

**MASA 2019 Midwinter Conference**  
**Detroit Marriott at the Renaissance Center**  
**January 22-24, 2020**  
**(As of January 10, 2020)**

**Tuesday, January 21, 2020**

**3:30 p.m. to 5:00 p.m.** MASA Board Meeting (Room: Brule A – Level 5)

**Wednesday, January 22, 2020**

**7:30 a.m. to 4:30 p.m.** MASA Conference Registration (Ambassador Ballroom Lobby – Level 3)

**8:00 a.m. to 10:00 a.m.** MAISA Board of Directors Meeting (Joliet A/B – Level 5)

**8:00 a.m. to 10:00 a.m.** MAISA Administrative Leadership Meeting (Nicolet B – Level 5)

**8:00 a.m. to 10:00 a.m.** MAISA Instructional Leadership Committee (Nicolet A – Level 5)

**8:00 a.m. to Noon** Pre-Conference: Finance Essentials and HR (LaSalle A/B – Level 5)

**Presenters:** *Carol Baaki Diglio, Ed.S., CHRS, Consulting by Diglio and Donald Sovey, CPA, School and Municipal Advisory Services, PC*

In this four-hour session, ***Timing's Everything! Making Informed Decisions About Hiring and Financial Sustainability***, Human Resources and Finance will team together to identify critical decision-making strategies necessary to best position your district financially, while providing students with the best staff and academic success. It is our belief the Central Office leaders must work closely together to review trends, identify essential needs, and forecast, in order to make timely and informed decisions for the district's overall success and sustainability.

**Part 1:** Approximately 85% of a school district's budget is spent on staffing. Hiring and retaining the best employees for all students and the learning community is one of the most important responsibilities of a school leader. Learn why it is critical to have clearly defined, district-wide processes for creating the master schedule, staffing, and recruiting that focuses on standard practices, shared responsibilities, and a laser-like focus on hiring the best people for the district.

**Part 1 will focus on district-wide systems for:**

- Creating the Master Schedule
- Staffing Decisions
- Understanding Budget Related to Hiring
- Hiring Practices

**Part 2:** School district financial sustainability can result from effective leadership, strategic financial planning, organizational collaboration on budgeting, and financial best practices which can come together to improve district academic success. Learn how these strategies and practices work together to develop your long-term planning based on new national research and its application to Michigan school districts. You will hear how Government Finance Officers Association (GFOA) provides free guidance on Best Practices in School District Budgeting and the respective budgeting roles of the superintendent, school board, academic leaders, principal, and financial leaders.

**Part 2 will focus on:**

- Collaboratively Building Budgets (ZBB) with Principals and Supervisors
- Bringing Finance and Academic Goals Together
- Best Practices in Budgeting
- Preparing for Negotiations
- District Sustainability

**8:00 a.m. to Noon** Middle Cities Education Association Meeting (Duluth A/B – Level 5)

**9:00 a.m. to 11:45 a.m.** MASA Council Meeting (Lunch 11:45 a.m. to 12:30 p.m.) (Marquette A/B – Level 5)

**10:00 a.m. to 11:30 a.m.** MAISA General Membership Meeting (Richard A/B – Level 5)

**11:00 a.m. to 12:45 p.m.** School Equity Caucus Meeting & Lunch (Mackinac Ballroom – Level 5)

**11:30 a.m. to 12:30 p.m.** MISEN Meeting (Richard A/B – Level 5)

**Noon to 1:00 p.m.** Middle Cities Education Association Lunch (Brule A – Level 5)

**Noon to 4:30 p.m.** MASA Executive Director Search Firm (Brule B – Level 5)

**12:45 p.m.** Student Entertainment: Perfect 4<sup>th</sup> – Jazz Combo Quartet from Detroit Public Schools

**1:00 p.m. to 3:00 p.m.** MASA First General Session – Steve, Matthews, MASA President, Tina Kerr; Deputy Executive Director, MASA and Student Presentation (Ambassador Ballroom - Level 3)

