



Irene Gomez-Bethke Papers.

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NOTES FROM COORDINATING COUNCIL FOR MINORITY CONCERNS  
Wednesday, January 21, 1981

The people who attended this meeting were Fernando Gomez, Joon Mornes, Joel Ampe, Jackie Fraedrich, Ann Ahlquist, Mary Bartley, Ginger King, Hedi Oplesch, Lyle Mottinger, Bill Forsberg, Robert Ansel, Paula Beugen, Joyce Belanger, Katie Kathman, Kris Spotted Eagle, Wayne Rau, and Stu Stockhaus.

Bill Forsberg gave some background on what had been happening. The Newscaster carried a front page story about the need for more minority representation on this council. Forsberg does have five nonminority volunteers, as a result of that story, and two minority volunteers. The total membership of the council is 35 people. There are five members from each of four minority groups, five nonminority parents, and 10 staff members. He reminded the group the council was established almost a year ago by the school board. The charge was to work on three things: multiethnic education, human relations policy, and racism in the schools.

Based on what had been written from the last meeting, a suggestion was made to develop a mission statement and some goals. Also, people thought the terms of office should be rotating, but not right away. At the next meeting, the election of officers should take place. What apparently is needed is a chairperson, a vice-chairperson, and a secretary. Also from the last meeting the groups established some priorities. There should be a subcommittee structure. Each subcommittee should have a chairperson and a recorder; the committee should be open to volunteers; the chairperson should be a member of this council; and there needs to be a way to communicate what is happening with this council.

Forsberg asked that the same worksheet be used again and the same topics be developed in greater depth.

Stu Stockhaus, coordinator of social studies, physical education/health, talked about the district's history in human relations. There was a policy that was established in the 1960s. That policy may seem dated now, but it was a reflection of the times. He said several organizations had wanted the policy and had worked on it. There was some inservice for teachers, principals, central office staff. A writing team produced a K-3 guide. A catalog of printed materials (over 1,000 books were added) was printed, along with a listing of the films that could be used in this area.

It is a mistake to assume that no one cared that nothing was done, Stockhaus said. Good faith efforts were done. A lot of spade work is there and this council needs to take a look at that.

In 1969 there was a human relations group that was formed. And again in 1971 a group called the Intercultural Committee began to work in the human relations area. The State Department of Education required 60 hours of human relations training for all staff. In 1972, the district implemented its own program which was drafted and coordinated by Stockhaus. It was not necessary for the district to do that, since the State Department did not consider it a district responsibility. However, it was the teacher's responsibility to get those 60 credits. The program was significant enough so that it counted toward salary increment (six credits).

Stockhaus said the rating given the human relations course was a seven, based on a 10-point scale.

There was not spectacular success in changing the hiring practices of the district. Main reason was the district enrollment peaked in 1970 and, according to the collective bargaining agreement, the last hired was the first to be fired. There were a few people who were "grandfathered" in.

Another weakness, probably, was that the licensed staff was trained, but the serviced staff did not get any training.

Curriculum materials were looked at and when there was bias observed, teachers were told about the materials and asked not to use them.

The district cautioned principals also about scheduling activities on religious holidays, particularly the Jewish holidays. Principals are reminded of this every year. Observance of Christmas at public schools was another thing that was examined. Religious music is all right, but it must be justified. He agreed that this was a personal judgment, of course. There is a standing committee, however, that monitors this every year.

Between the years of 1972 and 1975, when Stockhaus administered the human relations program, there were approximately 500 to 600 staff people who took the course.

David Olson, chairperson of the school board, said he felt strongly about the council and wanted to affirm what this committee was doing. An overhaul of the human relations policy is long overdue.

He said the council has important tasks in which one is comprehensive and one is coordinating. It is comprehensive in that any area in the curriculum at any grade could be examined. In addition, any people on staff or the students in the classrooms can be involved. The coordinating function of the council is to relate the concerns of one minority group to another, fairly and equally, and also, to help the school board understand.

Olson thought subcommittees should report to the committee as a whole. And the committee as a whole is the one that should make request to the board. He asked that the council report to the board, make specific recommendations (can be in writing), and make recommendations on policy and program revision. These three things, reporting, recommending, and revising, are all important.

Olson said he would promise to look to the council for leadership. He would expect to request their opinion on certain topics. He would expect the council to tell the board how certain things should be done. And he thinks the council can expect a date when a board decision would be made on a certain matter.

It was about 8:30 p.m. when the three discussion leaders, Joyce Belanger, Jackie Fraedrich, and Stu Stockhaus, broke the council into three groups and decided to work for the next 50 minutes.

Here are some of the things that were discussed in the small group meetings, as reported by some of the leaders.

Ann Ahlquist said her group wanted to know what the definition was of "minority." They were especially interested in what the board defined minority. (Was handicapped included, for example?) The group also agreed that staff should not be selected or elected as officers. They reviewed the three areas as designated by the board. And they thought the human relations policy needed work. They requested

the personnel practices and wondered if they listed the staff by race. They questioned what the term "human relations" meant as compared to "racism." They wondered what happened when there was a racist complaint in the district.

The second group said they also thought the chairpeople of the subcommittees should be members of this council. Ad hoc committees could be accountable to the subcommittees. They looked at the human relations policy and thought it should include procedures (for implementation). They were concerned about community awareness. And they wanted to know about the multiethnic education. Guidelines and a specific process for grievance in a racist incident were final topics discussed. Reporter was Paula Beugen, coordinator of VIA.

Stockhaus reported on the third group. His group had discussed the human relations policy. They questioned whether there was a specific commitment from the board and from the district. They wondered "What do we believe?" "Where do we stand?" There was concern about attempting to do too much. There needs to be a cadre of trained teachers, if a multiethnic curriculum is to be implemented. The group talked about how racism is exhibited in games, dress, and jokes. He said people needed to be sensitized to these.

Forsberg said the next meeting will be on Monday, March 9, at 7:30 p.m. in the administration building, third floor. At that time, the subcommittees will be formed in the three areas. He will ask the five people who have volunteered to work on the committee to come to that meeting. The election of officers will be held. He will obtain a copy of the racial demographic report that was recently distributed. There also may be a report from the personnel office on personnel practices. Ginger King will have an explanation of multiethnic education. And perhaps somebody like John Taborn would come and explain the term "institutionalized racism."

Kris Spotted Eagle said he would like to see a resolution from the school board as to why CCMC exists. He would like to see something in writing. Bob Ansel thought he would like to have more of an opportunity to get to know the members better.



ENGLISH AS A SECOND LANGUAGEMIDYEAR SERVICE LOAD FOR THE 1980-81 ACADEMIC YEARElementary:

<u>School</u>	<u>Foreign Language Background</u>
Crystal Heights	3 Russian 1 Vietnamese 1 Vietnamese - Chinese 3 Vietnamese - Laotian
Forest	3 Chinese 1 Greek 1 Vietnamese
Lee	1 Korean
Lincoln	2 Vietnamese
Meadow Lake	1 Arabic 1 Korean
Neill	4 Chinese 1 Indian 2 Japanese 1 Laotian - Hmong 4 Russian 4 Vietnamese
Noble	1 Israeli 1 Russian
Northport	4 Laotian 1 Vietnamese
Pilgrim Lane	1 Laotian - Hmong 1 Russian 1 Vietnamese
Sonnesyn	1 German 3 Laotian - Hmong 1 Russian 1 Vietnamese
Sunny Hollow	1 Korean 2 Vietnamese
Zachary Lane	2 Korean 1 Laotian
TOTAL ELEMENTARY	56

(over)

Secondary:

<u>School</u>	<u>Foreign Language Background</u>
Hosterman	1 Arabic 1 Chinese 1 Filipino 1 Laotian 2 Spanish 2 Vietnamese
Plymouth	1 Korean 1 Laotian 2 Malaysian 2 Russian 1 Spanish 2 Vietnamese
Sandburg	1 Israeli 2 Russian 2 Spanish 5 Vietnamese
Armstrong	1 Chinese 1 Dutch 1 Russian 6 Vietnamese
Cooper	5 Laotian 1 Spanish 4 Vietnamese
Robbinsdale	1 Korean 1 Spanish 2 Vietnamese - Chinese
TOTAL SECONDARY	50

Nonpublic School:

St. Margaret Mary	1 Korean
TOTAL NONPUBLIC	1

In summary, 107 students are being served. Fifty-seven are being served at the elementary level and 50 are being served at the secondary level. The students speak 16 different languages with the predominant languages being Vietnamese, Russian, Chinese and Laotian. The students are served in 18 of the district's 20 schools by 19 part-time English as a second language resource instructors, the equivalent of 7.62 full-time instructors.

NOTES FROM GROUP DISCUSSIONS:

(January 21, 1981, meeting)

The group felt sub-committees should have a chairperson that is a member of the CCMC. They should be open to people outside of CCMC (sub-committees) however.

The feeling of the group was that the council should be open to form ad hoc committees should a particular need or issue arise. The ad hoc committee should be accountable to either the broader CCMC or one of the three standing committees.

Recommendations coming from ad hoc committees should have the sanction of the CCMC.

HUMAN RELATIONS POLICY:

Review, refine and revise the district human relations policies -- starting with what we already have (including procedures for implementation) -- community awareness.

Let's write a new definition and rework it. Let's be clear as to our main focus. Other concerns can branch out from there. Let's look at the definitions used by EBO then and now. Federal level - state level.

MULTI-ETHNIC EDUCATION:

Develop, review, refine and/or revise multi-ethnic education policies starting with what we already have (including procedures for implementation) -- community awareness.

Need teachers trained in specific curriculum areas -- math, science, arts.

Educate community members through programs to make parents understand what's happening in these areas.

RACISM:

Develop specific guidelines, process for dealing with specific incidents as they occur (including process prior to CCMC receiving a specific complaint).

Consciousness raising regarding "institutional racism."

Not recognized to detect it in all its aspects -- vocabulary, language, ethnic jokes, foods, games, dress, hair etc.

Use art-drama to dramatize stereotypes.

The group recommends that the standing committees definitely be formed no later than the next meeting.

Robbinsdale Area Schools  
March 2, 1981

COORDINATING COUNCIL FOR MINORITY CONCERNS  
CCMC  
March 9, 1981

- I. A Look at Multi-Ethnic Education -- Ginger King
- II. Group Work
- III. Organization of Sub-Committees
- IV. Election of Officers

## ETHNIC MINORITY SIGHT COUNT (OCTOBER 1, 1980)

A. <u>Elementary</u>	<u>Indian</u>	<u>Black</u>	<u>Asian</u>	<u>Hispanic</u>	<u>Total Minority</u>	<u>Percent Minority</u>	<u>Total Enroll.</u>
Crystal Hts.	0	3	12	2	17	4.19%	405
Forest	4	10	14	6	34	6.03%	559
Lakeview	5	4	8	0	17	3.51%	484
Lee	6	8	5	6	25	5.02%	498
Lincoln	6	12	9	11	38	9.74%	390
Meadow Lake	1	27	13	5	46	5.82%	790
Neill	1	17	46	6	70	10.38%	674
New Hope	5	6	11	6	28	5.90%	474
Noble	2	13	19	6	40	9.19%	435
Northport	7	44	12	3	66	9.57%	689
Pilgrim Lane	4	18	9	7	38	5.72%	664
Sonnesyn	2	16	34	7	59	6.91%	853
Sunny Hollow	9	13	20	3	45	5.76%	781
Zachary Lane	<u>3</u>	<u>5</u>	<u>8</u>	<u>1</u>	<u>17</u>	<u>2.88%</u>	<u>589</u>
Elem. Totals	55	196	220	69	540	6.52%	8285
B. <u>Junior Highs</u>							
Hosterman	21	22	14	11	68	4.97%	1366
Plymouth	10	14	24	4	52	3.76%	1384
Sandburg	<u>4</u>	<u>18</u>	<u>13</u>	<u>7</u>	<u>42</u>	<u>2.87%</u>	<u>1461</u>
Jr.Hi. Totals	35	54	51	22	162	3.85%	4211
C. <u>Senior Highs</u>							
Armstrong	12	23	32	4	71	3.96%	1789
Cooper	15	14	14	7	50	2.89%	1729
Robbinsdale	<u>4</u>	<u>15</u>	<u>5</u>	<u>6</u>	<u>30</u>	<u>1.95%</u>	<u>1533</u>
Sr.Hi. Totals	31	52	51	17	151	2.99%	5051
DISTRICT TOTALS	121	302	322	108	853	4.86%	17547

This data reported on the Minnesota Civil Rights Information System - October 1, 1980  
 Results received from SDE January 26, 1981.



