



Southeast
Service
Cooperative

Connections

May 2017

Student
Academics

P4



Professional
Development

P8



Facilities
Management

P12



Transformational

Growth



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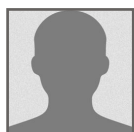


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Shaping the Future
for communities of leaders and learners

Expanding Opportunities for Local Government Members

By Katie Schmitt

Exciting things are on the way for our local government members! In the past few months, we've been working with service cooperatives across the state to partner on new ways to support our city and county members. The first significant partnered project is an **internship program**. This program will open in July 2017 and provides city and county members with funding support for interns. Participating agencies will be reimbursed 50% of the intern wages upon completion of the internship (\$5 to \$6 per hour for up to 40 hours per week for the duration of the internship). Full program details are available in the [Internship Program Guide](#), [Intent to Participate Form](#), and the [Program Participation Agreement Form](#). The intern may work in any areas of local government but must be enrolled in two-year or four-year college/university program.

Southeast Service Cooperative's professional development team has been exploring new possibilities for local government. We will be expanding **customized on-site professional development** options. Watch for two new learning opportunities coming this fall.

Leadership Academy for Supervisors and Managers

Beginning in September, SSC will offer a Leadership Academy for cities and counties. This cohort of peers from across southeast Minnesota will explore leadership, supervisory and management in local government. Participants will get tools and resources, network and troubleshoot, discover and develop skills. To reduce time out of the office, the cohort is designed to include both in-person and virtual sessions.

Board Leadership Training

David Drown and Associates is collaborating with us to provide training this fall for city councils and county boards. Creating an effective board is a continual process that includes recruitment, engagement, and development.

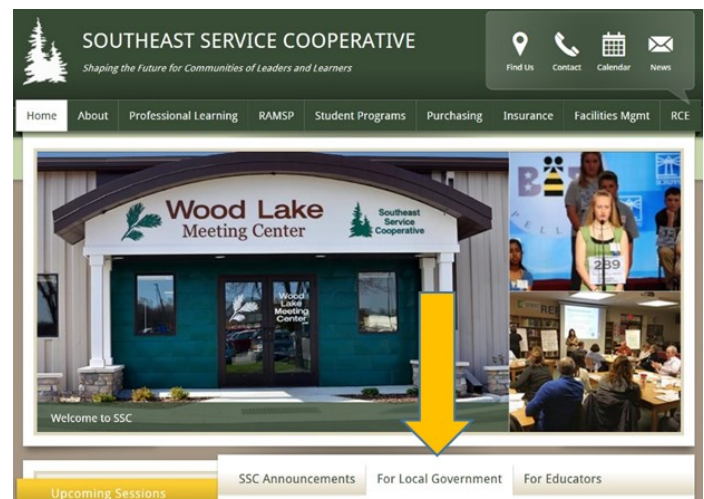
Training topics include:

- Effective Meetings
- Civility
- Defining Roles
- Ethics
- Strategic Planning
- Goals
- Evaluation of Agency Leaders

Check out the new Local Government section of our [website](#)! We've added new resources and tools specific to cities and counties, including program and service highlights.

Within each service area of the cooperative, we continually look for ways to support our local government members.

Please contact Katie Schmitt, SSC's Development and Innovation Specialist at kschmitt@ssc.coop if you'd like more information about the internship program, details on new offerings in professional development, and if you have ideas for future service enhancements or program additions.



Little Picassos and Hemingways gather to learn new skills!

By Katie Hartman

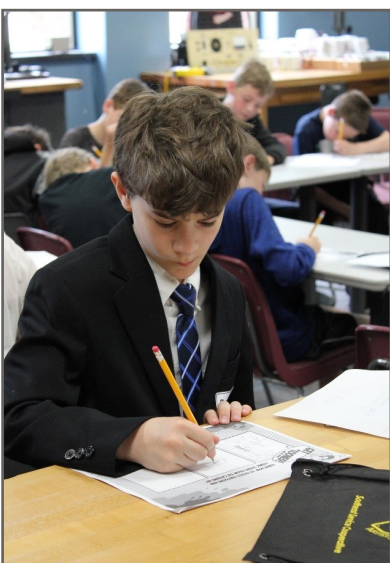
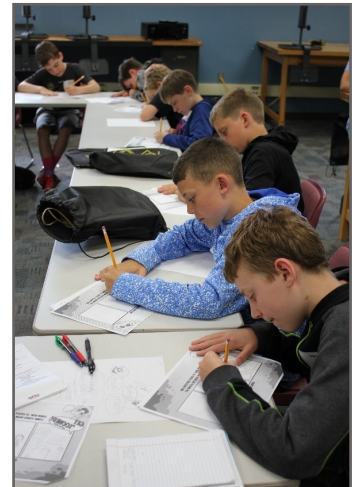
Over 1,000 students in grades 3-5 from across the southeast Minnesota region convened at the 30th Annual Young Authors, Young Artists Conference in Rochester on May 16, 17, and 18.

These students from public, private, and home schools all enjoyed taking part in three different sessions from professional authors, illustrators, poets, sculptors, painters, and more!

"I'm having so much fun!" said one student to her chaperone. "I can't wait to come back next year!" exclaimed another student. "The kids LOVED it, as usual." said a chaperone. These are just a few of the wonderful things we heard over the three days at the conference.

SSC coordinates a similar conference in the fall for students in grades 6-8.

If you are interested in more information, please contact Katie Hartman, Student Academic Program Manager at khartman@ssc.coop or check out our website at www.ssc.coop/studentprograms!



*Participation this year
hit a record high!*

Five Knowledge Bowl Teams Advanced to State

Dover-Eyota, Rochester Mayo, Spring Grove and Stewartville Competed at the Event

By Kirsten Kuehl

The 2017 Senior High Knowledge Bowl Regionals, sponsored by SSC, were held on March 20. The following area teams competed after advancing from Sub-Regionals. A total of 117 teams (58 in Tier AA and 59 in Tier A) participated in Sub-Regionals on March 4, 6, 14 and 16.

