Capital Region BOCES NERIC Educator Honored for Leader in Digital Education

Michael Sylofski, managing program coordinator — e-learning services for the Capital Region BOCES Northeastern Regional Information Center (NERIC), has been selected as the first recipient of the SAANYS 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.

Known as a leader in implementing e-learning opportunities, Sylofski and his team developed a successful regional interactive video distance learning program for high school students. This program has grown into its own virtual “mini high school” and serves more than 2,500 participating students from 69 organizations with 150 daily courses. The program is considered a national model and serves more than 2,500 high school students. This program has grown into its regional interactive video distance learning program for opportunities, Sylofski and his team developed a successful program that had been experiencing declining enrollment. Through his efforts, the program has since rebounded and now serves 30 percent more students within the district. A testament to his passion, this past spring he had the privilege to lead a 630 member alumni marching band in the town’s annual Memorial Day parade, for which many past students traveled from across the country to participate! Commented Camillus Middle School Principal...

West Genesee Director is SAANYS’ Outstanding Educator

William Davern, director of fine arts for the West Genesee Central School District, has been selected for the 2017 Outstanding Educator Award. This award is given annually to a SAANYS member who has made outstanding contributions in New York State schools through public education, professional organizations, or research and/or writing in the field of education.

Well known as an energetic and passionate leader for the arts, Davern led the curriculum redesign and growth of the music, visual arts, and dance programs for West Genesee’s 3,500 fine arts students. Specifically, Davern worked tirelessly to revitalize the West Genesee music program that had been experiencing declining enrollment. Through his efforts, the program has since rebounded and now serves 30 percent more students within the district. A testament to his passion, this past spring he had the privilege to lead a 630 member alumni marching band in the town’s annual Memorial Day parade, for which many past students traveled from across the country to participate! Commented Camillus Middle School Principal...

Featured Speakers:

Dr. Luvelle Brown & Team
THE ITHACA STORY

See page 8 for more information.

Q&A With:

Maryellen Elia
NEW YORK STATE COMMISSIONER OF EDUCATION AND PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

Negotiation Tips

Every year, SAANYS assists members in collective bargaining for as many as 60 to 100 contracts. This article addresses some of the critical steps needed to ensure you receive an excellent contract that you well deserve. Also, SAANYS provides some important information about negotiations that will help local units during the process.

Preparation is critical to negotiating an excellent deal. Each spring, bargaining units that have their contracts expire a year out, should start preparing for negotiations. We recognize it may be hectic after the spring break to organize a negotiating team. For the following year, however, it is important to select the negotiating team now. Generally speaking, select members to serve on the negotiating team who are respected and/or well-liked by district administration. SAANYS recommends an odd number to serve on the negotiating team, most typically three people serve, because these members must vote eventually to take an offer back to the rest of the unit. It is also important to select particular types of people for the negotiating team. One type of person is a long-tenured administrator who is conversant with the history of the bargaining unit. Another type of person to select is a “numbers” person, though understand SAANYS provides those services, which include costing out each party’s proposal, analyzing and interpreting comparable salaries, and determining the district’s ability to pay. Another type of person is the note taker who will clearly record the events of every bargaining session.

Once the negotiating team is set, the team should notify SAANYS requesting assistance with collective bargaining. The negotiating team also should send...
In the recent past, SAANYS sent out a brief, unspecialized survey to some of its members in order to attempt to identify issues deserving of priority attention. We were uncertain whether the results would provide any real clarity, as our membership is diverse in any number of ways, and I for one expected responses all over the board. I was wrong.

One question asked if you were given $50,000 (a completely random figure) tomorrow to use in your building or district for any purpose, what would it be? About 70 percent of the responses were free form; no options of provided was (optionally) identified a need for mental health services, increased school psychologist staffing, and other forms of student support services. That was an eye opener for me. I don’t know if there are increased numbers of students who could use mental health services compared to ten or twenty or thirty years ago, or if we are getting better at identifying mental health issues and that there may be a declining stigma associated with needing such services. I suspect there are in fact more people suffering from mental health issues today, but I would be the first to admit that this suspicion is not based upon any data, but rather a gut instinct. Perhaps more importantly, I have no idea why this might be the case.

