

News & Notes

April 2011

SAANYS – Your voice, your source, your association

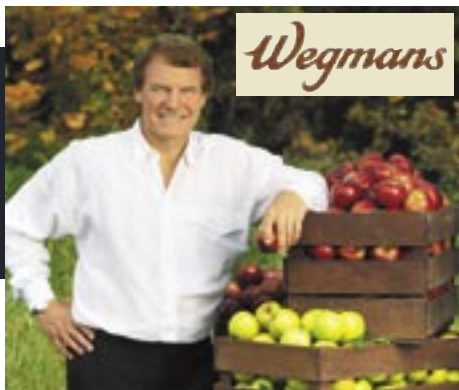
Vol. XL No. 4



2011 Award Winners Issue

Friend of Education

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.



SAANYS is proud to present its Wegmans Food Markets and nominated for this award by Administrators of Rochester (a SAANYS local unit), with particular recognition from the Rochester secondary school administrators in appreciation of Wegmans' support of the Hillside Work-Scholarship Connection.

Wegmans Food Markets @ the Wegman Family

This award is in recognition of Wegmans long history of supporting youth, community, and education.

Named by Fortune as one of "100 Best Companies to Work For," Wegmans continues to support their employees through its generous college scholarship program and the creation and support of the Hillside Work-Scholarship Connection, as well as numerous other programs.

The late Robert Wegman and his son Danny founded the Work-Scholarship Connection in 1987. Since 1996, the nationally recognized program has been an affiliate of the Hillside Family of Agencies, serving thousands of at-risk youth in Rochester, Syracuse, Buffalo, and Prince George's County, MD. The Connection provides these youth with mentors, part-time jobs, and other supports to help them develop the habits and acquire the skills to become contributing, responsible young people at home, in school, at work, and within the community. Wegmans Food Markets provides part-time jobs to students, and the Wegman Family Charitable Foundation continues to provide financial support.

Speaking to Wegmans Food Markets' employee scholarship program, President Colleen Wegman states that "Wegmans Scholarships are one of the proudest traditions of our company." And it shows. Since the program's inception in 1984, the company has awarded over \$77MILLION in tuition assistance to more than 24,000 college-bound employees.

Wegmans Food Markets also supports numerous other programs that help young people to become healthy, productive adults. To name a few, these include their Eat Well Live Well 4th grade store tours and Veggie Patch classes for scouts; Strong's Super Kid Market; the ProStart Culinary Competition for High School Students, Foodlink's Kids Café program, and Project Search, a high school transition program for 18-21 year olds with developmental disabilities that provides training and education leading to employment opportunities.

Said SAANYS Deputy Executive Director Don Nickson, "To list all of the contributions of this family and its company would take days. Suffice it to say, there are few organizations as dedicated to the future of its community and its young citizens than Wegmans. We are fortunate to have such a company based right here in western New York and are honored to recognize their commitment and service." ■

High School Principal of the Year

This award is given annually to a member of SAANYS/NASSP 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.



Margaret (Robin) Blowers, principal at Broadalbin-Perth High School, has been selected as SAANYS' 2011 New York State High School Principal of the Year.

Blowers has served as an educator for 26 years including 15 years as a school administrator, 13 in her current position. Broadalbin-Perth is a grade 9-12 rural school, with a total enrollment of approximately 600.

*Margaret (Robin) Blowers
Broadalbin-Perth*

Blowers was nominated by the Broadalbin-Perth Leadership Team, based on her dedication, commitment, and ability as a school leader. The team noted program after program that Blowers has instituted and helped develop to assure that the academic needs of all students are being met. Recent programs include the Looping Program for students struggling with English language arts and global studies, the county ReConnecting Youth Program to strengthen the student-school connection, and the Credit Recovery Program to help students stay on the path to graduation. All of these efforts have paid off as Broadalbin-Perth High School is experiencing the highest graduation rate in the HFM BOCES.

Beyond academics, leadership team members go on to say that Blowers believes that all students learn by doing and that schools are obligated to educate the whole child. Blowers meets regularly with guidance counselors, the social worker, and has instituted a student buddy system, anti-bullying and tobacco programs, a legislative day focusing on mental awareness, interventions for students at risk, and a strong summer school program where Blowers can be found meeting with students to discuss college and career readiness.

Adds the leadership team of Blowers' character, "Whether it is buying groceries or clothes for families, finding a family a refrigerator because they are storing food in a cooler, visiting students in the hospital, or organizing fundraisers to assist families with enormous medical expenses, Robin is the rock."

Blowers is an active member of SAANYS, the National Association of Secondary School Principals (NASSP), and several other professional and community associations.

Blowers will be honored for her accomplishments at an awards ceremony on May 6, 2011 at the Century House in Latham, New York. As New York's High School Principal of the Year, Blowers is now a candidate for the award of National High School Principal of the Year, an award sponsored by NASSP and The Metropolitan Life Insurance Company. A principals institute and awards ceremony sponsored by NASSP and MetLife will be held in Washington, DC this fall. ■

Long Island Eager to Work on Bullying Prevention



Over 200 Long Island educators turned out on March 11 to learn more about psychological and educational strategies for bullying prevention in schools. A focus was placed on bullying intervention teams, school reporting models, empowering bystanders, and strategies for supporting and understanding both the victims and the bullies.

SAANYS was proud to endorse this event presented by member Dr. Karen Siris and prominent psychologist and bullying expert Dr. Susan Lipkins. Contact the presenters at bullyinterventionexperts@gmail.com and watch for an interview with Siris and Lipkins in the next *Vanguard*. ■

twitter

Find us on Facebook

Issue Highlights

2

Executive Viewpoint

News Round Up

3

Professional Development Offerings

4-5

SAANYS' Award Winners

6

Regents Meet

Rothstein Blasts Gates

7

Legal Briefs:
When They Abolish Your Job

**SAANYS 2011
Annual Conference
October 23-24**



Traveling
the Road
Ahead

Hyatt Regency Rochester

See page 3 for more information!

Periodicals Postage Paid

School Administrators Association of
SAANYS
New York State

www.saanys.org
(518) 782-0600

SAANYS News & Notes (USPS 025-346) is published monthly with the exception of June, July, and August, by the School Administrators Association of New York State, 8 Airport Park Blvd., Latham, NY 12110.

Phone: 518-782-0600
Fax: 518-782-9552

SAANYS is chartered as a professional association by the New York State Education Department and is affiliated with NASSP and NAESP.

A copy of each issue of News & Notes shall be sent to each SAANYS member. \$7.15 of each member's annual dues shall be for a year's subscription to this publication.

