

# Leaders FORUM

Summer 2013

## The Power of ALIGNMENT



Jim Hess  
MASA President and  
Superintendent  
Bemidji Area Schools

***"Districts that align their policies and practices to support each level to the next are much more likely to experience sustained student success."***

fill their nets - in spite of the lateness of the excursion and the possibility of ugly weather in October. A confluence or alignment of adverse conditions combined to spell disaster for the ship and crew including: two powerful weather fronts and a hurricane with rogue 40 feet waves; essential equipment failures including a malfunctioning ice machine needed to preserve the catch; and broken stabilizer.

George Clooney stars in many blockbuster movies. Late at night when I'm channel surfing I can't help but stop the selection button on *O Brother Where Art Thou*, *Ocean's 11*, and *The Perfect Storm*. In *The Perfect Storm*, a true-life drama about the fishing boat, *Andrea Gail*, it returns to port after a series of poor catches. Captain Billy Tyne (George Clooney) persuades the crew to return to the sea for one last trip to

A year or so ago I overheard several well-respected superintendents and educational leaders compare the condition of public education in Minnesota to a "perfect storm." Their confluence or alignment of adverse conditions included: increased accountability through a highly invasive federal NCLB policy and the expectations that all students demonstrate proficiency by 2014; a devastating state and national economic depression with high unemployment; failed stimulus or recovery policies; and federal school improvement turn around options which had no research base including conversion to charter schools or dismissing the principal and staff. I have to admit there were moments when I felt the stars were aligned against us in public schools. It was at this time I was reminded of one of those locker room posters our high school coaches taped to the walls above the fragrant gunmetal gray steel lockers. "When the going gets tough, the tough get going." I needed to step up as a leader and help maintain positive focus for myself and for public education.

I remembered Carol Carryer, a former School Board Chair from Rochester, Minnesota, who helped me think more clearly about alignment as a leader when she explained the Malcolm Baldrige Criteria for Performance Excellence, a business model for improvement applied to education. She first asked me to identify the good things we were doing in our district. I had tons of ideas from my school district. My list looked like this: Gifted and Talented Program; Teacher Mentor

Alignment...  
Continued on Page 6

### *Individualized Learning & Alignment*

#### What's Inside...

- 2 **Capitol Report**  
The Education Session Wrap-UP
- 5 **Executive View**  
Individualized Learning Plans
- 7 **Teacher Effectiveness**  
Using Student Feedback...
- 8 **Individualized Learning**  
Increasing Expectations...
- 10 **Legal Issues**  
Responding Effectively to OCR Complaints
- 12 **District Communications**  
Marketing Your Schools...
- 13 **Invest MN Talking Points**  
Who Do You Think You Are?
- 15 **Alignment**  
Three Piece Alignment Puzzle
- 16 **From the Field**  
Duluth Schools' Think Kids
- 18 **Transitions**  
Election Results & On The Move
- 29 **Calendar of Events**



# Capitol Report...

## The Education Session Wrap-Up

*As the 2013 Legislative session ends, democrats are hoping they will be remembered for their investments in education - early education through higher education.*



Valerie Dosland  
EWALD  
MASA Lobbyist

After months of anticipation, we now know the conclusion of the Education budget and policy priorities for the session. Much of the debate centered on how the majority will solve the \$600+ million budget deficit while continuing to make investments in education. However, policy issues were also in the forefront – what to do with high stakes testing, teacher evaluation, and bullying.

Overall, the final agreement on the Education Finance bill appropriates \$485 million more over the FY14-15 biennium. This is \$65 million less than the House bill of \$550 million. It is close to the original Senate bill of \$486 million (of which \$150,000 million of that was property tax relief). In addition, the Tax bill also included several education provisions. Below are the highlights:

### E-12 Finance bill:

- 1.5 % increase on the per pupil formula each year.
- \$134 to fully fund all-day kindergarten.
- \$40 million for special education.
- Partial reinstatement of the general education levy.
- \$44 for early learning scholarships to help the most at-risk families access quality early learning.
- Prioritizing efforts to create a world class work force by 2027 - school readiness, closing the achievement gap, 100% graduation rate and literacy by 3rd grade.
- Ending high stakes graduation exams and a change to formative assessment to guide teaching and instruction.
- Focused efforts on college and career readiness.

### Tax bill:

- Referendum making the first \$300 of referendum authority school board, rather than voter, approved. In addition, school districts will receive enhanced aid to provide property tax relief to homeowners.
- Creation of the location equity index providing school districts additional revenue based on regional cost differences.
- Operating Referendum Freeze for one year only. School districts are exempt if they had a failed referendum in 2012 or the board passes a resolution to renew their referendum before June 30.

### Safe and Supportive Schools

This session, the Governor and key legislators vowed to move forward on statewide task force recommendations on ways to address and prevent bullying in schools. Legislation, authored by Representative Jim Davnie and Senator Scott Dibble, was set to pass in the last days of the session. However, in a surprise announcement, Senate DFL leadership said the Safe and Supportive Schools legislation would not come up for a final vote this session. DFL leadership lays the blame squarely on the Republicans for their threats to filibuster making it difficult to pass the remaining budget bills the last day of session.



May 22, 2013 - Governor Dayton signs the historic K-12 Omnibus bill.  
© Office of the Governor, State of Minnesota

### Leaders Forum

Summer 2013

Volume 47, Number 4

*Leaders Forum* is a publication of the Minnesota Association of School Administrators, © copyright, MASA. No endorsement of products or services is intended. Send materials to be considered for publication to:

#### Associate for Leadership Support

Aimee Ranallo  
MASA, 1884 Como Avenue  
St. Paul, Minnesota 55108  
(651) 789-4061  
(866) 444-5251  
FAX (651) 645-7518  
aranallo@mnasa.org

#### Executive Director

Gary M. Amoroso, Ph.D.

#### Professional Development Director

Mia Urlick

#### 2012-13 Officers

<b>President</b>	Jim Hess
<b>President-Elect</b>	Jay Haugen
<b>Past President</b>	Kelly Smith
<b>Treasurer</b>	Chris Richardson

#### 2012-13 Board of Directors

**Region 1**  
David Krenz (2010-13)

**Region 2**  
Kevin Wellen (2009-15)

**Region 3**  
Lee Westrum (2011-14)

**Region 4**  
Wayne Kazmierczak (2010-13)  
Jeremy Kovash (2011-14)  
Scott Monson (2012-15)

**Region 5**  
Jamie Skjeveland (2011-14)

**Region 6**  
Pam Miller (2011-14)  
Nan Records (2009-15)  
Scott Thielman (2009-15)

**Region 7**  
Joe Silko (2012-15)

**Region 8**  
Larry Guggisberg (2010-13)

**Region 9**  
Sue Ann Gruver (2012-15)  
Bernadeia Johnson (2012-14)  
Darren Kermes (2011-14)  
Barb Knudsen (2010-13)  
Karen Orcutt (2009-15)  
Kim Riesgraf (2012-15)  
Deirdre Wells (2010-13)  
Kate Wilcox-Harris (2011-14)

#### Retiree Representative

Mary Ann Nelson (2012-15)

The *Leaders Forum* is your newsletter and we welcome your input. Please send your ideas or articles to Aimee Ranallo at [aranallo@mnasa.org](mailto:aranallo@mnasa.org).



Ratwik, Roszak & Maloney, P.A.

You need guidance. We give direction.

