

PERSPECTIVE

NEWS FOR & ABOUT MEMBERS OF THE AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS

Conference Preview Issue

*79th Annual Conference
October 17-20, 2017
Sheraton Grand at Wild Horse Pass
Phoenix, Arizona*



INSIDE:

- 2017-18 Executive Board Nominees
- Conference Registration
- Why Reach for the Stars?
- Schedule-at-a-Glance
- Keynote Spotlight
- Welcome Reception
- Pre-Conference Sessions

PERSPECTIVE

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President's Corner

From the Desk of Rick Arnett, AASPA President



Where Did Summer Go?

I once had a colleague say to me that he could not think of another profession that goes through the annual shutdown and restart process we see each year as public educators. I have to agree; we have a very unique profession in that regard. I am confident that the average person truly does not understand what really happens in public education over the course of a calendar year and even less about what occurs in the summer, especially for administration. I cannot tell you how many times I have had to inform someone that no, I don't get the summer off and inform them that that is generally my busiest time of the year. I am sure many of you have had that same conversation.

I am certain many of you go through the same thought process that I do each August as well, "If I can just get past the first few of weeks of school things should slow down a little bit." Traditionally, around this time each year, I am wrapping up the hiring process, getting ready for new teacher training, as well as the annual back to school welcome and finalizing the professional development activities I have planned for the year. Summer cleaning, construction projects, new program implementation, or a number of other items that need to be complete before the start of the year are coming to a close around this time as well. Each and every year, August is a mad dash to the start of school, and I look forward to the time we can get everyone in the buildings and let things settle down.

If things work out right, but more often than not they do not, around mid-October we can take a breath, regroup, and prepare for the next wave that comes in late winter and early spring. Recruitment season starts, enrollment projections, master schedules, staffing needs are all being reviewed as we plan for the following year. Evaluations are starting to wrap up, which means many times we have to get involved at some level to assist our building administrators in dealing with our less effective performers. Throw in the planning for the summer work projects, determining what impact they may have on other district functions and the logistics involved, and we are right back in the fire storm. It is right around this time each year that I say to myself, "If I can just make it to the time when the students and staff are gone things will quiet down again."

If we are lucky as administrators, after the staff and students are gone we take a few weeks to wrap things up and then find a short period of time to catch our breath again, we may even find time to take a little vacation before we start the whole process over again.

Yes, I am sure you would be hard pressed to find another profession that operates like ours. Truth be told, that is one of the things I love about this profession. It is never boring, often high paced, and I find myself dealing with new challenges each and every year. Combine that with the fact that I believe we do the most important work in the world, and I can say without reservation, I wouldn't have it any other way.

As we wrap up the first phase of the year, I hope you had both a productive and relaxing summer and want to extend an invitation to join your AASPA colleagues October 17 – 20 in beautiful Phoenix, Arizona for our 79th Annual Conference. October, that time we all look forward to, and hope we have positioned ourselves in a way to take a breather before the next rush hour. What better way to spend that time than learning and collaborating with other dedicated professionals and maybe even get in some relaxation and enjoy the sites? We hope to see you there.

Yours in Education,

Rick L. Arnett
 AASPA President

Social Profile

Using Social Media Recruitment in the Hiring Process:

Employers Must Proceed with Caution



By Frank B. Garrett III, Robbins Schwartz, Chicago, IL

The use of social media sites such as Facebook, Twitter, LinkedIn and Flickr have exploded in the past several years allowing individuals to communicate and share data, images, photos and videos instantly. An employer's quick Google search can provide a wealth of data about an applicant. As a result of this social media explosion, an increasing number of employers, including school districts, have decided to use social media in their hiring process. Social media recruitment (also known as social recruitment) if done properly can be a helpful tool in vetting a person's job qualifications and the use of social media is not, by itself, a violation of any federal or state laws. However, there are certain pitfalls and legal implications that school districts should carefully consider before or when implementing its social media screening process and procedure.

Many school districts who have or are considering social network searches should understand that a "peek" at an applicant's social media account postings may reveal more than legitimate information about the applicant's educational and professional background. It is likely to also put the school district on notice of private or personal information about the individual, including their status as a member of a "protected class" under federal and state laws. In general, these laws prohibit employers from discriminating against an individual based on race, color, sex, national origin, religion, ethnicity, disability, age and, depending

on the state, other classifications. An applicant in a protected class, who is not hired for a position after undergoing a social media screening, can claim that the school district's decision was discriminatory and point to the social media screenings as the basis of the district's knowledge and action.

In a relatively recent case, a rejected applicant filed a lawsuit alleging age discrimination. The employer argued it had no knowledge of the applicant's age because his interview was conducted over the phone. However, the applicant claimed that the prospective employer viewed his LinkedIn page and therefore was able to determine his age from the site. While the case was ultimately dismissed in favor of the employer, it is an example of the costly risks involved in social media recruitment.

Anticipating that social media searches may result in an increase of claims by rejected applicants, school districts should carefully analyze the benefits of social media screenings, be guided by legitimate, non-discriminatory business reasons, and carefully document its decision-making process. Articulating the legitimate goals and purposes in a policy will greatly benefit a school district in establishing that its action were legal and not a pretext for unlawful discrimination.

School districts also should check state laws for any restrictions on social media recruitment. While not aware of any state law which outright bans an employer's use of social recruitment, several states have enacted laws prohibiting an employer from requesting or requiring applicants or employees to disclose the user names or passwords to their social media accounts.

One way to minimize any claim that an adversely impacted applicant's protected characteristics were known by the employer is to use an unbiased third-party to conduct the social media searches. The third-party searcher will gather the online information and provide the decision-maker only that which is permissible for consideration. Be aware that use of a third-party to conduct social media background checks will require compliance with the Fair Credit Reporting Act (FCRA) including:

- Notification of the applicant that a consumer report will be requested for employment purposes;
- Written authorization of the applicant to obtain such report;
- Provision of a summary of consumer rights to the applicant; and
- Compliance with adverse action procedures in the event that an adverse action (denial of employment) occurs as a result of the report.

Another option is for the school district employer to allow a non-decision making employee to conduct the social media searches. Arguably, this approach protects the employer from unlawful discrimination claims because the decision-maker would not have knowledge of any protected information.

Frank represents school districts, colleges, local governmental bodies and public and private companies in all aspects of employment law, including complaints and charges of unlawful discrimination, wrongful termination, sexual harassment, civil rights violations, employee discipline and termination. Frank counsels and provides training to employers on all aspects of the employment relationship including but not limited to Title VII, the ADEA, the FMLA and ADA. Additionally, Frank is certified by the Illinois State Board of Education and Illinois Community College Board to provide board member leadership training required by Illinois law.

Frank represents clients in state and federal court, at the trial and appellate levels and before the Illinois Educational Labor Relations Board, the Illinois Human Rights Commission and the Equal Employment Opportunity Commission. Frank is a regular speaker on employment law, at the local, state and national level.

School districts that choose to use social media recruitment as a part of their hiring process should consider the following recommendations as means to minimize liability and unintended violations of law:

1. Develop a written policy regarding the use of social media recruitment. The policy should clearly state the policy's purpose and goals. The policy should detail the scope of the searches, the mechanism, which person or department will conduct the research (preferably someone other than the final decision maker) and what will be done with the results of the employer's social media research (i.e., posts, photos, and/or videos);
2. Ensure that relevant staff members are trained on the school district's social media recruitment policy. Training should also include a review of relevant anti-discrimination, privacy and social media laws;
3. Obtain the written consent of applicants or employees prior to conducting a social media search;
4. Carefully document the process and results of your social media site searches as is done with all other aspects of the hiring and employment process; and
5. In the event a search uncovers information that may adversely impact an applicant's hiring chances, offer the applicant an opportunity to explain before making any conclusions.

Social media recruitment is becoming a more common practice by HR professionals. It is a practice that entails some risk which should be addressed through education and planning. School districts are advised to proceed with caution, taking steps to address the legal pitfalls and liability concerns discussed above prior to engaging in social recruitment.





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KEEPING IT LEGAL:

How to Follow Federal Employment Laws & Stay on the Right Side of the Law

By Andrea Anthony, Rutherford Co. Schools, Murfreesboro, TN

The fear of the unknown gets us in trouble sometimes. The topic of appropriate interview questions may appear as standard practice, but relevant interview questions are sometimes not so standard. So, what can you ask and what should you *never* ask on an employee interview?

There are a series of questions that warrant red flags during interviews. It is inappropriate to ask: How old are you? Or, in what year did you graduate from high school? On the area of "national origin," it is inappropriate to ask: Are you a U.S. citizen? Do not ask: Where were you parents born? One can infer, this might appear to the employee as an employer who wants to know information about being a legal or an illegal citizen. Just do not even think about asking those questions. I know you are probably saying to yourself right now: "Of course I would never ask those questions." You would not believe how many people I have met that have been asked these types of questions. Fortunately for the employers, the company has not received a complaint out of the Office of Civil Rights. They dodged the bullet this time. Lastly, remember this one area, if you do not remember any other, never ask questions about someone's race. There are never any appropriate questions based on the area of "race." Never even hint at it. Never!

