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ASPIRING ADMINISTRATORS ACADEMY: WHAT CAN WE DO TO DEVELOP STRENGTHS OF PRINCIPALS?

by Andrea Anthony; Assistant Superintendent of HR; Rutherford County Schools; Murfreesboro, TN

In Rutherford County, developing new principals ready to take over our 49 schools across the district is a continuous focus. Those wanting to be administrators can participate in a seven-week spring course to experience what building level principals live daily. This Aspiring Administrators Academy is taught by central office leaders and district level administrators to help candidates gain knowledge on school culture and instructional leadership to be a change agent. The objective is to provide participants with the theoretical and experimental basis from which to gain knowledge and apply leadership skills. This academy examines how to utilize a variety of data resources to make instructional decisions to impact all our diverse students' needs. Topics include manager v. leader; school improvement; public relations; evaluations; hiring effective teachers; data-based decision making; summative and formative assessments; response to intervention; school attendance; special education law; and panel discussions. In this academy, the 30 selected future principal candidates, who complete an aggressive application, are given professional development days to be mentored by an

existing administrator. The principal candidates log their experiences and share out at the academy their revelations. These candidates participate in "speed interviewing" where they create rubric evaluated questions and answer previously asked principal questions. They work on their 60-90 second elevator speech on the strengths and experiences that they have to offer. These principalship trainings help our large millennial teacher population to earn more money as a principal and to gain enriched experiences with feedback which they so crave. For teachers who do not wish to become principals, but who want to lead peer collaboration we offer a Teacher Leadership Academy. With a five-day academy set up, this academy looks at best practices in improving student learning and instructional leadership. Participants work on case studies analyzing data and scenarios applicable to their school setting. Topics include know thy impact; professional learning communities; summative data for school planning; understanding state data (TN TVAAS); guaranteed and viable curriculum; formative assessments for school planning; and leadership. Our district benefits from retaining these trained and driven employees—a win-win outcome.

Strengths Based Leadership is a necessity in the development of our future principals. To help these future principals who will be hired at the completion of the Aspiring Administrators Academy, we do an extensive book study on strengths. We discuss Buckingham's and Clifton's "Now, Discover Your Strengths" book. The book motto can be summarized in one phrase: "capitalize on your strengths and manage around your weaknesses." We often focus too much on our weaknesses due to our society's emphasis on disorders and syndromes. So, why focus on strengths? First, speed is important. People operating from strength do master and adapt to their role quicker. Second, productivity and precision allow principals to operate at a higher quality level. Finally, longevity and attendance are impacted when principals operate from strengths. They stay longer, have better attendance, and create long-lasting relationships with stakeholders. To best work to your strengths as a principal, you should ask yourself these five questions. 1) Do I know what I

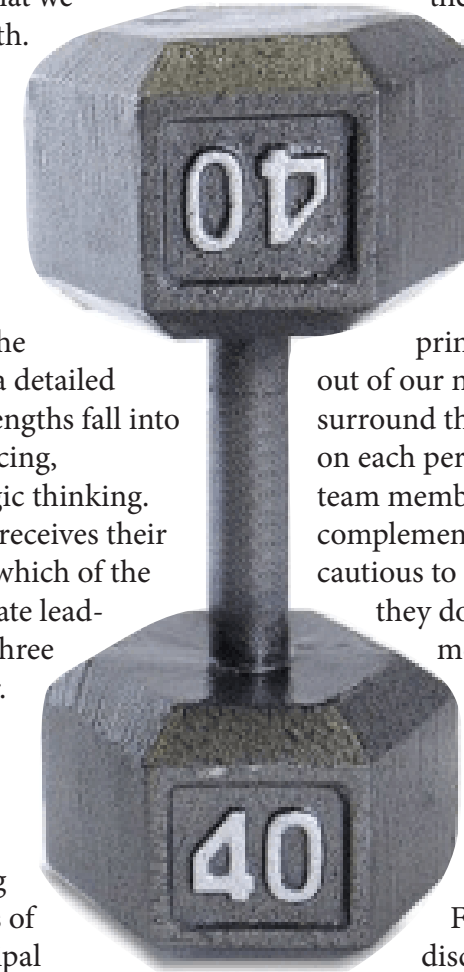
do best every day? 2) What do I enjoy most in my daily work activities? 3) How much time do I spend doing what I enjoy? 4) What part of my job energizes me? 5) Can I connect my talents to my accomplishments? Buckingham says: "strengths are not activities you are good at; they are activities that strengthen you." We have all been involved in an activity that we look forward to doing and time flies by while we are doing it. These activities fulfill a need that we have and exemplify a true strength.

The book "Strengths Based Leadership" by Rath and Conchie is provided to all Aspiring Administrators. Our future principals take the 20-30 minutes online quiz which reveals their top five strengths. The book explains 34 strengths with a detailed description of each. These 34 strengths fall into four domains: executing, influencing, relationship building, and strategic thinking. Once the aspiring administrator receives their five strengths, then they can see which of the four domains house their dominate leadership type. The book identifies three keys to be a more effective leader. 1) Knowing your strengths as a principal and investing in others' strengths. 2) Getting people with the right strengths on your principalship team. 3) Understanding and meeting the four basic needs of those who look to you as a principal for leadership. The academy discusses items that undermine the life you want—myths to bust. The first myth, as you grow your personality changes. This is not true. The truth is that as you grow, you become more of who you are as a leader. The next myth, you grow the most in the areas of greatest weaknesses. The truth is that you grow the most in the areas of greatest strengths. No one likes to do more of what they know is their weakness. We then discuss how often do you get so focused on what you are doing at work that you lose track of time? The national percentage according to Gallup is 72% who said that this happens to them at least once a month. Even sadder is the 28% who said this happens to them rarely. We discuss how principals should have a goal from going once a month to most of the time on their

strengths. It is important to remind future principals you may not fall into the perfect job, but you can tilt your floor with those items that energize you. To free your strengths in your role you must find the missed opportunities and learn new skills/techniques to build on this strength.

Investing in your strengths is essential. Gallup says they have not found one leader having world-class strength in all areas. "If you spend your life trying to be good at everything, you will never be great at anything." As principals, we all lead in very different ways based on our talents and our limitations. We will see serious problems occurring when we think we need to be identical to the principals we admire. If we do this, it takes us out of our natural element. Effective principals surround themselves with the right people and build on each person's strengths. Principals must recruit a team member because their strengths are the best complement to the existing team. A principal must be cautious to not pick employees who think and act as they do. Gallup says it is best to have team members who possess strengths in the four multiple domains. "Although individuals need not be well-rounded, teams should be." A team member does not have to have strengths exclusively in a single category.

Four domains of Leadership Strengths are discussed extensively in the academy. Executing, the first domain has leaders who know how to make things happen. This is the person you want to implement a solution because of their tireless work effort. The executing leader grasps ideas and then makes it happen. Influencing, the second domain, has leaders who help their team reach a broader audience. This leader sells the team's ideas in and out of the organization. This is the leader who steps up and takes charge. Relationship Building, the third domain, has leaders who are considered the glue of the team. These leaders create groups that are greater than the sum of their individual parts. Strategic Thinking, the fourth and final domain, has leaders who keep everyone focused on the future of what things could be. They help the team to make better decisions by analyzing and absorbing information. Rath and Conchie say:



“leaders are only as strong as the connections they make with each person in their constituency.” So, to lead, you must know what your followers need. Followers have four basic needs: trust, compassion, stability and hope. Trust is your bond and is also described as honesty, integrity and respect. Compassion leads to greater engagement and productivity. Stability provides a solid foundation to which employees feel they can count on their leader in times of need. Hope is desired for the future. Employees want direction and guidance and without these employees are disengaged. The strengths-based leadership guide report provides a brief definition of the theme, strategies for leveraging that theme to meet followers’ four basic needs, tips for leading others who are strong in that theme, and illustrations of what that theme sounds like in action. For example, a principal who has a strength in being “futuristic” will have a report of leading others with strong futuristic traits, building trust, showing compassion, providing stability, and creating hope. Millennials, who are much of our workforce, carry the mindset of multiple career opportunities. They are looking for the next advancement by applying for our principal positions. With

Rutherford County annually gaining approximately 1,100 students, we are adding two new schools a year with at least one principal and up to four assistant principals. That requires us to be innovative in our recruitment, retention, and development of our principals. We need well-trained principals who are aware of their strengths to fulfill our district’s mission of “empowering today’s students to grasp tomorrow’s opportunities.”

Dr. Andrea Anthony began her secondary education career 26 years ago and is continuously recognized for her leadership and vision. She has served as a curriculum and instruction assistant principal, director of her district’s K-12 summer schools, an executive principal for 12 years and her district’s coordinator of secondary education. She works in the fourth largest school district in TN with 46,000 students and 5,300 employees. Dr. Anthony is involved with her local university’s EPP team, recruitment and job fair team, and the state’s retention team to recruit and retain effective CTE teachers.



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HOW TO INVESTIGATE COMPLAINTS OF DISCRIMINATORY HARASSING BEHAVIOR

by Katy Dahl, HR Director;
Minot Public School District; Minot, ND

Note: this is not legal advice. You should consult with your district's attorney if you need help regarding this matter.

I sat in the superintendent's office at a table with a couple of other administrators. I was the district's brand-new Human Resource Director. We had received a complaint that included serious allegations of potentially discriminatory and harassing conduct by students. I thought I was there just to help the team handle the complaint. It was determined I was the person responsible to handle the matter. My heart sank, my thoughts raced and my palms started sweating.

Thanks to a supportive superintendent and his cabinet members, who went all-in on this effort, our district has gone through a transformation in capacity and ability to handle reports of discriminatory and harassing behavior. The transformation began with support for me to obtain training and experience in my role as the Title IX and nondiscrimination coordinator for the district, building a customized in-house training that is delivered by the superintendent and me to all district administrators, and on-going training and support of all administrators in handling complaints of discriminatory behavior. It took hard work to develop a system for our district to use to handle these complaints, and this has paid off by developing leadership capacity of our administrators, as well as providing a framework for administrators to use to handle any type of complaint that arises.

Let's pretend you're working in your office when one of your principals calls you and says, "We have a problem

and I need your help." The principal tells you a student and their parent just left the office. They reported a teacher has been having inappropriate conversations, including sexual comments, with the student. You know you have a policy requiring an investigation and you are responsible to help your principal do this. Does your principal know how to conduct an effective investigation of this complaint? Do you?

It's unlikely your principal or you entered the field of education to be investigators, but at times the responsibilities of your position may require you to be one. The good news is, with some preparation and the right procedure, you can conduct an effective and efficient investigation of a complaint such as this.

You know you have a complaint, and you also recognize your responsibility to investigate. What's next? You decide whether any interim measures need to be put into place to prevent the potential for additional harm to occur. Next, you start gathering evidence. Evidence can take a number of forms including interview testimony, camera footage and copies of emails, text chains or social media messages. Depending on factors such as desire for the complainant to remain anonymous and the severity of the complaint, the amount and type of evidence you gather may vary. I suggest as an investigator the more thorough you can be, in general, the better.

