

## 2011-2012 leadership teams

At its organizational meeting in August, the **2011-2012 MCSBA Steering Committee** identified priorities for the year that it will recommend to the Executive Committee for approval.

These priorities deal with increased understanding of education issues within the wider community, establishing relationships with new state and federal leaders, and seeking to influence changes to federal education law.



ABOVE: 2011-2012 Steering Committee members shown at the August 24 committee meeting --

(Standing): Tom Nespeca (Web), Mark Kokanovich (Bri), April VanGelder (Bro), Ken Graham (RH), Kathy Dillon (CC), Dick Rasmussen (HFL), Dan Wellington (Hil);

(Seated): Marie Cinti (Pen), Sue Casey (Web), Aggie Seneway (Hil), and Kim McCluski (Pit).

The 2011-2012 Steering Committee includes:

President Aggie Seneway,  
Vice President Suzanne Casey,  
Treasurer John Abbott, and  
Past President Dick Rasmussen;

as well as the following presidential appointees:

Information Exchange  
Committee Co-Chairs:  
April VanGelder (Bro),  
Dan Wellington (Hil);

Labor Relations Committee  
Co-Chairs:  
Kathy Dillon (CC),  
Kim McCluski (Pit);

Legislative Committee  
Co-Chairs:  
Marie Cinti (Pen),  
Mark Kokanovich (Bri);

At-large Board Members:  
Tom Nespeca (Web),  
Van White (Roc);

Superintendents:  
Adele Bovard (Web),  
David Dimpleby (Hil),  
Dr. Kenneth Graham (RH).

**The MCSBA Executive Committee--** consists of our board presidents and superintendents in addition to our Association officers. This year's board presidents and superintendents are as follows:

BOCES #1  
BOCES #2  
Brighton  
Brockport  
Churchville-Chili  
East Irondequoit  
East Rochester  
Fairport  
Gates Chili  
Greece  
Hilton  
Honeoye Falls-Lima  
Kendall  
Penfield  
Pittsford  
Rochester  
Rush-Henrietta  
Spencerport  
Webster  
West Irondequoit  
Wheatland-Chili

Robert Dickson  
Charles Phillips  
Mark Kokanovich  
Thomas Langelotti  
Kathy Dillon  
Gary Aldridge  
Tim Henry  
Ken Kathan  
Lowell Benjamin  
Julia VanOrman  
Daniel Wellington  
Gary Stottler  
Edward Gaesser  
Carole Nasra  
Brent Kecskemety  
Malik Evans  
Susan Banker  
William Sweeney  
Laura Harder  
Charles Perreaud  
Eileen Hansen

Daniel White  
Jo Anne Antonacci  
Dr. Kevin McGowan  
Garry Stone  
Dr. Pamela Kissel  
Susan Allen  
Dr. Raymond Giamartino  
Dr. Jon Hunter  
Dr. Mark Davey  
Barbara Deane-Williams  
David Dimpleby  
Dr. Michelle Kavanaugh  
Julie Christensen  
John Carlevatti  
Mary Alice Price  
Bolgen Vargas  
Dr. Kenneth Graham  
Michael Crumb  
Adele Bovard  
Jeffrey Crane  
Dr. Deborah Leh.



MONROE COUNTY SCHOOL BOARDS ASSOCIATION  
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 (585) 328-1972 www.mcsba.org

President – Agnes Seneway, Hilton CSD  
 Vice President – Suzanne Casey, Webster CSD  
 Past President – Dr. Richard Rasmussen, Honeoye Falls-Lima CSD  
 Treasurer – John Abbott, Monroe 2 – Orleans BOCES

Executive Director - Jody Siegle Jody\_Siegle@boces.monroe.edu  
 Editor - Judy Wadsworth Judy\_Wadsworth@boces.monroe.edu

## MCSBA staffing changes

Assistant to the Executive Director Judy Wadsworth is retiring at the end of December and will be replaced by Sherry Johnson in that role.



Judy Wadsworth



Sherry Johnson

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Wadsworth has been involved with MCSBA since the early 1980s when she was a member of the Honeoye Falls-Lima School Board. After serving as the 1986-1987 MCSBA President, she was hired by the Association in August 1987.

