MS-0089.002.003.003

71-6

H6-1

Agenda Item No._____

A. P.S.T. READING/MATH PROJECT: AN EXPERIMENTAL ELEMENTARY SCHOOL

B. SUMMARY AND CONCLUSIONS

This proposal outlines an experimental project to be implemented in one E.S.E.A. Title I elementary school during the 1972-73 school year. The project will establish an experimental elementary school whose main purpose would be to test positive teacher attitude as the primary element in the achievement growth of racial ethnic minority children. This factor would be coupled with those basic ingredients considered necessary in the learning process for all students and the development of school-community relations which have proven productive in economically deprived and educationally disadvantaged areas. Within this project, no attempt will be made to implement new reading or math programs other than allowing the teacher to use that with which he/she is currently having success.

The basic problem evolves around the fact that schools whose enrollments contain a higher than average percentage of racial ethnic minority children consistently fall into the lower third of district averages on the California Test of Basic Skills. Curricular innovations, new programming, quality in-service classes, and profit-making educational firms have not contributed sufficiently to the academic achievement growth of the major portion of racial ethnic minority children.

The Board should consider that element which has proven most productive in research studies and experiments to date; positive teacher attitude toward minority children, their parents, and their culture.

C. RECOMMENDATION(S):

We recommend that the Board of Education approve:

1. The selection of one of the following schools for the purpose of testing the theory of positive teacher attitude as the primary factor in the growth and maintenance of reading/math skills in racial minority students:

   (1) Baker
   (2) Horton
   (3) Webster
   (4) Knox

   The steering committee recommends that the schools be considered in the priority order in which they are listed.

2. The establishment of a concurrent three-year project term, commencing September, 1972.

3. The relocation of all certificated and classified personnel at the chosen site for the purpose of complete control of the experiment.

C. RECOMMENDATION(S): (continued)

4. The financial cost of $900.00 needed to screen prospective personnel through the use of attitudinal surveys conducted jointly by the Department of Research, San Diego State College, and Testing Services, San Diego City Schools. (The project has no other budget implications.)

D. APPROVED:

Jack Price
Assistant Superintendent
Programs Division

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2-29-72

CRITERIA FOR SELECTION OF P.S.T. PROJECT SCHOOLS

The following are measures which were utilized in the recommendation of the project school. The project school should be:

Type	1. An E.S.E.A. Title I Elementary, Pre-K - 6, Post-Field School.
Current and Planned Programs	2. Relatively free from "special projects" and "programs," e.g., Right to Read, Title III Math, Model Cities, Individualized Multi-grade, Follow Through, and other such programs which might unduly influence the attitude-achievement theory being tested.
Racial/ Ethnic Make-up	3. Predominantly racial/ethnic minority and including as much as possible all ethnic groups identified or accepted as educationally disadvantaged.
Size	4. Of a size (staff and student enrollment) which would lend itself to a valid, yet practical experiment. Although minimum and maximum sizes were not established, Elementary Schools Division and the Steering Committee were conscious in their recommendations of schools which were "excessively" large or small.
Geographic Location	5. Located within the inner-city and not bordering economically or socially affluent neighborhoods.
Educational Ranking	6. Listed at the median line or below in its composite ranking of reading/math scores among other E.S.E.A. Title I schools.
Community Involvement	7. One which will probably receive sanction and support from the local Community Advisory Committee.

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H62

SAN DIEGO CITY SCHOOLS
Programs Division

PROPOSAL FOR *P.S.T. READING/MATH PROJECT: AN EXPERIMENTAL ELEMENTARY SCHOOL

March 7, 1972

I. RATIONALE OR OUTLINE OF NEEDS FOR THE EXPERIMENT

The Board of Education for San Diego Unified School District has given its employees the following charge:

> The San Diego Unified School System has the responsibility of providing the best possible education for the children and youth of San Diego. In doing so, the schools must attempt to impart the knowledge, skills, and attitudes needed for citizenship in a free society and for personal, social, and vocational competency. The schools must inspire in young people a desire to achieve excellence and provide each student with an opportunity to develop to the maximum of his capacity.

