

Leaders FORUM

Winter 2010 What's Inside

Scott Staska is Minnesota's Superintendent of the Year

The Minnesota Association of School Administrators (MASA) has named Superintendent Scott Staska, Superintendent for ROCORI Schools, the 2011 Minnesota Superintendent of the Year.

“This recognition is truly humbling,” said Staska. “It is a wonderful confirmation of the hard work that has taken place across the ROCORI School District. It is a great recognition of the entire ROCORI team effort and approach.”

As the Minnesota honoree, Superintendent Staska is a candidate among other state winners for National Superintendent of the Year, to be announced at the American Association of School Administrators (AASA) convention on February 17, 2010 in Denver, Colorado.

Superintendent Staska was selected for this honor by a panel of representatives from a variety of Minnesota education organizations. “Scott Staska has become an extraordinary leader in his district,” says MASA Executive Director Dr. Charles Kyte. “He is highly respected by his colleagues in central Minnesota. We are very proud to have



him represent Minnesota educators as Superintendent of the Year.”

Superintendent Staska has been superintendent for ROCORI Schools since 2002. With an enrollment of 2,150 students, ROCORI serves students in the communities of Rockville, Cold Spring and Richmond. The ROCORI District has three K-6 elementary buildings - one in each of the main cities. ROCORI Middle School serves students in grades seven and eight. The middle school program emphasizes a team instructional approach with a focus on strong academics, positive relationships and active involvement. The Senior High houses students in grades nine through twelve, and its program offers a wide variety of opportunities in

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PRESIDENT'S NOTES

The Greatest Generation

Tom Brokaw, in his 1998 book *The Greatest Generation*, described the men and women who grew up in the Great Depression, fought in World War II and went on to build America as a superpower as “The greatest generation any society has ever produced.” Thomas Friedman, writing in the *New York Times*, (“We’re No. 1(1)!” *New York Times*, September 12, 2010) seemed to agree with Brokaw and went on to indicate that there were four reasons for the Greatest Generation being great. I would like to use Friedman’s criteria to get us to think about how to provide the best education possible for the students we serve in a time of economic difficulty and a time when more Americans seem to question the effectiveness of our nation’s public schools (“A Call to Action for Public Schools,” *Time*, September 20, 2010: 67% of 1,000 adults surveyed think our public schools are in a crisis).

First, the Greatest Generation took on problems that were “huge, merciless, and inescapable: The Depression, Nazism, and Communism.” The reality is that our schools, our communities, and our state are going to have to take on huge and inescapable problems over the next several years: a projected state budget deficit of \$5.9 billion, major demographic changes including an aging work force and a more diverse population, and more uncertainty about our future.



Jeff Olson
St. Peter Public Schools
Superintendent
MASA President

Second, the Greatest Generation was never afraid to “ask Americans to sacrifice.” In the times we are in, we all are going to be asked to sacrifice. I don’t know exactly what these sacrifices are going to be, but I do think that it will need to be inside our school districts in terms of our programs, offerings, and expenditures in our communities in terms of supporting school district initiatives, and in our state in terms of how our schools are organized, run, and funded.

Third, the Greatest Generation “was ready to...pull together for the good of the country.” I firmly believe that we are going to have to get by the deep political divisions that are present today. We need to avoid gridlock and figure out how to work with one another to support the young people in our schools who are clearly our future leaders, innovators, and workers.

Finally, the Greatest Generation was ready to step up and lead. This is a challenge for all of us. We need to be ready to do the “hard things” to create the most effective and efficient education we can for the students of today and tomorrow. These things might not always be popular, but will require that we invest in the future, hold school districts to the highest expectations and be willing to do more in ways that will upend the status quo.

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core academics, college preparatory and vocational options. An extensive range of activities in athletics, fine arts, and academics are available throughout the district.

The ROCORI School Board Chair, Nadine Schnettler, nominated Superintendent Staska for the Superintendent of the Year Award, "We are very proud of our superintendent!"

"Scott is a very innovative leader," said Chair Schnettler. Always looking for new methodology and technology to enhance district operations, Staska has introduced School Messenger, AESOP and MSBA Board Book for paperless board meetings. He has also partnered ROCORI with 14 Minnesota colleges and universities in the Teacher Preparation Initiative in an effort to help Minnesota effectively prepare and support newly-licensed teachers.

Leading the district through a multi-year \$29.9 million multi-campus construction project, which includes adding two new wings to the current high school facility and renovating what will be the former middle school into a district education center, has been Staska's current major project. "Scott has been able to incorporate this large and time-consuming project into his already overloaded schedule, without skipping a beat," said Chair Schnettler. Staska has continued his involvement with three civic and commerce associations, representing the three communities in his district, and began mentoring the new superintendent of Sartell Schools.

Staska described how ROCORI Schools has improved the quality of teaching and leadership in its system, "Effective teachers collaborate with other teachers, administrators, parents and education professionals to ensure students' success ...we have allocated resources to structure more opportunities for teacher collaboration and discussion of professional learning issues through the development of teams focused on student learning needs." Staska explained that these teams help to establish the professional and academic standards for the district with clearly articulated outcomes. Over the last three years, the

ROCORI District has implemented value-added testing opportunities through the Measures of Academic Progress (MAP) testing of the Northwest Evaluation Association (NWEA). "Each of these efforts have given our teachers more thorough, and better information to reach all students in the school district," said Staska.

Superintendent Staska is also noted as a calm, effective leader navigating the district through several difficult times; including one that most school leaders will never have to experience. In 2003, just one year into his superintendency, Staska was forced to cope with a school shooting, and in 2009, ROCORI had the first case of H1N1 in the state of Minnesota.

In a letter of support, Cold Spring Area Chamber of Commerce President, Duane Kuss, praised Staska for his ability to handle situations quickly and calmly, "There are few communities in this state, let alone this country, that have faced the challenges that the ROCORI District has witnessed over the past decade. Throughout it all, Mr. Staska's cool, calming leadership helped guide the school district, the communities, and the entire state and national media through the different crises." Kuss continued, "Scott Staska is the real thing through and through. He is a wise, caring professional and an even better community contributor who has truly made a difference in the lives of the people who grow up, live and thrive in the 'Land of ROCORI'."

The *Leaders Forum* is your newsletter and we welcome your input. Please send your ideas or articles to Aimee Ranallo at aranallo@mnasa.org.

Shaping Minnesota's Future

A Message to Elected Leaders

If Minnesota wants to have a positive economic future we must work to attract and keep a creative class of people. As I share thoughts about the changes that are happening in society and the need to attract a creative class, I refer repeatedly to what I have learned by reading *The Rise of the Creative Class* by Richard Florida.

Over the past century our country and society have seen many changes. The most rapid changes came from 1900-1950 where we saw physical changes in how this economy operated and had huge advances in industry. I often reflect how my father grew up on the Iron Range in the early 1900s when they burned wood to heat and had horses. My father always thought that the availability of fuel oil was a wonderful improvement because he no longer had to split wood. By the time my father passed away in the 1980s not only car but air travel was very possible and the industrial might of the United States was fully developed.