In the field of "disabilities," it is not appropriate to ask: Have you ever been addicted to drugs? Or, what kinds of medications do you take? What about the question: How many sick days did you take last year? Again, do not ask: Have you ever received Workers' Compensation? Please do not ask even if your

curiosity is about to get the best of you. You know the old saying: "Curiosity killed the cat." Do not die on a proverbial hill! Moving on to the area of "medicine." Do not ask: Do you plan to have a family and if so how many children are you wanting? Or, do you have health coverage with your spouse? I am lamenting the thought of this being asked right now as you read. If these questions are asked, it appears the employer must be wanting to know how much this employee will cost them and about the expenses for a substitute while they are out on leave. Watch out for those



landmines; they can be avoided! What about the area of a "criminal background?" Don't ask the question: Have you ever been arrested? What about "military" topics? Do not ask: Were you honorably discharged? In the area of "religion," it is not appropriate to ask: What holidays do you observe? All it takes is one person to complain to the OCR out of the 250 plus or minus times that someone asks these questions. Your career could then be in great jeopardy. We just discussed federal

employment laws on what you can and cannot ask. Let us now review eight laws we use consistently in our HR role.

There are various areas of discrimination that seem to be easy targets for employers. Therefore, it is important to review these areas. Title I of ADA, prohibits discrimination based on an employee's disabilities. It is *unlawful* 1.) to use screening tests unless these are shown to be job-related and consistent with the necessity of the job; 2.) to use test results in any other way other than to identify skills, aptitude or other supporting areas; and 3.) to *not* make reasonable accommodations unless that accommodation would

impose an undue hardship.

Age Discrimination in Employment Act (ADEA)

prohibits discrimination based on age. We are talking about the age group of 40 and over. ADEA prohibits discrimination concerning any term, condition or privilege of employment. It prohibits disparate treatment and discrimination. It prohibits any intentional discrimination based on age. It forbids giving physical agility test to those only over the age of 50 based on a belief that this age group is “less able.” Finally, it prohibits discriminatory test and/or procedures based on age (remember still looking at the 40-year-old or older group) unless the “challenged employment action” relies on a “reasonable factor” other than age. Let us move on down the alphabet to our next law.

Equal Employment Opportunity Commission (EEOC)

states it is illegal to discriminate based on race, color, religion, sex, national origin, age, disability or genetic information. It is also illegal to retaliate if a person complained about discrimination. And, it is illegal to retaliate based on the person filing a charge or participating in a discrimination investigation or lawsuit.

Next, the **Fair Credit Reporting Act (FCRA)** is what we call the “reference checking” Act. Did you know you can obtain a consumer report if there is written disclosure and written authorization is received from an employee? Not many have this practice because if the employer takes “adverse action” (not hire) then the employer must give a copy of the report to the employee and a written description of their rights. This Act is often known as “blacklisting.” In my opinion, it is best not to have this practice of retrieving credit reports.

Fair Labor Standards Act (FLSA) is called the “Wages” Act. The Department of Labor enforces FLSA which sets the minimum wage and overtime pay standards, qualifications and exemptions. You know the rule where overtime pay is paid at a rate of not less

than one and one-half times the regular rate of pay. This is required after 40 hours of work in a workweek. There are of course exemptions to specific businesses and types of work. I often think of the signature forms we have volunteer coaches sign at our schools. These basically state how hourly employees may volunteer or donate their services without contemplation of pay and not be considered employees of such organizations. This is necessary to protect the employer.

Equal Pay Act (EPA)

requires men and women to be given equal pay for equal work. The jobs do not have to be identical but do have to be substantially similar. Sometimes, employers and employees are both confused on this detail. Remember, it is “job content” not “job titles” that determine substantially equal. As you know, pay differentials are permitted when based on seniority, merit, quantity or quality of production or

a factor other than sex. These are affirmative defenses, and the employer has the burden to prove they apply if called into question.

Patient Protection and Affordable Care Act (PPACA)

is often called “Health Care Reform.” It is the result of the March 2010 enactment of PPACA. PPACA deals with coverage provisions and health related account changes. This is a very detailed act and requires your annual review with your legal counsel. You then, in turn, can update and communicate these provisions with your employees.

Moving to our final law and one that you may already know about, The **Family Medical Leave Act (FMLA)**. Does FMLA have to be *unpaid* leave? No. The FMLA only requires unpaid leave. However, the law permits an employee to elect, or the employer to require the employee, to use accrued paid leave, such as vacation or sick leave, for some or all of the FMLA leave period. The FMLA is where an employee can be granted the opportunity to take unpaid, but job-protected leave for a specified family person or medical reasons with continued group health insurance. An employee could take up to 12 workweeks of FMLA leave in a 12-month

“Knowing the law is a pertinent part of HR. The ability to adequately interview potential candidates for a position is a powerful tool.”

period for a set list of reasons. These reasons include the birth/adoption/foster caring of a child; to care for a spouse, son, daughter or parent with a serious health condition; an employee who is “unable to perform their job functions” due to a health issue(s); or even designated family people who are on military active duty. This list of FMLA possibilities may be longer than you realized.

Knowing the law is a pertinent part of human resource. The ability to adequately interview potential

candidates for a position is a powerful tool; however, with that power, also comes the ability to inadvertently violate an individual’s rights during the hiring process. You can’t always ask what you want in an interview, but if you follow the law, you will get what you need. Knowing what you can and cannot ask is just the first step in being in aligning with the potential violations of the law associated with human resources. Do not be fearful of the unknown! Instead, follow the law and your years of success will be many.



Andrea Anthony, Ed.D., J.D., began her secondary education career 24 years ago and is continuously recognition for her leadership and vision in helping her high school move from a state target school to a 2011 National Blue Ribbon School. She began her leadership role as a high school mathematics department chair and a graduate school adjunct professor at MTSU. She has also served as a curriculum and instruction assistant principal, director of her district’s K-12 summer schools, Tennessee’s NASSP Principal of the Year, chairman of Tennessee’s Mid-Cumberland Coordinators, and currently as her district’s secondary coordinator of education and Title IX compliance coordinator. While serving as an assistant principal, Dr. Anthony went back to get her second doctorate in law, a doctorate of jurisprudence, citing so much of administration deals with the law and employing a world class staff. She added her SHRM HR generalist certification and is involved with her district’s policy team, recruitment and job fair team, and the state’s retention team to recruit and retain effective CTE teachers.

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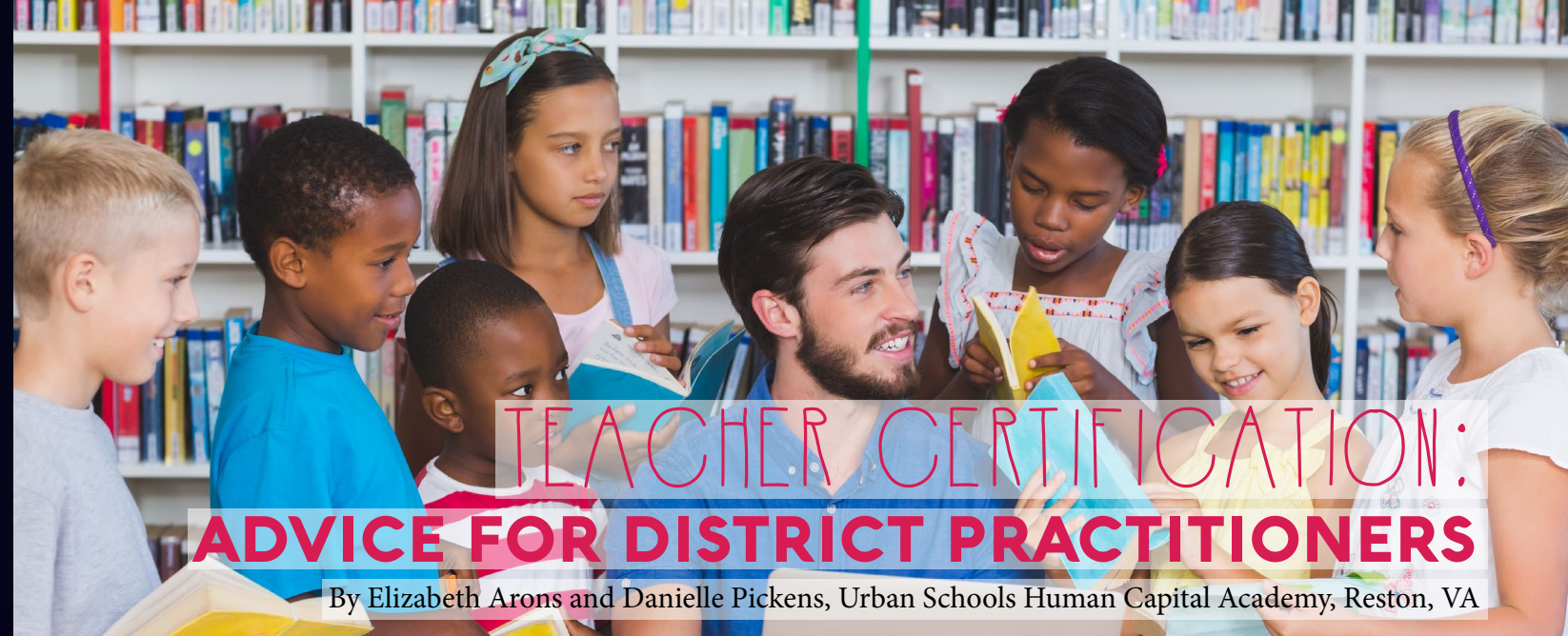
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TEACHER CERTIFICATION: ADVICE FOR DISTRICT PRACTITIONERS

By Elizabeth Arons and Danielle Pickens, Urban Schools Human Capital Academy, Reston, VA

We've lost faith in teacher certification. It can be a shocking statement when you learn that one of us managed teacher certification in New York City's 1,600+ public schools, while the other led entire human resources divisions in New York City, Montgomery Public Schools (MD), and Fairfax County (VA) with oversight of teacher certification. And yet, we see little to no value in the complicated systems in place to judge a teacher's quality before they enter the classroom.