The charge, qualifications for personnel, grade level based curriculum, materials and resources for implementation of the educational program are the same district wide. One, therefore, might expect that generally each school would progress at the same level regardless of its socio-economic or racial ethnic make-up. Each year, however, an unsettling phenomenon occurs. The San Diego newspapers publish a rating list, provided by San Diego City Schools for public information, of elementary schools based on the school's average achievement on the California Test of Basic Skills. Those schools whose enrollments contain a higher than average percentage of racial ethnic minority children consistently fall into the lower third of the rating. Why?

The critics of large urban school districts are quick to give reasons for this phenomenon and to levy accusations that:

- inner city teachers do not believe that their students have the ability to achieve. In fact, they assert that many of those who commit themselves to the education of racial minority students still believe that their students possess inherent disabilities for learning.

- inner city schools are, in many instances, staffed with inexperienced and, more important, ineffective teachers. They make reference to the belief that inner city parents tend to place more emphasis on the theory "experience means competence" than other groups. More important is the belief that the assignment of inexperienced teachers reflects a lack of committment on the part of the school district to the minority segment of the community.

*Parents, Students, Teachers

I. - the higher turnover rate in inner city schools would indicate that teachers are merely "serving time" and waiting for the end of the year and subsequent assignment to suburban schools.

- the administration and staff members do not, in fact, respect the students or parents of students they serve. The attitude of the teacher is often manifested in subtle ways which parents summarize by saying, "they think they are better than us."

Those involved are equally adament in their defense of the schools and offer as explanations for the ratings:

- reading is a phenomenon which needs reinforcement from daily activities on the student in his home environment and that books, magazines, and newspapers must be read and respected as part of one's everyday life.

- students must observe those whom they respect and emmulate (parents, peers, older siblings) continuously engaged in the process of reading for "business" and pleasure.

- parents do not actively support their children in the acquisition of reading/math skill development including work on deficiency skills.

- home conditions of many economically deprived students are generally not conducive to the development of good study habits or the desire for learning. Teachers and administrators often cite such examples as broken homes, unsupervised students, hunger, crowded living and sleeping conditions and disharmony among family members as deterrents to positive growth in basic skills.

- teachers are often forced to spend disproportionate amounts of time disciplining students and handling disruptions at the expense of instruction.

- students and parents tend to place all of the blame for the failure of the student on the teacher and administrator.

- the tools being used for evaluation are not valid in the racial minority areas.

The critic's position is best summed up by stating that the responsibility for educating the racial ethnic minority students is all too often assumed by insensitive individuals and groups who have little committment and no real interest in the educational achievement of their students. The essential ingredient, the human element, they claim has been ignored.

I. The "involve's" position is best summed by stating that the reinforcing relationship of the home to the learning process is all too often missing in the racial ethnic minority family. The students coming from these homes are neither ready to start their academic development, nor able to sustain a compensated skill and interest once it is initially developed.

It must be assumed that both sides have some foundation of truth upon which they base their arguments. But these arguments have been stated so many times they have become stereotypes of racial ethnic minority education. Now both sides confront the stereotype rather than deal with the real problem: WHY DOESN'T THE RACIAL ETHNIC MINORITY CHILD PROGRESS AS WELL IN EDUCATION AS DOES HIS MAJORITY PEER?

It is accepted that the elements necessary for racial ethnic minority development are operable in one or more elementary schools in our district. However, none of these schools possesses enough of these positive factors nor is free enough from enough of the negative influences to create a significant difference in achievement scores of large groups of racial ethnic minority students. The problem is that few, if any, large urban school districts, to date, have attempted to:

- enlarge and emphasize those factors which ethnic minority groups, professional educators, and research consider essential in the achievement growth of racial ethnic minority students.
- discontinue those practices and factors considered detrimental to student growth.
- test these conditions under an isolated experimental school unit.

