

COUNCILGRAM

A Race to the Wrong Finish Line?

State Leaders Need to Produce a Real Budget that Provides Real — and Good — Answers

There is always an easy solution to every human problem — neat, plausible, and wrong,” said H.L. Mencken, a curmudgeonly American newspaper columnist from the first half of the last century. The same might be said of efforts at assessing performance of complex tasks. School district leaders could offer that complaint when their schools are ranked, or deemed to be failing or in need of improvement.

Putting together a state budget is a complicated task too. But often state leaders’ performance at that assignment is boiled down to the simplest measures: was the budget on-time, how much did school aid go up, were taxes raised, by how much?

School groups, including the Council, have hammered policymakers to get across the point that “late is not great” — when state budgets are very late, districts are precluded by law from using aid increases to restore, maintain or improve programs. The groups have succeeded, perhaps too well.

After absorbing months of criticism for ineptitude, there is reason to fear that Legislators might now seek redemption at all costs by producing the first on-time state budget in two decades. The Republican Governor and Senate Majority Leader have teamed up to disparage the Democratic Assembly Speaker complaining that if there is another late budget, it will

be his fault, not theirs. Strict punctuality is not everything, however.

This year there is reason for some optimism, both over timing and substance. Well ahead of schedule, Governor Pataki and the Legislative leaders reached agreement on the resources available beyond what the Governor budgeted. The

sum they agreed on was impressive as well: \$1.5 billion, reflecting better than anticipated revenues from a strengthening economy and lower than foreseen costs for welfare and other programs.

Both houses of the Legislature have committed to revealing their spending priorities during the week of March 14. Every indication is that both will reject the Governor’s proposed cuts in BOCES Aid and Private Excess Cost Aid. They may also provide some form of operating aid increase, raising total state aid by \$200 million or more above what the Governor proposed. They promised to convene conference committees to iron out the differences in their approaches.

There are bumps on the road to a state budget every year. A huge one this year arises from the Court of Appeals decision over the respective powers of the Governor and Legislature over who can do what in assembling the budget. The decision strengthens the Governor; thus Legislators of every stripe have expressed uncertainty over what exactly they can do to change



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what the Governor has proposed. That confusion affects how the two houses plan to unveil their budget priorities.

Working in cooperation with the Governor, the Senate intends to pass actual budget bills, potentially isolating the Assembly as the cause of further delay. The Assembly plans to pass only a non-binding resolution detailing how it would change the budget. While the Governor dismissed this stance as “philosophizing,” it permits the Assembly to signal priorities without unnecessarily tipping its hand in revealing what it believes the Legislature can do to amend the budget in a constitutionally permissible manner. Leaders in both the Senate and Assembly have expressed hope that a three-way agreement can be reached that would be executed by having the Governor submit a revised budget reflecting the agreements, thus avoiding the prospect of more legal arguments over budget construction.

The long-running debate, “Which is preferable, a good late budget, or a bad on-time budget?” always overlooked the existence of a third option: a good, on-time budget. But an on-time budget that put off issues such as restoration of BOCES or Excess Cost Aid would be of almost no help. Schools need a real state budget that provides real answers to the questions they must have resolved to develop the budgets they submit for voter approval. Those answers do not to have to come by April 1. For most districts, mid-April is timely enough. If the final budget gives the right answers — averting cuts, increasing operating aid, rejecting

new mandates on schools — it will be worth the wait.

A New Headache —

Accounting for Pension Costs

About one-third of the state’s school districts are afflicted with a huge additional burden this budget season — complying with a directive from the Governmental Accounting Standards Board, a private entity that sets accounting policies for public agencies throughout the nation.

In what it describes as a clarification of existing policy, GASB has decreed that all public employers should be accounting for their pension costs on an accrual basis — when the liability is incurred, rather than when it is paid (the cash basis). For the Teachers Retirement System, this means that since district payments for 2005-06 are based on the 2004-05 payroll, that cost should be reflected in their 2004-05 budgets, even though they will not start making the actual payments to TRS until three months into the next fiscal year. With steeply rising employer contribution rates, affected districts face at least a doubling in their TRS costs.

Most districts are on accrual already, but while a minority of districts are affected, the impact for them is great. Many estimate that accommodating this unexpected cost would increase their tax levies by 4 percent on top of everything else they were anticipating. One district cites a much greater impact — a 10 percent tax levy increase. The problem has definitely penetrated the consciousness of the Legislature, with rank and file members in both houses and both parties demon-

strating awareness and sympathy to school officials. Whether and when this translates into action on a solution cannot be foretold yet, however.