Tier AA Regional consisted of teams from Albert Lea, Austin, Kasson-Mantorville, Northfield (2 teams), Pine Island, Rochester Mayo (2 teams), Stewartville (2 teams), and Winona (2 teams).

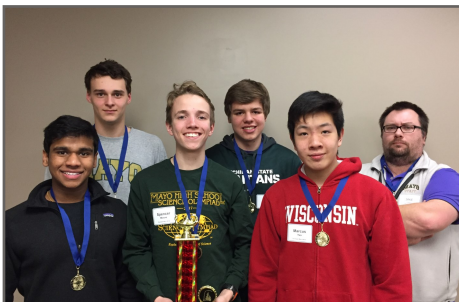
Tier A Regional consisted of teams from Chatfield (2 teams), Dover-Eyota, Fillmore Central (2 teams), Houston, Kenyon-Wanamingo, Lanesboro, Medford, Rushford-Peterson (2 teams), and Spring Grove.

The top three teams from Tier AA and top two teams from Tier A advanced to the State event at Cragun's in Brainerd on April 6-7. Of note at the State competition, the Stewartville team was honored with the **Heritage Spirit Award** for qualities and conduct becoming to a champion competitor!

The Minnesota Service Cooperative Knowledge Bowl competitions are interdisciplinary academic contests for students. The Senior High Knowledge Bowl is for students in grades 9-12. During the contest, teams of students compete in written and oral rounds by answering questions that test students' recall, problem solving, and critical thinking skills. This competition provides a format for student growth centered around academics. Teams consist of five students (five competing in the written round and four competing in each oral round). SSC sponsors the Regional Knowledge Bowl event.

Awards went to the following teams. The top three placing teams received a trophy for their school and medallions for individual team members.

Tier AA



1st place - Rochester Mayo White



2nd place - Rochester Mayo Gold



3rd place - Stewartville 1

Tier A



1st place - Dover-Eyota A



2nd place - Spring Grove 1



3rd place - Rushford-Peterson 1

Don't Let Your Citizens and Students Become a Playground Injury Statistic

By Sarah Ness

Playgrounds and outdoor play equipment offer kids the opportunity to get fresh air, socialize with friends, and exercise. It's important for us to make sure that the equipment and surfaces don't ruin the fun. In the community, parks and playgrounds are important gathering spaces, encouraging multi-generational interaction and a sense of belonging.



Unfortunately, emergency departments annually treat more than 200,000 children ages 14 and younger for playground related injuries in the United States, according to the CDC. About 45% of playground-related injuries are severe, including fractures, internal injuries, concussions, dislocations, and amputations. About 75% of non-fatal injuries related to playground equipment occur on public playgrounds. Most occur at schools and day care centers. Between 1990 and 2000, 147 children ages 14 and younger died from playground-related injuries. Of them, 56% died from strangulation and 20% died from falls to the playground surface. 70% of these occurred on home playgrounds.

Does your city or school have a safe playground for children? Do you or your staff know the most current equipment, surface, and play area compliance standards? Do you meet the ADA accessibility standards for playgrounds? If you answered "no" to any of these questions, or just need a refresher on safe playgrounds, join us on Thursday, June 1 from 9:00 to 11:00 AM for this free Playground Safety Seminar presented by Midwest Playscapes.

Register for Seminar

Trusted vendors of the Cooperative Purchasing Connection, available through SSC, provide you with reliable, tested, and safe products with members-only discounts. [Midwest Playscapes](#) has an excellent reputation as the premier playground consultant for schools, parent/teacher organizations, and park and recreation departments. They have factory certified training and experience with over 2,000 installations. Engineered wood fiber from [Crescent Landscape Supply](#) is perfect for playground and landscaping jobs of all sizes. They offer proven customer service, low cost, and high value product. "I have been using Crescent Landscapes Supply through SSC for engineered wood fiber the past four years and could not be happier. The wood fiber is excellent quality at a great price. The people at Crescent are very easy to work with. They drop at the correct locations and work with you to wait for a dry time for the ground to firm up. I highly recommend Crescent Landscapes Supply," says Steve Anderson, Director of Facilities and Transportation at Albert Lea Schools.

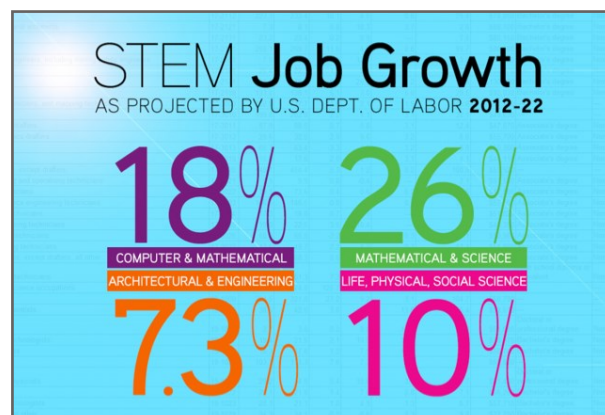
Download Mulch Order Form

For more information about facilities or grounds purchasing contracts available through contact Sarah Ness, Cooperative Purchasing Manager, at ssness@ssc.coop or (507) 281-6678.



Our Most Important STEM Investment is in Human Capital

SSC and Rochester Area Math Science Partnership (RAMSP) are looking for additional school districts, local businesses in SSC member cities and counties, non-profits, and local governments to join our conversation to help promote and implement STEM initiatives in our schools and communities to build industry and sector partnerships. By collaborating together, we can help build skills and ignite passions in tomorrow's workforce and our future innovators, entrepreneurs, and leaders.



Build STEM Talent and Interest Pipelines that Create Economic Opportunities for the Future

Are you a member of RAMSP? If not, do you promote STEM education in your schools? Rochester Area Math Science Partnership (RAMSP) and SSC's Cooperative Purchasing Connection join forces for your spring ordering season! Lego Education, School Specialty, Lakeshore Learning, and Nasco are now available in Express to deliver what your students need to think, do, create, and explore. [Click here](#) to explore STEM in your Express Marketplace.



