Man on a Mission
Is your Website Accessible by All?
Technology Times are a Changin’
A Different Approach to Enhance Student Outcomes
SELF-INSURE FOR THE FUTURE

Looking to reduce your district’s health care benefits cost? PreferredOne has the experience and understanding to help you lower costs without changing your coverage or provider network.

Money you save today can help your district tomorrow by building reserves or dedicating dollars back to the classroom. And that is a good feeling.

Want to learn more? Call your broker or PreferredOne at 763.847.4007.
TABLE OF CONTENTS

10 | MAN ON A MISSION
Mahtomedi School Board member helps build addition to Dominican school during life-changing trip
Bruce Lombard

14 | IS YOUR WEBSITE ACCESSIBLE BY ALL?
Law requires that individuals with disabilities are afforded equal opportunity, access
Michelle Kenney

17 | STRENGTHEN YOUR BOARD WITH MSBA’S NEW ELECTRONIC SCHOOL BOARD SELF-EVALUATION

18 | TECHNOLOGY TIMES ARE A-CHANGIN’
Integration of technology brings challenges to superintendents, school boards
Curt Tryggestad

22 | A DIFFERENT APPROACH TO ENHANCE STUDENT OUTCOMES
Does heroic intervention come at cost to sustained improvement?
Kim Gibbons, Ph.D.

26 | MSBA BOARD DIRECTOR SPOTLIGHT: MELISSA SAUSER
Bruce Lombard

6 | STRAIGHT TALK Katie Klanderud, MSBA Director of Board Development

9 | PRESIDENT’S MESSAGE Kathy Green, MSBA President

24 | ASK MSBA Denise Drill, MSBA Director of Financial and MSBAIT Services

31 | LEGAL UPDATE Cathy Miller, MSBA Director of Legal and Policy Services

32 | VENDOR DIRECTORY Pierre Productions & Promotions, Inc.

The MSBA Journal (USPS 352-220) is published bimonthly by the Minnesota School Boards Association, 1900 West Jefferson Avenue, St. Peter, Minnesota 56082. Telephone 507-934-2450. Call MSBA office for subscription rates. (Opinions expressed in the Journal are those of the writers and do not necessarily represent MSBA policy.)
Count on EMC® for the coverages schools need, local claims handling and loss control services to protect your school, your staff and the public.

PROTECTING MINNESOTA SCHOOLS

MINNEAPOLIS BRANCH OFFICE
Phone: 800-362-4670 | minneapolis@emcins.com

©Copyright Employers Mutual Casualty Company 2017. All rights reserved.

We write the book on Education Law.

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

Knutson Flynn & Deans P.A.
1155 Centre Pointe Drive, Suite 10
Mendota Heights, MN 55120
651-222-2811 (office) 651-225-0600 (fax) www.kfdmn.com

Achieving Our Clients’ Goals Since 1947
### May 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>MSBA Superintendent Evaluation Workshop, St. Peter</td>
</tr>
<tr>
<td>9</td>
<td>MSBA Superintendent Evaluation Workshop, Willmar</td>
</tr>
<tr>
<td>10</td>
<td>BoardBook Webinar</td>
</tr>
<tr>
<td>10–12</td>
<td>MASBO Annual Conference</td>
</tr>
<tr>
<td>11</td>
<td>MSBA Superintendent Evaluation Workshop, Mountain Iron</td>
</tr>
<tr>
<td>18–19</td>
<td>MSBA Board of Directors’ Annual Meeting</td>
</tr>
<tr>
<td>24</td>
<td>Minnesota School District Liquid Asset Fund Plus Meeting</td>
</tr>
<tr>
<td>29</td>
<td>Memorial Day (no meetings)</td>
</tr>
<tr>
<td>30</td>
<td>Election Webinar</td>
</tr>
</tbody>
</table>

### July 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Independence Day (no meetings)</td>
</tr>
</tbody>
</table>

### August 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>MSBA Summer Seminar Early Bird Workshop</td>
</tr>
<tr>
<td>6</td>
<td>MSBA Insurance Trust Meeting</td>
</tr>
<tr>
<td>6</td>
<td>MSBA Board of Directors’ Meeting</td>
</tr>
<tr>
<td>7</td>
<td>MSBA Summer Seminar</td>
</tr>
<tr>
<td>8</td>
<td>MSBA Learning to Lead – School Board Basics: Phase I &amp; Leadership Foundations – School Finance and Management: Phase II Combination</td>
</tr>
<tr>
<td>8</td>
<td>MSBA Charter School Board Training</td>
</tr>
<tr>
<td>8</td>
<td>Primary Election Day (if applicable – no meetings or activities 6:00 p.m. – 8:00 p.m.)</td>
</tr>
<tr>
<td>8–9</td>
<td>MDE/MASA Conference</td>
</tr>
<tr>
<td>15</td>
<td>Minnesota School District Liquid Asset Fund Plus Meeting</td>
</tr>
</tbody>
</table>

---

MSBA thanks the students of Elk River High School for sharing their art in this issue.

**Cover Art:** Ashley Greenlun
MSBA Deputy Executive Director Tiffany Rodning passed away March 23 after a seven-month fight with cancer. Katie Klanderud’s column consists of the address Katie presented during Tiffany’s celebration of life service on March 28 in North Mankato.

Tiffany Rodning was an integral part of MSBA’s leadership team and the MSBA family for 23 years.

A couple of years ago, Tiffany was charged with coming up with a new logo and branding for MSBA. She assembled a team of staff and hired a marketing firm to help us out.

Needless to say, they came back with a few options. But Tiffany fought hard for the branding of “Learning to Lead.” And now, I know why.

It resonated with her. It just felt right.

It felt right because Tiffany, every day, taught us to lead. Whether it was through the conversations at the MSBA Board of Directors table, laughter in the break room, her sense of
style, or the way she could work a room — she taught us to lead.

Tiffany once shared with me that she disliked speaking in front of large groups. I told her that didn’t usually bother me much, but that I sometimes struggle with what she did so well — what we called “circulating and percolating.” She could move about a room and make everyone feel welcome — and there was always laughter involved. Within minutes she’d figure out if she knew you, or one of your family members, or whether or not you were related and if a friend of hers dated your cousin. She knew how to make connections. From Tiffany I was “Learning to Lead.”

She liked the logo that the committee agreed on that went with the branding. But she felt it needed something. She said: “It needs energy — you know...like a swoosh of color.” The marketing firm added a swoosh of yellow to the background of the logo — and there it was. It all came together with the energy it needed. It resonated with her. When it came to that “something extra,” we turned to Tiffany. She knew what we needed and how to lead.

Through her cancer battle she continued to lead us. She showed us how to tackle the cancer journey straight on. How to prioritize and use your energy on what needed to get done, focusing on the next steps and then, how to leave a legacy. We watched, and from Tiffany, we learned how to lead.

