



Daniel Bittman is the 2016 Minnesota Superintendent of the Year

The Minnesota Association of School Administrators (MASA) has named Dr. Daniel Bittman, Superintendent of Sauk Rapids-Rice Public Schools (ISD 47), as the 2016 Minnesota Superintendent of the Year.

As the Minnesota honoree, Dr. Bittman is a candidate among other state winners for National Superintendent of the Year, to be announced during the American Association of School Administrators (AASA) convention on February 11-13, 2016 in Phoenix, AZ. Dr. Bittman was selected for this honor by a panel of representatives from a variety of Minnesota education organizations.

“Since day one, Dr. Bittman has had a positive impact in his district - I am very pleased to see him become a great leader at Sauk Rapids-Rice Public Schools and within the surrounding communities,” said MASA Executive Director Dr. Gary Amoroso. “Dr. Bittman is highly respected by his colleagues in Minnesota. We are very proud to have him represent our administrators as Minnesota’s Superintendent of the Year.”

Dr. Bittman has served as Superintendent of Sauk Rapids-Rice Public Schools since 2010. The district serves approximately 40,000 residents and 4,300 children while employing nearly 600 staff members. Located in the northwestern part of the St. Cloud metropolitan area, the district is well known for its vibrant, student-centered high school and comprehensive secondary programs.

“Dr. Bittman has been an amazing force in raising the level of performance throughout our district,” said Erich Martens, Sauk Rapids-Rice High School Principal. “Because of his leadership, our students and staff are performing better, our community is

more engaged and supportive of our schools, our programming is stronger for all students, and we are clearly focused on providing access and opportunities for all students in our district.”

Prior to serving as Superintendent at Sauk Rapids-Rice Public Schools, Dr. Bittman served as Assistant Commissioner at the Minnesota Department of Education, Director of Elementary and Secondary Schools in the Centennial School District, and as Director (Elementary-186 elementary schools) in the Clark County School District in Las Vegas, Nevada.

Dr. Bittman earned his B.A. Degree from the University of Minnesota-Duluth in Secondary Education, specializing in Spanish, Psychology, and Coaching, and his M. Ed and Ed.D in Educational Leadership and Higher Education from the University of Nevada-Las Vegas.

He was appointed by Governor Pawlenty and served a four-year term on the Minnesota Board of Teaching as Minnesota’s Administrative Representative, and currently serves in an official capacity on numerous Boards and/or Committees such as, but not limited to, the St. Cloud Area Chamber, Great River Rotary, Better Living: Exercise and Nutrition Daily (BLEND), MASA, Partners for Student Success, and the St. Cloud State University Teacher Preparation Institute.

Read the full news release at www.mnasa.org.



Dr. Daniel Bittman
Superintendent
Sauk Rapids-Rice Public Schools

Winter 2015

What's Inside

- 2 **President's Message**
The Key to Innovation
- 3 **Executive View**
Aspiring Superintendents' Academy
- 5 **Fall Conference Thank You**
- 7 **Technology**
Student Data Backpack
- 9 **Legislative Update**
2016 Legislative Preview
- 10 **Professional Assistance Team**
- 11 **MASA Elections & Awards Nominations**
- 13 **Research To Practice**
When Evidence-Based Practices...
- 14 **Weather Resource**
StormReady™ in a Box
- 17 **AASA National Conference**
- 19 **Put Me In, Coach... Notes for Mentors**
Safe Schools Start With You
- 20 **Invest In Minnesota Together**
Why Get Engaged?
- 21 **MASA Business Partners**
- 23 **Welcome New MASA Members**

The Key to Innovation



Jeff Ronneberg
MASA President and
Superintendent
Spring Lake Park Schools

Almost all organizations, across industries, espouse being innovative. Yet, few do it well.

Simply championing innovation doesn't make it happen. It requires a little direction, some process, and an encouraging culture. Why is it important in our world of education?

The schools across our state are preparing students for a future that is assumed to be quite different than today, a global world that is rapidly and ever-changing. Just think about how different the world is today than when you were in high school. The

students we serve bring an ever-increasing diversity of interests, needs, and experiences to school with them each day. The families of our students bring a wide spectrum of needs and beliefs, as well as varied hopes and dreams for their students. And we cannot forget the communities we serve, who also bring a diversity of backgrounds, beliefs about what we should be doing in our schools, as well as a vested interest in our work with students and their preparation for the world beyond the walls of our schools, and the boundaries of Minnesota.

If the schools of Minnesota are to be vibrant in the future, meeting the diverse and varied needs of our learners and communities, we must be able to adapt to the changing conditions and emerging influences we experience, as well as design new ways of working with our students and community. This requires improvement and innovation. It also requires the entire system, from the boardroom to the classroom, to be aligned around meeting student needs, leveraging their strengths and talents, and preparing them well for their hopes and aspirations.

Continuous improvement, assessing practices and seeking ways to enhance what we do, is essential and something schools across our state work on each day. This leads to improved processes, operations, and learning for students within our existing system. It is a necessity and something we all work on, each day. I believe we need to complement this with a focus on innovation.

The key to innovation is not just having new ideas. It is about moving ideas forward, designing and implementing ideas that meet the needs and interests of our students, families, and communities that we may traditionally struggle to reach -- with the intention of dramatically improving outcomes and experiences. It isn't about working on the existing system; it's about creating the space for new ways of working, and then learning together from these innovations.

Ultimately, the primary focus with innovation is about customizing learning for our students, designing student work and learning experiences that will engage all students and increase the probability that they will learn at high levels. *The movement of public education from a class of 28 to a student of 1 may well be the transformation, the systemic change, in our lives.*

While we are working to customize learning, we also want to enhance partnerships with families and the community, always working to purposefully and systemically position our school districts for success in the future.

There are many examples of where innovation, new ways of working, is happening in schools across our state. Yet, limited resources (fiscal, human, and time), mandates, and competing demands may challenge making this happen at a broader level. A necessary ingredient to continuous improvement and innovation, I believe, is creating the conditions through which teachers and staff are both empowered and compelled to design learning experiences targeted to the needs and interests of our students, and ensuring the resources necessary to make this happen are available.

As individual leaders and members of this organization, it is our role to stir discussion around this question and to help others implement improvements and inspire innovation. So, how might we, as school district leaders from across the state of Minnesota, partner with colleagues across education associations to advocate for, and create, the conditions necessary for improvement and innovation so that each student in Minnesota sees no limit to what she or he can learn and accomplish?

Lexia's Research-Proven Approach Helps You

- Address the 6 areas of reading
- Increase teacher effectiveness with real-time student progress data
- Reduce dependence on traditional testing with embedded assessment
- Provide differentiated and adaptive instruction
- Browser-based, iPad® and Chromebook ready



Denny Walsh
800-435-3942 x6325
dwalsh@lexialearning.com

www.lexialearning.com

LEXIA READING
CORE5

Lexia

A Rosetta Stone Company

Minnesota Aspiring Superintendents' Academy



Gary Amoroso
Executive Director
Minnesota Association of School Administrators

The Minnesota Aspiring

Superintendents' Academy will begin in January 2016. The Academy is a partnership among the Minnesota Association of School Administrators (MASA), American Association of School Administrators (AASA) and National

Joint Powers Alliance (NJPA). The Academy will provide a rich, collegial cohort opportunity for school leaders who wish to become Minnesota school superintendents. The Academy focuses on developing a professional practice in the superintendency that is grounded on evidence-based knowledge, and dispositions that contribute to successful leadership for our participants.