This project will establish an experimental elementary school whose main purpose would be to test the human factor as the primary element in the achievement growth of racial ethnic minority children. This factor would be coupled with those basic ingredients considered necessary in the learning process for all students and the development of school-community relations which have proven productive in economically deprived and educationally disadvantaged areas.

Recently, Dr. Allen Cohan of Yeshiva University conducted an experiment to establish just how important the human factor is in education. At the end of his exhaustive research and evaluation, the following conclusion was reached. The more a child participates in the educational program, the more the child achieves. Dr. Cohan developed a P-ratio formula for predicting student achievement. The formula measures the participation of a child, in relation to the education program in which he is being immersed and predicts the amount of achievement that child will show. This conclusion may seem naively obvious, but if one looks behind its simple face, one will find four prerequisites necessary for true child participation.

I.

- The educational program is relevant to student needs. It interests and challenges the student. The program is modifiable to meet any and all behavioral needs that arise. The resources and materials needed for program operation are readily available.

- The teacher has self-confidence in himself. He possess a thorough understanding of the educational process and can reach his goal, student achievement, through a variety of methods.

- The student believes in himself and has a real desire to achieve his maximum potential.

- A teacher-student-parent attitude exists that facilitates and motivates learning. The teacher believes in the basic worth of the student and has faith in the student's inborn intelligence. The student trusts his teacher, realizing that he is a guide, not an answer machine. The parent supports the educational program, seeing himself as one member of a team with his child's educational growth as the end goal.

When these four criteria exist, the P-ratio becomes a sophisticated tool for measuring the educational climate and teacher's attitude as they affect student achievement.

In San Diego City Schools there are teachers who have high P-ratio classrooms. Their learning environments meet the afore mentioned conditions and, as a result, their students have a higher level of achievement. By bonding these educators together into a single educational tool, volumes of experience-tested, success-motivating materials and attitudes would be generated. A sort of educational fish bowl would be established where real life models could be observed, evaluated, and disseminated throughout the district. Long range curriculum goals would be greatly facilitated. As the target students within the program achieved success, the methods and attitudes for obtaining that achievement would spread out into non-target school enrollments. By refining the attitudes and methods within the target faculty an even finer educational tool would be developed. In the end, the racial ethnic minority child's expression of his potential will become fact rather than conjecture.

II. <u>OBJECTIVE</u>

0.0 The objective of this program is to test the theory that teacher attitude is the primary factor in the skill development of racial minority elementary school students.

II.

Performance Criteria

- The racial ethnic minority target students will exhibit a higher level of achievement in skill development on standardized tests than those students in a non experimental site with equal racial ethnic percentages of enrollment.

- An effective tool for measuring teacher attitude in relation to the education of racial ethnic minority students will be developed.

- An experimental school will be established where effective attitudes and methods can be observed, evaluated, and disseminated.

III. DESCRIPTION AND SCHEDULE

A. Overview of Program

This project will involve the establishment of an experimental elementary school in the racial ethnic minority area of San Diego City. The ethnic balance in Elementary Region D would meet the requirements of the project's target population. One site will be chosen and all certificated and classified personnel at the site relocated. This relocation is necessary to assure complete control of the experiment. The new staff will be carefully screened before being accepted for the project. This screening will consist of several attitudinal surveys directed toward a predetermined criteria of attitudes needed by personnel if they are to be effective in a racial ethnic minority education program. Teacher attitude will be the prime factor in selection. It is the effect of this attitude factor on student achievement the project will attempt to ascertain. The project will also attempt to eliminate any and all factors and practices which are considered detrimental to the racial ethnic minority student's growth. Teacher attitude will be isolated and evaluated throughout the project period.