Johnson is also a former MCSBA President, serving in that role during the 2002-2003 school year. She has been a member of the Churchville-Chili Board of Education since 1997. She has served the Association in a number of other leadership roles, among them co-chair of the Legislative Committee, and representative to the NYS Commissioner’s School Board Advisory Council. She has also been an active advocate for public schools with state-level officials.

Sherry’s employment begins in September to allow for a smooth transition.

*From our president:*

## Effective school boards 1- Commitment to high expectations



Aggie Seneway

As we think about the start of a new school year, the *perfect education storm* seems to continue to attempt to manifest itself. Two questions that introduce unpredictability

for this storm are: What does public education mean, and How do we keep the “public” in public education?

According to the Center for Public Education, public education is tuition free and an equal opportunity for all students, with a commitment to high standards and high expectations for all. Its governance is under a system that ensures public accountability and will be a benefit to society through teaching democratic principles and common values.  
 (<http://www.centerforpubliceducation.org>)

In public education, many decisions are made at the community level. The decisions reflect the needs and desires of the community members and add a flavor of the personal to what could be a very overwhelming system. Students’ rights and parents’ rights are defined. Community interests are represented by the local elections and the voice of the individual community members can be heard.

Local public school districts oversee the administration of schools, with the exception of licensing requirements and general rules concerning health and safety. They rely on local property taxes to meet the vast majority of school expenses. The supporters of school boards believe that they embody democracy, give voice and power to the local community, and are more reliable and trustworthy than any other school-governance structure. Thus the public schools reflect the educational values and financial capabilities of the communities in which they are located.

So if we are the *public* in the public school system, what do we need to do to keep that public word there? How do we demonstrate our value as we know, represent and give a voice to our individual districts? What do we need to do to be the best at that representation?

What makes an effective school board – one that positively impacts student achievement? From a research perspective, it’s a complex question. It involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators, and the public. Though the research that exists is limited, the research is clear: boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. So what do these boards do? What are their characteristics? To be continued!

*Aggie Seneway*

# Upcoming

## For ALL MCSBA Members:

Tuesday, October 4, 8:00 am – 12:30 pm (Holiday Inn Airport)

### **Coping with APPR Legalities**

28<sup>th</sup> Annual MCBA-MCSBA School Law Conference: Review of issues involved with new APPR mandates

## For NEW Board Members:

Saturday, September 10, 7:30 am – 3:15 pm (Holiday Inn Airport)

### **Governance for New School Board Members**

MCSBA's SED-required, SED-approved program for new board members

Saturday, November 5, 7:30 am – 3:15 pm (Holiday Inn Airport)

### **Fiscal Responsibilities for New School Board Members**

MCSBA's SED-required, SED-approved program for new board members

## For Committee Members:

First meetings of the school year to identify goals and priorities for future meetings (all at noon at the Holiday Inn Airport)

Wednesday, September 7      Legislative Committee

Wednesday, September 14    Information Exchange Committee

Wednesday, September 21    Labor Relations Committee

From our executive director:

## The Mission – Prepare the Children for their Future



Jody Siegle

Welcome to the new school year. In a few days when eager and anxious students walk through their school doors, they won't be thinking about their districts' mission statements. But they will be depending on adults to remember

what those statements proclaim.

Each of our districts has a mission statement expressing that community's aspirations and expectations for its children. They are inspiring to read. They speak of helping students become life-long learners and productive citizens. They include words that affirm the values each community hopes to instill in their offspring - words like creative, compassionate, respectful, responsible, excellence, and critical thinking. They

talk about preparation for life in a wider world.

Boards of Education make the decisions that support and actualize their mission statements. But this year, with so many demanding issues, keeping the mission in focus will take deliberate effort.

We face a triad of issues affecting curriculum, district management, and funding. These include instituting the trailblazing new evaluation plan for teachers and principals with its many uncertainties and mandatory new negotiations; providing the staff development to implement and assess the Core Curriculum; and budgeting under the Property Tax Cap law while coping with reduced revenues and rising costs.

These assignments will test every school board. But although each board will make decisions specifically to suit their districts' needs, you do not have to solve

your problems alone. Mutually working through problems makes for better solutions, and MCSBA programs provide a weekly "workshop" for sharing information.

In September our topic committees will choose their programs for the coming year based on the needs identified by our members. And our October 4<sup>th</sup> half-day law conference will deal with the nitty gritty issues of APPR such as strategies for negotiations and impasse.

