

Fifty Years Past Brown v. Board, Segregation Still an Issue

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

On May 17th our country celebrated the 50th anniversary of the Brown vs. Board of Education decision written by Chief Justice Earle Warren. He wrote, "Today, education is perhaps the most important function of the state and local government. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society... It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values...and in helping him to adjust normally to his environment."

His words could have been written this year on the 50th anniversary. Our public obligation is to provide quality education for all of our children, regardless of their inherent ability, race, country of origin or religion. Our country is outsourcing jobs to Asia and India, partially based on economic issues, but also because we need to have more graduates in engineering, computer science, etc. Meeting the education and healthy living needs of our children is all of our responsibility. Yet, sad to say, Minnesota is one of the most concentrated segregated urban areas for children of color and poverty in the country. In fact, the schools of America are more segregated than they were in the late

60's. In addition, Minnesota has a four-year achievement gap in reading between African-American and Caucasian children.

The segregation problem we in education face is one that comes from housing segregation, is exacerbated by employment decisions and the lack of a comprehensive transportation system in Minnesota. Because of immigration and the lack of adequate housing in Minnesota for our population, segregation will probably not improve. Yet, I believe our state must address housing in order to help us with the underlying issue of concentrated poverty. Perhaps, we need to be initiators of conversation and action on this issue.

We must hold our legislators accountable for "education is perhaps the most important function of state and local government." They seem to have set aside their obligation to educate; yet, didn't fail to add more unfunded mandates, in additional standards and assessments. If we expect to close the achievement gap we must individualize instruction, create assessments that inform teachers' strategies of instruction, implement research based instruction that has proven results and infuses reading across the curriculum K-12. All of this is built upon a sound foundation of staff development and colleagues learning together while daily applying this knowledge. Teaching has never been harder. Resources

must be made available.

As the mother of 4 daughters and 7 grandchildren, my heart knows how different each one of them is, and yet everyone is perfect (well, after all, I am their grandmother). They have great potential, but as an educator I know each one of them needs an education that is not like it has been if they are to succeed in the 21st century. We cannot truly predict how they will operate as employees of the future, via technology and the doubling of knowledge in the future.



Antoinette Johns

Minnesota must be focused on the whole problem of student achievement and segregation and it will require more than focusing on the schools now and in the future. We need to hold everyone accountable for working on the problems, for every child deserves a chance, democracy requires that education and our economy must flourish. •

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Professional Liability Insurance and Legal Support



Charlie Kyte

by **Charlie Kyte,**
MASA Executive
Director

Beginning with the 2004-05 school year, members will see a significant shift in regard to the professional liability insurance and the legal support provided by your professional

association. In each case, the level of insurance and legal support will increase, but will be provided primarily through the American Association of School Administrators (AASA).

MASA, as well as many other state associations, have been providing professional liability insurance through an insurance company that sold the policies directly to the state associations. However, the insurance industry is changing and we have been notified that we can no longer purchase professional liability insurance for a smaller group such as the members of MASA. We have contacted a number of other insurance providers and they all have indicated that this is an industry shift that is underway. Thus, after September 1, 2004, we would not have professional liability insurance at the state level.

MASA worked with several other states to convince AASA, our national affiliate, to provide a national level insurance policy for the members of AASA. The Executive Committee of AASA considered this action, sought quotes, and ultimately was able to purchase the insurance at a national level. Then, after discussion with the state executives of all of the states, a decision was made for the insurance to be provided at the national level and for the state

associations to contribute part of the premium.

Both the professional insurance and the legal support that we were able to obtain with the national policy are better than the coverage provided at the state level. All joint members of AASA and MASA will receive a \$1,000,000 professional liability insurance policy, with the option to purchase an additional \$1,000,000 in coverage at member rates. In addition, they will receive up to an additional \$10,000 in legal support. This legal support contribution will build at \$1,000 per year and accumulate to a maximum of \$10,000 after ten years. Individuals who have been members of AASA will be grandfathered in at the higher levels. Thus, an eight-year member of AASA would receive eight times \$1,000 or \$8,000 in legal support through the insurance company. In addition, the member will receive legal support from MASA.

Between our insurance provider, AASA and MASA, a ten-year member of our associations would

be entitled to \$15,700 in legal support.

The decision by AASA helps to resolve the dilemma of providing professional liability insurance to school administrators and should be seen as an added benefit to those members who joined both MASA and AASA. For those members who previously only joined MASA, it would require you also to belong to AASA in order to access this benefit. A person belonging to MASA only would still receive the MASA level of legal support, but would not have access to the professional liability insurance or the additional legal support. This is a strong argument in favor of all members belonging to both the state and the national affiliates of our association. Contact Jeanna Quinn at MASA for information about joining AASA (651-645-6272 or members@mnasa.org).

Questions regarding liability insurance and legal support access should be directed to me, Charlie Kyte (651-645-6272). •

Have you renewed your membership?

**Membership materials have been mailed. For more information or additional membership materials, contact the MASA office or visit our web site—
651/645-6272 or members@mnasa.org.**

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Director of Communications

Mia Urick
MASA

1884 Como Avenue
St. Paul, Minnesota 55108
(651) 645-6272
FAX (651) 645-7518

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Charles Kyte

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The Leaders Forum is your newsletter and we welcome your input. Please send your ideas or articles to Mia Urick at urickm@mnasa.org.



Shaping public education is an awesome responsibility, a tremendous honor, and a satisfying pursuit. Join your colleagues this fall and explore the challenges and rewards of paving the future of education—in the best interest of kids! Watch your mail for registration materials, but mark your calendar today!

Some Conference Highlights ...

- Don't miss the Foundation **Golf**

Plan to attend the MASA 2004 Fall Conference October 3 - 5 Madden's on Gull Lake, Brainerd

Tournament Mixer Sunday afternoon. The tournament will benefit 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 **Morris Bye Memorial Award** will be presented.
- Monday keynote speaker **Bill Strauss**, author of *Generations*,

will explore how our history will pave the way for our future.

