

EQUAL EDUCATIONAL OPPORTUNITY FOR MINORITY STUDENTS IN THE MORRIS SCHOOL DISTRICT

NEW JERSEY ADVISORY COMMITTEE
TO THE UNITED STATES
COMMISSION ON CIVIL RIGHTS

This summary report of the New Jersey Advisory Committee to the United States Commission on Civil Rights was prepared for the information and consideration of the Commission. Statements and viewpoints in the report should not be attributed to the Commission or to the Advisory Committee, but only to individual participants in the community forum where the information was gathered.

A SUMMARY REPORT

MARCH 1990

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MORRIS SCHOOL DISTRICT

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March 1990

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Letter of Transmittal

New Jersey Advisory Committee
to the
U.S. Commission on Civil Rights

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The New Jersey Advisory Committee, following a vote of 11 to 0 by the members, submits this summary report to the Commission on equal opportunity for minority students in the Morris School District. Affirmative responses from all absent members and recently appointed members confirmed the unanimous vote.

The report summarizes information received at a community forum convened by the Advisory Committee in Morristown on June 27, 1989. It is not an intensive or exhaustive review of this important subject. Every effort was made to include diverse viewpoints on the issues by inviting participation from the National Association for the Advancement of Colored People (NAACP), locally elected officials, and school administrators with opposing views regarding developments in the district.

The report also describes two related documents, a detailed State report on allegations of in-school segregation within the district and a district action plan designed to reduce the overrepresentation of minority students in lower ability groups and increase their representation in more advanced groups.

The information in this report provides the basis for further Committee monitoring of State enforcement of equal educational opportunity laws pertaining to student tracking and enrollment in programs. The Committee hopes this report will be useful as well to the Commission in its monitoring of this issue.

Sincerely,

ZULIMA V. FARBER, *Chairperson*
New Jersey Advisory Committee

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Acknowledgments

The New Jersey Advisory Committee wishes to thank the staff of the Commission's Eastern Regional Division for its help in the preparation of this summary report. The summary report was the principal assignment of Edward Darden with support from Linda Raufu and Edna Nicholson. The project was carried out under the overall supervision of John I. Binkley, Director, Eastern Regional Division.

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Introduction

The New Jersey Advisory Committee to the Commission conducted a project focusing on resegregation in the Morris School District public schools (the district). The Committee initiated the project in response to allegations brought by the Morris County branch of the National Association for the Advancement of Colored People (NAACP). The local civil rights group hoped Committee involvement would help persuade local school officials to undertake further action. There was limited involvement by the U.S. Department of Education's Office for Civil Rights (OCR) in 1987, before the NAACP brought the matter to the attention of the Committee.¹ The OCR conducted an investigation of the NAACP complaint but restricted its inquiry to the portion of the district's special education program receiving Federal financial assistance. Only one of three types of special education programs, e.g., use of a resource room, was within the jurisdiction of the OCR investigation. The Committee's information gathering covered the full range of the programs.

The Committee started gathering information on the issue at a briefing session in December 1988, beginning with views of State officials and NAACP officers, and concluded with a forum in June 1989. The Committee briefing session outlined the controversy for Committee members, and the forum brought knowledgeable persons before the Committee to discuss issues and appraise developments.

The following summary report covers information the Committee collected in its two sessions, separated by several months. The project also reflects the Committee's view that extended, intermittent monitoring, like time-lapse photography, provides the Committee a broad perspective on civil rights developments like changing educational policy.

Summary

The Morris County chapter of the NAACP submitted a written complaint to the State board of education against the Morris School District on September 9, 1982.² The NAACP complaint alleged that black students made up 32 percent of the Morris School District student enrollment but comprised 70 percent of the special and remedial education classes. The NAACP believed the concentration of minority students in special and remedial classes created racial isolation, resegregating classrooms within desegregated schools. They complained that blacks, minorities, and the poor were not receiving equal educational opportunities in the Morris School District and as a result were victims of discrimination.

¹See app. A, Richard L. Foster, Acting Regional Director, Office for Civil Rights, Region II, U.S. Department of Education, letter to Dr. Harry Jaroslaw, Superintendent, Morris School District, Morristown, N.J., Apr. 10, 1987 (hereafter cited as OCR Review).

²See app. B., Paul L. Cooper, president, and George E. Kelley, chairperson, Education Committee, Morris County Branch, National Association for the Advancement of Colored People, letter to Jan Wotowicz, board president, Morris School District Board of Education, Sep. 9, 1982 (hereafter cited as NAACP complaint).

The Mayor of Morristown contributed to concerns raised by the NAACP. The Mayor noted racially disproportionate classes during an unscheduled tour of several classrooms in 1986.³ He was surprised to find very high concentrations of white or black students in some classes. The Mayor's visit and reactions were reported in local media, attracting new attention to the issues raised earlier by the NAACP. In mid-November 1986, the Mayor sent a letter to Superintendent Harry Jaroslaw contending that black students were being discriminated against and citing these and other firsthand observations.⁴