Together our districts will figure out the compliance issues; the laws are about operational procedures. But mission statements are about our hopes for our children. As school leaders this is your responsibility. Maintaining a clear sense of purpose is essential if we are to meet the needs of students as they grow.

*Jody Siegle*

# Constitution Day workshop for educators



To help educators plan for the required annual program about the U.S. Constitution, each year the NYS Bar Foundation's Law, Youth, & Citizenship Program and Roberts Wesleyan College present a workshop for teachers, administrators and school board members.

At the 2011 workshop, the 40+ regional educators in attendance heard a keynote address on "Equity in Education Funding: A Case Study in Civil Discourse Around Constitutional Issues" presented by Monroe County Bar Association President Bryan Hetherington. In addition, a panel that included MCSBA Executive Director Jody Siegle shared perspectives on contentious issues and teachable moments.

Participants at each Constitution Day workshop receive lesson plans, instructional materials, and resources.



TOP: Some of the participants at the June 29 Constitution Day Workshop hosted by Roberts Wesleyan College.

ABOVE: Keynote speaker Bryan Hetherington, Esq., President of the Monroe County Bar Association and Chief Counsel for the Empire Justice Project, with Workshop Organizer Dr. Peter Knapp of Roberts Wesleyan College.

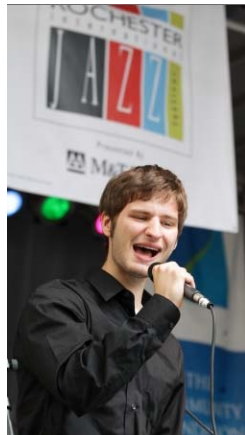
RIGHT: Participant Michelle Frechette-Ames, member of the Hilton School Board.



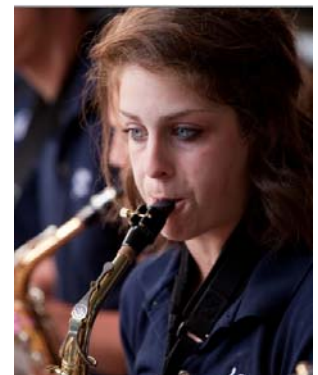
# Students a part of Rochester International Jazz Festival

For the tenth year, the Rochester International Jazz Festival attracted hundreds of thousands of participants in June to hear thousands of musicians from around our nation and the world.

Among the attractions were 18 high school jazz bands representing 15 MCSBA member districts: Brighton, Brockport, East Irondequoit, Fairport, Gates Chili, Greece, Hilton, Honeoye Falls-Lima, Penfield, Pittsford, Rochester, Rush-Henrietta, Spencerport, Webster, and West Irondequoit. Concerts by these student groups were part of the more than 60 free shows on outdoor stages.



Shown (Clockwise) are students from Gates Chili, Rush-Henrietta, Brighton, Greece, and Fairport performing at the 2011 Rochester International Jazz Fest.



Photos courtesy of the RIJF.





## Teachers learn ways to teach about native American culture

Each summer the Friends of Ganondagan, the NYS Native American Heritage site south of Victor, presents a program for educators to suggest ways to integrate knowledge about our region's native peoples into the required state curriculum. This year's Educators' Day included sample lessons in math, writing, reading, science, and social studies—as well as ways to include Iroquois culture into nutrition and health curricula. The session attracted educators from Monroe County and from as far away as Cortland and Jamestown.

To learn more, go to <http://www.ganondagan.org/programs/EducatorsDay.html>.



ABOVE: Some of the educators participating in the 2011 Educators' Day program at Ganondagan, seated in the site's longhouse replica.

LEFT: Ronnie Reitter, Ganondagan Interpreter and member of the Seneca Nation, leading a discussion of Haudenosaunee (term that includes Iroquois and neighboring native American groups) culture.

## Not all higher-paying jobs require higher ed

We've all absorbed the common knowledge that jobs from here on out will require high skill levels, and this has been interpreted by many government and business leaders as the imperative for every student to earn a four-year college degree. However, it turns out that this assumption is not correct. Higher-paying jobs that do not require a college education do exist. Consider the results in the chart below.

