





PRESIDENT'S MESSAGE

By Brent Schimek, President • Deer River



As the one-year anniversary of Covid-19 pandemic approaches, it brings me pause to reflect back over the past year and how far we have come in our schools and activities programs with the adjustments we have had to make, many times on a daily basis.

Along with this the MNIAAA Executive Board has moved forward with many proposed changes for the future that will not only affect our organization, but I believe, also starts us down a path of inclusion and representation that is long overdue not only in Minnesota but nationally. There will be several constitutional changes proposed at the Virtual Conference that address the areas of leadership in the MNIAAA and also some language clarifications that in the past were "assumed" but not exactly laid out.

I would like to lay out a timeline for how these came about to arrive with the changes that are will be presented to you for your vote in April.

The Exec Board participated in a June Zoom meeting with local and national participants to discuss inclusion of underrepresented members in the state and national organization. With a very diverse state geographically as well as the role or job responsibility of an "AD" varying widely in school districts it was very evident the area to start was to collect data. A survey was developed and sent out several times throughout the summer with reminders to all AD's, not just MNIAAA members to complete.

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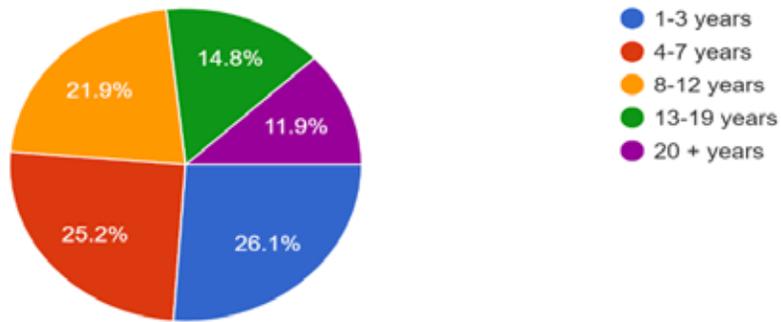
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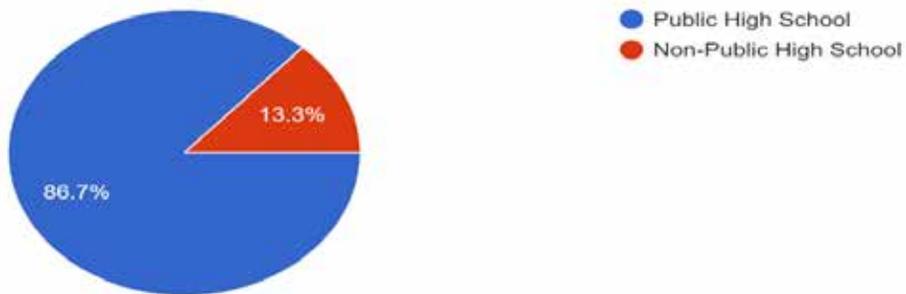


The survey was completed by 386 AD's in the state of Minnesota and gave us some detailed and eye opening information in various areas. Below are just a few of those results.

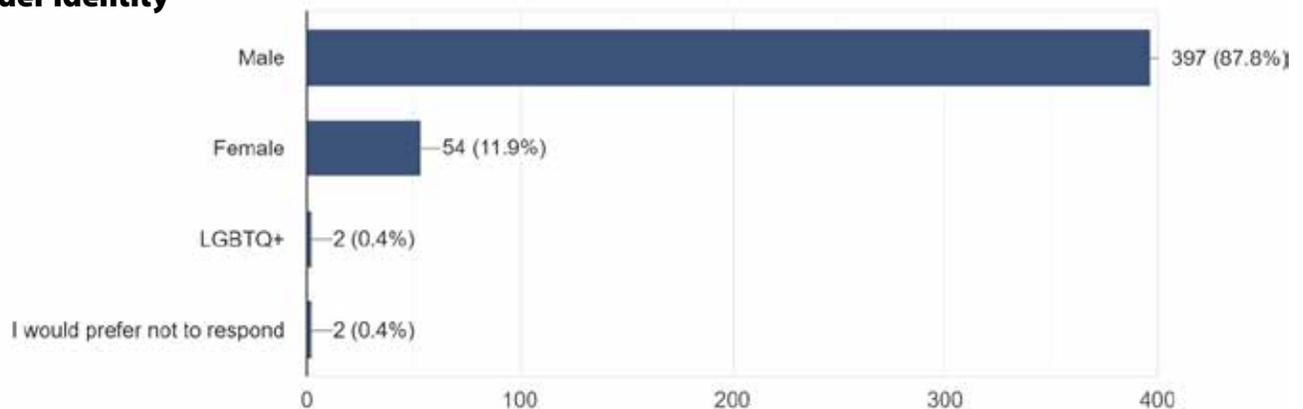
Number of years as an AD



Type of school



Gender Identity



With this information we formed an Ad Hoc committee of ADs from around the state as well as the members of the Exec Board. The committee members were the following:

Patti Weldon - Robbinsdale High School (chair)
Antony Fisher - Minneapolis Schools
Cari Pohlen - Minneota High School
Tony DeLeon - South Ridge High School
Lisa Quednow - Austin High School

We then held several meetings generating ideas on how to use the data to improve our inclusion of all members.

The following proposal was created from this committee and was presented to the 16 Region Reps in October and will be voted on as a proposed constitutional change at the upcoming conference.

The proposal in short will be as follows:

- To increase the MNIAAA Executive Board to include the 4 officers elected from a geographical and A/AA rotations as well as 2 more positions to be held by underrepresented (women and people of color).
- These two positions will also be on a geographical and A/AA rotation.
- Each year the position of VP will be elected by the Exec. Board from Board members who have at least one year on the Board. This VP will in turn rotate to President the following year.

The details and rotation will all be laid out in the constitution which you will receive for your review allowing us to address any proposed changes prior to the conference. I am very proud of this committee and the honest and frank conversations we had during this process. I believe it will further grow and strengthen the MNIAAA. Many other state organizations have reached out about the process we followed to model in the future. Please reach out to your Region Rep or give me a call if you have any questions.

I would also like to announce Mike Beck, our Executive Secretary, will be retiring at the 2022 conference. We will be posting his position after the 2021 conference to ask for candidates. The candidate chosen will shadow Mike this next year to transition into the position.

Again, many changes on top of your already hectic lives, but we will all come through stronger than before!



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EXECUTIVE DIRECTOR'S MESSAGE

By Mike Beck, Executive Secretary

Only opening sentence, I can write for you is to hope your professional life will soon become routine and return to the pre Covid times. Those that are new to the profession, soon you will not have to reinvent your schedules and how you host events.

State Conference 2021 is going to be in a virtual platform. There is not any way we will be able to host you in an indoor environment this school year. Look for Brent's and Matt's comments on this in this newsletter. We will also email you with details. Emails will come from the MSHSL and myself. Last March I never figured I would have to write the previous two sentences. Reality is that Covid is with us for this school year. I have sat in on the MSHSL Lead meetings. I applaud you and the MSHSL for giving your students the chance and opportunities to compete and perform this school year. Each school has a different set of barriers to overcome to make this possible. You, your teaching staff, coaching staff and administration have been flexible and innovative to give these young people their opportunities. Parents and community members may not always agree with what have been the guidelines for participation this year. Life has changed dramatically and what was normal twelve months ago is not today.

If you allowed the MnIAAA to retain your conference payment from 2020, the conference will be yours with no additional costs to you. Your payment from last year's cancelled conference will cover this year's conference and your MnIAAA/NIAAA dues for this current school year and 2021-22. All we will need from you is your registration. We will email you directly on this. If you received a refund from last year's conference, your conference fee will be \$225. Those registering for the conference will also receive the shirt and the parting gift from last year. These will be sent to you, along with your 2021-22 membership card. Once your registration is complete, we will start this process.

This is also my time to start the process to transition out of this position. MnIAAA was great for me when I was an active Administrator and my last ten years as the Executive. Your association is only going to continue to help you. Look for details before and during the conference. Look for more information about the posting at this year's conference. Share it with any retired AD that may also be interested.

See you on a video screen in April.





FIRST VP MESSAGE

By Matt Mattson, 1st VP • Champlain Park



Who would have thought at this time last year we would be closing down schools for the remainder of the year, we would be missing high school spring activities and graduations in person. Let alone not seeing each of you in person at our annual State AD Conference in St. Cloud in March of 2020.

Fast forward 9 months and some of us are still not back in school with students as I write this, some of you are in a Hybrid learning mode and some of you are back with K-12 all day, every day. We have each experienced our shares of emotional ups and downs, along the way. We have learned new phrases such as pandemic, hybrid, synchronous and asynchronous learning, and the list goes on and on. So much has changed since we last saw each other, yet so much stays the same! We do our jobs because we know what is best for kids! We make participation in high school activities a priority! Thank you!