One would assume that in any profession, extensive preparation is the key to success on the job. For example, who would willingly submit to surgery from a doctor with little to no advanced preparation? Yet, the research shows again and again that a teacher with little to no preparation — often certified through fast-track, alternative routes — can be equally as effective in the classroom, if not better, than those with three to four years of traditional teacher preparation and coursework. (Institute of Education Sciences, 2013; Walsh & O'Tracy, 2005; Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2006). In short, certification does not guarantee an effective teacher.

So why do most states and districts ignore the evidence and require hiring decisions based on certification status? Advocates of traditional certification programs (most often run through university schools of education) argue that requiring prospective and current teachers to complete standardized coursework and pass tests before they enter the classroom enhances the overall quality of teaching and enables greater student learning (Darling-Hammond, 1994).

They claim certification is "raising the bar" to entry into teaching and, as a result, guaranteeing better performance in the classroom. The research cited above refutes this. And, in fact, the single indicator that best predicts a teacher's future performance is their past performance (Rockoff, Jacob, Kane, & Staiger, 2008), which is only available after a teacher is hired and completes time in the classroom.

Our experience in our previous roles and our current work at the Urban Schools Human Capital Academy — which has supported more than 26 urban districts across the country — suggests that certification serves as a key barrier to building a pipeline of quality teachers into the classroom. Under the current system, teachers are required to invest time, energy and money into coursework, testing and sometimes completing a Master's degree when these requirements have — at best — limited correlation to teacher effectiveness (Rice, 2003; Sawchuk, 2011). Even when these requirements are fulfilled, they are no guarantee a teacher will be effective. In fact, during the years Elizabeth Arons, Ph.D., served as Chief Human Resources Officer for the New York City Department of Education, she led the documentation of more than 800 consistently low-performing, unsatisfactory tenured teachers, all of whom held Master's degrees, were fully certified and teaching in the field for which they held licenses.

So what's a district practitioner to do in light of this evidence?

First and foremost, eliminate certification status as a disqualifying factor from your hiring criteria. Lack

of certification should not disqualify a high potential applicant from beginning teaching. Allow principals to interview interested candidates who have solid academic college backgrounds. If an applicant has no certification, consider how you might quickly enroll them in an alternative certification program. If no program exists, work with a local university to create one and be sure to provide mentoring for new teachers, which has been proven to increase teacher effectiveness (New Teacher Center, 2017). While you should push for longer-term certification fixes in your state, this is a short-term fix to help you now.

Next, once you have data on a new teacher's effectiveness in the classroom, use it to strategically retain those teachers who are effective and exit those who are ineffective. Rather than certification, past performance can predict who will be effective in the future. Be sure to use multiple measures to assess teacher effectiveness, including student achievement data, where available. Be prepared to make retention

decisions in advance of a tenure decision.

Finally, lobby your state for long-term changes to certification. Ensure that all state certification requirements have a grounding in research and make licensure contingent upon effective continued performance in the classroom. A chronically underperforming teacher should not be able to maintain their licensure indefinitely. By the same logic, a teacher who is performing well based on multiple measures - principal observations, student and parent input and student achievement results should never be discontinued (non-renewed) because of a state licensure requirement. Yet this is happening in countless districts we work with across the country.

In the face of significant teacher shortages, we must continue to push the envelope based on research and experience. Reconsidering the use of certification in hiring is an idea whose time has come.



Elizabeth (Betsy) Arons is in her 37th year in public education and her 34th year in human resources leadership in public school systems. She is Chief Executive Officer and founder of the Urban Schools Human Capital Academy - an initiative that focuses on human resources reform and the development of human capital leaders. She has served as Chief Executive Officer of Human Resources, and Senior Human Resources Advisor in New York City Department of Education (2003-2010); as Associate Superintendent, Human Resources, Montgomery County (MD) Public Schools (1995-2003); and as Director of Human Resources in Fairfax County (VA) Public Schools (1979-1995). Throughout her leadership roles, she has instituted a number of human capital and human resources reforms to elevate the strategic role of HR in meeting the district's student achievement goals. From 2007 - 2011, she

worked as a Human Resources/Human Capital consultant for The Bill and Melinda Gates Foundation, supporting Human Resources reform in urban districts such as Atlanta, Charlotte-Mecklenburg, Denver, Hillsborough County, Memphis, Pittsburgh, Prince George's County, Oakland, and Tulsa.

Danielle Pickens, the Academy's Chief Program Officer, has more than fifteen years of experience working in urban education. Most recently, as a Human Resources Director for the New York City Department of Education, she led a team of 50+ employees to assist more than 5,000 teachers annually in gaining certification quickly and easily so they could focus on the more important work of improving their instructional practice. As part of her role in Human Resources, Danielle also conceptualized and launched technology systems like a Human Resources Exchange, an online communications platform, to better share HR updates, news, and data with schools, central, and field-based offices. Prior to her work in Human Resources, she raised more than \$70 million in private funding to support the New York City Department of Education's key leadership priorities, including a Leadership Academy for principals, parent involvement, and a budget reallocation process. Before joining the New York City Department of Education, Danielle worked at Accenture, a management consulting firm. Danielle earned a Master's in Education Policy and Management from the Harvard Graduate School of Education and a Bachelor's degree in Public Policy from the University of Chicago.



FALL IN LINE?



By Tamira Griffin, McKinney ISD, McKinney, TX

When I was hired by my current district, I quickly identified a number of things in the HR department that I believed needed attention. That's not to say that things were bad or to be disrespectful of the prior leadership. I just felt that there were some things I wanted to examine a little more closely and determine if the direction we were going was the appropriate one or if changes were needed. After a couple of months, I knew I would want to make a number of adjustments. Because of the scope of work, I had to think about priorities because we did not have the resources to work on everything at once.

Like most people, I started a list. No, it was not paper or electronic, just a list in my head. I started to give thought to what needed to be tackled first and it quickly became clear that we needed to complete a number of process reviews, the results of which would provide clarity for next steps and prioritized actions. I knew I would not feel comfortable until we had examined every work process in HR. Both leadership and the work teams associated with the processes needed to understand what we do and collaboratively determine what changes might need to be made in order to streamline, consolidate, document and set a monitoring system in place for the future.

My first step was to hire someone to serve on our HR leadership team who had some experience in process reviews and continuous improvement strategies. Although there was a lot more detail, she basically followed the model below as an informal guide as we began to review our HR processes, an activity that is still ongoing two years later.

Thinking about reviewing and improving our processes prompted me to think about dominoes...no, I don't play dominos...although I do come from a family that loves to play 42! But I digress...

SAMPLE MODEL:

- **IDENTIFY AREA IN WHICH TO REVIEW A WORK PROCESS**
 - Determine if there is a need for change:
 - More efficient or effective way to do it
 - Improved customer service
 - Streamlined work flow
 - Better use of technology
 - Consolidation of systems and databases
 - Compliance with state/local/legal requirements
- **GATHER PREVIOUS INFORMATION INCLUDING CURRENT PROCEDURES**
- **REVIEW EXISTING PROCESS**
- **COLLABORATE WITH WORK TEAM TO DISCUSS EXISTING PROCESS AND REQUEST SUGGESTED CHANGES**
 - Determine what one action (or few actions) will have the greatest impact
 - Identify the most appropriate sequencing
 - Analyze pros and cons
 - Determine who will be impacted by any potential changes, directly and indirectly
 - Identify tasks to be completed
 - Prepare a timeline
- **CREATE REVISED PROCESS**
 - Break each task into action items
 - Assign responsibility:
 - Determine who should perform the steps necessary to accomplish the task
 - Prioritize by order of importance
 - Pinpoint actions that may affect other actions
 - Identify any parallel tasks
- **DISCUSS RECOMMENDED CHANGES WITH CHRO**
- **DOCUMENT FOR FUTURE REFERENCE AND CONSISTENCY**
- **MEET WITH ALL STAKEHOLDERS TO DISCUSS CHANGES AND IMPLEMENTATION**
- **MONITOR ON ONGOING BASIS, MAKING REFINEMENTS AS NEEDED**
- **REFLECTIONS:**
 - How did the review process work?
 - What did you like about the process?
 - What would you suggest we do differently?
 - Do you have other recommendations that will help us continue to improve?

