

## Kay Worner is 2004 MN Superintendent of the Year

MASA is pleased to announce that the Association has named Dr. Kay Worner, Superintendent for the Sartell-St. Stephen Schools, the 2004 Minnesota Superintendent of the Year.

As the Minnesota honoree, Kay is a candidate among other state winners for National Superintendent of the Year, to be announced at the American Association of School Administrators (AASA) convention, February 19 – 22, 2004 in San Francisco.

Superintendent of the Year nominees are evaluated on how each candidate demonstrates:

- Leadership for learning—creativity in successfully meeting the needs of students in his or her school system.
- Communication skills—strength in both personal and organizational communication.
- Professionalism—consistently upgrading his or her administrative knowledge and skills, providing professional development and opportunities for other members of the education team, and motivating others.
- Community involvement—active

participation in local community activities and understanding of regional, national, and international issues.

Kay was selected for this honor by a panel of representatives from a variety of Minnesota education organizations. “Kay Worner is an exemplary, skilled, and child-centered leader,” says MASA Executive Director Charlie Kyte. “Minnesota’s school leadership community is proud to be represented by such an outstanding superintendent.”

Kay has been superintendent for the Sartell-St. Stephen Schools since 1997. With an enrollment of 3,200 pre-K through 12th grade students, Sartell-St. Stephen is a growing rural school district in Central Minnesota. New families are attracted to the district because of its welcoming environment and reputation for high quality education. Preschool and elementary programs are innovative and have strong parent involvement. Students in 5th to 8th grade delight in middle level exploratory and academic options; students in 9th to 12th grade help make the high school the focal point of

community pride and activity. After school and summer programs attract all ages. Planning for the future and families new to the community and school district is important to the school board and administration.



Kay Worner

Rochelle Blease, Sartell-St. Stephen School Board Chair, nominated Kay for the Superintendent of the Year Award. “(Kay) consistently provides exemplary leadership both in our District and within a much broader educational community,” says Ms. Blease. “Her sense of commitment, values, professionalism, and work ethic have provided excellent direction for the District during a time of rapid growth and change. School board members, staff, administrators, parents, and community patrons are overwhelmingly supportive of Kay and her excellent leadership.”

Kay is especially noted for her ability to create and support an environment for learning. In the **Worner ... Continued Page 5**

*“It is an honor to be chosen to represent Minnesota Superintendents as the 2004 Superintendent of the Year. The role of superintendents, school board members, administrators, teachers, support staff and parents has taken on an urgency and importance unparalleled in educational history. More than ever, teamwork and collegiality are essential to assure the best possible opportunities for Minnesota’s students. Because of that belief, there is no question in my mind that the Superintendent of the Year recognition is a shared among all of us. It is a privilege to be part of such an outstanding group of educators and I am proud to serve as your representative to the National Convention in February. I also extend deep appreciation to the MASA selection committee members for this very special honor. Thank you.” —Kay Worner*

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## The Season of Hope ... and "Wish Lists" for Children and School Leaders



Antoinette Johns

by **Antoinette Johns,**  
**2003-04 MASA**  
**President and**  
**Superintendent,**  
**Brooklyn Center**  
**Schools**

This fall has gone by so fast; I can't believe the holiday season is in full swing already.

We're eating turkey leftovers, Ramadan is ending, and Hanukkah and Christmas will soon be here. Especially this year, I have thought about the contradictions between the ideals and values families, schools, and churches teach, versus the reality within which we exist in this world and in this season of hope and peace.

While we're teaching nonviolence and peer mediation for problem resolution, the world is at war, and talking seems to have ceased, whether it is between Israel and Palestine or the US and Iraq.

While we're teaching acceptance of each other and our differences, and learning about the value of each culture, our newspapers share stories of hate, or at the very least disrespect and lack of understanding, for others.

While we are teaching "you can be anything you want to be," 25 per cent of America's children live in poverty. Many of their fathers are unemployed or worse, imprisoned. How do you actualize dreams without housing and food?

America was built on a vision that all people can be free, and through education and persistence become the people of their dreams. True,

it was an experiment that continues to evolve with each of us contributing to build the vision. It is not nearly complete. We have a long way to go.

Even in Minnesota all is not equal, even if one works to actualize their dreams. In education, everyone I know is striving to close the learning gap, whether it is between children of poverty and those of advantage, or between children of color and Caucasian children. It will take everyone to achieve closure—family, church, and school. I don't mean reaching a particular score; I mean academic excellence and all students having access to the necessary resources, such as technology, and advanced classes or vocational education to expend their options.

The value of public education is evident to parents of the children enrolling in our school district as immigrants. The value was known by my great-grandparents and grandparents, and yours. Public education has been the launching pad and great equalizer.

In an email to you, I have shared the many avenues we are pursuing to improve quality and to access resources that will facilitate quality schools furthering excellence.

But at this time of year, my message is one of hoping each of us is able to renew ourselves and find joy in pursuit of improving those things we can personally affect. And in doing so, show children we can resolve problems through discussion, collaboration, and perseverance. I hope we praise children for their improvements in learning and that we model acceptance and cherish the children who walk through our doors each day.

They are the leaders of tomorrow; we can't go and find others if we don't want them. They need to lead with intelligence, highly developed problem-solving skills, collaboration, and to take advantage of the wealth within each other. We *can* lead them in the right direction. •



Plan to join us for the annual  
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See [www.aasa.org/conferences/NCE2004/index.asp](http://www.aasa.org/conferences/NCE2004/index.asp) for details!

## Reading First Grant to Help Schools, But Also Points Out Two Glaring Issues

by Charlie Kyte,  
MASA Executive Director

Recently, Commissioner Yecke announced that Minnesota has received a significant three-year grant from the Federal Government to help improve the quality of reading instruction. The Minnesota Department of Education will provide training and funding to targeted schools that include those with high levels of poverty and low levels of achievement. The grant for \$59,000,000 is substantial and will help with the professional training for teaching staffs over several years.

Eighty school districts were identified to submit applications. These districts had a combination of students scoring poorly on the MCA tests and large concentrations of poverty. Of these eighty districts, twenty-five (25) will be chosen to develop replicable strategies for teaching reading.

One concern that has been voiced

by a number of public school districts is the number of charter schools that have been identified to be included in this grant pool for potential funding. In fact, 53% of the charter schools in Minnesota meet the criteria of the grant, which includes significant concentrations of children living in poverty and low achievement.

Because charter schools are typically single building schools, their statistics stand out alone. In mid-size to larger public schools, the districts are ranked on overall concentrations of poverty and achievement rather than by individual buildings. Thus, only 14% of traditional school districts are identified to be eligible for possible grants.

A second concern is that Minnesota's charter schools may be under-going a "ghetto-izing" process. The Reading First project reveals that many families who are living in poverty are choosing to send their children to charter schools.

It is too easy to conclude that this problem is with the charter schools. The issue is more complex than that. On the one hand, we need to be careful in Minnesota that charter schools don't evolve into alternative schools

where children living in poverty are taught. We also need to recognize that this concentration of families and children in charter schools may indicate that Minnesota's traditional public schools may not be meeting the needs of this group of children and families. The learning gap in Minnesota is well documented and is an issue that must be seriously addressed by Minnesota's schools.

Our society is socialized and civilized as the children of immigrants attend public schools where they are mixed with students of more established families and children of other races and backgrounds. We must be careful that our system of charter schools doesn't create segregated groupings of students. We also must ensure that our traditional public schools create an atmosphere for our children and families in which students of all races and economic backgrounds feel welcomed and have good potential to succeed academically.

The money from the Federal Reading First Grant will help children and schools here in Minnesota. It also brings to light concerns which we all need to work together to address. •



Charlie Kyte

Attention, Members!

### Mark your calendar for the **2004 MASA/MASE Spring Conference**

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## Irradiated Ground Beef: An Extra Level of Safety



Michael Osterholm

by Michael T. Osterholm, PhD, MPH  
Director, Center for Infectious Disease Research and Policy (CIDRAP)  
Professor, School of Public Health, University of Minnesota

As school administrators, you are tasked on a daily basis with making tough decisions that affect your district, your employees, and most importantly, the children who attend your schools. Now you have one more crucial decision to make – whether to purchase irradiated ground beef. Food contamination by *E. coli* O157:H7, Salmonella and other bacterial pathogens is a significant problem and a contributor to illness and death among school-aged children and others.

