



League of Women Voters of Minnesota Records

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1973 PUBLIC EMPLOYMENT RELATIONS ACT
Minnesota Statutes 179.61 to 179.77

179.61 purpose...to promote orderly and constructive relationships between all public employers and their employees, subject however, to the paramount right of the citizens of this state to keep inviolate the guarantees for their health, education, safety and welfare. ...legislature has determined that overall policy may best be accomplished by:

- (1) granting to public employees certain rights to organize and choose freely their representatives;
- (2) requiring public employers to meet and negotiate with public employees in an appropriate bargaining unit and providing for written agreement evidencing the result of such bargaining; and
- (3) establishing special rights, responsibilities, procedures and limitations regarding public employment relationships which will provide for the protection of the rights of the public employee, the public employer and the public at large.

179.63 Definitions

"Director" - director of mediation services established by 179.02

"Exclusive representative" - an employee organization which has been designated by a majority of those votes cast in the appropriate unit and has been certified pursuant to 179.67

~~"Strikes"~~

"Teacher" = any person other than a superintendent or ass't. supt. employed by a school district in a position for which the person must be certificated by the state board of education;

"Principal & Ass't. principal" - any person so certificated who devotes more than 50% of his time to administrative duties.

"Appropriate unit" - unit of employees, excluding...principals and assistant principals, as determined pursuant to 179.71(3) and in the case of school districts, the term means all the teachers in the district

"Terms and conditions of employment" - the hours of employment the compensation therefor including fringe benefits except retirement contributions or benefits, and the employer's personnel policies affecting the working conditions of the employees. In the case of professional employees the term does not mean educational policies of a school district. The terms in both cases are subject to provisions of 179.66 regarding the rights of public employers and the scope of negotiations.

"Meet & confer" 179.65(5)

Public employees who are professional employees (teachers are) have the right to meet and confer with public employers regarding policies and matters not included under 179.63

179.65(6)

...

...Principals and ass't. principals may form their own organizations. An employer shall extend exclusive recognition to a representative of or an organization of principals and ass't. principals for the purpose of negotiating terms or conditions of employment,...

M
E
M
O
TO: Nancy Atchison (copies to Jones,
Ebbott, and Borg)

FROM:

Mary Ann

SUBJECT

Re: HF 2415 and accountability

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

DATE 10-4-73

This will confirm our phone conversation earlier today, and I am sending you a copy of Joan Growe's letter (we have asked her to send you a copy of the bill, also --I have the copy she mentions in the letter to go over now myself). We have asked Spencer Meyers to send you data on the meetings his foundation will be holding Oct. 11 and 12 on accountability; I hope you'll be able to attend as many of the sessions as you are able since they will have bearing on our response to Ms. Growe's letter--^{to} which you will be drafting a response. You'll want to be in touch with B. Jones on this matter; sending a draft copy simultaneously to her and the others at top of this memo will speed review process. Thank you again.

SEP 27 1973

JOAN R. GROWE
DISTRICT 40A
HENNEPIN COUNTY
16838 CANTERBURY DR.
MINNETONKA, MINNESOTA 55343



COMMITTEES:
CRIME PREVENTION AND CORRECTIONS
EDUCATION
JUDICIARY
METROPOLITAN AND URBAN AFFAIRS

State of Minnesota

HOUSE OF REPRESENTATIVES

MARTIN OLAV SABO, Speaker

September 26, 1973

Minnesota League of Women Voters
Mrs. Mary Ann McCoy, President
555 Wabasha
St. Paul, Minnesota 55102

Dear Mrs. McCoy:

An Education Assessment and Accountability Subcommittee of the House Education Committee has been formed to study H.F. 2415, a copy of which is enclosed. Would your organization have a position on this bill? Also, would someone be willing to testify at a Subcommittee hearing at some point in the future?

If there is some member of your organization who is involved in this area of education and who would be willing to help the Subcommittee, I certainly would appreciate hearing from them.

Thank you for your help in this matter.

Sincerely,

A handwritten signature in cursive script that reads "Joan R. Growe".

Joan R. Growe, Chairman
Subcommittee on Assessment and Accountability

JRG:kb

Enclosure



League of Women Voters of Minnesota, 555 Wabasha, St. Paul, Minnesota 55102
July, 1973

Statement by the League of Women Voters of Minnesota
to the Minnesota State Board of Education Public Hearing on
"Regulations Relating to Equality of Educational Opportunity
and School Desegregation"

July 20, 1973

at the Auditorium - State Office Building

The League of Women Voters of Minnesota reaffirms support of the goals of the proposed "Regulations Relating to Equality of Educational Opportunity and School Desegregation." We have for several years indicated our concern for this type of implementation of the state's responsibility for equality of opportunity in education for all Minnesota's children. One particular recommendation in the proposed regulations is that each community's comprehensive plan involve school district residents in broad participation and assist attainment of community goals. We feel this is especially important to allow minorities to be a part of school decisions and to help their children gain equal educational goals. For this reason, we also support your decision in the Pine Point and Nett Lake communities' innovative solutions to educating Indians.

As we stated in previous testimony, our members believe that children of varying neighborhoods should not be denied the educational opportunities available to other children in the same school district. We support the correction of racial imbalance in the schools with the state having the power to investigate, set and enforce standards, and the capability to give extra financial help to achieve these standards. These conclusions from our study in 1966 were reaffirmed at our convention in May, 1973. We believe the statewide coverage that our membership encompasses in communities of all sizes is significant and of interest to the State Board of Education.

Upon reviewing the proposed regulations, we note that they identify and define what constitutes racial imbalance, they provide the state with economic leverage to enforce compliance, and they offer technical assistance and services as deemed necessary. We agree that the State Department of Education under the direction of the State Board of Education should assist local districts in their identification of racial segregation and administer desegregation policies to eliminate discrimination in education.

In reference to your recent decisions on the Indian schools in Pine Point and Nett Lake, we commend your recognition that the educational programs evolved by these Indian communities reflect their own assessment of goals and programs for their children. Historically, educational solutions imposed on Indians have not been successful. As a case in point, boarding school experience imposed a solution that was sometimes inhumane. In our state, existing problems of high dropout rate and relatively poor attendance percentages show that Indians are not being educated equally.

In contrast we note that a more positive educational experience appears to have been inspired where Indian communities have evolved and supported their own educational solutions, as at Pine Point and Nett Lake. The merit in allowing these efforts has been recognized by the State Board of Education and by the Minnesota Legislature in passing special legislation to allow them to continue.

We are aware that capability for flexible response to community needs

exists within the proposed regulations. We hope this will be reflected in their interpretation by the State Board and by local districts. Mindful that an overall goal is to meet educational needs of all Minnesota children, we encourage the State Board to enlarge present educational opportunities by adoption of these regulations.

July 22, 1973
at the Auditorium - State Office Building

The League of Women Voters of Minnesota reaffirms support of the goals of the proposed Regulations Relating to the Quality of Education Opportunity and School Organization. We have for some years indicated our concern for this type of legislation and the state's responsibility for equality of opportunity in education. All Minnesota's children. One particular recommendation in the proposed regulations is that each community's comprehensive five year five school district should in broad participation and assist in the development of community goals. We feel this is especially important to allow children to be a part of school decisions and to help their children attain equal educational goals. For this reason, we also support your decision in the Pine Point and West Lake communities' innovative solutions to educating Indians.

As we stated in previous testimony, our members believe that children of varying neighborhoods should not be denied the educational opportunities available to other children in the same school district. We support the correction of racial imbalances in the schools with the state having the power to investigate, set and enforce standards. The conclusion to give extra financial help to achieve these standards. The conclusion from our study in 1966 were reaffirmed at our convention in May, 1973. We believe the statewide coverage that our membership encompasses is a commitment of all states is significant and of interest to the State Board of Education.

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We are aware that flexibility for flexible response to community needs

P R O M O T E P E R S O N H O O D !

The Emma Willard Task Force on Education
Box 14229
Minneapolis, Minnesota 55414

EMMA HART WILLARD
1787 - 1870

Over a hundred years ago, Emma Hart Willard, then a school teacher in Vermont, realized the injustice of unequal educational opportunities for women. She developed a "Plan for Improving Female Education" and presented it in 1919 to the New York Legislature. Two years later she received financial aid from Troy, New York, for the purchase of a female seminary. The Emma Willard School exists as a permanent institution today.

Emma Hart Willard's definition of education is relevant today:

Education should seek to bring its subjects to the perfection of their moral, intellectual, and physical nature, in order that they may be of the greatest possible use to themselves and others; or, to use a different expression, that they may be the means of the greatest possible happiness of which they are capable, both as to what they enjoy and what they communicate.

Emma's accomplishments also included a series of addresses on the "Advancement of Female Education" and "Progressive Education" as well as having developed curriculum on history, biology and mathematics. Because of her public and persistent stand for higher education of women, high schools, colleges and later coeducational universities became a part of our national life.

Source:

Emma Willard Daughter of Democracy

By Alma Lutz

Houghton Mifflin Company, 1929

THE EMMA WILLARD TASK FORCE ON EDUCATION



Emma Hart Willard
1787 - 1870

"She knew that because of her efforts the advancement of woman had been possible. She glimpsed only faintly what the future would bring, but she knew that women had seen the vision, and would now march courageously on."

By Alma Lutz

From: Emma Willard Daughter of Democracy

THE EMMA WILLARD TASK FORCE ON EDUCATION
Box 14229
Minneapolis, MN 55414
Phone: 612-333-9076

Members of The Emma Willard Task Force on Education who can be contacted regularly:

Kathy Olson
Gerri Perreault
Ann Risch
Mary Sornsin

WHAT IS THIS TASK FORCE?

The Emma Willard Task Force on Education is an independent group focusing primarily on the elimination of sexism in elementary and secondary education. Accomplishments from 1970 to date have included the following:

1. Publication of Sexism in Education book (c. 1972). Over 3,500 copies have been sold nationwide.
2. Numerous workshops on sexism for human relations courses which are required for teacher certification in Minnesota.
3. Social studies courses for Minneapolis teachers on "Women in American Society."
4. A college course on the "Changing Roles of Women and Men," offered for graduate and undergraduate credit.
5. Traveled with the Minnesota State Department of Education on their regional Minnesota intercultural workshops.
6. With the Minnesota Resource Center for Social Work Education, co-sponsored a four-part series on sexism in education on Channel 17, an educational TV station.
7. Advised and consulted with community groups, human relations committees, individuals, students, education organizations, and with teachers developing projects and curriculum materials.

Sexism: Dehumanizing and discriminatory myths, biases, attitudes, stereotypes and practices based on sex.

SERVICES AVAILABLE

The services of The Emma Willard Task Force on Education can be contracted throughout the Midwest.

The foci of the Task Force's workshops and seminars are basic feminist issues as they affect sexism in education, interpersonal dynamics, and societal organization and change.

The Task Force offers the following services:

- . Courses
- . Speakers
- . Workshops
- . Staff awareness development
- . Information on available materials and resource people.
- . Consultation concerning:
 - curriculum development
 - book critiques
 - audio visual
 - materials development
 - human relations programs
- . Coordinating:
 - teachers
 - interest groups
 - students
 - parents
 - administrators
- . Organizing direct actions
- . Materials displays

REQUEST FORM

Name _____

Address _____

Zip _____

Phone _____

Home

Business

Occupation or interest: _____

- ☐ Send me your book Sexism in Education (c. 1972). A check for \$_____ is enclosed. Price: \$3.50 individuals, \$5.00 institutions.

The book is for:

- ☐ My own individual use
☐ My feminist resource collection
☐ An organization/group library
☐ Course (grade level _____)
☐ Other _____

- ☐ I am interested in workshops and discussion groups on sexism in education.

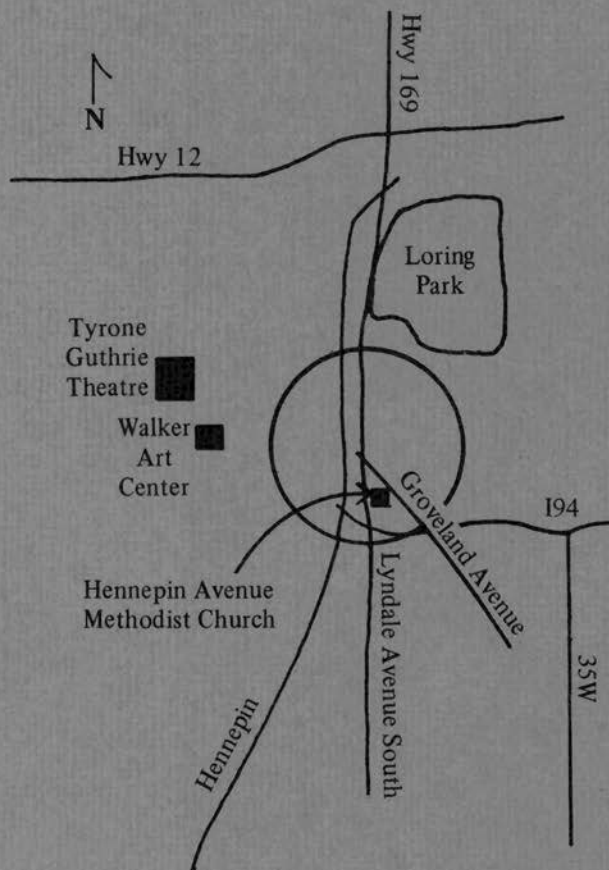
- ☐ Please inform me of actions that I could participate in.

