



Help celebrate MCSBA's 50th Anniversary

Plan to attend MCSBA's 50th Annual Meeting

Wednesday
May 29, 2019
5:30 – 8:30 PM

**Webster Schroeder
High School
875 West Ridge Road
Webster**

**MCSBA
Turns 50**

**Join your friends
and colleagues
to celebrate the year's
accomplishments
and help elect our new officers.**

**Interested members may tour
WCSD aquaponics
greenhouse used to make dinner.**

To learn more, contact
Mary_Talbot@boces.monroe.edu or (585) 328-1972.

To register, go to
<https://www.monroe.edu/cms/lib/NY02216770/Centricity/Domain/191/Annual%20Mtg.%20Member%20Registration%20form%202019.pdf>
and return completed form by **Friday, May 13.**

Corporate Sponsor **HUNT** ENGINEERS ARCHITECTS SURVEYORS



President – Mike Suffoletto, Webster CSD
Vice President – Kathy Dillon, Monroe 2 – Orleans BOCES, Churchville-Chili CSD
Past President – John Piper, Penfield CSD
Treasurer – John Abbott, Monroe 2 – Orleans BOCES
Executive Director - Sherry Johnson, Sherry_Johnson@boces.monroe.edu
Program Director – Beckie Schultz, Beckie_Schultz@boces.monroe.edu

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Sherry Johnson

From our executive director: A Call to Serve

Last month we held our MCSBA prospective candidate seminar and our Association Vice-President asked the attendees their reasons for wanting to serve on a board of education. Their answers highlighted their intentions to give back to the community, bring their perspectives to the leadership team and contribute to student achievement in a meaningful way. These are typical reasons and these are the right reasons for wanting to serve.

But serving on a board of education requires a commitment that is difficult to fully comprehend regardless of the amount of board meetings you have watched or the amount of district activities you have been involved with or the passionate desire that you have to exact what you believe is an important change.

One of the most difficult challenges that a new board member faces is that they have no individual authority. While candidates run for “at large” seats as individuals, once elected, these individuals automatically become part of a legal and legislative corporate body. Board members are locally elected officials who can only make decisions when they are a quorum at a meeting that is also subject to the Open Meeting Laws.

Becoming an immediate part of a team of 5, 7, or 9 brings with it lots of dynamics. Team building experts speak to the forming, storming, norming and performing dimensions of teams, but a board of education could be doing this every year in the cycle of terms as they currently exist. And, within this, is the important role that the superintendent brings to the leadership team. But, what we know for sure, is that the success of a school district, rests in this leadership. Research now shows us that effective boards of education can be just as important as an effective teacher is to the classroom.

Effective leadership isn’t, however, endowed by election. Is isn’t determined just because you take the oath of office. Effective leadership takes time, it takes training and it takes the honest realization that unless you can collaboratively work with the other members of the team to come to consensus, not much will improve. Without effective leadership, continuous improvement does not happen and that, in turn, negatively impacts the climate and culture of the district.

Effective boards of education create the vision of the district and they align the structures to strive toward that vision. They have goals, they have strategic plans, they have realistic measures, and they hire and evaluate the superintendent, whom they believe, will execute it all successfully. Effective Boards self-monitor and self-evaluate regularly to make sure that their work is relevant and aligned and that all members are actively engaged in the information so they can participate in the debate as decisions need to be made. Effective board members are respectful of one another’s opinion, and model the behaviors that exhibit integrity to staff, students and visitors.

Your election to the board does not make you more or less important than any other member. The community elected each of you to serve on their behalf in a manner that reflects their expectations and their ability to provide the financial resources to meet those expectations. You are one voice in a uniquely American democratic process and along with the voice of your fellow members you provide the backbone of public education in this country. Without this collectively effective voice, boards of education are diminished and others will seek to fill the void that is created.

As we move toward budget votes and board elections, I hope that you will think about the reasons that you want to continue to serve in this important role and be a mentor and role model for those who will fill the seats on your boards this year.

Sherry Johnson

From our president: What does it take to be a leader?

During the last few months I had much time to think about my health (I am doing fine, thank you), and the state of educational affairs in Monroe County. Let me begin by saying that Sherry and Beckie are terrific in their jobs. It is hard for me to believe that anyone can work harder in their jobs than these two women. We are in good hands with these two people.



