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JULY 2016
4..............Independence Day (no meetings)

AUGUST 2016
7..............Early Bird Workshop
7..............MSBA Board of Directors’ Meeting
7..............MSBA Insurance Trust Meeting
8..............MSBA Summer Seminar
9..............MSBA Phase I & II Combination
9..............Charter School Board Training
9..............Primary Election Day (no meetings or activities 6 p.m. – 8 p.m.)
9–10............MDE/MASA Conference

SEPTEMBER 2016
5..............Labor Day (no meetings)
6..............First Day School Can Be Held
8..............MSBA Advocacy Tour – Mankato & Rochester
13 ............MSBA Advocacy Tour – North St. Paul & Worthington
14 ............MSBA Advocacy Tour – Bloomington & Spring Lake Park
15 ............MSBA Advocacy Tour – Hopkins & Willmar
20 ............MSBA Advocacy Tour – Sartell & Thief River Falls
21 ............MSBA Advocacy Tour – Fergus Falls & Grand Rapids
22 ............MSBA Advocacy Tour – Cloquet & Walker
30 ............Last Day for Submitting Resolutions

The MSBA Journal thanks the students of Worthington High School for sharing their art in this issue.

COVER ART:
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Contact your Minnesota Service Cooperative representative to learn more.
The MSBA Board of Directors developed a strategic plan for MSBA in February 2015. Chief among our goals was to become the “go-to” organization for our members. We’ve taken strides toward that goal with a more aggressive outreach to the media, working with other education organizations, streamlining our communications, and more.

To better advertise our ambition of being your “go-to” organization, we also decided we needed a new “paint job” through a rebranding effort spearheaded by the Minneapolis-based MP&G Marketing Solutions.

The rebranding process forced us to look inward to ensure that our association was focused and aligned in all our operations to serve our members. A logo and tagline mean little if the values and service focus aren’t there.

This new logo is more than just a new paint job and bright colors. While it is important to have a logo accurately reflect our image, it is what’s behind it that matters most to the MSBA staff and Board of Directors.

MP&G Marketing Solutions’ Mary Pat McNeil said each aspect of the new MSBA logo serves a purpose. The “graduate” in the logo was designed to capture the essence of the new MSBA brand promise: “to be the proactive authority and educational partner for Minnesota school boards.” The “graduate” in the logo also reflects the MSBA brand personality traits of being resourceful, passionate, nimble, professional, and savvy.

Here are some of the “whys” behind the logo’s overall design, according to McNeil:

• Primary colors plus green represent early childhood through high school public education.
• The “graduate” with cap, tassel and gown represents the ultimate goal every school board member and superintendent has for their students — seeing them all graduate from high school.
• The gold arc is a sign of a “bright future beyond graduation.” The arc shows “a golden opportunity waiting on the horizon.” MSBA’s members not only prepare students to graduate, but prepare them to succeed beyond high school.

The “Where Minnesota School Boards Learn to Lead” tagline is what MSBA stands for, McNeil said. This tagline reflects MSBA’s powerful vision — and it’s the reason we are in business. School boards lead through policy, advocacy, training and setting the course for the future of the school district.

No matter what MSBA’s logo looks like, our mission will always remain to be the leading advocate for public education by supporting, promoting and strengthening the work of public school boards.

“It’s not about what the vision is, it’s what the vision does.” – Peter Senge

Kirk Schneidawind is the Executive Director for the Minnesota School Boards Association. To reach him about this article, email him at kschneidawind@mnmsba.org.
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One of the roles of a school board member is to tell our very compelling school district stories. I have been able to get into several Minnesota schools in the past month to see firsthand just a few examples of fantastic activities and accomplishments of our students. Here are three such stories that involve not only the students, but also our teacher advocates, administrators and community members.

**Shadowing a principal**

I was invited by AchieveMpls (Foundation to Minneapolis Public Schools) to spend a morning with a principal at a Minneapolis Public School. I had the opportunity to shadow Hale Elementary School Principal Ryan Fitzgerald. Located in south Minneapolis, Hale Elementary is an older building filled with caring teachers and students excited to learn. I could tell right away that Ryan had a passion and enthusiasm for his students and staff. Even though he was giving me a tour and introducing me to students and staff, his first priority was always to the students and their learning. I just so happened to be visiting on the same day another VIP was touring Hale Elementary — “Precious the Piglet.” I was no match for the star power of Precious. It was very evident to me that amazing student learning was happening before my eyes.

When we returned and regrouped from our building visits, those of us who were shadowing principals had a chance to compare notes. All of us had an amazing experience and left Minneapolis schools with a profound sense of wonderment at the caring, committed adults and the engaged student learners.

*continued on page 10*
Golden Ticket donation gives media center a boost

My second visit was to Centennial Middle School. I read a story in the local paper about an amazing citizen from Lino Lakes who donated $100 to Centennial Middle School this past November on the Give to the Max Day. Little did Marjorie Wood know the timing of her donation triggered a $20,000 “golden ticket” that earmarked additional money to the initial intended designee. This story and more was shared with me by several middle school students. The media specialist, Sara Florin, made very good use of the $20,000 gift. The students and I were in perfect agreement that the new media center furniture and layout was very conducive to learning and having constructive conversation in small groups. Students of CMS now see the media center as the go-to place for using technology and engaging in collaborative learning.

Gates Millennium Scholar Gabe Benitez

This past week I had a fantastic opportunity to visit with Gabriel Benitez, a senior at Anoka High School and Gates Millennium Scholar. I sat down with Gabe to learn more about his life and his challenges. He knew from an early age that learning came easy to him. When he began high school, he was introduced to the inclusive and supportive “Anoka High School Family.” Gabe became very engaged in all aspects of his high school experience, participating in varsity sports, rock climbing, volunteering in Minneapolis and being the student representative for the Anoka-Hennepin Indian Education Parent Advisory Committee. With the suggestion of the AHS Career Councilor Colleen Neary, Gabe applied for, and was awarded, The Gates Foundation Scholarship. A wonderful aspect of this scholarship is that it is renewable every year and the student can use it for postgraduate studies. Gabe shared that he will be attending the U of M in the fall, studying bioengineering and astrophysics. Gabe Benitez is an amazing young man with a very bright future.

Tell the stories that show what amazing activities our students are engaged in. Choose narratives that are easy to remember, so one can share with community stakeholders and state and federal elected officials. Make sure to use social media to reinforce and amplify the story! As school board members we need to be advocates, cheerleaders and the storytellers of the “points of pride” that are happening every day in our school districts.

