Welcome to WASDA’s October edition of our online Newsletter! We hope that you all had a great first month of school.

From the comments we received during the Fall Superintendents Conference, the conference was a success. Thank you to all of you who were able to attend this event. Almost 300 superintendents, along with almost forty of the WASDA Business Partners, attended this year’s conference. Mark your calendars for September 16-18, 2020, for next year’s Fall Superintendents Conference. It will again be held at the Madison Concourse Hotel.

Complete details about all of WASDA’s events can be found on our website at www.wasda.org. If you experience any difficulty with the website, please contact Jessica directly at jschwedrsky@wasda.org.

We are always looking for new ways to serve our members. If we can ever be of service to you, please do not hesitate to contact us. We are here to serve you!

Wisconsin Association of School District Administrators
4797 Hayes Road
Madison, WI 53704
608/242-1090; 608/242-1290 - FAX
www.wasda.org
WASDA E-NEWS

OCTOBER 2019

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www.wasda.org
I hope each of you who attended the Fall Superintendents Conference in Madison gathered new ideas and strategies from both the conference presenters and from networking with your colleagues which will inform your work throughout the upcoming year. I have learned so much from my attendance at WASDA conferences over the years and I’d like to share one bit of inspiration: a poem I heard for the first time from Damian LaCroix, Superintendent of the Howard-Suamico School District. The poem caused me to reflect with appreciation on the work being done by teachers and staff in all of our schools. The poem written by Tony Illingworth, is entitled, "Wrecking Crew":

I watched them tear a building down,  
a gang of men in Sydney Town.  
With a push and a shove  
and a mighty yell,  
they swung a beam  
and the side wall fell.

I asked the Boss if his men were skilled,  
were they men to hire, if he had to build?  
He gave a smile, said "No indeed!"  
Just casual Laborers are all I need!"

"They can easily wreck in a day or two,  
what Builders would take a year to do!"

And I thought to myself as I walked away,  
that's not the role I like to play.  
I'm glad I'm a tradesman who works with care,  
measuring life with a ruler and square.  
I shape my deeds to a well-made plan,  
and patiently do the best that I can.

We all employ a wide range of "builders" in our schools: bus drivers who are the first to greet students in the morning and the last to say goodbye; food service personnel who prepare nutritional food; aides who monitor student behavior on the playground or help provide additional academic support; building secretaries who may tend to a bruised knee, line up missing work due to an absence, or provide some sage advice on how to best address a problem; custodians who ensure the classrooms and school are safe and clean; and of course, our building principals, teachers, and specialists (counselors, speech language pathologists, school psychologists, etc...) who provide daily instruction, support, and encouragement to our students.
These builders carefully plan lessons. They work with care to address the emotional, social, and academic needs of students. As builders, they are patient and know that the work in which they are engaged may take years before the true results are seen. They do the best they can each day and shape the future with their words and actions designed to build children into intelligent, responsible, respectful, and caring adults.

There is no question it is easier to be a member of the "wrecking crew". Destroying self-confidence, dismantling the sense of pride one may have in an accomplishment, demolishing another's self-esteem- this type of destruction is also done with our words and actions. The wrecking crew can undercut the efforts of the building crew in short time. So, the question for each of us to pose to members of our staff and community is: To which crew do you belong? Are you a builder of the children in our community or are you part of the wrecking crew? We have much to accomplish this school year and we must model and expect our employees and our community to be the builders, the architects, and the craftsmen of our children so that their foundation is solid and strong and their future promising and bright.

Cindy Zahrte
WASDA President, 2019-2020
cindyzahrte@tomah.education
Executive Director’s Message
October 2019
Dr. Jon Bales

“A Few Things to Think About in October”

Please click on the link below to hear a message from Jon.

CLICK HERE.

Please send your comments and questions to Jon - jbales@wasda.org.

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Are you paying for any of these services?

- 403(b) plan administration and compliance assistance.
- Updates on regulatory changes.
- IRS pre-approved plan documents.
- Plan level reporting for IRS audit or plan review.

That’s money down the drain.

Member Benefits can help you stay compliant at NO COST to your school district.

Contact a member of our Plan Administration Team for expert assistance.

Call 1-800-279-4030, Option 3
GETTING SCHOOL FINANCE RIGHT:
FROM THE BUDGET TO THE LEVY

MONDAY, OCTOBER 21, 2019- HOLIDAY INN-STEVEN'S POINT
TUESDAY, OCTOBER 22, 2019 - WASDA SCHOOL LEADERSHIP CENTER - MADISON
9 a.m. - 2 p.m.

WASDA is pleased to announce that it will be hosting two workshops entitled "Getting School Finance Right: From the Budget to the Levy." These workshops will be conducted by the DPI School Finance Team. Although open to all, this "how to do it from the ground up" workshop is geared toward new administrators or those with less than 3 years' experience. It will include:

- A detailed discussion and hands-on practice of the 2018-19 revenue limit calculation
- What to do with the October 1st Equalized Property Valuation from DOR and the October 15th General Aid Certification from DPI
- Determining the impact of the exempt business computer valuation ("Computer Aid")
- Conceptual overview of Equalization & Special Adjustment Aid (General Aid)
- How the pieces all fit together (revenue limit/general aid/levy; equalized property valuation/levy/mill rate)

The extended time will allow participants to use their own district's numbers to do the various calculations with hands-on help from the School Finance Team. The goal is for you to be confident in your budget, revenue limit and general aid numbers so the board can certify your district's levy correctly. **This is your opportunity to make sure you're getting it right!**

Items to bring with you to the workshop:

- A laptop computer
- Your district's 2018-2019 final revenue limit worksheet*
- Your district's Oct. 15th Certification of 2019-20 General Aid from DPI*
- Your district's September membership count, including 2019 summer school*
- Your district’s 2019 Equalized Values received October 1 from Department of Revenue*

*This information will be available on the SFS Team website so districts may choose to bring a hard copy or simply access the information online while at the workshop.