As you know, the number of candidates for superintendent vacancies has steadily declined over the last decade. Through the Academy experience we hope to add skilled and qualified candidates to future superintendent vacancies.

At this point, we have invited 25 applicants to participate in the Academy. They come to us from throughout the state and have various education backgrounds. The Academy will consist of five two-day sessions throughout 2016. There will also be seven days of monitored independent study and online learning. Sessions will be taught by experienced, effective school leaders. Participants will be assigned a mentor/coach for guidance during the cohort and beyond.

A Sample of the Key Topics Include:

- Understanding and articulating a personal leadership vision, values, story, and strengths as related to the role of superintendent
- Developing and implementing a theory of action that will result in an effective school system
- Developing an effective leadership team and organization structure

- Understanding the superintendent's role and responsibilities in developing a highly effective and accountable learning organization
- Identifying strategies to transform the culture of an organization from one of adult entitlement to one centered on student achievement
- Developing a dynamic district plan and performance management system
- Driving optimal organizational accountability through use of performance data and information technology
- Creating strategies for effectively aligning a district's standards, curriculum, instruction, assessments, and professional development
- Aligning the district's budget and budgeting processes to support achievement of the district's plan
- Understanding the superintendent's role and responsibilities in developing a highly effective and accountable instructional system
- Identifying strategies to transform teaching and learning
- Developing dynamic instructional delivery strategies
- Driving optimal organizational accountability systems to drive academic growth
- Understanding the superintendent's role and responsibilities in developing and implementing a budget
- Identifying strategies to increase revenue streams
- Developing a dynamic system to best leverage resources
- Utilizing technology and partner organizations to bring technology into classrooms
- Ensuring our districts, schools, teachers and students are prepared to be using technology effectively

MN Aspiring Superintendents' Academy, continued on page 5.

Leaders Forum

Winter

Volume 50, Number 2

Leaders Forum is a publication of the Minnesota Association of School Administrators, © copyright, MASA. No endorsement of products or services is intended. Send materials to be considered for publication to:

Associate for Leadership Support

Dave Christians
MASA, 1884 Como Avenue
St. Paul, Minnesota 55108
(651) 789-4061
(866) 444-5251
FAX (651) 645-7518
dchristians@mnasa.org

Executive Director

Gary M. Amoroso, Ph.D.
(651) 319-1211

Professional Development Director

Mia Urick
(651) 645-7231

2015-16 Officers

President Jeff Ronneberg
President-Elect Scott Thielman
Past President Lynne Kovash
Treasurer Chris Richardson

2015-16 Board of Directors

Region 1
David Krenz (2010-16)
Jim Quiram (2014-16)
Region 2
John Cselovszki (2013-16)
Region 3
John Landgaard (2013-16)
Region 4
Jeremy Kovash (2011-17)
Patrick Westby (2014-18)
Region 5
Mark Diehl (2014-16)
Jamie Skjeveland (2011-17)
Region 6
Pam Miller (2011-17)
Scott Staska (2015-18)
Region 7
Gregg Allen (2015-18)
Reggie Engebretson (2015-18)
Region 8
Dave Pace (2013-16)
Region 9
Jane Berenz (2014-16)
Connie Hayes (2015-18)
Wayne Kazmierczak (2015-18)
Darren Kermes (2011-17)
Barb Knudsen (2014-17)
Josh Swanson (2014-17)
Curt Tryggestad (2015-18)

Retiree Representative

Mary Ann Nelson (2012-18)

The *Leaders Forum* is your newsletter and we welcome your input. Please send your ideas, district news, and articles to Dave Christians at dchristians@mnasa.org. Past copies of our newsletter are available at www.mnasa.org.

Building Enduring Relationships and Strong Communities



Proud Member of the Minnesota
Association of School Administrators



KRAUS-ANDERSON®
CONSTRUCTION COMPANY

www.krausanderson.com

FALL CONFERENCE THANK YOU

Thank you to everyone who helped make the 2015 MASA Fall Conference a success!



A special thank you to our premier business partners!



Save the Date!

2016 MASA/MASE Spring Conference

Thursday-Friday
March 10-11, 2016

Minneapolis Marriott Northwest,
Brooklyn Park, MN

Keep your eyes open for
registration, agenda and lodging details!

*MN Aspiring Superintendents' Academy,
continued from page 3.*

- Supporting your family in the context of your superintendency
- Ensuring your self care/wellness
- Preparing to participate in a superintendent search process
- Preparing to successfully enter a superintendency with an effective plan of entry that sets the stage for long term success

Look for updates on the Academy throughout 2016. Thanks for all that you do every day for the students of Minnesota. As always, please contact me if I can be of assistance - (651) 319-1211 or gamoroso@mnasa.org.

Thank You Foundation Golf Tournament Sponsors!

A friendly reminder that there is still time to donate to the MASA Foundation this year for your 2015 tax deductions!

Ace Hole Sponsors

MSDLAF+/PFM Asset Management, LLC
Robert W. Baird & Co.

Eagle Hole Sponsors

Architects Rego & Youngquist, Inc.
Cunningham Group Architecture
HealthPartners
Marsh & McLennan Agency, LLC
Nexus Solutions, LLC
Northland Securities, Inc.

Birdie Hole Sponsors

Ehlers
Four Seasons Energy Efficient Roofing, Inc.
Kraus Anderson Construction Co.
The Horace Mann Companies
IEA, Inc.
Infinite Campus, Inc.
Johnson Controls, Inc.
PMA Financial Network, Inc.
Public Financial Management, Inc.
School Management Services, LLC
Wold Architects & Engineers

Par Hole Sponsors

CompassLearning
DLR Group
Education Minnesota Economic Services, Inc.
Karges-Faulconbridge, Inc.
LHB, Inc.
Minnesota School Boards Association (MSBA)
School Technology Solutions
TSP Architects & Engineers

Hole-In-One Sponsor (4 events)

Springsted Incorporated

Prizes for Event Winners Sponsor

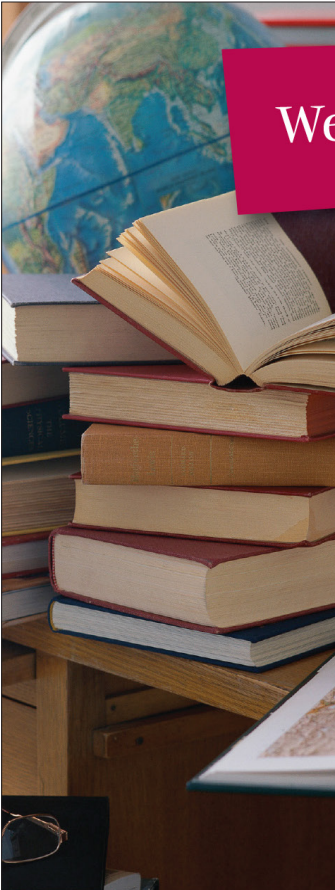
Ameresco
ICS Consulting

Putting Contest Prize Sponsor

Visit Duluth

Golfer Gifts Sponsor

Lifetouch
Kodet Architectural Group, Ltd.



We write the book

on Education Law.

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



KNUTSON FLYNN & DEANS P.A.

