

## To be in the Midst of Children!

by Greg Vandal,  
**MASA President and  
 Superintendent,  
 Sauk Rapids-Rice Schools**

September is a month of excitement. An almost nervous, sometimes eager, excitement pervades. Instructional staff, with batteries recharged over the summer months, greet excited students, most of whom really are quite anxious to be back at school. It is hard not to be captured by the spirit.

Those of us who work in some district-wide function, and that should be nearly everyone in the MASA, have been hard at it during what, for others, are the leisurely weeks of summer. For central office administrators, the return of students signals more an end of preparation than the beginning of a new year.

This September marks my 17th start of school as an administrator, the 11th as a superintendent. It is also the beginning of my year long term as president of the MASA. I have always enjoyed the start of school in every position that I have held. It is a sheer delight to be around children of all ages and sizes. There is very little that I like more than to visit

classrooms on the first days of school. I am amazed by the positive energy in those rooms, and I inevitably walk away renewed both in my faith in kids and in my hope for tomorrow.

To be in the midst of children is to be surrounded by possibilities. In our schools can be found tomorrow's saints and sinners; we serve the next generation of creators and destroyers alike. It is a powerful realization to know that we can, in the actions we take, help make the difference between the two.

As your MASA president, I am also surrounded by the possibilities you present as colleagues and workers in the mission of public education. I am keenly aware that you have an impact on countless lives. I pledge my time and the resources of the organization to helping you continue to be effective. I will work to make MASA's voice for children clear and vibrant. I will endeavor to discern the needs of the membership in order that these can be met. I will delight in growing networks so that the personal and professional assets of our members can be shared, one to another. I will help build the base of educational leaders so that tomorrow's

children will be as well served as they are today.

As I have warmly welcomed my own students and staff here at Sauk Rapids-Rice back to school this September, I offer the same good wishes to you. Enjoy a productive year, one which is filled with laughter and learning. I know that your success is inexorably linked to that of the children you serve. •



*Greg Vandal*

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## Beginning a New Year ... and a New Role

by **Charles (Charlie) Kyte**  
MASA Executive Director



*Charlie Kyte*

Well, I now have two months in the saddle as the new Executive Director of MASA and am feeling very positive about my new role. I do confess to missing the superintendency as I watch the beginning sports activities and the “gearing up” for the new school year. I formerly served as superintendent of the Northfield Schools. However, this new role at MASA feels good to me and I hope that I can do an excellent job of serving the membership of this organization.

Much of my time this past two months has been dedicated to becoming acquainted with the many people who interact with this association, including state level officials, school administrators from all across the state, members of the media, and heads of other education associations. In addition, I am helping Mia Urick and the rest of the staff as they move forward with planning for the Fall Conference and the various professional development workshops, which are hosted by both MASA and MASE.

I see the potential for some refocusing of this professional organization. I hope to work closely with the Board of Directors, so that each of the proposed changes is well thought out, reflective of the needs of the membership, and is designed in such a way as to help the Association be seen as a very strong organization in representing public education.

I would like to take this opportunity to thank the members of MASA and MASE for the opportunity to work with you and serve you. I encourage you to be in contact with me with your concerns and problems. I hope to see each of you at regional meetings, conferences, and other events over the next several months. Thank you for giving me this opportunity.

I encourage you to attend the MASA Fall Conference, October 1-3 at Madden's. We have a very worthwhile program planned, including a great opportunity to hear University of Minnesota President Mark Yudof.

The University of Minnesota is helping to lead our state to regain a leadership position in the

technological global economy. Leaders of K-12 school districts must understand the training needs of the workforces of tomorrow so that our state can hold a strong position as a global and technological leader. There is excellent potential for K-12 school districts to work together with the colleges of Minnesota, as well as the University of Minnesota. In this regard, Dr. Yudof is a visionary leader who will help us to understand what we must do to provide an appropriate education for the children of this state so that they can be successful in the global economy of today and tomorrow.

Mark your calendars for October 1-3. MASA is looking forward to hosting a critical and well-designed Fall Conference to meet your needs as educational leaders. •

### Have you renewed your membership?

2000-2001 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

Mark your calendar ...

**MASA/MASE**  
**Spring Conference**



March 15 - 16, 2001  
Radisson South Hotel,  
B l o o m i n g t o n

# Reflections on My Year as President

by **Edward Anderson,**  
**MASA Past President and**  
**Superintendent,**  
**Aitkin Schools**

Another academic year has concluded and my year as MASA President has come to an end. I've been given the opportunity to represent MASA at a variety of functions, meetings, seminars and gatherings. It has been an honor. Hopefully, I've represented our profession and organization intelligently, with professionalism and with humanity.

During this past year, MASA, like so many school districts, needed to deal with leadership change. Our process resulted in the appointment of Charlie Kyte as the new Executive Director of the MASA. Those of us involved with the process are excited about our future as Charlie picks up where Dale left off. The transition has been smooth, the work is getting done, and our voice as educational leaders is being heard.

The year brought change to a

number of our colleagues as they moved into retirement or on to other challenges inside and outside of education. Personally and as a member of the Executive Committee of MASA, I want to wish all of our friends the very best and also express our gratitude for their years of leadership in public education.

This past year, many of us have struggled with local issues. It has never been easy providing for quality programs in our state when we're faced with declining enrollment, heightened community expectations, pressures of inflation, and ever increasing salaries in an environment where state funding just simply isn't keeping pace. Hopefully, our legislators will provide the support our districts need to provide a quality response to the needs of our students and their families.

A year passes quickly. In fact, the older one gets, the faster the years pass. The passage of time is very much a state of mind. When one experiences the flow of time, it's

always in relation to life up to that point. When a child is five and lives a year, that represents 20% of the child's entire life. That's a long period of time; for children, time moves slowly. At age 50, a year represents just 2% of one's life, a relatively short percentage. Time, in relation to the whole, moves quickly. The adage, "The older you get, the faster the time seems to go," is absolutely true. It's all a relationship phenomenon.



*Ed Anderson*

Time has passed very quickly for me this year, too quickly. I've probably gained more and learned more from this past year of service than I could have hoped. For that, I'll be forever grateful. I wish President Greg Vandal all the best as he begins his service. MASA is a fine organization, with the greatest cadre of leaders to be found in any profession. I've been proud to represent you this past year. •

# Thanks for the Many Memories

by **Dale Jensen**  
**Former MASA Executive**  
**Director**

I'll never forget the phone call I received in June, 1988 from then President of MASA, Superintendent Norm Miller. He informed me that the Board of Directors had selected me as the next Executive Director. My immediate excitement was replaced after a short time by the anxiety from realizing my life was about to change dramatically. I would be leaving a comfortable position as Superintendent in Worthington, a community we loved, to move to the Metro area where I had never lived, to accept the position of Executive Director of an association that was

completely outside of my realm of experience and understanding. But with a stiff upper lip we sold our home, said good bye to good friends, packed our belongings, and headed to the Metro area.