*Providing Over 25 Years of Service to Schools*

***Focusing on all areas of School Law***

- Labor Negotiations and Employment Law
- Investigations
- Special Education
- Construction and Land Acquisition
- School Business Affairs



300 U.S. Trust Building • 730 Second Avenue S. • Minneapolis, MN 55402  
Phone: (612) 339-0060 • Fax: (612) 339-0038 • [www.ratwiklaw.com](http://www.ratwiklaw.com)

*A Law Firm Dedicated Specifically to Your Needs.*

**Whitewater Learning®**

E-Education for Educators

**The first online learning program for administrators and teachers**

- Earn Minnesota CEUs
- Develop and demonstrate competencies
- Build professional development plans

*Preapproved by the Minnesota Board of School Administrators*

[www.whitewater-elearning.com](http://www.whitewater-elearning.com)

**Horace Mann helps fund education**

Horace Mann is a national sponsor of **DonorsChoose.org**, a website dedicated to funding classroom projects. It's just one way Horace Mann says "thank you" to educators.

*To learn more, visit [DonorsChoose.org](http://DonorsChoose.org) or [horacemann.com](http://horacemann.com), or talk to your local Horace Mann agent.*



Auto | Home | Life | Annuity



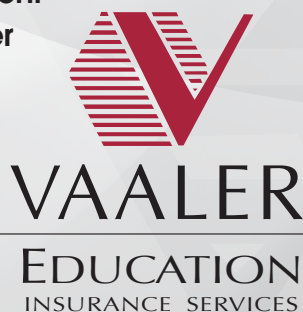
## Keeping your school synced with today's ever-changing insurance environment.

At Vaaler Insurance, we understand how challenging it is to address the risks involved with teaching children. Today's educational climate demands an insurance team that will keep your school synced with the rapidly changing insurance market. Vaaler's school-specialized professionals do just that - tailoring unique insurance programs to create the very best combination of coverage and price for organizations just like yours.

**If you would like us to prepare a proposal or perform a free review of your current insurance program, contact a Vaaler Insurance team member today!**

Minneapolis | Grand Forks  
Fargo | Bismarck

1-800-553-4291  
[www.vaaler.com](http://www.vaaler.com)



**Bruce Vaaler**  
Grand Forks  
[bvaaler@vaaler.com](mailto:bvaaler@vaaler.com)



**Casey Holland**  
Minneapolis  
[cholland@vaaler.com](mailto:cholland@vaaler.com)



**Tim Skarperud**  
Grand Forks  
[tskarperud@vaaler.com](mailto:tskarperud@vaaler.com)



**Heidi Whalen**  
Grand Forks  
[hwhalen@vaaler.com](mailto:hwhalen@vaaler.com)

## Executive View...

# Individualized Learning Plans (ILP)



Gary Amoroso  
Executive Director  
Minnesota Association of  
School Administrators

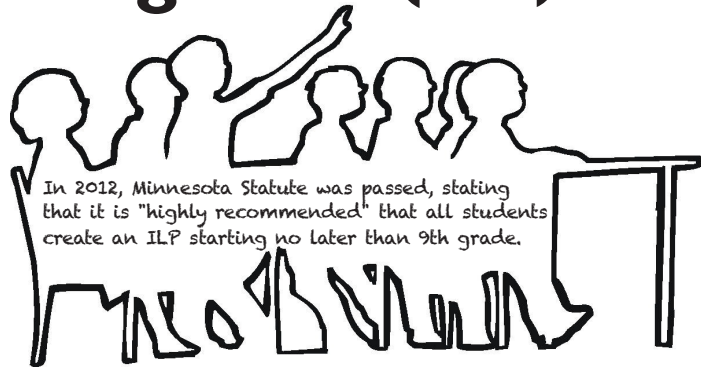
As educators continue to explore options to reinvent high schools, one concept that is getting a great deal of attention is individual learning plans for students. An individualized learning plan (ILP) is both a document and a process.

According to the National Collaborative on Workforce and Disability, students use an ILP to define career goals and post-secondary plans in order to inform the student's decisions about their courses and activities throughout high school. Research has shown

that ILP's can be an effective strategy for delivering quality career development opportunities that improve student outcomes.

In 2012, Minnesota Statute Section 120B.125 was passed. The statute stated that it is "highly recommended" that all students create an ILP starting no later than 9<sup>th</sup> grade in order to explore college and career interests. The plans need to:

1. provide a comprehensive academic plan for completing a college and career-ready curriculum premised on meeting state and local academic standards and developing 21st century skills such as teamwork, collaboration, and good work habits;
2. emphasize academic rigor and high expectations;
3. help students identify personal learning styles that may affect their postsecondary education and employment choices;
4. help students succeed at gaining access to postsecondary education and career options;
5. integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content;
6. help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
7. help students and families identify collaborative partnerships of kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students' transition to postsecondary education and employment and provide students with experiential learning opportunities; and
8. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district to ensure that the student's course-taking schedule keeps the student "on track" to meet state



and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

As you may know, a major focus of this legislative session has been to create processes that ensure that our students are college and career ready when they leave our school systems. This is an area that will continue to draw a great amount of attention. What will occur over time in your district that will help your students to truly be career and college ready when they depart your systems?



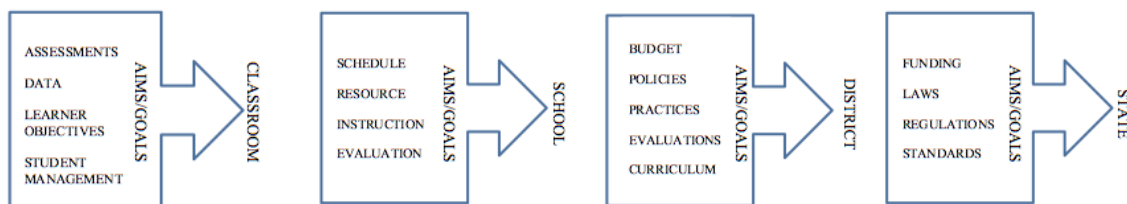
 **DLR Group**  
Architecture Engineering Planning Interiors

Christopher Gibbs, AIA  
520 Nicollet Mall, Suite 200, Minneapolis, MN 55402  
cgibbs@dlrgroup.com - 612/977-3500

## Alignment...

Continued from front cover

### Aligned System of Improvement Model



In this model there are six steps to improvement:

1. Validate the need for improvement with data.
2. Clarify organizational purpose, goals and measures.
3. Adopt and deploy an organization-wide approach to improvement.
4. Translate the approach to “aligned action” at every level.
5. Analyze results and make improvements.
6. Repeat the cycle.

Program; Honors Program at High School; Corporate Support of School Initiatives; Title I; Public Support for Operating Levy; 4.0 Student Luncheon; Vocal & Orchestra Program; Cooperation with Community College; PSEO; Math Masters; Public Education Foundation; Honor Roll Luncheon for Students; New Curriculum Adoption Process; Peer Facilitators-Peer Support; FFA; Early Childhood Family Education; High School Speech Program; Career Day at Middle School; Accelerated Reading; and Individualized Instruction

#### Random Acts of Improvement

The wise school board chair coined these programs and practices, “Random Acts of Improvement,” because they were not linked to an overall improvement strategy or plan. Each effort was good in its own respect but the actions stood alone and might not support any other action or initiative. In fact, some may have worked in opposition to another measure.