Periodicals Postage Paid Latham, NY and additional post offices.

POSTMASTER: Send address changes to News & Notes, SAANYS, 8 Airport Park Blvd., Latham, NY 12110.

SAANYS Officers & Staff

President, Fred Kirsch*

President-Elect,
Nadine Jackson-Ivey*

Past President, Peter Kruszynski*
Lancaster CSD

Executive Director
Kevin S. Casey

Deputy Executive Director
Don Nickson

Associate Executive Director
for Communications
Michelle B. Hebert

Coordinator of Publications
Terry L. Schell

Director of Corporate Services/
Advertising
Deborah Taylor

Board of Directors

Region 1
Jose Suarez, Jr.
Vincent Veglia

Region 2
Regina Huffman
Mark Barth

Region 4
Paul Fanuele
Alan Alterbaum

Region 5
John Etri
Holly Eikszta

Region 6
Michael Piccirillo
Christine Foglia*

Region 7
Andrea Miller
Lisa Silver

Region 8
Craig Ferretti
Frank Sutliff*

Region 9
Joyce Carr
Lorraine Paushter

Region 10
James Werbeck
Dean Goewey

Region 11
Karl Thielking*
Danielle Dehm

Region 12
Terrence Redman
John McKenna

Retiree Representative
Ron Black

Rochester City
Deborah Rider

Syracuse City
Arthur Grimes

NASSP Coordinator
Michael Kondratowicz

NAESP Representative
Stuart Pollak

* denotes Executive Committee member



www.saanys.org
(518) 782-0600

**Executive Viewpoint**

Kevin S. Casey, Executive Director

Honoring Exemplars of Exceptional School Leadership

In this edition of *News & Notes*, we are proud to acknowledge our 2011 award winners. The SAANYS awards program highlights educators who are committed to students and learning and have been chosen by their colleagues and community as exemplars of exceptional school leadership.

These awards are given during a period of unprecedentedly toxic, and often misleading, attacks on public educators. Recently I wrote of the fallacy of the statement, often repeated by the governor and lieutenant governor, that New York is 34th nationwide in educational results. This number was based upon a dated census figure of limited relevance; one

which did not consider the state or country of origin where one may have gone to school. The more thorough and relevant *Education Week* study of educational quality places New York 2nd nationwide.

Then came the next round of mailings by the Committee to Save New York, a group largely made up of wealthy bankers and real estate investors that practically accuses administrators of being thieves, but artfully crafts the mailings in innuendo and implication. A favorite ploy is to compare the governor's salary (without consideration of benefits) to the compensation (salary and benefits) of the top third of superintendents, without disclosing the different basis of the comparison. We

also hear those citing the comparison use the more broad-brush title of "administrator" when seeking to generate public animus directed at educators.

The latest salvo is an article that appeared in the April 4 edition of the *New York Post* entitled "Supervision Bloat Hikes Overhead of the Class." It is alleged therein that "...the ranks of education administrators..." have grown 34 percent over the last fifteen years while student population declined 4.6 percent during that time period. During the same time period, states the article, teacher positions increased 9.8 percent. A Cuomo spokesperson described the "...huge growth in school bureaucracy..." as "disturbing."

This data is not new, but is presented in a misleading manner. In April 2010, E.J. McMahon, a senior fellow at the Manhattan Institute and director of research at the Public Policy Institute (the research arm of the Business Council of NYS), wrote that between 2000-01 and 2008-09 New York

schools added 14,746 teachers and 8,655 non-teaching professionals such as administrators, guidance counselors, nurses, psychologists, and social workers. The *Post* lumps all these titles into the generic phraseology of "education administrators." McMahon noted that nearly half of the new staff members were hired in New York City, where Mayor Bloomberg was advocating for reduced class size. These explanations did not make it into the *Post* article, nor did the *Post* include an analysis of the state and federal mandates that have necessitated the increased staffing in areas such as special education.

For the most part, the recent public discourse on education issues is superficial, and many participants are not interested in real analysis but rather are engaged in advocacy. They stand in marked contrast to our award winners, for whom substance is a necessity and posturing a distraction. ■

News Round Up**Exercise Helps Overweight Children Think Better**

Regular exercise improves the ability of overweight, previously inactive children to think, plan, and even do math, Georgia Health Sciences University researchers report. They hope the findings give educators the evidence they need to ensure that regular, vigorous physical activity is a part of every school day.

In the study, MRIs showed those who exercised experienced increased brain activity in the prefrontal cortex – an area associated with complex thinking, decision making, and correct social behavior – and decreased activity in an area of the brain that sits behind it.

"I hope these findings will help reestablish physical activity's important place in the schools in helping kids stay physically well and mentally sharp," said researcher Dr. Catherine Davis. "For children to reach their potential, they need to be active."

Read the full study at http://www.saanys.org/membersonly/research_studies.asp ■

Principal Sells the Shoes Off Her Feet to Help School

The Associated Press reports that Sacramento Principal Michele Miller was shocked to find that her district was facing a \$1.4 million budget deficit. "I kept thinking, 'what do I have that I can sell?'" Miller told the Associated Press.

Her "sole" – auction off her collection of over 300 pairs of shoes.

Her website, www.shoestotherescue.com, states, "Mrs. Miller's 300 pairs of exotic platforms, sandals, boots, and pumps are for sale – with every penny supporting personnel and libraries at Rescue Union School District's seven schools. Your \$1,000 donation will yield the pair of your choice, a hand-written story on the shoes' exploits, and the satisfaction of knowing you are making a measurable difference for our community's children." ■

Students Who Don't Read Well in Third Grade Are More Likely to Drop Out or Fail to Finish

New Orleans – Students who don't read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers, according to a study over time of nearly 4,000 students nationally.

Poverty compounds the problem: Students who have lived in poverty are three times more likely to drop out or fail to graduate on time than their more affluent peers; if they read poorly, too, the rate is six times greater than that for all proficient readers, the study found. For black and Latino students, the combined effect of poverty and poor third grade reading skills makes the rate eight times greater.

"We will never close the achievement gap, we will never solve our dropout crisis, we will never break the cycle of poverty that afflicts so many children if we don't make sure that all our students learn to read," said Ralph Smith, executive vice president of the Annie E. Casey Foundation, which commissioned the report, *Double Jeopardy: How Poverty & Third-Grade Reading Skills Influence High School Graduation*. "This research confirms the compelling need to address the underlying issues that keep children from reading." ■

May 19-20

Summer School Administrators' Conference:

Relationships, Relevance, and Rigor... The Three R's for Summer School Success



For more information or to register, go to saanys.org/events

Advertisement

A FAST TRACK TO A TRADITIONAL ED.D.

