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SCOPE EDUCATION SERVICES
100 Lawrence Avenue · Smithtown, NY 11787
631-360-0800 · scopeonline.us

THE LEADERSHIP COLLABORATIVE

Advanced Coursework for School District Leaders

Superintendents · Cabinet Leaders
Principals · Directors

11 COURSES
ONE LEADERSHIP COMMUNITY

IN PARTNERSHIP WITH

STONY BROOK UNIVERSITY

SCOPE Education Services · Smithtown, New York 11787

WELCOME

Leadership Learning for the Decisions that Matter

The Leadership Collaborative offers practical, discussion-based professional learning for superintendents and district and building administrators. Each course connects expert guidance with the decisions leaders face in their own schools: guiding people, sustaining instruction, stewarding resources, and building trust.

Last year's Leadership Collaborative program drew genuine support and enthusiastic praise from participants. They valued the exceptional speakers, the honest exchange of ideas, and the opportunity to collaborate with colleagues who understand the complexity of leading schools and districts. That energy made the program feel like no other. We are grateful to the leaders who helped create it and encouraged us to continue.

The 2026–27 program builds on that momentum. Returning courses in collective bargaining, human resources, and finance go deeper, while new sessions address innovation, special education, capital work, the superintendent's 12-month calendar, leadership, and the challenges leaders face throughout the year. Choose the courses that match your current responsibilities or prepare you for your next role. Each session is designed to give you useful questions, practical tools, and ideas to bring back to your team.

The relationships are part of the value. The Collaborative creates space for leaders across Long Island to think beyond the demands of a single day, share perspective, and support one another throughout the year. We hope both returning and new participants will join this growing community of school leaders.

Register HERE: https://forms.gle/dgg76U3kVstwey857

IN PARTNERSHIP WITH STONY BROOK UNIVERSITY

Participants receive a SCOPE course completion certificate. After completing four Leadership Collaborative courses across the 2025–26 and 2026–27 offerings, participants may earn a Stony Brook University digital badge to share in a professional portfolio or résumé, at no extra charge.

Choose your courses

One participant per form · Select all courses requested

Name _____ District _____

Position _____ Phone _____

Email _____

COURSE SELECTION- PLEASE CIRCLE

01 Innovation in Action 11/12

02 Leading Special Education with Confidence 11/16

03 HR Leadership in the First Five Years 11/19

04 The Supt. 12-Month Executive Leadership Calendar 12/1

05 Budget and Finance: Digging Deeper 1/20

06 Problems of Practice 1/25

07 The HR Playbook: Digging Deeper ~ Part 2 2/9

08 Capital Work: The Dos and Don'ts 2/24

09 Collective Bargaining: Beyond the Basics Part 2 3/18

10 Strategic Planning That Leads to Action - April TBD

11 Intentional Leadership: Leading with Purpose and Impact 4/28

RATE

□ Member $300
□ Non-member $325

PAYMENT

□ P.O. attached
□ Check enclosed

NUMBER OF COURSES _____
TOTAL $_____
P.O. # _____

SCOPE EDUCATION SERVICES
THE LEADERSHIP COLLABORATIVE

REGISTRATION

How to register:

Use the form on the facing page. Select any courses that fit your needs, either mail or email the registration page that includes the purchase order number and/or a check payable to SCOPE Education Services at 100 Lawrence Ave. Smithtown, NY 11787. If emailing your registration, send to Dana Ingarozza at dingarozza@scopeonline.us. Please submit a separate form for each participant from your district.

It would be helpful for record keeping purposes to also complete the Google Form at:
https://forms.gle/dgg76U3kVstwey857

PAYMENT - Breakfast & Lunch Included

$300	$350
MEMBER DISTRICT PER COURSE	NON-MEMBER PER COURSE

MAILING YOUR FORM AND PAYMENT

SCOPE Education Services
Attn: Dana Ingarozza
100 Lawrence Avenue
Smithtown, NY 11787

QUESTIONS

- Jill Gierasch at (631) 360-0800 Ext. 183 or jgierasch@scopeonline.us.
- Dana Ingarozza at (631) 260-0880 Ext.33 or dingarozza@scopeonline.us

STONY BROOK UNIVERSITY DIGITAL BADGE

Complete four Leadership Collaborative courses across the 2025–26 and 2026–27 offerings to be eligible for a digital badge.

