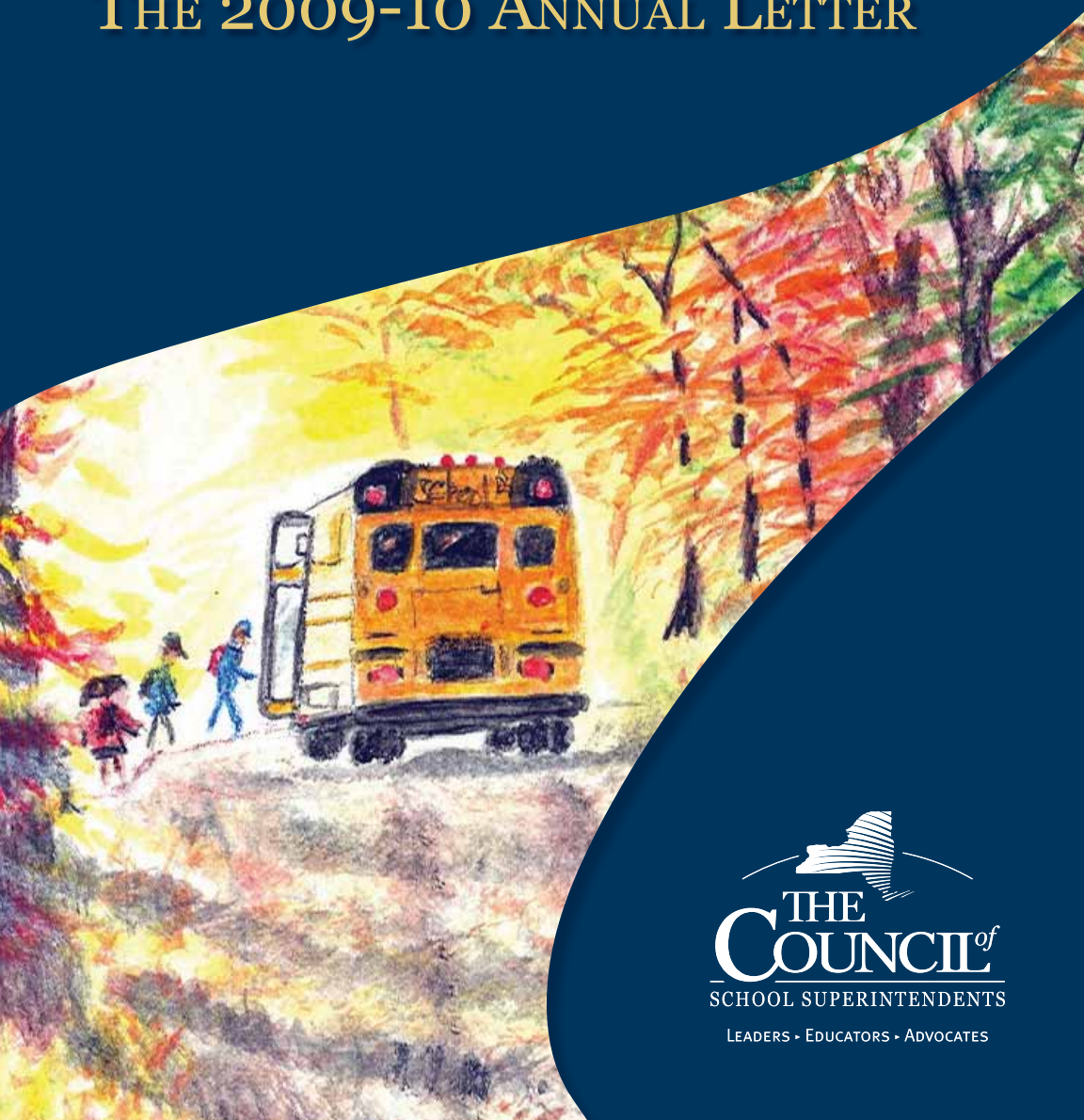


# THE ROAD AHEAD

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THE 2009-10 ANNUAL LETTER



THE  
COUNCIL<sup>of</sup>  
SCHOOL SUPERINTENDENTS  
LEADERS • EDUCATORS • ADVOCATES

THE NEW YORK STATE COUNCIL OF SCHOOL SUPERINTENDENTS IS A PROFESSIONAL AND ADVOCACY ORGANIZATION WITH OVER A CENTURY OF SERVICE TO SCHOOL SUPERINTENDENTS IN NEW YORK STATE. THE COUNCIL PROVIDES ITS MORE THAN 750 MEMBERS WITH NUMEROUS PROFESSIONAL DEVELOPMENT OPPORTUNITIES, PUBLICATIONS AND PERSONAL SERVICES, WHILE ADVOCATING FOR PUBLIC EDUCATION AND THE SUPERINTENDENCY.

## OUR VISION

TO BE THE PRE-EMINENT PROFESSIONAL ORGANIZATION IN NEW YORK STATE INFLUENCING THE DEVELOPMENT OF EDUCATIONAL POLICY AND ASSERTING THE LEADERSHIP ROLE OF THE SUPERINTENDENT.

## COUNCIL MISSION

THE PURPOSE OF THE COUNCIL SHALL BE TO PROVIDE LEADERSHIP AND MEMBERSHIP SERVICES THROUGH A PROFESSIONAL ORGANIZATION OF SCHOOL SUPERINTENDENTS:

- TO PROMOTE THE INTEREST OF EDUCATION AND CHILDREN IN NEW YORK STATE;
- TO INFLUENCE LOCAL, STATE, AND NATIONAL POLICY AFFECTING EDUCATION;
- TO ENHANCE THE SUPERINTENDENCY AS A PROFESSION;
- TO UPHOLD THE INTEGRITY OF THE OFFICE;
- TO FOSTER SUPPORT AND COLLEGIALITY AMONG ITS MEMBERS; AND
- TO PROVIDE LEADERSHIP AND MEMBERSHIP SERVICES THROUGH A PROFESSIONAL ORGANIZATION OF SCHOOL SUPERINTENDENTS.

## THE 2009-2010 ANNUAL LETTER: THE ROAD AHEAD

### INTRODUCTION



Robert Bradley, Interim Executive Director  
January-June 2010

IN 1995, BILL GATES (WITH NATHAN MYHRVOID AND PETER RINEARSON) WROTE A BOOK CALLED *The Road Ahead* that made a number of predictions about how personal computing (and in the second edition, the Internet) would alter society. Not all of their specific predictions were accurate, but there's no question that computers and the Internet have been the driving forces behind the stunning changes of globalization, our economy, and even how we communicate and conduct our daily lives. Fifteen years ago, few superintendents had e-mail, now; most have Black-Berries™ (or their equivalent).

Public education, particularly in New York, stands on the cusp of a similar transformational moment in its history and evolution as internal forces (like burgeoning costs and new leadership) meet external forces (recession, a national reform agenda, and pervasive technology). So it seems apt to borrow Gates' title to apply a similar lens to the road ahead of public education, district leaders, and The Council that supports both.

We will not only borrow Gates' title, but also the format he used for the Gates Foundation annual report, patterned after Warren Buffet's annual letter to shareholders. Superintendents are The Council's shareholders, and this letter is our report on both our progress and our prospects. The focus of this report is on leadership in a time of great change. Educational leaders play a key role in public education, second only to classroom teaching in impact on student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Accordingly, supporting leaders and ensuring their views influence the changes to come are essential to public education's future success.