Kevin Donovan is Minnesota School Boards Association President. To reach him about this article, email him at mksbdonovan@comcast.net.
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Prepare for the upcoming school year by attending the 2016 MSBA Summer Seminar Monday, August 8, at the Minneapolis Marriott Northwest in Brooklyn Park.

You might ask yourself: “Why should I attend the Summer Seminar?”

Here’s why: the Summer Seminar will help you start the 2016–2017 school year informed and inspired. You’ll share ideas with other school board members and school officials. You’ll learn about key education issues. Equity has evolved into one of biggest issues — and it will be the focus of this year’s seminar, which we’ve dubbed “Framing the Equity Conversation.”

One of the biggest questions about equity is simply: What IS equity?

Keynote speakers Mary Fertakis and Bukata Hayes — and a number of other notable presenters — will explain the importance and impact of equity to schools during the course of the seminar.

Mary Fertakis

Mary Fertakis will deliver a pair of presentations: “Framing the Equity Conversation” (10:15 a.m. to 11 a.m.) and “Eliminating Barriers for Under-Represented and Students of Color Through Board Policy” (3 p.m. to 4 p.m.).

Fertakis currently serves on the Tukwila School Board in Washington, representing a school district that has been called the most ethnically diverse in the United States. During her 20-year tenure on the school board, Fertakis has served two years as the board president, seven years as the board vice president and 10 years as a legislative representative.

Fertakis is also a consultant with the National School Boards Association’s National Connection program, providing training and assistance as requested by state school boards associations, with an emphasis on equity issues. Fertakis holds Bachelor of Arts degrees in Political Science and International Studies from the University of Washington, an ELL Teaching Certification from Seattle University, and a Master’s degree in Education Policy from the University of Washington School of Education.

MSBA: When and why did the concept of “equity” start becoming such a hot topic for school districts?

FERTAKIS: Depending on where you are, it’s been an issue for quite a while. The driver for equity has been the demographic shift taking place in many communities across the country.

There had been people who have been aware of equity, particularly within communities of color, but the No Child Left Behind Act really brought it to the forefront because that was the first time — under that law — that you had to show achievement for specific subgroups.

That’s when the persistent gaps — that had been there for a long time — became very public.
**MSBA: How is “equity” different from “equality?”**

**FERTAKIS:*** They are completely different terms. One of our biggest education challenges is helping policymakers understand the fundamental difference between the two.

Equality means things are equal and everybody gets the same. Equity means you give people what they need. Kids need different things. For example, if you have more than one child, you know that you don’t give them everything equally. You address their needs based on equity because you recognize that they are individuals and need different things.

**MSBA: Why is it important for school boards to address equity issues in their schools?**

**FERTAKIS:*** We have persistent graduation gaps. We have persistent discipline gaps. We have persistent gaps in which students have access to rigorous classes. We continue to have disproportionate gaps in special education — and who’s being identified.

All of those disparities are not contributing to student success. If we are concerned, as we should be, about our future in this country — economically, as a community, as a society — it is imperative that school boards address these equity issues to ensure that our kids are graduating and are well prepared to go on to their next step.

**MSBA: You are a school board member for a very diverse school district. What has your board done to address the equity issue?**

**FERTAKIS:*** The Tukwila School Board was the first school board in the state of Washington to actually have an equity policy — adopted in 2000. We’re changing the title of the policy to “Race and Equity.” We’re specifically calling out race among all of the equity issues because it is so fundamentally tied to student success and these persistent opportunity and access gaps.

We include student voice. We have had student representatives to the school board for the past 10 years and we include them in all our discussions. Recent school board study sessions included middle and high school students who had reviewed our equity policy draft revision and gave us feedback. Students will tell it like it is. They were incredibly appreciative of being able to provide input. They want to have ongoing discussions about race and the impact that it has on them and their classmates. They talked about teachers, their attitudes and their levels of cultural responsiveness — and wanted to know how staff and students were going to be held accountable for upholding the principles of the policy. Kids know when they are being treated differently. They know when their classmates are being treated differently. An “attitude of low expectations” is very clear to our kids.

Our resource allocations have targeted areas students have identified as barriers. For example, in the area of college/career prep, we allocated resources for more counselors, and a specific person tasked with college/career issues at both the middle school and high school level. The results have been incredible, with our district being one of 130 districts internationally, and one of five in Washington, named to the College Board Honor Role this year because of the significant increases in our SAT/ACT test taking and passing scores, college application and acceptance rates for traditionally marginalized student populations.
MSBA: What can school board members expect to hear from you at the Summer Seminar?

FERTAKIS: My first session (“Framing the Equity Conversation”) will help set up a foundation for people to start the equity discussion. My intention is that when people leave the seminar, they are going to have tools and a heightened awareness of how to look at issues through an equity lens.

In my closing session (“Eliminating Barriers for Under-Represented and Students of Color through Board Policy”), they will be hearing student voices related to the barriers they experience in the K–12 system in four areas: academics, finances, family/culture, and institutional/system. They will hear suggestions on how to eliminate these barriers through their policy work and resource allocation. I believe attendees will feel empowered by the knowledge that they have the ability and authority to address these barriers.

Bukata Hayes

Bukata Hayes will present “The Power of YOU in the Equity Conversation” from 9 a.m. to 10 a.m. Monday, August 8, at the Minneapolis Marriott Northwest. Hayes has served as the Executive Director of the Greater Mankato Diversity Council since September 2006.

Hayes received his Bachelor’s Degree in Exercise Physiology from the College of St. Scholastica in Duluth. He has membership and/or is on the board of numerous organizations such as the Mankato Chapter of the NAACP, the Mankato Hospital Board, the Mayo Clinic, the Martin Luther King Jr. Commemorative Board, the Salvation Army of Mankato Advisory Board and the Blue Cross Blue Shield Foundation Board.

Prior to his role at the Greater Mankato Diversity Council, Hayes served as the Coordinator of the Multi Ethnic Center at Bethany Lutheran College in Mankato, Minnesota — the first-ever position of its kind at the college.

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MSBA: Why is the concept of “equity” becoming such a hot topic for school districts?

HAYES: Whenever we see there are significant gaps in Minnesota students’ achievement, we try to be more intentional of how we minimize the disparities.