COURSE 01 · ADMINISTRATOR SERIES

Innovation in Action

Leading Change That Improves Learning

COURSE DESCRIPTION

Innovation is most useful when it responds to a real need in a school or district. This course invites superintendents, cabinet members, principals, and other leaders to explore promising approaches to instruction, organizational design, artificial intelligence, emerging technologies, and community partnerships. Drawing on innovative practices from Long Island, across the nation, and internationally, including Sweden, participants will examine how schools are adapting to a rapidly changing world. Leaders will consider what can be learned from others, identify best practices, and determine which approaches fit their own students, staff, and resources.

Through discussion and practical design work, participants will explore challenges worth solving, build support for new approaches, and consider how AI and technology can enhance teaching, learning, and district operations. The emphasis is on creating conditions where staff can exchange ideas, experiment thoughtfully, and learn from successes and setbacks. Leaders will examine how to encourage collaboration, invite meaningful feedback, and evaluate the impact of innovative practices. The session will distinguish meaningful innovation from simply adopting the latest trend, helping participants determine what to embrace, what to adapt, and what deserves sustained support.

LEARNING OUTCOMES

- Identify innovation challenges using evidence from students, staff, and district operations.
- Explore and evaluate innovative practices from other districts, nationally and internationally, including emerging technologies and AI, for potential application locally.
- Explore opportunities for AI and emerging technologies to improve instruction, leadership, and operations.
- Assess potential benefits, risks, equity implications, and resource demands.
- Engage staff and stakeholders in adapting promising practices and developing focused pilots.
- Establish goals, timelines, responsibilities, and measures of success.
- Collect feedback and evidence to determine whether to refine, expand, or discontinue initiatives.
- Share lessons learned and foster a district culture of collaboration, continuous learning, and innovation.

FACILITATOR	DATE & TIME
Dr. Jared Bloom, Superintendent, Franklin Square UFSD	November 12, 2026
LOCATION	8am-3pm
100 Lawrence Ave. Smithtown, NY 11787	

COURSE 02 · ADMINISTRATOR SERIES

Leading Special Education with Confidence

Compliance, Collaboration, and Student Outcomes

COURSE DESCRIPTION

Special education leadership reaches beyond the special education office. Superintendents, principals, curriculum leaders, and cabinet members all shape the systems that support students with disabilities. This course connects essential legal and procedural responsibilities with leadership decisions affecting services, inclusion, staffing, family partnerships, and student progress. Using district scenarios, participants will consider how to support sound decision-making, coordinate general and special education, address concerns early, and monitor meaningful results.

Leaders will also explore prudent fiscal decision-making when unexpected costs arise, balancing resource stewardship with student needs and legal obligations. The session emphasizes collaboration with special education leaders and counsel on matters requiring specialized review. Leaders will examine how to ask useful questions without second-guessing the Committee on Special Education and build systems that support appropriate services and strong instructional practice. The course also considers how to review program trends, identify professional learning needs, and ensure students and families experience a coordinated district approach.

LEARNING OUTCOMES

- Clarify leadership roles in special education oversight and compliance.
- Examine data on services, inclusion, staffing, and student progress.
- Strengthen coordination between general and special education leaders.
- Support legally sound, student-centered decisions with appropriate expertise.
- Prepare for challenging conversations with families and advocates.
- Balance program quality, staffing, and fiscal stewardship.
- Identify when concerns require escalation to specialists or counsel.