Independent School District 281

Robbinsdale Area Schools  
May 6, 1981

TO: Coordinating Council for Minority Concerns

FROM: Bob Ansel, Chairperson

SUBJECT: Change in Meeting Date

Please be advised that the scheduled meeting for the CCMC meeting has been changed to Thursday, May 21 at the central office board room. The executive committee and subcommittee chairpersons will meet at 7:00 PM, and the council meeting will begin at 8:00 PM.

Please mark your calendar accordingly. Thank you.

Independent School District 281

Robbinsdale Area Schools  
May 5, 1981

AGENDA

CCMC  
May 21, 1981  
8:00 PM

I. Subcommittee reports

A. Human Relations Policies

B. Multi-Ethnic

C. Racism

II. Consideration of revised statement from the Board submitted  
by Pastor Olson

III. Miscellaneous items

Independent School District 281

Robbinsdale Area Schools  
February 10, 1982

TO: CCMC Committee Members  
FROM: Robert Ansel, Chairperson  
SUBJECT: March Meeting

There will be a full council meeting on Thursday,  
March 4, 7:30 pm, central office board room.

The agenda will be as follows:

- I. Report from Racism Subcommittee on the school district discipline policy
- II. Reports From Other Subcommittees
  - A. Human Relations -- Louis Garcia
  - B. Multiethnic Education--- Ginger King
- III. Presentation to School Board
- IV. Council Newsletter
- V. Resignations From Council Since Last Council Meeting.
- VI. Survey of Minorities - Northwest Human Services Council
- VII: Appointment of Nominations Committee for 1982-83 Council Year.

Independent School District 281

Robbinsdale Area Schools  
January 7, 1981

TO: Members of the Coordinating Council for Minority Concerns (CCMC)  
FROM: Bill Forsberg, Temporary Chairperson  
SUBJECT: January 21 Meeting

The council will convene on Wednesday, January 21 at 7:30 PM  
in the central office board room on third floor.

The preliminary agenda is as follows:

- I. General discussion on results of November 25  
group work 7:30-8:00
- II. Reassembling of the three groups 8:00-9:00  
Discussion leaders:  
Joyce Belanger  
  
Jackie Fraedrich  
  
Stu Stockhaus
- III. General Discussion 9:00-9:30  
Date and plans for next meeting

Enclosures

- 1. Results of group discussion
- 2. Present District 281 human relations policy
- 3. Copy of article in Newscaster requesting more volunteers
- 4. Copy of notice to parents concerning Halloween costumes
- 5. Minutes of November 25, 1980 meeting

January 2, 1981

NOTES FROM COORDINATING COUNCIL FOR MINORITY CONCERNS

November 25, 1980

Bill Forsberg explained what the plan was for the evening. The council will divide into three groups and discuss the items on the guide sheet. Then each group will report back to the whole council.

For about an hour the three groups discussed the goals of the CCMC, the organizational structure, and the purpose of the three subcommittees. Leaders asked members to share some of their experiences with others in the group so that people could get acquainted with each other.

Here are some of the reactions from the three groups to the items listed on the discussion guide sheet.

- o The groups thought the three areas (human relations board policy, multi-ethnic education, and racism) were enough to begin work. There may be additional subcommittees later.
- o Multi-ethnic education and racism are the two biggest areas and will take considerable time.
- o Each subcommittee should have a chairperson and a recorder. These could make up an executive committee of the council.
- o There should not be rotating membership one group said. Another thought a term should be a certain time and the member should be asked if he/she wants to continue.
- o There should not be open membership one group said. Another thought whoever wanted to serve should be able to.
- o Conscious-raising is needed in the district, starting at the top.
- o A hearing board could hear specific complaints.
- o Need to have a clarification of the term "minority."
- o Need a formalized job description of the chairperson, vice-chairperson, and recorder.
- o There is a need to recruit membership from minority groups.
- o What is the relationship of this council to the school board? What is the relationship of the Black advocate to this council?
- o How will the council report to the board?
- o What can be done about educating parents?

Bill Forsberg summarized. The mission of this council and the structure need to be defined more clearly. The members decided to continue to work in small groups for awhile and to delay the election of officers for a month. The superintendent and the chairperson of the board will be at the next meeting on Wednesday, January 21, at 7:30 p.m. in the administration building.



COORDINATING COUNCIL FOR MINORITY CONCERNS  
October 28, 1980

- I. Welcome and Orientation - Bill Forsberg, Temporary Chairperson
- II. Greetings - Pastor David Olson, School Board Chairman
- III. The Role of the Council - Bill Forsberg
- IV. Remarks - <sup>125</sup> Jackie Fraedrich, Indian Advocate  
Musa Moore-Foster, Black Advocate *Cultural WORKshops Luncheon Prog.*
- V. Introductions
- VI. Future Meetings of the Council - Bill Forsberg

COORDINATING COUNCIL FOR MINORITY CONCERNS

AHLQUIST, Ann SS-P	MOORE-FOSTER, Musa B
AMPE, Joel P-	MOTTINGER, Lyle
ANSEL, Robert 9	OPLESCH, Hedi - 3
BARTLEY, Mary 3	PERUSSE, Gail - P
BELANGER, Joyce B	RAU, Wayne - B
BUEGEN, Paula P	REICHERT, Art
FORSBERG, William	RUCKER, Shelton B
FRAEDRICH, Jackie	SKOY, Jean
H GOMEZ, Fernando NWBul: Eng	AI SPOTTED EAGLE, Chris ✓ Ch. 2
H GOMEZ-BETHKE, Irene P.	STOCKHAUS, Stu - 3
A. HUANG, Nancy Parent	THOMAS, Mrs. Calvin
B JOHNSON, Charlotte E. P	
KATHMAN, Mrs. Gary	
KING, Virginia	

A BRIEF LOOK AT DISTRICT 281 IN CAPSULE FORM

Independent School District 281 (Robbinsdale Area Schools) is located to the north-west and adjacent to the City of Minneapolis. The school districts that surround District 281 are Minneapolis to the east, Brooklyn Center to the north, Osseo to the north and west, Wayzata to the west, and Hopkins to the south and west.

District 281 is made up of all or part of seven municipalities. All of Robbinsdale, Crystal and New Hope are within the district. Fifty-two percent of Golden Valley, the south part of Brooklyn Center (the Brookdale area included), a small part of Brooklyn Park, and several square miles of Plymouth complete the makeup of the district. The overall size of District 281 is 32 square miles.

Approximately 100,100 people reside within the district boundaries. It will be of interest to learn the count determined by the 1980 census, since the projections used between 1970 and 1980 indicate that each municipality, with the exception of Plymouth and Brooklyn Park, has a declining population. This fact is reflected in the decreasing school enrollments over the past 10 years.

A large percentage of the land in all the municipalities, with the exception of Plymouth, has been developed. The only growth areas at the present are in Plymouth and Brooklyn Park. In both areas homes are being constructed, which has an impact on the enrollments in the schools located in those areas. Emphasis must be placed on the growth factor, when long-range plans for school closings are considered, especially for the two areas named.

District 281, in addition to experiencing a decline in the birthrate similar to the trend nationally and statewide, also lacks a uniform age balance among the population. The population of the district can best be described as "mature." A large part of the district grew very rapidly following World War II, especially Robbinsdale and Crystal. There was an influx of young married couples who moved out from the center city. They reared children and the school population skyrocketed. A large number of these families remains. For the most part, their children have finished school. The number of young married couples with children is relatively few in comparison to the number of middle-age couples.

Unfortunately, the many off-springs of those who came from the center city to settle in the first or second tier suburban areas earlier have followed the established pattern and migrated to the third and fourth tiers of suburbia. Their decisions have been influenced primarily by the availability of home sites and the lower cost of property in areas more remote from the city.

The trends are vividly reflected in the student enrollment of District 281 throughout the years. The school enrollment in 1952-53 totaled 5,636. An annual increase of dramatic proportion occurred until 1970-71, at which time the enrollment peaked at 28,101. Since that time, the number of students enrolled has decreased each year to the present enrollment of 17,586. Projections show that the decline will continue for the next five years at a rate of approximately six percent per year.

The school district currently operates 20 of the 25 buildings owned. Five elementary and one junior high school not used to house District 281 students for instructional purposes are leased to other districts and municipalities or they are not in use.

In addition to the school buildings is a central office building, bus garage, warehouse, and shop facilities.

The condition of all buildings currently being utilized is good or excellent. The oldest is the Lee Elementary School building, constructed in 1948. All buildings now in use have been remodeled to better serve present-day educational needs. The addition of media centers has been made possible through the conversion of unneeded classrooms. Similar remodeling projects have been undertaken in some secondary buildings to establish resource centers and to provide flexibility for different methods of instruction.

As enrollment declines at each level (elementary, junior, and senior high), the district must act to reduce the number of classrooms in use. This is only prudent management and one source of cost savings without a significant reduction in programs or services. Between 1978-79 and 1982-83, District 281 will experience a loss of 1,813 at elementary, 707 students at junior high, and 1,674 students at senior high. Each year there will be a surplus of facilities, particularly classrooms. Efficient management demands that when adequate space is available in buildings, certain schools be closed. This has become school board policy. The board has followed its policy and has closed five elementary and one junior high buildings.

Data currently available indicate by 1981-82 that one or two additional elementary buildings will be closed. During this 1980-81 school year, the board will have to determine the grade organization to be used in the years to come and choose between closing one additional secondary building or additional elementary schools. This statement is not to be interpreted to mean that a secondary school will be closed during this school year--only plans for future closings made.

One of the recommendations of the Long Range Planning Committee of 1978 was that District 281 examine the feasibility of a middle school plan. A committee made up of parents and staff members has been studying the topic for the past year. The committee report was presented to the board at the meeting October 20. If the present grade structure is to be altered, the board will make the decision during the 1980-81 school year, the plan to be implemented during the 1982-83 year. No doubt, the decision will dictate whether a junior high, a senior high, or several elementary schools will be closed.

The organization of District 281 administration and staff is quite traditional. The school board of the district is comprised of six members, each elected for a three-year term. The board members are the chief policy makers of the district and are responsible for the operation of the district. The chief administrator of the school district is the superintendent, who is responsible to the school board for the entire district program. Central office administrators who serve as members of the superintendent's cabinet are:

- Assistant Superintendent of Secondary Education
- Assistant Superintendent of Elementary Education
- Director of Administrative Services (Planning, Research, and Evaluation)
- Director of Business Affairs
- Director of Staff Relations



Other district-wide administrators and coordinators are:

- Assistant to the Director of Staff Relations
- Coordinator of Public Relations and Publications
- Coordinator of Special Education
- Coordinator of Vocational Education
- Coordinator of Audio-Visual
- Coordinator of Library Services
- Coordinator of Home Economics
- Coordinator of Industrial Arts
- Coordinator of Pupil Personnel
- Coordinator of Career Education
- Coordinator of Health Services
- Coordinator of Music
- Coordinator of Community Education and Services
- Coordinator of the Black Advocate Program
- Four Curriculum Generalists (coordinator level)
- Supervisor of Food Services
- Supervisor of Transportation

The enrollment report of October 1, 1980, reveals the following:

Kindergarten	985
Grades 1-6	7,240
Special Education	<u>124</u>
Total Elementary	8,349
Grades 7-9	4,211
Grades 10-12	<u>5,026</u>
Total Secondary	9,237
District Grand Total	17,586

The number of licensed personnel employed is:

Administration	40
Program and Curriculum Coordinators	17
Other Non-teaching Staff	95
Elementary Classroom Teachers	332
Junior High Classroom Teachers	204
Senior High Classroom Teachers	232
Federal Programs	14
Special Education (Elementary, Secondary)	<u>156</u>
District Grand Total	1,090