With those students of color populations growing rapidly, it becomes this social, community and economic imperative that we figure out how we graduate more students of color in Minnesota because our communities’ and our state’s future depend on it — both socially and economically.

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With those students of color populations growing rapidly, it becomes this social, community and economic imperative that we figure out how we graduate more students of color in Minnesota because our communities’ and our state’s future depend on it — both socially and economically.

MSBA: How is “equity” different from “equality?”

HAYES: That’s a conversation that’s been going on for a while. At the beginning, equity was this notion of equality: “Give all students the same resources and then we’ll see the same results.” But I think as we’ve continued to mature in our work and our understanding of equity, it really means: “What do students need to be successful?”

For Student A, it may mean remediation or it may mean one-on-one attention. For Student B, it simply may mean a little help with an Advanced Placement
course, because the rest of it they have down. So with equity you would make sure students’ needs are being met — and those needs are very different from student to student. Whereas with equality, before we just gave everybody the same thing — and maybe didn’t take into account the students’ needs for what they needed to be successful.

There’s a great picture where there’s three people, a dad and two sons, trying to watch a baseball game behind a fence and they have three boxes. In the “Equality” image, everybody is standing on a box, but the youngest kid still can’t see. The “Equity” picture shows the youngest kid standing on two boxes, the oldest kid is on one box and the dad is standing on the ground — and all three can see.

That picture is the simplest way to visualize “equity” and not get too in the weeds. If we all want to see the baseball game, what does that take? Because we all start from different places.

UC Berkeley Professor john a. powell (his name is spelled without capital letters) calls it “situatedness.” If we’re in the middle of the ocean and you’re telling me we have to get to the shore — and one of us has a paddle boat, one of us has a speed boat and the other has an ocean cruiser — you can’t expect all of us to get to the shore at the same time. We have to take into account that “situatedness.” So what does that mean for the paddle boat, the speed boat and the ocean cruiser? It means different things — and so that’s what equity would mean as well.

MSBA: Why is it important for school boards to address equity issues in their schools?

HAYES: School board members are the decision-makers within a school district and provide incredible guidance and a connection to the community. They set the table. If the school board says this is something we are going to do and we’re going to put the dollars behind it to make sure that our district is making progress on equity measures and the achievement gap, I think then the entire district follows suit. School boards provide the oversight and permission for districts to have more equitable outcomes for their students.

MSBA: If school boards take equity seriously, will it help close the achievement gap?

HAYES: Yes, if school boards understand how equity works and support it. School boards are critical in setting the table and the agenda — and putting dollars behind it to help reduce the achievement gap.

MSBA: Could you please provide a spoiler-free preview of your presentation?

HAYES: It’s critical that we as individuals examine ourselves in terms of equity and the power that we have to both help and hinder. How do we begin to take an inventory of who we are, our experiences, and our biases so that we can make sure that we are working toward more equitable school outcomes? That’s what your members will be walked through. I will have a couple of exercises that will help us begin to look at us first. We have to work on us first. By working on us first, then we are able to see those outward successes that can change our community and our organizations.

Visit http://www.mnmsba.org/SummerSeminar to see the rest of the seminar lineup, for registration and to reserve your hotel room.

There will be an Early Bird Session — “A Racial Equity Approach to Critical Teacher Shortages” — set for 7 p.m. Sunday, August 7. In addition, a Phase I-Phase II Combination Workshop is slated for Tuesday, August 9.

Bruce Lombard is MSBA’s Associate Director of Communications. Contact him at blombard@mnmsba.org.
**2016 SUMMER LINE-UP**

### iMac Core i5
- **Price:** $750
- **Specifications:**
  - 2.7 GHz
  - 21.5"/8 GB/1 TB/Quad Core Intel

### Mac Book Pro
- **Price:** $1,540
- **Specifications:**
  - 15.4"/i7 Quad Core/ 2.4GHz/8GB/512GB Flash Storage

### Mac Book Air
- **Price:** $740
- **Specifications:**
  - 13.3"/2.0 GHz/i7 Intel Dual Core/8GB/512GB Flash

### HP 8300 Elite MT
- **Price:** $275
- **Specifications:**
  - i5-3470 Intel Core/4GB/500GB/W7H COA/DVDRW

### HP 8300 Elite MT
- **Price:** $295
- **Specifications:**
  - i5-3470 Intel Core/8GB/1 TB/W7H COA/DVDRW

### HP 8300 Elite SFF
- **Price:** $300
- **Specifications:**
  - i5-3470 Intel Core/4GB/500GB/W7H COA/DVDRW

### HP Elite Book Folio
- **Price:** $340
- **Specifications:**
  - 9470/i5-3317 Intel Core/14" Display/4GB/320GB

### HP LA2006x
- **Price:** $80
- **Specifications:**
  - 20" WLED Backlit Display

### Sharp NoteVision
- **Price:** $699
- **Specifications:**
  - PG-D40W3D

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QUESTION: What do statutes require relative to school district budgets?

GARY LEE: School boards are required to approve and adopt its revenue and expenditure budgets for the next school year prior to July 1, each year (M.S. 123B.77, Subd. 4). The statute also states that no funds shall be spent by any school board or school district for any purpose in any school year prior to the adoption of the budget document, which authorizes that expenditure, or prior to an amendment to the budget document by the school board to authorize the expenditure. Spending of funds in violation of this subdivision shall be considered unlawful expenditures.

QUESTION: Do school boards really have any control over the detail in the budget?

GL: A school district’s revenue is mostly determined by the amount of state aid received, based on students served. While the amount per student is determined by the Legislature, school boards can have a direct impact on the diversity and quality of educational programs offered by the school district, which can encourage enrollment of resident and nonresident students. The largest component of a school district’s expenditures are payroll costs and the majority of these costs are determined by negotiated Master Agreements and benefits costs that are dictated by forces far removed from the school district. Other expenditures include supplies, capital, facility costs, and transportation to name a few. While major shifts in expenditures are likely implausible, small shifts in all these costs can make a difference. School boards should not blindly accept the analysis of “this is what we spent last year.” Historical trends do provide guidance, but history should not become fate. The administrative team should provide options to reduce costs.

MSBA does not encourage school board members to manage these details. School boards are tasked with the governance of the school district, not the administration of the district. School board governance should ensure that the board’s priorities and goals are reflected in the budget.

QUESTION: How should school boards use budgets and the budgeting process?