FACILITATORS
Dr. Roberta Gerold, Superintendent, Middle Country CSD, Dr. Jennifer Harrison, Director of Pupil Personnel, Beth Rella, Assistant Supt. for Business, & Eric Levine, Guercio & Guercio, LLP

DATE & TIME
November 16, 2026 8am - 3pm

LOCATION
100 Lawrence Ave., Smithtown

COURSE 11 · ADMINISTRATOR SERIES

Intentional Leadership: Leading with Purpose and Impact

One-Day Leadership Workshop

COURSE DESCRIPTION

School leaders face competing priorities, increasing demands, and pressure to lead meaningful change. This one-day workshop examines the habits and decisions of intentional leaders and how those choices shape culture, communication, organizational effectiveness, and outcomes for students and staff. Participants will reflect on their own leadership practices, identify where their time and attention have the greatest impact, and consider which routines need to change.

Through discussion and application, leaders will distinguish first-order improvements from second-order change that asks people to rethink assumptions and practices. They will apply these concepts to an authentic problem of practice, collaborate with colleagues to test possible responses, and develop an Intentional Leadership Action Plan.

Participants will leave with focused strategies, next steps, and a way to assess whether their leadership actions are making a difference in their schools or districts.

LEARNING OUTCOMES

- Identify the habits and choices that define intentional leadership.
- Assess how leadership behaviors shape culture, communication, and results.
- Distinguish first-order from second-order change and plan for each.
- Reflect on strengths and areas for growth through self-assessment.
- Apply leadership concepts to an authentic problem of practice.
- Use peer collaboration to test responses to a leadership challenge.
- Create an Intentional Leadership Action Plan with measurable next steps.

FACILITATOR
Lisa Ruiz, Retired Superintendent

DATE & TIME
April 28, 2027
8am - 3pm

LOCATION
100 Lawrence Ave. Smithtown, NY 11787

COURSE 10 · ADMINISTRATOR SERIES

Strategic Planning That Leads to Action

From Shared Priorities to Measurable Progress

COURSE DESCRIPTION

A strong strategic plan should provide a clear direction for the organization, guide decisions, align resources, establish priorities, and help the Board of Education and community understand where the district is going and how progress will be measured.

This highly practical course guides superintendents and cabinet-level leaders through the process of developing, launching, implementing and sustaining a meaningful three-to five-year strategic plan. Participants will examine how to identify district priorities, engage stakeholders, establish measurable goals, assign responsibility, align resources, communicate the plan, monitor implementation and report progress publicly.

Attention will be given to creating a plan that remains active after the initial rollout. Participants will explore annual goal-setting, dashboards and progress-monitoring systems, Board and community reporting, mid-course adjustments, and review processes that keep the strategic plan relevant & actionable. Throughout the day, participants will work on their own district planning framework and leave with practical tools that can be adapted for immediate use.

LEARNING OUTCOMES

- Develop a clear framework for a three- to five-year district strategic plan with focused, districtwide priorities.
- Design a stakeholder engagement process that builds authentic input, shared understanding, and organizational buy-in.
- Translate strategic priorities into measurable goals, action steps, indicators of progress, and timelines.
- Establish clear ownership and accountability for implementation across the org.
- Align district initiatives, resources, and budget decisions with strategic priorities.
- Create an effective rollout, communication, monitoring, and reporting process for staff, families, students, the Board, and community.
- Establish a three to five-year implementation roadmap with an annual review and goal-refresh process to sustain progress over time.

FACILITATOR
TBD

DATE & TIME
April TBD 2027
8am - 3pm

LOCATION
100 Lawrence Ave. Smithtown, NY 11787

COURSE 03 · ADMINISTRATOR SERIES

HR Leadership Foundations: Building Capacity, Managing People & Protecting the Organization

For HR Leaders Years 1–5, Aspiring HR Administrators & District Leaders Who Work Closely with HR

COURSE DESCRIPTION

HR leaders do more than process paperwork and solve problems. They equip principals, directors, and supervisors to lead people well, while identifying when HR must intervene. For newer and aspiring HR administrators and district leaders who work closely with HR, this course connects employment law, collective bargaining agreements, employee rights, due process, confidentiality, leave, and accommodations with the judgment, communication, and trust needed in daily practice.