In a conversation three other staff members and I had with her on March 20 (just three days before she passed), Tiffany straight out had those tough conversations regarding her office, personal items, and some things she wanted to make sure got done. Tiffany — always the planner, always in control. As we sat there and listened in awe to her frankness and honesty, she was teaching us. Again, WE were “Learning to Lead.”

Look around — you don’t have this many people at your visitation and funeral by sitting back on your heels. This happens because you step up, you volunteer, you’re a colleague, you’re a friend, you’re a leader.

At our office we work hard, but with a lot of laughter mixed in. Tiffany would be the first to share if something funny happened. We often found laughing at ourselves and with one another was our best entertainment. We don’t need to be perfect. But we pay attention to what we do well, where we can improve, and laugh at the awkward, laughable moments. Because, THAT is the culture Tiffany helped shape. Because of her, we continue to “Learn to Lead.”

Tiffany could be found in one of three places:
• Leading from the front — cheering you on and bringing you along.
• Leading from behind — encouraging you and having your back when you needed it.
• Or she could lead by being right next to you — so you knew you weren’t alone in whatever it is you’re going through.

This is the legacy she leaves. This is how Tiffany taught all of us to “Learn to Lead.”

Contact Katie Klanderud at kklanderud@mnmsba.org.
School District Law Group

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

Education Law
Greg Madsen, gmadsen@kennedy-graven.com
Tim Palmatier, tpalmatier@kennedy-graven.com
Maggie R. Wallner, mwallner@kennedy-graven.com
Adam Wattenbarger, awattenbarger@kennedy-graven.com

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

Real Estate & Business
Sarah J. Sonsalla, ssonsalla@kennedy-graven.com
Doug Shafrel, dshafl@kennedy-graven.com

Finance & Bonds
Jenny Boulton, jboulton@kennedy-graven.com
Martha Ingram, mingram@kennedy-graven.com

470 U.S. Bank Plaza, 200 South Sixth Street, Minneapolis, MN 55402
Phone 612.337.9300 • Fax 612.337.9310 • Toll Free 1.800.788.8201 • www.kennedy-graven.com
Arts in our schools are far-reaching. They encompass performing, and written and visual expression. It is oftentimes a venue that sparks a connection to our classrooms that keeps a student’s attention or motivation to classic learning. In performing dance, theatre or music, a student learns group commitment to excellence. In visual or written art, students communicate an inner sentiment and locality. Contemporary studies of the brain have provided a concrete connection between learning and music education.

There are students in each of our schools that have been touched by their exposure to art in ways that has drawn them to success in their educational journey. Some of these kids come to us with extraordinary talent; others may need an outlet to harness their personal experience. Whatever their need, our schools have the prospect to provide opportunities for them. What conversations on this topic have taken place in your district? Those discussions are important because school boards are the last line of defense for programs that reflect a community’s value. Boards need to be able to prioritize expenditures—so where does the arts fall in your district?

It is becoming of greater importance to advocate for the arts on a legislative level.

We can all speak to the importance of the arts in our schools, but it is becoming increasingly difficult for a number of our districts to provide the level of excellence our students could benefit from. Standards have been slow to recognize and appreciate the connection between success in the classroom and the arts. Revenue savings in times of limited resources often start with the standardized nonessentials. School boards across the nation are grappling with how to provide or maintain their art programs. In my district, I have coined the phrase, “We need to provide educational opportunities in spite of standards,” when standards and mandates fall short of our students’ needs.

It is our hope that we can recognize brilliance in our students and embrace their talents, providing staff that nurture it and bring it out. The work of a school board is to reflect the values of their district, appraise need and set direction. When legislative demands add constraints to district resources, decisions are challenging and advocating for our students is vital. You are a driver in your district. Wishing you the best in your conversations. Remember those discussions next time you are listening to your students perform or those proud moments when you witness their talent.

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, a charm to sadness, gaiety and life to everything. It is the essence of order and lends to all that is good, just, and beautiful.”

— Plato, teacher and philosopher, 428 B.C.

Kathy Green is the president of the Minnesota School Boards Association. Contact Kathy at kathyannegreen@gmail.com.
An American childhood isn’t complete without hearing this classic exaggeration from an elder: “When I was your age, I had to walk 15 miles to school — uphill both ways!”

However, that declaration is a reality for some Dominican Republic childhoods, according to longtime Mahtomedi School Board member Kevin Donovan.

“Río Grande is a small, poor, agrarian community,” said Donovan of a small town located in a north central Dominican province. “Some kids had to literally walk uphill to school both ways. The students had to walk up a laborious hill.”

A group from a Lifetouch Memory Mission built Río Grande’s K–8 school in early 2016. However, it didn’t take long to realize the school building needed some additional space.

In January 2017, Donovan — who also serves as MSBA’s Past President — accompanied another Lifetouch Memory Mission group to help construct that much-needed second floor.

The MSBA Board of Directors chose Donovan to represent the association
for Lifetouch’s eight-day humanitarian trip. MSBA was eligible to select a “missionary” by virtue of winning the National School Boards Association’s inaugural Innovation Award in August 2016 for its strategic planning approach that included equity, diversity and inclusion.

A labor of love

Out of the 54 volunteers who made the trek to the Dominican Republic, 20 were from Lifetouch and 34 hailed from education organizations from across the United States (save for three from Canada).

“There were about 10 Dominican workers who were actually the real brains of the operation,” Donovan said. “My group was the brute force and the Dominicans were the brains. They knew how to do the bricklaying, the concrete mixing, the sanding and all the various technical tasks.”

Donovan said everything was done by hand.

“We had cinder blocks that we had to get from the ground to second floor, so we’d form a block line and we’d pass block by block,” he said. “It was the hardest work I have ever done — with the exception of when I was a volunteer excavator in college in Greece. That was hard, too, but I was fit then! I’m an old guy now, I’m not quite as fit.”

Kevin said the concrete mixing was the most laborious. “It’s not like you call the concrete truck up and get a load dropped,” he recalled. “You get six wheelbarrows of sand and six wheelbarrows of aggregate and 400 pounds of mortar mix and then you mix it with water. That was probably the hardest job that we had. It was hard work, it was great work and I loved it. I earned my keep.”

The school now has six classrooms, three on each floor. The total enrollment lies somewhere between 180 and 200 students. Donovan said more volunteer groups plan to come down this summer to help add a hard-surface playground with a basketball court. There are plans to add a cafeteria at some point, too.

A moving experience

Last year, Kevin viewed a Lifetouch video highlighting a previous Lifetouch trip to the Dominican during a National School Boards Association event. He noticed that one of the volunteers featured in the video was crying.

continued on page 12 >
At that time, Donovan promised himself that he wouldn’t cry if he were ever in the same situation. “I’m not going to be that guy,” he said.

Jump ahead a few months later to the beginning of his Dominican journey. “On the first day I was hanging out with these kids — and I started crying...it was such a moving experience. It took all of three hours (for me to start crying)!” Donovan laughed.