The Best Career Opportunities, "College Degree Not Required" (high-paying jobs, with job growth, not necessarily requiring a degree)

Current Rank	Career	Median Salary 2007	% with College Degree (2007)	# Jobs 2006 (1,000s)	# Jobs 2016 (1,000s)
1	Air Traffic Controller	117,240	32	25	28
2	Elevator Installer	63,620	10	22	24
3	Construction Manager	73,700	29	487	564
4	Gaming Manager	62,820	24	4	5
5	Transportation Manager	73,080	25	94	102
6	Manager of Fire Fighting	62,900	17	52	58
7	Electric Power Equipment Installer	57,400	0	22	21
8	Railroad Conductors	55,530	11	40	44
9	Dental Hygienist	62,800	33	167	217
10	Nuclear Med Technician	62,300	25	20	23
11	Construction Supervisor	53,850	10	772	842
12	Boilermaker	46,960	0	18	20
13	Aircraft Assembly	45,410	0	28	32
14	Ship Engineer	54,820	17	15	17
15	Transportation Inspector	50,390	15	26	31

Source: <http://www.citytowninfo.com/studies/best-careers-degree-not-required.html>

SOURCE: Dr. Michael Doughty. "Technology Services Weekly Bulletin." Monroe #1BOCES. May 2, 2011

## By-laws review

An ad-hoc by-laws committee has been established to review the MCSBA Constitution & By-Laws and identify any recommended revisions for consideration by the full membership during the Association's 2012 annual meeting. MCSBA members are encouraged to suggest any changes they'd like to see.

The by-laws are accessible on the MCEBA website at <http://www.mcsba.org/info/MCSBA%20constitution-2006%20app%20changes.pdf>



Shown at the first meeting of the By-Laws Committee in early summer are (ABOVE): Sherry Johnson (CC), Dr. Daniel White (B1), Co-Chair Chuck Perreaud (WI), and Pam Reinhardt (RH); (BELOW): Co-Chair Kim McCluski (Pit), Executive Director Jody Siegle, and former MCSBA President and attorney Ron Mendrick.



# Summer institutes support STEM teachers

For the last four years the Rochester Area Colleges' Center for Excellence in Math and Science (RACCEMS) has offered professional development institutes to help establish a regional professional learning community committed to improvement in Science, Technology, Engineering, Math (STEM) education. These institutes include a week-long summer program worth 25-40 hours of professional development credit at no cost to participants. This past summer the institutes were:

- Finger Lakes Water Quality
- Advanced Inquiry-Based Chemistry Institute
- Developing Math Ideas: Reasoning Algebraically
- Sharpening the Tools in Your Science Inquiry Tool Kit
- Differentiation and Argumentation in Science Inquiry
- Science Curriculum Design.

The Center was funded primarily by a congressional earmark grant which came to an end, so RACCEMS closed at the end of August. The Center had a significant impact on those who participated in its programs.

One positive outcome of the Center is the strong beginning to the Rochester/Finger Lakes Hub of the Empire State STEM Learning Network which it spearheaded. The core group has met monthly since December with delegates from K-16, informal education, business and government. The intent is that the STEM Learning Network will continue the work begun by the Center in fostering collaboration among the diverse stakeholders in our region who are committed to advancing STEM education.

More about the RACCEMS institutes and the transition to the Hub can be found at [www.RACCEMS.org](http://www.RACCEMS.org).



ABOVE: Dr. Kristina Lantzky-Eaton, Assistant Professor and Chair of Physical Chemistry at St. John Fisher College (and East Rochester BoE member), explaining an activity to participants in the inquiry-based chemistry instituted housed at SJFC. The activity involved teachers in studying and revising the structure of an activity designed to help students discover differences among shapes.



RIGHT: Deborah Massey (Standing), Head of School & Teacher Programs at RMSC, consulting with participant during the Science Inquiry Tool Kit program housed at the museum in early August.

# Lead poisoning DVDs available



If parents or others in your community would benefit from lead poisoning prevention or control, contact the Coalition to Prevent Lead Poisoning (CPLP). Copies of the DVD are available free of charge from the CPLP's Elizabeth McDade at (585) 224-3125 or [emcdade@leadsafetyby2010.org](mailto:emcdade@leadsafetyby2010.org).

Lead poisoning affects all communities with homes and other buildings built before 1970. And lead poisoning, especially in small children, affects them for a lifetime, creating serious health and learning problems. The Coalition to Prevent Lead Poisoning (CPLP) here in Rochester has produced a DVD: *Healthy Home: Environmental Health Hazards* — a combination of its *Lead Awareness for Parents* and the Rochester Healthy Home Partnership's *Healthy Home*.