Rochester Area
MATH SCIENCE Partnership
RAMSP

Not currently a member of RAMSP? Do you want to know more about it? School districts, cities/counties, private businesses, and non-profits are welcome to join! [Click here](#) to learn more about RAMSP.

Job Vacancy

Position Opening: *Math Specialist and School Advocate*

The Southeast/Metro Regional Center of Excellence is looking for a Math Specialist and School Advocate to help build the capacity of districts, schools, and charters to engage in continuous improvement, to implement the World's Best Workforce legislation and the Every Student Succeeds Act (ESSA). The ultimate goal of this position is to close achievement gaps, while increasing achievement and graduation rates for all student groups. Visit www.ssc.coop to see the full job description and application. Questions? Contact Jane Drennan, Southeast/Metro Center of Excellence Director, at jdrennan@mnce.org.



SSC Partners with the Institute for Personalized Learning to Offer Professional Learning Opportunities

By Kari Kubicek

SSC is excited to announce that we are partnering with the Institute for Personalized Learning to offer professional learning opportunities in the fall of 2017 for teachers and school administrators.

The Institute for Personalized Learning is a division of CESA #1 (Cooperative Educational Service Agency), a provider of high-quality, cost-effective programs and services for K-12 districts in Southeastern Wisconsin.

The Institute defines personalized learning as an approach to learning and instruction that is designed around individual learner readiness, strengths, needs and interests. Learners are active

A personalized learning system provides opportunities to maximize the potential of all students based on their needs, abilities, and preferences.

participants in setting goals, planning learning paths, tracking progress, and determining how learning will be demonstrated. At any given time, learning objectives, content, methods, and pacing are likely to vary from learner to learner as they pursue proficiency relative to established standards. A fully personalized environment moves beyond both differentiation and individualization.

The Institute's belief is that personalizing the educational experience for students holds the greatest leverage to transform the

current educational design and build capacity for dramatic improvement in the performance of the educational system.

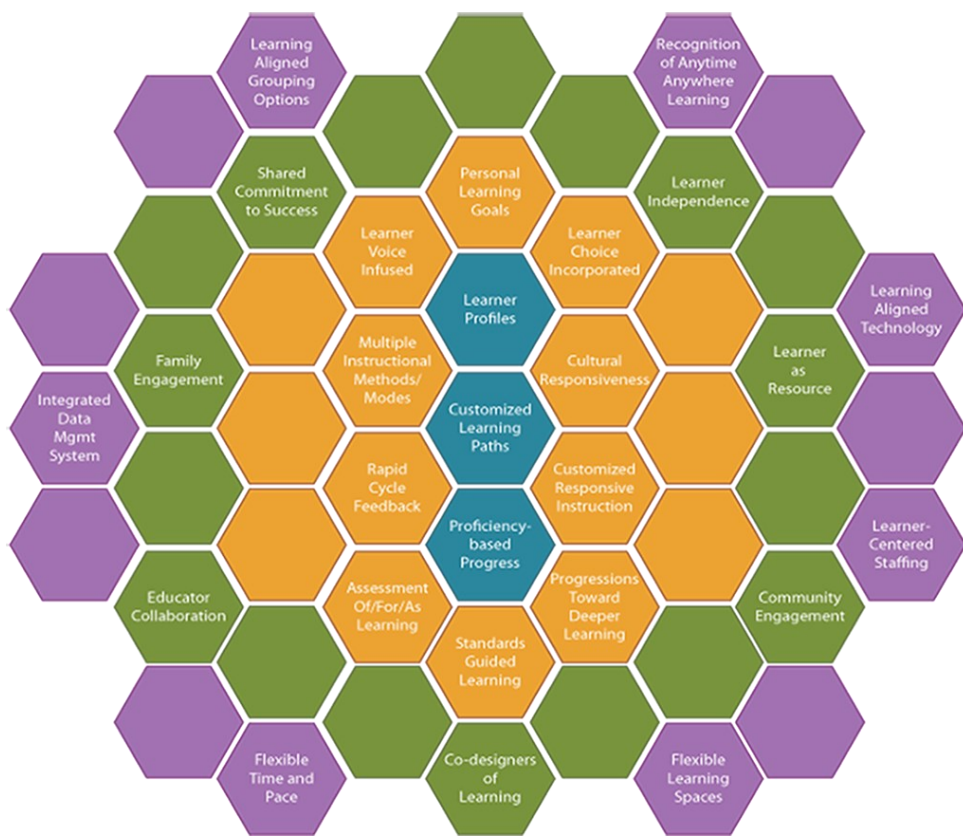
The Institute has developed a change strategy to guide implementation. Based on their honeycomb model, this strategy starts with three foundational components of a personalized learning ecosystem and then builds out to focus on change in three areas and in three phases:

- 1) learning and teaching;
- 2) relationships and roles; and
- 3) structures and policies.

We recommend [this video](#) for a brief and interesting overview on what personalized learning is.

Foundations of Personalized Learning - September 28

This initial training day will be offered at SSC on September 28 to introduce area educators to the Honeycomb Model and provide a foundational understanding of personalized learning. This will serve as a basis of understanding for those educators interested in continuing on through a cohort experience. This in-depth look will focus on deep thinking about elements of learning and teaching and how those look different in a personalized learning environment.





The Institute uses a cohort model to leverage shared learning to accelerate the work. Cohorts will work as a community of practice across districts to formulate ideas, share best practices and network with each other. Both a Teacher Cohort and a Leader Cohort will be offered as a follow up to the Foundations of Personalized Learning session.