Shortly after receiving the aforementioned survey results, I was at a meeting of the Educational Conference Board (ECB), a board made up of the major educational advocacy groups in New York State. Its members, in addition to SAANYS, include NYSUT (teachers), NYSBBSA (school boards), NYSCCSS (school superintendents), NYSASSO (business officials), NYSPA and the Conference of the Big 5 school districts. Near the conclusion of the meeting, the executive director of NYSBBA, Tim Kremer, shared that his association was organizing a one day symposium addressing a topic called “The growing mental health crisis in our schools,” and solicited assistance from any organization that was interested in being a part of this event.

What is Our Responsibility on Mental Health?

Congratulations Retiring Members

Valerie Angelillo
Thomas Antis
Frances Bennett
Thomas Bowen
Christine Brady
Sason Brody
Cynthia Bullis
William Clayton
Sharon Comerford
John Corregedor
Mary Costaglione
Cynthia Crandall
Janet G. Elman
Sarah Evans
Deborah Finamore-Flint
Evelyn Fiske
Phyllis Fluherty
Susan Gage
Donna Gaylor
Missam Goodman
Charles Goodykoontz
Maureen Gashau
Timothy Hayes
Dave Hefner
Lisa Hibber
Laurence Himann
Larry Jenne
Laney Johnson

Executive Viewpoint
Kevin S. Casey, Executive Director

SAANYS Officers & Staff
President, Paul Funtale
President-Elect, Joyce Can* Past President, John McKenna
Executive Director, Kevin Casey
Deputy Executive Director, Don Nickson
Associate Executive Director for Communications, Michelle Hubert
Director of Corporate Services/Advertising, Deborah Taylor

School Administrators
Association of New York State
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2017 CBT – Reflections From the Field

Sponsor Opinion Piece by Scott B. Crowder, CEO, Educational Vistas, Inc.

As more schools move from paper-based (PBT) assessment administration to computer-based (CBT) test delivery, some important feedback, information, and recommendations are being gathered during this “operational” year. The goal of the NYSED is to be completely (where appropriate) computer-based for the ELA and math grades 3-8 by the year 2020. Recently, the commissioner has stated that this may not be a hard and fast date for the statewide adoption of CBT. We do find that goal is still relevant considering their current guidelines at this time.

Let’s start with a review of the use of the Questar Assessment, Inc.’s NexteraTM test delivery system. Local administrators are assigned as either District Test Coordinators (DTC) or School/Site Test Coordinators (STC) and manage the testing process at the district/school level for each session. This is the “heavy-lifting” aspect of CBT. The more a district spreads the work of “programming” or configuring the system over additional personnel, the faster and easier it is to prepare for each testing period. Overall, administrators that we have spoken with about this year’s process were pleased or even very pleased with the software and requirements. However, it helped if the district participated in the field testing of CBT last year.

If district technology specialists set the web browsers up for kiosk mode and the computers, operating systems, and internet bandwidth requirements were met, then most administrators had little to no issues this year. Nonetheless, there were some issues with secure sessions locking-up or “freezing” while the student was taking the test. In most cases these were short-term episodes that resolved quickly. In worst-case scenarios the computers were rebooted and the proctor pin number was reentered and the session continued with no loss of student work and the results were saved. The auto-upload every 60 seconds to the server was very reassuring to staff. The identification of students who opted-out of the entire assessment or one or more sessions could be made more efficient by allowing the user to choose the test complete option, not each session individually.

It was very interesting to talk with teachers about the migration to CBT and to get their thoughts about the future of testing in NYS. They spoke with one voice to us and proclaimed loudly, “There is no way that we are going back to paper testing - ever!”

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

The April meeting of the Board of Regents filled two, very full days of meetings and presentations. The following provides a summary on some agenda items that may be of particular interest to school leaders. Scan the QR code for a full review of the Regent items.

