

News & Notes

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www.saanys.org

Annual Award Winners Issue

Oceanside Educator is SAANYS/NAESP Elementary Principal of the Year

Joanna Kletter, principal at South Oceanside Road School #4 in the Oceanside School District, has been selected as the 2018 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 high standards for instruction, student achievement, character, and climate for the students, families, and staffs in their learning communities.



Joanna Kletter
Oceanside CSD

Known as a passionate leader who considers all stakeholders, Kletter has implemented several innovative programs benefitting students, staff, parents, as well as the greater Long Island community. Commented School Psychologist Lori Borelli, "Joanna demonstrates a passion for leadership that has earned her the respect of students, parents, teachers, and peers." She spearheaded the transformation of the staff's Superintendent's Conference Day into an Unconference Day designed for participant-driven professional learning. Commented Principal Julie

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Rochester Administrator Honored with SAANYS Leadership and Support Award

Andy Scott, data management specialist for the Rochester City School District, has been selected as the 2018 recipient of the SAANYS Leadership and Support Award.



Andy Scott
Rochester City SD

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 administrator in a large school district serving almost 30,000 students, Scott's role in the (External School Operations) Office of Accountability is to identify processes to improve the quality of data and to communicate these results on a daily basis to end users. He is known as a mentor to all, a person who always takes the time to help teachers and staff to empower them to perform each technical task with accuracy and confidence. Commented Bettyjean Callon, senior information services business analyst, "Andy is a consensus builder who looks at the big picture in addition to the details. He is always available to answer questions or volunteer for a project that needs additional help." Noted Karl J. Kania, director, external school operations, "No matter the task or request, Andy's friendly demeanor and patience with even the most novice data manager/input person makes what he does extra special."

Commented Assistant Principal Kwame Donko-Hanson, "He mines school data reports and shares out trends and notifies schools and administrators of certain anomalies and suggests ways to fix them. When I have questions about the information management systems of the district, Andy is always a phone call away to explain things so that I can understand it to aid me in performing my job responsibilities better."

Scott serves on the Executive Council and Professional Development Committee for the Association of

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LEGAL BRIEFS

When and How Much Force Should be Used to Restrain a Student

The use of physical force or restraints on students, can lead to undesirable legal issues for the teachers and administrators involved. Anytime that physical force gets used on a student, there is a possibility that the school district employees involved in the incident may find themselves defending against claims of abuse, assault, battery, and even false imprisonment. Even when the claims are meritless, it can be costly and stressful.

Physical force and physical restraints should only be used in rare and extreme situations, and when it is required, it must be handled with the utmost care. Administrators and teachers are encouraged to avoid the use of physical force and restraints whenever possible. However, when the use of force cannot be avoided, it is critical that the amount of force used, and the manner in which the force is applied, not be excessive or abusive. The following is some guidance on the use of physical force in schools.

To avoid, or at least minimize, the legal risks associated with the use of force and physical restraints, school districts should put procedures in place to ensure that every reasonable effort gets made to avoid the use of physical force. When physical force cannot be avoided, the behavioral interventions that get implemented must be "consistent with the child's rights to be treated with

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Financial Fridays
A SAANYS lunch & learn series
Webinar

Did you miss the latest Financial Friday AXA webinar on Student Loan Forgiveness? No worries, it is archived on the SAANYS website along with all webinars from this series, find it at <https://saanys.org/axa-services/axa-webinars-resources/>. Mark your calendar for the upcoming webinars on June 1 and June 15. Find out more at saanys.org.

STUDENT LOAN FORGIVENESS PROGRAMS
Kelly DeMay, Vice President

SAANYS SUMMER Camp 2018

Capital Region BOCES
Albany | JULY 10-12

Nassau County BOCES
Westbury | JULY 24-25

Monroe 2 - Orleans BOCES
Spencerport | AUGUST 1-3

See page 2 for more details!

SAANYS Welcomes New Unit:
– REGION 2 –
Locust Valley Administrators Association



Executive Viewpoint

Kevin S. Casey, Executive Director

A Celebration of Leadership

In this edition of *News & Notes* we acknowledge the 2018 SAANYS state-wide award winners. The awards program is designed to recognize those educators who demonstrate outstanding leadership skills and have made exceptional contributions to the educational process. I congratulate each and every one of them.

Awards programs are designed to provide a fair process whereby excellence may be

judged and awarded. Such programs properly shine a light on success, and celebrate accomplishment. While we should own our mistakes and address our shortcomings, we should equally acknowledge those among us whose performance advances education and benefits children. The individual winners are deserving, but it would be a mistake to think the awards program is solely about individuals.

Each award winner has a story to tell. I have been

around this process long enough to know that successful schools and programs result from teams of talented and committed individuals, from persistence and vision and from adequate resources. Why then do we acknowledge individuals who are engaged in a group effort? The answer is that we are celebrating superior leadership.

According to Albert Einstein, a leader is one who, out of the clutter, brings simplicity...out of discord, harmony...and out of difficulty, opportunity. No leader can do everything themselves, and our award winners are no exception. What they can do is create the conditions where excellence can thrive. If the past is any guide, our award winners will be acutely aware of this. Every year without fail award winners ac-

knowledge the efforts of others. Family members, teachers and other hard-working staff, supportive superintendents and considered school boards. However, not all educators are fortunate enough to work in environments that are conducive to professional success. Some are able to produce results despite the obstacles they face. Those obstacles may arise from district or community dysfunction. They can arise from societal conditions such as poverty or drug abuse or a lack of adequate resources to address the conditions particular to the community. Such environments require educators skilled enough to navigate that environment in a manner that will be successful. Our award winners are those who have demonstrated an ability to be successful in the particu-

lar environment in which they operate.