*Note: Thomas L. Rogers, former Executive Director began this Annual Report and, as explained in the "Introduction," saw a new approach for our Annual Report. In the spirit of our intent to have a seamless succession of leadership at The Council, staff worked to complete the vision that Tom began of an Annual Report that looks to our future prospects. Some of the ideas that follow came from Tom's presentation on a Strategic Roadmap to the House of Delegates in January 2010.*



Robert Bradley, Interim Executive Director; Robert J. Reidy, Jr., new Executive Director, and Pattie Hans, Executive Assistant worked together on the transition plan this past June.



### THE CHANGING LANDSCAPE

LIKE THE REEMPHASIS ON MATH AND SCIENCE CURRICULUM INCITED BY THE SPUTNIK LAUNCH, OR THE NEW STANDARDS MOVEMENT THAT EVENTUALLY SPANG FROM THE “*A Nation at Risk*” report, the education landscape is undergoing another transformational convulsion in response to the perceived threat of under-education (Carnevale and Desrochers, 2003) to the national economy (Friedman, 2006). With the advent of a technology-dependent global economy and the concerted efforts of large Asian powers to improve both access to and the quality of their education systems, the concerns have fueled new momentum.

As in the past, policymakers have responded with new initiatives to stitch together into a next generation of education reform, built on the latest technologies and ideologies. What is unusual is the degree to which they are armed with substantial new resources to lever change, what we’ll call “weapons of mass reconstruction.”

As a result, a number of reforms are under consideration. The potential for significant change, which some would consider revolutionary, is on the front burner. While the attention is welcome, not surprisingly, a number of profound changes are taking place simultaneously.

The contours of next generation of education reform are already becoming clearer and they mirror things The Council has been pushing for years.

- 21st Century Curriculum
- Better Assessments
- Data System
- Value-added
- Teacher Quality and Assessment
- High School Reform
- Special Education Reform
- Leadership Development

The shaping of those contours is already beginning to take place in New York State. The New York State Commissioner of Education and Board of Regents have embarked on a reform agenda that includes addressing standards, curriculum, instruction, and assessment. Their goal is to build a world class curriculum with rigorous standards and assessments that will prepare students for colleges and careers in the 21st century.

The Common Core Standards for English-language arts and mathematics have been released. This is a voluntary effort with other states to develop standards that are aligned with career and college expectations, inclusive of higher order thinking skills, and internationally benchmarked. The Regents are expected to review them for action during the summer and to determine if any additional standards are needed.

The growth of a technology-dependent global economy has implications with new challenges for educational leaders. The use of technology offers new opportunities to learn and provides different pathways to earn credit towards a diploma. As an example, this year, the Regents have asked that a proposal be developed for the creation of a virtual high school.

Leaders will have to wrestle with increasing pressures and influences for a national curriculum and tests. Working with other states to develop common standards places the discussion of a national curriculum and tests on the table for public educators. In addition, New York State is partici-



L. Oliver Robinson, President; Bob Bradley, Interim ED; and Tom Rogers, previous ED, listen to remarks at the 2010 Winter Institute.



New York State Capitol

participating with a consortium of states to compete for federal grant funding to develop and implement high quality assessments that are aligned with a consortium's K-12 standards that are internationally benchmarked and build towards college and career readiness skills.

Another emerging factor is the use of federal competitive grants to drive educational policies and change. The Race to the Top (RTTT) is one of several examples of federal competitive grants that are driving changes in educational policies and practices. In another example, New York State is participating with other states in a consortium to develop assess-

ments. The New York State Education Department also has received a \$19.7 million competitive grant to develop a statewide longitudinal data system that will support the expansion of the current P-12 data system and begin to match student, teacher, and course information.

Earlier changes this year to the Regents Regulations for the evaluation of teachers added student growth as one of multiple evaluation criteria to be used for the evaluation of teachers. This regulatory approval by the Regents predated recently approved legislation that is more expansive than the current regulations regarding evaluation and student performance. The legislation includes more extensive changes to the evaluation system for both teachers and principals. These changes will require the development of a value-added growth model to be used in the evaluation process. Ironing out the details in regulations of this legislative change in accountability will be critical for leadership efforts to build culture and to encourage collaborative work in schools.

The notion of using student performance in evaluation is not new. The availability of annual student assessment results has become widespread during the last decade at a national level. Federal requirements for testing and the intense interest in education accountability have led to a variety of methods to examine assessment outcomes for use in making judgments about education quality. Growth models have found favor as the preferred method for analyzing student achievement data for accountability purposes (Betebenner & Linn, 2010).

Value-added analyses attempt to measure the impact of schools and teachers on student achievement and will need thoughtful development. The limited ability of value-added models to easily accommodate criterion-ref-

erenced ends underscores the importance of the role of leadership in the development of an effective statewide model (Betebenner & Linn, 2010).

Giving more credence to how competitive federal funding is driving national educational policy, second round applications for the Race to the Top by states such as New York, Colorado, Louisiana, and Oklahoma tied teacher evaluation to student performance through legislative action. A system of educator accountability that includes both measures of student learning and performance-based compensation for teachers is supported by the current administration in Washington. The federal government supports efforts to develop and implement performance-based pay systems for teachers and principals in high-need schools through its competitive Teacher Incentive Fund (TIF). The System for Teacher and Student Advancement (TAP), which receives both federal and foundation support, includes performance-based compensation as one of its four major components.

Charter schools have been receiving considerable attention in national policy debates. The federal application process for RTTT included a criterion for ensuring successful conditions for charter schools. In response, the New York State Legislature approved legislation for lifting the cap on the number of charter schools and by making changes with the evaluation of teachers and principals. Reform advocates that support charter schools have been given a boost by the support of foundations with the most noticeable one being the Bill and Melinda Gates Foundation. The recent move to raise the charter school cap demonstrated the emerging influence and interest in financiers from New York City with this issue of school reform.



Dr. David Steiner, Commissioner of Education, addresses superintendents at Winter 2010 event.

THE COUNCIL WAS AMONG STATEWIDE EDUCATION GROUPS IN NOT OPPOSING THE STATE'S 1998 CHARTER SCHOOL LAW. THE COUNCIL DID RAISE CONCERNS ABOUT THE POTENTIAL FISCAL IMPACT OF CHARTERS UPON SCHOOL DISTRICTS THAT WERE PROVEN TO BE JUSTIFIED. THE CAP HAS BEEN INCREASED AND THE LEGISLATION INCREASED ACCOUNTABILITY FOR CHARTERS, BUT THE RELATED PROBLEMS OF CHARTER SCHOOL FINANCING AND SATURATION OF CHARTER SCHOOLS IN PLACES WILL CONTINUE TO CHALLENGE SOME DISTRICTS.

ALL OF THESE CHALLENGES ARE PLACED IN THE CONTEXT OF THE WEAKEST NATIONAL ECONOMY SINCE THE GREAT DEPRESSION. STATE ECONOMIES HAVE ALSO BEEN HIT HARD AND, CORRESPONDINGLY, NEW YORK STATE'S RECOVERY IS SLAGGISH. THE GOVERNOR HAS PROPOSED THAT EDUCATION FUNDING BE CUT FOR 2010-2011. THE FEDERAL STIMULUS FUNDS WILL DRY UP AFTER 2010-2011. IN THE MIDDLE OF THESE CIRCUMSTANCES, SCHOOL LEADERS WORKED WITH BOARDS AND COMMUNITIES TO FASHION BUDGETS WITH OVER 92% PASSING THIS SPRING. THIS YEAR'S VOTING SAW A NEAR RECORD NUMBER, SINCE 2003, OF YES VOTES, BUT ALSO GENERATED A 52% INCREASE IN NO VOTES OVER LAST YEAR.