ESSA State Plan

An important issue for the board was the ongoing discussion on the ESSA State Plan. Each month the board has focused on one area of the State Plan. This month’s discussion was on the overall strategy for identifying low performing schools. This discussion followed the completion of the most recent round of regional meetings and the one-day intensive retreat at Mercy College. The goal of the discussion was to provide a policy framework for the identification of the lowest performing schools. A critical part of the discussion was the selection of indicators to identify low performance for accountability purposes. The Regents have discussed the concept of using tiers of indicators. Tier 1 would be required ESSA indicators. Tier 2 indicators would be used to inform continuous improvement and would be available across all districts and schools. Tier 3 indicators would include measures that the state would make available, and districts could choose to use to improve learning and teaching. Tier 4 would include indicators that schools and districts could adopt for their own purposes. However, individual indicator placement in one tier or another did not always equate with the level of importance that members of the board felt should be given to the indicator. For example, much discussion by the board focused on the importance of civic readiness and measures of parent/community involvement. Each of those measures was very important to the board, but are placed in Tier 3 due to the type of indicator they are according to ESSA. Scott Marion from the Center for Assessment used an interesting framework for the Regents to use to guide decisions regarding the selection of indicators. The key factors determining the indicators can be found below:

- Is this indicator required (federal or state)?
- To what degree can school personnel control changes in this indicator?
- Is this an outcome, input, or process?
- If schools improve on this indicator, what other downstream improvements should we see?
- What are the potential (unintended) negative consequences associated with using this indicator?
- Does this indicator add new information to the system?
- Does the indicator have sufficient technical and policy properties to differentiate among schools and be comparable, disaggregated student groups, avoid corruptible, and provide quality data?

Discussion points that school leaders may find particularly important are:
- The graduation rate indicator in Tier 1 is likely to include 4, 5, and 6 year rates, weighted equally.
- Chronic absenteeism may be used, instead of attendance. An attendance indicator does not provide sufficient differentiation between schools.
- Measures of student integration and measures of parent/community involvement and engagement emerged as very important to the board members. Some of the discussion stemmed from a report by the UCLA Civil Rights Project (2014) that identified New York State schools as the most segregated in the nation. Deep concern and possible interventions were discussed, one of which relates to the identification of an indicator used for accountability purposes.

Profile/Decision Rules Example—Elementary

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The Regents have discussed the concept of using tiers for accountability purposes. The next decision point discussed was the best model to use for identifying low performing schools using the selected indicators. The board reached consensus on a model that identifies levels of performance, rather than assigning levels and indicators and assigning a numerical average. The model selected would identify Title 1 schools with very low achievement levels, followed by a performance using growth indicators, and other indicators selected for use (perhaps five high priority indicators). The various assigned levels would result in an overall rating level that captures school performance across the included variables.

Next steps for the ESSA State Plan will be unfolding quickly, as a draft will be submitted for discussion at the May meeting.

This article continues on saanys.org and includes discussion of English Language Learners.

Congratulations Retiring Members

continued from page 2

Cynthia C. Keeling
Susan Knors
William G. Krupp
Debra Lefkowcy
Julie Linton
James Lipuma
Adel Luciano
Glen Masch
Phyllis McGill
Annie Metcalf
Andrew Miller
Victor Owen
M Daume Owens
Roy N. Pasley
Barbara J. Partell
Charles Phetu
James Polewczak
Margaret Porter
Lori Saland
Mario Scarano
Thomas M. Schiener
Jacqueline Sinatra
Genna Suraci
Frederick Thornley
Anthony Tolbert
Daymon Yizar

For more information regarding the SAANYS legislative agenda, the New York State Board of Regents, the Educational Conference Board, or other government relations concerns, contact Cynthia Galagher, SAANYS director of government relations, at CGallagher@saanys.org.
Nicole Ey, assistant principal at Anna S. Kuhl Elementary School in the Port Jervis City School District, has been selected as the 2017 NYS Elementary 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.

An administrator in a school facing challenges due to a merger within the district, as well as frequent staff turnover, Ey is credited with leading the effort to turn around the morale at the school by strengthening communication among all stakeholders and implementing a positivity and character program called “Doing Things the Right Way.” Commented parent Tanya Duryea, “The climate of ASK and the sense of community was indeed healthy and allowed my girls to thrive. I know the sense of community, trust, and excitement was a direct result of [Ey’s] positive strategies. She certainly made an extraordinary difference in the lives of so many children in Port Jervis.”

Having addressed overcrowding at the school, Ey also spearheaded the revitalization of a little used (and often neglected) courtyard space into a vibrant outdoor learning classroom. She secured a grant from Lowes, and spent a summer organizing community volunteers and other donations. The space has become a popular venue for regular instruction and special events.