I have also found over the years that the award winners tend to understate their influence on the larger environment. Good leaders set examples that others aspire to, even without making a conscious effort to do so. They drive others to improved performance. They raise expectations. This is done by modeling high quality behavior and consistently demonstrating a commitment to students and staff alike. Their high standards become the norm. Theirs are efforts that are worthy of acknowledgement, but I know that they will redirect all of the compliments towards others. It's what good leaders do. ■



SAANYS Professional Development Update

The sun is out, the birds are singing, and that means that SAANYS Summer Camp is just around the corner! This year we are happy to have expanded our Summer Camp experience from three days in one location to eight days in three locations: Capital Region, hosted by Cap



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

Region BOCES on July 10, 11, and 12; Long Island hosted by Nassau County BOCES on July 24 and 25; and Rochester hosted by Monroe II BOCES on August 1, 2, and 3.



What makes a SAANYS Summer Camp a great choice for your summer learning experience? Timely topics explored in an engaging way in a collaborative and collegial setting – not to mention

snacks and music that will make you feel like you are back in camp! We may not have a muddy lake, piney cabins, or mean counselors, but we can offer two or three days of enjoyable and outstanding learning and thinking, with a guarantee of returning to school with a backpack full of realistic strategies to share and develop.

Although specific workshops and facilitators will vary by site, the big topics that are common to all three are:

Promising Practices to Support Student Mental Health

Find out what teams in schools and districts like yours are doing now to build informed and effective practices to support student mental health in new ways: partnering

with outside agencies to bring support services in district, building trauma awareness and informed practices; training for ALL staff who interact directly with students; restorative practices; reducing stigma; realistic, sustainable, and replicable strategies to support all students; listening to student voice; impact of the new mental health curricular requirement, and more.

Toward Culturally Responsive Classrooms, Schools, and Districts

What is a 'culturally responsive' school? How do schools and districts create systems to build safe, welcoming climates that go beyond the annual food fair to truly celebrate diversity and honor student differences? How do service providers interact to coordinate interventions for children in need? How are parents made to feel like integral partners on the school team? This enlightening and engaging workshop

will focus on promising practices in districts like yours that are beating the odds. Be prepared to think, engage, and leave with ideas and actions to share and implement over the next school year.

Trends in Learning: Redefining the Student Experience with a Digital Learning Environment

The Monroe II campsite will feature this bonus workshop that will hone in trends and action steps to bring the pedagogy up to speed with rapidly changing technology. Performance based, authentic learning experiences will be the focus in this inspiring workshop hosted by Apple, Inc. which will explore innovative learning and teaching models that are happening in schools like yours.

Check saanys.org for full descriptions of the programs and presenters at each campsite, and register today! ■

News & Notes

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REGISTER NOW! WHAT'S WORKING NOW IN SCHOOLS LIKE YOURS:

- Addressing Increasing Student Mental Health Needs at Every Level
- Building Culturally Responsive Classrooms, Schools, and Districts

ATTENDANCE IS LIMITED - REGISTER NOW TO GUARANTEE A SEAT

THREE LOCATIONS: CAPITAL REGION, LONG ISLAND, ROCHESTER JULY AND AUGUST 8:30 AM-3:00 PM

Join us for engaging, relaxed professional learning on the topics that matter most. Each day will feature a keynote and morning and afternoon workshops focused on practitioners sharing what they are doing and what they have learned along the way.

Capital Region BOCES
Albany | JULY 10-12

Nassau County BOCES
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Monroe 2 - Orleans BOCES
Spencerport | AUGUST 1-3



Have questions? Need assistance?
Use the "Ask SAANYS" button at saanys.org.



Top Issues From the April Board of Regents Meeting

A Report from Cindy Gallagher, SAANYS Director of Government Relations

The April meeting of the Board of Regents covered a wide range of topics that included an optional pathway in the arts and initial discussion on implementing regulations for ESSA. The following provides a brief synopsis of the two-day meeting emphasizing those issues that potentially impact school administrators.

180-Day Requirement

A dynamic and lively discussion was held on the 180-day requirement. The proposed regulations eliminate the daily hourly requirements to provide greater flexibility in scheduling. The daily minimum hourly requirements are eliminated and are replaced by an aggregated yearly amount of hours, which provides greater flexibility.

School districts must now be in session for at least 180 school days and during such days, the following minimum aggregated hours must be met:

- Half day kindergarten: 450 hours
- Full day kindergarten and grades 1-6: 900 hours
- Grades 7-12: 990 hours

The part of the discussion that raised the greatest concern was the clarification that instructional time did not include “passing time” between classes. The commissioner clarified that passing time is not a time when students are “engaged in actual instructional time and it is assumed that districts are building in both the required minimum instructional time and any operational non-instructional time such as passing time and homeroom.” The commissioner also stated that this definition was not new, however, there are some who believe that this is a new interpretation and that the inclusion of passing time has not been part of prior guidance to the field. This item may be found by scanning the QR code.