It is time for us to experience something new again, and that is going to be an On-line Spring Conference with the help of AD Insider and their on-line platform. Many details are still being worked out, but mark your calendars for Sunday evening April 11th – Wednesday April 14th. All sessions will be recorded for reviewing at a later time, and all sessions will run in the morning hours live Monday through Wednesday, these will be recorded as well. We will have general sessions, dynamic speakers and mini sessions that will look like years past, with many of your peers presenting along with some new faces as well. It will be an exciting time to see you each in person, well at least on-line. We look forward to meeting with you and looking at a constitutional change that will help our Executive Board grow in the future and give our board a more diverse look that represents our great state and our amazing students.

Again, thank you for all that you do for your schools, students and communities.



NIAAA MESSAGE

By Brad O'Donnell, St. Clair • NIAAA Liaison



The National Athletic Directors Conference, sponsored by the National Federation of State High School Associations (NFHS) and the National Interscholastic Athletic Administrators Association (NIAAA), is the single premier conference that provides an outstanding educational in-service program for interscholastic athletic administrators. This first-class conference is foremost in featuring professional speakers and an exhibit show, as well as proven athletic administrators who willingly share their experience and expertise on a variety of educational topics. Even though we were not able to be together in sunny Tampa the virtual conference was still a success this year and professionally well done. Please join us next year in Denver, CO. Mark your calendar!!!!

NIAAA just rolled out their 5th Strategic Plan that you can read about in the latest IAA magazine. I have attached the link to the newsletter if you want to review the plan in more details.

<https://reader.mediawiremobile.com/NIAAA/issues/206784/viewer>

You will find the plan on pages 56-59

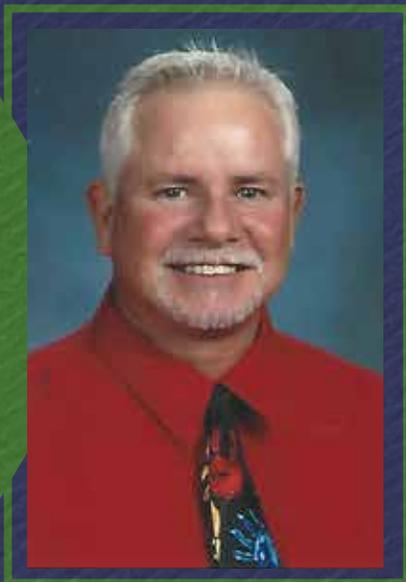
I want to challenge all of our membership in the MnIAAA this year. During the year of 2021 I would like to help 10 AD's to accomplish your CAA designation and work with a least 15 CAA members from our state and help them go through the process in receiving your CMAA certification (oral or written).

If you're interested please contact me at bodonnell@satclaircyclones.org or call me at 507-327-2791

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NEW EXEC DIRECTOR

By Rick Ringeisen, Executive Director MSHSCA



Introducing Rick Ringeisen, new Executive Director of the MSHSCA.

For close to 40 years I have known Rick Ringeisen and coached with/against him for over 30 of those years. He is a thoughtful and driven individual who will provide great leadership to the coaches in our state. With the role he now plays, I thought it was important to have him introduce himself to the members of the MnIAAA. He was kind enough to agree and below is his introduction.

- Ken Hubert

Have you ever wondered why you have been so fortunate and how you arrived at where you are today? We all live life one day at a time, following a plan to reach our goals. Along the way, there are many forks in the road and decisions along the way. I believe that the people who took an interest and mentored us impacted our path in life the most. When Ken Hubert asked me to write an article to introduce myself, I realized that all of us are where we are today because of our passion for athletics and the people who mentored us.

My vision was to become a teacher and coach because of the mentoring I received from my teachers and coaches. I did not set out to become the new Executive Director of the MSHSCA (Minnesota State High School Coaches Association), just as I am sure you did not set out to become Activities Directors. Yet, today you are an Activities Director performing what I consider to be the most challenging job in the field of education and athletics. My name is Rick Ringeisen, and I have been selected to become the new Executive Director of the MSHSCA. My wife Joyce will serve as my assistant. Being selected as the new Executive Director of the MSHSCA is a great honor. I also know that I have big shoes to fill. Darian DeRocher, John Erickson, and John Schumacher all achieved legendary status leading the MSHSCA for over half a century! The legacy they have left is one of service to coaches and education-based athletics. All three have mentored me and became friends. I will endeavor to honor their legacy and continue their example of service to coaches and education-based athletics.

My wife Joyce and I officially assumed executive director and assistant roles to the executive director for the MSHSCA on January 1, 2021. We were selected by the MSHSCA Executive Board in February of 2020 and were approved by the MSHSCA delegates at the 2020 Spring Meeting of Delegates and Sport Associations. I am a

graduate of Lakeville High School. As a kid, school and sports were what I enjoyed most of all. My teachers and coaches were role models I looked up to and who mentored me. Being from a small town, they all knew that my father passed away from a sudden heart attack when I was four years old. I did not realize it at the time; however, I now know they took extra care of me through the years. Their guidance and love inspired me to be like them and grow up to become a teacher and coach. I wanted to make a positive difference in the world like they did for my community. Fortunately, I was successful academically and decent enough athletically that I had options for college. This was a big deal in my family because my father only had an 8th-grade education before joining the army and serving as a medic in WWII. I became the first in my family to graduate from college. My high school swim coach convinced me to swim in college and not play football. He also personally drove me to visit his alma mater Winona State. After a few more college visits, I decided to swim at Winona State. The decision felt right because the coach made me feel like he would take a personal interest in me. I quickly learned about "tough love." Coach Martin was always tough first and compassionate understanding much later. It took me a while to fully realize how much he loved his players. As the years passed, we became much closer, and I looked forward to the swim season because I knew he and I would often talk throughout the season.

My wife and I graduated together from Winona State University. She immediately landed a job as a nurse at Fairview Southdale Hospital and has been there ever since. She has now worked there for 42 years. I spent my summers through college and early in my teaching career working as an ironworker. It was an exciting and dangerous job. I enjoyed the thrill of working high in the sky building skyscrapers in Minneapolis. After graduation, I was hired to teach Social Studies and coach in my hometown of Lakeville. That first year I coached three varsity seasons and continued to do so for 41 years. I coached football, swimming, and track at Lakeville High School, and I moved to Lakeville South when it opened in the fall of 2005. When I graduated, it was the perfect time to start at Lakeville. The small town I left had become a city and was growing fast. I was able to teach and coach in well-established programs. The teams were growing larger, and there were talented athletes who embraced training hard. That combination allowed for the teams I coached to experience consistent success. Those talented, hard-working athletes resulted in many conference, section championships, and a few state championships. I was fortunate to be recognized by my peers as coach of the year several times at the sections and state level, along with being inducted into a few halls of fame. It is nice to be recognized for helping others be successful. However, the best part is being able to thank the athletes I have coached and my community for supporting the programs I coached.

Like most educators, I quickly started working on my master's degree. I graduated from St. Mary's University with a Master in Education Degree. I then sprinted to complete the next 60 graduate credits to get to the doctorate lane in my district's salary schedule. The goal was to finish before our second child arrived. I knew with two little ones at home, finding time for grad school would be difficult.

My coaches were all service leaders in our school and community. They taught me the importance of lifting up others. I have followed their example by serving in many leadership positions. I have served two terms as the Lakeville Education Association President. I served and continue to do serve on many committees in my local community and school district. For example, I have served on every future facilities committee in the Lakeville School District for the past 40 years, and I serve as the Lakeville South Awards Committee Chairman. In the MSHSCA Swim Coaches Association, I have served as a Section Rep, Vice President, President, Executive Secretary, Chairman of the Swimming & Diving True Team, and I serve on the MSHSL Swimming Advisory committee. I have served on the MSHSCA Executive Committee as the Class AA Finance Representative since 2008. I have enjoyed serving and seeing deserving individuals honored for their accomplishments. My service has provided me a sound foundation of understanding of the MSHSCA.

The vision for the MSHSCA is for our association to continue the good things we have traditionally done and be ready to deal with new challenges that coaches will be facing in the future. This was rather prophetic because I shared this vision with the MSHSCA Executive Board in January of 2020, just before the pandemic arrived. Since then, we all know this past year has been one of the most challenging we have faced as a society. While everyone is looking forward to putting the pandemic behind us, for many, the impact of the pandemic will permanently alter their lives. As educational leaders, it will be more important than ever to listen, be compassionate and make informed, thoughtful decisions.

