NOW MORE THAN EVER, COMMUNITY COLLEGES MATTER

By Roger A. Ramsammy, Ph.D., President, Hudson Valley Community College

Last fall, Hudson Valley Community College marked the tenth anniversary of President Barack Obama’s visit to campus in 2009 and, while we are a forward-looking institution, it’s important to reiterate the message the president delivered a decade ago.

During his visit, President Obama stated that community colleges are the starting point for higher education for nearly half of those who seek an undergraduate degree across the country. He noted how community colleges are deeply tied to the workforce retraining and economic development of their regions. Community colleges, he said simply, make stronger communities.

Hudson Valley and all the State University of New York’s community colleges bring unique academic offerings to the regions in which they serve, and taken as a system, we’re a strong, community-based network that provides affordable, accessible higher education to nearly 200,000 students.

As many in the K-12 community know, we also are working hard to align ourselves more closely with our regional school districts, through P-TECH programs, our College in the High School partnerships, online offerings and other collaborative dual enrollment initiatives. Plus, we are working to boost on-campus offerings for our pipeline partners by creating opportunities for high school students to study here and get a taste of college life while still in high school. In many ways, our success is tied to your success at the K-12 level.

Here at Hudson Valley, we now have three unique P-TECH partnerships that are engaging students in fields as diverse as cybersecurity, biotechnology, clean energy management and mechatronics. Last fall, our College in the High School courses reached more than 2,000 students at about 30 different upstate school districts, from the Catskills to the southern Adirondacks.

But, yet, with all of this success and collaboration, there’s still a feeling from those of us in the community college sector that many students and their families across New York State view community colleges as second-class institutions. Why is that, and how can we, as they say on Twitter, #endccstigma?

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If, as I believe, community colleges are one of the key components that will help higher education survive and thrive well into the 21st century, let’s look at some facts and discuss how we can dismantle this unjust and unhelpful stereotype.

Fact #1: We’re already a higher education leader. Across the US, community colleges served nearly half of all undergraduates enrolled in higher education in 2017 - more than 7 million students. And in New York State, the ratio of community college vs. four-year undergrads is even higher. As superintendents, you’ve seen the very real success stories that have come out of your local community colleges. I encourage you to advocate for more students to consider community colleges as a “first choice.”

Fact #2: Our faculty are top-notch. With more than 100 recipients of the SUNY Chancellor’s Award for Excellence in Teaching, Hudson Valley clearly has faculty who excel in the classroom and who care about their students. The chance to focus on providing classroom instruction and personal attention is the reason why many academics choose to teach at a community college.

Fact #3: Community colleges provide excellent educational opportunities at a lower price. With small classes, dedicated faculty and cutting edge programs, students thrive at community colleges. We do it all while keeping tuition costs affordable. According to the Institute for College Access and Success, borrowers in the Class of 2017 owe, on average, $28,650 in college debt. One way to reduce college debt moving forward? Start encouraging your graduates to start their higher education at an affordable community college. Consider that one in three Hudson Valley graduates have no student debt at all.

Fact #4: A four-year degree might not be necessary or the right path for every student. Of course, many students enter college with the hope of completing a four-year degree, or beyond. With SUNY transfer guarantees and the many agreements we have with private colleges and universities, starting at a community college makes great sense. But consider some recent statistics from Georgetown University’s Center on Education and the Workforce, which showed that, for many professions (many in demand professions, I would add) salary outcomes for two-year degrees outpace those of bachelor’s degrees. Health care, skilled trades, computer technology, law enforcement – just a few professions that can provide a rewarding career with a two-year degree.

It is no secret that upward mobility in our country is tied to education. Those who complete a college degree earn about $20,000 a year more than those who finished their educations at high school, according to a study commissioned by the College Board. Over the course of a lifetime, those numbers add up. Access to a college education is critical to a strong middle class in so many ways. Careers associated with the college-educated are more likely to include health insurance coverage, and the rate of unemployment is also lower for the college-educated than those with no college experience.

So, as the health of our economy grows more and more reliant on the college-educated worker, shouldn’t we, in turn, place more and more emphasis on the one higher education institution that serves as the front line for access to college?

If higher education is the gateway to career success and economic prosperity, SUNY’s 30 community colleges are a huge part of helping New Yorkers achieve that success. We at Hudson Valley are proud to be a part of the solution and a powerful force for helping drive the New York State economy, one student at a time.

So, I ask you, as leaders, change-makers and mentors at the state’s more than 800 school districts – will you join me in ending community college stigma? #endccstigma

You can hear from Dr. Ramsammy by joining us at our 2020 Winter Institute & Lobby Day. At the Monday Morning keynote, Dr. Ramsammy will present an Ignite Session titled “Meet Generation Alpha.” He will also present a “Workforce Development Partnerships for Schools” education session with Diamond Partner Mosaic Associates Architects at 11 a.m. that same day.
New York’s total number of AASA members this year allows for our state to gain an additional spot on the AASA Governing Board, bringing the total to seven New York seats. Each governing board seat has a 3-year term and board members may serve no more than two successive, 3-year terms (the terms are staggered to ensure a similar number of vacancies each year).

The current New York representatives on the Governing Board are Clark J. Godshall, Orleans-Niagara BOCES; Shari Camhi, Baldwin; Martha Group, Sherrill City; Laura Feijoo, New Rochelle; Cosimo Tangorra, Niskayuna; and Randy Squier, Coxsackie-Athens. Ralph Marino, Jr., Hewlett-Woodmere, is currently representing New York on AASA’s Executive Committee.

This year’s AASA Governing Board election is for three available seats. Shari Camhi is eligible to run for a second term; and Clark Godshall is completing his second consecutive term.

As of March 1, nominations will be accepted by emailing Rina Greco, Executive Assistant for Council Leadership, at The Council at rina@nyscoss.org until April 1, 2020. The process allows self-nominations from qualified candidates. You may also contact Rina with questions on the election process.

To qualify as a Governing Board Representative for New York, you must be:
• An eligible voting member of AASA for at least three years (Active, Institutional-Active, College Professor Member), and
• A member of AASA’s chartered New York State affiliate, The Council, for at least three years (active membership only).