Retaliation is something that should be discussed as soon as possible during the investigation process. It's

critical that any constraint on retaliation is highlighted for all parties involved in an investigation, as well as what should happen if anyone feels they are the recipient of retaliatory behavior. Reports of retaliation should be taken seriously and handled quickly.

Human resource professionals are no strangers to documentation. Being skilled at gathering, creating and carefully maintaining thorough documentation is key to an effective investigation. Also, carefully documenting evidence gathered as your investigation progresses will help eliminate re-work, missed opportunities to gather evidence, and unnecessary additional meetings and conversations with parties involved.

At some point, you will need to assess whether you have enough evidence given the circumstances. Refer to your policy to determine if it gives guidance on how much is enough. In general, the more serious or severe the alleged behavior that you are investigating, the more evidence you will likely need to gather. Decisions should be based on evidence, rather than on impressions or "gut" feelings.

Eventually, you will reach a resolution to the complaint. A resolution should take into account the alleged harm caused, as well as any requested remedies. The type of resolution may be dictated by your policy. Regardless of the type of resolution, it's critical to reach a resolution in a timely manner, to make the resolution clear to all parties involved and to put it in writing.

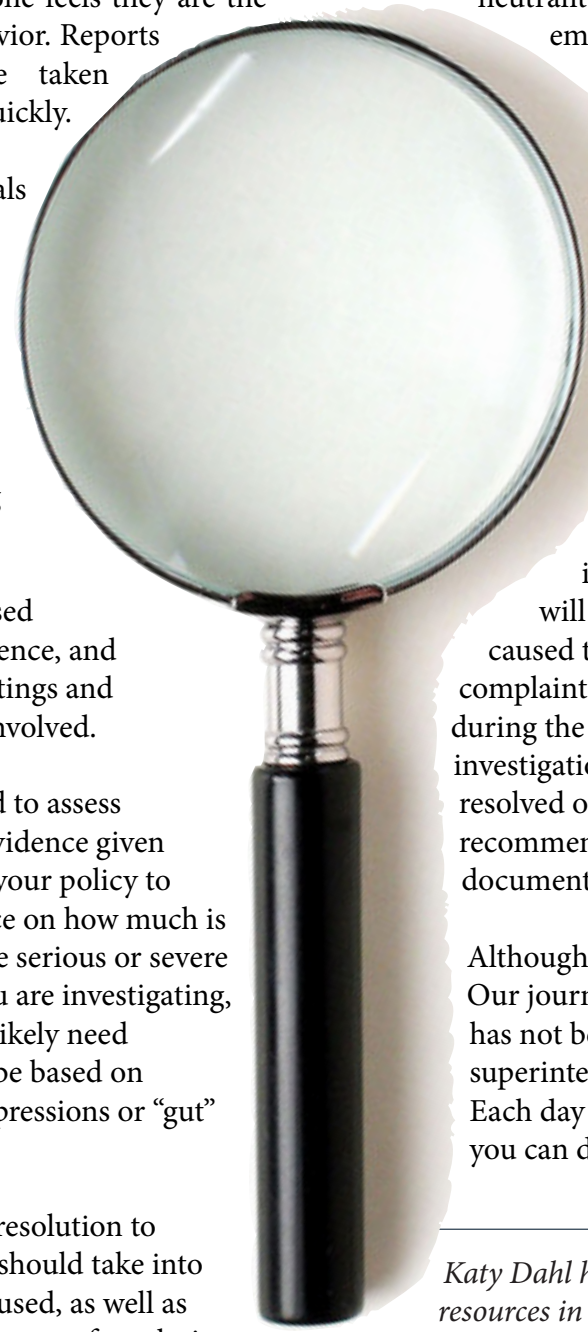
Most importantly, it's critical to the integrity of the investigative process for you to maintain your neutrality as the investigator. At times this can be difficult, and there may even exist an actual conflict of interest (which should be declared as soon as it arises in the process so another investigator can be assigned). You are responsible to control your thoughts

and not indulge in thoughts that could compromise your neutrality. Thoughts that could compromise neutrality could include guessing whether an employee or student did or did not engage in certain behavior based on your preconceived notions of them, or allowing unconscious biases about the validity of a complaint to allow non-neutral thoughts to dominate.

Finally, it's important to clearly finalize the investigation in writing. An investigation report, final memo, or resolution or determination documents will likely be the written culmination of the investigation. This final documentation will spell out the initial complaint that caused the investigation to occur, any other complaints that were similar that came up during the investigation, a summary of the investigation, and how the investigation was resolved or finalized. In addition, if follow-up is recommended, ensure that it takes place and is documented.

Although the process is simple, it is not easy. Our journey to effective, efficient investigations has not been without problems, but as our superintendent says, "Together we get better." Each day we work to improve this process, and you can do this too.

Katy Dahl has worked in the area of human resources in education for over seven years and has been a human resource professional for over a decade. Katy specializes in the areas of compliance, risk management, and leadership coaching. Katy is a member of SHRM and AASPA. In addition to serving as the Human Resource Director for the Minot Public School District in North Dakota, Katy is regarded as one of the most highly trained and experienced independent investigators in education in North Dakota. You can connect with Katy via email at katy@problemtoresolution.com.



ELIMINATING THE MOST COMMON SUCCESSION PLANNING MISTAKES

by Teri Traaen, CEO;
Traaen & Associates LLC; Phoenix, AZ

Organizations often overlook the realities of succession planning and when they face the hard truth of 'next' leadership efforts, they are at a total loss as to how to remedy the resulting complex problems. Working with organizations throughout the U.S. has resulted in our seeing trends in the 'succession default' process. The resulting 'lack' of succession planning is usually related to one or more of four common pitfalls. These pitfalls include 1) fear of challenge through equal opportunity shortfalls/lack of succession opportunities for all levels of the organization; 2) fear of transparency regarding the organization's real challenges and refusal to correct leadership mistakes; 3) a belief by current leadership that they should control the selection of future leaders prior to their exit/retirement; 4) a belief by current leadership that there are no heir apparent (qualified/politically astute) candidates within the organization.

Each of the above listed issues forces an organization off a trajectory for potential success. Assumptions often abound

regarding incumbent talent. Current organizational failures sometimes lead to conclusions about the urgency for 'external talent' to chart a new organizational course. Regardless of the circumstances present when long term talent is exiting key positions, the use of advanced succession planning tools is a hallmark of sophistication for placing the most talented human capital in the roles in which they will succeed and bring advancement for the entire organization.

The most critical component of effective succession planning is an accurate and honest recognition of both the long term hard parameters that the organization wishes to maintain, as well as the ability to identify and represent to all potential future leaders the limitations and challenges that exist and may prevent success in certain organizational areas. This direct and comprehensive 'picture' of the organizational climate is critical for the talent acquisition and leadership success process.



Dr. Traaen is the owner and Chief Executive Officer of Traaen & Associates, LLC, a human resource management organization providing services to the public sector, including K-12 systems throughout the U.S. Her professional service includes leading centralized and de-centralized human resource teams in K-12 public school districts, and a Community College/County partnership for federally funded job training and development in support of rural economic development.



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TELL ME WHAT YOU WANT, WHAT YOU REALLY, REALLY WANT!

by Debbie Perry; Mentor Coordinator
Midway Independent School District; Woodway, TX

What do second year teachers seek in a mentoring program?

There are those times in education when our best plans totally miss the mark. The Midway ISD mentoring leadership team was headed in that direction as we explored ways to better support second year teachers. Fortunately, before any decisions were made, our team gathered input from the experts on this subject: second year teachers. We found that we had a lot to learn!

Myth: Our current system of keeping the same mentor with the same monthly discussion topics and strategies for support is not adequate for second-year teachers.

Truth: In fact, second year teachers found the current support to be adequate. They stated that their mentors were reflective and responsive in adjusting support to match the needs of mentees. Second year teachers appreciated having another year with the same mentor.

Myth: The mentoring program should offer a variety of learning tracks tied to T-TESS from which to choose during the second year of teaching.

Truth: In contrast, what second year teachers really wanted were opportunities to periodically meet as a learning community to share, analyze, and refine their instructional strategies.

Our leadership team listened, took a deep breath, and shifted our thinking entirely. We realized that our second-year teachers were not seeking a complex learning progression filled with book studies and formal presentations. Instead, they wanted scheduled time together to wrestle with educational topics that impacted their real-life, everyday teaching. These ideas were mentioned as possible discussion topics:

- Becoming a teacher leader—developing collaborative leadership skills to contribute at the team, campus, district, and state levels
- Providing equity and access—exploring strategies for creating bias-free classroom environments that support diversity, equity, and inclusion
- Lesson planning—strengthening engagement, depth, and rigor, selecting meaningful and appropriate activities for small-group instruction
- Asking better questions—refining questioning skills to deepen student learning, exploring ways to make

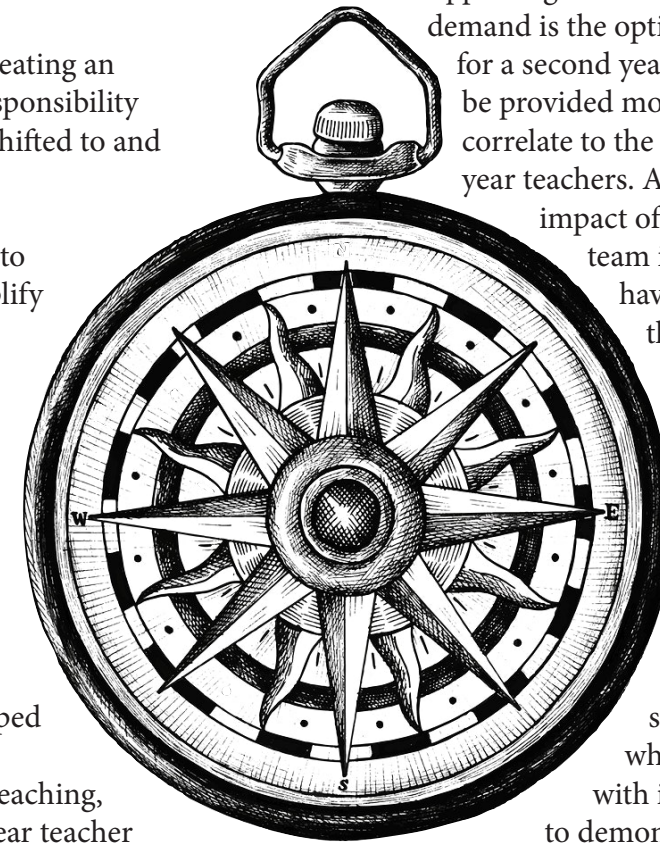
- questions have greater impact for students
- Differentiation for diverse needs—developing skills to modify and extend lessons to meet the needs of all students
 - Formative assessment—exploring a variety of ways to “monitor and adjust” instruction based on student data
 - Classroom management—creating an environment in which the responsibility for learning and behavior is shifted to and embraced by students
 - Time management and efficiency—determining ways to prioritize, organize, and simplify tasks, exploring technology tools to diminish time-consuming tasks.

