

## Celebrate the Magic!

by Ken Dragseth,  
MASA President and  
Superintendent,  
Edina Schools

Opening kick off! What a wealth of emotions we all have at the beginning of another school year. For some of you, this may be the first time you celebrate the beginning of a school year as a district administrator. For others, you may have had a few times where you have sat and wondered what the year will bring. Others are veterans of a new school year and have a multitude of magical memories about the years that have passed.

A favorite quote of mine speaks to what schools and education can become. Tom Robbins states, "If you take any activity, any art, any discipline, any skill, take it and push it as far as it will go, push it beyond where it has ever been before, push it to its wildest edges, then you force it into the realm of magic."

Walt Disney states simply in response to how they create the magic, "It's not the magic that makes it work, it's the work that makes the magic."

This is a magic that we feel when we have done something exceptional, professionally or personally. It is something that makes us want to shout "Yes," something that gives us a strong sense of quiet pride and satisfaction, something that exceeded our wildest expectations, and something that made us feel alive

and glad to be a part of something great.

Lee Bolman and Terry Deal talk about shared stories in their book Leading With Soul. They state that without story and myth, there is no public dream, no magic to the organization. Without shared dreams and magical moments, organizations falter and perish. Individuals, groups, and organizations need their own stories.

At the beginning of the school year, it is appropriate to remember the magical moments in our educational and professional lives. Many of these stories are set in celebrations – either individual or as a larger group. These stories about a student event or success, a building or department accomplishment, a team or community celebration or event, a staff member who did something memorable, a district success, or other events small and large stay with us and enrich our lives.

These stories of celebration and magic all have a message that says that staff, students, and community help create the magic through the little and big things they do. They tell us that people want to celebrate and share successes, and they want to feel the magic. They tell us that people want to be part of something bigger than they are that is both positive and shows caring for others. These stories tell us that people gravitate toward programs and systems that meet their academic, social, and emotional needs. They

want to be with a winner with a heart that creates magical moments for them.

I hope all of you have and will experience in your educational lives this year some of the magic and celebration that



Ken Dragseth

we all crave. I hope that you will be able to point to events that will cause you to push your limits so that the events or your efforts truly stand out as magical and special moments. I hope that you will see your professional activities, new colleagues, and student contacts not as a hole into which you pour your energy but as a door, a door to the magic – the door opened by completely embracing that educational opportunity. Every day the opportunity is given to us to add to the positive hordes of memories that students carry with them forever. Aren't we lucky to be able to feel and create the magic!

Have a great year! Celebrate the magic! MASA will be working in partnership with us to help make the magic happen!

### *inside ...*

<b>Leadership Isolation .....</b>	<b>2</b>
<b>9-11 Remembrance .....</b>	<b>4</b>
<b>Ready for Conference! .....</b>	<b>5</b>
<b>Consider Your LTC Options .....</b>	<b>7</b>
<b>How Do You Communicate? .....</b>	<b>8</b>
<b>Best Tech Practices .....</b>	<b>15</b>

## Leadership Isolation



Charlie Kyte

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

One of the most difficult parts of the job of a school leader is overcoming the sense of isolation that you will often feel as you work through the many

difficult tasks that are put before you. It is very important to utilize multiple strategies to fight these feelings of isolation and to find pleasure and positive reward in your job.

School leaders work with difficult budget decisions, reductions in staffing levels that result in layoffs, negotiations with employee groups that never seem to end, requests from the media and the community for information that you are often not at liberty to divulge, and performance and behavior issues with employees. In addition, most school leaders are constantly working to develop the potential of their school boards and active community support groups.

At best, our work involves keeping people working together. At worst, it requires you to cope with negative and inappropriate behaviors by elected officials and others. When working with these difficult issues you find that others within the school district distance themselves from you. You feel less comfortable sharing your stress and uncertainty.

Part of isolation comes from the fact that it is a natural human tendency to pull back and isolate yourself when you are feeling professional or personal attacks. Further, there is something of a code of silence between school

leaders that should be relying on each other. To admit weakness to your colleagues you risk the chance that others outside of your school district will know that things are not going well and you feel that makes you even more vulnerable.

Thus, we create our own sense of isolation within our school districts, within our core leadership teams in our school districts and with our colleagues. It can become very lonely at times.

To fight the sense of isolation, you need to be pro-active. The first step is to understand what is happening to you and recognize the stresses you are under. There are also a number of other things you can do.

One is to enhance your level of

communications within your school district. Set up meetings with your faculty and support group leaders. Get out and around the buildings; intermingle with both students and staff. Make an effort to be visible within your community. Resist temptation to pull back and stay in your office.

You should also seek out positive collegiality among others who do your work. To remain positive, it is important not to seek out those individuals that tend to pull you down. We sometimes see school leaders getting together to have a "pity party." They collectively spiral themselves downwards and come away feeling more negative about their jobs. It is important to look for a group that sees hope and is willing to look at solutions.

**Isolation ...**

**Continued Page 3**

## Have you renewed your membership?

**2002 - 03 membership renewal forms have been mailed. Don't let your MASA benefits and services lapse—renew your membership today!**

- √ Quality Conferences
- √ Network of Your Colleagues
- √ Skill Development Workshops
- √ Publications
- √ State and National Legislative Advocacy
- √ Legal Consultation
- √ Liability and Life Insurances

**Leaders Forum**  
**Fall, 2002 • Vol. 37, No. 1**

*Leaders Forum* is a publication of the Minnesota Association of School Administrators, © copyright, MASA. No endorsement of products or services is intended. Send materials to be considered for publication to:

**Director of Communications**

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

**Executive Director**

Charles Kyte

**2002-2003 Officers**

President Kenneth Dragseth  
President-Elect Antoinette Johns  
Past President Jerry Jensen  
Treasurer Constance Hayes

**2002-2003 Board of Directors**

Region 1  
Wendy Shannon (2001-04)  
Kelly Smith (2000-04)  
Region 2  
Gil Carlson (2000-03)  
Region 3  
Richard Orcutt (2000-03)  
James Redfield (2001-04)  
Region 4  
Dorothy Suomala (02-05)  
Region 5  
Edward Anderson (02-05)  
Region 6  
Mary Ruprecht (2000-03)  
Region 7  
Julio Almanza (2000-03)  
Region 8  
Randy Bruer (2001-04)  
Region 9  
Sandra Kovatch (02-05)  
Daryl Miller (02-05)  
Claudia Risnes (2001-04)  
Bev Stofferahn (2001-04)  
Retiree Representative  
Ken LaCroix (00-03)

**Leaders Forum is your newsletter and we encourage your input!** If you have ideas or an article to share, please contact Mia Urick, MASA's Director of Communications and Professional Development (contact information listed above).