In the event there are more nominations than slots, an election will be conducted from May 1 to May 21, 2020. The three candidates with the highest total number of votes will be elected to serve a 3-year term, commencing on July 1, 2020.

Governing Board members are responsible for attending two AASA meetings per year – the Summer Governance Meeting in early July and at the National Conference on Education (NCE) in mid-February. AASA reimburses travel costs for the Summer Governance Meeting, but not travel to the NCE. Governing Board members also serve on The Council's Federal Legislative Committee.
ADDRESSING STUDENT THREATS WHILE COMPLYING WITH CONFIDENTIALITY REQUIREMENTS

By Sara E. Visingard, Esq., Silver Partner Harris Beach PLLC

Administrators must sometimes decide whether they may lawfully disclose personally identifiable information (“PII”) from education records to safeguard students and others. For example, if a student makes a threat, administrators must determine what potentially pertinent information from student education records may be shared with law enforcement, healthcare providers, and the student’s family to address the threat, as well as the student’s health and welfare.

In accordance with the Family Educational Rights and Privacy Act (FERPA), written consent of a parent or eligible student must be obtained authorizing an educational institution to disclose PII from a student’s education records (e.g., progress reports and student health records), unless an exception applies.

The Individuals with Disabilities Education Act (IDEA) also includes similar, but broader, confidentiality requirements for the education records of students with disabilities. The IDEA generally incorporates FERPA’s exceptions to the prior written consent for disclosure requirement and contains additional exceptions.

Schools are generally not covered entities subject to the Health Insurance Portability and Accountability Act of 1996’s (HIPAA) Privacy Rule, because school employees, such as school nurses, typically do not engage in covered transactions under HIPAA. Moreover, even where school employees do engage in covered transactions under HIPAA (e.g., billing Medicaid electronically for services provided to a student pursuant to the IDEA) schools are not subject to the HIPAA Privacy Rule’s requirements if the only health information maintained regarding students is within education records, which are expressly excluded from HIPAA’s coverage.

Where records relating directly to a student are maintained by a healthcare provider acting for a school, they are considered education records subject to FERPA, regardless of whether the healthcare provider is employed by the school.

One exception to FERPA’s prior written consent requirement permits schools to disclose PII from education records, including school health records, to “school officials” who have been determined to have a “legitimate educational interest” in the education records. School safety and security personnel, as well as school resource officers and other third parties with whom the school contracts (in accordance with Education Law Section 2-d’s requirements) may in certain circumstances be school officials to whom PII may be disclosed without prior written consent if they perform an institutional service or function for which employees would otherwise be utilized.

Schools may only disclose PII to law enforcement or security personnel and outside providers who are not school officials with a legitimate educational interest if another exception applies, such as FERPA’s health or safety exception. This exception to the prior written consent requirement allows schools to disclose PII without prior written consent in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals. Educational institutions must determine based on information available at the time that there is an articulable and significant threat for the exception to apply. The threat of a possible or eventual emergency is insufficient. Moreover, the exception does not permit a release of PII after any imminent threat has subsided.

FERPA permits schools to disclose PII from education records to parents of students under 18 (who generally have inspected and review rights). A regulation of the Commissioner of Education also requires in part that except where otherwise prohibited by law, schools must advise parents in writing when any aspect of the total school health program (including mental health) indicates their child has a condition which may require professional attention with regard to health.
Note, however, in the context of transgender and gender non-conforming students, the New York State Education Department’s guidance indicates that schools must affirm a student’s gender identity in a manner that privacy and confidentiality are maintained necessary to protect the student’s safety.

In determining whether to share PII with parents, schools must keep in mind that there is no privilege based on certification as a school employee. For example, at least one New York court has held that communications with a school guidance counselor are not privileged. The Commissioner of Education has also noted that no decision has yet granted privileged status to communications between student and school personnel. (Accord, Education Law Section 3038, however, which became effective in March 2019 and suggests in part that any information provided by a student, parent or teacher to the designated individual to provide information to students, parents, and staff regarding where and how to find available substance use related services may be accorded privileged status.)

With regard to students 18 and over, FERPA allows schools to disclose without prior written consent PII with a student’s parents if the student is claimed as a dependent for tax purposes or in connection with a health or safety emergency, as described above, if the parents’ knowledge of such PII is necessary to protect the health or safety of the student or others. If no exception applies and an eligible student refuses to provide written consent, disclosure is prohibited. The school would not, however, be prohibited from sharing personal observations of the student not based on information contained in the student’s education records.

While there is no private right of action under FERPA in the case of an unfortunate breach of PII or other inadvertent violation of FERPA, there are breach notification requirements and other recourse imposed by Education Law Section 2-d and its implementing regulations. Moreover, the New York State Stop Hacks and Improve Electronic Data Security (SHIELD) Act may also impose additional requirements on schools regarding private information they maintain. Additional guidance is needed to determine the Act’s application to schools, if any, and the interplay with Education Law Section 2-d. To avoid such required actions and potential ramifications, schools must verify adherence to all laws and regulations governing student education records, data and confidentiality.

For more information about this article, please contact Sara E. Visingard, Esq. of Harris Beach PLLC at svisingard@harrisbeach.com or 585.419.8748. Harris Beach is a Silver Partner of The Council and provides a full range of legal and professional services for clients across New York State, as well as nationally and internationally. You can also find more details at www.harrisbeach.com.
wellness

noun - the state of being in good health, especially as an actively pursued goal

The National Wellness Institute promotes Six Dimensions of Wellness. These interdependent elements refer to emotional, occupational, physical, social, intellectual, and spiritual states. With these important aspects of daily living in mind, the recently reestablished The Council’s Wellness Committee is pursuing strategies designed to help ensure wellness among members.

The Six Dimensions of Wellness model, created by Bill Hettler, M.D., co-founder of the National Wellness Institute, focuses on enriching our lives in the following areas:

- **Emotional** – centers on awareness and acceptance of one’s feelings.
- **Occupational** - recognizes personal satisfaction and enrichment in one’s life through work.
- **Physical** - identifies the need for regular physical activity.
- **Social** - encourages contributing to one’s environment and community.
- **Intellectual** – focuses on one’s creativity, stimulating mental activities.
- **Spiritual** - emphasizes our search for meaning and purpose in human existence.

