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CALENDAR

NOVEMBER 2018

4–5...........MSBA Board of Directors’ Meeting
6...........Election Day (no meetings or activities 6 p.m. – 8 p.m.)
11 ...........Veterans Day (no meetings)
12 ...........Veterans Day Observed (no meetings)
12–16........American Education Week
14 ...........Minnesota School District Liquid Asset Fund Plus Annual Meeting
14 ...........MSBA Pre-Delegate Assembly Meetings, Little Falls
15 ...........MSBA Pre-Delegate Assembly Meetings, St. Peter
17 ...........MSBA Pre-Delegate Assembly Meetings, St. Paul
20–30........MSBA Pre-Delegate Assembly Meeting (online recording)
22 ...........Thanksgiving Day (no meetings)
23 ...........Optional Holiday
29 ...........MSBA Learning to Lead – School Board Basics: Phase I, Rochester
30 ...........MSBA Board of Directors’ Meeting
30–Dec 1 ....MSBA Delegate Assembly

DECEMBER 2018

5...........MSBA Learning to Lead – School Board Basics: Phase I, Thief River Falls
6...........MSBA Learning to Lead – School Board Basics: Phase I, Mountain Iron & St. Peter
7...........MSBA Learning to Lead – School Board Basics: Phase I, St. Cloud
8...........MSBA Leadership Foundations – School Finance and Management: Phase II, St. Cloud
25 ...........Christmas Day (no meetings)

JANUARY 2019

1...........New Year’s Day (no meetings)
7...........Terms Begin for Newly Elected School Board Members
8...........Legislative Session Begins
15 ...........MSBA Learning to Lead – School Board Basics: Phase I, Minneapolis
16 ...........MSBA Leadership Conference Early Bird Workshops
16 ...........MSBA Leadership Foundations – School Finance and Management: Phase II, Minneapolis
16 ...........MSBA Charter School Board Member Workshop, Minneapolis
16 ...........MSBA Board of Directors’ Meeting
17–18........MSBA Leadership Conference
18 ...........MSBA Board of Directors’ Meeting
21 ...........Martin Luther King, Jr.’s Birthday Observed (no meetings)

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MSBA thanks visual arts teacher Jonathan Hartman and his students at Underwood High School for sharing their art in this issue.

COVER ART: Camen A.

Contact MSBA’s Bruce Lombard at blombard@mnmsba.org if you’d like to see your students’ art displayed in a future MSBA Journal magazine.
The Journey Begins for Newly Elected School Board Members

By Kirk Schneidawind, MSBA Executive Director

To the new school board members elected in November, congratulations and welcome to the Minnesota School Boards Association! (Also, congrats to our incumbent board members whom were re-elected.)

For our new school board members, your first school board term may harken back to a time when you were a freshman starting high school. During your first term/year, you will have many questions in your attempts to navigate the education world and learn the protocol of the board table.

Always know that you can look to MSBA for guidance. MSBA is YOUR go-to association, YOUR one-stop shop for finding solutions. MSBA’s mission is to support, promote and strengthen your work. We do this for you through providing advocacy at the state Capitol, offering numerous learning opportunities, and answering your questions via phone or email.

To get your school board career off on the right foot, attend MSBA’s School Board Workshop Series — where you will learn the essential roles, responsibilities, and elements of boardsmanship. Also, our workshops demonstrate how school board members learn to work as a team. The work of a good board team is more powerful than six or seven individual school board members.

MSBA’s “Learning to Lead — School Board Basics: Phase I” and “Leadership Foundations — School Finance and Management: Phase II” workshops will be offered this fall at regional locations and then again in January during the MSBA Leadership Conference at the Minneapolis Convention Center. The “Building a High-Performance School Board: Phase III” and “Representing Your Community Through Policy and Engagement: Phase IV” workshops follow in the spring.

See http://www.mnmsba.org/LearningCenter for a listing of our learning opportunities.

In addition to the mentorship L2L 2019, I encourage school boards to develop their own mentorship programs to help your incoming board members. Establishing mentorship relationships is a successful practice. These relationships help with new members’ transition into their new roles and provides a safe place for them to ask questions. Veteran board members should bring new members into the fold and make them feel welcome. Mentors should provide advice and guidance — and honor new members’ inquiries at the board table.

Visit http://www.mnmsba.org/Mentoring to access MSBA’s mentoring resources.

It’s important that the entire school board recognizes that sometimes they need to step sideways or take a step back with new board members, before the board team can move forward again. But, it’s also an important responsibility for the new board members to recognize that they are not going to know everything right away. The expectation is that new school board members are an important part of the school board’s work.

Send questions to Kirk Schneidawind at kschneidawind@mnsmba.org.
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I am a school board member. My journey to being on that first ballot came from a place of being an involved parent — knowing that if I wanted to have a voice and make a greater difference in my children’s education, I would have to have the courage to state and own my opinions on topics far beyond my experience. There would be a learning curve needing constant attention and research. I would need to engage and communicate with people and organizations new and foreign to me. I would need to work with others to collaborate and encourage innovative solutions for complex problems. I am a school board member.

My education experience began in a time when little was known about the intricacies of individual learning. Support from home was nonexistent. My learning disabilities were a novelty, even gaining the attention of a team from the University of Minnesota who followed this 8-year-old around a classroom for a day (the stuffed squirrel was interesting), trying to figure out why I couldn’t retain the ability to spell correctly. At the time, I thought they were as stumped as I and they didn’t return.

My junior high days aligned me with a newbie math teacher who saw a spark and told me I had a gift for math and should explore the binary systems with a dial-up modem. I had a high school biology teacher who taught me about limited resources. He saw that I excelled at worm dissection and gave me a catalog of dissectible animals. When I selected a rabbit, he asked if a fetal pig would do because they were less expensive. Time and time again, I would be inspired and fascinated by an educator with a passion for teaching. In the end of my K-12 experience, this totally underachieving elementary school student graduated with highest honors, a college scholarship and a future. I have come to highly appreciate the teachers who raised me — they raised my expectations, my intellect and my spirit.

My developmental foundation, leading to the joy of my involved parenthood experience, has led to the passion and direction of my support for public education and what it can provide our children. That is and should be the purpose of the work we do. From my kitchen table, to the parent organizations, to my local school board, to the halls of St. Paul and now Washington D.C., the drive to put opportunity in front of, and find the strengths and talents of, our students will bring our reward.

There is work to be done. The pendulum swings yet again as we try to capture the desperate need to reclaim the skills needed for hands-on careers. Technology is expanding exponentially, as is the knowledge of how true learning is an individual construct. Our work is exciting, meaningful and vitally important.

It has been my honor and privilege to serve you as president of MSBA for the past two years. We are all school board members. Continue with the dedication that brought you to this place.

Kathryn Green will conclude her two-year term as MSBA President in January 2018. Contact Kathryn at kathyannegreen@gmail.com.
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MSBA’s grandest learning opportunity returns in January. The 98th annual Leadership Conference is scheduled for Thursday, January 17, and Friday, January 18, 2019, at the Minneapolis Convention Center.

This year’s conference — titled “Leadership and Trust” — will provide nearly 100 timely and informative workshops, skills sessions and roundtable mini-sessions tailored for school board members, superintendents and other school district staff.

David Horsager will be the keynote speaker for both days of the Leadership Conference. During his presentations (also called “Leadership and Trust”), Horsager will provide leaders with tips on how to increase trust levels within their school community.
Horsager is the CEO of Trust Edge Leadership Institute, national best-selling author of The Trust Edge, inventor of the Enterprise Trust Index™, and director of one of the nation’s foremost trust studies: The Trust Outlook™.

He says “trust is the world’s most precious resource.” He will highlight his “eight pillars of trust” that he believes are key to building and supporting trust.

Horsager also delivered dual keynote addresses during the 2013 MSBA Leadership Conference.