## Isolation ... Continued from page 1

Work to develop a level of trust and confidentiality. Sharing the issues that challenge you will lead others to share. You will find out that almost all of us in leadership roles are coping with much the same issues.

Finally, keep a healthy balance in your life. Many school leaders are by nature "workaholics." In much of my career, I felt that I could solve things by just working harder. I now realize that working smarter, combined with a healthy lifestyle, is a better way to go. Make sure you are getting exercise. Pay attention to your weight and your health. Take time for your family. Develop personal relationships outside of the arena of education. If you can keep your

personal life in balance, it is easier to remain positive in your very difficult job.

When things are going poorly, it is a natural human tendency to protect and isolate yourself. But the isolation can lead to despair and the despair takes away the joy of doing your work. Keep your life in balance. Look for positive people to surround yourself with. Engage your publics both internally and externally in your school district.

Finally, remind yourself that the work of school leadership is very important. You have the opportunity to shape the direction of the education of the youth in your community. You are doing one of the most important jobs within our society. Your work is vital to the future of our children and our society. •



MINNESOTA  
SCHOOL DISTRICT  
LIQUID ASSET  
FUND PLUS

## MINNESOTA SCHOOL DISTRICT LIQUID ASSET FUND+

**Fund Representative:**  
*Carole Loehr*  
320-202-1421  
or 800-221-4524, ext. 321  
cloehr@ambacsecurities.com

**Fund Representative:**  
*Donn Hanson*  
763-389-4430  
or 800-221-4524, ext. 324  
dhanson@ambacsecurities.com

**Fund Representative:**  
*Dale Jensen*  
763-780-1530  
or 800-221-4524, ext. 361  
djensen@ambacsecurities.com

**Sponsored by:**

- Minnesota Association of School Administrators (MASA)
-  Minnesota Association of School Business Officials (MASBO)
-  Minnesota School Boards Association (MSBA)

**Marketed by:**

Ambac Securities, Inc.  
*John R. McClellan, General Manager*  
651-494-9490  
or 800-221-4524, ext. 362  
jmcclellan@ambacsecurities.com

**Ambac Securities, Inc.**  
**Ambac**  
Member of Ambac Financial Group, Inc.

Minnesota School District Liquid Asset Fund Plus (MSDLAF+) is distributed by Ambac Securities, Inc., Member NASD, MSRB, SIPC. An investment in the Fund is neither insured nor guaranteed by the Federal Deposit Insurance Corporation, any other governmental agency or Ambac Assurance Corporation. Although the Fund seeks to maintain a stable net asset value of \$1.00 per share, it is possible to lose money by investing in the Fund. For more complete information about the Fund, including fees and expenses, call or write Ambac Securities, Inc. for an information statement. Please read it carefully before investing.

[www.ambac-cadre.com](http://www.ambac-cadre.com)

[www.msdlaf.org](http://www.msdlaf.org)

## Minnesota Schools Commemorate September 11

As our communities marked the one year anniversary of the attack on the World Trade Center, the Pentagon, and Flight 93, over 800,000 Minnesota school children and over 100,000 professional educators joined together to honor all those touched by the tragedies.

Governor Jesse Ventura and Lieutenant Governor Mae Schunk signed a proclamation declaring a “Moment of Reflection, Remembrance and Hope” for Minnesota’s school children in commemoration of the victims, survivors, and heroes of the September 11 attack on America. The Governor presented the proclamation to Andy Neilson’s 5th-6th grade class from Roseville. The students accepted the proclamation on behalf of all of Minnesota’s students.

The ceremony also included the dedication of an elm tree newly planted on the capitol lawn, and a flyover of F-16s from the Minnesota Air National Guard.

The Governor and Lieutenant Governor had designated 10:00 a.m. on September 11th as a time for all school children in Minnesota to “pause and reflect upon these events in appreciation of the sacrifices of these victims and heroes, and in determination to strive to protect America’s freedoms, and to enthusiastically envision a positive future where citizens can learn, grow, and pursue their dreams.”

“Minnesota’s school administrators appreciate the responsive leadership of Governor Ventura and Lieutenant Governor Schunk,” said MASA Executive Director Charlie Kyte. “We were gratified that they would honor our request to involve our schools in an appropriate, unified remembrance.” MASA, the Minnesota Elementary School Principals Association, and the Minnesota Association of Secondary School Principals worked together with the Governor’s office to coordinate the commemoration. •



*Governor Ventura visits with Roseville fifth and sixth graders. The students accepted the Governor’s and Lieutenant Governor’s proclamation on behalf of all of Minnesota’s school children.*



*Minnesota’s First Lady Terry Ventura joins the honored fifth and sixth grade guests at the proclamation presentation.*



**H & B Specialized Products**  
*Serving All of Minnesota*

**VISIT US AT THE MASA  
CONFERENCE IN OCTOBER**

- Lockers
- Casework
- Seating
- Athletic Flooring
- Athletic Equipment
- Service & Installation

(612) 721-5031 (800) 328-4852

## 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 us a call (651/645-6272), fax us a note (651/645-7518), or email us ([members@mnasa.org](mailto:members@mnasa.org)).

***We don’t want to lose you!***

*Have you registered?*



## MASA's 2002 Fall Conference

September 29 - October 1  
Madden's on Gull Lake  
Brainerd, Minnesota

How can we strengthen the public's understanding, relationship and investment in our schools? How can we increase the public's equity in our schools—for all kids? The involvement of community members is critical to the survival of public education, yet many leaders worry that Americans are becoming apathetic about many aspects of community life, including their public schools. Join your colleagues and hear from experts how school leaders can reconnect schools with parents and the greater community. We will explore how school leaders today—and in the future—will meet the challenges of public engagement with energy, quality, and passion.



Make plans to attend the  
**AASA 2003  
Annual Conference  
& Exposition**

February 20 - 23, 2003  
Ernest N. Morial Convention Center  
New Orleans, Louisiana  
[www.aasa.org/nce](http://www.aasa.org/nce)

Watch for more information about our  
Minnesota event at the national conference!

## Conference Highlights ...

- Don't miss the Foundation **Golf Tournament Mixer**.
- Celebrate the service of our honored peers at the **Awards Banquet**. Service recognition and the **Morris Bye Memorial Award** will be presented.
- After the banquet, show your Purple Pride and cheer on the Vikes as they take on Seattle.
- **Karen Kleinz, APR** will explore public engagement and what it means for school leaders today.
- Members' partners are invited to get acquainted at the **Partner Get-Together** Monday morning.
- 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.
- **Retirees and those who are planning to retire** at the end of the 2002-03 school year are invited to attend a special luncheon on Monday.
- Our **Expert Panel** will present a dialogue on the topic of community engagement and Minnesota's schools.
- Relax by participating in the **Fun Run/Walk**, or test your skill on the green at the **putting contest**.
- Unwind and enjoy a casual Monday evening. Sit back and enjoy **Special Delivery**—A Magician with a Message.
- **Doug Eadie** will teach you how to build a strong, positive relationship with your board.
- **Cindy Brucato's** keynote address will focus on education's response to our changing society.

