



League of Women Voters of Minnesota Records

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STATE OF MINNESOTA

Board of Education
(Board for Vocational Education)

AGENDA

November 8, 1971
9:00 a.m.

1. Attendance
2. Minutes
3. Agenda
4. Proposed Rules and Regulations
5. Public Library Grant
6. Desegregation Plans
 - (a) St. Paul
 - (b) Minneapolis
 - (c) Duluth ?
7. Robert Smith
8. Duluth Public Schools - Transportation
9. Clarification - EDU 500-511 and 580-599
10. Lunch and Tour - 916 Vocational Technical Center - 12:00 - 1:45 p.m.
11. Approval of Courses for Veterans Administration Benefits
12. Transportation - Secondary Vocational Center
13. Construction
14. Post-Secondary Program Approvals
15. Vocational Aid Study
16. State Aids and Tax Limitation Bill
17. Advisory Committees
 - (a) Professional Programs
 - (b) Computers in the Classroom

18. NASBE Regional Spring Conference
19. Personnel Report
20. Commissioner's Report
21. Date of Public Hearing - Saturday, December 11, 1971
22. Date of Next Meeting - Monday, December 13, 1971
23. Adjournment

Lewis - Mpls. - St Louis Pk
- Burton - Mankato
Bye - Duluth
(Schroeder ← Sabin
Commissioner)
Peterson - Albert Lea - absent
- Mary Richardson - St Paul
- Brandon - Montevideo
Rossman - Grand Rapids
Smerling - ~~Anoka~~ - Mpls

Peterson absent, Schroeder presiding

Bob Van Tries introduced Paul Day, who introduced the Star Farmer of America. He is Lonnie Eastvold of New Richland and was chosen from 430,000 candidates from all over the U.S.

There was no Agenda folder available, but I asked that there be one for the League for the next two meetings, so ask for it from Mr. Ode, the Assist. Commissioner. We could have them make one up for us each time and send it when we don't have an observer present, if you think that would be of value. *Write Casney to arrange it.*

4. Proposed Rules and Regulations

Trainable mentally retarded were discussed first. Greater difference between trainable and educable than educable and normal. They would zero in on competency of teachers rather than credits and would not exclude people now in the field. All special ed. will continue to work on certification and competency, but will not ask for rules at this time.

Burton: "Will teachers be flexible enough ~~enough~~ to move as categories are eliminated or where few such students exist?"

Specialist degree for administrators in the field. Masters plus one year preparation (45 quarter hours or the equivalent). Edu. 321. This is on collision course with Edu. 320, which has a grandfather clause and should be repealed. Time validity - date of adoption until 1979. All without life time certificates must comply.

Bye: "What's different from present?" and Rossman: "Programs for superintendents and principals seem to be different. Should be comparable, because one leads to the other." The common elements exceed the differences. Principals become superintendents after additional training. The quality of intervening experience is more relevant than previous grades.

5. Public Library Grant

Presented by Hannis Grant. Commented on by Bye and Rossman. Approved

6. Desegregation Plans - St. Paul, Minneapolis and Duluth

Casney will support St. Paul plan until next spring on a trial basis, when they must return to prove it's doing the job. The plan doesn't meet the guidelines, but it is sound educationally, will meet the test of the courts (cited Oklahoma) and requires massive busing (will help remove the stigma). It's an alternative to our guidelines and they can implement it with or without the approval of the State Board.

Archie Holmes said that last March Mpls., St. Paul and Duluth were operating segregated schools. Given 90 days to come up with a plan, but didn't comply. All districts were given until September to implement the guidelines. Deadline was extended until October 15 for Mpls. and St. Paul and Nov. 1 for Duluth. Under St. Paul's plan Maxfield grade school will still be 97% black and their integration will take place $\frac{1}{2}$ day a week. He recommended rejecting the plan. Mpls. has presented three alternatives, but hasn't acted on one, so they must be rejected. Duluth has presented an acceptable plan and should be complimented. He suggests guidelines be rewritten as rules and regulations and be so adopted by the Board.

Burton moved that these rules be written for consideration. Rossman doesn't think State Board powerless as it is. Thinks local boards are trying. Rules would have to be tested in the courts and might take longer than this way. He suggested a committee from the Board work with the Department to look at possible rules, but should persist in present manner. Insist citizens take the responsibility.

Brandon - can't reject Mpls. until they ~~present~~ present one plan

Richardson - should stand firmly behind guidelines, should use new census. Thinks cluster plan in St. Paul very significant.

Bye - reject, but watch implementation.

Dr. Young - St. Paul superintendent. The plan must have the support of the

community. It will make a big difference if the State Board supports it. Oklahoma City has a similar plan, but St. Paul's goes farther. Has been tried and approved in the courts of Oklahoma. Home base schools are in clusters and use same learning centers. Similar to the McDonald Plan (?). The emphasis is on integration, not desegregation. Not force feeding, but voluntary. More than mixing of bodies is required.

Burton - St. Paul not concerned with bodies at all.

Smerling - "When does integration start? Not mixed at 9:00 am."

Young - We'll be mixing thousands, but transportation must not take a large amount of time. The scheduling is being worked on and it's very likely that the move to the center will take place the first or last hour of the day. It's the improvement of human relations that's important.

Richardson - "which plan will follow? What's the long range plan?"

Sam Richardson, State Commissioner of Human Rights - Should reaffirm original position. "I have some negative feelings toward the cluster plan."

Piecemeal desegregation doesn't do the job, might as well go all the way, "catch no more hell". Gave example of Minneapolis trying to pair only two schools - could have done all the schools at the same time with no more uproar. "Problem won't decrease in intensity by stretching it out."

Lewis - St. Paul plan strictly voluntary, so what if a child doesn't participate? Can't support plan because it doesn't fit the guidelines.

Young - children will be coming in to each school whether he chooses to leave or not. You don't have to approve the plan, just the attempt.

Bye - "Segregated children don't succeed usually - lack of motivation from home and peer group. Won't mixing occur in enrichment areas only and not in basic skills where these children will be spending all their time?"

Young - True that home school will be teaching basic skills, but hope to have a reading center eventually etc.

McGee, Human Rights Supervisor of St. Paul Schools. (black) "Can you imagine what parents and children of Maxfield would feel like if their school suddenly became 70% white?" Wanted that kept in mind and not everything looked at from white standpoint.

Bye - suggested Board defer action on St. Paul plan until January meeting.

Lewis added amendment to this motion that in the meantime a study of possible rules and regulations be made. Rossman wanted a committee appointed from the Board to work with the Department. Burton wanted to be sure these rules would include implementation and compliance. The amendment carried unanimously and so did the original motion.

Bye - Board sees no Minneapolis plan. Moved that they have one presented by January. Realize they're trying. Passed unanimously.

Bye - publicly expressed admiration for the leadership of Pechenpaugh and George Downs of Duluth, who have carried their plan through. Originally two for and now only two against. Carried.

Burton commended Archie Holmes.

7. Robert Smith.

Claimed daughter denied equal educational opportunity, because Marshall Junior High School tests out about a year behind other schools for the same grade level. Of 48 from the Lynwood Elementary, who have the option of going to Marshall, only three chose it. Therefore, he has kept his daughter out of school and is teaching her at home, because they won't accept her at a junior high out of her area. He claims the St. Paul Schools have retrogressed in the past seven years in the degree that they provide equal educational opportunity. His three points were: 1. show cause why his daughter should not be admitted to Highland Park school. 2. any segregated school should allow freedom of choice. 3. the guidelines should be rules by the December meeting. (this is to help him in his court case, because he will be tried for truancy)

Burton - "How about the other children who have to stay there?"

Smith - "Marshall is being phased out. This is not a permanent solution, only temporary." Farley, the School Board attorney, said the Board has no authority to be involved in this matter. They could make a recommendation

to St. Paul, which might have some effect. Bye didn't think the Board should ever get involved in an issue that concerned just one child.

At that point they adjourned for lunch. The Board members were also going to tour a Vo-Tec Center in White Bear

Brandon read a resolution regarding the Star Farmer of America award, which was passed. Richardson was excused to go to another conference.

Charles T. Mottl, Special Assistant Attorney General, presented the next several agenda items. Bye had wanted to know if there was a possible conflict between EDU 500-511 and 580-599. These regard suspension of a teacher's certificate. He was assured there is no conflict. On Veterans Administration Benefits, Mottl suggested that the Commissioner be given the authority to make the determinations, then the Board can review. Otherwise the courts would have to do the reviewing if the decisions are made by the Board. The Transportation item regarded going to a Voc-Tec School in another district.

13. Construction - this was for Voc-Tec. Educ. Projects subject to bond issue passage. Then they clipped along through 14. Post-Secondary Program Approvals and 15. Vocational Aid Study.

The Commissioner had been at another meeting, so when he returned they returned to the Smith case. Mottl reported on the law, which is specific regarding truancy. The Board was quite sympathetic. Burton suggested that all schools must be brought up to standards.

Rossman moved that this be discussed at the next meeting whether Board should do something. Suggested Department look into the matter and also discuss it with St. Paul. Lewis asked, "What about Smith and the Attorney General?". Casmey then offered further explanation. He had talked to Smith at length. Smith had come to an agreement with the St. Paul schools (sounded like they had probably agreed to put the girl in another school), but then Smith went to the press. This brought the whole issue back to one of truancy, which the St. Paul schools can't ignore. Now Smith must settle that by putting the girl back in school, before any other adjustment can be made. Casmey couldn't see what else could be discussed, but the motion passed with Bye voting against it. He explained that the Board shouldn't interfere with the business of local boards and with compulsory attendance.

8. Duluth School Transportation. Duluth is filing suit against the State Board (a friendly suit, they stressed). Pechenpaugh was very apologetic. He had been assured that EDU 184 took out restriction on municipal. The Board had explored all legal angles and passed a motion refusing Transportation aid to Duluth. Everyone wanted to please everyone else, but the result is still a suit.