THE DECISIONS THAT WERE MADE TO DEVELOP THE BUDGETS THIS YEAR WERE VERY DIFFICULT AND THE STEPS TAKEN TO IMPLEMENT THEM WERE CHALLENGING AT BEST. THROUGH ALL OF THIS, SUPERINTENDENTS DEMONSTRATED THE IMPORTANCE OF LEADERSHIP DURING TIMES OF FINANCIAL CHALLENGES AND CRISIS. DIMINISHING RESOURCES RAISE A FUNDAMENTAL QUESTION ABOUT WHETHER STATES AND LOCAL DISTRICTS HAVE THE CAPACITY TO ACCOMPLISH THE REFORM AGENDA OF THE REGENTS.

THE FUTURE ECONOMIC CONDITIONS WILL CONTINUE TO BE CHALLENGING TO DISTRICTS AND THEIR LEADERSHIP. THE DIMINISHED STATE RESOURCES AMPLIFY THE WEALTH DISPARITIES BETWEEN SCHOOL DISTRICTS AND THEIR ABILITIES TO SUPPORT PROGRAMS. BOTH GUBERNATORIAL CANDIDATES ARE INCLUDING AN ITEM IN THEIR PLATFORMS THAT INCLUDE A CAP ON PROPERTY TAXES. A STUDY JOINTLY CONDUCTED BY THE COUNCIL AND THE NEW YORK STATE SCHOOL BOARDS ASSOCIATION (NYSBBA) FOUND THAT 14,800 TEACHER CUTS WERE PROJECTED IF THE GOVERNOR'S PROPOSAL FOR STATE AID WERE ENACTED. AFTER THIS YEAR, SOME DISTRICTS WILL NOT BE ABLE TO USE TEACHER AND STAFF TURNOVER TO AFFECT BUDGET REDUCTIONS. IN FACT, 30% OF DISTRICTS PROPOSED CUTTING 2010-2011 SPENDING BELOW 2009-2010 LEVELS.

PART OF THE CHANGING LANDSCAPE INCLUDES THE CHANGING DEMOGRAPHICS OF OUR SUPERINTENDENTS. SUPERINTENDENTS ARE TAKING THEIR FIRST SUPERINTENDENCY LATER IN THEIR PROFESSIONAL CAREERS. APPROXIMATELY 58% OF SUPERINTENDENTS ARE IN THE FIRST SIX YEARS OF THIS POSITION (TERRANOVA ET AL., 2009A). THE OVERALL PERCENTAGE OF WOMEN IN THE SUPERINTENDENCY HAS INCREASED TO 30% IN 2009, ALTHOUGH THE RATE OF APPOINTMENTS OVER THE PAST THREE YEARS FOR WOMEN IS SLIGHTLY BELOW 30%. THERE HAS BEEN LITTLE

increase in the racial or ethnic diversity of superintendents with 96% of respondents reporting that they were Caucasian in 2009. Leadership turnover continues to be a concern with over 46% of superintendents expected to retire between 2009-2013 (Terranova et al., 2009b).

Adding to the context of a changing landscape is new leadership at the state level with education and government. That change includes a new commissioner and a new chancellor. In state government, we have had three governors in the last five years and a change of party leadership in the Senate. Every elective office in the state is up this year. The outcomes of the elections are likely to challenge school leaders with the prospects and implications of a property tax cap.

The changing landscape means new opportunities and new challenges. It also brings uncertainty that reminds us that leadership is especially important in times like these. Leadership gives hope and shows the way to work through periods of uncertainty.



## ADVOCACY: BUILD CAPACITY



Robert Lowry, Jr.  
Deputy Director

INCREASED ADVOCACY CAPACITY WAS THE NUMBER ONE PRIORITY TO EMERGE FROM THE COUNCIL'S 2009 SUMMER RETREAT. IT MADE SENSE THEN AND CONTINUES TO NOW. THE COMBINATION OF A DISMAL FISCAL ENVIRONMENT, AN AMBITIOUS AND CHANGING EDUCATION REFORM AGENDA, AND NEW LEADERSHIP ON SEVERAL LEVELS MAKE FOR A SHIFTING AND COMPLEX SET OF CIRCUMSTANCES. THE REFORM AGENDA BY ITSELF WITH NEW STANDARDS AND ASSESSMENTS, A NEW DATA SYSTEM, A NEW TEACHER EVALUATION

SYSTEM, NEW ACCOUNTABILITY STANDARDS THAT INCLUDE POWERFUL INTERVENTIONS IN LOWEST PERFORMING SCHOOLS, AND GREATER EMPHASIS ON CHARTER SCHOOLS WOULD BE ENOUGH WITHOUT THE PROSPECT OF DIMINISHED RESOURCES.

THE COUNCIL HAS A LONG TRADITION OF RESPECTED LEADERSHIP AT THE STATE LEVEL IN THE AREA OF ADVOCACY. WE HAVE LONG STANDING AND EFFECTIVE RELATIONS WITH THE NEW YORK STATE EDUCATION DEPARTMENT, REPRESENTATIVES AND STAFF OF ELECTED OFFICIALS, AND OTHER STATEWIDE ORGANIZATIONS. THE COMPLEX CHALLENGES OF A REFORM AGENDA AND VOLATILE ECONOMIC CONDITIONS WILL REQUIRE INCREASED CAPACITY TO MAINTAIN AND TO BUILD UPON OUR WELL ESTABLISHED TRADITION.

INFORMATION AND GUIDANCE TO SUPERINTENDENTS HAS BEEN TIMELY, INFORMATIVE, AND HELPFUL. AT CRITICAL TIMES, SUPERINTENDENTS LOOK FOR THE LATEST COUNCIL LISTSERV AND EDVANTAGE BLOG THAT GIVE THEM THE KIND OF INFORMATION THAT ASSISTS WITH DECISION MAKING AND IN RESPONDING TO THEIR PUBLICS. A VARIETY OF PUBLICATIONS HAVE BEEN DEVELOPED TO FOCUS ON SPECIFIC ISSUES. THIS YEAR, THE COUNCIL CO-AUTHORED A REPORT, *Shortchanging Students* with NYSBBA that was used often by the media to report how the state budget crisis would change schools. Information provided to superintendents at annual summits and institutes included reports on the politics of school finance, issues shaping education, trends in the abilities of regions to pay, measures of tax efforts, an analysis of school budget votes, state budget proposals, proposed legislation, a look into the future with regard to state school aid, state budgets, gubernatorial candidates, and election issues. In addition, we issued press statements that commented on emerging issues of interest to the media and a carefully crafted letter to the new Commissioner.

This year, a wide array of documents were prepared for the Legislature and Regents including ones on charter schools and Race to the Top, special education and teacher certification flexibility, maximizing resources in school districts, looking at schools through "Funnel Vision," and positions on educational committee proposals. Robert Lowry, Jr., Deputy

Director of The Council also testified before a joint meeting of the Senate Finance Committee and the Assembly Ways and Means Committee.