INDEPENDENT SCHOOL DISTRICT 281

ROBBINSDALE

ROBBINSDALE SENIOR HIGH  
LEE ELEMENTARY  
LAKEVIEW ELEMENTARY

CRYSTAL

FOREST ELEMENTARY  
CRYSTAL HEIGHTS ELEMENTARY  
NEILL ELEMENTARY

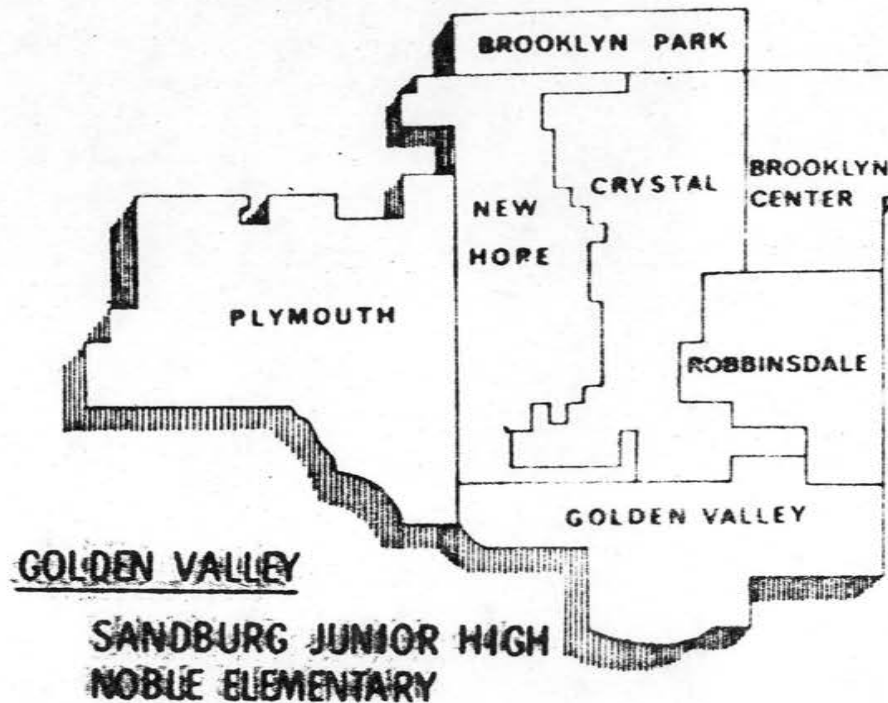
NEW HOPE

COOPER SENIOR HIGH  
HOSTERMAN JUNIOR HIGH  
MEADOW LAKE ELEMENTARY  
NEW HOPE ELEMENTARY  
SONNESYN ELEMENTARY  
SUNNY HOLLOW ELEMENTARY

PLYMOUTH

ARMSTRONG SENIOR HIGH  
PLYMOUTH JUNIOR HIGH  
PILGRIM LANE ELEMENTARY  
ZACHARY LANE ELEMENTARY

- SEVEN MUNICIPALITIES
- TWENTY- SCHOOLS



GOLDEN VALLEY

SANDBURG JUNIOR HIGH  
NOBLE ELEMENTARY

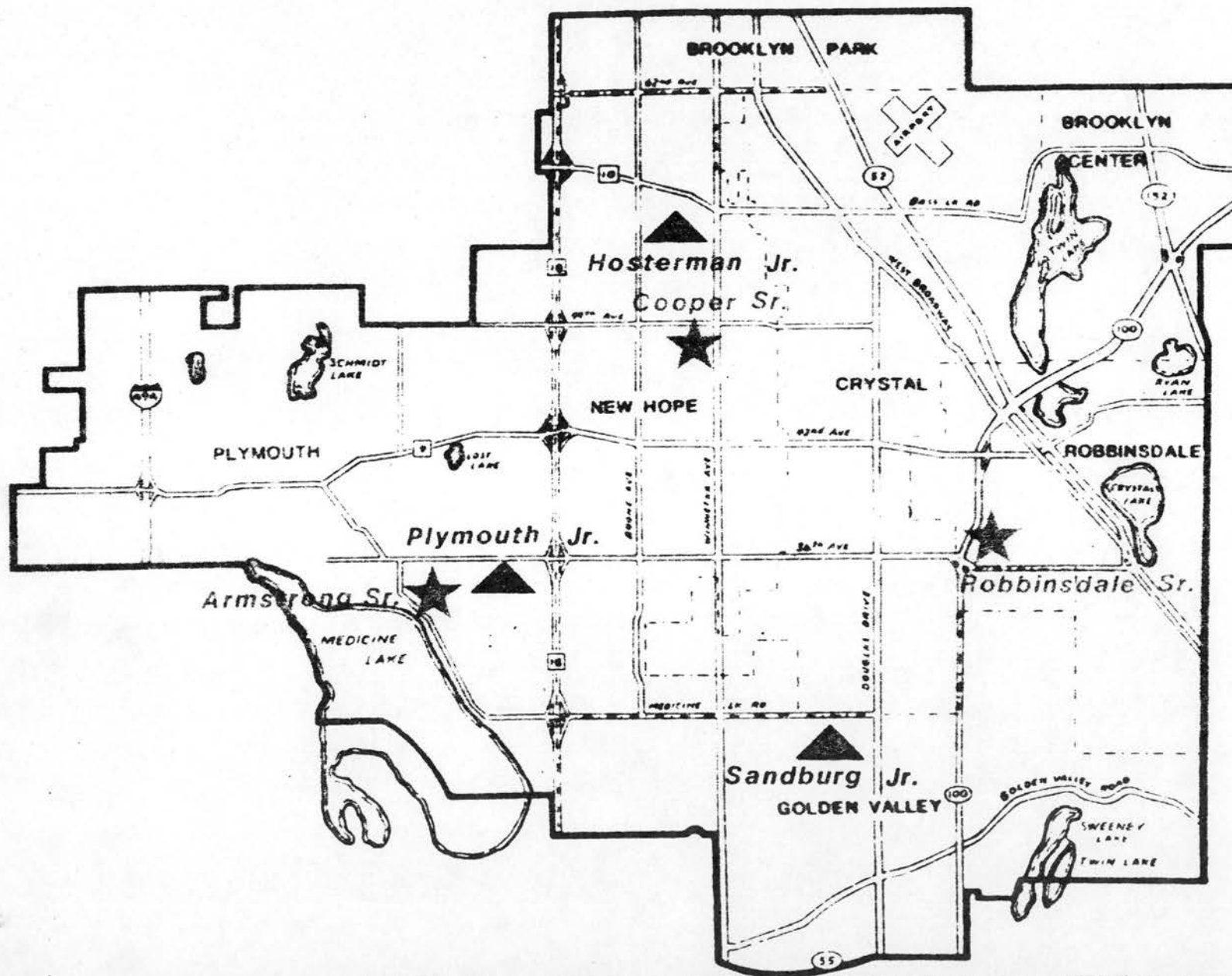
BROOKLYN CENTER

NORTHPORT ELEMENTARY

BROOKLYN PARK

LINCOLN ELEMENTARY

★ Senior High Schools  
▲ Junior High Schools



ORGANIZATION

NAME

NAME

ORGANIZATION

COORDINATING COUNCIL FOR MINORITY CONCERNS

Composition

5 from each minority category	20 ✓
5 from non-minority parents	5 ✓
Appropriate school staff (represents administration, teachers, non-certified staff)	10 Maximum ✓
	35 Total

Selection

Volunteers from minority groups  
Recommendation of Superintendent -- Final approval by School Board

Function

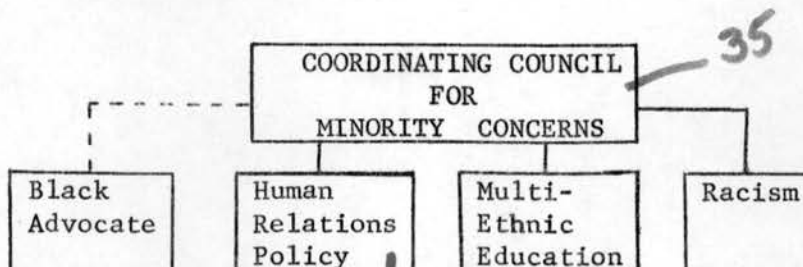
1. Establish goals and objectives
2. Recommend policy to board
3. Create necessary sub-committees as needed
4. Give direction to sub-committee
5. Communicate among sub-committees
6. Evaluate progress of sub-committees
7. Review recommendations of sub-committee

Sub-Committee Structure

- Multi-Ethnic Education (Review, evaluate, and recommend)
- Human Relation Policies of District (Review, evaluate, and recommend)
- Racism in School Life

Composition of Sub-Committee

- Chairperson from Council
- Representatives from Council
- Select other appropriate school staff and/or citizens



Independent School District 281

Robbinsdale Area Schools  
November 18, 1980

TO: Coordinating Council for Minority Concerns

FROM: Bill Forsberg, Temporary Chairperson

The next meeting will be on Tuesday, November 25, at  
7:30 PM in the central office board room.

The council will review and make suggestions regarding  
organizational structure and goals.

I look forward to seeing you.



COORDINATING COUNCIL FOR MINORITY CONCERNS

AHLQUIST, Ann Snyder  
11975 45th Ave. No.  
Mpls., Minn. 55442  
Home: 559-1115  
Work: 348-8144

AMPE, Joel M.  
3600 Evergreen Lane  
Plymouth, Minn. 55441  
Home: 553-1094

ANSEL, Robert E.  
7840 Winsdale St. N.  
Golden Valley, Minn. 55427  
Work: 348-2105

BARTLEY, Mary  
5801 73rd Ave. N., Apt. 224  
Brooklyn Park, Minn. 55429  
Home: 560-8684  
Work: 544-9147

BELANGER, Joyce  
10480 101st Place N.  
Maple Grove, Minn. 55429  
Home: 425-0311  
Work: 546-4401

BEUGEN, Paula  
1784 Maryland Ave. N.  
Golden Valley, Minn. 55427  
Home: 545-4553  
Work: 533-2781 ext. 273

FORSBERG, William H.  
4148 Winnetka Ave. N.  
Mpls., Minn. 55427  
Work: 533-2781

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RAU, Wayne  
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Work: 545-1649

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Work: 533-2781

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Work: 724-5461

SKOY, Jean  
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Home: 588-8323  
Work: 544-1579

SPOTTED EAGLE, Chris  
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Work: 646-4611

STOCKHAUS, Stu  
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Home: 537-3181  
Work: 533-2781

THOMAS, Delaphine  
3406 Noble Ave. N.  
Crystal, Minn. 55422  
Work: 871-3300 ext. 18

NOTES FROM THE COORDINATING COUNCIL FOR MINORITY CONCERNS  
Tuesday, October 28, 1980

Attending this meeting were Ann Ahlquist, Joel Ampe, Robert Ansel, Mary Bartley, Joyce Belanger, Paula Buegen, Bill Forsberg, Jackie Fraedrich, Fernando Gomez, Irene Gomez-Bethke, Nancy Huang, Charlotte Johnson, Musa Moore-Foster, Lyle Mottinger, Hedi Oplesch, Gail Perusse, Wayne Rau, Shelton Rucker, Jean Skoy, Chris Spotted Eagle, Stu Stockhaus, Mrs. Calvin Thomas, Adele Hellweg, David Olson, and Leroy Hood.

Bill Forsberg made the introductions. Pastor David Olson, school board chairperson, brought greetings from the school board. He said he hoped the committee would help children appreciate the diversity of the school community. He thanked everyone for coming and serving on this committee.

Forsberg restated the charges given by the school board. He said the committee needed to establish its goals and objectives, recommend policies to the school board, create necessary sub-committees, give direction, communicate, evaluate progress, and review the recommendations of the sub-committees. The board asked these sub-committees to look at three things: 1) multi-ethnic education, 2) human relations policies of the district, 3) racism in school life.

Forsberg explained the composition of this coordinating council. There are five people from each of four minorities, five people from the non-minority parents, and a maximum of ten people from the school staff, representing administration, teachers, and non-certified staff. The total of the committee could be 35 people.

Forsberg asked each person to introduce himself/herself. The introductions included some of the background of individuals, as well as some of the reasons they were serving on the council.

There are some of the areas that are still lacking in membership. All four minority categories need more representation on this council. Forsberg said several letters were out to individuals at this time. He has not heard from them as yet. Anyone who has an idea for someone to serve on the council should drop Forsberg a note.

The next meeting of the coordinating council will be on Tuesday, November 25, at 7:30 p.m. at the central office, third floor school board room.

