

The

# Journal



OF THE EMPIRE STATE SUPERVISORS AND ADMINISTRATORS ASSOCIATION

Volume VIII, Issue 1  
October 2010

**NY WINS RACE TO THE TOP!**



# President's Message

## Working Together In Troubled Times

As we begin another school year, I wish everyone the very best. The economy is still going through a very difficult period of time and public employees continue to take the brunt of the outcries for lower taxes. While we have been through tough times before, it is important that we work together and make good, sound and well informed decisions. As your ESSAA President, I assure you that my goal will be to work through this in a collaborative manner to meet the needs of our membership.

To accomplish this, I want to share that I am willing to work with all parties; including the Commissioner, other employee organizations such as SAANYS, and NYSUT, and anyone else who can serve the interests of our membership and continue to improve our schools. ESSAA is clearly different than the other organizations, but we need to work together on some of the areas of common interests. ESSAA will never abandon our mission to be an exemplary labor organization that retains the highest quality attorneys to support and defend our members.

On July 7<sup>th</sup>, a cadre of ESSAA Officers and representatives from around the state met with the Commissioner of Education, Dr. Steiner and his assistant, Dr. King. We indicated that we hope to work with them to keep our public school system moving forward. We asked to have a voice in the decision-making process. Since then, we did receive an appointment to the 43 member Task Force on Teacher and Principal Effectiveness. Michael McDermott, RASA President and Principal of Scarsdale Middle School will be on that committee with Kim Wilkins, Principal of Albany Middle School as his alternate.

While we do have strong concerns with this new legislation and the manner in which it came to pass; we acknowledge that the need for funding warrants our limited support for the measures enacted in the new law. We do not want to look back in ten years and find that the educational system as we know it has been completely altered to meet our short term financial needs.

It is undeniable that the scheme erodes two long-standing tenets of our educational system – self-governance and strong

tenure rights. ESSAA has opposed centralization of educational decision-making. We remain firm in our belief that local school districts are best suited to understand the needs of their student populations and are capable of creating policy to meet those needs. We must be vigilant in protecting the local educational autonomy that has been the cornerstone of American public education for over 230 years.



ESSAA has gotten a lot of positive comments and a few concerned questions about our lawsuit against the 55/25 retirement law offered only to NYSUT members. We are not seeking to have the 55/25 retirement benefits taken away from NYSUT members. Rather, we believe that it is unconstitutional for the government to grant benefits based upon the organization with which an individual is affiliated. I am surprised that NYSUT is fighting against us. The majority of our members were NYSUT members prior to becoming administrators. We are simply asking that ESSAA members are included; not that this benefit be taken from NYSUT members. In fact our appeal papers urge that the appellate panel leave the incentive in place for NYSUT members, while extending it to our members. I am also concerned and surprised that SAANYS did not join us in this legal encounter. I would like to work with them on issues we have in common to benefit all public school administrators in New York State. Our organizations clearly have several philosophical differences, but that should not prevent us from working together on key issues of mutual concern.

The above are only a few of the issues that the ESSAA Executive Board is currently involved in as we begin another school year. Our mission is to support, protect and defend our membership and we will never be dissuaded from that charge.

Sincerely,

William M. Evans



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# Listen To The Watch Dog When It Barks

By Bob Liftig



This issue of *The Journal* may strike some of our readers as full of questions: Is Race to the Top the end of tenure as we know it? Are educators looking at the greatest change in the structure of our school systems in 230 years? Are teachers and principals across the nation going to be held hostage to tests that haven't been created yet? Will charges of having low test scores trump merit pay, glowing evaluations, and even the

praise of our own bosses?

These are some of the things teachers and administrators around the State are worried about now that New York State has won its "Race To The Top" money.

Meanwhile, the Feds down in Washington assure the nation's citizens that RTT will increase student scores, improve the quality of instruction, and streamline faculties that may have been burdened with ineffective staff. It's hard to argue with any of these good intentions – if that's all that happens.

The ESSAA leadership approaches these "innovations" with a healthy combination of support and caution. We have seen so many other reforms come and go during our careers: first touted as the answer to everything, then introduced at great cost here and there but not necessarily as the "innovators" really intended them, and finally, five or ten years later, discarded for "obvious" reasons that everyone then agrees could have been predicted if only the movers and shakers had first asked professional educators for their input.

This time around, however, the ramifications seem more sweeping and serious, if only because, under recent Republican and Democrat administrations, the trend has been toward more federal and less local control. Back in the day, other states could look at Tennessee's failed experiment with teacher merit pay, for example, and say, "We're glad we didn't try *that* here"; but with most of the states trying to win RTT money, there may be few school systems that will remain unaffected by this effort.

Depending on how you look at it, this Department of Education in Washington has either been more effective than any before in shepherding national education "reform," or it has put one over on the professional education establishment by dangling big bucks in front of cash starved state treasuries. And depending on how you look at it, our nation's schools are either going to be fatally destroyed in a few years, or gloriously transformed. The answer, of course, will likely be somewhere in between, but which scenario will it resemble more?

Many previous reform movements have resulted in...nothing much. This one may be different, or maybe this one won't. Our membership can be certain, however, that ESSAA will continue to serve as a watchdog, and as an attack dog if the need arises. We support the good intentions of Race To The Top while we are skeptical of what the results might be. Our legal team will continue to take issues to court if any of our members' rights are violated, and ESSAA will continue to make its voice heard on the state and national level - however this turns out. ♡



## Deadlines For The Journal 2011

Issue 1 January 10

Issue 2 April 1

Issue 3 June 1

# New York Wins Nearly \$700 Million In Race To The Top Competition

By Tom Dunn, (NYSED.gov)

The United States Education Department announced August 24 that New York State has been awarded \$696,646,000 as a winner in the second round of the federal Race to the Top competition. Of the ten states named winners, only Massachusetts's application scored more points than New York's.

Regents Chancellor Merryl Tisch said, "The Regents and I are absolutely thrilled that New York has been selected as a winner in the Race to the Top competition. We want to thank the State's entire educational community, which came together in an unprecedented way to support the State's RTTT application. We'd like to thank the Governor, Assembly Speaker Silver, and Senate Majority Conference Leader Sampson for their leadership and for enacting new laws that will support educational excellence. I want to extend a special thank you to United Federation of Teachers President Michael Mulgrew and New York City Schools Chancellor Joel Klein for appearing with us in Washington to help successfully make the case for New York."

"Our application represents a truly comprehensive reform agenda – one that advances the bold changes needed to turn around failing schools, close the achievement gap, and prepare all children to succeed in college and careers. The Regents and I are confident that our success in Race to the Top will help lift the level of achievement for New York State's more than three million students," said Education Commissioner David M. Steiner.

