



MNSAA

MINNESOTA NONPUBLIC SCHOOL ACCREDITING ASSOCIATION

2018 ANNUAL CONFERENCE
Leading by Design

Our Lady of Grace Catholic School

Welcomes the Minnesota Nonpublic School Accrediting Association



2018 MNSAA Annual Conference

November 2, 2018



Welcome!

LEADING BY
DESIGN

WELCOME TO MNSAA'S 2018 CONFERENCE

We are confident that you will leave today invigorated with new ideas and re-energized for your work leading your school community.

We are delighted to have **Dr. Eric Twadell** today to guide us in using our professional learning communities to implement standards-based instruction and purposeful assessment. We will most assuredly leave with an appreciation of how to shift from a culture of teaching to a culture of learning.

WITH
GRATITUDE

MNSAA IS GRATEFUL TO OUR HOST SCHOOL

It takes a tremendous and collective effort to bring this very special day to you. We are grateful to **Our Lady of Grace Catholic School Community** – especially Principal Maureen Trenary and Advancement Director, Adam Groebner for saying, "Yes!" We are honored to be part of your school community for this special day, of networking and learning together.

MNSAA
ACCREDITATION

MNSAA EXISTS TO SUPPORT YOUR FINE WORK

MNSAA was founded in 1976 to accredit, support and value Minnesota's nonpublic schools in their unique guiding missions and philosophies. Our agency accredits more schools than any other in our state. Large or small, rural or urban, faith-based or independent - MNSAA schools are diverse in the students and families they serve. Our requirements unify schools as accreditation assures the public and stakeholders that schools are meeting high standards of educational excellence and focused on future improvement.

*Leading schools
into the future*



Speakers

Leading by Design



Dr. Eric Twadell, Keynote Speaker

Eric has served as a social studies teacher, curriculum director, Assistant Superintendent for Leadership and Organizational Development, and currently as Superintendent of Adlai E. Stevenson High School in Lincolnshire, Illinois. Stevenson High has been described by the United States Department of Education as "the most recognized and celebrated school in America" and is one of only three schools to win their Blue Ribbon Award on four occasions. Stevenson was one of the first schools designated a New American High School by USDE as a model of successful school reform. In the popular press Stevenson High School has been repeatedly cited as one of America's top high schools and the "birthplace" of Professional Learning Communities at Work™.



Mary Adrian, *MNSAA President & Principal*
Holy Spirit Catholic School, St. Paul

Paul Bernabei, *President*
Top 20 Training, St. Paul

Amy Blaubach, *Founder & CEO*
Curious Minds LLC, Bloomington

Julianne Blazevic, *MNSAA Director & Principal*
Stella Maris Academy, Duluth

Susie Brooks, *Found & President*
Veritas Classical Academy, North Branch

Lisa Darling, *Independent Literacy Specialist*
SuperKids/Zaner Bloser

Rachel David, *Education Service Manager*
Learning Disabilities Association of Minnesota

Michael Gerard, *Manager*
C-STEM Lending Library, University of St. Thomas

John Gunderson, *Attorney-at-Law*
Meier, Kennedy & Quinn, Chartered

Michael Halloran, *Vice President of Development*
Catholic Schools Center of Excellence, Minneapolis

Andrew Hilliker, *MNSAA Vice President & Principal*
St. Joseph School, Moorhead

Randy Johnson, *Director of MN School Safety Center*
Minnesota Department of Public Safety

Mary Beth Kelly, *Program Manager*
Learning Disabilities Association of Minnesota

Jessica Knierim, *Executive Account Manager*
Northwest Evaluation Association (NWEA)

Debra Landvik Letendre, *Educational Specialist II*
Minnesota Department of Education

Martha Laurent, *MNSAA Director & Principal*
Holy Name of Jesus School, Wayzata

Vicki Kalina Marvin, *MNSAA Secretary & Principal*
St. Dominic School, Northfield