As a fresh out of college graduate, I knew I wanted to find a job teaching and coaching. The mentoring my coaches gave me inspired me to want to follow their example. Being hired to teach and coach in my hometown allowed me to become colleagues and eventually friends with my former coaches. I honestly lived a dream come true. I married the right girl, and together we built a wonderful life. I have never considered my career to be work; I always thought I get to go to school! My favorite day of the week is Monday because I get to go back to a place I love, school. I have been blessed to live my life with passion and enthusiasm doing the things I love to do. When it was time to retire from the classroom, I continued to coach because I knew I still desired to give back to my community. As I become the Executive Director of the MSHSCA, I am once again thankful to the people who mentored, cared for, and loved me along the way. I will endeavor to honor them and their legacy.

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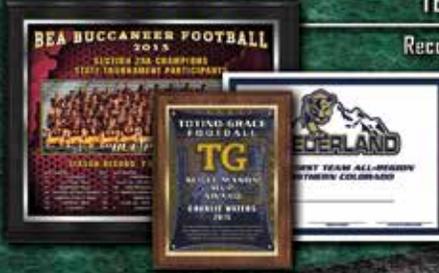
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2ND VP CANDIDATE

Phillip A. Archer, Cretin-Derham Hall



PROFILE

I am an athletic administrator with a history in business leadership and sales, currently working as the Athletic Director for Cretin-Derham Hall High School in St. Paul Minnesota. Before athletic administration, I worked extensively in logistics sales and consulting, medical device sales and neurological soft tissue therapy. My background includes leadership, consulting, sales, training, and professional athletics. During my time with Cretin-Derham Hall I have been honored to be a part of groups like the Strategic Planning Committee. Influential opportunities within Cretin-Derham Hall, along with my involvement with the Minnesota State High School League have enabled me to utilize many disciplines and skills from my past work. Using a foundation of work ethic, discipline, and team work learned through the build up to my professional athletic career I am able to relate, communicate and lead effectively. The combination of the above skills and experiences will provide added value to your organization in the areas you seek.

EXPERIENCE and ACCOMPLISHMENTS

- Cretin-Derham Hall Athletic Director 7/17-Present
 - Developer and Chair of the first ever CDH Hall of Fame and Committee
 - MSHSL Covid-19 Return to Play Committee
 - MSHSL Lead Liaison Communications Committee
 - Region 4AA Committee Member 2019-2023 Term
 - MSHSL Co-op Ad-Hoc Committee 2019
 - Excel Award Selection Committee 2018, 2019, 2020
 - Cretin-Derham Hall Strategic Planning Committee Member, Student Life Subcommittee
- Macalester College Football 4/15-Present
 - Outside Linebacker Coach, Defensive Adviser, Diversity Mentor
- Freightquote.com a CH Robinson Company 12/13-6/17
 - Contributing broker to Freightquote.com's 2014 revenue record breaking year
 - Grew 4 of Freightquote's top 250 accounts by an average of 18% gross margin in 2015, followed by overall book growth of over 30% in 2016



- A.R.P. Wave 7/01-1/14
 ARP Technician, Therapist, Commercial/Private Sales, Consultant Educator
 Pioneered the launch of ARPwave's in home treatment program
 Led ARPwave in 2012 in house treatment sales with a Q2 59.9% close rate
 In 2013 developed and implemented the ARPwave training and continuing education programs
- Boys and Girls Clubs of America 2/07-9/08
 Teen Development Director
 Mentored and currently mentor 2009 Boys and Girls Club Youth of the Year
 Developed the R/C Aviation program
- National Football League 6/05- 2/07
 San Diego Chargers, Minnesota Vikings
- National Football League Europe 1/05-6/06
 Amsterdam Admirals
 2005 World Bowl Champions, 2006 World Bowl Runner up
- University of Minnesota Football 1999-2003

EDUCATION

- Western Illinois University-Exercise Science Graduate Program
- University of Minnesota- Bachelor of Science Degree
- College of Education and Human Development

INTERESTS

- Studying leadership/ Attending trainings and seminars
- Coaching and Studying Linebacker and Pass Rush Technique
- Aviation, Automobiles, Boating, and Motorcycles



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2ND VP CANDIDATE

Guillaume Paek C.A.A., Burnsville



EDUCATION

Degree/Program	College/University	Major
CUE Licensure Program	University of St. Thomas	Licensure Program
Bachelor of Arts	Augsburg College	History
K-12 Principal Licensure	St. Cloud State University	Licensure Program
NIAAA C.A.A.	Professional Certification	Certified Athletic Admin.

LICENSURE

Subject Area(s)/Specify Grade Level\

Social Studies (5-8), Communication Arts (5-8), Elementary K-6, Expires: 2024

PROFESSIONAL EXPERIENCE

October 2017 - Current

Athletics & Activities Director Burnsville High School

Supervisor: Dave Helke

Primary Responsibilities:

- Directed and ran the entire Athletics and Activities Program at the HS and MS level
- Complied with MSHSL Bylaws and ISD 191 Eligibility Regulations
- Mentored student-athletes and served as an advocate
- Created and implemented corrective budget adjustments for the remainder of 2017-18 school year.
- Created corrective budget adjustments for school year 2018-2019 to stay within allocated budget.
- Reduced deficit spending in Athletics by almost \$300,000
- MSHSL Region 3AA Representative Assembly Delegate
- Manage Boys & Girls Tennis for the South Suburban Conference (Preseason and Postseason meetings, creating conference schedule, working to improve these sports in the South Suburban Conference)

August 2011 - October 2017

Athletic Director Patrick Henry High School

Supervisor: Yusuf Abdullah

Primary Responsibilities:

- Directed and ran the entire Athletic Program at the HS level
- Complied with MSHSL Bylaws and MPS Eligibility Regulations
- Mentored student-athletes and served as an advocate

Extra duties/leadership roles and duration:

- MSHSL Region 6AA Committee Chair (2017-2019)
- MnIAAA Region 6AA Representative
- MSHSL Region 6AA Representative Assembly Delegate
- Managed Football, Wrestling, and Badminton for the Minneapolis City Conference (Preseason and Postseason meetings, creating conference schedule, working to improve these three sports in the Minneapolis City Conference)
- SET Coordinator/Lead (2014-2015)
- Personal Project Coordinator IB-Middle Years Programme (2011-2013)

August 2010 - June 2011

Teacher—10th and 11th Grade Social Studies Patrick Henry High School

Supervisor: Latanya Daniels

Primary Responsibilities:

- Taught Social Studies to 10th grade students using the IB-Middle Years Programme format
- Developed and implemented lessons in accordance with district and state standards

Extra duties/leadership roles and duration:

- Union Steward
- Personal Project Coordinator

September 2006 - May 2011

Head Coach Minneapolis Adapted Softball & Soccer CI Roosevelt High School

Supervisor: Al Frost

Primary Responsibilities

- Coached Cognitively Impaired students in Soccer and Softball
- Was responsible for collecting, sorting, and tracking student eligibility paperwork
- Worked closely with AD with season preparation (bus orders, conflicts of gym space)

August 2008-June 2010

Teacher—7th Grade Humanities Anwatin Middle School

Supervisor: Al Pitt

Primary Responsibilities:

- Taught Humanities to 7th grade students using the IB-Middle Years Programme format
- Developed and implemented lessons in accordance with district and state standards

Extra duties/leadership roles and duration:

- Team Leader 7th Grade (2 years)
- Union Steward (2 years)
- Anwatin Site Council (2 years)

August 2007 - June 2008

Teacher—6th-8th grade Language Arts, 6th grade Social Studies Folwell Middle School

Supervisor: Cecilia Saddler

Primary Responsibilities:

- Taught Language Arts to 6th, 7th, and 8th grade students
- Taught Humanities to 6th grade students
- Developed and implemented lessons in accordance with district and state standards
- Participated in the TAP program

October 2006 - June 2007

Teacher—10th Grade World History South High School

Supervisor: Nilo Guanzon

Primary Responsibilities:

- Taught 10th Grade World Studies in the All Nations SLC
- Developed and implemented lesson plans in accordance to MPS Curriculum Maps

August 2006 - June 2007

Teacher—8th Grade Humanities Jefferson Community School

Supervisor: Ray Aponte

Primary Responsibilities:

- Taught 8th Grade Humanities in a K-8 setting
- Incorporated curriculum guidelines in both Language Arts and Social Studies in Humanities
- Taught 8th Grade Reading in a K-8 setting
- Developed and implemented lesson plans in accordance to MPS Curriculum Maps

Extra duties/leadership roles:

- Supervised lunchroom and playground with Administrators daily

August 2005 - June 2006

Teacher—8th Grade Humanities Jefferson Community School

Supervisor: Ray Aponte

Primary Responsibilities:

- Taught 8th Grade Humanities in a K-8 setting
- Incorporated curriculum guidelines in both Language Arts and Social Studies in Humanities
- Taught reading to 7th and 8th graders using the READ 180 program designed by Scholastic.
- Developed and implemented lesson plans in accordance to MPS Curriculum Maps

Extra duties/leadership roles and duration:

- Supervised lunchroom and playground with Administrators daily

August 2004 - June 2005

Teacher—6th & 7th Grade Read 180 Franklin Middle School

Supervisor: Gary Kociemba

- Taught Title I Reading to 6th and 7th graders
- Used the READ 180 program designed by Scholastic
- Developed and implemented lesson plans in accordance with Reading State Standards

June 2004 - July 2004

Instructor—Tennis to students ages 10-16

NYSP Summer Camp, St. Paul, MN

Supervisor: Professor Mark Ahrens

- Assisted non-licensed staff with behavior plans for specific students
- Facilitated mediations among campers

August 2003 - June 2004

Teacher—7Th Grade Social Studies Anwatin Middle School

Supervisor: Dr. Beth Russell

- Taught Humanities to 7th grade students using the IB-Middle Years Programme format
- Developed and implemented lessons in accordance with district and state standards

Summers of 2002 and 2003

Behavior Support Specialist

NYSP Summer Camp, St. Paul, MN

Supervisor: Professor Mark Ahrens

- Assisted licensed staff with instruction of sports
- Assisted licensed staff with in-class instruction
- Facilitated mediations among campers
- Developed individual behavior contracts for campers

September 2001 - June 2003

Associate Educator

South High School, Minneapolis, MN

Supervisors: Dagny Waldeland, Linda Nelson

- Used computer daily (word processing, database, internet)
- Worked under minimal supervision with two other Associate Educators.
- Collaborated with Administration on numerous school policies (No ID, tardy to school, tardy to class)
- Assisted Deans of Students with enforcing discipline and behavior policies
- Assisted in maintaining a safe school environment for students and staff

February 2000 - June 2001

Associate Educator

Anwatin Middle School, Minneapolis, MN

Supervisor: Jean Neuman

- Assisted in maintaining a safe school for students and staff
- Assisted Administration with enforcing behavior policies
- Worked with the Truancy Liaison in reducing student absences and tardies

January 1999-February 2000

Special Education Assistant

Anwatin Middle School, Minneapolis, MN

Supervisor: Jean Neuman

- Worked in a self-contained Level-IV EBD Program
- Assisted students with in-class work
- Classwork covered all core subjects
- Assisted students with social skill and behaviors
- Worked as support staff for students with EBD in mainstream classes

June 2000 through July 2000

Special Education Assistant

Anderson Summer School, Minneapolis, MN

Supervisors: Roberta Woods and Melissa King

- Worked in a 3rd grade classroom
- Served as a one-to-one for a student with EBD
- Assisted student with daily classroom tasks
- Monitored and reported behavior to case manager





FOR NEW AD's

Keith Badger, Faribault

Phil Kuemmel, CAA, Park



10 Things Every New AD Should Know for Ultimate Effectiveness

Congratulations! You were just hired as a brand-new Athletics/Activities Administrator. Now what? The job of AD is a difficult one because most people do not know what we do. Chances are very likely that no one in your high school or district has experience as an AD, which means you probably won't get much training from your district. Every AD position is different, whether you are from a big school or small school, in an urban or rural area. Even though each of our roles are different, there is a lot that is common for an Athletics/Activities Administrator position.

Both of us are humbled to be writing about this topic. We have only been able to survive because of the generosity of the ADs in our conference and area and their willingness to share. Our "top ten list" are all ideas we've taken from others and modified to fit our style of work or position. We are still learning new things daily and appreciate the MNIAAA and NIAAA for providing great development opportunities for our profession. We hope these ten skills and strategies can help all new ADs and maybe even some experienced ones.

1. Mentorship

This one is listed first because it may be the most important tip we can give you. Find one or two mentors in your area and turn to them often. Phil never would have survived his first year on the job if it wasn't for three mentors that helped him through it. Tom Johnson was an experienced AD in his conference, Matt Kraft was a newer AD in his Region, and Butch Moening was the previous AD that had moved on to a principal position. It was nice having numerous mentors to turn to so he didn't feel like he was calling the same person multiple times a day. Keith is lucky to have a great group of mentors in the Big 9 Conference. Right after Phil on his speed dial list are the many great veteran ADs in the Big 9 and Region 1AA that he knows he can call.

The MNIAAA offers a great workshop for new ADs, as do many state associations. Networking is very important in this position. Other ADs want you to be successful. This position is not like a football coach that does not want to share his secrets because he is worried that another coach may use them to beat his team.

In Minnesota, we have a turnover rate for the AD position of about 25% every year. Part of the reason for this may be because ADs sometimes feel like they are “on an island.” As we mentioned earlier, no one truly knows what we do besides other ADs. Make sure you use mentors to help you get through tough times; reach out for help. Put your mentors’ numbers on speed dial and don’t be afraid to call any time that you need help.

2. Purpose & Values

It is important to know your “why” - why you choose to become an AD, why you lead the way you do, why you get out of bed every morning. A lot of the information in this article comes from the work done by the InSideOut Initiative (more info here <https://insideoutinitiative.org>). ADs with a Transformational Purpose Statement are transformational leaders who have made the decision to use their position, power, and platform as mentors to make a positive difference in the lives of their coaches and students. A transformational purpose statement helps ADs articulate the WHY behind their decision to lead and clearly states their intentions as a mentor in the lives of those they serve.

Phil’s Transformation Purpose Statement is: I lead with integrity, commitment, and compassion to provide growth opportunities to caring adults so that students can have a positive experience and learn life lessons in educationally based activities.

Keith’s Transformational Purpose Statement is: I serve with a positive attitude and a relentless effort to model the teaching and learning of empathy and service to others.

If you have not already done so, you can lead your coaches through the process of creating their own purpose statements. Many activities departments have created a department-wide purpose or mission statement or use a visual acronym (acrostic) using performance and character traits to describe the goals of their department. You can also write a collective definition of success that can be used throughout your department.

Once you have these purpose or mission statements and definition of success, it is very important that you share them. Many ADs include them in the signature of their emails or post them on the door to their office. You can also put them on programs or rosters, post to social media, and share at parent or school board meetings. Knowing your why will give you a game plan of how you want to lead your department.

3. Share Your Celebrations

ADs tend to be very humble (this is not a bad thing). But the problem with that is we don’t share enough of the positive things going on in our programs. We need to control the narrative, because if we don’t, then others will. What good things are going on in your programs (besides what the public sees on the scoreboard)? We need to make sure we share these with our community. You do not have to do this alone; get your district leadership team on board to help you with communication.

Some examples include Athletes of the Week, Hispanic Heritage Month, 1,000 points or digs, coach’s purpose statements, teams’ community service projects, and many more. There are many platforms that you can use to share these celebrations, including the local newspaper, social media, activities or district website, school announcements, or the marquee sign in front of your school.

4. Master the Management

As a successful head football coach, Keith had a hard time leaving that position as leader of his program to step back and focus more on management in the role of an AD. Mastering management in the AD role is like learning the fundamentals of a sport before playing in the game. Mastering the role of a manager is a great strategy to build trust and demonstrate competency as an AD. When you're able to demonstrate your ability to collaborate, negotiate, plan, and serve your coaches and community members effectively, they start to buy into what you're doing. As you share more of your leadership vision with your community, the trust you built through successful management acts as the foundation on which your vision rests. Trust is a great catalyst for a compelling vision to be put into action and a proficient manager will build plenty of it through mastery of the fundamentals.

5. Leadership

Phil was the opposite of Keith. He thrived more in the management aspect of the AD position and had to work harder on the leadership side. The balance between management and leadership is not easy; ADs must find time for leadership activities (or find others to help you).

It is important to lead with your strengths. A great leader is able to align their actions with their purpose. Leading in any community takes an understanding of the current school culture, the community politics that drive decision-making, and the history of the school as it relates to your vision. A school's AD has the potential to impact every student that participates in the activities programs. And, the AD has the power and position to develop student leaders that can profoundly change the school culture in an entire building.

Examples of leadership initiatives that can be implemented with your coaches or student-athletes include a conference leadership or sportsmanship summit, community service requirement, taking athletes to an elementary school to read or have lunch, captain's council, student leadership class, mental health focus, and many more. Creating leadership opportunities for your coaches and student-athletes will make your job as an AD easier.