COORDINATING COUNCIL FOR MINORITY CONCERNS

Composition

5 from each minority category	20
5 from non-minority parents	5
Appropriate school staff (represents administration, teachers, non-certified staff)	<u>10</u> Maximum
	35 Total

Selection

Volunteers from minority groups  
Recommendation of Superintendent -- Final approval by School Board

Function

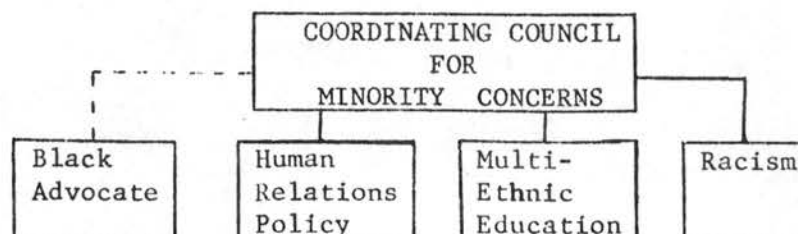
1. Establish goals and objectives
2. Recommend policy to board
3. Create necessary sub-committees as needed
4. Give direction to sub-committee
5. Communicate among sub-committees
6. Evaluate progress of sub-committees
7. Review recommendations of sub-committee

Sub-Committee Structure

- Multi-Ethnic Education (Review, evaluate, and recommend)
- Human Relation Policies of District (Review, evaluate, and recommend)
- Racism in School Life

Composition of Sub-Committee

- Chairperson from Council
- Representatives from Council
- Select other appropriate school staff and/or citizens



COORDINATING COUNCIL FOR MINORITY CONCERNS

AHLQUIST, Ann Snyder  
11975 45th Ave. No.  
Mpls., Minn. 55442  
Home: 559-1115  
Work: 348-8144

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Home: 553-1094

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Work: 348-2105

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Brooklyn Park, Minn. 55429  
Home: 560-8684  
Work: 544-9147

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Home: 425-0311  
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AGENDA

Coordinating Council for Minority Concerns  
November 25, 1980

I. Orientation -- 7:30 - 7:45

II. Group Work -- 7:45 - 8:30

Group leaders:

Joyce Belanger  
Musa Moore-Foster  
Jackie Fraedrich  
Stuart Stockhaus

III. Report from Groups -- 8:30 - 9:15

Introduction of group

Brief progress report

IV. A Look Ahead -- 9:15 - 9:30

Next Meeting  
Wednesday  
January 21 -- 7:30

Discussion Guide Sheet  
Coordinating Council for Minority Concerns

I. GOALS

Realizing that the school board has identified some major objectives for CCMC, are there other goals that you feel should be included?

II. THE COUNCIL

CCMC is a standing committee responsible to the Board of Education of District 281. Much of the organizational structure is yet to be defined.

With this in mind, how should the membership of CCMC be organized?

For instance:

Should there be rotating terms for the membership?

How should officers be chosen?

What officers are recommended?

How can it be assured that all minorities are fully represented on the council?

III. SUB-COMMITTEES

The school board has identified three sub-committees to be responsible to CCMC. What other sub-committees might be needed?



How should sub-committees be organized? For instance:

Should chairpersons of sub-committees be members of CCMC?

Should sub-committees be open to membership of people outside of CCMC?

Are all sub-committees standing committees or are some ad hoc?

As you see it, what should be the major purposes of the three sub-committees identified by the board:

Human relations policy

Multi-ethnic education

Racism

## Positions open on minority concerns council

There are still some openings available for volunteers to serve on the Coordinating Council for Minority Concerns, a board-appointed advisory council.

Originally, the school board approved a committee of 35 members. The four minorities, as identified by the federal government, were each allotted five members. These four minorities are Blacks, Indians, Asians, and Hispanics. There are also nonminority parents. In addition, 10 people from the school staff represent the administration, teachers, and non-licensed staffs.

The coordinating council probably will meet only a few times during the

year. Most of the work will be done in subcommittees. The board charged the council to look at three areas: multiethnic education, current human relations policies, and racism in the school district.

Anyone serving on the committee should be a resident of the district, but not necessarily a parent of children currently in school.

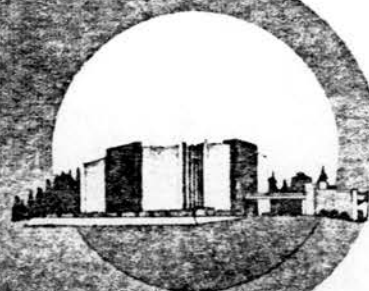
The third meeting of the coordinating council will be on Wednesday, January 21, at 7:30 p.m. at the administration building.

Anyone who would like to volunteer to serve should call Mr. William Forsberg, assistant superintendent, elementary education, at 533-2781.

# NEWSCASTER

SPECIAL PUBLICATION OF INDEPENDENT SCHOOL DISTRICT 281  
BINSDALE AREA SCHOOLS

VOLUME 16, NUMBER 2  
DECEMBER, 1980



Independent School District 281

Robbinsdale Area Schools  
October 17, 1980

TO: Principals

FROM: Bill Forsberg

Wayne Rau and Ginger King are including this statement in a notice to parents prior to Halloween.

I think it is good and thought you would be interested.

Dressing up to go to Halloween parties and trick or treating is a long-standing American tradition. In years past, spooks and goblins mixed freely with Indians, Mexican banditos and Asian ladies as they moved from house to house. In recent years, however, there has been a change in the types of costumes children wear on Halloween. As Americans become more aware of their own ethnic heritage, their awareness and appreciation for the culture of others grows. It is out of respect for the traditions and heritage of people that parents are encouraging their children to wear costumes that do not show cultural or ethnic groups in a derogatory or stereotyped manner. The staff at \_\_\_\_\_ (school) \_\_\_\_\_ would like the help of parents to encourage their children to continue with this positive trend.

## HUMAN RELATIONS POLICIES AND GUIDELINES

All staff members are expected to be sensitive to the problems and needs of students, parents, and other staff in an effort to promote good human relations. The School Board has adopted some policies, authorized in-service training sessions, and appointed two committees in this area.

### 1. District human relations advisory committee:

This committee composed of staff and lay representatives from the community meets the third Wednesday of each month in the Administration Building. The committee makes recommendations to Dr. Hood and to the School Board concerning general policies and procedures.

### 2. The district inter-cultural advisory committee:

This committee is composed of parents of minority group children and has just one staff member, Stuart Stockhaus, on the committee. This committee makes recommendations to Dr. Hood and the School Board.

### 3. General Human Relations Policies

The following policies regarding human relations in District 281, and specific procedures for implementing these policies, were proposed by the inter-cultural committee, the human relations advisory committee, and Dr. Gary Joselyn, a member of the school board.

#### Policy concerning personnel:

1. In selection and promotion of all staff, both certified and classified, the board believes its first responsibility is to the students in the classroom and shall employ and promote for each position the most competent applicant without regard to race or creed.
2. It is the objective of this school district to accelerate minority hiring with the goal of developing a staff which reflects the racial composition of the Twin City Metropolitan area.

#### Procedures:

1. All applicants known to be of racial minorities shall be granted interviews whether or not openings exist.
2. A pool of racial minority applicants who qualify shall be kept on file to fill unforeseen openings.
3. Qualified racial minority applicants who so desire shall be placed on the active substitute list.
4. The phrase "An equal opportunity employer" shall be included on all employment announcements, on all personnel forms, and on the official school district stationery. Further, the district shall request that the phrase be included on literature displayed by all placement offices receiving notices from District 281.
5. In reviewing qualifications of applicants, the personnel director shall give consideration to whether or not the applicant has completed

## HUMAN RELATIONS POLICIES AND GUIDELINES

a human relations program endorsed by the State Department of Education.

6. The school district shall make special effort to inform the placement offices of accredited universities and colleges known to enroll large numbers of minority students of all staff vacancies posted outside the district.

### Policy concerning staff training:

It is the goal of this school district that all of its employees demonstrate competency in human relations.

### Procedures:

District 281 shall establish a human relations program for employees which meets the State Department of Education's recertification requirements.

### Policy concerning curriculum:

District 281 curricula shall accurately reflect all religious, racial, and ethnic groups, including their contributions to our American and world heritage.

### Procedures:

1. The staff shall be alert for instructional materials containing inaccuracies or which perpetuate religious, sexist, racial, or ethnic stereotypes.
2. In considering new instructional materials for possible adoption, attention shall be given to the presence or absence of religious, sexist, racial, or ethnic bias.

### 4. Policy relating to scheduling activities on religious holidays:

The schools of District 281 will make every effort not to schedule major events such as plays, concerts, major athletic events, tests, and field trips on the evening preceding and the day of Yom Kippur, the two evenings preceding and the days of Rosh Hashanah, and the two evenings and days at the beginning of the Passover Season.

5. The following information is taken from a memo from the State Department of Education concerning guidelines for Christmas observance in the public schools. "As Christmas approaches, it should be kept in mind that the maintenance and furtherance of any religion is a responsibility of the church, the synagogue, and the home and not that of the public school system. Religious observances sponsored by public schools constitute a violation of the American principle of separation of church and state. Public school time, facilities, funds or personnel should not be utilized for religious purposes; however, school boards do have the authority to make school facilities available for religious observances outside of regular school hours.

Christmas Day is a legal holiday under both state and federal law, but it is



## HUMAN RELATIONS POLICIES AND GUIDELINES

also a sacred day for Christians who accept Jesus as their Messiah. It is not a sacred day for the Jewish people who believe that God alone is Savior and Protector. Nor is it a day of religious observance for Buddhists, Moslems, Hindus, Shintoists, or dozens of other religious sects.

The public schools today usually include in their enrollment the children of several different races and religious sects and the school has the responsibility under our state constitution to see that "The right of every man to worship God according to the dictates of his own conscience shall never be infringed." It is educationally wrong for any public school to conduct programs during regular school hours which are contrary to the religious principles and convictions of any child in the school. No child should have to absent himself from a classroom or assembly in order to refrain from participation in a religious program.

We are all familiar with public schools which have sponsored religious or semi-religious programs and practices in observance of the Christian Christmas, and it behooves each of us to re-examine our practices and perhaps observe more closely guidelines such as those listed in a 1964 publication of the A.A.S.A. entitled "Religion in the Public Schools." A portion is excerpted as follows:

1. "A public school may not observe Christmas as though it were a church or a combination of churches."
2. "On the other hand, an education institution for children may not, consistent with proven educational principles of interest and readiness, ignore Christmas."
3. "Finally, the good public school will support and protect the religious development of every child in its charge in whatever religious tradition he and his family embraces."

Although celebrations such as Christmas had their original impetus in the religious tenets of a particular group, its observance has become a civic rather than a religious observance insofar as the public schools are concerned. However, care must be exercised to guarantee that there is a proper delineation so that the observance cannot be considered a vehicle of public worship or of religious instruction.

Songs may be sung in school about Christmas, not as worship, but because they are part of the Christian heritage. Songs about the religious traditions of non-Christians may also be sung on appropriate occasions for the same reason.

The display of any religious symbols in public school classrooms could be regarded as aiding a religion or the propagation of sectarian religious teaching. Displays of crosses, Stars of David, and Nativity scenes should not be permitted in schools or on school property. The Christmas tree is not generally regarded as a distinctive Christian symbol, but when used in public schools, it should not be decorated with religious symbols.

The observance of any Christian holiday in a public school must be carefully planned to reflect considered concern for the education of children in a religiously diverse school and society. An appropriate theme for Christmas observances in the public schools could be "Peace on Earth, Good Will to Man."



## HUMAN RELATIONS POLICIES AND GUIDELINES

The week or 10 days prior to the winter vacation should be used to strengthen good will and mutual respect and understanding for all racial and religious groups living in the area and attending the public school. The program could be extended to understanding other people living in other parts of the world of different colors and creeds. Young people could be encouraged to bring money or food contributions to be used for the preparation of food baskets and to purchase clothing to be distributed to needy families in the community. If your school should undertake this type of project, be sure to check with local welfare agencies to avoid duplication and overlapping.

Finally, public schools by law must be non-sectarian, and no child attending a public school should ever be embarrassed or offended because he belongs to a religious creed that is not practiced by the majority. Your help in achieving this goal will be appreciated.

GROUP RESPONSES TO DISCUSSION GUIDE SHEET

Coordinating Council for Minority Concerns  
November 25, 1980

I. GOALS

What about parent or community education?

Different vehicles to reach the home

Consciousness - raising starting at the top -- (without over burdening with guilt, so that it is difficult to deal with the issues)

Goals and objectives will have to wait until we start reviewing policies, but we may want to look at some formalized procedures for reporting and dealing with specific incidents relating to minority concerns -- and look at the option of serving as a "hearing board"

We need to: clarify our definition of "minority groups" and specific issues appropriate for this group to deal with -- example:

- religious
- economic
- handicapped
- single parent
- etc. etc.

We need to: develop a mission statement

II. THE COUNCIL

Should there be rotating terms for the membership?