What is not always apparent is the under-the-radar efforts to educate political leaders about ideas and the potential impact on schools of proposals under their consideration. We do a great deal of work behind the scenes that is not publicized. The positions of our superintendents on public education and leadership have been valued and sought after even when those positions are quietly requested.

To maintain a presence in turbulent times and to grow a visible presence to respond to the more complex challenges will require greater capacity. Building capacity can be done in several ways. Staff capacity will always be limited, no matter what its size, but organizational capacity can be increased by the work of our members. Members need to be engaged, involved, and empowered in advocacy efforts. Simply put, advocacy will be enhanced by more engagement of members with issues and leveraging the work of our committees.

We will need to be clear about our beliefs and positions on major issues. In 2007, The Council outlined a plan for the next generation of education reform in New York, *Education is a Civil Right*. A number of the big ideas expressed in that plan apply to today's work: upgrading state standards and assessments, strengthening teacher preparation, innovation in teacher compensation, and developing a value-added accountability system.



## CONFERENCES AND STRATEGIC PARTNERS — REDEFINING THE CONFERENCE EXPERIENCE

OUR CONFERENCES HAVE BEEN DESIGNED TO OFFER PROFESSIONAL DEVELOPMENT, EMPHASIZE THE “COMMUNITY OF SUPERINTENDENTS” AND BUILD LEADERSHIP CAPACITY. THEY ALSO PLAY AN IMPORTANT ROLE WITH THE REVENUE STREAM THAT SUPPORTS THE COUNCIL'S PROGRAMS AND SERVICES. THEY ALLOW OUR STRATEGIC PARTNERS TO ACCESS BROADER AUDIENCES TO ENSURE THAT THE MARKETING OPPORTUNITIES FOR ALL SPONSORS JUSTIFY THEIR SIGNIFICANT INVESTMENT.

IN 2009, A REDESIGN COMMITTEE COMPOSED OF MEMBERS OF THE EXECUTIVE COMMITTEE, BOCES SUPERINTENDENTS, COUNCIL STAFF AND STRATEGIC PARTNERS, MET TO IMPROVE THE CONFERENCE EXPERIENCE FOR BOTH SUPERINTENDENTS AND STRATEGIC PARTNERS. THE 2009-2010 FALL AND MID-WINTER CONFERENCES WERE COMPLETELY REDESIGNED AS THE FALL LEADERSHIP SUMMIT AND THE WINTER INSTITUTE TO EMPHASIZE THE IMPORTANCE OF LEADERSHIP WORK AND THE VALUE OF THE CONFERENCE PROGRAMS.

THE FALL LEADERSHIP SUMMIT AND THE WINTER INSTITUTE OFFERED KEYNOTE ADDRESSES BY NATIONAL EXPERTS IN THE FIELDS OF LEADERSHIP, EDUCATION AND RELATED AREAS; OPPORTUNITIES FOR MEMBERS TO SHARE BEST PRACTICES WITH COLLEAGUES THROUGH SMALLER EDUCATIONAL SESSIONS; AN INTERACTIVE DISCUSSION WITH THE COMMISSIONER OF EDUCATION ABOUT NEW YORK STATE ISSUES AND INITIATIVES; AND NETWORKING FOR SUPPORT AND COLLEGIALLY AMONG MEMBERS THROUGH SOCIAL INTERACTION, GROUP DISCUSSIONS, MEETINGS AND WORKSHOPS.

WITH THE CONFERENCE NAME CHANGE ALSO CAME CHANGES TO THE PROGRAM SCHEDULE, WHICH INCLUDED TWO KEYNOTE SPEAKERS; DISTINGUISHED LECTURES; AND THREE-HOUR INSTITUTES. WE ALSO ADDED NEW COMPONENTS SUCH AS AN INTERACTIVE WORLD CAFÉ PROCESS TO HELP THE COUNCIL AND SUPERINTENDENTS DEVELOP POSITIONS AND IDEAS FOR THE NEXT STAGE OF EDUCATION REFORM.

OUR EXHIBIT HALL WAS ALSO COMPLETELY REDESIGNED AS THE MARKETPLACE OF IDEAS AND CONTAINED: STRATEGIC PARTNER SHOWCASES; BARNES & NOBLE BOOKSTORE; A WELLNESS CENTER; CAREER CONNECTION CENTER; STUDENT MUSIC PRESENTATIONS; CYBER CAFÉ; EDUCORP'S RESOURCE CENTER; SUNRISE CAFÉ; NETWORKING LUNCH; PRESIDENTIAL RECEPTION AND A GOLF TECH SWING ANALYSIS STAFFED BY PGA PROS.

OUR CONFERENCE ATTENDANCE IN THE FALL HAS REMAINED STEADY, ALTHOUGH THERE WAS AN EXPECTED DECREASE IN 2009 WHEN THE VENUE WAS SCHEDULED FOR ROCHESTER. IN 2010, THE FALL LEADERSHIP SUMMIT RETURNS TO SARATOGA.

OUR STAFF RELIES ON EXTENSIVE FEEDBACK FROM MEMBERSHIP THROUGH SURVEYS TO MAKE DECISIONS ABOUT SUMMIT AND INSTITUTE PLANNING TO ENCOURAGE STRONG PARTICIPATION. THOUGHTFUL PLANNING GOES INTO THE SCHEDULES, RECEP-

tions, facilities, exhibit hall, and speakers. This fall our speakers include Michael Beschloss, Presidential historian and political commentator; Noah Blumenthal, a writer and speaker on leadership and personal development; and Jay Mathews, the award-winning education writer for the *Washington Post*.

Based upon recommendations from the 2009 Conference Redesign Committee and survey results from recent conferences, several more changes will be apparent next year. The 2011 Winter Institute will be combined with Lobby Day and scheduled at the end of February. Scheduling is important in 2011, from the advocacy perspective, since a new governor releases a budget in the first year on February 1. While the survey of membership showed that slight changes were preferred in the schedules for Sunday, Monday, and Tuesday, an important initiative was arranging the format to encourage interactive discussions among superintendents on timely issues. A survey is planned after each event in 2010 and 2011 to analyze the effect of the changes in each schedule.

Our Strategic Partnership Program provides opportunities for outside organizations and companies to develop strategic and sustainable alliances and connections with K-12 educational leaders and school districts across New York State. Our partners promote and support trends in education while connecting leaders to the most current and effective tools and services in education. It is important for superintendents to note and support this program since our strategic partners provide a revenue stream, separate from those generated by dues and other Council activities, that funds legal services, advocacy and professional development programs for superintendents that otherwise would not be available.



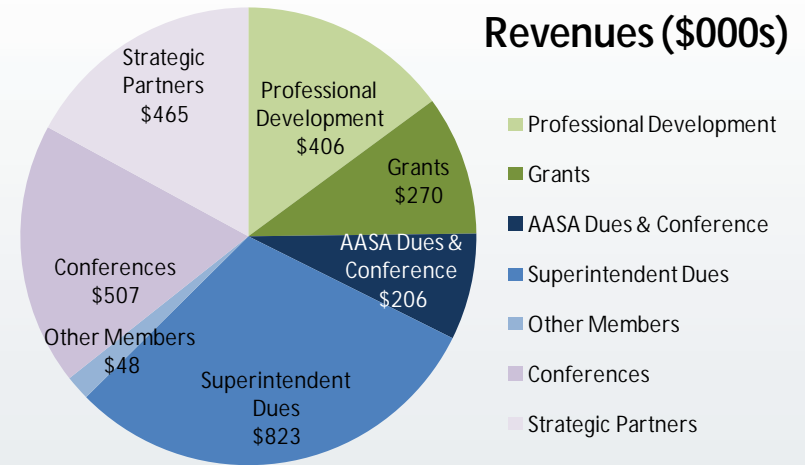
Deidre Hungerford, Program Associate; Theresa Wutzer, Associate Director; and Dena Gauthier, Senior Graphic Designer, work as a team to bring a focused conference experience.