Paul Menard, *Director of Education*
Marian University, Fond du Lac

Sam Nelson, *Attorney-at-Law*
Meier, Kennedy & Quinn, Chartered

Julene Nolan, *School Psychologist*
Phoenix School Counseling

Brian Ragatz, *Principal*
St. Odilia Catholic School, Shoreview

Wyayn Rasmussen, *Head of School*
Academy of Whole Learning, Minnetonka

Michael Strommen, *Consultant*
Catholic Schools Center of Excellence, Minneapolis

Katie Thormodsgaard, *Director of Therapy Services*
Academy of Whole Learning, Minnetonka

Nancy Van Erp, *Program Director*
Saint Mary's University of Minnesota

Ginger Vance & Jessica Kittleson, *Principal*
Notre Dame Academy, Minnetonka

Friday
Nov 2nd

Agenda

Leading by Design

7:30 — 8:30	Registration / Breakfast / Exposition	Gymnasium
8:15 — 8:25	WELCOME! 2018 MNSAA Annual Conference MNSAA & Our Lady of Grace invitation to an exceptional day!	Cassidy Hall
8:30 — 9:30	Professional Development — Session I	Classrooms
9:45 — 10:45	Professional Development — Session II	Classrooms
11:00 — Noon	Professional Development — Session III	Classrooms
Noon — 1:00	Exposition / Networking / Lunch Visit our vendors and register to win an iPad!	Gymnasium
1:10— 1:30	Prize Drawings Gifts from vendors & iPad drawing — must be present to win!	Church
1:30 — 2:00	MNSAA Board of Directors Business Meeting Sarah W. Mueller , Executive Director & Dr. Mary Adrian , MNSAA President Regular Business, Election of Directors, What's New?	
2:00 — 3:00	Keynote Address “From Good to Great! Laying the Foundation of a Professional Learning Community at Work” Dr. Eric Twadell , Co-Author of <u>Leading by Design</u> , Superintendent of Adlai Stevenson HS	
3:00 — 3:15	Conference Closing Complete your satisfaction survey to pick up your CEUs for the day! Thanks for coming! Looking forward to seeing you again in 2019!	

We are sincerely grateful to our gracious hosts and lead sponsors!

 Saint Mary's University of Minnesota - Check-in Sponsor

 Canopy IT - Technology Sponsor

 MISF - Refreshment Sponsor

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Directors

Meet our Board

Serving Our Association of Member Schools

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Ms. Gail Wolfe

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Improvement Initiatives Achieve in the Past Year

Promote the Value of Accreditation, Facilitate Growth & Broaden Ownership:

- Increased awareness of MNSAA state-wide and nationally
- Offered opportunities for non-member schools participation in the MNSAA Annual Conference
- Built relationships with jurisdictional leaders, sponsors, Minnesota's colleges & universities

Promoted the Mission of MNSAA through Brand Development:

- Enhanced opportunities to interface with MNSAA via technology
- Refreshed conference opportunities with new website development and branding

Ensure Sustainability, Effectiveness and Quality of the Association:

- Continued to enhance our financial plan to meet the future needs of MNSAA
- Developed accreditation standards to include preschool and system-wide accreditation

Build Relationships to Support MNSAA Partnerships:

- Entered partnership agreements with national and internationally recognized agencies
- Promoted the value of dual accreditation with MNSAA + AdvancED or Middle States Association

Recommended for Service from 2018 through 2021



Mr. Andrew Hilliker

St. Joseph School, Moorhead, (Preschool - 8)

“Independent schools across Minnesota have a great responsibility to tens of thousands of students. MNSAA’s guidance in ensuring schools maintain a high level of credibility and the association’s support throughout the accreditation cycle allows continual growth and progress for schools.”

Andrew is the administrator of St. Joseph’s Catholic School in Moorhead, MN. In addition to his role at St. Joseph’s School, Andrew is serving on the MNSAA Board as Vice President and on the finance committee. He completed his BA in Secondary Education and went on to complete his MA in Educational Leadership and a EdS degree in K-12 administration from Minnesota State University of Moorhead. Mr. Hilliker has worked to unite a strong faith-filled education with developing 21st century skills students need to enter high school. Andrew is married and has two daughters that are nearing school age which cements the importance of continuous improvement of our independent schools across Minnesota.

