

ADMINISTRATOR

ASSISTANCE

GUIDING SCHOOL CORPORATIONS TODAY.

Summer 2019

Focus on . . .

The need for a curriculum director

Because many smaller school districts do not have the funds to employ a full time curriculum director, those responsibilities fall to the superintendent or principals within the corporation. As a result, curriculum coordination, effectiveness and importance can suffer. Additionally, it's likely that follow up on various title programs, grants etc. is sparse or lacking.

To be responsive to those concerns, Administrator Assistance has developed services that could benefit districts without a full time curriculum director in place.

Options that districts can choose to best serve their needs:

- Curriculum and instruction audit and analysis
- Focused data review and analysis
- Professional development coordination and planning
- Multi-tiered systems of support (MTSS Coordination)
- Grant oversight and administrative overview

Have a team of our consultants review how your building is implementing any of the listed focus areas in your school and provide guidance to supporting/maintaining/achieving excellence in your school.

Administrator Assistance long-range optional services may include:

- Curriculum mapping
- Evaluation refinement
- PLC training, lesson planning
- Data analysis training and guided support
- MTSS training and guided support
- Long-range SIP development and/or professional development

Administrator Assistance payment options may include:

- Title I/II grant
- Small/rural schools
- INSIG
- Pre-school/early childhood

Basic Service

for All Focus Areas

1. Meet with building and district administrators to review building/district frameworks
2. Interview teachers from each grade level to determine teacher and student needs
3. Conduct non-evaluative teacher classroom observations during (elementary) math and ELA instruction
4. Provide overall summary (written and presentation) to building and district administrators
5. Provide suggestions to "immediate needs" in areas that best support further guidance to the focus area (including but not limited to: SIP refinement, lesson planning, PLC utilization, and overlapping specifics unique to any of the other focus areas)

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Contact Us

Administrator Assistance
116 W. 7th St.
Brookston, IN 47923
Phone: 765.563.8210
Fax: 765.563.8211



**Gilbert (Gib)
Crimmins**
Director
219/869-0175

gibcrimmins@gmail.com



**Steve (Wit)
Wittenauer**
Manager
765/563-8210

stevewittenauer@gmail.com

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Communications Challenge

How do you say something when the law says you can't?

Reprinted with permission from "It's Always Something" a blog by Rich Bagin APR, NSPRA Executive Director

Posted 05/11/2019

Most superintendents, principals and school communication professionals have been there before.

We all know that you can't comment about specific disciplinary violations aimed at students and staff. We know that we are silenced by the Family Education Rights and Privacy Act (FERPA). Yet, when the "word" gets out about an incident, people think that the official "we-can't-talk-about-it" response means that we're sweeping the incident under the rug or even worse, that whatever it was is a routine occurrence at our schools.

And when people on social media begin to pile on, even school district staff members start to think, "I wish our leaders would do something to 'have our back,' and set the record straight."

National School Public Relations Association (NSPRA) members have been discussing this dilemma on the [**NSPRA Connect Open Forum**](#). As always some of the best insights come from communicators in the field.

Here are just a few thoughtful comments from members:

We had a similar situation, and were very upfront in the interview about FERPA and student privacy being the reason for not commenting on specifics. I also stated that we work hard to resolve student issues within the school community. Social media is not the appropriate place to resolve issues.

Emphasize that it is the district's obligation to investigate both sides of the issue and protect all students. Then switch the conversation to the policies and procedures that you do have in place to reduce and prevent these types of incidents. The goal is to diffuse the social media impact even though you cannot control it.— *Michelle Karpinski, Portage Public Schools*

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How can you say something? continued from page 2

When a parent takes to social media, we have the principal contact that parent immediately. Even though some state they don't have to take their comments down, they usually do when they know someone from their child's school is watching. When dealing with media, we flat out state there are always two sides to every story and we wish we could comment but can't due to FERPA. Doing those two things usually helps things die down more quickly.— *Renae Walker, Bismarck Public Schools*

I've often found the single most effective thing to say to get your message across without violating any laws, etc., is something like this: We would be happy to give you (the reporter) the entire story if you can get the mother to give us written permission to do so. We are completely willing, but unable to do so under the law without written permission from the mother. The media quickly understands that there is more to the story, that you are willing but unable to provide more information under the law without permission, and that there might be more to this story than the mother is telling.— *Mary Beth Hill, Lexington County School District One*

We are dealing with a very similar situation this week. The second time in two months at the same school... When parents directly attack a school or teachers and the facts completely contradict, I do think it's important to show the school and staff you support them. So, I have started to go a bit further in my statements. When I am able legally — I dispute misinformation, and I ask the community to wait for the facts to be shared (via police or other reports). I explain that what they are hearing does not match what we are finding in our investigation.

I'm not sure if you have experienced this, but I am finding more and more that if we just sit back, say we can't comment and wait for it to pass, it empowers parents and students to continue this type of tactic. I actually had a long conversation with our daily paper editor yesterday to talk about the damage done to our school's reputation and how do we follow-up later to say, "Hey, this didn't actually happen. The school/staff did the right thing."

No easy answers, but I thought it would be good to at least open the door to have that conversation.— *Stacy Tapp, APR, Racine Unified School District*

So, like many situations that deal with communication, at least two or three answers may be right for you and your school district. Flirting with the high-wire act of disclosure and privacy of FERPA is a tricky maneuver and our advice is to stay within the law while trying to show support for your staff and schools.

For more information go to www.nspra.com

"Yet, when the "word" gets out about an incident, people think that the official "we-can't-talk-about-it" response means that



we're sweeping the incident under the rug or even worse, that whatever it was is a routine occurrence at our schools.."

Rich Bagin APR, Executive Director
National School Public Relations
Association

AA support options

We offer a broad selection of opportunities, but if you don't see what you need, contact us for a consultation to develop programs specifically designed for you and your district.

- Training/Retreats
- Financial Health
- Audits
- Strategic Planning
- Teacher Observations/Evaluations
- Superintendent Search
- Non-tested Consortium
- Negotiations
- Special Projects
- Interim Administrators
- Public Relations



Current clients

Interim superintendents

- North White
- Nettle Creek
- Eastern Pulaski

Superintendent searches

- North White
- Eastern Pulaski

Budget assistance

- North White
- Madison Grant
- Tri County
- Carroll
- Eastbrook
- Hamilton
- North Vermillion
- Randolph Eastern
- Richland Bean Blossom
- Union
- Whitko

Join the consortium

Non-tested course assessments available

Administrator Assistance has developed a non-tested consortium in many courses from 7-12 to help measure student growth and achievement and possibly teacher effectiveness. The non-tested courses are in areas like chemistry, P.E., and foreign language. All readiness and end-of-course assessments have been developed by teachers who have an expertise in a particular course. These assessments are NOT pre- and post-tests.

The Fall Readiness Assessment measures the skills the student has prior to taking the course. That score is a baseline, is a predictor of student success and places students in three categories: Basic Readiness, Proficient Readiness and Advanced Readiness. A range is determined to measure expected growth from the Readiness Assessment thru the end of course assessment. Students are then determined to have made high, typical or low growth. This data could be used to determine the effectiveness of the teacher, as well. Based on the data, the corporation has the flexibility to determine if a teacher is highly effective, effective, needs improvement or is ineffective. All the data is provided on easy-to-read spreadsheets to the superintendent and principal.

Participation in the consortium will allow corporations to compare scores while providing an opportunity for teachers in like disciplines to discuss successes and areas of improvement. For more details call our office.

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MAILING ADDRESS