Wait and see -- involve all persons who would want to serve (in some way)

Ask each year if they wish to continue for a maximum of three years.

Look at the possibility of a formalized job description in the future

A little pre-mature to formally comment on the structure

How should officers be chosen?

Chosen on the basis of personal preference

Ask Mr. Forsberg to serve as chairperson until we know each other better

General feeling at this time was that perhaps officers should not be "staff"

What officers are recommended?

Chairperson, vice-chairperson, secretary

Chairperson, vice-chairperson, recording secretary - initial officers

How can it be assured that all minorities are fully represented on the council?

The job is large enough as it is. Let's do this one well before we branch out.

Look at all possible means to recruit membership from minorities -- brainstorm ideas -- each make an effort to locate

### III. SUB-COMMITTEES

The school board has identified three sub-committees to be responsible to CCMC.  
What other sub-committees might be needed?

• What about beginning with the three identified by the board?

Clarification of the relationships of sub-committees to council -- council to the school board. The relationship of the Black advocate and his committee to the board -- how is Black advocate program funded?

Clarification of how the committee will report and recommend to the school board and how the board will review and respond to recommendations of CCMC (in a predictable manner).

We want CCMC to be more than a "reactive" group, but also make on-going contributions and recommendations

Need to establish a vehicle to deal with complaints

Would like to develop the expertise of CCMC -- so this group could advise on a multiplicity of concerns

Should chairperson of sub-committees be members of CCMC?

Yes

Should sub-committees be open to membership of people outside of CCMC?

Yes

Are all sub-committees standing committees or are some ad hoc?

Initial sub-committees should be standing, others could be ad hoc

Community Education -- inform the parents and community about racism positive actions -- about curriculum changes, etc. Keep people informed.

We need clarification on role of the Black advocate -- does he deal with the needs of the Black community only?

Independent School District 281

Robbinsdale Area Schools  
April 24, 1981

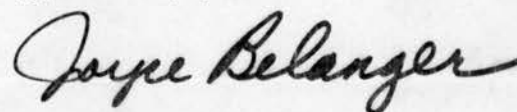
The sub-committee on racism of the Coordinating Council for Minority Concerns will have three meetings before the end of the school year:

Wednesday, April 29

Wednesday, May 13

Wednesday, June 3

All meetings will be held in the board room of the District Office, 42nd and Winnetka, at 7:30 P.M. If you have any questions or suggestions, please call me.



Joyce Belanger, Chair

#### Racism Committee

Chairperson: Joyce Belanger

Recorder: Joon Mornes

#### Members:

Joyce Belanger

Mona Fadel

Sue Garvis

Juanita Howard

Perry Johnson

Joon Mornes

Anjail Muhammed

Art Reichert

Shelton Rucker

Marilyn Sackariason

Chris Spotted Eagle

Stu Stockhaus

(We need a Hispanic member)

MINUTES  
June 17, 1981  
Executive Committee Meeting  
Coordinating Council for Minority Concerns

PERSONS PRESENT: Robert Ansel, Chairperson  
Shelton Rucker, Recording Secretary  
Joyce Belanger  
Paula Beugen  
Fernando Gomez

Mr. Ansel has had contact with Dr. David Cooperman, University of Minnesota, who is conducting a study of racism and anti-Semitism in the Hopkins School District. He will continue to discuss with Dr. Cooperman the possibility of conducting a similar study in District 281. The executive committee asked that Dr. Cooperman provide information on the results of such a study and how the CCMC could use those results.

Mr. Ansel expressed deep concern how to improve attendance at the meetings, particularly attendance by minority members. The executive committee concluded that one of the prevailing factors that may contribute to non-attendance is the unclear role of this committee and others.

Therefore, it was moved by Shelton Rucker, and seconded by Fernando Gomez, "that Robert Ansel, as chairperson of the CCMC, invite chairpersons of the Black Advocate Committee, and the Title IV Parents Advisory Committee, and at least one person representative of other minority groups to meet. The purpose of the meeting would be to clarify roles, exchange plans and establish a wide base of representation.

Further suggestions to attempt to make the CCMC more visible and effective were:

1. The CCMC would invite each minority group within the district to a get acquainted session and would also provide the opportunity for individuals to express their "concerns."
2. In the fall, the CCMC would offer to make a brief presentation to each school P.T.S.A. All schools could be easily covered if each CCMC member would volunteer to make a presentation.
3. Robert Ansel will ask to make a presentation to the teachers at the fall opening workshop.

Joyce Belanger suggested that Jackie Fraedrich and W. J. Musa Moore-Foster become members of the CCMC executive committee by virtue of their roles in the district and the concrete input they would bring to the committee.



There remains the difficult problem of slight participation on the Human Relations Committee. It was suggested that perhaps the Human Relations Committee be discontinued and the work of the subcommittee be taken on by the CCMC as a whole. If this presents a difficulty, the CCMC could prioritize its goals to accomplish and proceed from there.

Paula Beugen suggested that the council be prepared by early fall to make an initial presentation to the Board.

Thursday nights have been tentatively set as a meeting night for the CCMC.

The above suggestions and motion are subject to the CCMC membership approval. There will not be a meeting of the entire council this summer; therefore, the executive committee will proceed in order to get these early fall activities under way unless they are opposed by the membership. If you disagree with these plans, please call Robert Ansel, 348-2105; Joyce Belanger, 546-4401/425-0311; or Shelton Rucker, 724-5461/529-0407 before July 23rd.

The next executive committee work session is scheduled for July 23rd.

Shelton Rucker,  
Recording Secretary

SR:jk

PERSONS PRESENT: Robert Ansel, Chairperson



MULTIETHNIC CURRICULUM COMMITTEE

Minutes  
of  
June 9, 1981 Meeting

Persons Present:   Ginger King                   Hedi Oplesch  
                  Paula Beugen               Wayne Rau

---

CALL TO ORDER:               The meeting was called to order by Ginger King, Chair.

COMMUNITY RELATIONS  
SERVICE:

Ginger King handed out copies of a booklet, A Synopsis - The Community Relations Service, published by the U.S. Department of Justice. Discussion was held about the feasibility of contacting the CRS and investigating the resources which may be of value to the committee. Ginger King will contact the CRS.

TEACHER CADRE:

Ginger King presented a plan to train a cadre of teachers in multiethnic education during a two to three day training session in the fall. There would be an elementary teacher from each of the various grade levels. After training, the cadre would go into pilot schools and teach the students with the teacher of the rooms observing. The cadre and six classroom teachers would work on writing curriculum after the observations are completed.

The plan, after discussion, was supported by the committee. Ginger King has discussed the plan with Bill Forsberg and it will be presented to the elementary principals at their next meeting.

SECONDARY STAFF:

Discussion was held about the possibility of including secondary staff on the Multiethnic Curriculum Committee (MECC). Ginger King will contact Bill Forsberg and Willis Boynton to discuss the possibility of including secondary staff. Secondary staff members, if approved, would be involved in training this coming school year along with elementary teachers. The plan of action would be to start curriculum in the elementary schools this coming school year, 1981-82, and in secondary schools during the 1982-83 school year.

INSERVICE DAY:

Discussion was held about the possibility of having a one half day inservice meeting on multiethnic education for elementary teachers on October 5, 1981. Ginger King will contact the Minnesota Education Association's Human Relations Education Committee to see if they will conduct the workshop.

BOOKS:

Books will be ordered for the committee by Ginger King.

They are:

1. Multiethnic Education, Theory and Practice,  
James A. Banks
2. Education in the 80's: Multiethnic Education,  
James A. Banks

NEXT MEETING:

The date for the next meeting will be set up after additional information about the above points has been settled and obtained.

ADJOURN:

The meeting was adjourned by Ginger King, Chairperson.

Respectfully Submitted,

Wayne Rau  
MECC Recorder

MINUTES  
Executive Committee Meeting  
Coordinating Council for Minority Concerns  
May 21, 1981

PERSONS PRESENT: Bob Ansel, Chair  
Joyce Belanger  
Paula Beugen  
Ginger King

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CALL TO ORDER: The meeting was called to order by Bob Ansel, Chair, at 7:15 pm.

SUMMER EXECUTIVE MEETINGS: Persons present indicated their willingness to participate in necessary work sessions for the summer.

STATEMENT FROM PASTOR OLSON: Copies of the "original" statement from Pastor Olson (presented at the February CCMC meeting) were distributed to executive committee members.

SUGGESTED STATEMENT REVISIONS: The following suggestions for wording revisions were made:

- (1) PARAGRAPH ONE. LAST SENTENCE.  
Consider changing the words "well-being of minority children" to "equity for all children in the district."
- (2) PARAGRAPH TWO. FIRST SENTENCE.  
Consider changing the words "relationships among minority groups" to "inter-group relations."
- (3) PARAGRAPH THREE. SECOND SENTENCE.  
Consider changing "your advisor" to "Mr. Forsberg."

DISTRIBUTION OF FUTURE MINUTES OF CCMC: Future minutes of CCMC executive and full committee meetings will be forwarded to:

Dr. Hood  
All School Board members  
Ms. Myrna Myrofsky  
Dr. Cameron  
Mr. Boynton  
Dr. Hellweg  
Mr. Loren Johnson  
Ms. Mary Lindskog  
Elementary Teacher's Advisory Committee  
All members of CCMC

ADJOURN: The executive committee meeting was adjourned at 7:55 pm.

Respectfully submitted,

Paula Beugen, CCMC Co-Secretary

MINUTES  
Full Committee Meeting  
Coordinating Council for Minority Concerns  
May 21, 1981

PERSONS PRESENT: Bob Ansel, Chair      Hedi Oplesch  
Mary Bartley      Gail Perusse  
Joyce Belanger      Wayne Rau  
Paula Beugen      Chris Spotte Eagle  
Bill Forsberg      Stu Stockhaus  
Ginger King

---

CALL TO ORDER: Bob Ansel, Chair, called the meeting to order at 8:10 pm.  
ORDER:  
APPROVAL OF MINUTES: The previous meeting minutes (April 22, 1981) were approved with the following revisions: "far reaching" rather than "for reaching."

RACISM SUB-COMMITTEE Joyce Belanger reported that the racism committee has met twice since the last full CCMC meeting.

INVITATION TO JOHN TABORN It is recommended that John Taborn be invited to speak on institutional racism at the September meeting.

SURVEY OF MINORITY STUDENTS: Chris Spotted Eagle moved (that the CCMC pursue) the development of a survey for all minority students in District 281.(Attitudinal). Ginger King seconded. Motion carried.

The group felt that professional expertise in developing the survey instrument would be needed.

ADVISOR: It was clarified that Mr. Forsberg is the designated advisor to the CCMC.

BREAKFAST MEETING: Chris Spotted Eagle moved that minority members of the CCMC meet at a breakfast meeting to discuss their participation on the committee. Bill Forsberg seconded. Motion passed.

REVIEW OF RECOMMENDED CHANGES IN PASTOR OLSON'S STATEMENT: The full committee discussed the three suggestions from the executive committee for revision of Pastor Olson's original statement to CCMC. The general feeling of the group was that it is important to delineate openly, what is indirectly acknowledged by the existence of this committee -- that racism exist in District 281

Paula Beugen moved that a request be made of the District 281 School Board to establish a work session between the CCMC executive committee and School Board members to develop a statement to explain both the charge and reasons behind the charge for the CCMC. Request is made that this meeting take place prior to the next full CCMC meeting. Stu Stockhaus seconded. Motion passed unanimously.

ADJOURN:

The meeting was adjourned by Bob Ansel, Chair.