Realizing what our second-year teachers are seeking, our revised plan was built upon the concept of focus groups or learning communities. There was already a strong bond developed among these teachers who completed their first year of teaching, as well as our district’s first-year teacher intensive induction program. The group plans to meet twice each semester to address topics selected prior to the meetings. They asked for brief research-based readings or podcasts to add information, depth, and perspective to their focused discussions. Additionally, they wanted a few questions to guide the discourse, understanding that the discussion could shift as personal experiences and mindsets arise.

One other idea these teachers had was to be able to invite a facilitator who has extensive experience and knowledge about the selected topic.

August 2019 is our launch date for this fresh approach to supporting second year teachers. Back by popular demand is the option of keeping the same mentor for a second year. In turn, the mentors will be provided monthly discussion guides that correlate to the topics selected by our second-year teachers. As we consider the potential impact of the discussion groups, our team is optimistic. The teachers have chosen the format, selected the topics, and planned the focus groups. A midyear and end-of-year survey will offer feedback that will help us make decisions for upcoming years.

In the end, the lesson we learned is universal. “The power of choice—where students have input regarding what and how they learn, coupled with individualized opportunities to demonstrate their understanding—begins the empowering transfer of the control of learning to the rightful owner.” Just as students have more passion and energy for their work when they are motivated, teachers do as well. The opportunity to plan a program that has personal relevance to second year teachers assures that it will connect with their interests, strengths and daily challenges in the classroom.



Debbie Perry has over 25 years of professional experience in education, having taught mathematics at the elementary, middle, secondary, and higher education levels. Since 2010, Deb was the Mathematics Coordinator for Midway ISD, as well as the Coordinator for Secondary Gifted Academics and is currently beginning a new role as MISD Mentor Coordinator. Debbie has served on the executive board for the Texas Supervisors of Mathematics, the Conference for the Advancement of Mathematics Teaching, the Central Texas Teachers of Mathematics, and is the recipient of the 2016 Southern Methodist University Impact in Leadership Award, 2014 Tommy Eads Memorial Award, and a state finalist for 2009 Texas Secondary Teacher of the Year.

STRONG LEADERSHIP MATTERS: STRATEGIES TO RECRUIT AND RETAIN EFFECTIVE PRINCIPALS

by Jennifer Barton; Compensation Consultant
Cheryl Hoover; HR Consultant
Texas Association of School Boards; Austin, TX

Volumes of high-quality research confirm the leadership of a principal is a determining factor of school effectiveness, second only to the role of a classroom teacher. Each year, more than 20 percent of principals leave their schools, resulting in high turnover that is costly, disruptive, and negatively impacts teacher and student performance. District can mitigate these issues by creating an intentional plan to recruit and retain their most important school leaders.

The Role of Principal

The role of the principal has shifted dramatically, from school manager to visionary leader. The job focuses on everything from managing teachers, students and parents to analyzing data, evaluating best teaching practices and improving processes to foster school improvement and academic success. Principals create safe environments that meet the needs of all students, and they ensure that the school climate and culture enable all students to learn and thrive. The campus principal impacts students in a way that individual teachers cannot. When a school has a high-performing principal, all stakeholders benefit.

Why Does Principal Retention Matter?

Retaining great principals is important because principal leadership and teacher retention are inextricable. In high performing schools, there is a direct correlation between teacher retention and principal longevity. Supportive leadership is one of the most important conditions affecting teacher retention. Good principals retain high-quality teachers through their influence on staff motivation, core commitments and positive working conditions.

School improvement takes a sustained effort, and it is greatly affected by principal turnover. Often, improvement efforts are derailed or at least interrupted when a principal departs the school or there is a major change in leadership. Evidence suggests that a principal must be in place five years for full implementation of a large-scale change, and campuses where school improvement does not occur may experience stagnation or decline in student achievement.

Finding and Retaining the Best Talent

Hiring effective principals is a challenge. When searching for quality candidates for the principalship, districts find difficulty in gauging a candidate's leadership ability because there are few reliable instruments to test the abilities of school leaders. Often, there is pressure to find quality candidates in a short time frame and the hiring pool may be limited. Districts can support hiring efforts by standardizing practices, aligning the hiring process to organizational goals and designing a multi-step approach for attracting and hiring principals to fill vacant positions.

To additionally support recruiting and retention efforts, districts can also offer strong compensation and benefits packages to potential candidates. Total rewards packages are key to attracting candidates to the district, as well as retaining them over time. By analyzing market data to align salary and focusing efforts to provide the best benefits, districts increase their competitive profile for attracting the best candidates into the hiring pool. Potential candidates evaluate the attraction of the position through scope of the job, the overall benefits and rewards associated

with joining the district, and opportunities for promotion in the educator career pathway into higher level district leadership positions, so districts must consider compensation as a key component of the recruitment process.

Investment in Principal Development

School leadership has a multiplier effect on the quality of teaching, yet historically, principal development has been limited to periodic workshops and trainings that focus mostly on administrative, operational and compliance issues. Rarely do we see principals receive ongoing, job-embedded training and support based on the instructional needs of their specific school and personalized to the individual growth of the principal.

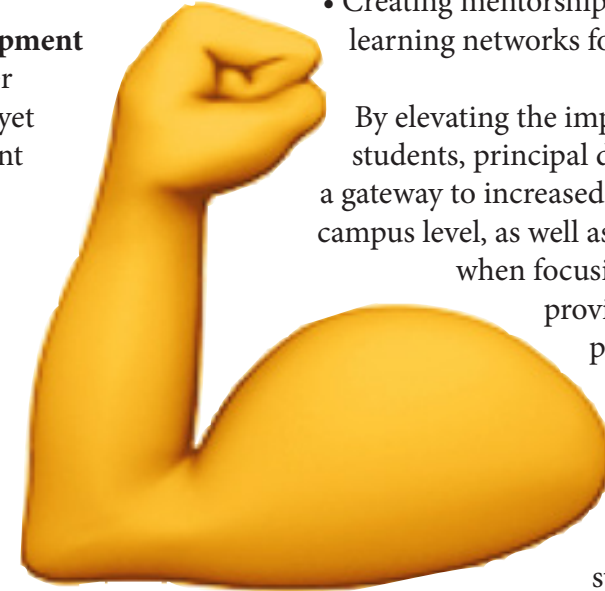
Becoming an effective principal is a developmental process, and it is important that districts support conditions that allow principals to become better leaders by:

- Laying the groundwork for principal success with a clear direction aligned with organizational goals
- Allocating budget resources to support principal development and training to include creation of leadership programs for aspiring administrators within

the district

- Supporting the district in designing and implementing coaching programs that support principals in practice and provide mentoring opportunities
- Creating mentorship opportunities and professional learning networks for campus principals

By elevating the importance of achievement for all students, principal development programs provide a gateway to increased principal effectiveness at the campus level, as well as a framework for support when focusing on school improvement and providing solutions to problems of practice.



Great Principals, Great Schools

Principal leadership is critical to the success of millions of students across the country. It is the principal, more than anyone

else, who ensures that excellent teaching and learning is part of every classroom. When districts create conditions that effectively recruit and retain principals, they are investing in long term success for every student in every school. By investing in principals, districts send the message that principal leadership is key to the achievement of all students.



Jennifer Barton joined HR Services in 2018. Jennifer assists with compensation plan development, training, and other HR projects. Prior to joining TASB, Jennifer served for 19 years in Texas public schools as principal, assistant principal, teacher, and coach. She grew up in San Antonio and attended North East ISD schools. Jennifer earned her bachelor's degree in administration from Texas State University and her master's degrees in special education and educational leadership from The University of Texas at Austin and Lamar University. Jennifer also holds a Texas superintendent certificate.



Cheryl Hoover joined HR Services in 2018. Cheryl assists with staffing and HR reviews, training, and other HR projects. She has eight years of HR experience in Texas districts and a central Texas nonprofit. She also worked as an executive director of curriculum and leadership, principal, assistant principal, teacher, and coach. She earned her bachelor's degree from the University of Texas at Austin while playing on the women's basketball team and obtained her master's degree from Texas State University. Cheryl is a certified Professional in Human Resources (PHR).

PROVIDING GLOBALLY AWARE CLASSROOMS IN AN INCREASINGLY INTERCONNECTED WORLD

by Evan Jansen; Director of Teach USA Program
Bonnie Washick; External Relations Manager
Greenheart International; Chicago, IL

The growing importance of a diverse teaching force paired with the desire to prepare students for an increasingly interconnected world has prompted new interest in U.S. State Department teacher exchange programs. Stemming from the Fulbright-Hayes Mutual Education and Cultural Exchange Act of 1961, teacher exchange programs share a mission with the secondary student exchange programs many are familiar with: to build a foundation for peaceful dialogue and collaboration through first-hand experiences of other cultures.

Programs like the Fulbright Teachers for Global Classrooms Program make it possible for American teachers to gain experience teaching abroad, while the Teacher Exchange Visitor Program enables K-12 schools to host international teachers for one to three years. This article offers an overview of the Teacher Exchange Visitor Program (EVP).

Before diving into what the Teacher Exchange Visitor Program is, it's worth noting what it is not: a path to long-term employment. In order to complete the loop on the exchange, international teachers return to their home countries where they share what they learned of American culture and teaching methods. The U.S. Department of Labor's H-1B visa program may be the right choice for those looking to employ international teachers long-term.

The Teacher Exchange Visitor Program is also not a direct one-to-one exchange with a teacher in the U.S. and abroad trading classrooms. While hosting an international exchange teacher can build relationships that make this possible through separate programs, the State Department discontinued its one-to-one Fulbright Classroom Teacher Exchange Program in 2014.

So, what can American host schools expect from the Teacher Exchange Visitor Program? For one, they can expect well-qualified teachers. International exchange teachers have a minimum of two years of recent teaching

experience, hold the equivalent of a U.S. bachelor's degree in education or the subject they teach and meet the standards of the U.S. state where they will teach. International exchange teachers are not limited to world languages and may teach in elementary education, special education, STEM subjects, humanities and more.

In our experience, what makes hosting international exchange teachers truly unique is their ability to bring the world to the classroom in a vivid and personal way. While this happens through routine classroom interactions, exchange teachers also organize a minimum of two cross-cultural learning activities each year, which range from a virtual exchange with classrooms in their home-country to presentations to cultural festivals.

Making cross-cultural learning commonplace is an asset in the context of our diversifying student bodies, and in light of recommendations for today's classrooms. The Partnership for 21st Century Learning, whose founding members include the National Education Association and the U.S. Department of Education, advises teaching global awareness alongside core subjects, like language arts, geography, math, and science. Additionally, they list cross-cultural skills as essential life and careers skills.

For many students, learning from an international exchange teacher offers a first opportunity to develop a meaningful relationship with someone from another country. One student had this to share about having an international exchange teacher: "it's very interesting because I get to learn everyday more about her [the teacher]. She is always telling me about her culture and

her family." Another student described it as "a good opportunity" to learn about another culture and how classrooms and teaching differ in other countries. Given results from the recent Teaching and International Learning Survey that indicate American teachers feel less able to adapt to students' cultural diversity than their international peers, inviting cross-cultural learning into our schools isn't just a boon to students—it also presents unique opportunities for professional development and collaboration.