We want to hear from you! Members of the Wellness Committee will be planning activities and sessions around these themes. Please share any ideas you have around these six dimensions using the hashtag #NYSCOSSWell on Twitter. Additionally, please be sure to visit our wellness table near registration at the Winter Institute to connect! You can also participate in our Mindful Meditation session with Kim Perone first thing on Monday morning, enjoy healthy snacks during the event, or attend our “Surviving and Thriving in the Superintendency” education session at 11 a.m. on Monday. See our education description in this Winter Institute edition of the Councilgram newsletter.
ON THE MOVE...

APPOINTMENTS

Scott Budelmann
3/20, Madison-Oneida BOCES

INTERIMS

Carey Schultz
2/20, Delaware Academy CSD at Delhi

Joseph Siracuse
3/20, Wayne CSD

NEW SUPERINTENDENTS

David Perry
Superintendent of Schools
3/20, South Colonie CSD
Assistant Superintendent for Human Resources, Safe School & IT at South Colonie CSD

RETIREMENTS

Jonathan Buhner
3/20, South Colonie CSD

DID YOU HEAR?


Kudos to the 80 public high school students in New York State who were named Regeneron Science Talent Search Scholars for 2020. This was out of 300 scholars across the country.

Congratulations to Lillian Butler, a senior at Salem Central School, for being selected to perform at a public concert as part of the Treble Honor Choir at Carnegie Hall in February.

Thanks to Jason A. Andrews, Windsor, for sharing news about middle school students from the Southern Tier region learning about careers and opportunities recently at an event called “Spark” at the SUNY Broome campus sponsored by the Binghamton Chamber of Commerce, Broome-Tioga BOCES and the Greater Binghamton Education Outreach Program.

Former Midlakes Central School Superintendent Steve Szatko and his wife Carol are the new owners of a collegiate summer baseball team, the Newark Pilots. The team has been a part of the New York Perfect Game Collegiate Baseball League (NYPGCBL) franchise since 2011 when they won the league title as well. Games will still be played at historic Colburn Park in Newark when the season starts in June. For more information: http://newarkpilots.com/.

All the best to L. Oliver Robinson, Shenendehowa, who was recently approved to serve as the Vice President of the New York State Teachers’ Retirement System's Board. He was appointed to the 10-member Board by the Commissioner of Education in December 2010. He previously held the same position for the Rotterdam-Mohonasen Central School District. Robinson was elected vice president of the Board in July 2019. He chairs the Audit committee and serves on the Compensation, Disability Review and Executive committees.

Do you have events or news from your district that you would like to see highlighted in the Councilgram?
Contact Theresa W. Moore, Associate Director/Editor, at theresa@nyscoss.org or call THE COUNCIL office at 518.449.1063.

IN MEMORIAM

Retired superintendent Richard Francis Heller, 85, of Winston-Salem, NC died Thanksgiving morning. Richard had a long career in education and served as superintendent in Mount Upton, Oxford, and Clifton Springs. He also served in the U.S. Army in Japan.

Richard is survived by his wife Barbara and his four children: Therese, Christine, Kathy, and Richard, Jr. and their families, including six grandchildren. A celebration of his life will be held the summer of 2020. In lieu of flowers, donations can be made to the American Diabetes Association.
TWO COUNCIL STAFF MEMBERS RECOGNIZED WITH INAUGURAL AWARDS

Congratulations to Robert “Bob” Lowry, Jr., our Deputy Director for Advocacy, Research & Communications, on being chosen for City & State’s inaugural Education Power 100 List: Recognizing New York’s most influential education policy leaders from government, advocacy, labor, associations, business, foundations and nonprofits. The list was featured in City & State magazine’s February 17th Education Power 100 Special Issue and then celebrated at a special evening reception on February 18th.

For the last 17 years, Bob has directed The Council’s advocacy activities and served as The Council’s principal contact with the news media. Working with Council leaders, he advocates for superintendent concerns with the Governor’s Office, State Legislature, Board of Regents, and the State Education Department and other state agencies. He is the principal author of many Council policy reports and is recognized as one of the state’s leading experts in school finance.

Before he joined The Council, he worked in education policy for the New York State Assembly Ways and Means Committee, Governor Mario M. Cuomo, and New York State United Teachers.

Congratulations to our General Counsel Jacinda “Jazz” Conboy, Esq. on being named as the “Friend of AASA” in its inaugural award year. This new Friend of Education Award was established this year to honor those individuals who are not educators, but whose talent and vision play key roles in advancing AASA’s mission to advocate on behalf of public education and enhance the professional development of members.

Jazz was selected because of her ongoing work with The Council on behalf of women education leaders and female educators who are striving to climb career ladders toward the superintendency. Both The Council and AASA are encouraging the support of more women leaders in public education through programs providing mentoring, coaching, and ongoing support. Jazz was recognized at AASA’s Conference on Education in San Diego February 13-15, 2020.

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Our Plans

We cover students in school and away — from the morning bus through the day in class, gym, on the playground, to after-school activities and night games. Our plans also cover away activities, including sports and field trips. Learn more about our cost-effective plans:

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Our Advantages

- Deferred dental max $1000, benefits continue to 90 days after HS graduation
- Glasses, contacts, chiropractic, physiotherapy
- Easy claims submission, prompt payments
- Online resources for Parents & Administrators
- All school sponsored & summer school activities
- All athletics, no additional premium for football
- Catastrophic benefits, $50,000 or $25,000 aggregate max, 3 year benefit period
- Accidental death & dismemberment benefits
THREE INDIVIDUALS TO BE HONORED AT THE 2020 WINTER INSTITUTE THIS MARCH

Each year at the Winter Institute & Lobby Day, we recognize those educational leaders who make extraordinary efforts to improve public education and serve the children in New York State.

The Appreciation Award is given in recognition of an active members’ efforts on behalf of The Council and its initiatives. The Distinguished Service Committee has selected two deserving individuals to receive the Appreciation Award this year.

We will present these awards to Dr. Luvelle Brown, Superintendent, Ithaca and Dr. L. Oliver Robinson, Superintendent, Shenendehowa for their work in establishing and leading The Commission on Diversity and Inclusivity.