REGISTER AT WWW.WASDA.ORG!

Please call the STEVENS POINT HOTEL & CONVENTION CENTER at 715/344-0200 to reserve a sleeping room for the evening of October 20.
LARRY STORDAHL

With a very thick medical file and after outliving most medical expectations (and down most of one leg) Larry Stordahl of Eau Claire, WI passed away peacefully in his sleep on the morning of September 17th. He was 79 years old.

Larry was born on October 1st, 1939 and lived almost his entire life in the state of Wisconsin. For most of his youth he lived in Chippewa Falls, WI where his family grew with the birth of his younger sister Sue, whom he greatly admired throughout his life. Larry, a born storyteller, would often share colorful phrases of this time when he lived the first part of his youth without electricity and you could have a really good time by spending “two bits” in town.

As a young adult, Larry spent a few years in Vietnam and Korea where, after he was drafted, Larry was in the U.S. Army and worked as a surveyor and helped build an orphanage. Ever humble, Larry downplayed his role in building the orphanage by saying the army had him do it so that he would “stop being a pain in the rear.”

Larry returned to Wisconsin and would earn an English degree from UW- Stevens Point where he also met his good friends Terry Valen and Ken Christopherson. After graduation Larry, who was an avid reader, spent several years traveling the country reading, writing, fishing, and camping while driving a semi-truck and working for a moving company.

In the late 60s, there was a teacher shortage so Larry parked his truck at Owen-Withee High School and began his career in education teaching English/Language Arts. He met another teacher there, Patricia White, and they would be married for over 20 years and have two sons, Sam and Luke.

Larry’s teaching took him to Amherst, WI for over a decade before he transitioned into a school administrator and landed in Spencer, WI where he was a principal and superintendent for 17 years. As someone with diverse interests, Larry always thought schools should help kids learn and give them new opportunities. As a result, he was always very proud of the performing arts center built at the school during his tenure.

Later in life Larry found love and happiness with his friend, Anne Rislove. Though Anne died in a car accident before they got married, she always had a special place in his heart. After his retirement, Larry returned to the Chippewa Valley and lived at Banbury Place in Eau Claire.

Larry enjoyed getting to know his neighbors and liked the history of his home and the view of Eau Claire from his windows. He spent the last two decades of his life biking around Eau Claire, sharing company with friends, and being a caring and entertaining grandparent to Corrigan, Juniper, Bryar, and Rowan.

Undoubtedly the memories that people treasure about Larry come from the stories and times spent with him. Mostly though, Larry will be remembered for being a kind, thoughtful person, a dedicated and caring father, and someone who enjoyed the company of others while talking about his family, books, stupid politicians, and more — all with a sharp wit and good sense of humor.

Larry’s final resting spot will be at the Natural Path Sanctuary near Madison, WI. He thought it was nice to be able to return to the woods and it was probably reassuring that he’d be close enough to yell at the DPI if he wanted.

Larry is survived by his children Sam (and Cyndi) of Madison, and Luke (and Colleen) of Eau Claire; grandchildren Corrigan, Juniper, Bryar, and Rowan; sister Sue (and John) Pearson of Lawrence, KS; and many nieces and nephews. He was preceded in death by his parents Clarence and Lucille and his fiance Anne.

A celebration of life was held on Sunday, September 22nd from 1PM — 4PM at Irvine Park in Chippewa Falls. In lieu of flowers, memorials are being accepted for a memorial bench to be placed at a park in Eau Claire.
WASDA Early Career Superintendent Workshops
'Accelerating Growth for Distinguished Performance'

Target Audience: 2nd, 3rd, and 4th Year Superintendents

WASDA is pleased to offer, in partnership with Baird, a series of three workshops for early career superintendents, to accelerate growth for distinguished performance. Designed based on feedback from the field, the sessions will refine leadership thinking and action to promote achievement, excellence and equity for all students.

High performing leaders think and act differently. Their mindsets guide their choices, decisions and actions every day. Their skill sets differentiate and set them, and their districts, apart from others. The skill sets possessed by high performing leaders can be developed and nurtured.

Dates of Workshops:

- October 30, 2019 WASDA School Leadership Center - Madison
- January 21, 2020 Baird Offices - Milwaukee
- March 25, 2020 WASDA School Leadership Center - Madison

Goals of Workshops:

- Examine skills utilized by high performing superintendents to lead for increased achievement, performance and equity
- Challenge and disrupt current assumptions
- Shift mindsets about choices, decisions and actions
- Sharpen critical thinking and analytical skills
- Think strategically about change
- Set goals for implementation/application of workshop concepts to solve real-world problems/issues

The program for each workshop follows this article.

