

Mulligans, Strawberries, Annie Oakley, Hymnals, Handcuffs and Batteries

by Ted Blaesing,
2005-06 MASA President
and Superintendent,
White Bear Lake Schools

It's June, an excellent month for school leaders to reflect upon the past school year. With that in mind and since my year as MASA president is drawing to a close, I offer you a few observations drawn from the past year and my wish list for the future.

I wish that golf rules were left on the golf course. School boards are increasingly treating superintendents like a mulligan in a golf game. Don't like the superintendent that you selected and contracted with? Then simply enter into contract termination proceedings and hold the superintendent hostage by threatening to go public with what are often allegations of convenience. We need school boards and their legal counsel to be as elegant in dismissing a superintendent as they are in appointing a new one. Most boards get this right but like the recalcitrant youngster in the classroom, we often dwell on the exception.

I wish we would leave gossip to the ladies picking strawberries in "The Music Man." As school superintendents, we have no room to disparage our colleagues for their perceived shortcomings. All too often I have seen us greet and

exchange pleasantries with a colleague and then, upon learning that they have disappeared from their previous school district, enter into rumor and opinions as to why they failed to survive. As superintendents, we need to be as elegant in speaking of colleagues who have been dismissed as we are when they are employed. Most school leaders get this right, but again, the exceptions stand out.

I wish we had Annie Oakley's aim and could at least hit the easy targets. If we had Annie's aim we would live in a state where, borrowing from Garrison Keillor, the women are strong, the men are good looking, and the boys are at least average. Boys continue to fall behind the academic performance of girls and they are falling off the pace in assuming leadership roles in their schools. We could also aim to simply eliminate the three month learning regression gap in our school calendars, as well as provide quality education programs for all of our three and four year olds. We are pushed, dangled and twisted by a panacea of mandated tests to rank and sort schools. We're missing the mark because of poor aim. Picking off the three easy targets noted above does not require anyone from Washington, D.C., to "assist" with our aim.

I wish we would sing from the same hymnal (the same song might be asking too much).

Urban vs. suburban vs. rural vs. county centers vs. Iron Range vs. prairie is counterproductive. So is AMSD vs. MREA vs. SEE vs. St. Paul vs.

Minneapolis vs. intermediate school districts vs. integration districts vs. Range districts vs. other education lobbying groups. Greater harmony and speaking with a single voice will better serve Minnesota schools. We need to consider the broader cause and lay aside our regional, demographic and self-serving interests. We can do this, and we have taken small steps to this end. We must work together – striving for a common cause of providing a global education for our young people regardless of where they happen to live.

I wish that handcuffs were in every squad car and not in district finance offices. Let's give school districts control over at least one side of the **Mulligans Continued on Page 3**



Ted Blaesing

inside ...

Superintendents In Short Supply	2
Gender & Learning	4
When MySpace Invades Your Space ..	8
The Legislative Session	10
Jumping Feet First	12
When A School Leader Retires	19
BSA Considers Rule Changes	22
2006 Fall Conference Information ...	26

Superintendents Continue To Be In Short Supply



Charlie Kyte

by **Charlie Kyte,**
MASA Executive
Director

The rapid pace of vacancies in the superintendency continues in Minnesota. Overall, there are about 350 superintendent positions in the state.

Over the past three

years we have seen approximately seventy vacancies per year. Lately, we are seeing many of these vacancies occurring in larger districts.

This year there were over sixty vacancies in Minnesota. These numbers are similar to what we have seen in the past two years. Superintendents moving from one district to another fill about forty percent of the vacancies in Minnesota. Persons who are moving into the superintendent's position for the first time fill another forty percent of the vacancies. Often, these individuals formerly served as principals in our school systems. We have about ten percent of the positions filled by

interim superintendents who have retired and fill the role for a period of time. Finally, a number of our smaller districts are moving toward shared superintendents or part-time superintendents.

The interim role is valuable for school districts as it gives school boards an opportunity to make a timely search for a new leader. Since the superintendency has a shortage of candidates, it is imperative that school boards establish functional working relationships in order to attract the best of the candidates. In cases where the school board has not performed well or where they have treated a departing superintendent poorly, the pool of candidates diminishes and they need time to improve themselves in hopes of getting the best applicants.

Another challenge for Minnesota's schools, especially larger ones, is to find experienced superintendents willing to move into those positions. There are a number of successful experienced superintendents working in mid-size districts in Minnesota. When larger suburbs have a vacancy, it is difficult to get the mid-sized district

superintendents to take those jobs. In many cases, the superintendents have a spouse working professionally at their present location and/or have children in school. Thus, they prefer to stay where they have good working relationships and have established roots for their family. Thus, some larger districts have a hard time attracting a large pool of candidates.

We expect the pace of change to continue for a few more years. We are aware of a large contingent of senior superintendents in the greater metropolitan area retiring in the next couple years. It will be a challenge to find enough candidates to fill those jobs. We suspect that the number of superintendents in the state will diminish as schools find ways to share administrative services. It is likely that in ten years there will be roughly 250 superintendents in the state as opposed to the 350 we now have. Meanwhile, the superintendency will be a seller's market and school boards will need to be a positive force to be able to attract the best of the candidates that are available. •

Creating World Class Schools – The Work of the Superintendents' Symposium

by **Charlie Kyte,**
MASA Executive Director

About a year ago, under the sponsorship of the Minneapolis Foundation, MASA helped to assemble a group of twenty-five school superintendents to begin discussions of what Minnesota education should look like if we dropped all constraints and became interested in creating a world-class system. Over the past year, this group has come together several times. Pat Harvey, former St. Paul Superintendent and now a professor of an endowed chair at the University of Minnesota, has guided this effort. The University has encouraged our work.

The superintendents involved in this

project come from districts large and small. They come from greater Minnesota and the metropolitan area. They were identified as creative leaders among the superintendents and the symposium gave them a safe place to try out their ideas and to think "outside of the box."

The Superintendents' Symposium group has created a paper entitled "A Call to Action – Creating a World Class Education System in Minnesota." The paper contains ten specific recommendations that would help to create a world-class system. In some cases, it suggests modifications of what we are now doing and in others a continuity of commitment. This paper will be released this fall.

There is also the potential of some excellent synergy in combination with the Minnesota Education Finance Study, which is sponsored by a number of education associations, including MASA. That study will help to identify a fair and equitable funding system for Minnesota education. The Superintendents' Symposium paper will identify the elements of a system that needs to be in place so future Minnesota students can be educated to compete globally and help Minnesota have a highly educated citizenry.

