THE FUTURE OF PUBLIC EDUCATION

With ever-evolving technologies and processes, what will classrooms look like in the next decade?

VOL. 6, ISSUE 1 | WINTER 2020
TAKING CARE OF **YOU**
SO YOU CAN TAKE CARE OF **THEM**

THAT’S THE SETSEG DIFFERENCE
School Insurance Specialists

EMPLOYEE BENEFIT SERVICES | PROPERTY/CASUALTY | WORKERS’ COMPENSATION

www.setseg.org @setseg
WHAT’S YOUR PERSPECTIVE?

WHAT RESEARCH SAYS ABOUT THE IMPACT OF TECHNOLOGY ON STUDENT ENGAGEMENT AND LEARNING

TERM LIMITS

DISTRICT SPOTLIGHT
Laker Schools

DESIGNING A SUCCESSFUL K-12 COLLABORATION CENTER

BUILDING TALENT IN MICHIGAN

QUALITY MANAGEMENT: A DISCIPLINED APPROACH

DEFYING STEREOTYPES

A NEW AND BETTER WAY TO FUND OUR SCHOOLS...BUT WILL WE ADOPT IT?

EVERYONE COUNTS: THE COST OF MISSING A CHILD

EXECUTIVE NOTE

PRESIDENT’S MESSAGE

ASK BRAD: SCHOOL LAW Q/A

EVENT CALENDAR

MASB WORD SEARCH

ACKNOWLEDGEMENTS

MASB would like to thank Superintendent John B. Deiter, Ph.D. and Rob Bush from DeWitt Public Schools for allowing us to utilize their 3-D printing lab to create this issue’s cover photo.
Financing the future of education is no small feat. Which is why Michigan school districts need a bond underwriter who understands the nuances of public education as much as they do the markets. Our Michigan-based underwriting team has more than 50 years of experience financing bond issues for school districts across the state.

Whether it’s a negotiated sale for new money or a refunding, we leverage our municipal market insight and long-lasting investor relationships to determine the optimal structure, timing, and pricing of your issue.

Advance your district. Contact us today.

Craig Kahler, Managing Director
517.275.9902
craig.kahler@hilltopsecurities.com
333 Albert Ave., Suite 205, East Lansing, MI 48823

Max Ihotchkin, Vice President
616.717.5690
max.ihotchkin@hilltopsecurities.com
250 Monroe NW, Suite 425, Grand Rapids, MI 49503

Louis Orcutt, Managing Director
248.205.4931
louis.orcutt@hilltopsecurities.com
300 Park St., Suite 485, Birmingham, MI 48009

In accordance with the Municipal Advisory Rule, HilltopSecurities is seeking to serve as underwriter and not as Municipal Advisor consistent with the MSRB Rule G-23 Interpretive guidance. Furthermore, HilltopSecurities is not recommending an action to the Authority, is not acting as advisor to the Authority and does not owe a fiduciary duty pursuant to section 15B of the Exchange Act to the Authority with respect to the Information and material contained in this communication, HilltopSecurities is acting in its own Interests and the Authority should discuss any Information and material contained in this communication with any Internal and external advisors that the Authority deems appropriate before acting on this information and material.
I have two kids in Michigan public schools and am constantly in awe of the people they are becoming. As most of you are or have all experienced, our kids grow up too fast and then move along into adulthood. While I have a few years before my kids hit that space in their lives, I do feel a profound gratitude to the public school teachers who are helping to shape my children into the adults they will inevitably become.

Teachers are impacting children in similar ways across this nation, but they would not be able to do this work in the same way if you, as boards of education, did not provide the support and guidance that is needed to successfully govern your districts. I hear from many humble board members who state they are not responsible for the success of the students in their districts, and while there may not be a direct connection, I would ask each of you to think about how you feel when those same students walk across the stage at graduation in your school districts.

You have a sense of pride for these students that likely rivals the pride you feel for your own kids. This feeling is because you are responsible for their success and I extend my heartfelt appreciation to each and every board member in this state for the work you do, not just for my kids, but for every kid. You create the vision and atmosphere that allow your teachers and administrators to do their jobs, and thus, create successful students.

Your work is no small feat in today’s environment of polarization, self-interest and negativity. As we enter into another election year (and a new decade!), for both school board members and many other elected officials, I ask you to set an example for the kids in your districts. While you are all a reflection of your community, please do not be a reflection of the negativity we are seeing and sometimes acting out ourselves. We should each aspire to be better versions of ourselves as we know these kids are watching.

If nonpartisan school boards cannot have civil discourse, how can we expect our partisan elected officials to be any different? Those students who walk across the stage each year in your districts are the future leaders of this country and you are likely the first exposure they may have to elected officials. You can be their teacher in how to serve a community, how to disagree but not be disagreeable, how to be inclusive of diverse thoughts and ideas, and how important it is to understand there are many times where simple decisions are much bigger than oneself.

Thank you again for the work you have done and for the work you will do on behalf of the nearly 1.5 million students in Michigan.
MESSA has solutions for the benefits administration challenges school districts face every day. At no extra cost, MESSA provides:

- An online one-stop shop for your benefit administration needs.
- Everything you need to complete your annual open enrollment from start to finish.
- COBRA administration and ACA reporting.
- Convenient health savings account administration through HealthEquity.
- Section 125 and flexible spending account support.

More information is available by contacting MESSA Field Services at 800.292.4910.

messa.org/saves
Our theme for this issue is the future of education. I am not sure where the future will take us, but I am sure that it will be a lot different from how we deliver education today. My surety in this eventuality is because of the drastic change in how education has been delivered since I graduated 30 years ago.

As board members, one of our jobs is to stay up on emerging trends in education so that when our administrators or teachers propose changes, we can appropriately evaluate whether those changes will work for our district. Board members should prioritize innovation among our staff by providing funding and institutional support. These new programs and/or strategies should be based on educational research and sound pedagogy.

Board members also need to recognize that not every best practice works in every district. Each of our districts have unique characteristics that provide opportunities for all schools to educate their students. I do not propose change for the sake of change, but we should also not continue to do something just because that is the way we have always done it. We should strive to provide each of our students with the education that they need to have a successful future.

Unfortunately for most of us, the major deterrent to innovation is the lack of funding to try new ideas. One of the major changes that we need to ensure an effective future is for Michigan to change how we fund education. Studies have shown that we are not adequately funded to meet the needs of each of our students. I believe we need to adopt the philosophy of the School Finance Research Collaborative findings and fund local districts based upon the needs of each student. This will increase equity in our funding system that our students deserve.

To achieve a new funding system is going to take substantial advocacy by us and the stakeholders within each of our districts. We need to build networks in our communities with parent organizations, staff unions and groups, business leaders and the general community to advocate for public education.

The redesign of our educational funding system is a heavy lift for our elected officials and will require courage from all involved. I believe a significant impediment to the Legislature fixing the funding system is term limits (see pages 10-11 for more). Other articles in this issue look at additional factors that are already or will impact the future of public education in our state. I encourage each of you to read with an open mind and evaluate how or if these ideas could help your district move into the next decade and beyond.

I’m hopeful for the future of public education in Michigan due, in part, to each of you. The work of school boards is instrumental in moving our state forward and I appreciate each of your contributions. Keep up the good work and share your successes and challenges so we can collectively grow and learn from each other.

Matthew Showalter is MASB’s 2019-2020 President, and can be reached at matt@theshowaltergroup.com.
In 1972, the seed of an idea was planted, a way for the Michigan Lottery to support our public schools. And 47 years later, look how it’s grown.

To date, the Lottery has contributed $22 billion to Michigan public education. Last year alone the Lottery contributed $941 million — $2.5 million to schools every day.

As the symbol of the Michigan Lottery, our tree represents more than fun. It represents development, growth and the steadfast support the Lottery provides to Michigan public schools.
REQUESTING RECORDS FOR A STUDENT DISCIPLINE HEARING

A school board was scheduled to have a student discipline hearing at its next meeting. This was going to be the first discipline hearing for the board’s newest member, who was just appointed to the board last month to fill a vacancy. The new board member was surprised to discover that the agenda packet for the meeting didn’t include detailed information about the discipline hearing that described the incident or provided background information about the student. Wanting to be prepared for the hearing, the board member sent an individual request to the superintendent asking for a copy of the administration’s report of the incident and copies of records documenting the student’s disciplinary history and attendance. After receiving the request, the superintendent contacted the board president about it and it was decided to deny the request. Was this the correct decision?

The decision to deny the board member’s request is correct for multiple reasons.

First, Michigan law does not vest individual school board members with any type of independent authority. Section 1201 of the Revised School Code states: “An act of the board shall not be valid unless voted at a meeting by a majority vote of the members elected to and serving on the board.” Therefore, the Code grants the authority to govern a school district to a school board as a whole, not to its individual members. Because a school board member has no individual authority under Michigan law, a board member should be treated as any other member of the public when making an individual request for school records. At least one out-of-state court has supported this view, holding that an individual board member was without authority to review teacher personnel files. The court likened the status of an individual board member to the status of a general citizen, noting that “[t]he Code confers no authority upon individual school board members to act unilaterally under the guise of carrying out the responsibilities of the board as a whole.”

It is also problematic that the board member requested records that constitute “education records” under the Family Educational Rights and Privacy Act. FERPA does authorize the nonconsensual release of personally identifying information from student education records to “school officials” with “legitimate educational interests” in the education records, which allows school board members to receive information from education records for student discipline hearings or other student-related issues that come before the board. The provision, however, doesn’t allow an individual board member to unilaterally access student records for the purpose of investigating an issue that is personal to the board member, but could still arguably be related to the board’s duties and responsibilities.

