With Nearly Half of Principals Considering Leaving, Research Urges Attention to Working Conditions, Compensation, and Supports

While teacher shortages continue to be a critical issue in the United States, a lesser known but equally important shortage is also hampering the country’s efforts to provide quality educational opportunities for students — principal shortages. Nationally, nearly one in five principals leave their schools each year and the average tenure of a principal is about four years. The key findings from this in-depth May 2020 NASSP report are as follows.

Key Findings

Concerns about principal turnover are widespread and national in scope: 42 percent of surveyed principals indicated they were considering leaving their position. The percentage of principals planning to move to a different school was higher for those in high-poverty schools and rural communities. Among the factors impacting turnover:

1. Working Conditions: Principals who reported that they were planning to leave their school expressed concerns with a heavy workload more than twice as often as those planning to stay. Those planning to leave also reported at a higher rate that their districts did

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Retiree Advisory Board Awards Four Scholarships

The SAANYS Retiree Advisory Board (RAB) has announced the winners of its second annual scholarship awards program. RAB scholars are sponsored by retiree members of SAANYS (retired active, retired affiliate, retired associate). Sponsors presented each scholar with their award:

Kaitlyn Higby, Allegany-Limestone HS – Cynthia Havers, Retiree Sponsor

Noah Lashin, Wellington C. Mepham HS – Frances Bennett, Retiree Sponsor

Erin Thompson, West Babylon HS – Gregg Cunningham, Retiree Sponsor

Zoe White, Poughkeepsie HS – Nadine Jackson-Ivey, Retiree Sponsor

The opportunity to nominate a student for the RAB scholarship is exclusive to retired active, retired affiliate, and retired associate SAANYS members. This is just one of the many benefits of maintaining your SAANYS membership after retirement! New retirees and former members are encouraged to continue their membership after retirement! New retirees and former members are encouraged to maintain your SAANYS membership after retirement! New retirees and former members are encouraged to continue their membership after retirement! New retirees and former members are encouraged to continue their membership after retirement!

Legal Briefs

Votes of No Confidence Have No Place in the Evaluation Process

With end-of-year evaluations, an important topic to discuss is surveys, otherwise known as votes of no confidence. Pursuant to New York Education Law § 3012-d, surveys may not be considered as part of a principal’s evaluation process, but all too often votes of no confidence influence administrators’ overall ratings.

So what exactly is a vote of no confidence? Generally speaking, a vote of no confidence, or a survey, is intended to be a symbolic representation of a union’s discontentment with a BOCES’ or school district’s leadership, or a union’s disapproval of a particular school district leader. In the public education setting, surveys are usually conducted by other bargaining units, such as teacher associations. Within the public sector, votes of no confidence are considered to be an extreme measure. The way a survey works is that a bargaining unit’s membership will be polled. Members will be asked to share their opinions related to the effectiveness, or perhaps ineffectiveness, of a particular administrator or group of administrators. Although a vote of no confidence is non-binding, the results of a vote can lead to a variety of problems for our members. For example, the unfavorable results of a survey tend to influence administrators’ ratings. This is a problem because almost all school districts and BOCES have

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The Virus is Not the Only Concern

For many obvious reasons the COVID-19 pandemic and its impact, continues to dominate our attention. Many approached the re-opening of schools with trepidation. We watched as institutions of higher education reopened a few weeks before k-12 buildings reopened, and the higher ed experiences did not set up the impossible, if not impossible, to a halt in most states, for educators, particularly front-line educators, for a high percentage of students in the k-12 population are going to fraternity/sorority parties. However, unhealthy and unsanctioned get-togthers can occur among younger students as well, and those types of get-togthers are certainly not the only means of contracting the virus. No that those k-12 schools that are going to open, on a hybrid basis, have done so, at the time of this writing, the number of New York districts experiencing known COVID-19 positive cases among students or staff is currently approaching two dozen, and presumable that number is going to rise. On a per cent basis that number is roughly three percent of districts within the state, but is fluid. The impact on those districts, both psychologically and economically, can be profound. With or without positive COVID-19 cases, state aid to districts is being reduced. Future disbursements to districts may likewise be reduced, creating a challenging uncertainty to the stability of district finances. This impacts not just positions, but staff morale as well. Since March, we have asked educators to lead their communities with respect to childcare, food distribution, and distance learning. We have asked them to be a full partner with county departments of health in COVID-19 response and management and they have responded magnificently. Nevertheless, we all know that some see this as an ongoing situation for the foreseeable future. While worrying about maintaining a safe environment for students and teachers and student to student are essential in human growth and learning. While the beginning of a new school year and whatever approach a school year takes, what considerations do those who manage and lead education need to address to bring about a positive and creative SY21-22? The health and welfare of students and staff is a given.