John B. King, Senior Deputy Commissioner, added, "We are especially grateful to our partner organizations whose efforts in securing a high level of support strengthened our application, particularly: the New York State United Teachers, the

New York State Council of School Superintendents, the New York State School Boards Association, the BOCES District Superintendents, and the New York City Charter School Center. We also want to thank Assembly Education Committee Chair Cathy Nolan and Senate Education Committee Chair Suzi Oppenheimer for their leadership and support."

The funding that New York State receives from the competition will help advance the Regents reform agenda through 27 projects over four grant years. \$348.3 million of the RTTT funds will be awarded to participating LEAs (school districts and charter schools) over the course of the grant to support implementation, while \$348.3 million will be used to build the capacity of educators statewide and directly support new curriculum models, standards, assessments, teacher and principal preparation and professional development, and the statewide student data system.

New York State's Race to the Top application incorporates reforms enabled by legislation enacted earlier this year. The legislation: (1) establishes a new teacher and principal evaluation system that makes student achievement data a substantial component of how educators are assessed and supported; (2) raises New York's charter school cap from 200 to 460 and enhances charter school accountability and transparency; (3) enables school districts to enter into contracts with Educational Partnership Organizations (the term for non-profit Education Management Organizations in New York State) for the management of their persistently lowest-achieving schools and schools under registration review; and (4) appropriates \$20.4 million in capital funds to the State Education Department to implement its longitudinal data system.

## Port Chester's JFK Magnet Among 4 ESSAA Schools To Win Blue Ribbon Award This Year

JFK Magnet School has been named a 2010 National Blue Ribbon School. This is the first time JFK has won. Only 304 public and private elementary, middle, and high schools, were granted the Blue Ribbon this year nationwide, with 19 of them from New York. JFK is the also the only public school in Westchester County to receive this distinction. It is the largest elementary education facility in Port Chester.

JFK has the responsibility of handling the greatest number of students with different language proficiencies, backgrounds, and income levels in the district. One solution to these challenges was the development of an offsite Early Learning Center for kindergartners and first graders in which students are given individual attention during their early developmental years. Thanks to a partnership with the Jacob Burns Film Cen-

ter in Pleasantville, children in grades three, four, and five, are given an opportunity to learn about the different aspects of film-making, such as storyboarding and cinematography. Another partnership has been formed with IBM. For 10 years students have been mentored by Hispanic engineers who explain the importance of the study of mathematics in pursuing important careers.

Port Chester's award recognizes achievements in English Language and Math. The Department of Education also takes special notice of schools like JFK which have particular challenges, such as language barriers, cultural differences, and limited resources.

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## Won! A Place at the Table

by Michael McDermott  
RASA President

This summer, I was part of a small delegation headed by Bill Evans, ESSAA President, which met with Commissioner Steiner and Deputy Commissioner King. One of the purposes of the meeting was to get "name recognition" for ESSAA with the Commissioner; another was to get a seat at the table from which we had been excluded for some time. We pointed out to the Commissioner that we represent well over three thousand school administrators in the State, many of them from high performing districts. It was Bill's persistence in making that meeting happen, along with David Wagner's help as liaison to SED and the Board of Regents, that convinced the Commissioner to include ESSAA representation on a newly formed task force of about forty individuals that will help shape the new teacher and principal evaluation system that will take effect next year.

I am pleased to have been chosen as the ESSAA representative to that task force, which will have its first meeting on October 19th. I am hopeful that the Commissioner will be genuinely interested in feedback and insight about how that system should be developed now that the legislation is a reality in New York State. I hope to bring some sense of sanity and practicality to the discussion around the table.

This new legislation is an example of the roller coaster ride educators in this State are on. While the Commissioner was talking to us about the need for flexibility in the system, other SED folks were changing the cut scores on the State assessments. I tried to explain that it was like having students do the pole vault and then have to tell them that the bar had been raised afterwards and that they really hadn't cleared it. How this will play out remains to be seen, but I am certain those of

you whose Level 3's and 4's have dropped to Level 2, are feeling some anxiety as you anticipate the release of your scores.

This is indicative of the turbulent state of education nationally and state-wide. New York won the Race to the Top, but for us on the front lines, it seems all downhill from here! Fortunately ESSAA has strong representation throughout the State and in Albany that will protect your interests; but that representation comes with a price and I would encourage all members to contribute to the ESSAA PAC Fund so that our lobbyist can continue to put his resources to work where they will be most beneficial. If you need help with this, please contact your unit president.

ESSAA is also fortunate to have the best legal representation of any association. Our attorneys will be there for us as the legislation kicks in, and we all eventually face re-negotiations with our Boards of Education in order to meet the requirements of the new law. Commissioner Steiner has stated that bargaining units need not wait for their contracts to expire before re-negotiating. However, this situation is one in which no one wants to be the pioneer who gets shot with arrows first, so I doubt whether anyone should consider this offer worth considering. If your Superintendent or Board approach your unit to renegotiate your contract before you are scheduled to do that, run, don't walk to the nearest phone and call your regional ESSAA attorney. In these troubled times, communication, consistency, and unity are paramount. In the meantime, ESSAA will use its new presence at the table to represent your interests and those of all administrators in the State, so that reason and sanity may eventually prevail.

### Port Chester's JFK Magnet...continued from previous page

JFK Magnet School for Math, Science, and Technology is a public elementary school. It has 750 students and falls into the category of the highest need schools in NYS. JFK was initially selected on the basis of student achievement data, and later distinguished itself through the application process by describing its overall program.

ESSAA Delegate Louis Cuglietto is the principal of JFK and is sure he knows why his school made it to the top, "We have excellent teachers and a tremendous staff that has put us in the position to succeed," Cuglietto said. The Blue Ribbon awards ceremony will be held in Washington, DC on November 15-16.

## ESSAA proudly recognizes four winning member schools.

Clinton Street Elementary School  
4100 Clinton Street  
West Seneca, NY 14224-1604  
Phone: (716) 677-3620  
Principal: Ms. Christie Angrisano

John F. Kennedy Magnet School  
40 Olivia Street  
Port Chester, NY 10573-2808  
Phone: (914) 934-7990  
Principal: Mr. Louis Cuglietto

Landing Elementary School  
60 McLoughlin Street  
Glen Cove, NY 11542-2353  
Phone: (516) 801-7400  
Principal: Dr. Michael Israel

Memorial Park Elementary School  
145 E. Bacon Street  
Waterville, NY 13480-1207  
Phone: (315) 841-3700  
Principal: Mr. Matthew St.Peter

# News From The ESSAA Regions

By Chuck Smith

Coordinator for Regional Development



ESSAA leadership made a decision many years ago to use regional organizations as our governance model because we believe that networking is a powerful tool in supporting line administrators across the state. Regionalization also allows for more equitable representation.

