

News & Notes

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Annual Award Winners Issue

Jericho Principal Honored as NYS Middle School Principal of the Year and NASSP NYS Principal of the Year

SAANYS has selected Dr. Donald Gately, principal at Jericho Middle School in the Jericho School District, as the 2016 New York State Middle School Principal of the Year and the NASSP New York State Principal of the Year. The NASSP NYS Principal of the Year award is given annually to a member of SAANYS and the National Association of Secondary School Principals (NASSP) to honor outstanding principals who have succeeded in providing high-quality learning opportunities for students as well as demonstrating exemplary contributions to the profession.



Donald Gately
Region 2

Serving as a school administrator since 1996, Gately has been in his current position at Jericho Middle School for the last 10 years. Known for his sensitivity to the unique emotional and developmental needs of early adolescents, he is always available and works diligently to create a safe and welcoming community for everyone. Gately implemented the Olweus Bully Prevention Program resulting in a substantial decrease in incidents of bullying. The school is a member of the Nassau County Anti-Bias Consortium and hosts an annual Diversity Day, as well as being one of the few middle schools to offer a Gay Straight Alliance Club. As noted by student Nuzhat Tarafder, "JMS offers a safe space for all its students. I am a Bengali Muslim student who is a strong ally for the LGBTQ community. I am proud to say in the brief three years at the school, I have heard no homophobic remarks or witnessed homophobic activity." Tarafder continued, "Diversity Day has offered me a place to talk about Islamophobia. I finally was able to face my demons after years. The students were attentive and the staff very comforting."

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Plainview-Old Bethpage Principal Named Elementary Principal of the Year

Suzanne Gray, principal at Old Bethpage Elementary School in the Plainview-Old Bethpage Central School District, has been selected as the 2016 New York State Elementary Principal of the Year by SAANYS and the National Association of Elementary School Principals (NAESP). This award is given annually to a member of SAANYS and NAESP who has set the pace, character, and quality of education for the children in his or her school. Nominees are administrators who are committed to students, parents, and the community and have shown exceptional contributions to the educational process.



Suzanne Gray
Region 2

An experienced educator, Gray has served in her current position at Old Bethpage Elementary School for the last seven years where she believes that it is just as important to teach kindness and empathy as to teach math and science. To that end, every student at the school learns to embrace the "bucket filling philosophy" of author Carol McCloud. Each month is centered around a social-emotional learning goal such as citizenship, dignity, acceptance, and integrity, for example, and a monthly charity is identified to align with that goal. As noted by parent and president of the Plainview-Old Bethpage Board of Education, Gary Beton, "At Old Bethpage, the students don't just learn reading, writing, and arithmetic, they learn about the world and the impact they have on it. Developing global citizens who care for each other, the environment, and the world we live in has become the culture of Old Bethpage Elementary School under Suzanne Gray's leadership and I could not be prouder."

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Lancaster Principal Joins National Education Leadership Board



Peter Kruszynski, principal of Lancaster MS in Erie County, has been appointed to a four-year term on the Board of Directors of the National Association of Secondary School Principals (NASSP), effective July 1, 2016. NASSP is one of two national affiliates of SAANYS and a leading organization of and national voice for middle level and high school principals, assistant principals, and all school leaders from across the United States.

Kruszynski has served at Lancaster Middle School since 2000, prior to which he was assistant principal for six years at Lancaster HS. He has held numerous positions with SAANYS, including president in 2009-10. Peter currently serves SAANYS as its NASSP representative to the SAANYS Board of Directors. He will leave the SAANYS Board of Directors to assume this national leadership position.

As a member of the NASSP BOD, Kruszynski will participate in shaping the organization's federal education policy agenda that advocates for the needs of secondary schools and their students. He will also travel to Washington, D.C., periodically to meet with fellow board members and with national figures and federal education policymakers. ■

LEGAL BRIEFS

Audio Recording in the School House

Many times while having a meeting in a classroom or during an investigation, you might feel the need to record someone or feel that you are being recorded by someone. In light of this, the SAANYS Legal Department would like to lay out a few of the basic rules regarding audio recording in New York State and the school setting. In case of any actual controversy regarding tape recording, please be sure to consult the SAANYS Legal Department as soon as possible.

Generally, recording a conversation in New York is permissible. New York is a one party consent state, meaning that only one participant in the conversation must consent to, or even know about, the audio recording, and that participant may be you. This can be a benefit or a hindrance to SAANYS members because while you may record a conversation that you are in without the other party's consent or knowledge; other school actors such as teachers, students, and community members may record a conversation that they are privy to without your knowledge. Moreover, when making a tape recording of a conversation on school property, be aware if the board in your educational institution has a blanket policy against audio recording on school premises.

In instances where you know you are being recorded, it is important to have a copy of the full

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SAANYS Welcomes New Units:

– REGION 6 –

Voorheesville Administrators Association

– REGION 12 –

Pembroke Administrators Association

SAANYS ANNUAL CONFERENCE THE SAGAMORE RESORT | LAKE GEORGE OCT 23-24 2016

SEE PAGE 7 FOR MORE DETAILS



Executive Viewpoint

Kevin S. Casey, Executive Director

What Really Matters

With respect to education related issues, this legislative session has been relatively quiet. Given what has occurred over the past few years, this is probably a good thing. While elimination of the GEA and a state aid increase are positive things, a zero (or negative) tax cap provides some perspective. Further, there were no statutory changes to the problematic evaluation statute. The regulatory changes made by SED, with a proverbial wink and a nod from the governor, merely kicks the can down the road.

