Janus Decision Stops Fair Share Fees; Brings Up Representation Issues
MSBA Board Development Survey
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**SEPTEMBER 2018**

3 .......... Labor Day (no meetings)
4 .......... First Day School Can Be Held
6 .......... MSBA Insurance Trust Meeting
11 .......... MSBA Advocacy Tour (Grand Rapids and Marshall)
12 .......... MSBA Advocacy Tour (Staples and Thief River Falls)
12 .......... Board Book Webinar (noon)
13 .......... MSBA Advocacy Tour (St. Paul)
14 .......... MSBA Building a High-Performance School Board Team: Phase III, Maple Grove
15 .......... MSBA Representing Your Community Through Policy and Engagement: Phase IV, Maple Grove
18 .......... MSBA Advocacy Tour (Cloquet and Sartell)
19 .......... MSBA Advocacy Tour (St. Peter and Willmar)
20 .......... MSBA Advocacy Tour (Fergus Falls and Rochester)
28 .......... Last Day for Submitting Legislative Resolutions

**OCTOBER 2018**

1–2 .......... MASA Fall Conference
4-5 .......... Minnesota Association of Educational Office Professionals Conference, Duluth
7–8 .......... MSBA Board of Directors’ Meeting
8 .......... Columbus Day Observed (optional holiday)
13 .......... MSBA Charter School Board Training, St. Peter
1–19 .......... Minnesota Educator Academy (MEA) Conference
24–26 .......... MASBO Fall Conference
25 .......... MSBA Insurance Trust Meeting
28–29 .......... MSBA Trust Edge Training, Staples

**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, Rochester and Twin Cities
20–30 .......... MSBA Pre-Delegate Assembly Meeting (online recording)
22 .......... Thanksgiving Day (no meetings)
23 .......... Optional Holiday
30 .......... MSBA Board of Directors’ Meeting
30–Dec 1 .......... MSBA Delegate Assembly

MSBA thanks art teacher Shelli Fenske and her students at Dilworth-Glyndon-Felton High School for sharing their art in this issue.

**COVER ART:** Kayden C.

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.
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Clean Diesel Emissions

FACT: Alternative fuel engines are not always the cleanest.

- Carbon Monoxide Emissions

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<td>Cummins B6.7N (DIESEL)</td>
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- Carbon Monoxide is a Greenhouse Gas -

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Webinars Can Put Solid Information in Front of Boards Quickly

By Kirk Schneidawind, MSBA Executive Director

A new law, administrative ruling, or a court decision can impact school districts drastically. To serve our members best, we no longer have time to spend months preparing responses, putting together PowerPoints and setting up regional meetings all over the state to get the information in front of board members, superintendents, or other administrators.

In today’s world, our response needs to be solid and immediate. This is why MSBA has started a series of webinars to address new issues with good information in a short turn-around time.

In 2017, we tested the webinar system with some informational sessions on our Pre-Delegate Assembly meetings and how a school board can conduct its Organizational Meeting.

As the number of participants grew and became more familiar with the webinars, MSBA has used this method to deliver information in front of an issue to help our public school districts know what to expect as the school year begins or a new law is implemented.

MSBA’s Board Development Director Katie Klanderud writes in this edition about how your responses to last year’s Board Development survey has given us a clear understanding of how we can serve you better. Web-based conferencing garnered interest from 68 percent of those surveyed. The reasons are simple: you get more timely information; you get it in a concise format; you have a chance to ask questions in real time; and you don’t have to travel to a conference because you can view it live or view a recording 24/7 at your leisure.

We heard your responses and have offered webinars on issues such as “What School Boards and Administrators Need to Know About Harrassment.” When school districts and other governmental organizations became concerned about cyber threats, MSBA hosted a webinar on “Cybersecurity: What School Districts Need to Know.”

By far our most-viewed webinar was June’s “Minnesota’s New Tiered Licensure System.” We had nearly 500 people register and watch it either live or listen to the recording. And in August, when the U.S. Supreme Court ruled on the Janus case, we offered a session to tell public school officials what ramifications the decision would have on school districts.

We know there is a balance between offering more immediate information in a webinar and also offering information face-to-face. MSBA has always offered the face-to-face workshops and inservices on a regional basis, but now we are also pleased to have a webinar system in place for times when school districts need good information ahead of implementation dates. We will continue this forward-thinking service and continue to make the information easily accessible for board members and all school officials. Simply go to our website at www.mnmsba.org/ Webinars and you have full access to recordings of all the webinars we have conducted.

It’s just another way that MSBA listens to our membership and acts to provide a new way of helping our public school districts succeed.

Kirk Schneidawind is the MSBA Executive Director. Contact Kirk at kschneidawind@mnmsba.org.
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A lack of trust is costly to school districts. Research shows that education is one of the most trusted institutions in the United States (2017 Trust Outlook™). Trusted school board members, administrators, teachers, and coaches are respected and listened to by their community, staff, and students. As trust levels rise in schools and a trusting environment is built, school districts may likely see positive results in staff retention, student enrollment, and student achievement.

REGISTRATION INSTITUTE:

The Trust Edge for School Districts
Sunday, October 28 (6:30 p.m. to 9:30 p.m.)
Monday, October 29 (8:30 a.m. to 3:30 p.m.)

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Hotel: Timberlake Hotel, 218-895-1300.

REGISTER TODAY at http://www.mnmsba.org/TheTrustEdge
There is little we do as school board members that is not guided or directed by state or federal statute. One area that in many ways is left open to our lead is the area of gifted education for our students who excel. Our state and nation have a history of leaving the search for resources and direction to the local level. Until recently, there was a distortion of the need for specialized attention for our most accomplished students. It was assumed that left to their own devices, they would be successful and there was little need to provide these students with added support. The truths being that our students of all levels are in need of specialized supports and differentiation of programing and curriculum. But that comes with an appreciation, price tag, and priority of the school board and administration.