What I really started thinking about was the notion of pushing the lead domino. This is not a new idea. Many people have talked about it. Among them, entrepreneur Nathan Lustig, author Tim Ferriss, blogger Joel Runyon, real estate mogul and author Gary Keller and philanthropist Derek Sivers. Perhaps you have heard or read some of the interesting discussions surrounding this topic. There are a number of TED Talks, YouTube videos and blog posts talking about the domino effect and the lead domino.

Have you given thought as to what your lead domino may be? As we gear up for a new school year, I believe this may be an opportune time to identify or re-identify our lead dominos. A key question is this: Which step or task, if we do it and do it right, will make the following steps easier or maybe even irrelevant?

Geophysics professor Stephen Morris in his famous YouTube video (<https://www.youtube.com/watch?v=y97rBdSYbkg>) says a domino can knock down another domino about one and one-half times the size of itself. Think about that. If we accomplish one important thing, it could make the next, bigger, step not only easier but also likely quicker, cheaper, more effective, and so forth. And it builds its own momentum as it goes!

What is the one big thing that, if we accomplished it, would make everything else fall into place more easily? For all of us, the ultimate lead domino is probably student learning, but some of our jobs are naturally closer to that than others. For those of us in HR, our lead domino might be recruiting the best teachers for our kids. I say “might be” because I believe our lead dominos may vary depending on the season we are in, what pressures come to bear such as from the legislature or community and what has already been accomplished that may change the current dynamic. It can also vary from department to department or even from work team to work team. The act of seeking to review and improve our work processes may highlight specific dominoes that may be more important than others. Even though we all share a common mission, we have our own specific goals because our roles in meeting the mission are different and unique.

I am fortunate in that I live and work in a community that is very supportive of our school district. Our community desires and expects that we will deliver the best for our students. Does this influence what we identify as our lead domino?

What is your lead domino? What will it take to push it? How can we help each other in this task?



Tamira serves as Assistant Superintendent and CHRO for McKinney ISD, near Dallas, Texas. She holds pHCLE, SHRM-SCP, and SPHR certifications. Tamira served as President for both the Dallas Human Resource Management Association and the Texas Association of School Personnel Administrators. She was the first recipient of the Dr. Mary Hopkins TASP Administrator of the Year award.

Looking for More Professional Development?

Think about attending one of AASPA's upcoming professional development events, Human Capital Leadership Summit and Personnel Administrator Boot Camp.

Who Should Attend?

- HR Directors
- Superintendents
- Assistant Superintendents
- Principals
- Business Officials
- Any school administrators involved in recruitment, retention and human capital management



Human Capital Leadership Summit

DECEMBER 7 - 8, 2017 | 8:00 am | Albuquerque, NM

The Human Capital Leadership Summit is designed for school leaders who are past their first three years of human capital management and who are looking for that next level of professional development in HR leadership. Sessions will be dedicated to helping participants grow professionally in their knowledge as well as personally in their leadership skills.

Personnel Administrator Boot Camp

JANUARY 25 - 26, 2018 | 8:00 am | Savannah, GA

Take charge of your career, increase your knowledge, and gain the respect of your peers and superiors with career enhancing professional development. AASPA's Personnel Administrator Boot Camp is an engaging learning experience and will help you ignite your passion for human resources. Boot Camp is a “must attend” event for those new to school HR!

Learn more & register at www.aaspa.org.

FMLA Rules for Instructional Employees

By April Mabry, Texas Association of School Boards HR Services, Austin, TX

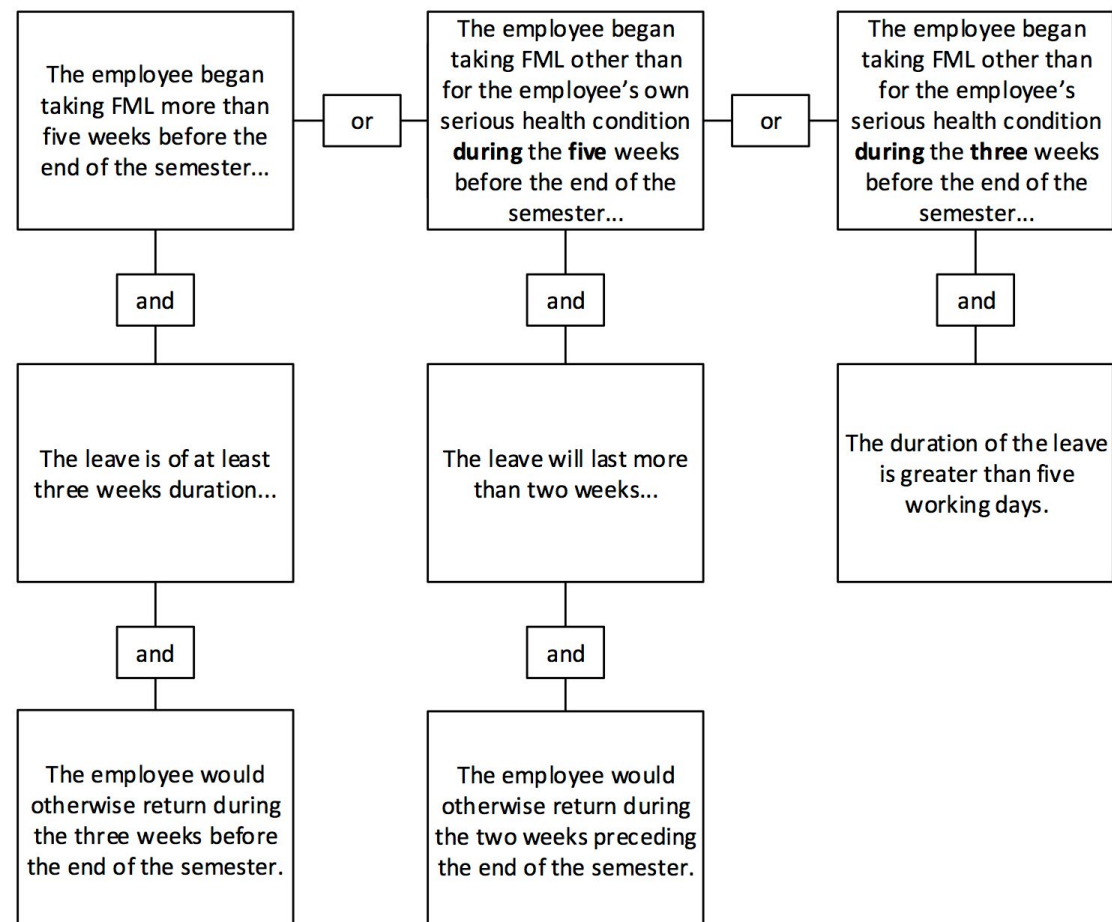
In recognition of the need to preserve the instructional program, the Family and Medical Leave Act (FMLA) regulations provide special rules for instructional employees. These rules apply for leave taken at the end of the semester and when an instructional employee needs intermittent or reduced schedule leave for planned medical treatment for themselves or a family member.

Instructional employee defined

The FMLA regulations define an instructional employee as an individual who provides direct instruction to students and whose primary job is to teach and instruct students in a class, small group or individual setting. This may include teachers, coaches, driving instructors and special education assistants such as interpreters. It does not include administrators, counselors, psychologists, curriculum specialists, other professional support personnel and auxiliary personnel.

Leave at the end of the semester

In certain circumstances, as illustrated in the chart below, instructional employees can be required to continue on family and medical leave until the end of a semester.



Leave for planned medical treatment

As with any other employee, the district must grant intermittent or reduced-schedule leave to instructional employees because of a medical necessity. If the leave for the planned treatment is more than 20 percent of the total number of working days over the period the leave would extend, the district may require the instructional employee to choose between the following:

- Temporarily transferring to an alternative position with the same pay and benefits that would better accommodate the need for leave.
- Taking leave for the duration of the planned treatment or care (a block of time) as long as the block of time does not begin earlier than the first day that leave is needed and does not extend beyond the last day that leave is needed.

To invoke this rule, the district must provide the employee with the option to transfer to another position. The employee cannot be forced to take the leave as a block of time if the district does not offer the employee an opportunity to transfer to an alternate position. If the employee chooses to take leave for the duration of the leave, the entire period of leave taken counts as FML.

Instructional employees who are absent 20 percent or less during the foreseeable leave period cannot be subject to transfer to an alternative position.

Transfer rules for non-instructional employees

Transfer provisions for other employees only apply to situations where the need for leave is foreseeable because of planned medical treatment. The district may require a non-instructional employee to temporarily transfer to an available alternative position for which he or she is qualified that better accommodates the need for intermittent or reduced leave schedule. If the need for intermittent leave is due to a chronic, reoccurring condition that is not predictable, the transfer provision would not apply.

When the district requires the non-instructional employee to transfer to an alternative position, the transfer may only occur during the period of time that the intermittent or reduced leave schedule is required. The alternative position does not need to have equivalent duties; however, the pay and benefits must be the same. In addition, the transfer may include altering an existing job to better accommodate the employee's need for intermittent or reduced leave schedule.