For the remainder of the legislative session, SAANYS will continue to advocate for delinking receipt of state aid increases and the SED approval of a negotiated 3012-d plan. A plan that will in part be put on the shelf over the next four years of transition scores, which not coincidentally leads right into when SED is scheduled to implement a new evaluation system, one which has not yet been created (will that be the fourth or fifth evaluation system since 2010? I'm losing track). I'm not complaining about a new evaluation system, as it's sorely needed, but why

then the state aid hammer over a 3012-d plan in light of SED's recent announcement that it intends to develop a new evaluation system anyway? Don't educators already have enough to do? And doesn't the withholding of state aid increases simply hurt the kids who we are supposed to serve? We will also advocate for modifying the tax cap to allow a true growth factor of 2 percent, and will oppose the education tax credit that would divert hundreds of millions of public dollars, largely to private schools.

Another subject of our continued advocacy is the receivership law. It uses the state exams as a significant metric for determining if a school gets off the list or if the keys to the school are handed to an appointed receiver, presumably wielding a magic wand. What I don't understand is why the state exam results are

deemed suitable for the purpose of measuring the progress of a school when it is now law that those results can't be used for student placement decisions, and regulation that those results can't be used for teacher or principal evaluations. That seems blatantly inconsistent to me. There should also be more time and money provided to those struggling and persistently struggling schools before the appointment of an outside receiver.

Regardless of whether there are changes to receiverships, the tax cap, or to the conditions attached to state aid increases, there will always be the issues of the day, no matter what day it is. The larger question is whether, on balance, we are improving opportunities for students by improving instruction and improving the local learning environments. That is something that

is not accomplished in Albany, but rather in individual schools across the state and nation. It is not accomplished by lawmakers or regulators, but rather by educators. Laws and regulations may assist or hinder local efforts, but ultimately the efforts of committed educators are the ones that will help individual students succeed in a meaningful way. Those results cannot be mandated by Albany nor necessarily measured by a test score.

A review of the descriptions of the efforts of the award winners contained in this issue gives rise to a feeling of confidence in our future. Motivated individual educators attain quality results at times not because of statutory and regulatory mandates, but rather in spite of them. ■



For information on any SAANYS professional development event, contact Karen Bronson. KBronson@saanys.org

This year's SAANYS Annual Conference at the Sagamore Resort in Lake George is shaping up to be an outstanding experience for our attendees (YOU,

we hope!) both professionally and personally.

Two years ago we were pleasantly surprised when attendance at the 2014 Annual Conference at the same location significantly broke all prior attendance records: the hotel was full, the pool and spa were bustling with members and their families, and workshop sessions were literally overflowing into

the hallways. We had not anticipated (but we did learn quickly) the impact that a premier location has to draw attendance ... not to mention that the location is made for autumn and it was a perfect peak time to be there! When we looked at our registration data, we saw that members from all parts of the state: east, west, north, south, from Buffalo to Long Island, and everywhere in between, were well represented.

So this year, we are thrilled to be back at the Sagamore, with some tweaks and new features to make a great thing even better for our attendees. Here are some things we think you will enjoy:

• **Our keynote, Sue Szachowicz**, will share the amazing experience she had at Brockton High School as high school principal in a large, challenged high school where kids speak 26 languages and under 5 percent reach proficiency on state assessments. Imagine just coming into that new position only to pick up a copy of the *Boston Globe* and see your school described as a 'cesspool' on the front page... it can only go uphill from there, and under Sue's leadership it did ... a lot. If you're looking for a good professional read before the conference, pick up a copy of *Transforming Brockton High School* to get a sneak peek at this amazing story.

• This year, instead of a second keynote, we are excited about offering **a mini Ed Camp** where you will be able to choose what you want to learn or discuss with colleagues. Don Gately, 2016 NYS Middle School Principal of the Year and NASSP NYS Principal of the Year (see story on page 1), is a seasoned Ed Camp facilitator,

and he will be leading this lively and collegial experience that takes shape on the spot and directly reflects your ideas and requests.

- **Mary Ellen Elia**, NYSED commissioner, will start the day with us on Monday. There will be plenty of time for audience questions, so start thinking of what you might want to ask!
- Monday will also feature two practitioner workshop sessions. Each session is 75 minutes long, and there will be seven workshops to choose from for each session. We expanded the number of choices to avoid the overflow of two years ago, but also because we received so many excellent proposals around our theme of *Thriving*. It will not be easy to choose which two sessions to attend, but the varied topics will have something for everyone!

In addition to these program features, the setting, food, and other events planned make this a conference not to be missed. Consider bringing the family and register today at saanys.org! ■



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* denotes Executive Committee

CAPITAL UPDATE

At the April Board of Regents Meeting

Dr. Betty Rosa opened her first meeting as Regents Chancellor by introducing “a new workgroup that will focus on research as it relates to practice and policy.” The workgroup will be led by Regent Judith Johnson and will be comprised of Regents, stakeholders, and department personnel. The workgroup will collect research, reports, and other information related to various department initiatives and policy questions. Although state assessment and the annual professional performance review systems will be areas of inquiry for the workgroup, it was clear that the two areas are illustrative and that the scope of work will be more expansive.

A summary of other Regents actions and discussions follows:

State Standards Revision – At the February 2016 meeting of the board, a timeline was rolled-out to revise common core standards, to develop and implement curriculum revisions, and to revise the ELA and math state assessments for grades 3 to 8. The timeline, running from December 2015/February 2016 to April 2019 included the notation, “...this timeline is incumbent on receiving funding to support this revision and implementation.” SED received no (\$0) additional funds in the state budget for this purpose.

