

News & Notes

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www.saanys.org

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 or rejoin the organization. Further information is available at <https://saanys.org/membership/>.

For more information about the Retiree Student Scholarship program and additional resources for retirees, visit: <https://saanys.org/for-retirees/>. ■

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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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Executive Viewpoint

Kevin S. Casey, Executive Director

The Virus is Not the Only Concern

For many obvious reasons, COVID-19 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 generate confidence. Over the past six months, many also developed a far greater sensitivity to the value of having a student and his or her peers together in front of a teacher in a live in-person learning format.

There was one report after the other of COVID-19 outbreaks on a variety of college campuses. The behaviors said to have contributed to those

outbreaks are to some degree age-related. Presumably, few among the k-12 population are going to fraternity/sorority parties. However, unhealthy and unsanctioned get-togethers can occur among younger students as well, and those types of get-togethers are certainly not the only means of contracting the virus.

Now that those k-12 schools that are going to open, even 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 are currently approaching two dozen, and presumably that number is going to rise. On a percentage 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 to some degree this is an ongoing situation for the foreseeable future.

While worrying about maintaining a safe environment for students and

who are living through it? Will their learning be compromised on a long-term basis? Could it actually be enhanced?

I don't know the answers to the prior questions. I do know that educators have been enduring great stress but largely have been performing well in an environment that has become less conducive to the delivery of education services. I know the resiliency of students, families, and staff continues to be challenged and the results are mixed.

I think it is very important that at some point, educators engage in an informed retrospective of the impact of this time on student learning. I anticipate pressure from some quarters to expand distance learning, not in response to a public health crisis, but rather as a means of cost control. Even if it is determined that we can in fact engage in distance learning, it begs the question of whether we should. ■

With or without positive COVID-19 cases, state aid to districts is being reduced.

staff, far-sighted educators have also been pondering how to measure the efficacy of pandemic-imposed distance learning. All the challenges of distance learning that we commonly hear about, such as a lack of devices, limited or no connectivity, a poor learning environment, a lack of technical support, the impact of isolation (and I could go on), are very real and relatively immediate. On a longer-term basis, how will this pivot to distance learning impact those students

Education Principles & Practices in a Pandemic

Sponsor Opinion Piece by Kenneth A. Facin, Solutions Facilitator, Educational Vistas, Inc.

The COVID-19 pandemic which brought in-person teaching and learning to a halt in most states, set up improbable, if not near-impossible challenges, for educators, particularly front-line teachers. The impact is yet to be realized. A loss of student learning in reading and math is one critical effect while the other is socialization and emotional development. Daily engagement of

teachers and student to student are essential in human growth and learning.

With 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 effective SY2021? The health and welfare of students and staff is a given.

1) Schools open with a commitment to implementing 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 difficult some of 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 students meet 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 imply or reflect the opinion or philosophy of SAANYS.

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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 mandates that could be lifted, attendance requirements, short-term reduction on learning standards needing to be covered, COVID-related processes, layoffs/furloughs, and staff shortages. The GRC has always had productive discussions with the commissioners of education and

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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 NYSED, 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 or 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 revenue, 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 be in the range of possibilities.

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

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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.

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SAANYS Professional Learning Update



For information on any SAANYS professional learning event, contact Karen Bronson at kbronson@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 disbelief 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 Sheninger, 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.



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- 1 The Missing Children in Our School Communities
- 2 Supporting and Working with Our School Communities
- 3 Grading and Graduation Requirements
- 4 Provision of Special Education Services
- 5 Implementing Health and Safety Protocols
- 6 Assessing Learning and Instructional Strategies
- 7 Supporting Student Mental Health and Well-Being
- 8 Reopening Series: First Things First Update: Where Are We NOW With Health and Safety Protocols?
- 9 Opening the Conversation: Acknowledging the Impact of Racial Inequity in Our School Communities
- 10 Lessons Learned: Connecting with International School Leaders
- 11 Employment Issues and Job Elimination – With SAANYS Attorneys and Equitable Advisors
- 12 Improving Remote Learning

follow the conversation at [#SAANYSconnect](https://twitter.com/SAANYSconnect)

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- 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. ■

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ERIC SHENINGER



Eric is an associate partner with the International Center for Leadership in Education (ICLE). Prior to this, he was the award-winning principal at New Milford High School. Under

his leadership, his school became a globally recognized model for innovative practices. Eric oversaw the successful implementation of several sustainable change initiatives that radically transformed the learning culture at his school while increasing achievement. Eric has received numerous awards and acknowledgments for his work. He is a CDE Top 30 award recipient, Bammy Award winner, NASSP Digital Principal Award winner, PDK Emerging Leader Award recipient, winner of Learning Forward's Excellence in Professional Practice Award, Google Certified Innovator, Adobe Education Leader, and ASCD 2011 Conference Scholar.