There was a motion passed on use of more materials on Civil Defense.
16. State Aids and Tax Limitation Bill.

Auditor had said no aids until December. Attorney General ruled November. This is 13% minus entire deduction of per capita and apportionment (15 million and 5.6 million respectively) from what would have been 50 million. However these will be paid separately and apparently just as soon - Nov. 15. Discussed a meeting this Friday with superintendents regarding state aids. Made clear that these aids do not affect aids to the handicapped.

Rossman made a resolution regarding the Commissioner's salary. The Legislature set it within the range of \$24,000 and \$29,500. His present salary is \$23,000. ^{Rossman} pointed out that others in the Department, in State Colleges under him and superintendents get higher salaries. When hired ^{Casme} had been assured of a large increase, expected to be greater than the

maximum now allowed. Rossman's resolution suggested the maximum and it was unanimous. Then Rossman suggested a fund be established for the Commissioner besides from other funds to be up to \$10000.00 a year.

17. Professional Programs - Dr. Lowell Gillett to replace Dr. Frank Marcus as Dean of Education at Winona. Dr. George Vane to Replace Dr. Theodore Nydahl at Mankato. Under Computers in Classroom they replaced Carol Shingles with Dr. Sol Mastbaum (Murray High, St. Paul.)

18. NASBE Regional Spring Conference. Spent considerable time discussing where to have it. This involved fishing, the weather, where the women would shop, what they would do in the evening etc. Came to the conclusion that Minneapolis was the place and April 30, May 1 and 2 the date. I don't think all the other vital issues were resolved.

19. Personnel Report. Had to do with an employee named Bergesen going back to school to get his masters degree. Would still work part time, I think. There ~~was~~ was a list of personnel changes and this carried too.

20. In the Commissioner's report, he mentioned difficulties at Wabasha regarding housing of schools. Seems they had had a Catholic superintendent who wasn't interested in public schools. The public school rented space from the Catholics at an exorbitant rent. Now they have a new superintendent, but he has not been able to get them to propose a bond issue. The fire marshall has been sent to Wabasha to report on the dangers of their very old buildings. Lewis moved that this subject be put on the December agenda.

The Rules meeting on December 11th will be held in the Auditorium in the State Office Building, which is the old building with pillars next to the Highway Building. They don't expect it to be a very long meeting. Bye will not be able to attend.

If you got this far I apologize
for being so long — Wasn't too
sure what we'd want. By the way,
wear your League button - They love
us, and respect us.

cc. to Sid Moss

Notes from interviews with State Dept. of Ed.

Casney--Commissioner

(Spent 25-30 minutes, very cooperative, sincere, rather quiet reserved sort of person.)

Philosophy of the department and education in the state comes from the dept. rather than the legislature.

Takes years to persuade legislature for regulations changes--
ex.-emphasis on pre-k experiences, now mandatory k for state.
secondary vocational centers--two experimental, now 20

Legislature somewhat negative, must provide funds, want accountability.

Own job--"what I do affects children", no problem to keep this focus though dealing with adults, not the legislature, committees, administrators, teachers, pressure groups but what seems best for children, especially used example of decisions in approving federal program grants.

His contact with local districts is ~~indirect~~--through local administrators, school board officers, and speeches given to groups

Bright, Farley D., Deputy Commissioner (Administration)

Much contact with local administrators as interpreter of laws and regulations (no legal background himself but obviously very interested and well-read in school law)

Every school district must have:

1. Laws Relating to Minn. Public School System
2. Admin. Manual of Regulations, Directives & Procedures Relating to the Operation of Public Schools of Minn.
3. Guide for Educational Planning of School Bldgs. & Sites in Minn.
4. Minn. Educational Ed Directory
5. Supplemental material every year to manual of Reg.

Regarding building: requirements are "minimum standards for health and safety", leave much leeway for innovation, all architects have copies of manual on bldgs.

Law school offers no training courses in school law, so his office becomes source of legal advice to schools and references in lawsuits, many suits now on many topics, references to busing suit in Minneapolis

Staff has doubled in past ten years, primarily through help in salary assistance from federal sources

Mrs. Pat Scott
2413 Russel So. Mpls 55405

Waddick, Gregory J., Assistant Commissioner of Ed., Planning and Devel.
Feels he works closely with local districts, emphasizing coop-
eration between districts--feels strongly that districts
can gain much by working with each other
Concerned with the "regional" label that outstate districts
fear when they could gain more without state interference
Cited example of Mankato "Educultural center", other such projects
Pleased with the displays of innovative programs at Madison-
South last spring but attendance small, hope to repeat with
larger awareness
Hopes his division can become the clearing house for informa-
tion about innovative programs, but locally sponsored pro-
grams (as contrasted with fed. or state programs) are not
necessarily reported to his office
Reviewed the steps necessary for Title III acceptance--seemed
like lots of red tape but he said the process takes only
two months usually. Many volunteer readers and evaluators
from the University and other schools and educators
Evaluation/Audit Section relates to fed. programs

Equal Ed. Opp. Section--help districts formulate plans to re-
duce concentrations
develop useful curriculum for minority groups
find minority personnel for all sorts of positions in local
districts and for state dept.
help interpret fed. guidelines for districts

Van Tries, Robt. P., Assistant Comm., Voch. Tech. Ed.
Vo-tech division works under different rules
required public hearing on how doing job assigned them
must submit 1 yr. and 5 yr plan
must answer to interested citizens whether providing
services and how wisely using money and resources
feels this is coming approach as citizens feel farther
from government. Fedl law required hearing for them
State Advisory Council--appointed by the governor, independ-
ently funded. They evaluate the division, their report
can be rebutted by the division by not changed.
only \$ million federal money in all for state vo-tech programs
Discussed local advisory committees, suggested for districts
Evaluators--visit every two years

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MINNESOTA STATE BOARD OF EDUCATION

The following chart indicates the present membership of the Board:

<u>Congressional District</u>	<u>Name</u>	<u>Residence</u>	<u>Expiration of Term</u>
1	Ralph H. Peterson	Albert Lea	July 1, 1975
2	Daniel Burten *	Mankato	Jan. 1, 1974
3	B. Robert Lewis *	St. Louis Park	July 1, 1977
4	Mrs. Mary Jo Richardson	St. Paul	July 1, 1975
5	Louis R. Smerling	Minneapolis	July 1, 1977
6	David Brandon	Montevideo	July 1, 1977
7	Henry Schreeder *	Sabin	Jan. 1, 1973
8	Richard E.L. Bye *	Duluth	July 1, 1975
at-large	Mrs. Dorothea Chelgren	St. Paul	July 1, 1973

*former local school board members. State law requires that at least three State Board members shall have had local school board experience.

Ralph Peterson, the current Board President, is its only officer. One Board member is chosen annually as president, and no member can hold the office for more than three consecutive years. Board members receive \$25.00 per day compensation for official business, plus reimbursement for expenses.

The Commissioner (Howard B. Casney) is Executive Officer and Secretary of the Board. Regular meetings are held the second Monday of each month, except for the Board's annual meeting which is, by law, always the first Tuesday in August. The Board usually meets in the Capitol Square Building in St. Paul; all meetings are, by law, open to the public and visitors are welcome. Official minutes of Board meetings are prepared by the Commissioner's staff and are kept on file in the Board offices, available to citizens who wish to read them. Board members' attendance is very regular, averaging 8 present at most meetings.

By law, the Board has no standing committees, because it is expected to work primarily as a committee of the whole. However, it may and does designate temporary subcommittees to consider specific problems as they arise. For example, a subcommittee was appointed at the December 1971 Board meeting to recommend working which will convert the Equal Educational Opportunity Guidelines (adopted Dec. 1970) into regulations. This subcommittee involves four Board members, assisted by State Dept. staff, primarily from the Equal Educational Opportunities Section.

Our earlier publication¹ listed some of the duties and responsibilities

¹For basic information, see LNV-Minn.: Equality of Education Opportunity, Feb., 1970, pp.7-8.

given to the State Board by the legislature, which created it. Much of the Board's power lies in its ability to prescribe rules and regulations. State law governs the process for establishing regulations, which includes preliminary approval of wording by the Board; consultation with the Attorney General; distribution of wording and notice of public hearing to school officials and other citizens; announcement of the public hearing at least 30 days in advance of the hearing¹; conduct of public hearing (a court reporter records all proceedings verbatim); reconsideration by the Board in light of the hearing; official Board adoption of regulations (in original or modified form); and submission to the Attorney General for formal approval, who then files them with the Secretary of State. These rules and regulations then have the force and effect of law, unless overturned by the court or by ~~legislative~~ legislative action.

A recent hearing (Dec. 11, 1971) included regulations on reciprocity among states for vocational education, driver education standards, qualifications for physical education and health teachers, civil defense education, and changes in certification requirements for superintendents and principals. Only the last item in the above list elicited testimony. The proposal would add to the options available to educators seeking academic requisites for certification and recertification as principals and superintendents, effective July ¹⁹⁷³ ~~1979~~. However, it would also remove the present "grandfather" clause which exempts administrators certified before Sept. 1, 1967 from the requirements, ^{unless they have life certificates}. This aspect of the proposal seems most controversial, ^{over (insert)} and raises the issue of how to assess school ~~xxxx~~ administrators' effectiveness, and whether or not additional academic matriculation assures greater effectiveness. Concern was expressed at removing the "grandfather" provision, primarily by elementary principals who do not have the academic requirements. A spokesman for the Secondary School Principals' Association supported the proposal, as did a professor from St. Cloud, although he focussed on the addition of academic options. The hearing was attended by 8 of the 9 Board members, was held on a Saturday morning and lasted about ~~two hours~~.

¹Interested individuals and organizations wishing to receive written notice of State Board hearings should file their names with the Secretary of State.

, even though administrators certified
before 1973 would be allowed an additional
six years (July, 1979) to complete the course
work, and raise

two hours. The regulation change has not yet been acted upon by the Board.