The awards will be presented during the Opening Keynote on Sunday, March 1, 2020 and is sponsored by our Signature Partner SEI Design Group.

The Friend of The Council Award was created in 1996 and is given annually in recognition of a person’s contribution to The Council and the field of education. Our Distinguished Service Committee selected Executive Director and CEO George L. Duffy, III of Scope Education Services as the recipient of this year’s award. The award will be presented on Monday, March 2, 2020 at our Monday Morning Keynote and is sponsored by our Gold Partner Keenan & Associates.

DR. MARY BARTER SCHOLARSHIP FOR WOMEN AND MINORITIES AWARDED IN MARCH

Congratulations to Linda Bradt, Director, Bilingual/ESL, Enlarged City School District of Middletown, who was selected to receive The Council’s Dr. Mary Barter Scholarship for Women and Minorities. The award was established to promote and inspire women and/or minorities interested in the field of leadership. The scholarship provides $2,000 to a nominated woman and/or minority enrolled in a graduate study program through which the School District Administrator or Doctoral Degree may be awarded. This year’s award is sponsored by Silver Partner Right At School and will be presented at the 2020 Winter Institute & Lobby Day’s closing keynote on Tuesday.

THE COUNCIL’S

Thought Leadership Summit

Professional Learning for NYS School Leaders

Thought Leadership Summit - Long Island
March 19-20, 2020
Hyatt Regency Long Island Hotel Hauppauge, NY

This unique program is being brought to downstate NY by popular demand!

The Thought Leadership Summit (TLS) hosts several of our high-level Strategic Partners in providing meaningful professional learning opportunities centered on current education topics, along with opportunities for colleagues to network and connect with each other. The Thought Leadership Summit #5 Long Island will be on March 19-20, 2020, at the elegant Hyatt Regency Long Island hotel in Hauppauge, NY.

There is no cost to register; you are only responsible for hotel accommodations and travel. We provide you with the professional learning opportunities, along with networking meals (lunch, reception, dinner and breakfast) for you to connect with others. We look forward to exciting dialogue while exploring new solutions and practices for school districts and education.


If registration is full, please email Rina Greco, Executive Assistant for Council Leadership, at rina@nyscoss.org or call directly at 518.694.4876 for more information.
FSA BROCHURE & APPLICATION

The 2020-21 Future Superintendents Academy brochure and application are now available! Share with an administrator in your district or a colleague that you feel has the potential to be a Superintendent of Schools. Download the 2020-21 Future Superintendents Academy brochure at:


For additional information, contact Vren Banks, Director, LEAF, Inc. at 518.694.4875 or vren@nyscoss.org.

ASPIRING SUPERINTENDENTS WORKSHOP
April 28, 2020 / 8:30 am – 4 pm / Putnam / Northern Westchester BOCES
Sponsored by Premier Silver Partner Education Alive


This one-day program is designed for school leaders with an interest in the superintendency as a career. Topics include creating a plan of action, preparing for the search process, setting the stage for a successful first year in the superintendency, and is the superintendency the right fit for you.

Making it easy for you.

From understanding your challenges, to helping you meet your district’s needs, Leonard Bus Sales makes it easy for you to manage your fleet.
DIVERSITY REGIONAL WORKSHOP – EASTERN SUFFOLK BOCES
March 25, 2020 / $229 per person

The program is designed for teams (administrators, teachers, staff, BOE members, parents, and students), as well as individuals who are focused on equity in outcomes. Workshop sessions will provide best practices and research on evolving our schools to meet the opportunities and challenges of diversity and cultural inclusivity. Participants will have the opportunity to engage in thought provoking discussions and develop plans to advance the work in their respective districts. Specific topics will be:

- The Why-What-How of Equity & Inclusivity
- Accepting and Celebrating LGBTQ students
- Looking at our schools and practice through the equity lens
- Panel discussion – Eastern Suffolk BOCES Diversity, Equity, and Inclusivity (DEI) Task Force


Questions? Contact Vren Banks, Director, LEAF, Inc. at vren@nyscoss.org or 518.694.4875.

WOMEN’S INITIATIVE – MONROE 2 BOCES
March 31, 2020 / $199 per person

In education, the teacher workforce is made up of over 76% women, yet only 30% of superintendents in New York State are women. The goal of The Council’s Women’s Initiative is to support our women leaders, identify women in education who have leadership potential and help those women aspire to leadership roles. We encourage all our members (male and female) to support and cultivate the leadership potential of women in their organizations. Join us for an opportunity to support, promote and inspire women leaders. This program will address leadership issues related to women and will provide an opportunity for women to share stories, make connections, and network. Topics include building connections and confidence; leadership pathways; balance and wellness; and roundtable discussions. Continental Breakfast and Lunch are included.


Questions? Contact Kelley Pratt, Program Associate, at kpratt@nyscoss.org or 518.694.4878.

PATHWAYS TO THE SUPERINTENDENCY WORKSHOP
May 18, 2020 / Putnam–Northern Westchester BOCES / $199 per person

Sponsored by Premier Silver Partner IBI Group


The Pathways to the Superintendency workshop is designed to inspire educational leaders to prepare for and respond to the need of school districts throughout the state to hire new superintendents. Learning from a team of experienced sitting and retired superintendents, the participants will focus upon the important role(s) of the superintendent as communicator in a variety of significant areas and venues. The day will consist of reflective group interactions and individualized reflection. The goal of the workshop is to provide administrators who are strongly considering superintendent positions to acquire the knowledge, skills, attitudes and understandings necessary to apply, qualify, respond to, and receive an offer to be a New York State School District Superintendent.

Questions? Contact Vren Banks, Director, LEAF, Inc. at vren@nyscoss.org or 518.694.4875.
Every superintendent in New York State has a committed science, technology, engineering and mathematics (STEM) advocate in their own backyard. At this year’s 2020 Winter Institute, Siemens has made it possible for districts to meet their regional STEM Hub.

The STEM Hubs are aligned with the ten Regional Economic Development boundaries as community-led collaboratives committed to preparing all students for success in school, work and life. They mobilize their regional community ecosystems while forming an interconnected statewide network as components of the Empire State STEM Learning Network.

