

COUNCILGRAM

The Newsletter of The New York State Council of School Superintendents Volume IV; Issue 7 March 2011

Cuomo Attacks School Leaders When They Matter Most

By Robert N. Lowry, Jr., Deputy Director and Kyle Belokopitsky, Esq., Assistant Director for Government Relations

In an effort to distract attention from the damage his proposed budget would inflict on schools and the opportunities they provide for students, Governor Andrew Cuomo has proposed legislation to cap superintendent salaries and benefits.

Below is the text of our memorandum of opposition sent to all Legislators.

We will continue to keep you informed of developments and work with superintendents and allies to vigorously oppose this legislation.

The New York State Council of School Superintendents STRONGLY OPPOSES Senate Bill Number 2655, introduced by Senator Charles Fuschillo (R- Merrick), and urges its' DEFEAT.

This legislation would limit the salaries of school superintendents based upon enrollment. The bill would also limit superintendent benefits to those available to state management/confidential employees.

This bill would hurt schools by depriving them of the leadership they need to meet unprecedented challenges of preserving and improving student opportunities in a time of diminishing revenues.

Summary of Provisions

Salaries of superintendents serving districts with enrollments up to 250 students would be capped at \$125,000. The cap would rise in increments up to a maximum of \$175,000 for districts with more than 6,501 students. In some districts, teachers would then earn more than their superintendents, even without taking into account the full-year responsibilities of superintendents. The bill is unclear on what would happen if a district's enrollment changes enough to move it from one cap size to another.

The bill would also limit superintendent benefits to those available to state management/confidential employees. As a result, superintendents would be required in many cases to accept benefits reduced from those available to lower ranking, less experienced colleagues. For example, upon becoming a superintendent, an educator would revert to having no accrued vacation or sick leave days.

The bill would inflict long-term damage on schools in exchange for minimal short-term savings.

School districts now are facing the threat of a \$1.5 billion cut in state aid – the

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largest ever proposed by a Governor. Looking ahead, a cap on property taxes would limit the ability of schools to raise local revenues. At the same time, schools are being challenged by the state's "Race to the Top" agenda to implement sweeping reforms intended to raise expectations and achievement for all students.

These challenges require strong and resourceful leaders. Superintendents help lead boards, staff, parents and communities through tough decisions on how to balance what students need and what taxpayers can afford. They work with unions to reduce personnel costs and seek other innovative ways to reduce costs. In some cases, they lead their communities to face the need to consider consolidation with another district.

Varied and Crucial Responsibilities

In all times, good or bad, a superintendent exercises diverse skills and responsibilities:

- serving as CEO of what is often the largest employer in a community and a cornerstone in defining property values;
- developing and managing multimillion-dollar budgets and construction projects;
- negotiating contracts with unions, as well as hiring, evaluating and dismissing employees;
- managing larger transportation systems and food service businesses than found in any other entity, public or private, in most communities;
- implementing mandates enacted for the entire state or nation in ways that can work in each particular community;
- being ultimately responsible for the safety of every child while in school and for assuring that each receives an education that prepares him or her for success in life beyond school;
- being accountable to an elected board of education, elected and appointed state officials, federal agencies, hundreds of parents and thousands of taxpayers.

Research has shown that effective district leadership ranks behind only classroom teaching as a positive school influence on student achievement. The decisions a superintendent makes, help create the conditions for successful instruction.

Demands of the Job; Difficulties in Finding Superintendents

Becoming a superintendent requires accepting longer working hours, more public scrutiny, wider job responsibilities and less job security than other school positions. When a school district fails in any way, often the only person who loses his or her position is the superintendent.

School districts often struggle now to find acceptable candidates to serve as superintendents. In a 2008 survey, THE COUNCIL found that 60 percent of search consultants reported that both the quantity and quality of candidates for superintendent positions had declined from three years before, and more than 75 percent said the quantity and quality were lower than five years prior.

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The legislation proposed by the Governor would make it more difficult for school districts to recruit and retain the leaders they need now. Proven executives will leave, rather than face cuts in compensation, and promising newer leaders will decline the chance to succeed them.

Why would an educator accept less job security, longer working days and working weeks, shorter vacations, greater public scrutiny, and bigger headaches, for a chance to take on the only position in education whose pay and benefits would be capped by law?

Miniscule Savings Against State Aid Cuts

The Executive Budget would cut School Aid by \$1.5 billion. The Governor estimates capping superintendent salaries would save \$15 million. Because state laws cannot change existing contracts, the proposal would save less than \$5 million in the first year.

In fact, all central office spending by all districts does not match the size of the proposed cut in state aid to schools.

There is also no evidence to suggest that capping superintendent salaries would reduce overall personnel costs.

That has not happened in the state's Boards of Cooperative Educational Services, whose superintendents have had their salaries capped since the early 1990s. BOCES teacher salaries are typically on par with those of surrounding districts. On Long Island, the cap led to

long-term vacancies in all three BOCES superintendent positions, while BOCES teacher salaries remained above the regional median.

In all cases outside the Big 5 Cities, superintendent compensation has been approved by an elected board of education, disclosed to the public, and included in an operating budget subject to voter approval.

Finally, superintendent salaries in New York State are on par with the average for the nation, despite our state's higher than average cost of living and overall education costs. Last year, the average superintendent salary in New York State was \$163,000. The average nationally was \$160,000.

Conclusion

The Governor had to make hard choices in putting together his proposed state budget and we respect that.

However, this proposal is a distraction from the difficulties his budget would now cause for schools and the students they serve.

Superintendents will remain focused on the job they are paid to do – ensuring that the resources taxpayers provide are put to the best possible use for the students they serve. THE COUNCIL will continue to advocate for a state budget that gives them the best possible chance to succeed.

What some others are saying about a superintendent salary cap:

“The governor is injecting the state into decisions better left to the marketplace. Statewide school officials say superintendent jobs are becoming harder to fill and can even take years. Competition should set the salary. The plan also micromanages district affairs by interfering with school board independence to determine salaries of all employees and to decide what is the best use of school finances.”

~ Editorial, Watertown Daily Times, March 3, 2011

“A cheap shot that, like too much in the public discourse lately, reduces public servants to a political punch line.”

~ Editorial, Albany Times Union, March 2, 2011

“Cuomo’s plan won’t make our students any smarter, or help deliver a better education product. It is likely, however, to antagonize a lot of superintendents, confound the market for top school talent in New York and forestall necessary discussions about overall student performance and school-district consolidation, two imperatives waiting for serious attention.”

~ Editorial, The Journal News, March 1, 2011

“...as it relates to bringing school district spending down, it’s the equivalent of trying to chop down a tree with nail clippers.”

~ Empire Center for New York State Policy, Public Payroll Watch, March 3, 2011

“A good leader is invaluable to a school district. That point seems to be lost right now in Albany. Empowering students to achieve success and demanding accountability for results all start at the top of the organization. You can’t always put a price tag on that.”