From 1950-2000 there were fewer major adjustments in our society- our cities were already created, the industrial engine of the country was operating, and there were not as many societal changes. The factory hierarchy of control and the division of labor was already in place, the five-day week and the eight-hour workday was established and life at home and life at work was pretty much separated.

As we came to the end of this century we saw much of this changing. Work began to change with everything from new dress codes, new work schedules (working around the clock), different rules, females being a very strong part of the work force, and people of color becoming managers. We even started to see things such as piercings and tattoos and other forms of self-expression that simply would not have been tolerated at an earlier time. By the late part of the century everything started to feel quite different.



Charlie Kyte
Executive Director
Minnesota Association of
School Administrators

The economy also changed. Rather than being powered by industrial, might it became a technology economy that was powered by creativity and this became the United States' competitive advantage as the century ended and the century began.

Today, geography is still important to businesses but creative businesses tend to concentrate in areas where creative people like to live, areas such as Seattle, Austin, TX and the San Francisco Bay Area. People working for corporations are far less committed to each other.

Access to talented and creative people today is to major businesses as access to coal and iron ore were to steel making in the past. In a quote to the governors of this nation Carly Fiorina, then CEO of Hewlett-Packard said, "Keep your taxing incentives and your heavy interchanges. We will go to where the highly skilled people are."

Creative people do not cluster around where the jobs are, they cluster in places that are centers of creativity and also where they like to live. Ancient examples include Athens, Greece, Rome, and near the Medicis who ruled Florence, Italy.

Today the creative class is made up of about 30 million Americans, which represents about 30 percent of workers. These core workers are in science, engineering, architecture and design, education, the arts, music, and entertainment, plus the creative professionals in business, finance, law, and healthcare.

People who make up the working class and service class are paid to execute their job according to a plan. The creative class is paid to create and they have considerable autonomy in their work and their responsibilities lie much more in the gray areas.

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In 1900 there were 3 million people in the creative class in the U.S., in 1980 there were 15 million, by 2000 there were 38 million and that number continues to grow. We have actually lived our lives through the rise and the fall of the working class as we shifted from delivering goods to delivering services. The working class has fallen from 1900 when it made up 60% of the workforce to only about 25% in 2000. The service class has grown over that decade from 16% to 45% the creative class has grown 5% to 30%.

During this transformation from an industrial nation to a knowledge-based nation the population has shifted. There have been major shifts from the areas of Detroit, Cleveland, and Chicago, to the East Coast, the West Coast Seattle, and the Southwest. Population growth of creative class workers has grown in Washington D.C., Boston, New York, Seattle, San Francisco and Austin, TX. We have also seen significant growth in the creative class in Bolder, CO, Sante Fe, NM, Provo, UT, and Huntsville, AL.

Creative class values are individuality, meritocracy, diversity and openness. Many of the people in the creative class are technologically skilled, are motivated by challenge, they demand flexibility in their lives, are less career oriented to a single job, and are much more independent. Managing the creative class is like herding squirrels.

There are a number of businesses in Minnesota that depend heavily on the creative class and managing the creative class is a challenge. You have to hire smart people who think. You have to expect employees to fail. You have to keep repercussions small when there is failure because career oriented employees do make mistakes. You have to understand that the creative people think in terms of “us” verses “them”. It is important that even as companies grow and utilize large percentages of creative class people that they keep a start up company mentality and they help to make the office and the workplace feel like home.

Interestingly, the physically fittest regions of the country are also our most creative regions. Amongst those most physically fit places in the nation include San Diego, Minneapolis, Seattle and Portland, OR. If you rank the most creative places in the nation where we have the largest percentage of creative class people compared to working and service class you would start with Raleigh-Durham, NC then Boston, Austin, and San Francisco. Interestingly Minneapolis and St. Paul rank next followed by Hartford, Denver, and Seattle.

Some of the large urban areas of this country being passed over by the creative class include Las Vegas, Grand Rapids, MI and Memphis, TN. These are working class enclaves along with Greensburg, NC and Milwaukee. Enclaves of the service class in addition to Las Vegas include West Palm Beach, and Orlando, FL. Indeed we are sorting out by class.

So here is the message to the elected leaders of Minnesota: it is very important that we create a society as widespread in Minnesota as possible that is attractive to the creative class of people while we continue to need working class and service class workers. Without the creative class we will be left behind in the transformation of the American economy as it becomes more and more technological and knowledge based.

It is important to remember that:

- *Creative class people cluster around other creative class people reinforcing each other's productivity.
- *Creative people come together to form larger economic units and businesses.
- *These businesses then locate these cities where they grow and develop and then these cities in turn grow and develop as locations for more creative class businesses and workers.

Elective leaders must also understand that creative class people have a set of values and that as elected leaders we need to help create a society in which these values of education, openness, diversity, and meritocracy can flourish.

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LEGISLATIVE NEWS

Seismic Changes in the Political Landscape

From time to time we see major shifts in the attitude of the citizens of this country that lead to significant changes in the political climate. One of these tectonic shifts occurred in the elections of 2010. The driving force behind these changes is the very deep recession and the slow recovery that can be barely noticed by the citizens. The results are scared and angry people who have very few ways to express these feelings except at the ballot box.



Charlie Kyte
Executive Director
Minnesota Association of School
Administrators

Fair or not in casting blame, the citizens in this country said "Let us change from the people who are leading us and try some others." Now it is still to be seen if the new group of leaders that will be taking over in January at both the national and state level will be anymore successful than the folks who were in charge up until now. There are a number of observations that we could make at both the national and state levels.

National Level

There is a widespread feeling that the current leadership of this country has not yet done enough to help the country out of the economic doldrums. Further, the typical citizen sees much of the actions, even though they may be effective, as helping the large banks and corporations more than they helped the man on the street. Thus, the opposition party to the President of the United States has been significantly strengthened. We will have to wait to see if this leads to gridlock or if this leads to a reconcentration of efforts to get the economy of this country back on track.

The largest national task may well be one of trying to correct the deeply unbalanced federal budget. Both solutions, raising revenues and reducing spending, are very difficult to do and will be resisted.

On a national level there is some hope that the issues

of public education may be addressed. Hopefully, the U.S. Congress will tackle the reauthorization of the Elementary and Secondary Education Act (ESEA) thus correcting a number of the pieces of the existing act. If this work is not done by next fall we move into the next presidential election season and likely the reauthorization of the NCLB/ESEA will not happen for several years to come.

State Level

There has been a complete reversal of leadership in this state. We have moved from a Republican to a Democratic Governor and from a Democratic Legislature to a Republican Legislature. I actually do not envy those in charge as the huge deficit in our state budget is going to require actions that are going to leave no citizen happy with the results of our elected officials. The biennial budget of the State of Minnesota needs to be corrected during the 2011 legislative session.

While this may be an advantage or a disadvantage, we have many rookies trying to lead this effort. The Republicans in the senate have not been in charge for many years and no Republican senator has been in a majority leadership position nor has chaired a committee prior to now. These are bright people and they are willing to work hard but they have a steep learning curve to ascend. In the House of Representatives, the Republicans have had opportunities to lead as the majority party periodically in the past and thus have more people with experience to chair the committees and to provide leadership. But again, the task in front of them is very difficult.