State Board members receive numerous communications from citizens, schools, and organizations all over the state. They are very busy people, and take their responsibilities seriously. The ~~xxxxxx~~ crowded agendas of their regular meetings include such topics as safety regulations for school buses, Department personnel lists, background on Title III funds, library problems and funds, appointments to various advisory committees, analysis of the new state aid formula, ~~xxxxxxxxxxxx~~ approval of new vocational-technical centers, and discussion of districts' desegregation plans. State Department staff are present and provide information at Board meetings. There seems to be a good working relationship among the Board, Commissioner, and Department staff.

How effective is a state Board of Education? Perhaps this can be best assessed in terms of the individual members on the Board. What is the level of their personal commitment, how willing are they to act responsibly and to exercise the power they potentially possess? How do they respond to the quality of leadership shown by the Commissioner? How accessible are they to citizens, and ~~are~~ ^{are} they willing and able to go to bat for educational programs in the legislative arena? Answers to these questions can come only over a period of years, although the Board has certainly assumed leadership recently in helping districts confront ~~desegregation, and~~ integration, and racial isolation problems.

The Board is sheltered from political pressures, in that appointments are for six years, longer than the tenure of the appointing Governor or the confirming State Senate, and no recall procedure exists. ~~xxx~~ The Commissioner, too, is freer of political influence than most heads of executive agencies, since he is appointed by the State Board with consent of the Senate. Incidentally, Commissioner Casemey reports that other states are emulating the Minnesota appointment procedure which has proved superior to some other methods. As the work of Minnesota Constitutional Commission progresses, perhaps the State Board will be given more permanent status in the proposed new state constitution.

MEMBERS OF THE SENATE EDUCATION COMMITTEE

<u>Name and Home Address</u>	<u>District</u>
Harold G. Krieger, Chairman 811 - 7th Avenue S. W. Rochester, Minnesota 55901	4
Paul Overgaard, Vice-Chairman 443 Lakeview Boulevard Albert Lea, Minnesota 56007	9
Dr. Jerald C. Anderson North Branch, Minnesota 55056	21
Norbert Arnold Route #1, Box 93 Pengilly, Minnesota 55775	58
Alf Bergerud 5100 Ridge Road Edina, Minnesota 55424	29
Jerome V. Blatz 11044 Glen Wilding Lane Bloomington, Minnesota 55431	27
Winston W. Borden 514 Grove Brainerd, Minnesota 56401	53
Robert J. Brown 106 West Wilkin Street Stillwater, Minnesota 55082	8
John C. Chenoweth 596 East Hoyt Avenue St. Paul, Minnesota 55101	44
Ralph R. Doty 4107 Dodge Street Duluth, Minnesota 55804	61
Melvin E. Hansen 4505 - 28th Avenue South Minneapolis, Minnesota 55406	34
Stanley W. Holmquist Grove City, Minnesota 56243	16
Roy W. Holsten 2310 Roosevelt Street N. E. Minneapolis, Minnesota 55406	41

<u>Name and Home Address</u>	<u>District</u>
Jerome M. Hughes 1978 Payne Avenue Maplewood, Minnesota 55117	50
Keith F. Hughes 1269 - 12th Avenue North St. Cloud, Minnesota 56301	51
Gene Mammenga 2319 Birchmont Drive Bemidji, Minnesota 56601	64
John A. Metcalf 534 Holmes Shakopee, Minnesota 55379	14
John L. Olson Route #2, Box 13 Worthington, Minnesota 56187	19
Richard L. Parish 2565 Vale Crest Road Crystal, Minnesota 55422	31
Dr. A. J. (Tony) Perpich Ely Lake Eveleth, Minnesota 55734	62
George S. Pillsbury 1320 Bracketts Point Road Orono, Minnesota 55391	33
Wayne G. Popham 1550 E. Minnehaha Parkway Minneapolis, Minnesota 55417	35
Donald Sinclair Stephen, Minnesota 56757	67
Robert J. Tennessen 2564 Upton Avenue South Minneapolis, Minnesota 55405	38
Stanley N. Thorup 319 - 104th Lane N. E. Blaine, Minnesota 55433	57

Representatives on House of Representatives

EDUCATION COMMITTEE

<u>Name and Home Address</u>	<u>District</u>
Mr. Harvey B. Sathre, Chairman Adams, Minnesota 55909	5b
Mr. George F. Humphrey, Vice Chairman 1936 Irving Avenue South Minneapolis, Minnesota 55403	38
Mr. Salisbury Adams Route #2, Box 1122 Wayzata, Minnesota 55391	33b
Mr. Harold J. Anderson 4919 Colfax Avenue South Minneapolis, Minnesota 55409	37
Mr. Irvin N. Anderson 909 - 13th Street International Falls, Minnesota 56649	64b
Mr. Robert C. Bell 807 Heinel Drive Roseville, Minnesota 55113	49b
Mr. John J. Bernhagen Route #1, Box 122 Hutchinson, Minnesota 55350	15a
Mr. John E. Boland 796 Mary Street Maplewood, Minnesota 55119	50a
Mr. Warren D. Chamberlain 887 S. W. 4th Avenue Faribault, Minnesota 55021	7a
Mr. L. Joseph Connors 1410 N. E. Trollhagen Drive Fridley, Minnesota 55421	57a
Mr. Robert G. Dunn 503 8th Avenue South Princeton, Minnesota 55371	25b

House of Representatives
EDUCATION COMMITTEE (Continued)

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<u>Name and Home Address</u>	<u>District</u>
Mr. Bertram H. Fuller Hayfield, Minnesota 55940	3b
Mr. Paul Gerhardt Route 1 Fairmont, Minnesota 56031	10b
Mr. Joe Graba Route #1 Wadena, Minnesota 56482	54b
Mr. Jon O. Haaven 420 Lincoln Avenue East Alexandria, Minnesota 56308	54a
Mr. O. J. (Lon) Heinitz 2555 Queensland Lane Wayzata, Minnesota 55391	33a
Mr. Douglas J. Johnson Box 14 Cook, Minnesota 55723	63
Mr. John W. Johnson 5101 Irving Avenue South Minneapolis, Minnesota 55419	37
Mr. Robert W. Johnson 1950 Bayard Avenue St. Paul, Minnesota 55116	47a
Mr. Francis G. Judge 700 - 8th Avenue Worthington, Minnesota 56187	19a
Mr. William N. Kelly 430 - 10th Avenue North East Grand Forks, Minnesota 56721	66b
Mr. Jack Kleinbaum 1100 - 23rd Avenue North St. Cloud, Minnesota 56301	51a
Mr. Howard A. Knutson 1907 Woods Lane Burnsville, Minnesota 55378	12b
Mr. Calvin R. Larson 316 East Cherry Fergus Falls, Minnesota 56537	55

<u>Name and Home Address</u>	<u>District</u>
Mr. George Mann Windom, Minnesota 56101	18a
Mr. Richard M. Nolan 606 N. E. 2nd Street Little Falls, Minnesota 56345	53a
Mr. Richard W. O'Dea 92 Wildwood Beach Road Mahtomedi, Minnesota 55115	8
Mr. James I. Rice 2220 Vincent Avenue North Minneapolis, Minnesota 55411	39
Mr. Martin O. Sabo 3129 East 22nd Street Minneapolis, Minnesota 55406	42
Mr. Henry J. Savelkoul 1100 Cedar Avenue Albert Lea, Minnesota 56007	9a
Mr. Rodney N. Searle Route #1 Waseca, Minnesota 56093	9b
Mr. Harry Sieben, Jr. 10th and Eddy Hastings, Minnesota 55033	6a
Mr. Thomas J. Simmons Olivia, Minnesota 56277	16a
Mr. Steven B. Szarke Buffalo, Minnesota 55313	13b
Mr. John P. Wingard 1109 Depue Drive Champlin, Minnesota 55316	13a

M E M O R A N D U M

IN RE: Changing Trends in Education and the Keys to
Improvement - What Can A Legislature Do?

Much time is being spent by educators and non-educators in studying and debating about the escalating costs of education, its apparent failures and what can or should be done. A legislature's role has been predominantly one of establishing the legal and financial structures for school districts, and raising revenues. Procedures for resolving disputes between school boards and teachers have also consumed much legislative time. Results, however, continue to disappoint not only legislators but students, teachers, parents and the community generally. Student rights and self discipline, accountability, productivity, innovation, flexibility, educational overkill, upward mobility, differentiated staffing, team teaching, curriculum relevancy, open schools, et cetera, are a part of a growing legion of concepts with which a legislature must learn to deal.

Some fundamental concepts appear to be emerging:

(1) Learning and the learning process can be improved through change - and at unit costs which are not

significantly higher than they are today; this is possible even with continuing improvement in teacher compensation and working conditions.

(2) The community generally and other people outside of the school systems can make enormous contributions to the learning process both within and without the school day.

(3) Much of the spiraling cost of education is the result of our placing too many responsibilities upon our schools and their professional staffs and of our unwillingness to allow flexibility in course offerings and content, grading, graduation requirements and school attendance.

(4) The teaching profession does have the talent and desire, if given the opportunity, to improve substantially the amount of learning that goes on within the school. Teachers hold many of the keys to educational productivity and school efficiency.

Quality Education Venture Fund

The improvement of our educational system and its productivity will require, however, investments of a capital nature, on a school district basis, in research, development, program planning and general experimentation. Conversely, without this type of capital investment, the chances of improvement are relatively poor.

We are therefore proposing the creation of an Educational Research and Development Fund to be financed by an additional 1¢ tax on cigarettes over a period of ten years. The income and principal of this fund is to be used for grants or loans to school districts throughout the state for the purpose of financing new programs and techniques in education, their development, programming and implementation.

The fund will be administered by a council of 30 people appointed by various interested groups and the governor. The council will have an executive secretary and will call upon the Department of Education for suitable professional staff; it will receive and process applications from school districts for funds for the purposes stated. Half of the funds disbursed will be in the form of grants and half will be in the form of 15-year low interest loans.