Superintendent of Schools Thomas Bongiovi remarked, “I have been collaborating with some of the finest professionals in New York State. I can say without hesitation that Nicole Ey is one of the top educators that I have ever had the pleasure of working with.”

Thomas Kachadurian, an associate principal at Colonie Central High School in the South Colonie Central School District, has been selected as the 2017 NYS Secondary Assistant Principal of the Year. This award is given annually by SAANYS and the National Association of Secondary School Principals (NASSP) to an assistant principal who has set the pace, character, and quality of education for the students in his or her school.

Nominated by a team of teachers, parents and students from Colonie Central HS, Kachadurian is known as a dedicated leader with limitless energy, empowering both students and staff to embody a culture of caring and commitment to the greater school community. Parent and PTA president Stephanie Cogan noted, “He constantly brims with ideas/solutions/innovations. He thinks and plans big, and is absolutely positive that plans (and dreams) will come true.” Along those lines, Kachadurian embarked on an effort to return the high school culture to a vibrant outdoor learning classroom. He secured a grant from Lowes, and spent a summer organizing community volunteers and other donations. The space has become a popular venue for regular instruction and special events.

Kachadurian created Raiderfest, an all day event focused on celebrating community and raising charitable funds; and developed the iCARE program at the high school. iCARE is a unique character education program for the students called “Doing Things the Right Way,” as well as a “Building a Buddy Bench” on the playground, so that no student need feel alone. In addition to recognizing students, Rich shares a daily story centered around a positive character trait, and each morning announces with “make it a great day.” The staff also looks forward to his daily “Inspiration Morning Coffee” email, which has now grown to a district-wide distribution. As noted in the numerous letters of support while speaking about the students and the character program, a colleague wrote, “Transforming them into people with empathy, generosity, patience, kindness, respect, responsibility, and all around integrity could not happen without the leadership of a man who also displays these character traits on a daily basis.”

Believing that “Awards are a collection of efforts,” Rich noted that, “The Barringer Road staff is in astounding, thoughtful, hardworking, and caring group of teachers that have dedicated their lives to the teaching profession and the many hats that we all wear to help students find success. I am part of that team.”

Jeremy Rich, principal at Barringer Road Elementary School in the Central Valley Central School District, has been selected as the 2017 New York State Elementary Principal of the Year by SAANYS and the National Association of Elementary School Principals (NAESP). This award is given annually to a member of SAANYS and NAESP who has set the pace, character, and quality of education for the children in his or her school.

An educator for many years, Rich has served as a teacher and principal for more than two decades. Former principal of the now closed Remington Elementary School, Rich helped facilitate the successful merger of the Mohawk and Lion school districts. Rich then became principal of the Barringer Road Elementary School, which was originally set up as a pre-kindergarten program. Just a few years after that change, it is now serving grades 2 through 4 for the entire district. Throughout this time of uncertainty for the school, Rich was known as a leader who created a culture of “encouragement, modeling, being involved, staying positive, finding solutions, being creative, working hard, and persevering when life gets tough, which then translates to profoundly impacting students to have the ambition, know how, and drive to create a better tomorrow.”

As part of his efforts for advancing a positive climate in the building, Rich, teachers, and the PTO implemented a character education program for the students called “Ask for Success.” According to parent Tanya Duryea, “The climate of ASK and the sense of community was indeed healthy and allowed my girls to thrive. I know the sense of community, trust, and excitement was a direct result of [Ey’s] positive strategies. She certainly made an extraordinary difference in the lives of so many children in Port Jervis.”

“Tom was an impeccable instructional leader. In fact, he was known as a leader who created a culture of encouragement, modeling, being involved, staying positive, finding solutions, being creative, working hard, and persevering when life gets tough, which then translates to profoundly impacting students to have the ambition, know how, and drive to create a better tomorrow.”

Believing that “Awards are a collection of efforts,” Rich noted that, “The Barringer Road staff is in an astounding, thoughtful, hardworking, and caring group of teachers that have dedicated their lives to the teaching profession and the many hats that we all wear to help students find success. I am part of that team.”
NYS Middle School Principal of the Year

Mary Beth Fierro, principal at Oswego Middle School in the Oswego City School District, has been selected as the 2017 New York State Middle School Principal of the Year SAANYS and the National Association of Elementary School Principals (NAESP). This award is given annually to the member of SAANYS and NAESP who has set the pace, character, and quality of education for the students in her or his school.