Membership in each Hub is open to all stakeholder groups, including: business, government, informal education entities, non-governmental agencies, higher education and P-12 across public and private schools. While each STEM Hub provides programs, services, resources and events unique to the goals determined regionally, they share some commonalities by:

- Involving superintendents in leading and goal-setting,
- Engaging the community in support of K-12 schools,
- Recognizing and elevating STEM learning occurring in K-12 schools,
- Providing learning resources to K-12 schools, and
- Serving as a network for which K-12 can come together with other community sectors

Why do the STEM Hubs exist in an environment where STEM learning is not mandated? You have experienced a growing demand from parents and employers for schools to be involved in preparing the future workforce in order to fuel innovation and support economic vitality. Regardless of the jobs your students will obtain, they will be expected to be problem solvers, critical thinkers, collaborators and communicators.

Most jobs will require content expertise in STEM fields. Students deserve multiple opportunities to apply these hard and soft skills to real world challenges in multidisciplinary environments that spark their creativity and reward innovative thinking. Your regional STEM Hub can support your efforts in forging key partnerships and responding to the imperative of preparing a future workforce and citizenry skilled in STEM.

For this reason, Siemens is dedicated to our education partnerships. As the 8th largest non-government employer on the planet, we are staffed largely with STEM professionals in all facets of industry. Preparing for our workforce needs in the technology-rich future is of paramount importance. The ability of our public-school system to cultivate STEM aptitude and interest is an evolutionary mandate for firms like ours. Without it, advancements will not be made, sicknesses will not be cured, and our economy could falter. Progress will not wait.

Across nearly all industries, the impact of technological change is shortening the shelf-life of employees’ existing skill sets. Now more than ever, the collaboration between business and education brings progress to instilling a mindset in our K-12 students that education is a life-long commitment to stay relevant in the workforce of the future.

For links to regional STEM Hubs, see: http://www.nysstemeducation.org/empire-state-stem-learning-network/.

Siemens Industry Inc is a silver partner of The Council and helps school districts increase both efficiency and sustainability. They evaluate energy procurement and consumption and help implement measures including making school buildings ready to meet current and future standards. For more information about this article contact John Partsch 716.568.0983 or john.partsch@siemens.com. You can also go to www.usa.siemens.com/k12.
A VARIETY OF EDUCATION SESSIONS PRESENTED AT WINTER INSTITUTE!

Join us in Albany from March 1-3, 2020 at the Albany Capital Center for the 2020 Winter Institute and Lobby Day and participate in these Education Sessions including:

EDUCATION SESSIONS
SUNDAY, MARCH 1, 2020 / 4 – 5 P.M.

Advocacy 101
Strand 6: Effective Advocacy
Join the discussion and this panel of experts including Assembly Member John McDonald about the do’s, don’ts, what works and what doesn’t work, when advocating for your schools and students.

Masterclass with Keynote George Couros
Sponsored by Silver Partner Right at School
Strand 5: Leadership Matters: Making Connections on Behalf of Students
Meet with keynote George Couros, a leading educator in innovative leadership, teaching and learning in a small group setting and explore the finer points and additional examples of his presentation “The Innovator’s Mindset.”

Difficult Discussions: Clear is Kind
Sponsored by The Council’s Women’s Initiative and Signature Partner New York School’s Insurance Reciprocal (NYSIR)
Strand 2: Diversity and Equity
School leadership isn’t always sunshine and rainbows, there are difficult discussions that we need to have. Have you been in a situation where you knew you needed to address a tough subject with someone, and you weren’t sure how to do so? Effective leadership means that we sometimes have difficult discussions that we may feel ill prepared or unsure about how to handle. This session will include a group of veteran superintendents who will answer your questions, as shared through a ThoughtExchange, on how to handle different conversations. Plan to consider and discuss how gender may play a role in the approach, delivery and impact of difficult conversations.

Miss School, Miss Out
Strand 1: Student Social and Emotional Wellness
The Oneida City School District began a campaign in the 2018-2019 school year to decrease our chronic absenteeism and increase the engagement in our classrooms. North Broad Elementary School was identified as a Comprehensive Support and Improvement (CSI) school in January and needed to focus on student growth in math and decreasing chronic absenteeism. The school was successful in decreasing their chronic absenteeism from 17.4% to 11.3% and increasing their 3-8 math Measures of Interim Progress (MIP) from 87.5 to 130.88. The staff in the school changed several procedures and instructional strategies to help students be more successful.
Critical Response, Pre & Post Incident Communications

*Sponsored and presented by Premier Gold Partner Anonymous Alerts, LLC.*

**Strand 3: Safety and Security**

The school tragedies that occurred on the campuses of Sandy Hook Elementary and Stoneman Douglas have accelerated school superintendents and school board discussions on ways to better plan school safety and avoid a tragedy. Proactive technologies like anonymous reporting apps and mobile panic buttons apps can help to save lives. These tragedies, along with numerous others, point out the importance of prevention, preparedness, and promotion to school staff and students. You will hear how to better keep our students, teachers, parents, and communities safe with enhanced pre- and post-crisis communications.

Heightening Technology Alignment, Adoption, and Effectiveness through the Implementation of Cross-Functional Teams

*Sponsored by Signature Partner Infinite Campus*

**Strand 5: Leadership Matters: Making Connections on Behalf of Students**

Superintendents face a range of challenges. Fiscal limitations, student learning expectations and outcomes, effective resource allocation, and Board relations are just a few. This session will focus on building skills within the Organizational Domain of a superintendent’s work, specifically examining the areas of collaboration, teamwork, and an integrated systems approach to aligning District strategic plans, student learning goals and technology in working towards a common goal.

**SUNRISE CAFÉ DISCUSSIONS**

**MONDAY, MARCH 2, 2020 / 8 – 8:45 A.M.**

Protecting Personally Identifiable Information (PII)

*Presented by Signature Partner New York Schools Insurance Reciprocal (NYSIR)*

School Districts and BOCES are treasure troves for Personally Identifiable Information (PII). You have student, employee, health insurance, pension, payroll and plenty of other records with PII just waiting to be compromised. How well have you protected this information? What strategies can be implemented to minimize this vulnerability? This session of Sunrise Café will touch on these challenges and provide solutions.