Any program, to be entitled to a grant or loan, must give reasonable hope to the council, in its judgement, of achieving or maintaining, over the long term, quality or increased quality in the learning process without an escalating rate of increase in pupil unit costs.

Meet and Confer

One of the severest problems confronting education today relates to the process by which professional staff

communicates and achieves its desires from the community it serves. Teacher organizations believe that their bargaining positions are inadequate; and the school boards appear to be unable to structure their school districts in such a way as to satisfy teachers' demands without enormous increases in per pupil unit costs. The resulting disputes, confrontations, strikes or slowdowns and fiscal crises have deteriorated professional and student morale and severely jeopardized public education.

We are, therefore, proposing the creation of a Teacher Disputes Tribunal or a Teacher-School Board Court, if you will, to which a school district and its teachers will go to resolve certain conflicts between them. The tribunal or court will be composed of three highly skilled fulltime people; shall conduct formal hearings in St. Paul and render binding decisions upon the parties. The tribunal or court shall also have jurisdiction to render advisory opinions on any other school related matters which the parties may desire to submit to it. The prohibition against strikes by teachers shall continue.

School Management

As the above modifications to "Meet and Confer" contemplate more participation by teachers in the determination of all school matters, another key to improvement is

the availability of school administrators trained to the discipline of management. We are thus proposing elimination of any requirements of degrees in education for school administrators and business managers.

Professional Responsibility - Internship - Tenure - Teacher Training

The training for any career or the practice of any profession can be frustrated or assisted by external forces. We find that in teaching not only do our teacher training techniques need change but also the practice of the profession needs new structures. More time for in-service training must be provided and legislation to this end is included. Also control by the teachers over their own profession and the resulting responsibility for their own performance will be encouraged through a new Professional Standards Board. This, plus a more realistic and better balanced Meet and Confer law may perhaps offset the old need for rigid tenure laws.

Educational Assessment

We are a long way from measuring school productivity and performance in the sense that private industry can measure its performance against demand for its products and the profit and loss statements. Yet public service must meet some standards of performance lest their cost escalate forever in a fog of indescribable objectives and unmeasurable

productivity. We are told that objectives can be set; that productivity and performance can be measured against these objectives. We must learn about these techniques and develop our structures and systems.

We are thus proposing a State Educational Assessment Program through which we can evaluate the performance of both individual schools and the students they serve. How effectively and efficiently the needs of individual children are met will constitute a new group of performance standards. Perhaps such old bench marks as the percentage of high school graduates entering or graduating from college will be found to be obsolete or misleading.

State Aids - Levy Limitation

There seems little doubt that the cost burden for education must move away from the property tax - how much and to what other taxes will be the subject of extensive debate; for individual equity and the health of our state's economies are intricately involved in such a shift.

While realizing that this must be done with great care and not overdone, we must still, simultaneously, increase state aids, distribute aids with more concern about relative needs and wealth and provide greater assurance that the property tax will indeed not bound forward also.

Levy limitations, while never totally effective in holding down property taxes, can have a restraining in-

fluence if enough people continue to bear discomfort with their own property taxes. There is now more than enough discomfort and this can be corrected, but there is not a rational flexible levy limitations formula. We are proposing such a levy limitation - one that is also responsive to the discomfort or lack of it on the part of the people - through referenda.

In this matrix, a new comprehensive Equalization Aid formula can fit nicely - weighting of pupil units to reflect the higher cost of educating handicapped and disadvantaged children - ADM vs. ADA - no categorical aids except transportation aid to all (\$80 or 60% whichever is lower). Overall, we propose an increase in aids, but not such an increase as might damage local initiative and innovation or force the State to set salaries and to control, in detail, the policies and operations of what used to be local schools.

-

Suggested direction for State Dept. of Education info.

1. Questionnaire from each local league:

St. Louis Park

1. What each school is doing in innovative programs, etc. Costs, eval.
2. How many children are participating?
3. What training, credentials, and tenure each district requires of teachers, admin., comparison of salary, merit pay, bonus, etc.

Feels much "buckpassing" between state and local boards. Also "each may not know what each is doing, authorized to do, and can do."

2. Should include what influences are on teacher training institutions; who sets teacher certification requirements, how and why; whether increased leadership would help prepare teachers to be more willing to try innovative, individualized approaches.

Rochester

What are the influences of the teacher professional organizations on the state board and dept. Is the direction of education passing into the hands of the MEA or MFT?

Don't rule out consensus--some glaring inadequacies may become apparent.

League become a clearing house of info. about where what innovative approaches are being tried in Minn.

3. Relationships between state board and local school district:
philosophic
legislated intent of relationship--implementation
perception of relationship by various groups
reality

questions to consider:

What is the perception of the relationship by:
state board and state dept.
local school board
local school administration
Minn. School Boards Ass.

What are the attitudes of these groups
What should the relationship be?
What do they think it is at present?

Do local people think they are intimidated by the state board or state dept? Specific examples.
Are they prohibited from trying new things? That they might be?
Do the regulations make education more expensive?
Are the regulations restrictive?
Do regulations promote standardization?
Do regulations promote equality

St. Bd of Education Administrative Division

- funding
- workshops
- Legal consultation
- "team visits"

Instruction Division

- staff in each
- subject disciplines
workshops, consultation, personal visits
- clearing house
- limited by bureaucracy
- teaching certificates
continuing education regulation
- education of teachers

Planning & Development Division

- federal funds
- equal educational opportunities

Vocational-Technical Division

- "different rules"
- "responsibilities"
- compulsory workshop
- visits, "evaluators"
- aids - 1-generalists
2-specialists

- Vocational Centers

- Vocational Rehabilitation and Special Education

- develop programs
- funding (categorical aids)
- consultants
- vocational adjustment coordinators

Publications Section - publications, catalog, newspaper, report

Not under Educ. Depart

Schools for blind + deaf

Schools in correctional institutions

Higher education

others - nursery schools

State Bd of Education

President - only officer

Reimbursement,

Commissioner,

Meeting dates

Power - rules + regulations

Appointments, salaries of St. Depart.

M TO: Helene Borg

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

E FROM: Barbara Jones

ST. PAUL, MINNESOTA 55102

M
O SUBJECT State education committee

DATE Aug. 2., 1971

PHONE: 224-5445

14 Glen Court
Southview Heights
Hawthorne Minn. 56001

Recalling your interest in the state education item, I'm hoping you would be interested in serving on the state committee for our project on the state department of education and its relationship to local school districts. I have your early drafts on the booklet information and I have had several interviews with VIP's. Soon I am going to need advice, moral support, and perhaps HELP in deciding how to organize and use this material.

This will probably involve three or four meetings (the first in late August) during the year to give guidance and accept such voluntary assignments the committee decides we need to pursue. Can you join us, please?

Joleen Durken--Coordinator-Secondary, Vocational Tech. Division
Young, vivacious, energetic and enthusiastic, former assistant supervisor in home economics unit. "Encourage local initiative."

1. Regulations dealt with are quite flexible, require interpretation as they apply to individual districts. Work with districts as they obtain contracts with US for use of federal funds for different programs
2. Few regulatory visits based on officiousness--rather rare any more
3. Emphasis on service to schools and to departments. Try to help both school districts in their overall planning for different types of vocational offerings--"generalists" help see the overall picture--and offer help to specific educational fields by the specialists in the division.
4. Usually go out singly upon request, occasionally where the consultation involves more, two will visit together and coordinate their conferences with all interested instructors. Try to get instructors to coordinate their work.
5. Most encouraged by increased "excessive cost funding" for vocational programs. The school district pays the "over-cost" compared to average cost of other programs rather than holding out for complete state or federal assistance for vocational courses.
6. Anticipate 100-150 schools will be part of vocational centers, sharing facilities and faculty on part-time basis for their students. These have been established in the rural areas which could not afford vocational programs individually, but the legislature has recently directed their adaptation to the metro area--funding still in doubt, the state's part.
7. Very concerned about difficulties in filling vacancies in state department of education staff. Feels they are dedicated people, working at less than they could in the vocations or other school districts. Most are two income families to make a go of it.

James Lee, Director of publications section

1. Admits very little contact with students--his job is very far removed. (He seems very interested in new theories and current critical ~~literature~~ commentaries of education.)
2. Discussed publications available to local districts.
3. New catalog in mid-September
4. Very helpful, anxious to get catalogs and publications to us in whatever quantity we want and he can manage in his budget

Raymond Peterson, assistant commissioner in charge of division of instruction
Edmund C. Lee, director secondard education

Met with both men jointly, spent about 1 1/2 hrs. discussion time on instruction angle. They feel their division works most closely and significantly with the local districts and students through the consultants that visit. Very interested in our interest and felt the need for citizens who care what goes on in the classroom.

~~Assigned~~ List of their functions as they view them

1. Leadership
 2. Service
 3. Regulatory
 4. Operational--rehab, special ed., (work directly with students)
-
1. Responsibility for teacher training programs
 - a. work with all colleges in state who have courses for teachers
 - b. must approve education courses and certification requirements
 - c. "pre-service" responsibility
 - d. responsible for in-service growth
 - e. emphasis on "competencies" on, not just a list of courses
procedure now is to take the word of the college, no questions asked if the college declares the student should be certified
 - f. first a 2 yr. certificate, then 5 yr.
new procedure--a local committee of 4 teachers, 2 admin., 1 lay person required in every community to set "renewal units", indicating growth or experiences or new development and review units for every teachers. 120 renewal units will lead to another 5 yr. certificate. (Does not apply to those with life certifi., but hope they'll get some inspiration to grow, too.)
 2. One person in division in each subject discipline
 - a. conduct area workshops, methods and material update
 - b. schedule on a request basis for trips out in state, usually booked 1 week to 2 months ahead
work outstate more than metro area, more need probably
 - c. file weekly program
 - d. division keeps a map to assure state-wide coverage and to make sure weak systems are visited (in case they don't make requests)
 3. exam team visits--about 6 per year, no cost to district
 - a. request from superintendent, resolution from board for thorough study of the school system, instructional program more than facilities.
 - b. 18-24 prof. staff visit for 1 day to 1 week, cover most aspects of admin. and instruction
 - c. reports at end of visit--oral to staff, then written to board and superintendent from each person involved, must be given to the instructor

Sigurd Ode, Assistant to the Commissioner

Mr. Ode served almost as a "host" in arranging interview, encouraging me to use his office as a headquarters, providing publications and material that he thought would be useful, suggesting people to contact in other departments, etc.