The basic educational program will approximate that in any San Diego elementary school. For a tentative listing of instructional units, activities, and primary instructional materials, see "Courses of Study for Elementary Schools" for the 1971-72 school year. The use of experimental curriculums or innovative materials will be carefully controlled so as not to skew the evaluation of the project. (THE FINAL EVALUATION MUST SHOW THE EFFECTS OF TEACHER ATTITUDE ON STUDENT ACHIEVEMENT, NOT THE EFFECTIVENESS OF A NEW CURRICULUM PROGRAM.)

III. A. However, if the project teachers have developed and/or are using innovative techniques by which they have achieved greater student participation, they will be encouraged to continue these methods. In using the existing elementary curriculum, the project will not interfere with any other experimental programs that are currently operating in the city's schools.

Throughout the project year a continual sampling of students, community, and teachers will assure control of the experiment. All factors considered essential in student achievement will be emphasized and enlarged upon. At the end of the project period the program will have proved that teacher attitude is the primary factor in the educational development of the racial ethnic minority child.

B. In-service

An in-service program will run concurrently with the experimental school. The major portion of the in-service educational program will be determined by the administrative staff, the In-school Resource Teacher, and the certificated/classified staffs. It is anticipated, however, that the in-service program will include a human relations component, the Glasser "School without Failure" program, and whatever academic or cooperative endeavor which, in the opinion of those previously named, would contribute to the goals of the experimental school.

C. Schedule

The instructional component and in-service program will commence with the opening of school in September, 1972 and run through June, 1976. Prior to the opening date, the selection of site and staff will have to occur. Because the selection of both of these requires a considerable amount of screening and relocation, the planning period for the project will have to begin in the spring of 1972. The actual assignment of dates will be made by the steering committee.

D. Dissemination

At the end of each project year, a statistical analysis will be prepared based on the evaluative data generated during that year. Finally, at the end of the project period, a complete report will be prepared to ascertain whether the project met its objective. This report will be disseminated to all interested parties and will serve as a model for the continuation of the existing project. The report will contain:

III. D.

- a copy of the originally proposed project.
- complete descriptions of any modifications to the program that occurred during the project period.
- a record of all evaluative tools used and the results generated, including the statistical analysis for each year.
- an evaluation tool for testing teacher attitudes in relation to racial ethnic minority education.
- an overall evaluation by all staff and parents involved in the project.

IV. EVALUATION

A. Component 1 - Certificated and Classified Screening

Applications from teachers interested in participating in the project will be accepted in the early spring of 1972. The district will seek the assistance of Dr. David H. Ford, Director, Bureau of Educational Services and Research, San Diego State College, for the screening of applicants. Two evaluations will be used, "A Study of the Relationship between the MTAI, Ratings of Teacher Competency and Effective Teacher Behavior," also known as the "Attitude Survey Statement," developed by Dr. Ford and interviews by the steering committee.

B. Component 2 - Student Evaluation

All scheduled standardized tests that are presently administered by San Diego Unified School District will be given at their assigned times. During the year, samples will be taken of the student's attitudes toward the school environment. These samples will be used in preparing the final statistical analysis at the end of each project year. Guidelines will be drawn from these samples to maximize teacher efforts in the instructional program. Report card conferences with parents will be used at the end of each instructional period, rather than issuing the standardized report card form.

C. Component 3 - Project Evaluation

The primary evaluation for the project will rest on the student's scores on the California Test of Basic Skills. A community questionnaire will be sent to involved parents at the onset, mid-point, and the end of each project year. At the end of each year the staff involved will evaluate the school's educational program and suggest modifications if needed. These two evaluations, parent and teacher, will be coupled with the student sampling and become the core of the yearly statistical analysis.

IV. C. San Diego City Schools should seek the assistance of Dr. Ford and associates in developing the student sampling device and parent questionnaire. Testing Services, San Diego Unified School District, will be responsible for the administering of all evaluative tools, excepting those used in the screening of personnel, and will prepare all data analysis. The classroom teacher will administer any required standardized tests normally scheduled during the school year.

D. Component 4 - In-service Evaluation

Participants in the in-service program will be evaluated by the predetermined tools established by the In-service Education Office and San Diego State College.