She contrasted this with “Aligned Acts of Improvement,” where highest performing schools systematically maintain focus on their goals for improvement. Districts that align their policies and practices to support each level to the next are much more likely to experience sustained student success. An aligned system of improvement might look like the diagram above.

Alignment in a school system is a challenging and time-consuming process. It requires continuous training and commitment of significant resources. For school boards and district administrators it means active participation in MASA or MSBA leadership academies. For building level instructional staff it would likely require comprehensive self-assessment with a strong emphasis on generating and mining accurate data.

Indicators of successful school alignment are found throughout the district. The school board will have established SMART (Specific, Measurable, Attainable, Relevant, Time-Sensitive) aims, goals, and measures, and will devote financial resources to goal attainment. School

board meeting agendas will be developed to support and measure the established district aims, goals, and measures. Board actions and discussions will be directly related to this aligned agenda. Administrator, school building, department, and classroom goals will directly relate to the attainment of established school board goals. Aligning appropriate resources including time, personnel, budget, professional development activities, and the professional evaluation system through discipline and intentional actions will add to the likelihood school district identified goals will be accomplished and students will experience higher rates of success.

In many aspects of life I see the power of alignment. While on the golf course proper alignment will result in enhanced distance and accuracy of a shot and land a ball closer to the pin. While driving a car alignment of the tires will increase vehicle efficiency resulting in more miles per gallon, longer tire tread wear, and a much smoother ride. I’ve witnessed politicians carefully align themselves and their campaigns to popular causes and try desperately to avoid alignment with failed policies or unpopular causes in an effort to strengthen their political viability and reelection hopes. As George Clooney’s character tragically learned in *The Perfect Storm*, it is far too late to worry about alignment after your ship has sailed. A wise skipper will study the charts (analyze the data), plot the course (establish SMART goals), secure adequate resources (funding, instructional time, materials, well-trained staff), frequently check the nets (assessment tools), and set to sea with an expectation of success.

It seems as school leaders we’d be wise to apply life’s lessons regarding proper alignment to our work in public education.

It has been an honor to serve as MASA President this year and work with the Board of Directors and staff to closely align MASA’s resources, services, and operations with our strategic plan.



*A Professional Development Opportunity Especially for New (or Newer) Superintendents, sponsored by Springsted, Inc.*

## MASA's Great Start Cohort Series of 5 Workshops • Various Locations

In our Great Start Cohort, you will receive information and develop practical skills designed to help you be successful right away in your first year of your new position. Our five sessions are single-day events scheduled throughout the year, accompanied by online quick-reference tools created specifically for new leaders. This program provides a great opportunity for participants to build their professional network, meet their regional leadership teams, discuss any issues they are

currently facing, and continue to grow in their career. All MASA members in new (or newer) leadership roles are welcome to attend.

## 2013 - 2014 Workshop Schedule

August 7: Great Start Session 1  
*Minneapolis Marriott Northwest, Brooklyn Park*  
October 6: Great Start Session 2  
*Duluth Event & Convention Center, Duluth*  
November 13: Great Start Session 3  
*Craguns Resort, Brainerd*  
January 15: Great Start Session 4  
*MASA Offices, St. Paul*  
March 13: Great Start Session 5  
*Minneapolis Marriott Northwest, Brooklyn Park*

Registration materials available on the MASA website: [www.mnasa.org](http://www.mnasa.org)

# Teacher Effectiveness: Using Student Feedback for Teacher Development and Evaluation

*Student feedback can provide a concrete tool for educators—to prompt reflection, identify strengths and development areas, and support teachers' continuous improvement and professional growth.*

States and districts across the country are increasingly looking to student survey data to support teacher development and evaluation. In 2013-14, Minnesota will pilot the Teacher Development, Evaluation and Support Model, a teacher growth and evaluation system that includes multiple measures of teacher practice and effectiveness.

As administrators, you may be asking yourself, what would we gain by using student surveys?

In the search for aligned measures in this complex work, student perception surveys can provide a cost-effective, reliable, actionable, and flexible component of teacher effectiveness efforts.

**Reliability.** Recent analysis from the Bill & Melinda Gates Foundation's Measures of Effective Teaching study—a research partnership of academics, teachers and districts—found that “teachers’ student survey results are predictive of student achievement gains” (see the MET Project’s *Gathering Feedback for Teaching* brief). In fact, the study found that student surveys were more consistent than classroom observations or achievement gain measures.

**Actionability.** Beyond their predictive power, student surveys provide detailed, timely feedback for educators to incorporate into their practice. But the questions need to be specific and actionable. An effectively designed survey is not just a popularity contest; rather, it provides teachers with concrete feedback on items like, “*My teacher’s expectations make me want to do my best*” and “*my teacher connects what I’m learning in class to life outside the classroom.*”

**Flexibility.** Student surveys can be used across all subject areas and multiple grade levels. They can be rolled out at different times of the year to align with district calendars. You can also choose to administer surveys in a sampling of each teacher’s classes to benefit from student feedback while preserving instructional time.

### Setting up for Success—Building Stakeholder

**Engagement and Trust:** At its core, effectively using student feedback requires stakeholder engagement, buy-in, and trust. Early discussion and involvement of different stakeholders, including teachers, union representatives, and even students, can be tremendously helpful. Sharing the specific question items can alleviate anxieties and help teachers’ envision how student feedback could benefit their day-to-day practice. Some districts have found it helpful to “ease in” to using student feedback in formal evaluations by first experiencing student feedback in a formative way to support teacher reflection and learning.

**Planning and Implementing Student Surveys:** To effectively implement student surveys, administrators will face a number of operational decisions. For example, what procedures will we follow to maintain student confidentiality and ensure accuracy of survey attribution? How will we approach surveys for teachers who teach multiple sections? How will we share results with teachers? What comparisons will we incorporate to make raw scores meaningful? For more information on these and other implementation considerations, check out the latest Measures of Effective Teaching Brief, *Asking Students about Teaching: Student Perception Surveys and Their Implementation.*

*Written by Jen Vorse Wilka, YouthTruth Student Survey*

# INDIVIDUALIZED LEARNING...

## Increasing Expectations, Providing More Personalized and Engaging Instruction, and Redesigning Education for the Future



Jeff Ronneberg  
Superintendent  
Spring Lake Park School  
District

In November 2011 the Spring Lake Park School District community approved a levy to support and increase educational technology in our district, enabling us to go faster and further towards two primary, ongoing strategic initiatives: developing a systemic approach to prepare each student for college-readiness, and creating innovative, customized learning practices that meet the needs, interests, and aspirations of our students.

Over the ensuing months district staff and teachers furthered their already year-long intensive study, and began planning in earnest for the expansion of technology-aided teaching and learning. This included a review of educational research, visits and assessments of benchmark school districts across the nation, continual solicitation of staff input, and collaboration with outside partners.

By May 2012 the School Board endorsed a comprehensive plan for the expansion of technology and digital learning to improve student engagement, personalized student learning, and provide equitable access to technology for all students. The result was a four-phase, five-month plan to put individual learning devices - primarily iPads - in the hands of each of our grades 2-12 students, as well as make classroom sets of devices available for use in our early childhood through grade one classrooms.

### How did we prepare?

Infrastructure upgrades had to occur, including upgrading of fiber networks, installing 10 miles of cable, creating 346 wireless access points, and significantly increasing Internet bandwidth. Most importantly, our teachers participated in hundreds of hours of professional learning in preparation for the phased October through February rollout of the devices to our students this past year, as well as ongoing, individual coaching for teachers throughout the year.