Seton Hall University's nationally recognized, accelerated doctoral program will allow you to complete your studies in just 10 weekends and two, four-week sessions over two years. In fact, more than 300 K-12 administrators in 28 states and six foreign countries have already successfully earned their degrees and achieved career advancement.

Now accepting applications for the April 2012 cohort.

Loans are available to cover the entire cost of the program regardless of financial need.

For more information, call 1-800-313-9833, e-mail excedd@shu.edu or go to www.shu.edu/go/excedd



400 South Orange Avenue
South Orange, NJ 07079
www.shu.edu

SAANYS 2011 Annual Conference

October 23-24

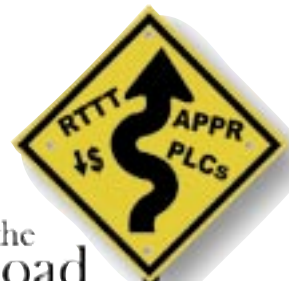
Hyatt Regency Rochester

Register now at saanys.org/events
to receive early bird pricing!

NEW
Venue!

More Details
to Come!

Traveling
the Road
Ahead



April 2011

3

DATES to
Remember :)



10-Week
ONLINE COURSE
April 25-May 20

Communicating
Effectively With the
Media, Parents, and
the Public

For more information and to
register, go to saanys.org

Building An
RTI Process

October 13-14
Desmond Hotel, Albany

A conference for district teams
including superintendents,
assistant superintendents,
principals, and teachers.

Questions? Contact
LEAF Director Kelly Masline
(518) 449-1063
kelly@nyscoss.org

April 27
Administrative
Professionals Day

May 3
National Teacher Day

May 11
National School Nurse
Day

May 30
Memorial Day

Monday's Keynote Address:

Transforming School Culture: How to Overcome Staff Division

This address will deal head on with the issue of conflicting agendas within schools. Successful schools have a very clear purpose – learning for all students. We will examine the barriers to aligning adult agendas with the school agenda and what leaders must do and what teachers must do to develop the synergy necessary to guarantee learning and transform every school into a healthy school culture.

Participants will:

- Understand the root cause of social division and how to heal old wounds.
- Understand everyone's role in developing a healthy learning environment.
- Embrace the moral imperative of schooling over personal agendas.

Anthony S. Muhammad, Ph.D.

Dr. Muhammad's tenure as a practitioner has earned him several awards as both a teacher and a principal. His most notable accomplishment came as principal at Levey Middle School in Southfield, Michigan, a National School of Excellence, where student proficiency on state assessments was more than doubled in five years. Dr. Muhammad and the staff at Levey used the Professional Learning Communities at Work (PLC) model of school improvement, and they have been recognized in several videos and articles as a model, high-performing PLC. Dr. Muhammad is the author of the book *Transforming School Culture: How to End Staff Division* (2009) and a contributing author to the book *The Collaborative Administrator: Working Together as a Professional Learning Community* (2008).



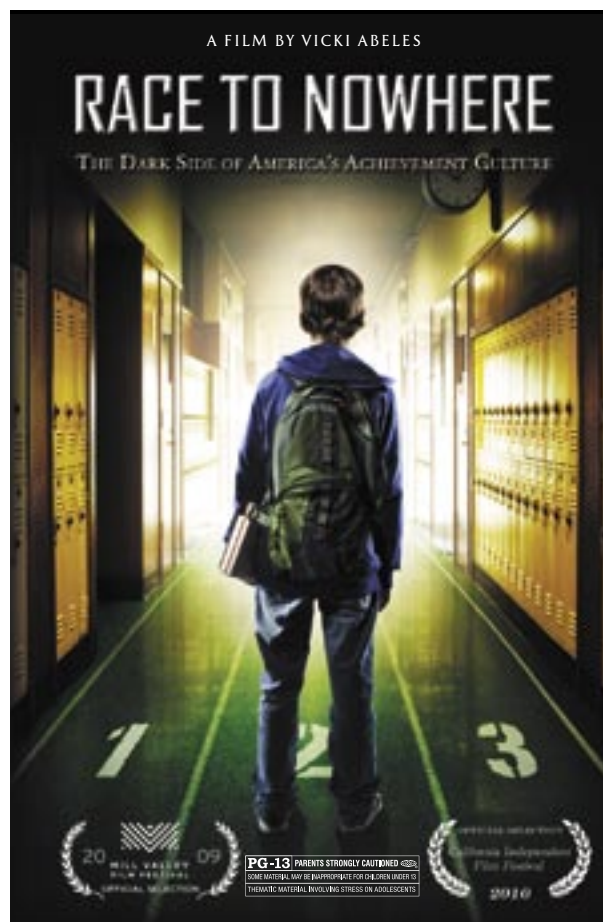
A Pre-Conference Screening

A concerned mother turned filmmaker aims her camera at the high-stakes, high-pressure culture that she says has invaded our schools and our children's lives – in what she calls a "race to nowhere."

"A compelling film about the stress that kids today experience because of high stakes testing." — Diane Ravitch

"Raises important questions that educators and parents must confront... a provocative, conversation starter of a film."

— Daniel Pink, Author of *Drive* and *A Whole New Mind*



Advertisement

The Elephants in the Room!

- PAY FREEZES
- PAY REDUCTIONS
- LAYOFFS/TERMINATIONS
- EARLY PENSION BUYOUTS
- CONTINUED BENEFITS AT RETIREMENT

Many administrators are feeling the weight of these "elephants." Not only how they may affect them personally, but also the time demands of responding to concerns that are rippling through their districts. Now more than ever, your responsibilities and commitments may jeopardize your ability to pay attention to your own future. How will these "elephants" impact your plans for the future?

Who do you talk to?