Further, MASB has traditionally interpreted the above provision to apply to school board members as a collective entity, rather than allowing individual board members to access student records without authorization from the board. Thus, by individually requesting the education records of the student, the new school board member was likely not acting as a “school official” with a “legitimate educational interest” in obtaining the information, so the superintendent would have needed to get written consent from the student’s parent before sharing the information with the board member.

Lastly, the principles of procedural due process demand that an impartial decisionmaker conduct a student discipline hearing and determine whether misconduct is established by a preponderance of the evidence presented at the hearing. This means when board members are serving as the impartial decisionmaker for a student discipline hearing, they must be unbiased in regard to the student and the alleged incident when they arrive for the hearing.

If, for example, board members receive information prior to the hearing that a student has been disciplined multiple times by teachers and administrators during the last year, board members could develop a preconceived opinion that the student is guilty of the alleged offense, because “he’s always in trouble.” Or, if too much information about the incident is shared with board members before they hear the student’s response or version of the evidence, board members may form premature opinions on the issue of guilt. In both of these cases, the board is risking its impartiality as a decisionmaker. So, in denying the board member’s request for additional information about the incident and student, the superintendent was protecting the due process rights of the student.
Michigan’s Term Limits are Just too Strict

By Eric Lupher

Michigan voters amended the State Constitution in 1992 to limit the number of terms that legislative and executive officials can serve. An examination of our experience suggests that term limits have failed to fix what many had perceived as problems.

Our research showed that Michigan’s short, strict term limits—the shortest among the 15 states that have them—can be counterproductive to good governance.

It is difficult to judge term limits in isolation. Michigan’s Legislature has been one of the most gerrymandered bodies in the nation. Legislating has been challenging in the economic, demographic and social challenges our state has faced. Partisan polarization and the concentration of power in party leaders are prevalent at the national level and in states with and without term limits.

Nonetheless, it is clear that term limits have made it more difficult to tackle some of the state’s more pressing problems. Politicians who spent their careers in the Legislature have been replaced by a different sort of career politician; one who must always keep an eye on their next move, be it a step up to Congress or a step down to local government and school boards. As a result, few legislators are free to make tough votes because it may affect their future electability.

Term limits inhibit legislators’ ability to develop knowledge about the policies before them. It weakens opportunities to develop relationships with colleagues. With less time to learn about issues, such as the complexities of school funding, they don’t know who to trust on policies where they lack knowledge. The limited amount of time is also an issue when it comes to allowing adopted policies to be implemented, evaluated and modified, if necessary. Michigan’s constant policy churn for school accountability regimes is one example of this.

While party leadership is strengthened under term limits, those same officials are ill-equipped to carry out their roles. Chamber leaders and committee chairs may possess leadership skills and political prowess, but they have few advantages over the rank and file regarding the time available to develop policy expertise and relationships.

Term limits were supposed to sever legislators’ bind with lobbyists, but the relationship seems to have grown stronger. Legislators tend to have weaker ties to local officials and may not know who to turn to among their peers, leaving lobbyists and executive branch officials with more institutional knowledge.

Our takeaway is that Michigan should follow California and Arkansas, which had similarly stringent limits, but modified theirs to allow legislators to spend all of their time in one chamber. This approach would smooth out the waves to avoid turnover in the magnitude we saw in 2019, allow legislators to gain more expertise on the issues they address, and enable chamber leaders and committee chairs to become better at their tasks.

Eric Lupher is President of the Citizens Research Council of Michigan, and can be reached at elupher@crcmich.org or 734.542.8001.

IN PLACE SINCE 1992 WHEN 60% OF MICHIGAN VOTERS APPROVED A CHANGE TO THE STATE CONSTITUTION, TERM LIMITS REMAIN A TOPIC OF CONVERSATION IN LANSING AND BEYOND. A RECENT LAWSUIT FILED BY FORMER LEGISLATORS TO MODIFY THE LIMITS PLACED ON SENATOR AND REPRESENTATIVE TERMS HAVE BROUGHT THEM TO THE FOREFRONT. SHOULD THEY BE EXTENDED?

POINT/COUNTERPOINT OFFERS TWO DIFFERENT VIEWPOINTS AND LETS YOU DECIDE.*

Michigan Term Limits Continue to Serve Us Well

By Patrick L. Anderson

Voters adopted term limits into the Michigan Constitution in 1992. In doing so, our state joined a tradition that dates back more than 240 years in the United States, starting with the very first U.S. Constitution. Then, as now, the purpose of term limits was to constrain power of an individual officeholder by achieving "rotation in offices." As stated by Thomas Jefferson:

“I…strongly dislike…the abandonment in every instance of the principle of rotation in office…. [E]xperience says that to free [elections] from disorder, they must be rendered less interesting by a necessity of change. No foreign power, nor domestic party, will waste their blood and money to elect a person who must go out at the end of a short period.”

—Thomas Jefferson to James Madison, 1787

"I apprehend…that the total abandonment of the principle of rotation in the offices…will end in abuse."

—Thomas Jefferson to Edward Rutledge, 1788

Today, as in other times, term limits are under assault. While there are valid arguments about the number of terms and offices concerned, our State Constitution should include reasonable limits on the power of elected officials. This core belief has been affirmed time and again by a strong majority of voters. It was demonstrated in 1963, when we adopted our current Constitution with term limits on judges. It was demonstrated in 1992, when 58% of voters supported limits on executive and legislative officeholders. It continues to hold true today.

Local leaders should think carefully about the role term limits have played in advancing good governance. Exposed to the corruption of power without limits, officials are less likely to advance legislation that benefits ordinary people. Instead, long-term politicians often cater to the moneyed interests they rely on to remain in office. This dynamic can leave important policies, including education policies, without strong defenders.

We should also be mindful of the impact term limits have in amplifying voices that might otherwise go unheard. Since they were enacted in 1992, we have seen "rotation in offices" help open the doors of power to women, minorities, military vets and others who historically have been underrepresented. For example, consider the number of women elected to state executive office:

<table>
<thead>
<tr>
<th>MICHIGAN OFFICE</th>
<th>BEFORE TERM LIMITS</th>
<th>AFTER TERM LIMITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTORNEY GENERAL</td>
<td>0</td>
<td>2 OF 4</td>
</tr>
<tr>
<td>SECRETARY OF STATE</td>
<td>0</td>
<td>4 OF 4</td>
</tr>
<tr>
<td>GOVERNOR</td>
<td>0</td>
<td>2 OF 3</td>
</tr>
</tbody>
</table>

Somewhere, there are school board members reading this who have the passion for service we need in our state officials. We want those school board members to have the opportunity to become a legislator, an attorney general or even a governor. Thanks to term limits, the ability to run for office is within the reach of more citizens than ever before.

Patrick L. Anderson is the Principal and CEO of the Anderson Economic Group, and can be reached at panderson@andersoneconomicgroup.com or 517.333.6984.

*The views in Point/Counterpoint are those of the participants and do not necessarily reflect the views of MASB.
Teaching kids healthier habits?
Count on it.

Count on Blue Cross Blue Shield of Michigan and Blue Care Network to teach the next generation the importance of building healthy futures. We believe that eating right and staying active will help children build healthy habits that last a lifetime. Discover how we’re impacting future generations at ahealthiermichigan.org.
DISTRICT DEMOGRAPHICS
Location: Huron County
Size: 927

Board Members and Terms of Service:
- Todd Tate, President (2011-2022)
- Dana Reiter, Vice President (2017-2020)
- Heath Krohn, Treasurer (2012-2020)
- Mary Tait, Secretary (2005-2020)
- Matthew Horton, Trustee (2017-2020)
- Paul Scaddan, Trustee (2019-2022)
- Tyler Williams, Trustee (2018-2022)

Website: lakerschools.org

DISTRICT SPOTLIGHT
LAKER SCHOOLS

DESCRIBE YOUR BOARD’S LEADERSHIP STYLE IN ONE WORD.
United.

WHAT ARE YOUR DISTRICT’S MOST PRESSING CHALLENGES?
Finding a working balance between the test scores people want and the deeper, innovative learning experiences students need.

ONE PIECE OF ADVICE YOU WOULD GIVE TO ALL SCHOOL BOARD MEMBERS:
Do whatever is necessary to keep growing as a team. Build trust, resist personal agendas and remain focused on the broader mission of your district.

YOUR BIGGEST ACCOMPLISHMENT(S) AS A SCHOOL BOARD?
Running a successful campaign for a bond and sinking fund project that will solidify our district’s facilities and learning opportunities for years to come.

WHAT IS YOUR FAVORITE MASB PRODUCT OR SERVICE?
Onsite board trainings, which we take advantage of annually. Scott Morrell and Rod Green, Ph.D. have both been fantastic for us.

If you would like to recommend your district to be featured in a future District Spotlight, please send an email to webmaster@masb.org.
The “future;” in my mind, this word always seems to have an ominous, yet superficial tone. It is frequently discussed, but not always taken seriously. When you add to it, for instance, “of our children” or “of our society,” it gets real pretty fast.

In considering how we wanted to address this issue’s central theme of the future of public education in Michigan, MASB felt it was important to hear from those living it on a daily basis. Following are a variety of perspectives from those who take seriously how we are educating our children and what our society will look like years from now. If you would like to share your viewpoint, please send us a message at comms@masb.org.

Compiled by Stacy Bogard, CAE

What’s Your Perspective?