We thank the Minneapolis Foundation and the University of Minnesota for their support and participation in this project with MASA. •

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Mulligans ... Continued from Page 1

school budget. The fiscal spiral caused by the miniscule control that school districts have over the revenue side of the budget and the gargantuan restraints on the expenditure side of the budget (to include antiquated collective bargaining laws) is a prescription for disaster. The only remaining choice is to reduce expenditures by eliminating personnel, resulting in increased class sizes and fewer program offerings. School leaders are left with but one option. Begging for money has become a way of life for many superintendents, whether it be from local voters or the power holders in state government. Let's move superintendents out of the political lobbying and campaign strategy back rooms and back into their offices to lead school districts.

Finally, I wish for each of you a chance to recharge that proverbial battery over these next few glorious weeks of summer.

Perhaps sharpening your professional saw by attending a summer workshop or seminar will do the trick. Perhaps organizing, sorting and prioritizing the tasks for next school year is what you need. Or perhaps spending some quiet time to reflect, rejuvenate and reenergize your head, heart and soul is the key.

Okay, I'm out of here ... where's the boat key? •

Are You Moving?

Now is the time of year when many of our members are on the move! Help us keep track of you (and therefore keep your MASA benefits and services coming to you!). Just give Jeanna a call (651/645-6272), fax her a note (651/645-7518), or email her at members@mnasa.org and she will update your records. Also, if you have new colleagues in your area who are not MASA members, let us know and we will send membership information to them. •

Gender & Learning – Edina's Journey



Beth Potter &
Rick Sansted

by Rick Sansted
Co-Chair,
Edina's Gender
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School, Edina
Schools

and

Beth Potter
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Edina Schools

In 2002, Edina Schools examined more than 50 indicators (surveys, test scores, etc.) comparing boys and girls. The research was conducted as a response to Superintendent Ken Dragseth's observations at a variety of school functions including award ceremonies and honors banquets. As he attended these functions, he noticed a large percentage of awards and honors going to females. As the district analyzed the indicators, the quantitative and qualitative data demonstrated a need for further investigation.

With the data in hand, the district implemented changes and initiated a variety of programs to

optimize learning for all students – boys and girls.

Curriculum Review Cycles

As Edina's Language Arts curriculum came up for review, Eileen Johnson, district curriculum specialist, helped to facilitate the review to include gender as a lens when examining texts and materials. This has resulted in a balanced curriculum that provides both boys and girls with engaging readings.

Gender Intentional Teaching

Over the past two springs, Edina has encouraged teachers to be intentional during a unit, a lesson or a class period to address gender differences in learning. Teachers have incorporated a variety of techniques including single gender cooperative groups, use of "brain breaks," planned and purposeful movement within a lesson and providing students with product or content choice. The district collects and compiles teacher feedback on the experience.

Staff Development and Parent Communication

Michael Gurian – author of *Boys and Girls Learn Differently* and Dr. David

Walsh – author of *Why Do They Act That Way?* – had an opportunity to speak with Edina staff and parents in the past year. Gurian and Walsh provided staff and parents with some of the brain-based rationale behind why we should address gender differences in our teaching. The district works with the Edina Parent Communication Network to inform parents and staff of initiatives in the schools.

Single Gender Classes

This past year, Edina middle schools have a variety of single gender classes in social studies, choir, art and physical education. Survey data shows that students have enjoyed their single gender class experience and would be willing to do it again as long as every class was not single gender.

These, along with other initiatives, have encouraged and motivated Edina teachers to be on the forefront of addressing gender differences in learning. The goal is to optimize the learning environment for boys and girls. •

More information can be found on Edina's website <http://www.edina.k12.mn.us>.

A black and white photograph of three young children (two girls and one boy) looking intently at a computer monitor. The text 'Serving hungry minds...' is overlaid on the left side of the image.

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Bits 'n Pieces Summer 2006



Shari Prest

by Shari Prest,
Ark Associates

Just the Facts School Choice

- Nationally, far more public school students take AP classes and exams than private school students do... (What Matters to

Us, Public Education, MPLS. ST.PAUL Magazine, January 2006)

- Public school students do as well as or significantly better in Math than comparable students in private schools according to the largest government study ever done on the topic including 340,000 students in regular public, charter and private schools. *Researchers compare math scores rather than reading scores because math is considered a clearer measure of a school's overall effectiveness.*
- Public schools "excel in exceedingly difficult areas, such as accelerated academics, the integration of immigrant populations and the education of students with special needs... [and] In fact, contrary to widespread belief, most 'normal' kids from stable backgrounds thrive there." (What Matters to Us, Public Education, MPLS.ST.PAUL Magazine, January 2006)
- Despite disappointing charter school records, Minnesota has more charter schools than all but eight states. (No Small Change, Education Week, Targeting Money Toward Student Performance, 2005)
- Current studies show that self-described conservative Christian schools, the fastest-growing sector of private schools, fared poorest, with their students falling as much as one year

behind their counterparts in public schools, once factors like income, ethnicity and access to books and computers at home were considered. (Public-School Students Score Well in Math in Large-Scale Government Study, Diana Jean Schemo, The New York Times, January 28, 2006)

Parenting

- Sixth-graders who do not attend school regularly, receive poor behavior marks, or fail math or English have only a 10% chance of graduating on time.
- Because of the dramatic increase in obesity rates, the overall health of young people has decreased steadily since 1975. (The Foundation for Child Development)
- "Much of the work of asset building occurs for free. It is the stuff people do in their everyday lives." (Peter Benson, Ph.D., All Kids Are Our Kids)

Red Flags

- Minnesota's expenditures for public school administration are near the bottom with only Utah and Mississippi investing less. (American School Board Journal, Education Vital Signs, 2006)
- Minnesota ranks 25th on the spending index, which reflects both the percentage of students in districts spending at or above the national average and how far the rest are below that average. (No Small Change, Education Week, Targeting Money Toward Student Performance, 2005)
- Only the District of Columbia and Florida, had a smaller increase in education spending per student between 2001 and 2002 (most recent figures provided available, Quality Counts, 2005).
- "A growing body of research by respected and private policy analysts finds Minnesota just

isn't keeping up with innovative regions that are putting muscle into long-term investment." (Downward slide, St. Paul Pioneer Press, October 5, 2005)

- Minnesota schools have laid off 4,000 teachers in the last four years and classrooms are becoming more crowded.
- 10,000 families have lost subsidies to pay for high-quality child care and preschools.
- "An avalanche of data shows the region's overall grade point average slipping from B to B- since 2003, owing largely to partisan paralysis at the State Capitol that has prevented competitive investments... (B-minus, Star Tribune, September 25, 2005)
- The [Minnesota] state economy is actually producing fewer jobs today than it did a decade ago. (Minnesota Slowdown, Dave Hage, Star Tribune, February 5, 2006)

Values and Variables

- "Focus on what matters. Here's a hint: The future of our state is not inextricably linked to guns, gays, gambling or gametes. Give those divisive issues a rest and tackle the truly important challenges, like health care, education and transportation." (John Gunyou, former Minnesota finance commissioner, and current Minnetonka city manager)
- Per capita wealth in the United States exceeds that of each of the other G7 countries (Canada, France, Germany, Italy, Japan, and the United Kingdom)
- Per capita income has decelerated from about 5.7 percent annual growth in the 1990's to 4.1 percent since 2002.

