

**Madison Metropolitan School District
Madison, Wisconsin**

Art Rainwater, Superintendent

**BOARD OF EDUCATION
Minutes for EQUITY TASK FORCE
October 3, 2006**

**Doyle Administration Building, Room 209
545 West Dayton Street
Madison, Wisconsin**

The Equity Task Force was called to order by Jack Jorgensen at 6:37 p.m.

MEMBERS PRESENT: Christa Bruhn, David Cohen, Lisa Cuevas (arrived 6:37 p.m.), Rafael Gomez (arrived 7:30 p.m.), Paul Kusuda, Thomas Mertz, Glenn Parks, Wendy Sauve (arrived 7:15 p.m.), Matt Silvern, Beth Swedeen (6:37-7:20 p.m.) Jackie Woodruff

MEMBERS ABSENT: Tiffany Jones, Zina Knox, Toya Robinson, Dustin Williams

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

1. *Approval of Minutes*

It was moved by Jackie Woodruff and seconded by Lisa Cuevas to approve the minutes of the Equity Task Force meeting dated September 25, 2006. Thomas Mertz provided the correct spelling for public speaker Abha Thakkar. The motion to approve the minutes as amended was unanimously carried by those present.

2. *Madison School Board's Feedback to the Task Force*

(Written materials provided: Summary of Board of Education Feedback to the Equity Task Force by Christa Bruhn dated 9/26/06 – attached to the original copy of these minutes.)

Task Force members shared their perceptions of the meeting with the Board of Education regarding the Interim Report and reviewed the report of the meeting prepared by Christa Bruhn. There was discussion of the items the Board of Education encouraged the Task Force to consider addressing in its final recommendations to the Board of Education (as identified in the Bruhn report):

- review current policy
- define “needy” schools
- identify performance measures
- identify subjective measures
- develop implementation strategies
- develop prioritization guidelines
- develop accountability process
- identify models of resource allocation.

Kathy Lyngaas summarized the options suggested during discussion:

- a) Continue to work on the charge by proceeding to gather input, making no adjustments or revisions in the report based on feedback from Board members.
- b) Categorize the Board as a group and consider their input the same as all other groups.
- c) Strengthen some parts of the report (e.g., implementation strategies), acknowledge the issue of allocation of resources in some way, and then proceed to seek input.
- d) Further consider and discuss allocation of resources.

It was suggested the first two items (a and b) be combined. It was clarified that these options represent two directions that could be taken – either move forward to gathering feedback on the basis of the report as it is now (the interim report), or make changes before gathering feedback.

Jack Jorgensen suggested gathering input as the next step, then making final changes to the report, then submitting the information to Legal Counsel for development as a policy, then discussion and any revisions by the Task Force before submitting a final report to the Board. It was noted that the step between gathering input and submitting information to Legal Counsel for development into policy will be difficult with more work for the Task Force to

complete. Task Force members requested an opportunity to speak with Attorney Sherrod before he begins drafting the policy, specifically about what information might be inserted in the policy (as a matter of course in district policy development) or as important to administration or his duties as chief counsel for the Board of Education.

There was consensus on the following:

- Categorize the Board of Education as a group and consider their feedback in the same way as all other groups.
- Proceed to the step of gathering feedback using the information in the interim report to the Board of Education.
- Consider all feedback gathered.
- Strengthen parts of the plan before it is presented to Legal Counsel.
- Discussion with Legal Counsel pre- and post-development of a draft policy.

3. *Plan for Seeking Public Input*

(Written materials provided: Methods for Receiving Input dated 10/3/06; MMSD Task Force on Equity by Paul Kusuda dated 9/25/06 – attached to the original copy of these minutes.)

Jack Jorgensen reviewed the document he prepared with Kathy Lyngaas based on previous Task Force discussion and recommendations.

Task Force members decided to each develop some simple questions (the 3-5 most important things they want to ask) and submit those to Kathy Lyngaas by Monday, October 9. A small group (Matt Silvern, Rafael Gomez and Christa Bruhn) will meet to draft a recommended plan of action for gathering community input that will include the questions that would be asked, a recommended process for input, and the targeted audiences.

DISCUSSION:

- Use language that can be understood by everyone. Questions are more important than the process. Talk with students to get a feeling of what your questions might be.
- Include as one of the first questions – Where do you see unfairness or inequity?
- Narrowly focus discussion so response does not go to other topics. Want to know how people feel as well as what they think.
- Keep process simple and focused on students and definition. Pose easily answered questions. Simple – answerable – relatable.
- Need a check to see if anything is missing – will questions provide the information?
- Facilitators – district has trained staff members; could use volunteers; need some training/guidelines.
- Limit number of groups that will be asked for input.

4. *Adjournment*

It was moved by Thomas Mertz and seconded by Glenn Parks to adjourn the meeting at 8:45 p.m. Motion unanimously carried by those present.