ESSAA's New York State membership is currently divided into the following regions:

- 1 -CAS – Long Island
- 2 -RASA – Westchester Area
- 4-MHSAA – Mid Hudson Region
- 5-CAPSA – Capital Region
- 6-STSA – Southern Tier
- 8-CNYSAA – Central New York
- 3-RCASA – Rockland County
- 10-WNYAA – Western New York

Although the regions vary in size from 125 members to 1400 members, each shares our common mission of providing a forum for communication and discussion of issues across the state. Each region also has an Executive Board made up of a President, Vice-President, Secretary, and Treasurer which are responsible for planning and conducting the business of that region. Each Regional President also serves on the Executive Board of ESSAA as a Vice-President.

Maintaining ongoing communication and contact within each regional district is a major responsibility of Regional Presidents. Local presidents can expect to be contacted by their Regional President so that ESSAA can measure our level of service and our members' satisfaction with it. We are committed to providing high quality service to every member of our association and are always looking for ways to improve our services to you.

Please share any ideas you have for improving ESSAA with your Regional President.

## CAS – Region 1

By Anthony C. Laurino



Letter From the CAS President  
October, 2010

Dear Colleagues,

Welcome back to another school year. The summer months were busy in the CAS office.

This summer CAS welcomed Rocky Point Administrators to our ever growing membership. When we met with the unit they expressed concerns that their then present affiliation was not responsive in a timely fashion, meetings were held via the telephone, and they had to meet with the superintendent without the benefit of counsel present. CAS membership has now exceeded 1400. It is by far the largest organization representing administrators and supervisors on Long Island.

In June the Suffolk County Legislature proposed a school anti-bullying bill. This bill would have fined any administrator \$1,000 for not taking proper action in preventing bullying when reported. This bill was fraught with legal issues. The CAS Executive Board and members of CAS units made presentations at two sessions of the legislature identifying practical considerations and specific problems with the bill. Toward the end of June, I received a call from the sponsor of the bill indicating that he was withdrawing the bill. I would like to thank all CAS members for their support in affecting this legislation.

The topic of bullying unquestionable attracts a great deal of media attention and although the national statistics may not support the current level of media attention with the growth of

social networking sites and occurrence of tragedies stemming from bullying and/or cyber-bullying this is an issue that will not fade any time soon. Therefore, CAS will sponsor a school bullying workshop on October 14th, from 8:00 a.m. to noon, at the Holiday Inn, Plainview, NY. Topics will include:

- Critical role of the Administrator;
- Evolution of bullying;
- What's not working;
- What works in reducing bullying;
- Cyber bullying;
- Working with parents

As many of you are aware, this past spring NYSUT endorsed Tier V legislation with the caveat that Albany pass an Early Retirement Incentive for NYSUT members. The retirement bill excluded administrators, supervisors, and non-NYSUT teachers, bus drivers, secretaries, etc. CAS attorneys, Brad Stuhler and Bob Saperstein along with ESSAA attorneys, Michael Starvaggi and Joe Lamendola, petitioned the Court to have administrators and supervisors included in the ERI. Although, the lower court reached an unfavorable decision our attorneys have appealed the decision and it is now before the appellate division. ESSAA was the only organization in the State that was willing to take on the Governor, TRS, and NYSUT in an effort to protect the rights of administrators. In fact, the judge commented in her ruling that SAANYS had submitted a position statement which recognized the "cost containment rationale for making the program available to NYSUT represented employees." Well, ESSAA **does not!**

## RASA – Region – 2

By Mike McDermott, President

Letter To The Members From the President

September 2010

Dear RASA Member:

I welcome you to the new school year and as the new President of the *Regional Association of Supervisors and Administrators*, I am honored to have been elected to take on the leadership of an organization I have been a part of and have respected for many years. I trust your year is off to a good start. It promises to be a very busy and interesting one for school administrators. As President of RASA, I stand ready to assist you in dealing with the complex issues facing us in the year ahead.

This summer, I was part of a small delegation headed by Bill Evans, ESSAA President that met with Commissioner Steiner and Deputy Commissioner King. (Empire State Supervisors and Administrators Association is the umbrella organization of which RASA is a regional member.) One of the purposes of the meeting was to get “name recognition” for ESSAA with the Commissioner, to get a seat at the table from which we had been excluded for some time. We pointed out to him that we represent well over three thousand school administrators in the State, many of them from high performing districts. It was Bill’s persistence in making that meeting happen, along with David Wagner’s help as liaison to SED and the Board of Regents, that convinced the Commissioner to include ESSAA representation on a newly formed task force of about forty individuals to help shape the new teacher and principal evaluation system that will take effect next year.

I am pleased to have been chosen as the ESSAA representative to that task force, which has its first meeting on October 19. I am hopeful that the Commissioner is genuinely interested in feedback and insight about how that system should be developed. Certainly, I can bring some sense of sanity and practicality to the discussion. I will update you as the discussions take place as to how they are proceeding and what we can expect from SED.

The new legislation is an example of the roller coaster ride experienced by educators in this State. While the Commissioner was talking to us about the need for flexibility in the system, other SED folks were changing the cut scores on the State Assessments. As I have tried to explain what happened, it was like having students do the pole vault and then telling them that the bar had been raised and they really hadn’t cleared it. How this will play out remains to be seen, but I am certain those of you whose Level 3’s and 4’s have dropped to Level 2 are feeling a fair degree of anxiety as you anticipate the release of those scores.

These two situations highlight the turbulent state of education nationally and state-wide. As I have described it, New York won the Race to the Top, and for us on the front lines, it’s all downhill from there! Fortunately, ESSAA has strong representation throughout the State and in Albany to protect your interests. But, that representation comes with a price and I would encourage you to contribute to the ESSAA PAC so that our lobbyist can continue to put resources where they will be

most beneficial. If you need help with that process, please call me (914-721-2601).

ESSAA is also fortunate to have the best legal representation of any association. Bob Saperstein, Joe Lamendola and Michael Starvaggi will be there for us as the legislation plays out and we all eventually face renegotiating with our Boards of Education in order to meet the requirements of the new law. Whatever you do, if your Superintendent or Board approach you as a unit to renegotiate your contract before you are scheduled to do that, run, don’t walk to the nearest phone and give me or Bob a call. (Bob represents RASA members.) In these times, communication, consistency and unity are paramount. You can count on RASA to be there for you. Have a great year!

## Mid-Hudson – Region 4

By Raymond Palmer, President

In spite of the reduction of members in a number of units, our unit Presidents have reported a good start to the new year. Michael Starvaggi, ESSAA attorney for Region 4, has been busy with a number of units in negotiations and in the very touchy areas of Administrative job realignment, tenure, and seniority. As units have faced the reduction of unit members, questions regarding administrative tenure areas, seniority, and bumping rights, have moved to the forefront. Providing easy answers and solutions to these questions has been very difficult because of the different practices followed by each district when awarding tenure; but Attorney Starvaggi has done an excellent job in dealing with each of the situations as they have risen.

The Mid-Hudson Administrator’s Association is holding its first regional meeting of the year on October 20 at 6:30 pm in Newburgh.