The NAACP request for State action, initiated in 1982, was renewed in 1987 with intense, public criticism of problems in the district.⁵ The Morris County branch and the New Jersey State Conference of the NAACP issued telegrams to the U.S. Senators from New Jersey, the Secretary of the U.S. Department of Education, the Governor of New Jersey, the New Jersey Commissioner of Education, and other elected and appointed officials, informing them of an independent NAACP investigation into numerous complaints of resegregation in the district.⁶ The NAACP received supportive responses to the telegrams, including both U.S. Senators, and a request from the Secretary of Education to the Region III Office of the U.S. Department of Education for cooperation with the NAACP effort.⁷ The State response included establishment of an investigative team, which involved numerous State officials, who conducted interviews, collected data, and reviewed materials to produce a thorough and comprehensive investigation.⁸

³Later that year I went to vote at the Thomas Jefferson School and, after voting, took a walk through the halls. As I looked through the windows of the classroom doors, I was amazed to see all white classes, all black classes, classes of Hispanics and so on." The Honorable David V. Manahan, Mayor of Morristown, N.J., reported in "Transcript of Community Forum on Student Segregation and Racial Isolation," held by the New Jersey Advisory Committee to the U.S. Commission on Civil Rights at Morristown, N.J. (Jun. 27, 1989) (copy available at Eastern Regional Division Office) (hereafter cited as Transcript), p. 8.

⁴Transcript, p. 8.

⁵We realize that we first brought this matter to the attention of the Morris School District board of education in 1982, but up until 1986 more was promised than delivered. It was in July 1987 that the Morris County Branch NAACP staged the State Investigation under the leadership of Reno O. Smith as branch president, and Irene Hill-Smith as state president. This [independent NAACP investigation of resegregation in the district, announced at a press conference on July 29, 1987] . . . is why . . . [in response to NAACP action] the state investigated the matter for nine months." See app. C, Reno O. Smith, president Morris County branch NAACP, letter to Edward Darden, Civil Rights Analyst, U.S. Commission on Civil Rights, December 5, 1989 (hereafter cited as Smith letter).

⁶Smith letter.

⁷Smith letter.

⁸"I do think it is important for you to expand upon the efforts made by a great many people in the department who spent countless hours, weeks and months conducting interviews, collecting data and interviewing materials in conducting this very thorough and comprehensive investigation./ Readers of your report...should be advised to read the entire state report in order to gain a more comprehensive understanding of a very complex set of issues raised in the report./ The Office of Equal Educational Opportunity and the Morris County Office of Education will continue to monitor the district's progress in achieving all aspects of the approved corrective action plan." Saul Cooperman, commissioner, New Jersey Department of Education, letter to Edward Darden, Civil Rights Analyst, U.S. Commission on Civil Rights, Dec. 11, 1989.

The NAACP allegations were investigated by the New Jersey Department of Education,⁹ which recommended 10 corrective actions¹⁰ in a detailed report on the matter on June 3, 1988. The State did not charge the district with discrimination, but required district officials to begin corrective action to eliminate racial isolation. The State report noted that the imbalance of enrollments predominated within self-contained special education classes and within the highest and lowest reading or language arts and mathematics instructional groups.

Therefore, the State concluded, low-achieving students instructed mainly in racially isolated classes had very limited contact with the racially diverse mainstream of students on any given day. The State determined that since it was the separation of students by race or national origin that set in motion, or perpetuated, self-fulfilling cycles of harm to students, especially minority and poor children, a serious problem existed within the programs, classrooms, and activities of the Morris School District.

The Briefing

The Committee held its briefing session on the issues on December 15, 1988. The major speakers were Barbara Anderson, director of the office of equal educational opportunity of the New Jersey Department of Education, and Reno O. Smith, president of the Morris County branch of the NAACP.

During the briefing session, the Committee reviewed "An Investigation of Allegations of Segregation and Racial Isolation Within Schools and Classrooms in the Morris School District—Final Report, June 3, 1988,"¹¹ a State critique of pertinent Morris School District practices. A committee of State officials, including the State commissioner of education, the assistant commissioner of education for the division of county and regional services, the director of the office of equal educational opportunity, and the superintendent of the Morris County Office of Education (a State office), issued the document, an 84-page report, the result of a 9-month investigation.

Some complaining parents believed some teachers in the district held unfavorable stereotypes of black, Hispanic, and economically disadvantaged students, which contributed to mistaken perceptions of student ability, especially of black males.¹² The parents contended that many teacher evaluations and assignments of minority students separated minorities into instructional groups within classes or separate classrooms for low ability students or special education for the handicapped. The parents believed that the low enrollment of minority or lower income students in accelerated or talented groupings also suggested similar barriers against black and poor students in these programs.

⁹Report entitled "An Investigation of Allegations of Segregation and Racial Isolation Within Schools and Classrooms in the Morris School District—Final Report" from Marcellus D. Smith, Jr., compliance coordinator, Office of Equal Educational Opportunity of the New Jersey State Department of Education (June 3, 1988) (copy of report on file at Eastern Regional Division office) (hereafter cited as State report).

¹⁰See app. D, "Recommendations," State report, pp. 15-16.

¹¹State report.

¹²"Most alarming is the fact that an estimated seventy pupils or seventy percent of all blacks attending these classes are black males." NAACP complaint, p. 2.

The State reported 22 findings related to equal educational opportunity in the Morris School District.¹³ Among its conclusions, the State found that racial balance was exemplary among the nine schools that made up the district. The State underscored that district policies and practices were generally nondiscriminatory. The report also noted the district's deliberate efforts to limit isolation and minimize its negative effects. The investigation determined there was no basis to substantiate a finding of deliberate or overt discriminatory intent on the part of the district in creating classroom isolation or racial imbalance. The investigators found the motivating impetus for district grouping and tracking practices appeared to be a necessity for closing the learning gap between high-achieving and low-achieving students. Fulfilling that objective inadvertently separated and isolated the students by race and national origin.