Grade 3-8 State Assessments – The ELA and math assessments for grades 3-8 were administered on April 5-7 and April 13-15, respectively. This year’s assessments were different in that there is a new vendor (Questar Assessment, Inc.), tests included fewer questions, testing time was extended so long as students were productive, and every test item was reviewed by 22 teachers. In addition, for this year, at least 60 percent of items will be released and instructional reports will be issued in June. No data were available in regard to the incidence of

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SAANYS Provides Member Feedback to Commissioner

Immediately following the 3-8 state assessments, SAANYS reached out to members of the SAANYS Government Relations Committee (GRC) for feedback. The GRC is comprised of active SAANYS members from each region of the state. These recommendations were shared directly and in person with Commissioner Elia and with deputy commissioners Beth Belin and Jhone Ebert during a meeting between the commissioner and deputy commissioners and SAANYS senior staff.

Staff are pleased to report that the commissioner and deputy commissioners didn't gloss over the feedback report, and in fact, the three of them took a fair amount of time in reading it and raising additional observations. The commissioner said that she is open to, and plans to make additional revisions to the state assessments, but also pointed out that there was a limit to what could be done for the April 2016 assessments. SAANYS will continue to work with SED to provide such critical feedback directly from SAANYS members and their schools. ■

Transition Scores of a Different Kind

Sponsor Opinion piece by Cynthia E. Gallagher, Early Childhood and APPR Coordinator, EVI

In recent months, transition scores have come to represent a second evaluation score under the APPR system. In early education, however, that term has another meaning, pertaining to the number of transitions that young children and their families encounter prior to starting school. In many situations, a child may have at least seven different transitions prior to kindergarten. For children with disabilities, that number increases significantly. We know from research that transitions are vulnerable intersections that play an important part in a student's continued developmental progression and academic success. Therefore, this post-RTTT period is an excellent time to reexamine our early education programs.

Recent federal and state initiatives may be once again refocusing on early education. The new Every Student Success Act (ESSA) explicitly states that the use of Title I and Title II funds for early education is a permissible use of such funding. The current political debates have also increased the discourse on early education and support of pre-kindergarten. At the state level, the new budget

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For more information regarding the SAANYS legislative agenda, the New York State Board of Regents, the Educational Conference Board, or other government relations concerns, contact James Viola, SAANYS director of government relations, at JViola@saanys.org.

2016 CALENDAR



- Asian American and Pacific Islander Month*
- Food Allergy Action Month*
- May 17** Anniversary of School Desegregation Ruling
- May 20-21** Lindbergh Flight Anniversary
- May 21** Armed Forces Day
- May 22** International Day for Biological Diversity
- May 23** Victoria Day
- May 25** Ralph Waldo Emerson's Birthday
- May 30** Memorial Day
- May 31** World No Tobacco Day



- Great Outdoors Month*
- June 5** World Environment Day
- June 6** First Day of Ramadan
- June 11-13** Shavuot (Festival of Weeks)
- June 12** Anne Frank's Birthday
- June 14** Flag Day
- June 15** Anniversary of Benjamin Franklin's Kite Experiment
- June 15** Magna Carta Day
- June 19** Father's Day
- June 19** Juneteenth
- June 20** First Day of Summer
- June 27** Helen Keller's Birthday

SAANYS and NASSP NYS Assistant Principal of the Year



*Matthew Younghans
Region 5*

Matthew Younghans, assistant principal at Clarkstown High School South in the Clarkstown CSD, has been selected as the 2016 NYS Secondary Assistant Principal of the Year. This award is given annually by SAANYS and the National Association of Secondary School Principals (NASSP) to an assistant principal who has set the pace, character, and quality of education for the students in his or her school.

Hired as assistant principal of the high school from within the district, Younghans has strived to continue his approachable and consistent leadership style, while maintaining and expanding relationships first developed at the middle school with the students now at the high school. Often visible in the hallways and at extra curricular activities, he has fostered a

climate of openness at the school. As noted by Debra Tarantino, principal of Clarkstown HS South, "Mr. Younghans is an approachable, talented, intelligent, and well-rounded assistant principal whose empathy towards all stakeholders allows him to be able to handle even the most delicate and difficult situations with professionalism and respect."

Known as a lifelong learner, Younghans has offered many professional development opportunities to teachers including "Viking Institutes," which offer workshops on Common Core, Google Classroom, the teacher evaluation process, and adapting modules to meet the needs of instruction. Additionally, he is recognized as a mentor to the new teachers at the school. And, when students approached Younghans to be the staff advisor of the Youth United Way Club, he immediately jumped in to raise awareness of local poverty and to meet the needs of less fortunate students within the community. Special education teacher, Jacqueline Hurley noted, "Matt has not only taught me to grow as a teacher, but how to be an effective building leader. Matthew Younghans truly fits the description of an outstanding leader." ●

Irving Schwartz Distinguished Retiree Award



*Joanna Valente-Orr
Region 7*

Joanna Valente-Orr, retired elementary principal from the Northeastern Clinton School District, has dedicated her professional life to public education and educational leadership. She has been a member of SAANYS since 1984, serving not only on the board of directors and executive committee from 1995 until her retirement in 2006, but still currently active as the SAANYS Region 7 representative. Valente-Orr remarked, "Being the local 'face of SAANYS' has been a privilege." She continued, "SAANYS gave me an incredible opportunity in the fall of 2009. I was asked to represent SAANYS on the statewide committee that was formed to write the New York State Teaching Standards. The opportunity to work with educators from all over our state was a privilege and a professional learning experience for me."

Embracing retirement as an opportunity for continued community service, Valente-Orr serves numerous local organizations, including the NYS Retired Teachers Association; Champlain Valley Educational Services and their Career Connect Project; the CVES/BOCES Advisory Committee for the Health Insurance Consortium; and the North Country Teacher Resource Center as part of the Community Action Poverty Simulation. She is also on the board of directors for the Clinton County ARC where she serves on the personnel and guardianship committees and served on the board of directors for the Girl Scouts of Northeastern New York.