What do you envision public education in Michigan to look like 10 years from now? I envision Michigan to become more focused on preparing the whole child, a focus on students for future career opportunities utilizing STEAM education, as well as an emphasis on trade skills and life sciences for careers in health. Pathways for targeted certifications may become more available in high school. I believe Artificial Intelligence and quantum physics will be huge. Creativity, critical thinking and collaboration, along with being able to “think outside the box” will be important for our children’s successful futures. Districts will need more flexibility and the freedom to foster those skills. I also imagine a need for more communities in schools where schools are to become providers of health, community and social services for Michigan students, with access via on-campus, provider-staffed health centers or tele-health care. Providing our students with social and emotional support is needed now more than ever.

What do you think is needed to get us there? As a result of the School Finance Research Collaborative, Michigan will need to reconsider how it funds public education to become more equitable for all students. We also need the ability to attract and retain high-quality teachers for this important work. Increasing local control and allowing more flexibility in teaching and learning will allow districts more creative options to prepare students for jobs that don’t yet exist. State assessments should be consistent and provide immediate results for teachers to utilize in their classrooms. More local control that would allow districts increased flexibility in selecting the tools to evaluate students, while eliminating high-stakes testing. We need more time for teaching and learning and less time spent on preparing for state-mandated tests that change often. Consistency in expectations from the state, along with the ability to appropriately staff schools, would be of immeasurable benefit to our children. We also need our federal government to step up and fully fund the Individuals With Disabilities Education Act as intended.

BOARD MEMBER

Name: Jill Fennessy
Current Position: Board Member (President, Tri County Area Schools)
How many years in the public education arena? 10 (serving on the board of education)
What is the first word that comes to mind when you think about the future? Planning
BUSINESS PARTNER

Name: Jamey Fitzpatrick

Current Position: President & CEO of Michigan Virtual

How many years in the public education arena? 30

What is the first word that comes to mind when you think about the future? Personalized

What do you envision public education in Michigan to look like 10 years from now? Henry Ford once said, “If I had asked people what they wanted, they would have said faster horses.” Most people living in 1900 could not envision a personal transportation system built on the combustion engine. Likewise, many of us today find it difficult to imagine a public education system that is not dependent on textbooks, age-based grade levels, agrarian calendars and seat-time measures. There is a growing belief we are entering a renaissance period in learning for public education—I agree, and believe personalized learning is the future of education at all levels. This vision can only be achieved by using powerful technology innovations that are emerging today such as artificial intelligence, machine learning, predictive analytics and data science.

One possible vision of the future could be modern one-room schoolhouses. A perceived weakness of the old one-room schoolhouse was the limited skills of a single educator in a remote location. Today, a one-room schoolhouse with a well-trained professional educator, robust technology and access to worldwide online resources could offer students a personalized learning environment, deep relationships, and as-needed support and prompt intervention. This model of learning was once effective and could be in the future.

What do you think is needed to get us there? We have not realized the full potential of using technology to improve how educators teach and how students learn. Unlike the transformations we’ve seen in how we communicate, shop and access entertainment, we’re only in the early stages of change when assessing the impact of technology on education. This reality seems hard to fathom when you consider Michigan has invested hundreds of millions of dollars to establish modern technology infrastructure in our schools.

Unfortunately, our transition to the future in public education will likely be filled with many trials and errors, and no clear road map that guarantees success and system sustainability. I believe three things are needed to realize the vision: 1) a shared understanding regarding the power of technology and data tools to create personalized, high-touch learning environments for all students; 2) a willingness to take measured risks and embrace innovation by exploring new delivery models; and 3) a growth mindset to fail fast, learn even faster and adjust plans as needed. Michigan has a rich history of innovation in many sectors, including public education, and I am confident we can draw upon our entrepreneurial spirit to personalize learning for all students by harnessing the power of technology.

LEGISLATOR

Name: Aaron Miller

Current Position: Representative, Michigan House of Representatives, District 59

How many years in the public education arena? 4

What is the first word that comes to mind when you think about the future? Tumultuous

What do you envision public education in Michigan to look like 10 years from now? I would hope that we will have learned to better grapple with the multitude of school issues by 10 years from now so as to more effectively educate students for the workforce and their daily lives.

What do you think is needed to get us there? Solving today’s school issues involves changing the way we think about education and also considering solutions that are not part of education today.
SCHOOL ADMINISTRATOR

Name: Karen Heath

Current Position: Supervisor of Communications, Berrien RESA

How many years in the public education arena? 14 (in public relations for 19 years)

What is the first word that comes to mind when you think about the future? Customization

What do you envision public education in Michigan to look like 10 years from now?

In 10 years, today’s digital generation will have graduated from high school. They will have become parents, homeowners, active community participants, employees and business owners. Having been educated using 1:1 classroom technology, participated in project-based learning and having received differentiated instruction, the digital generation may expect schools to continue to customize their relationships with them as adult constituents. Specifically, this means that schools may need to develop sophisticated communication plans that customize messaging based on individual preferences. Instead of sharing one message on two or three districtwide platforms (e.g. Facebook, website and electronic alert messaging system), school districts may need to provide targeted communication that speaks directly to individualized needs. Schools may need to research how to best engage with each member of their community and learn what messages resonate best based on personal choices.

Additionally, the concept of connectedness will become increasingly important. We know that today’s student consumers prefer messages that support a connection to their community, their culture or to a specific cause. Schools will have to share their stories through a connected lens and build relationships by not only offering information, but opportunities to engage their constituents through those connections.

What do you think is needed to get us there?

Customized communication will rely heavily on surveys, focus groups and outreach to learn about individual needs. Significant time will need to be invested in researching and analyzing message preferences, crafting specialized communication messages, developing relationship-building opportunities, delivering information and evaluating the success and/or impact of the messages and experiences. Much like research and development in the business industry, schools will need to invest in a variety of communication tools to support customization and message delivery efforts. They may want to purchase software that allows them to measure constituent satisfaction data in real-time so that messages are relevant and address current information gaps. Districts may also need to hire in-house professional school communication personnel to manage the customized communication initiatives as well as to oversee strategic district messaging and outreach.

STUDENT

Name: Molly Myers

Current Position: Senior at Troy High School and member of the Executive Board of the Board of Delegates for the Michigan Association of Student Councils

How many years in the public education arena? 13 (kindergarten-senior year)

What is the first word that comes to mind when you think about the future? Innovation. With the introduction of new technologies on a yearly basis, we are becoming a more creative society able to formulate solutions to our most pressing problems. Creativity fosters the innovations that will abate the climate crisis or diminish the presence of fake news.

What do you envision public education in Michigan to look like 10 years from now?

Ten years from now I see public education in Michigan classrooms as more creative spaces with flexible seating, brain breaks and other newly developed methods of more interactive learning. I see our state fostering hands-on learning to develop more prepared students for a multitude of fields, no longer with our blinders on toward a four-year college or university. I envision a public education system in which our children can learn while doing and ignite the passion so many of us felt during our elementary school years, yet keep this flame burning throughout our youths’ educational careers.

What do you think is needed to get us there? I believe we are in a crisis with a lack of people willing to become educators. The rhetoric around becoming a teacher must change. We as a state are obligated to educate our children as they are the ones who will take our places in the offices we have built from the ground up. Michigan must incentivize teaching.
SUPERINTENDENT

Name: Coby W. Fletcher, Ed.D.

Current Position: Superintendent, Escanaba Area Public Schools

How many years in the public education arena? 24

What is the first word that comes to mind when you think about the future? Excitement

What do you envision public education in Michigan to look like 10 years from now? I’m amazed at the changes I’ve experienced in the time I’ve been in education and I anticipate this will only accelerate. Much of this change has been and will continue to be technology driven. In 10 years, we will see technology integrated into education to a much greater extent, both to facilitate instruction and to train students for a wide range of careers that will have become more technology intensive. Now, I don’t believe technology will ever fully replace the personal touch teachers bring to education, but I see it opening up new avenues, resources and methods that will continue to impact the way we operate. At the same time, the individual student will remain our focus.

Also, schools will pay more attention to kid-centered needs that extend beyond the traditional academic sphere. For example, as student mental health and social/emotional development become more of a societal concern, public education will strive to find ways to strengthen coping, resiliency and interpersonal skills in kids while maintaining a concurrent focus on intellectual growth. It’s this openness to new developments in our field combined with attentiveness to the nurturing and well-being of children that gives me hope for public education.

What do you think is needed to get us there? To get us where we want to be in 10 years, public education will need greater support from our government and from our communities, and public education will need to leverage that support into greater efficiency and student development. While I believe finances play a significant role in this, I also believe we badly need to work together more than we do. After all, our goals are the same. We want to see our children become healthy, productive, contributing members of society. We want to see strong communities and states, a strong and vibrant nation. So, let’s get rid of a few of the roadblocks. For instance, let’s balance the need for accountability with a focus on student growth and let’s look realistically at the resources we need in order to achieve that growth. As schools, let’s balance tradition with openness to change and responsiveness to what society requires of us. And, more than anything else, let’s get beyond partisan and ideological divides by paying attention to what unites us, and then work from there. The future depends on it.

TEACHER

Name: Tamara Besco

Current Position: 6th PLUS, 7th Math and 8th Grade Algebra Mathematics Teacher, South Lyon Community Schools

How many years in the public education arena? 15

What is the first word that comes to mind when you think about the future? Hopeful

What do you envision public education in Michigan to look like 10 years from now? I am hopeful that the next 10 years brings a clarity as to how important teachers, and their impact on young lives, truly are. As a society, many have forgotten the true values of communication, compassion and teacher/student relationships. With technology at the helm of our society we need to learn how to embrace that aspect of education, but also get back to the basics. Because mental health issues are sweeping our nation, we need to spend less time behind a screen and more time interacting with one another. Building relationships is not something that should suffer just because technology has become so prevalent.