- The **Exhibit Fair** is a convenient way to visit with representatives of companies offering the latest products and services of value to school leaders.
- Smaller group **Breakout Sessions** offer cutting-edge information on a variety of topics.
- Well-known author, analyst, and speaker **Peter Hutchinson** will keynote our Tuesday sessions with his perspective on the ongoing issues of public finance.
- Network with your colleagues, unwind and enjoy the attractions of the Brainerd Lakes Area—there are many choices for you and your family to enjoy when sessions adjourn for the day.

Registration materials will be mailed in early August and will also be available on the MASA web site (www.mnasa.org).

See you at Madden's!

Open Meeting Law vs. the Data Practices Act

by the Education Attorneys at
Rider Bennett

Conflicts for School Boards

Minnesota's Open Meeting Law, Minn. Stat. § 13D, ensures that the public's business takes place in public. The Minnesota Government Data Practices Act, Minn. Chapter 13, protects private data from public disclosure. These competing interests can create

While there are certain clear exceptions in the statute allowing school boards to close meetings to discuss private data and several judicially-created exceptions to the Open Meeting requirement, there are still a few grey areas that are cause for concern. The most notable is the necessity to discuss "personnel data" in a situation that does not allow closure of the meeting. As most of us know, the statute designating what is *public*

personnel data. The exception for closing a meeting to discuss charges or complaints against an individual subject to school board authority has not been interpreted broadly enough to allow closure of all meetings in which private personnel data is the topic of discussion.

Closed Meeting Prohibited

For example, an employee grievance which is to be discussed by the school board is not necessarily grounds for closing a meeting. Nor does discussion of other private personnel matters, such as medical issues, permit the closure of a meeting.

Protecting Private Data and the Public's Right to an Open Meeting

There are other methods that allow school boards to discuss these private issues without disclosing private data to the public. For example, the superintendent could provide written information to board members for review prior to the meeting. The written data would not be disseminated to the press or public, as it contains private data. The Open Meeting Law specifically provides that school boards may discuss data that is not public *without liability* if the disclosure is reasonably necessary to address the issue and conduct the business related to the agenda item. However, a school board should still be cautious and attempt to keep private data private, and be sure it has not overlooked an exception to the Open Meeting Law either permitting or requiring closure of a meeting.

If you have questions regarding the Data Practices Act, Open Meeting Law and its implementation in your District, contact one of the education lawyers at Rider Bennett, LLP. •

These competing interests can create conflicts for school boards when it becomes necessary to discuss private data at a school board meeting.

conflicts for school boards when it becomes necessary to discuss private data at a school board meeting.

personnel data is very specific. If it's not listed as "public," it's "private." There is no "blanket" exception in Chapter 13D for closing a meeting to discuss private

Volunteers Needed! **CEU CREDITS AVAILABLE**

Volunteers are needed to help University of Minnesota personnel determine potential administrators' readiness for licensure endorsement. Minnesota's current licensing regulations require that candidates for the four current administrative licenses (K-12 Principal, Superintendent, Director of Special Education, Director of Community Education) accrue the required number of credits, serve an internship, and prove competency in specific skill areas.

The state of Minnesota requires that candidates present evidence of their competencies to a panel of practitioners currently licensed in the desired area of licensure. The time commitment for practitioners who serve on panels is approximately 3 hours per session. Panel sessions are scheduled from 9:00 a.m. to

12:00 p.m. and 1:00 to 4:00 p.m. monthly. Practitioners who serve on these panels receive continuing education credits preapproved by the Minnesota Board of School Administrators. The University of Minnesota asks volunteers to commit for one session or one day (two sessions).

If you are a practicing or recently retired licensed school administrator willing to volunteer your time for one or two panel sessions, please call or email Dr. Lynn Scarcy: 612-626-8244 or scsar001@umn.edu.

If you have volunteered in the past and not been contacted, please volunteer again!
Thank you. •

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Read All About It!



Shari Prest

by Shari Prest
Ark Associates

Champions for Children™ provides you with facts and figures and quotes and quotables you may use in your district/school communications. If you want examples

about the current or historic level of support for public education, to brag about the success of schools, or talk about the state of kids, or if you ever need to spice up a newsletter or find relevant quotes for a speech, go to the MASA web site (www.mnasa.org), click on the *Champions for Children™* link and go to Bits 'n Pieces.

A sample of Bits 'n Pieces is included in this column.

For example, could you use assistance in helping your district stakeholders understand the risks and relevance of standardized tests? Take the following test and then see if your answers are supported with information found online at the *Champions for Children™* link on MASA's web site.

And just for fun, go to Bits 'n Pieces to find out who said, "The president doesn't want any yes-men and yes-women around him. When he says no, we all say no."

Let's take a test...

1. Fred had 82% correct on the 8th Grade Reading Basic Standards Test and 75% correct on the Math Basic Standards Test. He did relatively better on the reading test than on the math test.

- A. True
- B. False
- C. Uncertain

2. Susan scored at the 61st percentile on the Iowa Test of Basic Skills (ITBS) in Reading Total. She had 78% correct on the Reading Basic Standards Test (BST). Susan did better on the BST than on the ITBS.

- A. True
- B. False
- C. Uncertain

3. The average scale score on the Minnesota Comprehensive Assessment (MCA) Reading Test for the 3rd grade in 1998 was 1450. In two years when these same students are in 5th grade, a score higher than 1450 would be expected.