**Keynote: Engaging Youth as Change Agents in School Climate/Culture**

**Presenters:** *Metro-Detroit Youth (supported by Dr. RJ Webber, Darby Hoppenstedt, Naomi Khalil, Jason Almerigi, Marina Ackerman);* Facilitator- Meaghan Wheat

Providing students with the opportunity to have a voice in the programs and services that affect them is not only a basic human right but is also a means of building a school's capacity to interpret and act upon student success data. This dynamic session will move participants to honor and enact the power of youth voice. A diverse group of high school students from across Metro-Detroit will come together and engage in dialogue around their educational experiences in reference to statewide MiPHY data. Using a fishbowl technique, superintendents will have the opportunity to listen to student experiences and join students in conversation about how to implement student agency in school districts. The overall goal is to promote the power of students as systems change agents, while also demonstrating accessible techniques for elevating student voice.

**3:00 p.m. to 3:15 p.m.** Refreshment Break (Trail Mix and Soda)

**3:15 p.m. to 4:30 p.m.** Concurrent Learning Sessions

**1. Teen Task Force: Helping Every Student Belong**

**Presenters:** *Catherine Cost, Superintendent, Wyandotte Schools and Anthony Harrison, LLMSW, CPS, The Guidance Center*

**(Cadillac A/B) – Level 5**

Secondary students struggle at times to build their identity in school or in their daily lives. In response to a recent event, Wyandotte Public Schools partnered with the Guidance Center (a community mental health organization), to create Teen Task Force. Teen Task Force utilizes students who are trained as peer mentors. Mentors look for students who may go unnoticed or are there for students who want to talk through a tough situation. It has created a safe space during lunch time for students to hang out or talk to a peer mentor. Mondays when the therapy dogs visit are the best!

The more a district can meet the basic needs of each student, the greater the impact on learning it will have. Teen Task Force was designed to be easily emulated and sustained - even without a community mental health partnership. Come learn how you can easily bring this your district.

## 2. Preparing for MICIP Implementation

**Presenter:** *Dave Cairry, Director of Operations, MAISA; Don Dailey and Tom Johnson, MiDataHub*

Successful implementation of Michigan’s Continuous Improvement Process (MICIP) will be enhanced by deliberate planning and action. Please join our team to explore what it will take for districts to get the maximum benefit from the MICIP Platform, and learn how make the launch as smooth as possible. This session will focus on helping districts secure and develop the support needed to put this new practice into place, and will give detailed information on the steps that can be taken now and in the months to come.

**(Duluth A/B) – Level 5**

## 3. Culturally Responsive Teaching

**Presenter:** *Shawn Renee Forman, School Improvement Coach, Detroit Public Schools Community District*

Culturally responsive teaching involves creating a learning environment that is more student-centered and experiential. It requires adopting a growth mindset, building relationships, differentiating the curriculum, and attending to the cultural learning styles and needs of culturally diverse students. Culturally responsive teaching requires modifying and supplementing the learning environment and curriculum to make it more culturally inclusive, accurate, contextual, affirming, and culturally responsive. This session will focus on the questions that are often associated with culturally responsive teaching. How is culturally responsive teaching done? What does it look like? Is it necessary for the teacher to be of the same ethnic, cultural, or socioeconomic background as the students to implement culturally responsive teaching?

**(Joliet A/B) – Level 5**

## 4. Leading a Systemic Shift to Personalize Learning

**Presenters:** *Chris Timmis, Superintendent, Dexter Community Schools; Eve Kaltz, Superintendent, Center Line Public Schools; Dr. Rusty Stitt, Superintendent, Schoolcraft Community Schools; Gerald Hopkins, Superintendent, Kenowa Hills Public Schools; Simeon Frang, Assistant Superintendent, Orchard View Schools; Dr. Dave Richards, Michigan Competency Consortium; Carolyn Eastman, Director of School Development, KnowledgeWorks*

This session will provide insights from multiple district leaders who are at various stages of the implementation process of bringing personalized, competency-based learning to their districts. The session will highlight the work of 5 school district leaders who have worked in collaboration with colleagues from the Michigan Competency Consortium to engage their community in a

learning transformation. While each district has a unique path, they share a belief in providing every child with an opportunity to be successful every day. This session will describe various components of the systemic process (District Conditions) and how each leader is moving forward to support meaningful work in their local learning community. Session attendees will receive valuable resources to assist in determining their next steps towards personalizing learning for their districts.

