

**Superintendent's Community Advisory Council  
Minutes  
Meeting March 20, 2007**

Todd Rowley opened the meeting and asked Dr. Dale for updates.

Dale said that, as part of its strategic governance initiative, the School Board has been reviewing "operational expectations" for all support functions. These expectations reflect community values. The Board's Linkage Subcommittee is working on developing linkages between the Board and stakeholders. The subcommittee has been working on identifying key communicators between the Board and various constituencies and has found there is a 90 percent overlap between any list they develop and SCAC. The question is whether SCAC ought to meet with the Superintendent and the Board jointly.

Nell Hurley said SCAC now has too few meetings for members to stay involved with issues. Rowley agreed with that. He also said that SCAC members get along with each other remarkably well considering the diversity of the constituencies represented. He said that having two separate groups (one for the Superintendent and another for the Board) seems inefficient.

Brenda Greene said that melding the two advisory functions could be good but that having separate groups has value.

Andrea Sobel said she likes the idea of melding the two functions but also agrees with Hurley that SCAC is not adequately used.

Eileen Kugler said she likes the idea of one group but agrees that SCAC is currently not as well utilized as it has been in the past.

Lynn Dysart suggested that SCAC meet on alternate months with the Superintendent and the Board.

Dick Reed asked why the Board needs more input. Dale said that meeting with an advisory committee allows more philosophical interaction and opportunities to get the pulse of the entire community; it is not the same as a Board meeting or public hearing. A recent research report supports the proposition that alignment of the School Board, the Superintendent, and the Leadership Team is strongly associated with high student achievement.

Ramona Morrow said that if other advisory committees are being reconfigured, having SCAC as advisory to the Board could improve representation. She said it is important that members reflect the views of their constituencies.

Daurius Unwalla said that the charge of soliciting constituents' views and bringing them to meetings is more work.

Charlie Dane said that meeting with the Superintendent is different from meeting with the School Board and suggested alternating meetings.

Rick Baumgartner said that employee groups need to be on lists of key communicators, since these groups have a great deal of institutional memory and collegiality in SCAC. However, the group must guard against the committee becoming too large.

Greene said the School Board has been closeted recently as members have worked on goals and that some in the community have been concerned about what the Board would do with advisory committees. The Board could put together a "key communicators" group comprising the chairs of their current standing advisory committees.

Dale said that a committee probably provides the best advice when members argue with each other.

Rowley said that getting an additional key communicators group working together would take a lot of time. He prefers the proposal for SCAC meeting alternately with the Superintendent and the School Board.

Greene pointed out that any meeting with the School Board would perforce be a public meeting under the Virginia Freedom of Information Act and would have to be advertised and open to the public.

Dale introduced Richard Moniuszko, deputy superintendent, for a presentation of the School Board's student achievement goals 2 and 3.

Kugler asked who in the school system would be responsible to goal 2. Moniuszko said much of what is in the goal is already in the high schools; software now used to help college decisions can be used to do more, but, in general, staff members are still figuring out how to do some of this but should have a better idea in the next few months. Students would need to demonstrate some skills. Surveys of teachers would be used for others.

Hurley asked why "real" measures, such as obesity and smoking, were not used instead.

Claudia DeBose noted that the goals were individualized rather than being standards for every student to meet.

Dale noted it was also important to engage students' families in achieving these goals.

Reed said he had been wondering where the parent fits in this. He said parents should be involved in developing plans and evaluating results.

Dysart said the goals are necessarily about persuasion. Not meeting a goal is not going to interfere with graduation. "Empathy" is pretty vague to be a goal.

Moniuszko said that the social studies curricula already include many civic goals but that we need to figure out how to measure their accomplishment.

Kugler said it is a good idea to have these goals. Whether they are tested is of less concern than that this becomes part and parcel of students' experience of school. She said parents are desperate to work on goals like these, especially minority parents. Emeka Ezidinma agreed.

Reed said that he had not seen parents mentioned in any of this and that members of committees for each of the goals are all FCPS employees. Moniuszko said that parents will be involved in the next steps.

Reed asked where the time would come from to add more to the curriculum. Moniuszko said a committee is currently trying to find things that schools now do but could stop doing.

Luke Chung said that from an employer perspective he knows that there are some skills employees need to have but that employers cannot train for, including ethics. These goals are directed toward these skills, and that is good. Having students self-review for achievement of these goals is good. Some other skills that should be here are presentation skills, languages (Chinese, Spanish, Arabic) [*competence in a second language is included in goal 1*], and data analysis.

Sobel said goals 2 and 3 are the heart of early childhood education, where they are integrated into what is taught. What is needed is not to add anything to the curriculum but to create a culture that fosters these goals.

Dysart said that teaching for these goals will take more time.

Hurley said FCPS needs to seek input from public health, the police, etc. on these goals. Students need to learn more about lifetime sports. Compound interest is a life skills concept.

Umwalla said teaching these things is the first part, but parents need to model this behavior.

Toby Sorensen said teaching ethics is a good idea.

Eileen Filler-Corn said the goals are great.

Joseph Bury said that if FCPS is going to make efforts in these directions, we ought to "reshuffle the deck" and show colleges what we are doing.

Greene said the time line for doing this is short.

Moniuszko said that the projects to implement various aspects of these goals will include parents. There is already a lot happening in these areas in some schools, but we need to make sure it is happening in all schools.

Greene said one thing that should be done and that would help achieve these goals is to state explicitly that all FCPS personnel will model these behaviors.

Dane said he supports these goals but that lifetime learning and critical thinking are opposed by Internet culture.

Baumgartner said that much of this is already being done by exemplary teachers but that NCLB has driven the use of time during the school day to the extent that it is difficult for teachers to continue to teach these things.

Rowley said one cannot measure ethics. He said he is concerned about the continuity of the databases that report on the "passages." He noted that much of what is in these goals is learned outside school (e.g., in scouting programs).

Chung said that teaching entrepreneurship can make academics come alive.

Ellie Ashford said she is concerned that learning for its own sake is not emphasized.

Dale said he would try to find a date in May for SCAC to have an additional meeting.