His work has been featured in prominent publications such as “Fast Company,” “Forbes,” “The Huffington Post” and “The Wall Street Journal.” He has advised leaders and delivered life-changing presentations on six continents, with audiences ranging everywhere from FedEx, Toyota

Pre-Conference Sessions

Learning to Lead — School Board Basics: Phase I Workshop
When: 6:30 p.m. to 9:30 p.m. Tuesday, January 15
Where: Hyatt Regency Minneapolis, 1001 South Marquette Avenue, Minneapolis
Tuition: $110 for advanced registrants; $120 for walk-ins

“Learning to Lead — School Board Basics” helps new board members hit the ground running. This session covers the role of the school board, the role of the superintendent, the leadership team relationship, and common scenarios facing new board members.

Visit www.mnmsba.org/Phase-I-Workshop for more information and to register.

Leadership Foundations — School Finance and Management: Phase II Workshop
When: 8:45 a.m. to 4 p.m. Wednesday, January 16
Where: Hyatt Regency Minneapolis
Tuition: $190 for advanced registrants; $210 for walk-ins

Presented by MSBA staff and state experts, “Leadership Foundations — School Finance and Management” includes the training school boards are required to have by state law. The session covers core topics such as the budget, school finance, local levies, policies, significant laws affecting school boards, and personnel issues.

Visit www.mnmsba.org/Phase-II-Workshop for more information and to register.

Charter School Board Member Workshop
When: 8:30 a.m. to 3:30 p.m. Wednesday, January 16
Where: Hyatt Regency Minneapolis
Tuition: $190 for MSBA Charter Associates ($255 for non-MSBA Charter Associates); walk-ins add $20

Presented by MSBA staff, this workshop covers the three state-mandated areas for charter school board members: governance, employment and finance. Charter board members are required to start these trainings within six months of election to a charter school board and complete the trainings within one year.

Visit http://www.mnmsba.org/CharterSchoolBoardTraining to download a registration form.
Evening Early Bird Sessions

Bargaining Basics
When: 7 p.m. to 9 p.m. Wednesday, January 16
Where: Minneapolis Convention Center
Tuition: $110 for advanced registrants; $120 for walk-ins

Presenters: Amy Fullenkamp-Taylor, MSBA Director of Management Services; Bill Kautt, MSBA Associate Director of Management Services; Terry Morrow, MSBA Associate Director of Management and Policy Services; and Maria Lonis, MSBA Associate Director of Management Services.

“Bargaining Basics” is essential training for newly elected school board members and new negotiators and a great refresher for veteran negotiators. Negotiating employee Master Agreements for both licensed and nonlicensed staff is among the school board’s most complex, technical, and stressful duties. This session is designed to introduce attendees to the negotiations process, including applicable statutes, various responsibilities of board members, do’s and don’ts, and much more.

The Board’s Role in Driving Successful Technology Implementations
When: 7 p.m. to 9 p.m. Wednesday, January 16
Where: Minneapolis Convention Center
Tuition: $110 for advanced registrants; $120 for walk-ins
Presenter: Sue Meyer, Apple Education Team

Technology can play an important role in improving learning when it’s implemented effectively by district leadership. “The Board’s Role in Driving Successful Technology Implementations” draws from best practices of Apple Distinguished Schools around the world, and addresses critical elements of leadership, and the school board’s role in guiding strategic technology decision making. Sue Meyer is part of Apple’s Education Team, working with school leaders to leverage technology to transform learning. Prior to Apple, Meyer served for 26 years as a teacher and district administrator in Minnesota. Meyer holds an M.S. in Information Media.

Visit http://www.mnmsba.org/EarlyBirdSessions for more information.
We are in a crisis. World Economic Forum leaders recently declared that our biggest crisis is not financial, but a lack of trust and confidence. We are in a trust crisis and few people really understand the bottom-line implications. Not only does it affect schools and board members, but it also affects every relationship and every organization.

A recent Gallup poll shows that America’s confidence in nearly every major societal institution is declining. Pull out any newspaper and you’ll see countless examples of how trust is violated every day. Collectively, we no longer trust major corporations, banks, government, the media, public schools, nor organized religion. Doing business in this suspicious climate is extraordinarily difficult, and the degree to which people trust you and your organization is quite literally the difference between success and failure. Professor John Whitney of the Columbia Business School found, “Mistrust doubles the cost of doing business.” I think it costs even more.

Without trust, leaders lose teams and sales people lose sales. Without trust, professionals lose productivity, retention of good people, reputation, morale and revenue. The lower the trust the more time everything takes, the more everything costs, and the lower the loyalty of everyone involved. However, with greater trust comes greater innovation, creativity, impact, freedom, morale, and a bigger bottom line.
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David Horsager originally headlined the 2013 MSBA Leadership Conference in Minneapolis.

In our ever-expanding global community, our ability to reach across borders has created amazing opportunities, but there is a challenge. Those opportunities do not always come easily, as we struggle to learn about the unfamiliar and wonder if we can trust what we do not yet understand.

Trust is not just a “soft skill” — it is the fundamental key to all lasting success. Though it may appear intangible, it is actually a measurable competency that can deliver real results in both our personal and professional lives.

Based on my graduate research, and over a decade of leadership consulting, it has become clear that trust is the world’s most precious resource. No matter your position in life — parent, CEO, or school board member — your ability to inspire trust has a direct impact on your influence and success.

There are eight pillars that are identified in my research that are key to building and supporting trust.

1. Clarity: People trust the clear and mistrust the ambiguous. Clarity requires honesty. With honesty comes the need to share your vision, your purpose, and your expectations. Once people have a good understanding of what you stand for, where you want to go, and the role they play in your vision, it is easier to trust in your leadership.

2. Compassion: People put faith in those who care beyond themselves. Show that you can look beyond your own needs and wants. Trust and the ability to show empathy go hand in hand. There is a reason why we still hear, “people do not care how much you know until they know how much you care.”

3. Character: People notice those who do what’s right over what’s easy. It is a complex word, but for our purposes, let us consider the two main components to be integrity and morality. With integrity, you are being consistent with your thoughts, words, and actions. Add that to a strong moral compass, a sense of right and wrong, and you are giving people someone they can trust.

4. Competency: People have confidence in those who stay fresh, relevant, and capable. Knowing how to do your job well matters. Whether it is a dentist giving you a root canal or the mechanic replacing your transmission, you want to know they are competent and capable of doing their job. The same applies to you. If you want people to trust you, make competency a priority.
5. **Commitment**: People believe in those who stand through adversity. In this instance, actions definitely speak louder than words. So, if you say something matters to you, be prepared to show it to the people whose trust you want. It can mean demonstrating tenacity and stubbornness and making it clear you will see things through to the end.

6. **Connection**: People want to follow, buy from, and be around friends. It’s easier to trust a friend than a stranger, so look for ways to engage with people and build relationships. You can start by learning to ask great questions. Use these questions to connect with people, to find the common ground you share. We find it easier to trust when we have sense that we connect in some area.

7. **Contribution**: People immediately respond to results. By giving of yourself and your talents, you are investing in others. And if you are serious about making a difference, you need to invest in the actions that will make your vision a reality. People trust those who actually do as opposed to just talking about doing.

8. **Consistency**: People love to see the little things done consistently. While all the pillars are important for building trust, failing to be consistent can undermine your efforts. Think of consistency like a savings account. Put a little in each day and over time, it will pay you back in safety and security. Remember: it is unlikely that you will get one, big chance to be trusted. Instead, you will have thousands of small ones. Like the savings account, when you respond consistently you will see the results build up over time.

All of these pillars are the core to being a trusted individual or organization. Without consistency, these pillars do not matter. Let’s take clarity for example. Your organization can have a very clear and effective vision and mission, but if you’re not sharing it at least every 30 days consistently, then your team does not know it. Same with commitment, you can make a promise to lose 50 pounds in five months, but if you are not consistently following an eating plan and exercising, by the end of five months, your results won’t be what you hoped.