REGISTER AT WWW.WASDA.ORG!
WASDA Early Career Superintendent Workshop I
'Accelerating Growth for Distinguished Performance'

Target Audience: 2nd, 3rd, and 4th Year Superintendents

OCTOBER 30, 2019
WASDA School Leadership Center - Madison

9:00 a.m. - 10:45 a.m.   Leading with New Eyes: Shifting Mindsets, Disrupting Assumptions, and Creating New Metaphors

The process of transforming a system requires deep reflection, questioning old assumptions on which we have relied, developing new metaphors for the work, and shifting mindsets about what is possible. This session will feature ideas and activities to assist system leaders and stakeholders in transforming their organization by "seeing through new eyes." This interactive session will provide participants with opportunities to engage in activities and reflect on their assumptions, metaphors and mindsets about learning, leading, teaching, and schools.

Jim Rickabaugh

10:45 a.m. - 11:00 a.m.   Break

11:00 a.m. - 12:00 p.m.   How Do High Performing Superintendents Approach Legal Issues? - Part I

Complex school legal issues are best resolved by using disciplined, systematic processes of critical thinking and decision making which include appropriately framing the issue, analysis, questioning and evaluating options from various points of view. This session will identify questions high performing superintendents ask, as well as the steps and decision points they address when tackling a complex legal issue. Strategies will be presented, then applied to a real-world problem during a round table case study activity.

Attorney Michael Julka, Boardman and Clark

12:00 p.m. - 1:00 p.m.   Lunch and Networking with Colleagues and Presenters

1:00 p.m.   Workshop Concludes

REGISTER AT WWW.WASDA.ORG!
9:00 a.m.- 10:30 a.m. Facilitating Long-Term Financial Planning

How do superintendents become wise stewards of the community's resources? High performing superintendents develop and implement long-term financial plans, then monitor and measure against financial and organizational goals. Join the Baird Financial team to develop and refine your financial planning acumen including:

1. Conducting financial forecasting - the process of projecting revenues and expenditures over the long term, using assumptions about economic conditions, future budget scenarios, and

2. Developing long-term financial plans to align your district's financial capacity with long-term organizational objectives.

Baird Financial Team

10:30 a.m. - 10:45 a.m. Break

10:45 a.m. - 12:15 p.m. Your Comprehensive Look at Referendum Planning

Is a facilities or operational referendum in your future? Work with the Baird Financial team and legal counsel from Quarles and Brady to examine the factors superintendents and their teams must consider to successfully navigate a referendum. Content will include strategies to position the district for success beginning several years before the actual vote including building your credit rating, managing your tax levy, building your long range budget and capital planning, generating community engagement, establishing board resolutions etc. This session will provide the guidance you need for your referendum planning!

Baird Financial Team and Attorneys from Quarles and Brady

12:15 p.m. - 1:00 p.m. Lunch and Networking with Colleagues and Presenters

1:00 p.m. - 3:00 p.m. 'Open Gym' for Building Your Customized Financial Forecast Models

While utilizing the Baird Forecast Model, take advantage of personalized consultation with the Baird team to address you unique district financial forecasting and planning needs. Districts not currently using the Baird Budget Forecast Model will be provided a sample for use during this session.

Baird Financial Team

REGISTER AT WWW.WASDA.ORG!
WASDA Early Career Superintendent Workshop III
'Accelerating Growth for Distinguished Performance'

Target Audience: 2nd, 3rd, and 4th Year Superintendents

MARCH 25, 2020
WASDA School Leadership Center - Madison

9:00 a.m. - 10:45 a.m. Overcoming Challenges and Leveraging Opportunities to Achieve Meaningful Change in Your District Initiatives

A wise superintendent once said, “People's appetite for change is usually greater than their ability to digest it.” This is why there can be push-back even when a school board or community has demanded that things must change! Some districts have mastered implementing change and embracing new ideas, with seemingly little opposition. Why the difference? What do they know? How do they do it? High performing leaders think and act differently during change processes using mental paths to discern and forecast possible issues, identify and analyze assumptions, apply leadership theory, and engage community in meaningful ways to develop ownership for decisions and capacity for implementation. This session will review strategies utilized to successfully manage organizational change and provide opportunities for participants to act on and apply them to their own district's change initiatives.

Jim Rickabaugh, Kathleen Cooke and Michael Gallagher

10:45 a.m. - 11:00 a.m. Break

11:00 a.m. - 12:00 p.m. How Do High Performing Superintendents Approach Legal Issues? - Part II

Hone your critical thinking and decision making skills as you apply strategies utilized by high performing superintendents to real-world complex school legal issues during this interactive session. Practice anticipating unfolding scenarios and analyzing issues from multiple points of view, learn to identify salient points, material facts and evidence, and select the best possible course of action for complex legal issues.

Attorney Michael Julka, Boardman and Clark

12:00 p.m. - 1:00 p.m. Lunch and Networking with Colleagues and Presenters

REGISTER AT WWW.WASDA.ORG!
Baird Video Library (BVL) October Update

Although the BVL library is full of useful videos to be accessed anytime, this month in the business office, you might be find the following most helpful. Not a member of the BVL? Click here for sample videos, more information and a link to register!

What is the Difference between Head Count and FTE?
Equalized Property Value
State Equalization Aid
Revenue Limits-Low Revenue Ceiling
Calculating the Mill Rate
DPI Reporting – PI 401
Why Will the Approved Mill Rate Differ from Residents’ Tax Bills?
Bank Reconciliations
School-Level Budget/Annual Reports
Grant Claims
What are the WUFAR Approved Account Code Classifications?
What is the difference between Fund 38 and Fund 39?