GL: The budgeting process provides for a review of existing educational programs and school district needs. This review allows a school board to reconcile the strategic plan and goals of the school district to existing programs and fiscal restraints. The budget is a plan to move the school district toward the realization of the strategic plan. The implementation of the school district’s business is then monitored against the budget. Monthly reporting to the board will show areas that are performing as expected, areas that need attention, and areas that are performing better than expected. Budgets should viewed as a standard or a minimum bar to achieve.

Budget amounts should never be dollars that must be spent or you are going to lose it. Making the budget should be identified as an example of good management. Budgets, by definition, are simply a best look forward. The initial budget is an educated guess based on enrollment estimates and an assumption that catastrophic events will not occur. MSBA encourages school districts to create a revised budget by the midpoint of the fiscal year. By this time, enrollment numbers are known and hopefully the unanticipated costs have occurred. This revised budget is also the foundation of the next year’s budget and the process continues. Also, creating more than one revised budget for a fiscal year seems to be a waste of administrative efforts. If a variance occurs; acknowledge it, document it, and move on. Do not create a new budget for the simple reason of reducing variances.

Budgeting, monitoring a budget, and the creation of reports may seem to be a “bean counter’s” reason for existence, but, without a meaningful budget, history has innumerable examples of disaster caused by the lack of a plan. Unfortunately, the educational programs for our students are the collateral damage of these disasters.

Contact Gary Lee at glee@mnmsba.org. Submit your Ask MSBA questions to Bruce Lombard at blombard@mnmsba.org.
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PROUDLY SERVING as bond counsel for Minnesota schools
Three years ago, I was hired as superintendent in the Centennial School District. When I first arrived, I spent time talking to our constituents and learning more about our story. What I quickly discovered was we had a wonderful story of success that wasn’t communicated and was relatively unknown in our five — yes, five — communities (Blaine, Centerville, Circle Pines, Lexington and Lino Lakes). With the work of Krista Bergert, our new public information and community outreach director, we sat down and talked about how to change this reality and allow others to get to know and feel what it is like to be from Centennial.

We actually started out by asking questions of our stakeholders both internally and externally. Being new to the school district, I did not want to assume I knew people’s true feelings about our district. I think for anyone who takes on this journey, don’t get caught up in what you think you know. Go out and find out what your community of learners think, so you do know and can plan accordingly. We actually
began the journey with focus groups of all different stakeholders. These dialogues helped to shape who we are and how we would utilize our strengths in messaging and work to dispel and/or improve upon our opportunities to be the best we can be. From this data, we were able to construct a comprehensive plan that focused on the images of Centennial, a message platform, or the areas that spoke toward our success, and the ways in which we wanted to tell our story to our community. As we commenced the process, the first steps included a “cleaned up” and consistent logo and an updated look and feel of our graphics that could be universally used, messaging that would be consistent in all avenues of our operations, and communication that truly reinforced our new tagline — “Connecting, Achieving, Preparing.” Everything we did and would do in the future honored that basic motto because it was our story.

As we finished year one, our community was reintroduced to our school district. We proudly displayed banners at all of our sites; flags featuring students and our logo continue to hang off of lights in the parking lots, giving our sites a campus feel; window clings featuring our logo and tagline can be found in our community’s storefront businesses and displayed proudly in our own car windows. This truly served as a reminder that Centennial is the glue for our five communities and we appreciate that level of trust and support for the work we do.

We began to enhance communication around our tagline. This intentional push-out of information reinforced the message by giving tangible items to correlate to our success. In the past, we thought our stakeholders knew all of these things. The reality is, they didn’t. So we took the approach of “shining the stone” to illuminate our successes and we worked diligently to continually make us better each and every day. We changed the district’s newsletter to a format that was easier to read, more visual, and truly discussed the community impact we make as a district. We are transparent in providing an Annual Report that speaks to all of the facts one needs to know about our district in a very simple manner. An overall “view book” of our schools was created to assist with recruitment. Each publication weaves our messages and the data to back up our claims.

All of our communication pieces are branded. We communicated our message in every presentation I gave, whether internally or within our five communities with the proof points that meant the most to us. What we saw in return was magical. Our communities became better informed and knowledgeable about our district and began to share our message throughout our five communities.

Overall, we know that the branding and marketing has been successful for a number of reasons. First and foremost, interest in our district and communities has never been higher. Our open enrollment continues to climb by about 100 students every year. When people talk about why they want to attend Centennial, they mention that we are a leader in academic success, that the relationships we build with students are second to none, and that they have heard from other parents and residents that our district provides a clear path for a successful future. That all speaks back to our tagline: “Connecting. Achieving. Preparing.”

We have morphed into an organization that seeks out feedback and responds to it. We have authored and conducted multiple surveys a year.
as checkpoints to our success. These evaluations allow us to validate if we are on the right path or not, and dictates how we will move forward. In the last three years alone, we have achieved the highest marks ever in quality of education, public trust in all employees of our district, meeting the needs of all learners, fiscal stewardship, leadership and communication, just to name a few areas. When you take that feedback and apply it to voter-approved levies, you definitely see a change in our story. The Centennial School District has always had a difficult time passing levies. Historically, we have lost more than we’ve won. But, due to our branding and marketing initiative, it has led us to the successful passage of our largest capital levy question ever in 2014 and the longest operational levy (10 years) by one of the widest margins ever in 2015. This work will address our greatest needs for generations to come and establish a legacy for all of our communities.

One thing for sure, it takes a lot of energy and commitment to achieve this level of engagement. I am out in the community and around our schools, both day and night, talking about our story. We continually look at everything we do as a district and spend hours prepping materials and ensuring that the message is consistent. We’ve trained our staff on the tenets of our story, knowing every opportunity they have to be in our community is another chance for us to engage our base.

I think the most important part is that this means something to us. We love our school district, our communities, and recognize how fortunate we are to be in this situation. We have embodied this into one message that speaks toward this feeling. I actually introduced this at a convocation address my first year here, getting our staff to stand up and say “We Are Centennial.” It has now become a tradition and one that embodies all the work we do. I know that we have hit a level of engagement that makes me relish the opportunity to lead, work with, partner, and support the great people of this school district. I encourage you all to find and tell your stories of success as well.

Brian Dietz is the superintendent of the Centennial School District.
Athletic Turf Choices
Unraveling the Cost in Dollars and “Sense”

New information on the long-term costs and health risks of synthetic fields is moving dollars back to natural turf because of the answers revealed in these 3 questions:

• What is the “real” cost: installation, maintenance & replacement?
• What are the field performance criteria?
• What are the health & environmental safety factors?