Mike Suffoletto

I want to thank all the officers for filling in for me seamlessly. It shows that MCSBA is an organization where “the next person up” does a better job than the one before. But MCSBA is more than that; it is a family where everyone can be themselves, and still get respect.

I want to thank all for their thoughts and prayers; their cards and notes, and their encouragements. It all helped me get through a difficult and challenging time. I have a lot to be thankful for; and MCSBA is one.

Now for my educational message. What does it take to be a leader? How does a Board pick its leaders? We need to decide who will lead our boards in the near future. A question that needs to be asked is “How well does this person work with the superintendent in making sure our students are receiving the best education possible?”

The bottom line for those who find themselves in leadership positions—whether they are natural born leaders, or developed it as an acquired skill or accident—is that they must manifest certain leadership skills if they hope to succeed. And the most essential leadership skill I can think of is the importance of creating healthy environments in which the people a leader is

responsible for leading can feel safe, creative, productive, and appreciated.

This reminds me of a book I am reading about Yogi Berra, the catcher for the New York Yankees in the 1950s and 1960s. Throughout his 18-year Yankee career, the team cycled through dozens of pitchers, few of whom posted elite numbers. Yet pitchers of all types flourished under Berra’s tutelage. After Yogi became the Yankees starting catcher the team won a record five consecutive championships. When a pitcher struggled Yogi would lope to the mound and give the pitcher a pep talk or crack a joke. One time he told a young Whitey Ford, a hall of fame pitcher, “*The main feature at the movie starts at 6. It’s 4 now, and I want to be on time. Let’s get this thing over with.*”

The point is that leadership doesn’t have a one-size-fits-all solution, and there is no magic formula that will instantly make anyone a great leader. Everyone has different ways of leading. Each approach works differently, but each type of leader has taken time to figure out his or her style.

So the question is how do you as a leader link your district’s structure and resources to its strategy and environment? Whether you are a superintendent or Board President, or Board member, how effective are you with working with one another? How effective are you at managing change?

Was Yogi Berra an effective strategic leader? Did Yogi create an environment for the pitchers where they could feel productive and creative, safe, and appreciated?

Mike Suffoletto

Gates Chili program recognized by NSBA



The Gates Chili Central School District was awarded the 2019 Magna Award for equity in education by NSBA (National School Boards Association) during its 2019 Convention. The district’s ARTS Partners program was identified as an exemplar for removing barriers to achievement for vulnerable or underserved children.

ARTS Partners stands for Arts Reaching and Teaching in School and is a partnership between the Rochester Broadway Theatre League (RBTL) and GCCSD. The program integrates theater, music, arts, dance and visual media into curriculum across all subject areas, while meeting all major core standards. The program allows students who learn differently to flourish in non-traditional learning activities such as lyric analysis. Beyond the academics, the program shapes students’ character and how they interact with each other.

LEFT: Gates Chili students involved in the district’s ARTS Partners program.

MCSBA law conference

On April 11, school district leaders, both elected and appointed, met with four attorneys for updates on two current issues.



Protecting Student and Employee Personally Identifiable Information and Handling a Breach of the Information

Bethany A. Centrone, Esq., Bond, Schoeneck & King, LLP, and Lynda M. VanCoske, Esq., Labor Relations Administrator, Monroe 2 – Orleans BOCES, reviewed recent changes to Education Law 2-d requiring the posting of a parents' bill of rights on security of personally identifiable information, what must be included in vendor contracts, procedures districts must follow if personal information is compromised or breached, and requirements for a data security policy. Related changes to FERPA/IDEA/FOIL due to these new amendments were also covered.

School District Responsibilities for Sexting and Sexual Harassment in the Me Too Era

Allison L. Marley, Esq., Ferrara Fiorenza PC, and Sara Visingard, Esq., Harris Beach PLLC, reviewed the interplay of federal and state laws regarding sexual harassment prevention within districts as well as district obligations and best practices for addressing sexting and sexual harassment in schools.

TOP: Presenters Group- Attorneys Sara Visingard, Lynda VanCoske, Bethany Centrone, and Allison Marley.

BELOW: Some of the district officials who attended the law conference.