### **(Marquette A/B) – Level 5**

#### **5. Building Authentic Community Connections to Support the Whole Child**

**Presenter:** *Jessica Sharp, Director of District and School Development, New Tech Network*

Supporting the whole child and preparing them for the workforce requires thinking beyond the walls of the school. Yet educators and school leaders alike are often stymied when it comes to asking their communities for support. In this session, we'll brainstorm new ways to authentically engage the community in your student's learning, explore a simple framework for making the ask, and help you identify one concrete next step for immediate implementation.

### **(Nicolet B) – Level 5**

#### **6. Every Student, Every Day: Small Nudges Toward Lowering Chronic Absenteeism**

**Presenters:** *Nicole Bosworth, Director of District Partnerships, InClassToday and Diane Pappas, Former Special Advisor to the Superintendent of LAUSD*

Addressing chronic absenteeism is critical to a whole-child approach to education. Absenteeism impacts academic outcomes, social-emotional development, graduation rates, and post-secondary success. This is especially true for students from low-income districts who are three times more likely to be chronically absent than their peers. Join us to learn how applying insights from behavioral science can produce meaningful improvements in outcomes by activating students' primary support system--the family.

In this session you will learn how Diane Pappas, Former Special Adviser to the Superintendent of LAUSD partnered with InClassToday to use a "nudge" approach to improve student attendance, and the randomized control trial (RCT) evidence that supports this ESSA Tier 1 intervention. You will also build your understanding of behavioral science insights and emerge with 1-2 tangible ideas of how to apply these techniques to compliment a whole-child approach to education.

### **(Richard B) – Level 5**

## **7. Do you Have a Black and White TV with Rabbit Ear Antennas?**

**Presenters:** *Dina Rochleau, Assistant Superintendent; Dania Bazzi, Superintendent, Ferndale Public Schools*

We didn't think so, but as educators we sometimes have a hard time of letting go of outdated practices and dive into new research findings. In the field of technology, we could all agree we keep updated, but what about the new findings in neuroscience about what is best for supporting students in the field of social emotional learning? Participants will use their critical thinking muscles to look at current discipline policies, procedures, and practices to find connections and disconnects in support of neuroscience research. Participants will walk away with ideas, tools and examples for social emotional development and behavioral supports.

**(Nicolet A) – Level 5**

## **8. Is Your District Equipped for Early Learning Success: Take a Deep Dive Using the Early Learning District Self-Assessment Tool (ELDSAT)**

**Presenters:** *Edward Manuszak, Superintendent, Dundee Community Schools; Dawn Linden, Assistant Superintendent, Ann Arbor Public Schools; Amy Conway, Gibraltar School District; Rachel Kopke*

Each participant will be given a history of how and why the Early Learning District Self-Assessment Tool was developed. Then we will take a deep dive into this resource which can assist any district in making strategic decisions that will save money, align curriculum and resources, while also making differences for families and children more connected to their own community. The ELDSAT is full of resources that will be explored and discussed while also allowing for practical explanations to participants so they can take this resource back to their district, self-assess their Early Learning Programs and move forward with strategies in how to improve or enhance their existing programs to better meet the needs of their students.

**(LaSalle A) – Level 5**

## **9. Front Line Life Savers: School Based Mental Health Providers**

**Presenters:** *Judy Williams, President, Michigan School Counselor Association; Nick Jaskiw, Michigan Association of School Psychologists; Donna Secor Pennington, Michigan Association of School Social Workers*

School counselors, school psychologists, and school social workers work in concert with one another in both the prevention of, and intervention in student mental health issues. These school-based professionals are typically the first to be informed about students who may be developing challenges in their emotional well-being. As first responders, these three professions understand the intricacies of the school setting and can collaborate with education and community stakeholders to support the needs of students. Attendees will leave with a firm

understanding of how to appropriately utilize the unique talents, skills, knowledge and practices of each profession.