I cannot begin to adequately describe the excitement our students showed as they put their hands on an iPad for the first time. Providing this equity of access to technology – for all of our students and their families - was one of the primary drivers of this initiative.

However, putting these devices in the hands of students is not personalized learning. Technology alone will not lead to improved learning. Improvement takes place when technology is paired with great educators, who then redesign learning to provide improved levels of personalized, engaging instruction.

### This redesign is happening.

The learning activities in our classrooms really are much different than they were just a year ago, even a few months ago. And, learning will never look the same again. Why? Just as emerging technologies are changing the world each and every day, they are changing the educational landscape in Spring Lake Park, in Minnesota, and throughout the world as well.

Increasing Expectation...  
Continued on Page 8



Students were excited to work with educators to enhance their digital learning process.



## Increasing Expectations... Continued from Page 8

**We have worked extremely hard to be at the forefront, to lead whenever possible.**

Innovation in education is certainly not limited to technology. Innovation is about doing things differently to get dramatically different results. Ultimately, innovation is about implementing learning practices that capitalize on staff creativity and position the district to adapt to continually emerging change and technologies, so that we can meet the needs, interests, and aspirations of our students.

This innovation is anchored around preparing each of our students to be college-ready upon graduation. We believe that creating a coherent, aligned system of high expectations, with purposeful efforts to meet individual needs of students, will prepare each and every student for the pursuit of whatever aspiration they may have, be that attending college or going directly into the workforce.

U of M President Eric Kaler recently cited a study by the Center on Education and the Workforce that said by 2018 - in just five years - 70 percent of Minnesota jobs will require post-secondary education. He also shared that Minnesota ranks 49th of 50 states in jobs available that require a high school education or less. If our young people are going to thrive in their future, education and learning is essential.

**How are we addressing this – in Spring Lake Park or across our state?**

Our teachers and staff have worked hard to increase the

rigor and expectations for our students, to more clearly define the academic benchmarks that students need to meet on their journey through our schools, and to develop a map for families to follow through their journey with their child from pre-school through twelfth grade.

Robert Fritz, a respected author, composer, and business consultant, captures the importance of our work: “If you limit your choices only to what seems possible or reasonable, you disconnect yourself from what you truly want.”

It is my hope that our Minnesota schools can seek and provide evermore personalized and engaging instruction, embrace the journey to where a redesign of education may take us, and do everything in their power to ensure that the success, hopes, and dreams of all of our young people become a reality.

### Upcoming Professional Development Opportunities...

**MASA FALL CONFERENCE**  
Oct. 6 - 8, 2013  
DECC, Duluth

**CLM FALL CONFERENCE**  
Nov. 13 - 15, 2013  
Craguns, Brainerd

**SAVE THE DATE! REGISTRATION AVAILABLE SOON!**



We write the book

on Education Law.

Our significant knowledge base and experience makes us well versed in all facets of education law: **public employment and employee relations, student matters, school finance, elections, bond counsel services, construction, real estate, school board matters, contracts, discrimination and harassment, data privacy, special education, constitutional issues and more.**

**KF&D**

**KNUTSON FLYNN & DEANS P.A.**

1155 Centre Pointe Drive, Suite 10  
Mendota Heights, MN 55120

651-222-2811 (office) 651-225-0600 (fax) [www.kfdmn.com](http://www.kfdmn.com)

ACHIEVING OUR CLIENTS' GOALS SINCE 1947

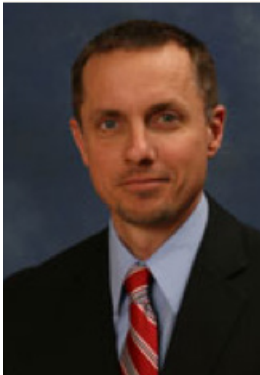
## Complaints

# Responding Effectively to OCR Complaints

---

*During an OCR investigation, a good and comprehensive response may help protect the school district in future litigation alleging illegal discrimination or harassment.*

---



Tim Palmatier  
Education Law Attorney  
Kennedy & Graven, Chartered

The number of discrimination complaints with the U.S. Department of Education – Office of Civil Rights (OCR) has risen steadily over the past four years. According to one OCR report, the number of complaints received in the three year period of 2009, 2010 and 2011 was greater than any prior three year period. Anecdotal information from Minnesota schools during the past two years suggests that the number of complaints has only risen. Notably, the majority of these complaints have concerned claims of disability discrimination.

In many circumstances, regardless of the merits or scope of the complaint, OCR will open an investigation. OCR’s Case Processing Manual suggests that there are limited grounds to dismiss a complaint prior to some investigation. This means that if a parent sends an email or letter to the OCR alleging that certain types of discrimination or harassment are taking place in their school and OCR determines that it has jurisdiction (i.e., the issue involves disability, racial, national origin, sex discrimination/harassment, etc.), your school will receive a complaint and be obligated to cooperate in an investigation.

The OCR investigation response process typically involves: (1) preparation of a narrative response by the school district; (2) responding to information requests from OCR (which can oftentimes be lengthy and burdensome); (3) onsite visits or phone interviews of school staff by the agency. The narrative response and data provided by the District are critical to the outcome of the investigation. Furthermore, a good and comprehensive response may help protect the school district in future litigation alleging illegal discrimination or harassment.

What steps should your school district take when it receives the seemingly inevitable OCR complaint? Here are a few things your school district can do to help ensure a better outcome:

1. Request that the OCR provide your school with a copy of the underlying complaint letter, email, etc. The OCR notice of the complaint often does not tell the whole story. Having the underlying complaint will help you more effectively tailor your response.
2. Consider requesting Early Complaint Resolution (ECR) or negotiating a “302 Agreement” with OCR. ECR is a process where the parties (with the assistance of an OCR mediator) attempt to come to a resolution that addresses the parents’ concerns. On the other hand, a “302” agreement is reached between the OCR and the school district and will likely involve some ongoing enforcement action by OCR. Either process can permit the school district to avoid an adverse finding
3. Gather the information requested by OCR as soon as possible. Timelines in OCR complaints are short so it is important to either gather information as quickly as possible or to notify the OCR about any concerns you have with the information request or the timeline.
4. Consider having your response drafted or reviewed by legal counsel. Your response to certain allegations will likely play a significant role in the outcome of the OCR investigation and in any subsequent lawsuit. Also, it maybe advisable to notify your insurance carrier about allegations of discrimination, harassment or retaliation.

This article is intended to provide general information with commentary. It should not be relied upon as legal advice. If required, legal advice regarding this topic should be obtained from district legal counsel.



## THE REAL GROUND WAS BROKEN AFTER CONSTRUCTION.

The building process shouldn't end when the last brick is laid. Fact is, 75 percent of a school's total lifecycle costs come after construction. So when Johnson Controls builds or renovates your facilities, we make sure our construction plans support your lesson plans and your fiscal plans. By considering everything from educational intent to long-term operations and maintenance. It's a comprehensive approach to construction that allows us to provide lifecycle cost and performance guarantees. Without losing sight of the fact that what we're really building here are minds.