New report shows that Natural Turf is a 4:1 win!

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AN EVOLUTION IN SCHOOL DISTRICT RISK MANAGEMENT

MSBA Insurance Trust joins forces with Marsh & McLennan Agency on new Risk Protection Program

By Skip Zetzman and Denise Drill

The Minnesota School Boards Association Insurance Trust (MSBAIT) works with Minnesota public school districts to assist and advocate with their risk management needs. MSBAIT finds cost effective, sustainable risk management solutions and, over time, has utilized a variety of structures and markets, from endorsing carriers and brokers to developing self-insurance pools.

MSBAIT’s newest endeavor, the MSBAIT Risk Protection Program, is a collaboration with Marsh & McLennan Agency (MMA) and its experienced school insurance and risk management team. The goal is to provide a variety of property/casualty and workers’ compensation insurance and risk management options to Minnesota public schools through multiple insurance companies and service providers. The MSBAIT Risk Protection Program is anticipated to expand with more options and the use of technology as the future unfolds.

The MSBAIT Risk Protection Program was presented to the MSBAIT Trustees at their April 2016 meeting, and enthusiasm for the new program was clear. MSBAIT Board Chair (and Albert Lea Area School Board member) Bill Leland said: “Because our members have highly varied risk exposures and risk tolerances, we wanted to endorse an insurance resource that could help us create a sustainable Program with multiple insurance and risk management product and service options. MMA will be able to do this.”

Dave Kyllo, a seasoned school insurance consultant who works closely with MSBAIT, said, “After we reviewed a variety of proposals, MMA clearly stood out as being the most responsive, most responsible choice for MSBAIT to endorse.”

Tom Gallagher, Executive Vice President of School Districts & Public Entities for MMA, had used the
A Trust-worthy history

**October 9, 1972:** The Minnesota School Boards Association (MSBA) officially created the Minnesota School Boards Association Insurance Trust (MSBAIT) to serve only Minnesota public schools districts. The operation of MSBAIT allowed for significant cost savings to participants through group purchase of insurance at reduced price levels. Initial endorsed insurance offerings included Property/Casualty, Workers’ Compensation, Fidelity Bonds, and Group Life.

**1979:** MSBAIT inaugurated its first self-insurance program, offering member districts a Workers’ Compensation self-insurance plan. The first claim involved a maintenance employee moving desks to clean floors over the summer.

**1980:** MSBAIT joined forces with National Insurance Services and created the School Insurance Fund to offer Group Life Insurance and Group Long-term Disability Insurance. National Insurance Services negotiated with various carriers to provide cost savings and great coverage for the participating public school districts.

**1986:** MSBAIT established a Property/Casualty Program. The first reinsurance was purchased from an offshore reinsurance company domiciled in the Cayman Islands.

**1991:** MSBAIT established a School Leaders Legal Liability Program.

**1993:** MSBAIT developed a Volunteer Accident Coverage. The first claim involved a tug-of-war where the rope broke and a volunteer broke her leg.

**2009:** MSBAIT began endorsing Riverport Insurance Company.

**2016:** MSBAIT began endorsing Marsh & McLennan Agency and the MSBAIT Risk Protection Program.

MSBAIT programs over the years and saw the opportunity to enhance the structure for schools statewide. Using his and MMA’s decades of experience working with dozens of school districts, the team was able to offer multiple insurance carriers, each with a particular area of specialization that could be important to any number of school districts. Moreover, MMA is experienced in assisting Minnesota public schools beyond the idea of basic compliance. The results affect safety, morale, and insurance costs.

When you call MMA to inquire about the MSBAIT Risk Protection Program, Jodi Kelly is probably the voice you will hear. She has also worked on insurance issues with Minnesota public schools for more than 25 years. For years, she worked with Tom at Gallagher & Associates helping districts across Minnesota with all aspects of their insurance program.

John Siffert and Amy Diedrich — who previously worked for the Buffalo-Hanover-Montrose and Minnetonka school districts, respectively — have
Over the years, MSBAIT has:

... endorsed carriers.

... endorsed brokers.

... formed self-insurance pools.

Over the years, MSBAIT has:

... paid over $388 million in workers’ compensation self-insured claims.

... adjudicated over 151,000 workers’ compensation self-insured claims.

... paid over $155 million in property and casualty self-insured claims.

... adjudicated almost 28,000 property and casualty self-insured claims.

... purchased reinsurance from markets around the world — the Cayman Islands, London syndicates, Bermuda, United States, Germany, and others. So really, eyes around the world have watched Minnesota for the weather patterns, legislative changes, and court cases.

... been available for Minnesota public school districts through wind, rain, and fire; through hail, tornadoes, and floods; through bus disasters, school shootings, and chemical spills; through accusations, truths, and lies; through fire drills, bus drills, and crisis preparedness drills; through homecomings, proms, and graduations.

Currently, MSBAIT has:

... one open property and casualty self-insured claim.

... 346 open workers’ compensation self-insured claims.

... has reserves totaling over $41 million.

... expects to continue paying claims until 2059.

joined MMA to continue to serve Minnesota public schools in a much broader role. Both have years of experience in dealing with public school issues and want to see Minnesota public schools be the best in all areas: risk management, achievement and safety.

Denise Drill, MSBA Director of Finance/MSBAIT Services, calls the MSBAIT Risk Protection Program a “great choice for every district. MMA brings a wide offering of resources — some of which are available to all districts, no matter what company writes their insurance. This may include training in various risk management techniques, plus resources and services that help member districts transfer their risk, deal with loss control issues, and provide an expert method of handling claims.”

Drill went on to say that “insurance is important to the Program, but it is only a part of it. That said, the insurance being offered through the MSBAIT Risk Protection Program is unique to the individual districts.” Drill also emphasized that
MSBAIT prefers to have long-term relationships as opposed to constantly switching in an attempt to produce short-term savings. “For example, we have worked with National Insurance Services for our Life and Long Term Disability since 1979,” Drill added.

MSBAIT has always worked hard to make sure it understands the varying risks of particular districts, and constantly adjusts and fine-tunes its approach. As conditions and the insurance marketplace evolve, MSBAIT similarly anticipates change and responds with an optimistic, enthusiastic, solution-oriented outlook.

After all, MSBAIT is an ongoing entity that needs to choose programs and partners wisely, trusting that they will facilitate the best overall options and provide the best ongoing relationships for its members.