- ☐ I will write letters when needed. Please let me know.

- ☐ Enclosed is my tax-deductible contribution of \$_____ to The Emma Willard Task Force on Education, a non-profit organization.

- ☐ Other _____

HOW TO GET THERE



MTC Buses No. 1, 4 and 6 stop at the church.

Printed by SPERRY UNIVAC

Sex Bias in Schools

"We are what we are expected to be"

OCTOBER 8, 1973

Hennepin Avenue Methodist Church
Groveland Ave. and Lyndale Ave. So.
Minneapolis, Minnesota

Sponsor:

League of Women Voters of Minnesota

555 Wabasha Avenue
St. Paul, Minnesota 55102
Phone: 612/244-5445

PROGRAM

9:00 - 9:30 REGISTRATION

9:30 - 10:00 KEYNOTE ADDRESS

Toni McNaron Ph.D.

Associate Professor of English, Coordinator of the Women's Studies Program, University of Minnesota.

10:10 - 11:10 WHAT ARE THE PROBLEMS?

Four workshops to run concurrently

1. CURRICULUM

Members of the Emma Willard Task Force on Education will present information about sex-role stereotyping in textbooks and curriculum. The Emma Willard Task Force is an organization of women who have been active in trying to eliminate sex bias in the schools and have published a booklet entitled "Sexism in Education."

2. COUNSELING

Patricia Engelhard, Counselor, Edina West Upper Division and a representative from the Minnesota Counselors and Guidance Association will discuss equality of opportunity in career choices, bias in testing methods, and sex-role stereotyping in guidance.

3. ATHLETICS

Dorothy McIntyre, Director, Girls Athletics, Minnesota State High School League and R. Michael Wetherbee, Legal Counsel,

Minnesota Civil Liberties Union will discuss sex discrimination in high school sports, and the problems of providing equal opportunities in school athletic programs.

4. STATE AND FEDERAL LAWS

Betty Howard, Director of the Division on Women's Affairs, Minnesota Department of Human Rights, will discuss the newly amended State Act Against Discrimination.

A representative from the Equal Employment Opportunities Commission, Milwaukee regional office, will explain federal legislation that applies to educational institutions.

11:20 - 12:20 WHAT ARE THE PROBLEMS?

Repeat of workshops

12:30 LUNCHEON

1:15 - 2:00 WHAT CAN YOU DO?

Nina Rothchild, school board member from Mahtomedi and member of the League of Women Voters, will discuss ways in which you can work within your own school district to help eliminate sex bias in schools.



EDUCATIONAL PROPOSALS

by

Emma Willard Task Force on Education

History

Study of women's suffrage as a legitimate reform movement, not a freakish appendage to male-dominated history.

Addition of women to history texts. The Grimke sisters and Sojourner Truth should be as well-known as William Lloyd Garrison and Frederick Douglass.

More emphasis on "domestic" or "cultural" history and less on military and political history. (Women have lived and acted and made an impact on history, though not on the battlefield or in Congress.)

Study of practices, laws, and institutions that have kept women in an inferior position, and women's attempts to overcome them.

Study of prehistoric societies that is uncolored by our current sexist biases. (Women should be credited with developing agriculture in some societies.)

More study of non-Western and pre-Classical Greek and pre-Judaic societies that give examples of sex roles very different from our own.

Anthropological investigations of the development of male supremacy.

Literature

Investigation of literature for evidence of a misogynistic tradition.

Discussion of the characterization of women (and men) in literary works--do they seem real or stereotyped?

Discussion of feminist literature -- past and present.

Addition to reading lists of literature written by women, as literature, not as "women's books".

Addition to reading lists of books which portray women as complete, mature, intelligent human beings.

Sex Education

Discussion of girls' and boys' attitudes toward their own sex and each other.

Critical discussion of dating mores and the concept of women's role that underlies them.

An end to double standard moralizing.

Information on birth control.

Home Economics and Industrial Arts

Elimination of all sex-based course requirements.

Open access to home ec and shop electives for both sexes.

Institution of a course in basic skills for survival -- simple cooking, household maintenance, auto mechanics. This should be a continuous program, beginning in the primary grades.

Physical Education

An athletic program for girls equal to that for boys, plus mixed programs where feasible and desired. The program, however, should emphasize participation of all girls rather than emphasize just star athletes (as most boys' programs do).

(over)

Educational Materials

Use of texts and other materials that picture both sexes in a variety of roles (math problems often feature boys building things or driving cars, while girls cook and buy apples at the store) and life styles.

Educational Personnel

Eliminate sexist attitudes, materials, and practices in teacher and counselor training.

Human relations programs (courses set up to meet the Edu. 521 regulation) that are non-sexist and that include sexism as a human relations concern.

In-service training courses for all educational personnel that examines sexist attitudes and practices.

Reprinted from:

Sexism in Education (c. 1972),
Emma Willard Task Force on Education
Box 14229, University Station
Minneapolis, MN 55414

From the Emma Willard Task Force
on Education

SEXISM
Points to Consider

(Sexism: discriminatory practices and dehumanizing myths, biases, attitudes and stereotypes on the basis of sex.)

- o Women are 40% of the labor force.
- o The median income of women workers (full-time) is 58% of the median income of men workers.
- o In 1966 the average income was: white men \$7,179 white women \$4,142
 black men \$4,508 black women \$2,934
- o The median income of female college graduates is about \$200 a year more than the median income of male 8th grade graduates.
- o A 1970 study of the Twin Cities campus of the Univ. of Minnesota showed:
 73.9% of men receive \$1200/month or more
 70.8% of women receive \$1200/month or less
- o One out of 10 families, or 5.6 million families, in American is headed by a women. Of these families, 36% have incomes below the poverty line. (The number of all families increased by 14% during the 1960 decade but those headed by women grew 24%.)
- o There are 12.2 million working mothers. In March 1971, 4.3 million working mothers had children under 6 years of age, and about half of these mothers had children under 3 years of age.

* * * * *

"Man is defined as a human being and women is defined as a female. Whenever she tries to behave as a human being, she is accused of trying to emulate the male." -- Simone de Beauvoir

* * * * *

- o The California Gender Identity Center discovered that it is easier to use surgery to change the sex of an adolescent male who has been erroneously brought up as a female than to undo the cultural conditioning that has made him act like a woman.
- o Captions for illustrations in one children's book are:
 Boys invent things. Girls use what boys invent.
 Boys have trucks. Girls have dolls.
 Boys are doctors. Girls are nurses.
 Boys are presidents. Girls are 1st ladies.
 Boys can eat. Girls can cook.
- o Broverman in his study asked mental health practitioners (psychologists, social workers, etc.) to describe a mature, well-adjusted man, a mature, well-adjusted woman, and a mature, well-adjusted person. The descriptions for man and person coincided but the descriptions of the well-adjusted woman showed her as:

more submissive	less aggressive
less independent	less competitive
less adventurous	more emotional, excitable and vain
more easily influenced	

- o In Goldberg's study, nonconscious assumptions about a woman's talent or ability caused female students to attribute more merit to articles "authored" by a man than to the same article "authored" by a woman:

Goldberg asked his female students to rate an article. Half were given the article with "John T. McKay" as the author; the other half were given the same article with "Joan T. McKay" as the author. The students were to rate every article for value, competence, persuasiveness, and writing style.

Goldberg found that the articles received significantly lower ratings when they were attributed to a female author. This was true not only for articles concerning male-dominated fields like law and city planning, but even for articles from female-dominated fields like dietetics and elementary school education.

Other researchers have done similar experiments with male students with similar results, i.e. female "authorship" is consistently rated lower.

- o Commissioner Rosalie Butler (St. Paul 1971):

"If you're a man whatever you say is the truth.
If you're a woman you'd better be able to prove it."

- o In the Matina Horner study, students were asked to complete the story:
"After 1st term finals, Anne finds herself at the top of her medical school class...."

Over 65% of the girls told stories which reflected strong fears of social rejection, fears about definitions of womanhood or denial of the possibility that any mere woman could be so successful.

In contrast, when "John" was substituted for "Anne" in the stories the boys were asked to complete, less than 10% of the boys showed any signs of wanting to avoid success.

- o In 1970-71, the Minneapolis schools spent \$193,914.21 on boys interscholastic sports and only \$9,772.95 on girls' interscholastic sports. (Both figures exclude coaches salaries.)

- o One of the objectives of Men's Liberation, Inc. (NYC) is "liberating ourselves from having to prove our masculinity 24 hours a day."

* * * * *

(Most of the figures on the reverse side of this sheet were obtained from the U.S. Dept. of Labor. If you have any questions about any items on this sheet contact the Emma Willard Task Force on Education, Box 14229, University Station, Minneapolis, MN 55414.)

From Sexism in Education (c. 1972)

Prepared by The Emma Willard Task Force on Education

P.O. Box 14229, University Station, Minneapolis, MN 55414

EXAMINING SEXIST ATTITUDES AND EXPECTATIONS OF TEACHERS

December, 1971

1. BEHAVIOR

Do you excuse behavior in boys you would not tolerate in girls, because "boys will be boys" or vice-versa?

Language: Are boys expected to use more poor grammar, profanity, rough language and slang?

Personality: Are boys expected to be more independent, aggressive, boisterous and rough, while girls more dependent, snickering, whining?

2. ACADEMIC PERFORMANCE

How often do you have different expectations of students, based purely on sex roles?

Written Work: Are girls expected to have neat penmanship, correct grammar, etc., but boys don't have to meet this standard (after all, they won't be secretaries)?

Skills: Are girls expected to excel in verbal areas, while boys do well in Math and Science?

Creativity: Do you expect aggressive curiosity from boys, while girls do the "good" work - don't question, just please the teacher?

3. SOCIALIZATION

How many times during the day do you refer to a student's sex? "Boys and Girls". "I want one boy and one girl to volunteer." How much joking do you do about girls' and boys' attitudes toward each other?

Do you tease third graders about having boy friends or girl friends?

Do you make sexist generalization - "Women can never make up their minds."?

Manners: Are girls expected to be more mannerly and feminine (passive, sweet, dependent)?

Do you encourage boys to be chivalrous (stand or sit on the floor if not enough chairs for the girls, carry chairs and other heavy objects for girls, etc.)?

Do you have a double moral standard for boys and girls? Girls are more religious and moral; boys are loyal and ethical.

What is your attitude toward the unmarried pregnant girl?

Dress: How often do you "size" up a student on the basis of physical appearance? Are girls expected to conform to the latest styles, be neat in physical appearance and always modest? What is your reaction to girls who wear jeans, etc., and do not or cannot follow the fashion trends?

What is your reaction to boys who have long hair, beards, etc.?

Interests: Do you expect girls to be interested in the home, family, and child care, while boys should enjoy sports and cars? How do you react to a student who crosses over the "barrier"?

4. EXTRA CURRICULAR ACTIVITIES

Do you give equal notice and importance for academic achievement and sports?

(over)

Do boys and girls have an equal opportunity to participate in service and social projects? What is the basis for selection to participate in school activities such as cheerleaders, stage hands, audio-visual aids, hall monitors, etc.?

Do girls have an opportunity to compete with boys in athletic events or play in intramural and interscholastic games?

5. CLASSROOM/SCHOOL ORGANIZATION

Do you seat students in classes according to sex?

Do you compare students on the basis of sex?

Do you punish the boys by making them sit with the girls or vice versa?

Do you have sexist segregated Physical Education, Home Economics and Industrial Arts classes?

Are girls counseled and channeled into servile, passive "feminine" careers (nurses, secretaries) while boys are encouraged to enter the aggressive, dominant fields (doctor, executive)?

Are boys encouraged to play certain instruments in the orchestra or band, and girls play others?

This is intended to be a general guideline for teachers in analyzing their expectations of students. Comments, criticisms, recommendations would be greatly appreciated.

WE ARE WHAT WE ARE EXPECTED TO BE

EMMA WILLARD TASK FORCE ON EDUCATION
A SHORT BIBLIOGRAPHY

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Ms. (magazine), \$9/12 issues, 370 Lexington Ave., New York, N.Y. 10017
The Spokeswoman (monthly newsletter), \$7/yr., Urban Research Corp., 5465 South Shore Drive, Chicago, Ill. 60615.
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(over)

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Gold Flower (monthly woman's newspaper, Women's Free Press, P.O. Box 8341, Lake St. Station, Minneapolis, MN 55408. Subscription: \$3/yr.

Know, Inc., P.O. Box 10197, Pittsburgh, Pa. 15232. Know, Inc. has an extensive list of reprints available. Send for list.

Let Them Aspire: A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools, May 1971. This 75-page report is available from Marcia Federbush, 1000 Cedar Bend Dr., Ann Arbor, Mich. 48105. \$2.25

Report of Sex Bias in the Public Schools, by NYC Chapter of the National Organization for Women (NOW). This 55-page report is available from Anne Grant, 453 Seventh St., Brooklyn, N.Y. 11215. \$1.25

Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210. Has many publications on women. Send for list, and request to be put on their free mailing list.