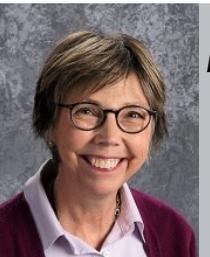


Ms. Jodi Vanderheiden

Mary of Lourdes School, Little Falls, (Preschool - 8)

“I truly feel blessed to be in the Catholic School system. I believe with all my heart that God has a plan for me to be an advocate for Catholic schools, students, teachers and families.”

Jodi Vanderheiden left her teaching career in the public sector after 20 years. In the public sector she taught middle school math for 18 years and 2nd grade for 2 years. After earning her Masters in Educational leadership and receiving her Principal license through the University of Minnesota Mankato, she was blessed with a PreK-12 position at Sacred Heart Catholic School in East Grand Forks. Her love for her Catholic Faith and determination to make private schools flourish grew rapidly. She is currently leading the staff of Mary of Lourdes Schools in Little Falls.



Ms. Gail Wolfe

Christian Heritage Academy, Lakeville, (Preschool - 8)

“We have seen positive leaps forward in our Association in past years. It is a humble honor to serve with these fine leaders. We are always searching for more schools to serve and children to love!”

Gail Wolfe leads Christian Heritage Academy an interdenominational independent Christian school that welcomes families from many different faith traditions. The school is guided by a verse in second Peter, "So don't lose a minute in building on what you've been given, complementing your basic faith with good character, spiritual understanding, alert discipline, passionate patience, reverent wonder, warm friendliness, and generous love, each dimension fitting into and developing the others." (2 Peter 1:5-6) Gail's work and support of nonpublic schools embodies these virtues. Her elementary education degree was earned at the University of Minnesota and masters in Educational Leadership came from Saint Mary's University of Minnesota. She has experience with classroom teaching, as a former private school trustee, and has served on other boards.

Gratitude

Recalling our Past

Thankful for Service to Our Association

The MNSAA Board of Directors bids a grateful adieu to directors who have well served our Association.



Ms. Barb Plenge

St. Francis of Assisi School, Rochester (Preschool - 8)

During her six year tenure serving on the MNSAA Board of Directors, Ms. Plenge has been the Chair of our Finance Committee which has overseen our budgeting process and worked to secure our agency's sustainability into the future. Barb helped develop MNSAA's system-wide accreditation process. Her fine eye for detail supported our work in policy and standards development. Barb is a faith-filled leader who is a true blessing to our schools. She will continue to support MNSAA as an onsite Team Chair.

“The past six years serving on the MNSAA Board of Directors has been a privilege. This organization is dedicated to ensuring our accredited schools provide the best possible education for our future! High standards, strong support and oversight all ensure our association schools continue to strive for excellence. I will deeply miss the opportunity to work with this selfless Board of Directors!” - **Barb Plenge**



Mr. Paul Menard

Lourdes High School, Rochester (Grades 9 - 12)

Mr. Menard offered a very unique perspective during his service to MNSAA. Paul's school was not accredited by MNSAA, yet he was a willing servant and an inspirational thinker. Serving on our Development and Marketing committee, Paul helped lead our partnerships with AdvancED and Middle States Association so that our schools now have the opportunity to chose dual accreditation with nationally recognized agencies. Minnesota has lost a valuable nonpublic school leader, while Wisconsin gained a winner!

“It was a privilege to serve MNSAA schools as a team member in the accreditation process, as an advocate within other organizations, and as a member of the Board of Directors. Through these experiences I came to discover how through a meaningful study of, visionary work with, and genuine care for individual identity and mission of each member nonpublic school, MNSAA cares about the future of our schools and the future and success of every student within our schools.” - **Paul Menard**



2019 BOARD MEMBER CONSIDERATIONS

Directors are administrative leaders who represent the various sizes, types, geography, and religious/cultural diversity of our member schools. Positions on the Board of Directors are filled at the Annual Business Meeting each November. Each year, schools have the opportunity to nominate leaders when the Basic Information Report due in October. If your school community made such a nomination this year, candidates will be considered for the 2019 election.