Considering herself a life-long learner and a better teacher because she was a principal, Valente-Orr has been an adjunct professor at SUNY Plattsburgh since 1988, a position she still holds. Noted Dr. Peggy Snowden, chair of the peer review group, "Students derive great benefit from having Ms. Orr as their instructor. She serves as a role model both for faculty as well as students as she models lifelong learning and continued professional growth."

Irving Schwartz was a founding member of SAANYS. This award is given annually to a retired SAANYS member who, in retirement, has made significant contributions to the welfare of the association, education, and the greater community. ●

The award winners were honored for their contributions at an awards ceremony on May 6.

Visit saanys.org for photos.

Congratulations 2016

NYS High School Principal of the Year



*Richard Loeschner
Region 1*

Richard Loeschner, principal at Ross-Brentwood High School, has been selected as the NYS High School Principal of the Year. This award is given annually to a member of SAANYS who has set the pace, character, and quality of education for the students in his or her school.

A school administrator for sixteen years, Loeschner has served as a principal at Brentwood High School for the last seven years, in which time he has been credited with leading the school out of significant challenges and turning the school culture around. Under his guidance, the graduation rate has increased by 17 percent with about 85 percent of the graduating class attending two or four year colleges, and through Loeschner's leadership, school suspensions have been reduced by an astounding 65

percent. Commented fellow administrator and former Superintendent of the Brentwood School District Joseph Bond, "Rich is the best principal I have ever had the pleasure to work with. Mr. Loeschner's passion, ideas, and leadership style have had a major impact on BWHS."

A strong believer in a trustful, happy, and loving learning environment, Loeschner makes it a point to be visible all day, every day, greeting every student as they pass, and attending as many extra curricular and special events as possible. Commented former student Sapna Rampersaud, "Mr. Loeschner was always available and, most importantly, genuinely interested. I was always so inspired by his eloquence when he spoke at every school event and the way that he was committed to leading each student toward their success."

Brentwood High School is a unique school in that it has one of the largest English language learner populations in New York, representing more than 50 nationalities. A significant portion will be the first in their families to graduate from high school and have the possibility to attend college. In order to reach these families and students, teams meet with the students monthly to monitor their progress and give them strategies to help them acclimate to their brand new environment. Noted parent Judy Crawford, "Mr. Loeschner would give the shirt off his back if it meant providing a student with the opportunity to complete high school and further a career, whether it be in college, the military, or the world of work. He is a dedicated, caring, hardworking man who always seems to place the needs of others before him. He truly has been an inspiration to the Brentwood school district and community." ●

Friend of Education



*Douglas Regan
Region 12*

Dr. Douglas Regan has been selected as the recipient of the 2016 Friend of Education award. This award is given to an individual, group, or organization that has consistently contributed to the support and advancement of outstanding public education and the students of New York State.

Spending 39 of his 40 years as an educator in the Starpoint CSD, Regan was the longest serving principal in Starpoint history. Honoring his dedication, commitment, and service to the district, the intermediate school was officially renamed the Dr. Douglas J. Regan Intermediate School on his retirement in 2011. Commented Superintendent of Schools C. Douglas Whelan, "Dr. Regan is known to all of us as a person of very high moral character and ethical standards. His guidance and advice on instructional matters was invaluable to me as a new superintendent and I valued his commitment and expertise during the 13 years we worked together."

Continuing his dedication to education and community in retirement, Regan is currently the education chairman of the Niagara Region PTA. Regan also served as the first executive director of the Partnership for Smarter Schools. Additionally, he served as the SAANYS region 12 retiree representative; serves on the board of directors for St. Joseph's Collegiate Institute and at St. Amelia's ES; and volunteers at the Nativity Miguel MS in the City of Buffalo. He is also presently an adjunct professor of education at Niagara CCC in Sanborn, NY.

Commented colleague and SAANYS President John McKenna, "Dr. Regan embodies excellence and exemplifies every positive quality a person can possess: dedication, passion, integrity, honesty, and professionalism are only a few of the words people routinely use to describe Doug. Most of all, he has been dedicated to helping children learn and may be the most compassionate person in the world!" ●

Leadership and Support Award



Mary Kline
Region 8

Mary Kline, director of adult, early childhood, and outreach education at Herkimer-Fulton-Hamilton-Otsego BOCES, has been selected as the 2016 recipient of the Leadership and Support Award. The SAANYS Leadership and Support Award was established to recognize the outstanding leadership efforts of those members whose responsibilities require leadership through support services to educators and students across and between buildings and districts.

A dedicated educational administrator at BOCES since 1982, Kline has implemented countless new initiatives and educational programs for the school and community. These services are wide ranging and include prekindergarten programs, migrant education services, services for home-

less students, adult continuing education, as well as a nursing program offering both day and evening options. The prekindergarten programs are located in eight buildings and migrant education services span 143 school districts across 14 counties in central and eastern New York state. Commented colleague David Dudgeon, "While the list of accomplishments is grand, I am most impressed with her ability to balance this wide range of programs, find resources to fund all of them, and deal cooperatively with clients, parents, students, administrators, funding sources, and her staff. Mrs. Kline seems always present, always involved, always leading, always innovative, and always in the center of planning for yet another service to meet the needs of students, parents, staff, and the community."

Known as a cooperative and collaborative leader whose door is always open, and with an unfaltering commitment to students and families, Migrant Educator Kathleen Smith noted, "Across the various programs in Mary's supervision, I daresay that no needy family goes unnoticed. Her office is a veritable Santa's workshop as Christmas nears. In addition, no member of Mary's staff suffers a loss or problem alone." Commented District Superintendent Mark Vivacqua, "She has a quiet and unassuming manner which puts people at ease while steadfastly advocating for the most vulnerable among our children and adults." ●

T. Walsh McQuillan Award



Brian Edmister II
Region 12

Brian Edmister II, principal of Genesee Valley Elementary School in the Genesee Valley Central School District, has been selected as the 2016 recipient of the T. Walsh McQuillan Award. Walsh McQuillan served the children and educational leaders of NYS throughout his life. He was the first person to serve in joint capacity as executive secretary to the predecessors of SAANYS and was an outstanding contributor to elementary education throughout his career.