A school district has many reasons why they should be paying attention to what they have to offer their gifted students. First of all, it is the right approach to take to ensure your students are reaching their full potential. Your staff development should be linked to the full spectrum of students entering your classrooms, providing your teachers the tools and support to reach students’ needs. Parents often shop or select schools based on the rigor of programing. Without constant attention, a program reaching beyond the mandated Minnesota and national standards will dwindle from lack of attention and scarce resources.

The average school district can expect to have 10 percent of their students of any demographic land in the category of “gifted” — with 1 percent considered “highly gifted.” The “highly gifted” student is in need of a decidedly specialized approach to their education. If your district is of limited resources, the Minnesota Department of Education has a designated section to help with guidance and resources.

As for the 10 percent, for many years my home district of Austin was concerned by

Austin’s Gifted and Talented Services

Mission:  
To recognize and challenge intellectually gifted and academically talented learners to meet individual academic and affective learning needs.

Vision:  
To be the leader in providing a rigorous continuum of services for intellectually gifted and academically talented learners and a resource to districts and stakeholders, being the catalyst that will challenge and develop tenacious learners and the staff who persevere to serve them.
the lack of diversity — both culturally and economically — in our gifted and talented programming. It was determined there was an “opportunity for enrichment” divide. We knew the numbers we were seeing and those that we should be seeing but were lacking.

We made it a priority to address the student barriers that were keeping them from accessing our advanced programming. We determined a “grow our own” approach was needed. One of our tactics five years ago was to collaborate with neighboring Albert Lea on a program we named Project E3 (“Environmental Engineering for Everyone”). Project E3 is a three-year, STEM-based, extended day and summer enrichment program focused on environmental issues in our region for grades 4-6. Students with promise were offered a space in the program. Now, four years later in our high school advanced courses, students mirror the demographics of their peers. This is a wholehearted win for students, their teachers, and a proud school board!

Words from one of our third-year participants: “…It is a great opportunity to be a part of an outstanding group called E3. You will meet awesome friends and teachers and go on jaw-dropping field trips.”

Kathryn Green is the MSBA President. Contact Kathryn at kathyannegreen@gmail.com.

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The new school year starts with a significant change in the relationship between unions and nonmember public employees. During the 2017-18 school year, employees who were covered by a collective bargaining agreement but did not wish to join the union were required under Minnesota law to pay a percentage of the full union membership dues—the fair share fee. This rule changed following an Illinois public employee’s successful lawsuit challenging fair share fees as a First Amendment violation.

On June 27, 2018, the U.S. Supreme Court issued its decision in Janus v. AFSCME Council 31, which ruled that public employees who chose to not join the bargaining unit’s union could not be compelled to pay fair share fees. The Supreme Court determined that compulsory payment of fair share fees violates public employees’ First Amendment right to not be compelled to support political positions that employees do not hold. Minnesota’s law regarding fair share fees is invalid under the Janus ruling.

The Janus ruling requires that school districts stop deducting fair share fees from nonmember employee paychecks. Going forward, school districts and other public employers may deduct union payments from an employee’s paycheck only with an employee’s freely given, affirmative, and clear consent. Authorization from a nonmember employee should be dated after June 27, 2018. The responsibility rests with the union to obtain an employee’s affirmative, written consent before the school district begins to make deductions from the employee’s compensation.

Payroll deductions for employees who are union members are not affected by the Janus decision. School districts should make payroll deductions for employees who authorize the deductions by completing and submitting a dues checkoff document through their union. Employees who wish to opt out of dues payments should contact their union.

The Janus decision is limited to nonmember public employees. The decision does not affect public employees who choose to join and become full members of the union. Membership dues are not covered by the Janus decision.

Questions regarding nonmember representation issues should be directed to the respective union.
status, fair share fee collection and reimbursement, and other matters concerning union membership are between the employee and the union. School districts should not engage in discussions with employees regarding these and related questions.

Post-Janus, unions must represent all district employees in negotiations regardless of membership status. The Janus ruling states that public sector unions must provide fair representation to all employees within their bargaining units. The “exclusive representative” is the union that meets and negotiates with public employers on behalf of “all employees in the appropriate unit” (M.S. 179A.03, Subd. 8). The union cannot negotiate a collective-bargaining agreement that discriminates against nonmembers and, similarly, school districts may not adopt a collective-bargaining agreement that discriminates against nonmembers.

For these reasons, Minnesota school district employees who choose to not join a union continue to be represented by the bargaining unit’s exclusive representative on matters in which the exclusive representative has a duty to act. These employees receive the pay and benefits that are negotiated under the collective bargaining agreement.

All teachers in a school district are part of the “appropriate unit” for collective bargaining under Minnesota’s Public Employment Labor Relations Act (PELRA) (M.S. 179A.03, Subd. 2). This means, in effect, that the local teachers’ union represents all teachers in the school district.

With regard to representation of nonmembers in grievance proceedings, the Janus decision stated that grievance representation benefits all members, not just the individual nonmember who is the subject of the proceeding. With this said, the Court wrote that, in “the representation of nonmembers in disciplinary matters … [I]ndividual members could be required to pay for that service or could be denied union representation altogether.” MSBA will provide additional guidance as the implications of this language become clear.

Minnesota school districts currently engaged in master agreement negotiations should ensure that fair share provisions are removed from the agreement. Unless a school district is currently negotiating a Master Agreement, no steps need to be taken now. The Janus decision observed that contracts typically contain a severability clause, which allows the remainder of an agreement to remain in force even if a provision is determined to be illegal or unconstitutional. In this case, the Master Agreement will remain in force and the fair share fee provision will no longer be considered as part of the Agreement. School districts should check to ensure that their Master Agreements contain a severability clause, which is usually near the end of the document.

MSBA is working closely with school districts, superintendents, labor organizations, and other education organizations to understand the Janus ruling and its ramifications. Additional guidance will be provided as the situation evolves. In the meantime, if you have questions about the Janus decision, please contact Amy Fullenkamp-Taylor, MSBA Director of Management Services, at ataylor@mnmsba.org.