What do you think is needed to get us there? To get there, we need to put the focus back on what is important—the kids. Yes, learning goals, standardized tests and data are an imperative piece of the puzzle, but it is time to get back to basics. When relationships are formed, learning happens. Teachers choose this career for a reason. Compassion, sensitivity and kindness are in their DNA. The lack of young people entering schools of education across the nation is disheartening to say the least. Something is broken and we need to fix it.
What Research Says About the Impact of Technology on Student Engagement and Learning

By Liz Kolb

With the influx of digital devices into school systems over the past decade, it is no surprise that school leaders are wondering about the impact these devices have on student engagement and achievement in classroom learning. Understanding the exact impact digital tools have on learning has been difficult to measure because pulling apart the technology from the rest of the instruction in a lesson is extremely complex. However, recent research on digital device access and use in school learning can give school leaders a general idea of the impact these devices have on the learning experience. Let’s take a look at the impact of 1:1 device implementation when it comes to pedagogical choices with devices, multitasking with devices and underserved students using devices.

1:1 DEVICE USE AND LEARNING

About 40% of K-12 schools are 1:1, where every child has access to a device for school learning. These devices could be the child’s own or one provided by the school. Studies have found that 1:1 access can create more project-based learning opportunities; individualized instruction; student control over learning; time for student writing; creative forms of writing; higher motivation in students to engage with schoolwork; ways to develop 21st century soft skills in students; and more opportunities for home-to-school communication. This kind of access can also lead to stronger comfort with using technology tools for both teachers and students. Furthermore, students in schools that are 1:1 tend to use technology more frequently than students in schools that are not.
Potential benefits of 1:1, not all device use for students in grades 3 through 8, despite all achievement outcomes stayed stagnant with some digital access inequities, the over- with students in the school district without a long-term plan. Some useful resources for planning such as toolkits, surveys and case studies are provided by the Consortium for School Networking at cosn.org/MobileLead.

Pedagogy and Professional Development with 1:1 Devices

Just having 1:1 device access has not been a magic potion for learning. Studies on 1:1 programs often point to the significance of sound instructional pedagogy used in conjunction with the technology in order for it to have a positive impact on learning outcomes. More importantly, school systems that were not providing enough professional development for technology use for their teachers tended to have more negative outcomes such as teacher frustration or lack of technology use in the classroom.

Additionally, there has not been one digital application that has been found to be the “snake oil” for learning. While some education applications have effective pedagogical strategies built into them (e.g., social collaboration, differentiation, reflection, etc.), many do not. Even when an application includes sound pedagogical practices, teacher supports and instructional strategies used in conjunction with the tool, there are still fundamental components to effective learning with technology missing. Instead of tossing out effective teaching strategies when using technology tools, teachers who use technology effectively are able to integrate instructional moves to leverage learning with digital tools. Thus, in order for school systems to see successful outcomes with 1:1 devices, high-quality professional development for teachers is essential.

School leaders should be investing in long-term, sustained professional development for their teachers to learn how to use valid and reliable frameworks to effectively integrate technology into learning. One example would be the Triple E Framework (tripleeframework.org; see Fig. 1 on page 22) that I helped to develop at the University of Michigan, which many school systems have integrated into their technology plans, such as Lake Shore Public Schools in St. Clair Shores, Mich. Furthermore, school leaders should also provide resources to effectively select and evaluate new educational applications with tools that are research-based such as Tap, Click and Read (tapclickread.org/takeaction/).

Multitasking and Learning with Digital Devices

When students have 1:1 access to digital devices in schools, they often have many opportunities to multitask with the device, such as simultaneously taking notes, checking email and searching for information online. What does the research say about students using devices to multitask during instructional time, even when it may not be necessary to do so? Ubiquitous access during instructional time has led to distractions in students retaining and recalling information. Numerous studies have discovered that students who have access to smartphones, iPads, computers or laptops during instructional time have less recall, recognition and retention of long-term information than students who do not have digital devices in front of them. Furthermore, the closer a device is to the student, the less likely they are to retain and recall instructional information.

For example, if a smartphone was on a student’s desk, that student would recall less information than the student who had their device in their locker. Even though the student is not using or even looking at the smartphone, the idea of potentially receiving a text message or other form of digital communication was still distracting the student’s mind. Students who had devices with them were more likely to get distracted by their devices and use their device for nonacademic-related activities than students without. Furthermore, the amount of off-task multitasking increased...
when students were in the back of the room, compared to students in the front of the room.\textsuperscript{19} In addition, the students who were not using a laptop but were in direct view of a peer on their laptop, scored lower on a test compared to those who were not.\textsuperscript{17} One other interesting outcome from studies on multitasking was that when students were multitasking on their technology to complete a task, they took much longer to complete the task than students who did not multitask, such as reading a passage online.\textsuperscript{20} Thus, while devices are useful for gathering information and knowledge, having them out and accessible at times when the devices are not necessary may not be the best option for optimal learning during instructional time.

School leaders should have strong device management policies in place that allow teachers the ability to use devices if warranted for learning, but also keep them out of reach for times when the classroom learning should focus on human-to-human interactions without the distraction of devices. An example of a strong but inclusive policy would be the stoplight system. Teachers choose the color for their class each day (colors are clearly displayed at the classroom entrance), and relate them to device use for the class each day, such as: green—ok to use devices for the day; yellow—devices will be away until the teachers asks for them to be out for use; or red—no devices at all, out of sight or in a designated area away from the students for the day. Amy Sayers, a High School Math Teacher in East Lansing Public Schools, has been encouraging students to put their personal devices in pocket holders during class and the students who choose to do this earn bonus points as an incentive. Allowing her students the autonomy to make the decision about their device location in class gives them a better understanding about how making a choice to remove the distraction of their device cannot only help them focus better in class, but also allow them to earn a higher grade. Ms. Sayers also uses math in this device management system by asking her students to calculate out how many extra points they earned or lost as a result of their device choice.

**UNDERSERVED STUDENTS AND DEVICES AND LEARNING**

It would be impossible to discuss device access and not touch on issues of equity and underserved students. As far as device access bridging the academic divide for low- and high-income learners, studies have found mixed results at best.\textsuperscript{21,22} One reason for this finding could be that the majority of underserved students tend to use technology in schools at a lower cognitive level, such as drill-and-practice activities and/or remediation.\textsuperscript{23} Unfortunately, using digital tools solely for remediation can have negative effects on student achievement, engagement, self-esteem and motivation.\textsuperscript{23,24} Furthermore, a recent study on student phone access and achievement found that when smartphones were banned from schools, low-achieving students’ academic outcomes improved.\textsuperscript{15} The same study found that lower-achieving students were more likely to get distracted by digital devices in an academic setting than higher-achieving students. Thus, banning the devices helped to improve the lower-achieving students’ focus on academic work.

However, digital device use can have a positive impact on underserved students when use of digital technologies are well-planned for specific purposes that encourage students to use their higher cognitive skills.\textsuperscript{23} A 2013 study of at-risk students found benefit to the students’ writing when they used netbooks to work on the writing and editing process, rather than for remediation.

**FIG. 1**

**Triple E Framework**

1. Does the technology tool aid students in developing or demonstrating a more sophisticated understanding of the content?
2. Does the technology create scaffolds to make it easier to understand concepts or ideas?
3. Does the technology create paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools?

1. Does the technology allow students to focus on the task of the assignment or activity with less distraction (Time-on-Task)?
2. Does the technology motivate students to start the learning process?
3. Does the technology cause a shift in the behaviors of the students where they move from passive to active social learners (co-use or co-engagement)?

1. Does the technology create opportunities for students to learn outside of their typical school day?
2. Does the technology create a bridge between school learning and everyday life experiences?
3. Does the technology allow students to build skills that they can use in their everyday lives?
purposes. The same study also found that when given a specific higher-level learning task with technology, at-risk students academically benefitted.

In a report by the Stanford Center for Opportunity and Policy on at-risk students and technology use, researchers concluded that while “drill and practice” or “digital workbooks” had negative effects on student learning outcomes, using technology with at-risk students where the technology was supplementing the teaching with interactive learning and higher cognitive thinking activities had a positive impact on learning outcomes.

School leaders should prepare teachers to integrate higher cognitive practices when using technology with underserved students, as well as have a digital equity plan in place. CoSN has put together a digital equity toolkit (cosn.org/digitalequity) that would be a helpful starting place for planning for equity.

**TAKEAWAYS OF DIGITAL DEVICE USE IN SCHOOLS**

- Access to 1:1 devices can provide more opportunities for higher level learning such as project-based learning, information gathering, individualized instruction, more writing and better home-to-school communication.
- Access to 1:1 devices can provide motivation for students to engage in learning activities (at least in the first year of 1:1 device use).
- Access to digital devices supports both students and teachers in developing greater comfort and ability to use technology tools.
- Technology access alone doesn’t typically have a direct impact on learning outcomes.
- Technology with underserved students should be used at a higher cognitive level and avoid drill-and-practice applications.
- Ubiquitous access to 1:1 devices can distract students from the learning process when not managed well in the classroom.
- Teachers should be using sound pedagogical strategies in conjunction with technology tools for successful learning experiences with technology.
- Teachers need ongoing and high-quality professional development in order to effectively implement digital device use in their classroom instruction.

