

# Leaders FORUM

Fall 2011

## Fall Transitions

Transitions are a part of all of our lives. They occur during our professional lives as well as in our personal lives. Within our personal lives, transitions may come with the birth of a new child, graduations of our children from high school or college or the addition of a son or daughter-in-law. Professionally, transitions come to us through advancement within an organization, moves to another school district, new roles within professional organizations, and possibly movement into retirement.

Transitions occur within all of our organizations as well. Each year, most school districts are in transition as staff members leave for other career opportunities or retire, new staff members are hired, current staff switch positions within the district and board members come and go. All of these changes, although a normal part of the organization, have an impact on the overall performance of the organization. It is how the organization handles this constant transitioning that determines the quality of programs that it offers.

As many of your organizations are going through their annual transitions, our collective organization, MASA, is in the midst of major transition as well and it is important for all of us that this transition occurs smoothly. Successful transitions occur when the organization is strong, there is a good transition plan in place and members of the organization are



Kelly Smith  
MASA President and  
Superintendent  
Belle Plaine Schools

involved in the transition. I believe that all three of these components are in place for a smooth transition for MASA and for the continued offering of quality programs to our members.

After serving our organization for over a decade, Executive Director Charlie Kyte will be retiring this fall. I want to thank Charlie for the work that he has done on behalf of our organization over the past decade and on behalf of

public education for his entire career in education. Charlie has positioned our organization well for this transition as he has helped guide MASA to be “the voice of public education” across the state and he has helped to leave us in a strong financial position to face the challenges of an uncertain future. Thank you, Charlie, for all you have done for our organization!

I believe that we have a good transition plan in place for MASA and I am excited about the skills and enthusiasm that our new executive director, Gary Amoroso, brings to our organization. Gary has been a successful administrator in Wisconsin and Minnesota and brings experience ranging from small, rural districts to suburban districts. I know that Gary will speak with passion for the members of MASA and for the public education in this state and at the national level.

Transitions...

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# LEADER'S NOTES

## MASA's Strategic Visioning Process: Gary encourages your participation!

Welcome to the 2011-2012 school year! I am thrilled to be writing this column as your new executive director. I look forward to working with each of you on behalf of every student in our state. These are challenging times in education, yet these are also times of great opportunity. As educators, we are in a position to truly transform the educational systems that we serve.



Gary Amoroso  
Executive Director  
Minnesota Association of  
School Administrators

I want to thank Charlie Kyte for his eleven years of service as the executive director of our organization. Through Charlie's efforts, MASA has become known as the preeminent organization advocating for education in Minnesota.

As I make the transition to executive director, I believe that now is the perfect time to lead our organization through a strategic visioning process. I'd like to share some information about the strategic visioning process that our association will be undertaking. We will be asking our members to participate in an electronic survey in mid-September. The survey will provide data on our members' perceptions of our organization.

The data will be shared with our Board of Directors at the fall conference Board meeting on Saturday, October 1<sup>st</sup>. From the data, the Board will identify five to six themes. During the conference, we will hold a focus group for each theme. Each participant at the conference will be able to provide additional data concerning the theme of their choice.

The Core Planning Team for the strategic visioning process will meet on Friday, November 11<sup>th</sup>, and Saturday morning, November 12<sup>th</sup>, at MASA. This team will consist of the MASA Board of Directors and a few other

members. We want to ensure that each region has at least three representatives on the planning team. I will serve as facilitator for the process. I have formal training as an internal and external strategic vision facilitator. I'm grateful for the time and dedication our team will provide to this very important process.

If all goes well, the Board will adopt the strategic vision at the December 7<sup>th</sup> Board meeting. I truly believe that this process will lead to the creation of a roadmap that our association can follow for the next three to five years. Additional information will be provided in the coming months.

As a reminder, our annual Fall Conference will be held in Duluth from Sunday evening, October 2<sup>nd</sup>, through Tuesday noon, October 4<sup>th</sup>. I want to personally invite you to this outstanding professional development opportunity. In addition to participating in a focus group for our strategic visioning process, you will also participate in general and break-out sessions which will provide food for thought regarding your work. I look forward to seeing you in Duluth!

As always, please know that the entire MASA staff and I are available to assist you in your daily efforts to provide our students with the best possible education.

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

### Leaders Forum

Fall 2011

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Transitions...

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Finally, in order for this transition to occur smoothly, we need the continued high performance of our staff and the involved participation of our members. We have a great staff who work on behalf of all of us and I know that they will continue to perform at a high level during this transition. The involvement of our many members through the committee process has been one of the strengths of MASA and I am excited to once again see strong participation by all of our members through the committee process. Thank you for being an active part of your organization!

I wish all of you a smooth transition into the upcoming school year. There are many challenges ahead, but let's make 2011-2012 a great year for public education in Minnesota. Have a great year, everyone!



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## PRELIMINARY PROGRAM

### Sunday, October 2

(Registration open 12 noon - 5 pm)

- 11:30 am • **Foundation Golf Tournament** - Enger Park Golf Course
- 6 - 8 pm • **Welcome Reception & Exhibits**
- 8 - 10 pm • **President's Reception** - Canal Park Lodge

### Monday, October 3

(Registration open 7:30 am - 3 pm)

- 7:30 am - 3 pm • **Exhibits Open**
- 7:30 - 8:30 am • **Continental Breakfast** in Exhibit Hall
- 8:30 - 10 am • **Keynote Speaker: Yong Zhao**
- 10 am - 12:30 pm • **Choice Sessions**
- 10 - 11 am • **Partners' Coffee**
- 12:30 - 2 pm • **Awards Luncheon**
- 2 - 3 pm • **Choice Sessions**
- 3 - 3:15 pm • **Prize Drawings**
- 3:15 - 4:15 pm • **Member Focus Groups**
- 4 - 6 pm • **Reception in Honor of Charlie Kyte**  
DECC: Lake Superior Ballroom

### Tuesday, October 4

(Registration open 8:30 am - 12 noon)

- 8:30 - 9 am • **Continental Breakfast**
- 9 - 10 am • **Keynote Speaker: Candace Raskin, MASA Richard Green Scholar**
- 10 - 10:15 am • **MASA and MCPE Annual Business Meetings**
- 10:15 - 10:30 am • **Break**
- 10:30 am - 12 noon • **Keynote Speaker: Royce Holladay**

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## Minnesota's 2011 Legislative Session Finally Comes to an End

The 2011 regular legislative session came to an end late May with a standoff between the republican controlled legislature and democratic Governor Dayton. In the area of education, the legislature had passed an education bill filled with policy changes and a tiny bit of money for Minnesota's K-12 schools. The Governor objected to that bill along with all the other bills as he felt that not enough revenue was being invested in the social infrastructure of the state of Minnesota. Thus began a significant standoff between the parties during the month of June.