From an educational financial standpoint it probably makes little difference if Democrats or Republicans are in charge in the state government. Neither group is going to have much luck in increasing the revenues

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of the State significantly enough to remove the huge budget deficit and at best public education would be left with funding levels similar to the last couple of years, if not outright decreases.

However, the situation may well change in the area of regulations, mandates and the various laws that provide high levels of protection to public employees. The Republican leadership of the legislature may be inclined to relax mandates, make it more efficient to remove the occasional poor performing employee and to reduce the level of regulation in this State. Now we still have to see if this conceptual set of thoughts can be transformed into actual actions.

MASA will be working with the Governor and the Legislators to protect the funding for public education. We will also work to make changes that would be helpful in having the highest quality educators so that we can do the best possible job of educating the children of this state.

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Extracurriculars and IEPs:

What are (and are not) a school district's legal obligation

In early October, the Minnesota Supreme Court issued a ruling regarding the inclusion of supports for extracurricular and nonacademic activities in the education plans for disabled students. The decision has generated extensive discussion among educational professionals – and education law attorneys. It is important to carefully analyze the decision and the existing law to determine what, if any, changes of practice are required by IEP teams.

The Law

Courts interpreting the Individuals with Disabilities Education Act (IDEA) have long recognized that supporting disabled students who wish to participate in extracurricular and nonacademic activities should be considered by IEP teams. The IDEA requires IEPs to include a statement of the special education and related services and supplementary aids and services to be provided so the student may have the opportunity to participate in extracurricular and other nonacademic activities.

20 U.S.C. §1414(d)(1). The 2004 amendments to the federal regulations attempted to clarify the school's duty stating that schools need to: "take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities."

34 C.F.R. § 300.107(a)(emphasis added). The IEP must include a: "statement of the program modifications or supports for school personnel that



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will be provided to enable the child to ... participate in extracurricular and non-academic activities ... with other children with disabilities and nondisabled children"

34 C.F.R. §300.320(a)(4)(ii) and (iii) (emphasis added). Although not exclusive, the regulations identify "counseling services, athletics, transportation, health services, recreational activities, [and] special interest groups or clubs sponsored by the public agency" as among those nonacademic and extracurricular activities the IEP team must discuss.

34 C.F.R. §300.107(b). The IDEA regulations mirror the general nondiscrimination provisions found in Section 504. Section 504 requires school districts to provide disabled students opportunities to participate in non-academic and extracurricular programs that are equal to the opportunities provided to non-disabled students.

34 C.F.R. § 104.37(a). In providing non-academic and extra-curricular activities, the school district must ensure that disabled students participate with non-disabled students to the maximum extent appropriate. Disabled students, nonetheless, must be "qualified." They must meet the "essential eligibility requirements" (with or without accommodation) for participation in the program or activity.

34 C.F.R. § 104.3(1)(1); 28 C.F.R. § 35.104. Requiring school districts to provide disabled students with an equal opportunity for participation, under either the IDEA or Section 504, does not mean that

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Extracurriculars and IEPs

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such students are entitled to a greater opportunity for participation in nonacademic and extracurricular services and activities than their nondisabled peers. Rather, the opportunity to participate in extracurricular activities simply means that the child may explore whether she is eligible to participate. It does not guarantee the child a place on any competitive team sport. The law does not require that the activity be included in the IEP as an entitlement for the student. The student still needs to satisfy the essential eligibility requirements (i.e., run or swim a certain distance within a certain time). Interpreting the law as guaranteeing a spot on a roster or in a program, aside from not being feasible, would, as several courts have noted, would give disabled students a discriminatory priority over nondisabled students which is contrary to the law's intent.

The Decision

In the case before the Minnesota Supreme Court, the parents of a disabled student asked the IEP team to discuss the supplementary aids and services the parent believed the student needed in order to participate in sports and after-school clubs. Independent School District No. 12, Centennial v. Minnesota Dept. of Educ., __ N.W.2d ___ (Minn. 2010). The school district refused to have the IEP team consider this, stating that such activities were not necessary to the student's receipt of FAPE and, therefore, not subject to the IEP team process. Rather, the school district told the parents that decisions about the services required to facilitate the student's participation in extracurricular activities were to be made by a Section 504 team.

The parents filed a complaint with the Minnesota Department of Education. The Department concluded that the school district violated the IDEA by not holding an IEP team meeting to consider the student's need for support during involvement in athletics and clubs. The Department ordered the school district to convene an IEP team meeting, discuss the supplementary aids and services the student needed to participate, and incorporate them into the IEP.

In upholding the MDE's decision, the Supreme Court concluded that the IEP team's discussion was not limited to whether the student's involvement in extracurricular and nonacademic activities was a necessary component of FAPE. The team must discuss what supplementary aids and services, if any, are required for the student to have an equal opportunity to participate in nonacademic and extracurricular activities aside from any FAPE/educational needs. To the extent that the team identifies specific aids and services as being appropriate and reasonable for such equal access, it must describe them in the IEP.

Nowhere in the decision does the Court state that the IEP team must adopt and include all of the specific supplementary aids and services parents may request. As with other IEP services, the team process must be followed. There may be several ways in which to afford a disabled student the equal opportunity for participation in nonacademic and extracurricular activities. Which supports become part of the IEP are ultimately a team decision. There is no requirement that the nonacademic activity or extracurricular activity become an IEP service, however.

The Implications

While it certainly can be argued that the Supreme Court misapplied the federal regulations and gave them an expanded interpretation not intended by Congress, the decision is not a dramatic departure from the existing legal requirements. As discussed above, disabled students (just like nondisabled students) are never guaranteed a spot on a team or in a nonacademic/extracurricular program. Thus, IEP teams do not recommend students or assign students to particular extracurricular activities. Rather, the IEP team discussion should be about determining a student's interest in such activities, considering whether the student may be eligible, and determining the reasonable supports necessary to give the student an equal opportunity to "try out" for the sport or activity. The student still must demonstrate the required skills and eligibility components, as do all students.

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Recruiting New School Board Members? Brainerd's School Board Candidate Orientation Program

My experiences and strategies for recruiting school board candidates are fairly limited, but even beginning superintendents understand the importance of finding and/or attracting good people to aspire to this tough public office. A 'pre-filing' candidate orientation was useful and beneficial as one means of helping quality candidates emerge through the last election.



Steve Razidlo
Superintendent
Brainerd Schools

Brainerd lost a significant levy question in 2007-2008, and our district experienced large staff and program cuts in 2008-2009 just as the state's economy really began to deteriorate. In the fall of 2009, we were set to elect three new Board members—half of our seats—and hoped we could help to influence the knowledge and the perspective of prospective candidates. After hearing stories of forums held in other communities, we decided to schedule a "Candidate Orientation" session a few days before candidates could file to run for office. We wanted good people. We needed good people. We hoped to attract those who would serve students and our community well.