Discussion Around the Table

Several members of the Board of Regents expressed concerns from districts that due to current teacher contracts, some calendars may not meet regulatory requirements. Such negotiated contracts are still in effect and are not subject to reopening negotiations. Many of the Regents felt that an inability to open up a contract would put them in jeopardy of not being able to meet the regulations. There was some discussion of tabling the item. Other members felt that their constituents were supportive of the new regulations and were, in fact, counting on enactment for the next school year. This discussion became very dynamic and the board called for a recess. Upon returning, the board put forth a new motion that the regulation, as submitted, be “effective July 1, 2018, to ensure that school districts and applicable unions can set their calendars for the 2018-2019 school year and complete any collective bargaining negotiations necessary to comply with the new requirements of the proposed amendment.” Further, the board instructed the commissioner to work with any district with specific concerns during the transition period.

State Aid

A second area of attention was a discussion on state aid. The state budget bill includes language that requires (for 2018-19) NYC and districts with four or more schools that received greater than 50 percent of funding from state sources, to submit a plan on how state and local funds are projected to be spent at the school level. In 2019-20, school districts with more than four schools will be required to meet the above requirement and all remaining districts must report by 2020-21. The commissioner and staff indicated that this requirement moves up the schedule of reporting, as the first wave of districts will need to

submit projected expenditures by July 1, 2018. You may recall that under ESSA, all districts will have to report actual expenditures at the end of 2018-19. This item may be found by scanning the QR code.



Equivalency of Instruction

A third issue to highlight is equivalency of instruction. This issue was brought up during the last few days of negotiations on the state budget. The commissioner and chancellor indicated that this issue will be handled respectfully given the very diverse nature of the non-public and private schools in New York. The commissioner indicated that there are over 1,800 non-public schools, each with a very different approach to testing and instruction. Some current challenges for public schools were discussed, such as how equivalency was determined and how revisions to the rubrics used for such determinations are likely to occur. This is an issue we are sure to hear more about in the future.

ESSA

The last item to bring to your attention is the draft regulation needed to implement ESSA. There are numerous technical revisions which were discussed without the Regents having the actual wording. At this point there seem to be only a few substantive revisions, such as:

- Requiring districts to have a transition liaison to ensure that students transitioning into, between, and out of residential facilities receive appropriate educational and wrap-around support.
- Beginning in 2017-18 and 2018-19, schools that fail to meet the 95 percent participation rate for two consecutive years (with the same subgroup on the same measure, ELA, or math) are required to develop an improvement plan.
- Districts may choose to offer public school choice options out of low performing schools. Comprehensive support improvement schools that have not made progress after two years will be required to offer public school choice.

A sixty-day public comment period is provided and the proposed regulations will be presented for adoption as an emergency action at the June meeting. SAANYS expects to have more information on these changes and will keep members informed. This item may be found by scanning the QR code.



Advertisement

WHY?
The Transition to Superintendency Program May Be Right For You
This Summer - Four Full Days

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 for the superintendency. This position has a steep learning curve. 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 building administrators and central office administrations who:

- Are interested in the superintendency, and want insight and understanding into what is needed for successful transition
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- Have been interviewing for the superintendency but without success

Cohort 13 - July 18 and 19 - August 8 and 9, 2018
O-C-M BOCES, Syracuse, New York

Detailed information and registration on the web at www.SuperintendentOfSchools.com

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 716-672-5473 jmerrins@cecomet.net



REGISTER at www.saanys.org

Has there ever been a more challenging and exciting time to be a school leader? As the world changes so do our roles as educators. Building new models and partnerships to address the growing challenges our students face is vital. How do we meet the increasing mental health needs of students? What is a culturally responsive school? How do we make sure pedagogy keeps pace with technology? How do we as leaders model what we want to see in classrooms?

This year's theme, *Leading and Learning NOW*, focuses on what the challenges and opportunities are, and more importantly, how we can navigate changing seas in new and innovative ways.



Conference Speakers:



George Couros

George Couros is a leading educator in the area of innovative leadership, teaching, and learning. He has worked at all levels as a teacher and technology facilitator, school and district administrator, and is the author of the book *The Innovator's Mindset; Empower Learning, Unleash Talent, and Lead a Culture of Creativity*.



Q&A With Commissioner MaryEllen Elia

MaryEllen Elia is the New York State Commissioner of Education and President of the University of the State of New York. A native New Yorker, Ms. Elia has 45 years of experience as an educator. We are happy to welcome the commissioner to the conference again for an engaging dialogue with attendees.



SAANYS and NASSP NYS Assistant Principal of the Year



Theresa Adamec
Lancaster CSD

Theresa Adamec, assistant principal at Lancaster High School in the Lancaster Central School District, has been selected as a 2018 New York State Assistant Principal of the Year by SAANYS and the National Association of Secondary School Principals (NASSP). This award is given annually to a member of SAANYS and NASSP to an assistant principal who has succeeded in providing high quality learning opportunities for students. These assistant principals are acknowledged by their peers for the exemplary contributions they have made to the profession.

A long time educator and administrator in the district where both she and her children attended, Adamec is known by all as a leader

who passionately believes in empowering students to be the very best they can be. Many of the school's more than 60 clubs and many events are student led. Students also routinely serve as contributing members on administrative committees, helping to make decisions that create a climate where students feel valued and at home. Adamec is instrumental in facilitating these activities, serving as a mentor for the students. Noted Mark Skowron, a teacher at the high school, "Her genuine belief in our students and their ability to work with our adult leaders often times rewards our building with complete, well thought out plans, and creative solutions."