## CAPSA- Region – 5

By Joseph Rajczak, President

The Capital Area Principals and Supervisors Association is centered in the Albany area and extends north to Lake George and south to Hudson. We are comprised of districts that number in as few as one administrator to districts with as many as 50 administrators. CAPSA was one of the “original” groups when ESSAA was first established 11 years ago.

The CAPSA Region has experienced continuous growth over the years. Recently, we have added ten “new” districts. Among them are: Mohonasen, Ballston Spa, Ichabod Crane, and Voorheesville. ESSAA’s commitment to outstanding legal services has been the major reason why new districts come on board. Our primary regional attorney, Michael Starvaggi, has been very well received since joining ESSAA a year ago. Michael has been very busy working with our local addressing legal problems, negotiating new contracts, and dealing with impact bargaining concerns.

The CAPSA Region is certainly moving forward and we are excited and optimistic about our potential for future growth. We will be facing many challenges as state mandates increase and funding decreases, but TOGETHER, WE can and will accomplish great things for our members, and for the students we administer.

*continued on next page*

## STSAA - Region 6

By Richard Kimble, President

Region 6 is enjoying its first full year as a recognized Region. The officers are:

|           |                          |
|-----------|--------------------------|
| President | Richard Kimble (Corning) |
| Treasurer | Tim Gracy (Oneonta)      |
| Secretary | Nancy Foreman (Hornell)  |

We look forward to growing ESSAA's representation in the region as well as providing all of our members with the quality assistance that has long been the cornerstone of ESSAA's mission. Region 6 currently represents 14 units and approximately 141 members, with our newest group joining us from DCMO BOCES.

There will be a Regional President's meeting in November. We will also be attempt to pull members of Region 6 together at a social event in the Spring. Information will be sent to each unit president to be distributed to their membership. We are working hard to develop relationships with each other and encourage networking.

The best thing that we can do for ESSAA is to provide leads for prospective new units. Should you have any leads, give them to Ed Keeler and he will do the rest. I am hopeful that our recruiting efforts will continue to pay dividends for all of us as we grow our membership. We look forward to having a successful year and appreciate all the help ESSAA has provided.

## CNYSAA - Region - 8

By Henry Frasca  
CNYSAA President

The Central New York School Supervisors and Administrators (CNYSAA) officers for the 2010-11 school year are:

- President – Henry Frasca, Utica City School District
- Vice President – George Merritt, Watertown City School District
- Secretary – Steve Duffy, OCM BOCES
- Treasurer – Ray Kilmer, Fayetteville-Manlius School District

CNYSAA also welcomes new member Clyde-Savannah to our school administrators group. CNYSAA's executive board, ESSAA Recruitment Coordinator Ed Keeler and our attorney Joe Lamendola continue to aggressively recruit in Central New York. Why would any administrator you know want to become a member of a union? Because it is like having homeowners insurance: you hope you never have to use it, but if something catastrophic happens, you are glad you have it!

Plans for the 3<sup>rd</sup> annual CNYSAA Holiday Party are also being finalized. Our party will be on Monday, December 6, 2010 at the Doubletree Hotel, Carrier Circle, Syracuse, New York. This event allows administrators from an extremely large geographic area to network and socialize.

CNYSAA would like to spotlight a few of our schools that have received national or state honors for excellence. Fayetteville-Manlius High School was awarded a silver medal by "U.S. News and World Report" as one of America's best high schools for 2010. In East Syracuse-Minoa Central School District, Pine Grove Middle School, was one of four schools to win the first "Educating the Whole Child for the 21<sup>st</sup> Century Award" given by the NYS Association for Supervision and Curriculum Development. Pine Grove joins Utica City School District, JFK Middle School, 2003 Blue Ribbon, Watson Williams Elementary School, 2006 Blue Ribbon and 2007 National Magnet School of Excellence and 2009 National Title I Distinguished School as awards recipients.

As we move into this new school year, ESSAA and CNYSAA remain committed to providing the highest quality service to its members. I wish everyone a very productive and satisfying school year. If you have any questions, concerns, or ideas, please feel to contact me.

## ESSAA Officers

|  |   |
|--|---|
| William Evans<br><i>President</i>                  | <b>888-88-ESSAA</b><br>Westchester<br>essaa.evans@gmail.com                 |
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## ESSAA Directors

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| Herbert Dickson<br><i>Director of Organizational Development</i> | <b>607-748-8683</b><br>hdickson001@stny.rr.com               |
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| Inez Liftig<br><i>Assistant Editor, The Journal</i>              |  |

## ESSAA Attorneys

|  |  |
|--|--|
| Joseph Lamendola, Esq.                           | <b>315-474-1234</b>                        |
| Robert Saperstein, Esq.                          | <b>888-294-8282</b><br><b>631-761-5451</b> |
| Michael A. Starvaggi, Esq.                       | <b>845-589-9456</b>                        |
| Brad Stuhler, Esq.                               | <b>631-761-5451</b>                        |
| Robert Ungar, Esq.<br><i>Legislative Counsel</i> | <b>516-227-2400</b>                        |

## Website Coordinator

|               |   |
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| Joanna Keeler | <b>315-525-6820</b><br>jkeeler@uticaschools.org |
|---------------|---|

# My Turn

## The New Emperor's New Clothes

by Mathew Swerdloff  
Hendrick Hudson School District

We all remember the old fable of the Emperor who was afraid to admit that his new clothes were not there at all. Remember how he was presented in his non-existent clothes with the proviso that only a fool could not see them? And therefore, he decided, they were there, and they were quite splendid indeed.

All of us in education have seen educational fads and trends come and go, and as a Director of Technology for nine years now, I have seen the best of both educational fads and technology fads come and go as well. Lately they have come on hard and fast; it seems like every week I am being told how “cool” and “innovative” the latest technology toy is. Whether they are Smartphones, iPads, netbooks, 3D projectors, or the newest software, I am always amazed at how little thought is put into what these tools really mean for education.

We are constantly bombarded by advertising and marketing telling us how these tools will transform education. No one doubts these tools are “cool”, but does that mean they are valuable in the classroom? Does that mean that this particular new program or instructional package is good for our students? Does that mean we should rush out and buy five hundred of them to impress the community or the Board, despite the complete absence of evidence of their efficacy on any achievement measure? I think not, yet it happens all the time.

It is perhaps heretical for a Technology Director to say “slow down, not so fast” to new technology tools. People often look puzzled when I ask “What educational purpose will that device serve? How do you know it is effective?” I not only question whether or not a new tool is going to meet our educational goals, but I also consider the total cost of ownership of a device or solution.

Few people consider the ancillary costs that come with a piece of new hardware or software; maintenance, spare parts, training for technicians and end users, or software licenses and subscriptions. These costs all add to the burden of our taxpayers, and are not often presented as part of the total cost of ownership. They also take away from those tried and true programs that are working and have been proven to be effective. Innovation is a great thing, but if we are going to innovate, let's do so with all the facts on the table. This principle applies to new technology initiatives as well as to new instructional programs in our schools.