**Arif Quraishi**

2605 Fernbrook Lane N  
Plymouth, MN 55447  
Office 800-677-7650  
Direct 763-585-5148



Regional Offices located in  
| Minneapolis | Duluth | St. Cloud | Rochester | Fargo | Sioux Falls |

Integrated Facility Solutions since 1885

# District Communications...

## Marketing Your Schools: Telling Your Story in a Culture of School Choice



Jeff Dehler, APR  
Strategic Communications &  
Marketing Consultant

There was a time, for most public school districts in Minnesota, when attracting students to enroll in schools was as simple as driving the bus down the street. But times have changed, your bus might be the third one down the street and marketing your schools and programs has become an essential element in retaining resident students, increasing enrollment or changing negative perceptions.

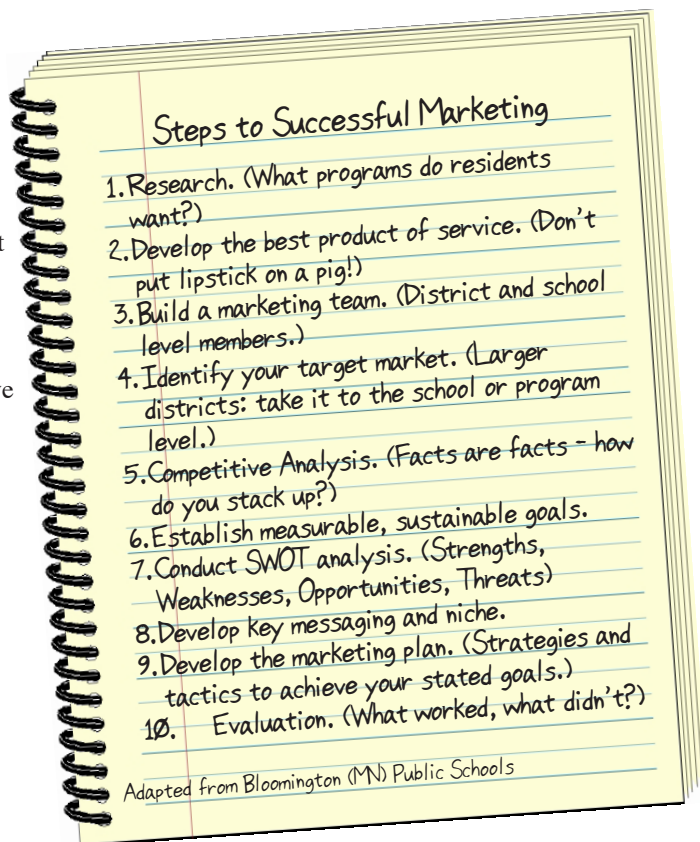
According to the Minnesota Department of Education's website, approximately thirty percent of Minnesota's K-12 public school students access some form of school choice, including Open Enrollment, Charter Schools, Magnet Schools, Online Learning or State-Approved Alternative Programs. MDE reports 39,000 students enrolled in 146 Minnesota charter schools today. Minnesota families demand educational options. Schools and school districts need to provide those options and use strategic marketing plans so families have the information they need to make timely, informed decisions.

### Getting started

Every good plan starts with research. Districts need to know what programs families want, and many want more than a traditional K-12 experience. One Twin Cities school district offered a successful Spanish Immersion program that wasn't able to meet popular demand. After a public engagement process, a science, technology, engineering and math (STEM) magnet school was opened. A marketing campaign helped fill the school. Now families are happy because the district delivered more options and enrollment is up.

### Telling your story

That STEM school success might not have happened had the district not promoted the new program to the right audience with the right message at the right time. They used a variety of strategies: media relations, direct mail, social media and more to tell their story. Another example is a metro school district that held a kindergarten round-up in late spring. It was poorly attended and the district's kindergarten enrollment was dropping. With a little research, administrators found many resident families had enrolled in other options prior to the round-up. The district implemented new strategies across the entire enrollment system to make sure targeted audiences were receiving information earlier in the year. They began holding a fall Saturday Kindergarten information fair, and Kindergarten orientations in early spring. Principals and employees in the district's enrollment center were trained on how to treat



- ### Steps to Successful Marketing
1. Research. (What programs do residents want?)
  2. Develop the best product of service. (Don't put lipstick on a pig!)
  3. Build a marketing team. (District and school level members.)
  4. Identify your target market. (Larger districts: take it to the school or program level.)
  5. Competitive Analysis. (Facts are facts - how do you stack up?)
  6. Establish measurable, sustainable goals.
  7. Conduct SWOT analysis. (Strengths, Weaknesses, Opportunities, Threats)
  8. Develop key messaging and niche.
  9. Develop the marketing plan. (Strategies and tactics to achieve your stated goals.)
  10. Evaluation. (What worked, what didn't?)

Adapted from Bloomington (MN) Public Schools

families that were school shopping. Most importantly, the district started with research before developing a strategic marketing plan that specifically addressed this problem.

### Out of the ordinary tactics

Districts in Greater Minnesota have competition too, and every community is unique in how it accesses information. A west central Minnesota district has trouble with the accuracy of information reported by local media and therefore communicates with families almost entirely via social media. One district on the Iron Range takes advantage of its daily newspaper through both articles and advertising because the newspaper is hungry for news and offers low advertising rates. Others use advertising on cable television, in movie theaters, on billboards or in magazines. Still others take it to the grass roots and have coffee parties hosted by passionate parents in neighborhoods where families have traditionally left the district without ever having set foot in the local school. A relaxed atmosphere, a passionate parent, a visit from the principal or superintendent -- this is the final word on marketing: building strong personal relationships makes it easy for parents to make a school choice. Most are happy to send their child to a good school recommended by a friend.

# Invest MN's Talking Points...

## Who Do You Think You Are?

### Who do they think you are?



Shari Prest  
Ark Associates

The question “Who do you think you are?” has been used at many times in many situations—often in a condescending or challenging way. But confronting the question can be very useful to leaders seeking professional alignment among their vision, goals, and behaviors and within their school community.

Begin by answering the following questions for yourself. Notice if the reality of your administration reflects your ideals as a leader.

1. What is your concise vision for the school(s) in which you provide leadership?
2. What is the school community’s vision for your school(s)?
3. What are the five most important functions of your job?
4. To what job-related activities do you dedicate the most time?
5. What are your top three goals for the schools next year?
6. Who are your three most significant partners in raising student achievement?

Now, send these questions to your staff and community members in a format that encourages a response.

1. What is your principal’s/superintendent’s vision for the school community in which you work or live?
2. What is your vision for the school community in which you work or live?
3. What are the five most important functions of the principal/superintendent in your school(s)?
4. To what activities do you think your school principal/superintendent dedicates the most time?
5. What are your principal’s/superintendent’s top three goals for the schools next year?
6. Who are the three most significant partners to join the school district in raising student achievement?

Finally, compare the two sets of answers and identify areas of strong alignment, areas where alignment could be improved, and areas where additional reflection or information is required.

The benefits of this exercise are at least four-fold.

1. The exercise provides a meaningful reflection for you as an educational leader.
2. The activity communicates to your staff and community the importance of their input and perspectives.
3. The responses highlight areas of inconsistency and provide targets for increased understanding, communication and education.
4. The information gained helps to keep your leadership current and relevant.

MASA and MDE present ...

### The 2013 Back-to-School Conference Tuesday - Wednesday, August 6th - 7th, 2013 Minneapolis Marriot Northwest, Brooklyn Park

Register today to attend the annual school leadership summit. Our agenda will inform and inspire you as you anticipate the new school year. Join us as we explore how to help ourselves, our teams, and our students to be creative, entrepreneurial innovators. We will hear from MDE leaders on a variety of topics affecting your district, and our keynote speaker will challenge us to build systems that prepare our students for success in our ever-changing world.