April Mabry is assistant director of the HR Services division of the Texas Association of School Boards. She has provided training and guidance to Texas public schools on leave laws and administration, records management, and HR policies and procedures since 1991. Ms. Mabry has a bachelor's degree in education from the University of Michigan, certification as a Professional in Human Resources (PHR), and is a SHRM Certified Professional (SHRM-CP). She also has more than 10 years classroom teaching experience in Texas and Michigan public schools.

The Benefits of Strong Leadership

By Donis Toler Jr., Princeton City School District, Cincinnati, OH

How one defines leadership is essential to the success or failure of any organization. If executive level leaders see their role as being autocratic, with no responsibility to mentor, listen or include, there will be impactful consequences. However, if the leadership team in an organization realizes the value in mentoring employees, fostering an innovative culture and implementing a communication plan to include all employees, success is sure to follow. Leadership can be, but is not always inherent; still there are various resources to improve leadership skills.

Author Stephen Covey is the most widely recognized educator on leadership and has written many books including the well known "7 Habits of Highly Effective People." This resource comes at a minimal cost and can provide insight into the work that goes into becoming a successful leader as well as the probable outcome. Which of the seven habits do you recognize as a current practice in your organization? Which do you recognize as missed opportunities for more successful leadership?

One way to ensure you are on the path to becoming a successful leader is to honestly answer two questions. "Would I want to work for me?" and "Am I reaching the goals of the organization?" If the goals of the organization are being met but morale is low, that is the result of poor leadership. There are hard working employees who feel a sense of ownership in their work and are able to produce ideal results even under less than desirable leadership. However, more often than

not, poor leadership causes a plummet in available human capital.

Ultimately, one has to decide whether they want to be seen as a boss or a leader. It does not require any real skill or effort to bark out orders to employees. It does, however, require leadership skills to create a culture of mentorship, initiative, collaboration and innovation. In the words of Jack Welch, former CEO of General Electric, "Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others".



Dr. Donis Toler, Jr. earned his Doctorate of Education from Walden University with a focus on The Impact of Small Learning Communities on Academic Achievement. Prior to that he earned a Masters of Arts from Ohio State University and his Bachelor of Arts was achieved from Denison University. Dr. Toler has worked with Columbus Public Schools as a teacher and has spent time in both Groveport Madison Local Schools and Dublin City Schools as a Principal. Dr. Toler served the Dublin City Schools as the Coordinator of Human Resources and the Coordinator of Diversity and Equity. Dr. Toler is currently the Executive Director of Human Resources for the Princeton City School District.

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A 21st Century Approach to Human Capital Management

By Emily Douglas-McNab, Battelle for Kids, Columbus, OH

The most valuable asset in any school system is its people. Myung, Martinez and Nordstrum (2013), in an examination of National Center for Education Statistics data from the largest 49 school systems in the country, found that human capital expenditures ranged from 65 to 90 percent of district operational spending. But more important than any financial investment school systems make in their people is the impact these professionals have on student learning and wellbeing. Great teachers can change the course of a child's life. Great leaders inspire and empower educators to be their best. And experienced and caring support staff play a critical role in student success.

The quality of the people in our classrooms and schools is as important as it's ever been, as school systems work to prepare all students with the knowledge, skills and abilities necessary to succeed in college, careers and life. To create high-quality 21st century learning experiences, school systems need a 21st century approach to human capital management systems.

Klaus Schwab, founder and executive chairman of the World Economic Forum, recently wrote: "We stand on the brink of a technological revolution that will fundamentally alter the way we live, work and relate to one another. In its scale, scope and complexity, the transformation will be unlike anything humankind has experienced before." From manufacturing to transportation to human resources, technology is disrupting industries, reshaping our economy and redefining the competencies our young people need to succeed now and in the jobs of the future.

Dov Seidman (2014) explains that we are transitioning from a knowledge economy, in which workers are hired for their heads, to a human economy where the most valuable workers will be hired hearts. "The know-how and analytic skills that made [workers] indispensable in the knowledge economy no longer give them an advantage over increasingly intelligent machines. But they will still bring to their work essential traits that can't be and won't be programmed into software, like creativity, passion, character and collaborative spirit—their humanity, in other words."

By many measures, America's schools are better than they have ever been before, but our education system hasn't kept pace with the rate of change around it. If an educator from the 1950s, or even the 1850s, walked into most classrooms today, they would see a familiar set up—children seated in rows of desks listening to a teacher lecture in front of them. Today's learners must have access to a more dynamic educational experience that not only provides for the acquisition of rigorous academic content, but is also more intentional about fostering critical thinking, communication, collaboration, creativity, and other 21st century skills. There are examples of innovative 21st century practices happening in classrooms and schools across the country, but those experiences aren't universal for every student.

How do we ensure that all students have access to an educational experience that prepares them with the knowledge, skills and dispositions necessary to succeed in this complex, rapidly changing world? Following are four steps for human capital leaders to advance their school system's vision for 21st century learning.



Emily Douglas-McNab is part of the Human Capital team at Battelle for Kids, a nonprofit organization that provides strategic council and services to states and school districts and across the country to improve educator effectiveness and accelerate student growth. Emily can be reached at edouglas@battelleforkids.org or on Twitter at [@EmilyDouglasHC](https://twitter.com/EmilyDouglasHC).

1. Engage with the school community to create a vision for 21st century learning.

School system leaders need to engage their school community—including educators in partnership with parents, students, businesses, political representatives and other community stakeholders—in developing a stated vision or goal around 21st century learning for every student. What knowledge, skills and dispositions do graduates need to be successful in college, careers and life? What knowledge, skills and dispositions do teachers need to foster high-quality, 21st century learning experiences for all students? How do district and school leaders make their vision of 21st century learning a reality for every child? When all levels of a school system are aligned and working toward a common vision it helps to ensure equitable access to rigorous 21st century learning experiences for all students, regardless of where they live, what school they attend or which classroom they are assigned. Human capital leaders must have a seat at the table in helping to create and implement that vision.

2. Align the human capital management system to the vision for 21st century learning.

A comprehensive and strategic HCMS will contribute to culture, organizational effectiveness, employee motivation, role clarity, innovative actions, stronger leadership, better communications and problem-solving creativity (Holbeche, 2005), as well as the growth of teachers and leaders (Heneman & Milanowski, 2004, 2007). To create meaningful 21st century learning experiences for all students, school systems need to align processes for attracting, selecting, developing, and retaining talent to the system's vision for 21st century learning. For example, if a school system hopes to build students' 21st century skills around critical thinking, communication, collaboration and creativity, how should interviews be designed to ensure the system selects teachers and building leaders that model these skills? How is the school system building an organizational culture that embraces and reinforces the importance of 21st century skills development?

3. Develop the capacity of staff to deliver high-quality 21st century learning experiences for every student.

To turn a vision for 21st century learning into enduring impact across the school system, professional learning for all staff is critical. Human capital leaders should work to design a professional development program that is ongoing and aligned to the organization's goals for 21st century learning. Leaders should also continuously monitor the system's culture and human capital management practices to ensure educators have the resources necessary to deliver high-quality 21st century learning experiences for every student.

4. Continuously check for alignment to the organization's vision of 21st century learning.

Change at a systems level is difficult in any industry, particularly for school systems working to transform how they educate students. Identifying clear goals with aligned measures and feedback loops will help school systems manage this change. As the saying goes, "What gets measured, gets managed." If school system leaders are not continually fostering momentum around 21st century learning, other work will take over.

The job of human capital leaders in education is essential in helping school systems realize their vision for 21st century learning for every student. As HC leaders, we must all work to align systems, develop the capacity of staff and continuously ensure the alignment of our work to the organization's priorities.

Human capital expenditures ranged from **65 to 90** percent of operational spending

Meet the Nominees

2017-2018 Executive Board



Jason Liewehr

President-Elect

Jason Liewehr currently serves as the Director of Personnel for the Carrollton-Farmers Branch ISD in Carrollton, TX. Jason began his career with the Birdville ISD in 2000 as a high school math teacher. For the past 9 years, Jason has worked in the Department of Personnel in C-FB ISD, serving as Assistant Director and Director. He holds a Master's Degree in Educational Administration and a Bachelor of Arts Degree in Mathematics from the University of North Texas.

Jason has worked closely the North Central Texas Association of School Personnel Administrators providing support for their annual Teacher Job Fair held in Arlington, TX. The job fair hosts approximately 70 districts and charter schools and has registered 2000-3000 candidates annually. Jason has served on the AASPA Executive Board as the Region 5 Representative for four years. During his time as an AASPA Board member, Jason has served as the Board's Liaison to the Constitution & By-Laws, Professional Development, and Nominating committees as well as serving on the Board's Finance Committee for the last three years. Prior to joining the Executive Board, Jason served as Co-chair of the Legislative/Governmental Committee in 2012-2013. Jason has presented several workshops at AASPA Boot Camps, Annual Conferences and at TASPAs conferences.



Brian White

Region 5

Brian White, MBA, SPHR, SHRM-SCP, is beginning his sixth year as the Executive Director of Human Resources and Operations for Auburn-Washburn USD 437 in Topeka, KS.