Charlie Kyte  
Retired  
MASA Executive Director

Since no agreement to arrive at a budget for the next two years for the state of Minnesota was concluded by the end of June, we then began a partial government shutdown. The decisions about what functions of government would be suspended and which would be left open was left to a special judge. One of the rulings that the judge made was that funding for K-12 public schools would continue to flow even though the state did not have a budget. Thus the near term impact on Minnesota schools would be somewhat minimal.

Eventually the Governor and the republican controlled legislature came to a settlement. The major parts of the settlement included an additional shifting of K-12 education state aids to what is known as the 60/40 split and the borrowing against future tobacco lawsuit settlement funds for an additional 700 million dollars.

Between these two sources the state was able to gain a short term revenue enhancement of about 1.4 billion dollars. In combination with cuts recommended by the legislature this would close the 5 billion dollar budget gap. In addition, the republicans agreed to drop many of the social initiatives that were contained within policy throughout the many bills of the legislature. The Governor won an agreement to have the state spend about 500 million dollars in capital infrastructure (bonding) projects which would help improve employment in Minnesota.

MASA along with many of the other education associations was distressed by the future delay in school aid. One superintendent characterized it as the state government moving from "using the finances of the districts to abusing the finances of school districts" to resolve the states problems. In reality, while it will cost

the school districts some money to pay for interest on borrowed money to cash flow themselves, the real loss comes to the state of Minnesota who will again, in the next biennium, still be facing a budget deficit.

There was actually a bit of positive news within the final K-12 agreement. This included some additional funding such as \$50 per year on the basic formula in each of the two years of the biennium, the continuation of integration aid, new funding for smaller schools and a continued growth factor for special education funding. Overall, and on average, school districts will receive about 1.5% of new money in the

first year of the biennium and an additional 1.5% in the second year. Smaller schools, those with around 400-600 students, will receive significantly more money because of the new small schools aid.

When we look at the school funding, while it is very small, it actually looks fairly generous compared to the funding that was provided to many of the other local levels of government. Cities and counties saw significant reductions in their local government aid, the University of Minnesota and the MnSCU system saw outright cuts in aid. The cities and counties do have the ability to levy some additional taxes and the colleges can raise tuition. However, they still received outright cuts from state government as did almost every level of state government service in other sectors.

On the policy front, a number of new policy changes were enacted including additional funding and requirements to have more students be proficient in reading at the elementary school level and a slow phase in of an educator evaluation system which will be implemented over the next 1-3 years. There were several mandate reductions including a continuation of the suspension of the 2% staff development set aside, removal of the maintenance of effort for support personal and the removal of the January 15 negotiation penalty. The legislature raised the threshold for the number of school district citizens requiring a licensed community education director and there were several changes in how school boards conduct business, rules relating to special education and several other areas.

Legislative...  
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## Legislative...

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Most notable is what was missing from the final agreement. The proposal to have students in low performing schools in cities of the first class be eligible for vouchers was removed, an "A-F" grading system was removed and the requirement that students not yet proficient in reading be automatically held back at the end of third grade was removed. These three ideas, taken from some changes instituted in the state of Florida, really were not good long-term policy decisions for the state of Minnesota and were best not adopted into law.

In conclusion, the process of reaching a budget for this biennium in the state of Minnesota was an agonizing, twisted and tortured process. But in the end, from the prospective of K-12 education, the final result was better than expected. We are glad now to let the legislative process rest until we begin preparing for the next legislative session, which starts in late January 2012. The MASA legislative committee will be creating a platform for that legislative session late this fall and the association will be prepared to lobby on the behalf of K-12 schools and the members of the association in the next session.

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# Abrahamson and School District Ballot Questions

As specialists in education law, lawyers at our firm are often asked about school district ballot questions and what school districts and boards are allowed to do to in support of their ballot questions. Until August of this year, there were no decisions on this topic by any Minnesota courts, so school attorneys looked at other sources for guidance. For example, the office of the state Attorney General has issued a variety of opinions on permissible election-related activities. In one of the leading opinions, the Attorney General determined that a school district may expend a reasonable amount of school district funds to impartially place

pertinent facts before voters, and may determine what constitutes a reasonable expenditure. The Attorney General clarified in a 1966 opinion that pertinent facts may be presented in any way that does not suggest advocacy of a particular result. And in 2008, the office of the State Auditor published a Statement of Position on public funds and ballot issue advocacy, essentially seconding the position of the Attorney General. All of these sources were useful, but without binding case law, we could not predict with absolute confidence whether the courts would agree with the Attorney General.

Then, on August 1 of this year, the Minnesota Court of Appeals issued its opinion in a case called *Abrahamson v. St. Louis County School District No. 2142*, which, for the first time, provides school districts with judicial guidelines. In this case, citizens complained that a school district and its school board had used school district funds to promote the passage of a ballot question, had failed to file financial reports related to the ballot question, and had knowingly distributed factually inaccurate and/or misleading promotional material on the ballot question. The Court of Appeals concluded that because the school district and board members acted together to promote the ballot question, they were in fact a “committee” for purposes of the state campaign finance laws and were therefore subject to the campaign finance reporting requirements. Furthermore, the court held that the expenditures made by the school district were unauthorized by law, and that the school district had indeed knowingly made factually inaccurate and misleading statements in its promotional materials. In making its decision, the court relied on opinions from other states, including a New Jersey case in



Martha Ingram  
Shareholder  
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which the court upheld a school board’s right to present facts about an upcoming election to the voters, but emphasized that public funds entrusted to a public body belong equally to both sides of a ballot question, and cannot be used solely to try to persuade voters to vote for a single outcome.

As a result of the court’s decision in *Abrahamson*, we now have much stronger guidance on what school districts and boards may and may not do in the context of ballot questions. We know, for example, that school districts may distribute factual information showing the historical

amount of a referendum levy authorization and how that authorization has been expended, along with information about how much new levy authorization is proposed and how the school district expects to expend this new amount. It may also include neutral and factual information about the expected costs to the school district if the levy referendum is not approved. However, the *Abrahamson* decision gives us a clear warning that if school district employees or board members use district funds in any way that suggests advocating for passage of a ballot question, those employees and board members will be considered to have formed a campaign finance committee subject to legal sanctions for unauthorized expenditure of school district funds. For school districts planning to bring a ballot question to their voters this fall, possibly the single biggest lesson from *Abrahamson* is that school districts must be vigilant about not using district funds in any way that could be seen as advocacy, and should carefully review all district-funded informational materials to be sure they are factual, accurate, and not open to interpretation as advocacy.