~ Florence Johnson, President, New York State School Boards Association



Emerging Issues for Superintendents During a Fiscal Crisis

By Michele V. Handzel, Esq., General Counsel

What is on the mind of superintendents throughout the State? Contract extensions, charitable contributions to the district and other news from TRS, sharing superintendents, mergers, revenues, and budget. The following is a brief review of these issues from our previous editions, in one article for your convenience.

Contract Extensions

You should memorialize any amendment to your contract in writing. What is wrong with a board resolution that affirmatively states: *It was hereby resolved that the Board of Education extends the contract of INSERT YOUR NAME HERE, Superintendent of Schools, through June 30, 2013?* The problem is that this board resolution, is evidence of an oral contract or promise from the board to you, and probably is not enough to enforce your contract extension. The general rule for an oral contract (such as a board resolution) is that the term of the contract/promise cannot exceed one year, so a three to five-year term memorialized only by resolution is probably not enough to defend a contract should someone (i.e. community member or board attorney) seek to invalidate the contract.

It becomes even more difficult to enforce this oral assurance from your board if your contract specifically states that “...any extension to the term shall be... signed by the board president and the superintendent” or that any amendment to the existing contract, “...in order to be effective must be dated and signed by the superintendent and the board president pursuant to a resolution of the board...”

Normally, this does not become an issue until the superintendent’s contract is challenged either by a member of the community, or when the superintendent is having a difficult time with his or her board of education. The separation process is greatly compromised for the superintendent if the school district can prove that the superintendent’s contract is legally unenforceable which can happen if the superintendent relied only on the board’s oral assurance that the contract would be extended rather than memorializing the contract amendment in writing.

Don’t Forget *Boyle* when Extending Your Contract

In regard to all extensions or renewals, the time from the date Board acts until expiration of agreement can-

not exceed five years or it will violate the Commissioner’s decision in *Boyle*. It doesn’t matter that the Board intends the agreement to be effective at some point in the future (i.e. July 1). Contracts will be deemed to begin on the date that the Board acts.

For example, a superintendent’s contract runs from July 1, 2007 to June 30, 2012, a five-year agreement. On July 1, 2010 the board enters into an extension agreement with the superintendent for a new five-year term, effective on July 1, 2010, thereby extending the District’s contractual obligation through June 30, 2015. Under *Boyle*, this would render the superintendent’s entire contract invalid because the combination of the two years remaining on the original contract plus the five year extension, results in a total obligation of seven year, which exceeds the five year maximum.

Charitable Contributions and Other News from TRS

Charitable Contributions: The New York State Teachers Retirement System will not recognize or allow monies such as charitable contributions, paybacks or gift backs from the superintendent to the district to be used as reportable salary as such arrangements create a means of inflating a final average salary on the eve of retirement.

Other News - TRS Teacher Delegate: If a teacher is elected as a delegate to the New York State Teachers Retirement System and attends the annual convention of members as a delegate, then he or she is entitled to full salary during his or her attendance at the convention. The teacher is attending a statutorily required convention as an elected delegate, therefore the convention is deemed to be official school business and the teacher is deemed to be “on duty” for such a period. However, the school district does not have to pay travel, meals or lodging expenses for teachers attending the annual convention because there is no legal authority for the reimbursement of out-of-pocket expenses.

Sharing Superintendents

The Law: Education Law Section 1981 authorizes school districts to share superintendents. Under the statute, the shared superintendent would be an employee of all participating districts, and all decisions concerning the superintendent require consent from a majority of each

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district's board. The superintendent enters into a contract with each board, and is compensated based upon an agreed-upon formula which distributes the proportion of cost between districts. There is very little beyond this statute to guide districts seeking to share a superintendent. The law does not elaborate beyond making sharing superintendents legally permissible. Further, there is very little precedent in New York State of districts sharing a superintendent.

Under a shared arrangement, a superintendent can be part-time in both districts (e.g., 70% in one district, 30% in the other), or be full-time in one district and receive a stipend for part-time work in another district. The superintendent can earn service credit for retirement purposes for work performed in each district, but at no time can a superintendent earn more than one year of service credit per year.

For Consideration: Superintendents are advised to consider potential drawbacks of simultaneously serving as superintendent in two districts. The superintendent would be responsible for overseeing all aspects of the operation of both districts. This includes instruction, finances, health and safety, personnel, food services, special educa-

tion, transportation and school facilities. The superintendent would have to oversee the development of two school district budgets, and negotiate collective bargaining agreements with units of both districts. During moments of crisis and tragedy, the superintendent could be called upon for leadership and counseling in both districts.

Regardless of a district's size and student enrollment, a superintendent must still establish a strong working relationship with a school board, negotiate contracts with collective bargaining units, balance the school district's budget, work toward achieving district goals, and perform all other duties of a superintendent.

Bear in mind that superintendents in small districts often carry out responsibilities exercised by multiple administrators in larger districts. It may not be possible for one person to fulfill all the expected roles.

Superintendents and school boards are encouraged to explore sharing between districts and BOCES in other areas prior to sharing superintendents. Examples of successful cost-reducing functional consolidation include: cooperative agreements for the purchase of fuel; health insurance consortiums; maintenance of school buses; merging sports; and a central business office.



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Merger/Consolidation

Some districts have given serious consideration to sharing superintendents in the context of a more complex discussion to merge districts. Sharing a superintendent is seen as a less drastic step than an actual merger. Schools are often the focal point of a community, and residents may feel mergers threaten the heart of their community's identity. A merger may mean higher property taxes for some communities. Districts may also view sharing superintendents and other personnel as a preliminary measure as discussions regarding merger continue.

However, mergers and consolidations are the future, so it may be time to review your contract and determine if it is in your best interest to include a survival clause to protect your rights.

Creative Revenue Ideas

The New York State Constitution prohibits commercial advertisements on school district property including advertisements on school buses and in school newsletters, however there are other opportunities to generate revenue for your district. Most school districts have pouring rights agreements with companies for exclusive rights to sell products in vending machines. Districts are advised to review pouring rights agreements to ensure their district is receiving the maximum possible financial benefit through, for example, commission payments on items sold and recycling deposits.

School districts are strongly encouraged to submit claims for reimbursement for many services provided to students with disabilities who are eligible for Medicaid.

Districts are also encouraged to explore the creation of a foundation to support fundraising activities. These Internal Revenue Code §501(c)(3) organizations have the principal purpose of raising revenue for school districts through fundraising events, soliciting donations, and grant writing efforts. Districts interested in creating foundations should seek advice of their school attorneys, and/or an attorney specializing in nonprofit tax law.

Solicitation of donations on school premises is permissible as long as it is not coercive, and no pressure is exerted upon students to participate.

Some districts have reported success in grant-writing efforts. Grants can allow for one-time purchases, such as technology, that do not become a reoccurring cost when the grant ends.

Budget Time Reminders

Superintendents and school boards are constitutionally and statutorily prohibited from advocating for the passage of the proposed school district budget.