## FINANCES-PLANNING THE FUTURE

LIKE A SCHOOLDISTRICT'S BUDGET, THE COUNCIL'S BUDGET IS A PLAN TO CARRY OUT ITS MISSION. LIKEWISE, THERE IS FINANCIAL ACCOUNTABILITY THROUGH BUDGET PLANNING. THE PROCESS FOR BUDGET APPROVAL INCLUDES REVIEW BY A BUDGET COMMITTEE OF MEMBERS DETERMINED BY THE HOUSE OF DELEGATES. THERE IS FURTHER REVIEW AND REQUIRED APPROVAL BY BOTH THE EXECUTIVE COMMITTEE AND THE HOUSE OF DELEGATES. THE EXECUTIVE COMMITTEE RECEIVES AND DISCUSSES A TREASURER'S REPORT AT EACH OF ITS MEETINGS. BUDGET PLANNING HAS TAKEN THE FUTURE INTO CONSIDERATION BY ASSESSING ECONOMIC CONDITIONS, UNDERSTANDING THE ENTREPRENEURIAL AND BUSINESS ASPECT OF AN ASSOCIATION, AND CARRYING OUT STRATEGIC FINANCIAL PLANNING.

OVER THE LAST 10 YEARS, THE COUNCIL HAS WORKED HARD, AND SUCCESSFULLY, TO DIVERSIFY ITS REVENUES TO INCLUDE MORE REVENUE SOURCES THAN DUES INCOME. MAJOR REVENUE SOURCES OTHER THAN DUES INCLUDE STRATEGIC PARTNER SUPPORT, SUMMIT AND INSTITUTE PROFIT, PROFESSIONAL DEVELOPMENT WORKSHOPS, AND PHILANTHROPIC GRANTS. MEMBERSHIP DUES COMPOSE APPROXIMATELY 1/3 OF OUR REVENUES.

IN 2009, THE EXECUTIVE COMMITTEE AND THOMAS L. ROGERS, FORMER EXECUTIVE DIRECTOR, GAVE POLICY DIRECTION TO A STRATEGIC BUSINESS PLAN THAT CONTAINED A NUMBER OF IDEAS FOR THE FUTURE. THESE IDEAS INCLUDED REINFORCING THE VALUE IN COUNCIL MEMBERSHIP, IDENTIFYING AND AGGRESSIVELY PURSUING NEW REVENUES, COST CONTAINMENT, REBRANDING THE CONFERENCE EXPERIENCE, AND COMPREHENSIVELY OVERHAULING PROFESSIONAL DEVELOPMENT THROUGH THE LEADERSHIP FOR EDUCATIONAL ACHIEVEMENT FOUNDATION, INC. (LEAF). THIS WAS A PRACTICAL APPROACH WITH A VISION FOR THE FUTURE TO SHAPE A BUSINESS MODEL CONSISTENT WITH THE ORGANIZATION'S MISSION AND NIMBLE ENOUGH TO ADJUST TO A CHANGING LANDSCAPE.



We have looked at ways to add value to our membership during difficult economic times. Some new changes for the past year include the new Research Gateway tool available on our website ([www.nyscoss.org](http://www.nyscoss.org)), Level 2 Legal Services (Direct Legal Representation), a pilot Leadership Credential Model, and Cabinet Level Services.

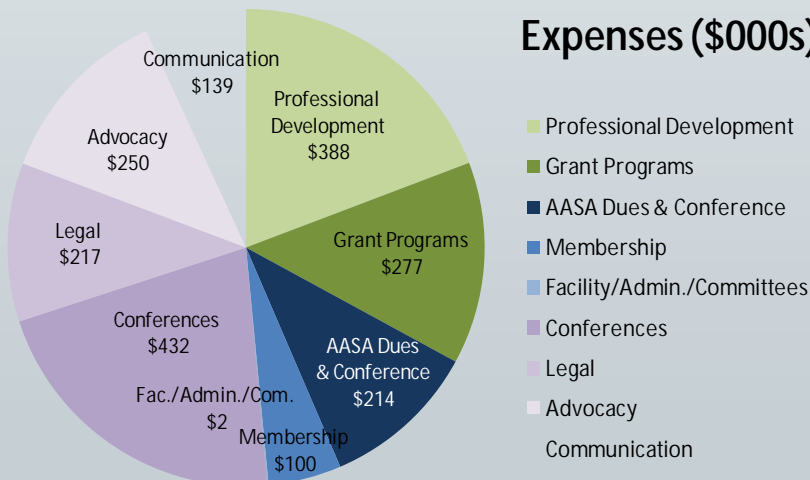
Over the past several years, The Council pursued an aggressive cost containment agenda that has made a difference this year. There were over \$150,000 in expenses trimmed from the 2009-2010 budget. As a result, The Council expects to end with a strong positive balance for 2009-2010 fiscal year. The "Association Industry" is experiencing tremendous flux as a result of several environmental factors:

- increases in Gen X/Y members who are less likely to join automatically;
- rapid proliferation of technology that creates new service opportunities but enables competitors to enter the market inexpensively; and
- increasing expectations of service and personalization.

The economic downturn is not a time for retrenchment, but rather one to explore opportunities to serve schools in new ways, occupy vacuums left by other enterprises, and expand current activities. To avoid diluting our mission, we should adopt a policy framework through which to evaluate these opportunities. Suggested elements would include:

- focus on opportunities that either serve superintendents directly, serve the people who support the work of the superintendent, or
- offer a service to schools that superintendents would believe was of value.

## Expenses (\$000s)



## LEADERSHIP FOR EDUCATIONAL ACHIEVEMENT FOUNDATION, INC. (LEAF): THE NEXT GENERATION OF PROFESSIONAL DEVELOPMENT

LEAF BEGAN IN 2006 TO SERVE EDUCATIONAL LEADERS AND THEIR TEAMS AS THE PROFESSIONAL DEVELOPMENT ARM OF THE COUNCIL. LEAF IS A 501(C)3 FOUNDATION THAT HAS PLAYED A LEADERSHIP ROLE WITH THE STATEWIDE COHESIVE LEADERSHIP SYSTEM WHICH HAS BEEN FUNDED BY THE WALLACE FOUNDATION AND BEING IMPLEMENTED BY THE NEW YORK STATE EDUCATION DEPARTMENT. LEAF PROGRAMS ARE ALIGNED WITH THE 2008 INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS.

LEAF IS NIMBLE AND IN A POSITION TO ADAPT TO A CHANGING ENVIRONMENT. IT CAN OFFER CUSTOMIZED APPROACHES WITH DELIVERY OF PROGRAMS, REGIONAL OFFERINGS THAT ARE COST-EFFECTIVE, AND DIFFERENT METHODOLOGIES USING TECHNOLOGY.