Although *Abrahamson* is an important case, it does not really change the legal parameters for school district activities as set forth previously by the Attorney General. What is new is that *Abrahamson* informs school districts about what the legal consequence will be if they do advocate for passage of ballot questions.

Finally, remember that school board members still have a great deal of latitude to act in their personal capacity as community members. Board members may

Ballot Questions...  
Continued on Page 9



# CONGRATULATIONS

## Dave Thompson Named 2011 Administrator of the Year



*Pictured above from left to right: Sibyl Hoover, NAEOP Awards Committee Chair; Dr. Dave Thompson, and Kathy Lech, NAEOP President.*

Dave Thompson, Superintendent of the Stewartville Schools, was named 2011 Administrator of the Year by the National Association of Educational Office Professionals. Dave was selected based on his experience in education, academic background, leadership and membership in professional organizations. The award was presented in July at the national convention in Charleston, SC.

Congratulations Dave!

### Ballot Questions... Continued from Page 8

write letters to the editor advocating for a particular result of the levy referendum. They may join Vote-Yes committees, donate to those committees, and may door-knock on behalf of those committees, as long as they do so on their own time, using their own funds, and do not lend their school district's name to these activities. In short, school districts may still rely on their greatest assets – their supporters in the community – to advocate on their behalf, as long as no district funding is used to pay for these activities.

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

Martha N. Ingram is an Economic Development & Redevelopment, Municipal Bonds and Public Finance attorney with the law firm of Kennedy & Graven, Chartered. For more information, please contact her at (612) 337-9231 or [www.kennedy-graven.com](http://www.kennedy-graven.com).

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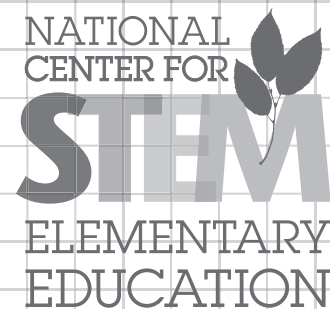
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## Professional Learning Communities in Northfield - A work in Progress

The Northfield Public Schools is preparing to enter its third year of full implementation of Professional Learning Communities (PLCs) in all of our buildings. We believe there is abundant evidence that PLCs provide the best form of quality staff development. The PLC process increases teacher effectiveness and sustains school improvement. It supports teachers in working collaboratively to analyze student data, identify student needs, implement best practice strategies, evaluate the impact of their teaching on student learning, and make changes in their practice to better meet the needs of all students.



collection and problem-solving efforts of the team, staff members are able to make changes in their practice by implementing new best-practice teaching strategies and continuously supporting each other and monitoring the results. Overall effectiveness is measured by student achievement goals identified in each building's Site Improvement Plan, PLC team SMART goals aligned with building goals and parent, staff and administrative perception surveys. This process provides teachers with an awareness of what each student needs to be academically successful and challenged, and helps them to address the four guiding questions:

- What do we want our students to learn?
- How will we know when they have learned it?
- How will we respond when students don't learn it?
- What will we do when students have already learned it?

To be most effective, we believe PLC teams need at least one uninterrupted hour each week in which everyone can meet at the same time. Teachers in our district have an eight-hour contract day with 30 minutes of preparation time on each end of the student contact day filled with many obligations and meetings. We needed to identify a way to work around these challenges. Our solution was to provide teachers with the time using a one hour late start each Wednesday morning. This weekly collaboration facilitates timely analysis of student information which allows teachers to more effectively and efficiently respond to student needs during the rest of the week.

The implementation of weekly PLC team time across the district facilitates the efficient use of uniform guidelines and processes to support the work of PLC teams. We provided a district-wide timeline, templates, training and resources for the completion of essential team tasks and products. Principals collected team products and used them to monitor the effectiveness of each team. All teams reflect on their experiences and evaluate their effectiveness at least two times each year and share results with building principals, other teams and the school community through newsletters, web-based articles and board presentations.

As a professional learning community, we focus on results – we measure our effectiveness based on actual results, not our good intentions. Through the data

Public schools in our country are mandated to make sure that all students learn at high levels, regardless of their background or ability level. This is an unprecedented challenge, and the PLC process provides us with the means to address this challenge and meet the needs of all students. We know that we cannot keep doing what we've always done and expect better results. Transforming the culture of an entire district takes time and a lot of patience and we have only begun in our journey. This process is not a fad or a program; it is a way of doing business, day in and day out. The concepts we have been implementing have transformed the way we look at student learning, teacher learning, and the way our organization functions. When teachers collaborate on a regular basis to develop skills that address student needs, clearly, students are the beneficiaries.

*Written by Chris Richardson  
Superintendent, Northfield Schools and MASA Treasurer*

# COMMUNITY EDUCATION AND K12

## Like Mauer and Morneau, Seniors and Young Families Deliver for Schools

Joe Mauer and Justin Morneau typically hit back-to-back in the middle of the Minnesota Twins lineup, generating plenty of runs (and plenty of fans at the games). Senior citizens and young families who are community education customers can be the Mauer and Morneau of public school revenue; a one-two punch of referendum supporters, and the next generation of public school kindergartners.



Jeff Dehler  
Jeff Dehler Public Relations,  
LLC

We know our communities are evolving. By 2030, the number of Americans aged 65 or older will have grown to 20 percent of the population from 13 percent in 2010. That is 73 million people compared to 41 million today. Minnesota state demographer Tom Gilaspy calls it “The New Normal,” and he anticipates a significant impact on the state’s economy and public policy. Public school districts will not be immune. Gilaspy believes older voters will choose candidates that will protect the interests of an aging public, inferring that school funding from state government may have hit its peak.

In the meantime, educational options are expanding – open enrollment, charter schools, online offerings and more – will be part of the landscape for a long time to come. Less state funding and students with more options means school districts will need better ways to tell their story in order to preserve the greatest possible levels of financial support. The relationships community education builds with young families and older residents can be critical to the financial stability of school districts in the New Normal.

You may have heard that community education customers are more likely to favor school levy proposals. According to one study by Bill Morris of Decision Resources, Ltd., community education customers were 14 percent more likely to support a school referendum proposal than those who had not participated in community education programs. And consider this: among those over the age of 65, a solid majority of community education participants support referenda. On the other hand, those seniors who do not participate in community education programs oppose referenda by a two-to-one margin.

At the other end of the age scale, community education programs for preschool aged children develop powerful, lasting relationships with families soon to

make a decision on where to send children to kindergarten. Families with a positive experience in Early Childhood Family Education, for example, develop a positive impression of the school district. Often, they also develop friendships with other participating families. These friendships can impact the future K-12 community. Families comfortable with the program and with fellow participants are more likely to enroll their student in the local public school system.