Private Events: When invited to speak about the district budget at an event sponsored by a private group, a superintendent must ask, "Is the event open for anyone to attend?" If not, participation could be interpreted as impermissible partisan activity. In *Appeal of Goldin*, Decision No. 14,250 (1999), the superintendent attended a series of "coffees" or gatherings that were organized, initiated, and hosted by private individuals and groups such as the parents, teachers, PTAs, Rotary Clubs, senior citizen groups and a church. The Commissioner found that the "coffees" were part of the superintendent's efforts to provide factual information concerning the election, rather than for purposes of speaking to targeted groups to solicit their vote on the proposed budget. Nevertheless, the Commissioner held that the superintendent in his official capacity and during hours of employment with the district should refrain from attending such "coffees" since it presents the appearance of partisan activity.

RoboCalls and Emails: Districts are permitted to use "all call" systems to send pre-recorded messages which encourage residents to vote as long as the distribution is not limited to a selective list of voters. Note that the use of a selective list of residents gives the appearance that the district is using public resources for impermissible partisan activity.

Districts which plan to use robocalls and/or e-mail to disseminate factual information regarding a budget vote are advised to publicize to all district residents that the district's e-mail or automatic calling system will be used for this purpose and that all residents can sign up to receive such messages. Notice through a public newspaper that is widely circulated throughout the district and information on the district's website is likely to be considered sufficient. Residents should be given ample opportunity to sign up for this service.

Looking Ahead

THE COUNCIL, including our legal department stands ready as a resource for superintendents during this economic crisis. Members are encouraged to call on these topics and other legal issues as they emerge.

Educational Research Service Offers 50% Discount on Publications for Council Members

THE COUNCIL has made a special arrangement with Educational Research Service (ERS) for our members to receive a 50% discount on all ERS publications. Go to www.ers.org and use the code "WD50" when you place your order to get the half-price special. ERS has provided quality publications to educators for over 35 years and this discount code will save you money.

Publications include:

- *Crucial Conversations About America's Schools*--excellent book study for your administrative team. Shares the truth about the research on charter schools, pay for performance, graduation rate, achievement gap, and turn-around schools.
- *Superintendent's Briefing Book, 2011*-- This new edition contains overviews of new research and information for practicing and aspiring superintendents all provided in an easy-to-use three-ring binder.
- *ERS Focus On*--targeted research and implementation guides on 25+ topics including Bullying Prevention, Identifying and Motivating Underachievers, and Educating Boys. Each is only 15-25 pages long, sold in packets of 15 copies, and designed to feed your professional learning communities.

This special arrangement is limited to existing ERS inventory from www.ers.org and provided for members only. Don't forget to use the code "WD50." Call (800) 791-9308 for more information.

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Renew Your Council Membership; Receive Discount on Annual Events

Council membership renewal letters are being mailed in April 2011. The 2011-2012 Membership Brochure highlights many services that membership in THE COUNCIL provides, like great deals, expanded services and new offerings planned for 2011-2012 including:

- **Early Payment Flexibility**
Members can renew before July 2011 and use current-year funds if available, to pay for your next year's membership. We provide comprehensive services at a very competitive price. Relative to neighboring states our dues are low, but our level of services is strong and varied.
- **Save by Bundling**
Members can "bundle" membership and program registration into one decision for the Board of Education and earn a discount of \$48 in the process. We understand your current fiscal pressures and have reduced Council expenditures in order to keep Fall Summit and Winter Institute registration fees the same as last year.
- **Expanded Services**
 1. Continued support of legal services including Level 2 Direct Legal Representation for eligible active superintendent members and a Legal Briefing Event held in November 2011.
 2. New "*Building an RtI Process*" event co-sponsored by LEAF, Inc. (THE COUNCIL'S Foundation), NYS Education Department, Magellan (SAANYS Foundation) and the NYSUT Education and Learning Trust held on October 13-14, 2011. The program is for district teams including superintendents, assistant superintendents, principals and teachers.

8 As of March 25, 2011 if you are not a full paid Council member, we will no longer be able to provide membership services including legal, listserv updates, Councilgram newsletter mailings, and access to the Superintendents Resource Bank. You will also be required to pay non-member rates for all professional development opportunities.

Please contact Karen Dooley, Membership Services Coordinator, at (518) 449-1063 or karen@nyscoss.org with any questions regarding your current status, our spring membership campaign or if you require additional information.

The Council Promotes from Within and Welcomes New Staff Member



Congratulations to **Deborah N. Orsini**, for her promotion from Assistant Treasurer/Office Manager to Assistant Director for Finance and Human Resources. Deb started at THE COUNCIL in 2005 as part of the membership/operations team. Deb has a degree in Architecture and nine years of experience in commercial lending in the banking industry. In addition, Deb worked for five years as an Office Manager before joining THE COUNCIL. Deb can be reached at deborah@nyscoss.org.



Congratulations to **Venerina (Rina) T. Greco** for her promotion from Administrative Assistant to Administrative Assistant to THE COUNCIL'S Executive Director, Robert J. Reidy, Jr. Rina started at THE COUNCIL in 2009 as part of the membership/operations team. Rina has a B.S. in Computer Science from Sacred Heart University, Fairfield, CT, and a M.S. in Education from the College of Saint Rose, Albany, NY. Her past experience in computer programming and in education will provide diverse support for the Executive Director. Rina may be reached at rina@nyscoss.org.



THE COUNCIL would like to welcome **Joanna Douglas** to our membership/operations team as our Administrative Assistant. Joanna has a B.A. in Communications from Bethel University in St. Paul, MN. Joanna moved to Albany from Bellingham, WA a little over a year ago. During her time in WA she worked as an administrative assistant focusing on scheduling and coordinating with insurance agencies for an Occupational Rehabilitation Doctor's office. You can reach Joanna at joanna@nyscoss.org.



Leadership for Educational Achievement Foundation, Inc. Upcoming Events

Please join us at LEAF's professional development offerings in 2011-2012. Preview program options so you can make decisions about how to use limited resources as you plan for the coming year. We hope you will continue to participate in professional development and will support your leadership teams by encouraging their participation as well. The efforts and capacity to strengthen and support the skills of educational leaders are vital to improved student achievement.

Our 2011-2012 Professional Development Catalog will be available in the spring. In the meantime, if you have any questions about the programs outlined below, please feel free to call or e-mail Kelly Masline, Director of LEAF, Inc., at (518) 449-1063 or kelly@nyscoss.org.

Connecting Content and Kids: Differentiated Instruction and Understanding by Design

April 13 & 14, 2011



There is still time to register for *Connecting Content and Kids*, featuring Jay McTighe and Carol Ann Tomlinson, co-sponsored by the NYS Association of Supervision and Curriculum Development. The two-day conference will focus on the interrelated needs to address content standards in rich and authentic

ways while remaining responsive to the diversity of learners we teach. The mutually supportive connections between *Understanding by Design and Differentiation* will be examined. Conference topics will include strategies for addressing differences in learners' readiness levels, interests and profiles in the context of a quality curriculum; ways in which UbD supports the development of a rich curriculum suitable for differentiation; criteria for analyzing quality of curriculum and differentiation; the 3 P's of grading and reporting; and ideas for further connecting DI and UbD in classrooms. This event is open to superintendents, assistant superintendents, principals and assistant principals, directors of curriculum and teachers. Teams are encouraged to attend together. Cost per person is \$375, teams of four or more will receive a discounted rate of \$350 per person.