My orientation consisted of two hours with Harry Vakos, who himself was just filling in. I quickly realized that my primary support network for this position would be Executive Directors of associations similar to ours in other states. Executive Directors of other associations in Minnesota were also helpful. Fortunately, a number of Executive Directors in other states were also changing at the same time, so we quickly formed a support network as a survival technique. I have tried to

make this transition easier for Charlie Kyte by working with him for several days before I left MASA.

What I came to quickly understand is that the association business is an enormous industry in our society, and individuals in all forms of life look to associations for support. This support translates in many associations into being able to network with others doing similar work, professional training, legal



*Dale Jensen*

**Memories ...**  
**Continued Page 6**

As MASA's legal counsel, Neal discusses matters of personal concern to you as an administrator.

## Code of Ethics: Key Points from the Legal Perspective

by Neal T. Bueth  
MASA Legal Counsel,  
Briggs and Morgan



Neal Bueth

The state adopted the Code of Ethics for Administrators in April, 1999. Its enforcement has become the responsibility of the Department of Children, Families and Learning. The full text can be found at

[www.educ.state.mn.us](http://www.educ.state.mn.us).

There are several important points about the new Code that all administrators must bear in mind.

First, the Code is promulgated under the Department's statutory licensing authority. The statute governing disciplinary actions. The Attorney General's office confirms that it will be the state's guide in pursuing disciplinary actions against administrators' licenses. Violation of the Code can result in discipline, ranging from a warning letter to suspension or revocation.

Second, the Code focuses not only upon an administrator's personal conduct, but also an administrator's responsibility for certain actions of others. The Code requires an administrator to take "reasonable action" against discriminatory or dangerous conduct in the District and "to provide an atmosphere conducive to learning." The practical implication is to heighten the importance of your obligation to act quickly when dealing with substantial misconduct on the part of those you supervise.

Third, the Code prohibits an administrator from misusing his or her position for personal gain,

disclosing private information about students and staff, falsifying facts concerning qualifications, and making false or malicious statements about students, families or staff. These are basic standards of professional conduct which have many statutory parallels—for example, Data Practices Act safeguards and statutes prohibiting the misuse of public funds. Although the standards sound quite broad, the State's interest will be in incidents of clearly serious misconduct.

The Code further prohibits accepting gratuities that "impair professional judgment" or offering "favor, service, or items of value to obtain special advantages." This situation most likely will arise when offered gifts, dinners and other things of value from district contractors and vendors. As a rule of thumb, accept no substantive gratuities—minor things like plaques, mementos, lunches when you are a speaker would not fall into this category. Offer no special favors. When in doubt, consult counsel.

Fourth, accepting a contract before you are licensed, or have obtained a waiver, violates the Code and can result in discipline. It is easy to let a license lapse, so check that your licenses are current before signing your next contract. As a corollary, the Code also prohibits your filling a position with an individual who is not licensed for the position and who does not have a waiver. The Attorney General's office warns that it will enforce this standard, maintaining that emergency variances can be obtained within a 24-hour turnaround.

Finally, the Code prohibits "dishonesty, fraud or misrepresentation in the performance of professional duties." This explicitly ties allegations of

personal misconduct to your duties as an administrator. However, gross misconduct in private life may still lead to attempted disciplinary action against your license under the broader statutory prohibition against "immoral character or conduct." We anticipate that the State will continue to pursue disciplinary actions against administrators charged with serious misconduct, even when not obviously related to their duties. The Attorney General's office takes a broad view of what constitutes "performance of professional duties."

What should you do if you face a complaint under the Code? Consult MASA immediately. Upon receipt of a complaint, the State will first do an investigation that results in a report to a (yet-to-be-appointed) Advisory Board. It will formally notify you of the investigation and ask for your participation. If, as a result of the investigation, the Advisory Board recommends discipline, the matter will be turned over to the Attorney General's office for prosecution. The Attorney General will first attempt to negotiate a resolution which, if unsuccessful, will then trigger your right to an administrative hearing. This hearing will result in findings and recommendations to Commissioner Jax concerning whether and what type of discipline should result. She will act upon these recommendations. You will have appeal rights from an adverse decision to the Court of Appeals. Obviously, it is a complicated legal process and you should have representation from the onset.

Disciplinary actions under the Code should be rare, but any complaint is important. Please consult MASA if you are the subject of a complaint or have questions about compliance with the Code. •

# Have you registered?



## MASA's 2000 Fall Conference

October 1-3  
Madden's on Gull Lake  
Brainerd, Minnesota



Tim Penny



Mark Yudof

Have you registered to join your colleagues for the 2000 MASA Fall Conference, October 1-3 at Madden's? Conference highlights will include compelling speakers on cutting edge topics. And of course, you will find powerful information sessions, the Sunday golf and tennis tournaments, the awards event, and much more! For more information, please call the MASA office at 651/645-6272.

## Conference Highlights ...

- Golfers will enjoy the MASA **Foundation Golf Tournament** on Sunday at 12:30 pm. The tournament offers fun, prizes and an afternoon on Madden's beautiful Pine Beach West Course. All conference participants are invited to play.
- For those who prefer tennis, the annual **MASA Tennis Event** will be held on Sunday at 2:00 pm. Novice to advanced players are welcome—fun and prizes for all!
- Celebrate the service of our honored peers at the Sunday evening **Awards Banquet**. After the banquet, welcome new colleagues at the **New Administrators' Social**—all are invited to attend.
- Monday morning's keynote speaker will be former congressman and Humphrey fellow **Tim Penny**. Hear his perspective on how a group like MASA can unite around common political goals in order to improve the lives of Minnesota's children.
- Members' partners are invited to get acquainted at the **Partner Get-Together** Monday morning.
- **Subgroup Meetings** will offer the opportunity to discuss issues of importance to each group in particular, and will serve as the impetus for the following **panel presentation on common agenda issues**.
- The **Exhibit Fair** is a convenient way to visit with representatives of companies offering the latest products and services of value to school leaders.
- After a busy Monday, relax before dinner by participating in the **Fun Run/Walk**, or test your skill on the green at the **putting contest**. After dinner, enjoy the improvisational comedy of **Debbie Lauer**.
- Join us Tuesday morning for the breakfast business meetings and hear MASA President **Greg Vandal** speak about his vision for MASA.
- The prestigious **Morris Bye Memorial Award** will be presented to **Don Ruble**, Retired Superintendent of the Forest Lake Schools. Hear University of Minnesota President **Mark Yudof** present the Morris Bye Memorial Address, highlighting his perspective of the future of Minnesota public education and how we can prepare our children for economic leadership.