OUR FOUNDATION PLAYS A CRITICAL ROLE IN THE PROFESSIONAL DEVELOPMENT OF SUPERINTENDENTS AND SCHOOL DISTRICT-LEVEL LEADERS FOR BUILDING THE CAPACITY OF THEIR LEADERSHIP TEAMS. THERE IS NO OTHER ORGANIZATION WITH THE CAPACITY OR EXPERTISE TO PROVIDE THE LEVEL OF PROGRAMMING THAT IS NEEDED OR WILL BE REQUIRED FOR SCHOOL DISTRICT LEADERS. ONE REASON IS THAT LEAF HAS ACCESS TO THE VERY BEST EDUCATIONAL LEADERS AND CONSULTANTS WHO CAN SHAPE AND DELIVER RESEARCH-BASED AND HIGHLY RELEVANT PROGRAMS.



This past year, LEAF sponsored programs and services for deputy and assistant superintendents, district leadership teams, aspiring, new and veteran superintendents. *The Leadership for Student Achievement* series for teams was very well received and included the high caliber lineup of Rick and Becky DuFour, Michael Fullan, Giselle Martin-Kniep, Jay McTighe, and Douglas Reeves.

As part of the Cohesive Leadership System, LEAF inaugurated the *Future Superintendents Academy* in 2009-2010. Twenty-five fellows from across the state participated in the year-long program with a curriculum developed by highly experienced superintendents in New York State. The Academy is establishing itself as a model for professional development for those who aspire to the superintendency.

New planning for next year includes a program for second and third year superintendents and a pilot project for a LEAF credential. Support during the second and third years for superintendents parallels the support offered for teachers through induction programs. The LEAF credential provides a professional development growth option to superintendents by offering a reflective experience and collaboration with an experienced learning partner.

The role of LEAF will take on greater significance as we go forward. First, as noted, there are no other organizations in the position to provide the quality of professional development that LEAF can. This is especially important with meeting New York State's 175-hour professional development requirement for new administrators. LEAF, as a foundation, has the opportunity to pursue grant opportunities that are aligned with the mission and vision of the organization and support programs that can become sustainable.

A major initiative for the future is becoming the primary association for district level curriculum and instruction leaders such as assistant and deputy superintendents. In 2009-2010, we held our first conference specifically designed for cabinet members with keynote speaker Alan November. We look forward to offering the second Annual Conference on October 13-14, 2010 in Albany. The thoughts and suggestions of an advisory group are being used to craft a conference event for the coming year.

Providing resources and programs to develop the leadership skills necessary to serve New York's school children are central to the mission of both The Council and LEAF. We are well positioned for this role and to adapt to the future professional development needs of our leaders.



Kelly Masline, Director, LEAF, Inc.; Kacey Feldman, Program Associate; Vren Banks, Program and Resource Associate and Robert McClure, Superintendent-In-Residence, working together under the Leadership for Educational Achievement Foundation, Inc.

## LEGAL: A SYSTEM OF SUPPORT

THE COUNCIL PLAYS AN ACTIVE ROLE IN PROVIDING EFFECTIVE LEGAL REPRESENTATION FOR SUPERINTENDENTS. IN-HOUSE LEGAL SERVICES ARE PROVIDED DIRECTLY FROM THE COUNCIL AND ARE CONSIDERED THE "FIRST LEVEL." THESE SERVICES INCLUDE BUT ARE NOT LIMITED TO CONTRACT REVIEWS AND RENEWALS, CONTRACT NEGOTIATIONS, GENERAL QUESTIONS, RETIREMENT PLANNING, TRS DETERMINATIONS, AND SEPARATION AGREEMENTS. WE REPRESENT NEW SUPERINTENDENTS EVEN BEFORE THEY JOIN US AS MEMBERS.

WE OFFER A MODEL CONTRACT THAT SERVES AS A BASE FOR NEGOTIATING NEW AGREEMENTS OR A WAY TO EVALUATE A CURRENT CONTRACT. WE ALSO HAVE A MODEL INTERIM CONTRACT FOR SUPERINTENDENTS WHO WORK ON A PER DIEM OR SHORT-TERM BASIS.



Michele Handzel, Esq., General Counsel, leads the Legal Services Department.

OUR LEGAL SERVICES DEPARTMENT HAS LOOKED STRATEGICALLY INTO THE FUTURE BY ASSESSING EMERGING LEGAL TRENDS AND NEEDS OF SUPERINTENDENTS. THE EXECUTIVE COMMITTEE EXPLORED THE EXPANSION OF OUR LITIGATION SERVICES AS PART OF STRATEGIC PLANNING. EXPANDING SERVICES WAS INTENDED TO INCREASE THE VALUE OF MEMBERSHIP AND ADDRESS EMERGING LEGAL ISSUES THAT CHALLENGE OUR PROFESSION SUCH AS HUMAN RIGHTS VIOLATIONS.

AS A RESULT ANOTHER LEVEL OF LEGAL SERVICES, LEVEL 2 LEGAL SERVICES, WAS INTRODUCED IN MARCH 2010. THIS NEW DIRECT LEGAL REPRESENTATION SERVICE INCLUDES IN-PERSON REPRESENTATION OF A SUPER-

INTENDENT DURING MEDIATION, ARBITRATION AND DUE PROCESS PROCEEDINGS, INCLUDING ONE APPEAL EITHER TO THE COMMISSIONER OF EDUCATION OR AT THE STATE COURT LEVEL. PLEASE CONTACT THE COUNCIL FOR A BROCHURE THAT DESCRIBES THIS LEVEL OF SERVICE IN MORE DETAIL.

THE COUNCIL HAS ALSO DEVELOPED A MODEL EVALUATION FOR A SUPERINTENDENT BY A BOARD OF EDUCATION. THIS MODEL IS EASILY ADOPTED BY A DISTRICT AND IS ADAPTABLE BASED UPON LOCAL NEEDS. THE EVALUATION INCLUDES INSTRUMENTS AND A RECOMMENDED PROCESS. THE COUNCIL HAS AVAILABLE SEVERAL OTHER SAMPLE EVALUATIONS FOR REFERENCE.

BEYOND REPRESENTATION, OUR LEGAL SERVICE DEPARTMENT PREPARES LEGAL PUBLICATIONS AND ARTICLES TO UPDATE SUPERINTENDENTS ON THE LATEST COURT CASES AND REGULATORY CHANGES. IN 2010-2011, TWO NEW, REGIONAL LEGAL SERVICES WORKSHOPS WILL ALSO BE INTRODUCED TO PROVIDE TIMELY AND VALUABLE LEGAL INFORMATION TO MEMBERS.

THE COUNCIL'S LEGAL SERVICES DEPARTMENT EVALUATES LEGAL ISSUES FOR INDIVIDUAL SUPERINTENDENTS ON THE BASIS OF WHAT IT MEANS TO THAT SUPERINTENDENT. IN ADDITION, OUR COUNSEL EVALUATES LEGAL ISSUES AND TAKES APPROPRIATE STEPS WHEN A PARTICULAR ISSUE ALSO HAS APPLICATION TO THE SUPERINTENDENCY OR TO THE ABILITY OF THE SUPERINTENDENTS TO LEAD A DISTRICT.