The session was published in our local newspaper, on our website, and on our public access television station. Our agenda was simple. We asked one of our retiring board members, Lew Hudson—honored last year at the state MSBA conference, to open the session with a few remarks about governance. Lew set a great tone for the gathering when he talked to the attendees of the importance of working as a team. He spoke eloquently about the great responsibility one takes on as part of a whole, and made it abundantly clear that single-issue candidates lead lonely lives on the board. Three other Board members not running for re-election also offered personal reflections on their experiences with school board work, and they also shared personal reflections regarding how being a school board member affected their families and their

primary careers. Showing a calendar of the past year's meetings, explaining our committee structure and assignments, and discussing an article about the steep learning curve of the first few months after an election were also important pieces of the evening. Many comments about qualities like humility, stamina, and commitment were shared ...it was important conversation.

Two of the attendees in the audience that evening later ran and won seats on our school board, and the effort expended to allow prospective candidates a 'look' at being a board member accomplished at least the following: it strengthened the resolve of those who followed through and ran for the office, it allowed a few folks considering making a run to opt out before they would file, and it provided a forum to speak about the expectations and the culture of our board before new members joined it in turbulent times. Though our current board may decide to extend their terms and in doing so postpone our next school board election until 2012, our current members have endorsed the orientation as another tool to help us maintain the integrity and the quality of the school board in our district and community.

Viral Bullying - Don't Follow the Lead of the Adults

We are all becoming more aware of the way in which the bullying of children has increased because of the access to technology. In the past, schools have done their best to contain physical bullying and verbal bullying when it occurred on school grounds; we stopped the fights and to the best of our abilities stopped the teasing. We accepted this responsibility and have been reasonably successful in countering this typical set of behaviors that we see in children and adolescents.



Charlie Kyte
Executive Director
Minnesota Association of
School Administrators

with young people, society looks to the schools to fix it. We will do our best to do so, but this problem transcends schools with the ability to engage in these kinds of behaviors from anywhere. It may not be possible for the schools to get full control of this problem.

It is also unfair to blame schools when important adults exhibit these same behaviors. However, we will roll up our sleeves and do our utmost best to help our young people to grow up safe and to be kind to each other.

With the advent of technology- texting, email, Facebook, and YouTube, it has now become possible for young people to bully each other electronically not only in school but from everywhere. We are calling this “viral bullying” and this is a serious problem and has led to children taking drastic actions against themselves and others. Of course society is looking to the schools to try to tackle this issue.

Now I reflect back to the recent political season and the elections that passed by a number of weeks ago. Adults were certainly poor examples by demonstrating viral bullying on an adult level as the attack ads and attack messages flew back and forth against the candidates.

I say shame on the adults! I say shame on the unions! I say shame on the corporations who helped fund this kind of behavior! How is it that we are going to get children to behave well when the adults demonstrate such negative counter productive behavior and show the children by their actions how destructive it can be?

The problem does exist and it exists with our children and it exists with our adolescents. As with every other large societal problem dealing

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Improving Education in Difficult Times

In October, MASA conducted a member Zoomerang survey about schools becoming Better Yet in difficult times. One hundred eighty-four MASA members responded. Responses came from members representing school districts of all types and sizes.

The good news is that the majority of respondents believe their communities have an average to excellent willingness to financially support local schools.

Questions for school leaders to consider:

- 1) What do you do to engage the community in financial support for your local schools?
- 2) What do you do to make your community aware of the size and potential consequences of the financial problem facing Minnesota schools?

The worrisome news is that about half of respondents have no plans for significant innovations that will make their schools more efficient and effective.

Some questions for school leaders to consider:

- 1) Are your school(s) likely to be more successful if change is anticipated and planned for, or if change is addressed when crisis arise?
- 2) Are your school(s) likely to be more successful if there is a locally-developed and supported futuristic vision for your district, or if state officials define the issues and mandate responses to those issues?

When asked how their district(s) would survive if student funding is not increased, or if funding is decreased by \$500 per student, most respondents indicated staff and/or program cuts and/or levy referenda would be required. Some indicated that their districts have reserves or have recently passed a referendum that would allow them to maintain the status quo in the short term. Very few MASA respondents discussed any kind of significant staffing or service redesign to meet long-term funding shortfalls and increased instructional expectations.



Shari Prest
Ark Associates

Some questions for school leaders to consider:

- 1) What would your “survival” strategy include if a levy referendum was not an option, and if traditional budget adjustments were inadequate to meet the funding challenge?
- 2) Who would you engage in developing innovative budget solutions to the budget crisis?

When asked to give advice to lawmakers, most responses were about adjustments in PELRA and unfunded mandates. Some questions for school leaders to consider:

- 1) How and how often do you communicate this advice to lawmakers?
- 2) Have you developed a concise and coherent recommendation to lawmakers, and have you shared it with community stakeholders?

Finally, MASA members were asked to describe their role as education and community leaders in developing momentum for innovation. Many of the answers were stated in the future tense. Some focused on the difficulties of moving others toward change. A significant number of respondents stated that they had a leadership role but did not describe that role in specific or action-oriented terms. Most seemed to be in the early stages of identifying specifics about how their positions will need to evolve for public schools to survive in this competitive, political and economic environment.

Some questions for school leaders to consider:

- 1) What is your action plan to lead your district through issues like the current funding crisis?
- 2) What specific activities will you initiate to prepare your district for a vastly different environment for public education?

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Better Yet Continued from Page 12

For complete survey results go to: zoomerang.com/Shared/SharedResultsPasswordPage.aspx?ID=L24L2K3A48HWpasswordmasa1884

There are no right or wrong answers—just experiences and ideas. Create a dialogue with colleagues in your region and across the state. If there is an innovation you would like to share, please send it to sprest@arkassoc.com for possible inclusion in future articles.

Shaping Minnesota's Future Continued from Page 5

Thomas Freedman, the New York Times columnist and a graduate of the St. Louis Park High School, writes that the best combination to attract a creative class is a combination of:

- A. A place you would call ‘Nerdstand’- A place with highly educated nerds.
- B. A place that you might think of as ‘Valhalla’- a great place to live.
- C. A highly creative urban center.

If Minnesota can provide these qualities in numerous locations across the state we will retain and attract the creative class. They in turn will help our entrepreneurial high-tech businesses grow and life will be better, not only for the creative class but also for our working and service classes and for our society as a whole.

In conclusion, our elected leaders need to recognize that to be a center of the knowledge based economy and to attract the creative class workers we need to focus our efforts to be on the leading edge of technology. We need to develop our talent by highly educating our young people and we need to be tolerant so that people can get along with each other. These are the three T’s (technology, talent, and tolerance) that will drive those centers of the geographic parts of the United States that will be highly successful economically.

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RICHARD GREEN SCHOLAR

Mary Ann Nelson is MASA's 2010 Richard Green Scholar

The Minnesota Association of School Administrators (MASA) has named Mary Ann Nelson, Adjunct Faculty, Education Leadership Program, Capella University, as its 2010 Richard Green Scholar. Dr. Nelson will present her research, "An Exploration of School Board-Superintendent Relationships," on Tuesday, October 5 at MASA's annual statewide convention of school administrators.



MASA, with the support of Cuningham Group Architecture, established the Richard Green Scholars Program in 2006 to honor the scholarly work and professional development of Minnesota school leaders. The program is an annual recognition of the research, writing, and presentation of a paper reflecting the practice of excellent school leadership. Scholar candidates apply for the program and a subcommittee of the MASA Executive Development Committee selects the recipient.

