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

Thank you to all of you who were able to attend our Virtual Fall Conference. We missed seeing all of you in person but feel the conference was still a success. Mark your calendars for September 22-24, 2021, 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
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608/242-1090; 608/242-1290 - FAX
www.wasda.org
OCTOBER 2020
WASDA E-NEWS

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www.wasda.org
Dear WASDA Friends and Colleagues,

Thanks to all of you that participated in the fall conference this year. While it definitely wasn't the same as being in person and being able to network with each other, I thought the content was excellent and want to thank the committee that put this conference together. It was nice to be able to watch all of the breakout sessions at our convenience rather than having to pick just a few of them. We had two excellent key note speakers Thursday with Dr. Anthony Muhammed and Dr. Susan Enfield sharing their messages. Friday was informative to hear about state and federal policy and politics. Also, thank you to our WASDA Business Partners and Sponsors for participation in this conference.

I've always loved the month of October. Watching farmers harvest corn and soybeans, picking apples, eating squash and participating in a rare sports equinox (A day when there are games played by the NFL, NBA, MLB & NHL). Then, of course, there is Halloween; a day that seems enjoyed by many adults almost more than it is by children! It's unfortunate that COVID-19 is really going to dampen or eliminate the Halloween activities for everyone this year which would have been extra fun with it falling on a Saturday!

There are also some important awareness events in October. It's an awareness month for breast cancer, Down syndrome, healthy lungs, liver, orthodontic health, Spina Bifida, Rett syndrome and SIDS. However, it's one of the awareness weeks (besides WI School Board Week) that we may really want to focus on this year. Mental Illness Awareness Week is October 4th - October 10th. There is also the National Depression Screening Day on Thursday, October 8th and World Mental Health Day is on Saturday, October 10th.

We have heard on numerous occasions over the last few years how mental health needs have been increasing, and this year COVID-19 is likely having a more dramatic effect on mental health than we even realize at this time. All of us have felt the negative effects of this pandemic. Some of us have lost loved ones, some have not been able to see loved ones and everyone has had to change their socialization in one way or another. While we know children are very resilient and can adapt to almost anything; I worry about the long-term effects this is going to have on them.

I've heard children talking about not being able to see their Dad for fourteen days because he has to stay at the cabin while he is sick. Children that have lost relatives that shouldn't have left this earth for many more years. Children that are afraid of losing their parents, grandparents, siblings or a teacher. Children that are just scared of the unknown and letting anxiety build up inside of them because they just don't know what to think, believe, or do about this invisible threat.

Think of all the anxiety and stress that you have had over this pandemic, and then think back to when you were a child and how you think you would have handled it. I know I would have been nervous, scared and sad while breaking out in hives and wanting to see my friends, but yet being afraid to do so. I would have cried myself to sleep at night worrying about my grandparents and having nightmares of all the bad things that I thought could happen, even if the chances were super slim.

I considered myself a pretty well adjusted, mature kid with lots of supports in my life. I can't even imagine what this would be like without having several positive supports in place. Please use October to make sure the mental health needs of your students and staff are being paid attention to and addressed. The long-term dividends are worth the investment.

Together in Education,

Dr. Paul M. Schley, Superintendent
Cornell School District
pmschley@cornell.k12.wi.us
WASDA
Executive Director’s Message
October 2020
Dr. Jon Bales

“Clear Principles Will See You Through A Cloudy Environment: Leadership Matters”

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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GREGORY A BELL, JR.

Gregory “Gregie” A. Bell Jr., age 51, of Boscobel, WI passed away peacefully on Monday September 14, 2020 at his residence. He was born August 5, 1969 in Madison the son of Gregory and Patricia Bell. He was united in marriage to Michaell Schlump on January 20, 1990 in Boscobel.