Terry Morrow is MSBA’s Associate Director of Management Services and Policy Services. To comment on the article, you can reach him at tmorrow@mnmsba.org.
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LET’S GO BEYOND™
We Asked, You Answered, and We ARE Listening

MSBA Board Development Survey 2017-2018

By Katie Klanderud

Did you know:

✓ 98 percent of Minnesota school board members would encourage others to attend MSBA workshops/events
✓ 96 percent found MSBA materials useful
✓ 95 percent stated that MSBA was their first choice for school board training?

How do we know? YOU told us through the MSBA Board Development Survey that was distributed to the membership in October of 2017.

We asked, you answered, and we ARE listening: You gave us great feedback! Your MSBA staff read, analyzed, and considered every one of your responses. As a result, we have four big takeaways to focus on in the next year.

Location, location, location: Minnesota is a big state! You don’t like to travel to participate in a workshop/event, but if needed, you’d prefer not to travel more than two hours. We hear you! Members may have noticed that our workshops and locations vary around the state from year to year. Even-year elections in Minnesota average about 400 NEW school board members. Odd election years average only 70 NEW school board members. As you can imagine, this great variance affects registrations, attendance, and workshop locations. Your MSBA staff reviews where in the state the most elections are to take place and schedules

Look for our Management Services Survey in October!

At MSBA, we value your input. Look for our short Management Services survey in October and help us shape services such as our Data Hub, responding to your questions by phone or email, master agreements, service manuals, and superintendent contract and evaluation handbooks.

We have offered four short surveys over the past four years, instead of doing longer 20- or 30-minute surveys on every topic. Your help in responding to communications, government relations and board development over the past three years has helped us keep in step with your needs and how to provide you with information you need.

Be part of our survey this year and keep us as your go-to Association.

Naomi F.
Summer Seminar options: Those who have attended really appreciate the focused topics and find the Summer Seminar valuable. Unfortunately, the time of year can keep attendance significantly smaller than what we would expect. We’re working on creative ideas to reenergize and rethink Summer Seminar.

You’re busy and it IS more than one meeting a month: Several of your MSBA staff are former school board members themselves. We realize being a good school board member requires dedication and hard work, oftentimes more than your community members realize! On top of your responsibilities in your district, attending workshop opportunities in the spring can be an overwhelming undertaking. Both Learning to Lead – School Board Basics: Phase I and Leadership Foundations – Leadership Conference are well attended by over 85 percent of school board members. Building a High-Performance School Board Team: Phase III and Representing Your Community Through Policy and Engagement: Phase IV workshops tend to drop off in attendance, yet these workshops were “valued the most” by 63 percent of those who attended them. We encourage you to be lifelong learners and take advantage of the opportunity to learn how to lead in your communities. To make these workshops more accessible and to offer a variety of opportunities to the membership, in addition to the Phase III/IV workshops held regionally in the spring, MSBA has added an additional Phase III/IV workshop to be held in the fall that will be centrally located in the state.

Because we feel board members should complete the series, in 2019, attendance and completion will be a requirement to receive the Leadership Development Certificate and to be nominated for the All-State School Board or new Rising Star awards.

Online learning is of great interest, but practice is key: Web-based workshops and conferencing received a high interest rating of 68 percent. But, when asked which delivery method you preferred and your level of knowledge to use this delivery method, your answers varied greatly. MSBA has been offering more webinars and we continue to evaluate the quality of the experience, learn from any glitches, and research different options for delivery methods.

A big takeaway is the need for board members to practice online learning. We’re working on sessions for focus groups, Q & A, and short webinars to help us all learn and gather experience together, online. Certainly, this area is an exciting opportunity for growth and improvement!

In 2017 and 2018, we’ve offered new board development services for school board members, superintendents, board support staff, and other administration in your school districts. Your MSBA staff invite you to explore the new MSBA Board Self-Evaluation, The Trust Edge Experience, the development and alignment of the MSBA Standards for School Board Leadership, and a variety of topic-specific webinars. We consistently review and update ways to provide resources that are relevant, effective, and interesting.

“Board self-evaluation was really a good experience. An important tool and very helpful.”

MSBA’s mission is to support, promote, and strengthen the work of public school boards. Our promise to you is to continue to ask for your feedback and study your input. We know the MSBA membership is focused on becoming high-performing school boards with the ultimate goal of excellent student achievement for all students in Minnesota. We are YOUR MSBA, and this is where school board members learn to lead.

Thank you for your feedback. We are grateful for the opportunity to serve you.

Katie Klanderud is MSBA’s Board Development Director. To comment on this article, you can reach Katie at kklanderud@mnmsba.org.
Resolutions: Not Just for New Year’s Eve

MSBA members are encouraged to propose legislative resolutions for the next legislative session

By MSBA’s Denise Dittrich and Kim Lewis

Nearly every school board member has experienced a conversation around the board table contemplating legislative requirements and as a result asked themselves: “If only we were able to …” or “Wouldn’t it be great if we didn’t have to ….” Writing a resolution can help you move from a question to an answer.

One of the most fulfilling and powerful privileges of membership in the Minnesota School Boards Association (MSBA) is the opportunity to participate in the policymaking process. Good grass-roots policymaking begins when a school board or school board member — just like you — identifies an issue that needs to be resolved or a new idea to be considered, and submits a proposed solution to MSBA in the form of a resolution.

A resolution is a written motion adopted by a deliberative body — in MSBA’s case, the Delegate Assembly. Proposed resolutions are submitted in September and vetted through a process. Then, MSBA school board member delegates meet in early December to vote on adoption of all the submitted resolutions.

Authoring a resolution is a great way to get involved and create awareness of issues that need the attention of MSBA and the state policymakers — our legislators.

During the legislative session, elected state officials often ask for MSBA’s resolutions or policies because they respect what school board members do and think.

Writing a resolution is not difficult. However, there is a format and process that must be followed to ensure the issue is represented and recorded accurately. MSBA has created an easy to use form that can be downloaded or printed. Completed forms may be submitted until September 28 for consideration at the 2018 Delegate Assembly. Resolution forms will be available at www.mnmsba.org.

