

R E P O R T

ELEMENTARY AND SECONDARY INSTRUCTIONAL EXCHANGE

LEARNING CENTERS

ELEMENTARY EXCHANGE

This segment of the report is limited because the assigned monitors dropped out. However, two other monitors were assigned after completing their initial assignment, that of the Secondary Instructional Exchange Program.

It can be said from the reports that the Boone/Jones and Freese/Andersen programs are very positive and it is evident that the administrators and staff go to extra lengths to include the community in their over-all programs. At the onset of the Freese/Andersen program, the following activities to include parents were initiated: parents were invited to ride on bus route; held a picnic so parents could get together; and steps were taken to assure health care from each school's nurse or aide. At Boone/Jones parent involvement is limited and could be improved.

At this time, the Boone/Jones students use different reading texts, but next year they will be on A.G.P. The personnel, as pioneers of the elementary exchange program, are willing and anxious to share their successes and failures with other schools, but have not been contacted by many. No students opted out of the Boone/Jones program and only four students from Andersen, none at Freese, chose not to participate.

Students appear to mix well, both on the playground and during lunch. One parent stated that the family had moved out of the Freese area and into the Andersen area because of negative perception about Freese. Although very reluctant to allow her student to participate in the program at first, she commented recently how delighted she was with the program.

There still are problems with inter-program/intra-program communications since staff have only after school hours or weekends to share ideas. Also, the achievement gap appears to preclude continued momentum by the more gifted students, but with utilization of enrichment materials this year and all schools involved in the A.G.P. program next year, this problem has an end in sight.

Curie/Kennedy have the A.G.P. program and have made arrangements for the over achieving students to have additional learning opportunities. Both are using the same materials and programs and now, both are year-round schools. Student center activities provide sharing opportunities for the students with continuity maintained by a single counselor sharing time between the two schools. No students opted out from Kennedy and only two from Curie (for non-anti-program reasons). Parent involvement has been sought out.

This program, as it is expanded, can continue to provide meaningful integration.

Need recommendations from Ann!

SECONDARY EXCHANGE

At the high school level, this program has been beset with problems according to monitor reports. It is our perception that the problems will carry over into the new emphasis at the junior high level unless they are actively worked on.

First and foremost complain is late buses. During an interval from November 17, 1980 to January 30, 1981, the bus arrivals and departures at Madison were monitored on 16 different days. Results were that 365 minutes were lost due to late buses and on two days, substitute buses had to be called in.

At Lincoln/Clairemont/Henry, students use same materials but in some cases, the instruction has to be slowed down to meet the needs of lower achievers and extra programs sometimes cut into regular programming time. Teachers plan on their own time and have problems consulting counselors about a student not at their home school. Students in special programs have trouble participating due to scheduling difficulties.

Very little inter-action takes place and students stay with their home school friends rather than mix.

At Point Loma/San Diego, there are different supplemental texts relating to the different requirements for students. Part of a class activity was to have been a trip to Sacramento, partially financed by student fund raising and supplemented by the District. It was reported that at the last minute, the District pulled out of its part of the bargain and the class was unable to go.

Teachers communicate in some exchanges, not in others. Some administrative opposition has been reported.

Many of San Diego High minority students opted out of the program because the instructional level was too difficult. A teacher stated, "It was difficult for them to participate academically and socially."

Very little or no efforts were made for parent participation. No established student friendships

Memorial/Lewis exchange program included only 22 students and suffered from lack of interest and participation.

Apparently parents were involved in arranging field trips and as class speakers and resources in the Point Loma/San Diego exchange.

In conclusion, Secondary Exchange, in its present form, provides some limited short-term interaction between students of different races/ethnic groups. It is academically beneficial to the students enrolled.

LEARNING CENTERS

This program provides excellent enrichment for those students participating. One administrator feels that students who are scheduled to enter an exchange program might benefit from experiencing a Learning Center Program for at least one year. "It would be like teaching children to swim. They are prepared for the experience. They are not just thrown into the water to sink or swim."

Cause for concern has been the lack of interaction between the Learning Center and resident students. At some schools, this problem has been resolved by structured mixing on the playground. Some teachers still exhibit prejudice for minority students. To cite one report, "I believe the teachers must be made aware of their subtle ethnic putdowns. If I noticed them in my visits to the classes, I'm sure the children do also."

Learning Center Counselors and Community Aides work hard on planning activities to entice feeder school parents to the Centers, but few parents participate. Only when their children are performing do they attend.

Parents express polarized feelings about the program. Some think it a positive experience, others have negative comments.

It is our conclusion that the phasing out of the Learning Center Program in favor of the Elementary Instructional Exchange program will better serve integration in the District.

We wish to extend our appreciation to the monitors who spent so much time and expertise in reporting on their assigned programs. We also thank the administrators, teachers, parents and students for assisting in the information gathering process.

Submitted by:

Ann Hunsaker, Chairman
Frederico Castro
Irma Castro

4/13/81

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
San Diego - La Jolla
San Diego - Pt. Loma
Morse - Madison
O'Farrell - Hale
O'Farrell - Pershing
Lincoln - Henry
Lincoln - Clairemont
Memorial - Lewis
Memorial - Pacific Beach

Elementary Exchange
Kennedy - Curie
Boone - Jones
Mead - Dailard
Burbank - Ocean Beach
Freese - Andersen

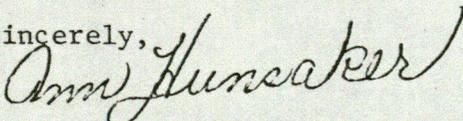
The information you collect will be used to prepare the report to the judge in answer to his charge, "Monitor, analyze and evaluate the Elementary and Secondary Exchange Programs and the Learning Centers to determine what progress is being made toward the expansion of Elementary Exchange Programs and 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,



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 mathematical 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 participate 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.

RECOMMENDATIONS

ELEMENTARY AND SECONDARY INSTRUCTIONAL EXCHANGE/LEARNING CENTERS

1. Eliminate the prejudice for minority students exhibited by some of the teachers.
2. Improve interaction among students in Secondary Exchange and Learning Center programs.
3. Provide guidelines for health problem/medication needs of students at receiving schools.
4. Do not put programs in schools where administrators/teachers do not have positive attitudes about the program.
5. Improve parent participation in planning and implementation of program, especially at the Secondary level.
6. Improve parent participation in Race/Human Relations functions and multi-cultural components.
7. Provide District guidelines (planning/implementation procedures) for Secondary Exchange program.
8. At Secondary level, involve sufficient numbers of students to provide an integrated setting.
9. Much improvement needed regarding bus scheduling to preclude hours of lost time due to late or "no show" busses.
10. Standardize course requirements in Secondary Exchange Program.
11. Standardize texts in Exchanges, at all levels.
12. Provide meaningful instruction for all levels of achievement.
13. Make provisions at school of exchange for special program students, e.g. ESL, Title I, etc.
14. On a district-wide basis, provide opportunity for teachers in exchange program to share successes and failures at least annually.
15. When possible, limit mixing multi-grade classes and gifted multi-grade classes because of the achievement span one teacher must address.
16. District should monitor Secondary Exchange enrichment activities offered in some courses at recruitment time to see that there is a follow-through of those activities.
17. Longer period of time needed at the Secondary level - three period are not sufficient to achieve meaningful integration.
18. Provision made for teachers to consult when needed, counselors at students' resident school.