“The kids were wonderful, friendly and outgoing. I’ve never seen such joy in a group of people,” he said. “You go down with this idea of helping others — which we certainly did — but it’s bigger than that. Because in many ways, the kids and the people in the Dominican — who are so welcoming and full of joy — were helping us probably even more to understand some of those things in life.”

Donovan added: “Until you have that experience, it’s hard to understand the feeling. From that perspective, it was just a wonderful trip.”

One day during the trip, Donovan was able to connect a Mahtomedi Middle School Spanish class with some Dominican students via a live video feed.

“Tech people on both ends got this working,” he said. “Students could ask us questions from Mahtomedi and we could answer them.”

A life-changing trip

Donovan said the “idea of helping others is the big takeaway from the trip.”

“I am very lucky and fortunate in my new career of being the development director of the Mahtomedi Area Educational Foundation,” Donovan said. “I have a position where I can raise money to help and impact education in our schools. All the money we raise for the foundation goes back
to impact student learning. Even though Mahtomedi is a community of great privilege, we do have students that are in need. Some don’t know where the next meal is going to come from, some don’t have the basic supplies to help them be successful at school, and some don’t have the broadband Internet connection to do their homework assignments. We take a lot of that for granted here. We need to keep doing fundraising so that all of our students are successful and can follow their aspirational goals.”

Donovan said the trip was a very affirming experience. “I was doing the right work at the right time to impact student learning,” he said. “There are so many people in Minnesota that are in need. For us that can help, we should help.”

Would he ever go back? “Absolutely,” he said. “The trip was life-changing. It was hard work, but a lot of fun. I feel very fortunate that I got to go on this trip.”

Bruce Lombard is MSBA’s Associate Director of Communications. Contact him about this article at blombard@mnmsba.org.

Lifetouch has been taking annual trips to the Dominican Republic since 2011. For more information, visit www.lifetouchmemorymission.com.

---

Donovan said the Dominican children “were wonderful, friendly and outgoing.” Photo courtesy of Lifetouch.
At its core, website accessibility is about making sure that websites work for the widest possible audience. Most people do not have difficulty with browsing the Web. They can review a page for the precise information they are seeking, listen to and watch video clips, and understand photographs and other images. However, for those with disabilities, all of these things can present barriers to access if the website has not been created with the right tools.

Law requires that individuals with disabilities are afforded equal opportunity, access

By Michelle Kenney, Knutson, Flynn & Deans, P.A.

How people are affected by inaccessibility

Approximately 20 percent of the population — 55 million individuals in the United States — are affected
in some way by a disability. Website accessibility barriers can be seen in each of the four main types of disabilities. An individual’s ability to use the web may be affected as follows:

• **Visual Disabilities**
  Many non-sighted individuals interact with computers using a screen reader. However, the screen reader works only as well as the webpage content and structure. If not created properly, the screen reader communicates a mix-match of numbers and letters as opposed to the words describing the content. Screen readers also review content in a linear format that is easier to follow, but the screen reader cannot do this alone and must be supported by the underlying website structure. Individuals who have low vision, are color-blind, or have photosensitivity issues can also be affected by inaccessible content. These individuals may have difficulty perceiving color differences or reading certain fonts.

• **Hearing Disabilities**
  Individuals who are deaf or hard of hearing are unable to access multimedia content on a website. These individuals miss out on the information conveyed by sound on a video or the contents of an audio file.

• **Motor Disabilities**
  Many individuals with motor disabilities are unable to use a mouse, and they may use items such as a trackball, adaptive keyboard, mouthstick or headwand. Without a keyboard-friendly website, these individuals have little or no access.

• **Cognitive Disabilities**
  Website content can be difficult to navigate for individuals with learning disabilities, distractibility, decreased comprehension and dyslexia. Unorganized, disjointed, and unstructured web pages are not understandable or navigable for these individuals.

**Laws regarding accessibility**

Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act of 1990, as amended, protect individuals from being excluded from participation in, being denied the benefits of, or otherwise being subjected to discrimination on the basis of disability by recipients of federal financial assistance or by public entities. These laws require that individuals with disabilities are afforded an equal opportunity and access to a recipient’s programs, services, or activities unless doing so would fundamentally alter the nature of the programs, services, or activities or impose an undue burden upon the recipient. Additionally, individuals with disabilities must be afforded an opportunity to benefit from or be provided with aids, benefits, or services that are equal to the opportunity afforded to others, and provided with an equal opportunity to achieve the same result or the same level of achievement as others. Further, public entities must generally take steps to ensure that communication with people who have disabilities is as effective as communication with others. Thus a school district may not be meeting its legal obligations if an individual with a disability does not have an equal opportunity to participate in the school district’s programs, services, and activities and is not afforded effective communication necessary to fully participate in the school district’s programs, services, and activities due to an inaccessible website.

**Why do I need to know about website accessibility?**

Complaints have been filed with the United States Department of Education, Office for Civil Rights identifying school districts whose websites are not accessible to people with disabilities. Last spring, the Office for Civil Rights had 227 open investigations involving the issue of website accessibility, including online courses, distance learning, websites, and remote applications. At the end of June 2016, the Office for Civil Rights announced that it had entered settlement agreements with 11 parties. The most common accessibility issues were: failure of keyboard navigation, color combinations and fonts; and videos, which were either not accurately captioned or not captioned at all.

**Standards for website compliance**

The most widely accepted standards for accessibility are the Website

---

1 U.S. Census Bureau, Washington, DC, 2008
2 34 C.F.R. ‘ 104.4 and 28 C.F.R. ‘ 35.130.
3 28 C.F.R. ‘ 35.164.
4 34 C.F.R. ‘ 104.4(b)[1](ii) and (2); 28 C.F.R. ‘ 35.130(b)[1](ii) and (iii).
Accessibility Guidelines 2.0 (WCAG) Level AA (2008) which are published by the World Wide Web Consortium. The U.S. Architectural and Transportation Barriers Compliance Board (Access Board) recently finalized a regulation that will make the Web Content Accessibility Guidelines 2.0 (WCAG 2.0) Level AA the design standard when interpreting and implementing Section 508 of the Rehabilitation Act of 1973. The standards are based on four principles:

- **Perceivable:** Information and user interface components must be presentable to users in ways they can perceive.
- **Operable:** User interface components and navigation must be operable.
- **Understandable:** Information and the operation of user interface must be understandable.
- **Robust:** Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

What steps can a school district take now?

Don’t pretend that the issue does not exist or that the school district will not be the next recipient of a complaint letter from the Office for Civil Rights. It will be less expensive and easier to fix a website accessibility problem without the time pressure or the threat of a lawsuit, or during a period that conflicts with the school district’s budgetary and time capabilities. Also, being proactive communicates that the school district is committed to website accessibility for all individuals.

Some initial steps may be taken toward ascertaining and addressing website accessibility issues. One step is to conduct an internal audit of the website by running website pages through an accessibility checker tool to identify issues. If the school district utilizes a third-party website management service, don’t be lulled into a false sense of security that the website is accessible. The page templates may be accessible, but content added by the school district may not be. Contact the website management service and inquire about accessibility.