Adamec was an integral member of a team who created a program to identify and support the needs of a sub-group at the high school that were considered at-risk for leaving school. Utilizing research-based practices such as credit recovery programs, support services both before and after school, as well as the development of an evening program known as LEAP (Lancaster's Evening Alternative Program), her team was able to successfully reach these students resulting in a graduation rate of 98 percent for the district. Commented Principal Cesar Marchioli, "She has the creativity and knowledge to motivate some of our most challenging students. Many have recognized her as an inspiration, coming back years after graduation to thank her for not giving up on them." Noted Assistant Superintendent Dr. Marie Perini, "Perhaps her greatest gift is that of caring and passion for students, and she readily collaborates with teachers in the development of curriculum and instruction that is student-sensitive, fair, achievable, and challenging." 🍌

High School Principal of the Year



Michael Dardaris
HFM PTECH

SAANYS has selected Michael Dardaris, principal of Hamilton Fulton Montgomery Pathways in Technology Early College High School (PTECH) at HFM BOCES, as the New York State 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. Nominees are administrators who are committed to students, parents, and the community and have shown exceptional contributions to the educational process.

As the principal of this innovative high school, Dardaris' leadership goal has been to completely redefine not only what leadership looks like, but what learning looks like in the public school. Recognizing that vision alone cannot

cultivate innovation and school change, Dardaris and his team worked collaboratively to completely transform the traditional educational experience through teacher leadership and student empowerment. "As the school's leader, Michael encourages teachers and students to take risks, and in doing so has fostered a student-driven culture in which teachers function more like coaches and students take ownership of their education," HFM BOCES Superintendent Dr. Patrick Michel said.

The PTECH program targets students who might not otherwise consider a college pathway and centers around a project-based curriculum focusing on professional skills in four career pathways: business management and administration, advanced manufacturing, information and technology, and health sciences. Students entering the program work simultaneously towards a Regents high school diploma and an associate's degree in applied science from Fulton-Montgomery Community College. There is no cost to the student's family. PTECH has been recognized as one of 25 national models of Innovative Successful Practices by the American Association of School Administrators and The Successful Practices Network. Commented Board of Regents Chancellor Betty A. Rosa, "Students and educators from the HFM BOCES made a powerful presentation to the Board of Regents at our meeting earlier in March. It's very easy to understand why their PTECH model is being hailed as a national model to be emulated by others. These students are also inspiring us with their service projects that benefit both the local community and the wider world around them." 🍌

Congratulations 2018 S

NYS Middle School Principal of the Year and NASSP NYS Principal of the Year



Kevin Strahley
Windsor CSD

SAANYS has selected Kevin Strahley, principal at Windsor Central Middle School in the Windsor Central School District, as a 2018 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 recognize outstanding principals who have succeeded in providing high-quality learning opportunities for students as well as demonstrating exemplary contributions to the profession.

An administrator in a school with a 51 percent poverty rate, Strahley consistently leads with a "whatever it takes" approach, and continually promotes a positive culture of continuous improvement towards meeting the needs of all learners. To that end he has implemented several innovative programs. Each morning, all students meet in small advisory groups to eat breakfast and participate in discussions, competitions, and community service projects. Additionally, rather than including a study hall in the students' schedules during the day, all students are offered a chance to attend a class period at the end of the day known as Mod 11. During Mod 11, students are able to participate in enrichment classes, clubs, as well as have the opportunity to attend learning centers for extra academic help, hosted by a team of teachers. Commented teacher Stefanie Olbrys, "All of our Mod 11 activities connect to the curriculum as either a support for students in finding success, or an enrichment opportunity."

The success of all these programs and more are evident by the fact that Windsor Central MS has been honored for the past six years as a Model School by "All Things PLC" and was one of ten National Model Middle Schools to present at the 25th Annual Model School Conference.

Commented Superintendent of Schools Jason Andrews, "Kevin is an exceptionally genuine, honest, and ethical leader who is very warm, friendly, and sensitive. He cares deeply about the students and staff for whom he is responsible." 🍌

Outstanding Educator Award



Peter Kruszynski
Lancaster CSD

Peter Kruszynski, principal of Lancaster Middle School in the Lancaster Central School District, has been selected as the SAANYS 2018 Outstanding Educator. 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.

A longtime educator, Kruszynski has served the Lancaster CSD for 24 years, and has been in his current position since 2000. During that time he has mentored nine assistant principals, five of whom have since moved on to become principals of their own buildings, and one who is currently in the district office. Noted Kruszynski, "My approach has been to involve and divide the

responsibilities so the assistant principal is immersed in the daily routines we work in. As a two-person administrative office, we work in close proximity and make the building decisions in concert for the betterment of the school. I am very proud to support new aspiring administrators and give them the training to be successful." Commented Andrew Kufel, director of secondary education, "Mr. Kruszynski's biggest strength is his sincere care for the welfare and betterment of his faculty, staff, students, and those with whom he works with at the school and district."

Kruszynski is also known as an administrator who consistently puts his students first. Under his leadership the number of students enrolled in accelerated studies has increased steadily, reaching an all-time high this past year. Students who are at risk or high needs are supported via a core team that meets weekly to assure that those students reach their ultimate potential.