Irradiating ground beef has the potential to reduce disease resulting from consuming contaminated food. Numerous studies have shown that irradiating ground beef can kill more than 99.9% of *E. coli* O157:H7, the leading cause of kidney failure in children. For the first time, irradiated ground beef is available through the USDA's National School Lunch Program beginning in January 2004. By now you are probably aware of it, but you may still have questions about the merits of irradiation.

Incorporating irradiated ground beef into school lunch menus provides additional protection against foodborne disease. Each year, more than 76 million people become ill, 325,000 are hospitalized and 5,000 people die from foodborne illness. While all of these illnesses and deaths cannot be prevented through irradiation, the CDC estimates that 900,000 illnesses, 8,500

hospitalizations, and 350 deaths could be avoided if just half of the raw meat and poultry consumed in the United States were irradiated.

Irradiation is one of the most thoroughly studied food processes in history. Its safety has been established by more than 90 years of research, including in the last 40 years, the most rigorous and intensive review of food safety and wholesomeness ever conducted. The food irradiation process has been reviewed and is supported by major national and international scientific, technical and professional organizations, including: World Health Organization (WHO), Food and Drug Administration (FDA), Centers for Disease Control and Prevention (CDC), American Medical Association (AMA), the American Dietetic Association (ADA), and others. Exhaustive analysis from these groups has not found that irradiated food is toxic, carcinogenic or in any way harmful to human health.

### *Outbreaks in Schools*

Foodborne illness outbreaks do happen in schools, often times despite the best efforts of the nutrition staff. A review of foodborne illnesses in schools over the past two decades shows that 600 foodborne illness outbreaks were reported. Nearly 1,500 kids required hospitalization and, tragically, one child died. Some of those outbreaks were a result of eating contaminated ground beef.

A school in Washington state recently lost a \$4.6 million lawsuit brought by the parents of 11 children who were sickened by consuming *E. coli* bacteria from contaminated, undercooked taco meat. Had that taco meat been irradiated, those children would not have gotten sick. A higher court upheld the ruling, dealing a very real financial blow to the small school district. Bill Marler, the attorney who represented the

victims, said, "In the United States during the school year, every four weeks and two days, another school lunch program poisons close to another 100 children. I'm sure we all agree that this is entirely unacceptable."

Irradiation is not a substitute for safe and sanitary food processing and manufacturing, nor is it a substitute for good personal or kitchen hygiene. There is no doubt that the professionals who work in school cafeterias have the best interests of children in mind. Many critics of irradiation say that it is not necessary because bacteria are killed when meat is cooked properly. However, most people do not know proper cooking temperatures and many do not follow safe food-handling practices.

While school cafeterias are staffed by people who likely have greater knowledge of food safety than the general public, a GAO report (May 2003) found that nearly half of 40 large outbreaks at schools resulted from improper food preparation and handling practices in school kitchens. According to Mary Ferluga, a Washington-state public health official who investigated the *E. coli* outbreak in Washington that resulted in the multi-million dollar lawsuit, the ground beef was not cooked properly, nor was it kept warm. Ferluga said the food service employees in that school thought they were doing everything correctly, but they were not.

Errors can happen anywhere along the line – from processing, to distributing, to handling and serving.

Purchasing pre-cooked ground beef is also not necessarily a safeguard against *E. coli*. When I was Minnesota's state epidemiologist, I investigated a large *E. coli* outbreak (32 confirmed

**Safety ...**

**Continued Page 8**

## Leaders Forum

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## Worner ... Continued from Page 1

nomination process for this award, Kay was asked about the changes she has observed in her role as a public school superintendent.

“Since the beginning of my superintendency seven years ago, I have observed dramatic changes in a number of areas,” Kay responded. “The use of technology has increased in all aspects of educational program design, delivery, and in school district operations. In the classroom, teachers utilize computers to help manage schedules, communicate with parents, record student performance, and enhance curriculum. Students use technology for research, enrichment, remediation, composition, and online learning. Administrators use technology to manage records, analysis, and disaggregate data, communicate with both internal and external customers, and to organize work. A decade ago, the extensiveness and dependence on technology was not as pervasive or as refined. I believe technology has made a positive impact on education. However, the costs for acquisition, replacement, and upkeep can provide a challenge for school district budget planning.”

Kay also highlighted significant change in the areas of assessment and accountability, a focused concern for student and environmental safety, and an increasing number of school and program options for parents and students. “It is my observation,” says Kay, “that public school personnel have done an excellent job of rising to the challenge of addressing critical change issues.”

Yet within that climate of change, Kay impresses her colleagues with her commitment to student success. “Kay is very student oriented,” says Joan Volkmuth, President of the St. Cloud Technical College. “She thinks creatively about how to solve retention problems and assist students in succeeding. She understands how to meet the diverse needs of students.” Meeting those needs can be challenging, given the financial climate for public schools. State financial support for public education has declined in most states during the past

year. Yet in that context, Kay has led the Sartell-St. Stephen district to meet challenges creatively and strategically. She points out that Sartell-St. Stephen joins hundreds of other school districts balancing program and service offerings against limited resources. “Our response to this ongoing dilemma embraces a combination of ‘business’ and ‘educational’ approaches,” states Kay. “The business approach examines and projects expenditures and revenues over a three-year time period. The educational approach employs a goal-oriented planning process to restructure the delivery of programs and services to focus on cost effective yet high quality education for all students. The need for superintendents to take a greater leadership role in planning for effective change is imperative. The process can be lengthy and complex, but to keep doing the same thing with fewer dollars is no longer an option.”

Steven Dooley, Superintendent of the Becker Public Schools, praises Kay’s leadership. “I had the good fortune of working with (Kay) when I was a high school principal for five years in Sartell,” says Steven. “She was and still is the heart and soul of the Sartell school district and I saw her not only as a supervisor, but also as a mentor. I have since moved on to the superintendency and credit her with helping me gain the knowledge and confidence to take this next professional step.”

Janine Dahms-Walker, Associate Professor, St. Cloud State University, and MASE Past President, also supported Kay’s nomination. “Kay has shown great vision, courage, and leadership in serving the highest and best good of all students,” she states. “One outstanding quality I have admired is her clear vision and unwavering commitment to all her constituents. This is truly a unique quality in a political environment of competing interests and rapidly changing priorities. Kay consistently approaches every challenge as a possibility for improving service to children.”

Kay holds doctoral and specialist’s degrees from Iowa State University, and a master’s degree in Special Education and bachelor’s degree in Social Science from Drake University. Before becoming Superintendent for the Sartell-St. Stephen Schools, she was Assistant Superintendent and Elementary Principal in White Bear Lake, Minnesota, and Director of Curriculum and Staff Development in Mason City, Iowa.

Springsted Incorporated, sponsors the Minnesota Superintendent of the Year program. ARAMARK ServiceMaster Facility Services and AASA are cosponsors of the National Superintendent of the Year award program. •

## Minnesota Elects AASA Regional Representatives

AASA members have adopted a new two-tiered governance structure to oversee the association. The new arrangement creates a governing board with at least two representatives from each state affiliate and additional representatives from more populous state affiliates. The board will provide overall direction for AASA with special emphasis on policy-related areas. A smaller executive committee, consisting of regional members elected from the governing board, will oversee more specific day-to-day responsibilities.

Both new governing bodies will be chaired by a president elected by the full membership after nominations by the governing board. The governing board also will be responsible for approving the resolutions and legislative agenda developed by the executive committee. The annual Delegate Assembly will be replaced by the governing board.

Each state affiliate will now be entitled to a minimum of two representatives on the governing board. State affiliates with

more than 100 eligible AASA voting members will receive one additional representative for every 100 additional eligible AASA voting members.

There are ten regions nationwide. Minnesota is in a region along with Wisconsin, Michigan, Iowa, Nebraska, South Dakota and North Dakota. Minnesota will have four representatives on this regional governing board, elected by Minnesota AASA members. Minnesota's representatives are:

**Eric Bartleson**, Superintendent, Winona Area Schools  
**Jerry Jensen**, Superintendent, Lake City Schools  
**Michael Kremer**, Superintendent, Hopkins Schools  
**Barbara Moore Pulliam**, Superintendent, St. Louis Park Schools

Thank you to all members who participated in the election process, and to Nominating Committee Chair Kay Wornor for leading the process for MASA. •



## Application Deadline for 2004 is January 9

The Discover Card Tribute Award Scholarship Program recognizes and rewards high school juniors who have accomplishments beyond academics. Up to nine \$2,500 state scholarships and nine \$25,000 national scholarships are available annually. MASA has assisted with the \$1.5 million national program for the past 11 years.