1) Schools open with a commitment to implement social-emotional learning (SEL) practices to bring everyone together to re-establish a safe, trusting, and caring environment. Students and staff will experience challenges with reopening and SEL will help reduce those challenges in a preventative manner. Students will be inclined to share their experiences since the school shutdown, regardless of how different those experiences have been. Teachers and counselors will need to be especially attuned to students' emotional well-being.
2) It will be beneficial and purposeful for teachers to use one-to-one engagement and observation to determine individual student academic performance status (i.e. Zone of Proximal Development). Identifying each student’s strengths and challenges will help guide learning in a more substantive manner. Implementing frequent and shorter formative assessments will help student track their learning challenges incrementally reducing stress and anxiety of extended learning periods without feedback.
3) Employ project-based learning utilizing new online opportunities with full-class participation to foster early meaningful shared learning experiences.
4) Continue to engage and develop creative ways to communicate and involve parents and families. We know that parent participation is vital to student success.
5) Have grade/subject curriculum and materials prepared in a format (i.e., digitized or on paper) that may be shared with parents who may desire to contribute to their child(ren)’s learning. American education is currently in a condition not ever seen possible. It will require sensitivity and understanding in supporting educators to deal appropriately with the challenges set before them.

Kenneth A. Facin, solutions facilitator @ Educational Vistas. Ken worked for 32 years in public schools as a high school science teacher, principal, and superintendent of schools. He can be reached at kfacin@edvistas.com.

The statements and opinions expressed herein do not necessarily reflect or imply the opinion or philosophy of SAANYS.
Government Relations Summary

Since March, SAANYS has provided a daily update with summaries of information pertinent to building administrators and program leaders. The daily updates have included new executive orders, announcements from SED, information from the governor, and the daily statistics for the COVID-19 virus. SAANYS began developing the daily updates on March 23rd shortly after schools closed due to the pandemic. During the first phase of school closures, as we know all too well, a tidal wave of information was released every day. Slowly, ever so slowly, conforming regulations out of SED, executive orders from the governor, and major guidance from the Department of Health have begun to subside. During the first two weeks of the reopening of schools, information and news at the state and national level have leveled off and shifted to local districts and the many challenges schools encounter hourly. It is important for SAANYS to fully understand your challenges so that we can take those concerns to key policymakers. The work of the SAANYS Government Relations Committee (GRC) will continue and SAANYS has instituted routine rounds of regional discussions with unit presidents. It is SAANYS’ hope that our communications, committees, and new initiatives will allow us to deeply understand your priorities and needs.

During the first week in October, the SAANYS Government Relations Committee met with Interim Commissioner Rosa. In pre-meeting preparation, discussion with GRC members provided input on issues to be included on the agenda. Among the most frequently cited issues were plans for state assessments in 2021, APPR, accountability initiatives will allow us to deeply understand your priorities and needs.

In addition to maintaining communication with NYCED, the GRC is planning on holding discussions with legislative leaders to raise concerns from members and discuss their priorities for the next legislative session. A major part of these initial discussions will focus on state aid to districts and last the lack thereof. The fiscal picture will certainly dominate the rest of this school year. Perhaps a bit of background information will provide some context to the current situation: Overall, school aid was held flat in the 2020-21 state budget. The final education (May 2020) budget was originally decreased by $1.1 billion, however, the state used the federal CARES ACT to offset that decrease. That strategy held funding flat as compared to the 2019-20 budget.

