

**Madison Metropolitan School District
Madison, Wisconsin**

Art Rainwater, Superintendent

**BOARD OF EDUCATION
Minutes for EQUITY TASK FORCE
July 5, 2006**

**Doyle Administration Building, Room 103
545 West Dayton Street
Madison, Wisconsin**

The Task Force did not have a quorum. Discussion began at approximately 6:40 p.m.

MEMBERS PRESENT: Christa Bruhn, David Cohen, Paul Kusuda (left at 7:30 p.m.), Thomas Mertz, Wendy Sauve, Beth Swedeen, Jackie Woodruff

MEMBERS ABSENT: Ashley Brown, Lisa Cuevas, Rafael Gomez, Julie Haslanger, Zina Knox, Danielle McGonigle, Glenn Parks, Toya Robinson, Matt Silvern

STAFF PRESENT: Jack Jorgensen, Kathleen Lyngaas, Ann Wilson-Recording Secretary

1. Approval of Minutes

Minutes dated May 22 and June 12 were not approved due to lack of a quorum.

2. Develop Plan and Schedule for Soliciting Input

(Written materials provided in advance: Methods for Receiving Input. Written materials provided at the meeting: Schedule of Tasks to be Completed and Timeline. Written material created at the meeting: Equity Task Force Meeting Notes dated July 5, 2006. Attached to the original copy of these minutes.)

Jack Jorgensen will talk with Carol Carstensen about the membership of the Task Force. Members present were in agreement that they would like to continue full student representation and would like to have all vacant student memberships filled as soon as possible. Jack will also talk with Legal Counsel to clarify whether vacant seats need to be counted when deciding whether there is a quorum.

Jack Jorgensen reviewed the format developed earlier for working on the plan and schedule for soliciting input (Methods for Receiving Input). Kathy Lyngaas suggested work begin by identifying the kinds of input wanted (what the Task Force wants to learn), then from whom (audience), then how (venue). The charge was reviewed. It states only that the Task Force is to "gather testimony." It was recommended that Jack Jorgensen talk with Carol Carstensen about the type of testimony that the Board of Education envisioned when they created the charge to the Task Force and the purpose for the testimony. Christa Bruhn suggested beginning instead with identifying the key stakeholders – those directly affected – and then deciding the information that needs to be gathered from these groups. Kathy Lyngaas recorded discussion in the Meeting Notes document (attached to the original copy of these minutes).

DISCUSSION:

- Also a public relations aspect. Opportunity to sell what the Task Force has done, explain why it is important.
- Tradition to ask public for input. May receive more reaction than feedback.
- Will be more successful if a clear set of questions is presented, giving focus to response. Structure is more likely to provide information of value. Merit to defining what information is needed, the critical feedback. Responders will not have breadth of knowledge the Task Force has gained from in-depth discussion.
- The same questions might apply to various stakeholder groups.
- Stakeholders are more than students. Also include parents, community at large, teachers, funders, etc. Begin with definition and include necessary components in a work product and then present questions to stakeholders that would be relevant to equity, how we will measure it, linked to strategies. Need a work product without details that can be presented to public so they have a reasonable understanding and can provide information about what they will endorse.
- \$100 budget process is a model that could be used. Perhaps just go with small groups using an interactive model like this.
- Need an alternative format that is not interactive, perhaps a survey focused to the handout.
- Include themes based on the Strategies for Implementation with the bulleted information deleted.

- May be valuable to ask for a ranking or priority setting of the Strategies.
- General public does not have context, level of understanding. Need to fine tune information down to what is needed – a good presentation, a handout, strategic questions. Can use the same handout in a variety of venues.
- Need to go to where the people are. Themes are important. Not necessary to use jargon. For purposes of information, need information reduced to “a nutshell.”
- Begin with asking “what is equity?” Take what they say, honor their voice, and include it if it is found to be missing. Make sure all key concepts are covered. Make sure it is not assumed the task is completed.
- What does the Task Force want to learn? Some validation of what has been done. Identification of gaps. What is inequitable in the current policy? Do not want to hear of pet projects or budgetary concerns.
- Need to begin presentation to stakeholders by providing a brief history of Task Force “inputs” – what was considered, what went into the process to guide their work and decision making. Could begin with an icebreaker – what is equity, or give an example of equity, or why do you care about equity?
- Will be a labor intensive task. Could break into small teams, divide the forums. Stakeholders need to see the diversity of the membership of the Task Force. District staff is available to facilitate. Task Force will think about their role and who should make presentations. Need to decide order of events, see if stakeholders are represented, outreach so that they are attended. Important to make personal contacts. Include student groups, government classes. Do not need to schedule events for separate groups, but need to make contacts to assure they are represented at opportunities.
- Need cooperation to get information out about forums. Beginning of school newsletters, press releases. Need information about community groups, contact lists.

FOLLOW-UP:

- Jack Jorgensen will talk with Carol Carstensen about membership and gathering testimony. He will also talk with Clarence Sherrod about determining a quorum.
- Jack Jorgensen will talk with Ken Syke about lists of groups to contact.
- Jack Jorgensen will have district calendar information at the next meeting.

3. *Review Special Education Allocation Formula and Process for Committing Staff Resources to Schools*

This item will be discussed at a future meeting when more members of the Task Force are present.

4. *Organize Strategies for Implementation of an Equity Policy*

There was discussion about asking stakeholders to identify what they feel are the most important and least important strategies. Christa Bruhn agreed to synthesize the list of Strategies for Implementation into groups by themes.

5. *Adjournment*

Three possible future meeting dates were identified – July 18, August 7 or August 9. The date will be decided based on whether a quorum can be reached. When the date has been set, Task Force members will follow up with phone calls to encourage attendance. Part of the next agenda will be bringing all members up to date on the work of the Task Force.

The meeting ended at 8:38 p.m.