### The Discover Card Tribute Award Scholarship program:

- Is sponsored by Discover® Card, in cooperation with the American Association of School Administrators (AASA)
- Recognizes the achievements of high school juniors in areas beyond academics, and
- Awards scholarships for any type of post-high school education or training.

**Who may apply?** Applicants for the 2004 program year must:

- Be a high school junior as of September, 2003
- Have a cumulative grade point average for the 9th and 10th grade years only of at least 2.75 on a 4.0 scale, and

- Be enrolled in an accredited public or private high school in the U.S. or the District of Columbia.

**For what may this scholarship be used?** Scholarships may be used for any type of education and/or training beyond high school, including:

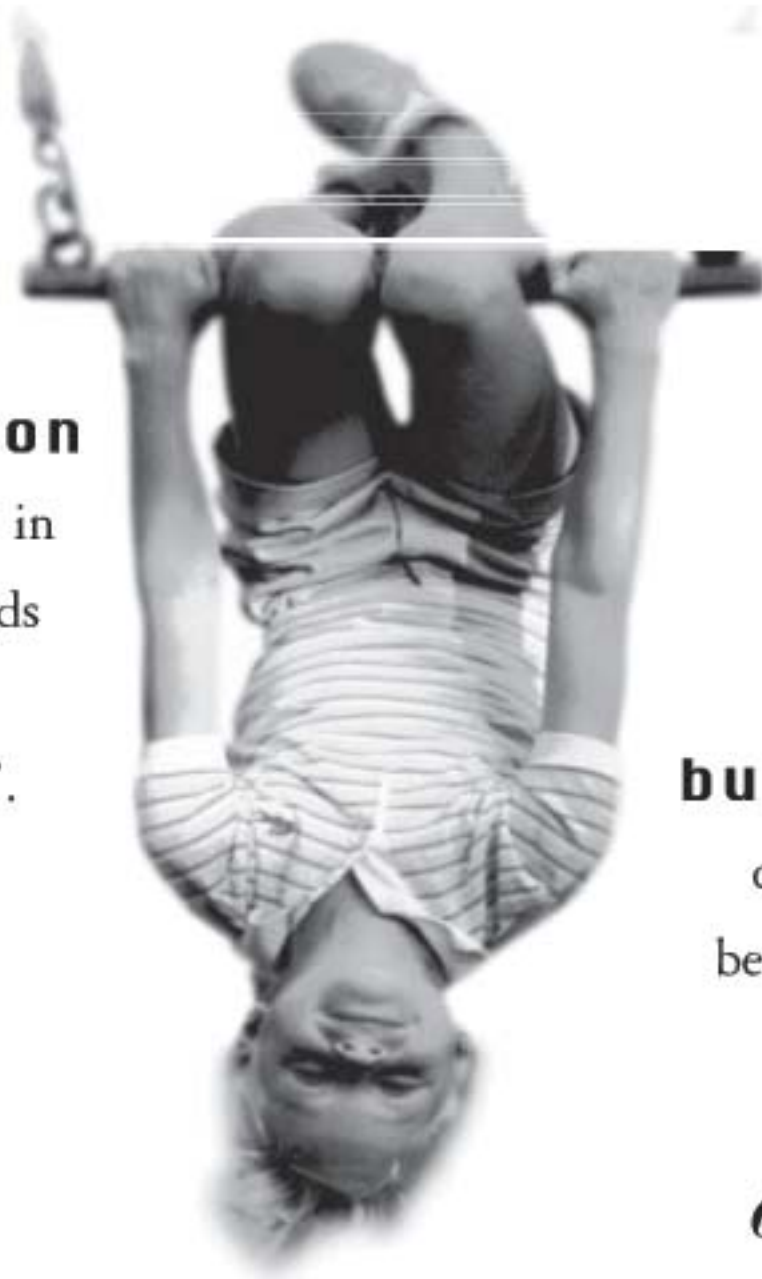
- certification or license
- trade or technical school, or
- two- or four-year colleges and universities.

**How many scholarships are available and how much are the scholarships worth?** There are two levels of Tribute Award scholarships:

- State (and District of Columbia) Scholarships:  
Up to 9 Awards: \$2,500 each
- National Scholarships:  
Up to 9 Awards: \$25,000 each

**When is the 2004 application deadline?** The application deadline for the 2004 program is Friday, January 9, 2004. Application materials for the 2004 program for students becoming high school juniors in the fall of 2003 were sent to high schools in September, 2003. Applications are also available on the AASA website ([www.aasa.org](http://www.aasa.org)). •

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## Safety ... Continued from Page 4

cases and 22 possible cases) that was ultimately traced to pre-cooked hamburger patties served in a junior high school. The patties were not cooked sufficiently by the manufacturer and may not have been thawed or re-heated correctly by the school.

### Nutritional Findings

Food irradiation does not significantly reduce protein, fat, or mineral content of foods, while some B-vitamins and ascorbic acid can be more easily lost. Other food processing techniques, including cooking, canning, and freezing, induce similar vitamin reductions. If irradiated foods are part of a balanced and diverse diet, the loss of nutrients or vitamins will not have a significant dietary impact nor are they any more significant than other food processes. As the FDA and the ADA have stated, the nutritional value of irradiated foods is not compromised.

### Irradiation Myths

No irradiation proponent claims irradiation is the solution to foodborne illness. It is one more tool that we have to make our food safer for consumption. It is impossible to use irradiation to make a dirty or highly contaminated product fresh again.

When pasteurization and canning were first introduced, critics declared that those processes would be used to mask substandard milk and vegetables. The arguments against irradiation today are similar to the arguments used decades ago against pasteurization. Pasteurization opponents said it

wouldn't prevent disease, the taste would be unpalatable, and it would be an excuse for farmers to run a dirty operation. Those critics were wrong, and today, thanks to strict regulation, only Grade A milk can be pasteurized and only high-quality vegetables can be canned.

Food irradiation technologies do not and cannot make food radioactive. Food is irradiated with a dose of high-energy beams that penetrates into and often passes through the food, destroying harmful bacteria responsible for foodborne illness. Treated food never comes into contact with a radioactive substance and cannot be made radioactive regardless of treatment dose.

### What You Can Do

Consider the benefits of using irradiating ground beef in your cafeterias when you are making purchasing decisions. As administrators, you would never consider serving unpasteurized milk because of the known risks. Those same risks exist with ground beef that has not been irradiated. Factual and scientific information should be your guide, not misinformation and unfounded fears. •

*Michael Osterholm served as Minnesota's state epidemiologist for 15 years and is now director of the Center for Infectious Disease Research and Policy at the University of Minnesota. He is an internationally known expert in foodborne illness and other infectious diseases.*

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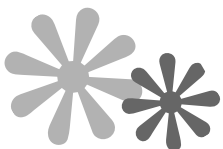
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## MASA Legislative Platform Focuses on Five Major Themes



Charlie Kyte

by **Charlie Kyte**,  
**MASA Executive Director**

Superintendent Mary Ann Straley of Princeton chairs the MASA Legislative Committee this year. The committee is developing a

Legislative Platform to bring forward to the 2004 legislative session. This is the second session of this biennium and will be shorter in length and in substance than last year's session.

The Legislative Committee is developing positions around five major themes. They include:

- **Adequacy of school funding** – MASA will advance a request for enhanced funding for Minnesota's schools. We will request funding

even as we understand the difficult financial environment that state government finds itself in at the present time.

- **School building facilities** – MASA will advance proposals for better access to alternative bonding, local levies for health and safety and alternative processes for designing, bidding and constructing buildings.
- **Educational needs of immigrant students** – MASA will propose better access to funding for students with limited English and for students that are just entering the public schools after immigrating from other parts of the world.
- **Issues of race and poverty** – MASA will advocate for systems that will help Minnesota schools to be successful in closing the learning gap for children of minority races and for children living in poverty.

- **NCLB implementation** – MASA will advocate for strong but fair systems of standards and assessment at the State level as Minnesota implements the requirements of the Federal NCLB law.