The DVD includes seven segments of 3-4 minutes each covering environmental health hazards in the home such as lead paint, chemicals in the air, and poisons with low-cost, simple tips for reducing exposure to them.

The 10-minute-long *Lead Awareness for Parents* portion of the DVD addresses the importance of testing homes, getting children tested for exposure to lead at ages one and two, shows how to clean hands and toys, identifies lead-safe working practices, and lists resources. It is viewable in English, Spanish, and American Sign Language.

The DVD was produced with the support of the New York State Pollution Prevention Institute, National Center for Healthy Housing, WXXI, and the University of Rochester Medical Center, the Rochester Area Community Foundation and WXXI. This DVD was reproduced with the support of Roberts Communications, the Ad Council, and the City of Rochester's Lead Paint Hazard Reduction Program.

# Implementing Social and Emotional Development and Learning (SEDL)

By Lori VanAuken, Deputy Executive Director,  
The Children's Institute, Inc.

Social and emotional health – the ability to regulate emotions, form positive relationships, concentrate, problem solve, empathize, and demonstrate pro-social behaviors – is the foundation of a student's successful school experience.

On July 18, 2011, the NYS Board of Regents adopted *Educating the Whole Child, Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State* to promote voluntary incorporation of SEDL into elementary and secondary school programs in fulfillment of the Children's Mental Health Act of 2006.

The Guidelines call for facilitation of SEDL "through seven approaches in different combinations determined locally:

- \* Outreach to and engagement of families and community;
- \* Attention to school and classroom environment;
- \* Skill acquisition through social-emotional learning opportunities and standards-based instruction;
- \* After-school, out-of-school, extracurricular and service learning programs and mentoring;
- \* Aligned district and school support personnel policies and practices;
- \* Coordination of school, district and community-based student support service provision; and
- \* Staff development for administrative, instructional, student support staff and partners."

RIGHT: A teacher helping a student with a SEDL activity.

For more information on how you can help your school with SEDL, call 855-295-1000 or visit [www.childrensinstitute.net](http://www.childrensinstitute.net).



RIGHT: Leaders of The Children's Institute: Dr. A. Dirk Hightower, Executive Director (and former RH BoE member); and Lori VanAuken, Deputy Executive Director, and author of this article.

A. Dirk Hightower, Ph.D., Executive Director of Children's Institute, a national non-profit with the mission of strengthening children's social and emotional health, participated in the SEDL Focus Group in 2008 that helped identify the seven approaches. Dr. Hightower, a former member of the Rush-Henrietta Board of Education (1994-2003), notes that school boards are cited in the Guidelines as having an important role in SEDL through ensuring quality staff training and annual program reviews.

Children's Institute is a resource for SEDL, providing a continuum of services to help schools, early childhood and after-school programs, and other organizations working to support children's development. Our Social and Emotional Learning training series allows school personnel to customize professional development to meet the specific needs of their students. Topics range from an overview of the field of social and emotional learning, to "teachers as emotional coaches," and helping students who are experiencing life changes such as divorce, separation, or military deployment.

Schools are also requesting other services from Children's Institute including consultation services and training in implementing evidence-based programs that support SEDL. For information on an individual child's social and emotional development, schools use Children's Institute's nationally normed assessment tools, which can be completed on COMET™, a web-based data collection and management system. School climate surveys can also be completed on COMET. Surveys are completed by students, parents, school personnel and others who provide helpful information about a school's strengths and areas for improvement.

Schools nationwide are using Children's Institute's Primary Project to meet Response to Intervention requirements. Primary Project is a school-based early intervention and prevention program designed to enhance school related competencies and reduce social, emotional and school adjustment difficulties in children in grades kindergarten through third.

## Membership survey finds satisfaction

By Dick Rasmussen, Survey Ad Hoc Committee Chair & Past MCSBA President



Dick Rasmussen

The MCSBA member survey conducted online this past spring generated 93 responses representing approximately 52% of our membership. Of those, 95.3% stated that current MCSBA programs and services meet their needs, and 96.5% agreed that these activities are a valuable investment of school board members' time and of district financial resources.