Contact SAANYS Group Benefits at
1-877-251-2540



Jon A. Law Sr.
CLU, ChFC, CFP, CLTC



Jason P. Moody
LUTCF



Central New York Agency, LLC



Region 4 – New Evaluation Law

April 27, 2011 • Franklin D. Roosevelt Mansion,
Wallace Visitors & Education Center, Hyde Park
4:30-7:30 with Light Refreshments
RSVP to: nivey@poughkeepsieschools.org
sponsored in part by Verizon Wireless

Region 6 Awards Banquet

May 5, 2011

Mallozzi's Banquet House, Schenectady • 6-9 pm
Contact Linda Klime at lklime@gw.neric.org.
sponsored by SMART Technologies

Region 8 – New Evaluation Law

May 12, 2011 • Alfresco's Italian Bistro, Oneonta
6:00-7:00 Meet & Greet • 7:00-9:00 Program & Dinner
RSVP to: FSutliff@westcanada.org
sponsored in part by Verizon Wireless

Region 11 Annual Awards Event

April 28, 2011 • Double Tree Hotel, Rochester
For additional information, please contact
Karl R. Thielking at karl_thielking@pittsford.monroe.edu.
sponsored in part by Rowland Reading

Region 12 Regional Awards Program

May 12, 2011 • Templeton Landing, Buffalo
For more information, go to saanys.org/events.
sponsored in part by Rowland Reading

For more information on these and other SAANYS events,
go to www.saanys.org/events



www.saanys.org
(518) 782-0600



SAANYS' website has the information you need.

Need input from a fellow administrator? Want to begin a conversation about a hot topic? Go to SAANYS homepage and click on the SAANYS Blog or Member Forum for instant access. You can also find SAANYS on Facebook and Twitter.

Check us out at www.saanys.org

Don't forget that you can use the Custom Google Search at the top right side of the page to find exactly what you're looking for!

2011 Exceptional New York State Leaders



All SAANYS Award Winners will be recognized for their accomplishments and contributions at the Annual Awards Banquet to be held May 6, 2011 at the Century House in Latham, NY.

Irving Schwartz Distinguished Retiree Award

Irving Schwartz was a founding member of SAANYS. His exceptional leadership and unwavering dedication to his profession was demonstrated through his countless years of participation in SAANYS and its national affiliate, the National Association of Secondary School Principals (NAASP). 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.

Timothy Wagner, retired teacher and administrator from the Rochester City School District, has been selected as the 2011 recipient of the Irving Schwartz Distinguished Retiree Award. Wagner has been a dedicated leader with an exceptional commitment to education that has spanned nearly 40 years – all in the Rochester City School District. He began his career in education as an elementary teacher for 13 years and moved into administration first as an assistant elementary principal and then as an elementary principal. Under his leadership, School #22, where Wagner served as principal, moved from a school "in need of improvement" to a school "in good standing."

In retirement, Wagner has continued his commitment to students, the community, and the profession. He remains active in SAANYS and the Scott Spino Literacy Foundation. In addition, Wagner is the executive director of ASAR (the Association of Supervisors and Administrators of Rochester). In that capacity, he works on the professional development needs of members. ASAR colleague Vicki Gouveia says of Wagner, "The executive director position is a part time position but I don't think anyone has told that to Tim. He works every day and is on call 24/7 even when he is on vacation. His commitment to the association is unwavering." She goes on to tell of his many accomplishments including being instrumental in establishing an out-of-district home for ASAR offices and upgrading their offices with a computer system. He continues to substitute as a building principal, giving him opportunities to stay in touch with students and their families. ■



*Timothy Wagner
Rochester*



*Brian Brooks
Palmyra-Macedon*

T. Walsh McQuillan Award

T. Walsh McQuillan served the children and educational leaders of New York State 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. This award is given annually to a SAANYS member and elementary administrator, supervisor, or coordinator who has strong leadership skills and has made exceptional contributions to elementary education.

Brian Brooks, elementary principal with the Palmyra-Macedon Central School District, has been selected as the 2011 recipient of the T. Walsh McQuillan Award. In accordance with the qualifications for this award, Brooks has demonstrated excellent leadership skills and has provided significant contributions to education. Colleague Danielle Dehm, elementary principal in the Victor Central School District where Brooks served as assistant principal, said: "Brian leads with confidence, by example, and most importantly, with verve to do what is right in the most difficult of circumstances."

Palmyra-Macedon Superintendent Dr. Robert Ike concurs, stating, "A culture of learning and a celebration of the child exists within Palmyra-Macedon Primary School because of Brian's devotion to servant leadership and an unwavering commitment to our earliest learners. Kids first is not just a catchphrase at Palmyra-Macedon Primary School, this belief is alive!"

When asked to summarize his educational philosophy, Brooks said, "Never lose focus of the education and development of the whole child. Empower people to believe in possibilities, challenge the status quo, and be willing to be the "first penguin."

Brooks has served the educational community for 15 years, has been a school administrator for 10 years, and has been in his current position for two of those years. Palmyra-Macedon Primary School is a K-2 rural elementary school with a total enrollment of 420. Brooks is a member of several professional associations and is active in the community. He is on the Nazareth College Alumni Board, works on the Wayne County Action Program, Headstart Education Advisory Committee, and Fairport Little League. ■

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 provided significant contributions to education at the secondary school level, demonstrated outstanding leadership skills, and maintains active membership in professional organizations, including SAANYS.

William A. Kresse, principal at City Honors School in Buffalo, has been selected as the 2011 recipient of the James E. Allen Award. Kresse has served as principal of City Honors, a grade five through twelve magnet program within the Buffalo Public Schools, for six years. City Honors focuses on acceleration, enrichment, and an International Baccalaureate Program. Kresse has served as an educator for 17 years, 12 as an administrator.

As evidenced in numerous letters of recommendation, Kresse is admired and respected in his school community. According to Catherine Nugent Panepinto, a member of the Buffalo Board of Education, Kresse has made great strides at City Honors. His accomplishments include raising the percentage of graduates earning a three or above in at least one AP course or four or above in at least one IB course from 64.5 percent in 2006 to 95% in 2009, and raising the percentage of student participation in the IB diploma program from 37.6 percent in 2005 to 57.4 percent in 2010. In addition, the number of AP and IB courses offered has increased significantly during his tenure. Many letters of support noted his exemplary leadership in making a two-year construction project progress smoothly for students, faculty and staff, and community members.

Said Catherine Linder Spencer, a City Honors parent, "His (Kresse's) commitment to excellence, his tireless dedication to our school, his care for the larger community and global issues, coupled with his uniquely contagious energy is what sets him apart."

Kresse is a member of SAANYS and several other professional associations, is a board member of the City Honors Foundation, a Buffalo Re-Tree Volunteer, serves on the Masten Field Restoration Task Force and the Macedonia Foundation, and is the recipient of several awards. ■



*William A. Kresse
Buffalo*



*Deborah L. Arlington
Erie 1 BOCES*

Leadership and Support Award

This award was established to recognize the outstanding leadership efforts of those members whose responsibilities require leadership through support services to fellow administrators across and between buildings and districts.