Respectfully Submitted,

Paula Beugen  
CCMC Co-Secretary



COORDINATING COUNCIL FOR MINORITY CONCERNS

AHLQUIST, Ann Snyder  
11975 45th Ave. N.  
Mpls., 55422  
Home: 559-1115  
Work: 348-8144

AMPE, Joel M.  
3600 Evergreen Lane  
Plymouth, 55441  
Home: 553-1094

ANSEL, Robert E.  
7840 Winsdale St. N.  
Golden Valley, 55427  
Work: 348-2105

BARTLEY, Mary  
5801 - 73rd Ave. N., #224  
Brooklyn Park, 55429  
Home: 560-8684  
Work: 544-9147

BELANGER, Joyce  
10480 101st Place N.  
Maple Grove, 55429  
Home: 425-0311  
Work: 546-4401

BEUGEN, Paula  
1784 Maryland Ave. N.  
Golden Valley, 55427  
Home: 545-4553  
Work: 533-2781

ENGLISH, Maxine  
5324 Kentucky Ave. N.  
Mpls., 55427  
Home: 533-8251

FORSBERG, William H.  
4148 Winnetka Ave. N.  
Mpls., 55427  
Work: 533-2781

FRAEDRICH, Jackie  
10333 Hollywood Blvd.  
Coon Rapids, 55433  
Work: 533-1591

GOMEZ, Fernando  
2716 Quebec Ave. N.  
Mpls., 55427  
Home: 545-5127  
Work: 344-6386

GOMEZ-BETHKE, Irene  
4649 Decatur Ave. N.  
Mpls., 55428  
Home: 537-0469  
Work: 348-2100

HARA, Ed  
2160 Orchard Ave. N.  
Mpls., 55422  
Work: 483-8201

HOWARD, Juanita  
2926 Winnetka Ave. N.  
Mpls., 55427  
Home: 544-5344

HUM, Betty  
8204 - 33rd Avenue N.  
Mpls., 55427  
Home: 545-1216

HUANG, Nancy  
10835 40th Ave. N.  
Plymouth, 55441  
Home: 544-3762  
Work: 535-1763

JOHNSON, Charlotte E.  
2040 Major Circle  
Golden Valley, 55422  
Home: 521-2040

JOHNSON, Perry  
8920 Elgin Place N.  
Golden Valley, 55427  
Home: 546-4955

KATHMAN, Mrs. Gary  
6721 52nd Ave. N.  
Mpls., 55428  
Home: 535-5191

KING, Virginia  
3404 Major Ave. N.  
Mpls., 55422

MOORE-FOSTER, W. J. Musa  
4148 Winnetka Ave. N.  
Mpls., 55427  
Home: 292-9441  
Work: 533-2781

MORNES, Joon  
2741 Xerxes Ave. N.  
Robbinsdale, 55422  
Home: 529-6924

MOTTINGER, Lyle  
5310 Golden Valley Rd.  
Mpls., 55422  
Home: 588-6092  
Work: 533-2411

MUHAMMAD, Anjail  
3442 Pilgrim Lane N.  
Plymouth, 55441  
Home: 544-3176

OPLESCH, Hedi  
4148 Winnetka Ave. N.  
Mpls., 55427  
Home: 698-0151  
Work: 533-2781

PERUSSE, Gail  
3805 Deerwood Lane  
Mpls., 55441

RAU, Wayne  
3725A Pilgrim Lane N.  
Plymouth, 55441  
Work: 545-1649

REICHERT, Art  
4148 Winnetka Ave. N.  
Mpls., 55427  
Work: 533-2781

RUCKER, Shelton M.  
2701 June Ave. N.  
Mpls., 55422  
Home: 529-0407  
Work: 724-5461

SKOY, Jean  
3441 Quail Ave. N.  
Mpls., 55422  
Home: 588-8323  
Work: 544-1579

SPOTTED EAGLE, Chris  
2225 Cavel Ave. N.  
Mpls., 55427  
Work: 646-4611

STOCKHAUS, Stu  
3437 Adair Ave. N.  
Mpls., 55422  
Home: 537-3181  
Work: 533-2781

THOMAS, Delaphine  
3406 Noble Ave. N.  
Crystal, 55422  
Work: 871-3300 ext. 18



COORDINATING COUNCIL FOR MINORITY CONCERNS

I. Representing the Asian Community

Hara, Ed  
Huang, Nancy  
Hum, Betty  
Mornes, Joon

II. Representing the Black Community

Howard, Juanita  
Johnson, Charlotte  
Johnson, Perry  
Moore-Foster, Musa  
Muhammad, Anjail  
Rucker, Shelton

III. Representing the Hispanic Community

Gomez, Fernando  
Gomez-Bethke, Irene

IV. Representing the Indian Community

English, Maxine  
Fraedrich, Jackie  
Kathman, Mrs. Gary  
Spotted Eagle, Chris  
Thomas, Delaphine

V. Representing the Non-Minority Community

Ahlquist, Ann  
Ampe, Joel  
Ansel, Robert  
Beugen, Paula  
Perusse, Gail

VI. Representing the District 281 Staff

Bartley, Mary  
Belanger, Joyce  
Forsberg, William  
King, Virginia  
Mottinger, Lyle

Oplesch, Hedi  
Rau, Wayne  
Reichert, Art  
Skoy, Jean  
Stockhaus, Stu

Independent School District 281

Robbinsdale Area Schools  
November 11, 1981

TO: CCMC

FROM: Robert Ansel, Chairperson

SUBJECT: Council Meeting - November 19

There will be a full council meeting on November 19, central office board room at 7:30 P.M.

The agenda will be:

- I. Replacement for Jean Skoy
- II. Executive Board meeting report of actions
- III. Subcommittee Reports
  - A. Racism- -- Shelton Rucker
  - B. Human Relations -- Bob Ansel
  - C. Multiethnic Education --- Ginger King
- IV. Planning for presentation to School Board at January board meeting
- V. Meeting with Mary Lindskog regarding publicity releases on council activities -- Bob Ansel

Independent School District 281

Robbinsdale Area Schools

COORDINATING COUNCIL FOR MINORITY CONCERNS  
EXECUTIVE COMMITTEE MINUTES  
October 20, 1981

PERSONS PRESENT: Bob Ansel, Chair  
Joyce Belanger  
Paula Beugen  
Ginger King  
Jesse Taylor, Guest

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RESIGNATION: Bob Ansel announced that Nancy Huang has resigned from CCMC.

STRUCTURE AND  
ACTIONS OF THE  
COMMITTEE: There was discussion about the possible need to look at the structure of CCMC. The feeling was that it might be appropriate to expand the size of the Executive Committee of CCMC. It was also suggested that specific motions and subsequent actions with regard to CCMC motions be carefully tracked. Paula Beugen indicated that she is setting up a notebook of CCMC minutes, agendas, materials, etc for "quick reference" purposes during CCMC meetings.

JESSE TAYLOR: Jesse Taylor, Midwest Region Mediator, U.S. Department Of Justice, Community Relations Service, was present. He indicated that he is available to provide technical assistance in developing a plan to avoid racial difficulties and deal with incidents that have racial or ethnic overtones. His purpose for being in Robbinsdale School District is to assess the situation in our community, including what resources may be available to us. He will then come back with a set of recommendations to enhance the program that we already have underway. He suggested that the thrust of CCMC approach might be to "improve skills" rather than to "change attitudes".

ADJOURN: The meeting was adjourned at 10 pm.

Respectfully Submitted,

Paula Beugen  
CCMC Co-Secretary

pjb/pjb

Independent School District 281

Robbinsdale Area Schools  
October 28, 1981

TO: CCMC Subcommittee on Racism  
BAPAC Committee  
Bob Ansel, Chairperson, CCMC  
Dr. Hood  
Dr. Cameron  
Willis Boynton  
Bill Forsberg

FROM: Joyce Belanger, Chairperson, CCMC Subcommittee on Racism

At the October 19 meeting, the CCMC Subcommittee on Racism decided to recommend that the School Board adopt a student discipline policy to deal with acts of racism. On Thursday, October 22, the full CCMC approved this recommendation, and it will be presented to the School Board for consideration/adoption at the board meeting on Monday, November 2. Shelton Rucker will make the presentation.

There will be a Racism Committee meeting in Room 215 on the second floor of central office at 7:30 pm on Monday, November 2. We will adjourn to the third floor for the board meeting when we are on the agenda. Let's try to have good attendance so that the board sees that we support this recommendation.

BAPAC has asked to be an ad hoc committee to our racism committee. We welcome their support and hope that we can work together to accomplish common goals.

Also, you are invited to the liaison persons meeting on Monday, November 2, 3:15 pm at the Armstrong media center. Dr. John Taborn will discuss institutional racism. I am including the agenda for both meetings.

Racism Subcommittee  
Agenda  
November 2, 1981

- I. Orientation for BAPAC members
- II. Discussion of referral procedures
- III. Discussion regarding input to liaison committee
- IV. Suggestions for new tasks
- V. Other
- VI. Presentation to the School Board

October 26, 1981

Dear District 281 Resident:

On Wednesday, October 21, 1981 BAPAC voted to become an AD HOC committee to the CCMC sub-committee on Racism; for the primary purpose of promoting, planning and implementing the District 281 Black History Month program.

This decision appears to be a reasonable solution to the languishing support BAPAC is currently experiencing. Former and future members of BAPAC will be asked to perform various tasks associated with the Black History Month program during the months of October through February each year.

These short duration, task-oriented needs of BAPAC may be the direction in which to proceed; and unless some issue arises which serves to motivate the parents of Black students to fully activate BAPAC the committee will work October through February on the annual Black History Month Program.

BAPAC members and district residents are encouraged to attend to and support the issues pursued by the Coordinating Committee on Minority Concerns sub-committee on Racism, chairperson Mrs. Joyce Belanger.

The funds budgeted for BAPAC programs were for school year 1981-82 and some of these funds will be requested to satisfy the budgetary needs for this year's Black History Month; Consultant for the Concerned Person program and three curriculum-oriented programs.

As Chairperson of BAPAC, I would say thank you to all who attempted to make a difference in the status quo involving the education of our Black students in District 281. I trust you realize that although small, this difference is significant; our black and white students are learning in an educational community that is more aware than it was and less enlightened than it should - and could be for optimum excellence. We all should keep abreast of the district's progress and the CCMC sub-committee on Racism is a primary resource.

Make it your business to support this group.

Very truly,

cc: BAPAC mailing list  
Dr. Hood  
School Board Members  
CCMC Chairpersons  
CCMC - Racism sub-committee

Bill Quinn, Chairperson

BAPAC



Independent School District 281

Robbinsdale Area School  
October, 1981

TO: Building Principals  
Liaison Persons to Committee on Racism  
Committee Persons

FROM: Joyce Belanger  
Willis Boynton  
Bill Forsberg

There will be a meeting of the building liaison persons at Armstrong High School media center, Monday, November 2 at 3:15 pm. Purpose of the meeting will be to establish a communication link, YOU, between the district racism committee and the staff, students and parents within each school building.

AGENDA

3:15 Black History Month (summary of plans)

3:20 Role of Liaison Persons to Students, Staff, and Parents

3:30 Institutional Racism - Dr. John Taborn, U of Mn.

Since BAPAC has provided funding for Dr. Taborn, it is very important that each building send one or two representatives.

RSVP: Joyce Belanger 546-4401



# MEMO

TO Racism Subcommittee

DATE January 22, 1982

RE Meeting - January 27, 7:30 pm

FROM Joyce Belanger

The Racism Subcommittee will meet on Wednesday, January 27, 7:30 pm, Central Office third floor conference room.

The purpose of the meeting is to discuss the discipline policy on racism.

See you then!

BAITCA ON LUCISW

ST. LOUIS MO. (COURTESY OFFICE OF THE ST. LOUIS DISTRICT ATTORNEY)

Independent School District 281

Robbinsdale Area Schools  
January 6, 1982

#### DISCIPLINARY POLICY ON RACISM

The elementary school staff believes that protecting the rights of minorities through education as well as disciplinary action when appropriate, is of paramount importance. A consistent, continuous program of education dealing with the rights of people and a respect for individual differences must permeate the entire educational system.

#### DISCIPLINARY ACTION

All children need to be taught the seriousness of actions which are degrading or are hostile to other individuals and groups. Children need to appreciate that unique human differences must be respected. The staff has the responsibility and authority to define intolerant behavior, such as racial or ethnic slurs, verbal assaults, physical threats or assaults, or any actions considered demeaning to others.

Unacceptable behavior which degrades people [because of their race, religion, ethnic background, physical or mental handicaps] will not be tolerated. Cases and causes of misbehavior toward minority students are varied. Each incident must be considered on an individual basis by the teacher or principal, and appropriate disciplinary action must be taken with the full understanding of all parties. As in all student disciplinary situations, the age of the offender, previous behavior, the severity of the incident, and communication with parents are some of the factors which must be considered before disciplinary action can be taken.

EDUCATION

Programs of inservice education that help the staff to work more effectively with minority children and with all children will continue to have a high priority in the elementary schools. The promotion of multiethnic education is not only a vehicle for promoting the understanding and the rights of minorities, but also of all children.

District 281 has recognized the value of human diversity and every attempt will be made through school policies, programs, and curriculum to develop attitudes and behavior which recognize the uniqueness and importance of cultural diversity and individual differences.