If you have any questions on the above videos, or if you have any comments on how the BVL can better serve your district, let us know! Reach out to any member of the Baird team; we’d be happy to help.
TUESDAY, NOVEMBER 12, 2019
WASDA SCHOOL LEADERSHIP CENTER-MADISON

7:30 a.m.  REGISTRATION - Coffee & Muffins
Questions/Discussions/Celebrations

8:00 a.m.  BUDGET PLANNING AND DEVELOPMENT
Why? What? How? How will we know? It’s time to begin planning your district budget for 2017-18. Members of the Baird Financial team will help you to initiate a thoughtful, transparent budget planning and development process. (Bring your customized financial analytics to reference during the activity.)
Baird Financial Team

9:15 a.m.  REFLECTION ON LEARNING – How are Academy Activities Influencing Thinking and Practice?

9:30 a.m.  MEANINGFUL COMMUNITY ENGAGEMENT
We know the importance of a meaningful relationship between the school district and the community it serves - the vision and values of how students are educated need to be clear and aligned. This session will overview a spectrum of methods for public participation and provide specifics of a highly collaborative approach called “Future Search.”
Drew Howick, Howick Associates

10:30 a.m.  BREAK AND NETWORKING

10:45 a.m.  ACHIEVEMENT, EXCELLENCE AND EQUITY: A CALL TO ACTION TO THE BUSINESS OF EDUCATION
The status of children in our schools and the challenges facing public education require inspirational, passionate school leaders who possess an inner resolve to achieve despite obstacles and political distractions. Whether we apply best practices to ensure success for EVERY learner depends in part on how we feel about the fact that we haven’t achieved high levels of success with EVERY child thus far. What is your resolve? ....What are you prepared to do, to drive EXCELLENCE? This session will examine core principles and leadership actions which set some school leaders, their school systems and their RESULTS, apart from others
Kathleen Cooke and Michael Gallagher KCMG Consulting

12:00 p.m.  LUNCH/NETWORKING
12:30 p.m.  PANEL DISCUSSION:  THINGS I WISH PEOPLE WOULD HAVE TOLD ME DURING MY FIRST YEAR....”
A distinguished panel of “early career” superintendents will join us to share their insights and help us benefit from their “A HA!” moments.
Jeff Nelson, Supt., Grafton; Marggie Banker, Supt., Montello; Tanya Kotlowski, Supt., Necedah; and Matt Joynt, Supt., Mequon-Thiensville

1:30 p.m.  BREAK AND NETWORKING

1:45 p.m.  PUBLIC RECORDS LAW AND OTHER LEGAL TIPS NEW SUPERINTENDENTS NEED TO KNOW
Engage in proactive review of your school district’s practices to avoid legal entanglements. Kirk Strang will share insights and tips for the ‘can’t miss opportunity ’Part II discussion. (Bring your handouts from the September academy session which also address the content for part II.) Attorney Kirk Strang, Strang, Patteson, Renning, Lewis & Lacy s.c.

3:00 p.m.  ADJOURN

REGISTER AT WWW.WASDA.ORG!

SLATE

SCHOOL LEADERS ADVANCING TECHNOLOGY IN EDUCATION
December 9-11, 2019
Kalahari Resort-Wisconsin Dells

AWSA and WASDA are happy to be hosting the tenth annual SLATE Convention December 9-11, 2019, at the Kalahari Resort in the Wisconsin Dells. SLATE is a comprehensive educational technology conference designed by leading education associations to meet the needs of all educators. Each year, the conference attendee feedback is compiled and used to construct the ultimate technology conference experience!

This conference is designed for a wide variety of educators including Teachers, Principals, Associate Principals, District Administrators, Library Media Specialists, IT Coordinators and Directors of Curriculum and Instruction. SLATE 2019 features:

• Google and Apple Playgrounds
• One-hundred concurrent sessions around two tracks and four experience levels.
• Pre-Convention sessions, including Wisconsin Future Ready Leadership Summit, Introduction to Design Thinking, Developing a Culture of Innovation, and Tinker- Code- Make
• Access to the expo hall featuring the latest edtech products and services

Cost of attendance is $210 per individual. All Pre-Convention Sessions are $39. It is recommended that attendees bring a laptop and/or portable wifi devices so you can access online handouts and links regarding the conference during the conference.
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Your students deserve first-rate facilities. You deserve a partner ready to make that happen.

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THURSDAY, OCTOBER 10:

9:00-11 a.m.  WASSA ADVISORY COMMITTEE MEETING

12:00 p.m.  REGISTRATION

1:00 p.m.  WELCOME - Jon Bales, Executive Director, WASDA, and WASSA Advisory Committee Chair Jessica Doyle-Rudin

1:15 p.m.  GENERAL SESSION

Compliance: Legal Principles and Board Policies Require The District To Do What?
So many of the "teachable moments" that arise out of the review of statutes, regulations, and court decisions dictate what can't be done, or give direction with regard to interpretations, strategies, or techniques for future conduct. However, there are legal sources applicable to school districts, school boards, and District Administrators which simply mandate compliance with specific directives. In addition, board policies and administrative guidelines often include such mandates, particularly directed at the District Administrator "or his/her designee." This presentation will highlight some of the most important compliance mandates of which WASSA members should be aware with the objective of creating an "auditing resource."