“MSBAIT firmly believed in working with a company that was independent and focused on risk management, rather than insurance sales,” Kyllo said. “That partner was Marsh & McLennan Agency.”

For more information about the MSBAIT Risk Protection Program, contact MMA representatives Tom Gallagher (tom.gallagher@marshmma.com or 763-558-8815) or Jodi Kelly (jodi.kelly@marshmma.com or 763-548-8817), or MSBAIT representative Denise Drill (ddrill@mnmsba.org or 507-934-2450).


Skip Zetzman is a freelance writer. Denise Drill is MSBA’s Director of Financial/MSBAIT Services.
Since 2009, MSBA has annually honored two Minnesota high school seniors — serving on public school boards — with the MSBA Student School Board Member Scholarship award. This year’s recipients are Woodbury High School’s Taylor Nelson and Sauk Rapids-Rice High School’s McKinley Lain. Both students will receive $3,000 to use toward their postsecondary education.

Previous MSBA Scholarship winners have gone on to attend Harvard University, Brown University, the University of Minnesota, and many other prestigious institutions. A committee comprised of five MSBA Board Directors selected the two winners from a record 47 applicants. More than 90 school boards in Minnesota have at least one student school board member.

**Taylor Nelson (Woodbury High School, South Washington County School Board)**

Taylor Nelson was a freshman when her friend asked her if she could fill in as the student school board representative for one meeting. She said “OK.” And after that first meeting, she was hooked.
She ran for the position during her sophomore year and never looked back, serving three years as the student school board member for South Washington County. In that time, she has been part of the strategic planning process, has seen all the work taken to pass a school referendum, and built relationships with the board members, superintendent and district staff.

“If there’s one thing I’ll miss going off the board it will be the relationships with the district cabinet and board,” she said. “They have a passion and use it to help students. Being on the board helped me find my passion to help others as well.”

Superintendent Keith Jacobus wrote how she took her passion and helped work with ninth-grade students who have learning disabilities. Her effort was part of an overall effort that raised their math test grades from predominantly “Ds” to an overall “B” average.

“My hopes for my own children would be to approach life with the enthusiasm, outlook and optimism that personifies Taylor,” Jacobus said.

Board Chair Ron Kath said he appreciates how Taylor is willing to speak up and ask questions during a meeting or provide a student perspective on issues the board is considering. “She articulates her views in a very positive and professional manner,” he said. “You can feel the positive energy of the activities happening at her school.”

Taylor smiles at hearing that and says she’s never been afraid to speak her mind and has learned when to bite her tongue and instead offer positive solutions to problems, not just complaints.

She points to how much work it was to pass a referendum, yet the board showed great diplomacy and transparency throughout the process. “It was a huge learning experience to see how things work, how schools are funded and how we can work positively to build not only a school, but the entire community,” she said.

Taylor will be attending the University of Minnesota this fall in the Carlson School of Management, looking at a business degree or possibly political science.

“I am confident that with people like Taylor assuming positions of responsibility in the years to come, our country will be in good hands,” Jacobus said.
An MSBA delegation awarded McKinley Lain with the MSBA Scholarship at the Sauk Rapids-Rice School Board’s meeting on May 23.

McKinley Lain (Sauk Rapids-Rice High School, Sauk Rapids-Rice School Board)

As a member of the student council, McKinley was automatically eligible to apply for one of two spots available for student representatives on the school board. McKinley said he was interested in serving because his older brother, Brady, had been a student school board member and had “really enjoyed it.”

McKinley said his time on the board was enriching. Through his board experience, he learned to speak comfortably in front of large groups. He said he enjoyed getting to form professional relationships with school administration and school board members.

He singled out the district facilities task force’s 10-year planning procedure as one of the most instrumental aspects of his board service.

“That was nice to be part of that process,” McKinley said. “That was probably the most influential thing in my understanding of how the system works and how the school board works with the community.”

Along with attaining high academic achievements, McKinley was instrumental himself in a number of school activities and the Big Brothers Big Sisters program.

In a recommendation letter submitted for McKinley’s scholarship application, Sauk Rapids-Rice Superintendent Dr. Daniel Bittman wrote: “With his strong interpersonal skills, engaging charisma, and sense of purpose, McKinley has learned the impact of focusing on others before focusing on himself. McKinley simply makes those around him better.”

Sauk Rapids-Rice School Board Chair Mark Hauck also offered praise in his recommendation letter: “I have the great privilege to have gotten to know McKinley over the last several years and predict great things for him in the future. McKinley has been a positive leader that we have been proud to call our own.”

McKinley said he felt like he had a real
voice on the board. “I was always able to put my opinion in,” he said. “I always talked about what the kids were doing and what the kids were thinking. It was nice for me to see the administrative and board side, and for the board to see the students’ side through me. They valued my opinion and I definitely value theirs.”

McKinley will begin studying this fall at South Dakota State University in Brookings, where he plans to major in Electrical Engineering — and to get a second major in Ecology and Environmental Science.

“Ultimately, I plan on working in the electrical engineering industry, but my main goal is going to be environmental sustainability,” McKinley said. “Reviving and restoring prairies is going to be one of my main goals.”

He added: “As soon as I get my degree, I plan on getting my substitute license so I can substitute teach in secondary schools.”

When asked if he’d like to serve on a school board again in his “adult” life, McKinley replied quickly in the affirmative.

“I definitely plan on being on a school board,” he said. “Once I settle down, I think being on a school board will be one of the first steps I take toward being situated into a community. I think it’s a great way to have such an impact on the students. I’ve had a great time being on the school board. It’s been more fun than I thought it would be.”