1155 Centre Pointe Drive, Suite 10
Mendota Heights, MN 55120

651-222-2811 (office) 651-225-0600 (fax) www.kfdmn.com

ACHIEVING OUR CLIENTS' GOALS SINCE 1947

Exceptional leaders *never stop learning.*

**You mentor teachers and new administrators.
We mentor educators on every step of their journey.**

Hamline School of Education has the broadest array of graduate education programs in the region.

- **Doctorate of Education**
- **Administrative licensure:** principal, superintendent, director of special education
- **Master's degrees:** education, English as a second language (ESL), literacy education, natural science and environmental education, teaching, and teaching English to speakers of other languages
- **Fifteen additional licenses and 13 certificates** in areas such as autism disorders (ASD), bullying prevention, ESL, and reading

Learn more about programs for nurturing teachers and leaders at hamline.edu/EdMentors



The Minnesota Student Data Backpack



Chad Maxa
Executive Director of
Technology and Innovation
Intermediate District 287

A **brief history**
Back in 2009, Hennepin County superintendents and commissioners began meeting to tackle the high school dropout crisis in the county. At its peak, over 5,000 students were dropping out per year. Leaders identified barriers preventing students from graduating, one of which was the lack of student data portability between Hennepin County school districts and Hennepin County services. This contributed to the many

challenges our at-risk students endured when moving from one district to another.

Fast-forward to 2015, and we have evolved from a team focusing solely on student data portability in Hennepin County, to a collaboration between Hennepin County, IT Operations at the Minnesota Department of Education (MDE) and school districts across the state. For those intimately involved, we knew that elevating the work to the statewide level would have substantially greater impact for Minnesota students. Thus, all Minnesota students, school districts, the MDE, counties and other service partners will benefit from a statewide data sharing implementation.

The vision for student data portability

Accurate and timely student data is one of the most valuable assets today in students' achievement and their growth toward career and college readiness. Every day the state, school districts, and individual schools make decisions affecting instruction, school and department administration, and operations. Often their decisions must be based on anecdotal and incomplete information because that's all that decision makers can access at the time.

In spite of the fact that we are awash in useful digital learning applications and student information systems, the systems we use to collect, manage, analyze, and report on data are often disconnected and don't work well together. Meanwhile, in other aspects of life beyond schools—such as shopping, healthcare, law enforcement, sports, entertainment, and transportation—“smart” systems use data in extraordinarily sophisticated ways. If a company such as Amazon can recommend books and other products that a consumer might enjoy based on previous and pending purchases, education and government leaders should be able to leverage similar tools in support of the nation's most important resource—our children.

Society cannot afford to have anything less than smooth handoffs between school districts when our highly mobile, at-risk students move through our public education system. We can, and must do better with the resources we have, to share valuable information that aids in keeping students on track for graduation. By investing in the infrastructure and systems to support a digital student data backpack, we can begin to exchange data between school districts, the Minnesota Department of Education and other partners to improve academic outcomes for all Minnesota students.

Why not a statewide student information system?

The concept of connecting disparate student information systems is not new. In fact, the technology to achieve this has been around for a while and you may have heard the term SIF, which stands for Schools Interoperability Framework. From a technical standpoint, the easiest thing we could do to quickly enhance student data portability would be to implement a statewide student information system. Many leaders throughout the state agree that from political and financial perspectives, a statewide student information system simply does not work for Minnesota at this time. Our best option is to invest in connecting our disparate information systems, so we can all continue using the information systems that best meet our individual needs. Other states, and even countries such as Australia, are doing this and having great success. This is not a new idea.

Data privacy

Many times the statewide student data portability team has been asked if the Minnesota Student Data Backpack concept is secure, and the answer is yes. The technology frameworks we are considering are as secure as the technology we all use on a daily basis when doing our online banking. One could even argue that implementing a secure digital framework for sharing student information is more secure than how we're sharing student data today via email, snail mail and fax machines. By creating a system to share student data we subsequently gain security access control of the entire process, and can limit only those who have a need to see the information.

Cost

You might be wondering what something like this would cost.

Student Data Backpack, continued on page 9.



THE DATA PORTABILITY PROJECT
Data-sharing initiatives for Minnesota K-12 students



THE REAL GROUND WAS BROKEN AFTER CONSTRUCTION.

The building process shouldn't end when the last brick is laid. Fact is, 75 percent of a school's total lifecycle costs come after construction. So when Johnson Controls builds or renovates your facilities, we make sure our construction plans support your lesson plans and your fiscal plans. By considering everything from educational intent to long-term operations and maintenance. It's a comprehensive approach to construction that allows us to provide lifecycle cost and performance guarantees. Without losing sight of the fact that what we're really building here are minds.

Lyle Schumann

2605 Fernbrook Lane N

Plymouth, MN 55447

Office 800-677-7650

Direct 763-585-5148



INGENUITY WELCOME

Regional Offices located in
| Minneapolis | Duluth | St. Cloud | Rochester | Fargo | Sioux Falls |

Integrated Facility Solutions since 1885

2016 Legislative Preview

Dr. Gary Amoroso
Executive Director, MASA

The 2016 session, which is the second year of the two-year biennial legislative cycle, begins March 8 and is expected to last until May 16. While the second year of the biennial legislative cycle is typically known for passage of a bonding bill and a small supplemental budget bill, this session we are expecting to see a broader discussion on the state budget.

The issue of tax relief was perhaps the area with the biggest gulf between House Republicans, Senate Democrats and Governor Dayton during the 2015 session. The House made tax relief a marquee issue for the 2015 session and proposed a bill that would reduce state revenue by over \$2 billion. The Senate came in much lower with a tax bill totaling \$460 million, with \$247 million directed toward tax relief. Gov. Dayton's tax proposal was by far the lowest figure at \$197 million. With the Senate declaring transportation as its highest priority and the House prioritizing taxes, both chambers agreed to a budget deal that left those areas unresolved going into the 2016 session. The negotiated deal left roughly \$1 billion on the bottom line to handle those issues next year.

The forecast from Minnesota Management and Budget (MMB) shows the state's previously forecast \$1 billion surplus for the next biennium has grown to \$1.87 billion. That's an increase of \$832 million over the previous forecast, according to MMB. Much of the change comes because revenue was about \$616 million higher and state spending was \$115 million lower than projected.

Governor Dayton's top priority during the 2015 session, universal pre-K (UPK) for four year olds, did not move forward. Throughout the interim, Governor Dayton has stated this continues to be his top priority. He has even gone as far to say that he would not negotiate tax cuts unless UPK was part of the negotiations.

In addition, House Republicans are likely to bring up another priority -- reform of teacher layoff/unrequested leave of absence provisions (LIFO) -- that also did not pass last session. Their bill, HF2, passed very early last year but was virtually dead on arrival with Senate Democrats and Governor Dayton. While the Senate held a hearing on similar legislation authored by Senator Bonoff, no action was taken and the bill did not move forward. We expect discussion on LIFO to be on the table as House Republicans negotiate taxes, transportation and UPK with Senate Democrats and the Governor.

It surely will be an interesting and eventful 2016 legislative session. We will need to have your voices heard by our elected officials as we move throughout the session. We will be creating our 2016 legislative contact program in the coming months. I look forward to working with many of you at the Capitol. Also, look out for those action alerts and thanks in advance for your advocacy efforts!

Are You Moving?