Teacher Cohort: Supporting Student-Centered Classrooms

This cohort will provide an intentional collaboration among groups that are working to design personalized learning practices for their classroom or school. The cohort will meet four times during the school year for a half day and sessions will be designed as follows:

Session 1 – Shifting Your Classroom Focus

Personalized learning creates a shift from what instructors do to what students do to learn. Participants explore shifts in roles and strategies and analyze what they can do in their current classroom setting to



begin this transition. Participants will begin the process of designing a plan for implementation, identifying the personalized learning elements that will make up their “constellation.”

Session 2 – Designing an Implementation Action Plan

The Learner Independence Continuum will be introduced and participants will understand the crucial role building a culture of agency plays in personalized learning. Participants will collaborate with others and build a network of other educators for collaboration and support.

Session 3 – Networking and Resource Sharing

This session provides the opportunity for teams to swap ideas. Are there pieces another team has thought of that another should incorporate? Participants will share their plans for feedback and also share a tool or resource they are using.

Session 4 – Moving the Work Forward

At this final session, the cohort will share their work to-date with each other and learn from one another’s experience. This is a powerful learning experience that brings the cohort to a culmination.

Participants will reflect on their current and preferred states and steps to move the work forward. This session will provide the tools and skills needed for continuous improvement toward full personalization.



Leader Cohort: Leading Personalized Learning

This leadership series is specifically designed for principals, teacher leaders, and district leaders to provide the support and community needed to initiate and sustain transformational personalized learning work in their schools and districts. The cohort will provide leaders with the strategies and skills necessary to lead this work, including split-screen leadership - simultaneously leading this effort while managing in a traditional environment. All sessions are half-day and take place the opposite end of the day from the teacher cohort.

Session 1 – Making a Commitment

In this session, teams will be introduced to concepts, frameworks and leadership practices to support transformation to personalized learning, such as examining assumptions and practices inconsistent with supporting the success of all learners, building the case for change, design principles, and shifts in learning, instructional practice and leadership.

(Continued on next page)

Session 2 – Determining Our Purpose

In this session, participants will identify the personalized learning elements that will make up their school or district “constellation.” Leaders will refine their vision for personalized learning and examine how their district-wide focus impacts schools and/or how their school-wide focus impacts classrooms.

Session 3 – Navigating Key Shifts

This session will engage participants in exploration of approaches and practices to support personalized professional learning, strategies for recognizing

and reinforcing personalized learning practices and scaling personalized learning practices once in place.

Session 4 – Positioning the Work

The final session will explore ways to sustain leadership while supporting others in the organization as the change process continues. Particular attention will be given to what occurs as an organization moves beyond start-up to stabilization and approaches scale and how to lead an organization there.

OPTIONAL: If participating districts are interested, there is the possibility that the Institute for Personalized Learning could visit participating schools to see personalized learning in action for both cohorts.

Registration information will be distributed soon! Please watch our website or contact Kari Kubicek at kkubicek@ssc.coop.



Marketing and Communications Intern to Support Professional Development Programming

By Kari Kubicek

SSC is excited to introduce **Katy Bagniewski** as our Marketing and Communications Intern for the summer of 2017. Katy will be supporting SSC’s Professional Development Team in the design and implementation of its program promotion and member communications.

Katy recently completed her sophomore year at the University of Nebraska-Lincoln where she is studying Agricultural and Environmental Sciences Communication with a focus in multimedia production and a Minor in International Agriculture and Natural Resources. Having grown up on a small farm just outside of Rochester and attended Lourdes High

School, she is excited to be back in town this summer as SSC’s Marketing and Communications Intern.

During the school year, Katy is involved in Pi Alpha Chi Sorority’s Alpha Chapter, the National Residence Hall Honorary, St. Baldrick’s Shave for the Brave Fundraiser, the National Association of Farm Broadcasters, Agricultural Communicators of Tomorrow and *Lady Bits*—a creative space for young women in communications and journalism majors to come together for female empowerment, professional development and creative support.

Katy has a love of travel and experiencing new cultures and environments; she has already traveled to Italy, Germany, Austria,



Slovakia, and Hungary but hopes to add many more to that list over the next few years. Her passions lie in international food security and world hunger and malnutrition. By pairing these passions with a specialty for visual storytelling and video production, Katy hopes to someday work on documentaries that showcase the realities of food insecurity in developing countries.

Don't Forget SSC When Planning Your 2017-2018 Staff Development Days

By Kari Kubicek

Our professional development programming delivers customizable offerings in a variety of content areas facilitated by expert faculty members at your location. Make an impact with your August staff development and start the year off on a positive note!

We have highly qualified faculty available to facilitate professional learning offerings at your location in the following areas:

Behavior Management

- Positive Behavior Interventions and Supports (PBIS)
- Love and Logic:
 - Core Beliefs with Staff Facilitation
 - Neutralizing Student Arguing
 - Delayed Consequences
 - Empathy
 - Recovery Process
 - Developing Positive Teacher and Student Relationships
 - Setting Limits with Enforceable Statements
 - Using Choices to Prevent Power Struggle
 - Quick and Easy Preventative Intervention
 - Guiding Students to Own and Solve Their Problems

Differentiation and GATE

- Add Depth and Complexity to Your Lessons!
- An Affective Curriculum for Gifted Students
- Cinematic Peers and Mentors: Using Film and Music to Help



Learning with impact. Designed for you.

- Teachers Accommodate and Students Understand Giftedness
- Differentiated Instruction for All Learners (DIAL)
- Genius Hour: The Ultimate Anchoring Activity for Gifted and High Achieving Students
- Growth Mindset: The Key to a Successful Differentiated Classroom
- Literacy Peers and Mentors: Using Literature to Help Teachers Accommodate and Students Understand Giftedness
- Making RtI Work for Gifted and Talented Students
- Promoting Visual Thinking: Using Images to Promote Critical and Creative Thinking and Writing
- "Reading" the Internet
- Researching Talent Development
- What to Do with the "Dreaded Early Finisher"

Mindfulness and Stress Reduction

- Mindfulness for You and Your Students

Reading/Writing

- K-12 Strategies
- Connections Across the Curriculum
- The Writer's Workshop

English Language Learners

- Sheltered Instruction Observation Protocol (SIOP)
 - Overview
 - Lesson Preparation
 - Building Background
 - Comprehensible Input
 - Strategies
 - Interaction
 - Practice/Application
 - Lesson Delivery
 - Review & Assessment

Math

- K-12 Strategies
- Connections Across the Curriculum in the Areas of Predicting and Cause and Effect Relationships Across Content Domains
- Supporting Student Number Sense through Differentiated Instruction
- Supporting Student Algebraic Reasoning through Differentiated Instruction

Instructional Coaching

- Leverage Your Instructional Coaching to Increase Impact
- Next Level PLCs

Please contact SSC's Professional Development Lead, Kari Kubicek at kkubicek@ssc.coop to inquire about these opportunities!