Through real school district cases, participants will practice setting expectations, coaching difficult conversations, documenting concerns objectively, and distinguishing routine supervision from investigations or formal discipline. The central question is how to build supervisors' capacity: when should they act, when should HR coach, and when should HR or counsel step in? Participants will consider how to sustain relationships after personnel action and create consistent protocols across schools and departments, moving HR toward a proactive leadership role.

LEARNING OUTCOMES

- Identify core legal, contractual, and procedural duties in school HR.
- Spot issues involving rights, leave, accommodations, confidentiality, and due process.
- Apply collective bargaining agreements to supervisory decisions.
- Distinguish coaching from investigations and formal discipline.
- Set clear expectations and document concerns objectively.
- Coach district supervisors through difficult conversations and appropriate action.
- Decide when supervisors, HR, or counsel should act; build consistent protocols. Consider- Employee concern decision tree, performance improvement templates, and "Before You Call HR Checklists."

FACILITATORS
Mr. Neil Katz, Asst. Superintendentfor Personnel, Smithtown CSD & TBD

DATE & TIME
November 19, 2026
8 am - 3pm

COURSE 4 · ADMINISTRATOR SERIES

The Superintendent's 12-Month Executive Leadership Calendar

Leading the Year Before the Year Leads You

COURSE DESCRIPTION

The work of a superintendent follows several overlapping calendars: governance, budget, staffing, instruction, labor, capital projects, safety, compliance, and community communication. In this one-day working institute, superintendents and aspiring executive leaders will map the July–June cycle, anticipating key decisions and connecting them to Cabinet planning, Board presentations, and stakeholder communication.

But great leadership is about far more than managing calendars and meeting deadlines. It is about leading with purpose, gratitude, and a spirit of service while inspiring others to do their best work. Participants will explore how daily decisions, interactions, and communication shape district culture, build trust, strengthen relationships, and foster a shared sense of pride and commitment. Through practical examples, they will examine how these leadership principles weave into the day-to-day responsibilities of a district executive, balancing compassion and confidence in others with clear expectations and accountability.

Participants will develop a customized executive calendar that serves as a practical guide for planning, delegation, communication, and celebrating progress. More importantly, they will consider how intentional leadership can shift mindsets, energize teams, and create a positive, collaborative culture where people feel valued and invested in the district's success. The calendar keeps the work organized; inspired leadership moves the district forward.

LEARNING OUTCOMES

- Map governance, budget, staffing, instruction, labor, and capital cycles to anticipate decisions and opportunities.
- Build linked executive, Cabinet, and Board calendars that support proactive planning and communication.
- Explore how everyday leadership decisions and interactions influence district culture, trust, and morale.
- Apply principles of service, gratitude, communication, and accountability to strengthen relationships and inspire teams.
- Develop strategies to empower others, build shared ownership, and foster enthusiasm for district goals.
- Create monthly look-ahead routines that anticipate challenges, celebrate accomplishments, and sustain positive momentum.

FACILITATOR
Paul Defendini, Superintendent, Farmingdale UFSD

DATE & TIME
December 1, 2026
8am - 3pm

LOCATION
100 Lawrence Ave. Smithtown, NY 11787

COURSE 09 · ADMINISTRATOR SERIES

Collective Bargaining Beyond the Basics

Preparation, Strategy, and Relationships at the Table

COURSE DESCRIPTION

Contract negotiations are taking place amid recruitment and retention challenges, compensation pressures, rising benefit costs, budget constraints, and changing workforce expectations. This advanced course helps superintendents and cabinet leaders prepare a district strategy, work effectively with the Board, counsel, and negotiating team, and pursue an agreement that can be implemented responsibly while sustaining productive labor relations.

Through realistic contract negotiation scenarios, participants will examine the multiyear cost of proposals, scrutinize contract language, and weigh tradeoffs involving salary, benefits, workload, leave, and operational flexibility. Special attention will be given to spreading out a salary schedule over more steps: how changes to increments, placement, the top step, and longevity affect employees at different career stages, future costs, and the district's ability to attract and retain staff. Leaders will also consider practical dos and don'ts at the bargaining table and the work required after an agreement is reached.