Reprinted from:
Sexism in Education (c. 1972)
by Emma Willard Task Force on Education

ALTERNATIVES TO SEXIST LANGUAGE

<u>Sexist</u>	<u>Better or Non-Sexist</u>
Man	person human being people women and men
manpower	human energy
man-made	manufactured made by men and women
forefathers or fathers	precursors ancestors forepersons
brotherhood	amity unity community the community of people
Miss	Ms
Mrs	Ms Mary Jones
Mrs Jack Jones	Mary Jones
airman	airperson
fireman	fireperson
salesman	salesperson
chairman	chairperson
lady	women
girl (as synonym for adult females)	person
the little woman	individual
the weaker sex	
little old lady	
authoress	author
aviatrix	aviator
heiress	heir (don't need an "ess" ending)
lady lawyer	lawyer
lady doctor	doctor
man and his world	people and their world (or "persons" or "human being")
mankind	humankind
the farmer and his wife	the farmers
Ted Johnson and his wife	Mary and Ted Johnson (or reverse) or Mary Jones & Ted Johnson (or reverse)
the office girl	the secretary the woman in the office
mailman	Mary or Ms. Jones mail person mail carrier
chick, broad, babe, etc.	woman person
"Mrs. Mary Kyle, wife of Earle Kyle and editor-publisher of the <u>Twin Cities Courier</u> "	"Ms. Mary Kyle (or Mary Kyle) editor- publisher of the <u>Twin Cities Courier</u> "

(over)

directed by the wife of Mao-Tse Tung

spinster
old maid
DFL ladies

manhood
proving his manliness
emasculate
women's lib
women's libbers
libbers

directed by Chiang Ching, wife of
Mao-Tse Tung (Chinese women do
not assume their husband's names.)

unmarried woman
unmarried person
DFL women
(ladies is a value-laden word)

personhood
proving his humanness
weaken
women's liberation
women's liberationists
women in the women's movement

IN PURSUIT OF THE RARE AND ROLE-FREE CHILDREN'S BOOK

Recommended by Ms. magazine. For detailed descriptions, see Gazette
Section, October 1973, p. 99.

"Not all the books in the following list are entirely free of sex stereotypes, but each shows a responsiveness to new styles of life and role-free expectations for children."

From age three:

- ARTHUR'S CHRISTMAS COOKIES by Lillian Hoban (Harper & Row, 1972, \$2.50)
BUSY PEOPLE by Joe Kaufman (Golden Press, Western Publishing, 1973, \$3.95)
CARNATIONS by Julie Corsover (Philadelphia Women's Political Caucus, 640
Rodman St., Philadelphia, Pa. 19147, 1973, \$1.25)
JELLYBEANS FOR BREAKFAST by Miriam Young, Beverly Komoda (Parents'
Magazine Press, 1968, \$3.95)
TOMMY GOES TO THE DOCTOR and TOMMY AND SARAH DRESS UP by Gunilla Wolde
(Houghton Mifflin, 1972, \$1.65 each)

Ages four to eight:

- GIRLS CAN BE ANYTHING by Norma Klein, illustrated by Roy Doty (E.P. Dutton,
1973, \$4.50)
HURRAY FOR CAPTAIN JANE! by Sam Reavin, Emily Arnold McCully (Parents'
Magazine Press, 1971, \$3.95)
LOOK! I CAN COOK by Angela Burdick (American Heritage Press, 1972, \$4.59)
SOMETHING QUEER IS GOING ON by Elizabeth Levy, Mordecai Gerstein
(Delacorte, 1973, \$4.95)
WHAT CAN SHE BE? A VETERINARIAN (1972) and WHAT CAN SHE BE? A LAWYER
(1973) by Gloria Goldreich, Esther Goldreich, photographs by Robert
Ipcar (Lothrop, Lee & Shephard, "What Can She Be?" Series, \$3.95 each)

Fiction for older children:

- GRANDMA DIDN'T WAVE BACK by Rose Blue, illustrated by Ted Lewin (Franklin
Watts, 1972, \$4.95)
JULIE OF THE WOLVES by Jean Craighead George, John Schoenherr (Harper &
Row, 1972, \$4.95)
MY DAD LIVES IN A DOWNTOWN HOTEL by Peggy Mann, Richard Cuffari (Doubleday,
1972, \$4.50)

Nonfiction and biography for older children:

- BLOOMERS & BALLOTS: ELIZABETH CADY STANTON & WOMEN'S RIGHTS by Mary
Stetson Clarke (Viking, 1972, \$6.50)
MS. - M.D. by D.X. Fonten (Westminster Press, 1973, \$4.95)
SUZETTE LA FLESCHE - VOICE OF THE OMAHA INDIANS by Margaret Crary
(Hornhorn, 1973, \$5.95)
WOMEN OF THE WEST by Dorothy Levenson (Franklin Watts, 1973, \$3.75)
THE WOMAN THING by Mary McHugh, photographs by the author (Praeger, 1973,
\$5.95)

League of Women Voters of Minnesota, 555 Wabasha, St. Paul, Minnesota 55102

November 1973

Pm - P

MEMO

TO: Local Leagues
FROM: LWVMN Education Committee
RE: Educational Assessment in Minnesota
Date: November 26, 1973

The National Assessment of Educational Progress, now sponsored by the Education Commission of the States, was established in the 1960s in response to concerns expressed by some educators, legislators and citizens for information on whether schools were doing an adequate job. Assessment tests, given to 9, 13, 17 and 25 year olds, measure group performance in such areas as reading, citizenship, writing, science.

The Minnesota State Department of Education is now conducting similar group assessments. The "Spring 1973 UPDATE," page 18, (State Department of Education publication) contains basic information on the department's assessment goals and plans.

(The testing program for assessment differs from standardized or individual achievement tests. The results desired from assessment are group results, rather than individual performance. For examples of assessment questions, contact your local school district or library for the results of the national assessment program.)

The pilot testing phase for Minnesota was authorized by the Legislature in 1971. The State Department of Education hired some consultants and formed several committees to aid in various stages of developing Minnesota's assessment program. These groups helped develop goals, set policy, determine types of tests, formulate test questions and keep professional and citizens groups aware of problems and policy.

The State Department of Education appointed an assessment Advisory Council which includes members of citizens groups active in education study and action (such as the LWV) and which heard a wide range of suggestions, professional explanations and criticisms. Opinions of the council members vary: some fear the probability of teachers' teaching "to the test, with the attendant effects on curriculum and the teachers' initiative"; others are apprehensive of the possibilities of regimentation resulting from the use of standardized test questions; almost universal concern was expressed for the possibility that results of this type of assessment might be misinterpreted by the news media and/or the general public.

In May 1972 approximately 8,000 of Minnesota's third and sixth grade students, in 246 randomly selected public and nonpublic school classrooms, were involved in pilot testing Minnesota's assessment tests. Testing was done for reading and mathematics skills and for attitudes of students toward themselves and others. A statewide assessment of the reading levels of groups of 17-year olds was done in the spring of '73.

The current plan is for a long-range, periodic assessment of 3rd, 7th and 11th graders. (The proposed cycle is contained in the UPDATE article cited above; copies of which you may have in your files or which you could read in your school district's offices.) The basic purpose in obtaining these results is to provide information to make intelligent decisions in planning and allocating resources. Advocates of this program see assessment as a valuable tool in evaluating and subsequently improving educational programs.

One thing the tests cannot do is reveal the causes of group results. Analysts have used the analogy of an x-ray. The assessment results should show what the condition of a group is, but the results would not show how it got that way or how to "cure" unsatisfactory conditions. Different kinds of research would be necessary to determine different rates of achievement among different groups of students.

Questions may be raised about group assessment, including:

- . How are acceptable or desirable performance levels determined? Who decides -- school boards? teachers? students? citizens? the Legislature?
- . In the comparison of test results, with whom should Minnesota students be compared -- national assessment levels? Minnesota groups? regional norms?
- . When should comparisons be made -- the next testing sequence? compare those results with 1972-73? after additional sequences? Who decides?

M
E
M
O

TO: All Board Members

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

FROM: Barbara Jones

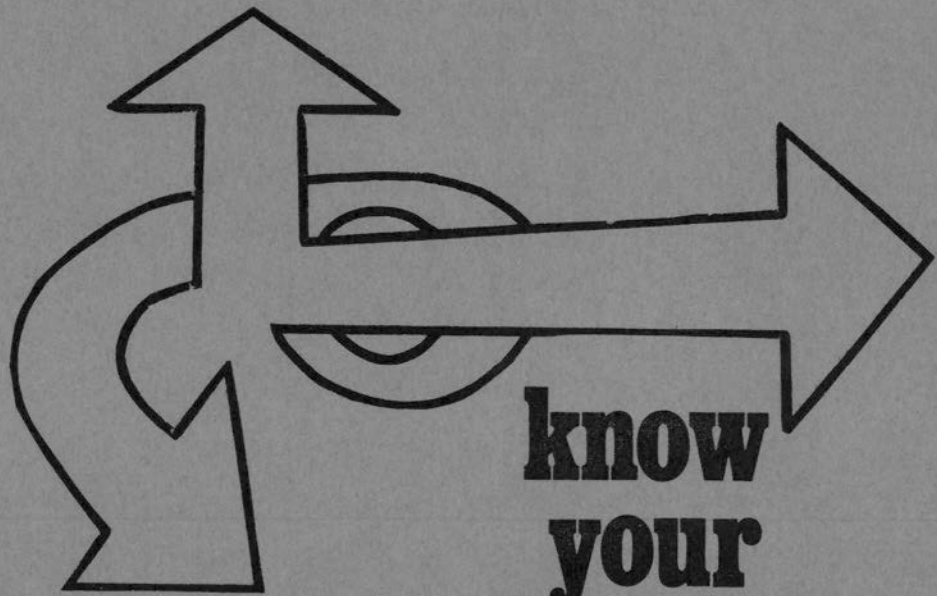
ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

SUBJECT Education Committee Meeting DATE January 7, 1974
Minutes - November 20

An education committee meeting was held November 20 (no off-Board Members materialized) and heard a presentation of the proposed goals and philosophy of the State Department of Education. Charles MacDonald explained the background of the proposals and asked for opinions and reaction. A follow-up letter of thanks and general approval was sent.

The committee also approved the support of the concept of accountability legislation and will lobby for Rep. Grove's bill under the education position.



**know
your
schools**

May 1974

Introducing KNOW YOUR SCHOOLS, the compact, newly-written offspring of the School Survey Guide. It's a great help whether you want to study a single aspect of your local schools or conduct a broad survey of the school system.

Share it with others in your community -- parent-student-teacher organizations, school administrators, school boards, civic organizations, unions and individual citizens.

Research, writing and publishing costs were met by a grant to the League of Women Voters Education Fund from the Carnegie Corporation, which has underwritten the budget for the State and Local Government Department for the past 3 years.

League of Women Voters of the United States	Pub. #343
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Washington, D. C. 20036	Quantity Rates on Request

Helene
[1973]

urban schools & school finance reform: promise & reality

by
JOHN J. CALLAHAN
WILLIAM H. WILKEN
M. TRACY SILLERMAN



The National Urban Coalition
2100 M Street, N.W.
Washington, D.C. 20037



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[1974]



**know
your
schools**


League of Women Voters Education Fund



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ACCOUNTABILITY IN EDUCATION


 The League of Women Voters of Minnesota

Memo to Local Leagues
 From State Education Committee
 Re: Accountability in Education
 January 18, 1974

"Accountability" is a word that conjures up a variety of reactions ranging from disdain to fear to enthusiasm. The dictionary defines accountability as "responsible for, able to explain." In education jargon, "accountability" is often defined as the ability to determine the amount of learning produced per dollar expended; another way of saying it is that the school is responsible for results.

In recent years there has been increasing demand by citizens that their school districts become more accountable. Rapidly expanding school budgets, requirements for more equal opportunity for students, poor academic performance of high school graduates and the failure of compensatory education projects have called into question costs, teaching methods, administrative practices and spending priorities.

Current economic conditions and citizen response to tax increases indicate that the demand for accountability will continue and increase. To meet this demand schools have begun to develop new management (or administrative) techniques. "Management" in this case means a process of decision-making which will make it possible to determine how much programs cost and whether they are contributing to the educational goals. Several Minnesota school districts have turned to the process known as "management by objectives" which helps to focus resources--personnel, materials, buildings--on established objectives. Goals (broad, general statements) and objectives (more specific statements of means to reach goals) are articulated for each step of the education process--from the school Board to the classroom. Instructional objectives are being developed which divide skills and some subject areas into very small steps of learning which can be tested both before and after instruction. Instructional objectives should help to prevent students and teachers spending unnecessary time on tasks already learned. They should help to determine whether students are in fact learning from the activities they pursue at school. New measurement methods are being developed to assure more accuracy and, also, to deal with areas of learning which could not previously be measured (attitudes, for instance).

Closely allied to the process called "management by objectives" is another rather new management tool called Program-Planning-Budgeting System (PPBS). As the term implies it is a budgeting and accounting process which begins with the same assessment and articulation of goals and objectives--then develops programs to meet those goals and objectives and allocates the resources to carry out the programs and measure results. Resources, again, are teachers, buildings, materials, equipment, students, auxiliary personnel (counselors, etc.) and all the ingredients of the school community. The advantages seen in using PPBS are those gained when goals are examined and spelled out and then, periodically, progress toward them is assessed. Both these methods (maybe new names for old methods, some say) are meant

to help school managers explain what they do with our money and why they do it.

Education journals and popular media contain frequent discussion of the concept of accountability. Leaguers interested in education will want to follow these discussions and ask questions in their own school districts. You will undoubtedly find that variety of reactions mentioned above. No matter, "accountability" would seem to be here to stay.