Help us keep track of you (and keep your MASA benefits and services coming to you). Please give Deb a call at (651) 645-6272 or (866) 444-5251, or send an email to members@mnasa.org to update your records. If you have new colleagues in your area who are not MASA members, let us know and we will send membership information to them.

Student Data Backpack, continued from page 7.

The good news is that this is a relatively small investment, and we've also built in ongoing training and support for school districts so this doesn't culminate in an unfunded mandate. We project that year 1 will cost \$3.5 million dollars, and subsequent years after will cost \$1.5 million to support ongoing operations.

What are the benefits?

Superintendents and other district leaders are busy with many competing priorities, so they must ask themselves why this is important to their district. There are several key reasons why every district should care about the Minnesota Student Data Backpack:

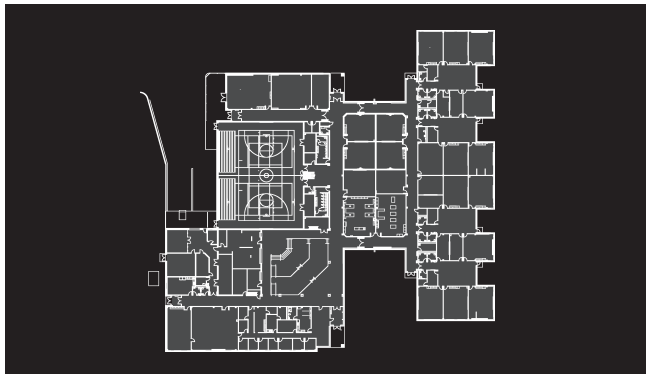
- Improve student outcomes by providing immediate access to the student information school districts need to provide appropriate instruction for new students
- Reduce costly paperwork and operational inefficiencies between school districts with student transfers
- Create the infrastructure that will enable the MDE to modernize and automate state reporting
- Allow us to develop a warning system to identify at-risk students that have slipped between the cracks

How you can help

You can support this critical work by connecting with legislators and lobbying groups and organizations you're involved with to let them know you support the Student Achievement Backpack that almost made it into the education bill last session. The first iteration of the proposed language can be referenced in Senate File 990 or House File 1990.

Questions?

Contact Chad Maxa, Co-chair of the Minnesota Statewide Student Data Portability committee at cmaxa@district287.org.



mla
Architects
Educational Planners

River Bluff Education Center
Red Wing, MN

12 Long Lake Road
Suite #17
St. Paul, MN 55115
(651) 770-4442
mark@architectsmia.com



INSPIRING AUTHENTIC *LEADERSHIP*

COACHING & TRAINING FOR YOUR SCHOOL BOARD

- *how to* work together as a board
- *how to* lead positive change
- *how to* make good decisions
- *how to* work together

CALL ME TO DISCUSS

School Board Consulting | Dave Metzen Leadership
david.metzen@gmail.com | 651.260.4261

PROFESSIONAL ASSISTANCE TEAM

A very important part of the work of MASA is to provide outstanding service to the members of the association. Besides a strong professional development component, MASA wants to stand ready to help members as they navigate the many complex situations that they face on a day-to-day basis. The five member Professional Assistance Team (P.A.T.) is made up of highly experienced school leaders who will use their expertise to help their colleagues when they need consultation and/or advice. The members of the 2015-2016 P.A.T. are listed below...



Deb Henton

Office: (651) 674-1012
Cell: (651) 249-8893
dhenton@isd138.org



Jerry Nesland

Office: (218) 894-2439
Cell: (218) 640-0267
Home: (218) 385-3194
jnesland@fed.k12.mn.us



Jeff Olson

Cell: (507) 340-0628
Home: (507) 934-9195
jolsontncp@gmail.com



Patty Phillips

Cell: (651) 357-0996
pattyjphillips@gmail.com



Carl Wahlstrom

Cell: (952) 807-8906
Home: (952) 435-2893
cwahlstr@smumn.edu

These individuals will take confidential calls and contacts from any MASA member. The only case in which information may be shared is in the event that a situation is complex enough that you may require legal assistance and will be directed to the Executive Director of MASA.

Examples of services the **P.A.T.** provides:

- Answers to questions regarding your role as a school leader
- Advice on how to handle specific situations involving the community, school board(s), employees, students, and operational situations
- Communication situations

P.A.T. members will always maintain confidentiality when working with our members.

2016 MASA ELECTIONS & AWARDS

Nominations are open until December 23, 2015 for the MASA offices of:

2016 - 2017 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 Metro districts (Region 9) are eligible.

The following regions need a Superintendent Component Group Representative to the MASA Board of Directors:

- **Region 1**
- **Region 2**
- **Region 3**
- **Region 8**
- **Region 9**

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 is completing their term June 30, 2016.

Regions 1-8 - Greater MN Central Office Component Group Representative to the MASA Board of Directors

The Central Office 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 is completing their term June 30, 2016.

Regions 1-8 - Greater MN Technology Component Group Representative to the MASA Board of Directors

The Technology 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 is completing their term June 30, 2016.

The nomination forms and the list of eligible nominees spreadsheet can be found on our website in the Members Only section (username: masa, password: 2016). Log into the Members Only section, select "2016 Nominations to the Board Forms" from the right hand column.

Award nominations are open until December 23, 2015 for the MASA offices of:

Each year, MASA 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.

Kay E. Jacobs Award

The nominee of this award must be an active or associate female member of MASA, must have demonstrated the attributes of leadership and involvement in MASA and other educational organizations as did Kay E. Jacobs prior to her death, and have ten years or less of central office experience. This award is presented at the Annual Spring Conference.

MASA Distinguished Service Award

The nominee of this award will have a positive history/association with Minnesota public education. The recipient will have contributed/participated in activities that improve Minnesota's public education system on a statewide basis and have a reputation as a person that willingly goes the extra mile. This award is presented at the MASA Spring Conference.

MASA Outstanding Central Office Leader Award (Metro and Greater MN)

The nominees of this award must be non-superintendent MASA members who are Central Office Administrators exhibiting a willingness to risk, possess strong communication skills, are progressive change agents and who have high expectations for self and others. Two awards will be

presented annually, one from greater Minnesota and one from the metro area. This award is presented at the MASA Spring Conference.

MASA Polaris Award

The nominee of this award must be a current active or associate member of MASA and an exemplary school leader with twenty or more years of administrative experience. This award is presented at the MASA Fall Conference.

Regional Administrators of Excellence Award - return to your Regional Chair

This award honors an administrator annually from each of the nine MASA regions. The nominee must have provided service to MASA through their active participation in a MASA district, regional and state organization and/or leadership functions and activities, demonstrated active involvement in educational and community affairs, be regarded as a role model by MASA colleagues and be a practicing administrator and a member of MASA.

Richard Green Scholars Award - Due March 1, 2016

This award honors the scholarly work and professional development of Minnesota school leaders through the award of an annual recognition for the research, writing and presentation of one paper reflecting the practice of excellent school leadership. This award is announced at the MASA Spring Conference and presented at the Fall Conference.

Applications Online

You can find all the award applications at: www.mnasa.org.



Isn't it Time to Look...

At the Most Trusted Name in Student Information?

With more than 325,000
Minnesota students, Infinite
Campus knows Minnesota.

- **Putting the LMS in your SIS**

We're integrating new learning management features directly into our core SIS. These features minimize classroom administrative tasks while supporting student learning.