Legislation might authorize districts to borrow money or receive advances of future state aid to accommodate the cost. Adding the cost to school budgets may increase the likelihood of a budget defeat and compound the impact of the contingency cap. While relief from the cap is sought, (both prospectively for 2005-06 and retroactive to this year) the Executive in the past has frustrated previous attempts at amendments. The problem illustrates the ongoing inadequacy of the 2 percent limit on fund balances and the clumsiness of the budget cap. Whether the GASB issue provides the catalyst for needed, logical changes in law remains to be seen.

Rising pension costs are a problem for all districts, of course, not just those using cash-basis accounting. Just the increase in state TRS costs for 2005-06 is greater than the Governor's proposed increase in state aid to affected districts (all but New York City — the City has its own teachers pension system). State aid would rise by \$245 million, while total state TRS costs will rise by more than \$260 million, no matter which accounting approach districts employ.

Retirements

Lawrence Bozzomo	Manhasset, 4/30/05
Carol Carlson	Watervliet, 6/30/05
Clive Chambers	Heuvelton, 8/31/05
Thomas Cox	Gananda, 6/30/05
Warren Gemmill	Bronxville, 7/30/05
Sherry King	Mamaroneck, 6/30/05
Maryjean Koster	Alexandria, 6/30/05
John Roche	East Moriches, 6/30/05
Robert W. Smith	Elba, 1/1/05
Candee Swenson	Longwood, 8/30/05
Allen Tessier	Brasher Falls, 2/28/05
Fred Thompson	East Syracuse-Minoa, 7/1/05
Kathy Weiss	Baldwin, 6/30/05
William Zwoboda	Cairo-Durham, 7/1/05

National Conference of State Legislatures Criticizes NCLB

The National Conference of State Legislatures (NCSL) made national news countrywide earlier this month with the release of its report, *NCSL Task Force on No Child Left Behind Report*. The Task Force, co-chaired by New York State Senate Education Committee Chair Stephen Saland (R-Poughkeepsie) details how NCLB presents significant financial and compliance challenges to states. Portions of the report level severe criticism of NCLB, labeling it unconstitutional. In a statement accompanying the report, Senator Saland is quoted saying, "We believe the federal government's role has become excessively intrusive in the day-to-day operations of public education. States that were once pioneers are now captives of a one-size-fits-all educational accountability system."

It also offers reform suggestions including:

- Remove obstacles that stifle state innovations and undermine state programs;
- Allow federal waivers;
- Fully fund the act and provide states the financial flexibility to meet its goals;
- Remove the one-size-fits-all method that measures student performance and encourage more sophisticated and accurate systems that gauge the growth of individual students and not just groups of students; and,
- Recognize that some schools face special challenges, including adequately teaching students with disabilities and English language learners.

With the formation of a NYSCOSS Federal Legislative Committee, chaired by Gary Bixhorn of Eastern Suffolk BOCES, the Council intends to take a more active role lobbying for changes to NCLB as well as increased funding from Washington.

Changes to the NYSCOSS Directory

Correction labels for the Directory have been mailed to all members. Please make the following additional additions/changes:



FRANKLIN-ESSEX-HAMILTON BOCES
James P. Dexter, Assistant Supt. for Admin. & Special Services
Nancy Montevago, Assistant Superintendent

MADISON-ONEIDA BOCES
Paul M. Seversky, Deputy Superintendent
Susan Carr, Assistant Superintendent for Instruction

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Safeguarding New York Schools

SideBar

In *Snapshot V*, 78 percent of superintendents characterized their boards as “highly functional and effective.” Unfortunately, it is often the remaining 22 % that commands our attention. Two recent cases brought to the Commissioner exhibited districts in the latter camp. Both involved boards seeking to place superintendents on paid leaves of absence despite contractual provisions disallowing such action. In both cases, the Commissioner issued stays of the boards’ actions. The decisions offer some guideposts superintendents can consider as they navigate superintendent-board relations.

Factually the cases are very similar. Two different boards of education were parties to valid and binding contracts with their superintendents. The contracts required due process (binding arbitration) prior to dismissal. No other provisions for removal or censure existed. Each board passed a resolution placing its superintendent on a paid leave of absence.

NYSCOSS, on behalf of each superintendent, appealed to the Commissioner, claiming each board’s actions violated both the express provisions of the contract and New York State Education law inasmuch as they amounted to a constructive discharge. NYSCOSS also claimed the actions were arbitrary and capricious.

As a remedy, we requested each superintendent be immediately placed back in his/her position with all back benefits. This would require the Commissioner to issue a “stay” of the boards’ actions — an extreme request — nullifying the board decision pending the final outcome of the appeal.

In both cases, the Commissioner issued the stay, returning the superintendent to duty and signaling the final outcome.