THIS YEAR, WE JOINED NEW YORK STATE SCHOOL BOARDS ASSOCIATION (NYS-SBA), SCHOOL ADMINISTRATORS ASSOCIATION OF NEW YORK STATE (SAANYS), AND NEW YORK STATE UNITED TEACHERS (NYSUT) IN FILING TWO LEGAL CHALLENGES TO GOVERNOR PATERSON'S UNILATERAL WITHHOLDING OF AID AND STAR PAYMENTS IN DECEMBER 2009 AND WITHHOLDING OF SCHOOL AID PAYMENTS THAT WERE EXPECTED TO BE MADE ON MARCH 31, 2010. WHILE RECOGNIZING THE STATE'S CASH FLOW DIFFICULTIES, WE BELIEVED THAT SCHOOL DISTRICTS SHOULD BE PART OF THE SOLUTION. WE BELIEVED THAT THE LAW SHOULD BE AMENDED FOR SUCH ACTION, THAT THERE SHOULD BE ADEQUATE NOTICE TO DISTRICTS ABOUT PAYMENT DELAYS, AND A DATE BY WHICH DISTRICTS COULD BE COUNTED ON BEING PAID IN FULL.



## FOR THE FUTURE

AS YOU CAN SEE, THERE ARE MANY OPPORTUNITIES AND A VISION FOR AN ORGANIZATION THAT CAN ACHIEVE ITS MISSION IN A WAY THAT IS RESPONSIVE AND ADAPTABLE TO A CHANGING LANDSCAPE. THE ROLE OF LEADERSHIP IS ESSENTIAL FOR SUCCESSFUL SCHOOLS AND LEARNING EXPERIENCES FOR OUR STUDENTS.

LEADERSHIP IS ALSO ESSENTIAL TO OUR ORGANIZATION. IN 2009-2010, THE COUNCIL'S LEADERSHIP WENT THROUGH A SEAMLESS TRANSITION TO ROBERT REIDY, JR., OUR NEW EXECUTIVE DIRECTOR. BOB IS A HIGHLY RESPECTED LEADER WHO HAS BEEN AN EXPERIENCED SUPERINTENDENT. WITH OUR SUPPORT, HE WILL CONTINUE THE TRADITION OF OUTSTANDING EXECUTIVE LEADERSHIP FOR THE COUNCIL, A LEGACY EXPANDED BY TOM ROGERS THAT WAS BUILT AND SUSTAINED BY BOB LORETAN, JIM O'CONNELL, JOHN BENNETT, AND EDWARD OSBORNE. LEADERS GIVE HOPE AND WE CAN TAKE HOPE THAT THE THE COUNCIL, WITH ITS OUTSTANDING AND COMMITTED STAFF, WILL CONTINUE TO GIVE SUPPORT TO THE LEADERSHIP OF OUR SCHOOLS IN WAYS THAT WILL HELP OUR STUDENTS AND COMMUNITIES.

SINCERELY,



ROBERT L. BRADLEY, ED.D.  
INTERIM EXECUTIVE DIRECTOR, JANUARY - JUNE 2010

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## AWARDS

### 2009 DISTINGUISHED SERVICE AWARD

THE DISTINGUISHED SERVICE AWARD, FOR WHICH ONLY RETIREES ARE ELIGIBLE, IS GIVEN IN RECOGNITION OF ONE INDIVIDUAL WHO HAS SHOWN EXEMPLARY COMMITMENT TO PUBLIC EDUCATION. VETERAN SCHOOL LEADER STEPHEN UEBING, AN ASSOCIATE PROFESSOR IN EDUCATIONAL LEADERSHIP AT THE UNIVERSITY OF ROCHESTER'S WARNER SCHOOL OF EDUCATION, AND RETIRED SUPERINTENDENT OF CANANDAIGUA CITY SCHOOL DISTRICT RECEIVED THE COUNCIL'S HIGHEST HONOR FOR HIS EXEMPLARY STANDARDS OF EDUCATIONAL SERVICE AND LEADERSHIP AT THE ANNUAL BANQUET. THE 2009 DISTINGUISHED SERVICE AWARD WAS SPONSORED BY PREMIER SILVER PARTNER CISCO SYSTEMS.

### 2010 NEW YORK SUPERINTENDENT OF THE YEAR AWARD

THE 2010 NEW YORK STATE SUPERINTENDENT OF THE YEAR WAS PRESENTED TO LOUIS WOOL, SUPERINTENDENT OF HARRISON, AT THE 2010 WINTER INSTITUTE. MR. WOOL WAS THEN ELIGIBLE FOR THE NATIONAL SUPERINTENDENT OF THE YEAR, PRESENTED BY THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA) AT THEIR ANNUAL CONFERENCE IN FEBRUARY.



Louis Wool, Superintendent, Harrison, spoke at the Winter Institute.

## AWARDS

### 2010 FRIEND OF THE COUNCIL AWARDS

AT THE 2010 WINTER INSTITUTE, JOHANNA DUNCAN-POITIER, CHANCELLOR'S DEPUTY FOR THE EDUCATION PIPELINE OF THE STATE UNIVERSITY OF NEW YORK AND FORMER SENIOR DEPUTY COMMISSIONER AT SED AND SHEILA GARDELLA, DIRECTOR OF MEMBER RELATIONS FOR THE TEACHERS RETIREMENT DIVISION WERE EACH AWARDED FRIEND OF THE COUNCIL AWARDS. THIS AWARD IS GIVEN EVERY YEAR IN RECOGNITION OF A NON-MEMBER'S CONTRIBUTION TO THE COUNCIL AND THE FIELD OF EDUCATION. THE 2010 FRIEND OF THE COUNCIL AWARDS WERE SPONSORED BY SIGNATURE PARTNER NEW YORK SCHOOLS INSURANCE RECIPROCAL.

### 2010 APPRECIATION AWARDS

WE RECOGNIZED TWO SUPERINTENDENTS WITH THE APPRECIATION AWARD AT OUR 2010 WINTER INSTITUTE, IN RECOGNITION OF ACTIVE MEMBERS' EFFORTS ON BEHALF OF THE ORGANIZATION AND ITS INITIATIVES. THIS YEAR, THE AWARDS WERE PRESENTED TO RANDY EHRENBURG, SUPERINTENDENT OF NORTH COLONIE AND EDWARD FALE, SUPERINTENDENT OF VALLEY STREAM #24. THE 2010 APPRECIATION AWARDS WERE SPONSORED BY PREMIER DIAMOND PARTNER C&S COMPANIES.



The Council's Membership/Operations team of (l to r) Karen Dooley, Membership Services Coordinator, Rina Greco, Administrative Assistant and Deb Orsini, Assistant Treasurer/Office Manager are here to answer your questions.