In addition to his work within the district, Kruszynski has also made significant contributions to the profession of school administration through extensive association leadership. He has been an active member of SAANYS since 2000, serving in many positions ranging from regional president, to the state level board of directors, and finally serving as state president in 2009. He also previously served as the SAANYS state representative to the National Association of Secondary School Principals (NASSP) and is currently a member of the NASSP board of directors. 🍌

AANYS Award Winners

SAANYS and NAESP NYS Middle School Principal of the Year



Charles Tadduni
Rondout Valley CSD

Charles Tadduni, principal at Rondout Valley Junior High School in the Rondout Valley Central School District, has been selected as a 2018 New York State Middle School 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 high standards for instruction, student achievement, character, and climate for the students, families, and staffs in their learning communities.

Nominated by a large team of faculty, staff, parents, and students, Tadduni is known throughout the district as an exceptional visionary and compassionate leader. Noted senior crisis counselor David Mahoskey, Jr., "Charlie's caring nature towards everything work related, and his goal of having Rondout Valley become recognized as a higher achieving school, is evident by the positive environment that he has created." Commented teaching assistant Marcelle Dugan-Hasenflue, "Sometimes words are just not enough. How do you explain compassion, kindness, awesomeness, dedication, strength, and understanding all in one word?" A student described Tadduni this way, "Mr. Tadduni helped me to learn that you get what you give. It feels like he really sees me when I'm with him."

Tadduni is tireless in his support of all students, said special education teacher Ashley Woodill, "He proves time after time, that he believes in providing all students on all levels with the opportunity to access and excel in public education." And when special education students compete in the Special Olympics he has been known to spend hours working the grill to help feed the families during the all-day games. He embodies the school's mission and is appreciated by even the youngest students, one of whom commented, "He makes me laugh and cooked breakfast for us." Commented Speech/Language Pathologist Judy Traficanti, "It is such a pleasure working with Mr. Tadduni. The positive atmosphere he sets in our middle school makes me love going to work every day." ●

Leader in Digital Education Award



Annmarie Lehner
Rochester City SD

Annmarie Lehner, chief information officer for the Rochester City School District, has been selected as the recipient of the SAANYS 2018 Leader in Digital Education Award. This award recognizes a SAANYS member who has demonstrated exceptional, creative leadership in harnessing the potential of technology to further teaching and student achievement. The candidate will have demonstrated excellent organizational and communication skills in supporting and promoting such innovative digital practices for his/her learning community.

A nationally recognized leader, Lehner has been actively involved in the Council of Great City Schools (CGCS) for many years, and has given several invited talks to the national organization. CGCS is a membership organization comprised of 70 of the nation's large urban school districts. Commented

Robert Carlson, director of management services for CGCS, "My work with the CGCS, as well as my previous work as a senior executive in a major urban school district has provided me with the opportunity to interact with some of the best, brightest, and hardest working professionals in the business. Annmarie Lehner is without a doubt at the very top of this group."

Commented Superintendent of Schools Barbara Deane-Williams, "As a recognized national leader in the field, she is a dynamic communicator and team builder with the ability to cultivate and manage high-quality strategic partnerships with business and educational leaders." Deane-Williams continued, "She has constantly demonstrated exceptional and creative leadership in harnessing the potential of technology to further teaching and student achievement within the Rochester City School District."

Lehner has implemented several innovative programs in the district, not the least of which is her mission to provide cost-free home internet access to low income families in the City of Rochester. Her tireless work in this area has since expanded beyond her initial focus, bringing together all the large urban districts across NYS, forming the Coalition for Upstate Broadband (CURB). Commented Principal Jennifer Gkourlias, "Annmarie Lehner is a visionary, steadfast leader whose actions have singlehandedly transformed our Rochester City School District. Her vision, articulation thereof, and stewardship of the digital transformation project has been inspirational. She is truly among the best in her field and we would not be where we are as an educational system without this competent and forthright leader." ●

SAANYS and NAESP NYS Assistant Principal of the Year



Jerrod Roberts
Brockport CSD

Jerrod Roberts, assistant principal at A.D. Oliver Middle School in the Brockport Central School District, has been selected as a 2018 New York State Assistant 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.

Roberts has served as assistant principal at A.D. Oliver Middle School for the past four years, during which time he initially assisted, and now leads, the implementation of the Positive Behavioral Intervention and Supports (PBIS) systems and structures at the school, centered around three essentials: be respectful, be responsible, and be a learner. This has resulted in more than a 40 percent decrease in disciplinary referrals and increased student achievement, as well as a positive turnaround of the culture at the middle school. Based on the success of the program, PBIS has since been implemented districtwide as well as regionally, and Roberts, along with his team, had the opportunity to present their success at the 14th International PBIS Conference in Denver, Colorado. Commented science teacher Amy Phillips, "Jerrod has truly been a leader of the PBIS movement. From planning booster sessions, incentives, and teacher trainings, Jerrod has really become the ambassador for PBIS at AD Oliver. Due to his passion and work ethic, our staff is motivated to implement a PBIS approach." While describing Robert's work with PBIS, teacher Jessica Barton noted, "His positive outlook and willingness to work through any challenges helps make Brockport a wonderful place to be, either as a student or staff."

Superintendent of Schools Dr. Lesli C. Myers noted, "Jerrod's positive influence has been felt district wide, specifically with his significant contributions to the Oliver Middle School and district-level strategic plans. He is adept at using and evaluating strategic processes and structures to promote continuous and sustainable improvement within and beyond his area of responsibility as an assistant principal. Further, he has been instrumental in contributing to a positive middle school climate." ●

Irving Schwartz Distinguished Retiree



Gene Gordon
Schalmont CSD
(retired)

Eugene (Gene) Gordon, retired principal from the Schalmont Central School District, has been selected as SAANYS' 2018 recipient of the Irving Schwartz Distinguished Retiree Award.

