicago
Fire Anniversary**

**Oct 11 General Casimir
Pulaski Memorial Day**

**Oct 12 Columbus Day/
Discoverers' Day**

**Oct 12-16 National
School Lunch Week**

**Oct 18-24 National
Character Counts Week**

**Oct 19-23 National
School Bus Safety Week**

Oct 16 World Food Day

**Oct 23-13 Red Ribbon
Week**

**Oct 24 United Nations
Day**

**Oct 24 Make a Difference
Day**

Oct 31 Halloween

Congratulations Retiring Members

continued from page 3

Jeannine Clark
Sandy Cocca
Regina Colardi
John E. Cole
Debra L. Colf
Clarence Cooper
William Coyle
Belinda A. Crowe
Francine T. Cuccia
David Daniels
Steven R. Davis
Victoria L. Day
Geraldine DeCarlo
Kevin Deering
Maria DeJoy
Mark Dellecave
Scott Dellis
Carol A. DiCesare
Leonard DiPierro
Karen Donahue
Karen L. Donahue
Lauren Donohue
Tracie Douglas
Timothy S. Doyle
Darren Dugan
Jervy Edwards
Thomas M. Elkins
Martin Fitzgerald
SueCaryl Fleischmann
Kerry Flynn
Christine Foglia-Sands
Marilyn Friend-Ituarte
Gail Gallucci
Steven Garraffo
JoAnn Genthner
Steven Giacalone
Barbara Giebel

Susan Gilbert
Dean Giopulos
Deborah Glisson
Wayne Gloff
James Glynn
Patricia Goaol
Frank Godewski
Todd Gonyeau
Charles Graves
Richard J. Greene
Sharon Gridley-Pelkie
Catherine Griggs
Deborah Gromek
Stephen Guarino
Mary Haggerty
Joseph Hannan
Frank Hark
Renee J. Hartling
Marielena Hauser
Bonnie Heller
Timothy Heller
Kim Holden
Kevin G. Horan
Cheryl Hurst
Louise Hutchison
Cheryl Jackson
Susan Jacobs
Steven Janover
Stephanie Joannon
Shawn Johnson
Greg Kaszubski
Wendy Keehfus-Jones
William Kester
Mac Knight
John H. Knispel
Thomas Komp
Patricia Kosis

Christopher Krantz
Peter F. Kruszynski
Theresa Kuss
Andria Lacey
Gary F. LaFemina
Melinda Lamarche
Lynn LeFevre
Jason Lehmebeck
Kathy Lent
Patricia Lercara-Pagnotta
Vincent Love
Regina Lumpp
Mary-Ann MacIntosh
Gayle Manchisi
Dawn Matrochano
David Maynard
Chris Mazzella
Donald McBride
Carol McCarville
Robert McCrone
Sheila McEnery
Michael T. McGrath
Sally McGuirk
Lisa Mickle
Kris Miller
Sylvia Miller
Jorge Montero
Russell Moore
Sherrie Moses
Paula Mroz
Thomas Murray
Gail Newcomb
Marion O'Connor
Francis Olscamp
Janet O'Mara
Kevin O'Reilly
Patricia Orlando
Danny Parks
Beth Patton
Erin Pereani
David Perry
Beth Philo
Jane Pilatzke
Brad Pollack
Victoria F. Presser
Fredrick Prince
James H. Pritchard
Carolyn Rabidoux
Placida Randall
Jean J. Regan
Mary Richards
Linda Roe
Elizabeth R. Ross
Eileen Roth

Michael Rotondi
Allen W. Rowledge
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Derek Sajnog
Carlos Sanchez
Anna Sapienza
Jerry Scheirer
Eric J. Schetter
Paula Scott
Renee Sechrst
Joseph Sedita
David Semo
MaryJo Shrey
Kelly Smith
Tamala J. Smith
Sarah Sorensen
Andrea C. Steele
Irene Stephany
Lori Stern
Cynthia Stewart
Paula Stilwell
Susan Streicher
Michael Swords
Lisa Talaber
Suzanne Thomas
Robert L. Thomas
Barbara A. Toledo
Karen Tomidy
Carol A. Townsend
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Terence Tryon
Luis Velazquez
Leonard Vento
Stephanie Verostek
Vicky Volpiceelli
Joan F. Waldman
Joan Waldman
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A message from a
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Contract Settlements

continued from page 6

the five-step longevity structure, which is continuous and cumulative as follows: at 5 years: \$1,000; 10 years: \$1,000; 15 years: \$3,500; 20 years: \$1,000; and 25 years: \$4,000.

A partial giveback was the uniformization of employee cost sharing for health insurance. Depending on the date of hire, an administrator either contributed 11%, 15% or 20%. As of July 1, 2021, everyone will contribute 15% toward the premium of health insurance.

Another give back was to place a 50-day cap on the accrual of unused vacation days by the end of the contract. Still, unit members may roll over or buy back 10 days per year. Also, the members preserve the right to use up to 5 days per year when school is in session.

Changes to sick leave still entitle new unit members from outside the district to bring with them to Rondout 50 days of sick leave upon hire. Also changes were made to the administration of the sick leave bank.

The addition of four titles.

An increase to the 15 year longevity stipend from \$2,750 to \$3,500.

\$8,000 allocated annually for professional conferences and development. ■

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