Dr. Nelson has been an MASA member since 1985, and has worked for 33 years in Minnesota schools as a teacher and high school, district, and state level administrator. In January of 2007, she retired from the Minnesota Department of Education (MDE) as an assistant commissioner for academic excellence. Prior to joining MDE, she completed 9 years as a superintendent of schools in Fridley, preceded by 9 years as an assistant superintendent for instruction in St. Louis Park, 6 years as an assistant principal and acting principal for the Rosemount-Apple Valley-Eagan Schools, and by teaching high school English. After 19 years of working directly with school boards in two different school districts, serving on a charter school board and a hospital board of trustees, she is very engaged in the nature of board relationships.

"I'm very interested in improving board relationships," says Dr. Nelson. "Since I mentor graduate students

doing their dissertation research, the timing seemed right to do an exploratory study about superintendent-schoolboard relationships, a topic that impacts the superintendent's capacity to lead the school district."

"MASA members value life-long learning," says MASA Executive Director Charlie Kyte, "and a critical

focus for us as a professional association is the promotion of personal and professional development. Our goal is to support a professional learning community that inspires critical thinking and assessment of practice, and to recognize the importance of collegial relationships in professional development. The tradition of the presentation of our members' work at conferences is a reflection of those values, and Mary Ann's research is a fitting model of the dedication to scholarship that is at the root of innovation in the practice of educational leadership."

The Richard Green Scholars Program was named to honor former Minneapolis Superintendent Richard R. Green, who modeled innovation and distinction in the child-centered practice of exemplary school leadership.

The program is sponsored by MASA's business partner member, Cuningham Group Architecture. "For many years, the business community has preached the mantra of 'schools should act more like business,'" says Cuningham President Tim Dufault. "In reality, the business world of today needs to act more like schools. Workers in the twenty-first century face increasing pressure from world forces demanding that they be more flexible, adaptable and capable of change. This need for flexibility forces the worker to adapt and learn as a critical part of the success of their business in a global economy. The Richard Green Scholarship allows school leaders to research and share their expertise on this evolving world as both teacher and learner."



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The MASA Foundation Golf Tournament at Fall Conference was a great success, thanks to the following sponsors . . .

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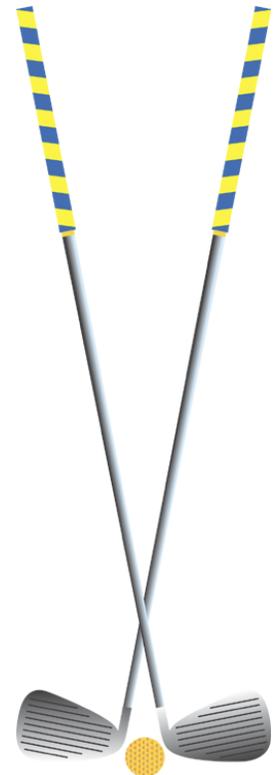
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POLARIS AWARD

Harold Remme is MASA's 2010 Polaris Award Recipient

The Minnesota Association of School Administrators (MASA), with the support of Ehlers and Associates, Inc., is pleased to announce that Mr. Harold Remme, Superintendent for the New Ulm Schools, is the recipient of the 2010 Polaris Leadership Award.

The award was presented at the 2010 MASA Fall Conference on Sunday, October 3, in Brainerd, MN.

The Polaris Leadership Award is presented each fall to recognize exemplary school leadership of an MASA member with twenty or more years of administrative experience. Polaris, the "North Star," themes this award because, just as exemplary administrators serve as definitive leaders, Polaris is constant and unmoving in the sky. A navigator's benchmark, the star marks "true north," the fundamental direction that defines east, west, and south. MASA Polaris Leadership Award nominees are evaluated on how each candidate demonstrates:

- * Professional courage leading positive change
- * Creation of a legacy of excellent leadership
- * A lifelong career contribution of commitment to excellence on behalf of all students
- * Exemplifying positive reasons that a person would choose to practice
- * Fostering innovation and ideas that make a difference for students and the school community
- * A lifetime of balanced achievement inside and outside of education
- * Contribution to the practice of educational leadership through example and mentoring
- * Exemplary conduct reflecting integrity and bearing emulation
- * Significant tenure in each position to support district vision and affect positive change

"MASA is proud to recognize a tradition of outstanding school leadership among our most experienced administrators," states Charlie Kyte, MASA Executive Director. "In an era when innovation and new solutions is especially valued by

our communities, this award is a tribute to those who have paved the way for excellence in educational practice and ultimately the success of Minnesota's students."



Mr. Remme was selected for this honor by a committee of MASA past presidents.

Ehlers and Associates, Inc. provides support for the award. "We know how difficult the job of a school administrator is in these challenging times," says Joel Sutter, Ehlers and Associates Executive Vice President and Financial Advisor. "We also know from our work with our clients that there are many talented administrators helping to lead Minnesota school districts. We are very excited to be a part of an effort to give recognition to some of these great leaders."

Mr. Remme is the superintendent of the New Ulm Schools. In his 42-year career in education, he has served as an elementary teacher, assistant principal, teaching principal, principal, curriculum coordinator, transportation director, human resource officer, community education director, and superintendent – sometimes simultaneously – with the majority of his service (30 years) in the superintendency. In each of his leadership roles, he mentored staff members, many of whom went on to administrative positions, and he is proud that two of his three children are educators in leadership roles. During his leadership career, Mr. Remme initiated several changes in educational delivery that resulted in improved student achievement and professional development of staff,

Continued on Page 25

MASA LEADERSHIP NOMINATIONS OPEN!

Nominations are open until January 10, 2011 for the MASA offices of:

2011 - 2012 MASA President-Elect

The President-Elect serves one year, followed by one year as President and one year as Past President. In the year of presidency, a student from the President's district will receive a \$1,000 scholarship. All members located in the "Greater Minnesota" districts (Regions 1-8) are eligible.

In addition, candidates must:

- * be a MASA member, in the "active" category
- * be a practicing administrator
- * have five years of successful administrative experience in Minnesota
- * be committed to MASA and its goals
- * have time available to represent MASA for three years (2011-2014)

Accountabilities of this office include:

- * participate in MASA Executive Committee and Board meetings
- * assist the President in providing general leadership to the organization
- * perform all duties of the President, in absence of the President
- * recommend appointments of all standing committee members, including Chairs-Elect

2011 - 2014 MASA Treasurer

The MASA Treasurer to the MASA Board of Directors serves a three-year term. All MASA members are eligible.

In addition, candidates must:

- * be a MASA member, in the "active" category
- * be a practicing administrator
- * have five years of successful administrative experience in Minnesota
- * be committed to MASA and its goals
- * have time available to represent MASA for three years (2011-2014)

Accountabilities of this office include:

- * participate in MASA Executive Committee and Board meetings
- * represent and promote MASA
- * assist the Executive Director in developing the annual budget
- * review and approve monthly expenditures

- * manage investments for the association

You can find member lists online by going to the members only section of the MASA website.