Another step is to begin correcting some of the more commonly found barriers to accessibility. For keyboard accessibility, it is important to allow users to follow along with the keyboard focus, navigate to all interactive elements, and bypass the navigation if there are many links. Also, synchronized captioning which is “verbatim” of the spoken word can be added to videos, or a full transcript of the video or audio contents may be provided.

Staff training will also be an important step. Identify a website coordinator who can receive training in areas of website accessibility. The website coordinator can then provide training for other individuals in the school district who post information on the website.

Adding a clear notice on the first page of the website with the name, phone number and email address of the website coordinator who can be contacted in the event of accessibility issues is another step to consider. Also, referencing the school district’s commitment and plans for accessible content provides notice of the steps being taken toward full accessibility.

Finally, if the school district receives a letter from the Office for Civil Rights, is served with a summons and complaint, or is contacted by some other means about website accessibility issues, inform the school district’s legal counsel right away, as there may be a short response time that needs to be met. The school district’s legal counsel can also assist with navigating through the particular process that has been initiated.

The requirement of an accessible website is not going away. Getting started is perhaps the most difficult part. However, even small steps amount to progress.

This article is intended to provide timely information and does not constitute legal advice.

Michelle Kenney is an attorney for the Minnesota-based Knutson, Flynn & Deans, P.A.

---

6 https://www.w3.org/WAI/intro/wcag (WCAG Standards).
8 https://www.w3.org/WAI/WCAG20/glance/
9 See WebAIM WAVE web accessibility evaluation tool (http://wave.webaim.org/).
Research shows that high-functioning school boards have a positive impact on student learning and development. MSBA strives to provide exceptional services to boards, with the goal of strengthening school board governance practices. To that purpose, we are offering a new, electronic School Board Self-Evaluation to provide data to boards that guides goal-setting for continual improvement.

The School Board Self-Evaluation results reflect the collective responses of the school board team (board members and superintendent), building a profile of your board’s work in five standards of board practice — proven to support student achievement. The board standards will:

- Provide responsible school district governance
- Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations
- Create conditions district-wide for student and staff success
- Hold school district accountable for meeting student learning expectations
- Engage the local community and represent the values and expectations they hold for their schools

A survey link will be sent to all school board chairs and superintendents on May 15. (Please make sure your board chair information is up to date in the MSBA online database.)

The School Board Self-Evaluation survey contains 71 questions and takes just 20 to 25 minutes to complete. The self-evaluation surveys are anonymous and targeted to your individual board. As soon as all members of your team have taken the survey, you will be contacted with the summary results within a couple of business days. The survey and basic report are provided as a benefit of your MSBA membership — at no cost to your district.

If your school board would like to dig deeper into the self-evaluation and data, MSBA provides an opportunity to use your survey data as an in-district workshop. Contact MSBA’s Gail Gilman or Katie Klanderud (800-324-4459) for the cost associated with this board in-service and to arrange a date for an MSBA staff member to facilitate.
The ballad “The Times They Are A-Changin’” was written by Nobel Laureate Bob Dylan in 1964 and is most often associated with the protest culture of the turbulent 1960s. Dylan’s lyrics also reflect our times…what could be described as a massive shift driven by emerging technologies affecting social and economic systems across the globe. He challenges “the writers and critics…senators, congressman … mothers and fathers” to be aware that “…the order is rapidly fading, and the first one will now be last.” Our charge is to ensure that leaders and organizations are not “last” in the midst of what is also a historic paradigm shift in the field of education.

The increasing concentration of mobile learning devices in classrooms, rapidly emerging educational technology pedagogy options for teachers, and heightened expectations for district leadership in our educational institutions is shifting our pattern of educating children. School districts worldwide have invested significant resources...
in the purchase and implementation of educational technology in the last decade. While the iPad® was the tool of choice early on, Apple and Chromebook™/Android™ devices share the educational market almost evenly today. The choice of the technology tool is important for many reasons; however, the manner in which that tool is used defines its effectiveness.

This rapid integration of technology into our classrooms has challenged many of the traditional 20th-century learning and teaching processes that are so familiar to many of us. While the term “technology” often solicits thoughts of computers, tablets, and software, it actually encapsulates much more. Dr. Ken Funk of Oregon State University offers a more holistic definition: “Technology is a system consisting of the technological process, technological objects, technological knowledge, developers of technological objects, and users of technological objects.”

Consequently, school leaders need to navigate complex change processes associated with technology integration into their organizations. School boards must define and implement policy level decisions and navigate the financial and support requirements related to additional technology in our schools. We also expect that superintendents possess certain leadership traits and practice certain competencies in order to successfully implement technology in their districts, but what exactly are those leadership traits and competencies?

During the 2013–14 school year, a study was conducted to identify the knowledge, the performances, and the disposition (attitudes) necessary for a school superintendent to function effectively as district technology leader. In the study, participants were Minnesota superintendents who had implemented multi-grade 1-to-1 learning environments with mobile learning devices in their school districts beginning with the 2010–11 school year. A total of 52 Minnesota superintendents were identified as having met the criteria, and 31 superintendents participated and completed the Delphi Technique study.

The Delphi Technique is a systematic, interactive forecasting method that relies on a panel of experts who are selected because they hold knowledge or an opinion on a specific topic. It is based on the principle that forecasts (or decisions) are more accurate when gathered from a structured group of individuals than from unstructured groups. Completed in three steps, the process gathered data using an open-ended question, “What does a school superintendent need to know about technology to be an effective technology leader?” Superintendents experienced subsequent iterations of this question that allowed the individual and group to come to a level of consensus. The Minnesota superintendents in this study found consensus on many of the leadership traits and knowledge, performance, and disposition (attitude) domain items.

Data from the study indicated that a true world-class 21st-century education is a combination of great instruction and guidance from the teacher, an engaged and active student learner, and tools (i.e., content, curriculum, technology) that enhance and accelerate student achievement. Knowing how to develop and implement a vision for technology in an organization was an extremely important and prevalent theme. The overall efficiency of an organization can be profoundly affected by leaders who understand the business and managerial functions that are supported by trained employees.

Interestingly, the data collected in this study indicated personal technology knowledge was less important than other facets of technology leadership knowledge. Understanding and being able to successfully implement “change” was also deemed to be very important.

Performance can be defined as actions that should be taken by a school superintendent to be regarded as an effective leader in the area of technology. The highest level of agreement centered on providing the vision, support for the human infrastructure, and holding high expectations for technology users during the innovation. The study results also indicated that garnering support from the school board, staff, and community is vital. The key to organizational support is the creation of an action plan by the leader that aligns with the district’s strategic plan.

Disposition is the superintendent’s inclination to shift the organization in one direction or another. The concept of the leader having a vision for learning outcomes and opportunities that prepare students for their future emerged as extremely important. The expert panel found an extremely high level of agreement around the survey item of being resilient, as the process of innovation is inevitably fraught with challenges. The capability to meet and react to adversity in a positive, problem-solving manner and then move forward with a plan defines the attitude of an effective leader.