*Registration materials have been mailed.  
They are also available on the MASA web site  
([www.mnasa.org](http://www.mnasa.org)). See you at Madden's!*

**Special Thanks to Our  
Major Fall Conference Sponsors:**

**Rider, Bennett, Egan  
and Arundel, PLLP  
and  
Kraus-Anderson  
Construction Company**

## AASA: Better Compensation Needed to Attract High-Quality Teachers to Low-Performing Schools

*Financial incentives, not vouchers, will pair every child with a highly qualified teacher, says AASA Executive Director Paul Houston —*

Placing a highly qualified teacher in every classroom by 2006 is a cornerstone of the Bush administration's No Child Left Behind Act. But the dilemma facing states and local districts is that qualified teachers are in short supply, particularly in schools that serve large concentrations of poor and minority students.

States and districts are creating a variety of financial incentives to attract and retain high quality teachers. But can more money overcome teacher reluctance to work in hard-to-staff schools? Yes, according to a new report by the American Association of School Administrators.

In "*Higher Pay in Hard-to-Staff Schools:*

*The Case for Financial Incentives,*" AASA examines how states and localities are using financial incentives to attract new teachers and keep the ones they already have. Unfortunately, relatively few incentives are designed specifically to channel teachers to the schools where they are needed the most.

Only a handful of states have developed comprehensive incentive programs to help districts attract qualified teachers to high-poverty, low-performing schools, despite overwhelming evidence that these schools disproportionately employ the most under-prepared and inexperienced teachers.

Recent studies conducted in

Philadelphia, California, Texas and New York show that teachers systematically move away from schools with low levels of achievement and high concentrations of poor and minority children.

"Districts with hard-to-staff schools are caught in a vicious cycle," said AASA Executive Director Paul Houston. "It's difficult to recruit quality teachers and it's even more difficult to retain them. As the senior teachers leave, the district is back on the hunt for replacements, many of whom are uncertified with emergency credentials."

Therefore, AASA believes that **Incentives ...**  
**Continued Page 9**

## Ratwik, Roszak & Maloney, P.A.

Wishes to congratulate the attorneys  
from our firm who have been selected as  
"Super Lawyers"

and featured in the August issues of *Minnesota Law & Politics*,  
*Twin Cities Business Monthly* and *MPLS.ST.PAUL Magazine*

Nancy E. Blumstein



Patricia A. Maloney



Paul C. Ratwik



John M. Roszak



Kevin J. Rupp



300 U.S. Trust Building • 730 Second Avenue S. • Minneapolis, MN 55402 • Phone: (612) 339-0060 • Fax: (612) 339-0038 • [www.ratwiklaw.com](http://www.ratwiklaw.com)

## MASA/EM Partner to Provide LTC Insurance Resources

MASA has partnered with Education Minnesota in an unprecedented effort to raise awareness about a serious threat to members' and school employees' well-being—the high cost of recuperative and custodial care that can impact people of all ages.

MASA Executive Director Charlie Kyte was interviewed about the partnership ...

**Q:** *How did you decide to enter into this unusual partnership?*

**CK:** “Anyone who knows me also knows that I strongly believe in people taking responsibility for creating their own future. I was fortunate to grow up with “Mother Kyte’s Philosophy” – Pay Yourself First! In our working-class household we learned the

importance of saving, investing and living an affordable lifestyle. In my family, our grandfather needed care as he aged, most of which was provided by our extended family. But today’s reality is that children are off on their own, often not living nearby. Education Minnesota has spent years educating their members about the realities of long-term care, and they have developed a first-class program.”

**Q:** *Why is long-term care insurance important to MASA’s members and their staff?*

**CK:** “I see administrators and staff being blind-sided by a fundamental misunderstanding – simply put, they think they’re covered when they’re not. Long-term care is one of the most misunderstood forms of insurance

today, and this often leads to tragic financial situations when people discover too late that they’re not covered. This isn’t just



Charlie Kyte

“nursing home insurance” as most people think – it’s about care that people need after a serious illness or injury, or when someone needs daily assistance. People assume that either traditional health insurance or Medicare will cover it, but unless you have a long-term care policy, you will pay most of those expenses out of your pocket and assets. That is, to me, an avoidable tragedy.”

**Q:** *Have you purchased an MASA/ Education Minnesota sponsored policy?*

**CK:** “Yes, and I liked this plan because of the options. I looked for the reasonable “best deal” and didn’t go with the highest plan, but rather one that fit my circumstances. I also like the convenience of check-o-matic. And of course the fact that it will pay for home health care and assisted living, as well as traditional facilities.”

**Q:** *Any final thoughts on the subject?*

**CK:** “I think about the handling of money in two ways: investing it, and protecting the investment. That’s what this insurance is about for me. I sincerely hope that our administrators will seize the opportunity for their staff to hear this important message ... after all, how can people take personal responsibility if they don’t know there’s a problem?”

For more information, please contact Mary Law at the MASA office at 651/645-6272 or email us at [members@mnasa.org](mailto:members@mnasa.org). •

### Licensure Review

## Volunteers Needed

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 Department of Children, Families and Learning.

This is not a yearly commitment. 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 Scearcy: 612-626-8244, [scear001@umn.edu](mailto:scear001@umn.edu). Thank you.

## Solid or Crumbling: How Is Your District's Communication Program?



Bob Noyed

by **Robert B. Noyed,**  
**Communication Consultant**

Which of the following responses most accurately indicates the quality of the relationship between your school district and your community?

- Built on a solid foundation
- Sturdy with occasional repairs
- Starting to rot, but still think "all is well"
- Crumbling around us

Whether you think that you have a solid relationship or it is crumbling around you, I challenge you to consider one more question: How

do you know? School districts have processes in place to regularly monitor the finance, curriculum and other functions of the district. But in many cases, we do not always take the time to assess the quality of our relationship with the community and the effectiveness of the communication program. In other words, we do not really know about the quality of the relationship with the community.

The quality of your school district is judged in large part by the quality of the relationship with your community. People will tend to have a more positive perception of your district if they have a personal connection with the district. In addition, the best way to create and enhance your

relationships is to have an on-going, two-way communication program.

The first step in improving your communication program is to assess your existing effort. You can begin by answering these four major questions:

- **How do you communicate?**  
Determine the strategies that are in place to share information and to create a dialogue with the community
- **What do you communicate?**  
Determine the topics and messages that are most often communicated
- **Who is your audience?**

**Solid or Crumbling? ...**  
**Continued Page 12**



**DISCOVER** the Doctor of Education in Leadership program.

The program is designed to fit the schedules of working professionals. Course content is practical and applicable to contemporary leadership challenges in all organizations. The University delivers a rigorous and relevant leadership program through a dynamic and creative learning community.