Nominees are administrators who are committed to students, parents, and the community and have shown exceptional contributions to the educational process.

Fierro has also implemented several mentor programs for students at the middle school. In her first year there, she introduced the Mentor-Scholar program where at-risk students are paired with a mentor from the SUNY Oswego School of Education, which is one-on-one with the students twice per week after school. For two years, the school was able to offer a Mentor STEM program centered on forensics and robotics, which provided supplemental programming to highly interested students. She also worked to reach students struggling with learning in a traditional classroom setting: Fierro implemented a PLATO (Standards Based Online Learning Program) Learning Lab. Nominated by a team of teachers, they noted, “These are only a small portion of Mary Beth’s actions as a leader that have made her school a great place to work and educate students.”

Well known as a mentor to fellow teachers and administrators in the district, Fierro has continued to implement several mentor programs for students at the middle school. In her first year there, she introduced the Mentor-Scholar program where at-risk students are paired with a mentor from the SUNY Oswego School of Education, which is one-on-one with the students twice per week after school. For two years, the school was able to offer a Mentor STEM program centered on forensics and robotics, which provided supplemental programming to highly interested students. She also worked to reach students struggling with learning in a traditional classroom setting: Fierro implemented a PLATO (Standards Based Online Learning Program) Learning Lab. Nominated by a team of teachers, they noted, “These are only a small portion of Mary Beth’s actions as a leader that have made her school a great place to work and educate students.”

Commented Minetto Elementary School Principal Julie Kimmel-Gorman, “I am always amazed by the devotion Mary Beth has to the Oswego Middle School and the surrounding community. She treats every student like they were her own. She honestly wants what is best for every single one of them. The best part is, she will go the extra mile to make it happen.”

Leadership and Support

Dr. Christopher McGinley, instructional specialist for K-12 mathematics at Williamsville Central School District, has been selected as the 2017 recipient of the Leadership and Support Award. The SAANYS Leadership and Support Award was established to recognize the outstanding leader- ships efforts of those members whose responsibilities require leadership through support services for educators and students across and between buildings and districts.

A dedicated educational administrator, McGinley is known as a trusted leader in the community and a tireless advocate for all. Believing that “communities are the backbones of our society and that our educational community is not just comprised of the one in which we work,” he routinely invites educators from local colleges and from outside the district to professional development opportunities. Some of these have included regional math conferences; Common Core math institutes; a support group centered around implementation of standards, best practices, and assessment; as well as recurring parent math nights. Dodge Elementary School Principal Charles Smilich commented, “Dr. McGinley is one of those rare educational leaders who truly understands the holistic nature of the K-12 educational system and how to support fellow administrators—both within and among school districts.”

McGinley was also recognized by the US Congress in 2006 for outstanding and invaluable service to education, avised NYSED in the area of mathematics, curriculum, and assessment by serving on the commissioner’s Content Advisory Panels, and has founded his own advisory group in Western NY.

Commented colleague Eileen K. Ryan, “Dr. McGinley is highly regarded as a steadfast advocate for educators. It is little wonder that literally hundreds of teachers volunteer to work on teams and committees led by Dr. McGinley.”

NYS High School Principal of the Year & NASSP NYS Principal of the Year

SAANYS has selected Dr. Thomas Hall, principal at Brighton High School, as the New York State High School Principal of the Year. The award is given annually to a member of SAANYS who has set the pace, character, and quality of education for the students in her or his school.

Nominees are administrators who are committed to students, parents, and the community and have shown exceptional contributions to the educational process.

Hall will also represent New York as the NASSP NYS Principal of the Year as sponsored by SAANYS’ national affiliate, the National Association of Secondary School Principals (NASSP). In addition to selecting a National Principal of the Year from all the state finalists, NASSP honors all state principals of the year at the Principal’s Institute held each year in Washington, DC.

Hall’s nomination was supported by teachers, students, community members, and fellow administrators, all noting his commitment to school climate, student success, and teacher growth. In four years under Dr. Hall’s leadership June graduation rates have increased from 86.4 percent to 96 percent and notably, June graduation rates for special education students rose to 88 percent, the highest special education graduation rate in Monroe County. This is not by happenstance, but rather a result of Hall’s creation of support and monitoring teams put in place to offer targeted interventions to students. “He never loses sight of the individual child,” commented colleague Aly Thayer and Matthew Lipschitz. “Dr. Hall feels as though he succeeds when his students succeed.”