## See you at Madden's!

## Memories ... Continued from page 3

assistance, legislative advocacy, and a variety of other services.

As I think about the twelve years that ended June 30, 2000, I understand that what changes occurred on my watch happened with the support and strong leadership of the officers, Board, and membership. We could not have accomplished what we did without the hard work of our staff.

I also realize that change is dynamic and many of the accomplishments I

I believe MASA is a healthier and stronger organization now than when I started. There are a number of indications of that.

1. The organization now has a far more secure financial condition. When the leadership of the organization decided to purchase the building in 1985, it was a sound decision. We've lived there much more inexpensively than if we had to rent space. The building is probably worth between \$300,000 and \$400,000

3. The restructuring of the organization was important to the future of MASA. The current structure allows many more individuals to serve in leadership roles and recognizes the diversity of members and positions that make up MASA. I believe this structure can serve MASA well into the future and be much more welcoming to individuals and groups looking for a professional association. As an outcome of the new structure, we have also had many more individuals vying for various leadership roles within MASA.

4. Communications with members has been enhanced and expedited by the addition of the broadcast fax system and more recently by the web site. Now, individual members can expect to receive useful and appropriate information as soon as it becomes available.

5. I'm proud of the strong relationship we have built with the business community. These partners support MASA with their membership as business partners, with their sponsorship of different aspects of our conferences, as exhibitors, as advertisers, and as sponsors of various awards. This support has

**Memories ...**

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### *What I came to quickly understand is that the association business is an enormous industry in our society, and individuals in all forms of life look to associations for support.*

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will mention represent a solution to an issue that was critical at that point in time. Those critical issues will continue to change and will need constant attention to determine how things will need to be modified, added, or even deleted in the future.

The late 1980's and the decade of the 90's were a dynamic period of time in education. When I started at MASA, there were 436 school districts in Minnesota. At the end of the 1990's, there were 347. This dramatic change translated into more than 100 fewer members and required some large dues increases in the early 1990's. We also responded to requests for more and different services. The members wanted more legal services and help with transitioning to different positions and in some cases different lines of work. This was also the time when many MASA members were coming to the end of their careers. We have averaged more than 60 changes a year for the last seven years and more than 70% of the membership at MASA is new or in different jobs.

Well, what would I point to as the major accomplishments of the last twelve years?

in today's market. We've also built our fund balance. I expect the fund balance on July 1, 2000 will be in excess of \$200,000, or enough for about four months of operation. That was not always the case. When membership was declining, the fund balance declined to a low point of about \$40,000.

2. MASA has established a strategic plan. This plan has and will continue to drive changes at MASA and for members. A new five-year plan, which will be reviewed annually, was approved by the Board of Directors in December of 1999.

## 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).



***We don't want to lose you!***

## Leaders Forum

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**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).

## Memories ... Continued from page 6

allowed MASA to maintain quality in our conferences.

6. Four years ago, Don Bungum and Dale Birkeland approached me about reactivating the MASA Foundation, which had been dormant since 1985. It had been used originally to raise funds to furnish the new MASA building. I quickly accepted their offer to provide leadership and guidance to get the foundation moving again. In the last four years, 36 \$300 student scholarships have been awarded, a number of scholarships have been awarded to individuals interested in exploring the superintendency as a career, a white paper on the status of the superintendency in Minnesota has been published, five grants of \$500 were provided to members going to Singapore, and the fund balance of the foundation has grown to

approximately \$35,000. Further, the board has established a goal of increasing the fund balance to \$100,000 by 2005.

7. Finally, I am proud of the MASA Jobsite, created just 1-1/2 years ago. I believe the on-line jobsite will be a very valuable resource to members and school districts across Minnesota. This project is evolving, but in 2001, members will see the final phase added to the system. When complete, districts will be able to advertise all of their positions and find individuals for those positions all on line far less expensively than by traditional job posting methods.

I will miss association work. It has been exciting and satisfying to me, but most of all I will miss the contact and communication with the quality members of MASA. Thanks for the last twelve years. •

*Dale G. Jensen*

Make plans to attend...

## The 2001 National Conference on Education<sup>®</sup>

AASA's 133rd Annual Conference and Exposition

February 16-18

Orange County Convention Center, Orlando

Do something important for your district and yourself—attend the 2001 National Conference on Education. AASA has mailed registration materials, and we have enclosed an additional set in this newsletter. Register online ([www.aasa.org/nce](http://www.aasa.org/nce)), by fax (1-301-694-5124), or mail. Make your reservations early, and don't forget to reserve Saturday morning to join your colleagues at our annual Minnesota Breakfast at the Peabody!

Early birds: Register by  
November 30 and SAVE!

Important Reminder: A note in the AASA National Conference on Education brochure incorrectly indicates that Minnesota has a housing block at the Rosen Center Hotel and that members should contact MASA to be included in the block. MASA discontinued facilitating housing block arrangements a number of years ago. We encourage you to make your reservations early by:

- contacting the AASA Housing Bureau at 1-888-381-7166 or 1-415-979-2262 OR
- using the housing form in your conference brochure (an additional copy is enclosed in this newsletter) OR
- using online registration ([www.aasa.org/nce](http://www.aasa.org/nce)). Tip: the housing bureau may have more rooms available than the online service.

MASA's "home base" is the Peabody Hotel, where we will host the Minnesota Breakfast on Saturday morning. As always, please feel free to call the MASA office with your questions (651-645-6272 or [members@masa.org](mailto:members@masa.org)).

## Report Recommends Preventive Maintenance for Schools

by Jody A. Hauer  
Minnesota Office of the  
Legislative Auditor

School buildings represent a significant investment of tax dollars. Failing to adequately maintain public buildings may result in costly repairs and unsafe building conditions. A best practices review recently completed by the Office of the Legislative Auditor recommends that Minnesota local governments—school districts, cities, and counties—protect their investment in buildings through preventive maintenance.

quality of buildings' indoor air. For instance, periodically cleaning ventilating ducts, cooling coils, and condensate pans minimizes the opportunity for growth of microorganisms that could otherwise spread through ventilation systems, negatively affecting occupants' health.