We encourage you to participate and submit a resolution. Please use the following tips and guidelines.

What should my resolution statement be?

A resolution is a proposal that suggests MSBA takes a certain position or action on an issue. Either individual school board members or the entire school board may submit a resolution.
Start by asking, “Does the proposed resolution have a statewide impact?” “Is the proposed resolution timely?”

**The “Be it resolved ...” clause**

The “Be it resolved that MSBA urges the legislature to ...” is the most important part of the resolution, since it will become the policy if adopted. A strong “resolved” statement should:

- State the topic and the desired action or policy.
- Be fully understood as a stand-alone statement.
- Contain a single issue.
- Be specific enough to get your point across, yet flexible enough to be relevant for the long-term.

**Background/Rationale**

Recognizing that if your school district has a concern or idea, chances are other districts have contemplated or would like to see a change too. Understanding how the issue impacts school districts is very helpful. Background information can include:

- Commentaries
- Survey information
- Statistics
- Reports
- Analyses

Rationale statements should paint a picture of why the issue should be addressed by MSBA and what the “Be it resolved” statement is intended to address. The rationale should:

- Describe the problem or need for action.
- Explain how the “Be it resolved” statement will correct the problem.
- Address the timeliness or urgency, with its effects on school districts.
- Provide reasonable support in a logical order.

**I wrote my resolution. Now what?**

Proposed resolutions should be submitted to bhoffman@mnmsba.org by Friday, September 28, 2018.

Once received, each proposed resolution is researched further by MSBA’s Government Relations team. Resolutions are then presented to the MSBA Board of Directors before moving on to be debated and voted on by school board delegates at the Delegate Assembly meeting in December.

We hope you will get involved and help make a difference statewide. As school board members, you are the closest to the issues that affect our schools and students. You are in the best position to identify issues and help provide solutions.

Denise Dittrich (dditrich@mnmsba.org) and Kimberley Lewis (klewis@mnmsba.org) — along with Grace Keliher (gkeliher@mnmsba.org) — comprise the MSBA Government Relations staff. MSBA members are welcome to email Grace, Denise, and Kim regarding the resolution process.
Inquiring Minds Want to Know — Here Are Some Answers

Once a resolution is passed, what happens?

By Denise Dittrich and Kimberley Lewis

QUESTION: What is the difference between MSBA’s legislative platform and policies?

ANSWER: Resolutions that are voted in at the Delegate Assembly become part of the MSBA Policy Manual, our core principles.

The legislative platform or agenda is determined each year, prior to the legislative session and used throughout the session. The legislative platform contains five to 10 priority issues that are timely and relate to education. The platform is also a communication piece the Government Relations team uses to share MSBA’s priorities with legislators and other education organizations. The legislative agenda is set by the Government Relations team and accepted by the MSBA Board of Directors.

Resolutions that are adopted as policies may or may not be a part of the legislative agenda. However, all adopted resolutions are added to MSBA’s Policy Manual.

Q: I have an idea for a resolution, but how can I get help writing it?

A: Getting started is sometimes the hardest part for people. Try jotting down the overall topic or issue and then what you
see as the needed change. Think of who is impacted or who is needed to help resolve the issue and then how you think it can be changed.

• What action is needed to turn a negative into a positive?

• Stay away from what is wrong, but rather what the solution is to correct the problem. Try to be specific and detailed with what the solution is.

The MSBA Government Relations team is happy to assist you with formulating a “Be it Resolved …” statement and guiding you on the path to find background or rationale. In fact, the Government Relations team provides additional background information and a review of current law on issues submitted prior to the Delegate Assembly. Our contact information is listed below.

Q: How detailed does my resolution need to be?
A: The proposed resolution itself does not have to be lengthy. However, the resolution should be fully understood as a stand-alone statement on one single issue. For example:

Be it resolved, that MSBA urges the Legislature to create a task force to study the special education cross-subsidy with timeline and funding recommendations.

Q: Once a resolution is passed, what happens?
A: In December of each year, school board member delegates hear proposed resolutions and vote on each one. When a resolution passes, it goes on to become a MSBA policy and is included in the MSBA Policy Manual. Policies are the core principles of MSBA and can be helpful to the government relations team when advocating at the Capitol.

Denise Dittrich (ddittrich@mnmsba.org) and Kimberley Lewis (klewis@mnmsba.org) — along with Grace Keliher (gkeliher@mnmsba.org) — comprise the MSBA Government Relations staff. MSBA members are welcome to email Grace, Denise, and Kim regarding the resolution process.

Meet MSBA’s newest staff member
Maria Lonis

MSBA welcomed Maria Lonis as its new Associate Director of Management Services on August 1, 2018.

Lonis is a recent graduate of Mitchell-Hamline School of Law where she graduated with academic honors. During her tenure at Mitchell-Hamline, Lonis taught constitutional law to high school students as a Marshall-Brennan fellow, obtained a certificate in Global Arbitration Law and Practice during a study abroad in London, and worked as a law clerk at the Hennepin County Attorney’s Office.

Prior to law school, Lonis was an elementary school teacher for seven years: three years in her home state of Missouri and four years in Arizona. She specialized in teaching English to fifth and sixth grade students with learning disabilities, behavior disorders, and students that spoke English as a second language. In addition to serving as a teacher, Lonis was on a Positive Behavior Interventions and Supports steering committee, led Professional Learning Community meetings, and was a team lead and a director of professional development.

Lonis received her bachelor’s degree in elementary education from Buena Vista University in Ottumwa, Iowa in 2008.

At MSBA, Lonis will assist the management services division in contract analysis and negotiations, and be in daily contact with members.

Lonis lives in Minnetonka with her significant other, Shane, and her two dogs, Buddy and Kaptain. She enjoys reading, listening to audiobooks, going to the dog park, and swimming.
Designing spaces to fit new learning models.