On balance, the State's report also contained several critical findings and comprehensive recommendations for corrective action by school officials. Generally, the State's findings called attention to a disproportionate number of minority students in special education programs and basic skills classes. It noted that grouping practices in the district had the result of overidentifying minorities assigned to lower ability groupings and underidentifying minorities assigned to higher ability groupings. This effect was unintentional by district officials, the State report noted. The pattern of overidentifying minorities for special education and underidentifying minorities for accelerated programs began in the system in intermediate schools and continued through junior and senior high school programs.

The report also pointed out that teacher recommendations seemed to be the major basis for deciding where children should be placed. This practice was coupled with a lack of sensitivity and awareness on the part of some teaching staff regarding the needs of minority students. The report observed that as minority students progressed through the system, the gap between average achievement levels of minorities and the average achievement level of majority students in the district widened.

The State determined the extent of racial isolation for basic skills students in an analysis of student enrollments in 1987. The data in figure 1 show the percentage of black students who received compensatory/bilingual education services in the Morris School District (47.6 percent) exceeded their statewide percentage (40.17 percent) and was nearly double their percentage of overall enrollment in the district (24.4 percent).

Figure 2 shows student assignments in all special education programs: self-contained classrooms, resource rooms, and regular education in classes. The totals include noneducational handicapped pupils placed in open resource rooms which were special education programs. The data show minorities comprised 32.7 percent of the total enrollment with the district and 50.1 percent of all pupils enrolled in special education classes. This compared with white pupils who represented 67.2 percent of the district's total enrollment and 49.8 percent of all pupils enrolled in the district's special education programs.

¹³State report, pp. 7-13.

FIGURE 1
Racial/Ethnic Group Percentages of Basic Skills Students

Year	Totals	Other*	Black not Hispanic	White not Hispanic	Hispanic	Total
FY1987 (1987-87)	State	2,749 (1.66%)	66,766 (40.17%)	29,511 (17.76%)	67,180 (40.42%)	166,206 (100%)
FY1987 (1986-87)	Morristown	20 (2.33%)	407 (47.6%)	119 (13.92%)	309 (36.14%)	855 (100%)

*Other category combines American Indian or Alaskan Native, and Asian or Pacific Islander.
 Source: Sylvia M. Roberts, Ph.D., director, Division of Compensatory/Bilingual Education, New Jersey Department of Education, letter to Barbara Anderson, director, Office of Equal Educational Opportunity, Division of County and Regional Services, New Jersey Department of Education, Nov. 16, 1987.

FIGURE 2
Student Enrollment in Special Education Programs*

Year	Black	White	Other	Minority	Total
1987	1,017	2,802	348	1,365	4,167
Percent	24.4%	67.2%	8.3%	32.7%	-

<i>Pupils Classified as Handicapped</i>					
Year	Black	White	Other	Minority	Total
1987	202	272	29	231	503
Percent	40.1%	54.0%	5.7%	45.9%	12.0%

<i>Pupils Receiving Special Education Services (including open resource room nonclassified pupils)</i>					
Year	Black	White	Other	Minority	Total
1987	289	324	40	329	656
Percent	44.0%	49.8%	6%	50.1%	15.7%

*District enrollment figures include handicapped pupils placed in out-of-district programs.
 Source: Jeffrey V. Osowski, Ph.D., director, Division of Special Education, New Jersey Department of Education, memorandum to Barbara Anderson, director, Office of Equal Educational Opportunity, New Jersey Department of Education, May 23, 1988.

The district viewed its regrouping practices as necessary for the instructional needs of underachieving students. These students presented a challenge for district educators. According to the State report, district educators agreed that the combined effects of racial discrimination and poverty were major causes of unequal achievement among black and Hispanic students as compared to white students. The disparities, they concluded, repeat with minority students each year and persist throughout their public school experiences.

The district responded to the critical findings in the State report, registering strong objection particularly to inferences of resegregation; the district had been an early example of desegregation since 1962.¹⁴ The State department of education, nonetheless, instructed the district to devise a comprehensive plan for corrective action.

The Committee learned during the briefing that the district was complying with State recommendations and, in addition, had established a coordinating committee of NAACP representatives, community leaders, and school officials to participate in development of a comprehensive plan. The briefing concluded without complete discussion of the district's comprehensive plan. The plan, which was nearing completion, was not available for Committee review at the time the summary report was prepared.