Your team members are welcome! The conference will be a great opportunity to learn together and have the conversations that will support collaboration and creativity as we prepare for the new school year. Everyone is welcome, but space is limited so early registration is recommended.

**REGISTER ONLINE: [WWW.MNASA.ORG](http://WWW.MNASA.ORG)**

*From the creators of Ruth's Table...  
Minnesota Association of School Administrators and  
Minnesota State University Mankato, Department of Educational Leadership  
in partnership with Minnesota Administrators for Special Education and  
The University of Minnesota, College of Education + Human Development*

### 2013 Legends for Women Conference Wednesday Evening - Friday Noon July 24 - 26, 2013 Sugar Lake Lodge, Grand Rapids, MN

*This summer, join us for our third annual Legends conference. Our theme this year is "The Heart of Our Stories," and our sessions will invite participants to reflect on their leadership journeys, learn new skills to support their own transformations, and create their futures from their stories. Once again we will tell our stories, learn from our speakers and one another, build our network, and emerge with new perspective. Registration materials and more information are available on the MASA website: [www.mnasa.org](http://www.mnasa.org).*

## SCHOOL DISTRICT LAW GROUP

We welcome the opportunity to work with public school districts and bring them our rich history of responsive, creative, practical, and high quality legal services.

### Education Law

Charles E. Long, clong@kennedy-graven.com  
Greg Madsen, gmadsen@kennedy-graven.com  
Gloria Blaine Olsen, golsen@kennedy-graven.com  
Tim Palmatier, tpalmatier@kennedy-graven.com  
Susan E. Torgerson, storgerson@kennedy-graven.com  
Maggie R. Wallner, mwallner@kennedy-graven.com

### Real Estate & Business

Michael Norton, mnorton@kennedy-graven.com

### Construction

Peter Mikhail, pmikhail@kennedy-graven.com  
James M. Strommen, jastrommen@kennedy-graven.com

### Finance and Bond

Stephen J. Bubul, sbubul@kennedy-graven.com  
Martha Ingram, mingram@kennedy-graven.com  
Sarah J. Sonsalla, ssonsalla@kennedy-graven.com

470 U.S. Bank Plaza, 200 South Sixth Street, Minneapolis, MN 55402

Phone 612.337.9300 • Fax 612.337.9310 • Toll Free 1.800.788.8201 • www.kennedy-graven.com



**Flexible, Creative Spaces for  
21<sup>st</sup> Century Teaching & Learning**

**ATS&R**  
PLANNERS / ARCHITECTS / ENGINEERS

763.545.3731 • www.atsr.com

**MSBA-MASA**

**Policy Services**



**Policies are  
your business.**

**Writing them is ours.**

- **Up-to-date policies referenced to statutes and court cases**
- **Searchable online service**
- **Customized policy audits & revisions**
- **Efficient use of time & money**

Contact Cathy McIntyre  
MSBA Policy Services Director  
800-324-4459, cmcintyre@mnmsba.org

# ALIGNMENT, ALIGNMENT, ALIGNMENT

## The Three Piece Alignment Puzzle: Curriculum, Instruction and Assessment



Chris Bates  
Superintendent  
Crookston Public Schools

The topic of alignment is a complex, but increasingly important part of the work we do as school curriculum leaders. Alignment is not a new concept. Tyler, in the 1940s and more recently, Bloom, both wrote on assessments' role in the validity of school programs. The more recent No Child Left Behind (NCLB) legislation began a focus on accountability, which has been seen as critical in simultaneously improving instruction and student achievement.

For the past two summers, I have been invited to present at the Springsted-sponsored "Great Start" series for new superintendents. The title of my presentation has been "The Ten Things Superintendents Need to Know about Curriculum and Instruction." One of my first points is the three things you need to get you started; they are alignment, alignment, and alignment. I close with what I call Rick DuFour's basic four:

1. What is it we want kids to learn?
2. How will we know (assessment)?
3. What about the quick and the gifted?
4. What about those that need more time?

For many years, effective school research has stressed the correlation between curriculum and instruction, but now assessment is increasingly a key part to the puzzle. Assessment needs to measure mastery of what we expect students to learn, which is clearly impacted by what and how we set out to teach. There is now a three-pronged interplay between Curriculum (what is it students will be able to do after taking each grade or course); Instruction (the experiences and activities that students will engage in order to learn the declared learning outcomes and objectives); and finally, Assessment (the very systems designed for collecting evidence of mastery).

Alignment simply increases the probability that students will be provided with the opportunities to learn the materials needed to excel on the various assessments designed by internal or external agencies.

It has been my experience that good teachers regularly change what is taught but tend to leave their assessments unaltered for much longer periods. This would, over time, adversely affect alignment. Feedback from formative and summative testing provides both evidence of mastery and opportunities for the instructor to change the teaching methods and/or curriculum. To be capable of providing the data to support a standards-based system, the course "assessment package" must directly relate to current standards. Only quality aligned assessments will inform both teaching and grading practices.

Multiple assessment methods create a clear method for measuring the progress of students both horizontally (the same students as they move through the grades k-12) and vertically (each grade measured every year, so comparing different students). Of course not all subjects or grades are given external tests to help measure student achievement. Those subjects that cannot access MCA scores, NWEA tests, AP results, or ACT scores; have the option to write common assessments with colleagues that teach the same grades or courses. It is important that we are ever prepared to "grow our own data." High levels of educational achievement will depend on both the vertical and horizontal data alignment within our systems.



For parents and students, aligned curriculum, instruction, and assessment assures them that the feedback provided by "good grades" is also likely to signify "good learning." So, how important is alignment? Just like taking your car to Midas, appropriate alignment will keep you on the right road. While superintendent at Delano, John Sweet, listed four things on his webpage that quality schools take care of:

1. Alignment.
2. Hire great principals and teachers.
3. Nurture a supportive community.
4. Maintain high expectations. Assessments are the evidence we seek.

# From the Field...

## Duluth Schools' THINK KIDS Story

*When a facilities project created a rift in the Duluth School District community, district administrators developed an initiative to bring the community together around the topic of education. This initiative resulted in a set of shared values and beliefs across the community and a new vision for Duluth's schools.*



Bill Gronseth  
Superintendent  
Duluth School District

In 2007, the Duluth School District began a \$300 million facilities project, which decreased the number of buildings from 18 to 13, and modernized those that remained. The project closed one high school, one middle school, two elementary schools and one K-8 school. It changed boundaries, combined schools, relocated students during construction and increased property taxes.

The project provided modern classrooms, up-to-date security systems, healthy “green” spaces, 21<sup>st</sup> century teaching technology

and general fund cost savings. It also spurred attacks from those who felt disenfranchised when their neighborhood school closed or when decisions were made that did not match their own vision. This created a rift in the community and shifted focus in the media from students and learning to buildings.

Bringing the community together around the topic of education became a priority. Citizens needed an opportunity to clear the air about the past, share their thoughts about the future and help develop priorities for the coming school year.

Duluth’s “Think Kids” project provided that opportunity. Through this initiative, Duluthians were invited to participate in a community-wide conversation about education. Nearly 2,000 citizens from all walks of life took part—community and business leaders, neighbors, groups and organizations, parents, teachers, students and more—sharing their thoughts about Duluth’s schools. People participated by attending one of over 60 community meetings, filling out an online survey or sending a letter.