In recognition of this, the Education Committee of the Minnesota House of Representatives has established a subcommittee on Assessment and Accountability with Rep. Joan Grove as chairman. During the interim the subcommittee has been holding hearings on a bill, H.F. 2415, which would establish a project for developing school accountability. The bill directs the State Department of Education to establish a "Center for Management Assistance" which would include an objectives section, a research and development section and an assessment section. This center would co-operate with 70 selected local school districts to develop educational goals and objectives and research management methods to attain them.

We have been following these hearings and will also follow a companion bill in the Senate (S.F. 2441) when hearings begin in January. In accordance with League's stated principles requiring government to be responsive, efficient and economical and our state position on education calling for increased state responsibility for upgrading local education standards and encouraging experimental programs, the state League Education Committee will be supporting the concept of accountability and monitoring this bill.

Interesting reading:

"Accountability: Goal + Cost = Student Learning",
Education Update, Vol 7, No. 5, May 1973, pages 10-11. (State Department of Education publication)

See June 1973 issue for conclusion of above article.

Accountability in Schools: Not a Threat, but a Real Hope, Citizens League Report, November 1972. Order from: Citizens League, 84 S. 6th St., Minneapolis, MN 55402.

Educational Assessment in Minnesota - Included with Board Memo, November 26, 1973.

Memo to Local Leagues
From State Education Committee
Re: Reading Instruction
January 18, 1974

The following article is forwarded to you "For Your Information." It was prepared by Jeannie Hanson, Psycho-Educational Center, Division of Educational Psychology, College of Education, University of Minnesota. For additional information contact Ms. Hanson at (612)373-3290.

ENGLISH MUFFINS, TRELPOR, BLANKO PENS - HOW WELL DO OUR ELEVENTH GRADERS READ?

Do eleventh graders who talk with their parents about school "just about every day" read significantly better than those who discuss school only once or twice a month?

This question was covered in a list accompanying the Statewide Reading Exercises. It was only one of the items about school-home relationships. The questions and exercises were answered by a sample of 4,500 Minnesota eleventh graders from all parts of the state and a wide variety of home and school backgrounds.

Only recently collected, the reading results are the beginning of a series. The Statewide Educational Assessment Program plans to measure the performance of several thousand 9, 13 and 17 year olds in ten subject areas between now and 1978.

These results will be provided to help educators and interested citizens plan the most effective curriculum and request services from the Department of Education. Although specific school districts were not measured, the over-all results can be used by local schools.

The Statewide Assessment Program has planned regional meetings to involve local educators. The meetings will be held, if fuel for transportation is available, in February or March. At them, participants will be invited to ask questions about test results, react to sample test items and suggest ways of improving reading levels in their local schools.

Some of the questions about Minnesota eleventh graders that can be answered:

- how do boys read compared with girls?
- what about rural students in comparison to big city, suburban and town students?
- do the children of professional or of college-educated parents read better than students in schools with excellent library facilities?
- how does the socio-economic status in a school as a whole affect performance in various regions of the state?

Since there are many possibilities, participants should come with their own questions.

Those attending the meetings will also be looking at several of the actual reading exercises. The test measured three dimensions of reading ability:

- (1) functional literacy - the level of reading necessary to get along in society
- (2) school-related literacy - reading skills necessary for study
- (3) desired literacy - reading for informed citizenship

Functional literacy items involved such tasks as interpreting a road map, following directions on a recipe, analyzing a chart or graph. One item asked students to read an English muffin recipe and then choose the right list of ingredients to be mixed in order. Without a skill like this breakfast would be trouble all over Minnesota.

In the school-related literacy area, the items included finding the main idea of a short article, identifying prefixes of words and understanding a word's meaning from its context. Students had to choose a definition for "trelpor", an unfamiliar (imaginary) word, after reading it in this sentence: "The Cadillac is advertised as a trelpor car, but the Volkswagen is too, and it costs much less." Would you define trelpor as 'cheap' or

or 'bigger than average size' or 'very fast or powerful' or 'well built and sturdy'? A skill like this, with real words, is essential in school.

The desired literacy dimension measured ability to analyze advertisements, detect bias in a short paragraph and the like. "Which of the following advertisements tries to get us to buy the product by appealing to scientific authority?" was one question. Students could choose: (1) More executives use Blanko pens than any other kind of pen. (2) In carefully controlled tests Blanko pens out-performed every other kind of pen. (3) Students who use Blanko pens write the best papers for their classes. (4) Tom Shipman, Mayor of Artstown, says, "Blanko is best for me." Understanding advertising methods is one check on their considerable power.

People who are interested in these exercises, the over-all test scores and their correlation to family and school backgrounds, and improvement in reading should plan to attend the nearest regional meeting. The local school boards will be able to provide details in late winter.

Schools should be preparing students to follow directions for things like English muffins, to figure unfamiliar words like "trelpor" and to scrutinize ads for products like Blanko pens. They will do it better with the help of all citizens.

M . TO: Mary Ann

E

FROM: Barbara J.

M

SUBJECT Ed. legislation

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

JAN 30 1974 ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

DATE Jan. 29, 1974

Enclosed is a note from Paula Goldberg regarding legislation the Minneapolis league favors, and my response to her. I don't know whether Nancy is going to be able to follow all the bills that might come up or what you may have decided about supporting some of these bills. As I said, I think our position permits us to support all of them--and I would guess our members would favor them. I don't know how far we'd want to go on vouchers, but enabling legislation gives those who wish a chance to see how it works. Is a Minneapolis board member going to present their program as Pam did last year, and would we want them to "carry the Ball" on the pupil dismissal business? I imagine you will hear from Paula, or Nancy will, anyway.

*Speaking for Mpls Lg. with st Bd permission
would like plan for action + copies*

5315 James A. S.,
mpls., Minn. 55419
Jan. 22, 1973

Dear Barbara,

I hope you received the copies of the bills that I had sent to you.

The state has a position on adequate financial support for the gifted. Are you going to support ~~fund~~/or lobby for S.F. 217 (Gifted children)?

Also, we are very interested in the bill introduced by Sen. Robert Lewis. "The Real Fair dismissal act of 1974," S.F. 2580? We have a position (supporting due process for juveniles) as a result of our juvenile justice study. Are you going to support

this bill? Would State L.W.V have any objections if the mpls. L.W.V supports and lobbies for it?

Also, we are going to have an article on the enabling legislation for the vouchers in our Voter, we don't have a position, but it is an interesting and important bill, what is your feeling on this?

I have done a long study on special education in mpls., but I've also talked to numerous people at the State department. I am going to send you a copy of our study when we are finished with it.

Showy Lady's-slipper

MINNESOTA STATE FLOWER

NATURE SERIES
NO. 5

FROM AN ORIGINAL BY W. J. BRECKENRIDGE

© FEDERATED GARDEN CLUBS
OF MINNESOTA INC.

1970

Thanks so much for your help.

Sincerely yours,

Paula Goldberg

Paula Goldberg

Barbara Jones

Legislation--education

Jan. 29, 1974

I did receive the bills you sent, and I have given them to Nancy Atchison, who will be our lobbyist and education chairman. I have found that I cannot be very effective from Mankato, and Nancy has agreed to be in charge of our efforts. I'll give her moral support and any assistance requested, of course, and will be staying on the board with the "local program" portfolio.

I do not know what the decision will be regarding the bills you mentioned. Our position enables us to support any of them, but the last I knew, no definite decision had been made about the vouchers enabling bill or the pupil fair dismissal act. We are, and have been supporting the bill for the gifted and other special ed. bills. (I would like to see your study on special education in Minneapolis, and then I could give the copy to Nancy.)

Regarding the Minneapolis league's lobbying, I'm referring your note to Mary Ann McCoy to make the decision in the case the state league does not actively support the fair dismissal act.

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA, ST. PAUL, MINNESOTA 55102

February 27, 1974

Paula Goldberg
Minneapolis League of Women Voters
1200 Second Avenue South
Minneapolis, Minnesota 55403

Dear Paula:

The Action Committee of the State League discussed your request to lobby for the Fair Dismissal Act.

We considered all the possibilities of where it could fit into a League consensus. It seems to almost make it under the Judiciary item - "individual rights and access to due process of law." Under our Education consensus, we have special aids for children with special needs. Under Equality of Opportunity we are concerned about discrimination in public school because of - - almost everything. We couldn't quite decide that this made it possible for us to lobby at the state level. However, with your local study on juvenile justice, there seem to be a few more areas that cover this. Again it is borderline, but we do not want to be difficult.

If your League feels your position covers this bill, we are willing to go along with it. We agreed that you should be able to lobby in the name of the Minneapolis League. We would like to be kept informed of your plan of action and to receive copies of the material you present. We are trying to be flexible and encourage action without setting precedents which will create difficulties later.

Nancy Atchison said she would call you immediately following our meeting, so this letter is written verification of her phone call. Good luck!

Sincerely,

Helene Borg, Action Chairman

HB:jm

cc: Mary Ann McCoy
Liz Ebbott

c: Jerry Jenkins, Nancy Atchison, Helene Borg, office



LEAGUE OF WOMEN VOTERS OF MINNEAPOLIS

1200 Second Avenue South, Minneapolis, Minnesota 55403

Telephone: 333-6319

April 10, 1974

Ms. Helen Borg
State Action Chairman
LWV of Minnesota
555 Wabasha
St. Paul, Minnesota 55102

Dear Helen:

We were very pleased with the LWV of Minnesota's response to let us lobby for the Fair Dismissal Act of 1974 or S.F. 2580.

We are pleased that after much controversy it finally passed both houses and is now waiting for the Governor's signature.

The LWV of Minneapolis contacted all members of the Senate Education Committee before the bill was voted on there. We also contacted over twenty-five House Education Committee members.

Enclosed find the letter that we sent to the Minneapolis delegation. We have received some nice replies.

Also, we sent Rep. Charles Weaver a Xerox copy of a federal decision on short-term suspensions. We understand that during the floor debate in the House he cited this case to win his argument.

We are pleased that the bill has passed. Thank you.

Sincerely,



Paula Goldberg
Chairman, Education Committee

PG/gw

Enc.

LEAGUE OF WOMEN VOTERS OF MINNEAPOLIS

1200 Second Avenue South, Minneapolis, Minnesota 55403

Telephone: 333-6319

March 7, 1974

24
sent to
Mpls delegation

The Honorable Harmon T. Ogdahl
State Senator
State Capitol
St. Paul, Minnesota 55155

The League of Women Voters of Minneapolis supports The Pupil Fair Dismissal Act of 1974 (S.F. 2580 or H.F. 3275). This bill establishes due process for students involved in suspension, exclusion and expulsion proceedings.

Our support for this bill is based on our juvenile justice position which states: "Constitutional protection for juveniles (should be) equal to those for adults, particularly due process of law...."

Of interest to you may be a recent court decision, Lopez v. Williams, CA #71-67 (S.D. Ohio, E.D.), in which a three judge Federal panel in Ohio declared unconstitutional a section of the Ohio revised code and ruled that a hearing is required prior to short term suspension.

We thank you for your consideration and we urge you to support this bill.

Sincerely,

Barbara Flanigan
President

Paula Goldberg
Chairman, Education Committee

PG/BF/u

6001 Crecent Drive
Edina, MN 55436
May 6, 1974

Board of Directors

League of Women Voters - United States
League of Women Voters - Education Fund
1730 M Street NW
Washington, D.C. 20036

Ladies:

The March/April issue of the National VOTER was encouraging in two respects - the analytical look at League and the Education Fund's study of school financing reform.

I trust that when LWV-US had the management firm review LWV operations several years ago, the firm instructed both Board and staff in applicable management techniques: management by objectives (MBO); program evaluation review techniques (PERT); planning programming budgeting (PPB); policy/procedure development; utilization of detailed agendas (consisting of action, discussion and information sections - each with detailed background information) to improve decision making. If so, then this information should be disseminated to all Leagues; if not, then the management firm did not do all that it should have for our organization. If the LWV wants to remain a well known organization and improve its impact, effectiveness and efficiency, then appropriate management techniques will have to be utilized.

In the Ed Fund's project on school financing reform, I hope that the LWV does not fall into the trap of equating equality of educational opportunity to the spending of equal amounts of money. Rather, we should be in the forefront of developing new methods or bases of financing education.

I would recommend that the LWV focus its study on learning and outputs rather than on the traditional teaching and inputs of schooling. What really is important is the learning acquired by the student.

Each of us learns differently: some of us learn better through our eyes; others, our ears or by actually doing; many, by a combination of these ways. We also learn in a variety of environments - some through self-direction or an open setting; some need a highly directed or structured environment; some, again, a combination. Since not all learn alike nor function equally well in identical environments (or school organizational patterns), it is ludicrous to force every student into one type. (Educational research shows that between 15 and 50% cannot learn in one type of setting or by one method - whether it be open or structured or lecture or visual). If schooling's main function is real learning, then the appropriate learning ways and environments must be made available for every student.

How do we determine what is the best learning style and situation for each student? By adopting and adapting techniques developed by special education personnel, i.e. via diagnosis of a student's best learning way and setting, and by prescribing the appropriate methods and environments for each course or subject.