Brian has been a member of AASPA since 2012. He has presented at National AASPA conferences, state conferences, AASPA webinars and at an AASPA Human Capital Leadership Summit on various topics including strategic HR management, recruiting, and workers' compensation. He serves on the Membership Committee and is currently the chairperson of that committee. He also actively participates in AASPA #K12Talent Twitter chats. AASPA and its members were critical to Brian understanding and learning how to be a successful HR leader in K12 and he enjoys supporting AASPA, its members, and its missions and goals. He is also a member of Missouri Valley School Personnel Administrators (MVSPA), Kansas Association of Directors of Plant Facilities (KADPF), Kansas Association of School Business Officials (KASBO).

He previously served as a Human Resources Manager, College Relations Manager, and Staffing Manager for Payless Shoesource. He has worked in Human Resources for 14 years and earned his Senior Professional in Human Resources (SPHR) certification in January 2012. He also has previously served as Training Group Leader, Operations Group Leader, and Transportation Supervisor for Target Corporation, in addition to serving as a Supply Corps Officer in the United States Navy. He received his BA in Economics from the University of Colorado in 1990 and MBA from Old Dominion University in 1996.



Dr. Eric Weber

Region 5

Eric Weber is currently the Associate Superintendent for Human Resources at Lincoln Public Schools in Lincoln, NE and has served in that role for four years. Prior to that, he served from 2008 to 2013 as Assistant Superintendent for Human Resources for Westside Community Schools in Omaha, NE. An active member of AASPA, Eric is currently serving as Co-chair of the Recognitions committee. He has been a member of AASPA since 2008 and has presented at the national conference as well as numerous regional and state level conferences on behalf of Nebraska Association of School Personnel Administrators (NASPA). Eric has been a member of NASPA since 2008 and served as president from 2014 to 2016.

Eric earned his bachelor's degree from Doane College in 1996 and his Master's in Educational Leadership from Doane College in 1999. Eric received his Doctorate degree from the University of Nebraska at Omaha in 2012. Eric was the recipient of the Doane College Alumni Educator of the year award in 2011, and he was named the Nebraska State Association of Secondary School Principals (NSASSP) Region II Outstanding New Principal in 2006. He was appointed to two separate terms on the Nebraska Special Education Advisory Council for the State of Nebraska. Eric is on the Board of Directors for the Make-a-Wish Foundation of Nebraska and served as President in 2015. He currently serves as one of three voting representatives from the Nebraska Council of School Administrators (NCSA) on the board of directors of the Nebraska Educator's Health Alliance (EHA), the largest health insurance pool in the state of Nebraska.



Dr. Connie Graham

Region 6

Dr. Connie Graham is the Assistant Superintendent for Human Resources for Kershaw County School District in Camden, SC. She earned a Bachelor's degree in Elementary Education, Master's Degree in Administration and Supervision, an Education Specialist's Degree in Educational Administration all from Winthrop College (University) in Rock Hill, SC, and a Doctorate in Education from Nova Southeastern University in Fort Lauderdale, FL.

As an educator for more than 40 years, Connie has served in capacities as an elementary and middle school teacher, elementary assistant principal and principal, State Coordinator for Early Childhood Education, State Coordinator for the Principal Evaluation Program, State Program Director for Principal Induction, and finally, Assistant Superintendent for Human Resources.

Connie is an active member of AASPA and has been since 2006. She has attended 8 national conferences since then, serving on the Recognition Committee from 2010-2013, as Co-chair of the Nominating Committee in 2011-2012, and Chair of the Nominating Committee from 2012-May, 2015. Connie has presented at the state level in South Carolina and at the national level for AASPA.

As a leader in education, Connie has served in such capacities as: President, SC Association of Supervision and Curriculum Development President, SC Network of Women Administrators in Education, Chair of SC Association of School Administrators' (SCASA) Innovative Ideas Institute, Co-President Alpha Delta Kappa Education Sorority, Center of Excellence for Recruitment, Retention, and Advancement Board of Directors, President, SC Personnel Administrators, and President of SCASA.

Recently, Connie has received several honors such as: Woman of the Year, Camden First United Methodist Church, SCASA Lifetime Achievement Award, and Mother of the Year, Camden First United Methodist Church.

AASPA 79th Annual Conference

Keynote Spotlight

David Nelson

Crucial Conversations: Tools for Talking when Stakes are High



Leaders were observed struggling with poor performance, stalled change initiatives, low productivity and strained relationships—confirming that leaders who avoid talking honestly with the right people about the right issues can expect poor results.

On the other hand, top-rated leaders routinely employ skills that turn diverse thought into synergy and synergy into results by mastering crucial conversations. In short, when the stakes are high, opinions differ and emotions run strong, the best individuals, teams, and organizations:

- Speak up and encourage others to do the same—no matter the topic, power difference, or

Wednesday, October 18

sensitivity of the subject.

- Create an environment where people share their best ideas, make wise decisions, and then act on those decisions with conviction.
- Speak persuasively, and not abrasively.

Based on the award-winning training program, Crucial Conversations, and the bestselling book of the same title, this speech guides audiences through the steps to mastering crucial conversations to achieve alignment, agreement, and execution.

Participants will learn high-leverage tools for securing breakthrough results personally and professionally.

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Kindra Hall

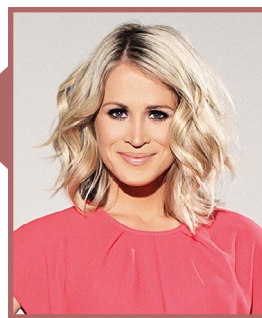
The Irresistible Power of Strategic Storytelling

The shift from a transactional economy to a connected one has people scrambling; when surveyed, companies admit they believe a substantial portion of their revenue is under threat as a result. Businesses, brands, sales forces, marketing teams and leaders at all levels are desperately trying to capture attention and resonate with consumers who expect more. Is there a secret weapon? A silver bullet to humanize and connect? Yes. The answer is strategic storytelling.

The problem? In its rapid rise in popularity, “storytelling” has been reduced to unactionable jargon. Everyday businesses and individuals miss critical opportunities to connect with their elusive

audiences in powerful and profitable ways because they lack a storytelling skill. Until now. Kindra Hall has presented for audiences around the world and across industries to equip them with this essential skill for success in a connected economy. Far from jargon or fluff, Kindra’s approach to storytelling is razor-sharp and immediately actionable. The result: Using Kindra’s blueprint for effective storytelling, attendees leave empowered and equipped to close more sales, build better relationships, or blow up their brands by leveraging the irresistible power of their stories.

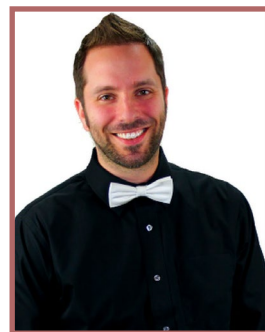
Thursday, October 19



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Tim Decker

The “Art” of Change



Prepare to be amazed as world-renowned speed painter Tim Decker whips up masterpieces in minutes. He has appeared on TV dozens of times and his work and performances have been seen by George H. W. Bush, Muhammad Ali, Jimmy Kimmel, Arnold Palmer, Jimmy Carter and Kim Kardashian to name a few. Join Tim as he not only creates but also motivates with an upbeat keynote on change and innovation.

- Learn how to adapt and change in a fast paced environment
- Real life examples of change and innovation illustrated by the success of iconic figures
- Exploring risk/reward when significant changes must be made

This is more than a normal keynote. It is an experience as he blends music, humor and audience interaction all while creating giant portraits of legendary icons within minutes.

Friday, October 20

AASPA 79th Annual Conference

Why Reach for the Stars?

Make the Most of Your Professional Development Dollar

With more than 100 educational and networking sessions to choose from, you will be able to select those that best meet your needs. From three-hour in-depth Pre-Conference sessions to 30-minute Ignite sessions, you’ll find multiple options and topics to choose from. This year’s sessions are based on the HCLE standards and competencies and include: compensation and benefits...continuous improvement...employee engagement...human resources branding...on-boarding...selection and placement...strategic alignment...training and development...and much more.

Ramp Up Your HR Skills

New to school HR? The AASPA 79th Annual Conference is the ideal destination for those new to practicing HR in the education arena. One in four participant will be attending for the first time.

School HR veteran? Almost three-quarters of attendees have been to past AASPA Annual Conferences and continue to return for more!

Principal or superintendent? The Pre-Conference, Clinic and Ignite sessions will focus on topics and strategies for you to apply in your district and take your job to the next level.

Continuing education? Attend our three-hour Pre-Conference sessions on Tuesday for a more in-depth focus, helping you stay ahead of the curve at work and make your HR department as effective and efficient as possible. Our sessions are HRCI, SHRM and HCLE certified.

Meet the Leaders in School HR

At the AASPA 79th Annual Conference, you will interact with leading experts and practitioners in school HR throughout four days of collaboration and learning. Join us as they share cutting-edge strategies, offer insight and provide helpful tools and examples for improving all aspects of HR in your district.