Embracing retirement as an opportunity for continued service to his community and profession, Gordon has worked tirelessly to serve SAANYS and numerous other community organizations. A longtime member of SAANYS since 1986, Gordon has served both on his regional executive committee as well as regional representative. He noted, "As a regional representative in SAANYS, I had the opportunity to assist members on a wide variety of issues from negotiations to professional relationships with colleagues, teachers, superintendents, and school board members." Commented colleague Tom Sands, "Gene has been a key individual for years working for the region's Day at the Races and Support a Scholar Golf Tournament. He has also assisted in the Recognition Dinner and has been on the selection committee for our student scholarships. SAANYS has been very fortunate to have benefited from Gene Gordon's outstanding efforts over the years."

Continued Sands, "Recently, Gene has worked diligently to rejuvenate the Retirees Group and through his leadership planned the well-received Lessons Learned professional development program." Gordon worked with SAANYS in the development of Lessons Learned, a professional development program that brings together veteran administrators, most of whom are retirees, and newer administrators in their first 3-4 years of service, for conversations on the most challenging aspects of school administration. Plans are underway to launch this program statewide.

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 4.

continued on page 7

LEGAL BRIEFS

A Message from the SAANYS Legal Department



Jennifer Carlson
SAANYS Deputy General
Counsel
jcarlson@saanys.org



When and How Much Force Should be Used to Restrain a Student

continued from page 1

dignity and to be free from abuse.” Physical force should only be used “in situations where a child’s behavior poses imminent danger of serious physical harm to self or others and

not as a routine strategy implemented to address instructional problems or inappropriate behavior.” Excessive force, beyond that which was “reasonable under the circum-

stances then existing and apparent,” can subject you and the school district to liability – in other words, even where a “reasonable” degree of physical force would have been justified, the use of force beyond what is perceived to be necessary to deescalate a particular situation could constitute abuse, or even rise to the level of battery or assault. Excessive or inappropriate use of force can, and often does, lead to legal liability such as discipline, termination, and even criminal charges.

Understanding the fine line between what is “reasonable” under the circumstances, and what is “excessive,” requires specialized training. The SAANYS Legal Department

The SAANYS Legal Department never ceases to be amazed by the lack of training administrators receive in this area and strongly recommend that bargaining units take the initiative and lobby for such training to be provided and regularly updated.

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in this area and strongly recommends that bargaining units take the initiative and lobby for such training to be provided and regularly updated. This is especially important for those individuals who are most frequently expected to deescalate student behavioral incidents, such as principals, assistant principals, and deans. Training should be conducted so that school district employees know and

understand what degree of force to use under what circumstances. It is also critical that employees also understand when a behavioral incident justifies the use of physical force or restraints.

If you find yourself in a situation where you have had to use physical force or restraints on a student, you should not wait – contact a SAANYS attorney immediately. Courts will often look to see if the physical contact was “reasonable under the circumstances then existing and apparent,” meaning that the minimal amount of force necessary to address the situation should be used. You may also be required to report the incident to law enforcement, NYSED, and/or other federal, state, or local authorities. SAANYS attorneys can help ensure that all reporting requirements have been met, and can help minimize the legal risks involved. ■

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– East Islip Administrators’ Association



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- Assistance at every level of negotiations, from data collection and contract review to direct representation at the table.
- Negotiators average 10 -12 hours of pre-negotiation preparation for each unit.
- SAANYS’ negotiation guides and databases of local salary information are updated regularly.
- A CHOICE of a trained negotiator and/or attorney, whichever is requested.

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“An investment in knowledge always pays the best interest.”
— Benjamin Franklin

LEGAL HIGHLIGHTS

The SAANYS Legal Department - Working Tirelessly for Members Statewide

Below are just a few highlights of our many current and pending cases.

REGION 1

SAANYS is assisting a member with a Teachers Retirement System (TRS) issue with the City vs. the State System.

REGION 2

SAANYS filed grievances relating to unlawfully putting a counseling memo into a personnel file without notice and acknowledgement.

REGION 4

SAANYS advised a member regarding probationary employment and a revised agreement that would allow for a 4th year of probationary employment.

REGION 5

SAANYS met with a newly formed bargaining unit to go over a first draft of their collective bargaining agreement and to alert new members of all rights that exist under the Civil Service Law.

REGION 6

SAANYS met with a client for a meeting regarding performance issues which resolved with a settlement to include continued employment in lieu of 3020-a charges.

REGION 7

SAANYS counseled members on the district’s ability to abolish positions and excise them to BOCES.

REGION 8

SAANYS negotiated a separation agreement for an administrator.

REGION 9

SAANYS attended a meeting with a member and district regarding a complaint from staff in the building.

REGION 10

SAANYS negotiated a separation of service agreement for a probationary employee.

REGION 11

SAANYS attended a pre-hearing conference with PERB.

REGION 12

SAANYS sent a foil request to a school district requesting relevant records in preparation of upcoming arbitration.