Bits 'n Pieces continued on Page 7

Bits 'n Pieces... Continued from Page 6

- Job growth in Minnesota has fallen short of the national pace. (Steve Hine, labor market research director at the Department of Employment and Economic Development.
- University of Minnesota men's football coach Glen Mason will receive an annual salary of \$1.65 million plus up to \$175,000 in performance bonuses.
- The annual compensation for Breck School's headmaster is \$297,932, far more than the compensation of the superintendents of entire school districts that have many more students, employees, programs and larger budgets to manage.
- One in eleven Minnesota children lived in a family at or below the poverty level in 2000. (By the Numbers, Minneapolis Star Tribune, January 8, 2005)

Bragging Rights

- The United States, second only to Finland, produces more engineers per capita than China or India.
- 22 of the top 30 universities in the world are American.
- Teachers in Minnesota's public schools are more likely to teach the core subjects for which they are prepared than teachers in any other state. (No Small Change, Targeting Money Toward Student Performance, Quality Counts, 2005)
- "The United States is the productivity leader in virtually every industry." – William W. Lewis, founding director of the McKinsey Global Institute
- Minnesota recently earned a perfect score on the 2006 Development Report Card.

Quotes and Quotables

Leadership

- "Respect the advice of your professionals, even when you don't like what they have to say. We're not the enemy. We're just trying to make sure there's sound public policy beneath that thin

vener of press-release politics."
– John Gunyou, former Minnesota finance commissioner, and current Minnetonka city manager.

- "Few people are successful unless a lot of other people want them to be." – Charles Brower
- "Pressure is a privilege, it only comes to those who earn it." – Billie Jean King
- "In short, a change imposed is a change opposed." – Spencer Johnson
- "Your character is the anchor that grounds you, the compass that guides you, and the magnet that draws others to you." – Sara Jane Radin
- "If it appears I can see further than others, it is because I am standing on the shoulders of giants." – Sir Isaac Newton
- "You do not lead by hitting people over the head—that's assault, not leadership." – President Dwight Eisenhower

Citizenship

- "Civilization is the long process of learning to be kind." – Jennifer James
- "A civilization flourishes when people plant trees under whose shade they will never sit." – Greek proverb
- "Caring can be learned by all human beings, can be worked into the design of every life, meeting an individual need as well as a pervasive need in society." – Mary Catherine Bateson

Progress

- "You've removed most of the roadblocks to success when you've learned the difference between motion and direction." – Bill Copeland
- "Nobody succeeds beyond his or her wildest expectations unless he or she begins with some wild expectations." – Ralph Charell
- "Minnesotans have long thought that education, health care, quality

preschool and other fine public services were not just the hallmarks of a cohesive society, but sound investments in the state's long-term prosperity. They're still waiting for evidence that they were wrong." (Dave Hage, Minnesota Slowdown, Star Tribune, February 5, 2006)

Education

- "It would be wonderful to have more teachers and computers—but would you want them at the expense of school counselors, nurses, librarians, or diesel fuel for your buses?" (Education Vital Signs, 2006 – regarding the 65 cent solution or 70 cent solution that has been proposed for Minnesota by Governor Pawlenty)
- "We cannot always build the future for our youth, but we can build our youth for the future." – President Franklin D. Roosevelt
- "A quiet revolution is taking place across America, placing a premium on our greatest natural resource—the human mind." – Art Costa
- "If you believe they don't want to learn, they won't learn." – Harry Wong
- "Programs don't get kids to succeed—it is the teacher that gets kids to succeed." – Art Costa
- "Our historic investment in public education has paid off, handsomely, in stellar academic achievement, social integration, and economic success. Turning our back on that tradition would be a colossal blunder." (What Matters to Us, Public Education, MPLS.ST.PAUL Magazine, January 2006)

Communications

- "The inability of public education to tell a compelling story is why we're in trouble." – Jennifer James
- "If you would persuade, you must appeal to interest rather than intellect." – Benjamin Franklin
- "Information voids will be filled by rumors and speculation unless they are preempted by open, credible and trustworthy communication." – Jean B. Keffeler

Just for Fun

- "Blessed are the flexible, for they shall not be bent out of shape." – Michael McGriffy •

When MySpace Invades Your Space: Student and Teacher Internet Misconduct



Gregory S. Madsen

by **Greg Madsen**
Attorney,
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Graven,
Chartered

Recent examples
of vengeful
Minnesota
students
impersonating
teachers on
MySpace.com and

elsewhere on the Internet serve as a reminder to schools of the need to carefully and thoroughly investigate before disciplining employees or students for misconduct. These cases also reflect circumstances where a school district may impose discipline for conduct taking place in cyberspace—far beyond the boundaries that typically restrict its disciplinary authority.

In one case, Coon Rapids middle school students were sent an e-mail purportedly from one of their teachers directing them to go to MySpace.com, a social networking website, where they were sent to a page linking the teacher to child pornography and anti-Semitism. In another, female New Ulm middle school students were sent sexually explicit e-mails identifying the sender as one of their teachers.

What began as a possible teacher discharge transformed into a student discipline matter for both school districts. The teachers initially were the targets of investigations prompted by student or parent complaints. However, thorough police and school district investigation led to the discovery that the teachers were innocent of any wrongdoing and students

impersonating the teachers were responsible. Although there was no evidence the students used a school-owned computer or network to send the disparaging messages, they were subject to dismissal from school as a result of their Internet misconduct.

These examples illustrate the importance of not prejudging complaints and conducting a fair and impartial investigation before imposing discipline. At the same time, however, they also show that a school district's disciplinary authority is not necessarily limited to student or employee Internet misconduct taking place at school or on district computer systems. School districts should recognize circumstances where they have authority to discipline students or employees for misconduct even where it takes place beyond school boundaries.

Clearly, school districts have authority to discipline students, teachers or other personnel who violate a district's policy regulating Internet use. Such policies usually prohibit the use of a school district's system and Internet resources to access or transmit words or images that can damage or disrupt the educational process, including those that are pornographic, profane or harassing, or those advocating violence or discrimination. Disciplinary and investigatory authority also is bolstered by school district policies warning students and employees that, when using the school district's computer system, users should expect only limited privacy in the contents of personal files.