The MASA Legislative Committee has identified an additional fifteen issues of concern to schools and to MASA members. As we move toward this next legislative session, the committee will be prepared to address these issues and make recommendations to the Legislature as these issues come up for consideration.

Copies of the MASA Legislative Platform will be accessible on the MASA website ([www.mnasa.org](http://www.mnasa.org)) and can be obtained in written form from the MASA offices. The platform positions will be distributed to all MASA members and to legislators early in January. •

## Thanks to MASA's Legislative Committee ...

The MASA Legislative Committee has dedicated many hours in preparation for the 2004 legislative session. Thanks to our Chair Mary Ann Straley, Chair-Elect Gary Prest, and all the committee members:

**Mary Ann Straley,**  
**Chair**

Superintendent  
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**Chair-Elect**  
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Royalton

**Doug Froke**  
Superintendent  
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**Roger Giroux**  
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Anoka-Hennepin

**Don Hainlen**  
Superintendent  
Dassel-Cokato

**Gayla Holmgren**  
Assistant  
Superintendent  
St. Cloud

**David Johnson**  
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LeSueur-Henderson

**Dan Kaler**  
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Superintendent  
Burnsville-Eagan-  
Savage

**Robert Kelly**  
Superintendent  
Triton

**Joann Knuth**  
Area Superintendent  
St. Paul

**Daniel Kuzlik**  
Director of Community  
Education  
Minnetonka

**John Landgaard**  
Superintendent  
Worthington

**John Lobben**  
Superintendent  
ISD 287

**Stan Mack**  
Superintendent  
Robbinsdale Area

**Christopher Mills**  
Superintendent  
Stephen-Argyle

**Tom Nelson**  
Superintendent  
Buffalo

**Larry Nybladh**  
Superintendent  
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**Ron Paggen**  
Superintendent  
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Director of Finance  
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**Donald Schuld**  
Director of Student  
Support Services  
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## Nominations Open for MASA Leadership Positions

Nominations are open until **Friday, January 16, 2004**, for the MASA offices of:

- 2004-2005 MASA President-Elect (elected this year from a “metro” district)
- One Superintendent Component Group Representative to the Board of Directors from each of the following regions:
  - ✓ Region 1
  - ✓ Region 3
  - ✓ Region 8
  - ✓ Region 9
- A Central Office Component Group Representative from Greater Minnesota.

The **President-Elect** serves one year, followed by one year as President and one year as Past President. In the year of presidency, a student from the President’s district will receive a \$1,000 scholarship. *All members located in “metro” districts are eligible this year.* A list of eligible members is available on the MASA web site. (As you will recall, the President-Elect position alternates between “metro” and “greater Minnesota” districts each year.) Any active MASA member may nominate a candidate for President-Elect.

In addition, candidates must:

- be a MASA member, in the “active” category
- be a practicing administrator
- have five years of successful administrative experience in Minnesota
- be committed to MASA and its goals
- have time available to represent MASA for three years.

Accountabilities of this office include:

- Participates on the MASA Executive Committee and Board (five board meetings per year)
- Assists the President in providing general leadership to the organization
- Performs all duties of the President, in absence of the President
- Recommends appointments of all standing committee members, including Chairs-Elect.

**Component Group Representatives to the MASA Board of Directors** serve a three-year term. These Directors will

replace the Representatives who are completing their terms June 30, 2004.

Candidates for **Superintendent Component Group Representative to the Board of Directors** are nominated and elected by members of the Superintendent Component Group within the region represented.

Candidates for **Central Office Component Group Representative from Greater Minnesota** are nominated and elected by members of the Central Office Component Group from Greater Minnesota.

### *The process:*

MASA officers have the opportunity to influence education in Minnesota and serve their fellow colleagues.

We encourage you to nominate yourself or a colleague who you feel would be a strong leader for MASA.

If you nominate a colleague, please contact your nominee to ask them whether or not they are interested in running for the position—and so that they know you have nominated them!

Nomination information will be emailed to MASA members. Lists of eligible candidates are available on the MASA web site ([www.mnasa.org](http://www.mnasa.org)). Members may return their nominations to the MASA office via mail, email or fax.

Nominations must be received by MASA by Friday, January 16, 2004. Candidates will campaign in February, and elections will be held in March.

Thank you for supporting the tradition of quality leadership within MASA. •

## MASA Awards Recognize Outstanding Leadership



*Administrators of Excellence Award*  
*Kay E. Jacobs Award*  
*MASA Distinguished Service Award*  
*Morris Bye Memorial Award*

Each year, the MASA/MASE Spring Conference provides an opportunity to recognize outstanding members who are dedicated leaders and advocates for children and Minnesota education. We encourage you to consider nominating yourself or a colleague for recognition. Nominate someone who you feel reflects the qualities of a leader who is committed to education and who is an exemplary representative of MASA.

Information packets with award nomination forms have been mailed to all members. Award background information is also available on the MASA web site ([www.mnasa.org](http://www.mnasa.org)).

Nominations are due by January 16, 2004.

# Ed Anderson, Eric Bartleson Receive Morris Bye Award

Ed Anderson, Superintendent for the Aitkin Schools, and Eric Bartleson, Superintendent for the Winona Area Schools, received the Morris Bye Memorial Award at the 2003 MASA Fall Conference in Duluth.

The Bye Award is presented annually to a superintendent with a minimum of twenty years of successful administrative experience serving Minnesota public schools. The recipient must demonstrate strong educational leadership and a lifelong commitment to the development of all students, and foster innovations in education to enable students to develop personal skills and values such as perseverance, responsibility, and leadership.

## ***Ed Anderson***

Ed Anderson has been the Superintendent of the Aitkin Schools since 1984. Prior to his position in Aitkin, he was a middle school principal in St. Michael-Albertville (1981-84) and an assistant high school principal in Staples (1979-81).

Ed was asked to reflect on his career. "Experienced administrators, at least those of us with nearly 25 years of leadership experience, could share a long list of accomplishments and successes over the years," he says. "We can list bond and referendum efforts, passages and failures; new initiatives, new programs, new hope created. I'd like to think, over the years, I've helped create learning environments where students are safe, have opportunities to learn and achieve, where students have options and are invited to participate in activities outside of the classroom and where learning can be fun. I hope that over the years I've helped create an atmosphere where employees feel empowered, respected and able to creatively deliver instruction to the wide range of students we all serve. I'd like to think that I've fostered an environment where the nonteaching

staff feel valued, are an integral part of the school community, and truly do contribute to our schools. When you boil everything down to the basics, I feel I've allowed teachers to teach and students to learn to their greatest potential."

Ed has been an active participant in a number of professional organizations and activities. A long-term member of MASA and its national affiliate, Ed has served on many committees, on several as committee chair. He was named MASA Region V "Administrator of Excellence" in 2001. He was a Bush Foundation Executive Fellow in 1986-87, and a participant in the Bill and Melinda Gates Technology Training Cohort for administrators in 2001. He is a current member of the St. Cloud State University External College of Education Advisory Committee, and has participated on the NCATE Accreditation Team for the St. Cloud State University Education Department (1999).

Ed holds a bachelor's degree from Mankato State University, master's and specialist's degrees from St. Cloud State University, and a doctorate in Educational Administration from the University of Minnesota, Minneapolis.

## ***Eric Bartleson***

Eric Bartleson has been the Superintendent of the Winona Schools for three years. Prior to his position in Winona, he was Associate Professor at Minnesota State University, Mankato (1997-2000); Superintendent for the Mankato Area Public Schools (1995-1997); and Superintendent for the Lake Crystal and Lake Crystal-Wellcome Memorial Schools.

Throughout his career, Eric has developed creative and innovative methods to improve and enhance educational programs for teachers and students. "Educational innovation became a part of my professional vocabulary and

experience while working as an English teacher in the Mason City, Iowa public schools," he says. "A very successful modular scheduling program that incorporated large and small group instruction, individualized reading programs, and team teaching provided me with skills to bring about change in the educational setting."

His skills in leading change and engaging the public have built strong school communities for each district Eric has served. In the mid-1980's, when he was the shared Superintendent for the Lake Crystal and Wellcome Memorial school districts, he helped develop the framework for legislation that created the "Cooperation and Combination" statute, providing additional revenue to school districts willing to work together and eventually consider consolidation. Working with each of the communities and their school boards, Lake Crystal and Wellcome became the first school districts to combine under the new legislation, and the combined district was able to provide a much stronger academic program as one district.