SRO Agreement Essentials

*Presented by Signature Partner Ferrara Fiorenza PC*

A roundtable discussion regarding what school leaders need to know regarding school resource officer agreements.

New Trends in Classroom Renovations: What’s Hot, What’s Not?

*Presented by Diamond Partner Ashley McGraw Architects D.P.C.*

In the U.S., there are approximately 98,000 K-12 schools. The average age of the buildings is 44 years old, and 30 percent were built before 1960. These schools consume 8 percent of all commercial building energy use in the country and spend more than $8 billion on energy costs. It’s time to see this as an opportunity not only to replace failing building systems, but to rethink how this could drive instructional conversation through architectural design. Does your instructional space match your students learning needs? Join us for breakfast and learn how to effectively repurpose out-of-date learning spaces with simple solutions to complex learning.

Pharmacy Industry & Specialty Drugs

*Presented by Gold Partner Keenan & Associates*

The ever-growing cost of prescription drugs continues to present a challenge to school districts throughout the State of New York who are constantly facing budget constraints. Our presentation will provide insights into how the pharmacy industry operates and will explain how the cost of specialty medications are placing unprecedented pressure on business officials and others to find ways to continue to offer a pharmacy benefit that attracts and retains teachers and other school district staff.

U.S. Army Recruiting Command Educators Brief

*Presented by Silver Partner U.S. Army Recruiting Battalion, Albany*

United States Army Recruiting Command, Educators Brief includes the Armed Services Vocational Aptitude Battery (ASVAB), the most widely used aptitude test in the world. This is provided to schools at no cost and with all supporting materials and services. The test is given by professional test administrators, identifies students interest, abilities, and personal preferences. This allows students to explore civilian/military career opportunities and work environments at no military obligation. We will discuss Education Incentives (Tuition Assistance, MGIB, Army College Fund and Student Loan Repayment) during breakfast.
EDUCATION SESSIONS
MONDAY, MARCH 2, 2020 / 11 A.M. – 12 P.M.

Ignite Presentations Mini-Table Discussions
Sponsored by Silver Partner Clevr
Strand: This session will cross multiple strands.
Join our Ignite session presenters including Superintendents Angelina Maloney, Brunswick and Vince Butera, Manhasset and Assistant Superintendent Steve Rappleyea, Lakeland to ask questions and learn more about the content from their keynote presentations. Each table discussion is hosted, and attendees can experience different each topic. Dr. Ramsammy will be participating in a workforce discussion with Mosaic Associates Architects.

Springs School Student Ambassador Program
Strand 1: Meeting Students’ Needs
The Springs School Student Ambassador program was created three years ago to empower students to lead the community in teaching tolerance, acceptance and diversity. The students engage the community each year in an evening Diversity Institute. Students, teachers, parents and community members hear the same message at the same time learning tolerance and acceptance. They enjoy dinner together and make a culminating group art project. During the school year Student Ambassadors are guest readers in classrooms, sharing a book written by a local Holocaust survivor teaching diversity, tolerance and teamwork. Each year they take a trip to enhance their own knowledge of bias, tolerance, acceptance and diversity, sharing what they have learned.

Legal Briefing: 2-D, Data Delivery, & Data Designee – Devilish Changes in the Law
Presented and Sponsored by Signature Partner Ferrara Fiorenza PC
Strand 3: Safety and Security
The focus of this law is the protection of the privacy and security of personally identifiable information (PII) of students and certain APPR data of teachers and principals. Attend this legal briefing and learn about changes and updates to the law that could impact your district.

Work Force Development Partnerships for Schools
Sponsored and Presented by Diamond Partner Mosaic Associates Architects
Strand 4: Student Engagement
This panel discussion will explore opportunities for school districts to partner with higher education and business in planning workforce development programs including: how higher education institutions can help school districts plan for and expand their workforce development offerings; real-world workforce development needs; a district’s workforce development efforts and the partnerships that have been formed.

Restorative Practices: Beyond Discipline to School Culture
Strand 5: Leadership Matters: Making Connections on Behalf of Students
Traditional punitive discipline practices interrupt the learning process for students and jeopardize their potential for academic success. A New York State Bar Association Task Force focused on interrupting the “School to Prison Pipeline,” recommended a broader continuum of disciplinary consequences that allow students to take responsibility for their actions without necessarily compromising their education. Although initially focused on the urban environment, their validity is not limited to this context. This session will explore how a suburban district is embedding restorative practices in K-12 school culture including discipline, advisory, social emotional learning and a multi-tier system of supports (MTSS.)

Stealing Marketing Ideas from the Private Sector
Sponsored and Presented by Gold Partner Apptegy
Strand 6: Effective Advocacy
The role of the superintendent is rapidly changing. Challenges from social media and the new ways people interact online have created the need for more than traditional public relations. Today, school leaders need a full marketing strategy and the tools to carry it out. Marketing practices that are common in the private sector can greatly help in building a favorable district image, passing levies, and turning community members into advocates for your schools. And we’re not talking about expensive advertising campaigns—it’s the little things that can help you turn more “neutrals” into “advocates.”
Surviving and Thriving in the Superintendency

Sponsored and presented by
The Council’s Wellness Committee

Strand 5: Leadership Matters: Making Connections on Behalf of Students

As a leader, your goal is always to fully support the many students, staff members, and parents that you serve every day within your community. However, you cannot “pour from an empty cup.” If you do not make your own health and wellness a priority, you will never be able to serve others. This session will explore practical ways to make self-care a priority, even in the hectic, demanding arena of the superintendency. Discussions will be interactive and will focus on sharing of best practices in support of overall health and wellness so that you can reach your full potential as a leader!

EDUCATION SESSIONS

MONDAY, MARCH 2, 2020 / 1 – 2 P.M.

Hot Topic Roundtables with NYSED Staff

Presented by New York State Education Department Representatives

Strand: This session will cross multiple strands.

The State Education Department is committed to working closely with superintendents to develop and implement policies that will help us meet our shared goal of preparing all students for success in college, careers, and civic life. Senior Department staff will be hosting roundtable discussions on topics that are critical to districts. Superintendents will have the opportunity to choose and rotate among small group conversations to learn about next steps in these policy areas and have their questions answered directly by Department experts.