Deborah L. Arlington, service coordinator with Erie 1 BOCES, has been selected as the recipient for the 2011 Leadership and Support Award. Arlington has served in the field of education for 29 years, 26 as Western New York Regional Information Center Service Coordinator for Erie 1 BOCES. In this position, Arlington provides leadership in developing and coordinating training and technical assistance. According to Robert Flowers, Erie 1 BOCES internal support manager, Arlington "has provided extremely strong leadership in developing and coordinating a state-of-the-art e-mail messaging program to 5 BOCES and over 100 school districts in the Western New York region ... as well as widespread training in e-mail regulatory and compliance issues."

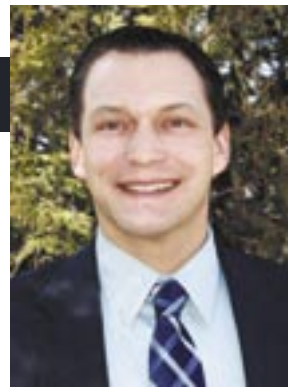
Arlington has presented at SAANYS' annual conference and was later featured on the SAANYS website as a presenter. She has served on the Health Trust Board for Erie 1 BOCES and was asked by SAANYS to offer feedback to the State Education Department on critical issues for members employed by BOCES around the state. In addition, she developed a template for a member unit website, which now can be used as a template for other large units. Continuing her quest to develop effective and powerful communication models, Arlington also initiated regular statewide unit president summits for SAANYS' BOCES groups. ■

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, and research and/or writing in the field of education.

Brian K. Bellair, director of special programs and services for the Whitesboro Central School District, has been selected as the 2011 New York State Outstanding Educator. Bellair has worked in education for 20 years, 12 as an administrator and six in his present position. Whitesboro is a suburban district with an enrollment of approximately 3,600 students. Prior to assuming this position, he served as elementary principal, assistant principal/CSE chair, and as a teacher. A longtime veteran in the field of education, he has made many contributions along the way. In a letter of recommendation, Brenda Waters, current CSE chairperson at Whitesboro, shares information about two programs in which Brian played a leadership role. The programs were established for district students with autism and with developmental delays. She states that, "Brian is an innovative leader," who "has a strong belief in children being educated in their home district. As an excellent leader would, he solicited input from all parties involved . . . worked collaboratively with them to make this program the success it is."

Dave Langone, superintendent of schools, noted, "Mr. Bellair is always a child advocate." Elementary Principal David Russo compliments Bellair saying, "Brian has an exceptional ability to communicate and work with students, parents, staff, administration, and community members. He consistently demonstrates a positive attitude with a strong student focus." ■



Brian K. Bellair
Whitesboro

April 2011

5

Welcome New Members

Debra Allan
Matthew Bashant
Karen Behrman
John Bergman
Maria Blidy
Joseph Caprio
Natalie Carraway
Tom Castellano
Nancy Cole
John D'Angelo
Celeste DeCicco-Holz
Annette Dowd
Barbara Heald
Doris Ippolito
Joellen Keenan-Gardner
Mary LaFountain
Linda Lee
Christine Lembach
Joseph Mascarenhas
Regina McAleavey
Lisa McLaughlin
Nanette Morges
Nia Nichols
Kimberly Oakes
Lora Parks-Recore
Craig Pawlak
Linda Platel
Debra Reed
Michelle Rogers
Gregory Scesney
Scott Sittig
Kathleen Vacanti
David Warnker
Tina Webber
Lynne Wells
Paul Wolf
Anthony Zeniuk



Anael Alston
Glen Cove

Middle School Principal of the Year

This award is given annually to a member of SAANYS/NAESP or NASSP 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.

Anael Alston, principal at Robert M. Finley Middle School in the Glen Cove City School District, has been selected as the 2011 New York State Middle School Principal of the Year. Alston has been an educator for 16 years and a school administrator for 11, six in his current position. Finley is an urban middle school, grades 6-8, in Nassau County with a total enrollment of 655. When asked to summarize his educational philosophy, Alston stated, "Providing a quality public education to all members of society is one of the most important things America has to do. Providing a quality education to the students in the Glen Cove community is the most important work I do."

In letters of recommendation, Alston is complimented on his leadership skills, his dedication to his students and the community, and his many accomplishments. According to Allen Hudson III, assistant principal at Glen Cove High School, Alston has "worked tirelessly with the administration, staff, students, and the community to cultivate a true change in culture in this [Finley] building."

It is noted that Alston's hard work and philosophy resulted in Finley Middle School being recognized as one of five middle schools in the nation for academic successes through the 2011 MetLife Foundation NASSP Breakthrough School Program. The goal of the project is to identify, recognize, and showcase middle level and high schools that serve large numbers of students living in poverty and are high achieving or dramatically improving student achievement.

With almost half of the 652 students considered economically in need, gaps in student achievement have decreased significantly just as all student achievement has improved over the last five years. This improvement is attributed to targeted professional development that has focused on differentiated, hands-on classroom instruction.

Alston has received several awards for his work in education including the Nassau BOCES Education Partner Award and a citation from New York State Assemblyman Chuck Lavine. He is now a candidate for the award of National Middle School Principal of the Year, an award sponsored by NASSP and The Metropolitan Life Insurance Company. A principals institute and awards ceremony sponsored by NASSP and MetLife will be held in Washington, DC this fall. ■

Elementary School Principal of the Year

This award is given annually to a member of SAANYS/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.

Kevin F. Hulbert, principal of the Keeseville Elementary School in the AuSable Valley Central School District, has been selected as the 2011 New York State Elementary School Principal of the Year. Hulbert has served as an educator for 21 years and has been an elementary-level administrator in his current position for seven years. Keeseville Elementary is a K-6 rural school with an enrollment of 385 students. Hulbert previously served as an elementary teacher, a social studies teacher, an education specialist in a regional school support center, dean of students, and athletic director.

Keeseville Elementary was recognized in 2010 with the College for Every Student "School of Distinction" Award for promoting college awareness throughout the school. KES was the only elementary school in New York and one of only two elementary schools in the nation to receive this recognition. College For Every Student (CFES) is a nonprofit organization committed to raising the academic aspirations and performance of underserved youth so that they can prepare for, gain access to, and succeed in college.

Hulbert cites the development of Keeseville's character education program among the accomplishments for which he is most proud. When describing the development of the character education program, he stated: "The use of the Response to Intervention model in a behavioral/emotional sense as well as in an academic sense has been a huge accomplishment and has resulted in improved student behavior and academic achievement." In addition, Hulbert is proud of Keeseville's service projects and the level of participation that program has garnered.