### *Relating Preventive Maintenance to School Building Conditions*

The study found a relationship between preventive maintenance and the condition of building components. School districts with comprehensive programs of

between preventive maintenance and building conditions was a statistically significant one.

### *What Types of Districts Were Likely to Have Preventive Maintenance?*

To see whether only certain types of school districts use preventive maintenance, we looked at a number of characteristics. Were larger school districts more likely than smaller ones to use preventive maintenance? What about school districts with newer buildings? Or districts located in the metropolitan area?

**Free copies of *Preventive Maintenance for Local Government Buildings* are available at [www.auditor.leg.state.mn.us/ped/bp/pe0006.htm](http://www.auditor.leg.state.mn.us/ped/bp/pe0006.htm) or by calling 651/296-4708.**

What is preventive maintenance? The report defines preventive maintenance as regularly scheduled repair and maintenance intended to keep building components, such as roofs or heating-ventilation-air-conditioning (HVAC) systems, operating efficiently and to extend their useful life. Regularly replacing air filters in an air-handling unit, and greasing moving parts according to a manufacturer's schedule, are examples.

### *The Value of Preventive Maintenance*

Past studies have shown that preventive maintenance can improve the operating efficiency of equipment. Preventive maintenance also prevents premature replacement of building components and helps avoid breakdowns that interrupt use of the building. Certain preventive maintenance helps manage the

preventive maintenance were more likely than those without to report that most of their building components were in good condition.

Specifically, when asked to rate the condition of their facility components from a list of ten items (HVAC, plumbing, etc.), 67 percent of school districts following comprehensive preventive maintenance reported that most of their building components were in "good" condition. Good condition was defined as structurally sound building components with little or no deferred maintenance, few building system failures, and operations that allowed uninterrupted daily use of the buildings. Only 47 percent of school districts without comprehensive preventive maintenance reported having most building components in good condition. The relationship

As it turned out, none of these factors was related to the presence of a comprehensive preventive maintenance program. School districts with large amounts of square footage were not any more likely than those with small square footage to have a comprehensive preventive maintenance program. The average age of the buildings did not matter. Nor did the number of students or whether the school district was located within or outside the seven-county metropolitan area. School districts with comprehensive preventive maintenance represented a mix of large and small, old and new, urban and rural.

### *Obstacles to Preventive Maintenance*

While most Minnesota school districts, cities, and counties reported performing some preventive maintenance on their buildings, the study's surveys revealed that only about 15 percent have a comprehensive program covering most building components. Among school

**Maintenance ...  
Continued Page 10**

# LEGISLATIVE *update*

News from the capitol,  
brought to you by your lobbying team.

## Coming Together—Preparing to Represent Children at the 2001 Legislative Session

by Charles (Charlie) Kyte  
MASA Executive Director

Another very important legislative session is just around the corner. It will be preceded by education associations creating legislative platforms and by the November elections. Both events will quickly pass and then it will be time for all of us to begin working with the legislature to develop new and changed statutes which will govern and fund education for the future.

Observers of education politics report that educators are very fractionated in their approach to working with the Minnesota legislature. We are not only divided along employee management lines, but each of the groups are subdivided as well. Educational leadership is represented by a number of different associations representing different groups of administrators. Even within the same groups, we are subdivided by affiliations with urban, suburban, and rural areas. Some legislators like this situation as they watch us in education fight among ourselves for funding and legislation.

### It's time to begin changing this scenario.

MASA will take a leadership role by helping the groups become more unified. A first step will occur at this year's Fall MASA Conference.

The Fall MASA Conference is scheduled for October 1-3 at Madden's Conference Center near Brainerd. Part of the conference will be dedicated toward attendees

better understanding the issues from the various areas and sub-divisions of the state, and from different sized school districts. Through understanding comes common ground and support for each other.

Groups invited to participate at the Fall MASA Conference include AMSD, SEE, MREA, RAMS, and representatives of the urban school districts and the Service Cooperatives. Each of these groups will be invited to host their own individual meeting at the Fall Conference. Each will be provided an opportunity to present major concerns and issues to the full membership of the conference. There will be a discussion panel during which representatives of each organization will address key concerns and answer questions of

those representing other constituencies.

Through this process, we are hopeful that all will come away with a better understanding of the concerns and needs of the school districts in the different segments of the state. Hopefully, we can support each other more closely as we look for funding and well-crafted legislation during the 2001 legislative session. •



Election Day:  
**November 7, 2000**

Legislative  
Session Begins:  
**January 3, 2001**

### 2000-2002 MASA/MASE Legislative/Education Positions Committee:

2000-01 Chair: Kathy Leedom, Superintendent, Willmar Schools  
2000-01 Chair-Elect: Bruce Jensen, Superintendent, Kittson Central Schools

<u>Term</u>	<u>Region</u>	<u>Name</u>	<u>District</u>	<u>Component Group</u>
1999-01	1	Marcia Love	Plainview	Superintendent
1999-01	2	Gil Carlson	St. Peter	Superintendent
1999-01	2	Les Martisko	S. Central Svc. Coop.	Service Provider
1999-01	3	Jim Redfield	Lester Prairie	Superintendent
1999-01	4	Kelly Smith	West Central Area	Superintendent
1999-01	5	Gary Phillips	Brainerd	Central Office
1999-01	7	Rob Benson	Floodwood	Superintendent
1999-01	8	George Linthicum	Clearbrook-Gonvick	Superintendent
1999-01	9E	Greg Ohl	Farmington	Superintendent
1999-01	9E	Fred Storti	Tri-District 6067	Superintendent
1999-01	9W	Carol Johnson	Minneapolis	Superintendent
2000-02	1	Mike Smith	Kasson-Mantorville	Superintendent
2000-02	2	Rick Linnell	St. Clair	Superintendent
2000-02	3	Frederick Clark	Tracy	Superintendent
2000-02	4	Stephen Twitchell	Lake Park-Audubon	Superintendent
2000-02	5	Don Hansen	Long Prairie-Grey Eagle	Superintendent
2000-02	6	Dan Brooks	Sauk Center	Superintendent
2000-02	7	Lloyd Styrowll	Grand Rapids	Superintendent
2000-02	8	Ron Paggen	Marshall County	Superintendent
2000-02	9E	Phil Ledermann	E. Metro Int. Dist.	Superintendent
2000-02	9W/MASE	Chris Sonenblum	Chaska	Special Education
2000-02	9W	Jerry Spies	Prior Lake-Savage	Central Office

## Maintenance ... Continued from page 8

districts in particular, 22 percent met the study's definition of comprehensive preventive maintenance.