Strategies to promote positive identity and reliance

At the April 10 meeting of the Information Exchange Committee, Dr. Dena Swanson, Associate Professor, Counseling and Human Development, University of Rochester, led a discussion of 'Exploring Race as an ACE.'

Dr. Swanson provided a brief overview of Adverse Childhood Experiences (ACEs) including race as a factor because of negative experiences suffered by children of color that result in complex trauma and toxic stress that hinder healthy development.

She also reviewed evidence to answer the question, "Can being a Black American constitute an ACE?" She discussed race as a social construct, citing a number of recent studies and articles. She also included some other facts:

- * Black Americans have a 2.2 times higher infant mortality rate than non-Hispanic white people and are 3.2 times more likely to experience complications from birth weight. These outcomes are believed to be related to ongoing stress that Black American women experience their entire life.

- * Black children are far more likely to attend a school with law enforcement officers (SLEO) but without school counselors. She wondered aloud if results would be different for students in poor urban schools if the focus was on unaddressed mental health needs rather than on behavior.

- * She noted that disparities in education experiences are often attributed to poverty with a prevailing perspective that if poverty is mitigated, disparities will be alleviated. However, even where abject poverty has been eliminated, changes in racism have not significantly occurred.

- * Data indicate that poor black boys tend to stay poor as adults, and wealthy black boys are more likely to be poor as adults than to stay wealthy.

- * About 35% of black children were raised in the bottom 1% of income categories and they made up less than 1% of those at the very top.

D. Swanson concluded that "being Black in America, even as a child, is adversely associated with life span outcomes, and addressing systemic conditions is necessary." Strategic, intentional, multi-targeted and long term approaches are essential to counter Race as a potential ACE!" She noted that adults in children's lives have a tremendous impact to help children thrive.



TOP: Information Exchange Committee Co-Chair Tammy Gurowski (Web) with presenter Dr. Dena Swanson.

ABOVE & LEFT: Some of those attending the discussion of Race as an ACE.

Pathways to Teaching

A team from West Irondequoit CSD -- Tim Terranova, Deputy Superintendent; Karen Finter, Director of K-12 Instruction; Jim Thomas, Pathways Teacher; and Pathways Students Paige Groh and Maggie Vay -- described the district's **Pathways to Teaching** program.



Among their comments were the following:

West Irondequoit developed the Pathways to Teaching course for its students because of changing demographics, a growing awareness of cultural responsiveness, and a focus on recruitment of teachers of color. The Pathways to Teaching promotes the philosophy that teaching is an act of social justice.

Coursework for six West Irondequoit students began this fall. The yearlong program is a dual credit course offered in conjunction with Monroe Community College. The program also includes a partnership with Nazareth College.

Pathways to Teaching is open to any student and explores - What is teaching (including current issues in the profession)? What does excellent teaching look like? How can we teach for social justice? The program seeks to provide supports for students to become successful teachers. Students sit in on coursework and meet with professors and financial officers about the college experience as part of their coursework. There is a high degree of focus on college readiness.

Students prepare and teach a lesson to elementary level students in classrooms they visit weekly. The course work also involves an action research project for students based on data they gather themselves, primarily through first person interviews and surveys. Students also interact with scholars of color and various other education related professionals in class to learn about teaching as a career. The student presenters discussed how participation in the program solidified their choice of teaching as a career and was something that allowed them to see potentials in themselves that they had not realized before. The district will review and revise the program over the summer based on feedback from the current year and has already enrolled 16 students for the coming year.

TOP: Labor Relations Co-Chair Irene Narotsky (Pit) 2nd from right, with West Irondequoit Superintendent Aaron Johnson and program presenters from his district: Karen Finter, Pathways Student Paige Groh, Jim Thomas, Pathways Student Maggie Vay, and Tim Terranova.

BELOW: Labor Relations Committee members at the April 24 meeting.



NSBA Convention an opportunity to interact and learn



LEFT: Catherine Coffee (GC) and Kerri Keyes (GC).

CENTER: Dina Wilson (RH), Bo Wright (RH), and Jennifer Laird (RH), who presented at the NSBA conference on their district's technology implementation; James O'Brien (RH); Title page of RH Powerpoint presentation.

RIGHT: Tom Putnam (Pen), Catherine Dean (Pen), Tammy Gurowski (Web), John Piper (Pen) and Linda Dioguardi (Web).