In addition to elected Directors, MNSAA Bylaws allow for up to three Associate Directors to be appointed annually by the seated board. Appointed directors come from agencies that are in agreement with the objectives and function of MNSAA and who possess expertise relating to the accreditation of nonpublic schools.

8:30 — 9:30

Grading for Learning:

A Professional Learning Map for Implementing Standards-Based Grading

Standards-based grading has often been cited as the “third rail of school reform.” And yet, we know that on the journey to becoming a professional learning community that embraces assessment and grading practices and supports student learning, standards-based grading is an important destination. This session provides participants with a road map for differentiating professional development for teachers and teams interested in implementing standards-based grading.

Participants will...

- Develop an appreciation for the importance of utilizing a learning map to differentiate professional development.
- Explore the challenges associated with traditional grading practices and reporting results.
- Learn how to structure a professional development and learning map for teachers and teams specifically focused on standards-based grading and reporting.

9:45 — 10:45

Beyond the Test:

Assessment Practices that Work (and Those that Don't) in a PLC

This session explores the use of effective formative assessment practices teachers and teams can use to provide teachers and collaborative teams with more meaningful data and students with more helpful feedback. Participants explore examples and templates for effective formative assessment experiences for students.

Participants will...

- Develop an understanding of assessment practices that do not support student learning
- Recognize effective formative assessment practices
- Explore examples of effective formative assessments and templates developed and used to improve student learning and achievement

11:00 — Noon

The Instructional Diamond:

Implementing Proficiency Based Instruction

As educators implement proficiency based assessment and grading strategies there is a realization that the traditional model of instruction must change as well. The teacher as the sage on the stage simply cannot facilitate meaningful learning experiences for students in a proficiency based learning environment.

Participants will...

- Examine the instructional design models that support proficiency based assessment and grading
- Examine the instructional delivery models that support proficiency based assessment and grading.
- Develop an instructional plan to support students in meeting a proficiency expectation.

Session I Workshops

Welcome! Onboarding with MNSAA

Room 401

Mary Adrian, MNSAA President

Sarah W. Mueller, Executive Director

New administrator? New to MNSAA? Just want a refresher on how to successfully complete MNSAA requirements? This session is meant for anyone who would like to learn more about how MNSAA serves our schools. We will focus on annual requirements, following our Month-by-Month guide, and answer any lingering questions from the new administrator training.

Early Learning Strategies that Appeal to Multiple Ages

Room 402

Teresa Ripple, Director, St. Catherine University

What instructional strategies are appropriate to an early learning environment? How can teachers be effective with multiple ages? Learn how to adapt instructional strategies and materials to cover a wide variety of ages and stages. Experience activities that are enticing and fun to children, yet inspire deeper learning. We will consider how these activities are vehicles not only for intellectual growth, but for social emotional learning and fine and gross motor skill development.

Adaptability in Education

Room 403

Michael Gerard, Manager C-STEM, UST

The need for adaptability has never been greater than it is now. The student mental health crisis is driven in part by the lack of adaptability in our students. Our lives are so predictable, regimented and boring that we find it difficult to cope when things don't go our way. Come and learn some skills that you can practice and share with your students to help make your lives more enjoyable.

Classical Education in the 21st Century

Room 406

Susie Brooks, Founder, Veritas Classical Academy

"What is classical education?" I am glad you asked.

This session will not only unpack the method and content of classical education, but it will also address critical issues that educators grapple with in an age where truth, beauty and goodness are considered relative.