“When a school is lucky enough to have a principal with Dr. Hall’s passion, ingenuity, intelligence, and genuine kindness, its students are prepared to achieve greatness,” said student leaders Ally Thayer and Matthew Lipschitz. “Dr. Hall feels as though he succeeds when his students succeed.”

“Never can I recall feeling as though an honor was more deservedly or accurately being awarded,” said Brighton Superintendent Kevin McGowan. “Dr. Tom Hall is an outstanding leader. He is an even better person.”
Contract Negotiation Tips
continued from page 1

out a survey to unit mem-
bers seeking information on proposals.
Over the summer, a SAANYS' legal attorney for labor relations specialist will meet with the negoti-
ing team and review the relevant data noted above. For example, SAANYS can perform an intra-district analysis that carefully reviews the salary and other benefits provided to central office admin-
istrators, teachers, and other school employers to determine district trends in salary raises over the past few years and what, if any, givebacks employ-
ees/units have made. One argument we often hear is that teacher step/incre-
ment is not considered a "new money." Don’t be fooled! Each step is indeed new money as is shown by the increase each year in the district’s budget line for teachers’ salaries. In addition, SAANYS can perform an inter-district analysis for salary comparability and other terms and conditions for similarly situated administrators working in comparable school districts, usually in the same county. Recently, SAANYS has enhanced its data bases to include

Legal Briefs
A Message From the SAANYS Legal Department

at the bargaining table.

At the bargaining table, the negotiating team must have a complete financial picture of the district’s finances and a good awareness of the contracts of similarly situated administrative units in the area. The team must be prepared to explain the rationale for each of its proposals. During negotiations, mem-

ner will have to give and take moments and the proposals may change during actual bargaining.

An important tip is that the unit negotiating team must keep a record in whole or in part of each district’s proposals. As a result, the negotiators that the designated note taker for the negotiating team meticulously record the events and statements/beliefs related to the parties’ proposals and the subsequently agreed upon terms. The notes be-
come critical years later, when disputes arise over the interpretation of one contract language. Unfort-
unately, by that time, the negotiating team members are long gone. In fact, SAANYS is currently pro-

ecting a number of arbitrations and contract negotiation notes will play a significant role. To avoid problems with retrieval of collective bargaining notes, SAANYS has started to electronically store negotiations notes. To that end, if you have completed negotiations for a successor contract, please provide SAANYS a copy of your new contract and the official notes recorded during collective bargaining. In this way, we can better serve the union in the years to come.

A final point about negoti-
ations relates to the appli-
cability of retroactivity of salary increases. Over the past year, several contract settlements were tempo-
arily delayed because of misunderstandings over who is entitled to retro-
active salary increases. By law, retroactive salary increases are a mandatory topic. SAANYS takes the negotiating position that we will not negotiate any new/successor collective bargaining agreement that does not include retroac-
tive increases for members who were already hired and working for the district prior to the contract expiring or for those members who retired after the contract expired but before the new successor contract was settled. However, problems arise with mem-
bers who were hired after the contract expired but before the new contract was negotiated as to their right to retroactive salary increases. Issues also occur with former unit members who leave the school district for employment elsewhere before the new contract is negotiated and demand salary increases for the period of time they worked in district before leaving.

As in the former group, the law is that newly hired unit members are entitled to their starting salary with management without the unit input. Accordingly, if the contract expired on June 30, 2015, a person was hired on July 1, 2015 and subsequently a new contract was negotiated granting unit members a 2.5 percent raise on July 1, 2015, for the 2015-16 school year, the new person is not legally entitled to a raise since their sal-
ary was set by their own individual negotiations. In one school district recently, a business official verbally told new hires that they may receive an increase even if not depending on collective bargaining. Unfortunately, without a written agreement to sub-
stantiate the business of-

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

Plainview-Old Bethpage Administrators Association
Plainview-Old Bethpage Administrators and Supervisors Association negotiated a four-year successor contract that aimed to retain the administrative personnel, who had been consistently leaving the school district for employment elsewhere. The negotiating team was comprised of Unit President Jim Murray, Maria Carne-

si, Suzanne Gray, Ronelle Hershkowitz (since retired), Laurie Lynn-Chaps, and Tom Schwartz. The group was assisted by SAANYS General Counsel Art Scheuermann. In the face of the negotiating team’s arguments about the district’s finances, the SAANYS negotiating team did not propose to increase the salary and benefits package. Instead, the negotiating team proposed to increase the salary for each of its proposals.