D.A.R.E. is a great example of how the educational community was sold on an unproven but “innovative” program, how children spent hundreds of hours in the program, and how no significant outcome has been credited to it. If we are ever to move beyond the latest fads in education, we must take

the long term approach. This involves careful research, long deliberation, and thoughtful discourse. It does not involve innovation for the sake of innovation or publicity, or purchasing the latest cool tool we see at a trade show, or anything else quick and easy, for that matter. It is the work of teachers and administrators on the “front lines”, those of us who are committed to the growth of our students over the long term, that will make the difference.

There is another old fable that is better suited to education in general and educational technology in particular. It is the story of the Tortoise and the Hare. The tortoise plods along, slowly and steadily, with his end goal in mind. He is not concerned with impressing anyone or coming out “on top,” rather he is single mindedly focused on his mission, and in the end he gets there before the hare does because of it.

Let's hear it for the tortoise!

*Mathew Swerdloff has served as an educator in New York State's public schools for seventeen years. He has served as a classroom teacher in grades 3 through 8, and is currently the Director of Instructional Technology in the Hendrick Hudson School District. In his current role, he is responsible for budgeting, staff training, managing technical support, technology infrastructure, and the development of curriculum that incorporates the use of technology tools.*

*Mathew earned his Master's Degree in Education and his New York School District Administrator Certification at the State University of New York at New Paltz. He is currently a student in the Instructional Leadership Doctoral Program at Western Connecticut State University, Danbury, CT. He was recently recognized by the New York State Association for Computers and Technology in Education (NYSCATE) as the Outstanding New York State Leader for 2010.*

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# Now It's "Boobie Bracelets!" What To Do?

by Charles H. Mitchell  
Chair-School Safety



Another school year has begun and as school administrators we wonder what new "challenges" we will face from our students. I just read an article from AOL News entitled "I [Heart] Boobies' Bracelets Cause Stir in High Schools." The Keep a Breast Foundation, in order to raise awareness about breast cancer, has been marketing "I Love Boobie Bracelets," T Shirts, and Sweat Shirts with this logo. It apparently has not taken students long to wear them to school -to "promote and encourage conversations about breast cancer," I am sure. According to the article: "Keep a Breast defended its decision to include the word 'boobies,' by saying that the bracelets are intended to provoke discussion on touchy subjects," [Honestly I did NOT make up the quote!].

Schools around the country have been banning the bracelets and shirts in an attempt to eliminate potential temptation for inappropriate and/or sexually harassing comments. School Administrators have to decide if wearing these bracelets and shirts is a way to raise awareness of breast cancer or if it is an attempt to show off a forbidden word in school and push our "buttons". Things were much simpler when we were dealing with shirts promoting alcoholic beverages, certain body parts, or green leafy substances!

Another challenge is what to do about Social Networking. Keeping our heads in the sand and hoping it will go away will not work. This is not just a youth "thing," but is a phenomena which permeates all aspects of our lives. As a volunteer for American Red Cross Disaster Services I am expected to belong to a variety of Facebook Groups that link to various ARC Chapters around the country and to headquarters in Washington, DC. Every time a new national disaster response operation is set up, there will be a Facebook Group established which will post the latest information. I am expected to have a Twitter account so that my Chapter can get in touch with me when I am needed. [In 140 characters or less, of course] ARC Disaster Volunteers keep in touch with each other through Facebook profiles and with Twitter while they are on disaster assignments.

School Administrators and Boards of Education struggle over the proper role of this technology in schools. Coaches want to use Facebook as a way of communicating the latest information to their team members. Teachers want to use Facebook to reinforce class work, post assignments, and for student group work. School administrators want to use Facebook groups as a way of fast and efficient communication with parents, students, and the general public.

The days of School Boards and Administration saying "no,no,no" are dwindling fast. The real world is not "no." As school administrators we need to be able to instruct ourselves, our staff, and our students, in how to use Social Networking safely; in how to use privacy settings to control who can view, access, and post on the sites we set up; and on how to instruct our students, with age appropriate materials. If we think that, since most of these sites say that you must be age 13 to set up an account our darling 8-12 year olds won't set up accounts, is a mistake. Our focus should be on how we can use Social Networking sites to promote education and our schools.

Digital and Internet Safety continue to be huge issues for students, parents, staff, and administrators. I have been kept busy this

past summer with presentations for administrators, teachers, and paraprofessionals, and am finding an increased focus on these issues. The mantras I have used with students for years have been: "Nothing is Private" and "Everything is Forever." This applies to everyone where internet safety is concerned. Administrators, teachers, and staff who forget this do so at their own peril! We expect our students and children to be safe on the internet, but may forget to do the same ourselves. When we allow students to take pictures of us with their cell phones and digital cameras which are instantly posted on websites or YouTube it can lead to embarrassment. When we allow ourselves to have pictures/videos taken of us in compromising situations, we forget we are public figures.

It could be that the same parents of our JV sports players would love to use an embarrassing picture or video of a varsity player to have their son/daughter replace that player on the varsity team, or would love to attack a teacher or administrator they do not like. For a non-tenured administrator or teacher there is no recovery. Even for a tenured administrator or teacher there may be no recovery and even if there is, a stigma may remain forever.

Further there has been much discussion over the summer in the news media as to what is the proper place of teacher student text messaging, emails, and other electronic communication. When do our internet behaviors cross the line? Some school boards are currently developing policy guidelines because of issues raised by parents at board meetings or in the press. Is "talking" to a student face-to-face different from using electronic means? Do the same ground rules apply, and what are they?

Finally, given the tough economic times, what has the budget crunch meant for school safety in our buildings and districts? Did you have School Resource Officers and no longer have them or have a reduced number? What about school security? Are these reductions in effect during the school day or after hours? Are your video cameras no longer monitored during school hours and/or school activities? Have school security projects been delayed or put off?

Those who wish to present a physical threat to our students and staff don't take time off because of tough economic times. It could even be argued that the stressors of these times may present greater threats to our schools. That we have been successful in preventing acts of violence in the past, is no indicator that we will prevent them happening in the future. Hopefully, you have good data on how your procedures, programs, and personnel that have been in place have prevented problems or solved small ones before they became major ones.

Dig out that school safety plan. What alternate strategies do you have to maintain the high security levels you have had in the past, and which may be independent of current cutbacks in school safety funding? How can your administrative, teaching, and other staff members be encouraged to continue to maintain a high vigilance? How can we get students involved in a positive way until this financial crisis has eased? Is there a role for parent volunteers? What new partnership arrangements do you have with your local, county, and state police departments to respond to situations at your school?

The time to deal with school safety is before an incident occurs, not after. We cannot afford to be complacent or to blame budget constraints for putting our students, staff, and ourselves at risk.