It will also be necessary for schools to define the goals and objectives of schooling - the desired outcomes if you will. Citizens will have to define the what of schooling; the professionals, the how. Some claim that this goal setting process will take years. However, I believe we can all agree that every person should be able to read well enough to fill out all necessary forms, e.g. employment applications, drivers license, social security, voter registration. A person should also be able to read a newspaper, to view or listen to various media critically, and to distinguish fact from fiction or opinion. S/he should be able to balance a checkbook, manage financial affairs adequately and foresightedly, prepare tax returns accurately, etc. All should have a working knowledge of how their government

functions, both in theory and practice; and all should have career training for the first of their probable three different lifetime careers.

Segments of all the foregoing are already operational in many school systems in the United States. Some systems are focusing on goals and objectives; others, on instructional objectives; others, on PPB systems; others, continuous progress or individually guided instruction. The LWV-EF could provide a needed and vital service by bringing leaders of these various areas together and assisting in the development of a total program which focuses on real learning and school output. I think we'd also find that the cost per learning unit would be the same, if not less than at present if the claims made for individual segments hold true for the aggregate.

If the LWV-US or the LWV-EF would like more information on either adapting applicable management techniques for our organization or school financing reform, I would be pleased to be of assistance.

Sincerely,

Harriett M Herb

Harriett Herb

(Mrs. John A.)

League of Women Voters of Edina, MN

M
E
M
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TO: Levy Limits Committee of the
State Education Committee

FROM: Nancy Atchison, Chairman

SUBJECT Minutes of June 20 and
words on future meetings

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

DATE June 25, 1974

Herewith are minutes of June 20. You will note that attendance was---shall we say "poor?" Two of 18 local League volunteers attended, plus 3 of 7 state Board representatives. There was a conflict with Hennepin Co. Ad Hoc Committee---hope for better luck next time. Nevertheless, we did get a start on a rather complex problem.

If you are wondering how your name happens to be on this list, let me explain. Last spring Mary Richards, president of St. Louis Park LWV, asked suburban Leagues to send her names of interested people. These account for about half the list. Others volunteered at state Council to be involved in the study. That's the other half. We did promise to involve outstate people by mail.

IF YOU CANNOT GIVE TIME TO THE COMMITTEE, BUT WANT TO BE KEPT INFORMED, WE WILL CONTINUE TO MAIL YOU MINUTES AND DEVELOPMENTS.

IF YOU WOULD RATHER BE DROPPED FROM THE MAILING LIST, PLEASE LET THE STATE OFFICE KNOW.

IF YOU HAVE SUGGESTIONS, PLEASE WRITE OR PHONE. OFFICE ADDRESS AND PHONE ABOVE.

My phone: 612-941-3508

Address: 6512 Warren Ave., Edina 55435

League of Women Voters of Minnesota, 555 Wabasha, St. Paul, Minnesota 55102

EDUCATION LEVY LIMITS STUDY COMMITTEE

Committee met at 10 a.m., June 20, 1974, in state League office, chairman Nancy Atchison presiding. Present were Sid Moss and Liz Ebbott from state Board, Phyllis Valentine (St. Paul) and Judy Wehrwein (Edina).

Direction from Council is "Study Effects of School Aid Formulas and Levy Limits on School Districts Throughout the State." Some areas the committee would like to define are: What is Equality - just money, program factors, etc.? What are priorities within teachers' groups - higher salaries, fewer teachers, tenured vs. younger and cheaper teachers; rural needs to offer fuller programs - MESA, consolidation, travelling classrooms, etc; what options are available to districts with insufficient levies: deficit spending, current funding, etc.; effect of changes in transportation aids; effect of fluctuating enrollments on school finance; what current legislation is designed to do, what it actually does (rationale of legislation), where are problems?

Liz Ebbott has the following resource material available:

- MSBA teacher salary tables; plus noncertificated school personnel
- Citizen League tables on property tax (also material on accountability)
- Statistics from Education Research compiled on subscription basis for selected school districts.

Other sources are:

- Budget breakdown material from research area of State Department of Education (Ms. Daugherty is contact there).

- Commissioner Casmey's Task Force on financial overburden, report scheduled for October (Mary Jo Richardson is contact there).

- Legislative research study possible over next two years (Ms. Baumgartner).
- Citizens League report on fluctuating enrollments.

- An interim committee hearing report on the State High School League was noted, and Atchison requested copies be sent to committee members for their information.

Joyce Clague, Sen. Hughes' secretary, is a possible good source on details of changes in statutes; getting copies from Documents is expensive and complicated.

It was agreed to focus on financing of maintenance and per pupil costs rather than capital expenditures. Questions was how to find the most useful information; how to figure what quality school dollars are buying; how valuable are "frill or fringe" educational offerings; should levy limits be removed or would that just create other unmanageable pressures. Committee will concentrate on material available through public sources. A suggestion was made that case studies of "representative" school districts might illustrate the financial situation. We could trace recent history of city, suburban, outstate city and rural districts.

Areas to be investigated were assigned as follows:

- Teachers' organizations, MEA, MFT, etc. - Valentine
- Casmey's Task Force (Richardson) - Wehrwein
- State Department of Education (Daugherty) - Atchison
- Clague at legislature to see what questions can be usefully asked, then check with Sid - Atchison

Committee will meet again to bring together what they have July 9, 9:30 a.m., League office. Hopefully many more members will attend; especially would like input from the Stevens County area (Nilson). Committee report should be ready by November 15, have experts read and edit by December 15 deadline for VOTER; it will thus reach every member before Legislature '75.

Katherine Merriam
Action Clerk

709 Wyoming
Morris, MN. 56267
July 3, 1974

Dear Nancy,

Sorry I missed the last meeting and I'm afraid that next Tuesday I will be thinking of you while vacationing at Vail, Colo. I tried to gather from the minutes what kind of information might be of use to you. Most of it was too abstract to get a handle on but I did put together four questions and contacted three area school districts. I realize that this is just a beginning but thought that at least it might help in getting started.

Questions:

1. Has your school district suffered financially because of levy limitations?
2. Do you consider the school aid formula adequate for your district?
3. Do you feel handicapped in programming because of state funding and/or restrictions?
4. If you could change the state law so as to be of greater advantage to your district, how would you do so?

I. Chokio-Alberta School District

Basic info.— 580 students, next year 545. Teachers salary range \$7,100-10,000. Average salary \$8,500. 5 out of 40 at top pay. Will be levying maximum next year.

1. yes
2. no — projected cutting of staff and programs
3. yes — it is getting to the point where we will feel the pinch.
4. He suggested raising the levy limit to 5 mills, transferring special things out of general fund, and more state and fed. monies.

He said he thought that in general the levy limitations and the school aid formula were harmful to the rural areas. He has just come from the Graceville school district where he said the same thing was true.

II. Hancock School District #768

Basic info.— 380 students, same next year. Teachers salary range \$6,775-11,295. Average salary \$8000-9000. 2 out of 21 at top pay. Are levying to maximum.

1. Yes
2. No, it doesn't take care of salary raises or costs.
3. Yes, funding for vocationally oriented programs already cut because of size.
4. State aid increased, levy limits modified if district can show cause. They face the possibility of closing or curtailing some or all extra-curricular activities. possibly a referendum. Teachers are demanding wage increases but there is no money.

III. Morris-Donnelly School District #769 (Superintendent was out of town so information is incomplete. He will be an excellent resource, however, so let me know anything you want to know. I talked to a school board member.)

Basic info— 1650 students, slight decline foreseen. Teacher-pupil ratio: Elementary 24:1, Jr. High 21:1 and Sr. High 15:1. Cost per pupil \$907. Teachers salary range \$7500-13,161. Are levying maximum.

1. No, inflation may cause problems but none yet.
 2. Yes, no serious problem.
 3. No restriction in programming. We have added.
 4. No thoughts— would have to talk to Superintendent.
- (over)

It would seem that the Morris School District is unique, at least among those there. The school board member credited the financial wizardry of the superintendent for our comparative lack of problems.

It me knows the specific areas that need investigating and I'll do the leg work. Sorry I can't be at the meeting but variation is a psychic must. In all "causal out".

Keep in touch!

Mary Fulton

PRELIMINARY OUTLINE

July 9, 1974

Study effect of state aid formula and levy limits on school districts

Introduction: how interest developed
LWV position (none on levy limits)

Describe foundation aid formula

show how categorical aids support needs of children

History of legislation

Rationale for levy limits

Results of current formula

Impact of salary differences, declining enrollment
districts levying at limit: teacher negotiations
program curtailments

districts underlevying: property tax effort
are programs being curtailed or
just not improved?

referenda: what's happening when they are proposed?
will legislature rescind this possibility

Questions remaining for citizens- ----what is "equal"? in effort, education, etc

(PAYABLE IN 1974) SMALLER THAN LOCAL PERMISSIBLE MAXIMUM

UNUSED MARGIN	DISTRICT NAME & NO.	UNUSED MARGIN	DISTRICT NAME & NO.
274,248.29	Duluth 709	\$ 30,760.97	Waldorf-Pemberton 913
777,136.00	So. Washington County 833	29,831.00	Waterville 395
770,750.15	Wayzata 284	29,488.03	Warroad 690
638,109.11	Albert Lea 241	25,919.67	Silver Lake **425
503,412.18	Hastings 200	25,471.53	Ogilvie 333
410,288.88	Fergus Falls 544	24,657.55	Winnebago **225
297,300.71	Pequot Lakes 186	23,628.45	Blackduck 32
243,496.54	Dassel-Cokato 466	23,400.10	Wadena 819
225,962.27	Cambridge 911	21,588.56	Chokio 771
216,594.55	Prior Lake 719	21,485.80	Backus **114
208,599.62	Roseau **682	20,160.43	Tyler 409
193,889.67	Marshall **413	19,681.05	Atwater 341
165,100.19	Monticello 882	18,830.27	Morgan **636
152,377.94	Newfolden **441	18,370.19	Dover-Eyota 533
151,974.17	Paynesville 741	18,072.43	Amboy-Good Thunder 79
143,981.81	Chisago Lakes 141	17,897.79	Pine City 578
135,883.10	Glencoe **422	17,771.34	Butterfield **836
116,818.82	Tracy 417	15,986.80	New York Mills 553
104,646.29	Worthington **518	15,851.55	Cyrus **611
96,857.91	Redwood Falls 637	15,840.25	Rockford 883
92,782.00	Brainerd 181	15,097.39	Triumph-Monterey **457
89,266.63	Battle Lake 542	14,380.38	Borup **522
86,993.33	Melrose 740	13,085.00	Okabena **326
82,556.16	Pine River 117	12,360.72	Belgrade 736
82,292.71	Mora 332	12,185.61	Swanville **486
78,505.27	Jordan 717	11,503.39	Sioux Valley **328
75,481.04	Pipestone **583	11,317.92	Lake Benton 404
73,561.28	Elbow Lake **263	9,774.17	Le Center 392
64,349.24	Onamia 480	9,329.08	Lake of Woods 390
61,973.87	Upsala **487	9,063.42	Pillager 116
61,577.85	Windom 177	9,026.61	Goodhue 253
59,027.18	Wheaton 803	8,789.51	Becker 726
54,435.46	Hermantown 700	8,034.69	Foley 51
49,249.06	Lake City 813	7,746.03	Grove City 464
49,016.53	Frazee 23	7,382.20	Medford 763
48,304.98	Taylor's Falls 140	7,191.76	Milroy **635
45,806.03	Spring Valley 237	6,946.70	Chandler-Lake Wilson **918
43,836.29	Bagley 162	6,835.58	Farmington 192
43,006.33	Ermons 243	6,032.00	Waubun 435
39,039.23	Crosby-Ironton 182	5,603.72	Winthrop 735
38,654.92	Houston 294	4,613.45	Henderson 734
38,447.03	Belle Plaine 716	4,525.93	Truman 458
37,617.21	Sleepy Eye **84	4,451.75	Cold Spring 750
36,641.38	Gibbon 733	4,440.36	Littlefork 362
36,082.82	La Crescent 300	4,270.78	Badger 676

*Based on 278R forms on file at State Dept. of Education (Possibly subject to error, since corrections made to final Certified Levies may not have been reported).

M
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TO: Levy Limits Committee of State
Education Committee

FROM: Nancy Atchison, Chairman

SUBJECT Meeting, Thurs. August 8
9:30 a.m., State Office

DATE August 2, 1974

LEAGUE OF WOMEN VOTERS OF MINNESOTA
555 WABASHA
ST. PAUL, MINNESOTA 55102
PHONE: 224-5445

AGENDA - Reports:

- Phyllis Valentine - teacher organizations
- B. Belk & Lois DeSantis - questions for school districts
- Judy Wehrwein - School Finance Task Force
- N. Atchison - Joint Committee on Levy Limits
- Review and refine preliminary outline
(attached to last month's minutes)

Metro members: Please call me (941-3508) or office (224-5445) if
you will be unable to attend.

20-50pg. 3 typed copy

PRELIMINARY OUTLINE

July 9, 1974

Study effect of state formula and levy limits on school districts

Introduction: How interest developed
LWV position (none on levy limits)

Describe foundation aid formula

Explain categorical aids --

Federal aid

Council on Quality Education

Reverse the grandfather clause how then impact
History of legislation

Rationale for levy limits

Who should decide? Local vs. state control

Marty Lobo - DFL

John Haynes -

Salisbury Adams - Rep.

Results of current formula

Districts levying at limit: Teacher negotiations

Program curtailments

Impact of salary differences, cost of living, declining enrollments

Districts underlevying:

Property tax effort - is it adequate?