- A. True
- B. False
- C. Uncertain

A Bits 'n Pieces Sample

Just the Facts

Commitment to public education

- Minnesota's teacher's salaries are declining. Nationwide in the past 10 years, teachers' salaries have increased. However, in Minnesota, real salaries for teachers have declined by 2%.
- Student/teacher ratios are getting worse. The number of students for every teacher is increasing in Minnesota and, as a result, students are getting less individual attention. The number of students per public school teacher has increased by 5% since 2001.
- In Minnesota the overall tax burden – known as the "price of government" – has been falling for six years and is lower today than it was at the start of the

1990s. – Star Tribune, April 18, 2004

- School repairs are needed. Minnesota schools have the highest proportion of crumbling roofs of all states in the nation (62%). School districts have building(s) that need extensive repair or should be replaced (38%). Many schools are in unsatisfactory environmental condition (66%) with poor ventilation (36%) and/or bad plumbing (33%)
- Only seven other states have seen bigger drops in higher education spending per \$1,000 of state personal income over the past quarter-century. Minnesota now spends half as much on colleges and universities per \$1,000 of personal income as it did in 1978. – Star Tribune, March 19, 2004

Standardized Tests

- Among the shortcomings of standardized tests is that they may not provide the information required to assess student development over time, are not comparable across content areas and are not comparable among different assessment tools, i.e. standardized tests.
- Criterion-referenced standardized tests may not provide comparative data between students on content areas. Minnesota Comprehensive Assessments (MCA) and Minnesota Basic Standards Tests (BST) are criterion-referenced tests. The results of these tests are reported as a percent of correct answers compared to the difficulty level of the test.

**Read All About It ...
Continued Page 26**

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NCLB—Is it Good or is it Bad?

by Charlie Kyte,
MASA Executive Director

The reauthorization of the Elementary and Secondary Education Act (ESEA) was renamed the “No Child Left Behind Act” and is now commonly referred to as NCLB. This legislation marked a new level of involvement of the federal government into the public education of the children of America and has been highly controversial since its inception. There are those that feel this act will provide the changes needed to save public education in this country. Others see it as the destruction of those same institutions. In this pair of articles, I attempt to show both the good and the bad that is associated with the enactment of NCLB.

The Good ...

NCLB is a watermark change in the journey to educate the children of America. It marks a transformation from the issue of all children gaining “access” to education to one of an expectation that all children will be “successful” in their educational journey. NCLB demonstrates to all of us that the journey towards “success” is an important national priority.

As the world has globalized, the United States no longer has a contained labor market. In the past, all level of jobs were done here on our continent. We had jobs in big manufacturing, to the mining of basic raw materials, to highly technical jobs, right up to us providing the leaders in business and banking. In a globalized world, corporations can go anywhere for these services. Minerals can be mined anywhere in the world and crops can be grown on all continents and traded internationally. Low skilled jobs can be placed where there are abundant supplies of cheap and low-skilled labor. High tech jobs can be placed wherever there is a highly trained work force. America is in a globally competitive environment.

As one of the countries in the world with the highest standard of living, and thus the highest level of compensation for our workers, we are finding ourselves under tremendous global stresses for our work force. Businesses that want to continue to employ workers in the United States must have access to highly skilled technological workers, and people with the civil and social skills to work in our service industries. To remain competitive, the United States must have a significantly greater portion of its children be highly educated and fewer of its children left at lower educational levels.

Thus, NCLB correctly helps us to frame the changing dynamics that are required for our country to remain strong and competitive. We must reinvent our public education systems to function in such a way that large majorities of students are truly educated as opposed to leaving schools only literate or semi-literate. This is no small challenge and it will take a huge effort on the part of public school leaders and teachers, as well as significant investment by our businesses and our society to get the job done.

The best part of NCLB is that it graphically identifies the challenge ahead of us. •

The Bad ...

There are three significant problems with the No Child Left Behind Act (NCLB) as it is presently defined. Without a significant reworking of the Act, the changes needed within schools and by our students will not be able to occur.

The first problem is the significant overreaching of “federalism” into the duty of the states. While NCLB identifies the problem, it tries to create a prescriptive top down fix that is doomed to failure. Legislators and governors across the country see the federal government as overstepping their bounds. Further, NCLB directs significant federal money directly to state departments of education, thus, bypassing the state governance process. This is creating a significant negative reaction in state houses across the country.

A second significant problem with NCLB is that it is a deeply flawed organizational change model. Anyone who has studied the work of Deming and understands the principles of total quality management knows that a top down rigid solution that is based on identification failure will not work. The principles of TQM that were widely used to transform American industry require identifying high goals and then putting the decision for carrying out the goals into the hands of those who have direct responsibility for the results. NCLB directs from above. TQM would tell us that it is the teachers and their administrators in the buildings that need to have the ability to change the delivery model so that organizations can be transformed. NCLB needs a heavy dosage of rewards as opposed to a simple identification method of failure and then punishment.

A third problem is that NCLB does not define educational change in a helpful way. Rather, it reinforces the delivery model that has always been used by schools which in turn hinders us from reaching to higher levels of success for our students. This is done in NCLB by specifying grade level testing. Academics only testing, and testing only for proficiency will not get the job done. NCLB does not recognize that time needs to be a variable for students who come to the educational systems at different levels and with different gifts. A deeper more complete testing system is needed that also recognizes that children, families and schools should be rewarded for the growth of educational proficiency. This is the concept of “value added” which is specifically prohibited in NCLB. This concept uses testing on a regular basis to determine where students are at and then diagnostically change the instruction to help meet the needs of each individual student. This is a far better recipe for success and would allow teachers to help drive forward a workable education change model. •

TIES School Districts to Use Leading Business Intelligence Technology

by Kathy Guthrie,
Communications Director, TIES

The demand for easy access to accurate information that is easy to retrieve and easy to use to solve complex questions about student performance permeates TIES member districts. At the request of its members, TIES is responding to this need in a number of ways:

1. TIES has created a repository of tests and assessments integrated within its Student Information System (SIS). This web-based system provides teachers with all tests down to the strand level for all the students in each of their classes. Since the performance information resides within the SIS, there is no need to transfer the data and it is always current for the students enrolled in their classes

with no separate logins for teachers to remember. Because it is web-based, teachers can view this data securely from any location. Tests can be grouped by adequate yearly progress (AYP) categories and by type of test so that, for example, math specialists can view all of their students' math scores since kindergarten. The repository is available and in use now.