Well articulated due process procedures are an essential component of superintendent contracts. The due process clause suggested in the NYSCOSS Model Contract provides that the superintendent can only be terminated for just cause and only after a due process procedure. By issuing stays in these appeals, the Commissioner underscored the enforceability of such contracts.

We’re encouraged by the high numbers of boards that superintendents characterize positively. However, like seat belts in automobiles, due process provisions in contracts are necessary protections

against uncommon adverse events, and they only function when they are used in advance.

Members interested in reviewing their current due process protections should contact NYSCOSS.

Reduction of Tenure Probationary Period Expanded

Appeal of Alexander v. South Orangetown CSD, Education Commissioner’s Decision No. 15,172 (2/16/05) expands the applicability of the shortened probationary period permitted for previously tenured teachers. In doing so, it has implications for previously thought to be non-tenured teachers who worked as teaching assistants.

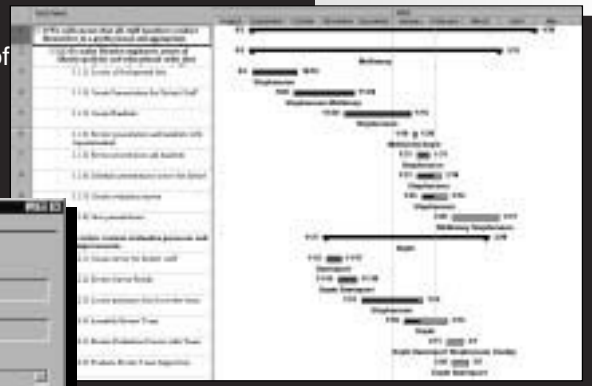
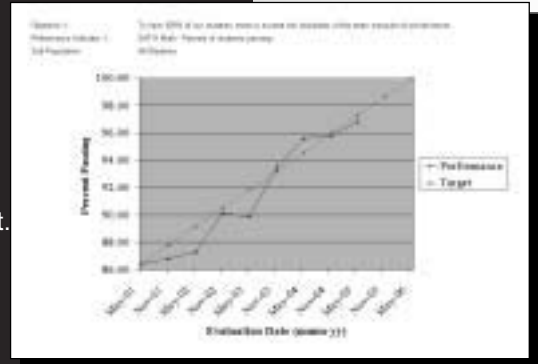
Appeal of Alexander involved a teacher who earned tenure as a teaching assistant. After doing so, she accepted a teaching position in another district. She was terminated between her second and third probationary years. She appealed the termination claiming her prior grant of tenure as a TA shortened her teacher probationary period from three to two years (per Ed. Law §3012(1)(a)).

The Commissioner agreed. In doing so, he indicated the case was one of first impression — “No Party to this appeal has cited any case in which a New York educator has first received tenure as a teaching assistant, then claimed a shortened probationary period when later appointed as a teacher.” Despite this and despite finding “respondent’s arguments persuasive” he sided with the teacher. He concluded the case was not readily distinguishable from previous cases where prior grants of tenure to teachers result in a reduction of the tenure probationary period when those teachers return to work (citing *Matter of Gould* (81 NY2d 446)).

The effect of *Alexander* may be the conferring of tenure (by estoppel) on many teachers who had previously earned tenure as teaching assistants. Other implications are also being explored. Superintendents are advised to take two actions right now: (a) request *current tenure eligible employees* to provide any information about prior tenure appointments; and (b) inquire of *all applicants* for professional positions about any prior tenure appointments. In other words, know the prior tenure status of those on staff and those who might be joining your staff. This will clarify applicable probationary periods and any related actions.

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NYSCOSS Update: Audit Report

Growth Results in Positive Changes in Organizational Processes

The Council has experienced significant growth over the past 9 years, the staff has grown from 5 to 11; and our budget now approaches \$2 million annually and has increased in complexity. During the 2002-03 year, the Executive Committee and House of Delegates adopted a series of overlapping initiatives to cope with this growth and to continue the professionalization of the organization over the course of the next two NYSCOSS fiscal years. They included: moving from cash accounting to accrual accounting; redesigning our entire system of

accounts and budget codes; implementing a software “bridge” between our membership tracking software and our accounting software; hiring a part-time

Some Highlights:	<u>2003-04</u>
Revenues:	\$1,842,889
Expenditures:	\$1,672,093
Operating surplus:	\$ 170,796
Net assets:	\$1,625,192

bookkeeper; and increasing our level of external financial review from a “compilation” of financial statements to a full audit.