V. QUALIFICATIONS OF PERSONNEL AND FACILITIES

It is extremely important that the experimental school site and the target population simulate conditions which exist at most of the average E.S.E.A. or inner city schools. The school should not include those factors which are extraordinary in the sense that they cannot be replicated except at relatively high expense or excessive numbers of personnel and those which are contradictory to district procedures.

A. Site

The elementary school chosen for the project will be one which is currently receiving E.S.E.A. Title I funding. The obvious purpose is to keep the experiment at a minimal financial expense to the district and to create test conditions which represent as nearly as possible the site environment for most inner city students. The school should not be a pre-Field site due to the disruptive nature of changing schools on the project's participants. The school should be small enough to allow for maximum interaction with staff and community.

The school selected for the project should be declared an experimental school and all personnel at same school should be reassigned. The principal, teaching, secretarial, and custodial staffs should all be informed of reassignment, but should be given priority and as much consideration as possible in the selection of new assignments. Every effort should be made to indicate to the staff that they are not being reassigned for incompetency, but to meet the needs of the experimental program.

The staff of the selected project site will be ineligible for participation in the program in order to minimize the influences on the attitude-achievement theory and to avoid teacher morale problems in the selection/non selection of site participants.

V. B. Target Population

The school population should contain a majority of racial ethnic minority children, grades K-6. Fifth and sixth graders not receiving three years of instruction would not be part of the test population, although data generated by these students would be gathered and analyzed.

C. Personnel

The selection of personnel for the experimental school should parallel the procedures and process now in effect, however, in order to secure and maintain test conditions which will best serve the purpose of the experiment, placement procedures should/must be altered or modified as agreed upon by the San Diego Unified School District, the San Diego Teachers Association-Negotiating Council, and California School Employees Association, Chapter 100.

The following should be called upon to assist and advise the Elementary Division in the selection of personnel for the project:

- Experienced racial ethnic minority educators
- Selected central office staff
- Site principal for the project
- Steering Committee for the project

The extent of assistance and advice by persons not currently charged with the responsibility of elementary placement will be determined by the Elementary Division and the project steering committee. All personnel will be selected from the qualified list generated by the screening surveys.

1. The Principal

The following characteristics should be considered in the selection of the site principal:

- Demonstrated experience and ability in relating to and working with minority students, parents and the Black/Chicano community.
- Demonstrated interest in and ability to devise innovative programs which may deviate at times from standard district programs.
- Ability to command the respect of staff and community in crises situations.

V. C. 1. - Administrative experience in a variety of experimental programs and knowledge of E.S.E.A. and/or inner city elementary pupils.

- Basic knowledge of, genuine regard for, and experience with the cultures of the two major minority groups in the community.

- Willingness to be a part of the leadership and decision making groups in the minority communities.

- Knowledgeable and versed in human behavior and accept structured human relationship programs as a vital aspect in growth of students and in Black-Chicano-White relationships.

2. The Teaching Staff - In-school Resource Teacher and Teachers

The teaching staff for the project should be selected from those currently employed by the San Diego Unified School District and who have had successful teaching experiences with economically deprived children. The criteria for final selection of the project staff should remain consistent with the sole influencing variable being tested by the experiment: positive attitude, appreciation and regard for racial ethnic minority and other disadvantaged students, their parents, and the community.

Elementary Division should seek applications from those teachers who are interested in the project. In addition, the division may encourage known outstanding candidates to submit applications.

All applicants should be made to understand that initial applications and invitations and interviews are not in themselves indicators of final selection.

It is hoped that the project site administrator is chosen prior to staff interviews so that he/she may participate in the selection process.

3. The Classified Staff

The classified staff should be chosen by the criteria used to select certificated teachers: positive attitude, regard and appreciation for racial ethnic minority and other disadvantaged students, their parents, and the community. As a general measuring device, the selections should be made from those individuals who consider children more important than clean courtyards, classrooms, deadlines, memos, and quiet.