The Forum

The Committee held a community forum on June 27, 1989, that incorporated a discussion of the Morris School District—Action Plan¹⁵ which was unavailable at the earlier briefing session. The initial stages of the 5-year Action Plan were underway or planned for 1990. The forum also provided district administrators, elected officials, and community representatives an opportunity to report developments under the district's new comprehensive plan and appraise its implementation. The forum heard from three speakers, David V. Manahan, Mayor of Morristown; Dr. William D. McIvor, superintendent of Morris County schools; and Lorraine L. Bagley, chairperson of the Morris County NAACP education committee. A fourth speaker, Saul Cooperman, commissioner, New Jersey Department of Education, declined the Committee's invitation to attend.¹⁶ The presentations were transcribed.¹⁷

The forum touched a sensitive area in the Morristown community. The history of the Morris School District began in 1971, when by order of the New Jersey Commissioner of Education, the largely black district of Morristown and the predominately white district of Morris Township were merged. Since the consolidation and integration of the two districts, considerable progress was made in providing equal educational opportunity for all students. The district had a unified board and was a "lighthouse"

¹⁴"I became involved with racial discrimination in education in 1962. At that time Morristown had a neighborhood school system. This resulted in the Lafayette School, which was in a predominately black neighborhood, being at least 95 percent black." Mayor David V. Manahan, Transcript, pp. 3-5.

¹⁵See app. E, Morris School District—Action Plan (Apr. 30, 1989) (hereafter cited as Action Plan).

¹⁶Barbara Anderson, Mercer County Superintendent of Schools letter to Edward Darden, Civil Rights Analyst, U.S. Commission on Civil Rights, Jun. 21, 1989 (Copy on file at Eastern Regional Division office).

¹⁷Transcript.

district for desegregation efforts in the State. The district valued its record of leadership in school desegregation, making a complaint that black and minority students were resegregated in classrooms quite a sensitive matter.¹⁸

In the intervening months since the Committee's December 1988 briefing session, the minority community leadership and school officials had worked through the process of developing a comprehensive plan, gaining confidence that each party's concerns were met in the Action Plan, completed on April 30, 1989. The Action Plan was designed to reduce overrepresentation of minority students in lower ability groups and increase their representation in more advanced groups and had three goals:

- (1) to increase awareness of staff toward the needs of minority youngsters,
- (2) to develop programs which provide at-risk youngsters educational opportunities, and
- (3) to increase involvement of groups representing the minority community and staff in the Morris School District.

In summary, the speakers generally agreed that the district had responded commendably during the months since the earlier Committee briefing session. Their comments are included below. The speakers discussed key aspects of the Action Plan with the Committee, reporting those steps already completed. The NAACP reported that one highly successful aspect of the district's response was a decision to establish an advisory panel assigned to assist with and monitor implementation of the comprehensive plan. The panel was meeting regularly, and a new, constructive working relationship with district officials was developing, according to the NAACP. The Mayor of Morristown was also supportive of the Action Plan, commenting also that a greater community effort was needed, in addition, to support minority youth.

The NAACP speaker advised the Committee that once the district was committed to addressing the problem, it developed a workable solution, suited to the needs of the community. The forum participants generally believed the Morristown experience would make an appropriate model for State use in other school districts. The participants noted that the minority student enrollment patterns in many of the State's more than 600 school districts would likely mirror the racial isolation problem uncovered in Morristown or worse. The Morristown example, they believed, offered a case study for other districts facing similar problems.

¹⁸The Morris School District responded to the State department of education investigative report shortly after reviewing it in June 1988. The district objected, stating that the report could have been more balanced and more accurate in a number of its observations. The precise content of the district's rebuttal is restricted information by request of the superintendent and, therefore, is not part of public discussion. The district wishes to put this issue behind it and has committed itself to addressing the substantive concerns dealing with the education of minority students.

Presentation of Lorraine L. Bagley, Chairperson, Education Subcommittee, Morris County Branch of the National Association for the Advancement of Colored People (NAACP)¹⁹

Lorraine Bagley represented the Morris County branch of the NAACP, its president, Reno O. Smith, and members of the education subcommittee, who were the primary liaison between the organization and the district. She said that the NAACP recognized its responsibility to advocate the interests of children, especially in cases where parental efforts seemed unsuccessful. In this spirit, the NAACP decided in 1982 to file a complaint on behalf of all black and minority students regarding equal educational opportunity. She said the organization made a long-term commitment to achieving results and would continue its efforts until satisfactory results were achieved.

Ms. Bagley emphasized the NAACP's uneasy feeling that the Action Plan offered great potential for handling the district's problems regarding equal educational opportunity but the likelihood remained that the plan would not be fully implemented. She complimented the district superintendent and staff for their thoughtful, professional preparation of the Action Plan. On balance, she noted the present high priority of these matters at the district level was due largely to Federal and State responses to NAACP complaints.

She believed careful, rigorous monitoring of local actions was necessary to assure successful implementation of the Action Plan. The NAACP was uneasy about this because it believed the State department of education was not going to monitor implementation of the plan. The NAACP planned to conduct its own monitoring if the State neglected the responsibility.

Ms. Bagley reiterated that the NAACP and the district worked together amiably during preparation of the Action Plan, but she complained that the district failed to share subsequent progress reports with the NAACP. She explained that, lacking complete information from the district, the NAACP was unable to offer the Advisory Committee an informed view on district progress toward implementation of the Action Plan.

Using information gathered in the community, Ms. Bagley mentioned that the NAACP was aware of apparently independent efforts in several schools to heighten sensitivity to the issues. She said these efforts were not part of the program the district was committed to implement in the Action Plan.

Ms. Bagley suggested, in closing, that the district's recent actions instilled confidence in the NAACP that the district was working to successfully implement the Action Plan. She said the group fully expected the district would soon provide progress reports on implementation.