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How is true remote learning different from the emergency online fixes we had to provide during closure last year?

NOV 16: Planning for an Unpredictable School Year

DEC 8: Moving to Hybrid Models

JAN 13: Implementing Universal Blended Learning

FEB 2: Engaging Students and Families in Remote Learning

MAR 3: Supporting Teachers with Digital Tools for Engagement and Learning

MAR 23: Providing Feedback on Teaching and Learning in a Remote World

APR 12: Digital Pedagogy for Deeper Learning

APR 26: Growing as an Instructional Leader in a Time of Turmoil



*"In the depth of winter, I finally learned that within me there lay an invincible summer."
- Albert Camus*

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LEGAL BRIEFS

A Message from the SAANYS Legal Department



Arthur Scheuermann
SAANYS General Counsel
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Votes of No Confidence Have No Place in the Evaluation Process

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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 considered by a superintendent as part of an administrator's evaluation process. It is important to note that even when a survey is not directly 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.

Like most legal matters, prevention is the best solution to a troublesome situation. As such, if an administrator has reason to believe that another bargaining unit is growing discontent with their leadership, or 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

also be contacted so that our experienced attorneys can assist with developing a plan. Since a vote of no confidence against a school district leader creates an unfriendly and uncomfortable work environment for all employees, it can in turn

Under no circumstances should a bargaining unit permit votes of no confidence or surveys to be considered as part of their negotiated evaluation process.

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, be 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.

Through carefully crafted letters and follow up discussions, the SAANYS Legal Department has had success in lessening the negative impact that can be caused by surveys. As discussed above, votes of no confidence are generally conducted by other collective bargaining units. As such, they too are governed by the Taylor Law, making them familiar with mandatory topics of bargaining and evaluation processes. Because of this, we have found that they are receptive to the information contained in our cease & desist letters. 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 disparaging 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 survey or vote of no confidence, contact the SAANYS Legal Department so that our attorneys can help formulate a plan based upon the individualized facts and circumstances involved in your matter. ■

OCTOBER LEGAL HIGHLIGHTS

The SAANYS Legal Department - Working Tirelessly for Members Statewide

Below are just a few highlights of our many current and pending cases.

REGION 1

SAANYS negotiated a two-year contract in Suffolk County with increases above two percent.

REGION 2

SAANYS grieved the denial of sick leave use for a COVID-19 related leave.

REGION 4

SAANYS responded to an appeal in the Second Department, upholding the continuation of full Medicare reimbursement for current retirees, that ultimately led to a settlement preserving the benefit level for life.

REGION 5

SAANYS settled a four-year contract with a bargaining unit.

REGION 6

SAANYS negotiated a separation agreement that included retirement health insurance for a unit member.

REGION 7

SAANYS organized and assisted in negotiations for a newly formed consolidated school district.

REGION 8

SAANYS prepared for an Improper Practice Charge hearing relating to the transfer of unit work to a central office administrator.

REGION 9

SAANYS prepared for a 3020-a hearing.

REGION 10

SAANYS worked with a unit of special education administrators in holding ESY special education services and programs in person over the summer.

REGION 11

SAANYS worked with a member whom the district is seeking to remove from a tenured position.

REGION 12

SAANYS assisted many districts with procedures regarding COVID-19 leave and the reopening of schools.



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SAANYS Personal Legal PLAN

SAANYS has always been there for members who need advice or assistance from legal counsel on job-related matters. Now, SAANYS has partnered with the law firm of Feldman, Kramer and 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

Be prepared to present your membership ID #.

SAANYS Diversity Committee

Harry Leonardatos, Principal, Clarkstown High School North, Clarkstown CSD

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/hers, 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 on the inside (man, woman, non-binary, gender fluid, and trans).

Gender Expression: How a person decides to present themselves to others (masculine, feminine, androgynous, and non-binary).

Gender Presentation: How society sees this person (man, woman, transgender, genderqueer, and non-binary).