Edmister has served as principal of Genesee Valley Elementary School since 2006, in which time he is credited with turning the school culture to one of collaboration and trust. Commented Director of Curriculum, Instructional, and Pupil Personnel Services Carol McCarville, "When I reflect on Brian's leadership style, I always think

of him as more of a 'leadership coach.' Brian has developed a culture of risk-takers where teachers view failure as a learning experience and feel free to implement new ideas." One such new idea was the result of a collaborative effort among Edmister and the teaching staff, a unique STEAM program, the goal being full-integration of all curriculum and incorporating movement activities into every lesson. First grade teacher Nichole Wesche noted, "This is allowing our students to enter into a hands-on world that is benefiting them in more than one way in their education. He listens to his staff and works alongside them, not powering them from the top. This is what a true leader does."

Also a leader within his community, Edmister and his family were active in the renovation of a local building, which opened as a non-profit called "Healing Waters." Healing Waters houses a community center, a teen recreation area, as well as renting kayaks for use along the river. He also founded a youth swimming club, which has now grown to more than 70 swimmers. Commented Superintendent Brian Schmitt, "Mr. Edmister cares deeply for children. He serves as the instructional leader and cheerleader-in-chief of the Genesee Valley ES. He distinguishes himself through his dedication and commitment to the community. He organizes fundraisers for families who face hard times and gives personal time generously to support community endeavors. He has a laser-like focus on creating and supporting instructional and enrichment activities that benefit students." ●

James E. Allen Award



Genna Suraci
Region 5

Genna Suraci, principal of the Ulster County BOCES Career and Technical Center, has been selected as the 2016 recipient of the James E. Allen Award. James E. Allen, a pillar of educational leadership who served as commissioner of education in New York State, was known for his strong support of secondary school administrators. This award is given annually to a SAANYS member who is a secondary school administrator, supervisor, or coordinator who has given significant contributions to education and leadership at the secondary school level and service to the community and professional organizations.

A long time school administrator, Suraci has been principal of Ulster County BOCES Career and Technical Center for the last 21 years. She is known as a leader who believes in her staff

and students, noting that "If the teaching staff has an idea for student improvement or curriculum change, I will explore, plan, and implement it with them. If it is successful, then it is their success. If it fails, then it was our failure." Commented teacher Gen Rochetti, "She truly believes that all students can succeed and her passion for education is apparent in her interactions with staff and students. Her love of education permeates the building and creates a ripple effect that can be found in every program."

A testament to her leadership and her extraordinary and accepting staff, the school has become a more inclusive and supportive environment for LGBTQ students. Suraci works diligently to ensure that the Career and Technical Center is also a welcoming and safe place for all students. She's a very visible administrator and greets the buses every day, giving her the opportunity to look for potential problems and talk with students about their issues or concerns. Noted student Annonda Williams, "I really like that Ms. Suraci and her staff wait outside by the buses or inside by the door. They do it to get a feel for how kids are feeling that day. I've seen them stop kids if they saw that they were having a problem. I love the fact that she sees past the issue and tries to get to the root of the problem."

Commented administrator Amy Storenski, "Ms. Suraci promotes social justice. Often, students who have experienced failure in traditional schools come to the Center and make great gains because they have discovered a love for learning and a passion. It is rewarding to witness such student transformations. I have seen first hand many lives transformed at the Career and Technical Center under Ms. Suraci's leadership, my own included." ●

Outstanding Educator Award



Amanda Greene
Region 4

Amanda Greene, assistant principal at Red Hook High School in the Red Hook CSD, has been selected for the 2016 Outstanding Educator Award. This award is given annually to a SAANYS member who has made outstanding contributions in New York State schools through public education, professional organizations, or research and/or writing in the field of education.

Embracing the school philosophy that every student be challenged to reach his or her greatest potential, regardless of their circumstance, Greene works diligently to guarantee that every student be given every chance for success.

Considering herself lead learner, she noted, "Continuing to grow in my practice as an educational leader is the greatest service I can give to the learning community. There is always more

to learn, always people who know more than I do and endless collaborative learning opportunities to take advantage of." Under her leadership, the school implemented a "course recommendation change contract" that outlines a path for students with big dreams, who may not have been recommended for a higher-level class, the ability to pursue those dreams. These contracts have had a 22 out of 23 success rate, proving that academic excellence is possible if you have someone who believes in your potential. Noted mentor Bonnie Tryon, "Amanda's strengths lie in her ability to dream about what a preferred future would be like for her students and her school. She thinks about what an inclusive, consistently high-performing school would look like and gives her all to ensure it comes about."

Commented Roy Paisley, Red Hook HS principal, "I believe it is Mrs. Greene's efforts that have enabled Red Hook HS to achieve 'NYS Reward School' status through her work with students who are at-risk for failure, for whatever reason. We are a high performing school with extensive international baccalaureate and advanced placement programs. It is Mrs. Greene who insures that we don't lose sight of those who have the greatest academic difficulties."

Commented student Isabel Vasquez, "She has taught me much about maintaining personal dignity and humility in the face of stress or contention. She will always greet you when she sees you, ask about your life, support you in making things happen, and most importantly, make you feel capable and valued as a student. She has remained one of the greatest influences in my school career." ●

LEGAL BRIEFS

A Message From
Jennifer Carlson,
SAANYS Deputy General Counsel
JCarlson@saanys.org



Audio Recording in the School House

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recording in the event that a segment of the conversation is used against you out of context. It is recommended that, if you know that you are being recorded, you either ask for a copy of the full recording or make a recording simultaneously.