**(Brule A) – Level 5**

**10. How to Help Your Employees Receive Enhanced Primary Care**

**Presenters:** *Logan Suttman, EB Account Executive, SET SEG; Dr. Brian Metcalf, Superintendent, Grand Ledge Public Schools; Dr. Breanna O'Keefe, D.O.*

Today's primary care model makes it more challenging for your employees to engage with their doctors and receive quality patient care. Districts across the state are challenging the norm to access better primary care for their employees. SET SEG will introduce you to a superintendent and primary caregiver on how they are navigating quality patient care in a near-site healthcare center serving public school employees and their families -- ultimately driving down healthcare costs while providing better benefits.

**(LaSalle B) – Level 5**

**11. Starting the Journey to Systemic Social-Emotional Learning**

**Presenter:** *Dr. Robert Shaner, Superintendent, Rochester Community Schools, 2020 Michigan Superintendent of the Year*

**(Richard A)**

**12. MASA Executive Director Search Firm – School Exec Connect**

**(Brule B) – Level 5**

**4:45 p.m. to 5:30 p.m.** Region Meetings

Region #1 – Joliet A/B – Level 5

Region #2 – Duluth A/B – Level 5

Region #3 – Nicolet A – Level 5

Region #4 – Nicolet B – Level 5

Region #5 – Brule A – Level 5

Region #6 – LaSalle A – Level 5

Region #7 – Richard A – Level 5

Region #8 – Richard B – Level 5

#9 and #10 – Cadillac A/B – Level 5

**5:30 p.m. to 7:30 p.m.** MAAAS Meeting (Marquette A/B – Level 5)

**Thursday, January 23, 2020**

**7:00 a.m. to 4:30 p.m.** MASA Conference Registration (Ambassador Ballroom – Level 3)

**8:30 a.m. to 10:15 a.m.** MASA Second General Session (Ambassador Ballroom – Level 3)

**Legislative Report:** *Peter Spadafore, Associate Executive Director for Advocacy and Communications*

**MASA EdTalks:**

*John Severson, Superintendent, Muskegon Area ISD*

***Are You in Survival Mode or Are You Ready to Save Lives?***

In Education today, we know the staggering statistics of the mental health crisis. We serve children suffering from trauma in our schools every day. We know the toll it takes on learning. We attend funerals of young people who could not find enough hope to continue. We feel overwhelmed and powerless...and sometimes we focus on the numbers while the faces of our children fade.

Are you in survival mode? Or, are you ready to save lives? Our kids are counting on us to save lives and we know we can't wait for someone from Lansing or anywhere else to solve our problems. It's up to us. There is no knight in shining armor.....You are the knight! This presentation is to give you some hope and to tell you what it can look like. But we need to be ready.

*Terry Dangerfield, Superintendent, Lincoln Park Public Schools*

***They Are Humans First***

The Lincoln Park Public Schools is in its third year of implementing the Resilient Schools Project. This project is intended to make the Lincoln Park Public Schools a trauma informed and resilient focused school district. The ED Talk will concentrate on the work being done to create an infrastructure that meets the social and emotional needs of every student before academics.

*Daniel O'Connor, Superintendent, Alcona Community Schools*

***Embracing the Mantra of a Community School***

Regardless of size or demographics of a school system, the district is responsible for the opportunities and supports it provides for students. Alcona Community Schools has embraced engaging and leveraging the opportunities provided by community organizations to ensure student success. Collaborating with local organizations will build capacity in a building when funding and resources are limited to support the whole child in the following aspects: Mental

health, collage and career counseling, and behavior support (tripled access to counseling through grants and community programs); Access to place and project-based opportunities K-12 to maintain student excitement and engagement; Students have access to support throughout the system and opportunities to be first-generation college graduates despite only have one college within 100 miles.