Superintendent Component Group Representative to the MASA Board of Directors for Region 5

The Superintendent Component Group Representative to the MASA Board of Directors serves a three-year term representing their region. This Representative will replace the Component Group Board Representative who are completing their term June 30, 2011.

Greater Minnesota Area Curriculum Component Group Representative to the MASA Board of Directors (Must be from Regions 1-8)

Component Group Representative to the MASA Board serves a three-year term. This Representative will replace the Component Group Board Representative that is completing their term June 30, 2011.

Metro Area Central Office Component Group Representative to the MASA Board of Directors (Must be from Region 9)

Component Group Representative to the MASA Board serves a three-year term. This Representative will replace the Component Group Board Representative that is completing their term June 30, 2011.

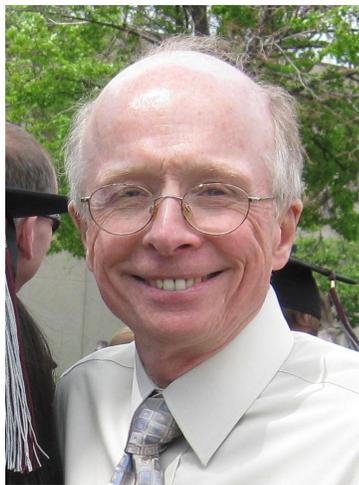
Metro Area Special Education Component Group Representative to the MASA Board of Directors (Must be from Region 9)

Component Group Representative to the MASA Board serves a three-year term. This Representative will replace the Component Group Board Representative that is completing their term June 30, 2011.

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On the Road with High-Test in His Tank

by JAY P. GOLDMAN “Reprinted with permission from the November 2010 issue of *The School Administrator* magazine, published by the American Association of School Administrators.”



Tom Ames

Tom Ames has never been one to shy away from operating in overdrive. For the last 28 years as the superintendent in St. Charles, Minn., he's willingly worn a lot of additional hats as the school district's technology director, gifted and talented coordinator, and technology teacher at the elementary

school — all simultaneously.

Ames says the sundry roles haven't posed a significant obstacle to fulfilling his main responsibilities, insisting everyone in the 985-student district goes the extra mile.

“When I take on something ... I've rolled up my sleeves and mastered it,” says the native of southwestern Minnesota, whose extended tenure in St. Charles gave him distinction as the state's longest-serving superintendent in the same venue. He spent two years previously as superintendent in Wykoff, Minn., an appointment he accepted at 29 years old.

This summer Ames followed through on a public promise he made at a staff function in 2007 to retire from the St. Charles post three years hence. Yet, unready to leave the school leadership field, he's signed on for the next three years as the half-time superintendent in two small, rural school districts, Truman and Parkers Prairie — located 206 miles apart from one another in a swath of central Minnesota.

While he is functioning as a road warrior, Ames also will be a live experiment in long-distance leadership in which he is strapped with the latest technology tools. In advance of his start date, he purchased a Droid smartphone and loaded the Google applications for cloud computing, enabling him to manage the affairs of either district whether he's in the other location or somewhere in-between (safely parked off the road, he swears).

The software enables Ames to keep an updated personal schedule on a public website, accessible to folks in both communities.

Like rural communities elsewhere, Truman, with 300 students, and Parkers Prairie, with 550, have lost population and grown increasingly older over the years. Ames says this doesn't mean those communities no longer deserve to maintain their own public schools. “I'm fighting to be able to deliver for kids,” he says. “I'm part of the effort ... to provide a quality education, in spite of the recession and the declining enrollment.”

In St. Charles, the superintendent's willingness to be the on-call computer problem solver (a function he assumed back in the early '80s when the district owned five Apple IIe computers) and to provide two hours a day of technology lessons to 4th through 6th graders has had a stunning fiscal impact. Despite one of Minnesota's lowest per-pupil funding rates, St. Charles is the lone school district in the state's southeast quadrant never to put up for public vote a levy override referendum.

Ames' personal sacrifices and do-more-with-less guiding formula allowed the district to channel funds instead into better-than-expected compensation for a rural teaching force (at one point, the third-highest starting salary statewide). The money normally targeted for secretaries, paraprofessionals and other noninstructional

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On the Road... Continued from Page 18

positions allows St. Charles to underwrite an annual June trip for 9th graders to visit Washington, D.C., for six days of learning. The district picks up all but \$175 of the \$900 cost per student.

His fiscal management handiwork has many admirers. "Tom will shop on eBay and purchase computers for \$300 that I know one neighboring district is purchasing through their source for \$1,500," says Keith Persons, the school board treasurer.

Another fan, Brian Grenell, superintendent in Madelia, Minn., offered an eerily apropos forecast back in February for the long-distance challenge Ames would land two months later. In his letter of recommendation, Grenell wrote: "Tom's energy level is somewhat scary. His gas tank is never empty. ... Most of us tend to slow down with age. I just do not think Tom knows how old he is."

Jay Goldman is editor of *The School Administrator*.
E-mail: jgoldman@aasa.org

MASA Awards Recognize Outstanding Leadership



Administrators of Excellence Award
Kay E. Jacobs Award

MASA Distinguished Service Award
Richard Green Scholars Program

Outstanding Central Office Leader Award
Polaris Leadership Award

Each year, the MASA/MASE Spring Conference provides an opportunity to recognize outstanding members who are dedicated leaders and advocates for children and Minnesota education. We encourage you to consider nominating yourself or a colleague for recognition. Nominate someone who you feel reflects the qualities of a leader who is committed to education and who is an exemplary representative of MASA.

Information packets with award nomination forms will be emailed to all members. Award background information is also available on the MASA web site (www.mnasa.org).

Nominations are due by January 10, 2011.

MASA Nominations Open! Continued from Page 17

Service Provider Group Representative to the MASA Board of Directors

Component Group Representative to the MASA Board serves a three-year term. This Representative will replace the Component Group Board Representative that is completing their term June 30, 2011.

AASA Regional Governing Board Representative (2 Representatives Needed)

Represent Minnesota on the AASA Regional Governing Board. Representatives must be a joint MASA/AASA member and also have been an AASA member for at least three consecutive years. These Representatives will replace the Representatives who are completing their term June 30, 2011.

The Nomination Process:

MASA officers have the opportunity to influence education in Minnesota and serve their fellow colleagues.

We encourage you to nominate yourself or a colleague who you feel would be a strong leader for MASA. If you nominate a colleague, please contact your nominee to ask them whether or not they are interested in running for the position-and so that they know you have nominated them!

Nomination forms and the lists of eligible candidates are available on the MASA web site (www.mnasa.org). Fill out your nomination and return it to the MASA office via mail or fax by January 10, 2011. You may also email your nomination to aranallo@mnasa.org.

Extracurriculars and IEPs

Continued from Page 9

Having these discussions during the IEP team process need not be overly problematic or burdensome. In one Minnesota special education due process hearing, the school district met these obligations by developing a plan to introduce the student to available choices for extracurricular activities as a stepping stone to community activities after high school.