If you want to implement the Trust Edge into your life or organization you must be consistent in each pillar. When this happens, trust increases, as well as output, morale, retention, productivity, innovation, loyalty, and revenue. Without trust, costs are high, skepticism and attrition increase. A lack of trust really is your biggest expense.

Right now we have an opportunity to be agents of change. We cannot regain trust in business or government if we do not trust each other, and it starts with you. It is through individuals that we can rebuild trust in our communities and our institutions. Have the courage to act on what you know to be true: that trust is the foundation of all genuine and lasting success. I look forward to seeing you at the MSBA Leadership Conference on January 17-18, 2019, at the Minneapolis Convention Center.

David Horsager, MA, CSP, CPAE is the CEO of Trust Edge Leadership Institute, national best-selling author of *The Trust Edge*, inventor of the Enterprise Trust Index™, and director of one of the nation’s foremost trust studies: The Trust Outlook™. His work has been featured in prominent publications such as Fast Company, Forbes, The Huffington Post, and The Wall Street Journal. David has advised leaders and delivered life-changing presentations on six continents, with audiences ranging everywhere from FedEx, Toyota and global governments to the New York Yankees and the Department of Homeland Security. Get free resources and more at www.DavidHorsager.com and www.TrustEdge.com
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If you want to implement the Trust Edge into your life or organization you must be consistent in each pillar. When this happens, trust increases, as well as output, morale, retention, productivity, innovation, loyalty, and revenue. Without trust, costs are high, skepticism and attrition increase. A lack of trust really is your biggest expense.

Right now we have an opportunity to be agents of change. We cannot regain trust in business or government if we do not trust each other, and it starts with you. It is through individuals that we can rebuild trust in our communities and our institutions. Have the courage to act on what you know to be true: that trust is the foundation of all genuine and lasting success. I look forward to seeing you at the MSBA Leadership Conference on January 17-18, 2019, at the Minneapolis Convention Center.

David Horsager, MA, CSP, CPAE is the CEO of Trust Edge Leadership Institute, national best-selling author of The Trust Edge, inventor of the Enterprise Trust Index™, and director of one of the nation’s foremost trust studies: The Trust Outlook™. His work has been featured in prominent publications such as Fast Company, Forbes, The Huffington Post, and The Wall Street Journal. David has advised leaders and delivered life-changing presentations on six continents, with audiences ranging everywhere from FedEx, Toyota and global governments to the New York Yankees and the Department of Homeland Security. Get free resources and more at www.DavidHorsager.com and www.TrustEdge.com

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The number of students choosing to open enroll in Greater Minnesota has been trending upward consistently since the policy was developed, but within the last 10 years, patterns have been intensifying, and in such a way that they are impacting how districts plan their programming, busing, and finances. Many districts are even being forced to rethink their communications strategies to take advantage of the growing inflow of students into their districts or to slow the outflow of students away from their districts.

And with the continuing decline in enrollment in rural districts (64 percent of rural districts have a lower enrollment in 2017 compared to 2006), it isn’t surprising that a cordial competition for these students has sprung up. Fewer students equals fewer dollars for salaries, facilities, and programs.

**Background on this article**

In 2017, the Star Tribune released a series of articles exploring the relationship between urban and suburban school districts and the impacts of open enrollment on budgets and programming. The Center for Rural Policy and Development (CRPD) was asked to analyze if there were any patterns in open enrollment in Greater Minnesota.

CRPD is funded by the Minnesota Legislature to provide nonpartisan research and information regarding rural topics and issues. Our reports are publicly available on our website (www.ruralmn.org) and are distributed directly to all Minnesota legislators and executive offices.

The data used in this report was provided by the Minnesota Department of Education. For this analysis we divided school districts in Greater Minnesota into two groups, “rural” and “regional center.” For definitions of how we arrived at these categories, see the section “Geographic Types Explained” at the end of this article. We also interviewed various superintendents in rural and regional center school districts and summarized that information to add context to the impacts of open enrollment trends on districts.
Open enrollment patterns intensifying

Within the churn of open enrollment, a pattern has emerged over the last 10 years where nearly half of the school districts outside the seven-county metro area fall into two categories: (i) districts that have experienced a net gain in open enrollment students every year, or (ii) districts that have experienced a net loss in open enrollment every year. Forty-one percent of regional center school districts and 43 percent of rural districts fall into one of these two categories.

Table 1 shows that regional center districts are more likely than smaller rural districts to be consistently losing students to open enrollment year after year.

<table>
<thead>
<tr>
<th>School district group</th>
<th>Gain every year</th>
<th>Loss every year</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Center</td>
<td>10.3%</td>
<td>30.9%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Rural</td>
<td>22.8%</td>
<td>20.1%</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

Table 1: Percent of school districts that fall into the following categories: (i) experience a net loss in open enrollment every year since 2006; (ii) experience a net loss in open enrollment every year since 2006; or (iii) has experienced a net gain and a net loss since 2006.

When the dust settles, rural districts end up being the largest benefactors of this churn. By the 2016-2017 school year, rural districts had a net gain of 4,795 students while regional center districts had a net loss of 5,138 (Figure 1).

Figure 1: The net flow (in or out) of open enrollment students by the type of school district. On the whole, rural districts are more likely to see a net gain in students through open enrollment while regional center districts are more likely to see a net outflow. The trends for both rural and regional center districts are strengthening.
Of course, not all rural school districts experience a gain in open enrollment. A district adjacent to a regional center is more likely to experience a net gain (Figure 2).

![Map showing rural and regional center districts](image)

Figure 2: Green represents school districts categorized as rural that experienced a net gain in open enrollment students every year from 2006-2017. Brown represents school districts categorized as regional centers that experienced a net loss in open enrollment every year during the same time period.

And the net gains and losses of these students are making up a larger percentage of student enrollment, while overall student enrollment is stagnant in Greater Minnesota (Figure 3).

![Graph showing net gain and loss of open enrollment students](image)

Figure 3: The green line represents the percentage of students enrolled that are open enrollees in rural districts that experience a net gain in open enrollment every year. As can be seen, open enrollment gains are becoming a larger percentage of the student population. The brown line represents the percentage of students enrolled in regional center districts that experience a net loss in open enrollment every year that are lost due to open enrollment. Although increasing, these losses are not as significant to total enrollment compared to rural districts.
**Push and Pull Factors Among Rural School Districts: Options, Competitiveness, and Future Sustainability**

The many factors that contribute to pushing students out of regional centers and pulling them toward the adjacent rural districts appear to be common to both regional centers and adjacent rural districts. The most common factor: small school atmosphere. One of the most frequently mentioned aspects of this factor — and open enrollment factors in general — is parents’ perception that their children have better opportunities to be involved in activities in smaller schools.

Another perception is a stronger relationship with teachers and school administrators. Parents have expressed a desire for more influence in the school and with teachers, school administrators say. This need is particularly strong in regard to special education programming.

In addition, as districts adapt to immigrant and refugee populations, parents have expressed concerns about the potential decrease in attention and programming given to their own children.

Figure 4 below shows that regional center districts with a higher percentage of nonwhite and Latino students have been more likely to experience a net loss due to students open-enrolling out. However, in rural districts, there was no relationship in open enrollment trends based on the percentage of nonwhite students. It’s fair to say that as a school district becomes more diverse, open enrollment out of the district increases, particularly in regional centers. However, it can’t be determined to what extent this plays into the decision-making process of families to choose open enrollment.

**Districts Adapt — Increasing Awareness**

Due to the financial incentives for increasing enrollment, districts are beginning to consider strategies to increase open enrollment in or decrease open enrollment out. This includes sending buses into surrounding districts to pick up students at central pick-up locations, and even analyzing the cost-benefit of picking up open enrollment students at their doors in an effort to provide that extra edge of service.