Are programs being curtailed or just not improved?

Referenda:

What's happening when they are proposed?

Will Legislature rescind this option?

Questions remaining for citizens: What is "equal"? In effort, education, etc.?

Where should we put emphasis, money?

who determine the
What should be goal of education?

What is being accomplished with increased state aid in outstate.

Centennial
Minneapolis

Legislative proposals - alternatives

NEXT MEETING: Aug. 8, 9:30 a.m., State Office

League of Women Voters of Minnesota, 555 Wabasha, St. Paul, Minn. 55102

EDUCATION LEVY LIMITS STUDY COMMITTEE

Committee met at 9:30 a.m., July 9, 1974, in State League office, Chairman Nancy Atchison presiding. Present also were Sid Moss, Liz Ebbott, Helene Borg, Mary Ann McCoy from State Board, Lorry Clugg, Minnetonka, Olive Scherer and Linda Wueste, Bloomington, Barbara Belk and Lois DeSantis, Richfield.

Purpose of the committee is to gather information for a Voter issue for Dec.-Jan. Atchison presented a preliminary outline of information to be covered. Additional information included School Finance Task Force report for 1972, which includes recommendations for legislation and information regarding impact of '71 law. Atchison also distributed copies of a letter from Mary Nilson of Morris (thanks, Mary), indicating at least one district in her area is satisfied with the levy situation. Another item distributed was a list of districts in the state not levying to the limit; there was a question on how to use the figures, what the term "unused margin" meant. Atchison will attempt to clarify this.

Problem areas explored in general discussion were: Alternative methods of school finance--e.g., unlimited levy authority, a flat grant within limits, juggling funds from capital expenditures or fixed expenses toward operating expenses; problems of uneven assessment practices in different districts; possibility of extending funds by assessments for fixed expenses like retirement funds, undedicated funds; staff differentials in salaries and the whole spectrum of teacher salary negotiations and effect on school finance; local control and the rather small options actually available to school boards.

Committee was asked to be aware of the Council of Quality Education, which provided seed money for experimental programs; question of "what is quality" always arises.

Political implications of levy limits were brought up; what realistically may occur in the Legislature -- modification of laws or basic changes in system? It is important to stop deterioration in the educational system; but what are priorities and where are cuts necessary; what are goals of education; how important are "frills" in relation to basic education.

Phyllis Valentine is pursuing the direction of teachers' associations, their philosophy and plans; Judy Wehrwein will be following the Task Force, just now getting organized but due to report by October.

In summary the Committee accepts levy limits as fact; job is to decide how to go about assessing impact. No general school survey is planned, but some representative examples might be useful; e.g., suburban, inner city, shrinking or growing areas, outstate. Barbara Belk offered to do a comparison of some of the districts mentioned in the League's earlier education study booklet, Equality of Education; then and now (Centennial, Minneapolis, and to include some "rich" districts). Barbara and Lois

2
DeSantis will write some questions. Need is to know where the school money is going, what programs are being cut, impact of teacher salary differentials and negotiations. Later we will determine whether to devise consensus questions.

Next meeting is scheduled for 9:30 a.m. Thursday, August 8, State League office.

Katherine Merriam
Action Clerk

Chairman's Note: A joint committee on levy limits has been appointed with Sen. A. Olson and Rep. Pehler chairing. They will examine effect of levy limits on local units of government (municipalities and school districts) and consider legislative remedies. Testimony will begin July 15, 1 p.m., Room 15, Capitol. Subsequent outstate meetings will be scheduled.

They want testimony from taxpayers as well as local officials. We should be able to learn much from listening. Anyone care to join me in observing this committee?

PRELIMINARY OUTLINE

July 9, 1974

Study effect of state formula and levy limits on school districts

Introduction: How interest developed
LWV position (none on levy limits)

Describe foundation aid formula
Explain categorical aids
Federal aid
Council on Quality Education

History of legislation

Rationale for levy limits
Who should decide? Local vs. state control

Results of current formula
Districts levying at limit: Teacher negotiations
Program curtailments
Impact of salary differences, cost
of living, declining enrollments
Districts underlevying: Property tax effort - is it adequate?
Are programs being curtailed or just
not improved?
Referenda: What's happening when they are proposed?
Will Legislature rescind this option?

Questions remaining for citizens: What is "equal"? In effort, educa-
tion, etc.?
Where should we put emphasis, money?

What should be goal of education?

What is being accomplished with increased state aid in outstate.

Centennial
Minneapolis

EDUCATION: LEVY LIMITS STUDY COMMITTEE
Minutes - August 8, 1974

The committee met at 9:30 a.m., August 9, 1974, in the state League office with the following in attendance: Chairman, Nancy Atchison; Judy Wehrwein, Edina; Barbara Maloney, St. Louis Park; Marilyn Wrich, Blaine; Barbara Belk and Lois DeSantis, Richfield.

Harriett Herb made some preliminary remarks on ways in which some school districts had generated some extra money by investing their state aid payments until they were needed; also that it is possible to levy from 101-105% of limit to cover for delinquent taxes. Some districts tax in advance, some currently; some problems result in amount of money available when taxes become delinquent. Bloomington has submitted some answers from its district to questions similar to those asked in the Morris area by Mary Nilsen. Phyllis Valentine will not be able to attend meetings, but will provide information on St. Paul.

Belk reported on contact with Leo Burnett, whose work is figuring school aids and providing seminars for school administrators. In general he feels we are working with a "good" law, with two possible faults: no allowance for inflation (a 10% cost increase allowance here would help), and loopholes increasing size (specifically - taconite allowances, such as Babbitt, tax exempt agricultural lands, gross earnings, and University research provisions, airport land). It might have been wiser to base spending limits on a 3-5 year average rather than 1971 only. He feels there is enough money in the state treasury. No tax increase should be needed to increase aids. (The Education Commission of the States in Denver is a possible statistics source for comparison purposes.) Teacher salaries are an average of 70% of school district costs. Many substandard districts exist in Minnesota, hindered by bad business practices, special local interests which emphasize FFA/home ec. over language/academic subjects, leaving many students unprepared for college. Absolute equality is not possible, however, and local control is important. (League position on higher program requirements might deal with this aspect.) Burnett felt federal aid and quality education programs were less important in the overall picture; he advised us to concentrate where we can be effective, i.e. state formulas.

Roseville District is working with "power equalizing", a money-spending technique worth investigating (Supt. Lloyd Neilsen); John Hoyt, Chairman of the Edina School Board, has proposed a plan to allow levies to be raised if district's agree to share revenues 60-40.

Seven suburban school districts, including Richfield and Edina, will join to study the law and take action in the Legislature; they have been advised that they can't use public money to lobby, so they will gather and disburse "information" on such things as declining enrollments, age of teachers in relation to salary scales, age of facilities, etc.

Wehrwein has been in touch with Sally Olson, chairman of local discretion/tax limitations subcommittee of the Education Department's Task Force (other subcommittees deal with educational overburden, appraisal of foundation aid, school management systems). Using some 50 districts for examples and 1972-73 school year as a base, they are assessing pupil-staff ratios, costs, etc. But Judy feels this will be outdated material of rather limited use. They are looking at the possibility of levy permits for social security, retirement programs, etc., as ways of stretching limitations.

Atchison reported on legislative interim joint committee on levy limitations, at which Farley Bright, deputy commissioner of education, and Fred Atkinson, super-

intendent of Bloomington Schools, testified, among others. Of 15 referendums held in the last three years, nine passed and six failed. Bloomington is dealing with a 10% property tax delinquency and a fund loss in the shift from reimbursement to current cost in transportation. The feeling of Legislators seems to be "learn to live within the budget"; the basis of the law is to freeze property taxes; but they seem ready to listen to ways to ease the burden and adjust levy limits.

The committee then revised the tentative outline for the VOTER as follows:

Add "legislative proposals" after "results of current formula"

"Who should determine goals of education" (rather than "what should be")

Local Leagues assess in respective areas - ask own school board to develop goals; State Department of Education is now urging and discussing this. E.g., Roseville found parents wanted such goals as self-evaluation, living in a changing world, developing socially responsible citizens.

It was decided to make this VOTER report informational only and perhaps work toward reassessment of the education position by the next Convention rather than ask for additional consensus which would need full unit discussion. League cannot really take action on levy limits under its current position, but will monitor the Legislature.

Which will contact teacher organizations (MEA, MFT) on such things as their legislative goals in the finance area; reconciliation of teacher goals and needs with levy limitations.

Committee members will study the Education Department's UPDATES (June, July) and note what to add to make member information complete.

To develop understanding of the rationale for levy limits, Sabo, Salisbury Adams and John Haynes, governor's tax specialist, will be asked to meet with the committee. The next meeting of this committee will depend on their availability (hopefully the second week of September). Other possible speakers are Leo Burnett, Fred Atkinson, John Hoyt, Joyce Anderson (Committee Task Force - Department of Education).

If that Task Force is ready with its report to the State Board of Education, the committee will be invited to attend the presentation. The presentation will be September 9, Room 716, Capitol Square Building; the Task Force will report at 11 a.m.

Submitted by Katherine Merriam, action clerk

COMMITTEE MEMBERS - PLEASE NOTE THE TASK FORCE REPORT TIME, LOCATION, DATE. See you there September 9.

M TO: Levy Limits Study Committee

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

● E FROM: Nancy Atchison, Chairman

ST. PAUL, MINNESOTA 55102

M

PHONE: 224-5445

○ SUBJECT Committee Meeting,
Wednesday, October 9, 9:30 a.m.

DATE October 3, 1974

Agenda: Legislative proposals - Since our last meeting, some of us have been gathering information from Commissioner's Task Force, Marty Sabo, MEA and MFT. There is much food for thought in the proposals we have become aware of.

Local District Programs - We agreed at the last meeting to digest the two UPDATES for July 1974 -- are there clues there that will show us better how to analyze the local situation? (Outstate people please write any comments or ideas you have!) What else will our members need to know in order to deal with the finance problem? How can we determine whether (rather how) League should be acting?

I think the active members of the committee need some info on urban situation. I will try to have a resource person at this meeting to help us round out our knowledge.

Assign writing tasks. It's time to begin getting it all down on paper!

With discipline, we can do this by 12.

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA, ST. PAUL, MINNESOTA 55102

October 29, 1974

Dear Sir:

The League of Women Voters of Minnesota is writing a report for its members on the effects of current legislation regarding school finance. We have selected several representative school districts to illustrate these effects. We plan to write short case histories for publication in our member newsletter in January.

Would you, or someone on your staff, answer the following questions to help us update and add to information we have from the State Department of Education? We would appreciate having this information at your earliest convenience. Our information deadline for publication is November 15.

Thank you very much.

Nancy Atchison, Chairman
Education Committee
League of Women Voters of Minnesota

A:m
Enclosure

This letter is being sent to the following school districts: Becker, Bird Island, Bloomington, Brainerd, Breckenridge, Burnsville, Cromwell, Cyrus, Ely, Goodhue, Laporte, Little Falls, Minneapolis, Pine City, Roseau, St. Louis Park, St. Paul, Sandborn, Zumbrota



QUESTIONS RE CURRENT LEGISLATION REGARDING SCHOOL FINANCE

1. What overall effect has the 1971 legislation regarding state aid and levy limits had on your District?

2. Has the local property tax burden been eased?

3. How does your levy compare to the allowed limits? At the limit _____
Over the limit _____
Under the limit _____

4. Have you been able to add or improve programs? In what way?

5. Have you had to make cuts in programs or services? Where?

6. Please supply these descriptive statistics:

	1971-2	1972-3	1973-4	1974-
Pupil-teacher ratio				
Teachers' salary range (BA min-MA max)				
Percentage of teachers at salary schedule maximum				
No. of pupil units				
Total expenditures P/U (Adjusted maintenance cost)				
Assessed valuation (P/U)				
Percentage of maintenance fund expenditures from state aid				

Other comments:

Information supplied by _____

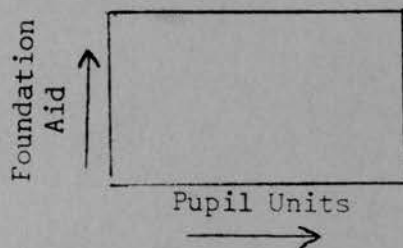
Position _____

School District _____

Town _____

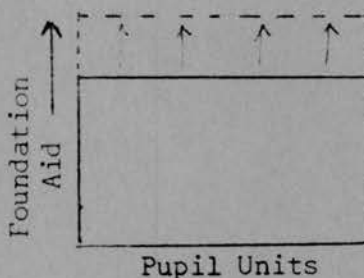
A Graphic Description of School Financing (The General Fund*)

The 1971 law puts limits on the revenue a school district can generate for its general fund. Depict this as a box:



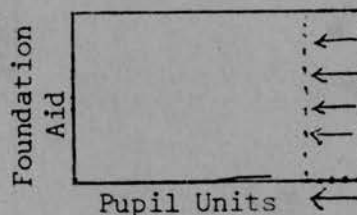
Thus, if foundation aid is increased, the "revenue box" will become larger and able to hold more money.

Two factors determine the size of this revenue box: the number of pupil units in the district, and the specified foundation aid per pupil unit in that year.