Aspiring Superintendents Workshops



Every year, LEAF, Inc. holds regional workshops specifically targeted to those administrators interested in learning more about becoming a Superintendent of Schools. Topics covered during this one-day workshop include: the superintendency as a career; educational and financial leadership roles; superintendent-school board relationships; professional and personal rewards and challenges; and the application process. The workshops will be held simultaneously on April 29, 2011 in Albany, Long Island and Syracuse. For more information, please contact Kacey Feldman, Program Associate at kacey@nyscoss.org.

The Aspiring Superintendents Workshops are sponsored by Signature Partner New York Schools Insurance Reciprocal (NYSIR); Premier Diamond Partner Hunt Engineers, Architects & Land Surveyors, P.C.; and Premier Diamond Partner, The Greenwood Corporation.

Future Superintendents Academy for Aspiring Superintendents

Co-sponsored with Capital Region BOCES

Audience: Deputy/Assistant Superintendents, Principals

Dates: July 6-8; September 10-11; October 2-22; November 18-19; January 6-7, February 3-4; February 27-28; March 23-24; and April 20-21.

Tuition: \$2,300; accommodations and travel are additional (BOCES Aid is Available)



The Future Superintendents Academy requires a year-long commitment, beginning in July 2011 and concluding in April 2011. Participants are required to attend a three-day summer institute and eight weekend sessions throughout the year. The program

includes discussions of critical topics relevant to the superintendency such as communications; change, systems and planning; governance; financial leadership, human resources; instructional leadership, and the search process. Case studies, journals, reading assignments and projects are integrated throughout the program.

Building an RtI Process

Co-sponsored with NYSED, NYSUT and SAANYS



Audience: Superintendents, Deputy/Assistant Superintendents, Principals, Teachers, and Board Members

Dates: October 13-14, 2011 – Albany, New York

Tuition: \$350 per person; \$325 for teams of four or more



This two-day conference is being co-sponsored by the NYS Education Department, LEAF, Inc. (THE COUNCIL'S Foundation), Magellan (SAANYS Foundation) and the NYSUT Education and Learning Trust. The program will cover topics such as assessment, limited English proficiency, core instruction and tiered intervention, and use of data. The program is for district teams including superintendents, assistant superintendents, principals and teachers. Registration materials will be available in late April 2011.

Leadership for Student Achievement

Co-sponsored with Capital Region BOCES

Audience: Superintendents, Deputy/Assistant Superintendents, Principals, and Teachers

Dates: November 2011, February and April 2012 (dates to be determined)- Syracuse, New York

Tuition: \$840 for attending all 3 sessions; \$299 for individual sessions (BOCES Aid is Available)



Leadership for Student Achievement is specifically developed for district teams interested in working together on improving student achievement. To guide the work of the team, superintendents are strongly encouraged to attend. The series consists

of three sessions throughout the year led by renowned education experts on topics pertinent to all school districts. Throughout the year, teams focus on how to best influence student achievement in their districts. Time is incorporated into each session for district planning, sharing and team-building.

Professional Learning Communities – Dr. Rick and Becky DuFour

Audience: Superintendents, Deputy/Assistant Superintendents, Principals, Teachers, Board Members

Dates: April 2-3, 2012 – Albany, New York

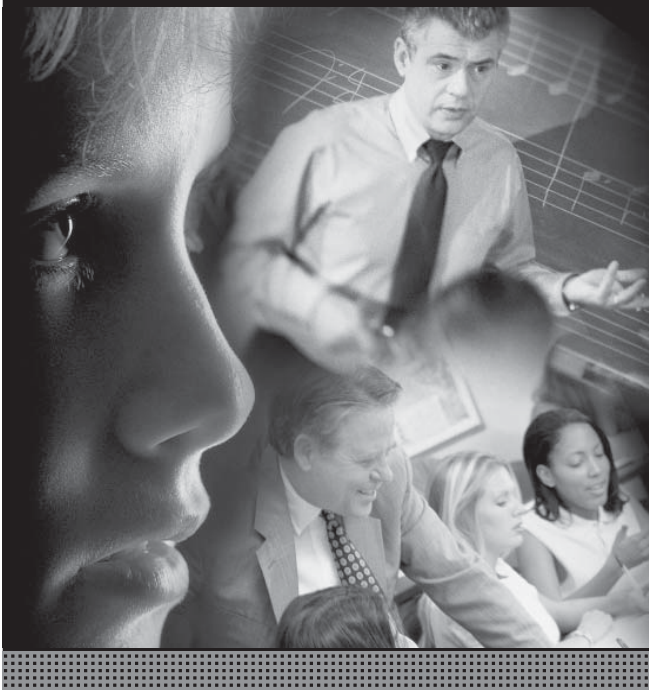
Tuition: \$375 per person; \$350 for teams of 4 or more

The phrase “Professional Learning Community” (PLC) has become widely popular in schools and districts across the continent. It is evident however, while the phrase is used extensively, the practices and concepts of PLCs are not. This two-day session is designed to be highly interactive and participants are strongly encouraged to register in teams. After periods of brief presentation, participants will be called upon to engage in reflection, dialogue and planning with their colleagues.



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Member News

Congratulations to **Gladys Cruz** on her appointment as the Director of Curriculum Services at the New York State Education Department. Gladys brings more than 27 years of experience in education, having worked in schools and universities in both New York and Puerto Rico. Most recently, Gladys served as an Assistant Superintendent at Questar III. In that position, she oversaw the programmatic and fiscal operations of the BOCES's work related to school improvement, staff development, MODEL Schools, data analysis services, and the regional BETAC. She also served as Questar III's liaison to the Greater Capitol Region Teacher Center. Prior to joining Questar III, she served as a consultant to the Office of Bilingual Education and Foreign Language Studies and as a Research Assistant at the National Center for English Language and Achievement. Gladys began her career as an elementary classroom teacher in Puerto Rico.



Retired Superintendent, **Oliver Blaise** has just completed his 57th marathon in his 45th state. On February 5, 2011, Oliver ran the Surf City Marathon in Huntington Beach, CA. He said he has scheduled attendance at various marathons throughout the spring so that he can complete one in every state. Oliver uses goals like these to stay fit and healthy and he encourages his colleagues to set fitness goals for themselves too!



Edgar Hatrick, Superintendent of Loudon Public Schools and AASA president along with AASA's Executive Director Dan Domenech presented Diane Reed the 2011 Effie H. Jones Humanitarian Award at the National Conference in Education.

Former superintendent and associate professor at St. John Fisher College, **Diane Reed**, received AASA's 2011 Effie H. Jones Humanitarian Award at the National Conference on Education in Denver, CO this past February. Diane was selected for her passion to help women advance in public education and to broaden the opportunities for under-served students. For more than two decades, Diane has informed others about the disparities between women and men's career paths in education through formal presentations at local, statewide, national and international conferences. Her scholarship and professional activities have centered on diversity, gender and equity issues, and she serves on a committee that collects data on women on leadership in 17 countries.