Classified Personnel, with the assistance of Chapter 100 of the California School Employees Association, should seek those who have demonstrated this philosophy and consider themselves involved in the education process.

V. C. 4. Para-Professionals

The selection of para-professionals should be the responsibility of whomever is presently charged. The placement, however, must be left to the discretion of the administrative and, particularly, the teaching staff. The para-professional should and must be an appendage of the classroom teacher, no more and no less.

5. Outside Consultants

Dr. David H. Ford, Director, Bureau of Educational Services and Research, San Diego State College, will assist the San Diego Unified School District with the following:

- administer the "Attitude Survey Statement" to possible participants in the project.
- submit a list of those participants whose test scores show that they meet, in part, project requirements.
- prepare a student survey that will sample student attitudes toward his school environment.
- prepare a community questionnaire that will sample community attitudes toward the educational program their children are involved in.

D. Community Participation

Data generated by the Behavioral Research Laboratory's recent experiment in Gary, Indiana, which listed parental assistance in the classroom as one of three primary considerations for achievement growth in racial ethnic minority students and the success of our own Inner City Project in involving parents in the schools, makes community participation a prerequisite for project implementation. Therefore, the district's Community Relations Division and the site Parent Advisory Council will be an integral part of the program throughout the project period, and one component of the evaluation model will be based on parental responses to the community questionnaire.

E. District Steering Committee

It is recommended that:

- The Elementary Regional Director, Region D, be named project director.
- Mr. Albert C. Cook, Specialist, Intergroup Education, be named project coordinator.

V. E. - The following be chosen for a district steering committee which would serve as an advisory body to the proposed experimental school project:

Dr. Orville B. Aftreth, Assistant Superintendent, Elementary Division

Mr. Wayne C. Fry, Elementary Regional Director

Dr. Norman E. Wollitz, Elementary Assignment Director

Mr. Albert C. Cook, Specialist, Intergroup Education

Dr. H. David Fish, Director, Special Projects

Mr. John H. Griffith, Assistant Director, Planning and Research

Mr. Thomas McJunkins, Director, Intergroup Education

Mr. Clifford Mendoza, Specialist, Bilingual Education

Miss Margarita Carmona, Teacher Corp Team Leader, Lowell Elementary

Mrs. Bennye Leggett, Teacher Corp Team Leader, Horton Elementary

Mr. Lester G. Wahrenbrock, Director, Certificated Personnel

Mr. Rodney Merrill, Assistant Director, Classified Personnel

Mr. David Burriel, Principal Representative

Mr. Barry Bernstein, San Diego Teachers' Association Representative

Mr. Norman Rosner, San Diego Teachers' Association Representative

Mr. Ambrose Brodus, Representative, Southeast Education Committee

Miss Helen Diaz, Chairman, Education Committee, Chicano Federation

Mr. Charles Perkins, Public Information Office Representative

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attachment

FUNCTION: 1.0 Project Management

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	'72 Time allocation by months '73											
				Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
1.1 Select Project Director, coordinator, and site administrator		Steering Committee Elementary Division		→											
	1.1.1 Notify person selected as project director														
	1.1.2 Notify person selected as project coordinator														
1.2 Select evaluation team		Steering Committee Testing Services Dr. David H. Ford, San Diego State College		→											
	1.2.1 Contact Dr. Ford to seek his assistance in the project evaluation														
	1.2.2 Select district evaluation staff														
	1.2.2.1 Evaluator														

FUNCTION: 1.0 Project Management

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	'72 Time allocation by months '73											
				Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
1.3 Select and notify project staff		Steering Committee Personnel Elementary Division Project Director Evaluation Team Dr. Ford & Associates			→										
	1.3.1 Inform teachers of project														
	1.3.2 Accept applications														
	1.3.2.1 Simple screening of applicants														
	1.3.3 Submit list of acceptable applicants to Evaluation Team														
	1.3.3.1 Administer Attitudinal Survey Statement		$900.00												
	1.3.3.2 Conduct interview with applicants														
	1.3.4 Evaluation team submits names of accept-applicants to Steering Committee														
	1.3.5 Notify teachers of their selection to participate in program														