2. To answer more complex questions regarding student performance, TIES purchased Cognos. In August, decision-makers in TIES member school districts will begin using the industry leader in business intelligence systems. The Cognos K-12 education solution will give TIES' 37 member districts the

powerful analysis and data integration capabilities enjoyed by Cognos' business customers, which include 80 percent of the Fortune 1000 but priced for schools. Ranked as the world's leading developer of business intelligence platforms by the Gartner Group, Cognos offers a performance management solution that includes over 150 prebuilt reports for addressing the No Child Left Behind Act, which demands continuous performance improvement from teachers and students.

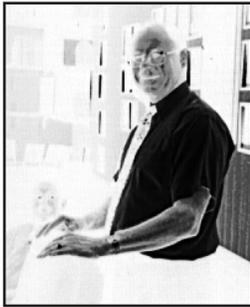
3. On a much smaller scale, TIES has developed a simple tool to check the accuracy of MCA data and get a quick read of results by AYP grouping before the information is published in the paper. TIES makes this tool available free to all Minnesota districts.

A powerful way to improve student achievement

TIES and its members will use Cognos to analyze and report on student data and receive **Technology ...**
Continued Page 18

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Helping Your School Board To Be Successful



by Charlie Kyte,
MASA Executive Director

The professional development of members of our public school boards is an important responsibility. Successful school superintendents recognize that this responsibility is a joint effort of the board members and superintendents. Professional

Charlie Kyte

development is more than attending classes and reading policies. It also involves attention to personal relationships and positive reinforcement when the complex jobs of boards are done well.

Superintendents have significant control over the agendas of school board meetings. Those superintendents who are the most successful understand the old axiom “no surprises.” They deliberately help their school board through several processing steps prior to significant decisions being made. As these steps are followed, individual board members have a better chance of coming together in their decision.

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In a perfect world, a major decision would include six steps spread over six school board meetings. Sometimes it is necessary to combine more than one of these steps at a single meeting. However, allowing time for a process to work can really help a school board to reach a reasonable decision.

The steps are as follows:

1. Notifying the board of a major issue, the time line for processing it and the date the decision should be made.
2. Framing the issue so that it is widely understood a decision needs to be made, who the stakeholders are and a discussion of the complexities revolving around the issue.
3. Presenting several alternatives by which the problem can be resolved or the policy decision made.
4. Discuss the merits of each of the alternatives and possibly develop additional alternatives.
5. A recommendation from the superintendent supporting the most workable alternative.
6. Final school board discussion and decision-making.

At several of the steps along the way there should be opportunity for stakeholders groups to offer their opinion to the school board. This offers opportunity for citizens, staff and others to have input into the process.

Taking enough time to make major decisions means that a skilled superintendent must see the arrangement of school board agendas somewhat as a chess board with different stages on differing issues at any given meeting. Helping the board members to understand the steps and the time line for decision-making can help immensely in their ability to process information and ultimately make a decision.

Obviously, not every decision will be unanimous. However, taking time will help boards to find appropriate compromises and will allow them to be more comfortable with the decision process.

When a board works through a reasonable set of steps and reaches a decision in a responsible manner, it is important that their effort be recognized and appreciated. Thus, a superintendent thinking about the professional development of a school board acts as chess master, orchestra conductor, participant and cheerleader.

Reaching complex decisions in a public setting is not an easy task. School boards need help to become skilled at the process and recognized for their good work when the process works appropriately. •

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MN High School Juniors Win Discover® Card Scholarships

Discover® Card is awarding more than \$1 million in scholarships to high school juniors as part of the Discover Card Tribute Award® Scholarship program. This year marks the 13th year of the Tribute Awards program.

Since its inception in 1991, the Discover Card Tribute Award program has awarded more than \$11 million in scholarships to over 4,800 students nationwide. Given in cooperation with the American Association of School Administrators (AASA), scholarships are awarded to high school juniors who have demonstrated excellence in many areas of their lives – not just academics.

This year, winners were selected from a pool of over 4,500 applicants. While students must maintain a minimum 2.75 cumulative grade point average to qualify, they must also demonstrate accomplishments in three areas including special talents, leadership, and community service, while successfully overcoming a roadblock or challenge.

The \$2,500 state scholarship recipients in Minnesota are:

Amber M. Gilbertson, Rosemount High School
Amanda D. Murphy, Lakeville Senior High School
Timothy T. Sun, Mounds View Senior High School
Mariah H. Ciangiola, Rushford-Peterson High School

Aparna N. Suri, Harding High School
Elizabeth J. Welsh, Proctor High School
Keila L. White, Laporte High School

“The Discover Card Tribute Award Scholarship program has been proudly investing in the continuing education of high school juniors for more than a decade,” said David Nelms, Chairman and Chief Executive Officer, Discover Financial Services, Inc. “We strongly believe that providing these scholarships gives students a good head start towards their educational goals.”

Once the student graduates high school, scholarship funds may be applied to various education or training programs such as any certification or licensing in a trade, a two-year technical degree, an associates’ degree or a four year degree at a college or university in any field of study.

“The Tribute Award scholarships gives the dreamers of our future an opportunity to reach for their stars and honors the accomplishments they’ve already achieved in their young lives,” said AASA Executive Director, Paul D. Houston.

“AASA is proud of our 13 year partnership with Discover Card that helps all around achievers connect with their dreams.”

National News ...
Continued Page 13

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National News ... Continued from Page 12

The winners in each state go on to compete for nine national scholarships each worth \$25,000.

MASA coordinated the state panel of judges who based winner selection on information from application materials submitted by each student. The judges represent Minnesota's communities as well as the state's education and business sectors.