We've seen this first-hand as international exchange teachers partner with American colleagues to develop innovative programming, such as a speaker series on culturally-aware entrepreneurship and an afterschool coding and robotics program that promotes female representation and leadership in computer sciences. Finally, those schools and districts interested in the Teacher Exchange Visitor Program can expect support from state licensing bodies and sponsors, like Greenheart Exchange, through alternative licensure processes.

At minimum, all exchange teacher applicants must obtain a Foreign Credential Evaluation from a NACES-affiliated agency to ensure their academic credentials are transferable to the U.S. Following that, the credentialing process and requirements vary by state.

Happily, many states have, or are now introducing licensure procedures designed for international teachers. One example is the International Teaching Certificate issued by the Arizona Department of Education. This alternative certification delineates a specific path to licensure designed for educators



whose academic credentials and training come from institutions outside of the U.S. Similarly, the Louisiana Department of Education offers the World Language PK-12/FLES Certificate for international teachers of world languages. The primary role of the sponsor in this process is to ensure that participating teachers meet these state standards through close collaboration with host schools.

The Teacher Exchange Visitor Program is one means by which schools are addressing the need for a culturally responsive workforce and 21st century classrooms. From Seattle, WA. to LaGrange, IL. and Birmingham, AL. to Fairfield, OH., school districts understand the need for teacher recruitment practices that promote diversity and are formally addressing it in their Strategic Plans. It's encouraging—if not surprising—to find that many of the same priorities that support student learning and success locally, support peaceful dialogue and collaboration globally.

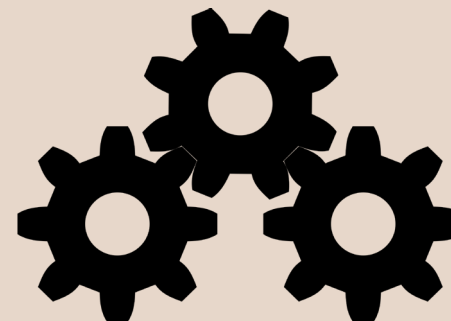


Evan Jansen is the Director of the Teach USA program at Greenheart Exchange, a branch of Greenheart International. Prior to this role, Evan was an international educator and director of a professional development program for teachers in Colombia. He graduated from the University of Pennsylvania with a M.S. Ed. in International Educational Development and recently conducted research on non- cognitive factors associated with learning outcomes for the UNESCO Regional Bureau for Education in Santiago, Chile.



Bonnie Washick, Ph.D. is External Relations Manager at Greenheart International. She taught political science informed by the history of cross-cultural communication, conflict, and exchange at the University of Michigan, Ann Arbor and University of Illinois at Urbana-Champaign. She holds a Ph.D. in Political Science and graduate certificate in teaching from the University of Michigan.

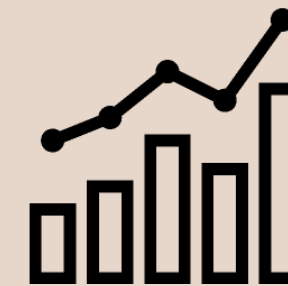
HOW CAN pHCLE CERTIFICATION HELP YOUR DISTRICT?



DEVELOP COMPREHENSIVE
HUMAN CAPITAL
MANAGEMENT SYSTEMS



MANAGE KEY
HUMAN CAPITAL
DECISIONS



MAXIMIZE
THE USE OF DATA
FOR CONTINUOUS
IMPROVEMENT

HOW TO APPLY?

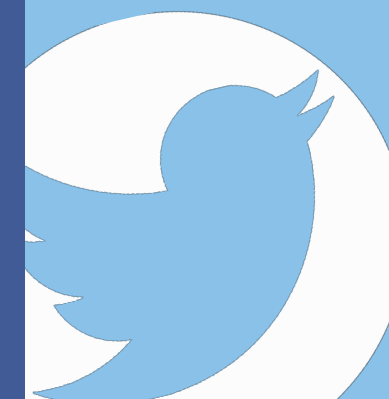
- ① SIGN UP FOR AN 8-WEEK VIRTUAL PROGRAM OR A 3-DAY IN PERSON WORKSHOP
- ② COMPLETE YOUR INDEPENDENT LEARNING ON THE HUMAN CAPITAL MANAGEMENT SYSTEM
- ③ APPLY TO TAKE YOUR pHCLE EXAM
- ④ CONTINUE TO GROW & DEVELOP AS A pHCLE CERTIFICATE HOLDER

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HEALTHY CULTURE: THE ULTIMATE RECRUITMENT AND RETENTION STRATEGY

by Kevin Hryciw; Assistant Superintendent of Human Resources;
Arcadia Unified School District; Arcadia, CA

Healthy culture is arguably the single most important factor in both attracting and retaining talent. It is common for school district employees in California to account for 85% of a local education agency's annual budget, when considering the costs of salaries, benefits, and contributions to retirement systems. In Arcadia Unified School District (AUSD), the Board of Education (Board) places an important emphasis on recruitment and retention as evidenced in one of its four broad goals driving AUSD to "recruit, develop and retain high quality, effective staff committed to all students"; a challenging task, at best, in an era of national and local teacher shortages.

I was recently reflecting on the topic of recruitment and retention as I was preparing a presentation for the Association of California School Administrator Personnel Academy, which prepares new and aspiring administrators interested in transitioning into human resources. After preparing a draft, I realized it focused heavily on the tangible aspects such as competitive compensation, employee recognition programs, induction programs, etc. While the tangible aspects of this topic are important (we are very proud to be amongst the highest paying districts in LA County), it is my belief that 'healthy culture' is the ultimate recruitment and retention strategy. According to the report titled *Attraction, Recruitment, and Retention of Educators* "Some research studies have found that improving...culture can have a greater effect on retention compared to financial incentives". If true, this begs the question; how does an organization begin the work of creating a healthy culture? In my experience, this is best done through 1) the development of organizational 'values' and 2) development of a healthy process in dealing with conflict within the organization.

When looking to improve culture, a district needs to have a clear sense of who they are; in knowing what 'values' drive the organization. In 2016-17, AUSD spent the year engaged in a qualitative study gathering input from

various stakeholder groups including the Board, staff, community and students. What emerged from the data were five values: collaborate, offer empathy, think critically, be creative and learn from failure. These values are the driving forces behind every strategic decision. As it relates to recruitment and retention, we strive to onboard staff that share these values and who can embody them in their day-to-day work.

In addition to developing clear values, healthy culture can be improved through examining how the organization deals with conflict. In the past, I have worked for some organizations that looked to manage conflict through removal and/or avoidance. But these efforts, in my opinion, are futile. Conflict exists everywhere; in every workplace, every family, and consequently, is unavoidable. Simply put, conflict is an indicator that something needs to be dealt with.

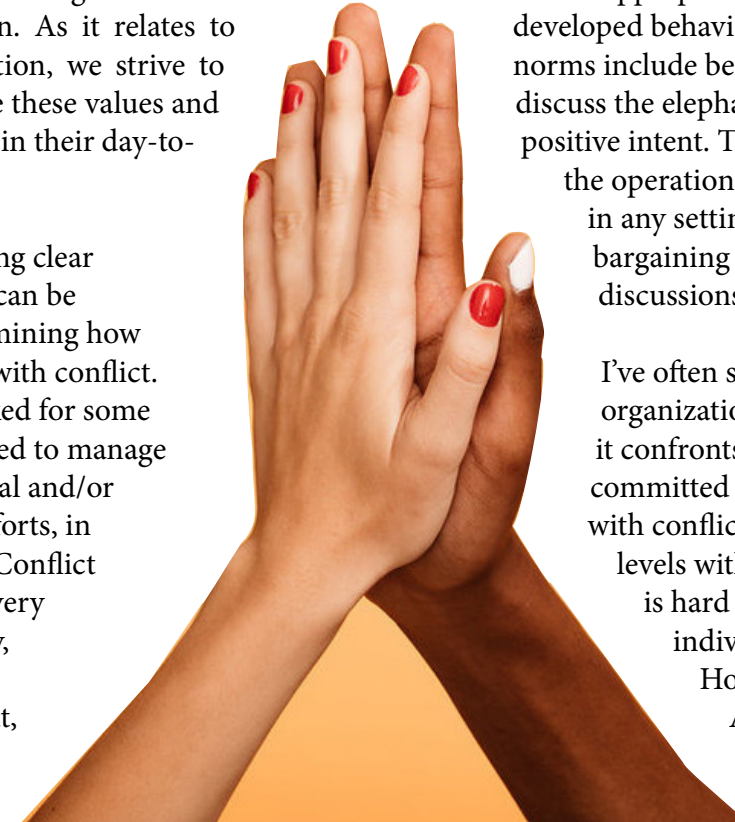
Thus, I recommend placing the efforts of the organization into establishing a process that encourages and fosters healthy problem-solving at all levels of the organization. As an example, AUSD is particularly proud of how we have developed healthy

systems when conflict arises with our unions. We have intentionally co-created an interest-based process built on the principles of respect, trust and transparency. One practical tool that has helped set guardrails of how we appropriately interact is collaboratively developed behavioral norms. Examples of such norms include be soft on people, hard on issues; discuss the elephant in the room; and assume positive intent. These norms have assisted with the operationalization of healthy behavior in any setting; whether negotiating at the bargaining table or engaging in informal discussions to address concerns.

I've often said that what sets a healthy organization apart from others is how it confronts conflict. We in Arcadia are committed to the ongoing work of dealing with conflict in a healthy manner at all levels within the organization. This is hard work, requiring frequent individual and collective reflection. However, this work has paid off.

Arcadia Unified ranks as the best place to teach in the Los Angeles area for the second year in a row. In a recent release of 2019 school district rankings,

Arcadia Unified ranked as having the best teachers in Los Angeles. Districts develop a reputation, and AUSD's reputation as a healthy organization helps us attract and retain talented staff that are aligned to our values.



Dr. Kevin Hryciw is the Assistant Superintendent of Human Resource Services for Arcadia Unified School District overseeing human resources, special education, and health services. He has served in education for 20+ years in Washington, Oregon and California in a range of positions including instructional assistant, teacher, assistant principal, principal, and director of personnel. Kevin has a passion for interest-based bargaining and implements this collaborative approach to negotiations in Arcadia Unified; a school district committed to fostering healthy culture. He states "conflict exists in all organizations, but it's how one chooses to deal with the conflict that sets the healthy organizations apart from the others."

HIRING THE RIGHT CHIEF TECHNOLOGY OFFICER TO LEAD CHANGE

by Mark Benigni, Ed.D.; Superintendent
Barbara Haeffner; Director of Curriculum and Instructional
Technology Susan Moore; Supervisor of Blended Learning
Meriden Public Schools; Meriden, CT

Building your team requires a clear vision, a singular guiding principle, and agreement around your core values. When looking to hire your next CTO, we offer the following five points to consider.

1. Communication matters

Your CTO must be able to communicate, collaborate and create positive working relationships with teachers, administrators, support staff and community stakeholders. Look for someone who has emotional intelligence and the ability to understand the desires and concerns of multiple stakeholders. Don't underestimate the need for someone who has compassion and can empathize with others. This person will be called on to build teams and distribute leadership.