Attachment

FUNCTION: 1.0 Project Management

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	'72 Time allocation by months '73											
				Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
1.3 (continued)	1.3.6 Project staff														
	1.3.6.1 Site administrator														
	1.3.6.2 Resource Teacher														
	1.3.6.3 Teachers (20-25)														
	1.3.6.4 Classified Staff														
1.4 Selection of Site		Steering Committee Elementary Division Project Director Site Administrator			→										
	1.4.1 Screen possible sites														
	1.4.2 Notify existing site staff of change														
	1.4.3 Relocate site staff in non project sites														
	1.4.4 Notify parents of project														
	1.4.4.1 Receive parental support of project														
	1.4.5 Notify project staff of project site														

FUNCTION: 1.0 Project Management

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	'72 Time allocation by months '73											
				Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
1.5 Relocation of site staff and project staff	1.5.1 Provide transportation for teachers who are moving to or from project site	Project Director Project Site Administrator Project Staff Site Administrator Site Staff Instructional Media Distribution Center								→					
1.6 Materials and Supplies	1.6.1 Submit inventory of needed materials and supplies 1.6.2 Receive same	Project Resource Teacher Project teachers Project custodian Instructional Media Distribution Center								→					

Attachment

FUNCTION: 2.0 In-service Program

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	Time allocation by months '72 Jul	Aug	Sep	Oct	Nov	Dec	'73 Jan	Feb	Mar	Apr	May	Jun
2.1 Pre-training Planning	2.1.1 Contract for six hours 2.1.2 Determine pre-training site 2.1.3 Determine pre-training date 2.1.4 Prepare materials	Site Administrator Project Director Project Teachers Project Resource Teacher Instructional Media Duplicating		→											
2.2 Conduct Pre-training session		Project Director Site Administrator Project Resource Teacher Project Teachers Instructional Media Site Parents Advisory Committee				→									

FUNCTION: 2.0 In-service Program

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	'72 Time allocation by months											
				Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
2.3 In-service Planning		In-service Education		→											
	2.3.1 Contract for 32 hours														
	2.3.2 Determine in-service dates														
	2.3.3 Determine in-service site														
	2.3.4 Plan in-service program and materials														
2.4 Conduct In-service Program		Resource Teacher Project Teachers District Specialist in Intergroup Education					→	→	→	→					
	2.4.1 Establish enrollment for increment credits														
	2.4.2 Conduct 16 two hour sessions, one session per week														
	2.4.3 Evaluate work of participants														
	2.4.3.1 Assign grades														
	2.4.4 Submit grade list to In-service Education Office														

Attachment

FUNCTION: 3.0 Experimental School

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	'72 Time allocation by months											
				Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
3.1 Conduct Instructional Program	3.1.1 Conduct instructional program following guidelines established by San Diego Unified School District for Elementary Education	Site Administrator Project Resource Teacher Project Teachers Project Instructional Aides Community Resource People Classified Employees Evaluation Team Target Student Population Materials and supplies Expanded field trip budget				→	→	→	→	→	→	→	→	→	→
3.2 Report Card Period	3.2.1 Plan report card conference 3.2.2. Arrange for 8 minimum days for students 3.2.3 Conduct report card conferences 3.2.4 Evaluate conference period 3.2.5 Prepare and send district prepared report card at end of third instructional period	Elementary Division Project Resource Teacher Project Teacher Instructional Aides Site Parent Advisory Committee Site Administrator						→				→			→