His own duties are somewhat miscellaneous as an assistant to Mr. Casney--he handles much public relations, I'm sure; sets up conferences and deals with local superintendents and to a lesser extent principals (I believe); does much contact and leg work among the divisions for Mr. Casney; tries to know what is going on in all divisions and is a liaison with the local districts. Very friendly, seems easy to meet and get acquainted with, speaks highly of the League and our efforts with Equality of Opportunity. Couldn't have asked for more cooperation or thoughtfulness.

Report of State Board of Education Meeting
December 13, 1971

Sorry it took so long--the holidays through^{ew} me off stride and I'm still trying to get back on. In the interest of brevity (i. e. getting these notes done) I will not include summaries of the reference material given to us by the Board (Mr. Ode), which are numbered to correspond to the numbers~~st~~ on the agenda. I'll give these to Barbara. The following notes will merely be supplementary information, and hence may sometimes be meaningless to all except Barbara.

All Board members present except Brandon; Bye arrived after lunch.

Lewis, Bye, Richardson and Schroeder were appointed to a committee to study revision of the desegregation guidelines.

New staff members were introduced by the Asst. Commissioners--6 in Voc. Rehab., 2 in Voc. Ed., the new assistant director of Profess. Devel., new girl in Publications.

5. Gift of \$23,000 to Voc. Rehab. accepted.

6. Intent of the resolution is clarification of the ~~xxx~~ confidentiality of information received by the Divn. of Voc. Rehab. This revised resolution would replace previous ones. Board discussion involved, primarily, concern for protecting the rights of clients.

7. Casmey said that the Dept. of Ed. is trying to work out the means for implementing the Conting~~ing~~ Education regulations by the effective date of 7/1/73. He recommended cooperating with Karsten and his committee. He noted that a new system for renewing certificates is needed.

8¹/₂. Re: Safety regulations for school buses. Discussion concerned the fact that there exists a good deal of confusion about safety regulations for school buses. The Board will now begin to review them.

19. NASBE convention to be Apr. 30, May 1 & 2 at Holiday Inn Central.

12. Consolidation Plats approved.

21. Casmey's report. a) Mn. has been chosen as one of 5 states to receive federal funds for a pilot "right to read" project. The project has widespread support in Mn. John Manning will act as consultant to the director of the project. b) Cable TV. Concern is with the "difficulty of harnessing a tool", in that there is no "compatibility" (coordinated planning) among and between school districts. Recommended reservation of specific TV channels for educational purposes. Agreed on by the Board. Smerling recommended taking the resolution directly to the Governor; Richardson mentioned that the Metro Council is doing a major Cable TV study. The resolution was amended to include that copies of it be sent to the Governor, Metro Council, League of Mn. Municipalities with recommendation that appropriate action be taken. c) Recommended and passed by the Board: that research be done to develop an index of AFDC needs in all districts where applicable, in time for presentation to the '73 Legislature. d) The Dept. needs to develop an equitable distribution formula (state aid) to recommend to the '73 Legislature, which he wishes to be included in the Governor's budget (who he has so informed). Passed by the Board; committee will be set up to develop a formula.

After the coffee break, a Mrs. McWatt and other black 'leaders' were introduced. They had come to tour the Dept. (Gossip overheard during the break: Mrs. M. is a "troublemaker", and the purpose of the visit that day was actually to see how many blacks are employed by the Dept.)

8. Farley Bright introduced the members of the Wabasha School Board, who had come to request the Bd.'s permission to renew their lease with St. Felix Church on the high school, which will soon expire. The ensuing discussion elicited the following: the questions of adequacy and safety (especially fire hazards) of both public and parochial school buildings in the district; a bond referendum for a new h. s. was defeated in March '70; Casmeys concern for meeting the vocational needs in accordance with Mn.'s priorities; the Wabasha Bd.'s opinion that, because of the nature of the terrain vs the need for busing, the district can neither take part in a vocational center nor combine with another h. s. district. Casmeys, in effect, reprimanded the Wabasha Bd. for not uniting behind and fully supporting the '70 bond issue, pointing out that it has been his experience that, where a local school board has shown enthusiasm, the referendum has passed. (Note: the news media reported the next morning that the Wabasha School Bd. had voted the night before to hold a referendum for a new h. s.)

10. Approved--\$45,000 grant for Crow River Regional Library.

10a. Approved--Minitex, on a trial basis for 6 months.

9. Appeal by NELSA for creation of a Library Division. Board will appoint a committee to study.

Approved: Voc-Tech center at E. Grand Forks.

13. and 14. Van Tries' recommendations on curriculum.

15. Voc. center at Buffalo: tabled until Jan. Bd. meeting

16. Approved: appointments to Advisory Commission on Private Trade Schools.

17. Board members were given "blue" folders by Greg Waddick containing information re proposals for gaining access to Title III funds. Waddick said that the Dept. will receive proposals during the month of January. (The discussion was unclear to me, since we were not given a "blue" folder!) He explained the function of the Quality Education Council--primarily, it has responsibility re allocation of \$750,000 in funds within elementary and secondary education. It is appointed by the Gov. and various organizations. It recommends to the State Board how funds should be spent. (See article on p. 1 of Nov.-Dec. UPDATE.) The Board questioned Waddick about the make-up, function and purpose of the Assessment Committee, (he didn't mention the League--sorry, Barbara).

18. Approved: alternates to the Indian Education Committee.

19. Bye discussed "entertainment" for NASBE convention; possibility of getting Quie as a speaker. Rep. Pucinski's Committee (House Labor and Education) will hold a hearing here on Jan. 11th, subject: revenue sharing. (Quie is on the Committee.)

Casmeys said that he would like the Voc. Advisory Council to study the Quie bill dealing with the flow of funds for Career Education programs--toward the eventual possibility of (him) making a policy statement on career edn.

Walt Harvey distributed an analysis of the state aid formula, and proceeded to explain it to the Board. (Again, we didn't get a copy, so the entire discussion was entirely greek to me. Sorry.)

Conclusion: I have even more respect for the abilities of local, State and National Boards.

M
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TO: Helene Burg
FROM: Barbara Jones
SUBJECT: Ed. Com. meeting

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

DATE Jan. 12-1972

We have changed the date of our committee meeting^{to} Tues., Jan. 19. at 9:30 a.m.
It's to be at Pat Scott's home, 2413 Russell S.
(374-1173)
Hope that's still okay & that you
had a grand trip -!

M
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TO: ~~Sid~~ and Helene

FROM: Barbara J.

SUBJECT Ed. committee

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

DATE Feb. 2, 1972

I'm enclosing a copy of Pat's material on the State Board for Sid and she should get it on to Helene. If you have any comments, write or phone them to Lil Jensen, 938-4616, because I've sent her a copy. She said she will do our editing but will have to have it completed by the middle of February since she's leaving. I haven't received your comments on the Vo-Tech division but decided I couldn't wait any longer and send her the copy with Pat's comments. So if one of you has that, send it directly to her or phone her. Since there was this deadline, I felt she should have it in her hot little hands.

By the way, I checked our deadline and found we promised to have this to Leagues by the end of March, so that should give us time to get it well read. Hooray!

M
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TO: Sid and Helene

FROM: Barbara J.

SUBJECT Ed. committee

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

DATE Feb. 2, 1972

Hope you are feeling okay these days--I felt a bit chagrined that we didn't find out more about your accident and how you were really getting along.

I'm enclosing a copy of Pat's material on the State Board for Sid and she should get it on to Helene. If you have any comments, write or phone them to Lil Jensea, 938-4616, because I've sent her a copy. She said she will do our editing but will have to have it completed by the middle of February since she's leaving. I haven't received your comments on the Vo-Tech division but decided I couldn't wait any longer and send her the copy with Pat's comments. So if one of you has that, send it directly to her or phone her. Since there was this deadline, I felt she should have it in her hot little hands.

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M
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M
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TO: Readers for State Dept.
Material

FROM: Barbara Jones

SUBJECT

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

DATE Feb. 23, 1972

Enclosed is the material we have written reviewing the relationships between the State Department of Education and the Board of Education and local districts. This will be an insti-print type of publication, to be distributed to League members throughout the state. We will appreciate your comments on its accuracy, its completeness, and any other impressions you might wish to note. Thank you very much for your contribution.

Please send your copy by March 4 to

Barbara L. Jones
14 Glenn Ct.
Mankato, MN 56001

"Educationese"

The following definitions are not meant to be comprehensive; some are very general in nature. They are intended to merely acquaint you with current educational jargon. Bring this insert to your unit meeting.