2. Technology expertise alone is not enough

Of course this person needs to understand the technology side of the business, but this position is more than wires, access points and networks. Today's CTO must understand how technology connects to and supports curriculum. How can technology resources support student learning and personalize education for all students? How can digital content engage students and allow teachers to provide direct instruction to

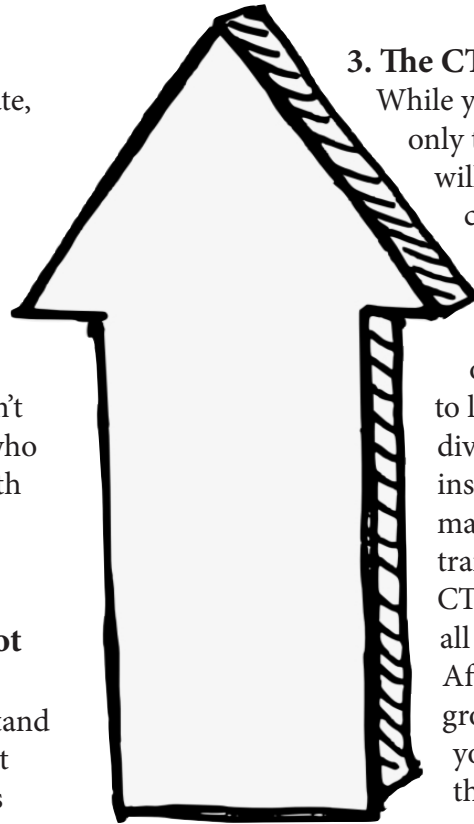
small groups of students? Does this person understand how technology is instrumental to daily instruction, and that students and staff are crippled when there is an interruption?

3. The CTO must be a teacher

While your CTO will not be your district's only technology teacher leader, your CTO will need to be a teacher at heart. Be less concerned with teaching credentials and certifications and more concerned with your CTO's ability to guide the learning process for others. Your CTO will be expected to lead the learning process for a diverse group of staff in the educational institution. Whether modernizing maintenance, food services, transportation or the classroom, your CTO's ability to ensure learning across all levels of the organization is critical. After all, teaching is about learning, growth and development. Make sure your CTO understands and embraces this role.

4. Look for an Innovation Mindset

Your CTO will need a diverse skill set and the job description will be complex and varied. Ultimately, your CTO will be called on to be a leader of change



and an innovator of action. Hire someone who sees all the possibilities and can clearly identify the "why". Avoid those individuals who are so cautious that the fear of failure blocks them from ever realizing their or the organization's full potential. Look for a visionary, a calculated risk taker who sees change as an opportunity for progress. Someone who is not looking for all the glory, but rather to be a contributing member of a high functioning team.

5. Elevate the position

If you find someone who can meet the first four conditions for success, you are a step ahead of others and ready to take your district to the next level. Elevate the position! Make sure your CTO is a key cabinet member involved in district direction and decisions. Allow your CTO the opportunity to present and share with your administrators and Board of Education. Lastly, listen to your CTO. Their skillset is unique and their views necessary.

Technology has forced us to look at teaching and learning through a new lens. We should look at hiring differently as well. The speed of change has all of us working hard to keep up. Now more than ever before, having the right CTO in place is essential if you are going to keep pace with your students and the ever-changing world we live in. Hire the right CTO and you will be on your way.



Mark D. Benigni, Ed.D., has been an educator for over twenty years and begins his tenth year as Superintendent of the Meriden Public Schools. Dr. Benigni served as a teacher, assistant principal, principal, and Mayor of the City of Meriden. The Meriden Public Schools has received awards from CoSN, the Learning Counsel, NSBA, District Administration, and Edutopia. Dr. Benigni is currently the co-chair of the Connecticut Association of Urban Superintendents, as well as 2nd Vice President of the Connecticut Association of Public School Superintendents.



Barbara Haeffner, Director of Curriculum and Instructional Technology for the Meriden Public Schools, has a unique position that draws on her strong background and experience with curricula content and technology integration. Her leadership has transformed the district into a 1:1 digital learning environment where technology is embedded in all aspects of curricula. She is an advisory member of the CoSN Driving K-12 Innovation Committee, CoSN Emerging Technologies Committee, and CoSN Awards Committee. Her work has led to the district's recognition as Edutopia Schools that Work, Google Reference District, and Schools of TechXcellence. Barbara welcomes visitors to the district to observe digital learning in action.



Susan Moore, Supervisor of Blended Learning, supports blended learning models to enhance student-centered practices in the Meriden Public Schools. Susan is instrumental in developing district innovations including a teacher recognition program featuring teachers utilizing G-Suite, integrating technology and showcasing their model classrooms and Embedded Coaching, a professional learning community of instructional coaches supporting teachers by strengthening technology skills and enhancing learning through improved integration of technology. Susan's support of G-Suite professional learning for all staff and students led to the district's recognition as a Google Reference District.

REALIZING THE VALUE OF CLASSIFIED STAFF THROUGH EFFECTIVE EVALUATIONS

by Don Burley; Director of Operations;
Graham Local Schools; St. Paris, OH

“I am not valued.”
“I don’t have a degree, so does my opinion really matter?”
“Why can’t I go to the building staff meetings?”

Each of these quotes have been shared with me by classified staff throughout the years. Classified staff in schools often times feel disenfranchised, unappreciated and on an island.

They may receive a token of thanks during “teacher appreciation week”, or a nice party at retirement, but if you were to poll classified staff across the country, I would guess that many feel less important than other district staff.

Good schools and good leaders know this is not true. Classified staff are the lifeblood of our districts. Office leaders, custodians, bus drivers, foodservice, paraprofessionals, maintenance and other support staff keep things going. Why is it that often times we do not prioritize their evaluations, goals and professional development? As districts are mandated to focus on certified evaluation requirements, effective classified evaluations have often times become something that is put on the back burner.

How do we change that perception for classified staff? How do we help classified staff realize that their value and importance to the organization and the team? At Graham Local Schools, we became focused on developing a relevant and rigorous evaluation for all of our classified staff. The evaluation is in a shared Google document that the employee and supervisor both have access to. Our improved classified evaluations

and goal setting are broken down into four specific initiatives: connection, communication, collaboration and consistency.

Connection

We spend time exploring the interests and talents of our classified staff. Over time we have discovered what we already knew, but had not highlighted – that our staff have some tremendous talents that can impact our students inside and outside of the classroom.

An example is that after making connection with one custodian, we came to realize that they had a passion for gardening and canning fresh vegetables. That custodian received a professional day to go into one of our foods classes to teach students how to preserve fresh grown items. That custodian built positive relationships with staff and students outside of their job assignment. Personal connections and relationships build trust. Making these connections and highlighting our staff are breaking down the barriers of separation that some staff feel.

Some examples of our staff’s talents include small engine repair, fishing, singing, baking, cosmetology, art, etcetera. Making these connections can not only benefit the staff member, but more importantly, make a significant impact on our students.

Communication

Investing in professional development for our classified staff to effectively use technology is a priority for our district. The use of email for consistent and regular communication has become the expectation for all of our staff. We had to realize that some were not as inclined to use this method due to their comfort level, lack of training or possibly just refusal.

We now use Google Classroom for each classified department. This has been helpful to have a central location for all departmental communication. I can post articles and resources for professional development and reflection. The most valuable part of using Google Classroom for each department has been the ability to add new employees to the classroom once hired. They then have access to not only new information but can see past communications to bring them up to speed on the department.

Collaboration

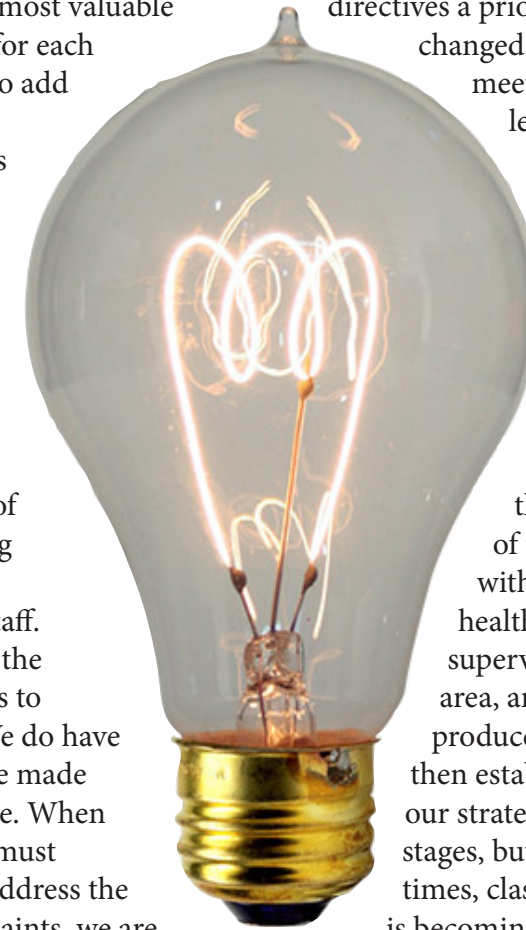
Being intentional in giving voice and choice to our classified staff has developed a keen sense of ownership, and we are now seeing some true changes in the overall attitude and perceptions of our staff. We are intentional about valuing the ideas of our staff and make efforts to implement whenever possible. We do have some specific guidelines that have made this more productive and effective. When anyone brings a complaint, they must bring at least two solutions that address the complaint. Now instead of complaints, we are receiving suggestions for improvements, and true collaboration for the betterment of the department. Collaboration is also one of the most important parts of our evaluation process. Staff can add evidence to their evaluation throughout the year. This creates a sense of true collaboration in the evaluation process.

Consistency

Now that we have developed our new evaluation tool, it can only be effective if we are consistent in the use of it. Each classified employee receives a blank evaluation shared with them via Google Docs, it is their responsibility to document evidence on the rubric

throughout the year. This has been a learning process for all staff, but it is starting to become effective. As they document evidence in each category and for each topic, it keeps their duties, responsibilities and directives a priority. Our evaluation for classified staff changed about every two years. Evaluation meetings were more about compliance and less about adding value. That is now changing.

Rigorous, consistent and collaborative evaluations tell employees they are valued. The conversations now taking place are about a staff members importance to the organization, how they fit into the big picture, and the value they bring to the table. As each item of the rubric is examined and compared with employee and supervisor evidence, healthy conversations occur. When a supervisor doesn’t see evidence in a certain area, an employee has an opportunity to produce evidence to the contrary. Goals are then established collaboratively in line with our strategic plan. This process is in the infant stages, but we are seeing positive results. At times, classified staff still feel separated, but that is becoming less and less the norm. We now are seeing a return on investment for the time we are spending focusing on connection, communication, collaboration and consistency. Our classified staff are becoming mentors for students with similar interests. We have a custodian that is a student council advisor, bus drivers that are volunteering as reading mentors, classroom aides that have sewing clubs, and a maintenance person assisting the track team. I am proud of the amazing classified staff in our district who keep our district running smooth every day. Classified staff are invaluable, and it is our job to help them not just see it, but feel it!