Greg graduated from Boscobel High School in 1987 and then attended Madison Business School. He returned to Boscobel and worked at the Pour House Bar and Milk Specialties. He was contacted in the mid 1990’s about coaching the Boscobel cross-country team and found his love and passion. He returned to college at UW-Platteville and received a degree in Elementary Education. Greg’s first teaching job was in the Riverdale school district as a 5th grade teacher. He later took the AD position at Boscobel Schools. While working, Greg went on to get his Masters Degree and later became Boscobel’s principal. During the 2014-15 school year, Greg left Boscobel and was employed by the Wisconsin Dells School District as principal. Never forgetting the importance of his community and children he worked with, he came back to Boscobel and has served as their Superintendent for the last three years. During all of his years of teaching and administration work, Greg has always been coaching kids. Greg was the Boscobel Cross-Country coach for over 10 years. While coaching he lead Boscobel to several conference, sectional and state titles. He was inducted into the Wisconsin Cross Country Hall of Fame in 2016. Along with coaching, Greg believed in wanting the best for his staff, students, and athletes. Always pushing them towards graduation, and furthering their education through college credit and AP courses. He also was a big supporter of the Boscobel Booster Club, Boscobel Athletic Boosters and all extra curricular activities.

Greg loved his family dearly, and felt very blessed to have such an awesome wife, great kids, and adorable grandchildren and couldn’t understand how he got so lucky. He loved family time together, going camping, traveling, especially trips to Las Vegas, and spending time with his friends. Greg also enjoyed playing softball, boating, sharing stories and telling jokes. Greg was a great man that led by his actions. He believed in his family, his community and his students. He believed in treating people with respect and his impact on the people, especially his students, is immeasurable. He will be deeply missed but his memory will live on with all who were blessed to know Gregory Bell Jr.

Greg is survived by his wife Michaell of Boscobel and his two children; Ryanne (Joe) Carl of Fennimore, Gregory Bell III of Boscobel, grandchildren Deklyn and JJ Carl, mother Pat Bell of Boscobel, sister Lynn (Rodney) Kauffman of Boscobel, brother Todd (Brooke) Bell of Boscobel, father and mother-in-law Lionel “Snick” and Marleen Schlump of Boscobel, brother-in-law Kirk Schlump of Pleasant Prairie, as well as several special nieces and nephews.

He was preceded in death by his father Greg Bell Sr. in 2015 and his uncle Tony Bell.

In lieu of plants and flowers a memorial fund is being established in loving memory of Greg Bell Jr. A “Celebration of Greg’s Life” will be held at a later date. The Larson Family Funeral Home of Fennimore is assisting the family. Cards of sympathy and memorials may be sent here at 925 10th St. Fennimore, WI 53809.
VERN MARTZKE

Vernon “Vern” Victor Martzke, age 88, passed away on Tuesday, September 22, 2020 at Woodside Villa of Green Bay.

Vernon was born on October 14, 1931 in Shawano, a son of the late Theodore and Alma (Lindner) Martzke. He attended and graduated from Shawano High School. Following high school Vern graduated from UW Oshkosh where he met his future wife, RoseMary Hicks. On August 22, 1953 Vern was united in marriage to RoseMary in Gillett. Vern continued his education at UW Madison while working as a math and science teacher, and received his Master’s Degree in School Administration. Over the years he worked in various levels of education until becoming the Superintendent for the Alma Area School District. Vern and Rose lived in Alma for 50 years. Following Rose's death in February of 2015, Vern moved to Green Bay to be closer to his family.

Vern enjoyed woodworking, remodeling, and gardening. He and Rose loved antiquing for old glass ware. He was a longtime member of St. John Lutheran Church in Alma where he was a choir director, church council member, and council president. After retiring from education, Vern was elected to two terms as a Buffalo County Supervisor, the last of which was as President. Vern also served as the Buffalo County Food Pantry manager, along with Rose for many years. He was also a member of the Alma Lions Club.

Left to cherish his memory are his children, Doug (Mary Kaye) Martzke of Green Bay, Kristin (Brent) Schneider of Andover, MN, Jeff (Nikki) Martzke of Nelson, BC, and Lisa (Bruce) Deemer of Marshfield; his grandchildren, Erica (Johnathan) Novak, Brandon (Lindsey) Martzke, Jason Schneider, Amelia and Willem Martzke, Emily (fiancé Paul Ojambo) Goeppinger, and Mariah Goeppinger; great-grandchildren, Carter and Emmett Novak, and Eve and Rhett Martzke; sisters-in-law, Norma Martzke and Beverly Hicks; and many nieces, nephews, relatives, and friends. He was preceded in death by his brothers, Kenneth, Willard, and Eldor; and his grandson, Ryan Schneider.