# discover

*"An education with relevance, a degree with integrity."*



**Saint Mary's University**  
OF MINNESOTA

**SCHOOL OF GRADUATE & SPECIAL PROGRAMS**

Twin Cities Campus  
2500 Park Ave. Minneapolis

---

### Doctor of Education in Leadership

- 66 credit program (54 course & 12 dissertation)
- Classes meet one evening per week or weekends
- Federal financial aid available

Call toll-free for details:  
**866-437-2788**

Or, visit us online:  
**WWW.SMUMN.EDU**

## Thinking of an Advanced Degree?

# discover

**Saint Mary's University of Minnesota**

School administrators are being faced with more complex and demanding challenges in their jobs that require more sophisticated leadership. The Specialist Degree in Educational Administration is designed to meet the needs of contemporary administrators. Courses are focused on understanding of and experience in management, leadership, research, theory and practice.

---

### Specialist Degree in Educational Administration

- 60 semester credits
- Credits may be transferred from master's & post-master's
- Convenient locations
- Classes begin January 2003
- Interest meetings 9/26 & 10/29

*"Success unites knowledge and action."*



**Saint Mary's University**  
OF MINNESOTA

**SCHOOL OF GRADUATE & SPECIAL PROGRAMS**

Twin Cities Campus  
2500 Park Ave. Minneapolis

Call toll-free for details:  
**866-437-2788**

Or, visit us online:  
**WWW.SMUMN.EDU**

## Incentives ... Continued from Page 6

compensation must be adjusted for teachers willing to work in hard-to-staff schools, Houston said.

“Improving pay for high-quality teachers in hard-to-staff schools is not a guaranteed remedy by itself,” he said. “We need to provide these teachers with good pay *and* improved working conditions.”

Clearly, there are ways that school leaders can make teachers’ jobs in hard-to-staff schools more doable, Houston said. “School administrators can reallocate resources to the schools that serve students with the greatest needs, improve school leadership, reduce class size, increase professional development, clamp down on student discipline problems, improve school safety, create strong induction programs to support beginning teachers, and give teachers more authority,” he said. But it is unrealistic to expect that school districts can solve this problem alone, he said. State and

federal efforts are clearly needed as well.

“One sure way of increasing compensation for teachers willing to work in hard-to-staff schools is by providing them with a federal tax credit,” Houston said.

AASA supports a federal income tax credit as an incentive to attract and retain highly qualified educators in high-poverty public schools. Under AASA’s proposal, all certified teachers and principals employed in these typically hard-to-staff public schools would be eligible for a tax credit of up to \$4,000, which would encourage high-quality educators to choose to work in America’s neediest urban and rural schools, Houston said.

“The Bush administration is proposing to Congress that parents should receive tax credits to enable them to remove children from low-performing schools,” Houston continued. “We believe that

society is better served by improving all schools and matching every child with a high-quality teacher.”

“Financial incentives such as AASA’s tax credit are essential if we aim to staff low-performing schools with highly qualified teachers,” said Houston.

“The bottom line is that incentives matter.”

### ***Higher Pay in Hard-to-Staff Schools: The Case for Financial Incentives***

#### *Executive Summary*

The newly reauthorized Elementary and Secondary Education Act of 2001, *No Child Left Behind*, requires that all teachers must be highly qualified in the subjects they teach by the end of the 2005-06 school year. The dilemma school districts face is that highly qualified teachers are in short supply, particularly in schools that serve large concentrations of poor and minority students.

**Incentives ...  
Continued Page 11**

**BKV**  
GROUP

Architecture  
Interior Design  
Engineering

**Boarman  
Kroos  
Vogel**  
Group  
Inc.

BACK TO BETTER SCHOOLS!

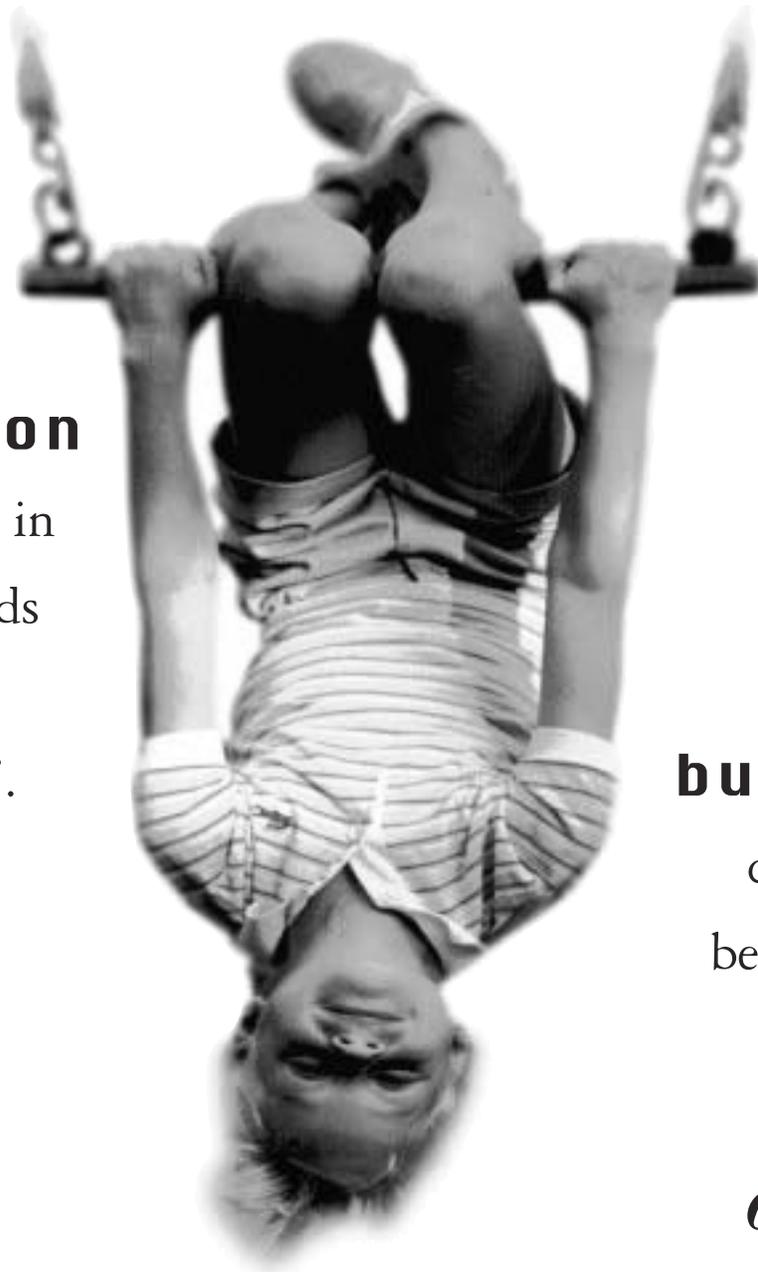


**Teaming Architectural Excellence with  
Education - All Year Round!**

Contact John Sponsel, AIA  
222 North 2nd Street, Minneapolis, MN 55401

612.339.3752  
www.bkvgroup.com

His  
**education**  
couldn't be in  
better hands  
than  
*yours.*



Your  
**buildings**  
couldn't  
be in better  
hands  
than  
*ours.*

Johnson Controls, Inc.  
1801 67th Avenue North  
Minneapolis, MN 55430  
763-566-7650