During a general discussion with Committee members, Ms. Bagley noted that white teachers in mostly white school settings, like Morristown, were less likely to discriminate against minority students when their proportional enrollment was below a certain percentage. She believed that increased minority enrollment in the Morris School District was a factor in the discrimination against minority students.

On the topic of educational vouchers, Ms. Bagley believed a voucher system in Morris School District public schools would add to racial isolation, and opposed the idea. She added that the Morristown community still held subtle racial attitudes and some affluent residents were biased

¹⁹Transcript, pp. 107-29.

against lower income groups. She hoped that ongoing NAACP efforts to improve intergroup relations would diminish these problems.

Presentation of the Honorable David V. Manahan, Mayor of Morristown, New Jersey²⁰

Mayor Manahan recalled witnessing apparent racial isolation in Morristown schools in November 1986. He believed that the practice of grouping students for instruction, coupled with peer group pressures against academic excellence, worked to devalue academic success among many minority students and negatively affected their performance in the schools. He commended school administrators for their recent efforts; namely, training teachers to be more sensitive to minority student needs and offering new preschool, summer school, and "prep" programs. He hoped that community-sponsored awards programs for minority students and other community efforts would help develop student motivation and help support their academic endeavors.

Presentation of William D. McIvor, Ed.D., Superintendent of Schools, Morris School District, Morristown, New Jersey²¹

Superintendent McIvor opened his remarks with a summary of the State department of education findings. The State report generally recommended that the district aim for a teaching system that would break the cycle of expectation of failure by teachers and low self-esteem suffered by minority students.

The superintendent believed the State investigation could have been more balanced and more accurate in a number of its observations. He reported that his administration had put this issue behind it and was committed to addressing the substantive concerns dealing with the education of minority students in the district. He gave the following example of the district's current commitment to fulfilling the goals of the Action Plan. The district's budget for fiscal year 1989 had to be reduced \$1 million to conform with State law limiting maximum expenditures. The district revised its budget to make necessary reductions but cut none of the funds planned for initiatives related to the State investigation. Nearly \$200,000 in appropriations were devoted to programs related to the Action Plan, according to the superintendent.

A new program was instituted, the First Teacher Program, designed to address the educational needs of very young minority children and their parents. The program focused on 1- and 2-year-old children, many of whom were part of single female-headed households. The parents of these children received guidance in early childhood development, strengthening the parental role as a child's first teacher. The educational assistance was designed as a very early intervention program, helping parents avoid sending a child to school in later years who was performing below his or her developmental age. The program was developed in cooperation with minority community representatives and was offered on the premises at a facility in the minority community. The program served a dozen households and was expected to double in 1990.

²⁰Transcript, pp. 2-35.

²¹Transcript, pp. 36-106.

The district also created a new position for an early childhood specialist, assigned to community work. The specialist served as a consultant to the community, providing technical assistance to educational leaders in the community who administer Head Start-type programs in churches and within agencies. Older students were served by an expanded basic skills program, offering summer school experiences to students who failed to meet minimum State standards in basic skills. Nearly 100 students were expected to attend from elementary and high schools.

With the assistance of a private grant, the district planned a new program designed to address underrepresentation of minorities in advanced placement programs in the district's middle and high schools. Under the new program, the district, with assistance from parents and community leaders, expected to identify minority students who were significant underachievers, whose test scores failed to qualify them for advanced placement. These students would attend a summer prep program, designed to move promising 6th and 7th graders into academic tracts and provide tutoring sessions in foreign language and/or math or science programs. Particularly adept and academically talented students could leave the middle school with about 25 credits transferable to high school. Advanced placement courses in high school carry college credit, but students who come into high school not having had accelerated experience in the middle school, or junior high school, were not able to take advantage of the opportunities. The district's new program was designed to start minority students moving in middle school toward advanced placement, generating motivation for academic success that may otherwise go lacking.

The superintendent noted the Action Plan covered some 13 strategies although he covered only main points. The plan was intended for annual review and revision over the course of its 5-year term. He concluded by reiterating the district's commitment to eliminate disproportionate representation of minorities in all educational programs.

Conclusion

The Advisory Committee learned that the Morris School District system of student tracking produced disparate, although unintended, educational results for minority students. The equal educational opportunity problems caused by student tracking developed mostly in low-ability and high-ability instructional groups and affected significant numbers of minority students assigned to the tracks. The NAACP and individual parents believed minority students, especially black males, faced severe, worsening problems in the district and filed charges of racial discrimination with Federal and State authorities after finding earlier district responses inadequate. A State department of education investigation, recommending a set of 10 corrective actions for the district, led local education officials and the complaining parties to engage in a more productive effort. A district Action Plan resulted, intended to reduce the overrepresentation of minority students in low-ability groups and increase their representation in more advanced groups.

Despite recent agreements with the district, the NAACP was uneasy regarding effective, rigorous monitoring of the 5-year Action Plan. The group's uneasiness stemmed from a belief that the main burden of monitoring future developments would fall to them in the absence of a State commitment to do so. The New Jersey Advisory Committee decided to continue its long-term monitoring of developments, and to review any

outcome of current equal educational strategies for future reports to the Commission.