Greg Abbott is the MSBA Director of Communications and Bruce Lombard is the MSBA Associate Director of Communications. You can reach them at gabbott@mnmsba.org or blombard@mnmsba.org.
I know there is a lot more work put into keeping our school running than people see. Just the amount of money it takes to run a school is shocking. Also, the compromises and work it takes to keep the school open has shown me just how hard our administrators work. Sometimes it can be hard, and some people will oppose your decisions. However, you have to do what is best for everyone, not just a few people. — Sable Knochenmus, Roseau High School

My community has recently adopted the task of building a new middle school, and the extensive labor and time the board members have put into the project for the benefit of future children is admirable. Although we have had many successes with the project, there have been setbacks that our board has had to overcome — contrasting views, tax collection complications and district-wide computer viruses. The project has given us the opportunity to capitalize on our present leadership and problem-solving. This requires an indefinite amount of persistence and patience. — Lauren Loeb, Cloquet High School

One of the top experiences I had was designing a district crest at the request from the board. I took several weeks to sketch out a model. I wanted a design that showcased the professionalism of the school district. I wanted to pair the school colors of red and black with the activities, athletics and arts. Now, my crest will be on letterhead and future diplomas. — Matthew Breuer, Cannon Falls High School

The school board chair granted me with a project of my own this year to gauge student feedback on a new school start time. I’ve had to determine and create the methodology to gather student opinions along with setting up interviews with technology coordinators, athletic directors and transportation supervisors to understand how start times impact the schedule of facilities and districts. — Kyra Renner, White Bear Lake Area High School

I have gained an experience in governance and planning, unparalleled by any other that I have had, and I have learned how crucial representation, communication and accountability are when serving in a public role. — Gopi Ramanathan, Sartell High School

As a student, there are always policies within school that are seen as unfair or senseless, but being on the school board gave me an entirely new perspective. I was able to understand the reasoning behind many rules that are in place, and in turn, I was able to talk to other students about this rationale. — Cassidy Stokes, Bemidji High School

There’s no better way to find out what it is like to work for the success of students than to be on a school board. That’s what a record 47 students found out from being a student school board member the past school year. Below are some of their observations about the work being done by school boards across the state.
A HEART FOR VOLUNTEERISM

Jordan’s Deb Pauly’s motto: “Always do what is best for kids.”

By Bruce Lombard

Deb Pauly joined the MSBA Board of Directors in 2011 to serve on the newly formed Director District 13, which represents the state’s southwest metro school districts. District 13 was created due to the growing population of the southern school districts. Pauly also serves as the treasurer of the MSBA Board.

She was born and raised in Cologne and graduated from Norwood/Young America as salutatorian. After attending Mankato State University, she married Myron Pauly and lived in St. Louis Park where she worked for the Air Force Defense Division of Honeywell. After their first child was born, the Paulys moved to rural Jordan to raise their family. Since 2006, Pauly has been the director of elderly and disabled housing in Jordan called the Schule Haus (German for “school house”), which sits on the site of the former Jordan Public School – hence the name.

Pauly’s school board career commenced when she was appointed to the Jordan School Board in 2006 to fill a vacancy. In this interview, Pauly discusses Jordan’s new middle school and the issues school districts in District 13 (which covers the southwest metro) are facing.

MSBA: What made you run for your local school board?

PAULY: I applied for the open seat originally because I have always had a heart for volunteerism and for serving my community. Having been involved in education in one way or another in our community ever since we moved here, serving on our local school board was a natural fit. I have a passion for doing what I can to help provide the best educational opportunities possible for my grandchildren and for all children of our district.

MSBA: Congratulations on Jordan’s new middle school. Did you have a hard time getting the community on board with that project?

PAULY: Our “new” middle school and Community Education Recreation Center (CERC) are a showcase and model for educational spaces of 2016. It showcases small-group, collaborative learning stations which is what the business world is using today. Its design will help prepare our students for the careers they will have in the future. We are very blessed to live in a community that believes in our public school system and supports it through volunteerism, donations and support of referendum votes. Community business owners and private citizens
have been incredibly generous. Our ambitious, driven superintendent, Matt Helgerson, was new to our district and within a couple months we had a strong, creative, affordable and well-thought-out plan. We held community meetings and were very transparent with tax implications, design work and needs of our dated middle school. We included the community in the decision-making process. The two-question bond vote passed overwhelmingly. It was quite an amazing construction feat, considering that the project was completed in approximately 16 continuous months, with school in session. It has very unique educational spaces, including Einstein Labs and lots of open, shared spaces, conducive to complementing our 1-to-1 initiative and collaborative interdisciplinary teaching techniques. Many districts have toured our facility looking for ideas. Several impressive architectural design awards have been given already and more are in the works. Our CERC has brought our community together and is creating a “healthier Jordan.” We are so appreciative of our supportive community who value our youth, their education, adult education and overall good health of our residents.

MSBA: How can school board members make the biggest impact on their districts and their students?

PAULY: They should hire the best of the best and then encourage and allow them as professionals to be creative educators. I am so impressed with the grants and opportunities and creative teaching methods our staff research and bring into their classrooms and beyond in an attempt to give all students the best education possible. We are involved in making decisions that will impact the lives of our students and the future of our world, a daunting responsibility. We need to be educated, informed and make rational, smart decisions.

MSBA: What issues is the Jordan School Board dealing with right now?

PAULY: Our district has been in the “building” mode for the past two years: designing, remodeling and adding a huge addition to our middle school, adding our CERC, adding ball fields, implementing 1-to-1, Project Lead the Way, PBIS, a STEAM curriculum, redesigning our football/track stadium and putting in a turf field, to name a few. Now we are focusing on the “implementation phase” of our new programs and spaces. We are updating and modifying areas of the high school to continue the collaborative interdisciplinary teaching philosophy
we have in the middle school. We are providing training for our staff in use of the collaborative learning stations and how to work with other staff on interdisciplinary teaching. Our board and administration are always focused on staying competitive with class offerings and opportunities. As with most districts, we are always trying to prepare for demographic changes, specifically, increases or decreases in population in the area, so we can plan accordingly for facility needs.

**MSBA:** What are the biggest issues facing the other school districts in MSBA Director District 13?

**PAULY:** Keeping up with the growth in the southwest metro has been a creative challenge for larger districts to our north and east, in particular Waconia, Eastern Carver County, Shakopee and Prior Lake-Savage Area. Passing bond votes and building construction seems to be the “talk” at any of our joint area meetings. We are all in a “growing” mode. As we are all part of the SouthWest Metro Educational Cooperative, we continue to work together to provide opportunities for all students, including those outside of the mainstream classrooms. Space issues, tax implications and how to handle the growth are challenges for us all. We have excellent school districts in this area and are very competitive with one another. I believe that all of our districts work diligently to provide new and creative educational opportunities to “keep up with the Joneses.”

**MSBA:** What is the most rewarding aspect of being a school board member?

**PAULY:** For me it is working with creative “think-outside-the-box” leaders, seeing staff provide amazing experiences with our students, witnessing the growth in our students as they learn and grow. It is being part of the creative and celebratory events with them, such as the Grad-walk our senior graduates did through our elementary halls, witnessing students in arts and athletics sharing their talents, being able to congratulate students on academic accomplishments and promoting students/staff in projects of service and giving back to our communities. Knowing that decisions made at the board table impact the lives of students is very rewarding.