On August 13, 2020, the Division of the Budget released the FY 2021 First Quarterly Update indicating a current year deficit of $14.5 billion and a projected $16.2 billion gap due primarily to the COVID crisis. In order to offset the losses from revenues, the state indicated that it reduced spending and was holding back 20 percent of payments to localities, including school districts. A 20 percent reduction impacts all of the state aid formulas, not just Foundation Aid, and disproportionately impacts high-poverty low-wealth communities. The impact per pupil on the poorest 10 percent of school districts is almost ten times greater than on the wealthiest 10 percent of school districts. Additionally, there will likely be a 20 percent reduction in STAR funding, which results in an additional $400 million loss for schools. Clearly school districts across the state are upset with the current situation and have been making their voices known. SAANYS has been actively involved with advocacy efforts at both the state and federal levels. Any reduction at a time when schools are spending so much more on COVID-19-related expenses is untenable.

On September 17, 2020 the Division of the Budget announced that it would not withhold state aid to local districts at the end of September. Currently, the governor continues to hold the federal government responsible for the loss of revenue to state and local governments due to federal incompetence. A federal funding action could still impact the current situation:

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During the latter part of September, we began to hear summaries of the meetings are provided to members. SAANYS members are welcomed to contact us at any time with concerns or questions that they have. It is critical that members have accurate and timely information from our government officials and agencies and SAANYS works to make sure that every meeting is relevant to the work of building administrators and program leaders. In addition to maintaining communication with NYCED, the GRC is planning on holding discussions with legislative leaders to raise concerns from members and discuss their priorities for the next legislative session. A major part of these initial discussions will focus on state aid to districts and last the lack thereof. The fiscal picture will certainly dominate the rest of this school year. Perhaps a bit of background information will provide some context to the current situation:

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During the latter part of September, we began to hear statements from the governor regarding his initiative to

For more information regarding the SAANYS legislative agenda, the New York State Board of Regents, the Educational Conference Board, or other government relations concerns, contact Cynthia Gallagher, SAANYS director of government relations, at cgallagher@saanys.org.
There’s a good chance that if you are actually reading this column right now, you are happily retired and enjoying your second cup of coffee while simultaneously shaking your head in disbel- 
ief at what your still-active colleagues are facing right now, in awe at what they have already accomplished with minimum guidance or support, and feeling deep gratitude that you made the choice to retire when you did. Because if you are a school leader right now, the chance that you have the time to read this right now is minimal.

But if by chance you are, here are a couple of things that I want you to know about, because everything we are doing now at SAANYS, with regard to professional learning as well as the other kinds of support we offer, is designed specifically to ease and support you right now given the challenges you are facing and will face over the course of this year like no other.

First of all, there is still time to sign up for a nine-part series with Eric Shenberg, former award-winning high school principal and guru of remote learning. Beginning on October 27, Eric will offer a nine-part series to delve into the skill sets leaders need to scale that curve. These nine sessions are offered as monthly one-hour synchronous meetings with Eric from 4-5 pm to fit your schedules without adding a heavy commitment. You can tune in once a month for an hour, interact with colleagues who have the same questions as you do, and learn with the best. Eric is in high demand around the country right now and we are very fortunate to have him with us over this entire school year to coach school leaders like you. This series is open to members and nonmembers alike. See page 5 for more details. This is really the most essential PD of this school year, so don’t miss out.

We are also striving to continue to make the SAANYS CONNECT panels as timely, relevant, and helpful as they have been since they began in the thick of the quarantine last April. To that end, we are devoting two panels, on October 1 and on October 15, to Improving Remote Learning, with a focus on the concrete questions you have and challenges you are facing in your own schools. Secondly, the school year is still new and school leaders are already deeply stressed. I know that there is a lot out there to help teachers and students deal with stress and anxiety over the school year, but not much for school leaders.

On October 29 and November 12, we will be devoting two episodes of SAANYS Connect to the topic of stress and anxiety. On October 29 the focus will be on you – what are your primary sources of stress and how can you manage them? Then on November 12, the focus will be on managing teacher and family stress. You can expect to hear from experts and practitioners like yourself and leave with realistic strategies to help mitigate the levels of stress and anxiety that all members of your school community are experiencing this year.