- **Here for the Long Run**

With 7.3 million students in 45 states, Infinite Campus is the most trusted name in student information. Since our beginning in 1993, our founder and CEO still leads our company today.

- **Finance/HR/Payroll**

Our business management solutions are designed to seamlessly integrate with our SIS. From managing budgets, to tracking personnel, Finance/HR/Payroll is the solution for you.

- **Award-winning Support**

Your call will be answered by a support team member within three rings. We provide exceptional service with a 97 percent satisfaction rating.

Why wait? Register for a demo:

Sean Forster | 763.795.4409 | sean.forster@infinitecampus.com
infinitecampus.com/demo

When Evidence-Based Practices do not produce desired effects: Should we throw the baby out with the bathwater?



Kim Gibbons
Associate Director
Center for Applied Research and
Educational Improvement (CAREI)

Nowadays, many administrators embrace the notion of using research to inform policies and practices in schools. But, what happens when policies, practices, and frameworks that are empirically supported through rigorous research do not produce the desired results when implemented in school settings? Should we abandon those practices and start over? Unfortunately, this scenario happens more often than not. In fact, the Institute of Education Sciences (IES) recently released the results of a research study evaluating

Response to Intervention (RtI) practices for elementary school reading this past November (www.ies.ed.gov/ncee/pubs/20164000/). Response to Intervention (RtI) is an empirically validated framework shown to produce positive outcomes for students when implemented with fidelity. Many districts around the country are in the process of implementing this framework, and RtI is supported in ESEA and IDEA legislation. The IES study compared a reference sample of elementary schools in 13 states to an impact sample of 146 elementary schools with three or more years of implementing the RtI framework in the area of reading. This study did not focus on the overall effectiveness of RtI, rather, it focused on comparing students who scored just above the district identified proficiency target to students who scored just below. One of the findings that is generating a great deal of interest is that for students who score just below the school-determined eligibility cut point in Grade 1, assignment to receive reading interventions did not improve reading outcomes and, in fact, produced negative impacts. After the findings of this study were released, my e-mail account was flooded with reactions and questions regarding the study. The most common response was “panic” and whether this study meant that districts should stop implementing an RtI framework. The short answer is no.

Before I expand on my response, I think it is helpful to briefly review the key research behind effective use of RtI known as implementation science. Implementation science is the study of methods that influence the integration of evidence-based interventions into practice settings. Implementation science helps answer the following questions. Why do established programs lose effectiveness over days, weeks, or months? Why do tested programs sometimes exhibit unintended effects when transferred to a new setting? The real message around implementation science is that effective intervention practices or models coupled with ineffective or inefficient implementation will result in ineffective, unsustainable program and outcomes! Implementation science focuses

on stages of implementation over time and implementation “drivers” that provide the infrastructure needed for effective implementation that support high fidelity, effective, and sustainable programs.

Circling back to the recent RtI study, were the results surprising? Not really. As a field, we recognize the difficulty around scaling up evidence-based practices. The results of the RtI study confirmed that it really was a study about “scaling” and not about the effects of the framework on student outcomes. It confirmed that it is difficult to implement educational initiatives on a large scale. While an in-depth analysis of the study is outside the scope of this article (the report was over 300 pages long), there are some important “takeaways” from the study. First, effective universal instruction (Tier 1) is critical and needs to be the priority. All too often, I have observed districts with large numbers of students below proficiency standards who devote most of their time, energy, and resources to developing Tier 2 and 3 interventions for all students below target. Unfortunately, most districts do not have the resources to provide supplemental and intensive interventions to all students below target. More energy and resources need to be directed at improving universal instruction to prevent large numbers of students from needing supplemental and intensive support. Second, districts need to identify effective interventions that match students’ needs. While many of the buildings in the “impact study” reported using Tier 2 interventions, we do not know whether interventions were research-based or matched to student need. Many schools in the study focused their interventions in the area of fluency, vocabulary, and comprehension, but even if the study demonstrated that the right students were selected and received intervention (which was not the case), the quality of what students received at Tier 2 appears to have been inconsistently implemented and not matched to the needs of the students. Would we expect students to benefit from an intervention that did not target their skill deficit? Finally, collecting data on the fidelity of implementation of interventions is extremely important so that decisions about effectiveness of interventions are based on interventions that were actually implemented correctly and with adequate time and frequency. While participants in the RtI study were asked about fidelity, it was not directly assessed. So, at the end of the day, it is hard to know what actually occurred during the Tier 2 interventions.

In summary, why do established programs lose effectiveness over days, weeks, or months? Why do tested programs sometimes exhibit unintended effects when transferred to a new setting? My message is that it is all about implementation. Districts must use implementation science to bring evidence-

***When Evidence-Based Practices,
continued on page 15.***

StormReady™ in a Box

Winter is almost here! And with it comes the inevitable days when school leaders must make weather-related decisions. This year, MASA is pleased to add an important new resource to our members' toolboxes for monitoring the weather.

StormReady™ is an online resource that provides specific weather data by zip code.

The website is filled with easy to read and relevant graphics and images for superintendents to make data-driven decisions. The "Hourly Weather Forecast Graph" forecasts many weather variables over a 24-hour period, including temperature, snow fall, rainfall, wind chill, and other variables that contribute to seasonal weather hazards. For example, a superintendent can see the temperature, windchill, and snowfall predictions for the start of the school day.

Additionally, the National Weather Service provides thorough education focused on preparing our schools to be StormReady™. On this website you will find a link for "Storm Ready in a Box." This online kit and video provides background for staff or student groups and/or Earth Science classes to prepare their school(s) to be StormReady™.

Thank you to Daniel Luna, Meteorologist in Charge, National Weather Service; and John Schultz, Superintendent, and John Wetter, Technical Services Manager, Hopkins School District, for partnering in this effort!

Get started by visiting the main page of the MASA website and click on "StormReady™" in the channel bar.

Public Sector Advisors



Springsted provides Public Education Clients with Broad and Sophisticated Planning Tools for Operating, Technology and Bond Referenda

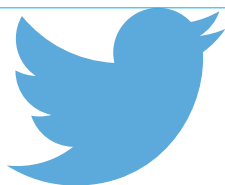
Springsted's Public Education Team:

Don Lifto	651-223-3067	dlifto@springsted.com
Patricia Heminover	651-223-3058	pheminover@springsted.com
Stacy Childers	651-223-3083	schilders@springsted.com



Springsted

springsted.com
800-236-3033



Twitter Chat for MASA Members

#MNMASA Second Sunday of the Month @ 8 pm

Many of our current members have discovered the power of Twitter Chats through #mnlead, #edtech, #iaedchat and many others. Each of these chats allows participants to share their experiences while also learning from the experiences shared by participating colleagues. #MNMASA will provide our members with opportunities to engage and learn from others in district leadership about the experiences being realized.

Our discussions take place the second Sunday of the month at 8:00 pm. Chats are facilitated by Bill Adams, Superintendent at Janesville-Waldorf-Pemberton (@JWPBulldog) and Teri Preisler, Superintendent at Tri-City United (@TPreisler). Topics will be developed for each week's conversation with future topics coming from those participating in the chats.

Please let us know whether you are interested — go to <https://sites.google.com/site/mnmasatwitterchat> and click on the Twitter Chat Form tab. For details, please click on the "How To" tab at the above address.

Inspired Architecture for K-12 Education.