Discover Financial Services, a business unit of Morgan Stanley, operates the Discover Card brands and the Discover Business Services network for its more than 50 million Cardmembers. Discover Business Services is the largest proprietary credit card network in the United States with more than 4 million merchant and cash access locations.

AASA Offers New Member Benefits this Year

- Legal and Liability Coverage (also see the article on page 2):
 - √ \$1 million dollars in professional liability coverage with an option to purchase another million at member rates!
 - √ \$1,000 dollars per year legal support for each consecutive year of AASA membership, up to \$10,000. Current members who are eligible in the program will see their current legal support accumulations doubled on July 1.
- A PowerPoint presentation, developed by AASA's Public Policy Department, especially designed to allow members to show their constituents the impact of federal policy on their

local district's school system. This presentation is the first of three or four to be offered free to AASA members during the school year.

- *The Leader's Edge*, AASA's new, highly praised monthly electronic publication.

Contribute to the AASA Magazine

Suggest story ideas or angles relating to upcoming editorial themes. The editorial calendar appears on the magazine's web site: <<http://www.aasa.org/publications/SA>>

Consider submitting a contribution for the guest column section (basically op-ed commentaries) or Focus section (how-to articles). See the author guidelines on the magazine's web site.

Suggest topics that might be addressed in the new Punchback column. Punchback identifies a common criticism aimed at public education or its leadership and offers an informed response that superintendents could incorporate into their own writing and speaking engagements.

Contribute short, humorous anecdotes that relate to some telling aspect of life in educational administration or the day-to-day work in a school district. Anecdotes should be based on the contributor's own experience — something you've seen or heard or that's been shared by a colleague — in a school setting, administrative office, school board meeting, PTA meeting, educational administration course, etc. •

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Have You Renewed Your Jobsite Membership?

MASA's Jobsite Online can save you money and help you recruit the best and brightest staff members for your district. It 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!

The Jobsite Online is a 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.

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!" •

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.

Jobsite Online is a service of the
Minnesota Association of School Administrators
1884 Como Avenue • Saint Paul, MN 55108
Voice: 651/645-6272 • Fax: 651/645-7518
<http://www.mnasa.org> • members@mnasa.org

Visit us on the 'net:
www.mnasa.org

School Districts:
at Minnesota Schools Jobsite Online, you can

- Post jobs
- Manage Applications
- All Online!

Here's a Tip!

Preparing Revenues for 04-05

A suggested sequence for planning revenues for 2004-05 is:

1. Project enrollment to compute the school district ADM for 04-05. Approximately 75% of the revenues of a school district are derived based on the district enrollment.
2. Use the General Education 'What-if' report for 04-05 and enter the accurate enrollment data in the EDITS worksheet.
3. Use the school district levy certification to document the anticipated tax revenues.
4. Review the 'non-formula' revenues for 03-04 (special education, interest earnings, tuitions, fees from patrons, etc.) and make estimates based on the anticipated changes in these revenues.

SchoolFinances.com can help districts with enrollment projections and revenues planning. For more information, contact either Jim Sheehan at 952-435-0990 or Ann Thomas at 952-435-0955.

**Insert ad here:
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Assessment
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The Results are In—Congratulations to Elected Leaders!



Ted Blaesing

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: Ted Blaesing, White Bear Lake

Treasurer: Wendy Shannon, Byron

Board Members:

Region 1—David Thompson, Stewartville
Region 2—Cindy Klingel, Mankato
Region 3—Luther Heller, Springfield
Region 8—Bruce Jensen, Kittson Central
Region 9—John Christiansen, Centennial
Urban Districts—Colleen Baumtrog, Minneapolis

2004-05 Committee Chairs:

Legislative Committee

Gary Prest, Bloomington

Executive Development Committee

Tom Westerhaus,
Prior Lake-Savage

Member Services Committee

Harold Remme, New Ulm

Nominating Committee

Steve Niklaus, Annandale

Federal Advocacy (Co-Chairs)

Kathy Leedom, Willmar

Penny Kodrich, Edina

Minnesota Representatives to the AASA Governing Board

Don Helmstetter, Spring Lake Park

Jerry Jensen, Lake City

Mike Kremer, Hopkins

Jim Redfield, Rush City

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

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**Insert ad here:
MN School District Liquid
Asset Fund
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Technology ... Continued from Page 9

alerts on predetermined metrics pulled from TIES SIS, finance and personnel systems. Superintendents, principals and key administrators will be able to select and track key performance indicators on their own customized dashboard. The individualized dashboard provides administrators the ability to easily monitor and respond to changing conditions of importance to them.

Authorized users will be able to look at data in many different ways, drawing information from a central data warehouse, and analyzing and creating reports on a number of areas, including:

- detailed and aggregate student performance against standards
- detailed and aggregate test results against standards
- curriculum data
- attendance and absence reporting
- aggregated performance reviews
- finance and cost data

These abilities will enable educators to easily identify children who are falling behind and take specific action without having to wait to find out where students are struggling academically. As new data arrives, teachers will be able to see their students' information right away and districts will be able to develop plans of action and jump-start training initiatives targeted at areas of greatest need. Districts will also be able to correlate performance with curriculum, teachers, program costs, class size, attendance and more.

Not limited to student data

School administrators will use Cognos for operational and ad-hoc reporting across all of TIES systems – student, financial, human resources, and payroll. Quicker and easier access to information, coupled with the ability to analyze across dimensions, will let school decision-makers to examine different aspects of organization performance and how they relate to student success.

In addition, Cognos is a practical solution that meets the information needs of the No Child Left Behind Act, legislation that affects all school districts. Based in St. Paul, TIES is able to offer the Cognos K-12 solution to school districts in Minnesota and the nation.

As just one example of its value for NCLB, an administrator could use Cognos to instantly pull together data on finances, student characteristics and teacher qualifications to measure a particular program's effectiveness and help determine how resources are best used.