Unfortunately, perhaps a little like Mauer and Morneau this season, too many school districts have put the ties between their community education departments and K-12 on the disabled list. With community education and K-12 playing on the same team, school districts can increase referendum support and retain more resident students. Here’s how.

**Do a community education programming audit.** Many community education programs do occasional market segmentation studies to find out who lives in their communities and what programs they want. As education programs meet residents’ needs, the whole district benefits from a stronger, more positive reputation.

**Do a publications audit.** Review K-12 and community education newsletters, email newsletters, internal communications, email and social media marketing messages. Are they branded with the school district logo and tagline? Do district communications include community education offerings? Cross-promotion ensures community members and staff know the relationship between community education and K-12.

**Do a “touch-point” audit.** A “touch-point” is a place where staff interacts with customers. Community education staff members interact with customers in-person within district facilities, on the telephone, and increasingly in social media settings. In many cases, the customer can be expected to be one of the target audiences: a senior citizen or the parent of a preschool child. These touch-

Families Deliver...  
Continued on Page 13

## Families Deliver...

### Continued from Page 12

points are great opportunities to promote the public school system.

As an example, a school district might choose to make some changes at the facility where kindergarten screening is provided. While children undergo the screening process, parents in the waiting area could be provided information about elementary schools and programs. A touch-point such as this might include brochures about schools. Younger parents might prefer an interactive option, such as a computer program that allows the customer to find their attendance area school and learn about it through videos and connections to its website. Screening staff can be provided with speaking points or the answers to frequently asked questions to help guide parents.

It is important to remember a few key ingredients to ensure you successfully meet your objectives.

1. Do the research; implement a plan with measurable objectives. With strained resources, no one can afford to spend time communicating a message that does not resonate with an audience that is not there. Find out who they are, what they want, and how they want to be informed about it. Then construct a plan that achieves results.
2. We live in a two-way communications culture. Everywhere you turn there is an opportunity to dialogue: websites and social media opportunities to talk about the news story you just read, your favorite TV show, or the new cereal you bought. Give your audiences an opportunity to provide feedback – and most importantly, listen to them.
3. Evaluate, evaluate, evaluate. Did you meet your objectives? If not, further research may be needed to find out what missed the mark. Reevaluate and adjust as necessary.

The K-12/community education relationship is far more than symbolic; it's symbiotic. Playing together on the same team will result in wins!

Jeff Dehler, APR, is "Chief Relationship Builder" with Jeff Dehler Public Relations, LLC. He was Communications Director with Robbinsdale Area Schools for six years and Public Information Specialist for Anoka County and the Northstar Commuter Rail line for seven years. Jeff is at [jeffdehlerpr@gmail.com](mailto:jeffdehlerpr@gmail.com).

## *Community Education can help with your referendum*

It's that time of year again. Referenda season. According to a Minnesota School Boards Association survey, 133 state school districts are seeking voter approval of a referendum.

Your community education department can help! Here are a few ways:

1. Place district referendum information in community education publications.
2. Provide referendum information to community education employees.
3. Link to the school district's referendum information web page from the community education website.
4. Engage community education customers at "touch-points." Develop the relationship so they become supporters.
5. Provide an easy way for customers to sign-up to receive more information.
6. Identify strong school district supporters among customers and ask them to provide information to people in their networks.
7. Ask supporters if they will provide testimonials.
8. At each touch-point, gather information like questions and feedback, and forward to someone who can get back to the customer.

Cautions: School districts cannot advocate for the proposal, they can only provide factual information. Don't link to the Yes committee's website. Don't send referendum information directly to your community education database unless you are certain customers have asked for it. Good luck!

*Written by Jeff Dehler  
Jeff Dehler Public Relations, LLC*

# Developing Leaders. Driving Change. Improving Outcomes.



Gary Cohen  
Co- Founder, BOSS



Mark Wolak  
Co-Founder, BOSS

Being a school superintendent today is by definition difficult: managing a system of diverse schools, with diverse needs, to the satisfaction of diverse stakeholder groups. Your job is at once managerial, administrative, educational and political.

To compound the difficulty, today's school systems have become lightning rods for immense financial and political pressure as well as conflicting demands from school boards, parents and teachers. At the tip of this lightning rod - alone in the midst of this charged atmosphere - stands the school superintendent.

According to a recent AASA study, 60% of superintendents considered their position very stressful. And the number is rising. Many superintendents feel isolated. Constrained.

They doubt their own effectiveness. And fear for their jobs. No wonder. At the heart of the problem is the fact that superintendents have traditionally been trained as educators, yet have risen to the position where they are managing a wide-ranging enterprise like the CEO of a medium to large corporation. They are often overwhelmed, hemmed in by the day to day technical fixes.

To lead effectively requires that a superintendent must cause discomfort, unhappiness, conflict, loss and stress to some or many of the people within the organization and community. How do you find the support you need to handle all this noise and stress? Where do you go to receive high quality professional development and just in time learning for the CEO? What are the proven strategies for leading change?

Locally and nationally, we engage in a diverse dialogue about improving public education. We suffer the ill-informed political debates about policy and improvement. Yet, we seldom focus on the development and sustenance of strong and effective

school superintendents. It has been two decades since Minnesota provided for the sustained professional development of school district superintendents through the BUSH Foundation.

At BOSS, we believe superintendents must lead the changes we want in public education. There is no other position in the school district with greater accountability and responsibility for leading change. For decades, active superintendents have relied on state associations and small regional networks to provide connections, information and support. While helpful, this is no longer sufficient and many superintendents have become more isolated and more stressed than ever before in history.

Board of School Superintendents (BOSS) is a new national organization dedicated to helping active school superintendents in the complex task of managing an educational enterprise. Across the country, superintendents identify their most critical learning needs as improving interpersonal skills, strategic thinking and systems thinking. BOSS provides the support and professional development in a secure environment to meet your own individual leadership needs.

We focus on the study of implementation practice and evidence-based solutions. We identify and store practical, proven practices, collect studies of implementation practice, and collect insights shared by superintendents. And, we provide proven methods and techniques for leadership and management.

Currently, we are forming learning cohorts of active superintendents in Minnesota, Colorado, Rhode Island and Alabama with additional states joining soon. For more information, contact the founders, Mark Wolak and Gary Cohen at 612-204-2044. Visit our website at [www.boardofschoolssuperintendents.com](http://www.boardofschoolssuperintendents.com) to learn more about us. Nominations for BOSS cohort learning are underway now in Minnesota.