6. Equity

As ADs, we have to make sure that everyone gets the support that they need. Malcolm X stated, "We can't teach what we don't know, and we can't lead where we won't go". Becoming an equitable leader first requires a look inward to clearly define a person's purpose. Equity in education involves race, gender, socioeconomic status, resources, access to quality coaching, and many more things. It is important to apply the equity lens to every decision you make. Keith has learned more about equity in his current role at the Faribault Public Schools than in any other position he has held. Faribault High School Assistant Principal Shawn Peck has been a great mentor to learn from when making equitable decisions. The leadership at the Faribault Public Schools places equity at the forefront of decision making and has done an excellent job of ensuring students have the resources they need to succeed.

Title IX is an exceptional consideration for high school activities directors. The NIAAA and state associations have great professional development opportunities for ADs to engage in Title IX work to better understand how Title IX affects the athletic department. The NIAAA's LTC 506 also spends significant time addressing Title IX and its implications for interscholastic athletics.

7. Continuous Improvement

We must provide opportunities for growth to our coaches. How can we give coaches the tools that they need to succeed? Just as we need mentors as a new AD to be successful, so do our coaches. There are many ways that ADs can provide professional development for their coaches. Monthly coach's meetings and book studies are great ways to accomplish this. Many districts may have professional development budgets that can be used to bring in guest speakers for the Activities Department. Many states like Minnesota offer head coaching courses and continuing education requirements to help coaches. As we mentioned earlier, the InSideOut Initiative is a great resource for continuous improvement.

Coaches evaluations are a great tool you can use to help coaches improve. Pre-season, mid-season, and post-season meetings can and should be part of the evaluation process. New ADs may have an evaluation tool that they are required to use by their district. Or they may have the opportunity to create one (or use one from a mentor). Informal and formal observations should be utilized. Many ADs also rely on some type of student and parent feedback (surveys, exit interviews) as part of the evaluation process. ADs should use the supervisory approach that is best for them. Remember as a new AD that you are still responsible for evaluating veteran coaches and helping them improve. Ultimately, you can't go wrong if you focus on the coach's purpose and your department mission and definition of success when evaluating a coach.

We must also find ways to improve ourselves as ADs. Professional development for ADs is important. State and national conferences are a great way to learn new ideas and also network with others in your profession (when it is not a pandemic). After attending the state conference the first few years as an AD, Phil often felt like a failure driving home from the conference and thinking about all of the good things that ADs were doing that he was not. Don't feel overwhelmed when it comes to professional development. Pick one thing each year and try to implement that, and then add to that the following year, and so on. Two great opportunities for professional development for ADs are the LTI courses offered by the NIAAA and the InsideOut Initiative.

8. Communication

As we said earlier, if we don't control the narrative, then others will. The fundamentals of communication involve logistics - facility, transportation, and event scheduling; collaboration with community partners, sponsorships, and mediation. But communication can also be a great tool for selling your brand - your students and their accomplishments! As we mentioned earlier, we all tend to be too humble - again, not a bad thing. However, when struggles happen, the first things to hit social media or the papers will not be all the great things you haven't shared yet, it will be how much the programs are struggling! Using newsletters, weekly summaries of activities, blogs, podcasts, the opinion section of the paper, social media campaigns, and special recognition programs are excellent ways to consistently produce positive press for your students and staff. When a team loses a few games (or more), the wins and losses mean less when the community is aware of the powerful education-based program that exists in the school. Wins and losses come and go, but consistently graduating students with great character who place the needs of others above their own produces wins that last a lifetime.

9. Flexibility

No, we're not talking about the kind of flexibility that our gymnasts have. ADs are "planners." We like to be organized and have a plan. It is important to have a plan, but be ready to adjust on the fly as needed. Many days you will walk into your office with an agenda of three or four things that you hope to accomplish that day. And on some days, you might not even get to #1 on your list.

Many curve balls may be thrown your way each day: you don't have a bus for your section championship game that day, the 9B basketball officials are not able to ref your game, your star quarterback got in trouble at school on the day of a game, your fall season that was originally postponed to the spring because of COVID will now be starting in one week, and the list can go on and on. We must always be ready to "put out fires," and unfortunately, sometimes literally.

In Phil's third or fourth year on the job, he went to turn on the stadium lights for a home football game, and the entire transformer started on fire. Obviously, his plan for the game went up in flames (pun intended). He had to first figure out how to put out the fire and remove the teams and fans safely, then reschedule the game for another day and location, refund tickets, and reschedule other games that could not be played at the stadium.

81 days into Keith's first AD job, an EF2 tornado tore through Faribault on a night he was hosting tennis, volleyball, and swimming. Emergency action planning provides the foundation on which flexibility in an emergency can exist. Also remember, many teachers and other staff members attend your events every night. They are great members of the emergency team because they know the facility and have knowledge of existing emergency action plans produced by the school district. They can be great team members should an emergency occur.

It is important to have a plan, but even more important to be flexible and call "audibles" when needed.

10. Balance

Last, but certainly not least: every effective AD must have balance in their life. Your fall musical director wants to schedule a performance on the same night as your last home football game. Should you stay at school to help get the JV volleyball match started or go home to have dinner with your family? More activities and duties continue to get added to our plates, especially for those serving as Activities Directors. Many ADs leave the profession because this balancing act is so hard to achieve.

What can you do? When you are trying to balance between different activities, work with the coaches, directors, or advisors to come up with a compromise that works for all parties. Sometimes as the AD you do need to make the difficult call on your own, but many times you can come up with a solution that works for all involved when working as a team.

The AD job could easily be a 60 to 70 hours a week job if you let it. Do not let it become that. In order to be a better AD, you have to be a better you. And that means taking care of yourself and your family. There are many ways to achieve this. Phil used to go to his kids' daytime band concerts if he knew he would have to miss the nighttime concert because of an event at school. Or if he knew he would not be at home for dinner with the family, he would go have lunch with his kids at their elementary school. Schedule time in your day for physical activity or time to read. A colleague shared how hard it was for him to turn off his phone when he was on vacation with his family, but when he finally realized that it was okay to do this, it changed his

relationship with his wife. As servant leaders, we often put others' needs ahead of our own. But in order to be truly effective as an AD, you need to take care of yourself as well, and having balance in your life is the key to this.

Being an Athletics/Activities Administrator is one of the most rewarding professions you can find. Whether you are in your first year or your twenty-first year as an AD, we hope these skills and strategies will lead to your ultimate effectiveness and a successful career as an AD.

Keith Badger is in his third year as Activities Director at Faribault High School in Faribault, MN. You can contact him at kbadger@faribault.k12.mn.us

Phil Kuemmel is in his eighteenth year as Activities Director at Park High School in Cottage Grove, MN. He can be reached at pkuemmel@sowashco.org

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THE RIGHT STUFF

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JOHNSON
FITNESS & WELLNESS

As a prelude to the 2021 MNIAAA Virtual Conference presentation sessions that I will be conducting, I wanted to use this opportunity bring up a few topics that many schools have indicated they would like to get more information on, including Budget Planning and Equipment Selection Considerations. I will briefly cover some items of consideration for these 2 topics and will go deeper into these during my video presentations as part of the 2021 MNIAAA Virtual Conference. All questions and inquiries are welcome prior to, during, and after the conference if I can help to provide information specific to your questions and facility needs.

Budget Planning for Weight Rooms & Fitness Equipment

An important consideration for all facilities when planning a budget is to realize that at some point equipment will need replacement either due to wear/damage, changes in needs and usage, and in the available equipment options (i.e. improvements in designs and function). Life expectancies of equipment vary depending on overall equipment quality, how the equipment is used/abused – hours of usage and intensity of usage, and whether regular preventative maintenance is performed.

Factors to consider when planning your budget cycles for replacement should include:

- **Warranty on the equipment:** Once a warranty has expired and as equipment wears due to usage leading to necessary repairs, there is a point where out of pocket maintenance expenses are no longer the best financial option for a facility. If a piece of equipment is 10 years old and beyond the warranty a repair of \$1,000 is probably not worth the investment relative to what the replacement cost would be.
- **Usage patterns and intensity of usage:** If you are purchasing treadmills to be used in a high school by athletes for sprints and conditioning, by PE classes for general conditioning, as well as for other general usage (staff, student, or public members) those will experience more wear on the belts, decks and other “wear items” than those used only by a middle school strictly for PE classes. The wear on equipment is a combination of time and intensity. The intensity is not only the speed, resistance or other settings of the equipment itself but also based upon the size of the user – a 300lb football player running at 15mph for sprints is going to cause more wear than a 100lb cross country runner sprinting at 15mph. Consider the usage not only at the time of purchase, but also when planning your replacement budgets.