Among her achievements, Diane has developed a leadership resilience profile to assess women's leadership strengths and has published research in *Gender and Education-Towards New Strategies of Leadership and Power*. Her work at St. John Fisher College gives her a platform to influence the lives of current and future school leaders through its

educational leadership and doctoral programs. Diane received the award along with Arlene Ackerman, a lifelong urban educator serving the School District of Philadelphia.

Member News

The **New Paltz Central School District** is teaming up with **Premier Diamond Partner Ameresco** to provide energy efficiency upgrades to four New Paltz schools. Via an energy saving performance contract (ESPC), upgrades are expected to save over \$250,000 for the district annually and require no upfront capital investment from the school district or taxpayers. Many other schools are already saving on their utility and operational costs including: Hyde Park Central School District in Staatsburg, Clarkstown Central School District in New City, and Monticello Central Schools in Monticello.



“Environmental stewardship has always been top of mind in New Paltz so we are thrilled to bring these energy efficiency upgrades to the schools in our district,” said **Maria C. Rice, Superintendent, New Paltz Central School District**. “This long-term partnership will save our district a tremendous amount of money that can be applied to other important items, such as school activities. Additionally, this work will serve as a valuable teaching tool to show our students, parents and staff about the importance of energy efficiency.”

New Paltz is also expected to save \$6 million over the course of the 18-year project which will pay for the improvements. Ameresco, Inc. is a leading independent provider of comprehensive energy efficiency and renewable energy solutions for facilities throughout North America.

Congratulations to Oswego County BOCES (OCB) for its community support in passing a \$35.4 million renovation project at its main campus in Mexico, NY. The project includes a \$20 million critical needs plan to address aging infrastructure systems. The remaining \$15.4 million will be dedicated to improving student program spaces and lab areas through the design of flexible learning space adaptable to future needs. Approximately 34,000 s.f. of additional space will aid in connecting separate educational buildings. Added security measures include a single point of entry and atrium space for visitors and students and improved pedestrian and vehicular traffic patterns will also be incorporated.

Oswego County BOCES **District Superintendent Joseph P. Camerino** was delighted with the public’s support. “I am pleased that the voters have turned out to show their support for this project and the students of Oswego County. I would like to thank the community, members of the leadership committee, including the superintendents and board presidents of our nine component districts, our BOCES Board of Education, and our BOCES staff members for their dedication and efforts with regards to this proposition.”



For several years, Nick Waer, AIA, LEED AP, Partner with **Premier Diamond Mosaic Associates Architects and Architectural Designer, Mariusz Piechowicz** worked with the leadership committee to explore how OCB should address its facilities master plan and identified the most crucial concerns for students, faculty, staff and the community. Mosaic specializes in educational design.

The project is tentatively scheduled to be completed in September 2013 and will have an opportunity to include green and sustainable technologies using High Performance Schools Guidelines (NY-CHPS) and LEED design initiatives.

Spring Is In the Air...

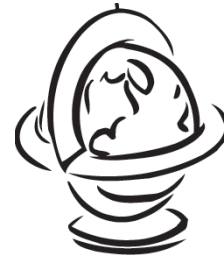


Shenendehowa CSD Participating in Project Earth®

The Shenendehowa CSD is working on a environmental project with Project Earth®, a global environmental network designed to connect people around the world to help solve environmental problems. Projects include an outdoor classroom at Karigon Elementary school where students will study plants, insects, amphibians, and small water creatures. They have also developed an Earth Day/Arbor Day video of their yearly celebration that included speakers, student poems, artwork, tree plantings, songs, recycling, etc. This information will be posted and shared internationally through Project Earth. The School District will also look to engage in virtual field trips through Project Earth initiatives. Founded by Ecology and Environment, Inc. (E & E), Project Earth's® mission is to generate ongoing conversation and collaboration across national boundaries that collectively lead to positive environmental change. Through Project Earth®, individuals, schools, and organizations are provided the tools to:

- Showcase innovative environmental projects.
- Connect and interact with ecologically-minded people around the world.
- Share ideas, resources, and solutions to environmental problems.
- Participate in environmental contests and earn recognition for efforts.
- Help educate and raise awareness of environmental issues facing the planet.

Project Earth® is free, easy to join, and does not require special software.



NYSATA Revises the Portfolio Project

The New York State Art Teachers Association (NYSATA) offers school districts the *Portfolio Project*, an art assessment tool developed in collaboration with the New York State Education Department. The program was revised to reflect current priorities in art education curriculum, instruction and assessment. It provides opportunities for students at the elementary, middle and secondary levels to participate in a meaningful review of a select range of work done both in the art classroom and independently.

Complete information can be found at www.nysata.org. The website lists Regional Adjudication site locations, dates and times, and contact information for Regional Portfolio Project Chairs.

In Memoriam

Theodore S. Wodzinski, 79, passed away on February 23, 2011, in Destin, FL. Ted served as superintendent of the Norwood-Norfolk Central School District, Norwood, NY, from 1977 – 1990. After retiring he and wife Barbara spent their winters in Florida, always returning to the North Country during the summer months.

Ted attended the U. S. Naval Academy at Annapolis and graduated from Northern Michigan University at Marquette. He received advanced degrees at Northern Michigan University College, the University of Michigan at Ann Arbor, and Michigan State University. Ted served as high school principal, school superintendent, and consultant to several school systems in Michigan, and Western and Northern New York.

Ted and Barbara have six children, nine grandchildren, and two great-grandchildren.

At the request of the family, memorial contributions in lieu of flowers would be appreciated to a scholarship fund that was established upon Ted's retirement in 1990. The scholarship awards monies to BOCES students needing assistance to attend college. Donations may be sent to The Theodore S. Wodzinski Scholarship Fund at Norwood-Norfolk Central School, 7852 SH 56, Norwood, NY 13668-4119. Condolences may be sent to the family at 114 Mainsail Drive, Unit 234, Miramar Beach, FL 32550.

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Designing a Better Education: Empower Learning through Building Additions and Renovations using Passive Design Strategies and a Deeper Worldview

by Premier Diamond Partner Ashley McGraw Architects



Let's face it. Our reliance on fossil fuels is enormous. However, these fossil fuels are running out at an increasing rate. The future of education delivery will be greatly impacted by our reliance on cheap fossil fuel. Architects throughout the world are taking a proactive approach to designing buildings that are sustainable and able to meet the demands of a world much different than our current way of life.

Passive strategies such as solar orientation, special heat walls, daylighting and natural ventilation, to name a few, are becoming more widely used in school buildings. Beyond traditional "green" design, net zero energy school buildings are designed to create as much energy as the building uses. In terms of energy efficiency and cost savings in fiscally prudent times, school boards and communities have embraced these design initiatives with enthusiasm.

To achieve a net zero energy building, the three C's are used – Conserve, Capture and Create.