*Brian Davis, Ph.D., Superintendent, Holland Public Schools*

### ***Engaging the Mental Health Community in Schools to Address ACES So Your Teachers don't get ATE!***

This session will touch on ACES/Trauma, the impact that we are all seeing and how Holland Public Schools has partnered with multiple community-based organizations to bring direct counseling onto the school site to eliminate barriers of language, trust, transportation, etc. In the second year, being part of the Ottawa County School Network modeled after KSSN in Kent County, partnering with Community Mental Health and our first year with Holland Hospital having a full-time School Mental Health Care Manager who is a registered nurse who case manages our students at-risk for suicide or other self-harm issues.

**10:15 a.m. to 10:30 a.m.** Travel Break

**10:30 a.m. to 11:45 a.m.** Concurrent Learning Sessions:

#### **1. CHANGE LEADERSHIP: Filtering and Implementing Multiple Change Initiatives for your School District**

**Presenters:** *Carl Weiss, Executive Director, Metropolitan Detroit Bureau of School Studies; Suzanne Klein, Oakland University Galileo Institute for Teacher Leadership; Steven Tunncliff, Ph.D., Executive Director, Michigan Leadership and Associate Superintendent, Genesee ISD.*

School leaders often wrestle with competing goals when district level changes become necessary. Whether complying with new rules or staying on the leading edge of best practice, making appropriate changes often means that the new priority runs in competition with one or more existing priorities

For example; creating time and space to educate the whole child within an instructional process that has evolved to make test scores its top priority may signal to staff members that improving test scores is no longer a top priority when in fact, both test scores and educating the whole child need to be top priority. Can you hear your teachers asking what we will take off their plate in order to accomplish both? Maybe it's time for a new approach. How we deal with competing interests by prioritizing one over the other may not be the most effective pathway to improvement. It is true that we were all trained to look at things like time, money and people as limiting factors because they are, however recent research suggests that rather than figuring out how to spread limited resources thinner we should focus on growing resources by exploring a Both-AND approach such as new partnerships, technology applications and flexible time frame solutions. Presenters will model strategies so that leaders can shift from an Either/Or

approach to a Both-And approach and participants will apply the strategies to examples of competing initiatives that we have encountered as school superintendents.

### **(Cadillac A/B) – Level 5**

#### **2. Early Mathematics – Essential Instructional Practices**

MAISA's General Education Leadership Network (GELN) Early Math Task Force developed and released the Essential Instructional Practices in Early Mathematics: Prekindergarten to Grade 3 consisting of eight instructional practices and five core values grounded in evidence from research. Join us for a session that will introduce you to instructional practices that promote high-quality, equitable teaching and learning for young children in the discipline of mathematics and get a first look at how the core values will help everyone understand the backdrop against which the Essentials take center stage.

**Presenters:** *Dr. Amy Parks and Dave Krebs, Director of GELN*

### **(Duluth A/B) – Level 5**

#### **3. Educating the Whole Child Starts with Supporting the Adults**

**Presenters:** *Kelly Coffin, Assistant Superintendent for Professional Learning, Traverse Bay ISD; Ms. Michelle Hutchison*

As educational leaders, we recognize that we cannot just stop at teaching our educational communities about trauma, but we must equip these communities with the capacity and the tools to address the presenting concerns. We cannot address one subject (staff or learner) without considering the other. Instead of leaving schools with more “bad news”, participants will see we now know what we can do to combat this in simple application that actually builds the capacity of adults and children, leaving the best outcomes for all - an internally healthy, physically and emotionally safe environment! This session will provide an overview of work happening in local districts aimed to create physical and emotional safety for students and adults. Allocation of resources paired with tools for educators will provide a path forward for districts looking to enhance their current work in this area.

### **(Joliet A/B)**

#### **4. Classroom Engagement Culture: Loving What They Learn**

**Presenter:** *Alexander McNeece, Director of Instructional Services and Author, Garden city Public Schools*

Teachers are leaders in their classrooms. Leaders transform culture, culture develops engagement, and engagement becomes achievement. Join Dr. Alexander McNeece, author of the Solution Tree title Loving What They Learn: Research-Based Strategies to Increase Student

Engagement, to learn about engagement and helping your teachers build classroom cultures where all students grow to love learning.