Technology leaders should avoid policy that overly restricts use and stifles creativity and innovation. It is incumbent upon the leader to remove barriers to innovation, be supportive of the innovations taking place in the district, and provide focus on product quality, operational excellence, and building strong relationships.

It is important that technology leaders understand that technology is a constantly changing paradigm in education; therefore, being flexible and open to rapid changes in the technology world are desirable traits. In order to move educational pedagogy and practice into the 21st-century, effective technology leaders must be willing to look at the institution of public education in new

continued on page 20 >
and different ways. Transformational leadership is often associated with successful technology use and integration in an organization.

Transformational leadership is often defined as the encouragement of employees beyond their self-interests, generating benefits for the organization and highlighting the mission and goals of the organization among its members. Transformational leadership style has been shown to be effective in a high-tech educational environment, and is exemplified by an increased level of technology embedded in the educational and managerial functions of the district and higher rates of engagement that seek consensus with employees when making decisions.

Overall, the study showed definitive movement in transformational leadership skills of innovative Minnesota superintendents. This is what Michael Fullan calls the "stratosphere" — where knowledge, pedagogy, and technology meet to create a synergy for change. Effective district technology leaders in the superintendent role must possess and express a vision for progress, knowledge of the tools and the new pedagogy in 21st-century education, communication skills that not only inform, but inspire internal and external stakeholders, and much more as evidenced by the extensive list of results reaching a high level of consensus.

It is incumbent upon educators and leaders to possess willingness to see the world through the eyes of the students and imagine the needs of their future. Superintendents in the role of effective district technology leaders provide the vision, the physical and emotional conditions necessary for change, and the inspiration that moves institutions and its people to a place of instructional practice and student achievement that are crucial for success in our diverse and ever-changing world.

Dylan once stated, "You should always take the best from the past, leave the worst back there and go forward into the future." The times they are a-changing…let’s make sure that we as educational leaders are willing and able to change as well.

An executive summary of the study can be found at http://tinyurl.com/Supt-as-a-Tech-Leader.

Curt Tryggestad is the superintendent for Eden Prairie Schools. He can be reached at curt_tryggestad@edenpr.k12.mn.us.

Cassie Schmitz

Dylan Earl
With over 100 years of combined experience in the field of school law, our attorneys are dedicated to providing customized, cost-effective legal services that fit your needs.

- Creative Problem Solving
- Tenacious Representation
- Goal-Oriented Advice
- Cost-Effective Services
- Timely Work Product

612-436-4300 | 333 South Seventh Street | Suite 2800 | Minneapolis, MN 55402 | www.raslaw.com

**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!**

When all the calculations are done, 4 natural turf fields can be built for the cost of one synthetic field. Natural turf also wins by providing a natural cooling effect, pollution control, and it is an aquifer recharger.

Plaisted Companies is the leading athletic field soil supplier in the Midwest. We’ll help you determine a solution that fits within your criteria.

THE SOIL EXPERTS.

**Contact:**
Kerry Glader
KGlader@plaistedcompanies.com
763.633.6571
Elk River, MN

**Download the 2016 article:**
www.PlaistedCompanies.com/turf

153 Cancer Cases reported in 2015 related to artificial turf.
In his recent *New Yorker* article “The Heroism of Incremental Care,” Atul Gawande discusses how medicine has a savior complex that rewards heroic intervention while ignoring the value of incremental care. He notes, many physicians are drawn to medicine by the chance to charge in and solve a dangerous problem. In fact, the highest-paid specialties in medicine are orthopedics, cardiology, dermatology, gastroenterology, and radiology. Specialists in these fields receive an average income of $400,000 per year. They are the “interventionists.” Most of their income is generated through defined procedures such as surgeries, conducting and reading MRIs, and other diagnostic procedures. They intervene with a procedure and then move on.

On the flip side, the lowest-paid specialties in medicine are pediatrics, endocrinology, family medicine, infectious disease, and immunology. Physicians in these fields earn about $200,000 per year. They are the “incrementalists.” These practitioners focus on a person’s health over time — often for months or even years. They collect data, evaluate the impact of various treatments, and continually adjust treatment in response to the data.

For incrementalists, success isn’t judged by momentary victories, rather by steps that result in sustained progress. And interestingly enough, there is research that demonstrates the value of primary-care physicians including lower rates of general mortality, infant mortality, and mortality from heart disease and strokes.

Gawande goes on to provide another example of incremental vs. heroic intervention. In 1967, the Silver Bridge that spanned the Ohio River collapsed, killing 46 people and injuring many more. The National Transportation Safety Board investigated the collapse and determined that corrosion, along with an outdated design, had caused the collapse. Inspection could have caught the issue, but until 1967, officials regarded these catastrophes as random and unavoidable. They found that investments in maintenance and improvement could extend the life of old bridges by decades and at a much lower cost than replacement.

So, why do we still have more than 100,000 problem bridges despite knowing that preservation is cheaper? Gawande argues that we continually raid funds intended for incremental maintenance to pay for new...
construction. He says, “It is obvious why. Construction produces immediate and viable success; maintenance doesn’t.”

How does all of this relate to education? I would argue that parents, educators, and policymakers often put heroic intervention over an incremental approach. Education has long been known for embracing the fad of the day and then moving on to the newest “intervention” without really giving things time to work. Huge investments are made in curriculum, instruction, and technology without ever evaluating the impact. Most districts now have systems to monitor student progress to evaluate the impact of interventions.

When progress monitoring data show a lack of progress, interventions are abandoned and replaced with something else without finding out whether the intervention was being implemented with integrity. Today, many districts examine student data and allocate resources to provide extra help to students without looking at the implementation of universal instruction.

If large numbers of students are below grade-level standards, providing extra instruction to large numbers of students is not only economically unfeasible, it also doesn’t fix the underlying issue.

The Center for Applied Research and Educational Improvement (CAREI) is partnering with districts to take an incrementalist approach to system improvement. We are working alongside districts and nonprofit organizations to improve programs and practices. Not only do we collect information on whether a program, practice, or framework works, we also collect information to figure out how to make the program better so that it can be maintained over time and enhance student outcomes.

We are also engaged in collaborative partnerships to try to secure legislative funding to support districts in the areas of research, evaluation, and assessment. We want to support school districts to conduct needs assessments to pinpoint areas for improvement, build tools to assist in the needs assessment and monitor student achievement, engagement, and teacher/leader effectiveness. We also want to support districts to conduct their own program evaluation through templates and protocols.

Finally, we hope to provide school districts with resources, professional development, and technical assistance. We are open to your ideas and input! Feel free to email me at kgibbons@umn.edu.

Kim Gibbons, Ph.D., is the Associate Director of CAREI. CAREI is the Center for Applied Research and Educational Improvement at the University of Minnesota. Learn more about CAREI at https://www.cehd.umn.edu/carei. Contact Kim about this article at kgibbons@umn.edu.