LEARNING OUTCOMES

- Analyze the current bargaining climate and emerging proposals affecting school districts.
- Establish district priorities, negotiating parameters, and clear roles for the Board, counsel, and bargaining team.
- Calculate the multiyear cost of salary, step movement, benefits, and other contract proposals.
- Evaluate the advantages and drawbacks of spreading a salary schedule over additional steps, including effects on early-career and experienced employees.
- Identify contract language that could create unintended costs, inconsistent interpretations, or operational constraints.
- Apply practical dos and don'ts to proposal development, table discussions, concessions, and written agreements.
- Practice responding to difficult contract negotiations while maintaining a productive working relationship with employee groups.
- Plan for ratification, communication, implementation, and ongoing labor-management dialogue.

FACILITATOR
John Gross, Attorney at Law, Guercio & Guercio, LLP

DATE & TIME
March 18, 2027
8am - 3pm

LOCATION
100 Lawrence Ave. Smithtown, NY 11787

COURSE 08 · ADMINISTRATOR SERIES

Capital Work: The Dos and Don'ts

A Leadership Guide to Projects, Bonds, and Board Decisions

COURSE DESCRIPTION

Capital projects require administrators to make consequential decisions even when they are not construction specialists. This course gives superintendents and district leaders a practical view of the project lifecycle, from identifying needs and setting priorities through bond planning, design, approvals, construction, and closeout.

Participants will examine common missteps: unclear scope, weak contingencies, underestimated timelines, poorly managed change orders, and communication gaps with the board or community. Case discussions will help leaders ask better questions of architects, construction managers, facilities staff, business officials, and counsel while keeping instruction and daily school operations in view. The discussion will also address how to keep school open during construction, document decisions, and respond when an apparently small request affects cost, schedule, or the original purpose of the project. Participants will consider what a superintendent should see in a project dashboard, how to spot emerging issues early, and how to make timely decisions without taking over the specialists' work.

LEARNING OUTCOMES

- Translate facility needs into project priorities, scope, and decision points.
- Recognize the roles of facilities staff, business officials, architects, and managers.
- Ask informed questions about funding, approvals, contingencies, and timelines.
- Identify warning signs of scope creep, disruption, and cost growth.
- Evaluate change-order recommendations and their downstream effects.
- Prepare concise updates for the Board, staff, and community.
- Create an oversight checklist for a project's major milestones.

FACILITATORS
Lance Lohman, Superintendent & James Stuccio, Assistant Supt. for Business, Longwood CSD

DATE & TIME
February 24, 2027 ~ 8am - 3pm

LOCATION
100 Lawrence Ave. Smithtown, NY 11787

COURSE 5 · ADMINISTRATOR SERIES

Budget and Finance: Digging Deeper

From Fiscal Data to Executive Decisions

COURSE DESCRIPTION

School finance leadership requires more than understanding the annual budget calendar. This advanced course helps superintendents and Cabinet leaders look deeper to understand cost drivers, revenue assumptions, fund balance, reserves, long-range forecasts, and the choices that shape financial stability.

Working through district scenarios, participants will learn how to evaluate the financial reports to understand their overall position and stainability for the future. A focus will be on important questions of the business office and auditors, and the ability to explain difficult tradeoffs to the board and community. The emphasis is on using financial information to make defensible decisions while keeping student needs and long-term obligations in view.

Participants will also examine how to present uncertainty honestly, distinguish one-time resources from ongoing commitments, and support a public budget conversation that is clear, credible, and connected to educational priorities. The course will help leaders turn a complex spreadsheet into a decision narrative, showing the assumptions behind each option, what could change, and how choices today affect future budgets.

LEARNING OUTCOMES

- Obtain knowledge to evaluate if a district is headed towards fiscal stress.
- Interpret key cost drivers, revenue assumptions, and budget trends.
- Assess how reserves and fund balance fit long-range planning.
- Use multi-year forecasts to identify emerging pressures.
- Compare financial scenarios and their operational implications.
- Connect spending choices to district priorities and student needs.
- Ask sharper questions of financial reports and proposed expenditures.