Attachment

FUNCTION: 4.0 Evaluation of Project

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	'72 Time allocation by months						'73					
				Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
4.1 Student Questionnaire		Site Administrator Project Resource Teacher Project Teachers Dr. Ford District Evaluation Staff Target Student Population Testing Services Instructional Aides					→				→			→	
	4.1.1 Prepare student questionnaire with assistance of Dr. Ford and associates														
	4.1.1.1 Receive permission to administer questionnaire														
	4.1.2 Pass out questionnaires to schools														
	4.1.2.1 Collect questionnaires														
	4.1.3 Take statistical random sample of student population														
	4.1.3.1 Interviews for grades K-3														
	4.1.3.2 Questionnaire for grades 4-6														
	4.1.3.3 Sample will represent 25% of student population														

FUNCTION: 4.0 Evaluation of Project

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	'72 Time allocation by months						'73					
				Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
4.1 Student Questionnaire (continued)	4.1.4 Collect, analyze, and prepare report based on student samplings														
4.2 Standardized Test	4.2.1 Receive district mandated standardized tests for each grade level 4.2.2 Administer tests 4.2.3 Send answer sheets to Testing Services 4.2.4 Receive read out of student scores	Testing Services Project Resource Teacher Project Teachers Instructional Aides Target Student Population Site Administration				→	→	→	→	→	→	→	→	→	→
4.3 Parent Questionnaire	4.3.1 Prepare parent questionnaire with the assistance of Dr. Ford and associates	Testing Services District Evaluator Contracted Evaluation Team Site Administrator Instructional Aides Target Parent Population Site Parent Advisory Committee				→	→			→	→			→	

FUNCTION: 4.0 Evaluation of Project

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	'72 Time allocation by months						'73					
				Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
4.3 Parent Questionnaire (continued)	4.3.2 Distribute questionnaire to Target Parents 4.3.2.1 Questionnaire will be in Spanish and English 4.3.2.2 Questionnaire will be sent through the mail 4.3.3 Collect questionnaire 4.3.4 Analyze data and prepare report														

FUNCTION: 4.0 Evaluation of Project

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total Cost	Time allocation by months '72 Aug	Sep	Oct	Nov	Dec	'73 Jan	Feb	Mar	Apr	May	Jun	Jul
4.4 Project Evaluation	4.4.1 Receive teachers' evaluation of project year 4.4.2 Correlate all evaluative data received into a statistical report for the project year 4.4.3 Submit report to Steering Committee	Site Administrator Project Resource Teacher Project Teachers Instructional Aides Testing Services District Evaluation Staff Student Questionnaires Community Questionnaires Teacher Evaluations Results of Standardized Tests												→	
4.5 Project Modification	4.5.1 Review final evaluation report 4.5.2 Implement any modifications needed to maximize the effectiveness of the project	Steering Committee Project Staff (all) Elementary Division													→

Attachment

AGENDA ITEM NO. _____

A. RIGHTS AND RESPONSIBILITIES--STUDENT FREE SPEECH

District Administrative Regulation and Procedure No. 2390.

B. SUMMARY AND CONCLUSIONS

Federal Judicial Decree has profoundly changed the law governing First Amendment "free speech" rights of public school-age students. Under the U. S. Supreme Court decision (Tinker v. Des Moines Independent Community School District, February, 1969), the exercise of the right of free speech under the First Amendment cannot be restricted nor shall disciplinary action be taken as long as:

(1) It does not infringe on the rights of others,
(2) It does not involve substantial disorder, or
(3) It does not materially disrupt classwork.

The school district may establish reasonable regulations governing the time, place, and manner in which the free-speech rights are exercised on campus.

The procedure has undergone extensive development involving principals, parents, students, and teachers, including:

Secondary School Principals
Committee of senior high school ASB presidents, student seminar leaders and their teacher-advisers who worked closely with the governing bodies of their respective schools in providing student points of view.
Ninth District P.-T.A. leaders and presidents of site P.-T.A. groups.
A representative group of teachers from the S.D.T.A.

C. RECOMMENDATION

The Superintendent recommends approval.

D. APPROVED:

Wm. H. Stegeman
Deputy Superintendent
for Operations

LLM:vc
3-7-72