Presenter: Attorney Michael Julka, Boardman Clark

2:30 p.m.  BREAK

2:45 p.m.  GENERAL SESSION

Legal Q & A
This breakout session offers a lively question and answer session on the legal issues that interest you! No outlines, no PowerPoints, just the issues that you and fellow members of WASSA confront every day and--at the other extreme--are so unusual that a blueprint is hard to find. This breakout session will provide great learning opportunities, in a relaxed, fun format. Join Attorneys Kirk Strang and Tony Renning of Strang, Patteson, Renning, Lewis & Lacy for a chance to ask questions about the issues that matter to you and to participate in the stimulating group discussions that our Q and A sessions always generate!

Presenters: Attorneys Kirk Strang & Tony Renning, Strang, Patteson, Renning, Lewis & Lacy

4:15 p.m.  Free time

5:30 p.m.  Reception

6:00 p.m.  Dinner
7:00 p.m.  **The Chrome Place**
Have you ever wanted to make your time on Google Chrome more productive? Welcome to "The Chrome Place" and everything Chrome is awesome! During your time in "The Chrome Place" you will learn about some quick tips/tricks/ideas to make your browser time productive and enjoyable. Topics covered will be bookmarking tips, tab tricks, extensions to try, google drive ideas, and links to some nifty websites.
**Presenter:** Tricia Lewis, Technology Integration Professional, Richland School District

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**FRIDAY, OCTOBER 11:**

7:30 a.m.  **BREAKFAST**

8:15 a.m.  **GENERAL SESSION**

**Work with the Media Like a Pro**
Let's face it, working with reporters can be among the most difficult and stress-inducing aspects of your work. From being misquoted by reporters to being taken out of context, it is difficult to ensure the district's story is told accurately.

In this session, communications expert Joe Donovan will explain how to create a good working relationship with the media and provide some easy-to-implement tactics for working with reporters from your local newspaper or TV station-or even from the national 24-hour cable news channels.
**Presenter:** Joe Donovan, President, Donovan Group

9:30 a.m.  **BREAK**

9:45 a.m.  **SECTIONALS**

**Build Your Media Relations Skills**
Baraboo School Superintendent Dr. Lori Mueller and Communications Specialist Holly Henderson will share how they responded to the media and the international outrage that resulted from a photo taken of students prior to a school dance.
**Presenters:** Dr. Lori Mueller, Supt., and Holly Henderson, Communications Specialist, Baraboo

**Board Meeting Minutes: The Good, the Bad, and the Ugly**
Attorney Shana R. Lewis of Strang Patteson Renning Lewis & Lacy, s.c., will cover the legal obligations related to and the best practices for, recording, maintaining, publishing and disclosing the minutes of school board meetings, including open and closed sessions, committee meetings, and special meetings of the board of education.
**Presenter:** Attorney Shana Lewis, Strang, Patterson, Renning, Lewis & Lacy

**A Healthy Dose of Information on Board Policies**
Time for your district's annual board policy physical! Are your policies in great shape - or are they laying on corner shelf somewhere turning into a policy potato? Are your board policies immunized against the with the most current policy maladies coming your way? Stop by this session for the perfect prescription of new policy information, online resources, and important reminders for your current school year. No appointed needed - this is a walk-in policy clinic!
**Presenters:** Chris Patritto, Neola Associate, Ret. Supt. Hurley & Scott Brown, Neola Associate, Ret. Supt. McFarland
STUDENT DATA PRIVACY

The Consortium for School Networking (CoSN) and its Wisconsin state affiliate chapter, Wisconsin Educational Technology Leadership are honored to support the work of current and aspiring superintendents and district leadership teams in leading all aspects of digital learning transformations.

Last month we began the new school year by taking a look at the CoSN Empowered Superintendent Initiative (http://www.cosn.org/superintendents) and the CoSN Driving K-12 Innovation Report (http://www.cosn.org/k12innovation). This month we turn our attention to the ever-critical issue of student data privacy.

As school leaders continue to grow in their knowledge and expertise in using data to drive instruction and other multiple facets of school operations, the issue of leading and managing student data privacy can sometimes seem confusing and even overwhelming. CoSN is pleased to share a one-page critical issues document that covers the five critical guidelines for ensuring data privacy in your district's or school's use of technology, available at this link: https://www.cosn.org/sites/default/files/Superintendents%20Initiative%20-%20Privacy.pdf.

To assist school leaders in assuring all stakeholders that their district has built a system and culture of trust and transparency with regard to student data, CoSN developed a comprehensive process for school districts to earn the Trusted Learning Environment (TLE) Seal. Learn more about how and why the TLE Seal can support your data privacy work by clicking on this link: https://cosn.org/sites/default/files/CoSN%20TLE%20Superintendents.pdf. CoSN continues with Season 2 of the CoSN/edWeb Empowered Superintendent edWebinar Series on Monday, October 14, 2019 at 5:00 pm ET. The focus for the October webinar will be on Student Data Privacy. Learn more about the series, register for upcoming webinars and access recordings of previously broadcast webinars at https://home.edweb.net/supers/.

If your school or district would like more information about joining CoSN or getting more involved with CoSN, please contact Brian Calvary, CAE, CoSN Director of Membership and Chapters, at bcalvary@cosn.org.
ARE YOU RETIRING IN 2020?