JOHNSON  
CONTROLS

**Keeping student bodies comfortable for over 100 years.**

## Incentives ... Contined from Page 9

Increasing numbers of states and districts are turning to financial incentives as a strategy to attract and retain good teachers. Yet only a few states have developed comprehensive incentive programs to channel qualified teachers to high-poverty, low-performing schools where they are needed most.

This paper argues that changing the way that teachers are paid and offering targeted financial incentives to teachers willing to take on more difficult assignments is critical if the nation's most challenging schools are to attract and retain highly qualified teachers.

### *Why targeted incentives are necessary*

Schools serving high concentrations of poor children continue to be the most difficult to staff. They have greater teacher and administrator shortages, fewer applications for vacancies, higher absenteeism among teachers and staff, and higher rates of teacher and administrator turnover. These schools employ disproportionately more teachers who are uncertified, who are teaching out of field, and who are new to the school and to the profession. Schools with these characteristics are invariably low-performing schools, and most teachers do not choose to work in them if they have other options.

When teachers do end up in hard-to-staff, low-performing schools, they do not tend to stay in them very long. Some leave the teaching

profession altogether, some move to other school districts, and some transfer to other schools within the district, since union contracts frequently include seniority clauses that permit teachers to choose their teaching assignments as they move up the ranks.

### *Financial incentives, not vouchers, are the solution*

Critics of public education argue that if teachers do not choose to work in high-poverty, low-performing schools voluntarily (and *will* not work in them involuntarily), parents have every right to demand vouchers so that they can avoid these schools, too. But there is a preferable alternative: compensating teachers and principals at a higher rate of pay for the harder work and more difficult working conditions that these jobs entail. Evidence suggests that targeted financial incentives can increase the relative attractiveness of these jobs and overcome teacher reluctance to work in hard-to-staff schools.

### *Types of financial incentives*

This paper also includes an extensive review of incentive-payment programs that states, local school districts, businesses and the federal government are currently offering to attract and retain teachers, especially in high-poverty, low-performing schools. Types of financial incentives discussed include:

- targeted salary increases for hard-to-recruit positions
- bonuses

- housing incentives
- tuition assistance
- tax credits (including a \$4,000 federal income tax credit proposed by the American Association of School Administrators to attract highly qualified teachers and principals to high poverty, low-performing schools).

### *Conclusions and recommendations*

Paying teachers more money to take on jobs that are substantially harder is necessary if we are to leave no child behind. Moreover, evidence from the various incentive programs that have been tried indicates that the structure of the incentives matters. This paper recommends nine ways to structure incentive programs to increase the likelihood that they will work as intended:

1. The incentive has to be large enough to be motivating.
2. The incentive must be targeted to generate the desired behavior, or the impact will be diminished.
3. Imposing a repayment penalty for failing to uphold the terms of the agreement will increase the likelihood of retention.
4. Spreading out the bonus payments over several years, with the biggest payoff coming in later years, will increase the likelihood of retention.
5. The incentive should be structured so that teachers are not penalized when school performance improves.
6. The incentive should be renewable.
7. More incentives should be designed to attract experienced teachers, rather than new recruits, to high-poverty, low-performing schools.
8. Districts cannot do it alone.
9. This strategy will require substantial reallocation of current resources as well as new money to be effective, but failure to staff high-poverty, low-achieving schools with highly qualified teachers is apt to cost much more. The question is not whether we can afford to pay the price, but whether we can afford not to.

For a full copy of the report, log on to AASA's website at:  
[http://www.aasa.org/issues\\_and\\_insights/issues\\_dept/index.htm](http://www.aasa.org/issues_and_insights/issues_dept/index.htm) •



**EHLERS**  
& ASSOCIATES INC

Creating hands-on financial solutions for Minnesota Schools.



651.697.8500 [www.ehlers-inc.com](http://www.ehlers-inc.com)

## Solid or Crumbling? ... Contined from Page 8

Determine if there is a particular audience that is targeted or if you are trying to communicate with everyone

### • *How well do you communicate?*

Determine whether the strategies that you are using to communicate are effective

These major questions will give you a basic understanding of your program. The next step is to dig deeper to get a better understanding of what is going on. Here are a few questions to consider when assessing your communication program:

- Do you have key messages to focus your communication?
- Do you ask, "How will this decision be communicated"?
- Do you have standards and expectations for communication by all staff?
- Do you have a process to gather feedback and input from stakeholders?
- Do you have a newsletter, email bulletin or some regular form of communication to staff?
- How do you provide orientation to staff in your district?
- Do you have programs in place to appropriately recognize staff?
- Do you know what your staff is communicating to other stakeholders?
- Does each of your schools have a

newsletter or some form of regular communication with parents?

- Do you provide training to teachers on how to effectively communicate with parents?
- How do you welcome new parents to your schools?
- How do people without kids in school learn about issues in your district?
- Do you have a process to involve and engage your community?
- Do you know what community members are saying about your district? What are you doing about it?
- Are you using your staff as ambassadors to build relationships in the community?
- What is the quality of your education program? Can you articulate it clearly and consistently?
- Are your schools friendly and sending the right messages to visitors?
- What do observers think when they watch a school board meeting?
- What is the first impression

when entering one of your schools?

- Do you know who the opinion leaders are in your district? How do you use them to help you?
- Do you have a process to listen to your community? Do you seek their input on key issues?
- What kind of relationship do you have with the reporter who covers your district?
- Do you have a crisis communication and response plan?
- Do you have a process to communicate quickly during a crisis?

The use of a communication audit, survey or other assessment process is a great way to review your communication effectiveness. From this assessment, you can then build a plan to improve the connection with your community.

*Robert B. Noyed is a communication consultant specializing in work with school districts and education organizations. He can be reached at 763-535-9043, Fax 763-535-9051, or [robertnoyed@msn.com](mailto:robertnoyed@msn.com).* •

## Changes Coming to NAEP in 2003

The National Assessment of Educational Progress (NAEP) is a federally funded project that is the only truly national index of what students know and can do at various grade levels. Approximately 250 Minnesota schools will be included in the national sample of fourth and eighth graders to be assessed early next year. The results will provide valuable data for comparing how we do with other states and the nation as a whole. Historically, Minnesota has ranked at or near the top of state rankings.