After an RFP-driven selection

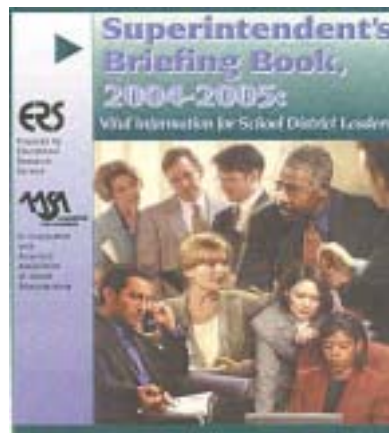
process, the Council retained Marvin and Co., a local CPA firm. The 2003-04 audit was completed with input from the Audit Committee Chair, and was accepted at the Executive Committee’s January meeting. As would be expected with our first such audit, there are a number of areas for improvement, particularly in our transition to accrual accounting which we will be working to implement through the remainder of the 2004-05 year. However, we are very pleased with the results overall. Any member may request a copy of the full audit by contacting the Council’s office.

2004-05 Supts Briefing Book Available

Publication Offers Practical Information on Top Education Concerns

NYSCOSS is pleased to offer, in conjunction with AASA and the Educational Research Service, the 2004-05 Superintendent’s Briefing Book.

The Briefing Book provides superintendents and their staff with comprehensive, yet concise, overviews of the best thinking available on a wide range of top-priority K-12 education concerns. The book can help leaders im-



prove their overall effectiveness as education advocates and decisionmakers by helping them to identify programs and practices that will improve student achievement and to make research-based, data-driven decisions with confidence.

The cost of the book is \$96.00. Order forms have been mailed to all members and are also available on the NYSCOSS website.

Petitions for Nominations Due April First

NYSCOSS Accepting Nominations for Officer Position

Nominations for the position of 2005-06 NYSCOSS Treasurer are due to the Council offices by April first. The nomination must be accompanied by a

petition signed by at least thirty-five active members.

Election of 2005-06 Officers will take place at the Fall Conference House of Delegates meeting

on September 25, 2005 in Saratoga Springs.

For more information, contact Kelly Masline at 518/449-1063 or kelly@nyscoss.org.

Last Chance to Register for Workshop

Assessments *for* Learning

There is still time to register for the NYSCOSS Spring Assessment Workshop!

We promise you that you will leave the “Assessments for Learning” workshop with information and techniques that you can apply to your specific district.

It has been suggested that to realize significant improvements in student learning, we need to adopt a different paradigm of pedagogy. Rick Stiggins and Steve Chappuis offer a different paradigm based on incremental increases in each student’s own responsibility for learning and, ultimately, increased motivation.

They use assessments as a learning tool, fully involving students as designers and engineers of their own learning. They present compelling data that their self-directed staff development model works for all students.

The workshop is different from what has been offered in the past - it is targeted to teams from your school district including: superintendent, assistant superintendent, principal(s), teacher(s), board members, etc.

We hope that you will consider joining us.

The cost to attend is \$195 for the first person and \$150 each

additional person. The fee includes meals and materials.

The book, *Classroom Assessment for Student Learning: Doing It Right – Using It Well*, will be provided to each registrant. A copy of the registration form is available at the NYSCOSS web site at www.nyscoss.org.

Don’t miss this opportunity to work with your district team as we continue to improve student achievement across the state.



Date Change

The **ASPIRING SUPERINTENDENTS PROGRAM** on **LONG ISLAND** will take place on **MAY 6TH** and **NOT** on April 29th as previously publicized. Other programs will be held on:

April 28 - Albany, North Country

April 29 - Rochester

New Supts Institute Seminar

Budget Issues, Evaluations, Personnel Decisions

The Superintendents Academy is pleased to present the fourth New Superintendents Institute Seminar for superintendents new to the state and those in their first year.

This program will provide information on the superintendent evaluation, developing a school budget presentation, and the most up-to-date news on the status of the state budget and special happenings in Albany.

Round table discussions with Academy Faculty will focus on spring “nuts and bolts” issues

such as budget presentations and votes, personnel decision-making, and planning for next year, as well as a chance to share questions and concerns.

Cost for attending this program is \$45 which covers continental breakfast, lunch, reception and materials.

Information has been mailed to new superintendents and registration information is available on the NYSCOSS website via the Calendar listings. If you have questions please contact Kelly or Briggs at 518/449-1063.

Resources for Superintendents:

Technology Put to Use for NYSCOSS Members through New Programs

The Superintendents' Resource Bank (SRB) began last year with over 150 superintendents who indicated their interest in acting as a resource for information and advice to colleagues dealing with issues or projects with which they had experience.