Liz Kolb is a Clinical Associate Professor in Education Technologies at the University of Michigan and President-Elect of the MACUL Board, and can be reached at liz.kolb@macul.org or 734.649.2563.


Media centers. Libraries. Learning commons. Collaboration spaces. No matter the name, these spaces have always served an important purpose in schools. Cultural shifts and changes in pedagogy have pushed many schools away from a traditional media center into a different model. Media centers of the past included features like:

- Large book collections
- Heavy, bulky furniture including fixed bookcases
- Emphasis on physical media and research
- Limited technology; primarily related to research or presentations
- Individual, focused work
- Central gathering space
- Large circulation desk

A shift toward project-based learning and teaching soft skills like collaboration require spaces that support these activities. Increases in individualized learning plans for students have also brought about a need for spaces where they can engage in online curriculum and distance learning.

Other trends we are seeing include:

- Decreased circulation of physical books and a corresponding reduction in the size of the circulation desk
- Pervasive technology
- Flexible spaces—for large group instruction, individual time and small groups
- Light, mobile furniture that can be arranged in a variety of configurations
The changes needed to the physical environment depend on the teaching model embraced by the school administration. One of the first decisions to be made is what to do with book circulation. Some schools have done large “weeding” efforts to their circulation, while others have gone entirely book-free.

At the elementary level, physical books are still a vital component of the learning process. Some schools feature “mini libraries” in each classroom to provide increased access to books, while still providing a shared library location that houses fewer titles.

Schools that decide to reduce their circulation will need to undergo a weeding exercise before specifying new bookshelves—often targeting a reduction of 40-60% of their books. The Texas State Library and Archives Commission has a great manual posted online that can help provide a framework for the weeding process.¹

So what happens to the books when schools remove them from a library? Some go to community libraries, some get dispersed into classroom libraries and others are donated.

“Libraries are reinventing themselves as content becomes more accessible online and their role becomes less about housing books and more about connecting learners and constructing knowledge. Libraries become a different kind of learning destination when schools reimagine them as open, transparent spaces that invite student communication and collaboration.”

—Beth Holland, edutopia.org²

If you are removing books, the bulky bookcases and large circulation desk that supported an old model, what’s next for the space itself?

The grade levels within the building will inform the design to some extent, but many principles are the same regardless of the grades served.

Location, layout, technology and furniture are all important. A prominent or centralized location for a collaboration center makes it more accessible for students and teachers and puts this type of learning on display. Activating these spaces for classes and a variety of collaborative activities requires a large, open space with flexible furniture. Placing any remaining books along the perimeter, or on mobile shelves helps keep most of the space flexible to accommodate various teaching and learning styles. Breakout rooms are important for individual or small group work and can be fully separate or utilize operable partitions to join them into a larger instructional space if needed. And lastly, these spaces need integrated technology at all grade levels.

In addition to being great for class and individual work, many of the features of these collaboration spaces also make them great for staff and student groups, and community use outside of school hours.

These new spaces are rarely brand new—many districts have remodeled an existing media center or repurposed under-utilized spaces in their schools to become collaboration centers.

East Grand Rapids High School utilized the footprint of an existing traditional media center, transforming it into a Learning Commons. The space features six small group rooms for four to six students, a large conferencing room sized for 50, and a help desk staffed by media specialists and technology staff to support student needs. They significantly reduced their print collection, which is now concentrated in one corner and peppered throughout on low mobile shelving units that double to define zones for different kinds of work. The remaining area features zones for more individually focused tasks, as well as a variety of settings for focused group work or social interactions.

The Freshman Campus at Kentwood Public Schools was one of the many schools in the district to receive a new collaboration center in recent years. Previously, the building had a media center with a large book collection that emphasized individual work but was not suitable for group work or large group instruction. This project repurposed under-utilized classrooms and storage areas to create a new collaboration center that allows for individual work, full class instruction and the ability for groups of various sizes to meet. A large open space features flexible furniture, screen-sharing technology and breakout rooms. A presentation platform supports group instruction, while mobile lecterns and a variety of furniture configurations allow for multiple classes to use the space simultaneously.
“The Collaboration Centers provide a perfect mix of the traditional library with new and improved technology,” said Michael Zoerhoff, Kentwood Public Schools Superintendent. “This has provided a creative and multi-purpose learning environment for our students. It has provided new energy and student traffic in collaboration/media centers.”

The role of the librarian or media specialist is changing along with the spaces. Some schools are shifting away from specialized staffing, but there remains a need for technical staff to support students as they use the space. This staff needs to help students navigate online content, set up presentations, teach the students to use technology and provide technical support. Project-based learning is much more successful when support staff is on hand and trained on how to use the space and the technology within.

A collaboration center should be a learning destination that is dedicated to helping students achieve their learning objectives and transform them into lifelong learners. Updating classrooms for an entire district is a huge undertaking but updating media centers in each building is a great starting point because you can impact all students in the building.

How do your schools’ media centers stack up?

Ceci Kane, NCIDQ, IIDA is an Interior Designer at GMB Architecture + Engineering, and can be reached at cecik@gmb.com or 616.796.0200. Lisa Maycroft, AIA, LEED AP O+M, is an Architect at GMB Architecture + Engineering, and can be reached at lisam@gmb.com or 616.796.0200.


HONORING SCHOOL BOARD RECOGNITION MONTH

JANUARY 2020

THANK YOU SCHOOL BOARD MEMBERS!
Michigan boasts a diverse and growing workforce. From having the highest concentration of engineers in the nation to a skilled trades workforce that ranks in the top 10 nationally, Michigan is preparing the talent needed for the jobs of future. However, these wins do not come without challenges. The headwinds facing Michigan’s workforce and economy are strong. Although our state is home to many skilled workers, we still face an acute talent shortage—too many Michiganders do not have the education and career pathway needed to make ends meet and succeed.

Employers are faced with the challenge of a rapidly aging workforce, and what talent exists to fill jobs is not sufficiently skilled to compete against today’s 21st century careers. The state is listening to employers and the ability to attract and retain skilled talent is arguably the number one challenge they face.
To better position Michigan in the national fight to retain and attract talent, the recently launched Michigan Department of Labor and Economic Opportunity is gathering all of its resources and key players to streamline efforts and work collectively to face these challenges head on.

“For Michigan to succeed, we have to meet people where they are,” LEO Director Jeff Donofrio said. “LEO was created to coordinate the state’s economic development, workforce development and labor functions to ensure that they are responsive to the needs of the labor market.”

By working together, we can make Michigan a place where all people, businesses and communities have the educational and economic means to reach their full potential,” Donofrio added.

**SIXTY BY 30—BOOST EDUCATIONAL ATTAINMENT**

More and more good paying jobs across Michigan require at least some education after high school—most frequently a college degree or an industry-recognized credential. A high school diploma is no longer enough to compete.

That is why Gov. Gretchen Whitmer set the ambitious goal of increasing the number of Michiganders with a college degree or occupational certificate to 60% by 2030. Today, 45% of working-age adults in Michigan have a college degree or occupational certificate. To dramatically increase attainment, the Governor has proposed a series of initiatives.

Mi Opportunity and Michigan Reconnect would make community college tuition free for Michigan residents. Mi Opportunity has been introduced in the Legislature and, if passed, would allow graduating high school seniors to continue their education at a community college tuition free. Michigan Reconnect makes the same tuition-free commitment to working-age adults. Anyone age 25 and older without a college degree would be eligible to attend community college to pursue a degree or certificate. Michigan Reconnect provides skills insurance for individuals interested in upskilling to pursue growth opportunities with their current employer—or new possibilities in the labor market.

**FAFSA CHALLENGE—HELPING STUDENTS GAIN POSTSECONDARY DEGREES OR CERTIFICATES**

While the Governor works to change the state financial aid landscape in Michigan through Mi Opportunity and Michigan Reconnect, she’s also working to increase access to federal financial aid. Applying for financial aid is often a necessary step for students to afford postsecondary education.

Paying for college can be challenging for families—this barrier to pursuing postsecondary education can often hinder students’ success after high school. Being able to access federal and state financial aid can be the catalyst for students to move forward with their education.

In fall 2019, Gov. Whitmer announced her statewide FAFSA Challenge, encouraging every high school in Michigan to increase its FAFSA completion rate among graduates of the Class of 2020.

In 2018, nearly 25,000 Michigan students missed out on an opportunity to receive Pell grants because they did not fill out the FAFSA. This left roughly $100 million in unspent Pell grant funding in Michigan. Make sure your high schools are participating. School leaders can sign up for the challenge online via the Michigan College Access Network’s website, micollegeaccess.org.

**CAREER AND TECHNICAL EDUCATION—START EARLY WITH CAREER EXPLORATION**

Career and Technical Education offers students classes and programs that teach skills needed for limitless in-demand, high-skill, good-paying career opportunities.

Schools and districts across Michigan offer career-tech classes in a variety of fields, including finance, health sciences, business marketing and administration, information technology and advanced manufacturing, which can lead to filling the state’s high-demand jobs, such as registered nurses, accountants and auditors, commercial truck drivers and operations managers.

Research has proven that career-tech classes are highly effective in better preparing students for their educational pathway and leading to a rewarding career in the 545,000 professional trade jobs through 2026 that will need to be filled.
CTE programs added more than 1,300 students in the 2017-2018 school year and is up by more than 6,000 students since 2015 with total enrollment exceeding 110,000 in 2018. More than 95% of students who complete a CTE program go on to attend a postsecondary educational institution, seek advanced CTE training including apprenticeships, sign up for military service, or find employment within a year of graduation, according to the Michigan Department of Education.