WHAT CAN THE MSBA INSURANCE TRUST DO FOR MY SCHOOL DISTRICT?

By Denise Drill

The local school board has the responsibility to adequately insure the properties of the public school district. Consequently, the school board should review the school district’s insurance program annually. The superintendent and the school board clerk should keep a complete register of the district’s insurance policies, and the amount and type of coverage in each policy.

QUESTION: What is the purpose of Minnesota School Boards Association Insurance Trust (MSBAIT)?

DENISE DRILL: MSBAIT’s directive is to provide resources that assist school boards in finding adequate, quality, affordable insurance coverage. By being part of MSBAIT, school districts know they are working with vendors that provide adequate coverage, and can focus on other aspects of governing the school district.

Q: How can MSBAIT help school board members?

DD: MSBAIT, as well as other MSBA-endorsed products, can be an assurance tool for school board members. Since most school boards have incorporated a policy governance structure, the day-to-day management of the school district is delegated to the superintendent and business manager. If MSBA- or MSBAIT-endorsed products are utilized, school board members can be confident in a quality product without doing a magnitude of research. MSBA should be your “go-to” resource as you govern your school district.

We may not have all the answers, but we endorse and partner with companies that assist Minnesota public school districts with solutions.

Q: Why did MSBA/MSBAIT select National Insurance Service for life and long-term disability insurance?

DD: National Insurance Services, Inc. is a true advocate for Minnesota public school districts. National Insurance Services’ longevity in the public school market speaks volumes toward the quality of its services. National Insurance Services monitors legislation in the benefits arena and attends hearings at the Legislature. National Insurance Services also monitors benefit changes on a federal level to assist school districts, and aids individual school districts with implementing compliant products.

Q: Why does MSBA/MSBAIT endorse Educators Benefit Consultants (EBC)?

DD: MSBA and MSBAIT endorse Educators Benefit Consultants (EBC) for its strong administrative and compliance programs. EBC specializes in 125 Cafeteria Plan Arrangements (125 Flex Plans) and in 403(b)/457(b) administration and compliance (ACS). Recently, EBC added a COBRA compliance program which they found also works well for retiree insurance premium collection and payments. School district personnel will often call MSBA and share how EBC assisted them in complying with the state and federal law.
Q: What happened to MSBAIT’s self-insured programs?

DD: MSBAIT’s self-insured programs are in abeyance as far as underwriting, but we continue to pay claims. Currently, MSBAIT has 325 open workers’ compensation claims.

Q: What is the MSBAIT Risk Protection Program?

DD: The MSBAIT Risk Protection Program (RPP) is the collaboration of Marsh & McLellan Agency, nine commercial insurance providers and MSBAIT to offer:

- Workers’ compensation
- Property
- School educators’ legal liability
- Equipment breakdown
- General liability
- Sexual misconduct
- Law enforcement liability
- Innocent party defense
- Non-monetary relief
- Crime
- Inland marine
- Umbrella
- Auto
- Employee benefits liability
- Builder’s risk
- Violent event response

The MSBAIT RPP continues to monitor emerging insurance and risk management issues for school districts and provides risk management tools and materials to minimize school district exposure. Currently, the MSBAIT RPP is analyzing:

- Drones
- International travel
- Cyber risks
- Fundraising
- Sports injuries
- Concussions
- Bullying
- Terrorism
- Rental/use of premises
- Field trips
- ADA Compliance
- Prescription additions

MSBAIT RPP’s goal is to provide coverages and support for Minnesota school districts, i.e., school board members.

Denise Drill is MSBA’s Director of Financial and MSBAIT Services. Contact Denise at ddrill@mnmsba.org. Visit http://www.mnmsba.org/MSBAIT to learn more about MSBAIT.
Since 2014, Melissa Sauser has served on the MSBA Board of Directors, where she represents the south metro school districts of MSBA Director District 7.

Sauser was seated on the Farmington Area School Board in 2011. When asked why she decided to run for her local school board, Sauser replied that she likes to be a member of the “Front Row Club.”

“I like to get involved,” Sauser said. “I am not the kind of person that sits in the back. For me, being on the school board was a way to be involved.”

During the time she campaigned for school board, her son was 3 years old and she was pregnant with her daughter.

Sauser said her candidacy came with several questions from others, like: “Why do you want to get involved now? Why are you running for school board if your kids aren’t even in school?”

Her response: “Because change takes time.”

“If I waited until my children were in school, it’s too late,” she said. “I wanted to start making a difference and reform education in a good way early. If I didn’t start then, it was going to be too late for my kids when they got there.”

Sauser credits her own education for properly preparing her for school board work. After graduating from Brigham Young University, she worked within the university’s Teacher Education Department to help train teachers.

“I learned pedagogy principles from working there,” she said. “Then I started working as a paraprofessional in English as a Second Language and in Title I. I worked in all levels at K–12 as a paraprofessional. From the teacher training, I always thought I would want to get involved and make a difference in education.”

In addition to the Farmington Area Board, Sauser also makes an
impact on education serving on the Intermediate School District 917 School Board. District 917 serves students needing low incidence special education services from nine school districts in the southeastern Twin Cities metropolitan area.

In the following interview, Sauser offers helpful advice that can benefit new — and veteran — school board members. She also discusses the importance of Innovation Zones and why MSBA is valuable to its membership.

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

**SAUSER:** New board members should be involved in their schools and community. I love going to school band concerts, plays and events to get to know the students, parents and the community.

I attend a lot of concerts. Quite often the person sitting next to me will ask, “Who are you here for?” As my kids are still very young, I say, “I’m actually here for all the kids” — before mentioning that I am on the school board. I’m not here to support one person, I am here for all the students, the staff and the community.

I like to tell community members: “I meet with the superintendent every so often; what questions would you like me to ask him?” It’s important to listen and be receptive to the community — and your school board colleagues, too.

The community is the school board’s “boss.” Don’t forget that. Stay in touch with the community, ask them questions and share information to keep them informed. I often like to use social media for updates.

**MSBA:** Any advice on getting ready for school board meetings?

**SAUSER:** Board members should be prepared. I like to get the agenda in advance, read through it and make my notes. I usually contact the people listed on the board meeting agenda that are scheduled to present. This helps you get to know the presenters and district staff members. Sometimes, I will call them in advance and have them walk me through what they plan to talk about. If you have a question beforehand, some presenters will tie your questions into their presentations.

Preparation will help you sound “not uninformed” at the board table. Don’t be afraid to ask questions. Asking questions helps you learn.

Members of the Farmington Area School Board include Steve Corraro, Jacilyn Doyle, Kristin Goodreau, Julie Singewald, Jake Cordes, Melissa Sauser, and student school board members Taylor Dubbels and Lerew Kaas.

leaders discuss education issues like community relations or school environment. I’ve been able to get to know other administrators in the state and the nation who participate in these conversations. This is just another way to get involved. I use it as a way to learn and to showcase what my school district is doing.