While there is no question a school

district can discipline students or employees for misconduct on its own computer network, when may a school district discipline them using their personal computers—on their own time and away from school—to access or transmit inappropriate content?

Although the answer to the question hinges on the particular facts, there generally is a sufficient connection, or nexus, on which to base a school district's authority to impose discipline if the Internet misconduct harms members of the school community or the performance of an employee's duties. Besides school policies regulating Internet use, other policies likewise prohibit students and employees from engaging in conduct toward others in the school community that is abusive, degrading, threatening or harassing. In other words, if the misconduct negatively affects students, staff or other members of the school community, or their responsibilities to that community, school districts will have adequate justification for imposing discipline.

Consequently, in the examples of the Minnesota students impersonating teachers and perpetrating false and disparaging information about them, their school districts have the authority to impose a disciplinary suspension or expulsion because the students' actions defamed and interfered with the rights of their teachers, and interfered with the rights of the students who received the objectionable content.

An even broader scope of disciplinary authority has been
MySpace Continued on Page 10

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The Legislative Session That Did Little for K-12 Education



Charlie Kyte

by Charlie Kyte
Executive Director, MASA

Stadiums! Stadiums! Stadiums! By the end of the legislative session, all of the energy was spent trying to figure out how to build stadiums and provide various state and local subsidies to fund these stadiums rather than looking at the pressing social and educational needs of our state. By the end of the session there was even some question of how

much time the lobbyists and lead persons for our K-12 education needed to spend at the capitol.

In spite of little attention and less funding, there were still some changes that happened during the legislative session that revolved around K-12 education. Some of them were policy changes that occurred and others were bad ideas that were stopped in their tracks.

Ideas that did not come to fruition included:

- The 65–70% solution gained no traction at all in the legislature.
- Mandatory statewide health insurance was not passed.
- There were no voucher initiatives for urban students.
- There were no radical changes to funding formulas that would have hurt, or benefited, individual districts.

The legislature did have a number of significant accomplishments. They passed a bonding bill for almost a billion dollars. This bonding bill contains significant improvements for higher education systems across the state. They passed an Eminent Domain bill that restricted developers from usurping property from individual landowners without compensating them fairly. And, of course, they approved stadiums.

The preceding legislature had promised to shift back much of the money borrowed from K-12 education in previous years. Thank goodness, this legislature left that shift alone so the recognition of funds for school districts is now on a more current basis. This actually utilized a significant portion of the excess monies that the state of Minnesota collected in this biennium and creates a reservoir of money that can be used by the state to fund K-12 education if another shortfall of state revenues occurs.

In terms of K-12 education, the legislature did pass some policy changes and made a minor commitment to schools financially. Included within this work were:

- A small amount of one time money for schools that equals about \$3.75 per pupil unit on a one-time basis.

- A policy that begins to phase in stronger standards in math and science as requirements for high school graduation.
- While it did not require a bill to be passed, legislative action pushed back a policy change of the MnSCU System that would have restricted high school abilities to provide current college courses at the high school.

The legislature did not do anything to enhance all day every day kindergarten, but increased slightly the funding for early childhood education. Further, they provided incentives for schools to adopt international baccalaureates programs and Mandarin Chinese language. These were all proposals of the governor and made good sense when they were proposed.

A silver lining of the legislative action this year is that with little done for K-12 education, in 2007 we don't have to live with a legacy of having promises made in the preceding year that solved all the problems of education. We will be back in 2007 with a strong set of requests for funding of our K-12 system and reforms that will be forwarded by educators that have the potential to improve the delivery of education in our state. •

MySpace ... Continued from Page 8

recognized in cases involving teachers who have been linked to child pornography or to other illegal or prohibited internet images or activities. In fact, arbitrators have explicitly recognized that, because teachers are in a position of special public trust and are role models to students, they are held to a higher standard of character and conduct than most other employees. Accordingly, discipline or discharge has been upheld where teachers have engaged in misconduct that undermines their fitness to teach, even where it occurs away from school and where students never saw or even became aware of the misconduct.

Every generation of citizens and institutions must adjust and adapt to change. The Internet generation, with the exponential growth of social networking websites such as MySpace.com, is no different. Although the responsibility to fairly and impartially conduct investigations remains unchanged by evolving technology, it has extended the boundaries of school district authority to control student and employee behavior into cyberspace, far beyond the schoolhouse doors. •



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AM-C02278 (Sep. 04)

Jumping With My Feet First: A Lesson in Meth Education



Tom Westerhaus

by **Tom Westerhaus**
Superintendent
Prior Lake-Savage
Area Schools and
2006-07 MASA
President-Elect

As superintendents we've all experienced jumping in feet first and not knowing what we're entering or where we'll land.

That's how I found myself serving on the Scott County Meth Task Force after the county attorney tapped me to lead the Meth Education/Community Outreach Committee.

After two office employees had shared stories with me of their own children's involvement with methamphetamines, I knew I needed to learn a lot more about meth. I quickly learned that our county had 132 criminal meth-related cases in 2005, including sale, manufacture, and possession of meth, as well as children in need of protection and termination of parental rights due to parents meth involvement. I discovered that adults in their 20s are the largest group of meth users, and that gateway drugs (marijuana, alcohol, tobacco) used in their teens often led them towards meth addiction. I also learned that increased burglaries, truancies, and assaults by juveniles in the county were often linked to meth use by young people or their parents. In short, I learned that meth use in our county had risen dramatically and something needed to be done.

The focus of our work group is education of adolescents and community members to proactively combat against meth's use by raising awareness about it. The committee is a partnership of school district officials, county

personnel, as well as representatives of the faith community, police forces, parent organizations, health care professionals, and various community action agencies from across the county.

We began by contracting with CLIMB Theatre to write and present a program to all Scott County 7th-10th grade students. The play, "Shattered," realistically depicts the lives of teens hooked on meth. It communicates the dangers of meth use to the body, psyche, brain, relationships, and the future of the user. It also shows the attraction and initial experiences of meth use that easily lead to addiction after even one use. The 45-minute presentations were followed up by the performers' discussions in classrooms about the dangers of meth. CLIMB presentations in the schools, as well as two public performances, were funded through a Local Recycling Development Grant.

Our committee is now focusing on a marketing campaign aimed at teens across Scott County. Our primary objective is to stop meth use before it starts. Continuing the "Shattered" theme, we are creating marketing pieces with the message:

"Think METH can't shatter you? Neither did I." Each piece aims to drive youth to Montana's state-of-the-art anti-meth website, www.notevenonce.com for the graphic truth about meth addiction. Our marketing tools will be positioned to reach teens, including: movie theatre advertisements, bathroom wall posters, back-to-school night brochures, school newspaper articles, yearbook ads, bumper stickers, and more.