Congratulations Retiring Members

- Richard Ballenger
Sara Bauza
Kathryn Boivin
Kevin Boivin
Tracy Bramwell
Nancy Jean Carr
Jeffrey J. Casper
Sandford Coakley
Thomas Flaherty
James M. Graczyk
Kathryn Hargis
Laura Holder-Gibbs
Clifford P. Kostuk
Karen Langton
Robert Lombardi
Delos Luther II
Armand Markarian
Donna Moynihan
Nancy Ann Padrone
Pamela Reyer
Cheryl Scotto
Brian Sherman
Maria L. Sommerfeldt
Maurice Jean Stewart
Ronald Valentine
Sheila Woltman ■

Congratulations 2018 SAANYS Award Winners

Friend of Education



*Tony Martinez
Deer Park*

Tony Martinez, franchise owner of the Texas Roadhouse restaurant in Deer Park has been selected as SAANYS' 2018 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.

Noting his personal commitment to community involvement, Martinez describes himself as a "yes man" who will always find a way

to make things happen if the community has a need. At almost every event in the area, one can usually find Martinez in attendance. If it's not possible for him to attend personally, he will always send a representative from the Texas Roadhouse in his stead. Commented Susan Bonner, principal of Deer Park UFSD, "Tony is a force to be reckoned with. He has supported the Deer Park school district and individual schools in the district in so many amazing ways."

Not only has he provided hundreds of hours and countless donations of food to fundraisers and events within the district, he has also participated as a business partner, providing a worksite for special needs students to practice and reinforce their life skills, as well as providing other employment opportunities to countless high school students. Additionally, he regularly allows the schools to use his venue for fundraising functions. As a direct result, the district has been able to purchase much needed playground and physical education equipment, a mobile school store, and has been able to offer a variety of assemblies and programs for students. In honor of everything he has done for the district, Martinez was made Grand Marshall of the district's homecoming parade in 2017.

Martinez and the Texas Roadhouse of Deer Park have received numerous community service awards. In 2016, he was the recipient of the SCOPE Education Services Community Service Award, and was recently honored as a Hispanic leader in the community by Senator Boyle with the Hispanic Heritage Award. Martinez is also a member of the Deer Park Community Association, and served as the president of the Deer Park Chamber of Commerce from 2014-2017. 🍌

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Oceanside Educator is SAANYS/NAESP Elementary Principal of the Year

continued from page 1

McGahan of the district Kindergarten Center, "Mrs. Kletter redefined the way we deliver professional development in Oceanside, providing teachers with an experience that was 100 percent tailored to their interests, passions, and unique professional goals. The success of her vision for our Unconference Day was highly regarded and has inspired administrators from around Long Island to participate in and learn from our model with the intention to bring it back to their district."

Understanding that children cannot learn when "their emotions are hijacking their brains," Kletter integrated Marc Brackett's RULER approach (Recognize Understand Label Express Regulate) to social and emotional literacy by teaching the students about feelings and their role in living a successful life. Parents are also invited to become active participants in their child's education through the Parents as Learning Partners program. Parents are given many opportunities to connect home and school life by attending events such the Healthy Bus Ride (Walk to School Initiative), Owl Pellet Dissection, participating in learning field trips, as well as following school events via regular Twitter posts (@OSchool4). Commented Oceanside Board of Education Vice President Sandie Schoell, "For ten years she has employed her passion and creativity to shape an environment where everyone – students, teachers, and families – learns and grows together with a sense of purpose and joy."

Commented Superintendent of Schools Phyllis Harrington, "Upon first getting to know Ms. Kletter, one is struck by her tremendous enthusiasm and commitment to her work. She is consistently thinking outside the box and is incredibly innovative as she looks to perform her role as building principal." 🍌

Rochester Administrator Honored with SAANYS Leadership and Support Award

continued from page 1

Supervisors and Administrators of Rochester (ASAR) and was elected to the position of treasurer in 2017. As a part of that work, he focuses on how ASAR members can work together to move the Rochester City School District forward as a quality institution. As a parent to two children in the district, Scott is also a strong supporter of the district's fatherhood initiative campaign, "Men of Action Network," the mission of which is to develop, implement, and sustain fatherhood groups in the schools. Scott also serves as an Eagle Scout advisor for the Genesee Crossroads District sharing his expertise with those in the pursuit of becoming Eagle Scouts.

Commented John Rowe, first vice president of ASAR, "Mr. Scott is an exemplar leader. He leads with his heart, maintaining a clear focus on department/student achievement and their daily needs. He is a role model and has always been the consummate professional." 🍌

*"I dream my painting and I paint my dream."
-Vincent van Gogh*

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2018 CALENDAR



- Mental Health Month*
- Better Hearing and Speech Month*
- Food Allergy Action Month*
- May 6-13 National Music Week**
- May 6-12 Be Kind to Animals Week**
- May 6-12 National Teacher Appreciation Week**
- May 7-13 National Children's Book Week**
- May 8 National Teacher Day**
- May 8 VE Day**
- May 9 National Bike to School Day**
- May 9 National School Nurse Day**
- May 13 Mother's Day**
- May 20-21 Lindbergh Flight Anniversary**
- May 28 Memorial Day**



- Great Outdoors Month*
- Fireworks Safety Month*
- June 5 World Environment Day**
- June 10-14 National History Day Contest**
- June 11-17 National Little League Baseball Week**
- June 12 Anne Frank's Birthday**
- June 14 Eid-al-Fitr**
- June 14 Flag Day**
- June 15 Anniversary of Benjamin Franklin's Kite Experiment**
- June 15 Magna Carta Day**
- June 16 International Day of the African Child**
- June 17 Father's Day**
- June 18 Anniversary of First American Woman in Space**
- June 19 Juneteenth**
- June 21 First Day of Summer**
- June 27 Helen Keller's Birthday**



The Power of Academic-Social Emotional Learning (A-SEL)

Sponsor Opinion Piece by Dr. Bruce H. Crowder, Senior Researcher, Educational Vistas, Inc.