Participants in this session will:

- Learn about research-based strategies that help all students engage in learning.
- Explore a student engagement diagnostic tool and data to focus on critical strategies and assist with school improvement.
- Examine engagement rubrics that teachers can use to evaluate classroom culture and assist with their ability to engage students.

**(Marquette A/B)**

### **5. How Did We Do It? A Follow-up to Wednesday General Session “Engaging Youth as Change Agents in School Climate and Culture**

**Presenter:** *RJ Webber, Assistant Superintendent of Academics, Darby Hoppenstedt; Meaghan Wheat; Jason Almerigi and Marina Ackerman, Novi Community School District*

This dynamic session will connect to the general session around student voice and help participants move to honor and elevate student agency. We will explore the why and how of students leading powerful professional development for over 400 teachers/administrators to foster classroom environments that support social-emotional and academic learning. We will build understanding of how to be advocates and allies for student agency. Each participant will walk away with innovative and evidence-based practices for improving educational systems by listening to and learning from youth, and acting upon their incredible ideas.

**(Nicolet B) – Level 5**

### **6. Supporting the Whole Child by Providing Safe and Engaging Spaces, Diverse Resources, and Inquiry Learning**

**Presenters:** *Kathy Lester, Library Media Specialist/Tech Coach, Plymouth Canton Community Schools; Cynthia Zervos, Farmington Public Schools*

Come to this session to discover how you can partner with your school library to provide students a safe and welcoming place with access to a wide array of diverse resources to provide for academic, personal, and socio-emotional learning needs. Also, as a center for personalized inquiry learning with an emphasis on teaching student’s digital citizenship and media literacy skills, school libraries play a key role in preparing our students for college and career.

**(Richard B)**

## 7. 7 Lessons in Building a SEL Environment for the Whole Child

**Presenters:** *Ebony Lofton, Coach and Consultant, FranklinCovey Education; Dr. Gary Niehaus, Superintendent Grosse Pointe Public Schools*

In this session, you will learn how the skills of social and emotional learning (SEL) are foundational to a successful life and career. We will share examples of how these skills are applied in schools to promote successful self-management, communication, collaboration, and meaningful, high-trust relationships. Our findings show when applied in educational settings, social and emotional skills strengthen effective learning by developing vital skills such as responsibility, resilience, focus, goal setting, prioritization, empathy, communication, collaboration, and motivation. An investment in building SEL capacity of all teachers and staff will allow them to model and empower student SEL development in a unified and supportive school culture. Building positive mental health is critical right now. Schools are especially important places given the relatively large amount of time students and staff spend in school. This is where most in-person peer interactions occur. By guiding the development of positive social and emotional competencies, schools lay a protective foundation for a lifetime of mental health. We will describe how effective school wide culture can act as a Tier 1 intervention to play a part in your mental health strategy. We will share examples of schools that built safe environments and created a culture that inspires leadership and communicates the worth and potential of every student. There is an advantage of a proactive and intentional approach to building school culture. Creating a feeling of community, establishing a common vision, and building trust and unity through regular routines and activities will foster a culture that is safe, supportive, and engaging. As globalization and automation continue to raise the bar on hiring qualified candidates, students must develop 21st-century skills now in order to be more prepared for college, career, and life. Establishing foundational habits and skills in childhood provide young adults with confidence, a sense of worth, vision and dedication to themselves and to others. Session attendees will leave with ideas of how to develop SEL competence in students, starting with leading self then leading others. They will understand the importance of creating a safe and nurturing environment for students and adults and the need to develop life-ready leaders.

**(Nicolet A) – Level 5**

### 8. From Brush Fires to Forest Fires: Leveraging Uncommon Literacy Intervention to Scale Balanced Literacy for ALL Children, Including Those with Dyslexia

**Presenters:** *Stephen Keskes, Assistant Superintendent of Curriculum and Instruction, Clio Area Schools; Nancy Williams, Director of Children's Choice Initiative; Val Weaver, Teacher; Lori Wilson, Teacher; Stacey Turner, Teacher, Clio Area Schools*

This session will outline the Clio Area School District's journey to improve the reading abilities of all their students leveraging a multi-tiered system of support and the GELN's Literacy Essentials. Clio is bringing one intervention to scale, multi-sensory structured reading techniques used in the Great Lakes Dyslexia Center through the development of a teacher

training program by local non-profit organization, Children’s Choice Initiative. Clio Area Schools saw gains on MSTEP scores where teachers were trained and implementing the system, as well as Local STAR Early Literacy and STAR Reading assessments last school year. Having trained more teachers and developed an internal training team for sustainability and improved efficacy, Clio is looking to show even greater improvements this year. Most importantly, this approach has made a giant impact on our students' confidence in reading.