Most members judge MCSBA programs (meetings, seminars, conferences, etc.), as well as the Association newsletter, issues alerts, and

news updates to be helpful. A full 93% of respondents identified email as the preferred way to receive information about MCSBA activities. And 71.6% of respondents stated that interactions with MCSBA staff are very helpful.

Two survey questions dealt with ways to ensure that the Association is adapting to member needs. In response to the question about whether MCSBA should consider sponsoring a day-long, mini-convention for board members and administrators during the winter or spring, for districts to share information about programs or topics, 65.1% said 'yes' and 7% said 'no.' In response to a question about preferred meeting times, respondents identified the current luncheon time frame as the most popular option by more than a 2:1 ratio.

# Two Rochester high schools honored by NAF.

Students from three National Academy Foundation academies, two of them housed in The STEM High School at the Edison campus and one at East High School, were among 10 high school academies nationwide invited to participate in the annual National Academy Foundation (NAF) Gala at the Waldorf Astoria in NYC this spring. Participating academies sent student and faculty representatives to display student work and discuss their noteworthy projects with business leaders, educators, and other adults in attendance.

NAF academies are structured to involve the public and private sectors in providing career-themed education to public high school students. Corporations and civic partners and their employees volunteer time and expertise to help students succeed.

The East High School Academy of Hospitality and Tourism was invited to participate in the NAF Gala because of its rapid growth and sustainability.

The Academies Engineering and Information Technology at the STEM High School were selected to participate in the Gala because of their months-long career-exploration program during the past school year. Students created a display board for the Gala with 3 iPad looping videos (see photo at lower right) to describe that program which culminated in a day of visitations to regional resources and a day of visitations from knowledgeable resource people.

For the visitations, students chose one of several programs offered on March 25 by four area colleges, eight businesses, Rochester General Hospital, the Rochester Museum and Science Center/Strasburg Planetarium, and eight businesses. On April 1, the STEM High School hosted a Career Expo Day with guest presenters describing career opportunities in clinical research, medicine, engineering, and nursing, among others.



LEFT: STEM High School students, principal Kathleen Denaro, and teacher Rich Della Costa with Xerox CEO Ursula Burns at the Gala.

BELOW: STEM HS students Joseph C. Foster III, Clarence White, Shaniqua Williams, and Latabrione Williams who represented their academies at the NAF Gala.

NAF has been involved in the Rochester School District for a number of years and plans are under way to expand the number of academies in city high schools. These academies include the following:

STEM High School – Academy of Engineering, Academy of Information Technology, Academy of Health Science

East High School – Academy of Engineering, Academy of Information Technology, Academy of Finance, and Academy of Hospitality and Tourism

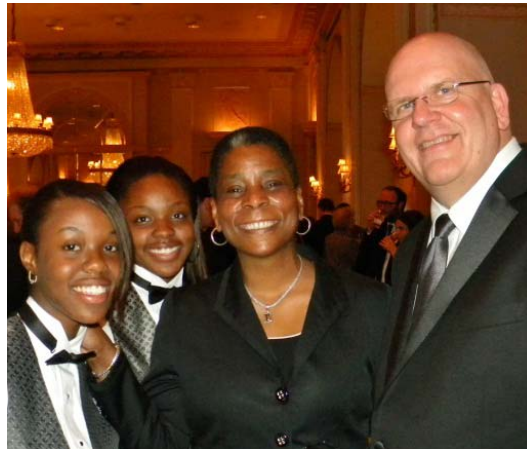
(New Boys High School housed at Charlotte) – Academy of Hospitality and Tourism.

The means of involving students in academies within high schools varies. At East High School, students opt to join an academy; at the STEM High School, all students are enrolled in one of the offered academies.

To learn more about NAF academies in Rochester high schools contact

Jim Spawton, East HS Academy of Hospitality and Tourism, James.Spawton@RCSKD12.ORG

Kathleen Denaro, Principal  
Rochester STEM High School  
655 Colfax Street, Rochester, New York 14606  
(585) 324-9760  
Kathleen.Denaro@RCSKD12.ORG.



LEFT: Meeting at the NAF Gala in NYC are Rachele Barber, Halle Lowry, Xerox CEO Ursula Burns (member of NAF Board), and James Spawton.

BELOW: Shown at the NAF Gala from East High School's Academy of Hospitality & Tourism are James Spawton, Rachele Barber, Halle Lowry, Shaquille Clark, Edward Rose, and Jeffrey Christiano.