Retirements Bring Endings and New Beginnings

By Katie Schmitt

Happy Retirement



After working for SSC for over 14 years, **Bob Tweten** is retiring at the end of June. Serving as Health and Safety Specialist, Bob worked closely with members to maintain safe learning and working environments in schools and administered mock-OSHA inspections to identify potential hazards and provided advice in resolving issues. He reviewed health and safety projects that needed approval from the Minnesota Department of Education. Over the years, Bob has been a great resource for members and exemplifies our core values of integrity, excellence, and relationships.

Those of us who work with Bob at SSC, know him as polite, genuine, and a serious competitor in our walking challenges! Bob makes each staff member feel valued with a warm greeting when he is in the office. He generously shares baked goods and tempts the team with homemade treats. At the annual staff holiday party, Bob brings the best presents for the gift game. Most importantly, Bob connects with people. He wants the best for members and staff. There is no doubt

that Bob will be missed here at SSC. We are thankful for his service and wish him a happy retirement! We look forward hearing about his time with family, travel adventures, and the success of his family vineyard, Simpson Ridge, in Rochester.

Expanding Services for Facilities Management

With this staffing change, we decided to restructure how the health and safety position would support school districts to provide more comprehensive assistance in facilities management.



We are pleased to announce that **Dr. David Thompson** will join our team in July 2017 as Facilities Management Specialist. Dave will be retiring as the Superintendent at Stewartville Public Schools in June. He has over 40 years of experience in education as science teacher, athletics director, principal, director of secondary education, and superintendent. Dave's new part-time role will include working with members on Long Term Facilities Maintenance (LTFM) planning, providing access to services and resources, and developing new opportunities to help members in creating safe, healthy, and inspiring educational spaces.



Facilities Management Services

CESA 10 will now be the Health and Safety Management service provider, conducting mock-OSHA inspections, providing technical assistance, and review of health and safety records. CESA 10 is a nonprofit educational service agency providing facilities management services to school district and government customers throughout Wisconsin and Minnesota. Through our new partnership with CESA 10, we are able to increase support for school districts by offering additional services, including:

- Referendum, Facility Planning, and Project Management
- Facilities and Technology Audits
- Energy Management
- Construction Management
- Owner's Representative

Come wish Bob a wonderful retirement and learn more about the service expansion at the [June 1 Facilities Management Town Hall](#).

We've also created a [Facilities Management Services Guide for 2017-2018](#) to provide an overview of the changes and plans.





When we let our members know Lakeshore Learning is now available on Express, we heard back from Laurie Lahman immediately! She does the purchasing for the Miltons Science Magnet Elementary School.

"Teachers had shown me the Lakeshore Learning rugs they had picked out for their rooms. I was pleasantly surprised to save \$200 ordering through Express. That sealed the deal for me!"

Laurie Lahman, Alexandria Public Schools



Jescia Hopper is an art teacher at Dilworth-Glyndon-Felton School District. She switched to CPC partnered vendor Continental Clay because she says the clay is soft and easy to work with.

"It's smooth and lightweight and easy to use on the pottery wheel. The students are really excited about it! I would definitely recommend it."



www.purchasingconnection.org/clay

Continental Clay is available on Express



Jescia Hopper, Dilworth-Glyndon-Felton School District

Your Favorite Instructional Resources Are Available for Spring Ordering!

Achieve3000

Reference Contract

#:16.16 - SEL

Contact: Wendy

Revenig

(651) 383-6204

Wendy.revenig@acheive3000.com

5% off online differentiated literacy programs

5% discount on professional learning services



Mackin

Reference Contract

#: 16.16 SEL

Contact: Brian

Cretzmeyer

(952) 500-0811

Brian.cretzmeyer@mackin.com

5% discount on products



Really Good Stuff

Reference Contract

#:16.16 - SEL

Contact: Jeff June

(888) 578-0391

jjune@reallygoodstuff.com

3% off supplemental curriculum materials and teaching aides aligned to state standards



Edmentum

Reference Contract

#: Cooperative Purchasing Connection

Contact: Devon Davidson

(952) 832-1544

Devon.davidson@edmentum.com

15% discount on new subscriptions

10% off renewals and add-ons



Motion Math

Reference Contract

#: 16.16 - SEL

Contact: Julie Huston

(248) 495-8500

julie@motionmathgames.com

10% off Motion Math Educator Suite



Onder

Reference Contract

#: 16.16 - SEL

Contact: Dan Haskell

(646) 278-9959 x2; dan@oneder.com

Year 2: 3% discount

Year 3: 6% discount

Year 4: 9% discount



Failure Free Reading

Contact: Marshall

Ward

Marshall.ward@failurefree.com

(888) 233-7323

10% off all catalog prices



Teaching Books.Net

Reference Contract

#: 16G-TBN-CPC

Contact: Ray Roushar

(800) 596-0710

ray@teachingbooks.net

\$500 annual discount off list price for single school purchase; discounts may be applied on a district or consortium basis.