Future efforts of our workgroup, funded through the leadership of our aggressive county attorney, Pat Ciliberto, include curriculum development, setting up our own website help line, linking DARE with meth prevention efforts, and civic group awareness presentations.

Leading a school district is not about just **math**; sometimes it's about **meth**. While my efforts have been on a very steep learning curve, I am convinced that it is vital work. If education is to thrive, we must quell the use of meth by educating our communities about meth's threats, in effect, stopping children and parents from becoming statistics. That's the fray into which I've voluntarily leapt! •

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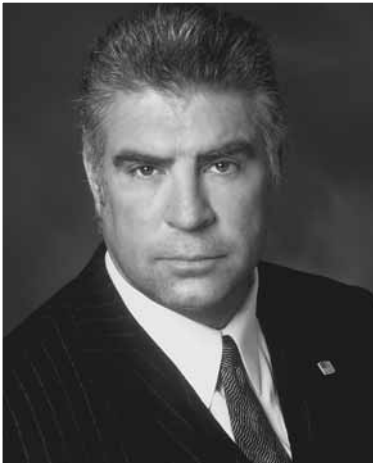
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We recognize that money is tight in most school districts and that some districts believe hiring will be at a minimum. In reality, there are always vacancies and job changes. In a year when finances are tight, the changes often come later in the summer and an online service helps you to quickly find applicants when they are needed.

This job service is cost effective. You can eliminate the need to make direct contact with placement bureaus and colleges. In the case that a variance is needed, the MASA Jobsite

qualifies as a widespread advertising vehicle eliminating the need to advertise in major newspapers. For the price of one ad in the Star Tribune or the Des Moines Register, you can nearly pay for the entire use of the MASA Jobsite for an entire year.

In addition, the MASA Jobsite lists all school district administrative job postings **free of charge to all school districts in the state**. Just call Jeanna Quinn at MASA (651-645-6272) or email her at members@mnasa.org. Jeanna posts jobs each Friday.

The real strength of this on-line job and applicant site comes with full participation of the districts in Minnesota. With strong district participation, applicants also flock to the site. Thus, it is easier for the districts to find quality applicants and we create a win-win situation.

The hiring season will soon be heating up. Let the Jobsite help you fill those positions with "bright new members for your brilliant school district team!" •

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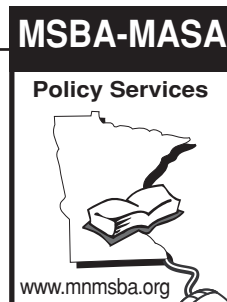
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The Results are In—Congratulations to Elected Leaders!



Tom Westerhaus

Congratulations to the following candidates who have been elected to MASA leadership positions. Newly elected leaders participated in a planning session with the full MASA Board of Directors in June. MASA appreciates these leaders for their commitment to MASA and Minnesota education and offers them thanks and best wishes as they begin their terms of service.

President-Elect: Tom Westerhaus, Prior Lake-Savage

Board Members:

- Region 2—Jeff Olson, St. Peter
- Region 4—Todd Cameron, New York Mills
- Region 6—Darwin Bostic, Pine City
- Region 7—David Bottem, Barnum
- Region 9—John Thein, Roseville
- Region 9—Mark Wolak, Mahtomedi
- Greater MN Special Ed Representative – Bob Vaadeland, Bemidji
- Urban Districts—Craig Hintz, Minneapolis
- Retiree Representative — Ed Anderson

2006-07 Committee Chairs and Chair-Elects:

Legislative Committee

- Barb Devlin, Richfield, Chair
- Brad Meeks, Farmington, Chair-Elect

Executive Development Committee

- Mark Bezek, Elk River, Chair
- Mark Wolak, Mahtomedi, Chair-Elect

Member Services Committee

- David Baukol, Montevideo, Chair
- Barb Zakrajsek, Milaca, Chair-Elect

Nominating Committee

- Todd Sesker, Cannon Falls, Chair
- Bruce Novak, Cambridge-Isanti, Chair-Elect

Federal Advocacy Committee

- Jim Bauck, Buffalo, Co-Chair
- Tim Caroline, Moose Lake, Co-Chair
- Gary Amoroso, Lakeville, Co-Chair-Elect
- Jim Johnson, Monticello, Co-Chair-Elect

Minnesota Representatives to the AASA Governing Board

- Don Helmstetter, Spring Lake Park (*re-elected*)
- Jerry Jensen, Lake City
- Mike Kremer, On Leave
- Jim Redfield, On Leave

AASA Executive Committee

- Eric Bartleson, Plainview

Special thanks to all MASA members who participated in the election process!

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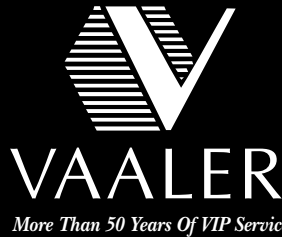
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When A School Leader Retires ... What's On the Horizon?

by Bob Ostlund
Superintendent, Wayzata Schools

One of the wonderful things about retirement is the choices it presents us with. We have many decisions to make regarding how to use our time, decisions that are based upon what one "wants" to do as opposed to "needs" to do. We can work, but we don't have to work. We can continue to use our knowledge and experience within the field of education, or can try something totally different. You will probably be surprised how many opportunities present themselves, and simply exploring those opportunities is enjoyable.

One post-retirement opportunity that is available to us is assuming an interim position. I have served in three interims since my "retirement" and my experience suggests you will likely find interim positions very rewarding.

I have come to believe that interim positions can be very healthy for both you and the school system. From your perspective, you will find the school board and the staff very thankful that you are "helping them out" in a time of need. During this transition period, a certain level of "organizational anxiety" will be present, and your wealth of experience will bring a calming effect people need. You will likely find they respond to your advice very readily. All these factors lead to a very healthy experience for the interim.

It can also be a very healthy experience for the school system. As an interim, you can be more than simply a "place-holder." There will likely be ways for you to leave the district a better place. You have a unique opportunity to accomplish things quickly, especially if obvious needs present themselves. All the things you suggest can come from a "for what it's worth" perspective. A "you have to live with the result, I don't" perspective can be very liberating for everyone involved. The politics of the situation, or perceptions regarding personal agendas, issues that often make progress difficult and slow, may not be present at all. This allows you to move quickly, "cut to the chase" if you will, in situations where you may feel the need to tread lightly if you were not an interim. This can lead to positive results, in spite of the short time frame.