## **(LaSalle A) – Level 5**

### **9. Rewarding Staff for Cultural Proficiency**

**Presenters:** *John Dieter, Ph.D., Superintendent, Dewitt Public Schools; Ken Dirkin, Director of Professional Learning, Michigan Virtual*

In 2017 the DeWitt Public Schools began a journey toward cultural proficiency and engaged in a variety of staff trainings on the subject. I’ve seen our district make tremendous gains, however many of us feel that the work has just begun. To maintain staff engagement and create significant change in our district, I needed more robust and creative methods of training, certifying, and rewarding staff for their progress in this area. This session will explore how our district trains, certifies, and rewards staff for cultural proficiency and social emotional learning, as well as our use of micro-credentials to certify educator competency, recognizing their mastery and implementation. The goal of this model is to reward teachers through pay advancement for demonstrating proficiency in these areas and, ultimately, ensure our school district is a safe, inclusive, and equitable place for all students to learn.

## **(Brule A) – Level 5**

### **10. Your Board’s Role in the Whole Child Approach**

**Presenters:** *Jay Bennett, M.Ed., Assistant Director of Executive Search Services; Debbie Stair, M.N.M.L., Assistant Director of Leadership Development, Greg Sieszputowski, M.Ed., Director of Leadership, Development and Executive Search Services, Michigan Association of School Boards (MASB)*

So, you’ve added a presentation to your board meeting agenda about the whole child approach. As a board you discussed the five tenets of healthy, safe, engaged, supported and challenged students. The discussion resulted in support of the initiative, but now what? While much of the work of the whole child approach is seemingly carried out at the building and classroom levels, it doesn’t happen at all if the board hasn’t put in place the vision and structures that support it. Join our triumvirate of experienced board members and educators as they walk you through how to best engage your board in the tenets of whole child education. This discussion will focus on the work, policies and procedures necessary to help maintain appropriate levels of board participation in this important effort. Areas such as vision setting, policy development, program approval, budget approval, community engagement and advocacy will serve as the foundation upon which to build from. An effective whole child

program needs a whole board's effort, support and advocacy and this session will equip you with the necessary ideas and examples to help ensure the success of your program.

### **(LaSalle B) – Level 5**

#### **13. MASA Executive Director Search Firm - School Exec Connect**

### **(Brule B) – Level 5**

**Noon to 1:30 p.m.** Awards Luncheon honoring Michigan Superintendent of the Year, Robert Shaner, Rochester Community Schools & Distinguished Administrators (Ambassador Ballroom – Level 3)

**1:45 p.m. to 3:30 p.m.** General Session (Ambassador Ballroom – Level 3)

**1:45 to 2:05 p.m.** *Dr. Michael Rice, State Superintendent*

#### **Some Additional Thoughts in a New Role**

**2:05 to 3:30 p.m.** *Dr. Stephanie Grant, Developmental Enhancement Behavioral Health*

#### **Understanding Neurodevelopmental Trauma!**

In her keynote address, Dr. Grant will discuss common symptoms related to neurodevelopmental trauma that are often seen in school environments and why they may be present. She will also discuss why relationship-based strategies that focus on co-regulation are both important and effective, providing examples for what those strategies can look like and how they can be implemented in a classroom without creating significant disruption in the learning environment or consuming large amounts of time.