Why do relatively few local governments follow a comprehensive preventive maintenance program? More than three-quarters of school districts and two-thirds of cities and counties reported that certain obstacles limited their ability to perform preventive maintenance.

The obstacles cited most frequently by school districts as "very serious" related to inadequate funding for building maintenance. Specifically, 41 percent of school districts reported that competition with other school expenditures for limited dollars was a very serious obstacle to preventive maintenance. Another very serious obstacle, reported by 30 percent of school districts, was insufficient staff hours to do the necessary preventive maintenance work. About 28 percent of school districts said that state levy limits

were a very serious obstacle.

### ***Best Practices in Preventive Maintenance***

Despite the obstacles, some school districts and other local governments follow comprehensive preventive maintenance for their buildings. The report recommends seven best practices for effective preventive maintenance.

One best practice is structuring a framework for conducting preventive maintenance. This means, among other things, preparing a checklist and schedule of preventive maintenance tasks, as well as coordinating preventive maintenance with other maintenance projects.

The report highlights the **Detroit Lakes School District's** preventive maintenance, along with a dozen other local jurisdictions. In the Detroit Lakes district, the operations supervisor submits a list of monthly maintenance and custodial duties,

including checking belts and changing filters, to the head custodian in the buildings. The head custodians review the assignments with each shift of workers. Clipboards describe workers' duties and allow the supervisors to follow up and evaluate the completed work. Head custodians inspect the buildings monthly and rate the conditions of classrooms and other areas. For certain preventive maintenance tasks, the district hires contractors with the special tools or expertise to conduct the work.

Other best practices recommended in the report are to:

- Inventory building components and inspect their condition.
- Set priorities among maintenance projects and evaluate projects' life-cycle costs.
- Plan and budget strategically for preventive maintenance in the long- and short-term.
- Use tools, such as work-order systems and good record keeping, to optimize the preventive maintenance program.
- Ensure that maintenance employees have appropriate training to competently complete their tasks.
- Involve maintenance personnel in the decision-making process when purchasing major components or designing space, and educate policymakers on building needs.

For each best practice, the report includes examples of school districts, cities, and counties that have successfully implemented the practice. It also provides names and phone numbers of local officials to contact for further information. Free copies of *Preventive Maintenance for Local Government Buildings* are available at [www.auditor.leg.state.mn.us/ped/bp/pe0006.htm](http://www.auditor.leg.state.mn.us/ped/bp/pe0006.htm) or by calling 651/296-4708.

*Jody A. Hauer managed the best practices reviews project in the Legislative Auditor's Office.*

## ADA-Required Signs Available from AASA

Do your school buildings have at least one employee or public entrance that is not wheelchair accessible? If they do, current ADA regulations require that you mount ADA signs at every employee and public entrance, whether accessible or not.

AASA offers a School Entrance Sign Kit to help schools cost-effectively comply with current entrance sign rules. Each kit includes the number of 10 x 12-inch blue and white reflective aluminum signs you need to mark your school facility entrances, mounting materials, instructions, and ADA School Sign Guidelines. All kit text materials have been reviewed by the ADA Technical Assistance Center-Region V.

To get your Sign Kit from AASA, count your entrances that are not currently marked with ADA signs. Then, call the AASA ADA sign staff, toll free, at (877) 232-5487, or fax/send a purchase order to ADA NOTICE-AASA Sign Project, 56 Salem Lane, Evanston, IL 60203, fax (847) 568-9485.

Your Kit cost is \$20 per sign ordered plus \$9.50 shipping and handling.

Signs for inaccessible entrances have right/left arrows on each sign to direct people to the nearest accessible entrance, as required by law. All kits include free updates. Additional custom signs for entrances as well as interior Braille signs are also available.

# Thank You Fall Conference Sponsors !

A special thank you to our friends in business who have committed to sponsor portions of the upcoming Fall Conference. Your help contributes to a quality conference, which in turn supports the continued excellence of Minnesota education.



Sponsorship opportunities remain available for the conference. If your company is interested, please call Mia Urick at the MASA office: (651) 645-6272.

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## Superintendents: No Plans for Summer, 2001?

### *How about the 60th Superintendents Work Conference at Teachers College*

by Fred Nolan,  
MASA Executive  
Development Committee Chair  
and Superintendent,  
Eden Valley-Watkins Schools

You don't have plans for the summer of 2001, and your Board doesn't have plans for you either?

Gary Bratvold of Bagley, David Flannery of Elk River and I want to put a bug in your ear for an excellent professional development opportunity for you in the summer of 2001: The 60th annual Superintendents Work Conference at Teachers College, Columbia University. Along with Superintendents from around the

nation and from various other nations, we attended the 59th Annual Conference on the topic: The Standards Movement, Rhetoric Meets Reality. It was a topical, thoughtful, and focused week in July, and a real change of pace with Broadway plays, museums, New York landmarks, and lots of interesting meals and conversations.

The speakers on this summer's topic included: Jay Heubert, Alphonse Kohn, Frank Newman, and Lauren Resnik. David Flannery described Alphonse Kohn as "the most provocative speaker challenging the use of test scores (usually one only) to make high stakes decisions about students and schools. Everyone who

uses test scores in this way should have to first listen to and discuss the questions he raises." David was most impressed also with the work of Lauren Resnik. Dr. Resnik discussed the findings of research studies that examine student learning when students are and are not required to do "deep thinking" or actively use knowledge. David can send you link addresses where you can take a look at Dr. Resnik's work. Contact him at [dflannery@elkriver.k12.mn.us](mailto:dflannery@elkriver.k12.mn.us).

One of the products of the conference was a letter to parents and policy makers which supports standards and accountability, and **Conference ...**  
**Continued Page 11**

*The following letter was generated at the 60th annual Superintendents Work Conference at Teachers College, Columbia University.*

Dear Parents:

July 21, 2000

We are a group of public school superintendents who met at a recent conference at Teachers College, Columbia University. The school districts we serve are large and small, rich and poor, urban, suburban and rural, from all over the United States. We are concerned about some of the things that are happening to your children, and we think that we should bring the matter to your attention.

As you probably know, pretty much the whole country is involved in a standards/testing/accountability movement. You've probably read about it, and you certainly are aware of the additional tests that your children are taking lately. In general, we think this movement is headed in the right direction. High standards for all children can improve education for many, especially those who have been getting the short end of the stick. We believe in high standards – for ourselves, for the principals and teachers in our districts, and for our students. We know that the world in which our students will spend their adulthood will be much more intellectually demanding than the world of years gone by. And we know that public school systems (and those who lead them) must be accountable for the quality of education they provide.