GENERAL:

- Team-teaching: Cooperative effort by 2 or more teachers who teach their strongest subject area with regrouping of children at a given grade level.
- Departmentalize: Cooperative effort by the team teachers of a subject area to coordinate the curriculum of grade levels.
- Ungraded: Learning situation with participation determined by interest, subject material and/or ability rather than age or grade level.
- Individualized Instruction: Instruction designed to move a child at his own pace and to take greater account of his needs and interests.
- Stations: A multi-sensory approach to learning where students may move from one activity center to another for exposure to various skills and practices.
- Auto-tutorials: Carrels (small study enclosures) used for self-teaching.
- Pilot: A program being tried that must be evaluated by Board of Education before implementation.
- Implementation: Integrating into the curriculum a program that has been piloted.
- In-Service Training: Courses organized under the auspices of the Board of Education and offered during hours not included in the regular school day where teachers may get training in an area which is unique to the district. Hopkins and Eden Prairie teachers have an option to receive pay or credit (toward 9 per year required).
- Accountability: The evaluation and testing to determine the extent to which goals and objectives are being realized.
- Tenure: Status of teacher whose probationary requirements are fulfilled. (2 consecutive years)
- Supervised Study: Program where high school students work $\frac{1}{2}$ day, attend school $\frac{1}{2}$ day. (Hopkins: More structured alternative to modular schedule)
- Contract: Commitment by student to fulfill specific goals in given length of time.
- Shared Time: Shared use of public school facilities with parochial students.
- S.L.B.P.: Specific Learning and Behavior Problems, formerly...
- S.L.D.: Special Learning Difficulties
- T.I.E.S.: Total Information Educational Services: computer service used by some metropolitan schools for variety of services e.g. payroll, scheduling.
- Alternative: The concept of offering a choice to students and parents, option to different methods of learning within the public school structure.

EDEN PRAIRIE, INDEPENDENT SCHOOL DISTRICT 272:

- N.C.A.: North Central Accreditation
- Middle School Concept: New approach to providing learning-designed for the needs of the early adolescent. 5 - 8 or 6 - 8 grade level.
- Para-professionals: Certified school personnel who assist teachers.
- D.S.T.: Direct Study Time.

HOPKINS, INDEPENDENT SCHOOL DISTRICT 274:

- T.S.A.: Teacher Self Appraisal: Use of video-tape in evaluation of teacher effectiveness.
- C.A.M.: Comprehensive Achievement Monitoring. Use of frequent "mini" final exams, computer scored to note both score and objectives answered correctly and incorrectly. Designed to aid student and teacher.
- I.P.E.C.: Institute for Personal Effectiveness in Children (Effective Education)

M.B.O.: Management by Objectives: Use of goal-setting in planning programs.
 S.C.I.S.: Science Curriculum Improvement Study. The Science curriculum, L-6, gradually being implemented.
 M.P.S.S.: Minnesota Project Social Studies: The social studies curriculum, K-12
 S.P.I.E.S.: Report form used quarterly in addition to report cards. Sr. High
 Ad-Com: System where students and advisor work closely (15-17) through 3 years of Jr. High. (South)
 Individualized Study Program: (enrichment) Second Semester seniors who are working closely with specific teacher on special project. (Lindbergh)
 Mini-Grant: Amount under \$500. Granted for special teacher projects or equipment.
 Mini-Course: 2 - 3 week elective, language arts course, Jr. High. (West)
 Student Teaching Centers: Agreement with University of Minnesota which guarantees 10 student teachers per quarter; co-ordinator-advisor is district employee whose salary is paid by University and Hopkins. Makes available University expertise.
 Amity Aids: Foreign language aids who come from country where the language they tutor is spoken.
 Carver Park Natualist Program: Teacher-naturalist headquartered at Carver Park where district students visit every other day. Grade 5 - 12.
 P.E.T.: Paret Effectiveness Training
 Time-Out: One or 2 days during the year devoted to a variety of activities, academic and non-academic as an interest-oriented diversion; student planned. West Jr. High
 R.E.A.C.H.: Relevant Educational Alternatives for Children of Hopkins.. Name of group supporting Open-School alternative.

AN UP-DATE ON WHERE IT'S AT IN MINNETONKA, INDEPENDENT SCHOOL DISTRICT 276

Aiming to provide:

A report on the currently operating alternatives, their present status, and the evaluation task force studying them.

A look at the "main stream" programs.

An awareness of the new "Board of Education and District Goals, January, 1972 - June 1973".

A summary of other pupil personnel services - and if that sounds like a lot to cover, it is, but many issues are being raised about education in Minnetonka. Now is a time to become better informed on "where it's at".

Janet Leslie

1-26-72

[1972?] 142.
(continued)

E D U C A T I O N : S T A T E A N D L O C A L I N T E R A C T I O N

Introduction

This publication, which explores the relationships between the local school districts and the State Department of Education as well as the operation of the State Board of Education, is a supplement to Equality of Educational Opportunity.* (Footnote: LWV of Minn., Feb., 1970) It should be used in conjunction with that pamphlet.

Contacts between the local school districts and the Department of Education are reported here primarily from the Department's point of view. It seemed necessary first to survey the Department's attempts to provide "leadership, service, and regulation," and later to determine the application and effects of those efforts in our own local districts.

A questionnaire which should assist you in looking at your district's experiences with the Department will be distributed at the LWV State Council meeting this spring. We are aware that the compiled results will have certain limitations: first, your impressions will necessarily be based on personal opinions (objective, we hope) and second, only school districts where there are Leagues will be covered. However, we do anticipate getting some constructive suggestions for action at the local level that could influence local boards to utilize and strengthen the state education apparatus. Opportunities for the state League to work in a comparable way at the state level should also develop.

State Department of Education

3

Previous discussion of the State Department of Education ^{has been centered on} ~~has had~~
~~reference to~~ its structure, the chain of authority and responsibility,
and the nature of ^{the} ~~its~~ ^{to it} ~~duties~~ ~~as~~ ~~delegated~~ ~~by~~ the legislature and the
State Board of Education.* ^{An analysis of the} ~~To analyze the State Department of Education as~~
it deals with the local school district ~~will~~ requires a look at how it
(^{the kinds of action it takes in attempting to carry out that role}
~~views its role and how it attempts to put that role into action.~~

^{between}
Basic to the relationship ~~of~~ any school district and the Department
^{the degree to which} ~~is whether or not (or how much)~~ ^{or disagree} the district agrees ~~with the~~ philosophy of
^{of Education}
the State Board, the Commissioner, and ~~in~~ a sense the legislature. The
financial status of the district also has considerable bearing. If there
is a compatible philosophy, if the district feels a need for ~~the~~ services
available from the Department, if past relationships have been successful, ~~then~~
obviously a cooperative relationship exists which can be satisfactory to
both. Sometimes, however, the relationship between the Department and a
school district can be strained ^{due to} ~~resulting from~~ a variety of situations:

* ~~Please refer to~~ ^{Equality of Educational Opportunity, L.G.D., 1970.} Equality of Ed. Opp., p. 8, 10-12, 43.

4

a clash of goals or methods which brings confrontation; personality differences; ~~when~~ ^{feeling that} a district ~~feels~~ the Department has been dictatorial; or conversely where a district ~~is unable or unwilling~~ ^{inability or unwillingness} to meet standards set up by the Department. Results of such a strained relationship could be lowered quality of education, a continuing state of tension, or constructive changes either in the Department approach or within the school district, or both.

The statutory obligation of the Department is to implement policies of the State Board and state laws concerning education. These policies ^{include} ~~stand-~~ards dealing with academic requirements, certification, school buildings, transportation, etc. ^{They} ~~are~~ considered minimal and place the Department in the role of supervisor and "policeman". ^{Therefore} ~~Because of this,~~ a large percentage of the Department's contacts are with the local school district administrators. ^{The Department} ~~It~~ must thoroughly inform, explain rules, regulations and laws, and adequately verify compliance. Each school district must have on file manuals of laws, rules and regulations with ~~annual~~ update publications provided following each legislative session.**

* Equality of Educational Opportunities, p. 11

** Complete list is available State Department Publications Catalog.

For complete text, see ↑

To supplement

~~Supplementing~~ the manuals, every school district is required to send its superintendent to an annual conference where regulations and their implementation are presented and discussed in detail.

Follow-up contact^s come as the various districts respond with the appropriate reports, forms, agreements, contracts, or other required documents.

Accurate applications and correct filing of requests ^{are} ~~is~~ essential for a district to receive its share of state funds and authorization for other projects within the Department's jurisdiction. Various divisions within the

Department have the authority to approve different types of application,

*Administra-
tive
Division*

The majority of such communications are with the Administration Division, particularly those dealing with state funding. The authority and influence of the Administration Division will probably increase as the proportion of state funding of local districts increases.

Other contacts of Department personnel with ^{local} administrators are numerous.

The Department sponsors conferences on subjects of common concern ~~and~~

Staff members attend various professional meetings and are available as speakers. Advisory committees composed of administrators and teachers

consult with the Commissioner and his assistants, and the representatives of various professional organizations maintain the contacts desirable for

their groups. There ~~are~~ also numerous personal, informal contacts with

teachers and administrators throughout the state, since most personnel have worked in specific local districts in Minnesota.

Legal consultation is ^{for local districts} an increasingly significant service being performed by the Administration

Division for local districts is legal consultation. Lawyers versed in school law are scarce. As ^{yet} of this writing, no courses in school law

are taught in Minnesota law schools. ^{To meet the need for legal assistance,} ~~Meeting this need,~~ the Administration

Division has accumulated a "school law library" and has become an informal source of legal advice and reference in ^{growing numbers of} ~~lawsuits, which are becoming more~~

~~numerous.~~ School districts and their lawyers have access to the opinions and information available in the Administration Division.

School districts which have had the most intensive and concentrated contacts with the Department are those which have recently experienced a "team visit". This is an in-depth study of all phases of a school system, conducted by the Department at the request of the local district. On the basis of a formal request from the local superintendent and an accompanying resolution from the local board, the Department schedules five or six

team visits per year throughout the state. ^{there is} Since ~~a~~ waiting list exists, X

^{This means they need to anticipate a} boards must apply in advance, ~~anticipating~~ ^{or foresee} potential problem situation, when

evaluation of particular projects would be especially helpful. School districts

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desiring an outside, objective evaluation can request team visits. Emphasis in analysis is primarily on the instructional program, ^{or} not physical facilities.*

Eighteen to ²⁴~~twenty-four~~ professional staff from the Department comprise the "team" and visit ^{the} school district for a maximum of one week. They evaluate aspects of both administration and instruction and submit reports at the conclusion of their visit. Before they leave the school system, they are required to give an oral report to the local staff, followed by a written report to the local board and ^{the} superintendent from each team member. There is no charge for this service.