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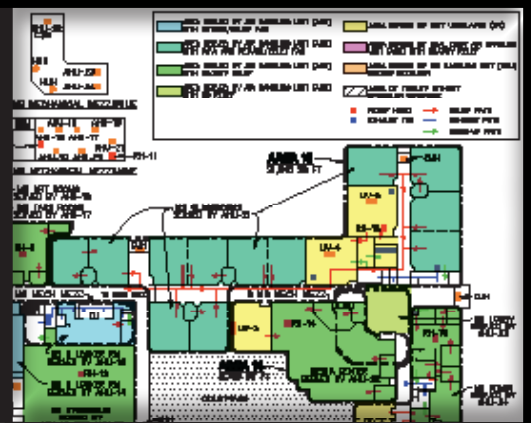
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# The Benefits of Community Involvement in School District Planning

Schoolfinances.com has provided assistance and training to over 100 Minnesota school districts in the past 10 years. As we work with school districts we are frequently asked, “What is the best advice you can give us for planning?” Our response is, “Include staff and community members in your planning processes in meaningful ways.” We suggest staff committees and/or citizen committees that allow the use of adjectives “WE” and “OUR” associated with planning efforts.

School district management has a number of areas that are natural for staff/citizen participation. We are not suggesting turning over the budgeting or staffing processes to a committee, but rather inviting involvement of staff and community members in areas of school district operations and learning how to plan and structure the committee process to achieve the best outcomes.

The only certainty in enrollment and financial planning is that ‘You will be wrong’. It is simply a matter of magnitude. Our Enrollment projection system and Financial Planning Model were developed to support a group process of planning. The INPUT variables must be understood, then these variables can be modified and the results are viewable in tabular and graphic format. No longer is it necessary to take 30-60 minutes to calculate results. The value of having a model is to keep the dialogue and discussion moving forward.

Yes, it takes longer to have an involved process but it is worth the time to gain the support of staff and community members. The concept of “Go slow to go fast” must be understood by all members of committees. In effect, the ‘slowness’ relates to two things – 1) presenting the committee with a solid background of information so they understand the issues and 2) allowing sufficient time to allow every committee member to be heard.

Following are two examples; one example of a school district using community involvement with positive results and one example where a more involved process might have achieved a better outcome for a school district.

BEING USED OR BEING USEFUL – A school board asked an influential community representative, a member of the Citizens Finance Committee of the district to help negotiate the sale of a key piece of

property. The community representative balked and suggested he was being used for his name recognition. In a private meeting the superintendent told the community representative he was 100% right. The community representative was being used to insure that the community supported the school board decision to sell the property and the price of the sale. Once the community representative knew the district was aware of his following in the community and wanted his influence with the school district and not against it, the community representative quickly sided with the district and became a useful supporter for the matter at hand and future challenges.

ERRING ON THE CONSERVATIVE SIDE – A district business manager projected a \$2+ million deficit. The board took action and reduced staffing by 40. The district ended the year with a \$400K deficit. The business manager tried to explain why the deficit was \$1.6M less than projected. One long term board member resigned over lack of confidence in the financial management of the school district. Over 20 staff members lost their jobs because of the erroneous projection. The business manager had not used an involved process for making financial projections and had nowhere to turn to share the responsibility for the erroneous projection. The business manager then resigned.

Who and How Many on Committees? While there is no absolute number for a viable committee, we suggest 6-10 members for an enrollment planning committee and 7-13 for a financial committee are reasonable numbers. It is important to have community members, well known persons that support public education and who may not want to be on the school board. The committee liaison is a school district staff member and the committee chairperson should be a community member. It is the chairperson who will make the presentation to the school board following the committee determinations. Should there be staff members on these committees? Certainly, this is a golden opportunity for citizens and staff to work together. The staff on the committee should be selected by the superintendent or school board depending on whether the committee is advisory to the superintendent or school board.

District Planning...  
Continued on Page 19



# Adding Chocolate to Milk Doesn't Take Away Its Nine Essential Nutrients

All milk contains a unique combination of nutrients important for growth and development. Milk is the #1 food source of three of the four nutrients of concern identified by the 2010 Dietary Guidelines for Americans: calcium, vitamin D and potassium. And flavored milk contributes only 3% of added sugars in the diets of children 2-18 years.

## 5 Reasons Why Flavored Milk Matters

### 1 KIDS LOVE THE TASTE!

Milk provides nutrients essential for good health and kids drink more when it's flavored.

### 2 NINE ESSENTIAL NUTRIENTS!

Flavored milk contains the same nine essential nutrients as white milk - calcium, potassium, phosphorus, protein, vitamins A, D and B<sub>12</sub>, riboflavin and niacin (niacin equivalents) – and is a healthful alternative to soft drinks.

### 3 HELPS KIDS ACHIEVE 3 SERVINGS!

Drinking low-fat or fat-free white or flavored milk helps kids get the 3 daily servings\* of milk and milk products recommended by the *Dietary Guidelines for Americans*.

### 4 BETTER DIET QUALITY!

Children who drink flavored milk meet more of their nutrient needs; do not consume more added sugar or total fat; and are not heavier than non-milk drinkers.

### 5 TOP CHOICE IN SCHOOLS!

Low-fat chocolate milk is the most popular milk choice in schools and kids drink less milk (and get fewer nutrients) if it's taken away.



[www.nationaldairyCouncil.org/childnutrition](http://www.nationaldairyCouncil.org/childnutrition)

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\*DAILY RECOMMENDATIONS – The 2010 Dietary Guidelines for Americans recommends 3 daily servings of low-fat or fat-free milk and milk products for those 9 years and older, 2.5 for those 4-8 years, and 2 for those 2-3 years.

# LEGENDS CONFERENCE RECAP

## Building Networks for Legendary Women

In July, MASA and Minnesota State University Mankato's Department of Educational Leadership, in partnership with Minnesota Administrators for Special Education, offered our first conference retreat for educational leaders who are women. Ruttger's Sugar Lake Lodge in Grand Rapids, Minnesota, was the setting for Legends ~ stories of women in education and their legacy of leadership, a retreat for women leaders, an opportunity for learning, sharing, and reflection. The event was a great success; the ninety participants offered extremely positive feedback and resounding encouragement to "do this again!"

The event featured opportunities to spend time with colleagues examining the research, sharing the stories, and reflecting on the qualities of the excellent practices of women educational leaders. Carol Shakeshaft, Ph.D., Department Chair, Educational Leadership, Virginia Commonwealth University helped participants understand how the qualities that characterize women's approaches to leadership differ from traditional approaches and how those qualities can fulfill a promise of a new tradition of leadership.

Guided conversations presented current research and opportunities for reflection on the qualities and characteristics of leadership:

Relational Leadership was facilitated by Susan Risius, Elementary Principal, Vista View Elementary School, Burnsville Schools and Denise Waalen, Director of Educational Services, Spring Lake Park Schools. Susan and Denise described evidence that relational leadership is about being in a relationship with others in a horizontal rather than a hierarchical sense.