In the Plainview-Old Bethpage Administrators Association, Region 2

Hewlett-Woodmere Administrative and Supervisory Associa-
tion, Region 2

The Hewlett-Woodmere Administrative and Supervisory Association (HWASA) negotiated a five-year new/successor collective bargaining contract lead by Ted Fieschi, John Sullivan, Kevin Bayen, Colin Thompson, Al Bauer, Lynne Einberg, and Giselle Orlando. The negoti-
ing team was assisted by SAANYS General Counsel Art Scheuermann and Labor Relations Specialist, Frank Mc Dermott. HWASA is a diverse union comprised of principals, directors, assistant principals, psychologists, guidance counselors, department chairpersons, assistant directors, deans, counselors, supervisory personnel, and summer school principal and assistant principals. Some of the titles’ compensation is tied to the teachers’ salary schedule and is an additional administrative stipend.

Due to salary compression for members on the vari-
ous administrators’ salary schedules, the negotiating teams found that the current salary schedule was too narrow to adequately compensate for the duties performed by the administrators.

For current members on top step or who reach top step during the duration of the CBA, they shall receive a 2 percent annual increase each year thereafter. Also, most stipends were increased by 2 percent a year as well. The unit also memorialized a past practice

stipend for the athletic director. For new mem-
bers, the team negotiated a new minimum starting salary of $60,000, in subsequent years, the new hires will receive 2 percent per year for the duration of the contract. Department chair-
persons, grade level supervisors, guidance counselors and psychol-

ist will continue to receive the same salary scale and step as stated in the teachers’ salary sched-
ule plus an additional 2 percent per year to increase their administrative stipend. Social workers’ salary schedule was increased by 2 percent per year plus an additional $1,000 payment to base salary after the annual 2 percent increase is calculated. The new base salary is $62,000 at step 15. In addition, every member’s salary and most unit stipends were increased by $1,500 on July 1, 2016 after the agreement was settled.

Further longevity pay-

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Friend of Education

Kim McCluski has been selected as the recipient of the 2017 Friend of Education award. This award is given to an individual, group, or organization that has consistently contributed to the support and advancement of outstanding public education and the students of New York State. A long respected supporter of public education through her long-standing membership on the Pittsford Board of Education, McCluski has also served as president on the Monroe County School Boards Association and the Nazareth College Board. Honored with the FTA Lifetime Achievement Award in 1996 by the Pittsford District PTA for her leadership and the many program improvements she instituted at the district level since joining the organization in 1988, PTA Co-President Elizabeth Norton noted, “Kim is an innovative thinker, always looking for creative ways to solve the complex issues facing school districts today.”

Together with the Pasley family, who had originally established the event, and honoring the memories of her son, Ryan and the Pasley’s daughter, Katie, McCluski helps facilitate the annual Rainbow Classic Basketball Games between the district’s two high schools for both varsity boys and girls. This event raises money for Golisano Children’s Hospital where Katie and Ryan were treated. Over the past 16 years, they have donated close to $500,000 in Pittsford School’s name, all while teaching the students there the importance of volunteering, giving back to the community, community service, and compassion. Said McCluski, “It has been a wonderful way for me to use my grief towards uniting our schools and community with the hospital.”

West Genesee Director Honored

Beth Anne Lozier, “The pure force of his nature and energy for his work are just that visible to all of us who have the privilege to work with him. Bill’s outstanding leadership is rooted in his passion for excellence, razor-like focus on our district’s vision, combined with a collaborative approach.”

Under his direction, the Wildcat Marching Band captured an unprecedented twelve consecutive NYS Field Band Conference National Class State Championship titles, were three-time Grand National Finalists, as well as the 1996 Class AA National Champions. Additionally, many of the district’s ensembles have received numerous Gold and Gold with Distinction ratings from NYSSMA.