If SEL is a process for healthy development for all, it is patently clear that the integration of the academic with social-emotional learning is essential. When content learning and the skills and behaviors of SEL are combined, the resultant growth transcends the immediate for life-long learning. While there has been a timely call for creating positive school climate and culture, it would be wrong-headed to do so without examining how this may work in conjunction with academic learning.

Educators continue to implement new national and state learning standards, whether they fall under the designation of Common Core or Next Generation. Standards will and should inform curriculum development, teaching, and assessment practices. In addition, the selection of content to be taught is extremely important with a major concern for rich and rigorous content. This is especially true for ELA and social studies, as well as other academic disciplines. An appropriate selection supports both SEL and the academics growth.

Let's see what happens when SEL skills and behaviors are placed in a CONTENT relationship with. ELA learning standards. Such a framework will result in a powerful unit-based curriculum.

It would be fair to say that the rich selection of content for any grade would lend itself to integrating SEL and state learning standards. The most apparent content to use would be fables where lessons may be learned and learning situations readily embrace SEL skills and behaviors when discussing themes, character actions and motivations and conflicts. From classics to modern literary works, human struggles and challenges abound. Rather than an added-on mental health curriculum which may go the way of similar attempts, we can realize the efficacy of merging SEL with the academics for designing powerful units of learning to support SEL and academic growth mindset.

References

Collaborative for Academic, Social, and Emotional Learning (CASEL). 2017

Navigating SEL from the Inside Out, Wallace Foundation. March 2017

If you'd like to learn more about this topic and/or if you are interested in attending an A-SEL conference/workshop (early Sept.), then please contact us at www.edvistas.com.

Dr. Bruce H. Crowder is a senior researcher for Educational Vistas, Inc. His work is primarily focused on creating pathways for deeper learning for all students through strategic performances. Dr. Crowder may be reached at bcrowder@edvistas.com. ■

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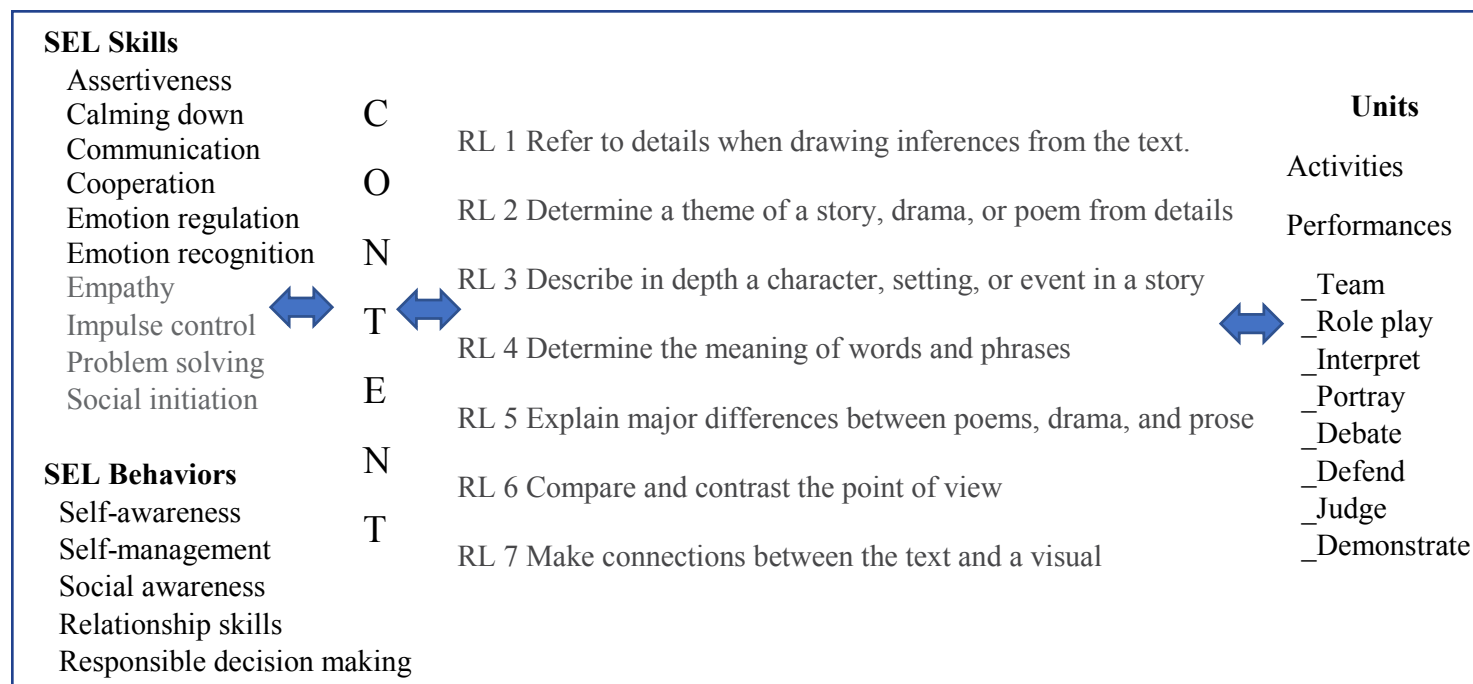
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