There are several important changes in

NAEP beginning in 2003. The No Child Left Behind legislation Congress passed last year mandates the following:

- 1. NAEP will conduct assessments in reading and mathematics in grades 4 and 8 at least once every two years.**
- 2. Any state that wishes to receive a Title I grant must participate in the biennial state-level NAEP in reading and math.**

**3. Local education agencies that receive Title I grants must assure that they will participate in NAEP if they are selected in the NAEP sample.**

The newly appointed NAEP Coordinator for Minnesota is Jim Terwilliger in the Minnesota Department of Children, Families and Learning. He will be happy to answer your NAEP questions at 651-582-8826. •

# Communication Consulting Annual Subscription

## *Your Connection To School Public Relations Expertise*

School districts – large and small – are seeing a greater need to improve communication and enhance relationships with key stakeholders. MASA has recognized this need and has created a partnership to provide communication-consulting services to school districts. This service will be especially beneficial to districts that do not have a public relations person on their staff.

Robert Noyed, a communication consultant specializing in working with school districts and education organizations, will provide services as part of the Communication Consulting Annual Subscription. For the annual fee, subscribing districts will receive the following services:

- A **half-day presentation or work session** in their district on a communication-related topic, which may include long-range planning, PR for principals, crisis communication, media relations, marketing, creating a communication plan, referendum communication or other topics.
- One hour of **consulting provided via telephone conversation each month** of the subscription and

regular access to consulting advice and comments via email.

- A **monthly e-mail tip sheet** on a communication-related issue, which will provide practical and useful ideas for small-district superintendents.
- Opportunities for **additional conversations** available at the MASA fall and spring conferences.

Subscriptions run from September 2002 to June 2003. Subscriptions initiated any time before December 1, 2002, are \$1,800. Subscriptions initiated any time after December 1, 2002, are \$1,400.

### *Years of Expertise*

Robert Noyed brings more than 15 years of experience as a school public relations professional and educational leader to his work as a communication consultant. He has worked directly with superintendents, school board members, principals and other school administrators, and understands the obstacles, challenges and opportunities in public schools. He specializes in working with school districts and education organizations.

Prior to becoming a full-time communication consultant in September 2000, Bob served as the senior associate for community relations for Robbinsdale Area Schools. He has developed communication strategies for numerous issues including referenda, district boundaries, labor relations, legislative issues, school closings, school marketing, graduation standards, school accountability and budget reductions. He also developed responses and managed communication efforts for crisis situations including student violence, bomb threats, employee dismissals, and weather-related emergencies.

### *Benefits To Your District*

The Communication Consulting Annual Subscription provides regular access to professional public relations advice and counsel. The monthly phone conversations and the regular e-mail access allow you to receive feedback and advice on issues that you are dealing with in your district. The service will also provide you with ideas that will help to improve how you communicate with your community. The subscription is packed with opportunities to improve your district's communication effectiveness.

### *To Subscribe*

If you would like to subscribe or have questions about the Communication Consulting Annual Subscription, contact Robert Noyed, communication consultant, 763-535-9043 or [robertnoyed@msn.com](mailto:robertnoyed@msn.com) •

## Parents United Plans Statewide Meeting, Seeks Contacts

Parents United invites you to mark your calendars for a statewide meeting of parents and other supporters of public schools.

**The meeting will be Saturday, October 5, 10 a.m. to noon at the Ridgedale Library in Minnetonka.**

The intent of the meeting will be to update those who attend on the purpose and goals of Parents United, to distribute legislative toolkits to help the work in local

school districts, and to give people the opportunity to sign on to help with the work of various committees. More detailed information will be available soon.

In addition, Parents United is looking for local district contact people. Their goal is to have a parent/citizen contact from each school district in Minnesota. District contacts will be the channel for information from Parents United (updates, newsletters, press releases,

legislative tool kits, etc.) to their school districts. Please contact Eunice Slager if you are willing to be a contact for your school district. She can be reached at [eslager@mn.rr.com](mailto:eslager@mn.rr.com) or 952-926-1649 (work/voice mail).

“We appreciate your interest and support and we’ll stay in touch,” says Ms. Slager. “We value your input and support.”

Parents United also invites you to join a conversation about public schools or ask for support or information at the “School Talk” section of the Parents United web site at [www.parentsunited.org](http://www.parentsunited.org). •

## Minnesota Administrators Leadership Forum Year II Update



Kris Bryan Nielsen

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

The 2002-2003 Administrators Leadership Forum cohort has just completed their first two days of training! Approximately 600 licensed, practicing administrators attended one of 8 two-day sessions to learn how to use or to improve their use of technology tools, with

the goal of making them more efficient, productive leaders and decision makers. The first two days of training were held at Eagan High School and were filled with great discussions and hands-on learning.

During the 3rd day, scheduled for October at regional sites, participants will work with a team of mentors to expand their skill with the tools, discuss and analyze data they have gathered from their schools and process learning gleaned from readings and prior discussion and work. The 4th and 5th days (held regionally throughout the winter) will include the introduction of two new training modules, a continuation of discussion and work with leadership issues and gathered data and a further expansion of the use of Forum tools.

Additional optional follow-up sessions will be held in the fall and in the winter and will be open

to year 1 and 2 participants. Year 1 and 2 participants will receive further information about these sessions this fall and should email any changes in their contact information to me at kris@mn-admin-forum.org.

By the end of the Forum training, participants will:

- Learn new tools and skills
- Improve leadership skills
- Become more reflective
- Access and analyze data for improved decision making.

Participants have access to a team of mentors who are spread across the state. These mentors assist with technology issues as well as issues of teaching, learning and the implementation of standards.

The Forum is a partnership of the Department of Children, Families and Learning, the Minnesota Association of School Administrators, the Minnesota Association of Secondary School Principals and the Minnesota Elementary School Principals' Association.

**If you are a licensed school administrator who is currently practicing your craft in a building or at a district level and you would like to be placed on the pre-registration list for the 2003-2004 Forum training, please visit our website at [www.mn-admin-forum.org](http://www.mn-admin-forum.org) and fill out the form on the registration page.** You will receive information from us in March instructing you on how to formally register for the training. Training will begin in June. If you have any further questions, please contact me at kris@mn-admin-forum.org. •



### EVENSEN DODGE

FINANCIAL AND INVESTMENT ADVISORS  
650 Third Avenue South, Suite 1800  
Minneapolis, Minnesota 55418  
800.328.8200

referendum assistance  
cash flow financing  
debt issuance  
credit ratings  
tax impact  
arbitrage rebate  
refundings  
investments

Have you browsed the MASA web site lately? It features up-to-the-minute news for our members! Visit us at [www.mnasa.org](http://www.mnasa.org).