As evidenced by the many letters of support he received, Hulbert is admired and respected in his school, his district, and in the community. In a letter of support for Hulbert's nomination, Paul Savage, AuSable Valley Central School District superintendent, states, "Thinking about Kevin's leadership style and what sets him apart from others in the field, the first words that come to mind are dynamic and visionary leader, strong and innovative leadership style and presence, loyalty and dedication, and an unwavering and unmatched passion for making things better for all students in the district."

Hulbert is an active member of SAANYS and the National Association of Elementary School Principals, is co-chair of the North Country Task Force Against Bullying, a member of the North Country Coalition for Safe Schools, and is a leadership team member with the Communities of One "Leading For Change." As New York's Elementary School Principal of the Year, Hulbert will be celebrated as a National Distinguished Principal by the National Association of Elementary School Principals at a recognition program sponsored by NAESP and Valic this fall in Washington, DC. ■



Kevin F. Hulbert
AuSable Valley

K-12 Building Principal Award

The K-12 Building Principal Award was created to recognize the unique characteristics of a K-12 building and the related demands, expectations, and challenges of a principal in this multi-level environment. It is given annually to a SAANYS member who is a successful K-12 principal and recognized educational leader who has demonstrated leadership in establishing the pace, character, and mission of the building and demonstrated creativity and resourcefulness in providing comprehensive programs and services for all levels and grades.

Susan O. Shene, pre-kindergarten-12 principal of Clifton-Fine Central School District in Saint Lawrence County, has been selected as the recipient for the 2011 New York State K-12 Building Principal Award. Shene has served in the field of education for 24 years, six in administration, three in her present position. In November 2010, Clifton-Fine Elementary School was awarded the U.S. Department of Education Blue Ribbon School Award based upon improved assessment scores. The school is the only one in St. Lawrence County to ever receive the award and one of only 19 schools in New York State to receive this honor. According to Shene, "Leading a PK-12 school has many challenges, but also many rewards. Seeing the shy, hesitant PK child grow into a confident young adult is just one such reward. The opportunities for teamwork abound, and the entire staff at CFCS understands the need for teamwork for the success of our students."

Shene is a member of several professional associations and is on the board of the Clifton-Fine Arena Association. In his nomination of Shene, former Superintendent of Schools Dr. Paul Alioto stated, "Susan O. Shene is the most effective educational leader with whom I've had the privilege of serving. Despite our local community challenges of poverty and cultural and geographic isolation, Mrs. Shene has led our staff to help students achieve their highest potential resulting in our NYSED nomination for a National Blue Ribbon in 2010." ■



Susan O. Shene
Clifton-Fine



2011 Awards Ceremony

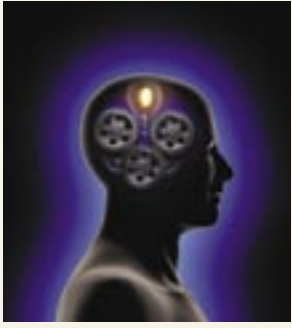
May 6, 2011 • The Century House, Latham

reception sponsored by the Central NY Agency/MassMutual Financial Group



www.saanys.org
(518) 782-0600

Just a Thought...



*"All change is not growth, as all movement is not forward."
– Ellen Glasgow*

Congratulations Retiring Members

Steven Borrello
William Brown
Billie Burgamy
Robert W. Cook
Kevin Dirth
Norlyn Legler
Mark Miele
Nancy Noonan
Karen M. Simon



Regents Meet in Albany

The New York State Board of Regents met in Albany on March 7 and 8. Despite very inclement weather, the board was able to modify its schedule to address all scheduled discussion and action items. A summary of items of import to school administrators follows:

School Accountability – In regard to public school and district accountability, it was reported that the number of schools that did not meet annual measurable objectives (AMOs) increased more than threefold, and that it is expected that the majority of schools will not demonstrate annual yearly progress (AYP) for their students with disabilities and English language learners. Therefore, the number of schools in need of improvement is expected to double from 532 to more than 1,000. Assistant Commissioner Ira Schwartz explained that the change in accountability is largely due to the re-setting of grade three through eight cut scores in August 2010, to correlate student performance on the state assessments in English language arts and mathematics with college and career readiness.

The change of cut scores for grades three through eight also changes the trajectory of performance improvement needed to ensure a proficient level of performance by 2013-14 as required under NCLB. The following revised AMO targets have been approved by the US Department of Education for grades three through eight:

	2010-11	2011-12	2012-13	2013-14
ELA	122	148	174	200
Math	137	158	179	200

College and Career Readiness – Associate Commissioner Jean Stevens presented information regarding recently conducted regional meetings and the 15,000 responses to the

SED survey regarding possible innovations to improve college and career readiness. Commissioner Steiner indicated that overall revisions that would add flexibility were most embraced, and innovations that would add requirements were “controversial,” especially in consideration of any fiscal impact. The preponderance of discussion focused on course requirements (such as the addition of a fourth year of math and/or science), and the disconnect that now exists between the grade 3-8 assessments (with revised cut points that correspond with college and career readiness) and Regents exams (for which a passing grade of 65 does not correspond with college and career readiness). Senior Deputy Commissioner John King briefly described a possible revision whereby, over a period of years, passing scores in math and English would be incrementally increased to 80 and 75 respectively. However, as the Board discussion proceeded, it appeared that Commissioner Steiner preferred an alternative approach whereby instead of a grade (e.g., 65 passing), there would be four levels:

- Level 4 – Advanced (possibly culminating in a Regents Diploma with Advanced Designation)
- Level 3 – Proficient (equated to current score of 80 and 75, and possibly culminating with a Regents Diploma with Proficiency)
- Level 2 – Basic (equated to a current score of 65, and possibly culminating with a Regents Diploma)
- Level 1 - Failure

Teacher and Principal APPRs – Regents Senior Fellow Amy McIntosh presented a discussion item depicting decision points, and policy decision possibilities, related to implementing the enhanced annual professional performance review (APPR) requirements set in Section 3012-c of Education Law:

1. Student growth based on state assessment data (20 points of APPR rating) – McIntosh pointed out that New York State does not currently have an approved growth model, and that it is likely that a growth model will not be in place for the Board’s meeting in June. She went on to say that there would not likely be a great difference between the growth model and the value-added growth model. McIntosh presented a growth model that involved year-to-year changes of student and school performance in comparison with performance changes of “similar” students and schools for the same period. Possible approaches were

continued on page 8

Rothstein Blasts Gates for Inaccuracy, Misinterpretation

Fact-Challenged Policy

March 8, 2011 – EPI Research Associate Richard Rothstein posted this response on the *National Journal Experts* blog, on the topic of school reform efforts being promoted by Bill Gates and other education policy advocates.