With some time and practice under our belts, NYSCOSS has recently modified the SRB process to more quickly and effectively handle the wide range of questions received from superintendents. The new process broadcasts a request to all Bank members at once and as the responses arrive at NYSCOSS, they are forwarded to the requesting superintendent. Responses often come in the form of suggestions or materials and a willingness to be contacted by the superintendent dealing with the issue. Recent requests have included changing high school schedules, dealing with home instruction policies, and town zoning issues—all topics not on the original SRB list but which, when broadcast, received immediate feedback from Superintendents'

Resource Bank members.

To use the SRB service, contact Briggs McAndrews, Superintendent in Residence at 518-449-1063 or briggs@nyscoss.org. The SRB is also looking for additional Bank members. If you are a superintendent and would like to become a member of the Bank, send an e-mail to that effect to Briggs and you will be added to the broadcast list.

Membership brings the opportunity to be of service to your colleagues as well as to see the types of requests being made of the Bank — perhaps requests that you could be making or contemplating in the future.

Electronic Discussion Groups

During the past year, working with Teachers' College of Columbia University, NYSCOSS has developed a number of electronic discussion groups for superintendents in New York State. The electronic discussion format allows anyone in the group to post a question or topic for response by other members of the group — providing for imme-

mediate comment from experienced colleagues. More conversation-oriented than the SRB, this format is useful for a wide range of problem solving discussions and for the professional growth opportunities that collegial discussion provides. These discussion groups are password protected and are not available to the public.

NYSCOSS will be expanding the use of the electronic discussion group format by welcoming interested superintendents into the groups and by developing a system to notify members that new postings have been made—thereby not requiring members to check the postings on a daily basis. Presently there are two electronic discussion groups, one for New Superintendents and one for Superintendents and their teams involved in the Urban Program with NYU. If you are a practicing superintendent and wish to join the discussion groups, contact Kelly Masline, Associate Director at 518-449-1063 or kelly@nyscoss.org.

The Empowerment of People

Human Resource Leadership to be the Focus of "Dimensions" Program

How can leaders empower staff?

This day-long workshop will focus on a district's most important asset — its people: understanding their desires, concerns, strengths and limitations, and their needs for support. The program also emphasizes the importance of creating opportuni-

ties for involvement, collaboration and true collegiality.

A professionally prepared curriculum guides the discussion and relevant case studies have been integrated into the materials. Portions of Lee Bolman and Terrance Deal's book *Reframing*

Organizations will be used.

Cost to attend is \$130 which covers the cost of instruction, materials, refreshments upon arrival and a working lunch.

Locations:

May 6	Albany, Syracuse, Buffalo
May 13	Long Island



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Tonawanda City Receives Civic Star Award

Program Recognizes Outstanding School-Community Partnerships

The City of Tonawanda School District's Healthy Community/Healthy Youth program was initiated three years ago as a reaction to teenage drug and alcohol use. District administrators and parents planned a series of public meetings where community issues, such as substance abuse, were investigated. When it was discovered that the percentage of teenagers found to be using alcohol was far higher than previously thought, a local Youth Bureau was contacted and asked to present information on the Search Institute's "40 Developmental Assets" as a focus for addressing the problem.



people, the more positive and successful their development. The fewer the assets, the greater the possibility they will engage in risky behaviors such as drug use, unsafe sex and violence.

In most areas, Tonawanda fell below the national profiles. As a result, a school/community team was formed to investigate ways to build assets in the district's students through curriculum & instruction, school organizations, co-curricular activities, community partnership and support services. The Healthy Community/Healthy Youth program was initiated to build student assets.

The community has pooled diverse community resources to address youth developmental issues through the program. The collaborative effort includes the school district, religious congregations, the local Youth Bureau, Tonawanda Police Department, area businesses, parents, young people and organizations serving youths.

Congratulations to the Tonawanda City School District. For more information contact Superintendent George Batterson at bpeters@tona.wnyric.org.

The Search Institute has measured developmental assets of more than one million students which fall into two categories: external — concrete, common sense, positive experiences and qualities essential to raising successful young people; and internal — motivation to do well in school, caring for other people and knowledge of how to plan ahead and make choices. National survey results show that the more developmental assets experienced by young

Wellness

& Leadership

Energy is the fuel that powers great leaders. It is the stamina to keep going, to work harder both physically and mentally. Energy is the great potential power within an individual. In the book, *Building People, People Teams* the authors state that "People with energy can do more and achieve greater heights than those who lack excitement and commitment and fervor." (*Harvey and Drolet, 1994, 11*).

Energy is a critical component to a successful organization. It is the responsibility of the leader to bring energy to the organization, to direct it toward the achievement of organizational goals, and to sustain and renew it within the organization. As the leader of a school district the superintendent has the responsibility to introduce, manage and sustain energy in the organization. Before he/she can do this for the district the superintendent must first exhibit and sustain energy within him/herself.