Mickelson Funeral & Cremation Service of Shawano is assisting the family with arrangements. Please share online condolences at www.mickelsonfs.com.

“The family sends a special thank you to the staff at Woodside Villa and Unity Hospice for the care and support given to Vern.”

To send flowers to the family or plant a tree in memory of Vernon V. "Vern" Martzke, please visit our Heartfelt Sympathies Store.

Registration Open for the WEMTA Virtual Conference February 7th-8th 2021

The WEMTA (Wisconsin Educational Media & Technology Association) Conference brings together current, future and past educators to share knowledge of library, literacy and technology topics. Nine concurrent sessions over two days offer a wide variety of choices. Many sessions will be recorded and available for conference attendees to view asynchronously.

We’re excited to announce attendee registration is OPEN for our virtual WEMTA Conference February 7th-8th 2021. Special bring your administrator pricing! Early bird pricing ends November 7th. More information is on our website including: Case to Attend, Schedule Overview, Registration Information and more. We look forward to seeing you at #WEMTA21!!!

Renee Deschard & Malena Koplin, #WEMTA21 Conference Co-Chairs
AWSA and WASDA are happy to be hosting the Eleventh annual SLATE Convention VIRTUALLY December 7-9, 2020. **SLATE** is a comprehensive educational technology convention designed to meet the needs of all schools and districts. This convention is designed for a wide variety of educators including Teachers, Principals, Associate Principals, District Administrators, Library Media Specialists, IT Coordinators, Directors of Curriculum and Instruction and other school leaders. Educators of all backgrounds and expertise levels gather to learn about the newest in education technology, as well as practical tips and tricks to implement in their schools and districts. While we may not be able to hold a live convention this year, we are committed to bringing you an interactive, collaborative, and immersive online experience.

As part of this year’s registration, convention attendees will also be able to access all videos, handouts, and materials for an additional 30 days after the convention ends.

The cost of attendance is $169 per individual. The Pre-Convention Session, Wisconsin Future Ready Leadership Summit, is $39.

Visit the [SLATE](#) website for complete program and registration information.
ARE YOU RETIRING IN 2021?

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. Depending upon current restrictions at the time in Dane County, this year’s convention will be held April 21-23 at the Madison Concourse Hotel in Madison. (Conference begins with a reception at 5:30 p.m., April 21, followed by the Recognition Banquet & ends at 12 noon on April 23.) If necessary, the conference will be held virtually.
VIRTUAL GETTING SCHOOL FINANCE RIGHT: FROM THE BUDGET TO THE LEVY

MONDAY, OCTOBER 19, 2020
9 a.m. -12 p.m.

Due to the ongoing COVID-19 Pandemic, WASDA will only be hosting one VIRTUAL School Finance workshop this year entitled "Getting School Finance Right: From the Budget to the Levy." This workshop 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 2019-20 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 required for the workshop:
- A laptop computer
- Your district's 2019-2020 final revenue limit worksheet*
- Your district's Oct. 15th Certification of 2019-20 General Aid from DPI*
- Your district's September membership count, including 2020 summer school*
- Your district’s 2020 Equalized Values received October 1 from Department of Revenue*

*This information will be available on the SFS Team website so districts may access the information online during the workshop.*
BVL OCTOBER Update

We picked a few videos you might find helpful this month

Baird is dedicated to your district and your school finance needs. Although the BVL library is full of useful videos to be accessed anytime, this month in the business office, you might be interested in the below videos:

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 our team below; we’d be happy to help.

