[MS-0234.003.009.008]

FIRST DRAFT

ELEMENTARY EXCHANGE PROGRAM: An Interim Report

Boone/Jones Elementary School Program

The first extended exchange program of nine(9) weeks duration began on 10/22/79 between Boone and Jones elementary schools. The initial exchange involved one fourth-fifth ~~4/5~~ grade class from each ~~one~~ of the two schools.

The class exchange takes place during each nine weeks period by having one-half of each class exchange every four and one-half weeks. The first exchange can be considered a success in the sense that there was total participation on the part of the students from each one of the schools and the programs which each class encountered at the receiving school were of excellent quality. Boone and Jones are now in their second ninth week exchange with a third-fourth ~~3/4~~ grade combination class participating in the exchange.

The plan at Boone and Jones calls for three nine-week classroom exchange sessions. This means that a total of eight classes or 240 students will be participating during this current school year.

Children in the participating classes are provided a comprehensive basic skills program ~~which~~ with additional enrichment units of instruction. The program is enhanced ~~enriched also~~ with the addition of a full-time teacher who is committed to the concept of the exchange program and who is ~~also~~ a skillful instructor.

The Boone/Jones program appears to enjoy good parent support and principals are enthusiastic about the program. The teachers and aides involved in the program are ~~also~~ very excited about the experiment and appear to be extremely supportive of the concept. Children appear to be happy and eager to converse and express their feelings about their experience.

Kennedy/Currie Elementary School Program

The Kennedy/Currie program is currently involved with the exchange of two first grade classes and two fourth grade classes. In this program the entire class exchanges and then each child is paired off with another at the receiving school and a new class formed. This program ~~is currently in its first exchange experience. It began on 1/21/80. The impression thus far is that program has accomplished what it is set out to do basically exchange classes and provide a meaningful education for the children. Since this is their first experience it is too early to judge how it will ultimately turn out. Given the current status one would predict that the program will be successful.~~ commenced 1/21/80. It is too early to evaluate the program.

Elementary Exchange Program

Meade/Dailard Elementary School Program

The Mead/Dailard exchange program ~~is currently involved in its first exchange~~ (begun commenced 1/14/80). The exchange ~~between these two schools~~ involves a first grade class from each school. This program is similar to the Boone/Jones program in that one-half of each class changes every four and one-half weeks during the nine week period. So far, the program appears ~~to be moving along quite well even~~ to be operating smoothly though ~~it is in its infancy~~.

Problems ~~encountered~~ identified thus far do not seem to be insurmountable. The biggest problem seems to be that each one of the schools involved in the exchange program has a different reading adoptions program. Therefore, it is very difficult to provide continuity during the exchange. It ~~appears that the problem has~~ been ~~recognized and addressed to the satisfaction of all concerned~~ so address this problem. Children are grouped according to their reading program in the receiving schools thus providing continuity in reading. However, there is ample time for reading skills instruction and phonetics development in a more integrated basis.

ML:mg
2/20/80

REPORT OF RACE/HUMAN RELATIONS SUBCOMMITTEE

The Race/Human Relations Subcommittee consisting of Beverley Yip, Chair; James Anderson, Judge Napoleon Jones and Irma Castro met several times during the last quarter of 1979. The Subcommittee explored alternative methods of evaluating the race/human relations programs with the assistance of community consultants, school district personnel and interested individuals.

Due to the extensive and diverse nature of the district's race/human relations programs, the Subcommittee decided to focus on secondary schools during its first year effort. The Subcommittee had originally decided to concentrate on VEEP receiving schools, but have since enlarged the study sample to include all secondary schools.

After meeting with various professionals in the field of race/human relations, the Subcommittee recommended to the Task Force that we contract with Dr. Robert Guthrie to develop an evaluative study utilizing an attitudinal questionnaire to be applied to a randomly selected number of secondary classrooms. Other study groups to be studied include parents, teachers and principals.

The advantage of such an approach was to develop base line data from which we could compare effectiveness of subsequent district efforts in the areas of race/human relations. The study would also provide information for comparing schools and, thus, indirectly, successful programs and techniques. Attached, as an exhibit, is more detailed information on the study.