Info-Packed Clinic & Ignite Sessions

Choose from more than 100 practical, hands-on, informative sessions designed to provide you with knowledge and proven best practices for taking your program to the next level and addressing issues that include:

- Communications
- Sustainability and risk management
- Updates on legal issues
- Workforce planning
- Sourcing and recruiting
- Performance management
- Career ladders and succession planning
- Rewards and recognitions
- Organizational culture; and more.

Connect and Network

Face to face dialogue matters – it is the most valuable resource for HR professionals when it comes to networking and sharing ideas and information with colleagues. Even the most innovative technology cannot replace the power of personal interaction when it comes to building strong networks and relationships.

From our Welcome Reception to interactive Clinic and Ignite sessions and sessions with job-specific networking and open-ended conversations, you will have multiple opportunities to share ideas, collaborate, seek counsel and debrief on what you have learned during the week. Start building a professional network that will serve you all year!

Stretch Your Budget with Special Registration Options

Register for the 79th Annual Conference by selecting one of our all-inclusive package registrations. Each package includes conference registration, an AM and PM Pre-Conference, the Welcome Reception and the VIP Celebration. By packaging your experience, you save \$40 off the a la carte pricing.

Even if you can’t afford to attend the full conference this year, don’t miss out entirely! Take advantage of our single day registrations and get a full-day worth of information. Single day registration is only \$250* per day. You can also attend our Pre-Conference sessions on Tuesday, October 17th for only \$75* each. Immerse yourself in three-hours of hands-on learning in a workshop of your choice. HRCI, SHRM and HCLE credit available.

*Registration prices increase on September 2nd.

AASPA 79th Annual Conference

Conference Schedule-at-a-Glance

Tuesday October 17

7:00am – 9:00am
Leon Bradley Scholarship
5K Walk/Run

8:00am – 9:00am
Leon Bradley Scholarship
Breakfast

7:30am – 5:30pm
Conference Registration

9:00am – 4:00pm
Pre-Conference Workshops

4:00pm – 5:00pm
Minority Caucus Committee

5:00pm – 5:45pm
First-Time Attendee Reception

6:30pm – 9:30pm
Welcome Reception

Wednesday October 18

6:00am – 7:00am
Networking Walk

7:00am – 5:00pm
Conference Registration

8:00am
Silent Auction Opens

8:00am – 9:30am
Breakfast, Opening Ceremony,
Keynote

9:30am – 10:30am
Exhibit Hall Opening
Ceremony

9:30am – 11:30am
Ignite Sessions

10:30am – 11:30 am
Clinic Workshops

11:30am – 1:00pm
Lunch, Awards, Recognition
of Sponsors & Minneapolis
Presentation

1:00pm – 1:45pm
Committee Meetings

1:00pm – 5:00pm
Exhibit Hall &
Consultant's Corner

1:45pm – 2:45pm
Clinic Workshops

2:00pm – 4:00pm
Ignite Sessions

2:45pm – 3:15pm
Break in Exhibit Hall

3:15pm – 4:15pm
Clinic Workshops

4:15pm – 5:00pm
Regional Meetings

5:00pm – 6:00pm
Reception in Exhibit Hall

7:00pm – 10:00pm
VIP Celebration

Thursday October 19

6:00am – 7:00am
Networking Walk

7:30am – 4:00pm
Conference Registration

8:00am – 10:00am
Presidents Breakfast, Business
Meeting, Leon Bradley
Scholarship Presentation,
Keynote

9:30am – 11:30pm
Exhibit Hall Open

9:30am – 12:15pm
Consultant's Corner

10:00am – 10:45am
Break in Exhibit Hall

10:45am – 11:45am
Ignite Sessions & Clinic
Workshops

10:45am – 11:45am
State Leaders Meeting

11:30am – 12:15pm
Exhibit Hall Closing, Prize
Drawing

12:15pm – 1:15pm
Lunch on Your Own

1:15pm – 2:45pm
Clinic Workshops

2:00pm
Silent Auction Closes

3:00pm – 4:00pm
New Board Member
Orientation

3:00pm – 4:00pm
Clinic Workshops

4:00pm – 5:00pm
Membership Committee

5:00pm – 7:00pm
State Receptions

7:00pm – 10:00pm
Hospitality Suites

Friday October 20

6:00am – 7:00am
Networking Walk

7:30am – 8:30am
Breakfast Buffet

7:30am – 12:00pm
Conference Registration

8:00am – 09:00am
Clinic Workshops

9:00am – 10:30am
Clinic Workshops

10:30am – 10:45am
Break

10:45am – 12:00pm
Closing Ceremony & Keynote

12:30pm – 2:00pm
Conference Debrief, Executive
Board, Planning Committee

2:15pm – 5:00pm
Executive Board Meeting

Coming to
Conference?

Let us know
on Twitter!

#AASPAconf2017



AASPA'S 79th ANNUAL CONFERENCE - PHOENIX, ARIZONA

October 17 - 20, 2017

Registrant Information

REGISTRATION FORM

Last name		First Name	
Title		School District	
Address			
City	State/Province	ZIP Code	@Twitter Handle
Phone	Fax	Email	
Emergency Contact Name		Emergency Contact Phone	

Registration Fees

Package #1	Thru 9/1/17	After 9/1/17	Fill in Amount	
All-Access Registration with Dues (savings of \$40 off total price) Includes 2017-2018 AASPA Active Membership Dues Conference Registration AM and PM Pre-Conference	1 Welcome Reception Ticket 1 VIP Celebration Ticket	\$800.00	\$875.00	\$ _____
CHOOSE TWO PRE-CONFERENCE WORKSHOPS BELOW				
Package #2				
All-Access Registration (savings of \$40 off total price) You must be a 2017-2018 member of AASPA to attend Includes Conference Registration AM and PM Pre-Conference	1 Welcome Reception Ticket 1 VIP Celebration Ticket	\$605.00	\$680.00	\$ _____
CHOOSE TWO PRE-CONFERENCE WORKSHOPS BELOW				
A La Carte (includes meals, breaks, 1 Welcome Reception Ticket)				
Conference Registration and 2017-2018 Active Membership Dues		\$620.00	\$670.00	\$ _____
Conference Registration (must be a 2017-2018 AASPA member to attend)		\$425.00	\$475.00	\$ _____
Retired Member Registration and 2017-2018 Retired Membership Dues		\$250.00	\$290.00	\$ _____
Honorary/Retired Member Registration (must register to attend)		\$195.00	\$235.00	\$ _____
Professor/Graduate Student Registration (must be a 2017-2018 AASPA member)		\$250.00	\$290.00	\$ _____

Special Events

VIP Celebration– Wednesday, October 17	\$70.00	\$80.00	Qty _____
			\$ _____

Pre-Conference Workshops - Tuesday, 10/17 - Please note an AM & PM session is included with package

For complete descriptions go to www.aaspaconference.com

<input type="checkbox"/> 1. Effective EEO Investigations (AM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 2. Defying Standardization (AM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 3. Promoting School Leadership Growth (AM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 4. Thorny Employment Situations (AM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 5. Transgender Student and Staff Issues (AM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 6. More Money, More Problems: Overtime and other FLSA Headaches (AM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 7. Why Ask? Examining the exit interview as a tool (PM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 8. HR Branding in Education (PM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 9. Primer on the Americans with Disabilities Act (PM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 10. FMLA - Legal Update and Best Practices in FMLA Administration (PM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 11. Crafting a Hiring Framework (PM)	\$75.00	\$85.00	\$ _____
<input type="checkbox"/> 12. Who is the "Fairest" of Them All? Hosting District Fairs (PM)	\$75.00	\$85.00	\$ _____

Single Day Registration Only

Wednesday, October 18, 2017	\$250.00	\$300.00	\$ _____
Thursday, October 19, 2017	\$250.00	\$300.00	\$ _____
Friday, October 20, 2017	\$250.00	\$300.00	\$ _____

This program has been approved for recertification credit hours through the HR Certification Institute, the Society for Human Resource Management (SHRM) and the Human Capital Leaders in Education. The use of this seal is not an endorsement by HRCI or SHRM of the quality of the program. It means that this program has met HRCI and SHRM criteria to be pre-approved for recertification.



REGISTRATION FORM

Additional Meal Tickets*	Thru 9/1/17	After 9/1/17	
Welcome Reception – Tuesday, October 17	\$65.00	\$75.00	\$ _____
Continental Breakfast, Wednesday, October 18	\$35.00	\$40.00	\$ _____
Luncheon, Wednesday, October 18	\$55.00	\$60.00	\$ _____
Presidents Breakfast, Thursday, October 19	\$45.00	\$50.00	\$ _____
Breakfast Buffet, Friday, October 20	\$40.00	\$45.00	\$ _____
*These meals are included in the full registration fee or single day registration, so only need to be purchased for additional guests			
Would you like to make a tax deductible donation to the Leon Bradley Scholarship Fund?			\$ _____
First Time Attendee			Page One Total \$ _____
<input type="checkbox"/> Yes <input type="checkbox"/> No			Page Two Total \$ _____
			Total Amount Due \$ _____

I have the following dietary restrictions:

vegetarian gluten free food allergy _____ other _____

I require special accommodations to freely participate:

audio mobile visual other _____

I do not want my contact information shared with sponsors.