If you are not a participant in a conversation, you may not record it. This would be akin to wiretapping. However, a number of exceptions exist to this rule including: a) public meetings, such

as school board meetings are recordable due to New York's open meetings law; b) recordings made by law enforcement personnel engaged in the conduct of their authorized duties; c) security system recordings where a written notice is posted on the premises stating that a video surveillance system has been installed for the purpose of security; and; d) video surveillance devices installed in such a manner that their presence is clearly and imme-

diately obvious.

The rules regarding audio recordings further diverge in the collective bargaining and unit settings. In these areas, audio recording is generally not permissible during collective bargaining negotiations and when an employer is conducting an employee investigation.

During contract negotiations, if the parties do not mutually agree to an audio recorder being present, then the presence of one constitutes a failure to bargain in good faith. This is because contract negotiations by their very nature involve a tumultuous process with a continuous back and forth between the parties. In this type of setting, heated words may be exchanged and often times there are various

tradeoffs.

In the context of an employer/employee investigation that could result in discipline, the terms and conditions of discipline

During contract negotiations, if the parties do not mutually agree to an audio recorder being present, then the presence of one constitutes a failure to bargain in good faith.

are a mandatory subject of negotiation, meaning the association can always negotiate or demand to bargain regarding the parameters for discipline. This encompasses the issue of audio recording investigative meetings between employer/employee. More importantly, this means that the current investigation procedures are in place unless they are negotiated or mutually changed. In these cases

members should look to the past practice of the employer or a negotiated policy regarding audio recording. If the past practice has never involved recording during employee investigations for the unit, it may not start unilaterally for an individual member. It is an employer violation of a past practice if an employer uses audio recording technology during an employee investigation,

when never having done it previously.

As one can gather, the rules for audio recording in the school setting are complicated. Therefore, please be aware that when dealing with any audio recording issue it is advisable to consult a SAANYS attorney or labor relations representative before making any type of decision. ■

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WHY?

The Transition to Superintendency Program

Moving from principal or central office administration to the superintendency is a reward, a challenge, and a risk. There is a knowledge base, a skill set, and a values base to the superintendency. This position has a steep learning curve, but some of that curve can be overcome prior to entering the superintendency. A high degree of preparation correlates with a high degree of success.

The four-day *Transition to Superintendency Program* is for principals and central office administrations who:

- Are newly interested in the superintendency and want to understand what is needed to transition
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- Have been interviewing for the superintendency without success
- Are newly appointed as superintendent but have not attended a year-long preparation program

Summer 2016 - Four full days
Cohort 11 - July 20 and 21 - August 10 and 11
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716-672-5473 jmerrins@cecomet.net

Contract Settlements

NOTICE: Please send copies of your unit's settlements in the event that SAANYS did not negotiate the contract. This information is important and is helpful to fellow SAANYS members.

Association of Administrators and Supervisors of Merrick, Region 2

The Association of Administrators and Supervisors of Merrick was represented at the bargaining table by members Libby Trencheny, Kerri Galante, and Allison Banhazi. SAANYS General Counsel Art Scheuermann assisted them. The unit, new to SAANYS, thoroughly researched how their position in terms of compensation across Nassau County had slipped over the past several years and proposed restoration of their appropriate place within the county. Due to this argument, documented by statistics, the unit negotiated a contract in one bargaining session.

The new four-year contract provides for a \$4,000 annual increase plus incorporation of two \$5,000 longevity steps, (at the beginning of the fifth year and tenth year of service in a member's administrative position), thus enabling everyone to receive one \$5,000 longevity during the contract period, which results in each member receiving \$21,000 over four years, an excellent increase given the Long Island school district's policy of keeping salary increases below the 2 percent property tax cap. Outside of cleaning up some contract language, the association did not give back anything. In the end, good preparation for negotiations made this an extremely quick and successful negotiation.

Liverpool Administrators Association, Region 10

The negotiating team of Jeanne Brown, Daphne Valentine, and Tony Davis, with assistance of SAANYS General Counsel Art Scheuermann, negotiated a very competitive successor contract. This four-year contract front loaded a 3.5 percent increase effective July 1, 2015, and then followed by three years of 3.25 percent salary increases. In addition, the team negotiated additional stipends of \$1,250 for unit members in charge of subject matter areas or specific programs. Also, the parties are designating five days of sick leave for family illnesses. The tradeoffs involved health insurance. First, new hires must enroll in a new "platinum" rated plan only, while current employees may continue to participate in the present health insurance plan or opt for the new plan. And, second, all unit members will contribute 15 percent toward the cost of individual and family health insurance. ■

Congratulations Retiring Members

Christine Brady
Susan Brady
Cynthia Bullis
Mary Costagliola
Cynthia Crandall
Miriam Goodman
Maureen Gushlaw
Dave Hazer
Larry Jenne
Annie Metcalf
Jacqueline Sinatra
Frederick Thornley ■

Transition Scores

continued from page 3

continues the fiscal expansion of pre-kindergarten programs and has allocated money for an increase in programs for 3-year-olds. Additionally, as NYSED moves forward on the new standards, early childhood educators will be involved in this work to ensure that they are appropriate for young students.