Leading Organizational Transformation Related to Equity

Presented by The Council’s Commission on Diversity & Inclusivity and Sponsored by Signature Partner Utica National Insurance Group, The Commission’s Title Sponsor

Strand 2: Diversity and Equity

Learn how the Eastern Suffolk BOCES (ESBOCES) implemented transformational change at this session. We will share the impetus for the work which was a Board goal for increased diversity within the organizational work force. We will also analyze reasons for failed historical approaches to addressing the issue, which had been delivered in a “top-down” fashion, with a focus on hiring and a lack of focus on organizational change. The session will also identify steps toward implementation of a multi-faceted approach to transformation.

Building Transparent Connections with Data

Sponsored and Presented by Signature Partner Forecast5 Analytics, Inc.

Strand 5: Leadership Matters: Making Connections on Behalf of Students

ESSA and the State’s transparency requirement offer new opportunities for educational leaders to connect with their communities. Learn how leaders at Cooperstown draw on these opportunities by communicating the district’s performance through data. The district successfully takes disparate data sets and combines them to create visualizations of student, staff and spending metrics which are shared with the School Board and greater community.

Could it Really Be that Bad?

Sponsored and Presented by Diamond Partner Social Sentinel, Inc.

Strand 3: Safety and Security

Understanding and managing risk can feel daunting for even the most experienced superintendent and school leader. How do we easily identify and prioritize risk? Are there different kinds of risk? Do we always need outside help? Why can’t it be an interesting and fun process? (Fun... really!?!? YES) This presentation will teach participants a simple risk assessment rubric that they can do alone, or with their leadership team, board members and even the community. Based on the risk assessment model from the Sandia National Labs and adopted for schools, the risk assessment process takes into account the consequences, probability, and vulnerability of each risk using the simplest of mathematical formulas to create a prioritized list with justification and supporting analysis.
Regional Advocacy Through Your BOCES

Strand 6: Effective Advocacy

In the last two years, the Superintendents’ Legislative Committee in the Capital Region has established a comprehensive, coordinated approach to building a focused advocacy agenda and educating elected officials on critical topics. This effort has included regular visits to Albany, detailed position papers, and annual events, all backed up by consistent branding. By combining targeted “asks” with a focus on building relationships, and by working across BOCES boundaries, this group of school leaders is creating stronger partnerships with elected leaders and their staffs and advancing its positions on key issues.

Chronic Absenteeism: Proven Strategies and Practical Implementation

Sponsored and Presented by Signature Partner EveryDay Labs

Strand 1: Student Social and Emotional Wellness

A mounting body of research links absenteeism to lower academic performance, lower attainment of critical social and emotional skills and lower high school graduation rates. Absenteeism is also tied to equity: students from low income districts are three times more likely to be chronically absent than their peers. That leaves school and district leaders scrambling for proven practices to keep students coming to school every day. Join us to learn more about using data to make empowered decisions about providing the right support to the right student at the right moment—resulting in higher attendance and better learning outcomes for students who need the most support.

Supporting Principals: Leading, Learning and Building Culture

Strand 5: Leadership Matters: Making Connections on Behalf of Students

Explore ways to strengthen and support your administrative team to achieve adult and student success by building school culture and leading learning in your district. In this session we will review PSEL standards and anchor them to research based practices of effective principals using the Building Ranks Logic Model (NASSP 2019). Strategies for engaging principals and school leaders in developing their abilities to distribute leadership and share accountability to promote collective efficacy will be discussed.

Speed Dating with Strategic Partners: How Technology Can Transform Your Schools

Strand: This session will cross multiple strands.

This “Speed Dating Session” provides our partners the opportunity to discuss new products and services that revolve around ways to reimagine learning, improve instructional technology, and transform the IT systems in your school district. Join this fun way to learn about technology that can serve your students and your districts. Prize drawing held for participating educational leaders at end of session!

Mental Health Task Force: Support Through Collaboration

Sponsored by the Cabinet Committee

Strand 1: Student Social and Emotional Wellness

The South Glens Falls Central School District has created a mental health task force to guide recommendations around curriculum, student and staff wellness, coordinated care K-12, and engaging in trauma-informed practices. Using the guidance set forth by the NYSED around a comprehensive K-12 mental health curriculum as a starting point, the South Glens Falls Central School District Mental Health Task Force has grown to include approximately 75 members from multiple stakeholder groups. During the session, presenters will discuss how to grow this essential group of school community members, and the work the four work groups have completed.

Virtual Reality - A Design Communication Tool

Sponsored and Presented by Diamond Partner Tetra Tech Architects, Engineers & Landscape, PC

Strand 6: Effective Advocacy

Presenters will share their use of virtual reality (VR) as a design communication tool. At various points in the design process, different types of decisions need to be made to keep a project moving forward. The immersive quality of a VR experience presents decision makers with easily understandable presentations by leveraging our innate visual perception of space. The more thoroughly a proposed design is understood, the more effective the communication can become. Translating educational priorities, budget, code, and safety concerns into built form can be a difficult for project teams to achieve. Allowing wide ranging stakeholders to understand a proposed project and be able to explain it with conviction helps projects succeed.
Addressing an Epidemic of Behavioral Disruptions

Sponsored and Presented by Gold Partner EAB

Strand 1: Student Social and Emotional Wellness

Recent surveys found a dramatic rise in both the frequency and severity of disruptive behaviors in elementary school classrooms nationwide. Teachers report losing approximately 2 ½ hours of instructional time per week to behavioral disruptions, and many feel ill-equipped to meet the needs of today’s students. Pine Bush Central School District partnered with EAB Research to understand the behavioral trends present within their district, and to identify proven, scalable strategies that support the needs of their students and teachers. Join us to learn about Pine Bush’s journey to date and take-home guides to three research-verified practices for managing behavioral disruptions in your district this year.

Working Collaboratively with Your Village, Town, City or County – The Power of the Inter-Municipal Agreement

Sponsored and Presented by Signature Partner Ferrara Fiorenza PC

Strand 5: Leadership Matters: Making Connections on Behalf of Students

Working with your communities’ zoning and permitting laws can sometimes be in direct conflict to changes school districts want to make in to provide security barriers to protect students and staff from third parties, including possible abductors, intruders and trespassers. Attend this session and hear about recent rulings and learn ways to work collaboratively and successfully with your local village, town, city or county.