**MSBA:** Any advice on getting ready for school board meetings?

**SAUSER:** Board members should be prepared. I like to get the agenda in advance, read through it and make my notes. I usually contact the people listed on the board meeting agenda that are scheduled to present. This helps you get to know the presenters and district staff members. Sometimes, I will call them in advance and have them walk me through what they plan to talk about. If you have a question beforehand, some presenters will tie your questions into their presentations.

Preparation will help you sound “not uninformed” at the board table. Don’t be afraid to ask questions. Asking questions helps you learn.

continued on page 28 >
**MSBA:** What’s going on in MSBA Director District 7?

**Sauzer:** Innovation Zones. Farmington Area had one of the first Innovation Zones in Director District 7. We’ve had a lot of people talk to us about our Innovation Zone and what we’ve done for personalizing education.

Farmington Area Superintendent Jay Haugen, Lakeville Area Superintendent Lisa Snyder and some other superintendents are pushing for Innovation Zones at the Legislature to allow school districts more flexibility to participate in them and use them as a test ground for education. Innovation Zones would help every school district in the state.

**MSBA:** Why are Innovation Zones important?

**Sauzer:** It boils down to local control. School boards know their communities and they can work with their administration and teachers to find out what’s best for their students. Innovation Zones allow us the flexibility to try things out. What works in my school district, may not work in your school district — but it’s possible it will.

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

**Sauzer:** I love seeing the dedication of each MSBA Board Director. I love how we are all passionate about certain things. We’re part of our own school districts, we’re part of our individual MSBA Director Districts and we are all concerned about Minnesota as a whole.

At the end of the day, it doesn’t matter if we’ve had disagreements, we all get along and we can all move forward. The social time we have at our short MSBA Board meetings is great. There are so many wonderful strengths that we have, as a statewide board, that come together to work for all the kids in Minnesota.

**MSBA:** Why is MSBA valuable to school board members?

**Sauzer:** The MSBA Board and staff work hard. The MSBA staff is small, but they are all dedicated and want to put the best foot forward to assist all the school board members in the state.

Because of my passion for politics, I really enjoy what the MSBA Government Relations team does. I think school board members need to follow the Government Relations team much closer. The help and information they provide is amazing.

Also, MSBA’s training workshops and conferences are great. You learn and are able to network with other board members.

My favorite workshop is the Building a High-Performance School Board Team: Phase III Workshop. The Phase III Workshop instructs members on how the board works together and how you can be more effective as a board.

Oftentimes, I think school board members only know a little bit of MSBA’s services. They might know the Policy Services or that they can call the office if they have trouble. But there are so many more services that MSBA can offer, like Strategic Planning Service and the Executive Search Service.
MSBA: What are some of your favorite aspects about being a school board member?

SAUSER: I love it when we get asked as board members to participate at the schools. These are some of my favorite moments when I can actually come into the classroom. Last week, I judged a science fair. The week before, I read with a class during a Read-a-Thon. I love those moments when you can share a little bit of yourself and get to know the students and be involved.

One thing our board does that I try to do frequently is called a “Board Walk.” Our school board members go into classrooms and sit back and observe. For me, it’s not about, “Are they meeting policy? Are they doing this?” I don’t have a checklist. I’m there just to learn and experience. We make sure the kids are engaged and getting the right learning experience, and that the teachers are meeting their needs.

For me, I am a very kinesthetic learner, and I like being there and being hands-on. For me, being in the classroom helps me understand what’s going on. “Oh, we changed this policy and we can see how it’s working.”

I’m there to observe, and I learn so much from the students and the teachers about what’s working and what’s not practical. Bottom line, it’s about the kids. I try to base every decision on how it affects the students.

Also, I love working with our student school board members. I enjoy sitting with the student board members and getting to know them, and learning what makes them tick and where they want to go.

I have the privilege of being on the MSBA Student Scholarship Committee where I get to see how incredible student board members are on the statewide level and learn how they care about their schools and their role on the school board.

Melissa has a Twitter feed at https://twitter.com/MelissaSauser and a Facebook page at https://www.facebook.com/Melissa-Sauser-for-School-Board-151491441527617.
Since 1984, MSDLAF+ has offered competitive investment options to Minnesota schools and related entities. As you proceed through the coming months, please remember that MSDLAF+ provides:

- Unlimited number of accounts and no minimum investment requirement
- Check writing, next day ACH, and same day Fed wires
- Variable and fixed-rate investment options
- Professionally managed portfolio
- A simplified manner of monitoring collateral
- A dedicated client service team
- Minnesota Association of School Administrators, Minnesota Association of School Business Officials, and Minnesota School Boards Association serve as the sponsors of MSDLAF+

This information is for institutional investor use only, not for further distribution to retail investors, and does not represent an offer to sell or a solicitation of an offer to buy or sell any fund or other security. Investors should consider the investment objectives, risks, charges and expenses before investing in any of the Fund’s series. This and other information about the Fund’s series is available in the Fund’s current Information Statement, which should be read carefully before investing. A copy of the Fund’s Information Statement may be obtained by calling 1-888-4-MSDLAF or is available on the Fund’s website at www.msdlaf.org. While the MSDLAF+ Liquid Class and MAX Class seek to maintain a stable net asset value of $1.00 per share and the MSDLAF+ TERM series seeks to achieve a net asset value of $1.00 per share at its stated maturity, it is possible to lose money investing in the Fund. An investment in the Fund is not insured or guaranteed by the Federal Deposit Insurance Corporation or any other government agency. Shares of the Fund are distributed by PFM Fund Distributors, Inc., member Financial Industry Regulatory Authority (FINRA) (www.finra.org) and Securities Investor Protection Corporation (SIPC) (www.sipc.org). PFM Fund Distributors, Inc. is a wholly owned subsidiary of PFM Asset Management LLC.

For further information contact:

Donn Hanson  
Managing Director  
612.371.3720  
hansond@pfm.com

Carole Loehr  
Senior Managing Consultant  
320.202.1421  
loehrc@pfm.com

Brian Johnson  
Senior Managing Consultant  
612.371.3750  
johnsonb@pfm.com

Amber Cannegieter  
Key Account Manager  
717.213.3871  
cannegietera@pfm.com
Minnesota law requires government entities, including school districts, to have policies in place for the public to access public data and for data subjects to access data about themselves. These policies are more procedures than policies, but the laws use the word, "policy." The legal requirements are for the responsible authority for data practices to develop the policies — the school board is not mentioned.

The Minnesota Department of Administration’s Information Policy Analysis Division has drafted model policies for the public to access public data and for data subjects to access their own data. These policies are available at http://www.ipad.state.mn.us/docs/accesspol.html. The policies have links with the titles “Model Policy for the Public” and “Model Policy for Data Subjects.” Government entities that adopt the model policies are required to send notice to the Commissioner of the Department of Administration. A form of notice is provided along with the model policies.