The requirements to receive the Honorary Life Membership and be recognized at the retirement banquet held in conjunction with the WASDA Annual Educational Conference are as follows:

A. The recipient must have retired from school work.
B. The recipient must have total experience in educational work on any level of at least twenty-five (25) years.
C. The recipient must have been a member of the Wisconsin Association of School District Administrators at the time of retirement and for the five (5) years immediately preceding retirement.
D. CESA administrators who were county superintendents are to receive credit for the years served as county superintendents.

If you are retiring this year, please email the WASDA office. ALL WASDA members retiring will be recognized at the banquet. This year’s convention will be held April 22-24 at the KI Convention Center in Green Bay. (Conference begins with a reception at 5:30 p.m., April 22, followed by the Recognition Banquet & ends at 12 noon on April 24.)

2020 WASDA ANNUAL EDUCATIONAL CONFERENCE

APRIL 22-24, 2020

KI CONVENTION CENTER
GREEN BAY

MARK YOUR CALENDAR!
SUPPORTING PRINCIPAL EXCELLENCE:
PROFESSIONAL GROWTH COACHING
FOR LEADERS ACADEMY

Presented By
WASDA & AWSA

Click here for a special message from the Director of the Academy, Barb Sramek

School administrators need skillful support from leaders of teaching and learning; leaders who believe in coaching as a vehicle for developing exemplary leadership. The Professional Growth Coaching for Leaders Academy, presented by WASDA and AWSA, will equip superintendents, central office leaders and others who directly support principals with the tools and practices that enhance principal performance in leading schools of equity and excellence for student success. The overarching goal of the Academy is to assist with the development of instructional leadership skills that deliver breakthrough results for all students.

Knowledge Objectives:

1. Identify strategies to determine best practices in teaching and learning.
2. Understand how to use evidence of principal practice to identify next steps of leader improvement that foster a positive educational environment and support the diverse cultural and learning needs of students.
3. Learn a process for determining local academic priorities and problems of practice.
4. Understand how to identify a shared problem of practice and recognize strategies to impact change.

Practice Objectives:

1. Analyze coaching conversations and scenarios for effectiveness and intended impact.
2. Promote reflection on impact by engaging leaders in coaching simulations that use targeted questioning and conversation strategies.
3. Engage in a relationship with a principal for the purpose of practicing and analyzing coaching skill.
4. Facilitate coaching conversations that ensure equity and excellence in schools.

The Academy will include four (4) full-day sessions and the sessions are intended to build upon each other. Registration will cover attendance for all four dates and will open in July.

2 Locations:

<table>
<thead>
<tr>
<th>Holiday Inn Madison at the American Center</th>
<th>Holiday Inn-Stevens Point</th>
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<tbody>
<tr>
<td>Thursday, October 17, 2019</td>
<td>Friday, October 18, 2019</td>
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<tr>
<td>Wednesday, November 20, 2019</td>
<td>Friday, November 22, 2019</td>
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<tr>
<td>Wednesday, January 8, 2020</td>
<td>Tuesday, January 7, 2020</td>
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<tr>
<td>Friday, March 20, 2020</td>
<td>Thursday, March 19, 2020</td>
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</table>
YOUR GOALS. OUR MISSION.

Wisconsin public school districts face unprecedented challenges and opportunities. The attorneys at Strang, Patteson, Renning, Lewis & Lacy, s.c., are dedicated to helping you meet the challenges and take advantage of the opportunities.
New report helps education leaders pinpoint and address teacher shortages

REL Midwest’s new report explores teacher supply and demand trends in Michigan. Read on to learn about the key findings and implications.

Read more

Resource roundup: Strengthening and supporting the teacher workforce

Looking for resources on developing a high-quality, stable, and diverse teacher workforce? Browse this collection of curated resources from across the REL network.

Read more

A passion for partnerships rooted in evidence: Meet Dan Frederking

REL Midwest’s newest partnership facilitator, Dan Frederking, is working with the Midwest Alliance to Improve Teacher Preparation to strengthen district supports for Michigan teachers.

Read more

Video: Understanding the ESSA tiers of evidence

Watch our new video to gain a better understanding of the tiers of evidence outlined in the
Every Student Succeeds Act (ESSA) and how schools and districts can use these tiers to rate an intervention’s potential effectiveness on improving student outcomes.

View the video 🎬

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**Coaching resources for conducting environmental scans of programs and practices**

Our new coaching resources describe how to conduct environmental scans to learn more about specific programs and practices. To access each resource, click the link, and then on the page that opens, drop down the Training, Coaching, and Technical Support Projects tab.

- [Environmental scan of Minnesota credit-recovery programs](#)
- [Environmental scan of Madison Metropolitan School District literacy interventions](#)

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**Ask A REL**

Browse the responses to some recent questions submitted to our Ask A REL reference desk—then [submit a question](#) of your own!

- What does the research say about the relationship between teacher talent management practices and teacher recruitment and retention?
- What research is available on methodological approaches used to measure and understand teacher retention?
- What does the research say about the effectiveness of out-of-school programs on middle and high school student outcomes?

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**Upcoming events**

Don’t miss our upcoming events this fall! All events are free and open to the public.