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SUPPORTING PRINCIPAL EXCELLENCE:
PROFESSIONAL GROWTH COACHING FOR LEADERS

** Please note: WASDA intends to continue to provide professional learning opportunities for our members in 2020-21. At this time, the method of delivery for those opportunities will be dependent on the guidance from public health officials and compliance with any restrictions on assembly. We are prepared to provide in-person, virtual, and hybrid spaces for our members to gather, learn, collaborate, and network. Registrants will be provided updates as our future unfolds.

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. Register at www.wasda.org!

Comments from past Academy participants:
"This is within my area of study/experience, and the academy has helped me advance my practice."
"The balance of learning/research and practicing with others was greatly appreciated."
"I really liked the discussion and role playing of case studies and to discuss sensitive issues in a safe environment."

Academy Dates:
Thursday, October 15, 2020 - This workshop will be provided virtually beginning at 8 am and concluding by 1 pm.
Tuesday, December 1, 2020 - This workshop will be provided virtually beginning at 8 am and concluding by 1 pm.
Friday, January 15, 2021 - At this time, we are planning to conduct this workshop in person in Madison. It will begin with registration and breakfast at 7:30 am and conclude by 3:00 pm.
Wednesday, March 10, 2021 - At this time, we are planning to conduct this workshop in person in Madison. It will begin with registration and breakfast at 7:30 am and conclude by 3:00 pm.
2020-21 IN-DEPTH RACIAL EQUITY SERIES

WASDA members have begun the conversation and desire to move the conversation forward through professional learning. Make plans to join our year-long Racial Equity Series grounded in equity and social justice.

Through your participation in the Series, WASDA works to support you by suppling tools and in developing strategies that will assist you in attending to the racial and social justice issues that are impacting schools and communities across Wisconsin. The Series will be facilitated by Stan Davis and will be informed by various guest speakers who bring unique expertise and perspectives. The Series will also provide opportunities to learn with and from each other and address just-in-time learning related to current issues and events.

Monthly topics will be drawn from the following: supporting and managing student activism; auditing and monitoring school and district disciplinary systems for bias in both structure and implementation; developing and implementing anti-bias curriculum; differentiating equity from equality and diversity from inclusion; addressing the isolation felt by students of color in less diverse educational environments; putting into practice early childhood and preschool engagement tools that assist students in closing the gap; identifying and assisting students and families with external challenges; effectively using mental health and social work resources and tools; implementing effective family and community engagement strategies; and crisis response planning.

The year-long Series will provide a ninety (90) minute virtual convening each month and will include a focus derived from the topics enumerated above. Each session will be scheduled from 1:00 PM to 2:30 PM on each of the following dates:

- October 20, 2020
- November 24, 2020
- December 15, 2020
- January 19, 2021
- February 16, 2021
- March 16, 2021
- April 20, 2021
- May 18, 2021

Join us as we continue our conversations and facilitated discussion on race, diversity, equity and inclusion in education. We encourage you to register and include the participation of your leadership team. The cost of registration is $595 per district team for the year-long Series. REGISTER HERE.
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.
October is National Principals Month: 
Supporting and Retaining Great Leaders in the COVID era

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.\(^{ii}\) Therefore, school districts have an enormous interest to attract, retain and continually improve strong school leaders. And in the COVID era, AWSA is your partner in providing additional support through this difficult time.

**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 that 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 five to ten years for a principal to have a meaningful impact on a large school.\(^{iii}\) 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 one principal in four stays in a given leadership position longer than five years.\(^{iv}\) 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 typically falls the year after a principal leaves, with the next principal needing up to three years to make up the loss.

A recent Education Week article entitled *Pandemic May Drive Principals to Quit* reported that forty-five percent of principals said the pandemic conditions are prompting them to leave the
job sooner than they had previously planned. Therefore, our efforts to support and retain quality educators has more urgency now than ever.

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. **Working Conditions: Lack of Student Supports**

   There is no doubt that working conditions drive turnover. Of the thirteen factors studied by NASSP/LPI, the top three concerns of principals related to working conditions: workload, compliance requirements, and inadequate support.