Payment Information

Payment (in U.S. dollars)

Check (payable to AASPA)*

Purchase Order* Number _____

*By choosing a Check or Purchase Order option, registrant is committing to a guarantee of payment to AASPA.

Credit Card:    

Number _____ Expiration Date _____

Cardholder's Name _____ Security Code # _____

Signature _____

Full payment or valid purchase order must be received before or at arrival. Call AASPA at (913) 327-1222 with any questions.
Submission of this registration form indicates you have read and accept the cancellation policy.

All registration cancellations must be in writing and mailed, emailed or faxed to the AASPA office for receipt no later than September 2, 2017. Cancellations received by September 2, 2017 will be processed by November 30, 2017. AASPA will apply a \$100 cancellation processing fee on all approved refund requests. **Requests for refunds will not be honored after September 2, 2017.** Refunds are not granted for failure to attend, late arrival, unattended events or early departure. AASPA is not responsible for medical or weather related cancellations or for airfare, hotel or other costs associated with the conference if the registrant is unable to attend. Purchase orders are accepted as a courtesy and are considered a guarantee of payment. Cancellation of a registration guaranteed with a purchase order is subject to the same cancellation policy. **Membership, special events and meal tickets are non-refundable.**

For Hotel Reservations, call the Sheraton Grand at Wild Horse Pass, Phoenix, AZ call 1-866-837-4156 or go to <https://www.aaspaconference.com/travellodging>.

To register online or for updated information please visit us at www.aaspaconference.com



Please complete and return this form to:
AASPA • 11863 W. 112th Street, Suite 100 • Overland Park, KS 66210
Phone: (913) 327-1222 • Fax: (913) 327-1223 • aaspa@aaspa.org

AASPA 79th Annual Conference

Pre-Conference Sessions

Pre-Conference Workshops 9 am – 12 pm

Pre-Conference Workshops 1 pm – 4 pm

- 1. Effective EEO Investigations**
Ed Saucerman, Private Investigator, The Titan Group, Professional Investigations, San Bernardino, CA
- 2. Defying Standardization: Developing Creativity, Innovation and Entrepreneurship in PK-12 Schools**
Christopher H. Tienken, Ed.D., Editor, Kappa Delta Pi Record, Seton Hall University, College of Education and Human Services, Spring Lake, NJ
- 3. Promoting School Leadership Growth: A Framework and Tools for Evaluation and Coaching**
Tammy Knights, Principal TA Consultant, American Institute for Research, Chapel Hill, NC & Matt Clifford, Ph.D., Principal Researcher, American Institute for Research, Chicago, IL
- 4. Thorny Employment Situations: What Would You Do? Is There a Problem?**
Denis Lowell-Britt, Attorney, Cathleen Dooley, Attorney & Kim Davis, Attorney, Udall Shumway, Mesa, AZ
- 5. Trans 101 for Educators: An Introduction to the Transgender Identity, Relevant Legal Issues and Best Practices**
Nathan T. Arrowsmith, Attorney, John L. Blanchard, Attorney, Osborn Maledon, Phoenix, AZ & Stevie V. Tran, Attorney, Author, Speaker, Kirkland Productions, Brooklyn, NY
- 6. More Money, More Problems: Overtime, Volunteers and Other FLSA Headaches**
Robert Haws, Attorney & Susan Segal, Attorney, Gust Rosenfeld, Phoenix, AZ

- 7. Lemonade from Lemons: Improving Your Work Environment in the Wake of an Employee's Departure**
Debbie Rabishaw, Vice President, HR-US, IKS Health, Chicago, IL
- 8. HR Branding in Education: If You're Not Telling Your Story, Someone Else Is!**
Jason Hammond, Director of HR, Phoenix Elementary School District #1, Maricopa, AZ & Thom Griffith, Director, Human Capital, Battelle for Kids, Columbus, OH
- 9. Primer on the American's With Disabilities Act**
Jennifer MacLennan, Esq., Attorney, Shelby Exposito, Attorney & Carrie O'Brien, Attorney, Gust Rosenfeld, Phoenix, AZ
- 10. FMLA – Legal Update and Best Practices in FMLA Administration**
Scott Macdonald, Esq., SPHR, Attorney, Macdonald & Associates, Middletown, CT
- 11. Crafting a Hiring Framework: From Recruiting to the Job Offer with an Emphasis on the Use of Social Media**
Dale R. Fisher, Ed.D., Assistant Superintendent for HR, Deerfield Public School District 109, Deerfield, IL
- 12. Who is the "Fairest" of Them All? Hosting District Fairs to meet the Challenges of Attracting and Retaining Good Talent**
Cathy Hutchins, Associate Superintendent for HR, St. Johns County School District, St. Augustine, FL

DON'T MISS OUT on attending one of these AMAZING Pre-Conference Sessions in Phoenix!
 Register at www.aaspaconference.com.

*For a complete description of the Pre-Conference Sessions, go to www.aaspaconfere.com/precon.

AASPA 79th Annual Conference

What's Happening

Leon Bradley Scholarship Silent Auction

Plan now to bid on our silent auction items and you could be the new owner of something fabulous! The Silent Auction opens in September and will be held online again this year. Be sure to check back often as we will add new items weekly. If you would like to donate an item for the auction, please contact amy@aaspa.org for more information.

Leon Bradley Scholarship 5K Run/Walk

Lace up those running shoes for our 4th annual walk/run to benefit the Leon Bradley Scholarship Fund. Join fellow runners as we hit the trails around the Sheraton Grand at Wild Horse Pass for a scenic morning run. T-shirts available for the first 50 registrants. Awards go to the top female and male finishers. For more information, visit www.aaspaconference.com/lbs-5k.

Leon Bradley Scholarship Breakfast

New this year... If you are not available to participate in the 5K, plan to attend the Leon Bradley Scholarship Breakfast immediately following the race at 8:00 am at the Sheraton Grand at Wild Horse Pass Hotel. Tickets may be purchased in advance for \$25 each or at the door for \$30 each.

*Proceeds from these events will go to the Leon Bradley Scholarship Fund, which was established to encourage more minorities or persons of color to enter the teaching profession.

Networking Walk

The Networking Walk is your chance to get your blood pumping first thing in the morning. This walk will leave you refreshed, invigorated and ready to take on whatever comes your way at the AASPA 79th Annual Conference! We will hit the trail each morning for an energizing group walk around the grounds of the hotel. Don't know your way? No worries. We will have a leader to show you the way. This is a great opportunity to meet new people, get some exercise and start the day refreshed. Be sure to bring your walking shoes and some comfortable clothes.

Exhibit Hall

Help your district advance to new levels! Meet face-to-face with exhibitors showcasing their products and services that can help you resolve issues. The AASPA 79th Annual Conference will showcase dozens of industry-leading service and product vendors, giving you an insider's preview that will ultimately save you time and money as you look for the best tools for your district. Invest time in the Exhibit Hall. Our vendors are some of the best people to get to know if you want to learn more about what's happening in school HR now and what's going to happen in the future. The AASPA Exhibit Hall is an avenue to invigorate your perspective on what is possible, new and cutting edge and what can be applied or retooled to fit your district.



Leon Bradley Scholarship 5K Walk/Run

To Benefit the Leon Bradley Scholarship Fund
Tuesday, October 17 - 7:30 AM

To register: <https://www.aaspaconference.com/lbs-5k>

- Registration from 7:00 to 7:30 AM
- Entry Fee: \$30 per person
- 5K Run/Walk will start at 7:30 AM
- T-shirts available to first 50 registrants
- Awards: top male & female finishers

AASPA 79th Annual Conference

Evening Events

Welcome Reception –

Tuesday, October 17
6:30 p.m. – 9:30 p.m.

The Welcome Reception will be a great opportunity to meet and network with other conference attendees. Join us for an evening of food drinks, music, dancing and fun!

The cost for this event is included in your registration fee. Additional tickets available at the registration desk and at the event (\$75 each).



VIP Celebration – sponsored by **KELLY** educational staffing

Wednesday, October 18
7:00 p.m. – 10:00 p.m.

Join us at the VIP Celebration for an evening of networking, dinner and music. Take a trip back in time as you visit Rawhide Western Town. Throughout the night, enjoy fabulous food and great music as you stroll down Main Street, watch a show, ride the mechanical bull, play cowboy games or dress in 1800s costumes and have your photo taken while you enjoy amazing networking opportunities.

Additional tickets available at the registration desk and at the event (\$75 each).



Let's Get Social

Connect with AASPA on Twitter, LinkedIn and Facebook!



Follow @_AASPA_ on Twitter to stay current on industry news, AASPA events and connect with K-12 HR leaders.

And don't forget to join us on the second and fourth Tuesday every month for our #K12Talent Twitter chats. Discuss topics like interviewing, recognitions, hiring remorse, preparing for new school years with other human capital professionals.

Don't forget to connect with us on our other social media sites!



PERSPECTIVE

American Association of
School Personnel Administrators
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Overland Park, KS 66210