- **October 16:** A Closer Look: Teacher Perceptions and Use of Technology in Teaching, Webinar (4:00–4:50 p.m. CT). This webinar will examine instructional technology practices, professional development, and teacher perceptions in several high schools in a rural region of Iowa. [Register](#). Contact: [lchecovich@air.org](mailto:lchecovich@air.org)

- **October 23:** Supporting Students with Disabilities to Become College- and Career-Ready, Brainerd, Minnesota (12:30–4:00 p.m. CT). This in-person event, cohosted with the Minnesota Department of Education, will explore effective strategies to prepare students with disabilities for college and career. [Register](#). Contact: [cgoldston@air.org](mailto:cgoldston@air.org)
Don’t Miss This Opportunity!

EDspaces, the International Conference and Expo on the Future of Educational Facilities is Coming to Milwaukee, October 23-25, 2019.

We know that creating engaging spaces means engaged learners. At this event there are over 50 accredited professional development sessions exploring the intersection of pedagogy, space and technology, a marketplace of over 150 exhibitors with innovative solutions and experiential learning in professionally designed and outfitted classrooms. Wisconsin is also showing off a bit with tours of some of our best new facilities.

Since this is right in our backyard, WASDA has negotiated a 20% discount off the full conference registration for our members. Just use EDspaces20 discount code when registering at www.ed-spaces.com. Join us at EDspaces and immerse yourself in the future of learning environments.
October is National Principals Month:
What Do We Know About Attracting, Retaining and Growing Great Leaders

By Jim Lynch, Executive Director, Association of Wisconsin School Administrators (AWSA)

School principals influence the school culture and the instructional quality of whole systems of teachers.¹ Leaders’ effect on students contributes to twenty-five percent of the total school influences on students’ academic performance.² Therefore, school districts have an enormous interest to attract, retain and continually improve strong school leaders.

Principal Turnover: Our National Problem of Practice
While developing student-centered cultures as well as attracting and retaining high-quality teachers are critical strategies for school leaders to improve their schools, there is another essential element principals must possess: time. Typically, creating meaningful and lasting change in a school is equivalent to turning an oil tanker. For example, research tells us it takes 5 to 10 years for a principal to have a meaningful impact on a large school.³ Thus, school leaders need sufficient time to get the job done. Unfortunately, they do not often get it.

According to the School Leaders Network, only 1 in 4 principals stay in a given leadership position longer than 5 years.⁴ Of those that are brand new to the principalship, fifty percent do not make it past year three. Besides losing talented people from the profession, the costs of principal turnover are high both in terms of real dollars and its effect on learning environments. For example, preparing and onboarding a new principal carries an average price tag of $75,000 nationally. Furthermore, student performance in math and English language arts falls the year after a principal leaves, with the next principal needing up to three years to make up the loss.

The Association of Wisconsin School Administrators (AWSA) is a member of the School Leader Collaborative, a consortium of state principal associations dedicated to addressing principal growth and longevity. The consortium believes that in order to keep student performance on a positive trajectory, and save school districts’ needed resources, a two-prong approach of supporting principals must be taken: 1) increase their longevity in the schools they have been hired to lead; and 2) accelerate their effectiveness as school leaders. Principals must have time
to create positive, lasting change in their schools. However, since most principals do not benefit from the time needed to transform their buildings, they must be provided support to get better faster.

The Causes of Principal Turnover and Strategies to Promote Retention and Growth
To increase understanding of principal turnover and determine which policies and practices might stem the tide, the National Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI) have partnered to conduct a study of principal turnover. This research has identified five main causes of turnover and five keys to promoting longevity.

1. High-Quality Professional Learning Opportunities
In Wisconsin, we have never been better positioned to provide school leaders with the professional learning opportunities they need. The Every Student Succeeds Act—better known as ESSA—provided new opportunities for states to invest in school and district leadership and support. In Wisconsin, the DPI is using this opportunity to build the capacity of, and coherence for, school leaders through a collaborative partnership. This effort is providing learning opportunities along three tiers of professional learning to systematically enhance the leadership capacity throughout the state:

**Tier 1:** “Conferences” provide professional learning, information and networking opportunities across the administrator standards (breadth). The DPI, CESA Statewide Network, WASDA, and AWSA are working collaboratively to provide coherent professional learning for Wisconsin’s educators. Beginning this year, the partners transitioned three stand-alone professional learning activities into a coherent, jointly-planned conference series called The Wisconsin Leading for Learning Summit and Series. This approach was designed in response to strong input from the field encouraging state and regional organizations to better coordinate events.

**Tier 2:** “Academies” provide focused training to improve leadership practice in high-leverage competencies (depth). Wisconsin school leaders are being reimbursed 75% of the registration fee for completing an Academy. In 2019-20, approved Academies include: New Building Administrators, Building Effective Leadership (years 2-5), Leading for Equity, Impactful Coaching, Data Leadership, Leading Professional Learning Communities, and Mental Health and Resilience.

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### Five main reasons principals leave their job:
- Inadequate preparation and professional development,
- Poor working conditions,
- Insufficient salaries,
- Lack of decision-making authority, and,
- Ineffective accountability policies.

### Five strategies to promote retention and growth
- High-quality professional learning opportunities
- Support from strong administrative teams with adequate school-level resources
- Competitive salaries
- Appropriate decision-making authority within the school context
- Evaluations characterized by timely, formative feedback
Tier 3: “Coaching” to further equip leaders with tools and strategies to lead effectively (reflection). School leaders engaged in the New Building Administrators Academy or the Building Effective Leadership Academy are able to work with a certified coach. The cost of this high-quality coaching is supported through this collaborative partnership.