In 2001, Governor Jesse Ventura appointed Eric to a term on the newly formed Minnesota Board of School Administrators, a board responsible for oversight of issues around administrative licensure in Minnesota. He has also served in a number of regional and national leadership positions for educational associations, and a variety of statewide committees, such as the MnSCU Teacher Education Advisory Committee and the Legislative Task Force on School District Organization.

Eric holds bachelor's, master's, and specialist's degrees from Minnesota State University, Mankato, and a doctorate in Education Administration from the University of Minnesota, Minneapolis.

The Morris Bye Memorial Award was created in 1988 by the family of Morris Bye to recognize the efforts and important work of superintendents throughout Minnesota. Bye was a former MASA member who served as Superintendent in the Anoka School District from 1943 to 1964. •

*Nominations for the 2004 Morris Bye Memorial Award are open until January 16.*

## The monopoly is over: Marketing Public Schools in Turbulent Times

by Cheri Reese, Public Relations Coordinator,  
Minneapolis Public Schools, and  
Natalie Malphrus, President, School Business Solutions

Perhaps in no other industry are relationships more critical to success than in education. The relationships that teachers nurture with students can mean the difference between understanding and confusion; success and failure. The relationships schools cultivate with parents can mean the difference between growing enrollment and diminishing revenue. And the relationships districts recognize among their many stakeholders are critical. Competition, once reserved for the business world, has found its way into schools and created an education marketplace. The public education monopoly is over. Public schools must not only recognize the need for marketing, but they must become savvy practitioners of it.

Public education's brand began eroding in the 1970s, accelerating with the 1983 publication of "A Nation at Risk." Since then, public schools have had limited success in repairing their tarnished brands. However, there are marketing techniques that can help school districts be

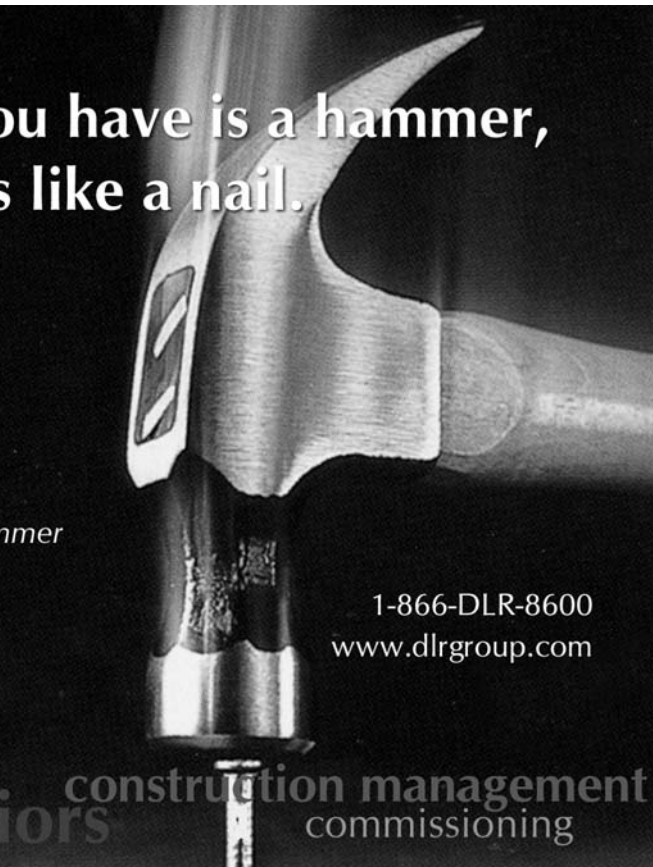
successful. Integrated Marketing Communications (IMC) is one effective technique that builds relationships that create successful brands. The primary goal of IMC is to communicate with "one voice, one message" to all stakeholders.

IMC is a particularly useful approach for public schools because it recognizes that organizations operate within a public arena where their actions are scrutinized by all stakeholders. Everyone is a stakeholder and everyone has an opinion.

Employees are critical components within the IMC structure. All employees, whether they are accounting supervisors, teachers or janitors must communicate with one voice/one message. In the case of a service industry like education, employees are the brand. How they perform is how customers perceive the brand performs.

While integrating the marketing communications function alone is not enough to sustain and create market share, it is

**Marketing ...**  
**Continued Page 16**



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## Minnesota Administrators Leadership Forum Update



Kris Bryan Nielsen

by **Kristine Bryan Nielsen, PhD**  
**Executive Director,**  
**Minnesota**  
**Administrators**  
**Leadership Forum**

I am excited to report that we are currently in the midst of our “virtual” training day with our statewide group of 500! This

“day” is composed of a series of online learning activities. One component that has been very well received and effective is our online meetings. A variety of topics and guest speakers have been and are

continuing to be scheduled throughout the next few months. Forum members can learn and share with colleague in an interactive environment right at their own computers! In February, March, and April, we will wrap up the formal phase of our third grant year with a follow up day in many locations across the state.

Additionally, we are working with small groups from both the Minneapolis and St. Paul Public Schools, and are looking forward to providing some follow-up training to the Archdiocese of St. Paul and Minneapolis after the first of the year.

I am particularly interested in hearing ideas from you about how to continue to provide training and support to administrators across the state without a large amount of grant money. Please send me your input and ideas at [kris@mn-admin-forum.org](mailto:kris@mn-admin-forum.org).

Happy Holidays!

*Kris Nielsen is the Executive Director of the Minnesota Administrators Leadership Forum. She can be reached at [kris@mn-admin-forum.org](mailto:kris@mn-admin-forum.org), or 651-251-0314. For more information on the Forum, see their web site: [www.mn-admin-forum.org](http://www.mn-admin-forum.org) •*

## Marketing ... Continued from Page 14

a key factor. Time and time again, not every employee within a school district has a basic understanding of their role in building relationships. One way to integrate employees into the spirit of serving students is through internal marketing. The district’s marketing manager or public information officer needs a seat at the decision making table in order to promote the one voice/one message theme while keeping employees informed of important marketing activities that affect both them and the district’s stakeholders.

Recently a midwestern bank illustrated the importance of IMC. Facing stiff competition, the bank decided it needed a new marketing campaign. Several focus groups were conducted with the bank’s customers, and it was determined that customers like “friendly tellers.” So, the company launched an ad campaign “The most friendly tellers in town.” Initially, the bank experienced an increase in customers, but soon thereafter began losing more customers than it was attracting. While the bank’s marketing efforts may have been on track, it failed to provide any additional customer service training for its tellers. What the bank quickly determined was that customers did not find the bank’s tellers to

be the friendliest in town. In fact, some found the tellers to be rather cold and unfriendly. Since the company promised to be the friendliest bank, customers began to pay more attention to how they were treated. Unfortunately, the tellers’ performance did not live up to the ad campaign’s promise.

IMC aims to integrate your marketing plan throughout the entire school district and create a framework for managing these multiple relationships. This approach not only coordinates messages, but, more importantly, aligns systems responsible for delivering what the messages promise.

For example, Minneapolis Public Schools offers a variety of school choices to families. The marketing messages assure families of options between magnet schools and community schools. Multiple communications vehicles—online accountability reports, school choice brochures and a school choice fair—inform parent’s

choice. In addition, various systems—communications, student accounting, registration and transportation—must align to deliver what the messages says. Every letter, bus stop notification, and registration form must reinforce the same messages contained in the marketing materials. With many departments responsible for school choice, the one voice/one message goal becomes increasingly difficult to attain.

School districts must understand that every activity—whether it’s registering students for school or responding to taxpayers’ questions about school funding—creates an expectation and has the potential to build or break a relationship. The district’s brand can be reinforced or whittled away by how well its systems and messages are aligned. The ultimate challenge for every school district is to ensure its employees reinforce what its brochures promise. •





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# MASA Foundation Supports Professional Development



Dale Jensen

by Dale Jensen,  
President, MASA Foundation

The MASA Foundation continues to move ahead with exciting new initiatives supporting Minnesota educational leadership. With total funds of approximately \$85,000, we are well on our way to having the resources to provide significant opportunities for our members, but of course we depend on continuing financial support to actualize these important goals.