- Preventative Maintenance - Regular, preventative maintenance can lengthen the usable lifetime of equipment along with ensuring that during that lifetime the equipment is operating at an optimal level. While on the surface it might seem appealing to neglect maintenance on a belt and deck and save maintenance costs, in the long run you not only risk the cost of replacing the belt and deck, but also the labor and costs to replace components such as the motor and other electrical components that are impacted by the condition of the belt and deck. As an example, worn decks and belts on treadmills lead to higher AMP draws on the treadmill motor, which can lead to a motor failure due to excessive workload. Preventative maintenance can significantly improve the performance of equipment and extend its usable lifetime. Keep in mind that preventative maintenance can be performed by certified technicians and by on site staff if sufficiently trained.

Changing needs, new technology, improvements in available options:

While most schools will serve a base demographic of the general student and the student athletes, the needs of those demographics can change over time. For many years, the fitness facilities at schools were “weight rooms”, then as our nation’s obesity epidemic began to rise, we saw some schools implement “cardio rooms”. The current and likely long-term trend is to offer a facility that caters to general student use/PE classes, athlete use, and offers many of the same options as a fitness club would, such as interval training options, group fitness classes, and total body strength training through cardio equipment, strength machines and free weight options. Over time you may find that your staff and students gravitate to or receive better results from a certain type of equipment (i.e. treadmills over bikes) or type of exercise (i.e. cardio vs strength training) and this might lead to a change in the needs and equipment that you offer in your facility.

We are all familiar with the seemingly daily changes and improvements in technology in our computers, tablets, and phones. Fitness equipment is no different. Virtual videos and training programs, communication from equipment to maintenance services, and workout tracking/reporting are all becoming commonplace in equipment. Each year there are new developments in the technology that can be included on cardio equipment and now strength equipment such as the Matrix Ultra Series with Intelligent Training Consoles can include touchscreens with exercise demonstrations, workout prompts and workout tracking...you can even have the unit count your repetitions and tempo during a repetition. As new developments become increasingly more “essential” and beneficial facilities will want to be in a position where they can upgrade to the new technologies.

As with the consideration of new technologies changes in design of equipment and bio-mechanical improvements are always taking place. Strength machines feel far closer to true free weight movements now than they did even as little as 10 years ago and certainly compared to 20 years ago. On the cardio side of things foot pedal angles, points of articulation, stride adjustments, responsiveness, reduced friction and other improvements further improve not only the user experience but also the longevity of the equipment. Plans for replacement should consider that ensuring the most effective and safest exercise options are available means that replacement is inevitable.

Flooring is also a consideration in budgets – if you are planning a new facility consider the non-equipment needs such as flooring, mirrors, and other “structural” costs. An appropriate quality flooring can last 20 years or more and can both protect the equipment and cater to ALL types of usage.

The last point on budget planning to consider is that equipment costs are likely to increase over time. In 2020 we saw steel and freight prices increase significantly and factors such as those will affect the prices of equipment. When planning a budget, it is wise to consider incremental price increases and budget for them. It is also important to use the correct pricing when budgeting. A common mistake is for a facility to task someone with creating a budget and that person will go on-line and jot down some prices on the first

equipment they see to create a budget. It is important to get pricing for commercial grade, or minimally, light commercial grade equipment so that it is rated for use your school facility. The second flaw to this approach of searching on-line is that you need to create the budget based on the equipment you plan to pursue and being as specific as possible is the best way to achieve this. Reaching out to discuss your budget plans with myself or a commercial account manager can help you to set an appropriate budget for the equipment desired.

Factors to Consider in Equipment Selection

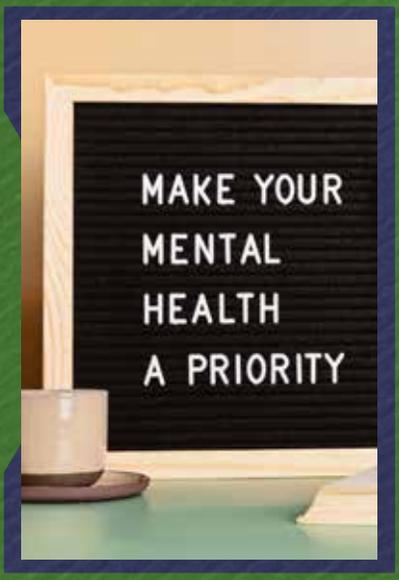
I've written on the topic of "Factors to Consider in Equipment Selection" in the past and it warrants a discussion specific to the equipment type and intended usage for each facility, so if you would like to discuss any equipment piece or pieces you are welcome to reach out to me. One of the biggest mistakes I see being made is a facility purchasing equipment "because they saw it another facility" or "fill in blank professional team" has the equipment. While the fundamentals of exercise are fairly well agreed upon there are literally hundreds of philosophies regarding how to exercise, how to train an athlete, and what is appropriate for a given individual. The reality is that there is no right answer and the effectiveness of exercise/training is determined by the current fitness and abilities of the individual, the function of the equipment itself (movement pattern, movement velocity, bio-mechanics, resistance/speed, etc.), and the type of protocol used on the equipment. The best piece of equipment can lead to the worst results if the usage is not appropriate for the individual and their intended goal. High School weight rooms should not look identical to a professional sports team's weight room. Yes, there are many, many similarities, but the selection of equipment in a high school weight room needs to consider all levels of ability, the need for safety, the need to produce improvements, and the ability to maximize the effectiveness of exercise given the reality that students and athletes are teenagers that aren't fully developed and need equipment appropriate for their levels. Furthermore, a classic error of many is to gravitate towards the most advanced methods of training, whereas the best coaches in the world will tell you that they want to maximize the effect of the most basic options first and build upon that, rather than go to the most advanced methods and exhaust their options for continued development.

Avoid Redundant Equipment

A common mistake is for a facility to have redundant options, specifically on the strength equipment side of the equation. Not only is facility space at a premium, budget considerations are also pertinent when choosing pieces of equipment that complement each other rather than overlap to a significant degree. Facilities should avoid having equipment that overlaps in function if it does not cater to multiple demographics. For example, having a leg press that is plate-loaded and a leg press that has a weight stack does not offer any advantages other than to have 2 pieces of equipment that perform the same function. In this scenario, you'd be better off having 2 of one or the other rather than 2 different offerings. Specifically, here my recommendation would be to have 2 weight-stack leg press options as these are more space-efficient and will appeal to all demographics from beginner to advanced athlete, whereas a plate-loaded option can be intimidating for many users and would require as much as twice the amount of space. Some pieces may have real bio-mechanical advantages whereas others may only have "perceived advantages" over others and if needed I am happy to help with these discussions to determine the best fits for your needs, space and budget.

If you would like a copy of the article that specifically discusses the factors to consider on various types of equipment please let me know by reaching out to me at drew.wurst@johnsonfit.com

My MNIAAA Video Presentations will build upon these two topics I've addressed today, but any inquiries on these or other topics are welcome in advance, during, and after those presentations.