MSBA has model policies dealing with employee data (No. 406) and student data (No. 515), but these policies do not include the procedural aspects of how individuals can make data requests. Two major reasons for this exist: (1) the policy language will vary based on local decisions about what works best in each school district and (2) the policy requirement is placed on the responsible authority for data practices rather than school boards. As the oversight body for school districts, school boards should be aware of these requirements, however.

Included below are the applicable Minnesota Statutes.

13.025 GOVERNMENT ENTITY OBLIGATION.

Subd. 2. Public data access policy.

The responsible authority shall prepare a written data access policy and update it no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public’s ability to access data.

Subd. 3. Data subject rights and access policy.

The responsible authority shall prepare a written policy of the rights of data subjects under section 13.04 and the specific procedures used by the government entity for access by the data subject to public or private data on individuals. The written policy must be updated no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public’s ability to access data.

13.073 PUBLIC INFORMATION POLICY TRAINING PROGRAM.

Subd. 6. Preparation of model policies and procedures.

The commissioner shall...prepare model policies and procedures to assist government entities in complying with the requirements...that relate to public access to government data and rights of subjects of data. Upon completion of a model..., the commissioner shall offer that model for formal adoption.... Government entities may adopt or reject the model offered by the commissioner.

Contact Cathy Miller at cmiller@mnmsba.org.
MSBA’s Vendor Directory

MSBA’s Vendor Directory helps connect school districts with the products and services they need. The directory is always at your fingertips. You’ll find it printed in the back of every Journal magazine as well as on the MSBA Website at www.mnmsba.org. Most listings in the Web version of this directory include phone numbers, fax numbers and addresses—in an easy-to-read format. If you have a service or product you would like included in this directory, please contact Erica Nelson at 763-497-1778 or erica@pierreproductions.com.

ARCHITECTS/ENGINEERS/FACILITY PLANNERS

Architects Rego + Youngquist, Inc.
[Jay Yoon/Roger Youngquist]
7601 Wayzata Blvd., Suite 200
St. Louis Park, MN 55426
952-544-8941, Fax 952-544-0585
www.aryarch.com
pyyoungquist@aryarch.com

ATS&R Planners/Architects/Engineers
[Dave Maroney]
8501 Golden Valley Road
Golden Valley, MN 55427
763-545-3731, Fax 763-525-3289
www.atsr.com
dmaroney@atsr.com

Hallberg Engineering, Inc.
[Richard Lucia]
1730 Commerce Court
White Bear Lake, MN 55110
651-748-1100, Fax 651-748-9370
www.hallberengineering.com
rlucio@hallberengineering.com

ICS Consulting, Inc.
[Pat Overom]
3890 Pheasant Ridge Drive NE, Suite 180
Blaine, MN 55449
763-354-2670, Fax 763-780-2866
www.ics-consult.com
pato@ics-consult.com

InGensa, Inc.
[Jason Coleman]
1825 45th Avenue N, Suite C
Plymouth, MN 55446
952-222-3500, Fax 952-222-9980
www.ingensainc.com
jcoleman@ingensainc.com

Kodet Architectural Group, Ltd.
[Ed Kodet]
15 Groveland Terrace
Minneapolis, MN 55403
612-377-2379, Fax 612-377-1331
www.kodet.com
ekodet@kodet.com

Larson Engineering, Inc.
[Matt Woodruff]
3524 Labore Road
White Bear Lake, MN 55110
651-481-9120, Fax 651-481-9201
www.larsonengr.com
mmwoodruff@larsonengr.com

Lawal Scott Erickson Architects, Inc.
[Jennifer Anderson-Tuttle]
100 Portland Ave South, Suite 100
Minneapolis, MN 55401
(612) 343-1010
www.lsa-architects.com
jtuttle@lsa-architects.com

MLA Architects
[Mark Zenz]
12 Long Lake Road, Suite 17
St. Paul, MN 55115
612-770-4442, Fax 612-770-1997
www.mlarchitects.com
mark@mlarchitects.com

Nexus Solutions
[Michael David]
11188 Zealand Avenue N
Champlin, MN 55316
651-222-2811, Fax 651-225-0600
www.kldmn.com
ideas@kldmn.com

Plaisted Companies, Inc.
[Kevin McGauley]
2125 2nd Street
St. Paul, MN 55110
212-573-3971, Fax 212-573-1928
www.bensonlaw.com
kevin.mcgauley@unescocorp.com

Wold Architects and Engineers
[Vaughn Diers]
332 Minnesota Street, Suite W2000
St. Paul, MN 55101
651-227-7773, Fax 651-223-5646
www.woldae.com
promowoldae.com

ATHLETIC FIELD

Waldspurger, P.A.
Rupp, Anderson, Squires & Graven,
Knutson, Flynn & Deans
Kline-Johnson & Associates
Benson, Kerrane, Storz & Nelson

STAFF

MAY-JUNE 2017

MINNESOTA SCHOOL BOARDS ASSOCIATION | JOURNAL
Protection assurance when you need it.
The Minnesota School Boards Association Insurance Trust (MSBAIT) endorses companies with a proven record of service.

Property, Inland Marine, and Crime
Workers’ Compensation
School Leaders’ Legal Liability
Automobile
Group Term Life
Long-Term Disability
General Liability
Excess Liability

MSBAIT has addressed the needs of public schools’ risk-management programs since 1972

Quality Coverage and Service Tailor-Made For School Districts
Call 800-324-4459 to find out what MSBAIT can do for your school district.

www.mnmsba.com/MSBAIT
From the Northwoods to the Southern Prairie

Celebrating 30 years of providing legal services to Minnesota schools.

Focusing on all areas of School Law

- Labor Negotiations & Employment Law
- School Business Affairs
- Special Education
- Student Discipline
- Construction & Land Acquisition
- Investigations
- Data Privacy & Open Meeting Law
- Discrimination/Harassment Charges
- Policy Development, Implementation & Training

PROUDLY SERVING as bond counsel for Minnesota schools

Ratwik, Roszak & Maloney, P.A.
A Law Firm Dedicated to Your Needs

730 Second Avenue South, Suite 300
Minneapolis, Minnesota 55402
Phone: (612) 339-0060 | Fax: (612) 339-0038

www.ratwiklaw.com
As a trusted partner, FJJ specializes in complicated and challenging educational facility projects.

- Long Range Planning
- Additions and Remodeling on Tight Budgets
- Deferred Maintenance Needs
- Addressing Health, Safety and Security Concerns
- Engaging Key Community Stakeholders

WE PROVIDE SOLUTIONS FOR SCHOOLS

Minneapolis, MN
1400 Van Buren St NE
Suite 130
Minneapolis, MN 55413
612-437-9416
Arif Quraishi

Duluth, MN
525 Lake Avenue South
Suite 222
Duluth, MN 55802
218-348-0751
Jeff Schiltz

Fargo, ND
2201 12th St N
Suite E
Fargo, ND 58102
701-371-2948
Dave Bergeron

Sioux Falls, SD
4305 S. Louise Avenue
Suite 204
Sioux Falls, SD 57106
605-261-5616
Mike Hubbard