One of the primary goals of the MASA Foundation is to promote leadership development among Minnesota's school leaders. In support of that objective, the Foundation Board's permanent endowment will be invested to develop opportunities for MASA members to further their education in educational administration. Earnings will also be used to provide outstanding programs in professional development to new members and mid-career members.

The Foundation is in the process of working on several proposed programs:

In the Mid-Career Experience program, approximately ten to twelve members annually would receive resources to attend a high-impact career enhancement program. We have approached the Minnesota Business Partnership for their help in identifying ten to twelve businesses that would be willing to commit to supporting the program. The Foundation has met with representatives of MASA's Special Education and Central Office Component Groups for their ideas about appropriate experiences for a person from each of these groups. We have a commitment from Columbia University to place five superintendents in their Summer Superintendent Seminar and we believe Harvard University will guarantee several slots in their program as well.

The Foundation has dedicated resources to develop a New Leader Academy. Christine Weymouth, former Assistant Superintendent at Edina, is leading the development of this program. She is interviewing members regarding needs and working with the MASA staff to develop a program that will support those first challenging years of school leadership.

The Foundation is able to move in this direction because it has spent a number of years raising the principal to begin the endowment through personal gift campaigns, the Fall Foundation Golf Tournament, and the Spring Silent Auction. Our sincere thanks to everyone who has supported this work. And of course, we encourage your continuing support.

What could be more fulfilling than the knowledge that your contribution to the MASA Foundation directly supports the ongoing tradition of high quality leadership for Minnesota's schools?

## *I would like to help!*

Here is my pledge for my annual contribution to the MASA Foundation Endowment Fund.

I will pledge:

\_\_\_\_\_ \$ 50 Annually

\_\_\_\_\_ \$ 100 Annually

\_\_\_\_\_ Another Amount Annually (please specify)

Give a gift to the  
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Thank you for your pledge.

We will send you an invoice this fall, so you can honor your pledge in time to claim the tax deduction for the calendar year. The MASA Foundation is a 501(c)3 organization.

*Thank you!*

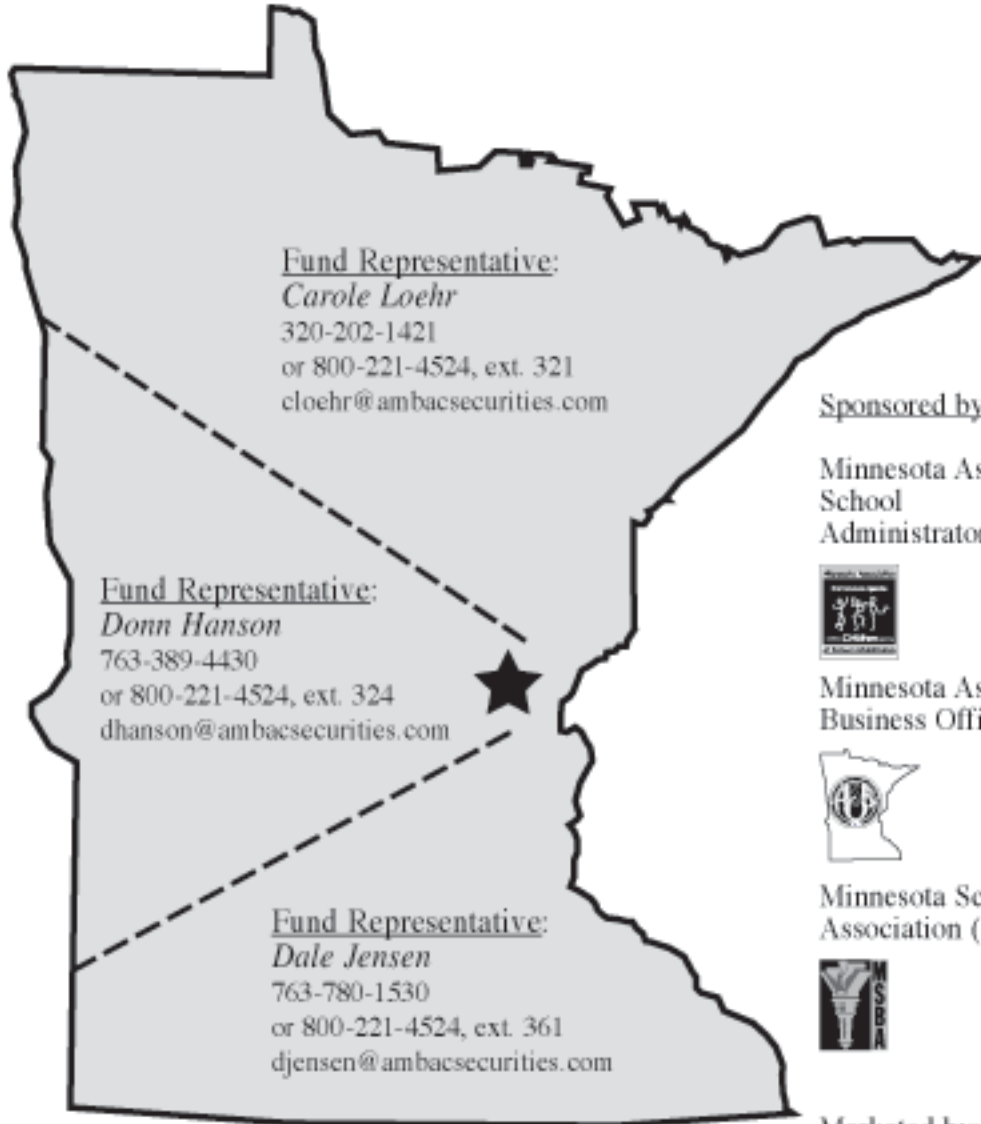
The Foundation is asking current and retired MASA members to participate in a four-year pledge commitment of a minimum \$50 per year as a small way of giving back to their profession. If you haven't made a commitment already, please consider filling out the pledge form (above) and sending it to MASA.

If each MASA member pledges their support, a minimum of \$200,000 new dollars for the endowment can easily be raised in the four-year period. But more importantly, the Foundation will use this demonstration of support to approach companies who do business with schools to ask them for their financial support for the endowment as well. So far, 91 members have pledged their support.

It is within our power to create an important source of funding to benefit the school administrators of MASA. Please consider carefully what the Foundation Board is trying to accomplish on your behalf and pledge a minimum of \$50 or more dollars a year for four years. •



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## Time to Renew Jobsite Memberships!

Did you know that MASA provides a service that can save you money and help you recruit the best and brightest staff members for your district? This great bargain is tailor-made for you if you are looking for an easy, efficient, and cost effective way to post jobs and find candidates. Now is the time to subscribe or renew!

This special deal is the Minnesota Schools Jobsite Online companion set of Internet web sites—Job Site and Applicant Site. These two MASA sites make posting jobs and looking for talented educators a snap. District searchers and HR departments love it! Have you taken advantage of it yet?

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](mailto:members@mnasa.org). Jeanna posts jobs each Friday.

All school district subscribers receive user training CD's that were carefully created to make any site user an expert in just a few clicks. The CD's run on browser software and are set up to work like a web site—simply click on the topic of interest and you will get video instruction from MASA's experts, Fred Kunze and Dennis Rens. MASA has also distributed the CD's to colleges' educator preparation programs and career services for applicant training. (Please feel free to copy the CD and distribute it as needed.)

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 membership year is January 1 - December 31. New passwords will be distributed in February, so to avoid an interruption in your service, it is important to renew right away! •

## Jobsite Address Changes to Better Serve Districts

When you access the MASA Jobsite, you may notice that a different URL (web site address) comes up on your browser. This was changed recently to enhance access for job searchers using computers in places such as public libraries and universities. Organizations such as these often have firewalls in place that deny searcher access to certain parts of the job site, requiring the searcher to contact our managers for assistance. If you access the Jobsite from MASA's main web page ([www.mnasa.org](http://www.mnasa.org)), you will not see a difference; the Jobsite link will take you directly to the new address. But if you use a bookmark to access the Jobsite, you will see a page that notifies you of the change, links you to the new address, and encourages you to bookmark the "new" page. •

*What does a school district do to find great staff?*



Minnesota Schools Jobsite Online is an effective, inexpensive way for school districts to advertise job openings on the internet. Districts can post unlimited vacancies, for all levels of positions, for a small annual fee. People looking for positions can browse those jobs at no cost.