MAKE YOUR
MENTAL
HEALTH
A PRIORITY

Office Mental Health

Ray Dretske

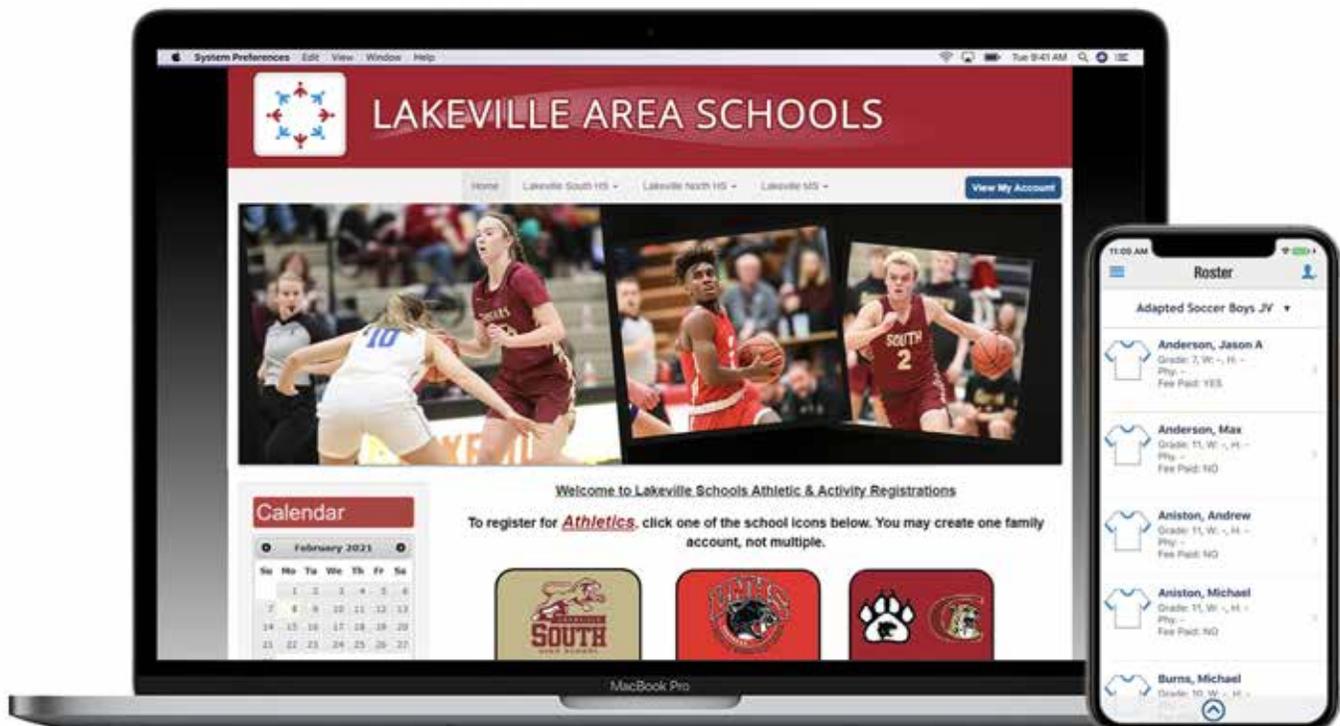
President & Co-Founder, rSchool Today



Registration, Eligibility and Rosters – Do this for Your Office’s Mental Health!

As the MSHSL has partnered with rSchool and will be receiving your Schedules, Rosters, and Scores and all updates automatically from your rSchool Activity Scheduler, this is the perfect time for me to talk about taking the paperless workflow to the next level.

By adding an on-line activity registration program, the registration, fees, and forms collection becomes effortless.



There are many good registration programs on the market, and you should check them all out before deciding, but few schools can afford not to be using an on-line program for Registration.

Many of these programs can also automate your Summer Camp registration, middle school registration, and handle non-sports registrations which often need different forms or to be routed to different staff.

With rSchool's Activity Registration, besides the time savings mentioned above, that data also auto-fills your Activity Scheduler, Team Site and Mobile App so your coaches can build rosters from the App, take attendance at practice and games, and communicate to the parents and players via the mobile message center. Best of all, those rosters and the ongoing updates will flow to the MSHSL site automatically (this will be ready for the fall season).

One of the best time-savers with an Activity Registration program is to choose a program that can integrate to your District's Student Information System so your student data, parent contacts, and other emergency contact data is always up to date. Now, parents log in for the first time to register for fall sports, and most of the registration data is already filled in! They love it! They pick the activity and move right into the MSHSL health questions, add their credit card and they are done in minutes. The next season is even faster as they don't need to enter the Health Questionnaire or payment info.

But, why not just let the parents enter all the info when they register? That's definitely an option, but in the Spring of 2019, we saw 7 instances where parents registered and entered their own student's names incorrectly, creating duplicates and headaches for the AD's office. Hard to fathom, but true.

There is usually a little extra cost for the SIS integration, but it is well worth it for the peace of mind of knowing your data is always matching what your SIS has.

We can even pour the student's latest class grades into your Eligibility Tracking so if a student flunks a biology quiz at 2pm, the coach can see on the mobile app that they are not eligible to practice at 4.

Web and mobile technologies have dramatically improved workflow over the last few years, and with a little time spent thinking about your office's every task selfishly (I know, we are Minnesotans; we are not wired to think that way), you can use the tech to eliminate countless hours of "administrivia" each week.

This will free you up to do more of what you took this job for in the first place; listening to parents whine about how you are jeopardizing their kid's Div. I scholarship by not playing them more!

Stay warm. We hope to see you LIVE again soon!



GET TO KNOW...

RICH DIPPEL
St. Croix Preparatory Academy Lions



1. What is your educational background?

I am a proud alumni of Baraboo Senior High School, Winona State University (BS in Education) and Minnesota State University – Mankato (MS in Athletic Administration)

2. In what sports or activities were you active in high school and/or college?

I played football, basketball and baseball and participated in the theater program at Baraboo High School. I played baseball at Winona State for two years.

3. What schools have you served as a teacher, coach, director, or administrator? How many years at each?

I started my teaching and coaching career at South St. Paul High School in 1988. I had the privilege of being a member of that faculty until 1995. I then taught and coached at Richfield until 1999. In 1999 I became the Parks and Recreation Director for the City of South St. Paul. In 2004 I returned to South St. Paul High School as the Athletic Director. I moved to St. Croix Preparatory Academy in 2009 where I am currently completing my 12th year as Activities Director.

4. Who were some of the role models who have influenced your career as a coach, director, or athletic administrator?

My three high school coaches all played a significant role in shaping me as a teacher, coach, and administrator (Rick Osgood-football, Steve Krinkie-basketball and Steve Proctor-baseball). I had the distinct privilege of working for Pete Veldman in South St. Paul. Any success I have achieved as an Athletic Administrator can be traced back to the impact Pete had on me when I was a wet behind the ears teacher and coach.

5. Who are current colleagues who have made a positive impact on your work?

I have worked with outstanding colleagues throughout my career and each one has helped me be a better administrator. Jeff Whisler, Mike Streitz, Chris Laird and Tim Dittberner are individuals who I would cite for having had the biggest impact on my career outside Pete Veldman.

6. What has been your most memorable moment in interscholastic activities? What made it memorable?
In the fall of 2019, the St. Croix Prep boy's soccer team defeated Hill Murray in OT in the Section 4A Championship game on our field at SCPA. It was the first section championship in SCPA history. It was a culmination of over 10 years of hard work and long hours in the development of the athletic and activities department here at SCPA. It was an amazing night for that team and for our school community.

7. How would you describe the athletic climate in your community?
Our community is extremely proud of the accomplishments of our athletic teams. In recent years, our work has begun to pay off in overall success with multiple conference championships and state level recognition and rankings for some of our teams. Our goal from the beginning was to make the Activities Department an asset to our school and our school community. I honestly believe that we have been able to achieve that goal in large part.

8. What part of your job might be unique compared to other ADs around the state?
Over the last twelve years, I have had the opportunity to build an entire activities department from the ground up. When I was hired in May of 2009, SCPA had no athletic programs, no facilities, no coaches and no advisors. The only co-curricular offerings were in the theatre program where the Upper School produced a musical for the first time in the spring of 2009. Since I was hired, I have worked with an amazing administration to create a complete activities department that now services our student body and school community at the highest level. We currently participate in 23 MSHSL sponsored programs plus an additional 8 internal school-based programs.

9. What is your favorite Minnesota sports venue whether high school, college, or pro? Why?
Minnesota is blessed with some of the greatest hometown baseball fields in the country. During my career I have had the pleasure of coaching in many of them including the Mini Met in Jordon, Eagles Park in Sleepy Eye, Dunning Field in St. Paul, CHS Field in St. Paul and McGuire Field in South St. Paul.

10. What are some of your spare time interests?
My wife and I enjoy hiking and I do woodworking as a hobby.

11. Married? Children? If so, how are they involved because of your role as an administrator?
I have been married to my wife Karen for 34 years. We have three daughters. Each of them participated in athletics and co-curricular programs while in high school. We also have three grandchildren. Our oldest grandchild will be attending school at St. Croix Prep as a kindergartner this coming fall!

12. And an added question in these times, and it's up to you if you'd like to answer. What have you seen on the positive side during these challenging days of Covid stops and starts?
During the last 11 months, I believe that our coaches and advisors have learned just how important they are to their student/athletes outside the normal contact they have through their programs. This period of time has given our staff the opportunity to separate their coaching from their counseling/advising role. I have seen coaches reach out and help students in ways that don't always happen when we are more focused on game plans and wins and losses.



GET TO KNOW...

NADEAN SCHROEDER
Sauk Rapids-Rice Storm



1. What is your educational background?

University of North Dakota; Bachelor of Arts in Communications with a concentration in Visual Effects and Public Relations

St. Cloud State University; Masters of Education in Sports Management, currently enrolled in a post-master's certificate program for Education Administration, Principal and Superintendent Licensure

2. In what sports or activities were you active in high school and/or college?

In high school I was a Football Cheerleader, played Basketball and Softball all four years, was also the volleyball manager, and activities: National Honor Society, Student Council, Irish Mentors, Concert Band and Marching Band.

3. What schools have you served as a teacher, coach, director, or administrator? How many years at each?

I took a non-traditional route to this position, as I came from the world of College Athletics working at the following, with positions and years prior to this current position in the fall of 2016.