   Inadequate support includes a variety of factors, but a lack of student services support is the most common concern among principals (such as counselors, social workers, and nurses). National and Wisconsin-specific surveys have shown that principals feel the job is becoming too complex and stressful. In a 2018 AWSA survey, 65% of members agreed that the job is becoming too complex and 90% felt great stress at least once a week. When asked what
strategies would reduce complexity and stress, 96% of respondents cited “greater support to meet the behavioral health needs of students.”

All educators are stressed by the lack of student supports as the needs continue to grow. Advocating for greater state support for student health supports is critical as is continued efforts locally to strengthen the supports currently in place.

2. 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 (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 last 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. 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.

**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.

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**Extra Support for Leading Through COVID**

Leading through the COVID pandemic is clearly further increasing the complexity and stress of school leadership. Therefore, AWSA is providing extra support for professional growth and self-care this year. AWSA has scheduled **monthly self-care webinars**, and is providing **complimentary coaching services** for the remainder of the school year. Please encourage your leaders to take advantage of these opportunities to better care for themselves and those who count on them.
The NASSP/LPI research also found that principals praised preparation programs that offer robust field experiences with strong mentors and/or internships. In 2018, AWSA, DPI and the Wisconsin 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.

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)

| Table 1: How much control do you have in making decision about each of the following? |
|----------------------------------|----------------|----------------|----------------|----------------|
|                                  | NONE           | NOT VERY MUCH  | SOME           | A GREAT DEAL   |
| Hiring teachers                  | 0.71%          | 1.65%          | 17.88%         | 79.76%         |
| Teachers’ schedules              | 3              | 7              | 76             | 339            |
| Removing teachers                | 3.76%          | 5.88%          | 23.06%         | 67.29%         |
|                                  | 16             | 25             | 98             | 286            |
| Curriculum and instruction       | 2.35%          | 7.76%          | 38.59%         | 51.29%         |
|                                  | 10             | 33             | 164            | 218            |
| Finances                         | 2.12%          | 13.88%         | 48.94%         | 35.06%         |
|                                  | 9              | 59             | 208            | 149            |
|                                  | 6.84%          | 27.12%         | 50.47%         | 15.57%         |
|                                  | 29             | 115            | 214            | 66             |

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 use 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 in 2018, WASDA and AWSA began offering the Supporting Principal Excellence Academy, which is designed for district leaders to develop the skills to provide ongoing, high-quality feedback to school leaders. The next 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.

References:


EmpowerED Superintendent Webinar Series, Diversity in IT

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.

EmpowerED Superintendent Webinar Series - Season 3 Launch
On Monday, September 14, 2020 at 5:00 pm Eastern Time the EmpowerED Superintendent Webinar Series, co-hosted by CoSN, AASA and edWeb.net and sponsored by ClassLink begins its third season. The initial broadcast for Season 3 is titled “School Leadership 2020-2021: Unprecedented Challenges in a COVID-19 World”. Guest panelists include Dr. Dan Domenech, Executive Director, AASA, Keith Krueger, CEO of CoSN and Dr. David Schuler, Superintendent Township High School District 214, IL and Chair of the CoSN Superintendent Advisory Panel. Ann McMullan, CoSN EmpowerED Superintendent Initiative Project Director, returns as the host/moderator for the series. The recording of this webinar is available at: https://media.edweb.net/edWebinar/?view=20200914edweb58.

The free recording of the July 13 webinar broadcast on Smart Education Networks by Design: The CoSN SEND Initiative which featured a lively discussion with Dr. Mark Benigni, Superintendent, Meriden Public Schools, Dr. John Marcus, Superintendent, Stoughton Public Schools, MA and Matthew Miller, Superintendent Lakota Local Schools, OH can be accessed at: https://home.edweb.net/webinar/supers20200713/

The complete list of free recordings of all previously broadcast EmpowerED Superintendent webinars is also available at https://home.edweb.net/supers/

In addition to the free access to live and recorded webinars, the EmpowerED Superintendent webinars are now also available via podcast. Learn more at https://home.edweb.net/podcasts/

Super Power of Techni-Color in IT
If you missed this session during the CoSN 2020 Virtual Conference, you can now view the recording of this wonderfully engaging and timely panel conversation about diversity in the IT sector at this link: https://tinyurl.com/cosn2020diversity

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.
While this school year may look different for us all, our common goal is for students to be able to see clearly and learn confidently.