Candace Raskin, Director of Center for Engaged Leadership; Jerry Robicheau, Professor Emeritus;



Above: Cryss Brunner, Associate Professor in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota, was honored at the Legends conference for her work supporting leaders who are women.



Above: Keynote speaker Charol Shakeshaft described how research suggests that women conceptualize power differently from men, expanding everyone's power, and how this approach has considerable impact on organizational behavior and change.



Above: Patty Phillips shared her personal perspective on the evolution of leaders.

and Barb Wilson, Assistant Professor, Educational Leadership; MN State University, Mankato presented a session on Leadership for Social Justice. They described how the history of women and work, as well as the social context of women's lives, provides a strong overlay to the motivation of women in education.

Patty Phillips, Superintendent, North St. Paul-Maplewood-Oakdale Schools, talked with the group about Spiritual Leadership and how the idea of leadership grounded in spirituality as a source of personal strength and understanding is a strong theme found in research on women leaders.

In Leadership for Learning, Lynn Searcy, Chief Academic Officer, Eastern Carver County Schools and Jane Sigford, Educational Consultant, Plymouth presented the research that indicates that women administrators are likely to introduce and support strong staff development programs, encourage instructional innovation, and stress the importance of teachers' instructional competence.

Jean Haar, Interim Dean, College of Education, MN State University, Mankato, and Melissa Schaller, Director of Special Education,

Intermediate School District 917, presented Balanced Leadership, reflecting on the challenges leaders who are women encounter in balancing the all-consuming activities of leadership with family and home.

An essential part of MASA's mission is to develop and support strong collegial networks throughout the membership, so exploring and addressing the needs of our colleagues who are women was an obvious need. About a third of MASA's members are women.

# TRANSITIONS

## Charlie Says Goodbye

My time at MASA has come to an end and I completed working regularly at MASA on September 1. MASA is now led by Gary Amoroso, who will be an excellent spokesperson for education in Minnesota.

I have appreciated all of the friendships that have developed over the past 11 years while serving as the Executive Director of MASA. I have enjoyed the opportunity to speak on the behalf of educators statewide and to help influence public policy over this past decade. I appreciate the opportunity to serve in this capacity.

I may see many of you in the future as I will be working part-time as a consultant working on public policy in Minnesota and also with some individual school districts. I also have agreed to spend some time, which I banked during my active time



Charlie Kyte  
Retired  
MASA Executive Director

at MASA, helping out with certain specific situations that may arise at MASA over the next year.

Although I have tried to avoid it, the staff at MASA is determined that there should be at least some celebration of my time at MASA at the fall conference in Duluth. I am looking forward to seeing all of the members of MASA one more time at the Fall Conference.

In reflection, both through my active service time as a school superintendent and during my time at MASA, I recognize how difficult the job is for leaders of K-12 education. I have the deepest respect for your work and wish you well as you move forward in the future.

Goodbye.

Do you know of parents in your district/school who are concerned about school funding or state-level/national education policy? Suggest they check out **Parents United for Public Schools**, a statewide organization of parents that connects others to issues important to public schools, and particularly makes the link between what happens at the State Capitol and what happens in their children's classrooms.

Parents United has partnered with the Alliance for Student Achievement since 2001 and provides a website rich with resources, presentations on "School Funding 101", updates on the happenings at the Capitol during legislative sessions, opportunities for parents to meet with legislative leaders and network with parents from other districts. A recent article in MinnPost says of Parents United "it's a terrific resource for anyone hoping to keep tabs on education-related news."

As a parent resource, several school districts and organizations have listed Parents United for Public Schools on their websites.

Check them out at [www.parentsunited.org](http://www.parentsunited.org)

### District Planning... Continued from Page 16

#### Should the Superintendent be on Committees?

The answer is no, if the committee is advisory to the superintendent, maybe, if the committee is advisory to the board. But the superintendent should visit the committee to discuss current accomplishments and challenges facing the district. This provides an opportunity to keep these key communicators informed.

We are entering an unprecedented time in school district planning. Closing schools, re-drawing attendance areas, balancing enrollments based on economics and demographics, contract settlements, staffing reductions, program changes, purchasing and selling properties, elections for operating funds and bond issues are all items that create divisions within the school district community. The challenges associated with the timing of state revenues, staff reductions, and the need for maintaining or increasing referendum authority require that school districts plan, analyze current information and plan again and again. This climate presents wonderful opportunities to involve community members to help understand these challenges and ultimately help school districts be in a stronger position for success.

*Written by Ann Thomas and Jim Sheehan  
SchoolFinances.com Inc*

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**Reception in Honor of Charlie Kyte**

*Gather with friends to recognize Charlie Kyte's exemplary career with MASA and wish him well as he goes on to his next adventure.*

**Monday, October 3, 2011**

**4 pm, Reception**

**5 pm, Program**

**Lake Superior Ballroom**

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**This event runs in conjunction with the MASA Fall Conference. Please join us Monday afternoon with a chance to say farewell and thank you to MASA's retiring Executive Director Charlie Kyte.**



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## Working Together To Work it Out...



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*Although these are tough times for schools, our commitment to providing the best possible education to all learners is unwavering.*

**A**s a result of the 2011 Education legislation:

### *Funding Shifts*

- Instead of repaying the money borrowed from school funding during the last biennium, the state

will be borrowing more from schools for the next biennium.

- School districts will continue to have to borrow or use their reserve funds to make up for billions of dollars in school funding they anticipated but will not receive in this biennium.

### *Per Pupil Funding Increase*

- The basic formula allowance is increased by \$50 per pupil in fiscal year (FY) 2012 and 2013.

### *Increased Flexibility*

- Certain fund transfers within school districts will be allowed.
- The January 15 deadline for contract settlement with employees is eliminated.
- The requirement for districts to set aside 2% of their funding for staff development is suspended for two years.

### *Instructional Provisions*

- School districts are required to adopt a local literacy plan to have every child reading at or above grade level by the end of third grade.
- Communication requirements have been added for sharing information regarding students' academic progress and objectives.
- The teacher and principal evaluation framework has been strengthened to include one to three evaluations per year.
- A new early graduation scholarship program has been established, ranging from \$2500 for graduation one semester early to \$7500 for graduation three semesters early.

### **Building Blocks for the future**

There are some things we know work to increase student achievement and development.

- Effective early childhood programs to ensure kids come to school ready to learn.