Don Burley, pHCLE, is a 20 year employee of Graham Local Schools in Saint Paris, OH. As Director of Operations, he oversees all classified human resources, while also directly supervising transportation, maintenance, food services, technology and business services. The operations department is focused on implementing. Don has a passion for helping all staff, especially non certified grow and develop in their career and skills. At Graham Local Schools our vision statement is “Success Today, Prepared for Tomorrow”. We are committed that this vision is not only for our students but for all staff. You can reach Don at burleyd@grahmlocalschools.org

Meet the Nominees

The elections for President-Elect and Region Representatives are coming soon! Electronic voting will occur beginning at 9:00 a.m. (EDT) on Wednesday, September 4, 2019. Watch for an email from kelly@aspa.org containing your voting link. Voting closes at 5:00 p.m. (EDT) on Saturday, September 14, 2019. The President-Elect will be announced during the Annual Business Meeting held on Thursday, October 10, 2019 from 8:00 a.m. - 10:00 a.m. Regional Representatives will be announced at the Regional Meetings held on Wednesday, October 9, 2019 from 4:15 p.m. - 5:00 p.m.



Cathy Donovan

President-Elect

Dr. Cathy Donovan currently serves as the Director of Talent Acquisition and Staffing for Olathe Public Schools in Olathe, KS. Cathy has served as a School Human Resources Administrator for 20 years and has completed 35 years in education. Prior to her experience as a human resources administrator, Cathy was an elementary principal and elementary classroom teacher.

Cathy holds a Doctorate of Philosophy in Educational Administration from the University of Kansas. She also has a Master's in Educational Administration and a Bachelor's in Elementary Education.

Cathy has been an active member of AASPA for 20 years. She has served on the Constitution and Bylaws Committee, the Membership Committee and was Co-Chair of the 2007 Annual Conference in Kansas City, MO. Cathy served on the AASPA Executive Board as Secretary from 2010-2016. She was the recipient of the Herb Salinger Personnel Administrator of the Year Award in October 2014. In addition to AASPA, Cathy has been a member of KASPA. She assisted with the development and implementation of KASPA, served as the KASPA secretary, president-elect and president. Cathy has also been an active member of Metro Personnel/MOASPA which is a group of school human resource administrators in the metropolitan Kansas City area and Missouri Valley which is a group of school human resource administrators in Iowa, Kansas, Missouri and Nebraska. She has assisted with the planning and organization of a mini professional development conference for the Missouri Valley Organization.



Kerry Parker

President-Elect

Dr. Kerry Parker currently serves as Superintendent of New Milford Public Schools in New Milford, CT. Kerry has served as the Assistant Superintendent of Human Resources for the Clovis Municipal School District in Clovis, NM. Prior to her position in human resources, she served as a high school administrator in Connecticut and Colorado for 14 years. She was also a teacher for 14 years in New Mexico, Colorado and Texas.

Kerry holds a bachelor's degree from Eastern New Mexico University; a Master's from the University of Phoenix, Denver; and a Doctorate from the University of Hartford.

Kerry has been actively involved with the American Association of School Personnel Administrators. She currently serves on the AASPA Executive Board as the Region 4 Representative for Arizona, California, Colorado, Hawaii, Nevada, New Mexico, and Utah. She has served as the Board Liaison to the Membership, Scholarship and Constitution and By-laws Committees. Prior to joining the AASPA Executive Board, Parker served as Chair and Co-Chair of the Membership Committee.

She has been recognized as the Connecticut State Board of Education Assistant Principal of the Year, received the Connecticut State Board of Education Achievement Award, the Colorado High School Press Association Distinguished Yearbook Advisor Award and was named an Outstanding Young Woman of America.

2019-2020 Executive Board

Kim Chambers

Secretary



The current AASPA secretary running for a second term, Dr. Kimberly Chambers is in her 18th year as a chief educational human resources administrator. Currently the Director of Human Resources at Adlai E. Stevenson High School District 125 in Lincolnshire, IL, she has worked in this role for four years. Kim served as the Assistant Superintendent of Human Resources and then the Assistant Superintendent of Administrative Services at Community High School District 94 in West Chicago, IL.

Kim is actively involved in AASPA, currently serving as the Secretary. A founding member of the Illinois Association of School Personnel Administrators (IASPA), Kim is the current Nominations Chairperson. She has previously served as the Recognitions Committee, Legislative & Governmental Relations Committee and Nominations Committee chairpersons. Kim was the Co-Chair of the AASPA 2012 Annual Conference in Chicago. In October 2018, Kim was honored with the Herb Salinger Personnel Administrator of the Year Award from AASPA.

Kim holds a bachelor's in Liberal Arts from DePauw University, a Master of Science in Human Services Counseling from National-Louis University, a Master of Arts in Educational Leadership from Aurora University, and a Doctorate of Education from Aurora University.

Kim has presented at national and state conferences, including the AASPA Annual Conference and AASPA Boot Camp. Kim is also very actively involved in her local human resources group, and she has been asked to mentor several administrators new to the human resources role.



Amy Dillon

Secretary

Dr. Amy Dillon is in her 15th year as a human resources administrator and currently serves as the Director of Human Resources for the Blue Valley School District in Overland Park, KS. Prior to her work in human resources, Amy served as a high school teacher, district content area specialist, and building administrator. She holds a Bachelor's in Secondary Education from the University of Kansas, a master's degree in Educational Leadership from Wichita State University, and a Doctoral in Educational Leadership and Policy Studies from the University of Kansas.

Amy is actively involved in the American Association of School Personnel Administrators (AASPA) and has been a member since 2006. She currently serves as Chair of the Recognition Committee. She has also served on the Membership Committee, Conference Time and Place Committee, and Ad Hoc Certification Task Force Committee.

Amy regularly presents at national and state conferences including AASPA Annual Conferences, AASPA Human Capital Leadership Conference, and the Missouri Valley School Personnel Administrators Conference on various topics such as branding and marketing, recruiting, and university partnerships. Amy has been instrumental in developing and growing the Missouri Valley School Personnel Administrators Conference and has hosted and presented at the monthly/quarterly MOASPA-KC lunch and learns. She also serves as an adjunct professor for Baker University teaching human resources in the educational setting to aspiring school administrators.



Linda Kaiser

Secretary

Dr. Linda Kaiser is the Director of Human Resource Services at Park Hill School District in Kansas City, MO. Park Hill currently serves 12,000 students with approximately 1,800 staff.

Linda has been actively involved in the field of education for over 25 years, serving at both the university and school district levels. In her current role, she has developed numerous training and professional development opportunities to support staff so they have the services, resources and information vital to their success. Previously, she worked at the University of Missouri-Columbia as an instructor, director of career services and education consultant.

Linda has been a member of the Missouri Association of School Personnel Administrators since 1996 and has served in multiple roles including Board Member, President-Elect, President, Past President and regional coordinator. She presents at numerous conferences, including AASPA, on topics related to leadership development, supervision training, and mental health resources. She has been active at the state and national levels serving on research boards and committees related to teacher certification, teacher supply and demand, and teacher preparation.

Linda holds two bachelor's degrees from Truman State University and Columbia College, as well as a Master's and Doctorate from the University of Missouri – Columbia.

2019-2020 Executive Board

Jennifer Duvall

Region 1



Jennifer Duvall is the Human Resources Director for the Corvallis School District in Corvallis, OR. Jennifer is actively involved with the District's equity work and one of her proudest accomplishments is providing leadership in the development of the district's Grow Your Own Bilingual Teacher Program.

Prior to her current role, Jennifer served as an Assistant Director at Oregon State University and in support roles for Albany School District and Linn Benton Lincoln Education Services District. She has been with the Corvallis School District for 16 years. Jennifer was recognized and honored with the Corvallis School District's Golden Apple Stellar Service Award in 2011.

Jennifer earned her Bachelor of Science in Business Administration and her Masters in Educational Leadership from Oregon State University. She has also completed the administrative licensure program at University of Oregon. She earned her national human resources certification, pHCLE, in July 2016.

Jennifer has served on the Oregon School Personnel Association (OSPA) Board for 11 years participating as the president, vice president, and currently as the secretary/treasurer. She has presented at both the state and national level including AASPA, OSPA, and Frontline Education conferences on a variety of topics ranging from strategic staffing to next generation recruitment strategies. Jennifer also serves on several committees including a rules advisory committee for the state licensing agency, Teacher Standards Practice Commission and the Oregon Educator Equity Advisory Group.

2019-2020 Executive Board

Kevin Walton

Region 3



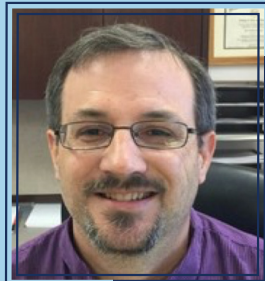
Kevin Walton is a Human Resources Specialist & Minority Teacher Recruiting Coordinator for the Area Cooperative Educational Services (ACES) in North Haven, CT. As the HR Specialist, Kevin also provides on-going training to the staff in the areas of sexual harassment, protection & advocacy, child abuse & neglect and manages the agency's summer school program. Kevin is the Co-Chair of ACES Diversity Committee and a member of the Central Safety Committee and works collaboratively with community partners on ACES related projects.

As the Minority Teacher Recruiting Coordinator, Kevin is responsible for implementing programs and activities that support ACES' mission to recruit and retain a diverse educator workforce. Two annual programs that epitomize this work include the ACES Careers in Education Recruitment Fair, which matches certified educators with employment opportunities and the Future Educators Symposium, which brings male, high school students of color together for a day of programs and activities designed to introduce them to the education profession.

Kevin has attended every AASPA Conference since becoming a member 10 years ago and has served on several committees including Membership, Legislative & Governmental and currently as the Co-Chair of the Minority Caucus. Additionally, Kevin has presented at several AASPA Conferences, AASPA Webinars and the AASPA Personnel Administrator Bootcamp.

Tony Howard

Region 1



Tony Howard is the Assistant Superintendent of Human Resources for Richland School District #400 in Southeastern Washington State. Tony has been the sole HR administrator for the RSD since 2011, and prior to that, was a middle school principal, high school assistant principal, and high school math teacher. Overall, he has spent 25 years in Washington public education advocating for students and staff.

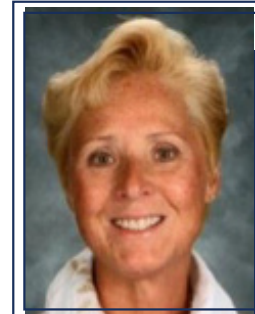
Tony's primary duties include leading the collective bargaining process for seven distinct union groups, acting as the district's personnel officer for all proactive and corrective actions, serving as a mediator for various employee disputes, leading the recruitment and selection processes for staff and acting as the Superintendent's designate in a variety of venues.

Tony holds a Washington State Superintendent Credential from Washington State University, a Master's in Mathematics Education from Central Washington University, and a Bachelor's in Mathematics Education from Western Washington University. In addition, he has participated in a number of trainings and programs targeted to human resources leaders, including multiple sessions with the Harvard Negotiation Institute in Cambridge, MA.