Maple Lake Sch. Dist., 108 LRP 21568 (SEA MN 2007). The team discussed the activities in which the student was interested and the case manager, in turn, communicated the interest to the coaches. Together they determined what the student needed in order to seek to participate and worked to make those aids and services available to facilitate the student's wish to participate. Because the student was eligible and qualified to participate, the case manager then helped the student calendar the team practices and events and sent both the parents and students a reminder prior to each event. Finally, the case manager regularly updated the family and student about clubs and activities occurring at the school when she believed the student might be interested and qualified to seek participation.

In approving the school district's actions, the hearing officer explained that under the IDEA, the "opportunity to participate . . . must be provided to a student with disabilities only to the same extent that it is provided to non-disabled students." School districts are "not obligated to offer a unique [or different] opportunity because that is what [a] student prefers when other activities are available." (emphasis added.) By working with the coaches/advisors and exploring various appropriate options, the school district was able to afford the student the equal opportunities to consider whether to participate on its sports teams and in its clubs as were provided to students without disabilities.

The Centennial and Maple Lake decisions suggest that school districts are better able to show their compliance with the IDEA requirements regarding extracurricular and nonacademic activities when their

IEP teams take and document the following steps:

1. Know the extracurricular and other nonacademic activities that are available for which the student qualifies;
2. Determine whether the student has any interest in participating;
3. Discuss whether the activities of interest are appropriate for the student given the unique needs of the student and the qualifications required for participation;
4. Determine the requisite skills or aptitudes required for the activity;
5. Discuss how the student's disability may impact his or her ability to demonstrate the requisite skills or aptitudes;
6. Determine the supplementary aids and services the student reasonably may need in order to have an equal opportunity for participation;
7. Incorporate those aids and services into the IEP and conduct follow-up to ensure implementation.

Conclusion

Districts should consult legal counsel to develop processes for compliance with equal access legal standards for student participation in nonacademic and extracurricular activities. Each student is unique and, thus, the process must address the individual interests, requests and needs of the student. Specific parent requests in this area may require due process consideration and notice of the district's acceptance or rejection of these requests/proposals, as required by IDEA.

This article is intended to provide general information with commentary. It should not be relied upon as legal advice. If required, legal advice regarding this topic should be obtained from district legal counsel.

Chuck Long and Sue Torgerson are education law attorneys with the law firm of Kennedy & Graven, Chartered. For more information, please contact them at (612) 337-9300 or www.kennedy-graven.com.

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ASSOCIATION NEWS

Welcome New MASA Members

Dan Anderson, Associate Superintendent/Principal,
Maple River Schools

Theresa Battle, Associate Superintendent,
Minneapolis Schools

James Behle, Assistant Superintendent
St. Michael-Albertville Schools

Jeff Bisek, Superintendent, Mahnommen Schools

Chuck Briscoe, Associate Superintendent,
Anoka-Hennepin Schools

Jean Broadwater, Superintendent,
Houston Schools

Sara Calleja, Associate Principal,
West Metro Education Program

Brenda Cassellius, Superintendent,
East Metro Integration District 6067

Brian Dietz, Superintendent, Waseca Schools

Jeff Drake, Superintendent, Battle Lake Schools

Dave Endicott, Superintendent, Ogilvie Schools

Bill Gronseth, Interim Assistant Superintendent, Duluth
Schools

Peter Haapala, Superintendent, Carlton Schools

Scott Hannon, Superintendent,
Winona Area Schools

Keith Jacobus, Assistant Superintendent,
Osseo Area Schools

Mindy Jezierski, Director of Curriculum,
West Central Education District

Jill Johnson, Executive Director of Curriculum &
Instruction, Wayzata Schools

Karen Johnson, E-Learning Director, SOCRATES

Rochelle Johnson, Superintendent, Pine Point Schools

Scott Johnson, Director of Teaching & Learning,
Centennial Schools

Brian Koslofsky, Superintendent, Bertha-Hewitt Schools

Chris Lindholm, Assistant Superintendent,
Burnsville-Eagan-Savage Schools

Todd Lyscio, Executive Director,
Nat'l Joint Powers Alliance

John McDonald, Superintendent, Kingsland Schools

Shelly Nelson, Director of Curriculum & Instruction,
Wayzata Schools

Jeremiah Olson, Superintendent, Underwood Schools

Christina Picha, Director of Human Resources, White
Bear Lake Schools

Robert Prater, Principal, Hinckley-Finlayson Schools

James Quiram, Director of HR & Technology,
Albert Lea Area Schools

Susan Risius, Elementary Principal,
Vista View Elementary School

Dave Webb, Superintendent, South St. Paul Schools

Ann Wendorff, Superintendent,
Heron Lake-Okabena Schools

Bryan Wood, Co-Executive Director,
Audubon Center of the North Woods

Dean Yocum, Superintendent, Hill City Schools

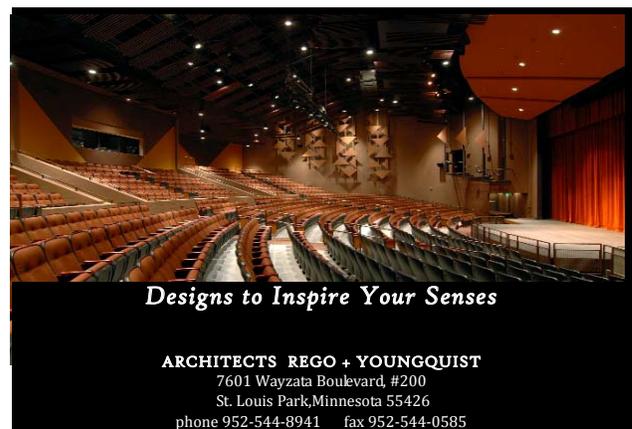


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STAFF DEVELOPMENT OPPORTUNITIES

MSOPA, Minnesota Superintendent's Office Personnel Association

MSOPA was established in 1987 to provide a professional forum for administrative professionals that work directly with superintendents of public school systems. MSOPA membership has served as an invaluable resource for networking, exchanging information, knowledge, experience, and opportunities for self-improvement.

Keeping MSOPA alive has not been easy, but we are definitely are on the road to recovery! We have made a lot of decisions on the future of MSOPA, committing to its success, the continuation of marketing MSOPA as a respected, professional and confidential organization, the value of membership and a necessary tool for all superintendent assistants.

Through a relationship with MASA, we are able to promote out professional development opportunities. A bi-monthly newsletter with a superintendent guest writer as well as a spring retreat each year allows us to share information/techniques and procedures.

Assistants, mark your calendars for an even bigger spring retreat on April 28-29, 2011 at Oak Ridge Conference Center.

AS A SUPERINTENDENT, WHAT CAN YOU DO TO HELP MSOPA?

- o Encourage your assistant to become/continue as a member of MSOPA
- o Encourage your assistant to attend the 2011 spring retreat @ Oak Ridge Conference Center in Chaska
- o Ask your assistant what value the organization has had for him/her
- o Volunteer to do a superintendent guest column for our new bi-monthly newsletter
- o Respect that MSOPA is a professional organization, not a social club
- o Support your assistant in taking this time away from the office for professional development and networking

For more information about MSOPA, contact Colleen at (763) 745-5002.