Building awareness about CTE is essential for individuals who influence students, including parents, teachers and guidance counselors, so they better understand what Professional Trades offer students. These influencers can help those students map their own path and find the opportunity that best fits their interests and skill level.

**APPRENTICESHIPS—A STRONG PATHWAY TO A GREAT CAREER**

Michigan is one of the top states in the nation when it comes to apprenticeships. Our state has more than 1,000 apprenticeship programs and nearly 21,000 registered apprentices. We recognize the vital role apprenticeships play in preparing our workforce to fill the high-demand, high-wage jobs available statewide.

Apprenticeships can be found in all industries from traditional sectors like construction and manufacturing to emerging sectors like energy, health care and information technology.

When it comes to Michigan workers pursuing a career in the professional trades, an apprenticeship can be used as a steppingstone for continuing education and training. Apprenticeships offer paid, on-the-job training and allow a person to move forward in their career without accruing significant tuition debt.

With a looming talent gap and a lack of workers with the training needed to fill those jobs, it’s critically important we market these opportunities as a win-win for businesses and job seekers alike.

**ADULT EDUCATION—LEARN MORE, EARN MORE**

We often put the emphasis on young students when talking about career paths, education and training, but it’s equally important we include our adult populations in this conversation.

Individuals with a high school diploma or equivalent earn more than $6,000 more per year than those without one. Those who have a two-year degree earn even more. Adult education provides opportunities for adults to improve education levels, obtain a high school credential or become better English speakers.

In Michigan we offer 100 adult education programs statewide and have about 120 adult education providers, the majority of which are local and intermediate school districts.

There are a number of adult education providers in the state that have partnered with local employers to deliver services, such as English as a Second Language or high school equivalency preparation, at the work site for employees who may not have a high school diploma or are nonnative English speakers. This has been a successful approach to reach more individuals since enrollment in adult education programs has declined over the last few years.

These courses provide low-cost options to help adults gain the skills necessary for college, training or employment. Removing barriers to success is a focal point of LEO, and programs like this create more opportunities for adults to live more prosperous lives.

**LEADING THE CHARGE TOGETHER**

Solving the talent shortage requires a level of engagement and collaboration from all of the pieces of the LEO puzzle to protect, prepare and upskill our workforce.

Michigan’s economic competitiveness is a top priority, and to establish prosperity for all Michiganders, the state needs business, community, higher education and, of course, school board members to support initiatives that help level the playing field and promote prosperity for all.

Learn more about LEO and upcoming initiatives at michigan.gov/LEO.

---

1Emsi. QCEW, Non-QCEW, and Self-Employed data, 2019.4.
50 Years of Transporting Students With Care.
QUALITY MANAGEMENT: A DISCIPLINED APPROACH

By Sally Petrik, Ed.S. and Benjamin Jankens, Ed.D.
When asked how satisfied individuals are with the quality of education students receive in grades kindergarten through 12\textsuperscript{th}, only half of all respondents reported being satisfied.\textsuperscript{1} This is quite good, considering only 34\% of students nationally in grade 8 are proficient in reading and math based on the National Assessment of Educational Progress.\textsuperscript{2} In Michigan, only 43\% of students in grade 8 were proficient in reading on the state’s 2019 M-STEP exam, which is down from 49\% in 2018.\textsuperscript{3} Additionally, the implementation of Michigan’s new reading and retention law hasn’t made much of a difference.\textsuperscript{4} After the investment of more than $80 million in spending on improving literacy, student scores are still dropping.\textsuperscript{5} If more money is not the answer, then what is?

Rather than focusing on new programs and initiatives, public schools and districts could benefit from improving the systems and processes currently used to operate schools and teach students. An organizational philosophy that produces more efficient and effective outcomes is called quality management; practices that are used universally across the world to improve organizational performance and reduce costs. Both attributes—better performance, at a lower cost—are not products of just wishing for better outcomes or taking the typical “work harder” or “do more with less” stance. They are the result of a specific management approach borne from quality-focused strategies, developed over decades within the manufacturing and business worlds. Although not typically embraced by educators, the time is ripe for schools to begin learning from others on how to improve. Quality management may be the solution.

**WHAT IS QUALITY MANAGEMENT?**

School districts are “human systems” made up of millions of actions and decisions generated every single day. Although typical school staff, teachers and administrators receive education and training on how to do their jobs, much of the activities within a school are largely informal in nature. Meaning, they just happen (there is no particular thought or discipline behind them). Quality management is an approach to analyzing a specific process, focusing on one area or process at a time, with the goal of improving that process. The approach is based on specific, data-informed methodologies that a team, trained on those methods, uses to find the root cause of a problem and devise specific solutions that lead to improved outcomes, lower costs or both. Although most teachers and school leaders already work to improve their schools, using data and “best practices,” much of this work is outside of a rigorous and focused process.

This may sound like semantics or is splitting hairs (or disparaging teachers), but it’s simply a more practical approach. Take professional athletes as an example. Unlike recreational league sports where an athlete may practice and spend time learning the sport (and improve, to some regard), professional athletes follow a very strict regimen. All of their actions are planned and scripted, from what they eat, to the time they go to bed, wake up, their morning habits and their workout routine. They record their actions (assessment), take notes (data) and review their performance constantly (analysis). Then, they make minute adjustments and recalibrate their actions seeking better results.

Quality management takes the same scientific approach, but for organizations. It is not a happenstance to what we do, but a very disciplined approach. As professional educators, school leaders and teachers need to come to their work with the same devotion and passion to perform (as many do), but also with the intensity of a professional athlete. Kids, especially those in poverty or urban settings, deserve exactness in how we go about schooling. Teachers, staff and school leaders need to continually work on calibrating their approaches, based on research-based best practices, but also based on data and regular feedback.

**WHERE TO START?**

Schools are already engaged in some, if not many, of the practices embedded within quality management (e.g., using data, reviewing policies and participating on school improvement teams). What is typically missing is a systematic and comprehensive approach to connecting all of these components. Rather than guessing or using a trial-and-error strategy, a wholistic school quality management approach using a method called Lean Six Sigma ensures maximized returns.

Quality management has evolved with improvements in science and technology. Lean Six Sigma is the most current practice. Lean Six Sigma, is transforming organizations by reducing costs, increasing efficiencies and producing improved results. Although the Lean Six Sigma method was first identified in manufacturing organizations, its principles are applicable to service organizations such as health care or education and are timely considering the needs associated with our present challenges. Lean Six Sigma is a fusion of two powerful process improvement methods: Lean (efficiency) and Six Sigma (effectiveness). The two combined enable a district to become more efficient and effective focusing on the customer’s needs.

Although there are many variations to its implementation, there are fundamental principles that all Lean Six Sigma approaches use:

- Focus on the customer
- Identify and understand how the work gets done
- Manage, improve and smooth the process flow
- Remove nonvalue-added steps and waste (i.e., time and resources)
- Manage by fact and reduce variation to create predictable outcomes
- Involve and equip the people in the process
- Undertake improvement activity in a systematic manner
**Lean**

Lean is the approach to improve quality and reduce costs by eliminating waste. Waste—anything that a school does that does not directly lead to the intended outcome or desired performance—which contributes to between 35% and 70% of time and resources not supporting the school’s mission. Lean creates a system of efficient processes and a work environment focused on the systems and student needs. Some examples of waste in education includes:

- Waiting—Idle time; wasting stakeholder or employee time
- Not utilizing resources, including human capital
- Transportation—Unnecessary movement of people or materials
- Defects—Errors or nonconformities to the required specifications
- Inventory—An accumulation resulting from not providing the right amount each time resources are obtained
- Motion—Nonvalue-added, unproductive steps in a process
- Over-production—Generating or buying more of something than is needed
- Excess processing—Extra steps that are neither necessary nor add value

**Six Sigma**

While the fundamental principles of Six Sigma outline the approach to quality management, there is a specific framework for these activities that systematically guides organizations that undertake the improvement activities. It is known as the Define-Measure-Analyze-Improve-Control Method.

- **Define**: Each of the Six Sigma projects starts with a problem. The team works to make sure everyone involved with the project knows their role, the purpose of the project and what they are trying to achieve.
- **Measure**: The second activity is to collect data on the problem that was identified in the Define stage. The focus of the Measure stage is using the data to illuminate the issue and understand the activities around how—and how well—the work is currently getting done.
- **Analyze**: Once all of the data has been collected and there is a better understanding of the problem, the team analyzes the data and works to find a possible root cause. If it is unclear, additional data may be needed to thoroughly illuminate the issue.
- **Improve**: Now that the team is fully informed about the process and the problem, they will come up with solutions to address the root cause. There may be many solutions, but the team will select the best one and then test it.
- **Control**: Once the solution has been implemented, limits are put in place to ensure the desired result is achieved each time. This stage is critical to ensuring that the process is carried out consistently and behavior does not revert to the prior approach.

**Combined**

Allows educators to respond to the needs of the customer faster with less waste - transforming the culture.
When applied to education, each of these approaches can help school leaders improve aspects of their school operations or instructional activities. Together, they systematically create a culture focused on actual improvement, not just improvement activities. Used in conjunction with current educational improvement strategies, Lean Six Sigma provides a systematic, repeatable approach that creates efficient and effective processes throughout the school and district. This increase in quality, then, impacts student outcomes and, ultimately, school performance.

