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January 7, 1981

TO: Secondary & Elementary Exchange Monitors, San Diego Integration Task Force

FROM: Ann Hunsaker, Chairman Special Committee - Exchange & Learning Centers

RE: Guidelines developed by the Committee for use in monitoring programs - including criteria approved for exchange programs by San Diego Unified School District.

Members of the above committee, besides myself, are: Fred Castro, Irma Castro, Clarence Pendleton and Hartwell Ragsdale. We developed the enclosed material for your use in monitoring the exchange programs at the following schools:

| Secondary Exchange | Elementary Exchange |
|---|---|
| San Diego - La Jolla | Kennedy - Curie |
| San Diego - Pt. Loma | Boone - Jones |
| Morse - Madison | Mead - Dailard |
| O'Farrell - Hale | Burbank - Ocean Beach |
| O'Farrell - Pershing | Freese - Andersen |
| Lincoln - Henry | |
| Lincoln - Clairemont | |
| Memorial - Lewis | |
| Memorial - Pacific Beach | |

The information you collect will be used to prepare the report to the judge in answer to his charge, "Monitor, analyze and evaluate the Elementary and Secondary Exchange Programs and the Learning Centers to determine what progress is being made toward the expansion of Elementary Exchange Programs and to determine the effectiveness of all three programs."..."Cooperate with the school district to assist the district in its efforts to expand the Elementary Exchange Programs and to encourage more parents to voluntarily participate therein."... This report, in its final form, is due on May 4, 1981.

We ask that a preliminary report be prepared and forwarded to me before February 14, 1981, so that the Committee can study what progress has been made and determine effectiveness up to this date. If you have suggestions, please include them. If you have questions, please call me at 444-4211.

Also, we will schedule a meeting with you to discuss our agenda, either the latter part of this month or early in February. You will be notified when a date has been determined.

We wish to thank you for your time and effort - you are doing an outstanding job.

Sincerely,

Ann Hunsaker

cc: H. Brown
J. McDonald
Committee Members

P.S. I have requested current revisions, if any, to the Secondary Instructional Exchange Program from Ed Fletcher's Office. When materials are available, I will see that you receive them.

MONITOR
GUIDELINES

Secondary and Elementary Exchange Programs

The Committee asks that you monitor the following:

1. Curriculum planning - do exchange students use the same instructional materials and have the same programming?
   Rationale: When students move from School A to School B and vice versa, they should be using the same textbooks and be in approximately the same Chapter in the textbook.

2. Time sequence - is the sequence of presenting curriculum to the students approximately the same?
   Rationale: If students from School A go to School B with different vocabulary words, different sequence of mathmatical training, etc. prior to the exchange, it would prove a hardship on them.

3. Health/Medication - Does the school of exchange assume responsibility for meeting the health needs of students?
   Rationale: When students who have special health needs or who are taking medication go from School A to School B, is there provision for the exchange school's nurse or health aide to assume the responsibility for administering to that need or giving medication to the student, as was done at the home school?

4. Special Programs - what happens during the exchange to those students involved in special programs, i.e. bi-lingual, reading improvement, etc., at their home school?

5. Enrichment programs - do exchange students receive more or the same enrichment programming provided by their home school?

6. Communication - is there communication between schools in the program?
   Rationale: If each school pair works out their plan differently, do they meet and discuss strengths and weaknesses of varying plans? Does Mead-Dailard meet with Kennedy-Curie, etc. staff to share experiences, for example?

7. Participation - how many, if any, students have opted out of the program and why?

8. Recruitment - in what ways are students recruited for participation in the exchange programs? by whom?

9. Parent Participation - are parents involved? How many? What is being done to encourage more parents to become involved?

* The following is taken from Proposed Revision To The Elementary Instructional Exchange Program and Elementary Learning Center, 1981-1984: Revised December 9, 1980. SAN DIEGO CITY SCHOOLS, Elementary Schools Division

Instructional Exchange Programs

Joint School Planning: The Steering Committee

The school committees of each applicant school will form jointly a steering committee to coordinate and resolve problems arising from local school planning. This committee must include representatives from the school planning committee of each participating school; it may include all of the members of each school planning committee. The location for the meetings of the steering committee should rotate among the sites involved.

The steering committee serves the following important functions;

- Coordinating and preparing the instructional exchange program plan.
- Providing a forum for discussion.
- Generating ideas relative to the unique instructional needs of the participating students.
- Serving as liaison between the schools and communities.
- Making the school staffs aware of the communities' expectations for the program.

Informing the Communities

The success of the program will depend upon how well the members of the participating communities are kept informed and the extent to which they are involved in its planning, implementation, and evaluation. Parent involvement is essential. Each school planning committee will need to develop an effective means of informing members of the community and soliciting their input. One way of approaching this task is through information meetings held at each participating school. These meetings may include topics such as:

- An overview of the San Diego Plan for Racial Integration
- Progress reports on program planning, including:
  - an explanation of the Elementary School Exchange Program concept.
  - the goals and expected outcomes.
  - a description of the types of school exchange programs, emphasizing the need for a regular and continuous program for integrated instructional experiences.
  - available funding.
  - an overview of the Order Re Integration Plan, 1980-81 issued by Judge Louis M. Welsh on December 2, 1980.

During the information meetings, time should be provided for group interaction and input. It is suggested that a recorder keep a written record of the discussion and ideas generated.

Program Development

As school planning and steering committees plan and implement programs, specific criteria must be met for each program. All elementary instructional exchange programs are required to:

- Maintain and improve overall quality education for participating students.
- Meet student needs identified by participating school committees.
- Involve sufficient numbers of students to provide an integrated setting.
- Provide a race/human relations program.
- Involve parents in planning and implementation.
- Permit voluntary participation of individual students and provide alternate plans for children who are not participants.

School Planning Committee

It is anticipated that in the planning process there will be broad participation and involvement of parents, staff, and (when practical) students. A School Planning Committee should be formed at each participating school, consisting of the principal, teacher representatives, classified staff representatives, and parent representatives from the PTA and School Site Council. This committee will perform the following tasks:

- Develop the program in conjunction with school planning committees from the other schools in the grouping.
- Plan and conduct information meetings for the parents and members of the local school communities.
- Provide opportunities for the parents of participating students to give input to the planning, implementation, and evaluation of the program.
- Assist the school staff with any problems or needs which may arise.

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During the instructional exchange program, students from predominantly majority classes and predominantly minority classes particpate jointly in all educational activities on a full-day basis. Common textbooks and curriculum materials are used in the linked classes in order to facilitate integration in all instructional groupings and insure continuity of learning by students.

Classes of students will be involved in instructional exchange programs. The instructional exchange will occur as an integral part of the yearly program. Parents not wishing their children to participate may request reassignment to a nonparticipating class or school. Alternate arrangements for students will be made for the duration of the exchange program upon request of parents.

Broad involvement is necessary for planning and implementing an exchange program. Participation will be strengthened as each grouping of linked schools jointly engages in planning for the exchange program.