- A supportive and secure out-of-school environment.
- Regular and positive parent involvement and regular school/parent communications.
- Formal and informal summer growth opportunities for all kids.
- Access to and use of dynamic technology that supports instructional goals.
- Innovative school/district leadership and teaching staff.

As communities and educators, we need to build upon our knowledge about what works and we need to support improved learning opportunities even more than we have in the past. One certainty is that the current dynamics mean we will all be required to do things differently.

Many changes are already taking place in our schools to make the most efficient use of current resources, including sharing staff positions, sports teams, facilities, transportation, and services. Several Minnesota school districts are exploring ways to use technology to differentiate instruction, make more curricular options available to students, and allow teachers to spend their time most effectively. For example, one school district has used local levy dollars to make iPads and current technology available to all teachers and high school students as instructional resources. These are important initiatives, but more and bigger changes will be required to meet the growing disparities between the funding, structure and needs of our schools.

Our combined commitment, collaboration, and creativity are the reasons Minnesota is great and what we need more of for Minnesota to be even greater. While financial and policy constraints make providing top-notch educations for our kids more challenging—some would even say impossible—we will never give up in our pursuit of excellence for the next generation of workers, leaders, parents, and citizens.

*“The future of a better Minnesota should not be determined by who blinks first—or last—but rather by a compelling vision for how we become the best we can be.” - Anonymous*



## THE REAL GROUND WAS BROKEN AFTER CONSTRUCTION.

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# YOUR FEEDBACK

## What Did You Learn This Summer?

Summer, a time to rest, relax, and enjoy the time to catch up on the things that I couldn't get done during the course of the school year! During a typical summer, I like to spend time reading and learning about how I can continue to improve my leadership skills – add to my leadership toolbox! This summer was not typical, but I did learn a lot.

I learned about patience when our household doubled due to the return of a college kid for the summer and an adult kid moving home while waiting to get into graduate school. I learned about the wonders of nature and the damage 80 mph winds and hail can do to a home. I learned about fear when I caught an intruder in our house late one night looking to steal from us. Most importantly, I learned that we are not immune to the trials and tribulations that life brings us; however, I also learned to be thankful for all the great things that we are blessed with - enjoy the start of a new school year!

*Written by Cliff Carmody  
Executive Director, SW/WC Service Cooperative*

I attended the “Legends, Women in Leadership” conference July 27-29, 2011 with approximately 100 attendees. What a tremendous learning opportunity!!!! The conference was held at Ruttger’s Sugar Lake Lodge.

Dr. Charol Shakeshaft was the keynote speaker. Our homework included reading the book, Women and Educational Leadership, co-authored by Charol.

I left the conference re-energized to continue to make a difference by focusing on student learning and achievement. Good leadership, collective leadership results in better decisions for the organization. I reflected upon my sources of strength and how I will stay connected with supportive colleagues.

As the school year 2011-2012 begins I will also focus on relationship leadership, “The Theory of the Dipper and the Bucket.” To begin, I want to put a drop in each of your buckets by thanking you for your dedication and leadership in providing quality public education to students in Minnesota.

“ Never, ever, ever, ever, ever, ever, ever, give up”

*Written by Wendy Shannon  
Superintendent, Byron Schools*

The summer months present us with an opportunity to learn something new we can then apply toward a renewed commitment to the students in our own districts in the fall. Though the past few months were filled with powerful learning experiences, there is one that stands out above the others. I had the chance to hear Dylan Wiliam present his thoughts on “Embedding Formative Assessments With Teacher Learning Communities.” Best known for his article co-written with Paul Black, “Inside the Black Box,” Wiliam has dedicated much of his professional life to communicating the message of improving instruction – and results – in the classroom through formative use of assessment data collection.

In his presentation, Wiliam stressed “changing teaching practices requires new kinds of teacher learning and new models of professional development.” This caused me to reflect upon our district’s professional development model for teachers and administrators. How does our professional development directly impact and change the instructional practices teachers use in the classroom? How do we know if our professional development programs are effectively improving instructional design and delivery? To change practice, we must be open to approaching our work in new and different ways. This will stretch us and at times leave us in uncomfortable situations as we become learners anew. However, to make progress, it is imperative that we as leaders in our districts take the steps to attempt the changes needed.

*Written by Pam Miller  
Director of Teaching and Learning, Buffalo Schools*

### **MASA BOOK SALE!**

Many of the MASA conference and workshop speakers are also published authors. In case you missed the opportunity to purchase the books at one of the MASA events, MASA has a small

collection of some of the most popular books available.

Simply click on the PaySchools logo on the left of the MASA homepage to purchase!



# ORGANIZATION NEWS

## Meet MASA's 2011-12 Professional Assistance Team (P.A.T)

### Northern Area



**Jerry Nesland**  
Work: (218) 894-2439  
Cell: (218) 640-0267  
Home: (218) 346-3197  
email: jnesland@fed.k12.mn.us

### Metropolitan Area



**Patty Phillips**  
Work: (651) 748-7411  
Cell: (651) 357-0996  
Home: (651) 735-1772  
email: pphillips@isd622.org

### Southern Area



**Harold Remme**  
Work: (507) 359-8401  
Cell: (507) 276-3990  
Home: (507) 359-4728  
email: hremme@newulm.k12.mn.us

### Central Area



**John Tritabaugh**  
Work: (320) 398-5585  
Cell: (320) 493-7426  
Home: (320) 845-7259  
email: john.tritabaugh@kimball.k12.mn.us

### Metropolitan Area



**Carl Wahlstrom**  
Cell: (952) 807-8906  
Home: (952) 435-2893  
email: retiredsupt@charter.net

A very important part of the work of MASA is to provide outstanding service to the members of the association. Besides a strong professional component, MASA wants to stand ready to help members as they navigate the many complex situations that they face on a day-to-day basis.

The job of leadership in public school systems is very complex and filled with difficult situations regarding personnel, parents, communities or school boards. To that end, MASA has established a five member Professional Assistance Team (P.A.T) to help members across the state.

Each of the MASA Professional Assistance Team Members are highly experienced school leaders with a reputation for being able to navigate complex situations. While P.A.T. members have a geographical designation, you may contact any of them as you seek assistance. The members of the team 2011-12 are listed to the right.

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

What kind of help can you receive:

- Answers to questions regarding your role as a Superintendent
- Advice on how to handle specific situations involving the community, School Board(s), employees, students, operational situations
- Communication issues

The Professional Assistance Team is one more way in which MASA is seeking to serve the members of the association so that they can be successful leaders of Minnesota's K-12 schools. We look forward to serving you as the next year begins!

Hallberg Engineering is sponsoring the Professional Assistance Team.



# FOUNDATION NEWS

## Participate in the Fall MASA Foundation Golf Outing



Mike Hoheisel  
MASA Foundation President-Elect and  
Sr. Vice President  
Northland Securities, Inc.