TIES, an education technology consortium of 37 school districts, provides integrated SIS, finance, and human resource systems. Designed by its members, TIES web-based SIS (TSIS) is one of the most complete systems on the market, incorporating census, health, transportation, IEP, parent access, grade book, test and assessment data, and more. TIES is also one of the largest education technology trainers in the country. For more information about TIES, go to www.ties.k12.mn.us or call 651-999-6051. •

place TIES
graphic
here

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**Insert ad here:
Wells Fargo Brokerage
Services, LLC
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Superintendents On the Move

by Jeanna Quinn

Associate for Office and Data Management

So far this year, there are 48 Minnesota Superintendents who are either new Superintendents or new to their districts. See the list below and welcome your new colleagues in your regions.

Stephen Anderson, Floodwood Schools (Interim)

Jim Bauck, Buffalo Schools

Cathy Bettino, Pine River-Backus Schools

Deb Bowers, St. Louis Park Schools

Tom Bruels, Ely Schools

Todd Burlingame, Paynesville Schools

Dan Deitte, Milroy Schools

Paul Durand, Winona Area Schools

Jeff Evert, Kenyon-Wanamingo Schools

Ron Evjen, Hayfield Schools

Jim Freihammer, Wabasha-Kellogg Schools

Jim Hess, Bemidji Area Schools

Al Jensen, Evansville Schools

Phil Jensen, Barnesville Schools

Daniel Jett, West Metro Education Program

Bryan Kehoe, Littlefork-Big Falls Schools

David Krenz, LaCrescent-Hokah Schools

Don Langan, International Falls Schools (Interim)

Percy Lingen, Pequot Lakes Schools

Jim Madsen, Verndale Schools

Todd McCormick, East Central Schools

Joe Miller, Lester Prairie Schools

Joe Merseth, Sebeka Schools (Interim)

Scott Monson, Morris Area Schools

Mike Moriarty, Caledonia Schools

Wayne Olson, Comfrey Schools

Karen Orcutt, Orono Schools

Bob Ostlund, Wayzata Schools (Interim)

Daniel Parent, Win-E-Mac Schools

Thandiwe Peebles, Minneapolis Schools

Jeffrey Peura, Laporte Schools

Candace Raskin, Austin Schools

Diane Rauschenfels, Proctor Schools

Jim Redfield, Rush City Schools

Chris Richardson, Northfield Schools

Loren Sauter, Mountain Iron-Buhl Schools

Stan Slessor, Red Wing Schools

Jim Smith, Osseo Area Schools (Interim)

Kelly Smith, Belle Plaine Schools

Deron Stender, Fulda Schools

Tom Tapper, Owatonna Schools

David Thompson, Stewartville Schools

Rod Thompson, Greenway Schools

David Vik, Ivanhoe-Hendricks-Lincoln Schools

Bruce Watkins, St. Cloud Schools

Kevin Wellen, Melrose Area Schools

Steve Wymore, Willow River Schools

Joel Young, Campbell-Tintah Schools

Congratulations to all as you start in your new districts!

**Insert ad here:
MINNCORR Industries
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**Insert ad here:
Skyward, Inc.
OLD**

MN Administrators Leadership Forum—Plans for Year 4!



Kris Bryan Nielsen

by **Kristine Bryan Nielsen**
Executive Director

As many of you know, the Forum has some carryover money from the Gates Foundation grant and we are anxious to provide follow-up training for our past participants as well as to work to support Minnesota administrators in some new areas. Some plans are in the works and I am anxious for ideas and feedback from all of you.

Handheld and Web Tools “Bootcamp”

This 2 day session was held in July for those who have not previously participated in the Forum training.

Sessions for Associations

We are in the process of scheduling and developing sessions for MASSP and MESPA on topics such as Data Driven Decision Making, Online Learning for Students, Working with Staff Appraisals, Policy Issues, etc. Watch for more information!

Online Seminars

Plans are in the works to develop a series of online seminars on a variety of topics. Watch for more information! If you have topic ideas or requests, please contact kris@mn-admin-forum.org.

Online Networking

Soon a private Forum site, powered by Atomic Learning, will be available for administrators state-wide. This site will contain a calendar, a listserve (one way, for communicating news about technology and upcoming events), a knowledgebase area and a discussion board. It is a great way to network and make inquiries of your peers quickly and easily! Sign up for a password at <http://mnadmin.atomiclearning.com>.

Regional Sessions

We would like to schedule technology update sessions in the various regions of the state during the coming school year. If you would be willing to host one of these sessions at your site, please contact kris@mn-admin-forum.org.

As always, I welcome your input and suggestions! Tell me what would be useful for you and your administrative team and I will do my best to put it together! •

**Insert ad here:
Ratwik, Roszak & Maloney
PA
OLD**

Site is Forum for Administrators

The Minnesota Administrators Leadership Forum has contracted with Atomic Learning to provide an interactive website that will be private to school administrators in the state of Minnesota!

This free site will include:

- an interactive, word searchable online discussion board – share ideas with and ask questions of your colleagues across the state!,
- a calendar of events sponsored by the Forum,
- a “knowledge base” feature that will host technology information and Quicktime movies,
- a one-way informational listserve which will provide information about upcoming events and new technologies twice per month.

This site will be separate from the standard Atomic Learning site. Subscriptions to the standard Atomic Learning site may be purchased directly through Atomic Learning.

Please contact Dave Girtz at dgirtz@atomiclearning.com for school purchasing.

Existing Users

For existing admin forum members, the Minnesota Administrator Forum Site, will not change. Your usernames and passwords will work as they did previously. If you are a member and have forgotten your username or password, please contact Brian Westerberg at Atomic Learning (bwesterberg@atomiclearning.com).

New Users

If you are a new member, signing up for Admin Forum is a simple process.