The Committee concluded that the likelihood of improving conditions for minority students in the Morris School District remained unclear, although general agreement prevailed among the parties in support of the Action Plan. The various strategies proposed in the district were largely based on continuing and intensifying the use of tracking as part of the educational system. Some members of the Committee were concerned that cultivating homogeneous instructional groupings may do little to enhance educational goals, and may possibly disserve already disadvantaged minorities. Other members believed further study of the efficacy of tracking was needed to reach very definite conclusions and hoped the Committee would continue to look at the issue. The Committee suggested a district study of academic development and test scores among students in more advanced tracks to determine how such programs benefited students or produced greater achievement.

The Committee commended the spirit of cooperation developed between minority group advocates and the district. The Committee also supported the consensus developed at the forum that the Morris School District experience was a promising model for other school districts facing similar problems. The program responses featured in the Action Plan were excellent approaches, but the Committee believed the district needed a more complete assessment of tracking, its effects, and alternatives if plans for providing equal educational opportunity were to be fully successful.



UNITED STATES DEPARTMENT OF EDUCATION

REGION II

FEDERAL BUILDING

30 FEDERAL PLAZA

NEW YORK, NEW YORK 10020

APR 10 1987

OFFICE FOR CI

CERTIFIED MAIL - RETURN RECEIPT REQUESTED

Dr. Harry Jaroslaw
 Superintendent
 Morris School District
 Normandy Parkway
 Morristown, New Jersey 07960

APR 13 1987

Re: Case No. 87-1014

Dear Dr. Jaroslaw:

This is to inform you that the Office for Civil Rights (OCR) has completed investigation of the above referenced complaint against the Morris School District (the District). The complainant alleges that the District discriminates on the basis of race in violation of Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, and its implementing regulation (34 C.F.R. Part 101) in the area of student placement. Specifically, the complainant alleges that "white" students are evaluated and classified as learning handicapped by the District's Child Study Team (CST) prior to being provided resource room instruction, while "black" students are assigned to resource rooms without such classifications.

OCR has determined that the District's resource room program receives Federal financial assistance and, therefore, OCR has jurisdiction to investigate the allegation and to make a compliance determination.

During the conduct of this investigation, OCR interviewed the complainant, Superintendent, the Pupil Personnel Services administration, Pupil Support Committee members, classroom teachers, and building principals. In addition, OCR reviewed the District's policies and procedures for placing unclassified students in its resource room program, and a random sample of student files. After a thorough analysis of the information collected during the investigation, we have determined that the Morris School District is in compliance with Title VI with regard to student placement in the resource room program. A summary of our findings follows.

The District serves students from the Morristown and Morris Townships. The District's high school also serves students from Morris Plains Township. As of September 30, 1986, there were a total of 4225 students enrolled in the District, of which 2868 (68%) are nonminority and 1357 (32%) are minority.

This investigation found that the District provides education support services to students experiencing academic or behavioral problems which prevent them from progressing within the regular school program. The District offers t

The file review disclosed that the students were referred to and screened by the PSC prior to their placement in the Level III resource room program. Each file contained a PSC referral form and information regarding the student's academic or behavioral problem(s) that interfered with learning and achievement in the regular classroom. The files contained documentation of the types of additional help the student was provided within the regular classroom or other District service categories. In each instance there was documentation of parental participation and parental consent, in writing, prior to the administration of additional tests and evaluations.

OCR reviewed each of the sixteen files to determine whether each student met the District's criteria for the Level III placement. Thirteen of the students, five non-minority and eight minority, were placed in the program because their test scores were either below the State cut-off or below grade expectancy. The review indicated that, with one exception, each student scored from 8 months to 2 years below the State cut-off in one or more subjects. The exception was a non-minority student who scored 5 months below the cut-off score. The file review also disclosed that the remaining three students, who are non-minority, scored above the State cut-off point but were provided Level III services because emotional or motivation problems interfered with classroom performance. Two of the students received help in study skills, and the other student received additional support in science. This student was also provided with counselling for emotional problems.

In summary, OCR's investigation disclosed that students were referred, screened and assigned for Level III services in accordance with the District prescribed policy and procedure without regard to race, national origin or color.

Accordingly, OCR has determined that the Morris School District is in compliance with the requirements of Title VI, 34 C.F.R. 100.3(ii), with regard to the assignment of unclassified students to its resource room program.

This letter does not address any issue regarding the District's compliance with Title VI other than the issues specifically discussed above.

Under the Freedom of Information Act, it may be necessary to release this document and related correspondence and records upon request. In the event that OCR receives such a request, we will protect, to the extent provided by the law, other personal information which, if released, would constitute an unwarranted invasion of privacy.

I appreciate the cooperation extended to OCR throughout this investigation. If you have any questions regarding this matter, please do not hesitate to call me at (212) 264-4633, or Mrs. Agnes Northern, Director, Elementary and Secondary Division, at (212) 264-5189.

Sincerely,

Richard L. Foster
Richard L. Foster
Acting Regional Director



NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

35 RIDGEDALE AVENUE

MORRISTOWN, NEW JERSEY 07960

(201) 267-5261

COUNTY

OF MORRIS COUNTY

September 9, 1982

OFFICERS

PRESIDENT
PAUL L. COOPER1ST VICE PRESIDENT
ELAINE COLE2ND VICE PRESIDENT
CLARA PINKMANSECRETARY
RENU O. SMITHASST. SECRETARY
MARIAN JOHNSONTreasurer
CLIFFORD BURTONASST. TREASURER
ALMA GREEN

Mr. Jan Wotowicz
board President
Morris School District Board of Education
24 Arrowhead Rd.
Convent Station, NJ 07961

Dear Mr. Wotowicz:

Because of the inordinate number of black pupils classified, it can be justifiably stated that many black pupils attending special education classes are not classifiable and should be removed from a program that is not providing them with an appropriate educational program.