**MSBA:** Is there one thing you don’t like about being on a school board?

**PAULY:** Having to deal with federal and state mandates can be difficult and frustrating. I am a strong advocate for local control. As educational leaders, we board members know what is best for our local area and the needs of our students and their families. Also, dealing with the press and media who present only one side of issues for the sensationalism impact is very frustrating. Boards appreciate fair and balanced and timely reporting.

**MSBA:** What advice do you have for new school board members?

**PAULY:** Hire the best. Don’t micromanage. Set good policy and follow it. Be team players. If you disagree with a board issue, once there is a vote, support the majority decision. Be informed about what is happening in education in your district, surrounding areas, state and nation. Be transparent with stakeholders. Stay true to referendum promises. Be fiscally responsible as you are dealing with your friends’ and neighbors’ tax dollars. Always, always do what is best for kids. Be ethical and honest.

**MSBA:** What do you like best about being on the MSBA Board of Directors?

**PAULY:** I love being part of the “MSBA family.” The MSBA Board, administration and staff are truly amazing, caring people who dedicate their all to do what is best for kids of the state of Minnesota. They are hard-working, smart, fun, creative and wise. Learning about the similarities and differences facing districts across Minnesota has gotten me out of my comfort zone and forced me think more globally. I have met amazing people involved in education.

**MSBA:** Why is MSBA so important for school board members?

**PAULY:** Because MSBA is the “go-to” organization for all school boards! MSBA is where boards “Learn to Lead.” MSBA policy services, board training, superintendent search services, negotiations seminars and data and a myriad of other services are available. MSBA’s legislative advocacy at the local, state and national level provides a great resource for local boards and greatly impacts legislative decisions that impact what we do. MSBA is the greatest resource that board members have. Answers are just a phone call away. They are truly the “go-to” organization for us.

Bruce Lombard is MSBA’s Associate Director of Communications. Contact him at blombard@mnmsba.org.
Family: My husband Myron is a retired facilities manager for Pillsbury World Headquarters. He is a “full-time volunteer,” chairing the Catholic United Financial Foundation Disaster Relief Trailer, volunteering at the Scott County Fairgrounds, serving with the Jordan Lions and Veterans’ Honor Guard, and helping our children and grandchildren with projects and chauffeuring and wherever else there is a need. He works with me at the Schule Haus painting and doing the contract lawn services. Our daughter Kristin, her husband Al and their children Makayla (14) and Dylan (9), who attend Northfield Public Schools, live in Webster. Kris works in purchasing at Aldi Corporate Regional Headquarters in Faribault. Al works for G&M Tree Services and owns a construction company. Daughter Kara, her husband Brian and their four sons live in Jordan. Kara is a paraprofessional at Jordan Elementary. Brian works for Scott County Highway Department. Their son Connor (20) will be a junior at the University of Minnesota. Sons Tristan (13), Keegan (12) and Cullen (8) attend Jordan Middle and Elementary Schools. Our son Jacob, wife Andrea and their sons August (5) and Olaveson (1) live in Utica, Minnesota. Jacob and Andrea are medical professionals at Mayo in Rochester. August just “graduated” from preschool and will attend St. Charles Schools. Our youngest son, Joshua, lives in downtown Minneapolis and is a Resource Development Manager for Modis.

High school: Norwood/Young America High School

Favorite movie or TV show: “Life is Beautiful” (directed by Robert Benigni) and “Blue Bloods”

Favorite book: “Unbroken” by Laura Hillenbrand

Favorite music: Country, old time and classical (especially when our granddaughter, Makayla, is playing cello in the orchestra)

Favorite Minnesota food: Anything fresh from the garden, especially raspberries.

Fun facts:

• We have been to all 50 states – including many camping trips across the country and a six-week camping trip through Canada, the Yukon and Alaska.
• We love flower and vegetable gardening and keeping a beautiful yard.

Deb and Myron Pauly love spending time with their children and grandchildren camping, going to the Arboretum, the Minnesota Zoo, orchestra concerts and other outings.
One of school boards’ important roles is to develop policy to guide the school district. Most school boards take this role seriously and have policies for employees, students, visitors and facility users. What about policies for school boards and school board members? Have school board policies been developed to guide school board work? Most school board members would probably say, “We follow Robert’s Rules of Order” or “We follow parliamentary procedure.” School board process policies — in addition to parliamentary procedure — can be very helpful. Reinventing a process every time something arises can be time-consuming as well as frustrating. Turning to a policy can be much better. MSBA has developed model policies in the 200 Series of the Policy Reference Manual to provide guidance for school boards in doing their own work. One of the policy topics, conflict of interest, has a version for traditional school boards and another for charter school board members because of differences in Minnesota law for traditional and charter school board members. See Minnesota Statutes §§ 124E.14, 471.87, 471.88 and 471.89. A school board typically should adopt the one applicable Conflict of Interest Policy, either 210 or 210.1, not both. An exception might be if a school district is an authorizer for a charter school when both policies might be appropriate for the school district board to adopt.

One of the policies, 214 on out-of-state travel, is mandatory. See Minnesota Statutes § 471.661. The following other policies reflect legal requirements: 202 on officers; 204 on meeting minutes; 205 on open and closed meetings; and, as already discussed above, 210 and 210.1 on conflict of interest.

The remaining 200 Series policies are recommended for efficient school board operations. Since these remaining 200 Series policies are not based on statutory language, school boards have the flexibility to change the language if their practices are different or they want to try a different way of doing things. Keep in mind that once a school board has adopted a policy, the policy has the force and effect of law as long as it doesn’t conflict with law. Do not adopt policy language unless the school board is willing to follow the policy.

Some school board members either don’t know or don’t remember that these policies exist. Concentrating outwardly on everyone else affected by school board work may have been an all-consuming job. Sound familiar? Like individuals, school boards that don’t take care of themselves may find they are unable to take care of anyone else. Time a school board spends on policy language covering their own work is a wise investment. The returns on the investment are the school board’s ability to be more focused on student achievement, have more efficient processes, and operate without hesitation or unnecessary conflict in repetitive situations.

Please consider spending some time reviewing the 200 Series of model policies and decide whether some or all would help your school board do its important work.

Contact Cathy Miller at cmiller@mnmsba.org.
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