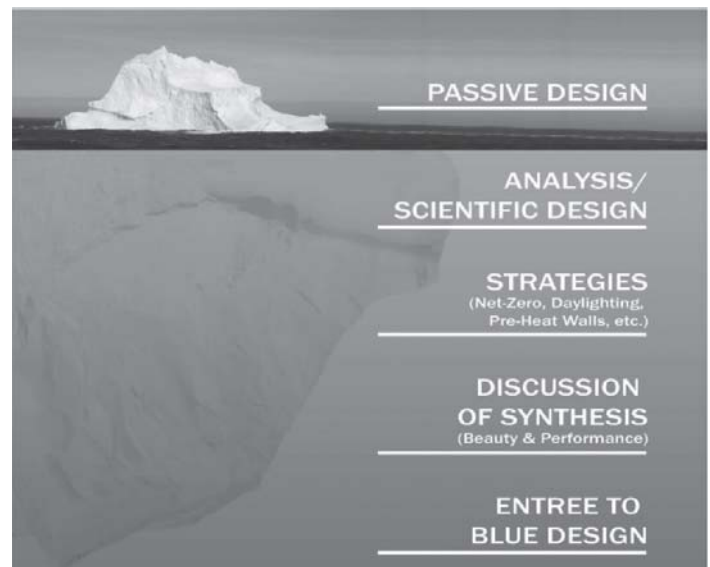
- **Conserve** focuses on the building envelope, air tightness, insulation, tighter air barriers on the walls, roofs and foundations.
- **Capture** strategies relate to solar orientation, using daylighting and shading, pre-heat and trombe walls, and designing with natural ventilation systems.
- **Create** is achieved by the use of renewables – solar, wind, and geothermal systems.

Current New York State net zero energy projects being constructed are in the Liverpool and Liberty Central School Districts. In addition, Whitney Point CSD is installing 489 solar panels on three schools, saving the District \$22,000 on its annual electricity costs. These are exciting and innovative ways to design school buildings.

It doesn't stop there; in fact, it is just the tip of the iceberg. To succeed in the future, we will need an evolution in our worldview: how we regard nature; how our relationship with nature is manifested by our technology; and how we create very large solutions to these difficult issues. All things we create and the relationships we hold are the result of our worldview. How does our relationship with nature, resources and technology influence how children learn, how teachers teach, and how nature can otherwise contribute to the overall sustainability of a school building? Blue design is the philosophy behind these discussions. Blue design goes beyond traditional green building strategies and seeks a new way to look at our relationship with natural resources, the impact of our built world and the future we are creating today.

For more information about this article, please contact Dan Heukrath (heukrath@ashleymcgraw.com) or Nick Signorelli (signorelli@ashleymcgraw.com) at Premier Diamond Partner Ashley McGraw Architects at (315) 425.1811.

Ashley McGraw Architects has over 35 years of educational design and NYSED experience. Their commitment to designing healthy and high performance schools is supported by their Advanced Building Studio, a research team focused on assisting their architects with daylighting design, energy modeling, and the creation of net zero energy building. For more information, please go to www.ashleymcgraw.com.



State of Nutrition

by Dr. Sheldon Karnilow, Superintendent, Half Hollow Hills CSD

Health professionals across the country recognize the benefits associated with eating healthy and the importance of using dietary guidelines. Today the message is reinforced by the government reauthorizing the Child Nutrition Act through 2015. These new guidelines require federally funded schools to raise nutritional values of meals, increase availability of free and reduce lunch programs, look at USDA meal patterns and support Fitness and Nutrition Education.

In conjunction with these new guidelines for food services departments, districts are also required to develop a school wide Wellness Policy under the federal Child Nutrition and WIC Reauthorizing Act of 2004. This policy regulates districts to promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity.

District guidelines for creating their Wellness Policy were as follows: create a School Health and Wellness Committee; integrate nutrition education where applicable; incorporate physical activity opportunities at least 60 minutes a day; develop other school based activities such as after school programs; provide nutrition guidelines for food on campus during the day; encourage a food safety/environment such as no food used as rewards or punishment; prepare a food and nutrition services program; and monitor and review the policy on a regular basis.

Using these laws to promote and make changes in the culture of our schools is vital to making an impact on the current health of the children in our schools today.

Half Hollow Hills Central School District is a district that is committed to providing an environment that gives children access to nutritious foods and the opportunity to participate in physical activity throughout the day. In addition to the Wellness Policy mandates, we have enhanced our nutritional values by removing all Trans fats from our menus; tripled the student consumption of fresh fruits and vegetables; and continued to search for foods that contain lower levels of sodium in our meals. Our Food Allergy Policy for students who have anaphylactic reactions includes measures to reduce allergens in the environment, recognize signs and symptoms, and respond accordingly with medical treatment.

Our staff managing our Physical Education programs has creatively added refocusing techniques that are used in the regular classrooms and after school programs such as the P.A.C.E award; challenging both parent and child to participate in 10 hours of physical activity outside of the school day. Our Health and Physical Education staff along with our PTA has started an annual Wellness Fair that has evolved into a full day of educational seminars, activity classes, vendors and a 5K race. With minimal funds, the help from these two laws and the right spirit, our district has valued the efforts of the government to make change, not done with low expectations normally found with being compliant, but with highest expectations to give our professional learning community the best environment for successes.



SAFETY IS NO ACCIDENT

Every day millions of children are picked up and dropped off at schools that were not designed to handle large numbers of buses and cars. This potentially dangerous situation puts children at risk. Synthesis LLP has a proven track record of consulting, designing, and implementing safe environments that reduce and eliminate accidents. We can improve your school and children's safety.

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AASA Governing Board Elections



New York State has seven seats on the AASA Governing Board. Each governing board seat has a 3-year term, and board members may serve no more than two full 3-year terms (the terms are staggered to ensure a similar number of vacancies each year). The current New York representatives to the Governing Board are: Robert Christmann, Grand Island; Wendell Chu, East Islip; Henry Grishman, Jericho; James Langlois, Putnam/N. Westchester BOCES; Clifford Moses, (retired) Galway; Oliver Robinson, Shenendehowa; and Ryan Sherman, Schuylerville.

Henry Grishman and James Langlois' terms expire on June 30, 2011. James Langlois has completed two, 3-year terms and is not eligible to continue his service and Henry Grishman is eligible to run for another 3-year term. Therefore, this year's election will be for two, 3-year terms.

Nominations are welcome for the vacancies and should be forwarded to THE COUNCIL by April 1, 2011. The process allows self nominations from qualified candidates.

In order to qualify as a Governing Board representative you must be:

- An eligible voting member of AASA for at least three years (Active, Institutional-Active, College Professor Member).
- Member of chartered affiliate (THE COUNCIL) for at least three years (active membership only).

Governing Board members are responsible for attending two meetings per year – at the National Conference on Education (NCE) and at the summer governance meeting in July. AASA reimburses travel costs for the summer governance meeting, but not travel to NCE. This year's Summer Governance Meeting is scheduled for July 13-15, 2011, in Washington, D.C.

In the event there are more nominations than slots, an election will be conducted. Ballots will be due on May 20, 2011. Each member may vote for as many candidates as there are vacancies. The top two vote getters will receive full 3-year terms.