Districts are also becoming savvier in promoting their programming, events, and successes both as reasons to enroll in their schools and to prevent households in the district from enrolling out of the district. A few districts are even going as far as promoting open enrollment in newspapers and other marketing materials in surrounding districts.
Potential Future Consequences

Despite the opposite open enrollment trends (net loss or net gain) in so many neighboring districts, school officials share a common concern: Will local households continue to support referendums as more and more students leave the district or outside students come into the district? When interviewing superintendents in districts that either experienced net gains or losses every year in open enrollment, all of them said they are hearing from local households more and more:

"Why should I support tax increases when my child doesn’t go to school here?"

or

"Why should I support tax increases to support open enrolled students whose parents don’t have to pay more?"

Fortunately, the data does not reveal any relationship between open enrollment (loss or gain) as a percentage of total enrollment and the passage of referendums over the last several years. But, if these open enrollment trends continue to intensify, there is some concern that there will be a tipping point and referendums will become even more challenging to approve.

Twenty-five-plus years of open enrollment

As was intended when open enrollment was launched more than 25 years ago, the program is giving households in Greater Minnesota’s school districts options to make choices that fit with the opportunities and experiences parents desire for their children and to meet the demands of their lifestyles. And as was also intended, school districts are adapting, finding ways to improve their quality of education and promote themselves to compete with other districts.

However, there is tension in the relationship between districts becoming more reliant on local funding and school attendance becoming increasingly “non-local.” For all districts, open enrollment is becoming part of the discussion when it comes time to vote on school referendums.

Open enrollment as a program hasn’t had a comprehensive review since it started, but the patterns emerging in Greater Minnesota suggest that it perhaps should. As households continue to become more mobile and selective, these open enrollment patterns we’re seeing now will likely continue and their impacts intensify.
**Geographic Types Explained**

Comparisons in open enrollment are made between school districts located within three different geographic categories: metro, regional center, and rural. These categories were developed using the enrollment strata categories created by the Minnesota Department of Education (MDE).

<table>
<thead>
<tr>
<th>Strata Code</th>
<th>Definition</th>
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<tr>
<td>1</td>
<td>Urban Center</td>
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<tr>
<td>2</td>
<td>Inner Ring Suburbs</td>
</tr>
<tr>
<td>3</td>
<td>Outer Ring Suburbs</td>
</tr>
<tr>
<td>4</td>
<td>Rural &gt; 2,000</td>
</tr>
<tr>
<td>5</td>
<td>Rural 1,000 - 1,999</td>
</tr>
<tr>
<td>6</td>
<td>Rural &lt; 1,000</td>
</tr>
</tbody>
</table>

These school district types are consolidated into three distinct categories;

**Metro:** School districts coded as 1, 2, or 3. N=49

**Rural:** School districts coded as 4, 5, or 6, and are not regional centers. N=236

**Regional Centers:** School districts coded as 4, 5, or 6, and are categorized as metropolitan or micropolitan by the U.S. Census, OR, have commercial and industrial properties with total value of $50 million, OR, have a commercial to residential property ratio of 1:2 - 1:7. N=48 (High C&I Ratio: 26 school districts; Metropolitan: six school districts; Micropolitan: 16 school districts).

Send questions to Kelly Ashe at kasche@ruralmn.org. Visit https://www.ruralmn.org to learn more about the Center for Rural Policy and Development.
The following article addresses a few frequently asked questions about planning and conducting superintendent performance evaluations.

**QUESTION:** Does Minnesota law require superintendent evaluations?

**ANSWER:** No. Minnesota law does not require school boards to evaluate their superintendents’ performance. However, MSBA has taken the position that an evaluation is an important activity that should be conducted at least annually as a best practice.

**QUESTION:** What are the purposes of superintendent evaluation?

**ANSWER:** Like other employees, superintendents need direction and feedback from their supervisors about (1) what is most important, (2) what is going well and should be continued, (3) what is not going so well, and (4) how performance-related concerns are to be addressed. If a school board fails to set expectations, its superintendent will have to “guess” what is important, or he/she will attempt to satisfy the different expectations of six or seven school board members resulting in confusion, discord, and lack of clarity.

As a governance tool, the superintendent evaluation:
- provides an opportunity to clarify expectations and establish school district and superintendent work priorities and goals,
- drives school district improvement efforts,
- develops positive school board-superintendent relationships,
- clarifies leader roles,
- creates common understanding,
- provides a mechanism for satisfying the public’s desire for accountability, and
- establishes a basis for whether to offer a subsequent employment contract.
**QUESTION: How many performance goals should a superintendent have?**

**ANSWER:** A general rule of thumb is to limit the number of superintendent goals to no more than three. The concept is “less is more,” and this idea is reinforced in school improvement literature. Exceptions exist, and a specific school board and superintendent may have good reasons for the superintendent having more than three goals. However, the best advice from MSBA staff is to intentionally limit the number of goals for the superintendent.

**QUESTION: Can the school board conduct the superintendent’s evaluation in a closed session?**

**ANSWER:** Yes, unless the superintendent asks that the meeting be open. Minnesota law allows the school board to “… close a meeting to evaluate the performance of an individual who is subject to its authority.” The same law provides superintendents with the option of having the meeting held in the open. Also, school boards should note that they are required to summarize their conclusions regarding the evaluation at their next open meeting. (M.S. 13D.05, Subd. 3. (a))

Please note: the superintendent, as an ex-officio member of the school board, has the right to be present at all school board meetings, including committee and subcommittee meetings and including his/her own performance evaluation meetings (see M.S. 123B.143, Subd. 1.).

Contact Sandy Gundlach at sgundlach@mnmsba.org.
On behalf of the Center for Applied Research and Educational Improvement (CAREI), I hope this school year is off to a great start! Whether you are just beginning your career as a school administrator or are a seasoned veteran, a new school year is always an exciting time filled with new opportunities and challenges.

I’d like to talk about system change and the challenges to sustaining change and outcomes over time. I’m sure we can all identify a program or practice which resulted in some immediate positive outcomes, but then those outcomes were not maintained. Why does this happen? In their book, *The Adaptive School*, Garmston and Wellman (2016) make the distinction between technical and adaptive change. Technical change involves fixing an ordinary problem without changing the system. Adaptive change involves fixing a problem by disrupting the system. In the medical field, if high blood pressure is the problem, taking blood pressure medication is an example of technical change. On the other hand, changing diet and lifestyle is an example of adaptive change.

In education, both types of change are needed. Technical challenges differ from adaptive ones in that problems and solutions are easy to identify, can sometimes be solved by mandates, and rarely involve looking at the underlying root causes of problems. Adaptive changes require a systems view, may involve changes in values, are difficult to identify, require ownership of the problem by the people closest to it, and require experimental thinking. Let’s think about the same problem from these two lenses. Suppose a district notices that many students are below proficiency on the Minnesota Comprehensive Assessment. One school decides to provide interventions to students who are just below the desired proficiency (often referred to as students on the “bubble”) while a second school decides to concentrate on improving literacy for all students by focusing on improving universal instructional practices. The first school may see some positive results in the first year, but the second school will most likely have more dramatic and long-term results three years later. The first school treated an adaptive challenge as a technical one and got quick but nonstainable change. The second school treated the problem as an adaptive challenge by taking a system’s approach and trying to understand the root cause of the problem.

Districts that take an adaptive approach to change understand the principles of system change. First, they understand that more data do not lead to better predictions. We have all heard the phrase “data rich but information poor.” Having a plethora of data without the infrastructure for staff to dialogue and try to understand root causes will likely not lead to lasting change. Second, adaptive change also rests on the principle that everything
In schools, the school culture and climate in a building impact how adults feel about their work, the energy they invest, and the outcomes achieved by students. Third, tiny events can create major disturbances. Consider a Professional Learning Community (PLC) where a trained facilitator is skilled at paraphrasing and inquiry. These facilitators are able to open up the thinking of others and have deeper and more meaningful conversations. Finally, adaptive change leaders understand that you don’t have to touch everyone in the system to make a difference.