The relationship of physical fitness and nutrition to energy has been well documented. To achieve full fitness, a routine should include regular aerobic

Energy and the Superintendent

Peggy J. Wozniak, NYSCOSS Wellness Committee

exercise, strength training and stretching. However even a regular "power" walk will bring benefits in increased energy.

What an individual eats also affects energy level and ability to perform. Research has found that long-term eating habits have greater impact on energy and stamina than any quick-fix or short-term diet. The most effective diet is one that is balanced and provides adequate amounts of essential vitamins and nutrients.

The energy you gain from leading a healthy lifestyle will literally buy you time in increased productivity in a day and less time away from the job due to illness. Once you begin to feel really good, that will be all the encouragement you will need to make these changes permanent.

As the superintendent you are the role model for the entire district. So pack your running or walking shoes and your healthy snacks and lunch when you head out the door each day and embark upon a happier, healthier, more successful superintendency!



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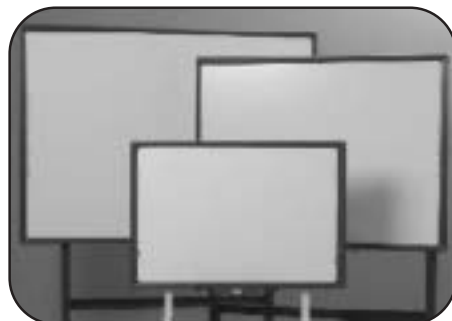
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Public Education in the Headlines

High School Reform Dominates Discussions;

High School reform has dominated national education headlines in recent months. With President Bush calling for an expansion of NCLB-like testing requirements into high school. Last month, the National Governors' Association got into the act, convening another in their series of "Education Summits" with business and school leaders, this time focusing on high school reform.

Bush Administration High School Reform Plan

President Bush would require states to test high school students annually in math and English each year in 8th, 10th, and 11th grades. His plan would also provide \$200 million in the next federal budget to support high literacy improvement initiatives ("Striving Readers"), \$269 million for Math and Science projects, \$250 million for the new state assessments, and \$1.2 billion for "High School Intervention to help states hold high schools accountable for teaching all students and to provide effective interventions for those students who are not learning at grade level."

The proposed expansion of federal testing mandates has received a chilly reception, even among Mr. Bush's fellow Republicans. His proposed funding increases would be offset by cuts in existing programs, including the complete elimination of Perkins Act funding for career and technical education — which supports some of the most effective high school programs now in operation. AASA reports that there seems to be no momentum for a new federal role in high schools.

Governors Call for High School Reform

While state legislatures discussed concerns about NCLB, governors discussed ways to extend NCLB's accountability to the high school level. "Governors Seek Rise in High School Standards" *The New York Times* reported. The negative message about high schools was reinforced in the *Chicago Tribune's* "Governors endorse high school overhaul: Too many dropouts, unprepared students." The stories were both responding to a report released by the governors in anticipation of the Education Summit taking place the weekend of February 26 and 27. Stay tuned for more details of the results of and responses to the summit. ~Terri Duggan Schwartzbeck, AASA

Effectively Getting Your Message Out

AASA has spent the last year and a half studying how school system leaders can effectively communicate with their communities to build support for their schools. In the fall of 2003, AASA found that three-quarters of the public hears, sees or reads some news about public education. They also learned that about 75 percent of the news people heard, saw or read about public education came from two sources: their local newspaper and their local television station. Unfortunately, about two-thirds of people perceive the news they heard, saw or read as negative—and the news made them feel worse about public education.

It is clear that school leaders must get information into local newspapers and local television stations to balance the negative news people receive elsewhere. Getting positive news out means that schools cannot wait until the inevitable negative situation occurs. When a bus driver veers off the road or a school employee is arrested, you must respond to the local media, but waiting till then to do so will only serve in making people feel worse about our schools.

AASA President-Elect Election

One of the responsibilities of the AASA Governing Board is to nominate candidates to run for the position of AASA President-elect. At the February meeting, the Governing Board nominated Dr. Kent Hjelmstad (*Superintendent, Mandan Public School District, Mandan, ND*) and Dr. Eugene G. White (*Superintendent, Metropolitan School District of Washington Township, Indianapolis, IN*) for the position of AASA President-elect.

Ballots for the President-elect election have been mailed to all eligible AASA voting members. Included with the ballot is biographical information for each candidate. You may also find biographical information on AASA's website at http://www.aasa.org/about/elections_main.htm.

It is important that every eligible AASA voting member participate in this election, so please return your ballot by April 4.