Sexual Orientation: Whom a person likes (attracted to women, attracted to men, bisexual, pansexual, and asexual). ■

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With Nearly Half of Principals Considering Leaving...

continued from page 1

not provide adequate student services personnel to support students' emotional well-being.

2. Compensation and Financial Obligations: A larger percentage of principals planning to leave their schools than those planning to stay said that they were not fairly compensated for their efforts, with principals in high-poverty schools most likely to find their salaries inadequate.

3. High-Stakes Accountability Systems and Evaluation Practices: Principals want timely feedback that they can use to improve their performance and support student learning. Among principals who planned to leave, more than half reported that their district's principal evaluation system was not useful.

4. Lack of Decision-Making Authority: Among those planning to leave, one-third reported that they lacked decision-making authority over their schools' curriculum. Principals planning on leaving more frequently reported not having the authority to dismiss poorly performing staff.

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 preservice 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.

Read the full report at <https://bit.ly/3kUp89b>. ■

Contact a
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2020 CALENDAR



Crime Prevention Month

National Bullying Prevention Month

National Principals Month

Trick or Treat for UNICEF Month

Oct 12 Columbus Day/ Discoverers' Day

Oct 12-16 National School Lunch Week

Oct 18-24 National Character Counts Week

Oct 19-23 National School Bus Safety Week

Oct 16 World Food Day

Oct 23-13 Red Ribbon Week

Oct 24 United Nations Day

Oct 24 Make a Difference Day

Oct 31 Halloween



National Native American Heritage Month

Nov 1 Standard Time

Nov 3 Election Day

Nov 7 Marie Curie's Birthday

Nov 11 Veterans Day

Nov 12 Elizabeth Cady Stanton's Birthday

Nov 15-21 Geography Awareness Week

Nov 16-20 American Education Week

Nov 18 Education Support Professionals Day

Nov 19 Gettysburg Address Anniversary

Nov 19 National Parental Involvement Day

Nov 20 Substitute Educators Day

Nov 26 Thanksgiving Day

Nov 22-28 National Family Week

Nov 30 Mark Twain's Birthday

"What lies behind us and what lies before us are tiny matters compared to what lies within us."
— Ralph Waldo Emerson

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“Professional development can be a check in the box, or meaningful and purposeful. SAANYS provides an opportunity for colleagues to be collaborative and supportive, while focusing on hot topics in education.”

Timothy P. Martin, Ed.D. Principal
Islip Middle School

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Government Relations Summary

continued from page 3

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 *Polio, 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 over 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. Thank you for all you do. Stay well and please let SAANYS know of any concerns and questions. ■

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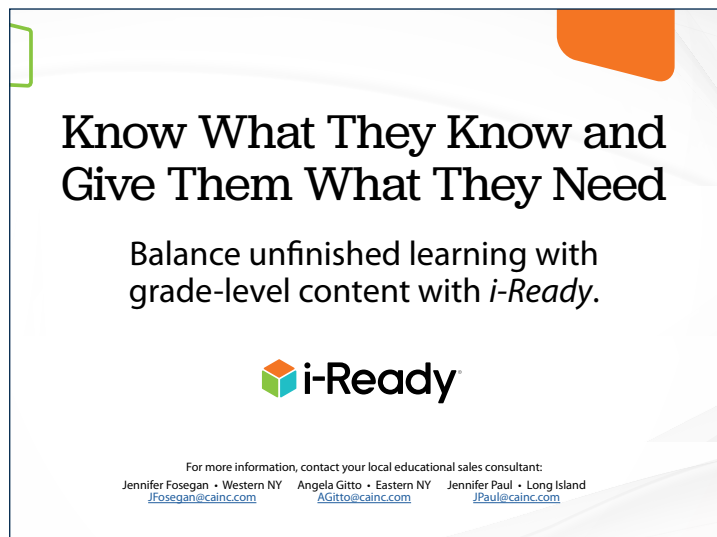


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Readiness for the Superintendency
Single session (One 2-hour session) - 4:00 to 6:00 PM

Applying for the Superintendency
Single session (One 2-hour session) - 4:00 to 6:00 PM

Online Fiscal Workshops

Fiscal Navigation for Superintendents
15 hours (Five 3-hour sessions) - 9:00 AM to 12:00 Noon

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Strategic Purchasing in Uncertain Times
3 hours (One 3-hour sessions) - 9:00 AM to 12:00 Noon

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