Last week, Microsoft Chairman Bill Gates published an op-ed in the *Washington Post*, “How Teacher Development could Revolutionize our Schools,” proposing that American public schools should do a better job of evaluating the effectiveness of teachers, a goal with which none can disagree. But his specific prescriptions, and the urgency he attaches to them, are based on the misrepresentation of one fact, the misinterpretation of another, and the demagogic presentation of a third. It is remarkable that someone associated with technology and progress should have such a careless disregard for accuracy when it comes to the education policy in which he is now so deeply involved.

Gates’ most important factual claim is that “over the past four decades, the per-student cost of running our K-12 schools has more than doubled, while our student achievement has remained virtually flat.” And, he adds, “spending has climbed, but our percentage of college graduates has dropped compared with other countries.” Let’s examine these factual claims:

Bill Gates says: “Our student achievement has remained virtually flat”

The only longitudinal measure of student achievement that is available to Bill Gates or anyone else is the National Assessment of Educational Progress (NAEP). NAEP provides trends for 4th, 8th, and 12th graders, disaggregated by race, ethnicity, and poverty, since about 1980 in basic skills in math and reading (called the “Long Term Trend NAEP”) and since about 1990 for 4th and 8th graders in slightly more sophisticated math and reading skills (called the “Main NAEP”).

On these exams, American students have improved substantially, in some cases phenomenally. In general, the

improvements have been greatest for African-American students, and among these, for the most disadvantaged. The improvements have been greatest for both black and white 4th and 8th graders in math. Improvements have been less great but still substantial for black 4th and 8th graders in reading and for black 12th graders in both math and reading. Improvements have been modest for whites in 12th grade math and at all three grade levels in reading. . . .

Bill Gates may think that these improvements are insufficient, and perhaps he is correct. But, as Daniel Patrick Moynihan reportedly quipped, “everyone is entitled to their own opinions, but not to their own facts.”

To read the full story, please go to saanys.org/newsroom.

Advertisement

Are you interested in learning more about

- data informing instruction
- tools to process and manage data
- instructional strategies using data

Join Data Analysis Technical Assistance Group at our summer conference in Saratoga Springs on July 13-15 and become a member at no additional cost! Contact us at www.datag.org and register for the summer conference

LEGAL BRIEFS

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



When your position is abolished...

Even prior to Governor Cuomo's cuts in state aid, school districts were looking for ways to save money. For some unfortunate districts, the decrease in funding is resulting in school closures and/or the elimination of positions. While there are many nuances and case-by-case variations as to the possible outcomes of an abolished position, the following is a brief overview as to your rights and responsibilities should your position be abolished.

When a board of education abolishes a certificated administrative position, the least senior administrator in the tenure area of the position being abolished is subject to layoff and is placed on a preferred eligibility list for seven years. Seniority for administrators is based upon the time spent in a tenure area, which is not necessarily the same as the position the administrator serves in. Thus, for example, it is possible that a specific position, such as middle school assistant principal, is abolished, but the person serving in that position is not the one laid off because his tenure is merely "administrator" and he has more years of service within that tenure area than another.

Administrators whose positions are abolished are eligible for recall to any similar positions, whether previously in existence or newly created. "Similar positions" are those where 50 percent or more of the duties are of the same kind, quality, and scope as those in the previously held position. Whether a position is considered similar to the abolished position also depends on the skills, experiences, and certifications required for the position.

It is important to note, however, that the ability to be placed on a district's preferred eligibility list is contingent on several factors. Initially, and perhaps obviously, the administrator must be laid off due to a position's abolishment and/or being displaced by another, whose position was abolished. Voluntarily resigning or retiring, even if at the request of the district, will make you ineligible for the preferred eligibility list. Further, when you leave the district, your employment record must reflect faithful, competent service. This means that the board of education can decline to place you on the preferred eligibility list if there is a history of disciplinary issues, particularly if there has ever been a finding against you as a result of §3020-a charges.

When a competitive class civil service position is abolished, the seniority of all of the employees in the affected competitive class is considered. Seniority for civil service employees is based upon continuous service in the classified service and is measured from the date of the original permanent appointment, with constant service in the class, to the date of abolition of the position.

After seniority within the competitive class is determined, layoffs occur in the following order: (1) temporary employees, (2) provisional employees, (3) contingent permanent employees, (4) probationary employees, and, finally, (5) permanent employees. If a permanent employee is to be

Advertisement

The Mind & Body
Go Together
Or They Go
Nowhere

Physical Education builds more than bodies.
More PE means better attendance, increased
concentration and improved test scores.

WheresMyPE.org
New York State Department of Health

laid off, the least senior appointment is the one terminated.

Some civil service employees may have what are known as "bumping" or "retreating" rights. "Bumping" occurs when the abolished position is one that had a direct line of promotion. The laid off employee can take over the position of the least senior employee in the immediately subordinate position, provided the individual in the subordinate position does not have greater overall seniority. In situations where there are no subordinate positions, a competitive class employee may "retreat" to the last competitive class position he served in, so long as his performance in that position was satisfactory, the former position was in a lower salary grade, and the individual to be displaced does not have greater overall seniority.

If the laid off employee does not displace another, he is placed on a preferred eligibility list for four years. Such an employee may be eligible for opening in the excised position, any openings in subordinate positions in the direct line of promotion, or any other positions that the local civil service agency deems to be analogous to the excised position.

This past summer, the commissioner of education held that the district has an obligation to make a reasonable effort to notify those on a preferred eligibility list of an opening and to ascertain whether they are interested in the opening prior to seeking outside candidates. Therefore, it is important to keep your contact information current with the district so it may notify you of any eligible openings.

In the event your position is abolished, you should contact the SAANYS legal department, as the situations presented above do not include all of the possible factors that may affect seniority and your recall rights. When calling the legal department, you will be asked to collect the board of education resolutions and appointment letters for both your probationary and, if applicable, tenure appointments. If possible, you should also start to compile a list of others in your tenure area and how long they have been in the tenure area. This will help our office determine whether you have seniority over another in your tenure area that will result in your maintaining employment in the district. Additionally, we will look at your employment agreement to see if there are any contractual provisions that may affect your seniority and recall rights. ■

Contact a SAANYS Attorney

24 hours
a day!
seven days a week

1-800-978-6055

Please call 518-782-0600
during normal business
hours to speak with a
SAANYS attorney.