WidethSmithNolting.com | Architects & Engineers



Let's discuss your next project.
Contact Brent Dammann, AIA
 701.795.1975 | Brent.Dammann@wsn.us.com

When Evidence-Based Practices, continued from page 13.

Districts must use implementation science to bring evidence-based practices to scale, AND they must collect objective data on the fidelity of implementation. Let's not throw the baby out with the bathwater when we find unexpected outcomes. Rather, let's continue focusing on the research and providing assistance to districts around "implementation drivers" and fidelity of implementation. CAREI is here to help!

Kim Gibbons, Ph.D., currently is the Associate Director of the Center for Applied Research and Educational Improvement at the University of Minnesota. Prior to that, she was the Executive Director of the St. Croix River Education District (SCRED) located in Rush City, MN. SCRED has received national recognition for its use of the Response to Intervention (RtI) framework. In 2007, SCRED received a legislative appropriation to fund a statewide Minnesota RtI Center for two years. Dr. Gibbons obtained her doctoral degree in school psychology from the University of Oregon where she received extensive training in the problem solving model, curriculum based measurement, and research-based instructional practices. Prior to her role as the Executive Director, Dr. Gibbons has worked as a director of special education, staff development coordinator, and school psychologist. She is active in state leadership and is the past-president of the Minnesota Administrators for Special Educators. Finally, she is the co-author of three books and has numerous other peer-reviewed publications. She is a sought-after consultant who has given numerous workshops throughout the nation.

From the Northwoods to the Southern Prairie

Proudly serving Minnesota schools for over 27 years.

Focusing on all areas of School Law

- Labor Negotiations and Employment Law
- School Business Affairs
- Special Education
- Student Discipline
- Construction and Land Acquisition
- Investigations
- Safe and Supportive Schools Act Training

**NOW SERVING
 as bond counsel
 for Minnesota
 schools**

You need guidance. We give direction.



Ratwik, Roszak & Maloney, P.A.

A Law Firm Dedicated to Your Needs

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

www.ratwiklaw.com



Infinitec

infinite potential through technology

The mission of Infinitec is to advance independence and promote inclusive opportunities for children and adults through technology. We are a member-based organization currently supporting school districts in Illinois, Kansas, Minnesota, Georgia.

Infinitec offers four pillars of service:

Training and Education includes online professional programs, with **paraprofessional required trainings** and testing for credit.

Information Services consists of extensive web and hard copy assistive and instructional technology resources, including a new **database analysis system for selection of mobile device apps**. An additional innovative resource is InfiNiTEXT, a searchable, online accessible instructional materials collection which provides access to over 11,000 digital text files for qualified K-12 students with print disabilities.

Access to Expertise includes access to highly experienced technical assistance staff.

Equipment Services includes discount purchase programs for hardware and software.

**Questions? Contact Mary Bettlach
at mbettlach@ucpnet.org**

Communication, Creativity, Collaboration & Critical Thinking



Contact
David Maroney, AIA/NCARB
www.atsr.com 800.545.3731

ATS&R
PLANNERS / ARCHITECTS / ENGINEERS

Kennedy & Graven

CHARTERED

A Full-Service Law Firm to School Districts.

A team of attorneys with the depth and breadth of experience providing high-quality, effective service.

Education Law

Charles E. Long, clong@kennedy-graven.com
Greg Madsen, gmadsen@kennedy-graven.com
Tim Palmatier, tpalmatier@kennedy-graven.com
Susan E. Torgerson, storgerson@kennedy-graven.com
Maggie R. Wallner, mwallner@kennedy-graven.com

Real Estate & Business

Sarah J. Sonsalla, ssonsalla@kennedy-graven.com
Doug Shaftel, dshaftel@kennedy-graven.com

Construction

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

Finance & Bonds

Jenny Boulton, jboulton@kennedy-graven.com
Martha Ingram, mingram@kennedy-graven.com
Rhonda Skoby, rskoby@kennedy-graven.com

470 U.S. Bank Plaza, 200 South Sixth Street, Minneapolis, MN 55402
Phone 612.337.9300 • Fax 612.337.9310 • Toll Free 1.800.788.8201 • www.kennedy-graven.com

The banner features the National Conference on Education logo on the left, followed by the text 'LEADING FOR EXCELLENCE' in large, bold letters. To the right, it says 'PRESENTED BY: AASA' with a 150th anniversary logo. Further right, it displays 'FEB. 11-13, 2016' and 'VIEW SCHEDULE' with a right-pointing arrow. Below this, it says 'PHOENIX, AZ' and 'LOCATION INFO' with a right-pointing arrow. On the far right, a red box contains the text 'REGISTER TODAY' with a large white arrow pointing right.

Registration & Lodging Now Open!

Registration is now open for AASA's National Conference on Education, February 11-13, 2016, in serene Phoenix, AZ. Registration can be found online at: www.nce.aasa.org/registration-fees/

The desert views and warm sunshine provide the ideal backdrop for thousands of superintendents just like you to come together for world-class education and networking. Hear from speakers who are championing our nation's school systems, and take home ideas and approaches to invigorate your district. Connect with like-minded leaders and share strategies on improving student outcomes, district performance, and so much more.

Don't forget your lodging reservations - registration open now at: www.nce.aasa.org/hotel-travel/

SAVE THE DATE

The MASA State Breakfast will be held at 7:30 am on Friday, February 12, 2016, at the Sheraton Phoenix Downtown Hotel.

RUPP, ANDERSON, SQUIRES & WALDSPURGER, P.A.



Client Focused. Results Driven.

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

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

612-436-4300 | 527 Marquette Ave South | Suite 1200 | Minneapolis, Minnesota 55402 | www.raswlaw.com

Objectives: SECURITY • LIQUIDITY • YIELD



Since 1984, MSDLAF+ has offered competitive investment options to Minnesota schools and related entities. As you proceed through the coming months, please remember that MSDLAF+ provides:

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

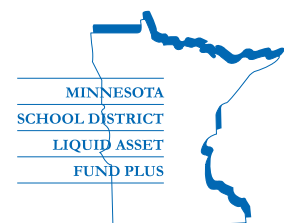
For further information contact:

Donn Hanson
Director
612.371.3720
hansond@pfm.com

Carole Loehr
Senior Managing
Consultant
320.202.1421
loehrc@pfm.com

Brian Johnson
Senior Managing
Consultant
612.371.3750
johnsonb@pfm.com

Amber Cannegieter
Key Account
Manager
717.213.3871
cannegietera@pfm.com



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

Safe Schools Start With You



Denny Smith
Leadership and Development
Trainer

The culture of any organization starts at the top and works its way through the organization. In the business world, culture can be defined as "The beliefs and behaviors that determine how an organization's employees and management interact." In education we extend that to the beliefs and behaviors that determine how staff members interact with students and extend it even further to the beliefs and behaviors of the students that dictate their interactions with each other.

Let's face it. Bullying is a learned behavior, but anything that is learned can be unlearned and replaced with new attitudes and behaviors. Although decreasing bullying in our schools is a daunting task, it is not an impossible one. It requires three things that have to initiate at the top. Any meaningful change starts with a strong commitment followed by leadership; and then implemented through training of *all* staff and students.