In summary, if you choose to work after retirement, I recommend interim positions as an excellent possibility. You may even decide you want to stay, and remove the "interim," as in my current position. In any case, it's always your choice.

by Gary Bratvold
Superintendent, Bagley Schools

My transition to retirement has given me the gift of time to

become involved with individuals who are experiencing another part of the cycle of life: death.

During the past year, I have been trained as a hospice volunteer and joined the caregivers of Clearwater Hospice. My new team consists of nurses, social workers, doctors, chaplains, home health aides and experts in physical, occupational, speech and nutritional therapies.

Hospice exists to affirm and improve the quality of life for persons in the last stages of an incurable disease. The focus is on the individual and involved family rather than the disease; upon comfort care rather than a cure. Throughout the dying process, the hospice team seeks to provide emotional, physical and spiritual support.

Hospice volunteers become involved in a variety of activities such as giving friendship and companionship to patients and families, providing respite for families, running errand, assisting with household tasks and even preparing meals from time to time. However, our utmost concern is always the dignity, comfort and safety of the patient. So we listen, we care and we respect the choices of the dying.

Volunteering in a hospice program isn't just about giving. It is also about gaining. As superintendents, we have all experienced the wonderful personal satisfaction of making a difference in the lives of our students and employees. That feeling of fulfillment also results from relationships with patients and their families and from working with a hospice team.

If you will soon have the gift of time and are comfortable talking about death and dying, please consider joining your local hospice team.

by Kathleen Macy
Retired MASA Member

After 30 years of watching the ditch flowers turn those heralding colors of yellow and orange knowing that soon children would return to school, it is indeed different not to be "on the bus." Today, I am writing this as the young women and men of Stillwater Area High School are graduating. I will miss celebrating with them and their families. Leaving a profession that is so marked by its beginnings and endings is a challenge as the calendar pages turn. Never in all of my time as a learner, coach, teacher, manager or administrator did I go to bed at night wondering if the work in which I was engaged was meaningful. It always was.

Making the decision to leave the superintendency was not a
What's On the Horizon ... Continued on Page 20

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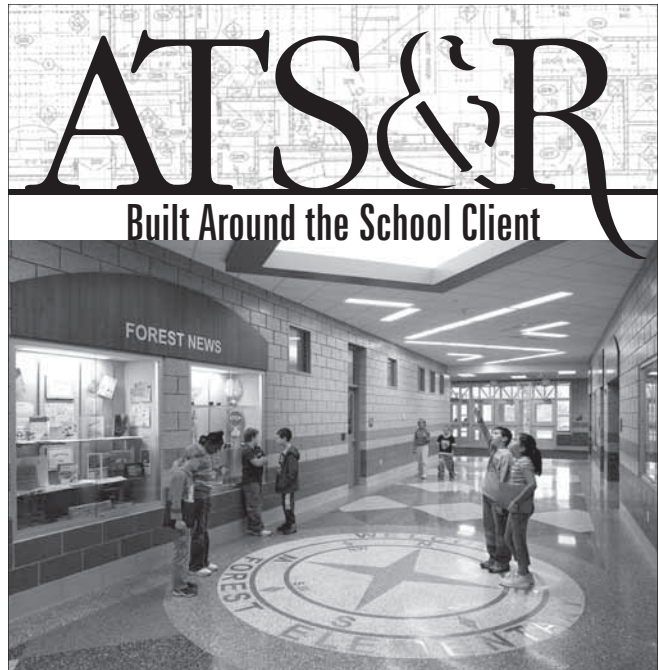


What's On the Horizon ... Continued from Page 19

precipitous one for me. I thought and sought the council of wise mentors for more than a year about that decision. One of the more important questions I sought to answer was: "What work would continue to provide a value to the children I had served so long and the communities in which they lived?"

I began my time away from education with the distinguished Northwest Evaluation Association. NWEA is an organization that provides great information about student learning to most of the districts in Minnesota. It was validating to learn first hand that the skills a superintendent must demonstrate every day are easily transferable and valued in the business community. Although the Pacific Northwest is beautiful, the geographical distance from my family caused me to return to the Midwest and begin my work with TeamWorks International, Inc.

TeamWorks is a consultancy, that provides coaching and teaching to leaders in education, government, faith and spiritual communities, and businesses. It has provided me the opportunity to work with colleagues I deeply respect in a supportive way. Being engaged in meaningful work designed to build the capacity of leaders in all organizations, has been satisfying and has brought me back to my family and the Midwest. It is a good place to be. •



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Board of School Administrators Considers Rule Changes

By Bruce Kremer
Ex Officio Board Member, MBSA and
Associate Professor and Chair, Department of
Leadership Policy and Administration
University of St. Thomas

Below is a document entitled **Core Leadership Competencies for all Minnesota Administrative Licenses**. A brief explanation of the document follows in a question answer format.

In August of 2005, the Minnesota Board of School Administrators charged two different working groups to begin the process of rule revision. This charge was made due to numerous inconsistencies within the rule as it currently reads. The working groups were representative of the higher education institutions in Minnesota and the professional associations—MASA, MESPA, MASSP, MASE, and Community Education. Group 1, chaired by Jean Haar of Minnesota State Mankato was charged to clean up language problems in the current rule as a way of clarifying the meaning without changing the intent. That group has completed its work, and revisions are now with the State Revisor's Office.

Group 2, chaired by myself, was charged with examining the competencies. The document that is below is the result of Group 2's work. This document requires some explanation, and that is the purpose of this article. Please note that it is truly a first draft, that it is meant to be the core of a redesign of the competencies across all four administrative licensures (K-12 Principal, Community Education, Special Education, Superintendent), and that it is being distributed for the purpose of gathering feedback and information. Below are some questions and answers meant to give you a better context for these draft core competencies.

Why does this say Core Leadership Competencies? The working group decided to assume that there were competencies that spanned across all four licensure areas, and there were competencies that were exclusive to one or more licenses. The **core** is the set of competencies that spans across all areas. Therefore, no matter what licensure area the candidate is working in, these competencies would have to be met. Once the core is

established, there will be a set of licensure specific competencies that will be developed.

Who was on the committee? The committee was a representative group from the professional associations and higher education institutions. It included:

Beth Borgen—MASSP
Jim Hoogheim—MESPA
Jim Busta—MASA
Claudine Knoblauch—MASE
Jim Petersen—Hamline University
Dennis Van Berkum—Tri-Colleges
Ann Werner—University of Minnesota
Bruce Kramer—ex officio,
University of St. Thomas
Shawn Hoffman Bram
(Kasianov)—MCEA

What will happen next? The committee will take all feedback and seek to establish common positive and negative themes about the core. From there, we will decide whether to continue along this line of core and licensure specific-competencies or to begin again.