Superintendencies

ALEXANDRIA CSD	675	\$95-115,000	FAYETTEVILLE-MANLIUS CSD	4,500	\$Negotiable
Jack J. Boak, District Superintendent Jefferson-Lewis BOCES 20104 State Route 3 Watertown, NY 13601 placlair@mail.boces.com		Reply By: 4/11/05	Hazard, Young, Attea & Associates www.hyasupersearches.com office@hyasearch.com		Reply By: ASAP
BEAVER RIVER CSD	12,995	\$95-115,000	GARDEN CITY UFSD	4,000	\$200,000 minimum
Jack J. Boak, District Superintendent Jefferson-Lewis BOCES 20104 State Route 3 Watertown, NY 13601 placlair@mail.boces.com		Reply By: 4/15/05	Charles Fowler School Leadership, LLC PO Box 638 Port Jefferson, NY 11777 Leadschools@aol.com		Reply By: 3/25/05
BELLMORE-MERRICK CSD	5500	\$Competitive	HARBORFIELDS CSD	3300	\$200,000 minimum
Charles Fowler School Leadership LLC PO Box 638 Port Jefferson, NY 11777 Leadschools@aol.com		Reply By: 4/22/05	Charles Fowler School Leadership, LLC PO Box 638 Port Jefferson, NY 11777 Leadschools@aol.com		Reply By: 3/18/05
BRIGHTON CSD	3,700	\$145-165,000.	HEUVELTON CSD	650	\$90,000+
C. Tod Eagle Brighton Superintendent Search P.O. Box 45 Brockport, NY 14420 teagle1@rochester.rr.com		Reply By: 5/31/05	Linda R. Gush, District Superintendent St. Lawrence-Lewis BOCES PO Box 231, 139 State Street Road Canton, NY 13617 kmorgan@sllboces.org		Reply By: 4/29/05
CANASERAGA CSD	350	\$95-110,000	LYONS CSD	1,100	\$105-125,000
Diana Gurak Genesee-Livingston-Steuben-Wyoming BOCES 80 Munson Street Le Roy, NY 14482 dgurak@gvboces.org		Reply By: 4/15/05	Larry R. Pedersen 8559 Wickham Blvd. Sodus Point, N.Y. 14555 DrLRP@aol.com		Reply By: 4/8/05
CINCINNATUS CSD	724	\$95-110,000	MANHASSET UFSD	2,500	\$Negotiable
Jessica Cohen, District Superintendent Onondaga-Cortland- Madison BOCES 6820 Thompson Road, PO Box 4754 Syracuse, NY 13221 jcohen@ocmboces.org		Reply By: 4/15/05	Hazard, Young, Attea & Associates, Ltd. www.hyasupersearches.com		Reply By: 3/22/05
EAST SYRACUSE-MINOA CSD	3,800	\$135-155,000	MARCUS WHITMAN	1,590	up to \$140,000
Lee Peters or Dan Porter Leaderfind Box 222 Cortland, N.Y. 13045 lgpeters@twcny.rr.com		Reply By: 3/31/05	Joseph J. Marinelli Wayne-Finger Lakes BOCES 131 Drumlin Ct. Eisenhower Bldg. Newark, NY 14513-1863 lwhipple@wflboces.org		Reply By: 4/15/05
ELMONT UFSD	4,000	\$Competitive	MOHONASEN CSD	3,400	\$Competitive
Ronald Smith c/o Consultants, Inc. 172 Willow Street Roslyn Heights, NY 11577		Reply By: ASAP	Robert Bonaker 2072 Curry Road Schenectady, NY 12303		Reply By: 4/29/05
			OPPENHEIM-EPHRATAH	435	Minimum of \$98,000
			Sandra A. Simpson, District Superintendent Herkimer BOCES 352 Gros Boulevard Herkimer, NY 13350 dcassidy@herkimer-boces.org		Reply By: 3/21/05

Superintendencies

PATCHOGUE-MEDFORD CSD 9,132 \$200,000 min
 Charles Fowler
 School Leadership, LLC
 PO Box 638
 Port Jefferson, NY 11777
 Leadschools@aol.com
 Reply By: 3/25/05

SOUTHWESTERN CSD 1,700 Up to \$130,000
 William Silky or Suzanne Gilmour
 P.O. Box 15100
 Syracuse, New York 13215
 WDSilky@aol.com or
 slgilmour@aol.com
 Reply By: 4/18/05

SPENCERPORT CSD 4,354 \$140-165,000
 Christopher B. Manaseri
 Monroe 2-Orleans BOCES
 3599 BigRidge Road
 Spencerport, NY 14559
 cmanaser@monroe2boces.org
 Reply By: 4/1/05