Fortunately, together we can take steps to ensure children see clearly during this unprecedented academic year.

**Screen Time and Myopia:**
While the digital world helps us stay connected, it can have a long-lasting effect on children’s vision health. Currently **40% of the U.S. population has myopia, or nearsightedness, due to increased screen times.**

**What Can We Do To Prevent Myopia?**
- **Every 20 Minutes**
- **Look 20 Feet Away**
- **For 20 Seconds**

**ABC’S of Children's Vision**
No matter if your students are learning in-person, virtually, or both, ensure that teachers and school staff keep a focus on vision health by knowing and watching for the ABC’s of children’s vision.

- **A is for Appearance:** Red or watery eyes, swollen eyelids, clouded or hazy eyes
- **B is for Behavior:** Squinting, blinking, frowning, holding books close to their face
- **C is for Complaints:** Eye pain, blurry or double vision, headaches, sensitivity to light

**Prevent Blindness Wisconsin:**
Prevent Blindness Wisconsin is a statewide, non-profit organization dedicated to healthy vision in Wisconsin. Our vision is for each Wisconsin resident to have healthy vision at every stage of life.

**Celebrity Waiters Dinner:**
Join Prevent Blindness Wisconsin and the Milwaukee Admirals at the 40th Annual Celebrity Waiters Dinner to honor your school nurse! **The 2020 Community Partner Award is presented to Wisconsin School Nurses.** Join us virtually on Facebook Live and YouTube, Wednesday October, 14th from 7:00-8:00 pm. **Free registration at bidpal.net/CWD2020.**

For more information on children's vision health, please visit our website at: wisconsin.preventblindness.org
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.

The month of October is designated as National Cybersecurity Awareness Month. In keeping with the focus on cybersecurity, CoSN is pleased to offer multiple pathways for school leaders to learn how to identify, manage and prevent cybersecurity attacks within school and school district settings.

**EmpowerED Superintendent Webinar:**

“Cybersecurity: Keeping Everyone Safe in Today's Learning Environments”

The second episode of Season 3 of the EmpowerED Superintendent Webinar series airs on Monday, October 12, 2020 in conjunction with National Cybersecurity Awareness Month. The title of the October 12, 2020 webinar which airs at 4:00 pm CT is Cybersecurity: Keeping Everyone Safe in Today's Learning Environments. In this edWebinar, Dr. Luvelle Brown, Superintendent, Ithaca City School District, NY, Dr. Susan Enfield, Superintendent, Highline Public Schools, WA, Dr. Chris Gaines, Superintendent, Mehlville School District, MO; and Amy McLaughlin, Project Director, CoSN Cybersecurity Initiative share their perspectives and experiences in dealing with the complexities of managing and assuring cybersecurity in today's K-12 learning environments. They will examine the liability concerns that arise when schools experience network security incidents and the impact those events can have on a district’s professional reputation as well as the effects cyber-attacks have on teaching and learning. Strategies for effectively preventing, managing and communicating cybersecurity threats will be reviewed. Free registration for the October 12, 2020 webinar is now available at [https://home.edweb.net/webinar/supers20201012/](https://home.edweb.net/webinar/supers20201012/).

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**Critical Focus Areas: Issue One-Pager on Cybersecurity**

The CoSN EmpowerED Superintendents web page presents a series of “one-pagers” to guide and empower superintendents and their leadership teams in leading digital transformations. CoSN’s one-page document on The Importance of Cybersecurity defines the top five reasons why school system leaders must make cybersecurity a priority. It is available to view and download at: [https://tinyurl.com/cybersecurity-CoSN](https://tinyurl.com/cybersecurity-CoSN)

**CoSN Cybersecurity Initiative**

For additional information and guidance, including access to a report on K-12 security risk methodology, notification about CoSN’s partnership with the Cybersecurity Collaborative and other resources, visit [https://www.cosn.org/cybersecurity](https://www.cosn.org/cybersecurity)

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