Attention, Members!

Important Calendar Note ...  
*The dates of the*

## 2003 MASA/MASE Spring Conference

*have been changed!*  
**Mark your calendar for  
Thursday-Friday,  
February 27-28  
at the  
Radisson South Hotel,  
Bloomington**

# BEST *practices*

## Legislative Auditor Releases Reports— Best Practices for Local E-Government, Managing Computers

by Jody A. Hauer, Office of the Legislative Auditor

How should school districts and other local governments prepare as they offer e-government? The report *Local E-Government: A Best Practices Review*, released in April by the Office of the Legislative Auditor, discusses what is necessary for effectively providing on-line information and services.

### Access to the Internet

Minnesotans are great users of computers and the Internet, according to the report. In fact, the U. S. Department of Commerce reports that the proportion of Minnesotans using the Internet in 2001 was higher than in all states but Alaska and New Hampshire. Other research shows that the number of Minnesotans with access to the Internet is growing, and those who used the Internet to purchase goods or services in 2001 increased 53 percent over those two years earlier. As the use of computers and the Internet continues to rise, citizens' demand for e-government may also increase.

About 63 percent of Minnesota school districts have

already developed Web sites, but the study found that large jurisdictions were far more likely than small ones to offer information or services via the Internet. As of October 2001, according to a survey conducted for the study, 43 percent of smaller school districts—those with fewer than 800 students—had Web sites. By contrast, three-quarters of mid-size districts and 84 percent of large ones already had Web sites.

### Best Practices for E-Government

For school districts considering e-government for the first time or revising their existing Web sites, the new report offers guidelines as well as resources for additional information. It recommends seven best practices, ranging from an initial assessment of whether to offer e-government to evaluating Web sites based on user feedback.

One of the seven best practices is providing sufficient security to protect against threats to the Web site and related databases and bandwidth. While security programs

**E-Government ...  
Continued Page 16**



## “A+” Technology = “A+” Service

**Cost.** It's a concern of every school.

As a locally owned and managed company, Coordinated Business Systems has the flexibility to customize acquisition programs to ensure your institution gets the digital document imaging technology it needs without compromising your budget.

Plus, our award-winning digital copiers, printers, high-speed duplicators, color copiers and fax machines are backed by an unmatched commitment to customer service – all designed to help you work more productively, efficiently and cost-effectively.

**Call us today for your demonstration.**

[www.coordinated.com](http://www.coordinated.com)  
952-894-9460  
800-852-9084



Minneapolis • Red Wing • Rochester • St. Paul

## School Improvement Handbook Highlights Work in Rural Minnesota Communities

Public schools throughout Minnesota received copies of a new Center for School Change publication during August.

*Schools and Communities Working Together* is based on the Center's work in rural Minnesota, and it offers school improvement ideas for educators, parents and community members.

The book includes planning and public relations guidelines, lessons and community involvement ideas contributed by Center for School Change sites and strategies for creating school improvements that last. *Schools and Communities Working Together* also highlights 20 projects developed in rural Minnesota schools since 1995.

Center for School Change projects included both elementary and secondary public schools and were located throughout the

state. Although each site created a plan to fit its own location, there was a common theme of school-community collaboration.

Teachers and students found value in learning about the human and natural resources in the places where they live, and parents and community people became more aware of the assets schools offer.

A grant from the Blandin Foundation, Grand Rapids, Minn., covered most production costs for the book and allowed the Center for School Change to provide free copies to public schools in Minnesota. Copies were sent to building principals. *Schools and Communities Working Together* will also be available on the Center for School Change Web site, [www.centerforschoolchange.org](http://www.centerforschoolchange.org).

The Center for School Change, located at the University of Minnesota's Hubert H. Humphrey Institute of Public Affairs, provided grants and technical support to over 70 rural Minnesota sites between 1991 and 2001. Primary funding for the rural projects came from the Blandin and Annenberg Foundations.

Terri Anderson and Vicki Nelson, authors and editors of *Schools and Communities Working Together*, are Center for School Change outreach coordinators who live and work in outstate Minn. They continue to provide support for groups and individuals interested in raising student achievement and creating strong school-community partnerships. •

---

## E-Government ... Continued from Page 15

will vary from jurisdiction to jurisdiction depending on the risk involved, all local governments with Web sites need to protect their technology investments. This likely means installing and monitoring "firewalls" to guard against unauthorized access to computer servers. It includes using up-to-date antivirus software and preparing plans to handle security incidents should they occur. Managing employee access to Web databases, such as enforcing strict password controls, is needed to protect against incidents that could arise internally.

The report commends the Rosemount-Apple Valley-Eagan School District 196 for its computer security practices. District 196 controls unauthorized internal access to its Web site by requiring district users to use only passwords that meet a certain threshold of difficulty—no spouse names or other passwords quickly discovered by password-cracking software. Authorized users must change their passwords every 90 days, and they may not re-use any of their eight most recent passwords. District 196 trains a

technology contact in each school building about appropriate use of the computer system, including security protocols. In turn, the technology contacts manage the user accounts and passwords for users in their buildings. Further, the district's computer system components are in lockable racks, housed in a controlled room dedicated for computer purposes.

### Managing Computer Systems

A separate report, *Managing Local Government Computer Systems*, was released at the same time. The focus of this report is on how local governments manage their computer systems—with their own staff, using computer vendors, participating in computer collaborations, or using some mix of these arrangements. The report describes how to prepare for assessing management options as well as the pros and cons of each

option.

### Best Practices for Managing Computer Systems

Whether school districts use a single computer to meet very simple technology needs or have hundreds of networked computers in multiple locations, managing the computers requires certain best practices.

First, school districts and other local governments should make sure that whoever manages the computer system has a framework in place with policies that guide how the system will be managed. A framework includes managing assets through complete inventories of hardware and software. It also means following a management program that specifies daily operations and **E-Government ... Continued Page 18**

*Building Schools . . .  
Building Communities*



- Referendum Assistance*
- Multi-facility Design & Construction*
- Rehabilitation/Adaptive Re-use*
- Curriculum-Responsive Design*
- Total Project Management*
- Facilitating Equity*
- Indoor Air Quality*
- Commissioning*
- Re-commissioning*
- ADA Compliance*
- Renovations*



Minneapolis - 952.474.3219  
Rochester - 507.288.8155

[www.teamtsp.com](http://www.teamtsp.com)



*Your Single Source Advisor*

## We help School Districts

- *Define their current situation*
- *Establish goals*
- *Develop plans*
- *Obtain cost-effective funding*

**. . . in a timely manner**

### Springsted's Public Education Team:

Kathleen Aho Luther Fjelstad Dave Jaye John Nefstead  
Jon Commers Mike Hoheisel John Maas John Sander

## Springsted Incorporated

651.223.3000 [www.springsted.com](http://www.springsted.com)

## Educators — Seek professional help!

If you're stressed out over planning for your future or protecting the assets you have now, we can help. Horace Mann has helped educators breathe easier since 1945, and we'd like to put our experience to work for you.