Adaptive change requires us to ask who we are, why we are doing things, and why we are doing things in a certain way. All too often, tradition and habit drive many school practices. A classic story summarizes this point. A little girl was watching her mother prepare a ham and wanted to know why her mom was cutting the end of the ham off before putting it in the pan. The mother told her daughter that she didn’t know why she cut the end off the ham but that is what her mother taught her to do. So, the little girl went to see her grandmother and asked the same question. The grandmother replied that her mother did it that way but she didn’t know why. The little girl went to see her great-grandmother and asked her why she cut the end of the ham off before putting it in the roasting pan. Her great-grandmother replied, “I grew up in a prairie in a little sod house, and our hams were very big. The oven was not large enough for the ham, so we had to cut the ends off to fit it in the oven.” Some would argue that many systems, including education, continue to cut the end off the ham long after the original rationale has passed. Our educational structure is founded on “hams and scraps” from earlier eras. Unquestioned assumptions become the ovens that we cook in.

CAREI wants to help districts with the adaptive change process so that results are sustained over time and improvement is seen throughout the entire system. To that end, we have several exciting professional learning opportunities that will be offered this school year that are aimed at facilitating adaptive change! In December, we will be facilitating Networked Improvement Communities (NICs) aimed at grouping districts together that are trying to solve similar problems of practice. CAREI will provide data support to these districts and help identify root causes and evaluate the impact of solutions! Check out the CAREI website at http://www.cehd.umn.edu/carei/pd.html for a list of professional learning opportunities and registration information. Please feel free to contact me at kgibbons@umn.edu with any questions you may have!

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<td>MiEN Company</td>
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<td>High-performance sand (peat athletic field Rootzone mixes)</td>
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<td>PMA Financial Network, Inc.</td>
<td>Investment and financial advisory services</td>
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<td>RA Morton &amp; Associates, Inc.</td>
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<td>Rettler Corporation</td>
<td>Landscape architecture, civil engineering, construction management, and land surveying</td>
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<tr>
<td>Resource Training &amp; Solutions</td>
<td>Professional development/training</td>
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<td>RJM Construction</td>
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<td>Robert W. Baird</td>
<td>Public finance</td>
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<td>Rochon</td>
<td>General contractor services</td>
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</table>

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You can join more than 600 of Minnesota’s school districts, cities and counties to provide affordable, high quality health insurance to your employees. Seven Minnesota Service Cooperatives have joined together under a new name, Minnesota Healthcare Consortium. Together we provide the cost savings of being self insured with the financial safety of being in a pool. Contact your local Minnesota Service Cooperative representative to learn more.

- **Dan Weir**
  - Northwest Service Cooperative
  - danjw@ebisinc.net
- **Melissa Walvatne**
  - Lakes Country Service Cooperative
  - mwalvatne@lcsc.org
- **Doug Deragisch**
  - SWWC Service Cooperative
  - doug.deragisch@swsc.org
- **Jeanette Mellesmoen**
  - Northeast Service Cooperative
  - jmellesm@nesc.k12.mn.us
- **Dan Weir**
  - Resource Training & Solutions
  - danjw@ebisinc.net
- **Larry IntVeld**
  - South Central Service Cooperative
  - lintveld@comcast.net
- **Bill Colopoulos**
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Workers’ Compensation insurance

Shaw Contract Group
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Skyward Inc.
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SwedeBro
Concrete floor coatings

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Food service management

Teachers On Call a Kelly Services® Company
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Tectum, Inc.
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Telin Transportation Group
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Tremco Incorporated
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Trusted Employees
Background screening

U.S. Army Minneapolis Recruiting Battalion
United States Army recruiting

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Unesco, Inc.
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United Heartland
Workers’ Compensation insurance

Vaaler Insurance, Inc.
Property/Casualty/Workers’ Compensation insurance

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VS - America, Inc.
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WB Manufacturing
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Webber Recreational Design, Inc.
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Jim DeVries: Nothing More Rewarding Than Providing a Safe, Progressive Environment for Learning

MSBA Director District 12 Board Director joined the Mahnomen School Board in 1992

By Bruce Lombard

Though he’s a newcomer to the MSBA Board of Directors (joining in early 2018), Jim DeVries is not short on experience. In fact, he could probably be listed among the longest-serving school board members in the state.

DeVries began his service on the Mahnomen School Board in 1992 — which means he’s been a board member for nearly 25 years. (He took a two-year break from 2002 to 2004.)

During his time on the Mahnomen School Board, he’s received a number of MSBA service awards. In 2016, he earned the association’s top honor — being named to the MSBA All-State School Board.

On the MSBA Board of Directors, he represents the northwest Minnesota school districts of MSBA Director District 12.

DeVries was born in the small, rural farming community of Bejou in northwest Minnesota, where he’s lived most of his life. He attended Bejou School through the eighth-grade, before making the “big jump” to Mahnomen High School, graduating with the Class of 1973.

DeVries said that education and learning have always been an important part of his life.

“My parents always pushed education as an opportunity for self-improvement and betterment,” DeVries said. “It was never an option to attend, and even
though it was expected, it was never a hardship, because I always found it enjoyable.”

After the few years of working away from home, DeVries eventually decided he would rather work for himself, and purchased the family farm. Over the ensuring years, he added a small manufacturing enterprise to the farm shop and an aerial application business.

DeVries said that those businesses allowed him flexibility to participate in a number of community organizations and be more active and available in his children’s growing years.

“I am now semi-retired, and when the opportunity arose to serve as MSBA Director District 12 representative, I saw it as another new learning experience, and also felt my past experiences would allow me to be a contributing member to a great organization,” DeVries said.

Despite claiming to be “semi-retired,” he sure keeps himself busy. In addition to his school board service, DeVries is the chairman of the Mahnomen County Airport Board, director of a local snowmobile club, secretary/treasurer of Bejou Senior Homes, chairman of the Northwest Service Cooperative, and the secretary of Region 1.

In the following interview, DeVries discusses a “small loan” that helped kick-start his board career, using your “school hat” when it comes to decision-making, and common issues the school districts have in his area.

MSBA: Why did you run for your local school board?

JIM DEVRIES: It was a case of being in the right place at the right time or vice versa. I was picking up my kids one spring day (elections were in June back then) and the superintendent (Ralph Christopherson) told me they had a vacancy coming up and no one had filed. He informed me of the duties and I said yes, I think I could handle that. But the problem was, I didn’t have my billfold along to pay the $2 filing fee. Ralph loaned me the money (I still don’t know if that was legal) and here I am 20-plus years later still wanting to do it.

I have since learned many reasons to refile each re-election term. Mahnomen Publics School is an excellent, well-run district, with effective, dedicated staff that continue to develop and evolve to meet the needs of our students and community. I think I have contributed to that goal in the past — and hope to continue that in the future.

MSBA: What is the biggest challenge for school board members?

JIM DEVRIES: In a smaller, rural district such as ours, you learn very quickly that you can’t please everyone. Many people will not run

Justin M., Sculpture, “Climate Change,” 12th Grade
because they do not want to make enemies. It can affect your business, your church, your family life, as well as your social life. You need to be diligent, read your information, do some research and stay informed about the school, state, and federal laws and make sure you make your decision based on the best interest of the school. In other words, put on your “school hat” when you are debating and voting on issues, because that is who you are representing and working for, even if it negatively impacts you.

**MSBA: Is there anything going on at the Mahnomen School District that you are excited about?**

**JIM DEVRIES:** What is not to be excited about? We have expanded a number of learning readiness programs, early childhood special education, and early childhood family education. Moving a Head Start program into our facilities has made transportation, coordination and cooperation easier. A large share of our school district is located on the White Earth Reservation, so we have recently added an Indian Education Coordinator to serve the needs of our Native American population.