But we are troubled by the way the standards movement is working out in many places. Here are some things you ought to know:

- The test scores don't always mean what you think they mean. Often, when scores go up, kids aren't learning better – they're just more familiar with the form of the test. Sometimes, when scores go down, learning isn't worse – it's just that the scores on the test are not exact, and can vary significantly from one testing session to another. Almost always, there is a strong correlation between high scores and high socioeconomic status – because the tests measure what children learn outside school as well as in it. Standardized test scores are a useful tool, if you understand them and their limitations. But don't make the mistake of thinking that you can measure the quality of your child's school by test scores alone.
- Some tests tell you how well children are learning, according to a fixed standard. (If the standard is to write a clear, coherent paragraph, these tests will tell you how many children can write a clear, coherent paragraph.) But many tests just tell you how well your child is doing compared to other children. (You're told that your child is in the 90<sup>th</sup> percentile, which tells you that your child did as well or better than 90 % of the other children. That sounds good. But it doesn't matter if you're in the 90<sup>th</sup> percentile if no one in that group can write a clear, coherent paragraph.)

*Continued Page 13*

# Conference ... Continued from page 11

effectively raises eight sets of concerns over the misuse and abuse of standards and testing. (See below.)

Tom Sobol chaired the conference demonstrating the leadership to guide 50 independent superintendents. In his concluding remarks he observed that the standards movement will not go away. "It may change and morph and is different state to state, but is here for the foreseeable future."

Rather than standards—yes? or standards—no?, he reframed the issue of standards as "those advocating 'standards only,' versus those advocating 'standards plus.'" 'Standards only' is a narrow approach to education that takes the simplistic and harmful approach that "all you need is higher standards" to achieve what is truly a significant and monumental task: getting all of America's youth to learn and

perform to a high standard.

In contrast, it will take a 'standards plus' approach, which couples higher standards with the necessary supports for schools, families, and communities—especially those who serve children of poverty, with limited English proficiency, and with special needs—to meet this challenge over time (he suggests a generation or more).

Dr. Sobol's thoughtful, child focused approach to standards was emblematic of the whole tenor of the conference. This matches MASA's Agenda for Children and our mission to be Champions for Children. In other words, we three Minnesota superintendents felt right at home.

We do not know the topic for the 60th Superintendents Work Conference, but suggest that you

watch for it. The web site for the conference is [conference.tc.columbia.edu](http://conference.tc.columbia.edu). There you can find out about past conferences and inquire about future conferences. If you'd like further information, talk to one of us, or Michael Kremer of Hopkins who attended in 1998, at the Fall 2000 MASA Conference.

Michael Kremer neatly summarizes the conference thusly, "The conference agenda is organized for school leaders through input from past participants, focusing on issues and trends that impact our work world today, as well as in our short term future. The subject matter is stimulating, and enhanced by built in opportunities to 'chew on the content' with other school leaders from all over the country. The conference is a can't miss opportunity!" •

## *Continued from Page 12*

- In many states tests are being given for what we call "high-stakes" purposes. That is, a student may or may not get promoted or graduate from high school on the basis of a single test. Such a system is unprofessional and unfair. All students deserve more than one chance and one way to show what they have learned.
- If students are to be held to the new standards, they all deserve an honest chance to meet them. They deserve an appropriate curriculum, well-trained teachers, up-to-date textbooks, and safe, clean facilities. Many of our students do not have such conditions now. No parent would tell his or her children that they all had to meet the new demands, but while some of them would have an even chance, the others would not. But that's what we're doing in our society. It's not fair, and it's going to make big trouble when the new high school graduation requirements kick in.
- If teachers are to help kids meet the new standards and do well on the tests, they must fully understand the standards and how to teach them. Many teachers were trained in an earlier time. They need to acquire new skills and knowledge, and opportunities for doing so must be provided. (Raising standards and not training the teaching force is like invading Europe without training the army.)
- Standards and testing, like strong medicine, can have harmful side effects. Some schools are so focused on raising test scores that they are hurting children. Does your child's school still offer enriched learning experiences in science, in history, in music, in art? Is the school pressuring low-scoring students to drop out, so that the school's scores will rise? Does your child's school report scores by averages only? If so, find out how various sub-groups of children are doing. (A school can have good average scores but still be neglecting a portion of its population.)
- With the new testing, in many of our schools the climate is one of tension and anxiety. We believe that students should work hard, but we also know that they are our children and that they need a supportive atmosphere within which to develop their powers. A family that is always on edge is not a productive family. The same goes for schools.
- Academics are the core of formal education, and, as we said, we believe in high academic standards. But education is also about growing up. Schools are places where children learn to work in groups, to be responsible for their own behavior, to get along with people who are different. The quality of the child's school experience depends on the quality human relationships and values that the school fosters. We should not neglect the importance of this part of our children's education, even if it doesn't show up right away in test scores.

Perhaps these conditions occur in your children's schools; perhaps not. We urge you to find out as much as you can about what's going on. Talk to your child's teachers and principal and superintendent – indeed, talk to your child. Don't let fancy language about standards and accountability intimidate you. Your child has only one chance at elementary and secondary education, and this is it. You have the right and the responsibility to work in partnership with teachers and school officials to see that your child gets a quality education. Make sure that what is going on is not just good for the school's reputation – make sure it is good for your child.

School public relations advice from the experts!

## Good Public Relations Can Be a Lifesaver

by **Barbara Nicol,**  
**Barbara Nicol Public Relations**  
**and**  
**Minnesota School Public**  
**Relations Association**

Don Helmstetter, Superintendent of the Spring Lake Park Schools, says, "In most school districts, fewer than 40% of the residents have children attending schools. It is imperative to have a persistent public relations effort to remind people of the need for a strong public school system and of its short and long term positive impacts on the local economy."

Ever have to change school boundaries? Need to help students through a crisis at school? Hold a referendum campaign for additional funding? Respond to a media call? Market programs to diverse audiences? Secure more state funding?

If any of these situations have happened in your school district, you know how important good public relations can be. Public relations skills help you know who to communicate with, when and in what way.

Want to learn more about school public relations — from the best in the business? Then mark your calendar for July 8-11, 2001 when Minneapolis will be hosting the



**National School Public Relations Association (NSPRA) Seminar**  
**July 8-11, 2001**  
**Marriott City Center, Minneapolis**

National School Public Relations (NSPRA) Seminar. It's four days of incredible workshops, keynotes and networking opportunities unlike anything you've ever experienced.