TULLY CSD 1,235 \$105-125,000
 Jessica Cohen, District Superintendent
 Onondaga-Cortland- Madison BOCES
 6820 Thompson Road, PO Box 4754
 Syracuse, NY 13221
 jcohen@ocmboces.org
 Reply By: 5/16/05

WASHINGTONVILLE CSD 5,300 Minimum \$175,000
 Vin Beni
 FOCUS Consulting Associates, LLC
 Washingtonville Search
 Po Box 366
 Tarrytown, NY 10591
 vbeni@focussearches.com
 Reply By: 4/1/05

WHEATLAND-CHILI CSD 1,000 \$115-125,000
 Christopher B. Manaseri, District Superintendent
 Monroe 2 Orleans BOCES
 3599 Big Ridge Road
 Spencerport, NY 14559-1799
 cmanaser@monroe2boces.org
 Reply By: 4/1/05

Chief School Officer Appointments

Anthony Argulewicz Wallkill, 03/07/05
Was Assistant Superintendent at Wallkill
 Casey Barduhn Mount Markham, 02/28/05
Was Superintendent at Romulus
 Vernice Church I., Brasher Falls, 03/01/05
 Raymond Colucciello I., Troy City, 1/3/05
 Kathleen P. Farrell Catskill, 03/07/05
Was Assistant Superintendent at Newburgh

Other NYS Administrative Positions

(Contact District For Further Information)

Assistant Superintendent for Instruction:
 Baldwinsville CSD. 6,024. Reply By: 4/15/05. \$Competitive. wmckee@bville.org

Assistant Superintendent for Business: Ballston Spa CSD. 4,446. Reply By: 3/21/05. \$Competitive

High School Principal: Brighton CSD. 3,700. Reply By: 3/31/05. \$Competitive. lisa_hartman@bcsd.org

Assistant Superintendent for Instruction: Glens Falls City School. 2,500. Reply By: 4/1/05. \$Experience. tmcgowan@gfsd.org

Career Tech Director: Herkimer-Fulton-Hamilton-Otsego BOCES. Reply By: 3/31/05. \$Commensurate with experience. dcassidy@herkimer-boces.org

Coordinator of Literacy (Grades K -8): Middletown City. 7,000. Reply By: 4/29/05. \$Competitive. ekaplan@ecsdm.org

Director of Elementary Education (Grades K-5): Middletown City. 7,000. Reply By: 4/29/05. \$Competitive. ekaplan@ecsdm.org

High School Principal: Middletown City. 7,000. Reply By: 4/29/05. \$Competitive. ekaplan@ecsdm.org

Assistant Superintendent for Instruction: Oneida-Herkimer-Madison BOCES. Enr: N/A. Reply By: 3/31/05. \$95-110,000. hmettelman@oneida-boces.org

Assistant Superintendent for Management Services: ONC BOCES. 11,000. Reply By: 4/15/05. no less than \$100K. humanresources@mail.oncboces.org

Assistant Elementary Principal: Pine Bush CSD. Reply By: 3/31/05. \$Competitive. sbutler@pb.ouboces.org

Middle School Principal and Elementary Principal: Pittsford CSD. 6,000. \$Per Administrative Contract. carol_weiss@pittsford.monroe.edu

Chief Financial Officer: Salmon River CSD. 1,600. Reply By: 4/1/05. \$60-80,000. gbellinger@srk12.org

Principal K-12: Worcester CSD. 460. Reply By: 3/25/05. \$Competitive. seloverj@worcestercs.org

Daniel McCarthy I., Canasara, 01/05

Michael Midey Romulus, 02/28/05
Was Secondary Principal at Romulus

Oliver Robinson Shenendehowa, 7/01/05
Currently Superintendent at Mohonasen

I., Interim

CALENDAR

2005

Superintendents Academy Programs

- New Superintendents Seminar**
March 31 *(note: changed from March 4)* Albany
- Instructional Leadership Academy**
April 1 & 8 Four Sites
- Aspiring Superintendents' Program**
April 28 & 29, May 6 Four Sites
- Dimensions of Leadership (Human Resource)**
May 6 & 13 Four Sites
- New Superintendents Seminar**
June 3 Albany
- Summer Institute at Harvard**
July 17-20 Cambridge, MA

NYSCOSS Events Calendar

- Spring Workshop for District Teams:
Assessments FOR Learning**
March 31-April 1 Albany
- Spring House of Delegates**
May 19 Albany
- Commissioner's Advisory Council**
May 20 Albany
- Summer Retreat for NYSCOSS Leadership**
July 6-8 The Arden Center, Harriman
- 2005 Fall Conference**
September 25-27 Saratoga Springs