AASA's Conference Resources Online

The American Association of School Administrators' (AASA) Conference Daily Online is accessible at www.aasa.org and carries useful information resources generated at AASA's National Conference on Education in Denver this past February. You can find the following:

- Short summaries of keynote presenters, topical sessions and award winners.
- A video replay of Diane Ravitch's well-received General Session address.
- Brief audio clips of two conference presenters on college and career readiness.
- Human interest stories (in the "Seen & Heard" link).
- A daily photo gallery of conference activities.
- A conference blog with thoughtful insights and reactions by three bloggers, all superintendents and AASA members.

Discounted Travel Programs Designed for Teachers

Global Exploration for Educators Organization (GEEO) is a 501(c)(3) non-profit organization that runs summer professional development travel programs designed for teachers. GEEO is offering 13 different travel programs for the summer of 2011: India/Nepal, China, Vietnam, Egypt, Turkey/Syria/Jordan/Egypt, Ethiopia, South Africa/Mozambique/Zimbabwe/Botswana, Morocco, Argentina/Uruguay/Brazil, Bolivia, Peru, Costa Rica and Guatemala/Belize/Mexico.

Educators have the option to earn graduate school credit (3 credits through Indiana University) and professional development credit while seeing the world. The trips are eight to 23 days in length and are designed and discounted to be interesting and affordable for teachers. GEEO also advises teachers on how to find funding to subsidize the cost of the trips. GEEO provides teachers educational materials and the structure to help them bring their experiences into the classroom. The trips are open to all nationalities of K-12 and University educators and administrators, as well as retired educators. Educators are also permitted to bring along a non-educator guest.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at www.geeo.org. GEEO can also be reached seven days a week, toll free at 1-877-600-0105 between 9 a.m. – 9 p.m. EST. To sign-up for GEEO's listserv, please send an email to listserv@geeo.org with the subject line "subscribe." You can also follow them on Facebook.

ALAS Announces *Wings of Change* Webinar Series, White Papers and Fall Event

The Association of Latino Administrators and Superintendents (ALAS) is offering their *Wings of Change* Webinar Series. These timely webinars will share best practices and offer valuable resources to implement in school districts. Learn, collaborate, and develop a deeper understanding of what's working to build student success nationally.

APRIL 2011

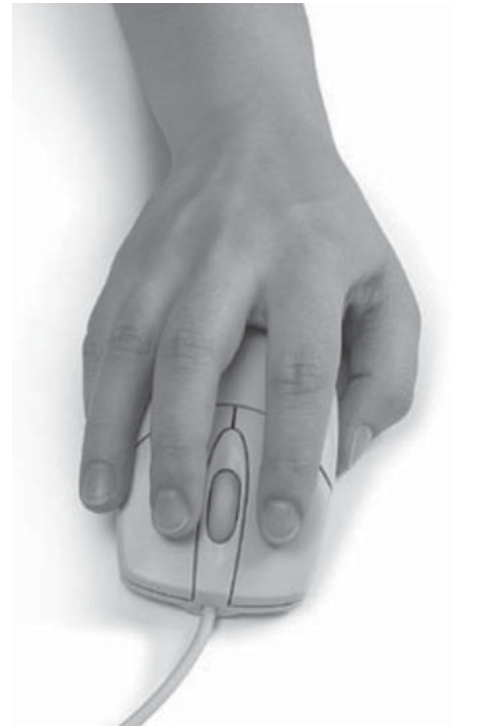
Closing the Achievement Gap: Transforming Learning and Engaging English Language Learners with Technology

Presenter: TBD
Date: Thursday, April 7, 2011
Time: 3:00pm EST
Sponsored by: SMART Technologies

MAY 2011

The Digital Learning Classroom: Improving English Language Learners' Academic Success in 3rd and 5th Grade Mathematics and Reading

Presenter: Dr. Omar S. Lopez, CEO
Corporation for Public School Education K16
Date: Tuesday, May 3, 2011
Time: 2:30pm EST
Sponsored by: Promethean



For more information on how to register for these webinars, please go to <http://www.alasedu.net/webinars.aspx>

You can also access in-depth research on the critical issues affecting your Latino students through ALAS. Please take the time to add these White Papers to your library and share with your colleague. ALAS White Papers topics include:

- *Transforming Education: Breaking Language Barriers To Achieve Accurate Student Assessment*
- *Math and Science*
- *Confronting the Growing Epidemic of Childhood Obesity: Schools, Businesses, and Policymakers Working Together to Promote Wellness*

To view each entire white paper, go to www.alasedu.net/whitepapers.aspx.

The ALAS Summit on Hispanic Education is scheduled from October 12-16, 2011 in San Francisco, CA at the Marriott Marquis Hotel in Collaboration with CALSA, CCSSO (ELL SCASS), and the Spanish Embassy.

For more information go to www.alasedu.net/Conferences.aspx.

Vacancies

Allegany-Limestone CSD

Student Enrollment.....1,300
Salary \$125-145,000
Vincent J. Coppola
Search Consultant
State University of New York at
Buffalo
222 Baldy Hall
Buffalo, NY 14260-1000
716-645-2932
debrabri@buffalo.edu
Reply By:.....4/1/11

Bainbridge-Guilford CSD

Student Enrollment..... 914
Salary \$110-130,000
William Tamaro
DCMO BOCES
6678 County Road 32
Norwich, NY 13815
607-335-1233
tamarow@dcmoboces.com
Reply By:.....4/1/11

Berlin CSD

Student Enrollment..... 900
Salary \$Competitive
Robert J. Heinkel
Orion Educational Consulting, LLC.
Executive Recruiting Services
PO Box 12710
Rochester, NY 14612
585-750-2780
rheinkel@orionconsultingllc.com
Reply By:..... 3/19/11

Cassadaga Valley CSD

Student Enrollment.....1,162
Salary \$115-140,000
Robert D. Olczak
Interim District Superintendent
Erie 2-Chautauqua-Cattaraugus
BOCES
8685 Erie Road
Angola, NY 14006
716-549-4454 Ext 4029
cmarx@e2ccb.org
Reply By:..... 3/25/11

Downsville CSD

Student Enrollment..... 317
Salary \$100-115,000
William Tamaro
DCMO BOCES
6678 County Road 32
Norwich, NY 13815
607-335-1233
tamarow@dcmoboces.com
Reply By:.....4/20/11

Frewsburg CSD

Student Enrollment.....905
Salary \$95-130,000
Robert D. Olczak
Interim District Superintendent
Erie 2-Chautauqua-Cattaraugus
BOCES
8685 Erie Road
Angola, NY 14006
716-549-4454 Ext 4029
cmarx@e2ccb.org
Reply By:..... 4/8/11

Lansingburgh CSD

Student Enrollment..... 2,489
Salary \$140-165,000
L. Jeffrey Baltes
Chief Operating Officer
Questar III
10 Empire State Boulevard
Castleton, NY 12033
518-479-6832
bvisconti@questar.org
Reply By:..... 4/18/11