The Jobsite's applicant site streamlines the hiring process for both school districts and applicants. Applicants for licensed positions complete an online screening form that member districts can use to electronically screen applicants according to their own criteria.

Applicants may post their credentials (transcripts, license, letters of recommendation, etc.) to the site.

For most school districts, the annual subscription cost is less than the cost of advertising just one position in the newspaper. And the jobsite postings and applications are available 24 hours a day, 365 days a year. Rates are determined according to district size.

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## ***MASA Recognizes Leadership and Service*** **Congratulations Award Recipients!**

MASA service pins and certificates were presented at the 2003 Fall Conference. We proudly recognize these MASA members for their years of leadership as administrators or superintendents.

### ***25 Year Superintendent (Gold Pin with Ruby):***

Ralph Christofferson, Superintendent, Crookston Schools  
Arnold Prince, Superintendent, LeRoy-Ostrander Schools  
James Redfield, Superintendent, Lester Prairie Schools

### ***20 Year Superintendent (Gold Pin):***

Ed Anderson, Superintendent, Aitkin Schools  
John Christiansen, Superintendent, Centennial Schools  
Robert Duncan, Superintendent, St. Anthony-New Brighton Schools  
Tom Lubovich, Superintendent, Belle Plaine Schools  
Brad Madsen, Superintendent, Dawson-Boyd Schools  
Joe Merseith, Superintendent, Park Rapids Schools  
James Schmitt, Superintendent, Waseca Schools  
John Tritabaugh, Superintendent, Albany Schools

### ***15 year Superintendent Certificate:***

Luther Heller, Superintendent, Springfield Schools  
Irv Peterson, Superintendent, Thief River Falls Schools

### ***10 year Superintendent Certificate:***

Jack Almos, Superintendent, Hinckley-Finlayson Schools  
Michael Kremer, Superintendent, Hopkins Schools

### ***30 Year Administrator (Silver Pin with Sapphire):***

Eric Bartleson, Superintendent, Winona Schools  
James Boddie, Assistant Superintendent, Osseo Schools  
Ron Bratlie, Director, Elk River Schools  
James Oraskovich, Superintendent, Pequot Lakes Schools  
Ken Runberg, Superintendent, Cambridge-Isanti Schools

### ***25 Year Administrator (Silver Pin with Ruby):***

Gil Carlson, Retired Superintendent, North Central Association  
Bob Dell, Superintendent, Belgrade-Brooten-Elrosa Schools  
Gordon Gibbs, Director of Human Resources, Mankato Schools  
Dale Hurni, Superintendent, Wheaton Schools  
Don Lifto, Superintendent, NE Metro 916  
Stanley Nerhaugen, Director of Special Education, Red Wing Schools  
Steve Niklaus, Superintendent, Annandale Schools  
Keith Togstad, Superintendent, St James Schools  
Jan Witthuhn, Superintendent, Mounds View Schools

### ***20 Year Administrator (Silver Pin):***

Palmer Anderson, Superintendent, Lakeview Schools  
James Bauck, Superintendent, Owatonna Schools  
Darwin Bostic, Superintendent, Pine City Schools  
Rick Clark, Superintendent, Buffalo Lake-Hector Schools  
Bruce Jensen, Superintendent, Kittson Central Schools

### ***15 Year Administrator Certificate:***

Bruce Klaehn, Superintendent, Grand Meadow Schools  
Lynette Maas, Superintendent, McGregor Schools  
Bonnie Menken, Director of Curriculum & Instruction, Chaska Area Schools

### ***10 Year Administrator Certificate:***

Deanna Boddie, Director of Curriculum, Buffalo Schools

## **MASA Representatives Meet with Key Education Legislators**

**by Charlie Kyte,  
MASA Executive Director**

MASA President, Dr. Antoinette Johns of Brooklyn Center and three members of the MASA Legislative Committee are meeting regularly with the Committee Chairs of both the Minnesota House of Representatives and the Senate.

MASA Legislative Committee Representatives involved in these meetings in addition to Antoinette Johns include: Superintendent Ben Kanninen of the Burnsville Schools, Superintendent Dan Brooks of Sauk Centre, Superintendent Mary Ann Straley of Princeton and Executive Director Charlie Kyte.

The meetings in the House of Representatives are with Education Finance Committee Chair, Representative Alice Seagren and Educational Committee Chair, Representative Barb Sykora. The meetings in the Senate are with Education Policy Chair, Senator Steve Kelly.

In each of these meetings a wide range of educational issues are discussed. MASA members are able to provide legislators with a perspective from the field to help them to understand which issues are most important. They explain how particular proposals will be played out if they are passed into statute and applied to the operation of schools. Discussions include reactions to and thoughts about the proposals being issued by Governor Pawlenty in regard to education.

The Legislators indicate that these meetings are helpful to them in better understanding the ramifications of proposed legislation as it will play out at the school district level.

MASA appreciates the willingness of these key legislative leaders to meet and converse on issues that are important to Minnesota's Public Schools. •

# Welcome New Members

(As of November 1, 2003)

**Roberta Abson**  
Classroom Teacher  
St. Cloud Area Schools

**Mark Adams**  
Superintendent  
Deer River Schools

**Greg Allen**  
Superintendent  
Nicollet Schools

**Dick Anfang**  
**Steve Claypatch**  
**John Williams**  
MN State Building &  
Construction Trades

**Jarratt Applewhite**  
SAMBA Holdings, Inc.

**Dana Babbitt**  
Superintendent  
South St. Paul Schools

**Frederick Bester**  
Christopher Hampl  
American Express Financial  
Advisors

**Dale Brandsoy**  
Superintendent  
Blue Earth Area Schools

**Phyllis Braxton**  
Director, Multicultural Services  
MN Independent School Forum

**Jennifer Carosielli**  
**Al Sowers**  
Kelly Services, Inc.

**Caroline Carritt-Latterner**  
Director of Special Services  
New Prague Area Schools

**Amy Christensen**  
Superintendent  
Lynd Schools

**Doug Conboy**  
Superintendent  
Renville County West Schools

**Ed Curtiss**  
**Geoff Glueckstein**

**Robert Nold**  
**Trevor Westrom**  
Knutson Construction Services

**David Deragisch**  
Superintendent  
Hills-Beaver Creek Schools

**Douglas Dewitt**  
Superintendent  
Nevis Schools

**Arla Dockter**  
Superintendent  
Sleepy Eye Schools

**Steven Dooley**  
Superintendent  
Becker Schools

**Tom Dormady**  
**Jerry Falk**  
**Catherine Luebke**  
Plymold/Foldcraft

**Beth Dorsey**  
Program Supervisor  
St. Francis Schools

**Jody Elam-Foote**  
**Robert Struve**  
**Barry Badinger**  
**William Huttinga**  
E&V a 3D/I Group

**Mark Femrite**  
Director of Teaching & Learning  
Westonka Schools

**Charles Futterer**  
Superintendent  
Cook County Schools

**Tom Gallagher**  
Associated Insurance Agents, Inc

**Gordon Geurink**  
Superintendent  
Elgin-Millville Schools

**Roger Graff**  
Superintendent  
Adrian Schools

**Sue Ann Gruver**  
Director of Learning &  
Accountability  
Mahtomedi Schools

**Loren Hacker**  
Superintendent  
Canby Schools

**Frances Harris**  
Grad Student

**Pat Harris**  
**Kathleen Callahan**  
Voyageur Asset Management

**Kim Hirsch**  
**Mike Soules**  
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**Craig Schneuer**  
**Kane Tewes**  
**Aaron Hansen**  
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**David Jennings**  
Minneapolis Schools