Simply go to http://custom.atomiclearning.com/mnadmin_sign_up.

This form will allow you to create a new account and also will take you to a form to sign up on the MN Admin listserve. •

Requesting Your Help ... **MASA Connects with Curriculum Leaders**

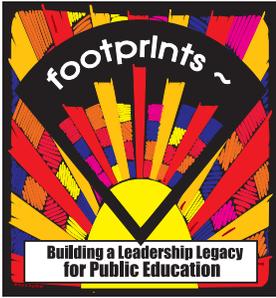
MASA is developing newsletters and electronic discussion boards for component groups within the organization. In conjunction with a group of Curriculum Leaders and with the Minnesota Administrators Leadership Forum, work is being done to facilitate online sharing, communication and a fall conference for curriculum leaders.

Since the curriculum position looks very different from district to district, it is often difficult to identify the key person in each school system to include in this network. We need your help! We are asking superintendents to contact information for your key curriculum leader to MASA so that we may include her or him in our communication. Please email your key curriculum leader's

Name,
Email address,
Phone number, and
Fax number

to Jeanna Quinn at MASA (members@mnasa.org). Thank you!

**Insert ad here:
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Special Thanks to Our MASA/MASE Spring Conference Sponsors

A special thank you to our friends in business who sponsored portions of the 2004 MASA/MASE Spring Conference. Your participation means MASA and MASE are able to offer a higher quality conference and participants' professional development is enhanced. You make a difference for Minnesota education!

There will be opportunities for sponsorship at the 2004 MASA Fall Conference, October 3-5 at Madden's on Gull Lake in Brainerd. Exhibit day will be Monday, October 4. Make plans to attend!

***Thanks to our
sponsors,
business
partners, and
exhibitors!***

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Eric Bartleson Elected to AASA Executive Committee

The new governing structure of AASA organizes the country into 11 AASA Governing Regions. Our region includes Minnesota, Wisconsin, Michigan, S. Dakota, N. Dakota, Iowa and Nebraska. Each state has a number of members on this regional body based on AASA membership in each state. Minnesota has 4 members.

A member of the governing group from this region is then elected to the AASA Executive Committee. We are very pleased to see that Eric Bartleson, Superintendent from Winona, has been elected to serve this region of the country on the AASA Executive Committee.

•

**Mark your calendar
for the
Alliance for
Student
Achievement
2004
Minnesota
Education
Summit**

**Friday,
September 24**

**Ramada Inn
Airport and
Thunderbird
Convention
Center,
Bloomington**

**www.
allianceforstudent
achievement.org**

**Insert ad here:
Hamline University
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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. •

**Insert ad here:
TIES
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Read All About It ... Continued from Page 6

- Norm referenced tests may not be aligned to district curriculum and do not describe how much a student has learned. The Iowa Tests of Basic Skills (ITBS) and the Stanford Achievement, Metropolitan Achievement Test, California Achievement Test (CAT), Northwest Evaluation Association level tests, and the National Assessment of Educational Progress are norm referenced tests. Typically the results of these tests are reported as a percentile rank of the norm scores.

FYI – Who represents us?

- The most common occupations of our Minnesota State Senators are:
Attorneys – 15
Business – 14 (18 including consultants)
Farmers – 6
Professional legislators – 6
Retirees – 3
- The most common occupations of our Minnesota State Representatives are:
Business – 36 (42 including consultants)
Attorneys – 16
Professional legislators – 13
K – 12 teachers – 8 (10 including substitutes)

Panaceas and Perceptions

Public perceptions contradict reality when it comes to kids. For example, 8% of the public believes that teen behavior is worsening. In fact:

- The number of serious violent crimes per youth ages 12-17 has dropped from a high of over 45 per 1000 youth in 1993 to fewer than 20 per 1000 in 2000.
- The juvenile arrest rate for property crimes has dropped by 40% since 1994.
- The pregnancy rate for women aged 15-19 has declined by 28% since 1990.
- The average number of Carnegie units earned by high school graduates has risen from 21.58 in 1982 to 26.05 in 2000.
- The number of Advanced Placement exams taken by students in 2002 is more than eight times the number in 1981.

No Child Left Behind (NCLB)

- The U.S. Department of Education now spends \$55.6 billion a year administrating

No Child Left Behind and other federal programs. (Forbes, *Children Will Be Left Behind* – March 15, 2004)

- A NCLB position paper by educational leaders in Pennsylvania identifies high expectations, quality instruction, math and reading, and the use of disaggregated data and goals for each child as positive priorities. The same paper also expresses concern about: assessing students with disabilities, assessing those with limited English proficiency, and difficulties presented by lack of time, funding and resources needed to build capacity to fully implement the law.
- Forbes magazine's Dan Seligman describes the inherent flaw in NCLB this way: "The problem is that some students are not smart enough to do well on tests ... The gap is tremendous and in large measure reflects socioeconomic IQ differences." Forbes continues to comment that "the law also states, insanely, that by 2014 all American students must be "proficient" in reading and math. Any school at which this doesn't happen will suffer severe penalties, up to and including a takeover by the state. Yet the shape of the bell curve guarantees that most schools will fail. No amount of accountability, incentives and super-duper teaching can possibly get all the kids in any sizable school up to 100% proficiency by 2014."
- "According to a recent RAND report, we have little research to suggest that current accountability systems do more than artificially raise test scores. Also according to the report, too many resources and teaching hours are being redirected from teaching and learning toward expensive tests and the politics of perception" (*Putting Theory to the Test*, RAND Review, Spring 2002)