Monticello CSD

Student Enrollment..... 3,192
Salary \$155-180,000
Lawrence Thomas
Sullivan County BOCES
6 Wierk Avenue
Liberty, New York 12754
845-295-4015
lthomas@schoces.org
Reply By:.....3/31/11

North Syracuse CSD

Student Enrollment..... 9,500
Salary \$165-195,000
Jessica Cohen
District Superintendent
P.O. Box 4754
Syracuse, NY 13221
315-433-2602
jcohen@ocmboces.org
Reply By:..... 3/29/11

Sewanhaka CSD

Student Enrollment....8,500
Salary....\$Competitive
Martin Brooks, Charles Fowler &
LaRuth Gray
ONLINE ONLY at www.leadschools.us
800-975-1730
leadschools@aol.com
Reply By:.....3/21/11

Springville-Griffith Institute CSD

Student Enrollment..... 2,050
Salary Up to \$165,000
Vincent J. Coppola
Search Consultant
State University of New York at Buffalo
222 Baldy Hall
Buffalo, NY 14260-1000
716-645-2932
debrabri@buffalo.edu
Reply By:.....4/15/11

St. Regis Falls CSD

Student Enrollment..... 321
Salary \$95-110,000
Stephen Shafer
District Superintendent
Franklin-Essex-Hamilton BOCES
P.O. Box 28, 23 Huskie Lane
Malone, NY 12953
518-483-6420
searle@mail.fehb.org
Reply By:.....3/31/11

Valley Stream CSD

Student Enrollment..... 4,700
Salary \$Competitive
Vincent Beni, Charles Fowler &
Howard Smith
ONLINE ONLY at www.leadschools.us
800-975-1730
leadschools@aol.com
Reply By:..... 3/18/11

Three Outstanding Superintendents Receive Appreciation Award at The Council's 2011 Winter Institute

The Council's Appreciation Award is given in recognition of an active member's efforts on behalf of The Council and its initiatives. This year the Appreciation Award was presented to three outstanding superintendents for their own individual contributions but also for their collective work on The Council's Task Force on Teacher and Principal Effectiveness. The award was presented during the opening keynote on Sunday to Dr. Jere Hochman, Superintendent, Bedford; Dr. Jon Hunter, Superintendent, Fairport; and Dr. Howard S. Smith, Williamsville. This year's award was sponsored by Premier Diamond Partner C&S Companies. You will find their acceptance remarks along with images of them receiving their awards from William Johnson, Rockville Centre and Distinguished Service Chair and Joseph W. Delaney, President of C&S Design Build, Inc. below:



Remarks by Howard S. Smith, Williamsville

"I thank THE COUNCIL for this recognition, especially to receive it along with my colleagues Dr. Jon Hunter and Dr. Jere Hochman. It has been a pleasure to be a member of THE COUNCIL for so many years. The lessons I have learned from my colleagues have improved and continue to improve my practice every day. My work this year chairing the Task Force on Teacher and Principal Effectiveness, collaborating so closely with Drs. Hunter and Hochman, THE COUNCIL staff and superintendents from around the state, has been both a learning experience and

a labor of love. I am confident that the efforts of so many in this regard, have and will continue to inform the field. As importantly, I am hopeful that the work will positively influence the development of the regulations necessary to implement Chapter 103 of the Laws of 2010 in a way that increases the probability of improved student learning and professional practice across New York State."

22



Remarks by Jon Hunter, Superintendent, Fairport

"It is an honor for me to share THE COUNCIL's 2011 Service Award with Dr. Hochman and Dr. Smith. I have found that the service that we have provided for THE COUNCIL is like being part of a family. As a member of the Task Force for Principal and Teacher Effectiveness we have worked, argued, shared, learned and ultimately all will benefit. I have received significant support during the past year from THE COUNCIL's staff and leadership team. Though it is impossible to predict the final regulations for Teacher and Principal Effectiveness, I am sure that superintendents across New York State will implement this new law in a manner that

builds capacity for teachers, empowers principals and promotes student achievement. I hope that the advocacy and information that Dr.'s Hochman, Smith and I have provided has enriched your good work."



Remarks by Dr. Jere Hochman, Superintendent, Bedford

"It is an honor to be recognized by THE COUNCIL. Every day, and night, New York superintendents advocate for children, lead their communities and school districts, serve on an array of committees with colleagues, and promote public education. All superintendents deserve this recognition; we were just fortunate to serve on a Statewide task force on your behalf. Working with Jon Hunter and Howard Smith, THE COUNCIL's Task Force, and THE COUNCIL's leadership continues to be a remarkable experience. As noted in our presentation, we have the opportunity to "lobby" for what all of you believe is right and good for all children, public education, and professionalism and to make sense of this professional challenge. It is your voices, however, 700 superintendents strong that will be heard on teacher and principal evaluation and so many other critical issues. I am honored to serve in this particular effort and thank you for this recognition."

2011 Winter Institute



Robert Christmann, Grand Island and President of The Council presents the Friend of The Council award to Joseph P. Frey, Deputy Commissioner for the Office of Higher Education, NYS Education Department on Sunday afternoon.



William H. Johnson, Rockville Centre and Distinguished Service Chair presents the Friend of The Council award to Robert G. Bentley, Assistant Commissioner of Office of Teaching Initiatives, NYS Education Department.



Fadhilika Atiba-Weza, Troy City Schools and Margaret Keller-Cogan, Clarkstown; co-chairs of the Leadership and the Superintendency for Minorities and Women committee; present awards to Elizabeth Wood, Principal of Shatekon Elementary from Shenendehowa and Patricia Grupka, Personnel Supervisor from Williamsville. L. Oliver Robinson, Shenendehowa and Past President of The Council congratulates both award winners at the closing session.



Darrel Scott, Founder of Rachel's Challenge opened the Winter Institute with a message of hope.



New York Superintendent of the Year, Bernard Pierorazio, Yonkers Public Schools, received a standing ovation after his presentation titled Community Conscience Quotient.

2011 Winter Institute



Robert J. Lowry, Jr., Deputy Director of The Council reviewed the Governor's proposed budget on Monday afternoon.



Dr. David Steiner, Commissioner of Education, presented to a packed room at the Winter Institute.



Students from the Shenedehowa String Quartet performed A major Op. 13 by Felix Mendelssohn. Lisa Liu and Kayla Najafipour were both on violin while Keegan Donlon played the Viola and Julia Knowles performed on the Cello.



Timothy G. Kremer, Executive Director of NYS School Boards Association; Dr. John B. King, Jr., Sr. Deputy Commissioner, NYS Education Department; and Richard C. Iannuzzi, President, NYS United Teachers addressed a series of educational questions from Executive Director Dr. Robert J. Reidy, Jr. who presided over the session as well as audience members.



Marilyn Terranova, Eastchester and President-Elect of The Council, introduced Commissioner Steiner on Monday morning.



Council members attended legal presentations on Sunday afternoon.



Richard Kohrs, Sr. Account Representative with Premier Diamond Partner AMERESCO, Inc., speaks with Council members in the Marketplace of Ideas exhibit hall.

Thank you to our Newsletter Underwriters