The NASSP/LPI research also found that principals praised preparation programs that offer robust field experiences with strong mentors and/or internships. Last year, AWSA, DPI and the WI Association of Colleges for Teacher Education began convening meetings among Wisconsin’s principal preparation programs. The group is working collaboratively on strengthening the practicum experiences for Wisconsin principal candidates.

2. Support From Strong Administrative Teams With Adequate School-Level Resources
In Wisconsin, school principals report largely positive relationships among principals, with district leadership and the school board. In 2018, AWSA members reported having good to great relationships as follows:
- 92% among all the principals in the district
- 89% between the superintendent and all the principals
- 83% between the school board and all the administrators

These healthy relationships provide fertile ground to develop high performance leadership teams. There are excellent resources for districts to use to assess the current state of their administrative team and plan for continued improvement. One example would be *The District: How Leadership Influences Student Learning*, published by the Wallace Foundation.

3. Competitive Salaries
Administrator contracts lay out the shared goals of both the leader and the district. These shared goals include stability, comparability and growth. School districts should periodically review contracts related to each of these goals.
- **Stability goals:** One can address stability through the length of contract and well thought out longevity incentives. Many contracts automatically extend each year and include a benefit that promotes longevity.
- **Competitive goals:** Both parties are interested that the overall compensation is typical within the market. Districts can select comparable schools based on athletic conferences or similarly sized schools in a region.
- **Professional Growth Goals:** The school district and the administrator want to ensure that the leader is continuing to learn and grow professionally. Contracts should support the leader’s membership in professional associations, participation in professional learning including conferences, academies, courses and professional coaching.
4. Appropriate Decision-Making Authority Within the School Context

Nationally, principals frequently report a lack of decision-making authority on key issues impacting school performance. In Wisconsin, school leaders have reported having some or a great deal of control over many of these key decisions. (See Table 1)

This is a topic for administrative teams to reflect upon on a regular basis.

5. Evaluations characterized by timely, formative feedback

Today’s principals need thoughtful support from district leaders. It is important that evaluation systems are a) focused on the right areas of leadership and b) feedback is provided skillfully. In Wisconsin, districts have access to high-quality evaluation tools and professional learning opportunities to ensure that both of these objectives are met.

The Wisconsin Framework for Principal Leadership (WFPL) is a standards-based leadership rubric in used by over two-thirds of Wisconsin’s districts. A recent study demonstrates evidence of validity of the WFPL, based on analysis of performance ratings to independent measures of principal leadership from the annual Educator Development, Support and Retention Survey (Jones, et al., 2018). In other words, the framework is focused on the elements of leadership that matters for teachers and students.

Beginning last year, WASDA and AWSA began offering the Supporting Principal Excellence Academy designed for district leaders to develop the skills to provide ongoing, high-quality feedback to school leaders. The first cohort was extremely well-received and the second cohort begins this month.

If your district would like any assistance in promoting principal longevity and growth feel free to contact AWSA at any time.

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Who's Got Your Ear?
By: Jerry Kember, School Perceptions Consultant

As the district administrator, you are a sounding board for all ideas, compliments, and complaints about the PK-12 school system. After all, you represent one of the community’s most valued assets, their children. Wherever you go, people are ready to share their thoughts and, without a doubt, some do it far more often than others. At best, you may be hearing from five percent of your constituents. The question becomes, do they truly represent the perceptions and beliefs of the other ninety-five percent? Would most agree with the concerns of such a small group, or, are you only hearing what many would consider personal agendas and a minority opinion.

As the leader of your community's schools, you are responsible for first understanding and then fostering the educational system they desire for their children. Without purposely discovering what your staff, parents, and students value, it is impossible to determine where to start. Listening to only a handful of constituents can’t begin to provide the direction and insight necessary to fulfill the educational goals of all those you serve. Giving credence to a vocal minority may very well be counter-productive in meeting the expectations of the greater population.

There is a multitude of ways to make yourself available and open to input. Hosting public forums, being visible in the community, using social media and other avenues will help to reach a broader spectrum of people. However, what about all those who are too busy to take advantage of such opportunities or simply aren’t inclined to share their thoughts? By comparison, the service industry has taken significant steps to collect data from their customers. Today you can’t have work done on your car, stay at a hotel, or go to a doctor without being asked to complete a survey about your experience. And, the results are guiding the policies and practices of successful businesses.

What tools are you using to measure the engagement and satisfaction of your clients? It is a labor-intensive, time-consuming process when you don’t have the personnel, process, or research-based instrument to effectively make such an assessment. School Perceptions, a Wisconsin-based company, has been making it possible for PK-12 school systems to effectively and affordably measure the attitudes of staff, parents, students, and communities for over a decade. School Perceptions survey results are not only reliable but also comparable to districts of similar size and demographics.

Properly planning for improvement requires having reliable data to guide your decision-making and goals for the future. Let School Perceptions handle the burden of this important work. They have the tools and resources to give you the information you need. Results from a School Perceptions survey represent the majority of those you serve and not just the few who regularly seek your attention.

For more information contact:  Jerry Kember, 262.644.4300  jkember@schoolperceptions.com

Jerry Kember has served public schools in New York and Wisconsin since 1970. He retired as Superintendent of Schools after 22 years as an administrator in the School District of La Crosse. Throughout his tenure Kember was committed to regularly connecting with the community to share the “good news” of the District and gather feedback from residents.