**Questions? Contact Sarah Ness,
Cooperative Purchasing Manager,
sness@ssc.coop or 507-281-6678.**

Cooperative Purchasing Connection Paper Program

2017 PAPER CATALOG

Order Deadlines:
May 19 - For delivery by June 30
June 16 - For delivery after July 1

Questions?
 Contact Lori Mittelstadt
lmittelstadt@lscs.org
 888.739.3289
 218.739.0326 (fax)

Ways to order

- Online in Express
- Fax
- Email

www.cpcexpress.org | www.purchasingconnection.org

It's Time to Order Your Cut Paper For The Year!

It is that time of the year again! The spring/summer buy is organized to create significant volume statewide resulting in lower

pricing for you! Download your copy of the paper catalog available through Paper 101 below. Paper is also available for purchase through Express, SSC's online shopping portal.



Download Paper Catalog

Re-Thinking Drug Education:

The Influence of Medical Marijuana and Recreational Use on Program Design

By Katie Schmitt

American schools have provided education on substance use and abuse for nearly 50 years. The societal context has changed significantly over that time. Marijuana use is common across the United States, recreationally and through medical cannabis programs. Advocates for legalization of recreational use of marijuana communicate economic benefits. Opponents voice concern for health and safety. While some states have legalized adult marijuana use, it remains a Federal Schedule 1 Substance. The disconnect between states and federal adds complexity for drug education positioning and lack of clarity regarding risks and medical benefit.

By the numbers

In 2014, over 56% of American females and 61% of males, within the 19–30 year old age group, reported unlawful use of marijuana.

Contemporary Drug Education

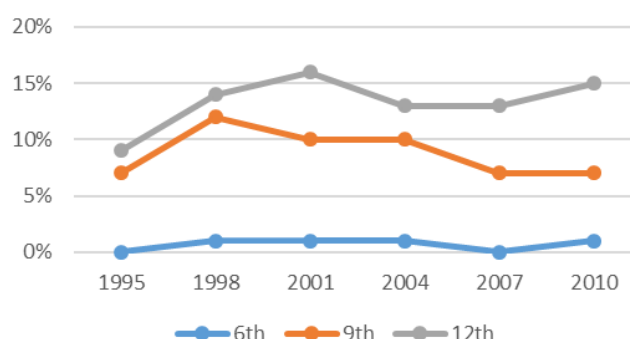
What is the rate of marijuana use in Minnesota and in our region?

According to the [April 2017 Medical Cannabis Program Update](#) by the Minnesota Department of Health, there are 5,317 patients actively enrolled in the state's medical marijuana patient registry. The majority of patients are white (85.9%), the average age is 49.8, and the top three qualifying conditions are intractable pain, cancer, and muscle spasms.

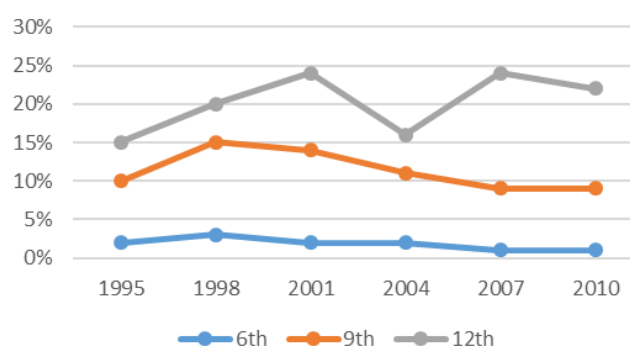
Regional and county data on youth and adult substance use in southeastern Minnesota is available from Substance Use in Minnesota (www.sumn.org). In a 2015 Minnesota Survey of Adult Substance Abuse, 5.1% of adults in southeastern Minnesota report using marijuana in the past 30 days and 8.3% report using

marijuana in the past twelve months. Trend data for male and female students in grades 6, 9 and 12 indicate lower usage rates among female students compared to male students. Interestingly, use among 9th grade female students is decreasing and usage is trending up for 12th grade female students. Marijuana usage among male students has fluctuated at the 12th grade level while grades 6 and 9 have decreased and/or leveled off.

Percent of Southeast Students Reporting Any Use of Marijuana in the Past 30 Days, 1995 - 2016: Female Students by Grade



Percent of Southeast Students Reporting Any Use of Marijuana in the Past 30 Days, 1995 - 2016: Male Students by Grade



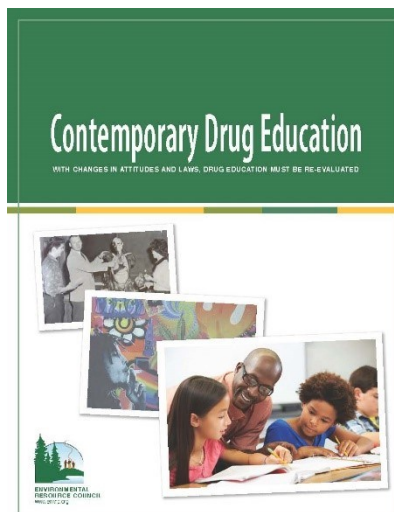
How can schools create relevant drug education given changes in attitudes and laws regarding marijuana use?

(Continued on next page)

Drug Education continued...

The Environmental Resource Council, an Anoka-based non-profit, has developed a [Contemporary Drug Education](#) guide. The intent of the guide is to provide information, resources, and assist schools in evaluating current drug education philosophies, teaching practices, prevention approaches, and promotion of healthy behaviors. It includes a history of drug education, a summary of health consequences (from the National Academies of Science, Engineering and Medicine), details on five critical warnings to communicate harm and risk, and an attachment on the D.A.R.E. program.

According to the Environmental Resource Council, “there are certain features that school drug education should and should not employ, and some educational aspects that have special value in this period of confusion and transition. Programming should be guided by three principles: 1) to understand and work with reality in terms of risk, 2) be sensitive to, but not dominated by, past drug education traditions, and 3) teach



the truth as we are given to understand the truth.”

Whether or not you agree with the Environmental Resource Council’s recommendations for schools, the *Contemporary Drug Education* guide promotes reflection and community-wide conversations. Caring

parents, trusted educators, and engaged community members play significant roles in supporting student health and wellness. “The clearest research regarding preventing young adult substance abuse is that parents/guardians have the most power to prevent harm.”