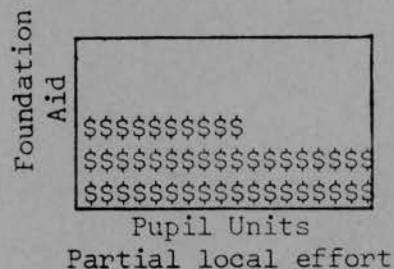
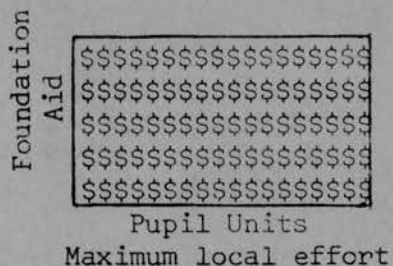
or...

If pupil units decrease, the "revenue box" will shrink accordingly and will contain less dollars.



The money raised to fill a "revenue box" will come partially from the state and partially from local effort through the use of the property tax.*

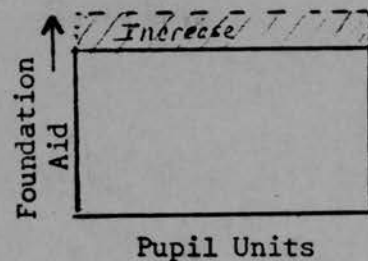
The "revenue box" as here discussed defines maximum "capacity." The state promises to do its share in filling the "box." Local effort is optional. Thus, two districts having equal sized "revenue boxes" can wind up with unequal amounts of dollars in them if they choose to make different local efforts.



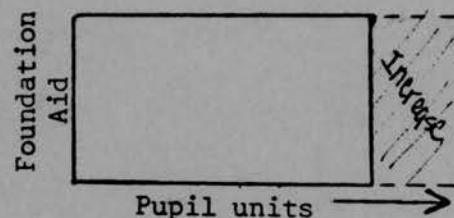
* See 'How the Formula is Applied,' p. 2, January-February 1975 Minnesota VOTER

In what ways may the picture of the "revenue box" be changed?

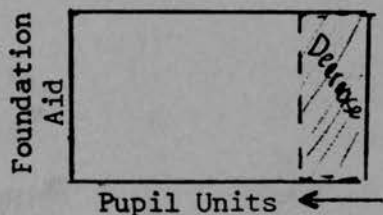
1. To bring up so-called low-expenditure districts, the state, by formula manipulation, allows the foundation aid to be slightly higher than the amount specified for the year, thus increasing the size of their "revenue boxes." Maximum local efforts should then give these low expenditure districts greater revenue with which to work.



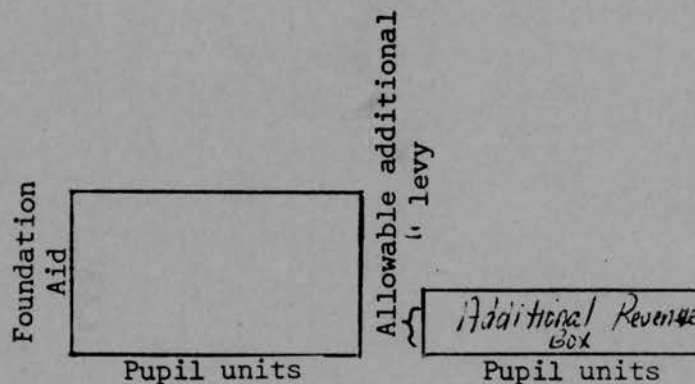
2. Variations on the pupil unit figuring methods, such as allowing additional units for AFDC pupils, increases the pupil units boundary without there being an increased number of students in the district. Proposals to average declining enrollment over three years instead of two⁺, would cause this kind of variation in the pupil unit boundary. Proposals to add a mature staff weighting factor to the formula⁺ would cause this kind of increased variation in the foundation aid boundary.



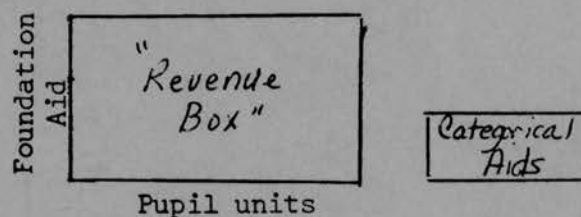
3. Declining enrollment changes the limitations of the "revenue box."



4. In order to keep high expenditure districts from having their expenditures reduced too rapidly, they are allowed an additional "revenue box," defined by the grandfather levy*. This additional "revenue box" may increase slightly in size each year; revenue for it is raised through local effort.



5. Special aids called "categorical aids" are sometimes given to districts over and above their regular foundation aid. Aid for special education is one such aid. The aforementioned proposal to give districts further help for mature staff costs is being considered by some as a categorical aid. Categorical aids may be pictured as an additional "revenue box."



6. Money raised by the passage (locally) of a referendum could be pictured by an additional "revenue box" also.

⁺ See "Some Proposals for Change," p. 4, January-February 1975 Minnesota VOTER.

^{*} See "How the Formula is Applied," p. 2, January-February 1975 Minnesota VOTER

LEVY LIMITS COMMITTEE - 1975
OF THE STATE EDUCATION COMMITTEE

Jeannette Kahlenberg, 2338 South Shore Blvd., White Bear Lake 55110 - 429-6070
Lois DeSantis, 6508 Newton Ave., Richfield 55423 - 866-5171
Lorraine Clugg, 15605 Boulder Creek Drive, Minnetonka 55343
Barbara Maloney, 4312 Coolidge, St. Louis Park 55424 - 920-5370

State Board:

Jerry Jenkins, 2252 Folwell, St. Paul 55108 - 645-1452
Mary Watson, 2775 Shadywood Road, Excelsior 55331 - 471-8130
Helene Borg, P.O. Box 5, Mound 55364
Barbara Jones, 14 Glenn Court, Mankato 56001
Nancy Atchison, 6512 Warren Avenue, Edina 55435 - 941-3508
Shirley Amundson, 7 Lily Pond Road, St. Paul 55110 - 484-0987
Georgeann Hall, 385 Transit, St. Paul 55113 - 484-9057
Karen Anderson, 16917 Clear Spring Terrace, Minnetonka 55343 - 935-2445

Paula Goldberg, 5315 James Ave. So., Minneapolis 55419
Shirley Iverson, 802 4th St. South, Moorhead 56560
Judy McGuire, 4048 Zenith Ave. So., Minneapolis 55410 - 927-6825
Dianne Brooke, 1463 Conway, St. Paul 55106 - 774-8216
Jean Hammer, 177 North Hazel, St. Paul 55119 - 735-6839
Jan Bray, 7720 Penn Ave. So., #38, Richfield 55423 - 866-3592
Bonni Anstett, 2205 Vermillion Road, Duluth 55803 - 728-3000
Joyce Abramson, 2845 Inglewood, St. Louis Park 55116

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA, ST. PAUL, MINNESOTA 55102

August 6, 1975

The Honorable Joseph P. Graba
Minnesota House of Representatives
State Capitol
St. Paul, Minnesota 55155

Dear Mr. Graba:

At the recent state Convention, members of the League of Women Voters of Minnesota chose the following items for study under our education program:

Study of Foundation Aid formula: Focus on cost differences caused by location and/or degree of urbanization and the effects of fluctuating enrollments.

Study of tenure laws (public employment regulations) and the impact of public employee bargaining laws as they apply to schools.

As usual, our emphasis will be on informing ourselves about these issues and then, if there is consensus among our members, we will be in a position to take action to influence legislation.

I would appreciate the opportunity to discuss these issues with you to get your perspective on them, as well as your insights as to their status in the Legislature.

Could you find time soon - perhaps during the coming mini-session - to talk with me and one or two members of my committee? Please have your secretary phone the state office of the League of Women Voters (224-5445) to arrange an appointment. If the time is not available during the mini-session, another will be satisfactory.

Thank you.

Sincerely,

Nancy Atchison
League of Women Voters of Minnesota
Education Chairman

Same letter sent to Sen. Jerald Anderson
Copy to: Nancy Atchison, Jerry Jenkins, Mary Watson, Helene Borg



M TO: Foundation Aid Study Committee

E FROM: Nancy Atchison, Chairman

M

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SUBJECT Committee Meeting: September DATE August 13, 1975
8 (Monday), 10:00 a.m. (Notify state office if you cannot attend)

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

Agenda: Organize for study
Identify sources of information
Assign initial tasks
Agree on meeting schedule

Family and personal commitments have prevented my calling you together sooner. We have a large and representative committee, and I hope we can pull together adequate information rather quickly. Please bring to the meeting any resources you have.

We will publish our findings in Jan-Feb VOTER. Writing must be completed no later than mid-November. VOTER will go to press early January and be in members' hands before end of January.

Discussion outline for Unit Meetings and consensus questions will go out in December, meaning we must have consensus questions for November Board meeting, November 11th.

Enc: Committee Roster

Oct. 9, 1975

Interview with Ray Brown (Dept. of Finance) and Gene
Mammenga — St. Paul Schools Dist. 625

1. Total staff - (to be mailed) - see update.
2. Teachers at top - (to be mailed).
possibly 35-45%
St. Louis Park - 85%
3. Teachers at low end - no one - all of our teachers have some experience.
4. Salaries to total cost - 90% of the budget is salaries.
5. Enrollment projections - enrollment is expected to decrease, but didn't as much the fall as had been expected.
Oct. 1, 1974 - 43,630
Oct. 1, 1975 - 42,857 - projected to be less than 42,000.
*Sharp increase in enrollment in special ed. classes from 1,600 to 2,000.
*Kind. enrollment increase from 3,157 in 74-75 to 3,246. Expected to drop again next year.
*This year's enrollment decline is the smallest since 71-72 when school enrollment began to nose dive (average of 2,000/yr.). According to a SECAC report population projections are uncertain. (pg. 30 SECAC).
6. Services being cut - see attached sheet.
7. Percent of budget AFDC - no relation between AFDC and Title I, but both fall in same schools.
-42,857 total enrollment, 8,148 from AFDC families (19% of student pop. are from AFDC families).
-we will receive 7.7 million for AFDC (see discussion on Grandfather levy).
-36% of our state aid is AFDC
-AFDC/pupil weightings this year is 1.1 additional unit.
-% of AFDC and minority students going up as the number of majority students declines.
8. Special Education.
-no spec. ed./pupil weighting.
-a big help in 75-76 budget was increase in spec. ed. salaries (old was \$5,600 up to \$10,000) - state pays 65% of the salary up to \$10,000. Salary in St. Paul \$13,000 - \$13,500.
-as stated above, spec. ed. numbers are up this year.
-\$5,513,000 spent on spec. ed.
-all monies for spec. ed. and AFDC go into general fund but is still spent on these items as their costs are higher than support received.
9. Special Services - ?
10. Desegregation costs - what percent? Difficult to answer - depends on whether centers are considered or not. Learning center costs about \$3.5 to \$4 million.
-700,000 out of maintenance budget committed for desegregation this year.
-we can obtain \$4 million from state if we match funds for building program for desegregation for sec. schools - capitol outlay.
-more money will have to be found for desegregation programs in other clusters and money from the K-12 budget has previously been spent for desegregation

in clusters (Hill-Longfellow).

-could say that some AFDC money is spent on desegregation.

11. Total budget - revised 75-76 budget: - \$79,794,697

estimated revenue: - \$81,927,326

balance: - \$2,260,000

*balance will cover a \$2,260,000 deficit from last year.

12. Adjustments in the formula - Mr. Mammenga

Mr. M. likes the formula, believes it was a necessary thing so districts couldn't levy whatever they wished.

The levy limit has hurt us, but is necessary. Feels

St. Paul has been well-treated by legislature.

a. Changing pupil weights will never happen even though it might help.

b. Cannot do much more with declining enrollment - can't keep paying for kids that are not there.

*c. Biggest help would be for districts with teachers high on the salary scale (example: \$500 for MA and 10 yrs. of experience etc.). Could be easily figured into formula.

General Information:

St. Paul budget has become very critical in the last 3-4 yrs.

1. Decline in enrollment (see #5).

2. Levy limit and fixed grandfather.

3. Teacher negotiations and salary schedule (high on salary scale).

4. Inflation.

5. Costs differentials - everyone unionized in cities - costs us more for services and land - construction costs higher.

Harding - \$3 million...^{New} Humboldt - \$10 million.

Mr. M. feels that we are in critical financial trouble, but so are other districts (high spending) such as in the suburbs. We are not "out to get them". He does equate dollars with equal education.

Biggest difference between St. Paul and suburbs is the grandfather levy. Districts spending above the average were allowed to levy an additional amt. (2 $\frac{1}{2}$ %) to make up the difference between the avg. and their above avg. spending. Each year this would drop. Mpls. and St. Paul were given a FIXED GRANDFATHER in order for us to realize a tax break. This was a TAX RATIONAL and there was no educational value in it for us. To make up for this we got AFDC (IMPACT AID) and one time only borrowing authority.

-Suburbs may be getting more money as they have no desegregation problems and a more homogeneous pop. (not so many special problems)

-Below avg. districts should be brought up to the average and then we should work to move everyone up to above avg. (90th percentile?). If the percent of dollars remains the same and enrollment goes down we can commit extra dollars to enrich the curriculum.

-Administrative ratio - as number of students decline this ratio will go up - still must continue to provide present services, New programs mandated or otherwise require extra administrators.