Tony is also a successful trainer and speaker in the region on matters related to HR leadership and function. Specifically, he has presented on teacher evaluation, negotiation leadership, teacher non-renewal processes, investigation training and contractual compliance. He has presented at the state affiliate level (WSPA) on several occasions as well as in other regional forums.

Susan "Ze" Anderson-Brown

Region 3



Susan "Zé" Anderson-Brown is the Director of Human Resources for the Burlington School District in Burlington, VT. Burlington School District is the largest single-town school district in the state of Vermont, serving nearly 4,000 students, Pre-K to grade 12, across 10 campuses.

Zé is actively involved in AASPA and currently serves on the AASPA Membership Committee. In addition, she is a founding member of the Vermont School Human Resources Professionals, Inc., the Vermont affiliate of AASPA. She has served on the board of VSHRP since its inception in 2016, including two terms as the President.

Zé holds a Bachelor's from Champlain College of Burlington, VT plus a Master's from Clarkson University of Potsdam, NY. During her career, she has held the positions as a Senior Vice President of Human Resources and as a Global Human Resources Business Partner. Zé regularly attends the national conference and presents at the monthly and annual state conferences. She has participated in the AASPA State Leadership Retreat. She has also served as a School Human Resources Consultant and mentors to both new and seasoned human resources professional in the educational setting.

2019-2020 Executive Board

Kevin Hryciw

Region 4



Dr. Kevin Hryciw is the Assistant Superintendent of Human Resource Services for Arcadia Unified School District in Arcadia, CA, overseeing Human Resources, Special Education and Health Services. He has served in education for 20+ years in Washington, Oregon and California in a range of past positions including instructional assistant, teacher, assistant principal, principal and director of personnel.

Kevin is passionate about school district human resource services and believes the work of AASPA is vital to connecting HR administrators and staff from across the US. In addition to the networking, he feels that the training and resources provided by AASPA are vital to the growth and success of its members. Kevin has been an active member of AASPA for several years and currently serves as the Chair of the Membership Committee. In past years he has served as Co-Chair of the Membership Committee and has served as a general member of both the Legislative and Membership Committees. Furthermore, he has presented at the AASPA Bootcamp and is currently enrolled in the blended cohort of the Human Capital Leaders in Education Certification Program.

In addition to his work in AASPA, Kevin is active in his statewide association teaching for the ACSA Personnel Academy which provides training to new and aspiring HR administrators. He is also an active member of the East San Gabriel Valley Administrators' Association, which provides networking and resources to HR administrators in Los Angeles County.

Kevin has a passion for fostering healthy culture. He states, "conflict exists in all organizations, but it's how one chooses to deal with the conflict that sets the healthy organizations apart from the others." After earning his Bachelor of Arts in Psychology from Gonzaga University, Kevin went on to earn a Master of Arts in teaching from Lewis and Clark College and completed his Doctorate in Education in May 2017 as a proud member of the University of Southern California Trojan family.

David Robertson

Region 4



David Robertson is the Director of Human Resources and Labor Relations at Twin Rivers Unified in Sacramento, CA. Twin Rivers is an urban school district with 52 schools. David is primarily responsible for the staffing, recruitment and retention of all employees. David and his department strive to understand and be sensitive to the welfare, needs and aspirations of the hundreds of individuals who comprise the work force in Twin Rivers. David and his department are guided by the desire to enhance the educational goals and objectives established for the students served by the school district.

David's career path in education included many stops in Wyoming, Colorado, Beijing and now in California as a kindergarten – third grade teacher, vice principal and principal along the way. He has now been working in the amazing world of human resources for over 12 years.

David is a long-standing member of the Association of California School Administrators (ACSA). He is currently the Past President of the Human Resources Council and AASPA California Liaison. David was president of the HR Council for three years and was previously Co-Chair of their two large professional development conferences (Personnel Academy and Negotiations Symposium). In addition, David co-authored an article in EdSource in 2016 on the teacher shortage.

David has presented statewide and at AASPA on recruitment strategies, in addition to other topics at ACSA events. The HR Council is also very active in legislative issues in California working directly with ACSA staff and testifying at assembly hearings at the state capital. David is currently the AASPA Legislative Committee Chair.

HUMAN CAPITAL LEADERSHIP SUMMIT | DECEMBER 5-6, 2019

8:00 A.M. | JW MARRIOTT | LAS VEGAS, NV

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.

- 1 Learn the best practices of recruitment and retention in today's PK-12 environment
- 2 Develop strategies to better organize your HR department
- 3 Learn how to connect HR to student learning and performance
- 4 Gain knowledge on the ever changing federal regulations effecting school HR



KEYNOTE SPEAKER: Emily Douglas-McNab

Emily Douglas-McNab is part of the Human Capital team at the nonprofit, Battelle for Kids. She works with school districts leaders, state departments, and nonprofits across the country to build and improve their people systems, so teachers and building leaders can focus their time on making a difference in the lives of children. It is the nature of humans to be both excited and scared of the future at the same time. We even see this in schools, in fact, in a Gallup survey, 86% of K-12 superintendents are excited about the future of their district. While districts wrestle with changes for students in order to prepare them for jobs that don't yet exist, there are also changes coming to HR departments. In this session we will look at trends and research and discuss how to best prepare HR for the future of education and work.

WHO SHOULD ATTEND?

- HR directors
- Superintendents
- Assistant superintendents
- Principals
- Business officials
- Any school administrators involved in recruitment, retention and human capital management

HOTEL INFORMATION:

- JW Marriott Las Vegas
- 221 N. Rampart Blvd.
- <https://book.passkey.com/e/49941047>

REGISTER ONLINE AT
[WWW.AASPA.ORG/](http://WWW.AASPA.ORG/EVENTS)
EVENTS

PERSONNEL ADMINISTRATOR BOOT CAMP | JANUARY, 2020

8:00 A.M. EACH DAY | SAN DIEGO, CA

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.

Our most popular regional meeting, this two-day workshop offers a variety of essential topics for all HR administrators. Breakouts follow two strands of topics: one for the basic HR professional and another for the more advance administrator. Topics include recruitment, HR legislation, hiring, employee evaluation, employee discipline and more!

REGISTRATION COMING SOON!

Unmask Your Potential

October 8 - 11, 2019

New Orleans, LA

Sheraton New Orleans Hotel

At the AASPA 81st Annual Conference you will . . .

- Ramp up your HR knowledge and skills.
- Interact with leading experts and practitioners in school HR.
- Connect and network with your colleagues in the industry.
- Select from more than 100 educational sessions to get ready for tomorrow's challenges.
- Learn strategies to apply in your district.
- Immerse yourself in hands-on learning through a pre-conference workshop of your choice.
- Invigorate your perspective on what is possible, new and cutting edge in our Exhibit Hall.

Who should attend ?

- HR Directors
- Superintendents
- Assistant Superintendents
- Personnel Staff
- Principals
- School Administrators
- Business Officials



Everyday we are called upon to lead using our HR knowledge and skills. Let us help prepare you for the challenges to come with answers to all of your HR needs. You will not find a conference of this caliber anywhere else. The American Association of School Personnel Administrator's 81st Annual Conference is the largest and most important annual gathering for school human resource administrators to learn and share with experts and professionals who understand your job. You will have first-hand access to proven HR strategies, best practices and the latest innovative ideas that you can replicate in your district to help you lead your department to success.

Keynote Spotlight

Sylvie Di Giusto

You Have 7 Seconds. Make Them Count!

Wednesday, October 9



People we meet make quick decisions about us. It takes a blink of an eye, and like it or not, you are going to be judged. Our initial imprint on others sets the tone and impacts how students, parents, collaborators or stakeholders view us. The good thing is that this impression is something you can control. In this interactive, fun and informative session, Sylvie will show us how we can influence the message we send to others, and how can we make adjustments that increase our leverage and authority as school administrators in day-to-day situations.

Steve Pemberston
A Chance in the World

Thursday, October 10

Steve Pemberston's inspirational story, *A Chance in the World*, has touched the hearts of millions. In this inspiring presentation, Steve tells how he defied seemingly impossible odds as an orphaned boy navigating the foster care system—all while trying to solve the mystery of his own identity and destiny. Steve also provides valuable lessons on self-empowerment, breaking negative cycles, creating a vision and achieving your goals—even when everyone says you don't have a chance in the world.



Leon Logothetis
The Kindness Diaries

Friday, October 11



Leon's speech covers his incredible journey around the world relying solely on the kindness of others. What these good Samaritans didn't know is the people that gave from their heart were given life-changing gifts. From sending a homeless man back to school, to building a house for a HIV diagnosed mom in Cambodia, these gifts were his way of giving back. His speech sets out to inspire the audience to recognize their potential and give back in any way they can. Leon will discuss his long trek out of the corporate world and into the life he was always meant to live. Real. Raw. Rewarding. Leon's speech is sure to leave you refreshed and ready to change the world. Check out Leon's journey on Netflix by watching "The Kindness Diaries."



ANNUAL CONFERENCE HAS GREAT CONTENT AND EDUCATIONAL SESSIONS. IT IS ALWAYS GOOD TO COME HOME FROM A CONFERENCE WITH REAL STRATEGIES AND INFORMATION THAT CAN BE IMPLEMENTED IN OUR OWN ORGANIZATIONS!



Conference Schedule

Monday, October 7

3:30pm – 5:30pm Conference Registration

Tuesday, Oct. 8

7:30am – 5:30pm Conference Registration
 9:00am – 4:00pm Pre-Conference Workshops
 4:00pm – 5:00pm Minority Caucus Committee
 5:00pm – 6:00pm First-Time Attendee Reception
 6:30pm – 9:30pm Welcome Reception

Wednesday, October 9

7:00am – 5:00pm Conference Registration
 8:00am – 9:30am General Session
 9:30am – 10:30am Exhibit Hall Opening
 10:00am – 11:30am Concurrent Sessions
 10:30am – 11:30am Exhibit Hall and Consultants' Corner
 11:30am – 1:00pm Lunch and Awards
 1:00pm – 1:45pm AASPA Committee Meetings
 1:00pm – 5:00pm Exhibit Hall and Consultants' Corner
 1:45pm – 4:15pm Concurrent Sessions
 4:15pm – 5:00pm Regional Meetings
 5:00pm – 6:00pm Reception in Exhibit Hall
 7:00pm – 10:00pm VIP Celebration

Thursday, October 10

7:30am – 4:00pm Conference Registration
 8:00am – 10:00am General Session
 9:30am – 11:30am Exhibit Hall and Consultants' Corner
 10:45am – 11:45am Concurrent Sessions
 11:30am – 12:15pm Exhibit Hall Closing
 12:15pm – 1:15pm Lunch on Your Own or Join Proximity Learning
 1:15pm – 4:00pm Concurrent Sessions
 3:00pm – 4:00pm State Leaders Meeting
 4:00pm – 4:45pm AASPA Membership Committee
 5:00pm – 7:00pm State Receptions
 7:00pm – 9:00pm Minority Caucus Reception

Friday, October 11

7:30am – 8:30am Breakfast Buffet
 7:30am – 12:00pm Conference Registration
 8:00am – 10:30am Concurrent Sessions
 10:45am – 12:00pm General Session

Coming to
Conference?