Wellness

Does Your Life Need a Jump-Start?

National Wellness Personality to Speak on Creating Energy at SSC

Energy Igniter, Speaker, Media Spokesperson, and Registered Dietician Chere Bork will present ***Creating Positive Energy to Thrive Through Change*** at SSC’s September 20 Wellness Forum. Chere has taught thousands of her wellness coaching clients her personal recipe for happiness. She has shared these tools for positive change with audiences throughout the country during her dynamic speaking engagements. SSC is thrilled to offer our members this incredible opportunity to participate in Chere’s presentation thanks to our long-standing collaborative partnership with Olmsted County’s Wellness Works. To learn more about Chere’s presentation, the other fantastic sessions during the forum, or to register, please click [here](#).



Public Service Loan Forgiveness

Southeast Service Cooperative has partnered with the Association of Educational Service Agencies and ISloan Solutions to provide expertise on student loan forgiveness. The Public Service Loan Forgiveness Program is eligible to any full-time staff member. The loan forgiveness amount is individually determined and tax-free.



Find out more at an informational webinar.

Click on the date below to register.

Local Government and Nonprofit

Administrators & HR: May 31 at 11:30 am

Staff: May 25 at 9 am | June 1 at Noon

K-12 Education

Administrators & HR: May 31 at 9 am

Faculty and Staff: May 25 at 4 pm | June 15 at 10 am

Best Practices: *The Key to Health Plan Management*

by Bill Colopoulos, SSC's Health & Benefits Consultant

What are the key to successfully managing a high-value, affordable health benefit program? Among the Fortune 500 employers, health plan management success suggests a series of implementing and following best practice strategies that are designed to attract and retain high value employees.

What are the Fortune 500 health benefit strategies for success?

The key is to stick to the basic principles of group health insurance and adapt strategies that:

- Support high levels of employee and dependent plan participation through balanced contribution strategies.
- Support health care consumerism, including health care savings accounts that give employees and their families "skin in the game" and health care provider networks that challenge employees to use efficient, appropriate and high quality health care resources.
- Offer only one, flexible HSA plan.
- Actively support wellness programs addressing specific needs and interests of employees.

Best practice game plans for 2017 and beyond: the "top ten" list

1. **Offer one HDHP HSA plan:** Nearly 30% of all employers only offer HSA as a one full replacement plan to offer greater stability and easier cost management.
2. **Reduce employer contributions to CDHP:** Recent data indicates that employer contributions of 50% of plan deductible or higher reduces consumerism. Lower contribution to HSA allows employers to offer higher family premium contributions.
3. **Transition to value-based provider networks:** Employers are aggressively implementing high performance networks; using a combination of narrow and value-based network contracting with deeper discounting.
4. Encourage employees to use web based **cost comparison tools**, which are increasingly linked to value-based and high performance network providers.
5. **Virtual doctors:** Online, on-demand healthcare may offset expenses at ER and UC facilities.
6. **High additional copays for ER to encourage use of lower cost virtual healthcare as a first option.**
7. **Rx Management:** Aggressive prior authorization and quantity limits in plans such as CVS, Express Scripts, and Prime Therapeutics.

8. **Wellness programs** focused on outcome-based programs; targeting specific conditions such as weight loss, tobacco use and diabetes and incorporating financial planning support.
9. **Defined contribution programs vs. fixed cost contributions:** The defined contribution should be set at a level that supports a target HDHP plan – not the highest cost plan option. Too often, fixed contributions are targeted to pay for the most expensive health plan option.
10. **Spousal coverage surcharged or disallowed** when the spouse is eligible for their own employers' plans. Surcharges average \$100 and are increasing, phasing out the ineffective cash in lieu strategy, which causes adverse risk.

Recent surveys show that groups using these strategies achieve superior trend and cost results. Employers using these methods are experiencing decelerating trend. It's about proper risk management tactics that assure high participation and a spread of risk among all employee populations!

Employer groups are successfully negotiating best practice strategies with unions. For example, a large national account mail service has roughly 30,000 UAW workers. Their single plan is a high deductible, consumer directed health plan with either an HRA or HSA option and two high performance provider network options. The company's contribution to the HRA or HSA requires the employee to enroll in the company's Accountable Care Organization (ACO) provider network program.

It's time to have a serious discussion with your employees about what it takes to maintain an affordable, high value health benefit plan. For more information, contact Bill Colopoulos at bc@nexgenhce.com or (507) 206-7419.



References: Price Waterhouse Coopers 2017 Health Benefit Survey, Segal Consulting, The Kaiser Family Foundation, Aon-Hewitt 2017 Benefit Survey Data, Milliman 2017 Health Care Price Index

Preventing Injuries to Special Education Staff

By Angie Ragel

Special Education (SpEd) teachers and assistants are faced with the daily challenge of providing a safe and productive learning environment for their students, while balancing their own safety and well-being. Many will tell you that they find this work extremely rewarding, but struggle with the opinion that injuries are “part of the job.”

By the numbers

Researchers looked at 8,000 claims reported from 2009-2014 by 130 Minnesota school districts. The study found that 25% of workers' compensation claims in Minnesota schools involved students.

Unfortunately, just looking at the statistics can help reinforce this claim. SFM, a Minnesota-based workers' compensation insurer, recently conducted a study to learn which school employees were most likely to be injured, and how.

The groups of employees most at risk of being injured by students were SpEd assistants followed by general education assistants. Of the licensed staff, SpEd teachers had the highest rate of injury.

Here's What SpEd Staff Had to Say

Preventing injuries to SpEd staff, and changing the belief that getting injured is the nature of the environment, will require schools to address all risk factors to the extent possible. SFM's loss prevention specialists conducted interviews with SpEd staff in Minnesota schools and here some of the common concerns as well as some ideas that have proven successful:

- **Hiring:** I saw the classroom, but never got to experience it during the interview process.
- **Hiring:** It would have been helpful if I could have met with some paras to talk about the job before taking it.