To that end, I am sharing an excerpt from The Main Idea, by Jenn David-Lang. If you’re not familiar with The Main Idea, it is a great resource where David-Lang takes a hot book on education every month and boils it down to the big ideas for busy leaders like you. This month, she dropped that format and wrote about school leader stress, particularly the stress of school principals. Read these, see if any of them sound familiar, and if so, stay tuned for our upcoming SAANYS CONNECT panels to find out what you can do about them.

9 Reasons School Leaders are Facing Acute Stress Right Now

1 They feel responsible for the emotional and academic well-being of the entire student body.
2 Their learning curve is incredibly high as they work to learn everything about remote instruction while also trying to understand and implement new regulations for everything from attendance to cleaning procedures.
3 They are unsure how to balance support for the social-emotional needs of faculty vs. coach them to improve instruction.
4 They are caught balancing the seemingly opposing needs of stakeholders – parents needing to go back to work, families worried about the safety of their children, districts concerned about learning loss, students missing social interaction, teachers trying to juggle remote and in-person learning, and school boards concerned about budget cuts, etc.
5 They are having their schools provide more services than ever before (devices, safety paraphernalia, in-person and remote teaching, meals, etc.) while experiencing a severe loss of funding.
6 They are taking on roles they’ve never taken on before – literally wiping down banisters with sanitizers, measuring out six feet between desks, overseeing safety precautions during lunch, hand delivering meals and devices to families, tracking down missing students, worrying about Internet connectivity, and more.
7 If they are parents, they are overseeing their school and the learning and well-being of their own children all at once.
8 They are struggling to build relationships with new staff they have barely or never met in person.
9 They may be handling the death of school community members for the first time in their careers.

Did you miss any of the SAANYS Connect sessions? View them and find even more resources at https://saanys.org/saannys-connect/.
SAANYS Sunday – Over 50 Topics including:

- Leading on Empty: Coping Strategies for School Leaders
- Mentoring Matters More Than Ever
- Administrator Burnout: Building Resilience & Finding Balance
- The Role of the Assistant Principal in Remote and Hybrid Models
- Engaging Virtual Formats for Faculty and Parent Meetings
- Actions to Build a More Diverse Body of School Leaders
- Time Management in Today’s School Settings
- The Principal’s Role in Building Capacity with Remote & Hybrid Models
- Update for Essential Service Leaders
- Legal Update with SAANYS General Counsel, Art Scheuermann
- Legislative Update with SAANYS Director of Government Relations
- Redesigning Instruction for Remote Teaching
- Redefining Traditional School Through Project Based Learning
- Bridging the Gap Between Teachers and Administrators
- Redefine Instructional Best Practices to Remote Learning Environment
- Redefining PD in the Digital Age
- Connected Learning/Remote Learning with a Future Forward Focus
- Culturally Responsive Distance Learning
- App Smackdown: 8 Apps for All Devices
- Using Standards Based Grading to Transform the Learning Environment
- Emotional Learning for a Constantly Changing World

Topics subject to change.

Register for SAANYS Sunday, Nov 22 or the full NYSCATE Conference, Nov 21-24, 2020 at https://www.nyscate.org/annual-conference

SAANYS Sunday Strand – $99

SAANYS Sunday Strand
SAANYS joins NYSCATE for a virtual conference featuring a Sunday leadership strand within this exciting 4-day NYSCATE event.

SAANYS + NYSCATE = Virtual Conference Featuring a Sunday Leadership Strand

SUNDAY KEYNOTE

MANNY SCOTT

An original Freedom Writer whose story is told in part in the 2007 hit movie, Freedom Writers, Manny Scott has energized almost two million leaders, educators, volunteers, and students worldwide with his authentic, inspiring messages of hope.

“In the depth of winter, I finally learned that within me there lay an invincible summer.”
– Albert Camus

Have questions? Need assistance?
Use the “Ask SAANYS” button at saanys.org.
Votes of No Confidence Have No Place in the Evaluation Process

continued from page 1

adopted board policies that establish the superintendent as the sole and exclusive evaluator of administrators. Votes of no confidence violate board policy when they improperly influence superintendents’ evaluation decisions. Additionally, the results of surveys often are shared publically and are broadcast by local media. This causes harm to our members’ professional reputations, which makes it difficult for them to maintain a good rapport with their faculty, staff, students, and the community.