We have updated facilities with a seven-classroom addition to accommodate expanded sections and programing, as well as a two-year project to modernize all of our buildings’ HVAC systems. Our technology department is continually expanding and developing, providing 1-to-1 tablets in all the upper grades, and 1-to-1 initiatives for iPads or Chromebooks in the K-6 area. We have an active STEAM program and extracurricular programs providing students many enrichment opportunities.

Mahnomen and the neighboring Waubun-Ogema-White Earth School District have just fully joined in a cooperative agreement on extracurricular sports programs. We are all excited to see the benefits of being able to provide safer, age- and ability-appropriate programing for our student athletes. What’s to be excited about? The future.

**MSBA: Are there any specific issues that are currently affecting the other school districts in MSBA Director District 12?**

**JIM DEVRIES:** In recent meetings, school safety has been a hot topic. Seeing all the requests from around the state, and the limited funds the Legislature provided, has certainly been an eye-opener. It gives very good insight to how all districts have the foresight and awareness to providing a safe learning environment. Also of great importance and discussion has been the mandated special education rules that have impacted all school districts, forcing an additional strain on general education dollars. This cross-subsidy needs to be addressed.

**MSBA: What is the most rewarding thing about being a board member?**

**JIM DEVRIES:** I have always been extremely proud at graduation, knowing that our district and staff have done everything needed to provide our students with the
JIM DEVRIES: Be involved and engaged. Do your homework. Stay informed on the latest information available to keep your school at the top of its game. There are always new challenges to public education and the students we serve. Be able to sift through and find what is relevant to your district and come up with a plan to address those issues.

MSBA: What do you like most about being on the MSBA Board of Directors? Why is MSBA valuable to Minnesota’s public school board members?

JIM DEVRIES: I am fairly new to the MSBA Board, so am still learning the ropes and asking questions. I was unaware of the variety of services that MSBA can provide to its members. If you have a question or problem, there is more than likely a MSBA staff member that can give you informed, current, helpful advice on the issue at hand.

Contact Jim DeVries at jdevries@mahnomen.k12.mn.us. View the complete MSBA Board of Directors at http://www.mnmsba.org/MSBABoard.

Jim and Adelle DeVries are proud of their three children and six grandchildren.

Jim DeVries: Life Outside the Board

Family: I have been married for 42 wonderful years to my wife, Adelle, who is a speech/language pathologist with the BRIC Special Education Cooperative. We have three married children and six grandchildren. Nathan (our oldest) lives in St. Louis, Missouri, with his wife (Pam) and children (Tucker, Savanna and Adaline). Nathan works for the Department of Defense at the National Geospatial Intelligence Agency. Our daughter, Shannon, and her husband (Adam) and children (Lauren and Nolan) live in Moorhead, Minnesota, where she is a dental assistant with Edeen Family Dentistry. Our younger son, Levi, and his wife (Nikolette) and granddaughter (Emilia) live in Severna Park, Maryland, where he is a professor at the U.S. Naval Academy in Annapolis. As you can tell, I am extremely proud of my entire family!

High school: Mahnomen High School

College: Gained AA degree at Bemidji State College — then on to the “school of life” through farming. Also, earned a commercial pilots’ license in aerial application from the University of Minnesota Crookston.

Favorite movie: “Trains, Planes, and Automobiles” — everyone needs a good laugh now and then.

Favorite TV show: I currently don’t have one. I’ve not found much on TV that interests me other than some news programs.

Favorite book: I like action-suspense novels, so I read books by David Baldacci, Lee Child, or James Patterson. Other than that, I read a lot of material for whatever project I am working on — farm, school board’ or airport board.

Favorite music: Since Neil Diamond can most often be heard coming from my shower, I would have to say Neil. He has been a lifelong favorite. (Boy does that date me.) I also listen to country music.

Favorite hobby: Now that I am retired from the aerial application business, I enjoy flying for fun. Also, as a family, we are avid snowmobilers, and we often take trips together to enjoy each other’s company, as well as the wonderful winter scenery and hospitality that Minnesota and surrounding states provide.

Fun fact: One of my first jobs was as a pepperoni stripper for a pizza company. Also, at one point in time, I owned five airplanes. Upon sage advice from my wife, that was of short duration!
# Architectural Services

<table>
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<tr>
<th>Firm Name</th>
<th>Address/Location</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Hallberg Engineering, Inc.</td>
<td>1750 Commerce Court, White Bear Lake, MN 55110</td>
<td>651-748-1100, Fax 651-748-9370, <a href="mailto:info@hallbergengineering.com">info@hallbergengineering.com</a></td>
</tr>
<tr>
<td>JLG Architects (Dan Miller)</td>
<td>322 1st Avenue N, Suite 600, Minneapolis, MN 55401</td>
<td>612-746-4260, <a href="mailto:marketing@jlargest.com">marketing@jlargest.com</a></td>
</tr>
<tr>
<td>Unesco, Inc. (Kevin McGauley)</td>
<td>2125 2nd Street, White Bear Lake, MN 55110</td>
<td>888-514-1971, Fax 952-487-9389, UnescoCorp.com</td>
</tr>
<tr>
<td>Wenzel (Jim Wilson)</td>
<td>401 2nd Avenue North, Suite 206, Minneapolis, MN 55401</td>
<td>612-332-1401, wenzelcompanies.com</td>
</tr>
<tr>
<td>Widseth Smith Notting (Kevin Donnay)</td>
<td>7804 Industrial Park Road, Baxter, MN 56425</td>
<td>218-829-5117, Fax 218-829-2517, widsethsmithnotting.com</td>
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<td>Larson Engineering, Inc. (Matt Woodruff)</td>
<td>3524 Labore Road, White Bear Lake, MN 55110</td>
<td>651-481-9120, Fax 651-481-9201, <a href="mailto:mwoodruff@larsonengr.com">mwoodruff@larsonengr.com</a></td>
</tr>
<tr>
<td>Lawal Scott Erickson Architects, Inc.</td>
<td>100 Portland Ave South, Suite 100, Minneapolis, MN 55401</td>
<td>612-343-1010, <a href="mailto:jlittle@lase-architects.com">jlittle@lase-architects.com</a></td>
</tr>
<tr>
<td>MLA Architects (Mark Lenz)</td>
<td>12 Long Lake Road, Suite 17, St. Paul, MN 55115</td>
<td>651-770-4442, Fax 651-770-1997, <a href="mailto:mark@architectsmia.com">mark@architectsmia.com</a></td>
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# Consulting Services

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<tr>
<td>Nexus Solutions (Michael David)</td>
<td>6885 Sycamore Lane North, Maple Grove, MN 55369</td>
<td>612-474-1003, Fax 673-201-8410, <a href="mailto:mdavid@nexusolutions.com">mdavid@nexusolutions.com</a></td>
</tr>
<tr>
<td>TSP, Inc. (Von Petersen)</td>
<td>1500 Highway 52 N, Rochester, MN 55901</td>
<td>507-288-8155, Fax 763-201-8155, teamtsp.com</td>
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<tr>
<td>Plaisted Companies, Inc. (Kerry Glader)</td>
<td>P.O. Box 332, Elk River, MN 55330</td>
<td>763-441-1100, Fax 763-633-1002, plaistedcompanies.com</td>
</tr>
<tr>
<td>Benson, Kerrane, Storz &amp; Nelson (Ross Hussey)</td>
<td>7760 France Avenue South, Suite #1350, Minneapolis, MN 55435</td>
<td>952-466-7574, Fax 763-344-0055, <a href="mailto:benson@bensonkerrane.com">benson@bensonkerrane.com</a></td>
</tr>
<tr>
<td>Booth Law Group LLC (Laura Tubbs)</td>
<td>10520 Wayzata Blvd., Suite 200, Minnetonka, MN 55305</td>
<td>763-253-4155, Fax 763-253-4160, boothlawgroup.com, <a href="mailto:lbooth@boothlawgroup.com">lbooth@boothlawgroup.com</a></td>
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# More Information