First of a series –

# The Problem With RTT

## The Overselling of Growth Modeling

by Kevin G. Welner

Reprinted With The Author's Permission

The successor to No Child Left Behind remains to be shaped, but one change seems certain: School success will depend on whether students' test scores increase, as opposed to just requiring scores above an adequate yearly progress threshold.

Growth modeling approaches appear to allow for this policy shift. And this would likely be an improvement over the AYP approach in the current NCLB. Yet like many new technologies, it's being oversold.

NCLB largely refuses to take into account students' starting points, so a school with students who begin with proficient test scores is likely to do well on subsequent tests. Such a school has a good shot at making AYP even if the school doesn't do a great job teaching during the year.

In contrast, a school with students who arrive in September with poor scores on previous tests may provide excellent instruction and may even raise students' scores considerably yet still have few students reach proficiency.

### Potential Benefits

Growth modeling changes the question from "Was Mary's score proficient?" to "Did Mary's score increase?" It tries to quantify students' change in performance and, in many cases, attribute those changes to particular teachers and schools.

The approach is rapidly gaining adherents. Growth models already are being used in some states and school districts for accountability or alternative teacher pay programs. Prominent proposals for NCLB renewal also include growth models to measure school success, and the Aspen Institute proposal for NCLB includes a "highly qualified effective teacher" provision grounded in a longitudinal form of growth modeling called value-added modeling, in which students' increases are determined by comparing their latest test scores to those from the previous year or years.

In addition, under an NCLB pilot program announced in November 2005 by the U.S. Department of Education, states are using growth-to-standard models, whereby a school receives credit for nonproficient students who are "projected to be proficient" within the next three years.

Advocates for growth models point to multiple strengths and positive policy consequences. When each student serves as his or her own control, prior disadvantages affecting that student's scores are largely factored out. A system based on each student's improvement can reduce the incentive to focus on the "bubble kids" (those near the proficiency cut score) and the incentive for teachers to transfer to high-scoring schools in wealthier neighborhoods.

An effective growth model also could replace the arbitrary patchwork of state proficiency definitions. Perhaps most importantly, a growth system is simply more defensible because schools have more control over improvement than over a student's absolute score.

### Five Limitations

These models generally yield useful information. The problem is not with the technology; all technologies have limitations. The problem is with the overselling. Your new car may be a great way to travel to the nearest lake, but you shouldn't try then to use it as a boat.

Yet if we are not forthright about limitations, we risk adopting policies that rely too much on the technology. Consider the following five limitations:

- Beware of cohort-comparison approaches, which are not true growth models. They include no longitudinal measure of individual student growth and therefore do not use each student at his or her own control. They cannot provide a true measure of individual growth.
- Growth expectations can be just as unrealistic as the current AYP expectations, as is evident from the demands set forth in the 2005 NCLB pilot program, requiring growth levels that move students to proficiency within three years. Such approaches retain several problems mentioned above: incentives for teachers to focus on a subset of students and to transfer to high-scoring schools, as well as the arbitrary patchwork of state proficiency definitions.
- Mobility of students, multiple teachers per student each year and untested subjects all introduce further confusion into the model, and there is no perfect way to adjust.
- Any growth model must be based on assumptions about the ongoing effects of a given teacher in subsequent years and about the ability of a prior year's score to fully adjust for student, family and community resources as well as school and classroom resources. That is, such models tend to assume, probably incorrectly, that these contextual factors do not affect a student's rate of progress over the measured year.
- The switch from a proficiency-threshold system to a growth model would not address core concerns about test-based accountability, such as narrowed curriculum, teaching to the test, measurement error and reliance on one type of assessment rather than multiple indicators.

To note these limitations is not to condemn growth models or even to argue these models would not be preferable. Policymakers, however, should keep such limitations in mind, never treating the technology as offering a truly objective or precise measure of school or teacher performance.

Growth models are simply not accurate enough to support their use as the sole or even the primary basis on which to make high-stakes decisions about teachers or schools.

Kevin Welner is associate professor of education policy and director of the Education and the Public Interest Center at the University of Colorado in Boulder, Colo. E-mail: [welner@colorado.edu](mailto:welner@colorado.edu)

## Highlight: Your ESSAA Attorneys



### JOSEPH E. LAMENDOLA

Joseph E. Lamendola earned his LL.B. from Cardiff University College of Law, and his LL.M. from Tulane Law School. He is counsel to thirty seven administrative units comprised of well over five hundred public school administrators affiliated with the Empire State Supervisors and Administrators Association (ESSAA).

He is primarily responsible for negotiating collective bargaining agreements, impact bargaining, contract grievances, arbitration, PERB challenges and 3020 (a) representation. He has successfully negotiated several favorable contract terms on behalf of his clients despite the unsettled economic climate.

Mr. Lamendola has extensive litigation experience and litigated a multitude of article 78 petitions, motions and trials in various state court jurisdictions. He is a former Corporation Counsel for the City of Syracuse. In that capacity, he represented the interests of the City of Syracuse Police, Fire, and Public Works Departments in all aspects of labor management issues. Mr. Lamendola is also a colonel in the New York Air National and assigned to HQ NYANG, Latham, NY.

Mr. Lamendola is admitted to practice law in the states of New York and Louisiana. He is also an adjunct instructor for the Office of Court Administration and teaches Judicial Ethics and Trial Practice to village and town magistrates.



### ROBERT SAPERSTEIN

Robert Saperstein has been practicing education and labor law for over 30 years. He has represented the Empire State Supervisors and Administrators Association [ESSAA] since its inception and also represented the Counsel of Administrators and Supervisors [CAS] for 30 years. His practice is limited to representing school administrators in New York State. Mr. Saperstein has litigated many of the major cases involving school administrators in both the trial and appellate courts of New York State.

Among those cases are:

The 1996 landmark case decided by the Court of Appeals, which forbid school districts from manipulating the tenure requirements for administrators through the use of acting appointments.

The longest 3020-a in New York State history, which went 8 years from charges to complete exoneration by the Commissioner.

The first and only case in New York State in which an administrator was held to be simultaneously in both the teaching and administrative tenure areas.

The first case to hold that an excessed principal was entitled to a newly created assistant principal position, even though the positions were in different tenure areas.

Mr. Saperstein has negotiated several hundred collective bargaining agreements for various administrator associations. He has also negotiated contracts for Superintendents and other central office administrators.

Prior to representing school administrators Mr. Saperstein founded the first suburban dispute resolution center in the United States, in Suffolk county. He also has been a consultant on dispute resolution procedures for both the United States Department of Justice and the Ford Foundation.

Mr. Saperstein is admitted to the practice of law in New York State, Connecticut and Washington D.C., as well as the federal courts, including the United State Supreme Court.