FACILITATOR
Ryan Ruf, Asst. Supt. for Business & Operations, Massapequa UFSD

DATE & TIME
January 20, 2027 ~ 8am - 3pm

LOCATION
100 Lawrence Ave. Smithtown, NY 11787

COURSE 06 · ADMINISTRATOR SERIES

Problems of Practice

A Working Clinic for School and District Leaders

COURSE DESCRIPTION

School leaders regularly face complex challenges that require sound judgment, thoughtful communication, and difficult decisions, often amid competing perspectives and expectations. This interactive clinic provides superintendents, cabinet members, and building leaders with an opportunity to work collaboratively through four realistic leadership dilemmas reflecting the challenges of today's schools. Using structured problem-solving protocols, participants will examine each situation, distinguish facts from assumptions, consider competing interests, explore possible responses, and anticipate unintended consequences.

Through guided discussion and peer collaboration, leaders will examine how to navigate sensitive situations, manage conflict, build trust, and make principled decisions even when the outcome may be unpopular. Emphasis will be placed on balancing student needs, professional responsibilities, organizational priorities, and community expectations while maintaining credibility and relationships. Participants will leave with practical protocols, decision-making strategies, and communication approaches they can apply when confronting complex problems in their own districts.

LEARNING OUTCOMES

- Apply structured problem-solving protocols to four complex, real-world leadership dilemmas.
- Distinguish facts, assumptions, competing perspectives, and underlying causes when analyzing challenges.
- Evaluate possible responses based on student needs, ethical responsibilities, organizational priorities, and potential consequences.
- Navigate difficult decisions, stakeholder pressures, and conflict while maintaining trust and professional credibility.
- Develop communication strategies for addressing sensitive or unpopular decisions with clarity and confidence.
- Collaborate with colleagues to challenge assumptions, consider alternative perspectives, and strengthen decision-making.
- Apply practical frameworks for determining next steps, engaging stakeholders, and assessing the impact of decisions.

FACILITATOR
Dr. Mark Secaur, Superintendent, Smithtown CSD

LOCATION
100 Lawrence Ave. Smithtown, NY 11787

DATE & TIME
January 25, 2027
8am - 3pm

COURSE 07 · ADMINISTRATOR SERIES

The HR Playbook: Digging Deeper Part 2

Complex Personnel Decisions for Experienced Leaders

COURSE DESCRIPTION

Building on last year's successful HR course, this advanced session addresses personnel issues that rarely arrive with a simple script. Leaders will examine complex situations involving performance, investigations, leave and accommodations, discipline, labor agreements, and the point at which legal counsel should be involved.

Scenario work will focus on sound judgment as well as process: gathering facts, documenting carefully, coordinating with principals and supervisors, and communicating with dignity when decisions are difficult. Participants will consider how to protect consistency and trust while meeting the district's obligations. Leaders will also consider how to support the supervisor closest to the issue, preserve confidentiality, and avoid allowing an urgent case to create inconsistent practices across schools or departments. Participants will test how apparently similar cases may call for different responses, while building a disciplined decision process that is fair, well documented, and attentive to both employees and the district.

LEARNING OUTCOMES

- Assess complex personnel situations for legal, contractual, and policy concerns.
- Plan fair fact-finding and determine when a formal investigation is warranted.
- Document performance and conduct concerns with clarity and consistency.
- Recognize issues involving leave, accommodations, and due process.
- Coordinate appropriately with supervisors, HR, labor counsel, and the Board.
- Prepare difficult decisions and conversations with dignity and care.
- Plan follow-up that maintains accountability and working relationships.

FACILITATOR
Alyson Matthews, Member
Bond Schoeneck, & King, PLLC

LOCATION 100 Lawrence Ave. Smithtown, NY 11787

DATE & TIME
February 9, 2027
8am - 3pm