For more information or to have your firm included in the directory, please contact Erica Nelson at 763-497-1778 or erica@pierrecollections.com.
## MSBA’s Vendor Directory

### ENERGY SOLUTIONS

<table>
<thead>
<tr>
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<th>Address</th>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>The Retrofit Companies, Inc. DBA Retrofit Lighting &amp; Design</td>
<td>1010 Hoffman Drive, Suite A, Owatonna, MN 55060</td>
<td>Jake Andrist</td>
<td>507-414-5087, Fax 651-717-4776</td>
<td><a href="mailto:jandrist@retrofitcompanies.com">jandrist@retrofitcompanies.com</a></td>
</tr>
<tr>
<td>Trane Inc.</td>
<td>775 Vandalia Street, St. Paul, MN 55114</td>
<td>Amy Dorsett</td>
<td>651-728-0820</td>
<td><a href="mailto:amy.dorsett@trane.com">amy.dorsett@trane.com</a></td>
</tr>
<tr>
<td>Unesco, Inc.</td>
<td>(Kevin McGauley)</td>
<td>2125 2nd Street, St. Paul, MN 55114</td>
<td>651-728-0820</td>
<td><a href="mailto:jandrist@retrofitcompanies.com">jandrist@retrofitcompanies.com</a></td>
</tr>
<tr>
<td>The Retrofit Companies, Inc.</td>
<td>3060 Centre Pointe Drive, Roseville, MN 55113</td>
<td>Greg Crowe</td>
<td>651-697-8555</td>
<td><a href="mailto:gcrowe@ehlers-inc.com">gcrowe@ehlers-inc.com</a></td>
</tr>
<tr>
<td>FIREFIGHTING</td>
<td></td>
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<tr>
<td>Ehlers</td>
<td>150 Second Street SW, Perham, MN 56573</td>
<td>Lyle Schumann, Johnson Controls, Inc.</td>
<td>888-992-7844</td>
<td><a href="mailto:lyle.c.schumann@jci.com">lyle.c.schumann@jci.com</a></td>
</tr>
<tr>
<td>2nd Wind Exercise Equipment</td>
<td>7858 Equitable Drive, Eden Prairie, MN 55344</td>
<td>Harlan Lehman, Minnesota Wisconsin Playground</td>
<td>952-240-4512, Fax 952-544-5053</td>
<td><a href="mailto:harlan@mnwiplay.com">harlan@mnwiplay.com</a></td>
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### FLOOR COVERINGS

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<tr>
<td>Hiller Commercial Floors</td>
<td>2909 S Broadway, Rochester, MN 55904</td>
<td>Dave Bahr</td>
<td>507-254-6858 or 888-724-1766</td>
<td><a href="mailto:dbahr@hillercarpet.com">dbahr@hillercarpet.com</a></td>
</tr>
<tr>
<td>UCare Group Medicare</td>
<td>6105 Golden Hills Drive, Golden Valley, MN 55416</td>
<td>Maggie R. Wallner</td>
<td>763-847-4040</td>
<td><a href="mailto:e.marissa@taher.com">e.marissa@taher.com</a></td>
</tr>
<tr>
<td>Johnson Controls, Inc.</td>
<td>2605 Fernbrook Lane North, Plymouth, MN 55447</td>
<td>Lyle Schumann, Johnson Controls, Inc.</td>
<td>651-775-7548, Fax 763-566-2208</td>
<td><a href="mailto:lyle.c.schumann@jci.com">lyle.c.schumann@jci.com</a></td>
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### FOOD SERVICE PRODUCTS & SERVICES

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<tr>
<td>Taher, Inc.</td>
<td>5570 Smetana Drive, Minnetonka, MN 55343</td>
<td>Erin Marissa</td>
<td>952-945-0444</td>
<td><a href="mailto:e.marissa@taher.com">e.marissa@taher.com</a></td>
</tr>
<tr>
<td>UCare Group Medicare</td>
<td>6105 Golden Hills Drive, Golden Valley, MN 55416</td>
<td>Maggie R. Wallner</td>
<td>763-847-4010</td>
<td><a href="mailto:e.marissa@taher.com">e.marissa@taher.com</a></td>
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### HEALTH INSURANCE

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<tr>
<td>PreferredOne</td>
<td>6105 Golden Hills Drive, Golden Valley, MN 55416</td>
<td>Erin Marissa</td>
<td>763-847-4000</td>
<td><a href="mailto:e.marissa@taher.com">e.marissa@taher.com</a></td>
</tr>
<tr>
<td>National Insurance Services</td>
<td>14852 Scenic Heights Road, Suite 210, Eden Prairie, MN 55344</td>
<td>Rob Keller</td>
<td>612-337-9300, Fax 612-337-9310</td>
<td><a href="mailto:rkeller@nisbenefits.com">rkeller@nisbenefits.com</a></td>
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### LABOR RELATIONS

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<tr>
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<tbody>
<tr>
<td>EMBA-Sponsored Administration and Compliance Service (A&amp;C Service)</td>
<td>115 E. Hickory Street, Suite 300, Minneapolis, MN 55402</td>
<td>Amy Dorsett</td>
<td>612-339-0038</td>
<td><a href="mailto:amy.dorsett@unescocorp.com">amy.dorsett@unescocorp.com</a></td>
</tr>
<tr>
<td>Unesco, Inc.</td>
<td>2125 2nd Street, St. Paul, MN 55114</td>
<td>Rod Schumacher</td>
<td>651-697-8522</td>
<td><a href="mailto:rod.schumacher@is-grp.com">rod.schumacher@is-grp.com</a></td>
</tr>
<tr>
<td>Minnesota School Boards Association</td>
<td>11095 Viking Drive, Suite 230, Eden Prairie, MN 55344</td>
<td>Marcus Traetow</td>
<td>612-643-4738</td>
<td><a href="mailto:marcus.k.traetow@emcins.com">marcus.k.traetow@emcins.com</a></td>
</tr>
<tr>
<td>Ratwik, Roszak &amp; Maloney, P.A.</td>
<td>5101 Highway 55, Suite 6000, Minneapolis, MN 55402</td>
<td>Marcus Traetow</td>
<td>612-238-0060, Fax 612-833-0039</td>
<td><a href="mailto:info@ratwiklaw.com">info@ratwiklaw.com</a></td>
</tr>
<tr>
<td>Minnesota Wisconsin Playground</td>
<td>5101 Highway 55, Suite 6000, Golden Valley, MN 55422</td>
<td>Harlan Lehman</td>
<td>763-546-7787, Fax 763-546-5050</td>
<td><a href="mailto:harlan@mnwiplay.com">harlan@mnwiplay.com</a></td>
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### FIRE & SECURITY

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<tr>
<th>Vendor Name</th>
<th>Address</th>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arvig</td>
<td>150 Second Street SW, Perham, MN 56573</td>
<td>Marcus Traetow</td>
<td>888-992-7844</td>
<td>arvigbusiness.com</td>
</tr>
<tr>
<td>FSM</td>
<td>2605 Fernbrook Lane North, Plymouth, MN 55447</td>
<td>Lyle Schumann, Johnson Controls, Inc.</td>
<td>651-775-7548, Fax 763-566-2208</td>
<td><a href="mailto:lyle.c.schumann@jci.com">lyle.c.schumann@jci.com</a></td>
</tr>
<tr>
<td>2nd Wind Exercise Equipment</td>
<td>7858 Equitable Drive, Eden Prairie, MN 55344</td>
<td>Harlan Lehman, Minnesota Wisconsin Playground</td>
<td>952-240-4512, Fax 952-544-5053</td>
<td><a href="mailto:harlan@mnwiplay.com">harlan@mnwiplay.com</a></td>
</tr>
</tbody>
</table>