- St. Paul uses Accrual Accounting - we spend our mills back instead of forward (lost \$1 million due to this). We borrow in anticipation of tax money - up to 50% of taxes receivable.
- Transportation - now levy one mill - all costs above this are paid for by the state. State is providing support for learning center buses.
- Will be a 4 mill reduction in 1976.
 - 2 mills - state took over teacher retirement fund.
 - 1 mill - reduction from 30 to 29.
 - 1 mill - ?
- Lowest dropout rate of any metro area in US - more kids going to school now than ever before - They need special programs.
- Minn. treats its urban cities better in terms of state aid than any other state - and we're still in trouble.
- Transportation support for learning center buses comes from state legislature - authorized busing to and from school and between schools for programs (learning centers) approved by the commissioner.

Committee - 9-29-75

Length of
year?

1- Hear reports - J. Kahlenberg - salaries

L. Clugg - grab

J. Ahramson - ^{Leo}Burnet ^{calculate}State Aid

others?

Discuss - do we see trends?

2. What else? where is further info?

Ashbach

Use Research
Senate "

Diamond - Peterson

Deans

proposed legislation - S.D.E.

AFDC - hearing opt

Fluc. Enroll. hearing. Oct 14.

400 Rm 15
7:30 St. Cap.

3. LWF position on categorical aids.

4. Proposed outline.

5. Next meeting October 8 - or 15?
speaker?

Minutes
State Education Committee
October 8, 1975

Jean Hammer and Diane Brooke reported on an interview with Eleanor Weber, St. Paul School Board (and League) member. She suggested Ray Brown, Finance Div., St. Paul schools - Hammer and Brown will do.

also - McComb study of St. Paul and Ramsey County mill rates and impact of state aids which shows that:

St. Paul generates more income tax than suburban Ramsey County
St. Paul schools aids 25% - Ramsey 49%

Following questions for school districts were:

Total staff
How many teachers at top of training scale?
How many at low corner?
What relation are salaries to total costs?
What are enrollment projections?
What services are being cut because of inadequate funding?
What percent of budget is AFDC?
What percent of budget is Special Education expense - exclude federal money?
What percent of students get Special Services?
What percent of total budget are desegregation costs?
What adjustments in formula do you advocate?

Members of the committee agreed to assume the following tasks and bring written reports to next meeting:

Power equalizing - Lorrie Clugg
Examples of legislation in other states re pupil unit weightings - Nancy Atchison
Analyze teacher salary expenditure information in UPDATE - J. Kahlenberg
Relation of state assessment scores to expenditures - Jan Bray
Analysis of Legislatures Report on external determinants - Jan Bray
Explain present legislation re fluctuating enrollments - Barb Maloney
Interview St. Paul officials - Diane Brooke, Jean Hammer

Next meeting

Wednesday, October 22, 1975

9:30 a.m., state office

Public Employee Bargaining

What is the Law? NFT

Who is bargaining Agent for Public?
Is that proper or sufficient?

How is it Determined for Employees?
Administration personnel?

What are negotiable under law now?

Who should have input ~~what~~ with contract negotiations?

Who should be at bargaining table.
Good will between MEA & AFT
" "

Legal Provisions for grievance procedures
Teacher's
Parents + Student

Implications of Collective bargaining on
identity of Policy makers.

Maldistribution and effects of Mix

Tenure Law - 1927 (localism - friends of school boards)
arg. at time - remove Spoils system
remove from political and
personal pressure
make them part of community)

- Talk to Dennis Wadley -
Shattuck about his experience in
protection from losing job by due process,
tenure law, civil liberties in prt. school.

Chapter 125 - Continuing Contract Law

List of Arbitration settlements - issued allowed
as part of Negotiation

PER Public Employee Relation

5 member - Appointed by Gov. - 4 yrs terms.

2 teacher or employee reps.

2 employers reps

1 public rep.

296-2525 Bureau of Mediation Services

Vi. Kanatz

most give no rationale

not considered case law - facts tend to be different
filed by arbitrators, issues, employee bargaining unit
grievance arbitration - more rationale

Contract - 1972 PER Board - Required - Mail - Word of mouth

Personnel or Contract Negotiating Exper.

Many w/ legal background

Guinea

1939 - Medication list

PER List

Labor Negotiations

Scope of Negotiation

Arbitration Settlements

Courts

Qualifications of Mediators, Arbitration
How do users feel about them.

Will mediators fact find?

Ask Arbitrators if they feel they have enough
facts to work with.

To what extent is ability to pay considered.

Relative econ. strength of both groups for
litigation

Permanent PER Board

Negotiation strategy sessions - open for
boards, closed for teacher groups.

Impact of Pelra

Has Pelra changed the way school districts are
administered - is it to student's benefit?

What to of School Principals are separate bargaining
unit.

Merit pay arrangements, prevalence.

What is merit - How evaluated

Aug. 31 - 1:00 Betty's House

How are Negotiators Chosen

Continuing Contract Law -

Unrequested Leave.

ask boards.

" teachers

Mobility Questions -

Tues. 17th

Mary Anderson
1941 Ewing St. 55414Big Consumerism - Accountability
Recession - Job SecurityPro Tenure

- Is it necess. to protect Academic freedom?
Should it be protected as Value
Can it be effective for the purpose of protection
- Does tenure provide job security?
How ~~essential~~ Does job security relate to
no. 1.
Are there better or equally good ways
from teachers point of view for obtaining
job security?
- ^{is ten effective} Tenure as protection against bargain basement
teacher hunts.

AntiTo what degree does tenure protect incompetence
and promote stagnationDoes it lock out minorities, new people
innovation

Does what extent does tenure have on financing

M TO: School Aid Committee

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

E FROM: Nancy Atchison, Chairman

ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

M SUBJECT Rough Draft!! DATE November 14, 1975

O

Next Meeting: Tuesday, November 18, 1:30 p.m. - Rm 123, Capitol
(time has been changed to allow us to attend hearing on
employee relations at 12--another hearing on special
ed aid and 29 mill levy is at 2: which we will forgo,
and depend on Phillips reporting.)

The draft is going only to those who have contributed copy: But the rest of you are most welcome to read, mark, & bring back.

This draft is so rough that I almost apologize to you for sending it. But I wanted you to have something to react to for Tuesday. I will be working in the meantime to improve the wordings etc. Please assess the arrangmenet of content--as well as background data. Are we anywhere near to providing what members need? Be prepared with suggestions--where do we need to expand explanations and provide more data? Editing help will come from our State Board editor, Rhoda Lewin and from Shirley Amundson, Voter editor, but we must supply content.

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TO: LWMN Education Committee: Atchison,
Clugg, Kahlenberg, Bray, Malony, Hammer,
Brooke, Bachman, Iverson, Anstett
FROM:

Nancy Atchison, Chairman

LEAGUE OF WOMEN VOTERS OF MINNESOTA

555 WABASHA

ST. PAUL, MINNESOTA 55102

PHONE: 224-5445

SUBJECT Rough Draft of VOTER article

DATE December 16, 1975

This version of the VOTER article on school finance is a result of two rewrites and is now in what we hope is near final form. This draft is going to the whole committee, plus the VOTER editor, the program editor and an outside expert, Joyce Krupey.

Please note any suggestions ~~and~~ changes on the copy and return to the State Office by December 22. I know that rushes you, but we want to get it to the printer and into the mail in order to meet Minneapolis' need to have it before their briefing on January 21. With holidays and time for typesetting, proofreading, etc. we need to get it on! Shirley has graciously agreed to work with me between Christmas and New Years'.

Outstate committee members will also receive at this time a draft of the committee guide and some additional articles we plan to provide. Your comments on what additional information you think is needed will be appreciated (assuming you or I have the information!)

I am grateful for the help of all of you..... Happy holidays to you.

CC: Jenkins, Watson, Borg, Jones, Amundson, Lewin, DeSantis, Hall

rdexotes committee guide

Minutes

School Aid Formula Committee

September 8, 1975

Present: N. Atchison, K. Anderson, J. Jenkins, S. Amundson, L. DeSantis, B. Jones, G. Hall (state Board members) and L. Clugg, J. Abramson, S. Iverson, J. Hammer, D. Brooke, J. Kahlenberg (committee members).

Called to order at 10 a.m. by Nancy Atchison, chairman.

Program item reads: Study of Foundation Aid Formula: Focus on cost differences caused by location and/or degree of urbanization and the effects of fluctuating enrollments.

Atchison outlined possible outcome of study: VOTER article dealing with facts that we can gather, plus a discussion of the issue which will be resolved as much by philosophy as by facts. Hope is for one or two consensus questions. Amundson stated her deadline would be December 1 for final copy. State Board must have consensus questions by November 11.

Atchison has promised local Leagues discussion guides for unit meetings. Most are scheduled for February, but guides should be mailed by early December.

Possible information sources were discussed:

- Analysis of External Determinants of Spending by School Districts
- Eileen M. Baumgartner, House Research Division, January 1975
- Selected Papers in School Finance, HEW, 1974
- Department of Education, Updates on School Spending and Interview Leo Burnet
- Department of Revenue and Department of Finance
- U.S. Bureau of Census and Labor Statistics
- Association of Metropolitan School Districts' Data
- Minnesota School Boards Association reports
- Education Research and Development Council
- Citizens League reports on fluctuating enrollments
- State's Commission on fluctuating enrollments

Jerry Jenkins asked committee to consider whether the VOTER issue would attract an outside funding source. Amundson quoted \$500 as cost of printing VOTER. Possible sources mentioned were MEA, MFT, U.S. Chamber of Commerce.

Committee members present volunteered to begin gathering data in the following areas:

- Fluctuating enrollments, J. Abramson
- Leo Burnet interview, J. Abramson, L. Clugg, N. Atchison
- Senator Sillers, S. Iverson
- Rep. Graba interview, Sept. 19, L. Clugg, K. Anderson, N. Atchison
- Analyze salary differences, J. Kahlenberg
- St. Paul and cities - Hammer and Brooke

Background reading that might prove helpful: The School Book, Weingartner and Postman.

- Better Homes and Gardens, Sept. issue - 10 Myths About Schools
- Citizens League report - Matching Pupils, Teachers, Buildings and Budgets
- Stretching the School Salary Dollar

Christopher Jencks, Inequality

2nd Federal Reserve District, What Resources Affect Learning

Next meeting: September 29, 9:30
State office

Schedule for future meetings will be
decided at that time

Adjourned 12:10 p.m.

TO: Members of the State Education Committee
FROM: Betty Shaw, Chairperson
RE: Meeting
DATE: January 19, 1978

There will be a meeting of the State Education Committee on Tuesday, January 24, 7:30 p.m., at Betty Shaw's house, 2649 Huntington, St. Louis Park. Please call 926-6093 if you CANNOT come. We will be writing the wording of our consensus position on tenure and public employee bargaining in education.

The results of the surveys we have had returned so far, which include 46 League units and 1,377 individuals participating, indicate the following probable consensus:

Question #1 - Should bargaining items be changed as to which items are negotiable: there is a probable consensus that the law should remain as it is so that each district determines for itself which areas it considers negotiable, with the district court making the final determination.

Question #2 - your unit's consensus regarding the contract settlement disputes: there is no consensus, and I don't think we can make any statement on this because there are two alternatives which are neck and neck.

Question #3 - regarding the role of the public in the negotiation process: we have two points that are fairly overwhelmingly negative positions, and those are that the school boards should NOT be required to establish parent-community advisory committees, nor should a parent-community advisory committee representative be appointed to serve on the negotiating team. Approximately 64% felt that the public was adequately represented now, which I think is reflected in the overwhelming negative response in d and e. There is a positive response that the school board should have the right to a limited number of strategy sessions, which are closed to the public, and a probable positive response (that is 64%) to the requirement that teacher bargaining units and school boards be required to publish first offers and all subsequent written offers during the negotiating process.

Question #4 - there is a 65% positive response to arbitrators being required to know school law and procedures.

Question #5 - there is no consensus. It's too close between yes and no, with over 1/4 undecided on this issue, so we won't make any statement on that, I'm sure.

Question #6 - there was a significant consensus, 74%, on the requiring of periodic review and evaluation of teacher performance leading to remedial help when indicated after the granting of tenure, and a questionable area that we're going to have to think about in some detail with regard to whether or not the probationary period should be lengthened. If you drop out the cities of the first class who already have a longer probationary period and ask only continuing contract districts, there is a 64% consensus on lengthening the probationary period. But a large number of comments in this particular area were that there should be a uniform probationary period, so we might want to consider whether or not this is an adequately representative judgment about what the membership wants, and whether or not it's legitimate to eliminate Minneapolis, St. Paul, and Duluth from that particular question when looking at lengthening the probationary period. Minneapolis, St. Paul, and Duluth (latter not in) both did not respond favorably but did not respond negatively to lengthening the probationary period. They were just not overwhelmingly for it.

Question #7 - there is an overwhelming consensus (75%) that the continuing contract law should be amended to include factors other than order of employment when determining staff reduction. The consensus results underneath that in terms of what items should be included in those factors are: recent teaching experience in the field of certification, with 65%; and program needs of the district, special expertise, with 67%.

So there are what we have right now. I'll remind you that there are several districts that do not have their consensus in. I have sent out post cards, or am in the process of sending out post cards, of inquiry as to whether or not they intend to send in these consensus forms.

Minutes
State Education Committee
October 8, 1975

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also - McComb study of St. Paul and Ramsey County mill rates and impact of state aids which shows that:

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Interview St. Paul officials - Diane Brooke, Jean Hammer

Next meeting

Wednesday, October 22, 1975

9:30 a.m., state office