Contact Dean S. Beeninga www.atsr.com 800.545.3731

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Achieving Our Clients’ Goals Since 1947
Summer Seminar keynote speaker Cindra Kamphoff worked to get school board members into a high-performance mindset, just as she did with Minnesota Viking player Adam Theilen.

The Ask MSBA booth was busy as members talked with MSBA Consultant Jeff Olson and Associate Director of Management Services Bill Kautt.

Closing keynote speaker Rick Kaufman talked about school safety and some insights that really matter.

Minnesota Department of Education Commissioner Brenda Cassellius updated members on ESSA and school accountability changes.

Eastern Carver County Superintendent Clint Christopher talked about how his district is making personalized education a reality for all of their students.
As a new school year begins, many of you have been reflecting on the previous school year and thinking about how to improve your system in the year to come. Continual improvement and system change is contemplative work and encompasses examining the educational research base for new information and ideas to improve student outcomes.

The Center for Applied Research and Educational Improvement (CAREI) publishes a short electronic newsletter each month during the school year called the CAREI “Research Watch.” In it, we summarize current research in education that we believe can inform the practice of district, school, and teacher leaders. Fifty-four districts around the state are members of our District Assembly and receive these newsletters monthly along with other membership benefits. Recognizing that not all of you have access to this resource, I thought I would share the research most applicable to district leaders from the past year. In the paragraphs below, you’ll find summaries of six articles that provide new insights, evidence, or ideas about how to better support students, teachers, and leaders.

**Teacher coaching linked to improvements in instruction and student achievement**

A recent meta-analysis of 60 studies found positive and significant effects of teacher coaching programs on both instruction and student achievement. The studies all employed teacher coaching methods, but the definition of those methods varied. For example, some studies looked at coaching as a way to ensure fidelity of instructional methods from previous trainings. Others, however, focused on encouraging teacher reflection through coaching or providing direct feedback from observations. Many of the studies focused on literacy coaches due to large federal investments in that area. The study found a significant positive effect of coaching on teachers’ instructional practices (e.g., the use of open-ended questions) when averaging across studies. The study also found significant positive effects on student achievement associated with coaching, but they were of a smaller magnitude than the effects on instructional practice. Interestingly, the study found that the effect size was smaller for general coaching programs when compared...
with content-specific programs (e.g., programs that target specific subjects, such as literacy, science, or math coaches). The effect of coaching on achievement was larger for programs that paired coaching with group trainings or with instructional resources or materials. The study concluded that having high dosage (more hours with coaches or in professional development) was not associated with better outcomes, supporting a hypothesis that the quality of the content and time with coaches is more important.


Data-based decision making shown to impact student achievement

Researchers at the University of Twente in the Netherlands developed and tested the effects of a data-based decision-making training program on primary school students. The intervention included a two-year training course for all teachers and school leaders in 53 primary schools across the Netherlands. The training focused on creating the knowledge and skills needed to work with data, working with actual student data to model the process, encouraging collaboration amongst teachers, classroom observations, and creating strategies based on data to improve student learning. This also included specific work with school leaders where trainers encouraged them to support their staff members and create additional time within the school year for them to work with student data effectively. The study found that this type of data-based decision-making training and support had an impact on student outcomes that differed by school. In fact, the results showed approximately an extra one month of learning for students involved. These effects were strongest among low socioeconomic status students. Due to the demonstrated effects, the researchers recommend that schools use coaching and classroom support to move data-based decision-making efforts forward.


Retrieved from: http://journals.sagepub.com/doi/abs/10.3102/0002831216637346
Aspects of school leadership related to student performance

This study addresses four key research questions through the use of an extensive survey and student outcomes analysis:

1. What are the levels of instructional leadership in schools?
2. What is the relationship between instructional leadership and student achievement?
3. What is the role of teachers in school leadership?
4. What is the relationship between teacher leadership and student achievement?

The findings are somewhat unsurprising: higher levels of instructional leadership and teacher leadership in schools are related to improved school performance in both ELA and mathematics. However, some of the elements most strongly related to improved achievement are those least implemented in schools. For example, schools are less likely to have effective school improvement teams or a shared vision for the school than other elements of instructional leadership. Similarly, although involving teachers in establishing discipline procedures and school improvement planning are highly related to achievement, teachers are only involved in these efforts in a minority of schools. Overall, the authors conclude that a balanced approach to leadership is best. Schools should stress both teacher accountability and inclusion in decision-making so that they have the resources, support, and autonomy to do their jobs and then can be held accountable to standards they helped establish.


Being assigned to the same teacher over multiple years benefits students

“Looping” is a policy in which students and teachers progress together through certain grades, extending the teacher-student relationship beyond the traditional one year. A new study finds significant benefits to students who are assigned to the same teacher a second time during elementary school (specifically grade 3 to 5). Students assigned to a teacher a second time score higher on standardized end-of-grade tests than they did during the first year with that teacher, suggesting that student achievement is affected by students’ familiarity with teachers. Considering the wealth of research that identifies teacher-student relationships as fundamental to promoting student achievement, this may not be surprising. Interestingly, these effects are strongest for minority students, regardless of the racial background of the teacher. In fact, this paper finds that familiarity (having a teacher more than once) provides more of a benefit than having a teacher of the same race. Finally, the study found some evidence of “spillover” effects. That is, if a student is in a teacher’s classroom for the first time but many of the classmates have had the teacher before, the student also experiences a gain. Based on this evidence, the authors caution against moves to specialize elementary teachers and instead support the idea of looping teachers with students in younger grades to support student achievement.


Tools for considering costs in education decisions

A new brief from the Institute of Education Sciences (IES) provides guidance and tools for educators seeking to implement cost analyses in their decision-making. The authors argue that measuring program costs can help leaders optimize resources and improve implementation of existing programs, potentially leading to improved student outcomes. To use cost information to improve decisions, leaders need to have access to extensive cost data on programs, such as costs within spending categories, identification of fixed and variable costs, and site-level cost information. Once this information is compiled, there are resources to help leaders analyze and compare potential situations. One such resource is CostOut (www.cbscecostoolkit.org), funded by IES and free for educators. This tool can help leaders estimate program costs overall and by participant, understand cost as participation changes, and tweak resources to lower costs. The brief also provides an overview of various types of cost analyses that district decision makers can employ to use cost data effectively, such as a cost-benefit analysis or a cost-feasibility analysis.