Participants considered the past five to ten years and shared what they believed were planned and unplanned positives and ‘less than positives’ for the Duluth Schools. This provided an opportunity to share celebrations but more importantly provided citizens the ability to share any hurt or distrust they experienced as part of the facilities project. The conversations were at times difficult and uncomfortable, but necessary. The majority of participants shared that while they didn’t agree with all that had been done, they were ready to move on.



Nearly 2,000 citizens participated in the Think Kids project by attending community meetings, completing online surveys, or sending letters.

"Think Kids" then asked participants to look forward five to ten years, sharing their thoughts about the future of education. What should students know and be able to do? What should being a graduate of the Duluth Schools mean? What services and opportunities should we provide for students, families and the greater community? Such questions led to lively, hope-filled discussions.

Given the district’s challenging financial situation, participants then prioritized their vision for the future. As a final step, people were asked to share their reactions to the "Think Kids" process. Most said they had both shared and received important information and that the process was fair, respectful, and inclusive. Many requested that the process be on-going to continue the shared discussion about educating our community’s youth.

Through the "Think Kids" process, which took place over about five months, citizens helped identify common desires for our schools and community. The result is a set of shared values and beliefs from across the city and a new vision for Duluth’s schools that will guide goal setting, future planning and decision-making.

The "Think Kids" initiative has helped to realign the focus and priorities of our work as a school district and as a community. It has helped to begin healing the rift created by the difficult decisions of the past and has created a new energy around the topic of education. While it has been a long road, the journey has been well worth the effort.



Public Sector Advisors



Referendum Services

### Springsted provides Public Education Clients with Broad and Sophisticated Planning Tools for Operating and Facility Referenda

Springsted's Public Education Team:

Don Lifto 651-223-3067 dlifto@springsted.com  
Patricia Heminover 651-223-3058 pheminover@springsted.com  
Stacy Childers 651-223-3083 schilders@springsted.com



Springsted

springsted.com  
800-236-3033



# Infinitec

infinite potential through technology

*The mission of Infinitec is to advance independence and promote inclusive opportunities for children and adults through technology. We are a member-based organization currently supporting school districts in Illinois, Kansas, Minnesota, Georgia.*

Infinitec offers four pillars of service:

**Training and Education** includes online professional programs, with **paraprofessional required trainings** and testing for credit.

**Information Services** consists of extensive web and hard copy assistive and instructional technology resources, including a new **database analysis system for selection of mobile device apps**. An additional innovative resource is InfiTEXT, a searchable, online accessible instructional materials collection which provides access to over 11,000 digital text files for qualified K-12 students with print disabilities.

**Access to Expertise** includes access to highly experienced technical assistance staff.

**Equipment Services** includes discount purchase programs for hardware and software.

**Questions? Contact Mary Bettlach at [mbettlach@ucpnet.org](mailto:mbettlach@ucpnet.org)**



*Thank you to our Spring Conference Sponsors!*

## The MASA/MASE 2013 Spring Conference

March 14-15 • Minneapolis Marriot, Northwest

### Major Conference Sponsors:

Johnson Controls, Inc.  
National Joint Powers Alliance

### Six-Star Sponsor:

The Horace Mann Companies

### Two-Star Sponsors:

CompassLearning  
Ratwik, Roszak & Maloney, PA  
SchoolReach  
Teachers On Call

### Sponsors:

Ehlers  
Gallagher & Associates, Inc.  
K12 App Design  
Kennedy & Graven, Chartered  
Knutson, Flynn & Deans PA  
Springsted, Incorporated  
Voyager Learning

### Special Thank You to our Partners:

- TIES for providing our Tech Cafe
- ATS&R Planners/Architects/Engineers for their year-long support of the Superintendent of the Year Award
- The Council of Educational Facilities Planners, Twin Cities Public Television, and Cuningham Group Architecture, Inc. for our year-long Design Thinking project
- The Bush Foundation for offering their video, *Redesigning MN: A Lesson in Change*
- LifeTouch for providing our portrait studio and photographing our events

*The spring MASA Foundation Silent Auction was a huge success! Thanks to all who donated auction items and participated in the bidding! This year's auction made \$3,200 to support professional development for school leaders.*

*We'd also like to thank our 86 exhibitors who shared their latest products and services! Our exhibitors provide significant support for our conference and we appreciate their participation.*

# Transitions...

## Election Results



Lynne Kovash  
Superintendent  
Moorhead Area Public Schools

Congratulations to the following candidates who have been elected to MASA leadership positions. Newly elected leaders will participate in a orientation with the full MASA Board of Directors this summer. MASA appreciates these leaders for their commitment to MASA and Minnesota education and offers them thanks and best wishes as they begin their terms of service.

**President-Elect:** Lynne Kovash, Moorhead Area Public Schools

### Board Members:

*Region 1* - David Krenz, Austin  
*Region 2* - John Cselvoszki, Sleepy Eye  
*Region 3* - John Landgaard, Worthington  
*Region 8* - David Pace, East Grand Forks  
*Region 9* - Dee Wells, Inver Grove Heights  
*Greater MN Central Office* - Wayne Kazmierczak, Moorhead  
*Metro Area Curriculum* - Jane Holmberg, ISD 287

### Minnesota Representative to the AASA

#### Governing Board:

Luther Heller, Montevideo

Special thanks to all MASA members who participated in the election process!

*Participate in the celebration of the 27th anniversary of the nation's most prestigious awards program for school system leaders...*

**Superintendent of the Year 2014**

**appreciate  
nominate  
celebrate**

School board members, parents, colleagues and community members may nominate, superintendents may also be self-nominate. More information and application materials are available on the AASA website ([soy.aasa.org](http://soy.aasa.org)). **Completed nominations must be received online at AASA by July 30, 2013.** Questions? [pdearden@aasa.org](mailto:pdearden@aasa.org).

*Thank you to ATS&R Planners/Architects/Engineers for their sponsorship of the Minnesota Superintendent of the Year Program*

## On the Move

*\*As of June 3, 2013*

### Retirees (Alphabetical by District):

**Terry Quist**, Alexandria School District  
**Rick Bleichner**, Breckenridge Public Schools  
**Keith Lester**, Brooklyn Center Community Schools  
**Robert Schaefer**, Browerville Public Schools  
**Rick Clark**, Buffalo Lake-Hector-Steward School District  
**Randall Clegg**, Burnsville-Eagan Savage ISD  
**Bruce Novak**, Cambridge-Isanti Public Schools  
**Loren Hacker**, Canby Public Schools  
**Keith Dixon**, Centennial School District  
**Mike McLoughlin**, Chisago Lakes School District  
**Russ Johnson**, Eagle Valley School District  
**Jack Almos**, East Central Schools  
**Karen Filla**, Eden Prairie Schools  
**Charles Cheney**, Frazee-Vergas Public Schools  
**Robert Bangson**, Goodhue Public Schools  
**Brad Homstad**, Lancaster School District  
**Joe Guanella**, Lyne Public School  
**Mike Moriarty**, Mabel Canton Schools  
**John Currie**, Medford Public Schools  
**Gregory Ohl**, Minnewaska Area School District  
**Karon Joyer**, N.St.Paul-Maplewood-Oakdale School Dist.  
**Larry Kauzlarich**, New Prague Area Schools  
**Harold Remme**, New Ulm Public Schools  
**John Widvey**, Renville County West  
**Lynda Gault**, Richfield Public Schools  
**Bruce Watkins**, St. Cloud Area Schools  
**Deb Bowers**, St. Louis Park Public Schools  
**Allen Zenor**, Ulen-Hitterdal Public School  
**Rob Bratlie**, Warren-Alvarado-Oslo School District  
**Julie Warner**, Wright Technical Center