The NSBA Annual Conference & Exposition is a national event that brings together education leaders to discuss domestic policies and global trends that are shaping the future of our students. The 2019 conference was held in Philadelphia and offered more than 250 educational programs, including three general sessions.

Workshop sessions were organized into the following focus areas:

Advocacy, Governance and Executive Leadership, Innovations in District Management, Master Class led by education change leaders, New School Board Member Workshops, School Board/Superintendent Partnerships, Student Achievement and Accountability, Technology + Learning Solutions, and Equity.

Participants also learned about current NSBA Advocacy Concerns.

The major issue is IDEA: Full funding and modernization of the Individuals with Disabilities Education Act to help ensure that students with disabilities receive the access and supports they need to succeed. This initiative highlights the critical need for the federal government to fulfill a long overdue promise to provide equal access to public education for all children in the U.S. This grassroots effort is guided by these five principles:

1. High Expectations and Accountability, Not Bureaucratic Procedures, Deliver Positive Outcomes for Students with Disabilities.
2. Effectively Serving Students with Disabilities and their Families is a Shared Financial Responsibility.
3. Positive Engagement and Collaboration with Families Helps Students with Disabilities.
4. The Success of Students with Disabilities Depends on Access to Effective Teachers and Other Special Education Professionals.
5. Expanded Supports Directed at the Youngest Students with Disabilities Will Place More Learners on an Earlier Path Toward Academic Life and Success.

The Higher Education Act seeks to provide for educator recruitment, preparation, and induction.

Other advocacy concerns include the Higher Education Act (HEA), Improving School Safety, Improving school infrastructure, supporting educational opportunity, ensuring an accurate 2020 Census, support for public schools, ensuring student data privacy while promoting effective data use.



Helps our students learn about the arts



The Memorial Art Gallery of the University of Rochester offers a number of programs that help our districts provide memorable experiences in the visual arts and art history. Some of them are described here.

Archaeology Alive!



Archaeology comes to life for students in grades 6-12 with MAG's *Archaeology Alive!* classroom resources. A variety of materials help students explore the science of archaeology, learn about the origins of some of MAG's ancient artifacts, and have a hands-on experience with some authentic artifacts. These resources were developed and tested in area schools by MAG staff and archaeologist Dr. Alexander Smith. The program includes a PowerPoint with an informative script that introduces the tools, terminology, and techniques used by modern archaeologists. The **Artifacts Kit**, a selection of small, authentic objects from MAG's study collection, enhances the connections made through the PowerPoint and the virtual excavation described above. This pre-or-post-visit activity, directed by a MAG educator, is available only as a supplement to a scheduled class field trip to MAG; our popular tour of ancient cultures, [Passport to the Past](#).



Religious objects kits

MAG kits containing religious objects are available to be borrowed at no cost by area educators for use in global studies classes. The objects represent five major world religions: Buddhism, Christianity, Hinduism, Islam, and Judaism. Religious artifacts, holy books, and contemporary tools for worship are represented by the objects, and they all provide an intimate view of the faith from an insider's perspective.



MAG-RCSD Expanded Learning Collaboration

The MAG-RCSD Expanded Learning Collaboration brings students from three Rochester City School District elementary schools to the Memorial Art Gallery for ten consecutive weeks to learn about the museum's collection and to engage in hands-on art projects. Students discuss pieces in the museum collection with docents, then participate in a creative activity. The program focuses on visual literacy, critical thinking, and social-emotional skills.



MAG RESOURCES FOR EDUCATORS:

- * Lesson plans and teacher resources;
- * Professional development workshops;
- * Materials to browse or borrow at <http://magart.rochester.edu>;
- * Podcasts and videos; Online search of MAG collections;
- * School tours (docent-led or design-your-own);
- * Interactive eBooks for classroom use (exploring ancient artifacts from Ancient Egypt and Ancient Greece) available from iTunes to use stand-alone or as supporting materials for use before or after a MAG visit, for students in grades 6-12;
- * Library & Teacher Resource Center for materials to borrow & use in the classroom;
- * Materials for the visually impaired.

Learn more about these resources at <https://mag.rochester.edu/teachers/>, or contact Marlene Hamann-Whitmore, MAG Director of Academic Programs at mhamann@mag.rochester.edu.