# Multi Ethnic program

<u>Grade</u>	<u>Lesson</u>
K Gaffney	Families - a 2 day lesson
1 Thernell	Families - "All Kinds of Families" Nutrition - "Food Tasting"
2 Paster	Oral tradition - "Why the Sun & the Moon Live in the Sky" Folk tale & Art "Anansi the Spider"
4 Reitan	Folklore - "Kente, An African Folk Tale" People Solving Problems - "Rosa Parks"
5 Helland	The History & Nature of Language - "What's In a Name" - 2 days People Solving Problems - "Rosa Parks"
6 Roalstad	Poetry - "Haiku" & "Japanese Brush Painting"
Music Bawek	Music Around the USA - "How to Say Hello" (continuation) - "Rainbow Song"
PE Hostman	Movement Exploration with Ball Skills (gr. 4-6) Global Ball Unit (gr. K-3)

\* Lessons appropriate for Day 2, afternoon -  
can be for grade lower or higher by 1 year



A. PERSONAL INFORMATION

1. Age \_\_\_\_\_
2. Place of Birth \_\_\_\_\_
3. Sex (M) \_\_\_\_\_ (F) \_\_\_\_\_
4. In what city and state did you spend most of your childhood? \_\_\_\_\_  
\_\_\_\_\_
5. Educational Background \_\_\_\_\_
6. Occupation \_\_\_\_\_
7. Spouse occupation \_\_\_\_\_
8. Other persons in household: 

	<u>RELATIONSHIP</u>	<u>AGE</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. QUALITY OF LIFE/STYLES

1. How long have you lived in the Twin Cities area? \_\_\_\_\_
2. How long have you lived at this address? \_\_\_\_\_
3. Where did you live before moving to this address? \_\_\_\_\_
4. Have you lived in any other area of Northwest Hennepin County? \_\_\_\_\_
5. If not originally from the Twin Cities area:
  - A. Where did you previously live? \_\_\_\_\_
  - B. What were your reasons for moving to the Twin Cities Area? \_\_\_\_\_  
\_\_\_\_\_
6. Why did you choose to live in this particular area of the Twin Cities? \_\_\_\_\_  
\_\_\_\_\_
7. Do you feel personally discriminated against in social and recreational activities in the Northwest Hennepin County area? \_\_\_\_\_  
How? \_\_\_\_\_  
What changes or improvements would you suggest? \_\_\_\_\_  
\_\_\_\_\_
8. To what extent are you satisfied/dissatisfied with parks and recreational facilities in Northwest Hennepin County? \_\_\_\_\_
9. Are your children enrolled in private or public school? \_\_\_\_\_
10. As a minority, are you satisfied with the school system? \_\_\_\_\_
  - A. Do you feel your children are getting a quality education? \_\_\_\_\_
  - B. What are your children's feelings about their school:
    1. Teachers \_\_\_\_\_
    2. Classmates \_\_\_\_\_



C. Is there good interaction among your children and their classmates? \_\_\_\_\_

\_\_\_\_\_  
Neighborhood children?

D. Are your children active in extra-curricular activities at their school? \_\_\_\_\_

E. Have you ever expressed your views to someone within the school system? \_\_\_\_\_

\_\_\_\_\_  
If so, to whom.?

F. Have you or your children experienced any problems with the public school system? \_\_\_\_\_

G. Have you any suggestions for improvements within the school system? \_\_\_\_\_

11. What do you find particularly appealing about your neighborhood? \_\_\_\_\_

12. What things do you dislike about this area? \_\_\_\_\_

13. To what extent are you satisfied/dissatisfied with: \_\_\_\_\_

A. Public Works and municipal services to the area where you live? (Such as, street maintenance, sanitation services, park and rec maintenance) \_\_\_\_\_

B. The Fire Department in your area? \_\_\_\_\_

C. The Police protection in your neighborhood? \_\_\_\_\_

Do you feel safe here? \_\_\_\_\_

14. To what extent are you and/or your family members active in community organizations and activities? (These might include church organizations, Park and Rec activities, YMCA, civic activities, volunteer organizations, and service Clubs -- Rotary, Lions, League of Women Voters, etc.) \_\_\_\_\_

Which ones? \_\_\_\_\_

15. As a minority, how do you rate the quality of life in your city ? \_\_\_\_\_

1-excellent    2-good    3-fair    4-poor

A. In General? \_\_\_\_\_

B. Personally? \_\_\_\_\_

16. In your opinion, what changes could be made to improve the quality of your life in Northwest Hennepin County? \_\_\_\_\_

C. VALUE JUDGEMENTS

1. What are your beliefs concerning career and educational opportunities for minorities in Northwest Hennepin County? \_\_\_\_\_
2. How do you perceive the attitudes of non-minorities toward minorities? \_\_\_\_\_
3. How do you perceive the attitudes of minorities toward non-minorities? \_\_\_\_\_
4. Are public officials sensitive to your needs, complaints, etc.? \_\_\_\_\_
5. If you could "get the ear" of your local city council to complain about one thing, what would it be? \_\_\_\_\_
6. Do you have knowledge of, or experience with any of the Human Services listed below? If so, please rate them.

SCALE      1-Excellent      2-Good      3-Fair      4-Poor

Rating

- |   |       |
|---|-------|
| A. Senior Citizens  | _____ |
| B. Crisis Intervention  | _____ |
| C. Family/Personal Counseling                                   | _____ |
| D. Legal Assistance   | _____ |
| E. Youth Services   | _____ |
| F. Employment   | _____ |
| G. Health Services  | _____ |
| H. Drug & Alcohol Abuse   | _____ |
| I. Women's Services   | _____ |
| (shelter and resource centers for victims of domestic violence) |       |
| J. Child Care   | _____ |

7. What services are missing from the list? \_\_\_\_\_
8. What is the total annual income of all family members (before taxes and deductions)?
 

A. Under \$7,500	_____	<u>CHECK ONE</u>
B. \$ 7,500-\$15,000	_____	
C. \$15,001-\$25,000	_____	
D. Over \$25,000	_____	
9. Do you receive financial assistance from a public source? \_\_\_\_\_  
Specify, if you wish \_\_\_\_\_
10. Have you had respectful treatment from those administering the service? \_\_\_\_\_

11. In regard to housing, do you:

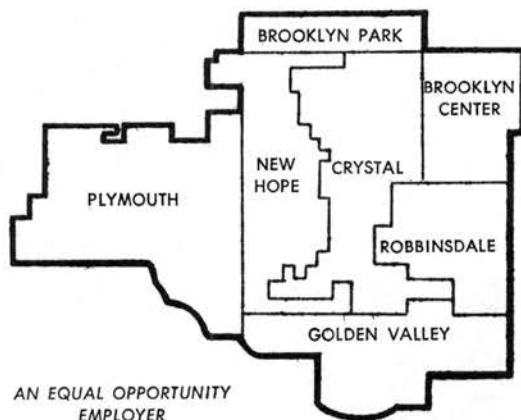
- A. Own your home \_\_\_\_\_ Type of dwelling \_\_\_\_\_  
B. Rent \_\_\_\_\_ Type of dwelling \_\_\_\_\_  
Subsidized or not? \_\_\_\_\_

12. Would you be interested in some further involvement with the Northwest Hennepin Human Services Council?

- A. Receive information in the mail? \_\_\_\_\_  
B. Consider committee involvement? \_\_\_\_\_  
If so, please give your name and address \_\_\_\_\_

13. Do you think taking a survey such as this in the community is a good idea? Why or why not? \_\_\_\_\_

NW HENNEPIN HUMAN SERVICES COUNCIL  
3915 Adair Avenue North  
Crystal, Minnesota 55422



# INDEPENDENT SCHOOL DISTRICT 281

DR. LEROY E. HOOD, SUPERINTENDENT

4148 WINNETKA AVENUE NORTH, MINNEAPOLIS, MINNESOTA 55427

PASTOR DAVID W. OLSON, Chairperson • BERNARD REISBERG, Vice-chairperson • FRED WEBBER, Clerk  
WILLIAM FUHRMANN, Treasurer • E. GARY JOSELYN, Director • WALTER SOCHACKI, Director

August 7, 1980

Ms. Irene Gomez-Bethke  
4649 Decatur Avenue North  
Minneapolis, Minnesota 55428

Dear Ms. Gomez-Bethke:

This letter is to determine your interest in serving on District 281's Coordinating Council for Minority Concerns and to give you needed background information. As you may know, the formation of this committee was approved by the school board this past year and plans have been made to schedule the first meeting for September or October.

Some people volunteered to serve. Others were recommended by principals and staff members. You may not be aware that your name was suggested as a possible member of this committee.

The board approved a membership that will include people from minority groups, as defined by HEW (Health, Education, and Welfare). This includes Blacks, Indians, Hispanics, and Asians. The committee will be composed of 35 people; five representatives from each of the four minority groups, five representatives from non-minority parents, and 10 staff members.

The purpose of this committee is to help coordinate programs and policies effecting minority children in District 281. Based on previous discussions, this council will probably establish goals and objectives, recommend policies to the school board, create and give guidance to essential sub-committees, and review recommendations from the sub-committees.

Usually board-appointed committee members serve one or more years and act in an advisory capacity to the school board. It is likely that this committee will meet six to eight times a year, probably in the evenings.

We would like to know if you would be interested in being a member of the council. Please return the enclosed form in the envelope provided.

Thank you very much for your attention to this matter.

Sincerely,

William H. Forsberg  
Assistant Superintendent,  
Elementary Education

WHF:dwl  
Enclosures



# DISTRICT 281'S SEVEN EDUCATIONAL GOALS

## I. HUMAN GROWTH AND DEVELOPMENT

Each student shall be provided with experiences which should enable him/her to:

- A. Have knowledge of how to promote positive physical and mental health through attitudes, diet, exercise, and activities.
- B. Have realistic insights into his/her physical and mental capacity.
- C. Have knowledge of how to get appropriate health care.
- D. Have an understanding of the range and interrelationship of mental, physical, and emotional development.

## II. HUMAN RELATIONS

Each student shall be provided with experiences which should enable him/her to:

- A. Develop the qualities and/or skills of self awareness, alertness, and sensitivity to others and a genuine openness and flexibility in relating to others.
- B. Have an awareness of and respect for human diversity as it exists physically, psychologically, and culturally.
- C. Learn to cope constructively with bias and prejudice through self awareness of one's own attitudes and actions; to weigh the consequences, both personal and societal of those attitudes and actions; and to act in a way consistent with personal values.
- D. Learn to recognize dehumanizing biases and prejudicial behavior as exemplified by sexism, racism, and ethnocentrism.
- E. Have an awareness of and understand that a culture is a way of life which influences behavior patterns and attitudes.
- F. Recognize the commonality of human concerns which has no national borders.
- G. Develop an awareness that aesthetic concepts may vary according to culture in various geographic and social situations.

## III. BASIC COMMUNICATION SKILLS

Each student shall be provided with experiences which should enable him/her to:

- A. Develop the skills of reading and writing.
- B. Develop the skill of effectively using oral language.
- C. Develop the skill of listening with attention and discrimination.
- D. Develop a positive self-concept through communication.

## IV. CITIZENSHIP

Each student shall be provided with experiences which should enable him/her to:

- A. Have the ability to function within social, political, and economic institutions in his/her society.
- B. Have basic understandings of social, political, and economic institutions and processes.
- C. Make a commitment to the rights and responsibilities of citizenship as they relate to his/her family, community, state, nation, and the world by seeking to use resources efficiently, by clarifying and resolving value conflicts, and by becoming involved in the decision-making process.

## V. LIFESTYLE CAREER EDUCATION

- A. Learn to recognize and utilize his/her abilities and to begin the process of making reasonable and purposeful decisions relating to lifestyle and career.
- B. Develop attitudes of self-confidence and feelings of individual worth by involvement in success oriented curricula relating to work through doing, feeling, and thinking.
- C. Develop interpersonal life skills necessary for future success in career experience.
- D. Gain meaningful experience by being involved first-hand in either exploratory experiences or on-the-job activities.

## VI. SCIENTIFIC AND TECHNOLOGICAL EDUCATION

Each student shall be provided with experiences which should enable him/her to:

- A. Learn quantitative and numerical processes.
- B. Develop his/her ability to solve problems by utilizing logical and creative thinking and to evaluate the effectiveness of the solution.
- C. Have an understanding and appreciation of the natural and physical phenomena which affect life and the environment.
- D. Have industrial, home management, career, and technological experiences.