### MICHAEL A. STARVAGGI



Michael Starvaggi is a Magna Cum Laude and Phi Beta Kappa graduate of Fordham University, and holds his Juris Doctor degree from Fordham Law School. He is counsel to over five hundred public school administrators affiliated with the Empire State Supervisors and Administrators Association [ESSAA]. In that capacity, he has handled collective bargaining negotiations, Article 78 proceedings, trial court litigation, impact bargaining, contract grievances, arbitration and PERB claims. He has been successful in settling favorable contract terms in difficult negotiating environments and obtaining winning results for administrators in disputes with their employers.

Prior to becoming counsel to ESSAA, Mr. Starvaggi represented students and parents in a range of matters involving school district liability and student discipline matters. His career has also included transactional and litigation work at large and small New York City based firms, as well as acting as legal editor to some of the nation's leading treatises on commercial law.

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Mr. Starvaggi is admitted to the practice of law in New York and New Jersey. He also teaches Education Law at Manhattanville College in Purchase, NY.

**New Location!**  
**719 West Nyack Rd, Suite 44**  
**West Nyack, NY 10994**

**BRAD A. STUHLER, ESQ.**

Brad Stuhler has been with Council of Administrators and Supervisors (CAS) since 2005. A graduate of Villanova University (Class of '98) Brad earned his law degree from St. John's University School of Law (Class of '01), where he specialized in labor and employment law. Upon graduation from St. John's University, Brad worked at the Federal Labor Relations Authority prosecuting and investigating Improper Labor Practices occurring within our federal civilian workforce. In his capacity as a federal labor attorney, Brad also served as a hearing officer overseeing representation petitions. While with Federal Government, Brad received several

awards including a federal award of distinction in recognition for his ability to resolve and mediate labor disputes.

Brad is admitted to practice in the State and Federal Courts, and, in fact, has successfully appeared on behalf of our members and/or their Associations before the Eastern District Federal Court and United States Second Circuit Court of Appeals.

During his time with CAS, Brad has successfully represented members before the Public Employment Relations Board, Commissioner of Education, State Supreme and District Courts, and in disciplinary hearings and arbitrations.

## News From ESSAA's Legal Department

*By Bob Saperstein*

### 55/25 Litigation Update

As previously reported, the Albany Supreme Court issued what we believe was a legally erroneous decision that the legislature could give a retirement incentive only to those employees, regardless of title or duties, who were represented by a particular union, to wit: NYSUT [which coincidentally spends over four million dollars lobbying the legislature]. ESSAA's attorneys immediately moved by Order to Show Cause requesting the Appellate Division to grant an expedited appeal prior to the August 31 retirement date set forth in the statute. However, the Appellate Division was on vacation until mid-September and refused to grant an expedited appeal. Oral argument will probably take place in November. ESSAA is requesting by way of remedy that those administrators represented by ESSAA who were eligible to retire by the August 31 date and qualify for 55/25, be granted a window to do so after the court rules. While we are also seeking relief for all administrators, we are unlikely to succeed for those who were represented by other organizations which did not join the litigation and let the August 31 date expire without taking action on behalf of their members. It is possible that if those individuals are in units represented by ESSAA when the court rules, they may nonetheless qualify. Thus, for 55/25, qualifying administrators who aren't in ESSAA units, should have their Association affiliate with ESSAA immediately.

Although, the lower court reached an unfavorable decision, our attorneys have appealed the decision and it is now before the appellate division. ESSAA was the only organization in the State that was willing to take on the Governor, TRS, and NYSUT in an effort to protect the rights of administrators. In fact, the judge commented in her ruling that SAANYS had submitted a position statement which recognized the "cost containment rationale for making the program available to NYSUT represented employees." **Well, ESSAA does not agree!**

### Worlds Shortest Transfers: ESSAA Stops Illegal Transfers In Record Time

The Superintendent of the Tuxedo School District decided he wanted to transfer the elementary school principal to the position of high school assistant principal and transfer the

high school assistant principal to the position of elementary principal. His "rationale" was that he wanted to cross-train them! [Perhaps upon his retirement the Superintendent was planning on working for Nike.]

In any event, ESSAA's legal counsel informed the Tuxedo Board and Superintendent that the transfers violated the tenure rights of both administrators, who were appointed and tenured in their respective positions. They were also notified that ESSAA would litigate if the district made the transfers. The Superintendent apparently didn't believe ESSAA, and convinced the Board that, notwithstanding the Board appointments, there was a general administrative tenure area for all administrators. The Board followed this bad advice and formally approved the transfers.

Two days later the Board and Superintendent were served with papers which sought both a stay of the illegal transfers and their rescission. Within days, and before the district was required to answer the papers, an embarrassed Board met and voted a new resolution which transferred these administrators back to their original positions. [Oops!]

This is an example of ESSAA's commitment to aggressive representation for its school administrators. When the Governor signed the 55/25 law, ESSAA was in court the very next day, responding immediately to remedy injustices to administrators. Our reputation throughout the state for strong and timely actions has helped make ESSAA the fastest growing administrator organization in New York.

### What Happens When Suddenly No One Qualifies for Merit Pay?

In the Ardsley district, in addition to an across-the-board salary increase, merit pay has historically also been offered. For the last ten years, practically 100% of the administrators qualified to receive at least one of the two categories of merit pay (1.0% or 2.0%). But in 2009, the superintendent asked for a salary freeze, and the administrators said, "No thank you". When the superintendent evaluated them, guess what? No one qualified for merit pay! RASA [ESSAA's Westchester/Putnam

*continued on next page*

region] filed an improper practice charge with PERB. In 2010, prior to the trial, the Board settled with the administrators by, *inter alia*, granting all them merit pay of 1.0%, which went into base salary retroactive to the beginning of the 2009-10 school year.

#### Change in Sign-In/Out Procedure Violated Taylor Law

The Glen Cove administrators would keep track of their attendance by initialing a sheet containing boxes marked "IN" & "OUT". The administrators would sign in once a day in the morning, and sign out once a day in the afternoon. No other information was recorded. Then the administrators received a directive from the superintendent telling them to sign in and out of the schools in which they worked, but to do so multiple times if they left a building or worked in other locations, and all administrators were required to write down the time they signed in and out.

CAS [ESSAA's Nassau/Suffolk region] filed an improper practice with PERB. This type of change in sign in/out procedures is a mandatory subject of bargaining and can only be changed after negotiations and with the consent of the local association. Rather than go to PERB, however, the school district rescinded the directive and returned to the previous practice.

*If you know colleagues who aren't organized you should urge them that now is the time to organize. They can contact Ed Keeler for more information. Most of the groups that organize, don't do so because their current board is necessarily bad, but because everything can change with one board election, and if administrators wait to organize until after the board changes benefits or working conditions, the Taylor Law will not protect them the way it does if the request is made beforehand.*

#### RECENT SETTLEMENTS

##### **From Bob Saperstein:**

Negotiation settlements are continuing to trend lower and are taking longer to settle than in the recent past. Many 2009 negotiations are still open and unsettled. Local newspapers publicize 0% settlements, leaving the misimpression that everyone is accepting 0%. But amidst the gloom there have been a number of relatively good settlements that have not received proper media attention.