Relationship between school suspension and student outcomes: A meta-analysis

This recent meta-analysis reviewed quantitative research on the effects of suspension on academic outcomes and school dropout rates. During the 2011-12 school year, nearly 7 million students received either OSS (out-of-school suspensions) or ISS (in-school suspensions). They found that black students, male students, and economically disadvantaged students are groups which are overrepresented in receiving suspensions. This meta-analysis provides further evidence that OSS and ISS have significant negative relationships with academic achievement, despite moderating factors of gender, race, and socioeconomic status. Additionally, there is a stronger association between poor achievement and OSS than with ISS. The authors propose that, acknowledging the negative association of suspension with achievement, school leaders should explore prevention and early intervention options with the goal of minimizing the use of suspensions. Furthermore, because OSS has been shown to have stronger connections with negative consequences, it is recommended the schools use ISS or alternative-to suspension models such as community service when disciplinary consequences are warranted. Finally, professional development for teachers and administrators on prevention and alternative disciplinary practices as well as regular reviews of disaggregated disciplinary data should be used to develop a school-wide system focused on minimizing the negative consequences of suspensions on achievement.


If you have any questions about these articles or wish for more information about how to obtain access to CAREI’s “Research Watch” and the CAREI District Assembly, please reach out to Kim Gibbons at kgibbons@umn.edu. CAREI has many new professional learning options available in the upcoming school year.
Cheryl Polzin serves on the Wayzata School Board and also represents west-metro school districts of MSBA Director District 4 via the MSBA Board of Directors.

Polzin grew up in Wisconsin and attended Beloit Turner Public Schools. After graduating from the University of Wisconsin-Stevens Point, she moved to Minnesota in 1985.

Polzin waited tables while trying to land that “first real job.” Design consultant, purchasing agent, and lighting showroom office manager were among her early positions. In 1995, she left a contract design firm to become a stay-at-home mom.

From there, Polzin said being a mom and a school/community volunteer became her full-time job. While serving as citizen chair of Wayzata Public Schools Legislative Action Committee, Polzin was asked if she would consider running for school board. “The idea took hold, I ran, and I was elected in 2011,” Polzin said.

In 2017, Polzin joined the MSBA Board of Directors. “I am grateful for the opportunity to represent Director District 4 and support the very important work of the association,” Polzin said.

In the ensuing interview, Polzin discusses the joy and challenges of building new schools, shares positive stories from other school districts in her MSBA Director District, and states her case on how a strong education is essential for a strong democracy.

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

**Cheryl Polzin:** I ran for school board because the Wayzata School District has a stellar reputation and my hope was, and still is, to work hard and help to keep our district living up to this reputation and exceeding our community’s expectations well into the future. I ran for re-election because I simply love this job. I am privileged to be able to serve my community.
while also receiving so much back. The opportunity to work with stellar administration, staff, and school board colleagues (both in Wayzata and with MSBA) is amazing.

**MSBA: How can school board members make the biggest impact and what advice would you have for new school board members?**

**CHERYL POLZIN:** Be honest, be prepared, and be a good listener. Perhaps most important: when making decisions, always ask “is this what’s best for kids?”

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

**CHERYL POLZIN:** Balance. Providing excellence in programming, facilities, and student services while being prudent stewards of the community’s tax dollars.

**MSBA:** The Wayzata School District broke ground on its ninth elementary school in June. What has that process been like for you and your school board colleagues?

**CHERYL POLZIN:** We are very excited about our new buildings! Meadow Ridge Elementary (our eighth elementary school) opened in fall 2016 and its 10-classroom addition will be complete this fall. Our ninth elementary school will be close on its heels, opening in fall 2019. It is quite challenging for buildings and grounds, human resources, and so many other departments in the district to process everything necessary to design, build, staff, and populate two new buildings in three years.

The attendance boundary adjustment process alone can take up much time and effort for the district and cause stress for our community. In the end, I believe the administration, the community, and the board have worked together to help our district meet the needs of our growing resident population so that each and every student can continue to have a meaningful and successful educational experience.

**MSBA:** Is there anything else new at the Wayzata School District that you are excited about?

**CHERYL POLZIN:** I’m excited about our enhanced focus on student health and well-being, our expanded summer learning and after-school/out-of-classroom learning opportunities, as well as our continuous exploration of expanded nontraditional high school learning experiences — including partnerships with business mentors, community organizations, and even some of our own after-school care programs.

**MSBA:** Are there any specific issues that are currently affecting the other school districts in MSBA Director District 4?

**CHERYL POLZIN:** Some board chairs from Director District 4 report ongoing budget challenges, often exacerbated by the ever-growing special education cross-subsidy. Local levies must be renewed every 10 years and districts expend much
time and energy educating voters as to why this funding is needed to augment state dollars to either maintain current programming or enhance current student learning experiences.

That said, many positive and exciting things are happening in Director District 4! Robbinsdale Area School Board Chair, John Vento, reports the launching of Robbinsdale Academy, their restructured alternative programming. Minnetonka School Board Chair, Lisa Wagner, is excited that Nicole Sneddon, Minnetonka’s District Innovation Coordinator, has been recognized with the Outstanding Learning Space Designer Award by the International Society for Technology in Education. Hopkins School Board Chair, Wendy Donovan, reports energy and enthusiasm around embarking on a new strategic plan! These and many other wonderful things occur daily in our districts to help students.

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

**CHERYL POLZIN:** It’s rewarding in many ways to be a board member and contribute to public education, but there are two that stand out for me. (1) I feel strongly that a quality, public education is the cornerstone of the future of our country. A strong democracy relies on an informed and thinking citizenry and a robust public education system is the best way to perpetuate an educated populous. (2) A solid education is the greatest gift a community can give to its next generation. A well-educated youth has the greatest opportunity for a meaningful and fulfilled future. I am honored to work with other community leaders to support our public schools that serve our next generation of thinkers, doers, and leaders.