The Morris County branch of the NAACP is, therefore, requesting that all black pupils be removed from all special education programs, pending rectification of all conditions responsible for indiscriminate referrals, classifications, and placement of black pupils in special education programs.

To correct what is an obvious overlabeling of black students living within the Morris School District, the Morris County branch of the NAACP is requesting that the district immediately establish a moratorium on classifying and referring of black pupils to the Department of Pupil Personnel Services.

A review of the classified population in the Morris School District reveals an inordinate number of classified black pupils attending self-contained special education classes. In the interest of black students and black parents living within the Morris School District, immediate steps must be undertaken to alleviate a condition which is immoral, educationally biased, discriminatory, legally questionable, and places large numbers of black pupils in a downward spiral for life.

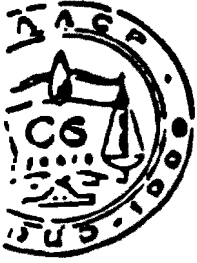
MORRIS COUNTY BRANCH

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

35 RIDGEDALE AVENUE

MORRISTOWN, NEW JERSEY 07960

(201) 267-5261



OFFICERS

PRESIDENT
PAUL L. COOPER

1ST VICE PRESIDENT
ELAINE COLE

2ND VICE PRESIDENT
CLARA PINKMAN

SECRETARY
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ASST. SECRETARY
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TREASURER
CLIFFORD BURTON

ASST. TREASURER
ALMA GREEN

According to our sources, beginning with the 1982-83 school year, approximately one hundred and thirty students living within the Morris School District will be attending self-contained special education classes, kindergarten through eighth grade. Although black pupils make up less than thirty percent of the district's enrollment, approximately one hundred students, constituting about seventy percent of those enrolled in these classes, are black. Most alarming is the fact that an estimated seventy pupils or seventy percent of all blacks attending these classes are black males.

During the 1981-82 school year, approximately seventy classified students attended six self-contained special education classes housed in the high school. A review of the population shows that fifty students, approximately seventy-five percent of those assigned to these classes, were black. An estimated forty black pupils were classified as emotionally disturbed during the 1981-82 school year.

The conditions created by depicting an overwhelming number of black pupils as needing special education, places all black pupils attending the high school in a threatening and embarrassing environment, which distracts from their pursuance of an education.

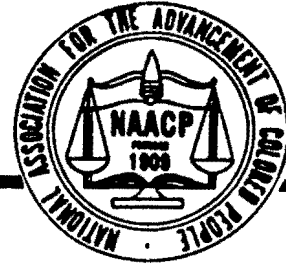
Sincerely,

Paul Cooper
President, NAACP

George Kelly
Chairperson, Education Com

cc: all Board of Education members

Morris County Branch
National Association for the Advancement of Colored People



35 Ridgedale Avenue

Morristown, New Jersey 07960

(201) 267-1

December 5, 1989

Officers*President*

Reno O. Smith

1st Vice President

Deacon Florence Gaines Jr.

2nd Vice President

Clara Pinkman

Secretary

Lauretta Farrow

Treasurer

Deacon Sam Randolph

Mr. Edward Darden
 Civil Rights Analyst
 United States Commission on Civil Rights
 Eastern Regional Division
 1121 Vermont Avenue, N.W. Room 710
 Washington, D.C. 20425

Dear Mr. Darden:


I am in receipt of the recent draft of Equal Education Opportunity for Minority Students in the Morris School District. Thank you for mailing the drafts to this office, but we do find some missing pieces.

We realize that we first brought this matter to the attention of the Morris School District board of education in 1982, but up until 1986 more was promised than delivered. It was in July 1987 that the Morris County Branch NAACP staged the State Investigation under the leadership of Reno O. Smith as branch President, and Irene Hill-Smith as state president. This is why the state investigated the matter for nine months. It was very serious.

We held a press conference at the Hotel Plaza in Morristown, with television stations, radio and news media. Mailgrams were mailed to state and federal officials.

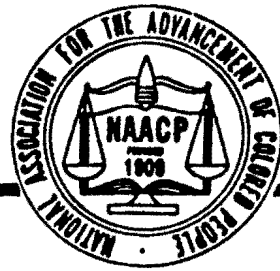
I will fax this information into your office on Wednesday, December 7, 1989.

I am happy to state that the Morris School District Board and Administrators are working and cooperating with the NAACP to correct problems and to prevent more from occurring. If you need to contact me, please feel free to call 201-540-0307 or 201-267-5261. Thank you for your time and concern.

Sincerely,

 Reno O. Smith

Morris County Branch

National Association for the Advancement of Colored People



35 Ridgedale Avenue

Morristown, New Jersey 07960

(201) 267-5261

EDUCATION COMMITTEE -- Questions Racism in
the Schools

Officers

President

Reno O. Smith

1st Vice President

Deacon Florence Gaines Jr.

2nd Vice President

Clara Pinkman

Secretary

Lauretta Farrior

Treasurer

Deacon Sam Randolph

Over the years one of the principle concerns of our Morris County NAACP Branch has been education, especially in the Morris School District which has the highest minority enrollment in the County.