Votes of no confidence should not be considered in an administrator evaluation process. First and foremost, surveys are not research-based and thus the efficiency of surveys is unknown. More often than not, surveys are unreliable and lack scientific merit. Moreover, the persons polled in surveys are often uninformed, or misinformed, regarding the underlying facts and circumstances. Further, the persons polled in surveys do not usually hold the proper credentials or experience required to effectively critique an administrator’s performance. For example, although teachers are qualified to engage in teaching and student learning, they are not qualified to evaluate the performance of an administrator, and therefore a teacher survey should not play any role in an administrator’s rating.

Administrator evaluation processes and procedures are mandatory topics of bargaining, as performance evaluations are a term and condition of employment. Administrators’ evaluations are typically governed by two things: (1) a collectively bargained APPR agreement, and/or (2) a collectively bargained contractual evaluation process. Under no circumstances should a bargaining unit permit votes of no confidence or surveys to be considered as part of their negotiated evaluation process. The SAANYS legal team has filed improper practice charges and grievances against school districts when the results of surveys get improperly weighted by a superintendent as part of an administrator’s evaluation process. It is important to note that even when a survey is conducted and considered in the evaluation process, the mere fact that a vote was held and the results were shared can improperly influence a superintendent.

Thus, even if the results of a survey are merely shared with a superintendent, it is arguably an improper practice and/or a violation of the negotiated APPR agreement.

Under most legal matters, prevention is the best solution to a troublesome situation. As such, if an administrator has resources to predict that another bargaining unit is growing discontent with their leadership, finds out that a vote of no confidence has been planned against him or her, they should contact their unit president immediately. The SAANYS Legal Department should have a negative impact on students. Therefore, it is always encouraged that the opposing persons or groups meet to discuss the issues in a professional and mature manner before a survey or vote is ever even considered. It may be valuable for both sides to bring in their respective attorneys so that an honest and constructive conversation can occur. Oftentimes, some or all of the issues can be resolved in this manner, preventing the conflict from escalating.

There will, of course, times when a vote of no confidence cannot be prevented. Despite best efforts, the issues may not get resolved and a vote of no confidence may become unavoidable. In those instances, it is critical that the SAANYS Legal Department be contacted. Our attorneys have often sent cease & desist letters to groups conducting votes of no confidence against our members.

By providing a stern reminder of the consequences associated with circumventing the negotiated evaluation process, the SAANYS Legal Department has had success in getting other bargaining units to abandon their votes of no confidence. Since surveys often contain false, misleading, and defamatory statements, the SAANYS Legal Department will often remind the polling unit that their conduct could result in a defamation lawsuit.

If you believe that you may become the subject of a vote of no confidence, contact the SAANYS Legal Department so that our attorneys can help formulate a plan based upon the individually factized circumstances involved in your matter.

Please add info@saanys.org to your address book to be sure you receive e-mails. If you have difficulty, please ask your help desk or IT person for assistance in blocking software may prevent receipt. Don’t miss another critical announcement.

SAANYS has always been there for members who need advice or assistance from legal counsel or job-related matters. Now, SAANYS has partnered with the law firm of Feldman, Kramer & Monaco to help when you need personal legal advice and assistance.

$85 annually provides a simple will, power of attorney, health care proxy, living will, and unlimited advice via telephone. Enrollees will also receive certificates good for two free hour-long office consultations with a local referral attorney.

For services beyond this package, discounted rates apply.

Contact Feldman, Kramer and Monaco, the law firm that administers the plan for SAANYS members, at 1-800-832-5182.
Sexual Orientation: Whom a person likes (attracted to)

Gender Presentation: How a person presents themselves (masculine, feminine, androgynous, non-binary)

Gender Identity: How a person feels about their gender

Gender Expression: How a person decides to present themselves to others

Sexual Orientation: Whom a person likes (attracted to)

For years, the terms sex and gender have been used interchangeably; however, the two are not the same. The former refers to what a person was assigned at birth (based on genitalia and biological traits), whereas the latter refers to the socio-cultural roles of each sex within a given community or society. One way to differentiate the two is to consider that one’s sex is fixed and based on genetics, while gender can change over time.