### INDOOR AIR QUALITY

<table>
<thead>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCare Group Medicare</td>
<td>6105 Golden Hills Drive, Golden Valley, MN 55416</td>
<td>Maggie R. Wallner</td>
<td>763-847-4010</td>
<td><a href="mailto:e.marissa@taher.com">e.marissa@taher.com</a></td>
</tr>
<tr>
<td>Johnson Controls, Inc.</td>
<td>2605 Fernbrook Lane North, Plymouth, MN 55447</td>
<td>Lyle Schumann, Johnson Controls, Inc.</td>
<td>651-775-7548, Fax 763-566-2208</td>
<td><a href="mailto:lyle.c.schumann@jci.com">lyle.c.schumann@jci.com</a></td>
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</tbody>
</table>

### FOOD SERVICE PRODUCTS & SERVICES

<table>
<thead>
<tr>
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<th>Address</th>
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<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taher, Inc.</td>
<td>5570 Smetana Drive, Minnetonka, MN 55343</td>
<td>Erin Marissa</td>
<td>952-945-0444</td>
<td><a href="mailto:e.marissa@taher.com">e.marissa@taher.com</a></td>
</tr>
<tr>
<td>UCare Group Medicare</td>
<td>6105 Golden Hills Drive, Golden Valley, MN 55416</td>
<td>Maggie R. Wallner</td>
<td>763-847-4010</td>
<td><a href="mailto:e.marissa@taher.com">e.marissa@taher.com</a></td>
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</table>

### HEALTH INSURANCE

<table>
<thead>
<tr>
<th>Vendor Name</th>
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<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreferredOne</td>
<td>6105 Golden Hills Drive, Golden Valley, MN 55416</td>
<td>Erin Marissa</td>
<td>763-847-4000</td>
<td><a href="mailto:e.marissa@taher.com">e.marissa@taher.com</a></td>
</tr>
<tr>
<td>National Insurance Services</td>
<td>14852 Scenic Heights Road, Suite 210, Eden Prairie, MN 55344</td>
<td>Rob Keller</td>
<td>612-337-9300, Fax 612-337-9310</td>
<td><a href="mailto:rkeller@nisbenefits.com">rkeller@nisbenefits.com</a></td>
</tr>
</tbody>
</table>

### LABOR RELATIONS

<table>
<thead>
<tr>
<th>Vendor Name</th>
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<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMBA-Sponsored Administration and Compliance Service (A&amp;C Service)</td>
<td>115 E. Hickory Street, Suite 300, Minneapolis, MN 55402</td>
<td>Amy Dorsett</td>
<td>612-339-0038</td>
<td><a href="mailto:amy.dorsett@unescocorp.com">amy.dorsett@unescocorp.com</a></td>
</tr>
<tr>
<td>Unesco, Inc.</td>
<td>2125 2nd Street, St. Paul, MN 55114</td>
<td>Rod Schumacher</td>
<td>651-697-8522</td>
<td><a href="mailto:rod.schumacher@is-grp.com">rod.schumacher@is-grp.com</a></td>
</tr>
<tr>
<td>Minnesota School Boards Association</td>
<td>11095 Viking Drive, Suite 230, Eden Prairie, MN 55344</td>
<td>Marcus Traetow</td>
<td>612-643-4738</td>
<td><a href="mailto:marcus.k.traetow@emcins.com">marcus.k.traetow@emcins.com</a></td>
</tr>
<tr>
<td>Ratwik, Roszak &amp; Maloney, P.A.</td>
<td>5101 Highway 55, Suite 6000, Minneapolis, MN 55402</td>
<td>Marcus Traetow</td>
<td>612-238-0060, Fax 612-833-0039</td>
<td><a href="mailto:info@ratwiklaw.com">info@ratwiklaw.com</a></td>
</tr>
<tr>
<td>Minnesota Wisconsin Playground</td>
<td>5101 Highway 55, Suite 6000, Golden Valley, MN 55422</td>
<td>Harlan Lehman</td>
<td>763-546-7787, Fax 763-546-5050</td>
<td><a href="mailto:harlan@mnwiplay.com">harlan@mnwiplay.com</a></td>
</tr>
</tbody>
</table>
PUBLIC FINANCE

Kennedy & Graven, Chartered
(Maggie R. Wallner)
470 US Bank Plaza
200 S 6th Street
Minneapolis, MN 55402
612-337-9300, Fax 612-337-9310
www.kennedy-graven.com
contactus@kennedy-graven.com

Springsted Group
(Rick Yount)
380 Jackson Street, Suite 300
St. Paul, MN 55101
651-223-3080, Fax 651-233-3046
www.springsted.com
ryount@springsted.com

Ratwik, Roszk & Maloney, P.A.
(Margaret Skelton)
730 2nd Avenue S, Suite 300
Minneapolis, MN 55402
612-339-0060, Fax 612-339-0038
www.ratwiklaw.com
info@ratwiklaw.com

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www.3dresponse.com

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Perham, MN 56573
888-992-7844
arvigbusiness.com
answers@arvig.com

TRANSPORTATION

Hoglund Bus Company
(Brian Watley)
116 E. Oakwood Drive, PO Box 249
Monticello, MN 55362
763-271-8750, Fax 763-295-4992
brian.watley@hoglundbus.com

Minnesota School Bus Operators Association
(Shelly Jonas)
10606 Hemlock Street NW
Annandale, MN 55302
320-274-8313, Fax 320-274-8027
www.msboa.com
shellyj@msboa.com

North Central Bus & Equipment
(Candice Taylor)
2629 Clearwater Road
St. Cloud, MN 56301
320-251-7252
www.northcentralinc.com
candice@northcentralinc.com

Superior Transportation Services Inc.
(Joe Schieffert)
220 North 27th Street
Olivia, MN 56277
507-217-6343
www.superiortm.com
joe@superiortm.com

Telin Transportation Group
(Dave Mohr)
16290 Kenrick Loop
Lakeville, MN 55044
952-435-9060, Fax 952-435-9066
www.telingroup.com
dmohr@telingroup.com

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(Andy Eckles)
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www.payschools.com
andy.eckles@payschools.com

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For more information on the Blue Bird Vision.
In an ideal world, all people treat their fellow human beings well and no student experiences violence, harassment (sexual or otherwise), bullying, hazing, or discrimination in — or away from — school. Since we do not live in that ideal world, all school personnel need to remain vigilant, determined, and consistent in enforcing the laws and policies that protect students from these harmful behaviors. The fact that these laws and policies are in place is not enough to keep students protected, without solid implementation and consistent enforcement.

Schools are required to have policies that provide protections against violence, harassment, bullying, hazing, and discrimination. These policies have been required for some time, and, because the requirements are no longer new, attention may have shifted to more recently enacted requirements for schools. Our students need school personnel to remain focused on preventing these behaviors and keeping students safe. Communicating and implementing the policies prohibiting violence, harassment, bullying, hazing, and discrimination must remain a priority.

The key applicable policies are:
- Equal Educational Opportunity (102)
- Harassment and Violence (413)
- Bullying Prohibition Policy (514)
- Student Disability Nondiscrimination (521)
- Student Sex Nondiscrimination (522)
- Hazing Prohibition (526)

If a complaint based on one of these policies is received, the school district must investigate. If the investigation determines a policy violation exists, school districts must act to make sure no additional violation occurs, appropriate discipline is administered, and the complainant is protected from retaliation.

Strategies to prevent harassment, violence, bullying, hazing, and discrimination are available. Efforts may include the following: create a safe and supportive school environment; partner with parents and other community members to develop and implement prevention and intervention programs; provide social and emotional learning; use restorative practices; engage all students and school personnel in programs of education, intervention, and remedial responses; provide intervention and report training; provide advocacy training for student targets and bystanders; and encourage student collaborations that foster a safe and supportive school climate.

Public schools must exist to both educate and protect students. The focus on education cannot distract schools from their responsibility to protect.

Send questions to Cathy Miller at cmiller@mnmsba.org.
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