Advertisement

The McGraw-Hill Companies

We've got
The Cure
for the **Common Core**

Common Core Edition
© 2012 Glencoe 6-12
Mathematics Series

Alignment to the CCSS is just
the beginning...

- In-depth, rigorous math lessons but with built-in differentiation that enables you to tailor instruction to all levels of learners
- Seamless Response to Intervention (RtI) approaches including diagnostics and prescriptions for all three RtI levels
- Thousands of digital resources for students and teachers including ebooks, games, tutorials, virtual manipulatives, and videos—all housed in one easy-to-access online portal, *ConnectED*
- Compatibility with handheld technologies such as TI-84 and TI-Nspire™

McGraw-Hill Glencoe MHEonline.com
1-800-334-7344

SAANYS Benefits



Your key to
security and savings

Benefit of the Month

For the most up-to-date information, follow SAANYS on Facebook and Twitter.





Visit SAANYS' Career Center at www.saanys.org. Simply click on the "Career Center" button on the homepage.

Regents . . .

cont. from page 6

presented to statistically control for variables such as student poverty, disability, and limited English proficiency. In cases where no state examination currently exists, possible options to be considered by the Board include the development of a new assessment, adoption of an assessment that currently exists, development of a rubric, or assignment of the state assessment 20 points to the local assessment and/or to the 60 percent local performance measures.

2. Student performance based on local assessment data (20 points of APPR rating) – McIntosh explained that by June the Board will need to decide the extent to which local assessment measures, which may be growth or metric, will be open or restricted. By way of example, the Board can establish a list of approved instruments or could leave such determinations entirely to the local level. One option also mentioned was the possible allowance of using state assessment performance data for local assessment purposes; essentially double-weighting such data.

3. Additional performance measures (60 points of APPR rating) – For teachers, enhanced standards are specified in section 100.2(o) of commissioner's regulations. For school administrators, the state education department will need to determine whether to develop standards or adopt standards such as the Educational Leadership Policy Standards: ISLLC 2008.

4. Determining APPR performance bands – The state education department will need to develop two sets of APPR bands: one for determining the portion of 20 points to be assigned based on student performance in state assessments, the second for determining whether overall performance is highly effective, effective, developing, and ineffective based on a 100-point scale. McIntosh pointed out that the Board may set selected bands (such as the number points that would denote highly effective performance only), or may set bands for all four performance categories.

Based on information discussed at the meeting, it appears that a single teacher of record and a single principal of record will likely be designated for each student, including students who receive services from multiple teachers (such as special education resource room and general education) and students who participate in more than one placement (such as in BOCES and in their home district).

APPR regulations and procedures are scheduled for discussion at upcoming Board of Regents meetings as follows:

- May – Draft regulations will be presented for implementation of enhanced APPR requirements in 2011-12.
- June – "Emergency" adoption of APPR regulations.

Watch for an update from the April Board of Regents meeting in the next *News & Notes*, reporting on the recommendations from the Regents Task Force on Teacher and Principal Effectiveness.

For more information regarding the information above, or other matters discussed at the March meeting of the Board of Regents, contact SAANYS Director of Government Relations James Viola at JViola@saanys.org. ■

WE WON'T SELL YOUR INFORMATION!

Your membership and trust are of the utmost importance to us, your staff. Please be assured that SAANYS does not now, and has never, sold its mailing list or e-mail list. Informational material from our corporate sponsors is mailed to you directly by SAANYS to protect your privacy. If you have questions or concerns regarding the information you receive, please contact Debbie Taylor, director of corporate services, at DTaylor@saanys.org or (518) 782-0600.

Advertisement

If you wanted to spend your days putting out fires, you would have become a firefighter instead of a school principal.

Learn How to Work Less, Produce More, and Still Get the Job Done in a Sensible School Week with Malachi Pancoast, President, The Breakthrough Coach. It's one of the most practical – and liberating – programs you will ever attend.

UPCOMING PROGRAMS IN YOUR AREA:
• Madison-Oneida BOCES, Verona, NY
August 4 & 5, 2011

the **break**through
coach
Management Development for Instructional Leaders
(900) 280-3074

To register, visit <http://www.the-breakthrough-coach.com/pages/calendar.php>



www.saanys.org
(518) 782-0600

A message from a SAANYS corporate sponsor

The SchoolStop.com makes school supply shopping simple for parents and teachers while acting as a fundraiser to help support schools' budgets. This service provides the school or PTA with the ability to post its "back to school" class supply lists online so parents have the ability to either print out or purchase the exact list that the school (or teacher) requires at competitive prices and have the supplies delivered directly to their home within 1-3 days anywhere in the continental USA.



In addition to the convenience for both the school and the parents, this new service also serves as a school fundraiser. Schools or PTA's will earn a 7.5 percent store credit that can be used to acquire needed school supplies for their classrooms from School Stop's huge selection of over 30,000 products.

Schools will only need to do three things to get this service started.

1. Register with the site.
2. Set up their class supply lists online or have The School Stop do it for them.
3. Notify parents about the service.

The School Stop can provide links to a school's homepage so parents can easily access their new class supply lists and be able to avoid the hassles of shopping in busy stores during the back-to-school season. Schools and parents who have used the service have been thrilled with the convenience and simplicity.

If you have any questions about the program please contact The School Stop at Contactus@theschoolstop.com or call the company at 866-331-9986. ■

Advertisement

Ensure student success with Pearson Digital Learning's 100% web based learning system.

- Credit Recovery
- Dropout Prevention
- Summer School
- Alternative Education
- Virtual Schools

NovaNET[®] COURSEWARE

NovaNET[®] Courseware is a complete web-based system that delivers proven, rigorous, standards-based instruction from New York state-aligned, prescriptive curricula and offers flexible implementation options for high school and adult learners.

For more information contact Jennifer Fosegan
585-330-8003 • Jennifer.Fosegan@pearson.com

Advertisement

“ SAANYS and NAESP are the perfect combination to support me as an elementary principal. My membership in both associations ensures that I have the resources, networks, and voice I need— at the state and national levels. ”

—Stuart Pollak, Elementary School Principal
Connetquot Central School District
Bohemia, N.Y.

A state network 
A national presence

Join NAESP—the only national association dedicated to the needs of elementary and middle-level principals—and you'll have:

- Influence: NAESP is your champion on Capitol Hill
- Insight: Award-winning *Principal* magazine
- Networking: Friends and colleagues, from New York to New Mexico
- Career Protection: \$1 million in individual professional liability coverage
- And much more



naesp

Join Today!

SAANYS & NAESP—Your professional support team

WWW.NAESP.ORG | TOLL-FREE: 800-386-2377