Districts have been working diligently on alignment at the early levels in terms of curriculum and continuity. This work is difficult and made even more challenging by the complexity of the pre-kindergarten and kindergarten service delivery system. The sheer amount of assessment and screening information, from multiple settings, does not usually provide consistent or aligned information

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- Transitioning to Standards Based Grading
- Transforming Your Learning Environment so Students and Teachers Can Thrive
- Disrupting Education Through Pathways in Technology Early College High School (PTECH)
- The Millennials are Taking Over! How Leaders Can Leverage Culture with a New Work Force
- Transition Scores and SLOs: Who, When and How
- Thriving Through Efficient Data Management
- Transforming from Good to Great Through Effective Instruction
- Bringing the Future to a Small Rural School through STEAM and Makerfaire
- Teacher Engagement: A Model that Works
- Organizing Time, Space, and Technology to Support 21st Century Learning
- Assets Get Active: Utilizing the Forty Developmental Assets Within a High School Curriculum
- Implementing Consistent Grading Practices at the Secondary Level
- AXA Retirement Workshop

SAANYS 45th ANNUAL CONFERENCE

Featuring:



SUSAN SZACHOWICZ
Retired Principal, Brockton High School

Sunday, October 23 – 5:00 pm
Author and leader of *the Strengths Movement in Schools*
Sponsored by *The Reading Solution*

What if you came on as principal only to see your school described as a 'cesspool' on the front page of the *Boston Globe*? That's what happened to Sue Szachowicz when she began as principal of Brockton High School. What happened next is a powerful story of school transformation and collaborative leadership in the truest sense of the word. Regardless of the size or demographics of your school and district, this powerful keynote promises to leave you with ideas that both inspire and stick.

A Q&A With:



MARYELLEN ELIA
New York State Commissioner of Education and President of the University of the State of New York
Monday, October 24 – 8:00 am

MaryEllen Elia is the New York State Commissioner of Education and President of the University of the State of New York (USNY). In this role, she oversees the work of more than 700 school districts with 3.2 million students; 7,000 libraries; 900 museums; and 52 professions encompassing more than 850,000 licensees. A native New Yorker, Ms. Elia has 45 years of experience as an educator. Prior to her appointment in New York, she served as superintendent of schools in Hillsborough County, FL, for 10 years. In Hillsborough, which includes Tampa and is the nation's eighth largest school district, she successfully implemented higher learning standards, partnered with teachers to develop a comprehensive evaluation system, and earned national recognition for gains in student achievement.

Ed Camp

This year's program will include EdCamp Style, un-conference professional development on Sunday as part of the conference program.

EdCamp SAANYS will bring together participants for collaboration and learning with no preset agenda and 3 hours of spirited and unbridled collaboration. With no preset agenda, you will be free to tackle the issues keeping you up at night and hash out innovative solutions with your peers.

Think about what you want to share. Bring your favorite WiFi device so we can share the learning via Twitter and other social media tools.



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Jericho Principal Honored

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Considering himself a lead learner, Gately is equally passionate about professional growth and community development. Commented the team of teachers that nominated him for this award, "His work ethic is infectious. It trickles down to his staff and ultimately to the students of JMS, providing a shared vision for every member of the JMS community. Dr. Gately refuses to accept anything less than his own personal best and this permeates throughout Jericho Middle School." Under his leadership, Jericho Middle School has been selected as a National School to Watch in 2009, 2012, and 2015 and hosts visiting teams from throughout the state. He is also the co-founder of EdCamp Long Island, which recently hosted over 275 educators; serves on the planning teams for nErDcampLI and EdCampLeaderNY; and consults with several districts to help organize their staff development activities. Noted colleague Tony Sinanis, "Don is a true lead learner in that he is always modeling what he expects of others, which is evidenced by the fact that he leads voluntary PD sessions during lunch for his staff, consistently engages with students in an effort to amplify their voices, and shares his beliefs with the world in the form of a blog. He also always maintains an incredibly positive attitude that he shares with everyone around him! He is an example for all those around us!"

Gately has been chosen as the New York State representative for the National Principal of the Year Award sponsored by NASSP. In addition to selecting a National Principal of the Year from all the state finalists, NASSP honors all state principals of the year at the Principal's Institute held each year in Washington, DC. The Institute not only salutes the principalship but also provides a forum for honorees to advocate for education and share best practices and expertise. 🍌

Plainview-Old Bethpage Principal Honored

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Gray has also worked diligently with staff to maintain a culture of continuous learning, all the while keeping the focus on "what's good for the kids?" – a concept she is passionate about. As noted in the numerous letters of support from colleagues, including Old Bethpage Elementary School Special Education Teacher Nancy Klein, "Suzanne Gray is an instructional leader who understands the importance of positive culture in a teaching and learning environment. By establishing a culture of trust, collaboration, respect, and support, Mrs. Gray has helped develop a learning atmosphere centered on a love of learning."

Recently, she implemented a "Share and Steal" program open to colleagues in the surrounding area. Building leaders from neighboring districts meet for a morning of collaboration and conversation, to share great practices that others can steal, or request guidance and feedback on an issue. Subsequent meetings are scheduled in different school districts, giving everyone an opportunity to show innovations within their own buildings.

Commented Superintendent of Schools Lorna Lewis, "Ms. Gray embodies passion for students, instruction, collegiality, and life-long learning. Her capacity to engage and build leadership skills is exceptional, because she leads by example. She represents what we hope all educators will become: a fierce advocate for children and strong role model for setting and achieving excellence in education."

As New York's Elementary School Principal of the Year, Gray will be celebrated as a National Distinguished Principal by the National Association of Elementary School Principals at a recognition program sponsored by NAESP this fall in Washington, DC. 🍌

Transition Scores

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on student performance levels. Additionally, early childhood assessments that provide meaningful data have not kept pace with the current shifts in curriculum.

Educators in early childhood education work hard to provide high quality programs, but do so by piecing together assessment measurements and instructional programs. A renewed interest and investment in early education is essential to support the work of administrators and teachers at the district level. ■

The statements and opinions expressed herein do not necessarily imply or reflect the opinion or philosophy of the School Administrators Association of New York State.