#### **RASA**

**Bedford:** Although the teachers are starting a second year without a contract, ESSAA negotiated a five year contract for the period 2010-15. Through a combination of across-the-board, step, performance pay, and professional development pay, the members will average a phenomenal 3% a year for 5 years, making it one of the richest settlements during the current economic troubles. Bedford administrators move from 10% to 20% health contributions over the five years. All current unit members retain 100% paid health into retirement, and new members get 80% paid into retirement.

**Briarcliff:** ESSAA negotiated its first collective bargaining agreement for these administrators: a four year contract,

2010-14, and provides a 2.5% salary increases a year and increased longevity. Health also moves to 20% over the 4 years. Retirees are guaranteed for life the contribution level in effect when they retire.

#### **CAS**

**Babylon:** With the assistance of CAS, the Babylon administrators negotiated an incredible one year contract. The administrators receive an increase of 3.3%, plus increased tenure bump, a new longevity at 15 years in the district and 30 years in education of \$6,500; an increased sick leave payout; a \$100,000 retirement incentive for administrators who retire on or before June 30, 2011, plus payment for 5 unused vacation days. The concession: health went up 2%. In this terrible bargaining climate this was a superb settlement.

**Elmont:** In a relatively poor district, CAS negotiated a three year contract with a 0% in year one, variable raises in year two reflecting equity adjustments of up to \$17,000 a person, and \$1,000 in year three. There was no change in medical insurance.

**Plainview:** In June CAS helped the administrators settle a two contract for the period 2009-11 at 2.0% and 3.0%.

##### **From Mike Starvaggi:**

We were successful in getting the Superintendent of Guilderland to change his tactics of appealing directly to unit members for salary givebacks by sending a Cease and Desist letter and forced a Board President to retract a similar call for givebacks made to the staff at large in another district.

We also won a salary grievance for an assistant principal in Rockland BOCES based on an informal agreement that was made with a previous superintendent who had promised that her salary would not be reduced when she went from a principal to AP until the AP schedule caught up to her salary. The District did not honor the promise until we grieved it.

We also a substantial impact bargaining award for an administrator in Schenectady based on her additional scheduling duties.

#### **The Importance of Being Organized When Times Are Bad By Attorney Bob Saperstein**

ESSAA has had a surge in the number of unorganized groups who have joined us this past year. In Westchester alone, in addition to Greenburgh North-Castle, three other groups of administrators - Briarcliff, Pleasantville and Tuckahoe - decided the time had come to organize units. Many of these administrators had been individual members for years, but they recognized that now was the time to join together. The reason is simple; if there isn't a collective bargaining agreement in place, a new board can unilaterally change benefits and working conditions, and there is precious little unorganized employees can do about it. However, once a request for recognition is made, any attempt to reduce existing benefits is viewed as retaliation for exercising the right to organize guaranteed by the Taylor Law. Thereafter, all is subject to the collective bargaining process, which gives administrators the right to say "No", to proposed changes.

# ESSAA Welcomes New Districts



## Greenburgh North-Castle

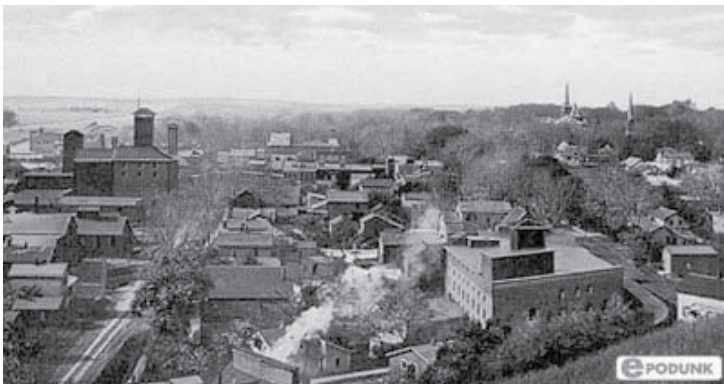
ESSAA welcomes the Greenburgh North-Castle administrators who affiliated with us in September. They previously had no organization and after noting the satisfaction of their colleagues in their region's other school districts, decided it was in their best interest to organize and that ESSAA was the organization to join.

From Wikipedia

**Greenburgh** is a town in the western part of Westchester County, New York, United States. The population was 86,764 at the 2000 census. Paul J. Feiner has been the Town Supervisor since 1991. Greenburgh contains six villages:

- Ardsley
- Dobbs Ferry
- Elmsford
- Hastings-on-Hudson
- Irvington
- Tarrytown

The west town line, marked by the Hudson River, is the border of Rockland County, New York. Interstate 87, the Cross Westchester Expressway, the Saw Mill Parkway and the Sprain Brook Parkway all pass through the town.



## Clyde-Savannah Central School District

From Wikipedia

The **Clyde-Savannah Central School District** is a public school district in New York State, USA that serves approximately 1100 students in the villages of Clyde and Savannah in Wayne County.

The average class size is 17 students (all grades).

## Delaware-Chenango-Madison-Otsego BOCES

The Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services is a regional educational agency providing services in partnership with 16 local school districts. Its BOCES is one of 37 across New York State working in collaboration with local school districts to offer programs to students, teachers, administrators, and the community.



## Sauquoit, New York

From Wikipedia

**Sauquoit** is a hamlet in the Town of Paris, Oneida County, New York, USA.

It is located on New York Route 8, approximately 6 miles south of Utica and east of Paris village. It straddles Sauquoit Creek, a small Mohawk River tributary, and nestles in the Sauquoit Valley.

Sauquoit is the birthplace of Asa Gray, world famous botanist, Michael O'Donoghue, humor writer and performer, Nick Madden, Hall of Fame golfer, and also of Arthur Cushman McGiffert, theologian. It is also said that George Washington granted land to one of his soldiers during the Revolutionary War where Orchard Hall is now standing.



## New York Mills, New York

From Wikipedia

**New York Mills** is a village in Oneida County, New York, USA. The population was 3,191 at the 2000 census.

The **Village of New York Mills** is within both the Town of Whitestown and Town of New Hartford. New York Mills is also a western suburb of the City of Utica.

Empire State Supervisors & Administrators Association  
Box 187 • Eastchester, New York 10709

*Would you like more  
information about ESSAA?*

Please contact Ed Keeler.  
Telephone 315-736-0629 or  
e-mail: [e.keeler@verizon.net](mailto:e.keeler@verizon.net)

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## *ESSAA Also Welcomes Rocky Point, LI*



Rocky Point is a hamlet (and census-designated place) in Suffolk County, New York on the North Shore of Long Island. As of the United States 2000 Census, the CDP population was 10,185. Rocky Point is a community in the town of Brookhaven. According to the United States Census Bureau, the CDP has a total area of 10.4 square miles (26.8 km<sup>2</sup>), all land.