The primary source of contacts between the local classroom teacher and the Department is through the Instruction Division. This division staff is concerned about what goes on in the classroom and is responsible for providing service to the individual teacher. As the organization structure chart indicates, there is one staff person in each subject discipline. **

Instruction
Division

The staff specialists conduct area workshops, ^{with} consult and advise local teachers, and are charged with providing current sources of both material and methodology in their respective fields. Personal visits are made to local districts by all Instruction personnel, with scheduling necessary

*League localities ^{which} ~~are~~ have had team visits since 1966 are Fergus Falls, Luverne, Morris, Hutchinson and Northfield. Most of the districts involved are relatively small.

** Vocational-technical curricula are administered and funded by the Vocational Division.

from one week to two months in advance. Advance weekly programs are on file for each instructor and a cumulative map of trips is kept by the Division to assure statewide coverage by the various disciplines. Division staff may initiate visits where weaknesses in local districts are suspected.

The staff attempts to maintain contact with each school district to keep abreast of various instructional programs. Many schools and individual instructors have initiated changes in curriculum, teaching methods, time-scheduling and other variations from the traditional structures.* This Division requests information regarding these projects each year and is a clearing house for information on experimental programs and structures being used in schools throughout the state. A catalog of projects is available to each district and ^{to} interested citizens.

Any discussion of the work of the Instruction Division must take into account several basic limitations. Most obvious is the ^{small} ~~limited~~ number of staff members. To expect the person in each subject area to provide leadership and personally assist the hundreds of counterpart teachers is unrealistic.

* These are in addition to those projects requiring funding from specific federal or state funds. See ~~p. 4~~ and discussion of Planning & Development.

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It is impossible for this ~~Division~~ to provide uniform contacts and aids throughout the state. Therefore, as the requests come from local districts, assistance is usually given on a first-come, first-served basis. According to ~~Division~~ spokesmen, ~~more~~ more often than others. outstate or smaller schools seek services. Larger schools find it advantageous to hire their own specialists where enrollment, educational policies and financial resources permit. These local specialists, whose professional backgrounds are comparable to ~~and~~ those of the State Department staff whose salaries are often higher ~~than State Department staff~~, seldom request assistance.

Furthermore, the effectiveness of the contacts that do take place with local school districts is difficult to evaluate. It is simple to list numerically the schools requesting assistance, the number of schools visited, the number of personal contacts, and the number of workshops conducted. Department staff keeps these records and reviews the types of problems encountered. ~~However~~, ~~philosophy~~, presentation, and rapport are intangible factors in the success of these contacts, and reaction varies among the teachers and administrators.

It should be kept in mind that the positions within the Department

impose limitations on personnel because they exist as part of a large working bureaucracy. Staff members are hired to implement policy formulated by the State Board of Education appointed by the governor. ~~The~~ Opportunities for initiating policies or effecting substantial ^{are} ~~for~~ changes ~~are~~ necessarily restricted. The entire Department must be continually aware of legislative intent and funding, the governor's program, Board policies, ^{public} relations, and the various eschelons of departmental administrators. Teachers-working with-children-would-probably-not-be-attracted-to-positions-limited-to adult-interaction

All teachers in Minnesota have had direct experience with the Department of Education in acquiring their teaching certificates. The State Board has adopted legal minimum requirements for elementary and secondary certificates in terms of types of courses and numbers of credit hours. Currently, 25 colleges offer education courses leading to certification. They submit course information to the Instruction ~~D~~ivision for review and clearance. When approval of course content has been received, the college determines how it will be taught and ^{whether} ~~if~~ the student has accomplished its goals. When a student applies for the two-year certificate, the current

policy of the ~~Division~~ is to accept the certification evaluation of the college.* Recently the concept of "competencies" in certain areas of knowledge and understanding has been emphasized, listing specific courses, hours, and grades. Colleges determine these competencies, which allows greater flexibility for both students and institutions.

The Instruction Division is responsible for implementing the new "continuing education regulation" adopted by the State Board in 1971, effective July 1, 1973. Instead of receiving life certification teachers *will have to* ~~must~~ renew their teaching certificates every five years. Each school district must establish a committee composed of *four* teachers, *five* administrators and ~~1-chosen-by-the-board~~ *one* representative of the public chosen by the Board. They evaluate teachers' "Renewal units". Units can be granted for a variety of work-related experiences: course work at colleges, attendance at workshops and lectures, professional publications, travel, and participation in inservice meetings. Required renewal units in human relations must be ~~must be~~ determined in each district to satisfy legal stipulations. All

*Clerical work on certification is done by a section of the Administration Division. Requests from out-of-state applicants are also handled by this section, working with the Instruction Division.

Minnesota teachers receiving new or renewal certificates after July 1, 1973
will be required to have completed an approved training course in human
relations.

Efforts by the State Department of Education to influence the quality
of classroom education through departments of education in the various
colleges in Minnesota depend on voluntary cooperation. There is no legally
defined structural relationship. State and private institutions of higher
learning are autonomous and independent of the Department. They must
comply with laws and regulations regarding their courses leading to
certification in order to benefit and protect their students, but that may
be the extent of any contacts. Professional attitudes and goals, however,
generally have led to cooperative relationships with most colleges and
universities.

Depending upon personalities and a colleges evaluation of the services
the Department can offer, many opportunities exist for joint projects.
Workshops, research projects, ^{and} conferences are some of the typical contacts
that can provide a constructive working relationship between the colleges
and the Department, primarily the Instruction Division. The Division has
established a staff position filled by a ^{person with a} doctorate to upgrade its influence
and obtain greater respect and cooperation.

All decisions affecting local programs eligible to receive federal

funds are made through the Division of Planning and Development, in con-

Division of
Planning
and
Development sultation with the Commissioner. This division works closely with local

districts urging them to develop cooperative programs which have the

potential for federal financing. Successful area programs are cited to

encourage greater use of local assets.

The division is the basic source of information in the state for all

programs utilizing federal funding under Title III. All program proposals

are submitted for evaluation and approval. The application process is

complicated and requires time for professional analysts. The division

administrator estimates that most decisions are made in two months.

An evaluation and audit section in this division provides a follow-

up on federally funded programs. Publications reviewing these projects

have also been federally financed.†

The equal educational opportunities section of this division helps

districts formulate plans to reduce concentrations of minority students

in their individual schools. Federal guidelines and judicial decisions

on desegregation are interpreted. The recently stated EEO guidelines

^{the} adopted by ^{the} State Board in Dec^{ember}, 1970 are being implemented. Specialists

^{help} ~~aid~~ districts in developing curriculum concerning minority groups and

aid administrators in recruiting minority personnel for positions in

local districts and within the State Department.

Vocational-
Technical
Division

The Vocational-Technical Division of the State Department deals with local districts and the public on a somewhat different basis. As the assistant commissioner says, "We work under different rules." Federal legislation has established earmarked funds and regulations applying to local districts and State Department staff in vocational-technical education. One-year and five-year plans must be submitted, and an annual public hearing must be held. This hearing allows interested citizens to raise questions about services and use of funds. Those testifying may include representatives of groups in local districts.

The Vocational-Technical Division also differs from some State Department divisions because it has responsibilities to institutions and organizations beyond the scope of the jurisdiction of local school districts. The Department's organization chart shows the extent and diversity of these services. We have included only contacts pertinent to local public school districts.

Staff in this division provides services to classroom teachers, primarily at the high school level. Vocational instructors are required by law to attend an annual August workshop conducted by the division. Direct assistance visits to schools are made upon request and are handled much like those in the Instruction Division. Department "evaluators" go out to inspect some schools in alternate years to determine compliance with regulations. A recent approach has been to differentiate two types of division services to vocational departments in

local districts ⁽¹⁾aid from "generalists" who help schools with overall planning and integrating different types of vocational offerings, and ⁽²⁾help from "specialists" who concentrate on specific subjects. The Division constantly provides resource and information on specific federal/state requirements and interprets how regulations apply to local districts. It is also the channel for obtaining federal funds for vocational-technical programs.

The creation of
"Vocational Centers", in which several school districts share facilities and faculty on a part-time basis, is a new development sponsored by this Division. The legislature provided funds to help schools ~~in~~ initiate these cooperative centers in rural areas where individual districts could not afford to offer vocational programs. Organization and planning assistance as well as guidance in the legal contract framework ^{has} ~~has been~~ provided by Division staff for the participating school districts. The rapid growth of these centers leads the Department to predict that 100-150 school districts will be part of such vocational centers within another two years. In 1971 the legislature directed the Department to adapt this type of cooperative program to the metropolitan area.

* See "Developing and Operating a Vocational Center", May, 1971, a publication of the Vocational-Technical Division.

*Division of
Vocational
Rehabilitation
and Special
Education*

The Division of Vocational Rehabilitation and Special Education assists local school districts in vocational program development for the handicapped, provides consultants in special education, and administers applications for state and federal funds. The state legislature appropriates categorizal aids to support special education services to children who are mentally, physically, or emotionally handicapped. Financial support to a local district is based on the number of professionals employed and is available for salaries, classroom equipment, transportation, and room and board costs. Specialists in the various areas of special education ~~provide~~ serve as consultants to instructors in districts and to administrators and school boards throughout the state.

. State concern for the vocational training of handicapped students is reflected in the development of programs utilizing vocational adjustment coordinators. Hired by individual districts or through cooperative arrangements among districts, these vocational counselors work with high school ~~students of~~ junior and senior ~~years~~. In addition to reimbursing schools for salaries, the Vocational Rehabilitation Division provides funds for these counselors to obtain training equipment and medical or psychological services and to assist in job placement and follow-up when vocational training is completed. Forty of these programs involving ²⁰⁰ ~~two hundred~~ districts are established, subsidized by State and federal funds channelled through this division.