School Facilities: How One Dollar Saves Four

Presented by the NYS School Facilities Association

Strand 5: Leadership Matters: Making Connections on

As our students grow more tech-savvy, so do our school facilities departments. Technology, access to information and experienced, proactive leadership on state-of-the-art capital construction projects have opened doors for smarter school facility and grounds investments which yield greater returns for students and our entire school communities. The best part? A little goes a very long way. Small investments in energy efficiency, for example, can save a school district millions of dollars over time. A well thought-out capital construction project from conception to execution will save millions in cost overruns. What do the kids have to do with school facilities investments? Everything. Smart investments yield cost savings and free up resources that can be used for instruction and other school priorities. In addition, healthy, hands-on learning environments directly impact student outcomes, which benefits everyone.

Superintendent Workshop: Leading Inclusive Transformation

Sponsored and Presented by Signature Partner Thoughtexchange

Strand 3: A Leader’s Well Being

Transformative leaders start by bringing people together in a unified vision. Getting to that unified vision takes dedication to inclusivity and equity, and it starts with a conversation. Everyone wants to be heard. Are you giving them that opportunity? Join our presenters as they each give 5-minute presentations about how they have led transformative conversations in their respective communities around topics ranging from equity and diversity to the future of education. Following each presentation, you will have the opportunity to collaborate and brainstorm with your peers about how you can apply these stories to your own work.

EDUCATION SESSIONS

MONDAY, MARCH 2, 2020 / 4 – 5 P.M.

Financial Transparency with Your Community: Communicating Your NYS Transparency Data to Improve Schools

Sponsored and Presented by Silver Partner Allovue

Strand 2: Diversity and Equity

Now that you have your NYS transparency data, what happens next? Districts can and should go the extra mile to use this information to improve the opportunities and experiences of their students. In this interactive workshop, attendees will learn: ways to analyze and present the data through workshopping real NYS transparency with your colleagues; how to build your narrative and how to start a dialogue about financial transparency and the contents of your NYS transparency data with your district community; strategies for building transparency and site-level autonomy to increase outcomes; and how to leverage what’s working well within your district and expand on those successes.
Neuroscience, Social Emotional Learning and School Climate

Strand 1: Student Social and Emotional Wellness

Social Emotional Learning (SEL) is all the rage. ESSA prioritizes SEL in building a positive and safe school climate. Research shows implementation of SEL in schools increases achievement scores and student engagement and decreases disciplinary referrals and stress. Neuroscience shows that SEL practices impact not only behavior and learning, but also change brain structures. We know some students do not respond to traditional methods of student management, i.e., negative consequences. Neuroimaging studies now can explain why. We know traumatized students often struggle with learning. Neuroimaging studies show the neurobiological impact of stress on the brain. Neuroscientists studying "The Science of Happiness" have discovered that we can change our brains and make ourselves happier. The correlation between happiness and a positive school climate is undeniable.

Fiscal and Political Outlook for Our Public Schools

Sponsored by Silver Partner Defined Learning LLC

Strand 6: Effective Advocacy

Hear from The Council’s Advocacy Team with their analysis of Governor Cuomo’s proposed budget and the fiscal and political outlook for schools and education policy.

This session will be repeated at 7:30 a.m. on Tuesday morning.

Data Driven Strategic Planning

Strand 5: Leadership Matters: Making Connections on Behalf of Students

Under new leadership, the Hornell City School District conducted a comprehensive needs assessment to gather insight from all stakeholder groups using the Nine Characteristics of High-Performing Schools Framework. With data collected the superintendent and Board of Education developed strategic priorities, and administrative staff developed action plans to meet district goals. In this interactive session, attendees will learn about the data collection process, findings from the research from the external consultant and how results were disseminated and used for strategic planning from the superintendent.

Accepting and Celebrating the LGBTQ Student

Strand 2: Diversity and Equity

Participate in a difficult and honest dialogue about what we need to do and what we need to avoid for the LGBTQ student and family. Focus will be on creating an inclusive environment through the acceptance and celebration of the LGBTQ student and family with an emphasis on the transgender student. This will be an educational presentation that will clarify misconceptions, create understanding, and provide direction for all stakeholders on how to prevent catastrophic issues for the LGBTQ student and their family. This will be a motivational and emotional journey for educators to take in opening their minds and hearts to a beautiful community of often misunderstood students and their families.

STARRS: An Innovative BOCES SEL Program for Students with Disabilities

Strand 1: Student Social and Emotional Wellness

We will share a creative approach to service delivery for a challenging population. If your school district is struggling to meet the needs of the ever-increasing number of elementary students presenting with co-occurring mental health challenges and special needs, this presentation will inform and inspire. Focusing on the programmatic design, innovative partnership with a community-based service provider, and budgetary considerations associated with the implementation of the STARRS program, this nontraditional environment has demonstrated positive outcomes.

Storytelling as a Leadership Tool

Strand 5: Leadership Matters: Making Connections on Behalf of Students

Humans are hardwired for narrative, and effective leaders have begun to rely increasingly on storytelling to inspire excellence in their organizations. From Microsoft to Motorola, NASA to the World Bank, leaders have found new ways of establishing a vision, providing a sense of purpose, and strengthening culture by mastering the art of storytelling. By better understanding the process professional screenwriters use to capture the attention of moviegoers, school leaders can become more effective at inspiring action and appealing to emotion. In addition to learning more about the tips and tactics used by storytellers in the entertainment business, participants will have the chance to begin developing the critical stories needed to lead their organizations.

TO LEARN MORE ABOUT WHAT THE WINTER INSTITUTE & LOBBY DAY HAS TO OFFER AND TO REGISTER: HTTPS://WWW.EISEVERYWHERE.COM/WEBSITE/7914/HOME/
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3 / THE COUNCIL OUTLOOK
12 / SPOTLIGHT ON SPONSORS
13 / WINTER INSTITUTE & LOBBY DAY

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NEW YORK STATE COUNCIL OF SCHOOL SUPERINTENDENTS

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