Commitment starts with a vision and a firm belief that we can indeed reduce bullying, followed by formulation and implementation of a strategy to make it happen. I invite you to seriously reflect on your personal level of commitment to end bullying in your schools. Is it strong? Is it *really* strong? Can you get others to reach that same level of commitment? If you can do that, everything else will begin to fall into place. The words of Margaret Mead come to mind. "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

The second element is leadership. Everyone has to "catch the measles." Upper management has to get excited about creating safe schools for *everyone*. When upper level administrators catch fire, they must convince building principals, assistant principals, counselors, activities directors and other administrative team members to "catch the measles" and assume responsibility for creating a safe environment for all students and staff. Then the teachers and support staff have to follow suit and pass the "measles" on to the students. In short, you as the leader have to effectively get people on board. When you do that, you will be amazed at how quickly you will see results.

The Question is "HOW?"

How do we develop a doable plan of action to make this all happen? The 2014 "Safe and Supportive Schools Act" is a well-written piece of legislation that provides us with a great track to run on. Here are some of the highlights.

1. Establish Policy

Most districts have already done this, but a component of the

law requires that policies need to be reviewed and revised when appropriate and must comply with provisions of state policy. It also requires student and parent input.

2. Training

"Districts and schools must establish a training cycle not to exceed a period of three school years for school personnel under this paragraph. Newly employed school personnel must receive the training within the first year of their employment with the district or school." (MN Statute 121A.031)

This training can include intervention skills and must certainly contain training on how to report prohibited conduct when they observe it.

Keep in mind that you hired a food service person to serve meals, you hired a custodian to maintain the building, you hired pupil transportation personnel to provide transportation, and now we are asking them to intervene, report, and combat bullying. They need to be given educational opportunities to develop the confidence and competence to do so. Perhaps the most important part of this equation is to clearly define expectations and clearly outline procedures to be followed to report prohibited behavior when they observe it. This may require some outside resources, but don't sell yourself short. A lot of the educational piece can be designed and implemented by your own staff.

3. Designated Primary Contact Person

This is perhaps one of the most important pieces of the legislation. Each school building is to designate one person to receive reports of prohibited behavior. If a student reports something to the math teacher, the math teacher has an obligation to take the complaint to the designated building representative. Within three school days the school must "provide a procedure to begin to investigate reports of prohibited conduct ..." Having a designated contact person, funneling all reports to that person and completing the necessary paperwork will greatly reduce the number of students who claim that they reported an incident and nothing was done.

YOU are the Decisive Element

Author Hiam Ginnot reminds us that the realization that you are the decisive element in your school or in your district can be frightening, but it is also very motivating to know that your leadership can produce some phenomenal results for your students, your staff and your community. Courageous leadership can leave a lasting legacy.

A Call to Action

We have been talking about bullying for years and we know the devastating effects it has on our students. We also know the positive results, both academically and socially, of a safe and welcoming environment. I encourage you to spend some

Safe Schools, continued on page 20.

Why Get Engaged?

Shari Prest, InvestMN

Traditionally, becoming engaged is a way of committing to a relationship and trusting in some shared values and visions for the future. Engagement doesn't happen automatically. Instead, engagement results from interest, exploration, and—ultimately—action.

Effective engagement, or lack of it, is systematic. According to the Global Workplace report as cited in the Business Journal (January 7, 2014), and Gallup data, only 13% of employees worldwide are engaged at work. Engaged employees are those “that work with passion and feel a profound connection to their company. They drive innovation and move the organization forward.” The employees that are actively disengaged undermine the organization and the accomplishments of others. The opportunity lies in the middle with the not-engaged employees that are “checked out” at work.

One example of engagement was shared by Chris Richardson at the MASA Fall Conference 2015 when he accepted the Polaris Leadership Award for a lifetime of leadership and achievement inside and outside of education. Chris shared that as a kindergartner, a single test had identified him as a person with limited prospects for a limited future. That remained his destiny until he was in the sixth grade and an engaged teacher challenged the voracity of the test. She showed interest in Chris as an individual, explored his aptitude, raised expectations, and actively invested in Chris' success each day after school. That academic year, Chris went from the bottom of the class to the top of the class. Chris shines as an example of the life-changing potential of engagement.

Perhaps nothing outside of the home is more important to student success than the engagement that happens in the classroom. Additionally, educational leaders engaging with their communities and district staff creates a culture of stakeholder interest, exploration, and commitment to action to make schools and communities places of growth and potential.

Engaged leadership is fundamental to community support and academic success. School district leaders have the opportunity to model and demonstrate the value of engagement at every level of the educational community. A few key strategies identify the history, insights, and expectations each party brings to the union:

Interest before advice

- Ask questions before you provide answers
- Recognize the role history plays in the conversation
- Learn the perspectives of the person(s) with whom you are engaging
- Seek to understand emotions and know facts

Exploration instead of assumptions

- Learn what you don't know
- Find out what you need to know
- Embrace open communications and feedback
- Identify points of commonality and points of differences

Commitment without confusion

- Provide feedback
- Identify expectations (That may be as simple as, “It was nice visiting with you,” or as complex as, “I will contact you this week to talk about how we can create a plan together.”)
- Follow through on your commitment

Next Issue: Community and Political Engagement

“Today, no leader can afford to be indifferent to the challenge of engaging employees in the work of creating the future. Engagement may have been optional in the past, but it's pretty much the whole game today.”

– Gary Hamel, Management Innovation Exchange, MIX

Safe Schools, continued from page 19.

time in serious reflection and ask yourself these questions.

- "Am I ready to make school safety a top priority?"
- "Am I ready to commit time, energy and resources to insure that bullying is reduced to a minimum in my school?"
- "Am I ready to accept the challenges and deal with the tough issues as they arise?"
- "Am I *really* committed and can I get my staff to join me in our quest for a creating a welcoming climate for all students?"

If the answer to these questions is "yes," then it's Nike time. ***Just do it.***

Denny Smith is a former teacher and coach, a motivational speaker, and author committed to making our schools and communities safe and welcoming for all people. More information is available at www.dennysmith.com or email denny@dennysmith.com.

2015-16 MASA BUSINESS PARTNERS

Special thanks to our 2015-16 MASA Business Partners!

The MASA Business Partner Program provides opportunities for businesses to connect with Minnesota's educational leaders. Our core belief is that MASA's role in engaging business partners is to facilitate a rich conversation that helps our practitioner members understand what resources are available to support their districts, and our business partner members understand the needs of our school districts.

Premier (\$15,000+)

Johnson Controls, Inc.
Kraus-Anderson Construction Company

Executive (\$10,000-\$14,999)

MSDLAF+/PFM Asset Management, LLC
Springsted Incorporated

Leader (\$7,500-\$9,999)

Infinitec
Nexus Solutions, LLC
PMA Financial Network, Inc.
Robert W. Baird & Co.

Fellow (\$5,000-\$7,499)

Ehlers
Lifetouch
PeopleAdmin

Key (\$2,500-\$4,999)

ATS&R Planners/Architects/Engineers
CTS Group
Cunningham Group Architecture, Inc.
DLR Group
Kennedy & Graven, Chartered
Marsh & McLennan Agency
SchoolFinances.com
Teachers On Call

Friend (\$1,000-\$2,499)

Alpine Achievement Systems
Ameresco, Inc.
Architects Rego & Youngquist, Inc.
Big River Group
BloomBoard
Borgen Consulting
CAREI
Carnegie Learning, Inc.
College of St. Scholastica
Compass Learning
CrisisGo
Donlar Construction
Education Minnesota ESI
Fisher Tracks, Inc.
Forecast5 Analytics, Inc.
Foster, Jacobs & Johnson, Inc.
GLTArchitects
Hallberg Engineering, Inc.
HealthPartners
Hiller Commercial Floors
Houghton Mifflin Harcourt
ICS Consulting
IEA, Inc.
Infinite Campus, Inc.
InGensa, Inc.
Karges-Faulconbridge, Inc.
Knutson, Flynn & Deans, P. A.
Lexia Learning Systems, Inc.