Here's what others say about NSPRA conferences:

"The best part of an NSPRA seminar is that I bring home at least 5 to 10 ideas I can use right away. It's a very practical, idea-filled four days."

— Nancy Kracke, Community/Staff Relations Coordinator, Chaska Public Schools

"There is no better place to learn about school public relations than at NSPRA seminars. Having it in our own backyard in 2001 is an incredible opportunity to learn from and work with some of the nation's finest PR practitioners."  
— Bob Noyed, Senior Associate for Community Relations, Robbinsdale Schools

For more information, check out the Minnesota School Public Relations Association (MinnSPRA) website at [www.minnspra.org](http://www.minnspra.org) or the National School Public Relations Association website at [www.nspr.org](http://www.nspr.org). It will be *Wildly Fun in '01!*

## Souper Safe Schools Campaign Offers Anti-Violence Theme

This fall, school administrators, teachers and students will be challenged to set aside a week during this school year to focus on keeping their school a safe place to learn. During October, America's Safe Schools Month, the authors of *Chicken Soup for the Preteen Soul*, Nickelodeon's Kenan Thompson and other speakers will visit school districts throughout the U.S. to encourage school safety.

The *Souper Safe Schools* campaign is offering a *Souper Safe Schools* kit

that includes a FREE one-week, 10-minute-per-day anti-violence curriculum developed by the Institute to End School Violence and tied to true stories from *Chicken Soup for the Preteen Soul*. The curriculum examines themes such as respect for others, self-acceptance, tolerance and making choices that help maintain a safe school environment. Educators can log on to [www.chickensoup.com](http://www.chickensoup.com) beginning October 1, 2000 to access their **free** *Souper Safe Schools* kits.

To further encourage schools nationwide to participate, Students Against Violence Everywhere (SAVE), Working Against Violence Everywhere (WAVE) and *Youth Connect*, are hosting a "Souper Safe Schools" contest. Schools must register and begin a chapter of any or all programs from October 1, 2000 through May 31, 2001 to be included in a random drawing. One winner per month will receive free *Chicken Soup for the Soul* books and other prizes that support education. •

# MASA Foundation is "On the Grow!"

by James L. Smith,  
MASA Foundation  
President, 1999-2000

Your MASA Foundation is "on the GROW," and we have only reached a small number of MASA members who include the MASA Foundation in their charitable giving. In the four years our Foundation has been in existence, we have grown from a vision to an endowment of approximately \$32,000.

Our goal is to raise \$100,000 by the end of fiscal year 2005. We can exceed the \$100,000 by as much as 50% before fiscal year ending 2004 if more members will just reach for their checkbooks.

The MASA Foundation is not just about raising money; it is about continuing into perpetuity the MASA legacy of service and the quality leadership our kids and their schools expect. Our Foundation has been supporting worthy activities, and will continue to do so on a larger scale as the funds grow. The following represent gifts and activities supported by the MASA Foundation during the last school year:

- A \$300 scholarship in each of MASA's nine regions, presented

to a student pursuing a career in education

- Five \$500 scholarships for MASA members' international study in Singapore
- New/prospective superintendent workshop scholarships
- Research Projects
- MASA partnerships with business and other organizations

These activities are just a modest beginning of worthy endeavors that our Foundation will gladly support, and that will make a difference to many over the years.

The Mission of the MASA Foundation is:

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

There are four essential ways you can help the MASA Foundation



grow larger and faster:

- Give an annual gift now, and make a pledge for the next three to five years.
- Support with your donation and participation the annual fall golf tournament and the spring silent auction.
- Make the MASA Foundation the beneficiary of your \$3,000 term life insurance policy that is provided with your MASA membership.
- Consider naming the MASA Foundation as a beneficiary of your estate.

This fall, we will kick off an important campaign to increase participation and get us closer to our goals. Soon you will receive information about the MASA Foundation membership campaign. I urge you to consider participating. With your help, we can continue and enhance the important work of the MASA Foundation. Your tax-deductible gift will be greatly appreciated and will make a difference.

MASA Foundation donors will be recognized at our conferences.

Thank you for supporting your MASA Foundation. •

## Administrators Needed! CEU Credits Available

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 2 1/2 to 3 hours. Panel sessions are scheduled from 9:00 a.m. to 12:00 p.m. and 1:00 to 3:00 p.m. monthly. Practitioners who serve on these panels receive Continuing Education credits preapproved by the Department of Children, Families and Learning.

If you are a practicing or recently retired licensed school administrator willing to volunteer your time, please call or e-mail Dr. Lynn Searcy: 612-626-8244, ERLINK <mailto:scear001@tc.umn.edu> [scear001@tc.umn.edu](mailto:scear001@tc.umn.edu). Thank you.

# MASA Jobsite Online and Applicant Site Online Solve Staffing Woes



This year to date, 136 school districts have subscribed to MASA Jobsite Online. At "the Jobsite," educational organizations like school districts can post unlimited job vacancies, for all levels of positions, for a small annual fee. People looking for positions in an educational setting can browse those jobs at no cost. Search capabilities allow candidates to

administrators, indicates that the system is supplying the districts with as many or more applicants than they have received in the past from traditional "help wanted" methods. For many districts, MASA Jobsite Online has become the primary, and in some cases, the exclusive, place to post open positions.

Then they would only look at the records of the candidates who match that criteria.

As this newsletter goes to press, we have 685 teachers' applications in the application site database.

## *As this newsletter goes to press, we have 685 teachers' applications in the application site database.*

review positions by vacancy category and geographic location. Districts may include a link to their web site in their postings so candidates can "visit" them on the internet. For most school districts, the cost of an annual MASA Jobsite Online subscription is less than the cost of advertising just one position in the newspaper, and the postings are available to candidates 24 hours a day, 365 days a year.

In 1999, more than 4500 jobs were posted by 175 school districts. Feedback from districts, particularly from personnel directors and human resource

This year, MASA has added an important new enhancement to the Jobsite. Since February, 2000, districts have been able to enroll in a new online screening process that will save both time and money. By subscribing to **MASA Applicant Site Online**, districts are able to screen candidates online. For example, if a school district receives hundreds of applications for an elementary teaching position, they could specify criteria such as grade point average, extra-curricular qualifications, and work experience to narrow their search.