Creative Confidence: 10 Simple Ways to Boost Critical & Creative Thinking

Room 407

Nancy Van Erp, Director, Saint Mary's University

We are all innately creative beings, but many of us do not possess the creative confidence* we need to nurture it in others. This personal deficit puts serious limits on what we're able to empower and inspire others to do as critical and creative thinkers. Explore ten simple ways to nurture creative confidence in your self, colleagues, students, and community. Creative thought is closely tied to critical thought, and it's incumbent upon us all to prepare a way forward that taps into our individual and collective depth as innately creative beings.

*Creative confidence is a concept coined by Tom and David Kelley who are founders of IDEO and authors of Creative Confidence: Unleashing the Creative Potential Within Us All

Suicide Prevention: Best Practices for Schools and Staff

Room 500

Julene Nolan, Psychologist, Phoenix Counseling

This session meets the Minnesota legislative requirement for professional development for Suicide Prevention Best Practices as part of the renewal condition for Early-Onset Mental Illness in Children and Adolescents. It will include strategies to identify at-risk students, as well as, best practices in school-wide approaches for suicide prevention and crisis intervention.

Parents, Teachers & Beginning Readers: Sharing the Responsibility for Success

Room 501

Lisa Darling, Literacy Specialist, SuperKids

Parental involvement isn't easy but it's NOT rocket science. Families and schools are complex, however, helping families gain the skills to support their children's academic development need not be. Learn ways to help parents become knowledgeable and supportive partners in helping their K-2 students learn to read.

Inclusion: What Does it Mean?

Room 502

Wyayn Rasmussen, Academy of Whole Learning
Katie Thormodsgaard, Director of Therapy

Inclusion has become a target word for best practice, but is it? Inclusion cannot simply mean dropping a child with a disability into a general ed classroom and expecting him or her to benefit just by being present. Yet this is what many schools do. This presentation expands on the definition of inclusion and gives both teachers and administrators recommendations for ensuring their students are fully included in all aspects of school.

Team Chair Renewal Training: Earn Your 3-Year Certificate*

Room 503

Vicki Kalina Marvin, MNSAA Secretary

MNSAA leadership is working toward closer standardization of all onsite Team Reports. We believe that this can best be accomplished by having all of our Team Chairs regularly engage in conversations about best onsite practices. All Team Chairs are required to receive a renewal training at a minimum of every three years. Come to this session to share your best onsite visit practices and earn your "Certificate of Training" to validate you as into the future as a quality MNSAA Team Chair.

**This session is for acting MNSAA Team Chairs only.*

Threat Assessment Strategies... "Oh no! What should we do?"

Room 504

Randy Johnson, MN School Safety Center

School Safety Assessments or Threat Assessments cover a wide variety of issues or situations. For example, in addition to the concern about the potential for student violence the assessment could include the various forms of harassment, either as a victim or perpetrator, bullying, mental health issues, even potential for self-harm. The assessment process is designed as a 360 degree view of a situation to initiate strategies to best protect students, staff, and educational facilities from threats of violence and to meet the needs of our students and learning community.

Creating an Effective & Healthy School Culture

Music Loft

Paul Bernabei, Director, Top 20 Training

The performance and achievement of our students and staff is directly related to the culture we create. This session presents four components that create an effective and healthy culture of safety and trust. These components need to be the job description of everyone working in a MNSAA school.

Top 20 Training is a Minnesota based company that provides seminars & resources to empower youth and adults to develop their potential and the potential of others.



Session II Workshops

Developing & Maintaining Your School Strategic Plan for Improvement*

Room 401

Andrew Hilliker, MNSAA Vice President

Strategies for developing your school's plan, involving all stakeholders, and communicating the plan will be addressed. Maintaining your SSP as a living document and incorporating recommendations from the onsite team will be addressed. Highlights of some of the common errors made by schools when writing will be reviewed. This is an opportunity for schools anticipating a visit in 2018 or 2019 to touch base with a MNSAA leader to have your lingering questions answered. Come even if you are just curious!

*This session is recommended for all new administrators and especially those new to MNSAA.