Contact your local Horace Mann representative or 1-800-999-1030 today.



**Horace Mann**  
Educated Financial Solutions

## E-Government ... Continued from Page 16

control of the computer system.

Second, whoever manages a computer system must have properly trained staff to operate and maintain it. Technology staff should receive ongoing training, and those managing computer systems also need to offer user training and ongoing user support for optimal productivity.

As an example of this best practice, the Robbinsdale Area School District uses an internal computer network to provide user support. Using the "intranet," teachers can access a variety of information modules, such as procedures for changing passwords. The district created the modules and provides electronic access to supplemental information developed by software vendors. In this arrangement, teachers receive on-line help at any time with common technology issues.

Finally, managers of computer systems need security policies based on identified risks. The security program should control external and internal risks through

a variety of mechanisms, such as antivirus software, regular data backups, and disaster recovery procedures, among others. System managers need to periodically test security, and computer systems could benefit from independent, outside security reviews.

### Availability of the Reports

Both reports are available in print and on-line. They offer contact names with the examples of best practices, and the on-line versions have live links to numerous additional resources. Over the Internet, *Local E-Government* is available at [www.auditor.leg.state.mn.us/ped/2002/pe0208.htm](http://www.auditor.leg.state.mn.us/ped/2002/pe0208.htm) and *Managing Local Government Computer Systems* is at [www.auditor.leg.state.mn.us/ped/2002/pe029.htm](http://www.auditor.leg.state.mn.us/ped/2002/pe029.htm), or call 651/296-4708 to receive a copy. •

## Administrators' Board Names New Executive Director

The Executive Committee of the Minnesota Board of School Administrators announced the appointment of Marc Boehlke as Executive Director. Marc has served as a Minnesota teacher, administrator, college licensure officer, and in a variety of state roles within the Department of Children, Families and Learning, including the Board of Teaching.

During the 2001 session, the Legislature created the Board of School Administrators to oversee administrator licensing, administrator preparation programs, rules for continuing education requirements, and the code of ethics. The Board consists of nine members appointed by the Governor. •

**NOR-SON**<sup>UJ</sup>  
Quality Construction By Quality People



**Construction Services**

**218-828-1722**

**www.nor-son.com**

**Brainerd • Bemidji • Crosslake**

# Calendar 2002 - 03

## September 28 - 29

### Board Meetings

- Madden's on Gull Lake, Brainerd, MN
- Executive Committee  
September 28: 9:30 - 11:30 am
- Board of Directors  
September 28: 1 - 5:30 pm  
September 29: 9 - 11:30 am

## September 29 - October 1

### MASA Fall Conference

Madden's on Gull Lake, Brainerd, MN

## November 5

### Election Day

## November 15

### Winter Newsletter

### Submissions Due

## November 28 - 29

### Thanksgiving Holiday

MASA Offices Closed

## December 4

### Board Meetings

- MASA Office
- Executive Committee  
9 - 10:45 am
- Board of Directors  
11 am - 4 pm

## December 23 - 25 & January 1

### Winter Holidays

MASA Offices Closed

## February 5

### Board Meetings

- MASA Office
- Executive Committee  
9 - 10:45 am
- Board of Directors  
11 am - 4 pm

## February 14

### Spring Newsletter

### Submissions Due

## February 20 - 23

### AASA National Conference on Education

New Orleans

## February 27 - 28

### MASA/MASE Spring Conference

Radisson South, Bloomington

## April 18

### Spring Holiday

MASA Offices Closed

## May 16

### Summer Newsletter

### Submissions Due

## May 26

### Memorial Day Holiday

MASA Offices Closed

## Note change in Spring Conference Dates!



**PaC**  
School Management Systems

The right tool for the job.

You need the right tools to do your job. You need PaC School Management Systems™ from Skyward.

Our powerful, centralized systems operate in a variety of environments, so we can help you choose the most cost-effective solution for your district. We fully integrate financial management, human resources, student records, food service, and teacher gradebook systems, and we help you give your families access to important and secure information.

PaC™ systems from Skyward bring your district and community together with a simple "Point and Click." Skyward is the right tool for the job!

Call 800-256-7274 for more information on Skyward's Progress® powered solutions, or to schedule an onsite or live online demonstration. We also encourage you to visit us at [www.skyward.com](http://www.skyward.com).



**SKYWARD®**  
5233 Croye Drive, Stevens Point, Wisconsin 54481  
Phone: 800/256-7274 Fax: 715/344-3770  
[www.skyward.com](http://www.skyward.com)

## School Insurance From Vaaler: The Educated Choice



### Vaaler Insurance Offers

- Property & liability coverage
- Student foreign travel insurance
- Workers comp programs
- Risk purchasing group programs

**Put our school insurance team to work for you!**



**1-800-553-4291**  
[www.vaaler.com](http://www.vaaler.com)



**Minnesota Schools Jobsite Online** is a great way for school districts to advertise job openings on the internet. Districts can post unlimited vacancies 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 screen applicants.

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](mailto:members@mnasa.org)

★ Visit us  
on the 'net:

[www.mnasa.org](http://www.mnasa.org)

## Alliance for Student Achievement

www.allianceforstudentachievement.org

### Five Questions for Candidates

This election season is a critical time for public education in Minnesota. The Alliance, a coalition of the state's education groups, urges you to ask candidates the questions below. Share these questions with your neighbors and friends. Help make sure candidates get the message: Minnesotans value public education.

1. How will you demonstrate support for public education?
2. Will you support at least an inflationary increase of 3% per year in the basic formula allowance for the 2004-05 biennium?
3. If a tax increase were necessary to fund education adequately, which tax/taxes would you support increasing?
4. Would you support revising the state assessment system so results are more useful for improving student learning and more fair in holding schools accountable for achievement?
5. Do you support vouchers or expanded tax subsidies for nonpublic education?



## Snapshots ...



... At an August 12 meeting in St. Cloud, MASA members had the opportunity to discuss issues around PSEO with MnSCU Administrators. Participants explored some system changes geared toward reducing the negative impact on schools while still serving the needs of the students. Above, Kay Worner addresses the group.



... On August 14th, 240 MASA members attended the MASA Summer Leadership Workshop. Highlights of the day were a keynote presentation by Chancellor McCormick of MnSCU and a wide variety of small group sessions, including a special track for new and newer superintendents. Ken LaCroix, pictured above, presented "Intro to the Superintendency."



... On August 30, gubernatorial candidate Senator Roger Moe and a number of MASA members braved the state fair traffic to meet and discuss issues important to public education.