MASA uses a number of methods to promote the site to applicants, including communication with the colleges in the five state region, using print ads in state and regional newspapers, and by encouraging other state and national educational organizations to promote the site. Districts should also make their community members aware of the site, so that they can spread the word to their children, friends, and relatives who might be seeking a position in education.

If you aren't familiar with the Jobsite and the Applicant Site, click on [www.mnasa.org](http://www.mnasa.org) or visit our booth at the MASA Fall Conference. At either place you can see the site in action and draw your own conclusions. •

## **America's Kids Connect Promotes School Technology**



Hundreds of students across all 50 states will come together on Oct. 5, 2000 to compete for more than \$1 million of free computer equipment for their schools and professional technology education for their teachers.

**America's Kids Connect will be seen via the internet at <http://www.amkids.org> or via satellite feed from the Home of America's Kids Connect — Eagan High**

### **School in Eagan, Minnesota.**

An interactive game show produced and broadcast here in Minnesota, America's Kids Connect brings elementary, middle and high school students into an exciting educational experience. Students will use computers in their classrooms to participate in a quiz show while watching the live simulcast.

America's Kids Connect will also provide a forum for live interviews and video conferencing with leading educators and administrators of educational institutions and state

governments. Discussion topics will include:

- raising the public's awareness of the increased and continuing need for the integration of technology into our classrooms.
- video clips of schools that have successfully and creatively incorporated technology and the internet into their classrooms.
- partnerships between the public and private sectors currently providing exemplary work in integrating technology into the classroom. •

## A Look at the Teacher Shortage

by Edward Anderson,  
MASA Past President and  
Superintendent,  
Aitkin Schools

The new school year is upon us, and all of the planning we did during the *last* school year is coming to fruition. We've built budgets, managed facility improvements, scrutinized textbooks and new curriculum, and generally geared up for the year.

We also managed staffing issues. That used to be easy. We'd put our ads in the college placement catalogs, a number of applications would flow in, the candidates would interview, be licensable and eager to accept the position "right now" if offered. We normally had lots of choices. The candidates had to sell us on their worth. In lots of disciplines, those days are long gone.

A number of factors seemed to have come together over the past three to five years, causing, I think, this shortage. It is my opinion that things are going to get a lot worse. Those factors include the aging of professional staff, inviting and liberal retirement incentives, numerous career options for college graduates (especially women), the need for more teachers per capita by student (lower class size, growth in special education, etc.), and the recent bashing of public education which, hopefully, has now ended.

Generally, where did (do) teachers come from? Look back at your family, your community, and your background for some of the answers. I am not suggesting the scenario I'm presenting is "in all cases," but, with a few tweaks, I think my generalizations are accurate.

Teachers used to come from small towns, often the sons and daughters of farmers, or from blue-collar families. The suburbs and cities also sent children away to school to become teachers, but, as was the case in small towns, these children were from modest backgrounds or maybe from the home of an educator. Parents of these children saw a teaching career as safe and as a "step up," a

steered its very best away from careers in education. It seems we in education are where the Catholic Church was 25-30 years ago. How many Catholic parents encouraged their sons and daughters to become members of the clergy—priests and nuns? Quite the contrary. Is there a shortage of priests today? How many superintendents or teachers steer and encourage their children

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***Our society, which is reflective of its citizens, does not value education as a career. Teaching is no longer thought of as a "step up," and it is not afforded the respect it deserves.***

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career beyond what was attainable by the parents or many in those communities. Anyway, other than teaching or becoming a nurse, what were the choices for women? The children of lawyers, doctors, and the business community never seemed to be encouraged to become teachers. And, herein lies what I see as the root of the problem.

Our society, which is reflective of its citizens, does not value education as a career. Teaching is no longer thought of as a "step up," and it is not afforded the respect it deserves. Slowly but surely our society has collectively

to become teachers? Are you guilty (I don't mean that negatively) of wanting something "better"? There are fewer farms, fewer small town families, and fewer blue-collar workers. Will the businessmen, computer engineers, or account representatives encourage their one or two children to become teachers? I doubt it.

Reversing the slow erosion of education's base will be terribly difficult. We need to do everything we can to elevate the careers within education, and maybe even encourage our own sons and daughters. •

### MN Computers for Schools Program

**The Minnesota Computers for Schools Program has refurbished and upgraded over 21,000 computers. These computers have been provided free-of-charge to schools in Minnesota. The program will be sending out new applications for free computers to all schools in Minnesota. If your school needs computers, don't pass up this opportunity! New applications were sent out at the end of July, or you can call 651-779-2816 to receive an application today.**

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# Calendar 2000 - 2001

## September 30 - October 3

### *Board Meetings*

Madden's on Gull Lake,  
Brainerd, MN

- Executive Committee  
Saturday, September 30  
9:30 - 11:30 am
- Board of Directors  
Saturday, September 30  
1 - 5:30 pm  
Sunday, October 1  
9 - 11:30 am

## October 1 - 3

### *MASA Fall Conference*

Madden's, Brainerd

## October 4 - 6

### *MASE Fall Director's Conference*

Breezy Point Lodge  
Breezy Point, MN

## November 7

### *Election Day*

## November 23 - 24

### *Thanksgiving Holiday*

MASA Offices Closed

## December 13

### *Board Meetings*

MASA Office

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

## December 25, 26 and January 1

### *Winter Holidays*

MASA Offices Closed

## January 3

### *Legislative Session Begins*

## January 10

### *Board Meetings*

MASA Office

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

## January 11-12

### *MSBA Convention*

Minneapolis  
Convention Center

## February 16 - 18

### *AASA National Convention*

Orlando

## March 14

### *Board Meetings*

Radisson South Hotel,  
Bloomington

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

## March 15 - 16

### *MASA/MASE Spring Conference*

Bloomington

## April 13

### *Spring Holiday*

MASA Offices Closed

## May 28

### *Memorial Day Holiday*

MASA Offices Closed

## June 14 - 15

### *(Tentative)*

### *Board Meetings*

Madden's on Gull Lake,  
Brainerd, MN

- Executive Committee  
June 14  
9:30 - 11:30 am

- New Officer and  
Board Orientation  
June 14  
1 - 1:45 pm

- Board of Directors  
June 14  
2 - 5:30 pm  
June 15  
9 am - 12 noon

## Agriculture

## College of St. Scholastica

### Remember

May we remember the difficult lesson  
That each day offers more things than we can do.

May we do what needs to be done,  
Postpone what does not,  
And be at peace with what we can be and do.

Therefore, may we learn to separate  
That which matters most  
From that which matters least of all.

—Richard S. Gilbert