At the April Board of Regents Meeting

continued from page 3

students who opted out of such testing, though in regard to state assessments and teacher/principal evaluations, several Regents members, including the chancellor, said that the need to regain public “trust” is essential in order to improve student participation.

Computer-based Assessment – A multi-year plan was presented for the transition to computer-based assessment as follows:

- **NYS Alternate Assessment (NYSAA):** In 2016 (this year) the NYSAA ELA and math components will be computer-based, with a large test window, from March 21 to June 3. Science and social studies will remain portfolio based.
- **Grade 3-8 ELA and Math Assessments:** In 2016, field tests will be administered by computer on a volunteer basis, with a test window from May 23 to June 10. A goal has been set for 700 schools to participate, 952 have volunteered. In 2017, the target is set for 700 schools to administer the official test (not the field test) to students by computer with other districts administering field tests. Subsequent year targets are: 2018, 1400 official administrations, some field tests; 2019, 2800 official administrations, some field tests; and 2020, all grade 3-8 math and ELA assessments administered by computer as appropriate.

Academic Intervention Services – The board discussed and has posted for public comment a revised methodology by which school districts will identify students in grades 3-8 for the provision of academic intervention services (AIS). The new methodology will be phased-in over a two year period as follows:

- For 2016-17, all students performing at or below a median cut point score between Level 2 (partially proficient) and Level 3 (proficient) on the grade 3-8 ELA and math assessments must be “considered for AIS.”
- For 2017-18 and subsequent years, all students performing at or above a cut score established through the standard setting process must be “considered for AIS.”

Upon identifying a student for “consideration for AIS,” the school district must uniformly implement locally-developed procedures including multiple measures of student performance, to determine those students who will receive AIS. Such multiple measures may include, but are not limited to:

- Developmental reading assessments for grades K-6.
- NYS English as a Second Language Achievement Test (NYSESLAT).

- Benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments.
- Common formative assessments that provide information about students’ skills.
- Unit and lesson assessments for ELA, math, science, social studies, and LOTE for grades 7-8.
- Results of psychoeducational evaluations based on a variety of assessments and inventories and to determine whether a student shall receive AIS.

Professional Development – The State Education Department requested \$45 million to provide professional development to teachers and school administrators to help improve the quality of instruction. In that \$1 million was allocated for this purpose in the state budget, Commissioner Elia said that SED will continue to utilize EngageNY and allow school districts and BOCES to post instructional information through a somewhat less rigorous SED vetting process. In addition, SED is working with the Staff/Curriculum Development Network (S/CDN) and with the Big Five school districts to coordinate the provision of professional development on a statewide basis.

Annual Professional Performance Reviews – The APPR system was presented and discussed in four phases:

1. APPR transition regulations were enacted from 2015-16 through 2018-19, to limit the use of the grade 3-8 ELA and math state assessments and any state-provided growth scores to “advisory” purposes only. All employment related decisions are based on “transition” scores and ratings.
2. Beginning in the spring of 2017, SED will establish committees of stakeholders, practitioners, and experts in the field to recommend assessments and evaluations that could be used for APPR purposes in the future.
3. In the fall of 2017, SED will present the committees’ feedback and recommendations, and next steps for an evaluation system based on committee discussions. The proposal for an evaluation system will be brought to the Board of Regents in the spring of 2018.
4. In the spring of 2018, SED will develop resources, conduct webinars, and provide direct outreach to districts and BOCES to ensure successful implementation in 2019-20.

Regent Tilles said that three members of the state legislature expressed to him that the Board of Regents can make all needed revisions of the APPR system. He, therefore, recommended the board send a message to the governor and legislature that “the law needs to change.” He described as an “exercise in futility” the requirement that districts transition to §3012-d APPR plans when “the APPR system will change again.” Several other board members expressed agreement and support, including Regent Johnson who said “We are creating havoc by requiring districts to transition” and therefore recommended that districts be given the option to continue under §3012-c or transition to §3012-d. Commissioner Elia rejoined that there have been opportunities for legislators to change the law in the recent months – and they have chosen not to do so. Regent Tallon cautioned the board that “It’s a mistake to hand this back to the governor and the legislature three weeks after adopting the state budget, and say, ‘You got it wrong.’” He also pointed out that state aid increases for 2015-16 and 2016-17 are contingent on having a §3012-d APPR plan in place by September 1.

For more information regarding the Board of Regents meeting or any of the items discussed, contact James Viola, SAANYS director of government relations, at JViola@saanys.org. ■

A message from a
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Technology + ? = Student Success

The implementation and adoption of truly active learning approaches is top of mind with educators, and yet there is no clear path as to how technology can make the implementation easy, adoption more rapid, and what specific actions lead to incredible educational achievements. Recent research initiated by SMART Technologies studied insights from schools around the world, exploring what needs to be done to ensure technology helps achieve the successful student outcomes educators look for.

The research confirms that student success is enhanced when classroom technology is paired with pedagogical best practices. In fact, educators are 342 percent more likely to achieve outstanding success when using teaching best practices and technology frequently.

Additionally:

- Certain types of technologies support student and teacher outcomes significantly better than other types of technologies.
- The use and frequency of teaching and learning best practices makes a difference in technology rich classrooms.
- The research showed software is more closely related to success as compared to hardware and devices. More specifically, when software, such as whole class collaborative software was used daily or for most lessons for student co-creation, respondents achieved positive success.
- Concerns of technology being a distraction are most prevalent with less experienced educators and increases as student’s age.

To discover how technology can enable the success we all want for our students, read the full report at: <http://go.smarttech.com/tlresearchfullreport>. ■

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