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

**CHERYL POLZIN:** I love being a part of the MSBA Board because this association not only supports school boards with advice and answers to their questions and leads the way in advocating for education at the State Capitol, but also provides crucial professional development and training for school board members throughout the state. MSBA allows board members to bring professionalism and competency to the jobs we do in our individual communities. Also, MSBA provides a platform and venue for boards across the state to share their stories and great ideas so that far-flung districts are connected and can support one another. MSBA contributes substantially to boards being able to function well, solve problems, and to provide the best education possible for our youngest citizens.

Contact Cheryl Polzin at cheryl.polzin@wayzata.k12.mn.us. View the complete MSBA Board of Directors at http://www.mnmsba.org/MSBABoard.
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**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 a link so you can read instantly to a website or email address. The directory includes everything you need to know to contact a company quickly—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

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<td>7804 Industrial Park Road&lt;br&gt;Baxter, MN 56425&lt;br&gt;218-829-5117, Fax 218-829-2517</td>
<td><a href="http://www.widsethsmithnolting.com">www.widsethsmithnolting.com</a></td>
<td><a href="mailto:kevin.donnay@wsn.us.com">kevin.donnay@wsn.us.com</a></td>
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### ATHLETIC FIELDS

<table>
<thead>
<tr>
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<th>Contact</th>
<th>Address</th>
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<tr>
<td><strong>Benson, Kerrane, Storz &amp; Nelson</strong>&lt;br&gt;(Ross Hussey)</td>
<td>7760 France Avenue South&lt;br&gt;Suite #1350&lt;br&gt;Bloomington, MN 55435&lt;br&gt;952-466-7574</td>
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<td><strong>Fisher Tracks, Inc.</strong>&lt;br&gt;(Jordan Fisher)</td>
<td>1192 235th Street&lt;br&gt;Boone, IA 50036&lt;br&gt;515-432-3191, Fax 515-432-3193</td>
<td><a href="http://www.fishertracks.com">www.fishertracks.com</a></td>
<td><a href="mailto:jfisher@fishertracks.com">jfisher@fishertracks.com</a></td>
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<tr>
<td><strong><a href="mailto:KGlader@plaistedcompanies.com">KGlader@plaistedcompanies.com</a></strong></td>
<td><a href="http://www.plaistedcompanies.com">www.plaistedcompanies.com</a></td>
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<tr>
<td><strong>Widseth Smith Nolting</strong>&lt;br&gt;(Kevin Donnay)</td>
<td>7804 Industrial Park Road&lt;br&gt;Baxter, MN 56425&lt;br&gt;218-829-5117, Fax 218-829-2517</td>
<td><a href="http://www.widsethsmithnolting.com">www.widsethsmithnolting.com</a></td>
<td><a href="mailto:kevin.donnay@wsn.us.com">kevin.donnay@wsn.us.com</a></td>
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### ATHLETIC SPORTS FLOORS/SURFACING

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<tr>
<td><strong>Booth Law Group LLC</strong>&lt;br&gt;(Laura Tubbs Booth)</td>
<td>10520 Wayzata Blvd., Suite 200&lt;br&gt;Minnetonka, MN 55305&lt;br&gt;763-253-4155, Fax 763-253-4160</td>
<td><a href="http://www.bootlawgroup.com">www.bootlawgroup.com</a></td>
<td><a href="mailto:lbooth@bootlawgroup.com">lbooth@bootlawgroup.com</a></td>
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<tr>
<td><strong>Kennedy &amp; Graven, Chartered</strong>&lt;br&gt;(Maggie R. Wallner)</td>
<td>10520 Wayzata Blvd., Suite 200&lt;br&gt;Minnetonka, MN 55305&lt;br&gt;763-253-4155, Fax 763-253-4160</td>
<td><a href="http://www.kennedy-graven.com">www.kennedy-graven.com</a></td>
<td><a href="mailto:contactus@kennedy-graven.com">contactus@kennedy-graven.com</a></td>
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### ATTORNEYS

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<td><a href="mailto:jfisher@fishertracks.com">jfisher@fishertracks.com</a></td>
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MSBA’S Vendor Directory

ENERGY SOLUTIONS

The Retrofit Companies, Inc. DBA Retrofit Lighting & Design
(Jake Andrist)
1010 Hoffman Drive, Suite A
Owatonna, MN 55060
507-414-5087, Fax 651-717-4776
jandrist@retrofitcompanies.com
www.retrofitcompanies.com

Trane Inc.
(Amy Dorsett)
775 Vandalia Street
St. Paul, MN 55114
651-728-0820
www.trane.com

Unesco, Inc.
(Kevin McGauley)
Unesco, Inc.
aby.dorsett@trane.com
www.trane.com

MSBA-Sponsored Administration and Compliance Service (A&C Service)
Administration and Compliance Service
(Paige McNeal, Educators Benefit Consultants, LLC)
888-507-6053 or 763-552-6053
Fax 763-552-6055
www.ecsolutions.com
paige@ecsolutions.com

MSBA-Sponsored CP-DBS, LLC d/b/a PaySchools
(Amy Dorsett)
12835 E. Arapahoe Road,
Tower II, Suite 500
Centennial, CO 80112
720-208-9854, Fax 303-621-6354
www.payschools.com
andy.eckles@payschools.com

MSBA-Sponsored MNTAAB (Minnesota Tax and Aid Anticipation Borrowing Program)
(Stacy Childers, Springsted, Inc.)
800-236-3033 or 651-223-3083
Fax 651-223-5083
www.springsted.com
schilders@springsted.com

MSBA-Sponsored P-Card (Procurement Card Program)
800-891-7910 or 314-878-5000
Fax 314-878-5333
www.powercardpfm.com

PFM Asset Management, LLC - MSDLAF+
(Donn Hanson)
50 S. 6th Street, Suite 300
Minneapolis, MN 55402
612-337-9300, Fax 612-337-9310
www.mesdlafl.org
hansond@pfm.com