As institutions within a social context, schools swapped the two terms and defined students in a binary fashion: male or female. In fact, schools had separate entrances for boys and girls, and locker rooms and bathrooms are still divided accordingly. The English language also reflects the dual nature of gender roles. For example, we use gender pronouns that only incorporate male and female identities: he/she, his/her, and himself/herself.

In truth, I used these binary terms for many years in all my correspondences with parents and students. That came to a stop one day a few years ago when I was invited to teach a workshop on slam poetry. In my presentation, I used the terms he/she, and a student asked me what happens if someone does not identify with either. This student was transitioning and did not identify with a particular gender.

As educators and especially as school leaders, we must make every student feel comfortable in our schools. Whether it is the language we use, the signs on bathroom doors, or the expectations we set for “boys” and “girls,” we need to consider and recognize the diversity of our students’ genders. By understanding and acknowledging the wide array of gender roles, students feel appreciated and valued.

The Trevor Project has listed and summarized some helpful terms for us to understand:

- Biological Sex: What the doctor assigns at birth (male, female, and intersex)
- Gender Identity: How a person feels about their gender
- Gender Expression: How a person decides to present themselves to others
- Gender Presentation: How society sees this person (man, woman, transgender, genderqueer, and non-binary)

5. Inadequate Access to Professional Learning Opportunities: Many principals reported facing obstacles to professional learning opportunities, especially for in-service professional development. Among all principals, 75 percent cited lack of time, and 36 percent cited lack of money. The most commonly cited obstacle to preserve professional preparation was the cost, with almost 25 percent of all principals and almost 27 percent of those planning to leave identifying preparation program costs as a hurdle. Nearly all indicated a desire for additional professional development to meet their students’ needs.

Government Relations Summary

establish two Advisory Task Forces to review vaccinations approved by the federal government and a plan for eventually disseminating vaccinations once they are available. A book titled "Poli决策, An American Story" by David Oshinsky was recommended and proved to be an interesting history of what the nation endured during the polio pandemic. Of particular interest was the role that schools played in the dissemination of the vaccine and booster shots. Should vaccinations become available during this school year or the next, it will be important to pay close attention to the work of the advisory groups and the intersection of the planning, if any, with education.

SAANYS continues to maintain our relationship and communication with state agencies, the governor’s office, and legislators. It has been interesting to find new ways to communicate and discuss issues in a context of closed offices and a more centralized approach to education through the governor’s office and health agencies. I am sure that at the local level, members have voiced concern about many policies. Members’ responsibilities have shifted, expanded, and extended into areas for which they may have had little experience. Somedays it seems as if we are not on solid footing, but there is one thing of which we are sure, your decisions, your trust, and your leadership has never been more needed or counted on. As members as if we are not on solid footing, but there is one thing of which we are sure, your decisions, your trust, and your leadership has never been more needed or counted on. Thank you for all you do. Stay well and please let SAANYS know of any concerns and questions.

Know What They Know and Give Them What They Need

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James M. Merrins, EdD, Executive Program Administrator

716-672-5473  jmerrins@cecomet.net

A message from a SAANYS corporate sponsor

Since 1993, Educational Vistas, Inc. (EVI) has been providing schools and districts with both software products and services. Over the course of 27 years, we have developed leading educational management systems and indistrict services that are assisting schools to improve student performance and the education in every state. We are currently working with over 500+ NYS school districts and many charter schools in both NYC and upstate. The products and services that we provide are available directly from EVI as well as through many BOCES contracts across the state.

We bring a systemic, integrated approach and efficiency to everything that we do. This translates directly to cost savings, faster and better decision making, improvement in data and information quality, and the elimination of data redundancy. We are technology and educators working together to provide the best products and services available.

By linking to any existing district data system(s), we quickly install and configure our web-based software solutions to make them available to schools as soon as possible. This process also allows us to upload critical data from any of these systems for unlimited numbers of years. File conversions, data integrity checks, and modifications are normal services that we provide on a daily basis.

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