*Congratulations on your retirement!*

### District Changes (Alphabetical by Last Name):

**Jennifer Backer**, Cromwell Wright School to Mabel Canton Schools & Lyle Public Schools  
**Theresa Battle**, Minneapolis Public Schools to Saint Paul Public Schools  
**Jeff Bertrang**, GFW Schools to New Ulm Public Schools  
**Todd Cameron**, New York Mills School District to Ulen-Hitterdahl Public School  
**Virginia Dahlstrom**, Wadena-Deer Creek Public Schools to undecided  
**Ellen Delaney**, Anoka-Hennepin School District to MN Council of Teachers of Mathematics  
**Brian Dietz**, Waseca Public Schools to Centennial School District  
**Suraya Driscoll**, Fisher Public School to East Grand Forks Public Schools  
**Julia Espe**, St. Cloud Schools to Princeton Public Schools  
**Matt Helgerson**, Tri-City United Schools to Jordan Schools

**On the Move...**  
**Continued from Page 18**

- Joe Hill**, Sartell-St. Stephen Schools to undecided  
**Willie Jett**, Saint Paul Public Schools to St. Cloud Area Schools  
**Allyson Kuehn**, MAWSECO to Annadale Independent School District  
**Amy LaBarre**, Paul Bunyan Education Coop. to Nisswa Ministry  
**Rick Linnell**, Pequot Lakes Schools to undecided  
**Rick Lahn**, Princeton Public Schools to Alexandria School District  
**Michelle Mortensen**, Lincoln HI-Ivanhoe Public School to Renville County West  
**Kirk Nelson**, Jordan Schools to undecided  
**Ray Queener**, Stillwater Area Public Schools to Cambridge-Isanti Public Schools  
**Greg Schmidt**, MACCRAY School District to Minnewaska Area School District  
**Scott Vedbratten**, Marshall County Central Schools to Browerville Public Schools  
**Kevin Wellen**, NRHEG Public Schools to undecided  
**Lee Westrum**, Benson Public Schools to Wadena-Deer Creek Public Schools

*Congratulations on your new position!*

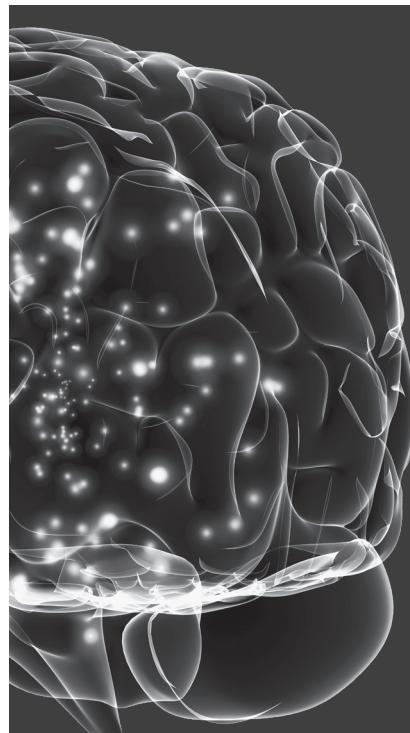
**Are You Moving?**

Now is the time of year when many of our members are on the move! Help us keep track of you (and therefore keep your MASA benefits and services coming to you!). Just give Deb a call (651/645-6272 or 866/444-5251), fax her a note (651/645-7518), or email her at [members@mnasa.org](mailto:members@mnasa.org) and she will update your records. Also, if you have new colleagues in your area who are not MASA members, let us know and we will send membership information to them.

**Have you renewed your membership?**

**Membership materials have been mailed. For more information or additional membership materials, contact the MASA office at (651/645-6272 / 866-444-5251 or [members@mnasa.org](mailto:members@mnasa.org)) or visit our web site at ([www.mnasa.org](http://www.mnasa.org)).**

- Quality Conferences**
- Network of Your Colleagues**
- Skill Development Workshops**
- Publications**
- State and National**
- Legislative Advocacy**
- Legal Consultation and Much More!**



**GAIN AN ADVANTAGE IN AN UNPREDICTABLE WORLD**

**Earn a certificate or master's degree in forensic mental health to gain insight into the criminal mind and its real-world applications.**

**Forensic Mental Health Certificate**

The online forensic mental health certificate consists of 15 credit hours in an accelerated seven-week semester. Tuition for the program is \$475 per credit hour.

**Master of Arts in Human Services – Forensic Mental Health**

The Master of Arts in Human Services with an emphasis in forensic mental health online program consists of 36 credit hours in an accelerated, seven-week semester. Tuition for the program is \$475 per credit hour.

**The Concordia Difference**

*Academic excellence since 1893*

- Accelerated format
- Affordable tuition
- Programs starting year-round
- \$2,000 partnership scholarship

**Classes Are Forming Now. Apply Today!**



These programs are offered in partnership with the American Institute for the Advancement of Forensic Studies (AIAFS).



**Concordia**  
UNIVERSITY SAINT PAUL  
*Responsive. Relevant. Real.*

For more information:  
**[online.csp.edu/mnasa](http://online.csp.edu/mnasa) | 1-888-859-0641**

1282 Concordia Avenue | St. Paul, MN 55104

# Calendar of Events...

## 2013...

### June

**20-21**

MASA Board of Directors Retreat  
The Depot, Minneapolis

### July

**24-26**

Legends Womens Retreat  
Sugar Lake Lodge, Grand Rapids

### August

**6-7**

MDE/MASA Back-to-School Conference  
Marriott, Brooklyn Park

**7**

Great Start Cohort Session 1  
Marriott, Brooklyn Park

### October

**5-6**

MASA Board of Directors Meeting  
Duluth

**6**

Great Start Cohort Session 2  
Duluth

**6-8**

MASA Fall Conference  
DECC, Duluth

### November

**13**

Great Start Cohort Session 3  
Cragun's, Brainerd

**13-15**

CLM Fall Conference  
Cragun's, Brainerd

**18**

Springsted's School Finance Elections  
Venue at Cray Plaza, St. Paul

### December

**4**

MASA Board of Directors Meeting  
MASA Offices, St. Paul

## 2014...

### January

**15**

Great Start Cohort Session 4  
MASA Offices, St. Paul

**16-17**

MSBA Conference  
Minneapolis

### February

**13-15**

AASA National Convention  
Nashville, TN

### March

**13**

MASA Board of Directors Meeting  
Marriott, Brooklyn Park

**13**

Great Start Cohort Session 5  
Minneapolis

**13-14**

MASA/MASE Spring Conference  
Marriott, Brooklyn Park

## Stay Connected to MASA!

Follow MASA your way! Whether you like traditional websites, blogging or social media, you can stay connected to the Minnesota Association of School Administrators!



MASA website: [www.mnasa.org](http://www.mnasa.org)



Facebook: In search box, type MASA-Minnesota Association of School Administrators



Twitter: @MNAssocSchAdm



YouTube: MnASA Forum



Gary's Typepad Blog: Voice of MN Education



PLEASE RECYCLE THIS NEWSLETTER



1ST CLASS MAIL  
U.S. POSTAGE PAID  
ST. PAUL, MN  
PERMIT NO. 212