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're-structuring'

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## RE-STRUCTURING EDUCATION IN MINNESOTA

### What is Minnesota trying to re-structure?

What happens in the classroom, ultimately. Everything else is a 'means' to that end.

### Why not just do that, then? Why change all this other stuff?

The whole is to let the educators make the decisions. The state makes the system that makes the decisions. It creates 'the environment for re-structuring' (as the legislative Task Force on Education Organization puts it).

### What does 'environment for re-structuring' mean?

Opportunities for educators to make changes. Opportunities for kids to go where educators make changes.

State objectives ('outcomes'). State measurement of performance. State assures adequate financing per pupil.

### What opportunities?

For kids, the opportunity to enroll in programs that fit their particular needs.

For educators, the opportunity to create and run these 'different' schools.

### How would educators 'create' such public schools?

Partly, from the 'inside'. Let the people in an existing school have the authority to re-structure their day, their methods, their staff, their way of meeting state objectives (This is school-site management).

Partly, from the 'outside'. Let people set up a different public school new. (This is the charter/contract school.)

### What does 'different' mean?

Free of the normal regulations about how the resources are used and about how the learning happens. Whatever the educators in the school want it to mean.

### What's a 'school'?

A program. Maybe as big as a building, but maybe not. Not the building itself, certainly.

What does 'public' mean?

Not selective. Non-sectarian. Operating on public-school principles, and where the public pays the cost.

Who re-structures?

The state sets up the new structure of opportunities.

Boards can then re-structure re-structure their districts, or not. They can give students the choice of school, or not. They can cooperate with other districts, or not. They can give schools site-management authority, or not. They can take on (can 'charter') new schools, or not.

Schools can re-structure their programs, or not. (If they are site-managed) they can give teachers greater authority, or not.

Teachers can re-structure their classrooms, or not.