MNSAA + AdvancED: Preschool through Grade 12 Accreditation

Room 402

Paul Menard, Director of Education, Marian Univ.

An introduction to the new dual-accreditation advantage through a partnership between MNSAA and AdvancED. Learn how to meet both standards, be recognized by both organizations, and help your school excel! (Paul is a former MNSAA Director and leader of an AdvancED accredited school.)

Best Practices & Tips for Successful and Sustainable Annual Funds

Room 403

Mike Halloran, VP of Development, CSCOE

Come to learn more about presenting and discussing best practices and tips in designing and conducting a successful and sustainable annual fund for your school. Included in the presentation will be the use of an "Annual Fund Tool Kit" containing step-by-step resources (practical samples) for the planning and implementation of your school's annual fund.

The Khan Academy: What is it? How to Use It for Step-Change Gains in Math

Room 406

Mike Strommen, Consultant, CSCOE

Khan Academy is a free web-based collection of lessons and exercises on various subjects ranging from chemistry to economics to art history. However, It is best known and used for math. In this session we'll discuss what Khan Academy is and how it can be best used to produce non-incremental gains in math.

Spelling...Why Bother?

Room 407

Rachel David, Education Service Manager, LDA

How do you improve the academic outcomes through spelling? This session will provide evidence regarding the correlation between spelling, writing, and reading and the impact working memory function has among student identified with ADHD or SLD. Learn practical strategies you can immediately implement to improve the academic proficiency of students in spelling.

Social & Emotional Learning: A Deeper Dive into Effective Practices...Starting with YOU!

Room 500

Julene Nolan, Psychologist, Phoenix Counseling

This session will take a deeper dive into social and emotional learning and in particular specific strategies that can be implemented in schools to promote SEL across classrooms. Social and Emotional Learning (SEL) is being implemented in schools across the country. MDE has released standards and benchmarks for SEL and effective schools are using these tools to decrease behavior referrals, improve student mental health, and bolster academic performance. You will learn practical strategies to improve SEL skills in students, in teachers, and in yourself. Attendees learn how teachers and staff can develop their own SEL skills as a precursor to effective educational practices.

K-2 is the KEY! Every Student a Successful Reader by Grade 3

Room 501

Lisa Darling, Literacy Specialist, SuperKids

Neuroscience and education research show that beginning readers' brains are different from a fluent reader's. Beginning readers and teachers have different needs than readers and teachers in third grade and beyond. Join us for a Top Ten of compelling research in early literacy which shows K-2 is KEY to closing the reading-achievement gap!

How to Prepare for Title Programs that Support Your Student & Staff Needs

Room 502

Debra Landvik Letendre, Educational Specialist II

During this session we will look at the consultation requirements and how the nonpublic school official can prepare for and receive a program that meets the needs of their students and staff. A brief overview of the Every Student Succeeds Act, Title I, II, III and IV will be shared. Participants are encouraged to bring their questions, successes and concerns.

Best Practices to Develop Meaningful Annual Reports for Stakeholders*

Room 503

Martha Laurent, MNSAA Director, Team Chair & Annual Progress Report Reviewer

New in 2018-19's Annual Progress Report, schools are required to submit their State-of-the-School report. This report provides evidence that your stakeholders were advised of progress achieved on strategically planned improvement initiatives, and what the school's plan for future improvement is. A quality annual report includes: Summary of SSP progress; Use of financial resources; Summary of assessment data results; Enrollment trends; and Upcoming initiatives.

* Recommended for schools not currently practicing this MNSAA requirement.

STEM and Cognitive Development

Room 504

Amy Blaubach, Founder & CEO, Curious Minds LLC

This workshop is based on Piaget's research. Learn how STEM impacts the development of whole-brain learning of young learners. Experience activities to bring STEM in to the natural flow of your classroom environment and everyday learning. Amy has over 20 years of experience as a geochemist and science educator. She is passionate about taking the fear and bias out of science and math and making it accessible to people of all walks of life. Her experiences as a science educator include formal and informal teaching grades 6 - 12, being a program writer and educator for the Science Museum of MN.