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MASA Grant Contributes to Trip to Nicaragua for Teacher Training

Near the market and bus terminal in Leon, Nicaragua, nestled in the middle of a residential block sits the Colegio Bautista, a small elementary school. The school has one class of each grade K-6 with approximately 175 students and an after-school program that serves about 250 students.

These students don't have the money to attend the public school. The school doesn't have textbooks or a library. The seventeen teachers don't have any teacher training. But they have a passion for learning and for their students!

When representatives of the organization were visiting the Twin Cities, they were asked what help they needed. They responded with two requests: training for their teachers on "American instruction" – in Spanish – and a library. Having studied Spanish in school, but never used it; and having never traveled south of the border (not being a fan of heat!), I had to think a while before volunteering for this opportunity.

Thanks to the assistance of the MASA Foundation grant, I was able to stretch my comfort envelope and travel south to Nicaragua. In January (the "least hot" month with temperatures only in the 90's!), I had a life-changing experience in a beautiful country with people whose warmth and hospitality was never-ending. With friends, I carried seventeen suitcases of donated teaching supplies including math manipulatives, science materials, and 800 leveled readers.

For three intense days, I helped the teachers - for whom instruction equaled lecture and transcription - experience constructivist, brain-based, cooperative learning. Through cooperative groups and stations, they learned inquiry-based science. Through drama, they learned vocabulary, comprehension strategies, and the use of leveled readers. Through manipulatives, they learned accountable talk. And we did it all in Spanish!



Pictured above: Jean Lubke working with teachers and students in a Nicaraguan classroom.

I was gifted with a class that embraced and adopted all of their new learning. I've remained connected with the school leaders and have been asked to return this January to deepen the learning. They want to share how they've used what they've learned; they want to learn more about classroom management, lesson planning, and the use of learning stations. I'm anxious to return to my family and friends in the south and to continue to offer support to a dedicated group of educators in Nicaragua.

Written by Jean Lubke, Director of PreK-12 CIPD, St. Paul Schools

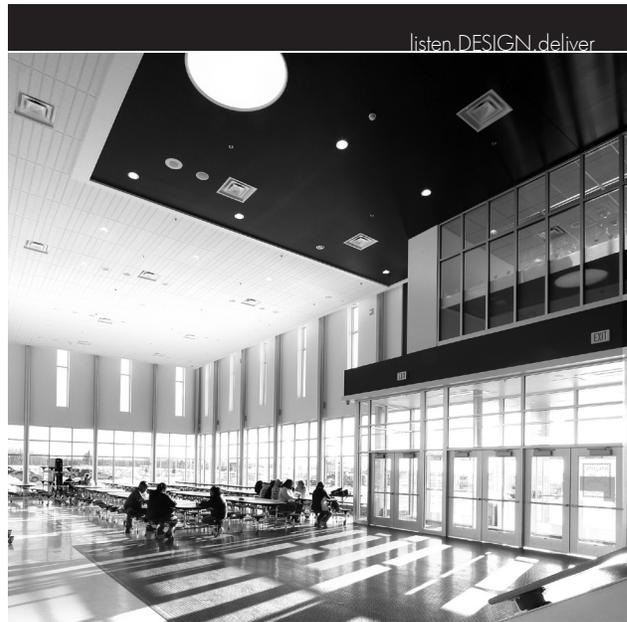
MASA Foundation Grants Available!

The MASA Foundation will provide up to 10 grants to members this year for professional development experiences that you would not be able to access through your district or that are unique learning opportunities. Grants can range from \$500-\$750. To apply, simply submit a one page summary of your intended experience and either mail it to the MASA offices: 1884 Como Avenue, St. Paul, MN 55108, fax to (651) 645-7518 or email Charlie Kyte, and the Foundation Grant Committee will consider it in a timely manner.

Remme is Polaris Award Winner Continued from Page 16

such as all day every day kindergarten, alternate calendars with common planning time, Interactive Telecommunications, professional growth models for staff, parent communications networks, and individual student learning plans. He chairs the Minnesota School District Liquid Asset Fund Board of Trustees, which manages nearly three billion dollars of Minnesota school district investments. Mr. Remme holds a sixth-year certificate in administration, a master's in education, and a bachelor's in elementary education, all from Winona State University.

"It is truly an honor to receive the Polaris Leadership Award," says Mr. Remme. "During my career I have promoted a commitment to excellence and lived by two phrases: 'Quality is doing my personal best,' (because) success in life is making a commitment to do quality work every day, every way, and 'Nothing is so unequal as the equal treatment of unequals,' (because) meeting individual needs of students in every possible setting demonstrates to them that they are valued. Once that relationship is established, an atmosphere for achieving excellence is enhanced."



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Each MASA Region has the opportunity to have information posted on their page such as meeting agendas, minutes and other pertinent information.

Find out what's happening in other MASA Regions of Minnesota!

To visit the MASA Region pages directly go to:

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(Michael Fullan)*

Leadership is both an art and a science, and when we examine leadership excellence, we must embrace the characteristics of both. School leadership reflects the increasingly complex environment in which schools exist. The science of school leadership relates to the evidence resulting from observation, study, research, and characterization of vetted practices that reliably predict success. The art of school leadership is about developing the wisdom and experience that supports the more nebulous intuition. Join your colleagues at the MASA Spring Conference this March as we examine the Art & Science of Leadership and learn to support yourself as a leader and a human being -- using both art and science!

SEE YOU THERE!

CALENDAR OF EVENTS

2010... December

1
Great Start Workshop III
9am- 3pm
MASA Board Room, St. Paul

4-7
TIES 2010 Education Technology
Conference
Hyatt Regency Hotel, Minneapolis

8
MASA Executive Committee Meeting
9-10:45 am
MASA Board Room, St. Paul
MASA Board of Directors Meeting
11 am- 4pm
MASA Board Room, St. Paul

14
Member Services Committee Meeting
10 am-2 pm
MASA Board Room, St. Paul

24, 27 and 31
Winter Holidays
MASA Offices Closed

2011... January

3
Winter Holiday
MASA Offices Closed

4
Minnesota Legislative Session Begins
Minnesota State Capitol, St. Paul

5
Foundation Board of Directors Meeting
MASA Board Room, St. Paul

12
MSBA Early Bird Workshops
Hilton Hotel, Minneapolis

13-14
MSBA Winter Convention
Minneapolis Convention Center, MN

February

15
Newsletter Submissions Due

17-18
AASA National Convention on Education
Denver, CO

March

16
Great Start Workshop IV
9- 3:30 pm
Northland Inn, Brooklyn Center
MASA Executive Committee Meeting
9-10:45 am
Northland Inn, Brooklyn Center
MASA Board of Directors Meeting
11am- 4 pm
Northland Inn, Brooklyn Center

17-18
MASA & MASE Spring Conference
Northland Inn, Brooklyn Park

24
Emerging Leaders Conference
TIES, St. Paul

24-26
International Technology Education
Association Conference
Minneapolis

April

21
Foundation Board of Directors Meeting
MASA Board Room, St. Paul

22
Spring Holiday
MASA Offices Closed

May

13
Newsletter Submissions Due

30
Memorial Day Holiday
MASA Offices Closed

June

20 - 21
Board of Directors Retreat
Venue TBD, St. Paul



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