- **Staffing:** Staffing decisions are based on student count rather than student needs. Having too few staff makes it difficult to develop staff/student relationships and leads to lower staff retention.
- **Staffing:** Having policies in place that cannot be supported by current staffing (e.g. 2-person lift required, but not always enough staff to do so).
- **Training:** I was thrust into the job without any training or shadowing.
- **Training:** There isn't any SpEd professional development topics offered during in-service days
- **Training:** No training is provided to non-SpEd staff.
- **Policies and Procedures:** It would be helpful to have a more defined process for handling highly disruptive and/or dangerous students.
- **Policies and Procedures:** It would be helpful to define criteria that triggers a potential level 4 transfer discussion.
- **Policies and Procedures:** Need better goals and planning for level 4 students who return to level 3.
- **Communications:** It would be great if our two-way radios talked to the office radios, rather than just SpEd staff radios.
- **Resources:** It would be helpful to have a fast-track process to buy urgently needed items, like personal protective equipment.
- **Resources:** SpEd gets all the left-overs. It would be helpful if staff were more involved in classroom and furniture selection.
- **Resources:** Having a dedicated sensory area, personal care area, and more calm spaces for students would really help.



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Practices & Policies That Have Worked

- **“Runner” Policy:** Each school or program should have a policy to address “runners” and everyone in the building needs to know the policy. Consider having dedicated response teams for runners and instructing all other staff to use calming voice and not to chase. Have runners pick a safe “go to space.”
- **Clothing/PPE Policy:** Require personal protective equipment (PPE) and proper clothing for the job position. Examples include: disposable gloves for bodily fluid cleanup, bite-resistant arm guards, and shin guards, loose jewelry or clothing that can be grabbed and pulled/twisted should not be allowed.
- **Projectile Management Policy:** Ensure that classroom items like phones and computers are tied down and secured wherever possible (or limit access wherever it’s not possible) to prevent them from being thrown.
- **Team Building:** Experienced teams who have worked together for a long time are better able to respond safely to incidents, so try to keep them together as much as possible. Designate time for teachers and assistants to share student

observations, and discuss strategies for how to respond to anticipated events.

- **Emergency Communication:** Provide two-way radios for each SpEd classroom, and set them up to communicate with other radios in the building (e.g. office staff, administration, crisis teams). Two-way radios are an essential emergency preparedness tool and well worth the investment.
- **Shadowing/Observation:** Requiring new staff to shadow with the kids they will be working with, and allowing teachers/assistants to observe other more experienced teachers/assistants.
- **Training:** Establish a Crisis Prevention & Response Team at each school whose members go through more advanced training, and at a higher frequency. Only Crisis Prevention and Response Teams members can use physical restraint. All other staff are directed (and trained) to use de-escalation techniques.

For questions regarding this or other OSHA regulations, please contact: Angie Radel, Regional Manager, IEA, Inc. at angie.radel@ieasafety.com

SSC Upcoming Events

Spring Legislative Wrap
Session 2017
June 1

Playground Safety Seminar
June 1

Facilities Management
Town Hall
June 1

Board Meeting
June 28

Board Meeting
August 16

Wellness Forum: Igniting
and Sustaining Energy
September 20

Board Meeting
September 27

Foundations of
Personalized Learning Day
September 28

From STEM to STEAM:
A Maker Day for Educators
October 24

Board Meeting
October 25

MASA Region 1 Fall Session
October 25



Superintendents Represent MASA Region 1 at “Day at the Capitol” on April 5

(L to R) Bill Irhke of Plainview-Elgin-Millville; Jeff Pesta of Kenyon-Wanagamingo; Rachel Udstuen of Spring Grove; Ben Barton of Caledonia; Cherie Johnson of Goodhue County Education District; Krin Abraham of Houston; Mike Redmond of Goodhue; Beth Giese of Cannon Falls; Erick Enger of Lake City; and Kevin Cardille of La Crescent-Hokah

SSC Board Actions and Information

In addition to routine fiscal and routine business actions, the Board took the following actions in recent meetings. Complete SSC Board of Directors meeting minutes are available on the SSC website at www.ssc.coop.

March

- Accepted and approved the settlement report and financial transactions for the 2015-2016 School Health Insurance Pool.
- Accepted the recommendation of the Renewal Advisory Committee to maintain the specific stop loss level of \$125,000 per year per claimant, accepted the Committee's endorsement of the school health pool 2017-2018 pool management strategies as presented, approved the staff recommendation for specific group rate adjustments and renewal process in compliance with HITA regulations, authorized the Executive Director to make additional adjustments for groups as warranted by unique group circumstances, in the best interest of the pool, and considered a recommendation from the Executive Director regarding local wellness program funding support upon analysis of reserve margin funds following group renewals.
- Accepted the recommendation of Heartland Business Systems for the configuration of Microsoft Great Plains (MGP) accounting systems to be implemented by SSC for a contract with MGP at a cost not to exceed \$194,786.50 over a three-year contract period.

April

- Accepted the resignation of Christina Bokusky effective end of day Tuesday, April 21, thanked

her for her service, and authorized staff to conduct a search for a WLMC Assistant to begin employment as soon as possible.

- Accepted the resignation of Sue Haddad effective end of day Thursday, May 11, thanked her for her service, and authorized staff to conduct a search for an Organizational Assistant in a temporary arrangement to start as soon as possible.

- Accepted the introduction of a proposed new policy on Break Time for Nursing Mothers as presented by the Policies Committee.
- Accepted the nomination to honor Suzanne Riley with the 2017 Southeast Service Cooperative Outstanding Service Award. The award will be presented at the July 12-14 MSC Board Conference.
- Approved the 2017-2018 membership and service fees as proposed.

Welcome SSC's Newest Board Members



Rob Mathias
Stewartville School Board



Lynn Gorski
City of Owatonna



Don Leathers
Austin School Board



Bree Maki
Lewiston-Altura School Board