Sally Petrik, Ed.S. is a classroom teacher in northern Michigan, in addition to being an author and educational consultant, and can be reached at sally.petrik@gmail.com. Benjamin Jankens, Ed.D. is an Associate Professor and the Department Chair of Educational Leadership at Central Michigan University, and can be reached at ben.jankens@cmich.edu or 989.774.1570.

Defying Stereotypes

Rural schools face challenges, but are working to change the narrative.

By Devon Brenner

The national narrative about rural schools and the communities they serve is often bleak. National media paint a picture of rural communities as backward, archaic and foolish. Rural places are portrayed as places to escape, to leave behind. The term “brain drain” has been used for the past decade to describe the phenomenon of well-educated and ambitious young people leaving rural areas to “make it big” in more urban settings.

According to the Rural School and Community Trust, slightly more than one out of three school districts in Michigan is rural. From the forested tip of the Keweenaw Peninsula to the farming communities of Monroe County, rural school districts are located across the state, and, like many rural districts across the U.S., face numerous challenges because of their geographic location. Limited industry, wide swaths of public land and small populations can impact the tax base and lead to limited funding. Geographic distance and isolation can make it hard to recruit teachers. Policies, both federal and state, may be influenced by and focused on suburban and urban needs, and may not always work in rural areas.

In most places, these challenges are far outweighed by the strengths of rural schools and the work they are doing to help their communities thrive. The fact is, in spite of limited resources and teacher shortages, students in rural schools do as well or better than suburban and urban students on national assessments. And many rural schools are taking concrete steps to ensure that their students, and their communities, are strong and healthy.

Among the many things that rural schools are doing to ensure the future of rural places, I want to call out three:

Rural schools are working with local communities. The last 100 years have seen phenomenal economic shifts in the U.S. We have seen a shift from agrarian economies to industrialization, urbanism and global economies. Work, and the places people work, increasingly rely on technology. In many industries, people can work from almost anywhere and that work demands increasingly higher levels of literacy and skill with technology. Schools have not always kept pace with changes in the economy or the shifting nature of the workplace, offering a standardized and place-neutral curriculum, no matter what is happening in the larger community.
However, in successful rural communities, schools understand the central role they play and work to help build the social and economic future of the community.

This can take many different forms. Some districts are working with community leaders to identify current and future industries and building career and technical education programs and apprenticeships around those. For example, in west Tennessee, five small rural districts are working together to collaborate on training teachers and staff as career specialists. They set up pathways for high-tech manufacturing jobs for students to obtain credentials and postsecondary degrees before the students leave high school. They have aligned apprenticeships and job training and educate parents and elementary students on career pathways in their region.

Some districts are focusing on emerging technologies and helping build a new workforce, for example, by teaching coding and cybersecurity. Schools may take a place-focused approach and engage students in study of the local environment and ecological issues or focus studies of civics around community change. Partnerships and collaboration take time, and require new ways of thinking, but can ensure that rural schools, and the communities they serve, survive into the next century.

Rural schools are welcoming newcomers. Rural communities that are thriving are finding new ways to grow. Young people who leave a rural community for college or work may not return. But many rural communities are finding ways to invite newcomers to join the community, such as city dwellers who are looking for a new way of life. Increasingly, young professionals are coming to rural areas seeking a family-friendly environment and taking advantage of the opportunities small towns offer for community engagement and a chance to make an impact. More than half of Michigan’s rural counties grew in population in the last decade, and much of that growth came from professionals between the ages of 30-45.

Newcomers may also be immigrants and even refugees who are seeking a safe haven and a fresh start. Families may arrive first in urban centers, but then take part in secondary migration when they move to small towns and rural communities. These newcomers may be unfamiliar with local ways of living and institutions, but they seek to live where they can put down roots and flourish, and they contribute to the continued life and economic prosperity of rural communities.

Schools can play a significant role in welcoming newcomers and building relationships with long-time residents. Alice Wille and her colleagues at the University of Northern Colorado described the ways some districts in the West and Midwest have welcomed newcomers to their communities, including hosting school-community events that connect new families with long-time residents; sending home communications in new languages; and making sure that teachers understand new students’ religious and cultural practices.

Rural school leaders are advocating for rural education. Another action that rural schools are taking to ensure their future is working together to advocate for rural education at the state level. Policymakers may not always understand the unique contexts of rural schools. For example, state policy may require online testing, but rural schools may have limited access to high-speed internet. States set teacher licensure requirements that may or may not help rural schools address teacher shortages. Funding formulas may not address the increased transportation costs necessary when schools serve students across a wide geographic area. Rural school closures and consolidations can devastate small communities without leading to the cost savings legislators may be seeking.

In states with large urban centers, like Michigan, it is easy for the voice of rural schools to get overlooked, but when rural school leaders work together to tell stories about their successes and build knowledge of their education needs, rural schools can have a seat at the policy table. For example, state chapters of the National Rural Education Association in Pennsylvania, Arizona and Montana meet regularly with legislators on behalf of rural districts in their state to address issues of equitable school funding, teacher licensure requirements and school privatization. Through the National Rural Education Advocacy Coalition, districts are working together to ensure federal funding for rural schools. They have successfully lobbied Congress around school nutrition regulations and are currently working to protect CTE formula funding.

Rural schools face many challenges. Working with communities, welcoming newcomers and advocating together are just three of the many ways that they are changing the narrative about rural places to ensure that all students, and the places where they live, are able to thrive.

Devon Bremer is Professor of Teacher Education at Mississippi State University and co-editor of The Rural Educator, journal of the National Rural Education Association, and can be reached at theruraleducator@gmail.com.


It will not come as a surprise to hear that Michigan schools have not been adequately funded in the recent past. When adjusted for inflation, state spending on K-12 education fell by 30% between 2002 and 2015. According to a report published by Michigan State University, Michigan ranked dead last in education revenue growth between 1995 and 2015.¹

This decline in funding was the result of both severe economic decline in the late 2000s and tax policy changes that have benefitted special interests and drained money from the School Aid Fund. Additionally, over the past decade, hundreds of millions of dollars have continued to be siphoned off to fund community colleges and universities.

Michigan’s schools have learned to do more with less and have managed to still provide high levels of service despite not being well funded. However, there is a growing awareness that schools cannot make necessary improvements unless the state finds a better way to fund education. This includes protecting the current money in the School Aid Fund as well as looking for new streams of revenue. But just as important as growing the pot of money is how we choose to distribute it.

Proposal A revolutionized the way Michigan funds its schools. Passed in 1994, it shifted the majority of education funding away from the local community to the state. This has brought some positive changes as it helped level the field by raising the amount spent on previously lower-funded districts. There is still a gap between our highest- and lowest-funded districts, but that gap is closing. On the flip side, our current funding formula treats every student the same regardless of the actual cost to educate them.

Several studies have been done that demonstrate that not all students’ needs and costs are the same. Those living in poverty, English language learners and special education students all require more money to meet their education needs and our current formula does not fully take these differences into account. The results have been that districts with a disproportionate number of high-cost students are significantly underfunded and lack the resources to provide these students with the best education.

To address these concerns, a diverse group of education and business leaders came together to form the School Finance Research Collaborative. The goal was to reexamine the state’s approach to funding schools so that all students are fully prepared for their future studies or the workforce. The SFRC hired a leading research firm to help determine the true cost of educating students regardless of where they live or their circumstances. The results of the study were published in 2018 but are just now beginning to gain traction with state policymakers.

The SFRC study made several findings including what it costs to educate a K-12 student. The report concluded that to provide high-quality education, it would require $9,590 per student. This does not factor in transportation costs, food services or capital expenses. The report also found that additional funding was needed for special education students, English language learners, those living in poverty, and for career and technical programs. Lastly, it concluded that smaller districts lack economies of scale and suggested they should receive more than larger districts. Broadly speaking, these suggestions have become commonly referred to as a weighted formula in lieu of the one-size-fits-all practice that the state currently uses.

The good news is that there is growing support to move toward a weighted formula. Launch Michigan, a broad coalition of business, labor, education and philanthropic leaders, has come out in support of this approach. This is important due to the potential influence these leaders can have on Michigan’s policymakers.
MASB was pleased to see the budget Gov. Gretchen Whitmer proposed in spring 2019 included several of the SFRC’s recommendations. Having a Governor who understands the need to make these changes is a great first step. The Legislature did increase K-12 funding but, unfortunately, due to politics and disputes over road funding, the weighted formula was not included and the 2019-2020 budget maintains the status quo.

The roadmap to a more equitable and effective funding model is clear. It is evidence based and supported by a growing, diverse coalition. We now know what it costs to educate our students and how to target that money where it will do the most good. The only question is whether there is the political will in the Legislature to implement it.

Jeff Cobb is MASB’s Assistant Director of Government Relations, and can be reached at jcobb@masb.org or 517.327.5906.

Can you imagine walking every single block in your community? If that doesn’t intimidate you (or you’ve already done it!), what about walking every single one of the 329,885 blocks in Michigan or the 11 million that there are in the country? U.S. Census Bureau employees have been getting in their steps over the past nine years in order to compile the most accurate mailing list possible for the 2020 Census. The importance of an accurate accounting of everyone living in the United States cannot be stressed enough as the results will resonate for the next 10 years, impacting everything from legislative representation to public education funding.