**Daniel Jett**  
**Mark Williams**  
Executive Intelligence

**Cheryl Johnson**  
Special Ed Coordinator  
Red Wing Schools



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 Tracy Area Schools

**Brad Meeks**  
 Superintendent  
 Farmington Schools

**Eric Melbye**  
 Special Education Supervisor  
 Bloomington Schools

**Barbara Nicol**  
 President  
 Barbara Nicol Public Relations

**David Olson**  
 Superintendent  
 Glenville-Emmons Schools

**Jeffrey Olson**  
 Superintendent  
 St. Peter Schools

**Mark Parr**  
 Director of Secondary Education  
 Rosemount-Apple Valley-  
 Eagan Schools

**Jeffrey Peura**  
 Superintendent  
 Evansville Schools

**Shari Prest**  
 President  
 ARK Associates

**Dave Reaves**  
 Administrative Intern  
 Roseau Schools

**Mark Redemske**  
 Superintendent  
 Maple Lake Schools

**Nandi Rieck**  
 Special Education Coordinator  
 Rosemount-Apple Valley-  
 Eagan Schools

**Suzanne Riley**  
 Interim Executive Director  
 SE Service Cooperative

**Mark Robertson**  
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 Fridley Schools

**Jeff Ronneberg**  
 Director of Teaching, Learning &  
 Accountability  
 Spring Lake Park Schools

**Rita Rubin**  
 Director of Curriculum  
 and Instruction  
 Sartell-St Stephen Schools

**Linda Rull**  
 Assistant Superintendent  
 South Washington County  
 Schools

**Edward Saxton**  
 Superintendent  
 St. Francis Schools

**Melissa Schaller**  
 Director of Special Education  
 Mahtomedi Schools

**Tami Sens**  
 Superintendent  
 Janesville-Waldorf-Pemberton  
 Schools

**Jeff Stenroos**  
 Assistant Director  
 Intermediate School District 917

**Robert Stuerman**  
 Superintendent  
 United South Central Schools

**Walter Stull**  
 Executive Director  
 New Spirit Schools

**Paul Sundholm**  
 Superintendent  
 Truman Schools

**Roy "Corky" Taylor III**  
**Patrick Vaughn**  
**Hugh Bishop**  
 Bencor, Inc.

**John Tinucci**  
 President  
 PanTechnica Corporation

**Mitchell Trockman**  
 Superintendent/Chief Education  
 Officer  
 West Metro Education Program

**Curt Tryggestad**  
 Superintendent  
 Esko Schools

**Tamara Uselman**  
 Superintendent  
 Perham Schools

**James Varichak**  
 Superintendent  
 Chisholm Schools

**Mark Vetter**  
 Principal  
 Vetter Johnson Architects, Inc.

**Angelique Williams**  
**Tracy Ronning**  
**Dean Kephart**  
 Target Corporation

**Steven Wymore**  
 Superintendent  
 Herman-Norcross Schools

**Gene Zulk**  
 Superintendent  
 Westonka Schools

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**Attending the January MSBA Leadership Conference?  
Don't miss this session!**



# Surviving the January to June Budgeting and Staffing Process

*A Workshop for New, Newer  
& Prospective Superintendents  
Sponsored by MASA in cooperation with MSBA*

The Minnesota Association of School Administrators (MASA) is offering a workshop on budgeting and staffing in conjunction with the MSBA winter convention.

Especially designed for new, newer and prospective superintendents, this workshop will help school district leaders understand the science and the art of working through budgeting processes, making decisions regarding staffing levels, and understanding the politics that are inherent in these decisions as they work with their school boards, employees and communities.

Thursday, January 15th

1 - 3 pm

*Note: The workshop will begin at 1 pm, or just after conclusion of the MSBA luncheon.*

Minneapolis Convention Center  
Room #M101A, B & C

Registration Fee: \$35.00

Presenters:

- Dr. Greg Vandal  
**Superintendent,**  
**Sauk Rapids-Rice Schools**
- Mr. Marv Swanson  
**Personnel Director,**  
**Richfield Schools**
- Dr. Charles Kyte  
**Executive Director, MASA**

**PLEASE MAIL OR FAX YOUR  
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*Please register me for the:*

Surviving the January to June Budgeting  
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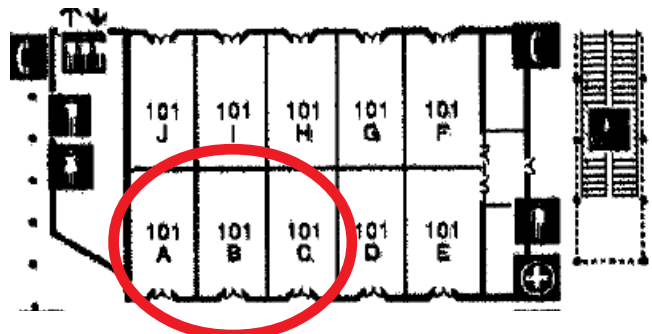
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# MEMBER *update*

## Bits & Pieces from My Notebook ...

by Charlie Kyte,  
MASA Executive Director

### *Workshop for New and Newer Superintendents*

MASA will offer a workshop in conjunction with the winter MSBA Convention for new and newer superintendents. The workshop will be held on Thursday, January 15th from 1 to 3 pm at the Minneapolis Convention Center.

This workshop is specially designed for new, newer and prospective superintendents. It is entitled "Surviving the January to June Budgeting and Staffing Process." This workshop will help newer school district leaders understand the science, and the art, of working through budgeting processes, making decisions regarding staffing levels and understanding the politics that are

inherent in these sets of decisions as they work with their school boards, employees and their communities.

Information is on page 26 of this newsletter and is posted on the MASA website. For more information call the MASA office at 651-645-6272.

### *Marty Duncan Publishes Again!*

Following his first novel, *Gold...then Iron*, Marty Duncan has now written a second novel entitled *Iron Lake Burning*. I'm guessing it is based on his real experiences as a Superintendent. It's a "good read" and can be obtained on-line at [www.BookSurgeDirect.com](http://www.BookSurgeDirect.com).

### *Congratulations Les Norman*

The Minnesota Association of Educational Office Professionals has named Les Norman, Superintendent for the Lake Crystal Wellcome

Memorial Schools their "Administrator of the Year."

### *An Important Resource for Referenda Campaigns*

Don Lifo's new book, *School Finance Elections*, represents a marriage of research and successful practice, presenting a comprehensive planning model for school leaders preparing for and conducting school finance elections. Information presented emphasizes systems and strategies rather than specific campaign tactics. Avoiding a myopic focus on tactics allows school leaders to elevate their thinking to a more comprehensive and long-range vision of election planning. Each of the chapters elaborates on one of the ten elements in the authors' comprehensive planning model. Use of this model has reaped success in all types of school districts from New Jersey to California. Don is Superintendent at Northeast Metro 916 Intermediate District and as generously decided to donate a portion of the profits from this book to the MASA Foundation. Look for the book at <http://www.scarecroweducation.com/catalog/singlebook.shtml?command=search&db=^DB/CATALOG.db&eqSKUdataqr=157886111X>.



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# Calendar . . .

**December 24 - 25**

**December 31 - January 1**

*Winter Holidays*

**January 9**

**MASA/MASE Joint**

**Executive Committees**

**Meeting**

1 pm, MASA Board Room

**January 13**

**MASA Foundation**

**Board Meeting**

11 am, MASA Board Room

**January 14 - 16**

**MSBA Convention**

Minneapolis

Convention Center

**January 15**

**“Surviving the January -**

**June Budgeting and Staffing**

**Process”**

(Sponsored by MASA)

Minneapolis

Convention Center

**January 21**

**Region Meeting**

Thief River Falls

**January 29**

**MASA Executive**

**Development Committee**

**Meeting**

10 am - 2 pm at MASA

**February 2**

**Legislative Session Convenes**

**February 4**

**Board Meetings**

MASA Office

• Executive Committee

9 - 10:45 am

• Board of Directors

11 am - 4 pm

**February 13**

**Newsletter Submissions Due**

**February 19 - 22**

**AASA National Conference**

**on Education**

San Francisco

**February 21**

**Minnesota Breakfast**

**at the AASA Convention**

Hotel Nikko, San Francisco

**February 25**

**Region Meeting**

Worthington

**March 24**

**Region Meeting**

Metro

**March 31**

**Board Meetings**

Radisson South, Bloomington

• Executive Committee

9 - 10:45 am

• Board of Directors

11 am - 4 pm

**April 1 - 2**

**MASA/MASE Spring**

**Conference**

Radisson South, Bloomington

**April 4**

**Daylight Savings Time Begins**

**April 9**

**Spring Holiday**

MASA Offices Closed

**April 14**

**MASA Foundation**

**Board Meeting**

11 am, MASA Board Room

**April 20**

**Region Meeting**

Rochester

**May 14**

**Summer Newsletter**

**Submissions Due**

**May 31**

**Memorial Day Holiday**

MASA Offices Closed

**June 17 - 18**

**MASA Board Retreat**

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