Bragging Rights

Education and Innovation

- The number of Standardized Achievement Test (SAT) high scorers (650 or better) has continued to increase over the past two decades. In twenty years, the percent of high scorers has risen from 3.0% to 4.0% in math, and from 4.0% to 14.0% in verbal skills. (*All percentages are taken from scores on the original scale*).
 - The proportion of Minnesota public school 4th graders who scored at the highest two levels in reading in the National Assessment of Educational Progress (NAEP) increased by 19% between 1992 and 2002. Minnesota ranks 1st in the nation in the proportion of 4th and 8th graders scoring at the highest two levels in math.
 - The proportion of Minnesota public school 4th graders who scored at the highest two levels in math in the National Assessment of Educational Progress (NAEP) increased by 19% between 1992 and 2000 and the proportion of Minnesota public school 8th graders who scored at the highest two levels in math increased by 74% between 1990 and 2000.
 - Minnesota 4th graders have the 2nd highest science scores in the world.
 - Public schools outperform private schools in computer science and biology.
 - More public schools than private schools offer Advanced Placement courses.
 - In Minnesota, 99% of 4th grade parents participate in parent-teacher conference.
 - Minnesota schools are among the top four safest feeling places in
- Read All About It ...
Continued Page 27**

Read All About It ... Continued from Page 26

the nation for 4th and 8th grade students.

Quotes and Quotables

- “I think school leaders are heroes. They stay in the competition, sometimes against the fiercest foes, never losing sight of their goal of making sure all kids have the chance to learn... School leaders are dedicated to a worthy cause and spend themselves, tirelessly, on this cause. What more worthy cause is there than affecting the future of the next generation, the future of us all?” *Kay Worner, Minnesota 2004 Superintendent of the Year, Sartell, Minnesota*
- “It’s really not the role of the league to paint a complete picture or tell the whole story.” *David Strom, President of the Taxpayers League of Minnesota*
- “My greatest concern, right now, is that we’ve stopped investing in our future... Education – from preschool to university – that’s

what’s going to pay dividends for Minnesota, and we’ve stopped investing in it.” – *Jay Kiedrowski, Finance Commissioner under Governor Perpich and corporate banker in Minneapolis*

- “Get that worried look off your face. Just tell me where you want to go and I’ll help you get there.” – *toll booth attendant in Orlando, Florida*
- “With any kind of meaningful standards at all, 100% proficiency is impossible.” *Dan Seligman, Children Will Be Left Behind, Forbes Magazine, March 15, 2004.*
- “All the standards do is create a barrier to learning. Teachers will be forced to teach, and students will be forced to learn, against or around their curriculum instead of through it.” *Greg Gaut, European and Russian history instructor at St. Mary’s University of Minnesota*

- “If you really care about the economy, this is how you should invest.” *Art Rolnick, Senior Vice President and Director of Research, Federal Reserve Bank of Minneapolis*
- “Today we are rushing headlong in search of the ‘Holy Grail’ of rising test scores. Many unfortunate decisions are being made as pressure for accountability overwhelms common sense.” *John Merrow, Choosing Excellence (2001)*
- “One of the ways to win an argument is to dominate the conversation.” *David Strom, President of the Taxpayers League of Minnesota*
- “Words are the weapons, stress is the injury, doing the right thing for a child is the victory.” *Kay Worner, Minnesota Superintendent of the Year, 2004, Sartell, Minnesota*

Resources for some of the information included in this publication include the National Education Association, the American Association of School Administrators, and *The 776 Stupidest Things Ever Said*, Ross and Kathryn Petras, 1993 •

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United Educators Credit
Union
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Calendar 2004 - 05

September 23
New Superintendents' Workshop
MASA Offices, St. Paul

September 24
Alliance for Student Achievement Education Summit
Ramada Inn Airport/
Thunderbird, Bloomington

October 2
MASA Executive Committee Meeting
9:30 - 11:30 am
MASA Board of Directors Meeting
1 - 5:30 pm
Madden's, Brainerd

October 3
Board Meeting Continues
9 - 11:30 am

October 3 - 5
MASA Fall Conference
Madden's, Brainerd

October 13 - 15
MASE Fall Leadership Conference
Cragun's, Brainerd

November 12
Newsletter Submissions Due

November 17
MASA Foundation Board Meeting
MASA Offices, St. Paul

November 17-19
Conference: Connecting to Curriculum
Cragun's, Brainerd

November 25 - 26
Thanksgiving Holiday
MASA Offices Closed

December 1
MASA Executive Committee Meeting
9 - 10:45 am
MASA Board of Directors Meeting
11 am - 4 pm
MASA Offices, St. Paul

December 9 (*tentative*)
Referendum Workshop
Metro Area

December 23 - 24 and
December 31
Winter Holidays
MASA Offices Closed

2005 ...

February 2
MASA Executive Committee Meeting
9 - 10:45 am
MASA Board of Directors Meeting
11 am - 4 pm

February 9
MASA Foundation Board Meeting
MASA Offices, St. Paul

February 11
Newsletter Submissions Due

February 17 - 20
AASA National Convention
San Antonio, TX

March 25
Spring Holiday
MASA Offices Closed

April 20 (at Spring Conference)
Sheraton Bloomington Hotel
MASA Executive Committee Meeting
9:00 - 10:45 am
MASA Board of Directors Meeting
11:00 am - 4:00 pm
Board of Directors & Past Presidents Dinner
5:30-8:30 pm

April 21 - 22
MASA/MASE Spring Conference
Sheraton Bloomington Hotel

May 11
MASA Foundation Board Meeting
MASA Offices, St. Paul

May 13
Newsletter Submissions Due

May 30
Memorial Day Holiday
MASA Offices Closed

June 14 (*tentative*)
MASA Executive Committee Meeting
11 am - 12:30 pm
MASA Board of Directors Meeting
1:30 - 5:30 pm
Minnesota Science Museum,
St. Paul

June 15 (*tentative*)
Board Meeting Continues
9 am - 12 noon

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Did you know that the MASA web site has hot links to a wide variety of state and national education associations? Visit us at www.mnasa.org!

Did you know that the MASA Foundation Silent Auction at the MASA/MASE Spring Conference raised \$2,983? Thanks to all who participated !



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