When will these become rule? The legislature granted the Board full rule writing authority in the last session. That authority expires in June of 2007. We must complete our work before that time. Currently the Board has expedited rule-writing authority that allows it to do the rule cleanup accomplished by Group 1, described above. The revision of the competencies requires full authority in order for the Board to adopt them as rule.

How can I give my feedback?

You may contact the Board Executive Director directly. His email address is mboehlke@msbsa.org and his telephone number is 651-999-7389. You may also contact me. My email address is bhkramer@stthomas.edu and my phone is 651-962-4894.

The Board of School Administrators encourages you to share this with your colleagues, to talk about it, and to give feedback on how we can improve it. We would like to reiterate that nothing has been decided, except to put together this document for your perusal and feedback. Thank you for your time and attention.

Core Leadership Competencies for all Minnesota Administrative Licenses [DRAFT]

Subp. 1. Leadership

- A. demonstrate collaborative leadership by developing vision, culture, and climate;
- B. provide purpose and direction for individuals and groups;
- C. demonstrate an understanding of issues affecting education;
- D. formulate strategic plans and goals with staff and community;
- E. set priorities in the context of community, student, and staff needs;
- F. serve as a spokesperson for the welfare of all learners in a multicultural context; and
- G. demonstrate, facilitate, and lead change or educational reform.

Subp. 2. Policy, Political Influence, and Governance

- A. exhibit an understanding of school districts as political systems;
- B. develop, adjust, and implement policy to meet local state and federal requirements and constitutional provisions, standards, and regulatory applications;
- C. recognize standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;

Rule Changes Continued on Page 24

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Rule Changes ... Continued from Page 22

- D. recognize and apply standards involving civil and criminal liabilities;
- E. demonstrate an understanding of state and federal laws governing general education special education; and community education;
- F. involve community, families and parents in the development of educational policy;
- G. understand the role and coordination of social agencies and human services;
- H. align constituencies in support of priorities and build coalitions for programmatic and financial support.

Subp 3. Communication

- A. identify, track, deal with issues, formulate and carry out plans for internal and external communications;
- B. demonstrate facilitation skills;
- C. recognize and apply an understanding of behavioral styles and how they interact in normal and stressful situations;
- D. facilitate teamwork;
- E. understand the concerns of others;
- F. adapt to audiences and make educational issues clear to parents and the public;
- G. work with others in stressful situations or in conflict;
- H. make presentations that are clear and easy to understand;
- I. respond, review, and summarize information for groups;
- J. write appropriately for different audiences such as students, teachers and parents;
- K. prepare memoranda, letters, reports, and other job-specific documents; and
- L. understand and utilize appropriate communication technology.

Subp. 4. Community relations

- A. articulate organizational purpose and priorities to the community and media;
- B. request and respond to community feedback;
- C. build community consensus;
- D. relate political initiatives to children and families, including parental involvement programs;
- E. interact with internal and external publics;
- F. understand and respond to the news media;
- G. manage school reputations by promoting a positive image; and
- H. manage perceptions about school-community issues.

Subp. 5. Diversity leadership

- A. demonstrate an understanding and

recognition of the significance of diversity, including but not limited to race, class, gender, disability, sexual orientation, age, and religion in human interaction;

- B. successfully respond to the challenges of diversity experiences for learners;
- C. successfully respond to diverse learners;
- D. promote students' sensitivity to diversity; and
- E. adapt educational programming to the needs of diverse constituencies.

Subp. 6. Organizational management

- A. demonstrate an understanding of organizational systems;
- B. define processes for gathering, analyzing, managing and using data for decision making and program evaluation;
- C. plan and make decisions;
- D. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
- E. secure and allocate staffing;
- F. secure and allocate material resources;
- G. develop and manage budget and maintain accurate fiscal records;
- H. develop, plan and manage facilities; and
- I. understand and use technology as a management tool.

Subp. 7. Curriculum planning and development for the success of all learners

- A. enhance teaching and learning through curriculum assessment and strategic planning for all learners—pre-K, elementary, middle, high school and adult levels;
- B. provide planning and methods to anticipate trends, and their educational implications;
- C. align and sequence curriculum and validate curricular procedures;

- D. identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;
- E. appropriately use learning technologies;
- F. understand alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.

Subp. 8. Instructional management for the success of all learners

- A. understand research findings for learning and instructional strategies, time, technology and resources;
- B. describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels;
- C. utilize data for instructional decision making;
- D. design appropriate assessment strategies for measuring learner outcomes;
- E. implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;
- F. appropriately use information technology to support instruction; and
- G. apply State and federal laws governing general education, special education, and community education.

Subp 9. Human resource management

- A. select appropriate models of personnel procurement;
- B. utilize a staff development system to improve the performance of all staff members;
- C. select appropriate models for supervision and evaluation;

Rule Changes Continued on Page 25

Rule Changes ... Continued from Page 24

- D. describe and apply the legal requirements for personnel selection, development, retention, and dismissal;
- E. act in accordance with federal and state constitutional provisions, statutory law and regulatory applications governing education;
- F. act in accordance with local rules, procedures and directives;
- G. understand labor relations and collective bargaining; and
- H. understand, apply and administer employee contracts, benefits, and financial accounts.

Subp. 10. Values and ethics of leadership.

- A. understand the role of education in a democratic society;
- B. understand and model democratic value systems, ethics, and moral leadership;
- C. balance complex community demands in the best interest of the learner; and

- D. help learners grow and develop as caring, informed citizens.

Subpart 11. Judgment and Problem analysis

- A. identify the elements of a problem situation by analyzing relevant information, frame issues, identify possible causes, and reframe possible solutions;
- B. demonstrate adaptability and conceptual flexibility;
- C. assist others in forming opinions about problems and issues;
- D. reach logical conclusions by making quality, timely decisions based on the available information;
- E. give priority to significant issues; and
- F. understand and utilize appropriate technology in problem analysis.

Subpart 12. Safety and Security

- A. develop and implement policies

- and procedures for safe and secure educational environments;
- B. formulate a safety and security plan to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures;
- C. identify areas of vulnerability associated with school buses, buildings and grounds and formulate a plan to take corrective action;
- D. identify procedural predictabilities and plan variations where possible;
- E. demonstrate an understanding and create a plan to implement assessment and implementation procedures associated with connecting every student with a school adult;
- F. demonstrate an understanding of the negative impact of bullying and profiling; and
- G. formulate a plan to implement recommended threat assessment procedures. •

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Lonnie Smith
Business Manager
Lakeville ISD 194

Dale Sonnichsen
Project Manager
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In the NAEP 2000 reading assessment, students who reported watching three or fewer hours of television each day outperformed students who reported watching more television.