Let us know
on Twitter!
#AASPA2019

Get pHCLE, HRCI & SHRM Credit

This program has been approved for recertification credit through the Human Capital Leaders in Education (pHCLE), the Human Resources Certification Institute (HRCI) and the Society for Human Resource Management (SHRM).

The use of this seal is not an endorsement by HCLE, HRCI or SHRM of the quality of the program. It means that this program has met HCLE, HRCI and SHRM criteria to be pre-approved for recertification. Certificates will be mailed following the conference.



AASPA'S 81st ANNUAL CONFERENCE New Orleans, LA | October 8 - 11, 2019 REGISTRATION



Registrant Information

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	After 8/16/19	Fill in Amount
All-Access Registration with Dues (savings of \$40 off total price) Includes 2019-2020 AASPA Active Membership Dues		
Conference Registration	1 Welcome Reception Ticket	\$925.00
AM and PM Pre-Conference	1 VIP Celebration Ticket	\$_____

CHOOSE TWO PRE-CONFERENCE WORKSHOPS BELOW

Package #2		
All-Access Registration (savings of \$40 off total price) You must be a 2019-2020 member of AASPA to attend		
Includes Conference Registration	1 Welcome Reception Ticket	\$730.00
AM and PM Pre-Conference	1 VIP Celebration Ticket	\$_____

CHOOSE TWO PRE-CONFERENCE WORKSHOPS BELOW

A La Carte (includes meals, breaks, 1 Welcome Reception Ticket)		
Conference Registration and 2019-2020 Active Membership Dues	\$720.00	\$_____
Conference Registration (must be a 2019-2020 AASPA member to attend)	\$525.00	\$_____
Retired Member Registration and 2019-2020 Retired Membership Dues	\$330.00	\$_____
Honorary/Retired Member Registration (must register to attend)	\$275.00	\$_____
Student Member Registration (must be a 2019-2020 AASPA student member)	\$475.00	\$_____

Special Events

VIP Celebration– Wednesday, October 9	\$80.00	Qty _____
		\$_____

Pre-Conference Workshops - Tuesday, 10/8 - Please note an AM & PM session is included with packages.

For complete descriptions go to www.aaspaconference.com

AM	PM		
<input type="checkbox"/> 1. Labor Relations & Negotiations	<input type="checkbox"/> 7. FMLA, ADA & Workers Compensation	AM: \$85.00	\$_____
<input type="checkbox"/> 2. Transitioning School District Branding	<input type="checkbox"/> 8. Wired for Diversity Recruiting	PM: \$85.00	\$_____
<input type="checkbox"/> 3. HR Leadership Training for Supervisors	<input type="checkbox"/> 9. Managing Difficult Employees		
<input type="checkbox"/> 4. Student & Staff Social Media Usage	<input type="checkbox"/> 10. Harassment/Bullying/LGBTQ Rights		
<input type="checkbox"/> 5. Labor & Employment Issues for Schools	<input type="checkbox"/> 11. Labor Relations/Negotiation Do's & Don'ts		
<input type="checkbox"/> 6. New HR Administrator Toolkit	<input type="checkbox"/> 12. Top Legal Trends & Sticky HR Situations		

Single Day Registration Only

Wednesday, October 9, 2019	\$350.00	\$_____
Thursday, October 10, 2019	\$350.00	\$_____
Friday, October 11, 2019	\$350.00	\$_____

AASPA'S 81st ANNUAL CONFERENCE

New Orleans, LA | October 8 - 11, 2019

REGISTRATION

page 2

Additional Meal Tickets*	After 8/16/19	
Welcome Reception, Tuesday, October 8	\$75.00	\$ _____
Continental Breakfast, Wednesday, October 9	\$45.00	\$ _____
Luncheon, Wednesday, October 9	\$65.00	\$ _____
Presidents Breakfast, Thursday, October 10	\$55.00	\$ _____
Breakfast Buffet, Friday, October 11	\$50.00	\$ _____
*These meals are included in the full and single day registration fees and only need to be purchased for additional guests.		
Would you like to make a tax deductible donation to the Leon Bradley Scholarship Fund?		\$ _____
	Total	\$ _____

First Time Attendee

Yes No

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

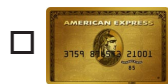
Payment (in U.S. dollars)

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 (credit card, purchase order and send payment) cancellations must be made in writing & received no later than **August 30, 2019** and will incur a \$100.00 cancellation fee. Cancellations received on or before this date will be refunded less a \$100.00 cancellation fee. Cancellations received by August 30, 2019 will be processed by November 30, 2019. Refunds are not granted for failure to attend, late arrival 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. Any cancellation of a registration guaranteed with a purchase order will be subject to the same cancellation policy. I understand that by selecting "Send Payment" I agree to the above cancellation policy. **No refunds will be issued for cancellation requests made after this date. Membership, special events and meal tickets are non-refundable.**

For Hotel Reservations, call the Sheraton New Orleans at 888-627-7033 or go to 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 • 7201 W. 129th Street, Suite 220 • Overland Park, KS 66213

Phone: (913) 327-1222 • Fax: (913) 327-1223 • aaspa@aaspa.org

Pre-Conference Workshops

Come Early, Learn More - Tuesday, October 8

Go in-depth, learn more and expand your skills in our targeted pre-conference workshops!

Morning Sessions

9 am – 12 pm

Afternoon Sessions

1 pm – 4 pm

1. Labor Relations & Negotiations in a Changing Environment

Most Collective Bargaining Agreements were initially negotiated 40-50 years ago. They have changed over time, but do they really meet the needs of schools today? In this workshop we will look at the four functions of a labor agreement.

2. Transitioning School District Branding to Human Capital – HR Branding

This session will share a broad overview of branding and how it impacts districts and human capital initiatives. We'll cover the importance of developing key messages, ensuring consistency across multiple targeted communication channels and helping employees to serve as brand ambassadors.

3. HR Leadership Training for Supervisors, Managers & Coordinators

Administrators will gain an understanding of essential components and best practices regarding effective leadership, interviewing, hiring, managing grievances and investigations. The session will explore what, how and when to document if the process just isn't working for the employee.

4. Started from the Founders Now We're Here: Responding to Student & Staff Social Media Usage

This presentation will examine all aspects of speech shared via social media platforms. In addition to reviewing relevant legal precedents, best practices for addressing social media activity, suggestions on policy-making and training and encouraging responsible digital citizenship will be addressed.

5. Significant Labor & Employment Issues for Schools

This presentation will examine the who, what, when, where and why of free speech as it relates to school staff and students.

6. New HR Administrator Toolkit

Join three veteran HR administrators for a session covering the basics of the HR office. They will share checklists, tips, tech-related efficiencies and advice for success in your new (or newer) role.

7. FMLA, ADA & Workers' Compensation: Untangling the Spider Web, Legal Update & Best Practices in Leave Administration

This session reviews the latest compliance issues and court decisions relating to FMLA and ADA, and provides attendees with useful, practical tips and tools to navigate and manage FMLA and ADA accommodation leaves.

8. WIRED for Diversity Recruiting

In this session we will learn about techniques and free sources to boost your recruiting effectiveness! Review best practices in recruiting, sourcing and HR branding; how to target extremely specific resources and comb through social media sites; and how to locate new organizations and job boards.

9. Managing Difficult Employees & Employee Misconduct: From Reporting to Investigation to Outcome

This session will provide a road map for creating a culture of civility and practical tips for managing those difficult employees. Explore how to address difficult employee behavior and build a productive workplace that people want to be a part of.

10. An Educator's Guide to Preventing Harassment/Bullying & Protecting LGBTQ Rights

This presentation will focus on the rising problem of harassment and bullying in schools, particularly in light of emerging concepts of LGBTQ culture, identity and expression, the applicable legal frameworks, and recommendations to minimize exposure and address harassment complaints.

11. Labor Relations & Negotiation Do's & Don'ts

This Pre-Conference session will be divided into three parts: (1) What to anticipate legislatively from your unions in a post-Janus vs. ASFME environment; (2) What to do and what not to do for effective negotiations; and (3) Communication strategies between your district, employees, parents, and community during negotiations.

12. Top Legal Trends & Sticky HR Situations to Know in 2019

This presentation will address emerging legal trends and challenging personnel issues that every HR professional should know. From recent and pending Supreme Court decisions impacting public school employees, the "Education Spring," and the impact of teacher shortages, to arming teachers, collective bargaining, accommodating disabilities, and transgender rights, we will hit the high points on a variety of personnel topics.

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

What's Happening?

Did someone say puppies?

Get your puppy petting hands ready! Pets have been shown to increase productivity, reduce stress and foster creativity and collaboration.

sponsored by EduStaff

Silent Auction

Proceeds from this event will go to the Leon Bradley Scholarship fund. Established to encourage more minorities or persons of color to enter the teaching profession, the Leon Bradley Silent Auction has raised thousands of dollars!

Community Service Project

As a conference attendee, you can donate new school supplies. We are collecting, packaging and donating 1,500 bags filled with basic school supplies for local schools in need.

sponsored by PowerSchool

First Time Attendee Webinar

AASPA wants your conference experience to be the best it can possibly be! Join us for a 30 minute webinar which will allow you to be ready and excited for a fun filled week of K-12 HR professional development.

Register at

<https://www.aaspaconference.com/first-timers-reception>

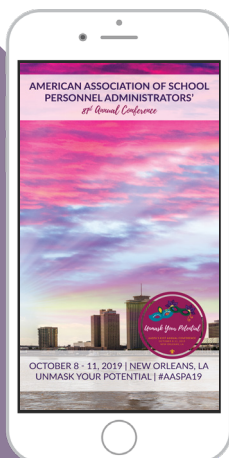
Volunteering

Volunteers are needed each year to help make the AASPA Annual Conference a success. Volunteering is a great way to network while getting a behind-the-scenes look at the conference. Volunteering is open to all conference attendees. Volunteers assist and support on-site registration, bookstore, conference information and hospitality and the silent auction

Check out all of the events at

<https://www.aaspaconference.com/whats-new>

COMING SOON:
DOWNLOAD THE
CONFERENCE APP TO
ELEVATE YOUR
CONFERENCE
EXPERIENCE



Evening Events

Welcome Reception

Tuesday, October 8 | 6:30 – 9:30 pm
House of Blues

The Welcome Reception will be a great opportunity to meet and network with other conference attendees. Join us at the House of Blues for an evening of fun! Sit back and enjoy the venue and network with your friends over dinner and drinks. Then enjoy some dancing and great music in this iconic New Orleans venue. The cost for this event is included in your conference registration fee. Additional tickets are available for \$75 each.



VIP Celebration – Sponsored by Aetna, EduStaff & AASPA

Wednesday, October 9 | 7:00 – 10:00 pm
Sheraton New Orleans Hotel

Join us at the VIP Celebration for an evening of networking, dinner and music at our Black & White Masquerade Party! It's simple, come dressed in black and white. Masks will be provided, as well as fun activities and surprises...New Orleans style. Throughout the night, enjoy fabulous food and great music as you dance the night away. You won't want to miss this fantastic event! Tickets can be purchased for \$80 each.



Elite Sponsors



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