Davern is recognized as a leader among his peers, taking numerous leadership roles within the West Genesee Administrators Association. Davern was also recognized as Citizen of the Year by the local Camillus Chamber of Commerce, was the first recipient of the Syracuse Area Music Awards for Lifetime Achievement in Music Education, and was inducted into the NY Field Band Conference Hall of Fame.

Capital Region BOCES NERIC Educator Honored

Commented NERIC Director Dale Breault, “Mike’s leadership has led to the creation of a system where any student, no matter where they go to school, can have access to a diverse and high quality curriculum taught by our region’s best teachers.”

Sylowski and his team were also instrumental in the growth of the Model Schools program, which now includes 44 districts across ten counties in northeastern New York. Noted Sylowski, “This program is geared towards helping teachers integrate the use of technology tools and resources to impact student learning.” He continued, “and is having a meaningful impact in participating schools by supporting technology integration professional development, assisting districts with local technology planning, creating a regional community to share best practices in technology integration, and introducing new technology resources into schools including robotics, coding, makerspaces, and virtual learning environments.”

In addition to these programs, Sylowski also serves on the board for the NYS Association for Computers and Technologies in Education (NYSATE), currently as president-elect; and was a member of NYSED’s Instructional Technology Plan Work Group.
SAANYS is excited to welcome Dr. MaryEllen Elia, the 2017 New York State Superintendent of the Year, to the SAANYS Annual Conference. Dr. Elia will be joined by members of his administrative team as they talk about the district’s shift in organizational culture that has lead to a 34 percent reduction in discipline referrals, a 58 percent increase in enrollment in co-curricular programs, and a graduation rate of 97.5 percent. Educators and young people in Ithaca are transforming teaching and learning practices, redefining priorities, engaging the community, and overcoming situational constraints resulting in these dramatic achievement gains.

A former teacher, coach, principal, and school chief information officer, Brown has received various awards and recognition for his leadership. He was honored by the National School Boards Association as a “20-to-Success” finalist and named to the harborcenter News-360 Superintendents’ Award. He was also selected by the U.S. Department of Education as one of the nation’s top 10 Innovative Superintendents. Join us and be inspired by The Ithaca Story.

Q&A With:

MaryEllen Elia

NYS Commissioner of Education and President of the University of the State of New York

MaryEllen Elia is the New York State Commissioner of Education and president of the City University of the State of New York. In this role, she oversees the work of more than 700 school districts with 3.2 million students, 7,000 libraries, 900 museums, and 52 professions encompassing more than 850,000 licensees. A native New Yorker, Ms. Elia has 45 years of experience as an educator. Prior to her appointment in New York, she served as superintendent of schools in Hillsborough County, FL, for 10 years. In Hillsborough, which includes Tampa and the nation’s eighth largest school district, she successfully implemented higher learning standards, transformed teaching and learning practices, realigned priorities, engaged the community, and overcame situational constraints resulting in these dramatic achievement gains.

Stay and Play

Cooperstown is home to the National Baseball Hall of Fame, National Baseball Library, The Ithaca Story, The Farmers Museum, Ommegang Brewery, and more. Extend your stay and bring the family—the conference group rate is available for Saturday night!

Accommodations

**The Otesaga**

One of America’s original grand lakeside hotels. Selected as a member of the prestigious Historic Hotels of America by the National Trust for Historic Preservation. The Otesaga Resort Hotel has established a well-earned reputation for providing luxury, four-diamond accommodations in an ideal setting. The Otesaga will fill up very quickly so make your reservations today!

There are many other charming Inns near the Otesaga, all within walking distance, including the Otesaga’s sister property, the Cooper Inn, where the conference rate is also available.

Register online at saanys.org

Conference Highlights

- **EdCamp is back for Sunday!**
- **Sunday Learning Labs!**
- **Screening of the Edu-Docu-Drama “Most Likely to Succeed.”**
- **Sunday Night Dinner Reception at the Baseball Hall of Fame!**
- **More workshops! Three back-to-back sessions Monday AM.**
- **Boxed lunches to go on Monday.**
- **Panels of schools implementing Sue Schwartz's Brockton approach.**

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

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

To discover how technology can enable the success we all want for our students, read the full report at: http://www.sitetitleresearchfullreport.com/