Effective Leaders Know How to See Things Differently

Music Loft

Paul Bernabei, Director, Top 20 Training

Why are we getting the results we are getting? The session examines: (1) the tendency we have to blame others when we are not getting the results we desire, (2) how our 'need to be right' activates blame, (3) how curiosity helps us to get better results, and (4) what we can do to see more or differently.



Session III Workshops

Annual Progress Reports Made Easy: What's New in 2018-19*

Room 401

Julianne Blazevic, MNSAA Director & APR Reader

The heart of the annual progress report is laid within your school's strategic plan. Learn how to simplify your annual progress report to MNSAA by clearly connecting it to your school strategic plan and meet our quality expectations. The session will clarify the requirements for this report and share what is NEW! Plan ahead to provide your State-of-the-School annual report to stakeholders as evidence. Schools will also be asked to report their process for teacher evaluation and lessons learned from it will inform professional development in the future.

**This session is recommended for all new administrators and especially those new to MNSAA.*

Intentional Interviewing: Making the Smart Hire

Room 402

Paul Menard, Director of Education, Marian Univ.

Learn how to use web tools, scripted questions, and sample lessons to make the smart hire unique to your school's mission! Paul has experience conducting interviews and hiring within K-12 independent schools for 11 years. Formerly a MNSAA Board Member, he currently works as the Director of Teacher Education at Marian University in Fond du Lac, Wisconsin.

Information Technology Wisdom

Room 403

Bob Thompson, President, Canopy IT Solutions

Come to this session to learn from our Conference Technology Sponsor Google tips and tricks. You will pick up common solutions to networking issues and how to pin down internet provider issues. Testing apps, email management/migration, and security in Google Chrome will all be reviewed. Apple Server? Come learn what to do with it!

Assessment Literacy: What is it? Why does it matter?

Room 406

**Jessica Knierim, Executive Account Manager,
NWEA Assessments**

Assessment literate educators are informed, reflective, and proactive practitioners of learning for students. Understanding assessments and data literacy are essential for all education stakeholders. This interactive session will help educators understand different assessment methods, how to appropriately match tests to their objectives, and how to integrate assessment data into classroom instruction. The attendees will leave this session with the knowledge to describe different types of assessments, their purpose, and develop local definitions and process for comprehensive assessment planning.

Learner Outcomes...

1. The attendee will leave this session with the knowledge to describe different types of assessments and their purpose.
2. The attendee will leave this session with the knowledge to integrate assessment data into classroom instruction.

Executive Function Solutions in the Classroom and Beyond

Room 407

Mary Beth Kelley, Program Manager, LDA MN

Executive function describes a variety of mental processes and behaviors. It is the part of the brain that helps us organize our thoughts and keep and sustain attention. Many individuals with disabilities struggle with these mental skills that help the brain act on information. These skills enable a person to plan, organize, remember things, prioritize, pay attention, and get started on tasks. There are many different models and ways to define different aspects of executive functioning. In this workshop, participants will gain an understanding of the different terms and examples of executive functioning as well as practical strategies to use in the classroom to help increase these skills.

Effective Communication: Tips to Become Intentionally Relational

Room 500

Brian Ragatz, MNSAA Team Chair & APR Reader

As educators, we communicate with everyone around us all the time—through our words (verbal or written), body language, facial expressions— all day long, in hallway chats, staff development, the occasional phone call, and even seeing people outside of school. Unfortunately, what we think we “say” is not always what others “hear”. So, we better get it right! Come learn how to communicate effectively with our parents, students, and each other and transition from “acting” to “being” an effective and relational communicator.

Providing Feedback that Makes a Difference to Leaders

Room 501

Carrie Fruin, Professional Learning Coordinator

Providing effective and actionable feedback is a core competency for school leaders, instructional coaches, and teacher leaders. Learn the theory behind effective feedback while you build and model the skills (through active learning case studies) needed to better communicate with and coach your leaders.