Plan to attend the MASA 2006 Fall Conference

October 1 - 3

Maddens Resort, Brainerd, MN

General Sessions

Tom Wujec speaks internationally on the power of innovation and its role as a vital resource in business and daily life. Wujec shares his vast experiences to help audiences understand the fundamental principles of innovation and apply them to their own businesses. He brings together real-world, down-in-the-trenches stories of innovation successes (and failures) with the sharp, poignant and sometimes funny lessons of what works and what doesn't. In doing so, he paints a comprehensive picture of why fostering innovation is vital to business health, what problems innovation can solve, and most importantly, how to do it, whether in a small team or a large organization.

Also ...

-- Golfers will enjoy the **MASA Foundation Golf Tournament Mixer** on Sunday at 12:30 pm. The tournament offers fun, prizes and an afternoon on beautiful Pine Beach West Golf Course. All conference participants are invited to play. The tournament benefits the work of the MASA Foundation, enhancing the leadership development of educational administrators.

-- Celebrate the service of our honored peers at the **Sunday Awards Banquet** Service recognition and the prestigious Morris Bye Memorial Award will be presented.

-- Members' partners are invited to the **Partners' Breakfast** on Monday morning. All spouses and partners are encouraged to attend. This event is gender-friendly!

-- The **Exhibit Fair** is a convenient way to visit with representatives of companies offering the latest products and services of value to school leaders.

-- An outstanding array of **Breakout Sessions** offer cutting-edge information on a variety of topics.

Registration materials will be available on the MASA web site www.mnasa.org.

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AASA News to Share

Wisconsin Superintendent Chosen as AASA President-Elect. Sarah Jerome, superintendent of the School District of Kettle Moraine in Wales, Wis., won the election for president-elect, vying for the top position against AASA members Randall Collins, superintendent in Waterford, Conn., and Bob Dillon, superintendent in Westbury, N.Y. Jerome, who serves on the AASA Governing Board, has held a variety of leadership positions within the association during her 15 years as a member, including vice chair of the AASA Public Engagement Committee. She was a finalist for 2005 National Superintendent of the Year.

The National Superintendent of the Year program, co-sponsored by ARAMARK Education, celebrates its 20th anniversary this year. Access the online application form today! Nomination forms are due by July 30, 2006. Application packets must be postmarked by Sept. 30, 2006. For information, contact Darlene Pierce at 703-875-0736 or dpierce@aasa.org.

The 2007 National Civic Star Award, co-sponsored by Sodexo School Services, recognizes school districts that have teamed with local communities to develop and implement innovative programs to advance student learning. Applications are now available. Deadline: August 11, 2006.

**RAPID
REFERENDUM
RESPONSE**

MASA began the Rapid Referendum Response initiative to help school districts deal with organized referendum opposition. The MASA website contains background information on anti-referendum campaigns and how school districts can prepare and respond. Visit the MASA website today (www.mnasa.org)!

Snapshots of Our Busy MASA Members During Spring 2006



President-Elect Kathy Leedom and Superintendent Mark Bezek testifying at the Capitol.



President Ted Blaesing presenting J. B. Davis with his award at the 2006 Spring Conference.



Superintendent Bruce Klaehn, President-Elect Kathy Leedom, Superintendent Melissa Krull, Congressman Jim Ramstad and MASA Intern Becky Fitch in Washington, DC.



Charlie Kyte, Superintendent Connie Nelson and Superintendent Diane Lehse enjoying a moment in Washington, DC.



Superintendent Jim Bauk and Superintendent Jim Hess having breakfast in Washington, DC.



BRow: Dana Babbitt, Bruce Klaehn, Jerry Ness, Jim Bauk and Charlie Kyte. FRow: Jim Hess, Kathy Leedom and Connie Nelson in Washington, DC.

Calendar 2006-2007

July 3-4
Independence Day Holiday
 MASA Offices Closed

July 12
MASA Foundation Board Meeting
 MASA Offices, St. Paul

July 27-28
Great Start Workshop I
 The Venue @ Galtier, St. Paul

August 11
Newsletter Submissions Due

August 15
Great Start Workshop II & Year 2 Cohort I
 Sheraton Bloomington Hotel, Bloomington

August 16
MDE Superintendent Conference
 Sheraton Bloomington Hotel, Bloomington

August 17-18
MSBA Summer Conference
 Sheraton Bloomington Hotel, Bloomington

September 4
Labor Day Holiday
 MASA Offices Closed

September 21
Great Start Workshop III & Year 2 Cohort II
 MASA Offices, St. Paul

September 22
Alliance for Student Achievement Education Summit
 Minneapolis Convention Center, Minneapolis

September 30
MASA Executive Committee Meeting
 9:30 - 11:30 am
MASA Board of Directors Meeting
 1 - 5:30 pm
 Madden's Resort, Brainerd

October 1
Board Meeting Continues
 9 - 11:30 am

October 1 - 3
MASA Fall Conference
 Madden's Resort, Brainerd

October 11 - 13
MASE Fall Directors' Conference
 Arrowwood, Alexandria

October 20
MASA Foundation Board Meeting
 MASA Offices, St. Paul

November 10
Newsletter Submissions Due

November 15-17
Curriculum Leaders of Minnesota Conference
 Cragun's, Brainerd

November 23 - 24
Thanksgiving Holiday
 MASA Offices Closed

December 6
MASA Executive Committee Meeting
 9 - 10:45 am
MASA Board of Directors Meeting
 11 am - 4 pm
 MASA Offices, St. Paul

December 23 and 26
Winter Holidays
 MASA Offices Closed

2007...

January 2
Winter Holiday
 MASA Offices Closed

January 10
Great Start Workshop IV & Year 2 Cohort III
 Hyatt, Minneapolis

January 11-12
MSBA Winter Convention
 Minneapolis Convention Center, Minneapolis

February 6
MASA Executive Committee Meeting
 9 - 10:45 am
MASA Board of Directors Meeting
 11 am - 4 pm
 MASA Offices, St. Paul

February 16
MASA Foundation Board Meeting
 MASA Offices, St. Paul

February 9
Newsletter Submissions Due

March 1-4
AASA National Convention
 New Orleans, LA

March 14
Great Start Workshop V & Year 2 Cohort IV
 Sheraton Bloomington Hotel, Bloomington

March 14
MASA Executive Committee Meeting
 9:30 - 11:30 am
MASA Board of Directors Meeting
 1 - 5:30 pm
 Sheraton Bloomington Hotel, Bloomington

March 15-16
MASA & MASE Spring Conference
 Sheraton Bloomington Hotel, Bloomington

April 6
Spring Holiday
 MASA Offices Closed

May 11
Newsletter Submissions Due

May 28
Spring Holiday
 MASA Offices Closed



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