**3:30 p.m. to 3:45 p.m.** Travel Time and Refreshments (Ambassador Foyer – Level 3)

**3:45 p.m. to 4:15 p.m. Snack & Learn Sessions** Michigan Better Made Potato Chips and Faygo  
Please grab and go to a Snack & Learn Session

#### **1. Taking Action for Our Students – Better with Breakfast**

*Scott Lindberg, Superintendent, Waterford School District*

Why is breakfast served at school important and how can we encourage students to eat it? Breakfast is often claimed to be the most important meal of the day, but too often students are coming to school hungry and hungry students don't learn as well. Discover new approaches to school breakfast that affect the whole child, why to be supportive of it, and what challenges you may need to overcome along the way.

### **Joliet A/B – Level 5**

01.10.20

## **2. Retirement Readiness, Have you started the planning process to maximize your pension in retirement?**

*Rich Williams, Williams and Company*

In this session we will focus what you can do to maximize the pension benefit you will receive.

Topics to be reviewed include:

- What age should I look at drawing my pension?
- Am I able to work once I start collecting my pension?
- Am I eligible to collect health insurance once I separate service?
- What are some things to pay attention to while working that may have a positive or negative effect on my retirement income?
- 

Everyone who attends the session will also have an opportunity to receive a complementary Lifetraxx pension analysis.

### **Duluth A/B – Level 5**

#### **3. The Impact of Prescription Drug Costs on Employer Provided Health Insurance**

*Jill Nowicki, MESSA Health Care Economist*

Prescription drugs will continue to take up more and more of an organization's health care dollars. This presentation will touch on why the increase of prescription drugs is occurring and what organizations can do to slow the growth of their drug spend.

### **Nicolet A – Level 5**

#### **4. Unleashing Four Strategies for School Improvement....in 20 Minutes!"**

*Randy Speck, NIET*

Wouldn't it be great if there was a "silver bullet" approach to school improvement. Or what about the "One Thing" to do method. If it was that simple, every school leader would be able to implement school improvement solutions without a problem. However, it isn't that simple, but school improvement also doesn't have to be overly complicated. For 20 years, the National Institute for Excellence in Teaching (NIET) has studied the link between teacher development and student achievement. In this Snack & Learn, come hear how you can unleash powerful strategies for effective school improvement...in 20 minutes!

### **Nicolet B – Level 5**

## 5. Going Beyond Evaluation and Impacting Teacher Growth

*Meghan Daniel, Product Owner and Chris Stephens, Director of Client Services, Eidex*

As we enter this time of year when evaluations and teacher growth become central to conversations across the district, the value of data can feel heightened and personal. By separating the concepts of evaluation from teacher growth through the use of specific data points, an opportunity exists to incorporate a process by which real change can occur. Chris Stephens and Meghan Daniel will share how Eidex data tools can be used to establish such a protocol in your district.

### Brule A – Level

#### 6. Developing a Strategic Plan for Winning a Bond

*Bob Wede, Area Manager, Performance Services*

Facing aging facilities and a need for flexible learning spaces to accommodate academic, athletic and community program needs, schools need to drive a Strategic Plan that will analyze existing facilities their utilization, and assess the needs of the greater community to develop options with community input. A success strategic plan includes:

1. Curriculum program analysis
2. Building infrastructure and systems condition assessment
3. Critical Needs Identification
4. Professional partnering selection
5. Community Engagement
6. Comprehensive marketing plan

The presentation will discuss the “why”, “what” and “how” to best development projects that will deliver the greatest value and highest probability for bond approval.

### Brule B – Level 5

Snack & Learn Session #7 – Richard B – Level 5 (GRBS, Inc.)

**4:30 p.m. to 6:00 p.m.** Leaders in Education Networking Reception (Ambassador Ballroom – Level 3)

**Friday, January 24, 2020**

**7:00 a.m. to 9:00 a.m.** Hot Buffet Breakfast (Ambassador Foyer – Level 3)

**8:30 a.m. to 11:00 a.m.** Third General Session (Ambassador Ballroom – Level 3)

**Presenter:** *Sasha Pudelski*, AASA National Perspective

**Legislative Panel** (*Senator Rosemary Bayer; Representative Darrin Camilleri; Representative Pamela Hornberger; and Senator Wayne Schmidt*) Facilitator: Peter Spadafore

DRAFT