School Safety & Discipline of Children with Disabilities: Legal Issues Pertinent to Nonpublic Schools

Room 502

John Gunderson & Sam Nelson, Attorneys, MKQ

Learn what is of interest and concern to our nonpublic schools. Come prepared to ask questions about legal issues related to school safety and disciplining learners with disabilities that you may be encountering in your school.



Team Chair Renewal Training: Earn Your 3-Year Certificate*

Room 503

Vicki Kalina Marvin, MNSAA Secretary

MNSAA leadership is working toward closer standardization of all onsite Team Reports. We believe that this can best be accomplished by having all of our Team Chairs regularly engage in conversations about best onsite practices. All Team Chairs are required to receive a renewal training at a minimum of every three years. Come to this session to share your best onsite visit practices and earn your “Certificate of Training” to validate you into the future as a quality MNSAA Team Chair.

**This session is for acting MNSAA Team Chairs only.*

S.M.A.R.T. Program for Preschool through Grade 3 Learners

Room 504

**Ginger Vance, Principal of Notre Dame Academy
Jessica Kittleson, MN Learning Resource Center**

Come and learn how Stimulating Maturity Through Accelerated Readiness Training (S.M.A.R.T.) can change how your students learn and can help to close the achievement gap. Integrate your curricular items into the daily movement activities and watch your special education referrals drop. This research proven program can make a difference at your school.

What Every Student in a MNSAA School Needs to Know

Music Loft

Paul Bernabei, Director, Top 20 Training

If we want our students to get the most out of their school experience, then they need to know four things that will change the way they experience school. Yes, parents and teachers need to know these as well.

Top 20 Training is a Minnesota based company that provides seminars & resources to empower youth and adults to develop their potential and the potential of others.

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MISSION STATEMENT

The Minnesota Nonpublic School Accrediting Association (MNSAA) is a catalyst for enhancing the quality of Preschool through Grade 12 nonpublic education in Minnesota through a comprehensive process of accreditation.

Who May Seek Accreditation?

MNSAA accredits MN nonpublic schools that have been in existence for at least two years and have 501c3 nonprofit status. Nonpublic schools are private institutions of learning in which a resident may legally fulfill our State Compulsory Instruction Law. They are institutions of learning that have one: unified mission, administration, consistent curriculum, and local governing authority.

Why Seek Accreditation?



CREDIBILITY

Delivers recognized credibility of the quality of the school's program in the eyes of stakeholders and the public.



VALIDATION of EXCELLENCE

Offers objective outside validation that a school has met high standards of excellence and is actively seeking a quality education program.



CONTINUOUS IMPROVEMENT

Provides for long-range strategic planning focused on student achievement and ongoing school improvement.



ACCOUNTABILITY

Provides local and ongoing accountability as schools provide annual reports identifying progress achieving goals, new opportunities or obstacles to growth, communication with stakeholders, and monitors the progress of its learners.

What Are Membership Costs?

Member schools of MNSAA pay annual dues reflective of the number of students enrolled. Costs to schools range between \$300-\$1650 averaging \$3 per student annually. Our Annual Conference is supported by a registration fee. There are additional expenses associated with renewal and onsite visits. Reasonable fees for services and benefits are possible because MNSAA utilizes the generosity and talent of volunteers from our membership.

Overview of our Accreditation

MNSAA enhances the quality of education through a process of self-evaluation and ongoing improvement. An essential and vital principle is that our schools are evaluated in terms of how well they are guided by their own mission. Respect is given to the differences that exist among accredited schools. We subscribe to a traditional accreditation process in which every 7 years member schools are required to complete an extensive self-evaluation based on MNSAA standards. As a result of this reflection, a school develops a visionary strategic plan for improvement.

MNSAA Accreditation Standards:



- Mission & Philosophy
- Teaching & Learning
- Quality of Personnel
- Leadership & Governance
- Climate for Learning
- Community Relations
- Strategic Plan for Improvement



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