*...of the Foundation is to enhance the leadership development of educational administrators, to encourage and support individuals in careers in teaching or educational administration, to enhance the role and image of educational administrators, and to conduct research and provide information to policymakers and public at large.*

The MASA Foundation Golf Outing coordinated once again by Dale Jensen is right around the corner. We are looking for conference participants to join us as well as seeking donations. This year's kick-off event to the MASA Fall Conference will be held on Sunday, October 2, 2011 at Enger Park Golf Course in Duluth, Minnesota. We are set for a shot gun start at 11:30 a.m. so please arrive by 11 am to participate.

This is a great opportunity to swing a club and join colleagues, friends and vendors in the NEW SCRAMBLE ONLY format. There will also be a putting contest with an opportunity to win an overnight stay for two in the Duluth area! Suffice it to say I personally have many fond memories of participating in this outing over the years...

...from watching a person try to golf while wearing Arctic Cat mittens, to witnessing two members become completely mud spattered when the driver of the golf cart failed to avoid the largest mud puddle I have ever seen on a cart path, to bragging about great shots my "pin seeking" partners have had and generally laughing at bad shots and enjoying the opportunity of getting know colleagues better...

Be prepared for any type of weather and expect to have a great time if you choose to join us. If you cannot join us, please think about making a donation. Remember, this is one of two major fund raising events held each year for the MASA Foundation. Please visit the [www.mnasa.org](http://www.mnasa.org) web-site and click on the registration form

contained in the YR12 fall conference announcement and go to the last two pages of the conference itinerary pdf for more information. We hope to see you all soon.



**Register Today!**  
The 2011 MASA Foundation  
Golf Tournament is right  
around the Fairway!

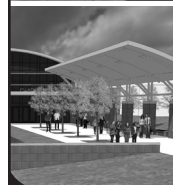
If you haven't registered yet, simply fill out this form, tear out this page, and fax it over to Aimee Ranallo at (651) 645-7518. You can also email her at [aranallo@mnasa.org](mailto:aranallo@mnasa.org)

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District \_\_\_\_\_  
Phone \_\_\_\_\_  
Email \_\_\_\_\_  
Handicap for 18 holes \_\_\_\_\_

\_\_\_\_ Check here if you are enclosing a \$30 tax-deductible donation with your registration. Make checks payable to MASA Foundation.

*See you in Duluth!*

## Snapshot of a Successful Referendum.



When Pillager's enrollment steadily increased, we were there for public listening sessions, facility evaluation, concept development, and architectural design.



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*Great Start Workshop II  
Thursday, October 13, 8:30 am - 3:45 pm  
MASA Offices, St. Paul*

In our Great Start series, you will receive information and develop practical skills designed to help you be successful right away in your first year of your new position. Our second session will focus on communicating with community stakeholders and legislatures. Superintendents will also learn how to use influence to create successful programs and followers as well as financing options and legal hot topics.

Registration materials available on the MASA web site:  
[www.mnasa.org](http://www.mnasa.org)

PLAN TO ATTEND OUR NEWEST WORKSHOPS!



*Designed for busy administrators who appreciate a regularly scheduled learning and networking opportunity!*

3rd Friday at MASA brings smaller groups of our members together with experts for presentations and conversations about topics our members have asked us to cover. In the 2011-12 school year, we will explore subjects such as:

- Social Media
- Excellent Group Facilitation
- New Educational Context for School Boards
- Succession Planning
- Collaborating with Principals
- Dealing with Difficult People
- The Human Side of Budget Reductions
- and more!

Registration for our fourth session will be available on the MASA Web site soon! Each workshop will be held at the MASA offices. from 9 am - 3:30 pm and will offer 6 CEU's. A minimum of 10 and a maximum of 25 participants will be accepted.

**Save the Date!**

No October Session (Education MN)

- November 18
- December 16
- January 20
- February 17

No March Session (Spring Conference)

- April 20
- May 18

**Stay Connected to MASA!**

Follow MASA your way! Whether you like traditional web sites, blogging or social media, you can stay connected to the Minnesota Association of School Administrators!



MASA Web site: [www.mnasa.org](http://www.mnasa.org)



Facebook: In search box, type MASA-Minnesota Association of School Administrators



Twitter: @MNAssocSchAdm



Gary's Typepad Blog: Voice of MN Education



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The only cost to you is when a substitute works for you. We handle all the rest, including the substitutes' payroll, insurances, taxes, workers comp, unemployment, and even great benefits for the substitutes.

With TOC 24/7, we'll do the work, giving you all the advantages of the Aesop automation, plus all of Teachers On Call's value-added benefits.

**Call Kim or Luanna at 1-800-713-4439**

# CALENDAR OF EVENTS

## 2011...

### September

**16**  
3rd Friday @ MASA Workshop  
MASA Offices, St. Paul

### October

**1-2**  
Board of Directors Meeting  
Canal Park Lodge, Duluth

**2-4**  
MASA Fall Conference  
Duluth Entertainment Convention  
Center

**13**  
Great Start Series Workshop  
MASA Board Room, St. Paul

### November

**14**  
MASA Legislative Committee Meeting  
TIES, Roseville

**15**  
MASA Nominating Committee Meeting  
MASA Offices, St. Paul

**16-18**  
CLM Fall Conference  
Cragun's Resort, Brainerd

**24-25**  
Thanksgiving Holiday  
MASA Offices Closed

**29**  
MASA Federal Advocacy Committee  
Meeting  
MASA Offices, St. Paul

**30**  
MASA Member Services Committee  
Meeting  
MASA Offices, St. Paul

### December

**5**  
MASA Executive Development Committee  
Meeting  
MASA Offices, St. Paul

**7**  
Board of Directors Meeting  
MASA Offices, St. Paul

**10-13**  
TIES Education Technology Conference  
Hyatt Regency, Minneapolis

**16**  
3rd Friday @ MASA Workshop  
MASA Offices, St. Paul

**23-26**  
Christmas Break  
MASA Offices Closed

**30**  
New Year's Holiday  
MASA Offices Closed

## 2012...

### January

**5**  
Foundation Board of Directors Meeting  
MASA Offices, St. Paul

**20**  
3rd Friday @ MASA Workshop  
MASA Offices, St. Paul

**26**  
Great Start Series Workshop  
MASA Offices, St. Paul

### February

**16-18**  
AASA National Conference on Education  
Houston, Texas

**17**  
3rd Friday @ MASA Workshop  
MASA Offices, St. Paul

### March

**14**  
Great Start Series Workshop  
MASA Offices, St. Paul

**15-17**  
MASA/MASE Spring Conference



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