LHB, Inc.
Lightspeed Technologies, Inc.
McDonalds Twin Cities Co-Op
McKinstry
MLA Architects
MPAS-MN Principal Assessment Services
Northland Securities, Inc. Financial Advisors
PEER Solutions
Pro-Tec Design, Inc.
Professional Wireless Communications
Public Financial Management, Inc.
R.A. Morton & Associates
Raptor Technologies, LLC
Ratwik, Roszak & Maloney, P.A.
Riverport Insurance Company
Rupp, Anderson, Squires & Waldspurger, P.A.
Skyward, Inc.
Sodexo
The Horace Mann Companies
TIES
TSP Architects & Engineers
Unesco Corporation
US Army/Mpls Recruiting Battalion
Vaaler Insurance, Inc.
Voyager Sopris Learning
Widseth Smith Nolting
Wold Architects & Engineers

A nutrition story sure to spark a discussion.



© 2015 McDonald's

THE PREMISE

A science teacher conducted a class experiment about choice. He ate McDonald's® meals every day for six months, exercised regularly and lost weight.

THE LESSON

John Cisna's message is not about a weight loss plan. No one is suggesting that eating at McDonald's will result in any health benefit. Rather, his message is focused on the importance and impact of making informed, balanced food choices.

THE REVIEWS

"Our sophomore class watched this DVD during our nutrition unit. It fit in well with decision-making regarding foods we eat when we are away from home. Thanks again for this video."

– Bertha-Hewitt H.S.

"The emphasis on calculated choices and planning fit right in with our curriculum."

– Sauk Centre H.S.

THE RESOURCE

You need to see it to believe it and we're making it easy for you. John Cisna's story is documented in the 19-minute film: "540 Meals: Choices Make the Difference." We're happy to provide a free DVD to high schools. Please email jeff@kellergrayson.com with "CISNA DVD" in the subject line and provide your high school's contact information.



@McD_Minnesota



Welcome! New MASA Members!

Gary Anger, Superintendent, Zumbrota-Mazeppa Schools

Maren Bahler, Director of Curriculum & Assessment, New Prague Area Schools

Penny Baker, Director of Curriculum & Instruction, Inver Grove Heights Community Schools

Jason Borglum, Educational Technology, Project Socrates

Mary Bussman, Services & Programs Director, East Metro Integration District 6067

Vern Capelle, Superintendent, Upsala Area Schools

Kevin Cardille, Superintendent, La Crescent-Hokah Public Schools

Dale Carlson, Superintendent, NRHEG Public Schools

Michael Carolan, Superintendent, Dover-Eyota Public Schools

Ranae Case Evenson, Director of Elementary Curriculum, Anoka-Hennepin School District

Clint Christopher, Associate Superintendent, Eastern Carver County Schools

Katie Clarke, Director of Teaching & Learning, Worthington School District

Teresa Dupre, Superintendent, Rush City Public Schools

Terri Engel, Director of Curriculum & Instruction, NRHEG Public Schools

Paula Foley, Superintendent, Warroad Public Schools

Ken Gagner, Superintendent, Braham Area Schools

Stacy Geier, Human Resources Manager, Edina Public Schools

Brian Gersich, Superintendent, Le Sueur-Henderson Public Schools

Lisa Gregoire, Director of Teaching & Learning, SW/WC Service Cooperative

Bob Gross, Superintendent, Brainerd Public Schools

Kelly Halvorsen, Director of Teaching & Learning, Winona Area Schools

Evan Hanson, Superintendent, Fisher Public School

Jeffrey Holm, Superintendent, Willmar Public Schools

Carlton Jenkins, Superintendent, Robbinsdale Area Schools

Kerry Juntunen, Superintendent, Hermantown Community Schools

Margaret Kiley, Director, Nerstrand Elementary School

Scott Klicker, Dean of Students, Onamia Schools

Jason Kopp, Information Systems Supervisor, NE Metro 916 Intermediate District

Robert McDowell, Exec. Dir. of Curriculum & Secondary Ed., Stillwater Area Public Schools

Jessica Metke, Education Program Facilitator, Minneapolis Public Schools

Jim Muckenhirn, Superintendent, South Koochiching-Rainy River School District

Richard Murdock, Network Administrator, Freshwater Education District

Kay Nelson, Director of Learning Services, Sartell-St. Stephen Schools

Kathy Niebuhr, Director of Secondary Programs, Albert Lea Area Schools

Julie Ohman, Director of Community Education, Forest Lake Area Schools

Astein Osei, Ass't. Superintendent, Osseo Area Schools

Kimberly Pavlovich, Director of Secondary Curriculum, Anoka-Hennepin School District

Carol Potter, Executive Director of Student Services, St. Cloud Area Schools

Nichole Rens, Director of Curriculum & Instruction, St. Francis School District

Afolabi Runsewe, Principal, Rochester Public Schools

Rick Sansted, Director of Teaching & Learning, Alexandria School District

Jeremy Schmidt, Superintendent, Lester Prairie Schools

Regina Seabrook, District Administrator, Rochester Public Schools

David Sorgaard, Superintendent, Tri-County Public Schools

Chris Swenson, Superintendent, Holdingford Public Schools

Jason Ulbrich, Executive Director, Eagle Ridge Academy

Steve Westerberg, Superintendent, Big Lake Public Schools

William Wietman, Mathematics Teacher, Albert Lea Area Schools

Jeremy Willey, Director, Osseo Area Schools

John Willey, Superintendent, Ellsworth Public School

Nanette Yurecko, Executive Director of Teaching & Learning, Brooklyn Center Community Schools

MASA Calendar

2015

December 16
MASA Board of Director's Meeting
St. Paul

December 24-25
MASA offices closed
Winter Holiday

December 31
MASA offices closed
Winter Holiday

2016

January 1
MASA offices closed
Winter Holiday

January 13
Great Start Cohort IV
MASA Offices, St. Paul

January 22-23
MN Aspiring
Superintendents' Academy

February 11-13
AASA National Conference
Phoenix Convention Center,
Phoenix, AZ

February 18
School Finance Elections
Workshop
MASA Offices, St. Paul

March 9
MASA Board of Directors
MASA Great Start Cohort V
At Ruth's Table
Marriott NW, Brooklyn Park

March 10-11
MASA/MASE Spring
Conference
Brooklyn Center

March 25
MASA offices closed
Spring Holiday

May 30
MASA offices closed
Memorial Day Holiday

Are You Receiving Our Communications?

Let us know if you are not receiving any of our following publications:

- Weekly eUpdates
- General emails
- Quarterly newsletter
- Members Only website passwords

Please contact us at members@mnasa.org.



PLEASE RECYCLE THIS NEWSLETTER

1884 Como Avenue
Saint Paul, MN 55108



1ST CLASS MAIL
U.S. POSTAGE PAID
TWIN CITIES, MN
PERMIT NO. 212