A (BRIEF) CENSUS OVERVIEW

According to the Census website, this is our nation’s one chance each decade to count its population as mandated by the U.S. Constitution. Since the first census in 1790, it has served to provide quality data about the people and economy in the U.S. The data helps inform various important decisions from the distribution of Congressional seats per state, planning decisions about community services and the distribution of more than $675 billion in federal funds to local, state, and tribal governments each year.1

Another big deal with this decade’s census is that it will, for the first time, be available online in an effort to make it more inclusive and efficient. In the questionnaire’s 230-year history, it has been conducted by snail mail and canvassers going door-to-door to collect information. The Bureau is hoping to collect the majority of responses (55%) using computers, mobile phones or other devices in 2020.2 This is, in part, an effort to control the cost of the census, which has been escalating with each decade. The 2020 Census is estimated to cost approximately $15.6 billion.3

Taking into consideration all things technology and management of user-controlled surveys, there is room for phishing threats and concerns surrounding cybersecurity that the Bureau has recognized. They have stated that the highest IT priority is cybersecurity and improving public perception and trust surrounding the online census data collection.4 As an additional measure, the Census Bureau will distribute paper forms to households with low internet usage and large older-adult populations, as well as those who don’t respond online.

THE IMPACT ON PUBLIC EDUCATION

Among the funds that the census helps decide the distribution of are those attributed to public education. The survey results impact the federal funds that communities receive for special education, classroom technology, teacher training, afterschool programs, school lunch assistance and more. This puts even more critical onus on those in the education arena to ensure accurate data is collected.

The two biggest pots of federal money for K-12 schools that would be impacted are Title I, which aims to level the playing field for students from low-income families, and special education grants to states.5 According to the Michigan League for Public Policy, estimates show that the state would lose $1.800 total per year in federal funding for each person who goes uncounted in 2020.6 An undercount means less or no federal assistance for schools and students in Michigan who need it the most.

Not only is it important that every student is counted, it’s important that every child is counted. Think about how the frequency of the census can impact a child if they are overlooked. Services could be lacking for almost the entirety of their K-12 experience with only a three-year difference between their school career and the time between censuses.

What’s the likelihood of a child being missed? Too high; the 2010 Census missed more than 10% of all children under the age of 5.7 Based on the national Count All Kids Committee, they anticipate that even more kids might be missed in 2020 due to various challenges such as timing and budgetary restraints.8

U.S. CENSUS AT-A-GLANCE

<table>
<thead>
<tr>
<th>NATIONAL</th>
<th>MICHIGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Census Conducted: 1790</td>
<td>Money at stake for every person not counted</td>
</tr>
<tr>
<td>Frequency: Once every 10 years</td>
<td>in Michigan: $1,800 per year</td>
</tr>
<tr>
<td>2020 Census Estimated Cost: $15.6B</td>
<td>Statewide funds received in 2015 as a result</td>
</tr>
<tr>
<td>2020 Census Day: April 1</td>
<td>of Census data: More than $14B</td>
</tr>
<tr>
<td>Ways to complete the survey: Online, over the</td>
<td>Determined by Census: How many seats in</td>
</tr>
<tr>
<td>phone</td>
<td>Congress; boundaries for state and local</td>
</tr>
<tr>
<td></td>
<td>districts and school districts</td>
</tr>
<tr>
<td>People counted in 2010: 309 million</td>
<td></td>
</tr>
<tr>
<td>Federal fund distribution determined by</td>
<td></td>
</tr>
<tr>
<td>Census responses: $675 billion</td>
<td></td>
</tr>
<tr>
<td>Children missed under the age of 5 in the</td>
<td></td>
</tr>
<tr>
<td>2010 Census: More than 10%</td>
<td></td>
</tr>
</tbody>
</table>

Resource: becountedmi2020.com

Resource: census.gov
WHAT’S BEING DONE IN MICHIGAN AND BEYOND?

All that being said, what’s being done to ensure all students are accounted for here in Michigan?

In June 2019, Gov. Gretchen Whitmer signed an Executive Order establishing a Complete Count Committee. This group of more than 50 organizations, municipalities and government entities was charged with providing public leadership; identifying barriers that may prevent a full count; creating and implementing an action plan to overcome the recognized barriers; and identifying opportunities to coordinate with other entities working toward a complete count. Their goal is to increase the self-response rate to 82% from 78% in 2010.

“Our children depend on the federal dollars that come from Census Data and it is our job to make sure we do our best to be counted,” said Gov. Whitmer during the announcement of the committee.

Advertising and promotion for the questionnaire is scheduled to begin this month and the first census postcard can be expected in household mailboxes by mid-March. Invites to the online form will arrive around the same time followed by a reminder postcard. All households will be notified by the official Census Day on April 1, 2020 and should respond as soon as possible.

Additionally, the U.S. Census Bureau Statistics in Schools program has provided materials that can be used in the classroom to emphasize the importance of this once-a-decade survey. The SIS Ambassador Program goals are threefold: 1) Engage educators with SIS materials and empower them to champion the SIS message; 2) Share SIS materials with teachers, students and households with children; and 3) Spread awareness of the 2020 Census to increase self-response. To learn more about the Statistics in Schools program and to download resources, you can visit census.gov/schools.

WHAT ELSE CAN WE DO?

Additional calls to action that your school district and you individually can implement are to talk about and promote the importance of the census to your community members; post census materials and reminders on your website and/or social media channels; and ensure you complete your household’s questionnaire accurately and on time.

More information and resources can be found at becountedmi2020.com.

Greg Rokisky is MASB’s Marketing Manager, and can be reached at grokisky@masb.org or 517.327.5938.


Stay in the Know With MASB’s Other Publications!

NEWS FROM THE CAPITOL
Most Fridays

MI SOUND BOARD PODCAST
Second and Fourth Saturdays of Each Month

DASHBOARD ENEWSLETTER
Biweekly

STORYBOARD VIDEO NEWSCAST
First Thursday of Every Month

For more information, contact comms@masb.org.
EVENTS CALENDAR

FEB. 1, 2020
NSBA Equity Symposium
MARRIOTT MARQUIS, WASHINGTON, D.C.

FEB. 2 – 4, 2020
NSBA Advocacy Institute
MARRIOTT MARQUIS, WASHINGTON, D.C.

FEB. 3, 2020
CBA 106: Community Relations Leadership
MARQUETTE-ALGER RESA WITH DISTANCE LEARNING SITES

FEB. 15, 2020
Interview and Resume Workshop—Preparing Your Candidacy
MASB HEADQUARTERS, LANSING

FEB. 21 – 23, 2020
MASB Winter Institute Featuring Board Member Certification (CBA) Classes and Board President Workshops
LCC WEST AND MASB HEADQUARTERS, LANSING

FEB. 29, 2020
CBAs 253: Board Operating Procedures and 345: Data Dashboards for Board Members
WASHTENAW ISD, ANN ARBOR

MARCH 2, 2020
CBA 232: Communicating Effectively in Difficult Times
MARQUETTE-ALGER RESA WITH DISTANCE LEARNING SITES

MARCH 13, 2020
Board Presidents Workshop
MASB HEADQUARTERS, LANSING

MARCH 14, 2020
Advanced Board Presidents Workshop
MASB HEADQUARTERS, LANSING

MARCH 26, 2020
The Board’s Role in Superintendent Success Workshop
MASB HEADQUARTERS, LANSING

APRIL 4 – 6, 2020
NSBA Annual Conference and Exposition
MCCORMICK PLACE-WEST, CHICAGO

APRIL 17 – 19, 2020
MASB Spring Institute Featuring Board Member Certification (CBA) Classes
GRATIOT-ISABELLA RESD, ITHACA

NOV. 5 – 8, 2020
Annual Leadership Conference and Exhibit Show
LANSING CENTER

For more information about these events, visit the MASB website, masb.org/calendar, or call 517.327.5900.
MASB WORD SEARCH
Find the listed words within the scrambled letters.

W A L T T R E M B M B E K T S
D D E P E N I D A L L G U N E U
Y R I D U C E N A N O E O C S
M T A S H P A D E C D B I H N
Q E I I C G R L U N E S T N E
L U G N E I L E E T U D A O C
L A A M U A P T S C S R C L T
N A E L H M N L C I M O U O R
S N K C I I M E I Z D C D G A
T F H E R T S O Z N I E E Y I
U U V E R S Y X C D E R N J N
D T P R O T A L S I G E L T I
Y U C O L L A B O R A T I O N
S R R N O V E R S I G H T C G
L E R O T C E R I D R U R A L

CENSUS
CHALLENGE
COLLABORATION
COMMUNITY
DECADE
DIRECTOR
DISCIPLINE
EDUCATION
FUTURE
LAKER
LAW
LEADER
LEGISLATOR
MANAGEMENT
MICHIGAN
OVERSIGHT
PRESIDENT
QUALITY
RECORDS
RURAL
STUDENT
STUDY
SUCCESS
SUPERINTENDENT
TECHNOLOGY
TERM
TRAINING
This fund is a pilot program for the 2019-2020 year set up to defray costs of districts experiencing financial hardship and that see costs as a deterrent to accessing MASB services or events. The school board must apply for the 50% discount off an MASB service or workshop through board action* (up to $1,500), but individual board members can apply separately for 50% off member training (up to $250 for an individual).

Funds are available on a first-come, first-serve basis.

LEARN MORE AT MASB.ORG/FUND

*Board action must include either a copy of the minutes noting the decision or a signed letter from the district superintendent.
WINTER INSTITUTE 2020

REGISTER TODAY AT MASB.ORG/WINTERINSTITUTE

TOPICS INCLUDE:
- CULTURAL AGILITY
- TRAUMA-SENSITIVE APPROACH