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*Shenendehowa*



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**Marilyn C. Terranova**  
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*Eastchester*



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Past President  
*Orleans-Niagara BOCES*

## 2009-2010 EXECUTIVE COMMITTEE

FADHILKA ATIBA-WEZA .....	TROY (2011)
WENDELL CHU .....	EAST ISLIP (2011)
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MAUREEN E. DONAHUE .....	FRIENDSHIP (2011)
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JAMES T. LANGLOIS .....	PUTNAM /NORTHERN WESTCHESTER BOCES (2011)
NEIL F. O'BRIEN .....	PORT BYRON (2010)
MARIA C. RICE .....	NEW PALIZ (2010)

2009-2010 HOUSE OF DELEGATES

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*Scotia-Glenville CSD*

**Capital Region**

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*Schalmont CSD*

**Cattaraugus-Allegany-  
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*Cuba-Rushfor CSD*

**Cattaraugus-Allegany-  
Erie-Wyoming**

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*Hinsdale CSD*

**Cayuga-Onondaga**

J.D. Pabis  
*Auburn City SD*

**Clinton-Essex-Warren-  
Washington**

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*Ticonderoga CSD*

**Clinton-Essex-Warren-  
Washington (Alternate)**

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*AuSable Valley CSD*

**Delaware-Chenango-  
Madison-Otsego**

Robert Mackey  
*Unadilla Valley CSD*

**Dutchess**

Linda L. Kaumeyer  
*Pine Plains CSD*

**Eastern Suffolk**

Patricia Sullivan-Kriss  
*Hauppauge UFSD*

**Eastern Suffolk**

Harriet Copel  
*Shoreham-Wading River CSD*

**Eastern Suffolk**

Katherine M. Salomone  
*Remsenburg-Speonk UFSD*

**Erie 1**

Whitney Vantine  
*Tonawanda City SD*

**Erie 1**

Geoffrey M. Hicks  
*Sweet Home CSD*

**Erie 2-Chautauqua-Cattaraugus**

James C. Bodziak  
*East Aurora UFSD*

**Erie 2-Chautauqua-Cattaraugus**

Neil A. Rochelle  
*Iroquois CSD*

**Erie 2-Chautauqua-Cattaraugus  
(Alternate)**

Benjamin B. Spitzer  
*Chautauqua Lake CSD*

**Franklin-Essex-Hamilton**

Jane Collins  
*Salmon River CSD*

2009-2010 HOUSE OF DELEGATES

**Genesee Valley**

Dave Dinolfo  
*Caledonia-Mumford CSD*

**Genesee Valley**

Scott Bischooping  
*Livonia CSD*

**Greater Southern Tier**

Mary Beth R. Fiore  
*Elmira Heights CSD*

**Greater Southern Tier**

Kyle Bower  
*Hammondsport CSD*

**Hamilton-Fulton-  
Montgomery**

Douglas C. Burton  
*Fort Plain CSD*

**Herkimer-Fulton-  
Hamilton-Otsego**

Cosimo Tangorra  
*Ilion CSD*

**Jefferson-Lewis**

Terry Fralick  
*Watertown City SD*

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Cynthia B. DeDominick  
*Madison CSD*

**Monroe 1**

Jon G. Hunter  
*Fairport CSD*

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Steven A. Achramovitch  
*Greece CSD*

**Monroe 2-Orleans**

(Alternate)  
David Dimpleby  
*Hilton CSD*

**Nassau**

John E. Bierwirth  
*Herricks UFSD*

**Nassau**

Maureen Bright  
*Hicksville UFSD*

**Nassau**

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Vincent J. Vecchiarella  
*North Tonawanda City SD*

2009-2010 HOUSE OF DELEGATES

<b>Oswego</b> Marshall Marshall <i>Pulaski CSD</i>	<b>St. Lawrence-Lewis</b> (Alternate) Lynn Roy <i>Madrid Waddington CSD</i>
<b>Otsego-Northern Catskill</b> David Rowley <i>Edmeston CSD</i>	<b>Sullivan County</b> Ivan J. Katz <i>Fallsburg CSD</i>
<b>Putnam/N. Westchester</b> Phyllis Glassman <i>Ossining UFSD</i>	<b>Tompkins-Seneca-Tioga</b> Sandra R. Sherwood <i>Dryden CSD</i>
<b>Putnam/N. Westchester</b> Jere Hochman <i>Bedford CSD</i>	<b>Ulster</b> Leslie G. Ford <i>Onteora CSD</i>
<b>Questar III</b> Fadhilika Atiba-Weza <i>Troy City SD</i>	<b>Ulster</b> (Alternate) Deborah Haab <i>Highland CSD</i>
<b>Questar III</b> Sally Sharkey <i>Cairo-Durham CSD</i>	<b>Washington-Saratoga-Warren-Hamilton-Essex</b> Stanley W. Maziejka <i>Stillwater CSD</i>
<b>Rockland</b> Margaret Keller-Cogan <i>Clarkstown CSD</i>	<b>Washington-Saratoga-Warren-Hamilton-Essex</b> Doug Huntley <i>Queensbury UFSD</i>
<b>Rockland</b> (Alternate) Valencia Douglas <i>Nyack UFSD</i>	<b>Wayne-Finger Lakes</b> Michael L. Havens <i>Wayne CSD</i>
<b>Southern Westchester</b> Kathleen L. Matusiak <i>Irvington UFSD</i>	<b>Wayne-Finger Lakes</b> Donald W. Raw <i>Canandaigua City SD</i>
<b>Southern Westchester</b> Richard E. Organisciak <i>New Rochelle City SD</i>	<b>Western Suffolk BOCES</b> Thomas C. Shea <i>South Huntington UFSD</i>
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2009-2010 COMMITTEE CHAIRS

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## THE COUNCIL'S 2009-2010 COMMISSIONER'S ADVISORY COUNCIL (CAC) MEMBERS

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XII. Suffolk County	<i>Representative: Harriet Copel, Shoreham Wading River</i>
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THE NEW YORK STATE COUNCIL OF SCHOOL SUPERINTENDENTS STAFF

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ROBERT L. BRADLEY, INTERIM EXECUTIVE DIRECTOR (JANUARY 2010 – JUNE 2010)

ROBERT J. REIDY, JR., PH.D., EXECUTIVE DIRECTOR (EFFECTIVE JULY 1, 2010)

THOMAS L. ROGERS, ED.D., EXECUTIVE DIRECTOR (JUNE 2009 – JANUARY 2010)

PATRICIA I. HANS  
EXECUTIVE ASSISTANT/FINANCE MANAGER

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LEGISLATIVE ASSOCIATE & ASSISTANT COUNSEL  
MICHELE V. HANDZEL, ESQ., GENERAL COUNSEL  
ROBERT N. LOWRY, JR., DEPUTY DIRECTOR

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MEMBERSHIP SERVICES COORDINATOR  
DENA A. GAUTHIER, SENIOR GRAPHIC DESIGNER (PART-TIME)  
VENERINA T. GRECO, ADMINISTRATIVE ASSISTANT  
DEBORAH N. ORSINI  
ASSISTANT TREASURER/OFFICE MANAGER

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KACEY G. FELDMAN, PROGRAM ASSOCIATE  
DEIDRE G. HUNGERFORD, PROGRAM ASSOCIATE  
KELLY O. MASLINE, SENIOR ASSOCIATE DIRECTOR, DIRECTOR OF LEAF, INC.  
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SUPERINTENDENT-IN-RESIDENCE (PART-TIME)  
BARBARA NAGLER  
SUPERINTENDENT-IN-RESIDENCE (PART-TIME)  
THERESA A. WUTZER, ASSOCIATE DIRECTOR

LEAF, INC.

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*Jericho*

**Vice-President**  
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Robert Bradley,  
*Interim Ex Officio Board Member*

THE COUNCIL



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Phone: 518/449-1063  
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The New York State Council of School Superintendents is a professional and advocacy organization with over a century of service to school superintendents in New York State. THE COUNCIL provides its more than 750 members with numerous professional development opportunities, publications and personal services, while advocating for public education and the superintendency.