Springsted Incorporated
(Kelly Smith)
380 Jackson Street, Suite 300
St. Paul, MN 55101
651-223-3099, Fax 651-268-5099
www.springsted.com
ksmith@springsted.com

FOOD SERVICE PRODUCTS & SERVICES

Taher, Inc.
(Erin Marissa)
5570 Smetana Drive
Minnetonka, MN 55343
952-945-0505, Fax 952-945-0444
www.taher.com
emarissa@taher.com

HEALTH INSURANCE

PreferredOne
6105 Golden Hills Drive
Golden Valley, MN 55416
763-847-4000, Fax 763-847-4010
www.preferredone.com

Ucare Group Medicare
(Amy Sundem)
50 Stinson Blvd. NE
Minneapolis, MN 55413
612-676-3669, Fax 612-884-2005
groupsales@ucare.org
www.ucare.org

INDOOR AIR QUALITY

Johnson Controls, Inc.
(Lyle Schumann)
2605 Fernbrook Lane North
Plymouth, MN 55447
651-775-7548, Fax 763-566-2208
www.johnsoncontrols.com
lyle.c.schumann@ji.com

FLOOR COVERINGS

Hiller Commercial Floors
(Dave Bahr)
2909 S Broadway
Rochester, MN 55904
507-254-6858 or 888-724-1766
Fax 507-288-8877
www.hillercarpet.com/commercial2
dbahr@hillercarpet.com

INSURANCE

EMC Insurance
(Marcus Traetow)
11095 Viking Drive, Suite 230
Eden Prairie, MN 55344
612-643-4738
marcus.k.traetow@emcins.com
www.emcins.com

Ehlers Wisconsin Playground
(Harlan Lehrman)
5101 Highway 55, Suite 6000
Golden Valley, MN 55422
763-546-7787, Fax 763-546-7787
www.mnwiplay.com
harlan@mnwiplay.com

ISG
(Rod Schumacher)
115 E. Hickory Street, Suite 300
Mankato, MN 56001
507-387-6651
www.is-grp.com
rod.schumacher@is-grp.com

The Retrofit Companies, Inc. DBA Retrofit Environmental
(Jake Andrist)
1010 Hoffman Drive, Suite A
Owatonna, MN 55060
507-414-5087, Fax 651-717-4776
jandrist@retrofitcompanies.com
www.retrofitcompanies.com

FINANCIAL MANAGEMENT

Ehlers
(Greg Crowe)
3060 Centre Pointe Drive
Roseville, MN 55113
651-687-8522, Fax 651-697-8555
www.ehlers-inc.com
gcrowe@ehlers-inc.com

FIRE & SECURITY

Arvig
150 Second Street SW
Perham, MN 56573
888-991-7526
arvigbusiness.com
answers@arvig.com

LABOR RELATIONS

Kennedy & Graven, Chartered
(Maggie R. Walliner)
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

Ratwik, Roszak & 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

PLAYGROUNDS

Minnesota School Boards Association Insurance Trust (MSBAIT)
(Denise Drill, Gary Lee)
1900 West Jefferson Avenue
St. Peter, MN 56082-3015
800-324-4459, Fax 507-931-1515
www.mnmsba.org/msba
ddrill@mnmsba.org
glee@mnmsba.org

National Insurance Services
(Rob Keller)
14852 Scenic Heights Road, Suite 210
Eden Prairie, MN 55344
800-627-3660, Fax 262-814-1360
www.nisbenefits.com
rkeller@nisbenefits.com

Ratwik, Roszak & 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
Video recordings created and maintained by a school district have been consistently determined to be government data. While a picture may be worth a thousand words, a video recording may create a great many questions. Many of these questions turn on whether the videos contain public data or private personnel data or private student educational data or some combination of these types of data. Formal guidance about how to determine when the data on videos are public versus private is hard to find.

The Minnesota Supreme Court has determined that a government entity could not successfully claim the data were private personnel data because of the purpose for which government entity created and maintained the data. In Burks v. Metropolitan Council, 884 N.W.2d 338 (2016), the video of an altercation between a bus passenger and a city bus driver was deemed discoverable by the bus passenger because he was a subject of the data. The court made this determination over the argument of the driver’s employer that it had created and maintained the video to evaluate the driver’s work performance, and, therefore, the video was private personnel data. In most situations, then, the subject of a video will be allowed to view the video.

If a video has multiple subjects, the situation is different. The government entity is required to redact the private data on the other subjects. For video recordings, redacting is accomplished by concealing the identity of others on the video. The technology required may be expensive.

Private education records on a student are those data that personally identify the student and are: 

1. Directly related to a student; and,
2. Maintained by an educational agency or institution or by a party acting for the agency or institution.” 34 C.F.R. § 99.3.

Some interpretations of the status of multiple students recorded on a video find that students who are captured in a video of an incident but are bystanders to an incident—not involved in the incident and not subject to discipline for the incident — are not “directly related” to the incident, and the video is not an education record of them. These interpretations are that the video would not contain private data on the student bystanders. If the data are not private, the data do not need to be redacted.

Many of you know MSBA’s caution: “When in doubt, the school district is safer to treat the data as private and not release the data without written permission of the data subject or, if the subject is a minor student, the student’s parent.” This caution applies to data in all forms, including video recordings.
A school district can consider whether to add certain video data to its list of directory information. If a school district creates and maintains recordings of extracurricular activities that are open to the public; performances of bands or choirs; or surveillance of hallways, cafeterias, and playgrounds; these are recordings that do not involve an expectation of privacy and clarity might be achieved by adding these types of data to the school district’s list of directory information.

As is true of all decisions relative to directory information, the school district must balance the privacy interest of its students with the administrative requirements and procedures required when private data are involved. Directory information is public and must be released to anyone who asks unless a student or the student’s parent(s) have opted out of that directory information after the required notice from the school district.

Contact Cathy Miller at cmiller@mnmsba.org.

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