St. Cloud State University, Graduate Assistant Athletic Media Relations 2 years

Embry-Riddle Aeronautical University, Sports Information Director, 2 years

Minnesota State Univ. Moorhead, Asst. Athletics Director of Sports Information & Marketing, 2.5 years

Southern Illinois University Edwardsville, Asst. Athletics Director of Ticketing, Marketing & Development, 4.5 years

Sauk Rapids-Rice High School, Activities Director, 4.5 years (present)

4. Who were some of the role models who have influenced your career as a coach, director, or athletic administrator?

Growing up as an AD's kid, I always said I would never work in a school, but look where I am now. My dad, a former AD, has played a major role in my career and has always been a role model. He pushed my sisters and me as a coach, our school's AD, in our professions and as our dad, but was always there to back us no matter what. Many of you know my dad, as he retired five years ago, and recently returned as an interim for five months, and he is a straight shooter who relies on his morals and values to create the most opportunities and experiences for

students. I hope I am like him, as I know that putting students first and creating opportunities is the best thing we can do. And I would be remiss if I didn't say that my mom, who is a primary school teacher, was a big influence in my life as well. She didn't get to play sports growing up, and she was a big reason we were able to participate in so many activities growing up. My mom is the most supportive and patient person, and I believe she has instilled those values into me.

5. Who are current colleagues who have made a positive impact on your work?

Starting my HS AD career at Sauk Rapids-Rice with Principal Erich Martens (now the Director of the MSHSL), was the best way to begin this role. Erich made a big difference in my leadership style in this position and continues to impact my work personally and professionally each day. I also work with a great administrative team across our district, where they are willing to help out and be at events to support our students (and the Activities staff). And mostly, the person who impacts me every day is Tammy Weis, my administrative assistant, who has been in this role for nearly 20 years. She has the patience of an angel and she has to, to put up with me and the chaos of this position.

6. What has been your most memorable moment in interscholastic activities? What made it memorable?

There are so many that are memorable, but I would have to say the section 8AAA championship game in boys basketball my second year (2018). Our basketball team, coached by second year head coach Derek Peterson, upset Fergus Falls to go to State. It was a great game, with a packed house in Alexandria, where I feel the atmosphere has never been matched again at an activity I've attended.

7. How would you describe the athletic climate in your community?

Sauk Rapids and Rice communities are amazing, they are very supportive of our students whether it is in athletics or other activities. We get a great following at events (in a regular year), and they continue to support our students watching virtually this year. Our youth associations are growing and you can't find a weekday without field lights-on in the spring, summer or fall, for adult baseball and softball leagues.

8. What part of your job might be unique compared to other ADs around the state?

All of our jobs are unique in their own right, as we all have different duties. I think I am unique because I don't have a teaching license and come from a different background than the traditional AD. I have had a lot of experience with fundraising large amounts and dealing with on-line ticketing, so that puts me personally ahead in years like this. Other than that, I think we can all list a million items on our job descriptions that make us unique from any other role in a School District.

9. What is your favorite Minnesota sports venue whether high school, college, or pro? Why?

I love Target Field, and it has a lot to do with the atmosphere and growing up in the summers near a baseball field. My dad played town ball and coached many summer teams, of which my sisters and I were able to tag along (we learned to do the book when we were 7 years old). I have always been a huge Twins fan and enjoy as many live games as I can during the summer. I also have a personal goal to see all the professional ballparks across the nation, and right now I sit at 11 (so I have a ways to go)...

10. What are some of your spare time interests?

I love to travel and try to take time to go somewhere new each year. My favorite location I have ever been to, on a school trip I chaperoned, was Florence, Italy, and I hope I can go back sometime soon. I also love dogs, I have a five-year old Boston Terrier who is pretty much my life and enjoy going hiking in the outdoors with her. I also like to dabble in painting, photography and graphic design. And I am a huge True Crime junkie (TV, podcasts, books, etc).

11. Married? Children? If so, how are they involved because of your role as an administrator?

I am single and have no children, but my sister Brittani is the Asst. AD at St. Louis Park and my other sister Sam Hanlon, is a coach, event host, and supervisor at SLP. I think it is in our blood to be in education and around activities.

12. And an added question in these times, and it's up to you if you'd like to answer. What have you seen on the positive side during these challenging days of Covid stops and starts?

During the past year, some of the more positive things I have seen are our coaches reaching out as a group or individually to participants and giving them outlets to talk about sports, activities, grades, family, etc. Those connections are stronger, and you can see that when you watch the interaction within programs both our own and with opponents. I have also seen some students trying new activities, to help promote an activity or sport, and create more competitiveness for our school. One of the greatest moments was this fall, when our football program was sent into quarantine in the final week of the regular season, ending their season. Our head coach sent a handwritten note to each player in our system, grades 3-12, and hand delivered it to their porch with a candy bar or another treat. COVID has not been fun AT ALL, but seeing the greatness in others, the compassion we have for each other and coming together to support those who need it, has been a great thing to see coming out of these times.



GET TO KNOW...

JAIME HILYAR
Zimmerman Thunder



1. What is your educational background?

- BA in Elementary Education from Augsburg College
- MS Educational Administration and Leadership from SCSU
- License EBD teacher, Director of Special Education, K-12 Principal

2. In what sports or activities were you active in high school and/or college?

- HS - Soccer and Wrestling
- College - I played a semester of soccer at Augsburg and made the choice just to focus on Wrestling.

3. What schools have you served as a teacher, coach, director, or administrator? How many years at each?
I have been with the Elk River Area School district since 2001. I taught Industrial Tech one year at Rogers Middle School, Special Education/Day Treatment one year at VandenBurge Middle School, High School EBD 9 years at Elk River High School. I was also the Gifted and Talented coordinator one year at Zimmerman. Leadership Academy coordinator for ISD 728 for approximately five year. I have been the Activities Director at Zimmerman High School since 2009

4. Who were some of the role models who have influenced your career as a coach, director, or athletic administrator?

I was very influenced by my former High School coaches to attend college. I was from a blue-collar family and the first to attend college in my family. My coaches opened my eyes to something I didn't think was an option for a kid like me. I eventually made it to Augsburg College and wrestled for Jeff Swenson. Jeff and his team of coaches had an enormous influence on me as well stressing the importance of working hard academically and attending classes EVERY day. I found out through a couple of strong conversations with Jeff that he was serious when he meant student first. The Augsburg coaching staff cared about me as a wrestler, but cared even more that I graduated and became a productive person. Some former ADs that have influenced me are John Barth, Paul Gustafson. When I was a first year AD Mark Solberg and Tom Bauman were very helpful.

5. Who are current colleagues who have made a positive impact on your work?

It really takes a team of people to make this work impactful. Our coaches, parents, and Administrative Assistant are all key players in making this work positive. The conference ADs I work with are also amazing and doing what we can to make this a great experience for students.

6. What has been your most memorable moment in interscholastic activities? What made it memorable?

Several years ago, during a basketball game we allowed fans to shoot half court shots. We had a kid hit like 7 in a row. The teams came out for the 2nd half and I gave this kid one more shot and said we needed to start the game. He hit that shot, too! The fans were disappointed I wouldn't let the kid continue shooting.

7. How would you describe the athletic climate in your community?

With Covid the climate changes sometimes by the hour. It's a wide range of emotions depending on what happens. Our entire community has been very understanding for the most part. Currently everyone is glad to be playing.

8. What part of your job might be unique compared to other ADs around the state?

This would depend on what AD you are comparing me to. Zimmerman is a little different from other schools in our conference being one of three schools in a larger district. Elk River and Rogers are also part of our district.

9. What is your favorite Minnesota sports venue whether high school, college, or pro? Why?

The smell of popcorn. I never know what memory will visit me when I walk into an event and smell popcorn.

10. What are some of your spare time interests?

I recently found that I enjoy cooking for family and friends. I also enjoy traveling and trying different restaurants and foods. When I can find time I also hunt and fish.

11. Married? Children? If so, how are they involved because of your role as an administrator?

I am married with three boys. The boys participate in Cross Country, Wrestling, and Track. My youngest plays football and wrestles. One Christmas my youngest son asked Santa Claus for a Concession stand in the house. He always wanted to come to work with me to visit the concession stand.

12. And an added question in these times, and it's up to you if you'd like to answer. What have you seen on the positive side during these challenging days of Covid stops and starts?

I am hearing from a lot of families how much they enjoy spending time with their loved ones and not driving to and from athletic events and practices every single day. They enjoy being able to have dinner and having conversations with their families. Many parents talk about how it would be nice to find some balance between athletics and family. Especially in youth travel athletics.