## VII. THE HUMANITIES

Each student shall be provided with experiences which should enable him/her to:

- A. Have an awareness of relationships between historical and current events and their impact upon the relationship of our nation to the rest of the world.
- B. Develop an appreciation of the arts as a mode of self expression and communication and how the arts have contributed to the development of civilization.
- C. Have an appreciation of the diversity of both the fine and performing arts, understand the need to create, and participate to the extent of his/her needs, interests, and capabilities.
- D. Have an awareness of attempts to explain human existence with regard to his/her relationship to contemporaries and environment.
- E. Have an awareness of the diversity of literature as it exists in print.



# SCHOOL CALENDAR -- 1980 - 1981

October 17	Teachers' Convention Day
November 27-28	Thanksgiving (Holidays)
December 22-	Winter Recess
January 2	
February 16	Presidents' Day (Holiday)
April 13-20	Spring Recess
May 25	Memorial Day (Holiday)
June 5	Last Day of Classes

## SCHOOL BOARD

Pastor David Olson.....Chairperson  
 Fred Webber.....Vice-chairperson  
 William Bergquist.....Clerk  
 William Fuhrmann.....Treasurer  
 E. Gary Joselyn.....Director  
 Walter Sochacki.....Director

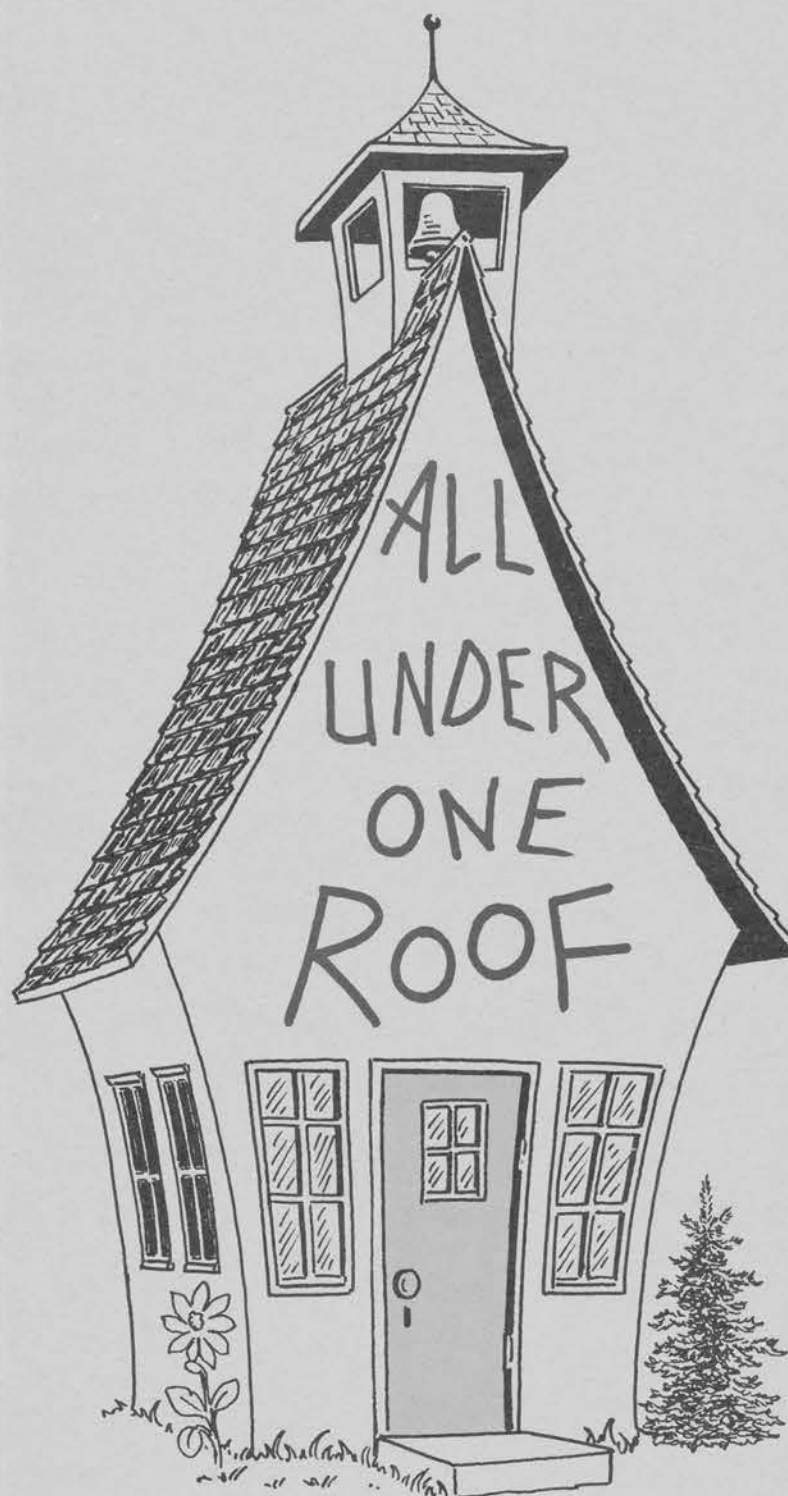
The school board meets the first and third Mondays of each month at 8 p.m. in the administration building (third floor), 4148 Winnetka Avenue North, New Hope.

## ADMINISTRATION

Dr. Leroy E. Hood  
 Superintendent  
 Willis A. Boynton  
 Assistant Superintendent -- Secondary  
 William H. Forsberg  
 Assistant Superintendent -- Elementary  
 Dr. Robert R. Cameron  
 Director of Administrative Services  
 Gary L. DeFrance  
 Director of Business Affairs  
 Loren S. Johnson  
 Director of Staff Relations  
 Dr. Adele Hellweg  
 Assistant to the Director of Staff Relations

## CURRICULUM COORDINATION

In the administration building, located on the corner of Winnetka Avenue North and 42nd Avenue North, is a staff which works particularly in the curriculum areas with administration and teachers to maintain a high level of instruction for all the children of District 281.



## PROGRAMS AND SERVICES FOR CHILDREN IN INDEPENDENT SCHOOL DISTRICT 281

ROBBINSDALE AREA SCHOOLS  
 MINNEAPOLIS, MINNESOTA 55427  
 1980 - 81

GEOGRAPHICALLY, DISTRICT 281 covers 30 square miles and includes all of three suburbs, Robbinsdale, New Hope, and Crystal, and parts of four others, Golden Valley, Plymouth, Brooklyn Center, Brooklyn Park. Of the approximately 34,000 housing units in the district, almost three fourths are single dwelling units.

NEW STUDENTS NEED TO REGISTER as soon as possible. To find out how to register, call the school nearest your home. Children who are eligible for kindergarten (five years old by September 1) will be registered in the fall. Parents of kindergartners will receive information about procedures well in advance of the registration date. Students in junior and senior high should make an appointment with a school counselor to select courses.

SCHOOL LUNCHES ARE AVAILABLE to every child in the district. Elementary children pay 60 cents for an individual lunch or \$2.85 for a five-meal ticket. Secondary students pay 70 cents for one meal and \$3.25 for a five-meal ticket. Approximately 60 percent of the students participate in the nutritious, balanced school lunch. Parents/guardians of students who may qualify for a free or reduced-price meal should call the special services office, 533-2555. Senior citizens can have lunch any day at Lee Elementary School for regular adult prices, \$6.25 (five-meal ticket) or \$1.25 (single meal ticket). Breakfast is available at Forest, Lincoln, and Neill Elementary Schools. Students pay 25 cents for one breakfast. Adults pay 65 cents for one breakfast. Milk prices are seven cents for students and fifteen cents for adults.

EMPLOYEES OF THE SCHOOL DISTRICT number approximately 1,570 including 1,050 professionally trained educators and 520 support staff.

THE BUDGET APPROVED by the school board last summer was for approximately \$46,606,484 for the 1980-81 school year. Income to support the budget comes from local property taxes; federal, state, and county aids; and other sources, such as interest earnings. A detailed account of the budget is available from Gary DeFrance, director of business affairs, 533-2781.

BUS SERVICE IS AVAILABLE for all children who live a specified distance from their school. For kindergarten youngsters, the distance is .5 mile (2,640 feet); for elementary children the distance is .7 mile (3,696 feet); for junior and senior high students the distance is one mile (5,280 feet). For additional information, call the transportation department, 533-2781.

## WELCOME TO DISTRICT 281

"All under one roof" are the children, schools, programs, and special services of an organization we call Independent School District 281. We are proud of our schools and the educational opportunities they offer all children in the area. This brochure will tell you a few important things about District 281 and some of the people to call for more specific information. We hope you will be more than satisfied living in our district.

-- Leroy E. Hood, Superintendent

TOTAL ENROLLMENT OF THE SCHOOLS is approximately 17,450 students housed in 20 buildings: 3 senior highs, 3 junior highs, and 14 elementary schools. See map for locations.

CONTINUING EDUCATION AND SERVICES are available in many forms. Continuing education courses, preschool through senior citizens, are offered through a catalog mailed into each district home twice a year. Adult Basic Education (ABE) is designed for adults who want to improve their basic skills, including English as a second language. General Educational Development (GED) classes and testing are offered for those wanting a certificate equivalent to a high school diploma. Community resources program schedules speakers for classes at all levels. Community Career Center, a drop-in office, provides job development, educational, personal, family, pre-retirement, and career counseling for all out-of-school residents. The volunteer program helps schools and community agencies. Creative Play classes for preschoolers, before and after school care for school age children, a senior citizens center, and congregate dining are also provided. Call the community education and services office, 533-2781.

A CONTINUING EDUCATION CENTER for pregnant girls, which allows them to carry a normal class load, is available. Contact any school counselor or Mrs. Sybil Wersell, 831-6366.

CHILDREN WITH HANDICAPS may be eligible for one of the many special education programs in the district. Call Miss Phyllis Amacher, special education coordinator, 533-2781.

A SIX-WEEK SUMMER SCHOOL is available shortly after the regular school year has ended. Both elementary and secondary students may enroll to take courses that are not offered during the nine-month school year or to make up a class they failed. Tuition to summer school is free for District 281 residents.

PARENTS ARE ENCOURAGED to call the teacher, the principal, or the counselor when there are any questions about how their children are doing in school. On a more formal basis, parents of secondary students receive report cards four times a year. Parents of elementary children have two printed progress reports and two parent-teacher conferences. Secondary schools have conferences, too.

COUNSELING IS AVAILABLE for students by a staff of licensed counselors in all secondary schools. Parents are encouraged to call the counseling center with questions or concerns about their youngster's progress, development, and future plans.



# ROBBINSDALE AREA SCHOOLS • INDEPENDENT SCHOOL DISTRICT 281

- 1 Armstrong High School  
10635 36th Avenue North  
546-3266
- 2 Cooper High School  
8230 47th Avenue North  
533-2551
- 3 Robbinsdale High School  
3730 Toledo Avenue North  
588-4651
- 4 Hosterman Junior High School  
5530 Zealand Avenue North  
533-2411
- 5 Plymouth Junior High School  
10011 36th Avenue North  
544-9147
- 6 Sandburg Junior High School  
2400 Sandburg Lane  
545-2571
- 7 Crystal Heights Elementary School  
3415 Louisiana Avenue North  
533-1629
- 8 Forest Elementary School  
6800 47th Avenue North  
537-8429
- 9 Lakeview Elementary School  
4110 Lake Drive North  
533-1591
- 10 Lee Elementary School  
3630 Lee Avenue North  
588-9474
- 11 Lincoln Elementary School  
6200 West Broadway  
537-8403
- 12 Meadow Lake Elementary School  
8525 62nd Avenue North  
533-2731
- 13 Neill Elementary School  
6600 27th Avenue North  
545-3747
- 14 New Hope Elementary School  
8301 47th Avenue North  
533-5301

- 15 Noble Elementary School  
2601 Noble Avenue North  
588-2749
- 16 Northport Elementary School  
5421 Brooklyn Boulevard  
537-3684
- 17 Pilgrim Lane Elementary School  
3725A Pilgrim Lane North  
545-1649
- 18 Sonnesyn Elementary School  
3421 Boone Avenue North  
544-1579
- 19 Sunny Hollow Elementary School  
8808 Medicine Lake Road  
545-1683
- 20 Zachary Lane Elementary School  
4350 Zachary Lane  
559-2737
- 21 Administration Building  
4148 Winnetka Avenue North  
533-2781
- 22 Fair Community Education Center  
3915 Adair Avenue North  
533-2781