Contacts with school districts are only a part of the educational responsibilities of the Division. A variety of rehabilitation programs, workshops, and field offices put this staff directly in contact with individuals and related agencies in all parts of Minnesota.

Publications
Section

The State Department of Education maintains its own Publications Section, providing publications of interest to local educators and the general public. Every item printed is sent to each school district, occasionally to every school, and additional copies can usually be obtained upon request. A Department catalog listing Department publications, Division-duplicated material, and educational documents from the State Printing Office is distributed annually. A monthly ~~magazine~~ newspaper, "Up-date", covers executive and legislative activities in education, State Board developments and policies, the Department's activities throughout the state, feature stories, and notices of conferences and meetings. The first extensive Department annual report was published in 1970.

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As a state government develops an organizational structure, choices are made by the legislature and ^{the} executive departments in assigning responsibilities. States differ in their allocation of duties to a state department of education. ^{In Minnesota} ~~and~~ some phases of the state government's participation in educational activities are not the duties of the Department of Education. For example, the state schools for the blind and deaf are administered by the Public Welfare Department. ~~School lunch~~ ^A ~~administered by the Public Welfare Department.~~ They work closely with special education staff, particularly specialists in "hearing impaired, vision impaired, and multiple handicapped." The Department of Corrections is responsible for educational services in the state's correctional institutions, cooperating ~~as~~ to the extent they choose with the Department of Education.

~~School lunch programs~~

~~Omit sentence regarding school lunch programs.~~

The state's responsibilities for higher education are administered and regulated by separate boards and separate agencies: The Board of Regents, the State College Board, and the State Junior College Board ^{all} are ~~also~~ appointed by the governor and in turn select their chancellors. These administrators and the institutions involved are legally separate from the State Department of Education and contacts with the Department are on a voluntary basis.

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~~MINNESOTA~~ STATE BOARD OF EDUCATION ²¹

The following chart indicates the present membership of the Board:

<u>Congressional District</u>	<u>Name</u>	<u>Residence</u>	<u>Expiration of Term</u>
1	Ralph H. Petersen	Albert Lea	July 1, 1975
2	Daniel Burton	Mankato	Jan. 1, 1974
3	B. Robert Lewis*	St. Louis Park	July 1, 1977
4	Mrs. Mary Jo Richardson	St. Paul	July 1, 1975
5	Louis R. Smerling	Minneapolis	July 1, 1977
6	David Brandon	Montevideo	July 1, 1977
7	Henry Schreeder*	Sabin	Jan. 1, 1973
8	Richard M.L. Bye*	Duluth	July 1, 1975
at-large	Mrs. Dorothea Chelgren	St. Paul	July 1, 1973

*former local school board members. State law requires that at least three State Board members shall have had local school board experience.

Ralph Petersen, the current Board President, is its only officer. One Board member is chosen annually as president, and no member can hold the office for more than three consecutive years. Board members receive \$25.00 per day compensation for official business, plus reimbursement for expenses.

The Commissioner ^{of Education} (Howard B. Casney) is Executive Officer and Secretary of the Board. Regular meetings are held the second Monday of each month, except for the Board's annual meeting which is, by law, always ^{held} the first Tuesday in August. The Board usually meets in the Capitol Square Building in St. Paul; all meetings are, by law, open to the public and visitors are welcome. Official minutes of Board meetings are prepared by the Commissioner's staff and are kept on file in the Board offices, available to citizens ~~whom~~ wishing to read them. Board members' attendance is very regular, averaging ^{eight} present at most meetings.

By law, the Board has no standing committees, because it is expected to work primarily as a committee of the whole. However, it may and does designate temporary subcommittees to consider specific problems as they arise. For example, a subcommittee was appointed at the December 1971 Board meeting to recommend working which will convert the Equal Educational Opportunity Guidelines (adopted ⁱⁿ ~~December~~ 1970) into regulations. This subcommittee involves four Board members, assisted by State Department staff, primarily from the Equal Educational Opportunities Section.

Our earlier publication¹ listed some of the duties and responsibilities

~~For basic information, see LWF Minn.: Equality of Education Opportunity, LWF of Minn.~~
Feb., 1970, pp.7-8.

given to the State Board by the legislature, which created it. Much of the Board's power lies in its ability to prescribe rules and regulations. State law governs the process for establishing regulations, which includes preliminary approval of wording by the Board; consultation with the Attorney General; distribution of wording and notice of public hearing to school officials and other citizens; announcement of the public hearing at least 30 days in advance of the hearing¹; conduct of public hearing (a court reporter records all proceedings verbatim); reconsideration by the Board in light of the hearing; official Board adoption of regulations (in original or modified form); and submission to the Attorney General for formal approval, who then files them with the Secretary of State. These rules and regulations then have the force and effect of law, unless overturned by the court or by ~~legislative~~ legislative action.

A recent hearing (Dec. ^{number} 11, 1971) included regulations on reciprocity among states for vocational education; driver education standards; qualifications for physical education and health teachers; civil defense education; and changes in certification requirements for superintendents and principals. Only the last item in the above list elicited testimony. The proposal would ~~add to~~ ^{increase} the options available to educators seeking academic requisites for certification and recertification as principals and superintendents, effective July ¹⁹⁷³ ~~1979~~. However, it would also remove the present "grandfather" clause which exempts administrators certified before Sept^{ember} 1, 1967 from the requirements^{unless they have life certificates}. This aspect of the proposal seems most controversial, ^{(insert) over — 7} and raises the issue of how to assess school ~~xxxx~~ administrators' effectiveness, and whether or not additional academic matriculation assures greater effectiveness. Concern (was expressed) at removing the "grandfather" provision, primarily by elementary principals who do not have the academic requirements. A spokesman for the Secondary School Principals Association supported the proposal, as did a professor from St. Cloud, although he focused on the addition of academic options. The hearing was attended by ^{six} ~~8~~ of the ^{nine} ~~10~~ Board members, was held on a Saturday morning and lasted about ~~two hours~~.

¹Interested individuals and organizations wishing to receive written notice of State Board hearings should file their names with the Secretary of State.

two hours. The regulation change has not yet been acted upon by the Board.

State Board members receive numerous communications from citizens, schools, and organizations all over the state. They are very busy people, and take their responsibilities seriously. The ~~excess~~ crowded agendas of their regular meetings include such topics as safety regulations for school buses; Department personnel lists; background on Title III funds; library problems and funds; appointments to various advisory committees; analysis of the new state aid formula; ~~xxxxxxxxxxxx~~ approval of new vocational-technical centers; and discussion of districts' desegregation plans. State Department staff are present and provide information at Board meetings. There seems to be a good working relationship among the Board, ^{the} Commissioner, and Department staff.

How effective is a state Board of Education? Perhaps this can be best assessed in terms of the individual members on the Board. What is the level of their personal commitment, how willing are they to act responsibly and to exercise the ^{reverse} power they ~~potentially~~ possess? How do they respond to the quality of leadership shown by the Commissioner? How accessible are they to citizens, ~~and~~ ^{are} they willing and able to go to bat for educational ^{needs} ~~programs~~ in the legislative arena? Answers to these questions can come only over a period of years, although the Board has certainly ^{shown} ~~assumed~~ leadership recently in ~~helping~~ districts confront ~~desegregation~~, ~~and~~ integration, and racial isolation problems.

The Board is ^{relatively} sheltered from political pressures, ^{since} ~~in that~~ appointments are for six years, longer than the tenure of the appointing Governor or the confirming State Senate, and no recall procedure exists. ~~Like~~ The Commissioner, too, is freer of political influence than most heads of executive agencies, since he is appointed by the State Board with consent of the Senate. Incidentally, Commissioner Caspary reports that other states are emulating the Minnesota appointment procedure which has proved superior to some other methods. As the work of Minnesota Constitutional Commission progresses, perhaps the State Board will be given more permanent status in the proposed new state constitution.

Professional staff salaries and salary schedules that compare unfavorably with those in public school districts and colleges are a factor in any analysis of the Department. It is estimated that at least 20 district superintendents and several principals receive higher salaries than the Commissioner. There is a lesser difference between salaries received by other Department administrators and specialists and those received by similarly qualified personnel in colleges and larger school districts. The effects of such disparities are reflected in the difficulty in hiring staff and the situation that exists when positions remain unfilled for extended periods of time. Sometimes this can be alleviated by hiring part-time consultants or by assigning additional responsibilities to other staff workers. The consequences in terms of staff morale are probably felt in times of frustration and in maintaining contacts with colleagues employed ~~in other~~ in other educational fields.

The policies of the Board of Education and the Department, their implementation, and the services provided are important to many groups besides the governor and legislature. Organizations attempt to influence the long-range direction of legislation and board policy as well as day-to-day administration.

Professional groups which lobby, attend Board meetings, and maintain close contact with the Department are the Minnesota Education~~al~~ Association, Minnesota Federation of Teachers, Minnesota Association of School Administrators, ~~Minneapolis Association~~ There are also associations of principals, classroom teachers of various disciplines, and school business officials. The most influential lay group is the Minnesota Association of School Boards, which employs a professional staff and lobbyist. Other pressure groups besides the League are the Minnesota Congress of (Inc.) Parent-Teachers Association, the Minnesota Citizen's Committee of Public Education, Committee for Educational Freedom (private schools), and groups which form to promote or prevent specific legislation, such as consolidation of districts.

Observations become conclusions in review. The attitude of the governor; the conscientiousness of the Board; the philosophy, ability, and standards of the Commissioner; the competence of the various division administrators and their success in choosing capable staff; the mandates and restrictions of the legislature--all interact in the functioning of the Department. Local school districts experience a portion of the ~~functioning~~ results of the work of the Department. It seems to us that the effectiveness of the state educational structure is best assessed through understanding relevant state laws and interpretations of them; knowledge of the extent of services available to ^{as well as} ~~and~~ needed, ~~and~~ welcomed, and utilized by local school districts; and the quality of personal contacts with educators and the public.