The departure of a previous Morris District superintendent (complete with unnecessary, incorrect, and racist remarks - see our report for 1986) put the Board of Education and the school system on the alert for needed corrections in the district. A new superintendent came in, February 1986.

On Election Day 1986 Morristown Mayor David Manahan roamed the elementary school building where he voted and observed virtually segregated classrooms. His letter to the Board of Education (and a press conference) which documented his election day observations plus previous contacts with the school system, caused some controversy.

The Morris School District and the new superintendent, Dr. Harry Jaroslaw, as a result, held some meetings in an "outreach program" to the community. (See newspaper stories: March 4, 1987, April 17, April 22; all attached). The "white-wash" approach by the school system elicited an "op-ed" response by Mayor Manahan (ironically, on May 17, the anniversary of the landmark 1954 "Brown vs. Board of Education" desegregation decision). (Enclosed).

As a result of the lack of positive improvements, our NAACP Branch let it be known that a thorough, complete, impartial investigation would be necessary (articles: July 17, July 18). A telegram went out on July 22 (attached) announcing a press conference on July 29 in Morristown to announce:

"AN INVESTIGATION OF BLACKS AND OTHER MINORITIES IN THE MORRIS COUNTY SCHOOLS... THE INVESTIGATION IS TO EXAMINE THE QUALITY OF EDUCATION... AND WHETHER THERE IS SEGREGATION REINSTITUTED WITHIN AN INTEGRATED SCHOOL SYSTEM."

At this press conference called by N.J. State Conference NAACP President Irene Hill Smith and Morris County NAACP President Reno O. Smith a telegram, to be sent to N.J. Education Commissioner Saul Cooperman, U.S. Secretary of Education William Bennett, N.J. Governor Thomas Kean, and other elected and appointed officials was read. It called for:

"AN IMMEDIATE THOROUGH INVESTIGATION BY (THE COMMISSIONER'S) OFFICE OF THE MORRIS COUNTY SCHOOLS... WE HAVE FOUND IN THE MORRIS SCHOOL DISTRICT THAT BLACK STUDENTS MAKE UP 52 PERCENT OF THE SCHOOL POPULATION BUT ARE 70 PERCENT OF THE SPECIAL EDUCATION/REMEDIAL EDUCATION CLASSES; THAT BLACKS, MINORITIES AND THE POOR ARE NOT RECEIVING EQUAL EDUCATIONAL OPPORTUNITIES. ... WE ARE REQUESTING AN IMMEDIATE MEETING... BECAUSE OF THE MYRIAD OF INEQUITIES.." (Copy attached.)

Education (Continued)

This press conference was attended by print, radio, and tv-media. Examples of the broad press coverage are attached, as well as the next day's coverage of the school system's response. (Many enclosed). There were also follow-up articles, and independent "letters to the editor."

The press conference, more importantly, generated a response from U.S. Secretary of Education Bennett, who requested the New York regional office to co-operate with any investigation; responses of support from both Senator Frank Lautenberg's office and Senator Bill Bradley's office; and the establishment of a New Jersey state investigation team.

During the state's investigation (in September 1987) superintendent Dr. Harry Jaroslaw resigned over "philosophical differences" with the Morris District Board of Education.

The N.J. Education Commissioner's investigation covered all the Morris District schools. During the six week study period the investigators went into every school; studied class make-up, assignments, and other aspects; questioned students, advisors, and administrators; and interviewed community persons (parents, black ministers and leaders, Urban League, etc.).

The investigation team's last meeting was November 6, 1987. Among those present: Ms. Barbara Anderson (from the N.J. Education Commissioner's office); Mr. George Snow, Morris County Superintendent of Schools; Morristown Mayor David Manahan; Morris NAACP Education Committee members; the Branch's Legal Redress Chairman, Paul L. Cooper; and Morris Branch President, Reno O. Smith.

The investigators' report has not yet been issued. Regardless of the report's conclusions, the NAACP's calling for an investigation has already had some noticeable effects (as reported to us by students, parents, and teachers). The NAACP's action also alerted the community and school officials that "business/racism as usual" would no longer be tolerated.

NJ NAACP
512 GLASSBORO RD
WENONAH NJ 08090 22PM

Western
Union Mailgram 

4-043619S203 07/22/87 ICS IPMHTZZ CSP NWKB
6094685952 MGMB TDMT WENONAH NJ 190 07-22 1047P EST

► MS. RENO O. SMITH
PRESIDENT MORRIS COUNTY BRANCH NAACP
39 1/2 RIDGEDALE AVE
MORRISTOWN NJ 07960

PRESS RELEASE FOR IMMEDIATE ACTION

THE NEW JERSEY STATE CONFERENCE OF NAACP BRANCHES AND MORRIS COUNTY BRANCH OF NAACP INVITES YOU TO A PRESS CONFERENCE WEDNESDAY, JULY 29, 1987, 10AM, HEADQUARTERS PLAZA HOTEL, PLAZA BALLROOM A, 3 HEADQUARTERS PLAZA, MORRISTOWN, NEW JERSEY.

PURPOSE.

THE NEW JERSEY STATE CONFERENCE NAACP BRANCHES AND MORRIS COUNTY BRANCH NAACP WILL BEGIN AN INVESTIGATION OF THE EDUCATION OF BLACKS AND OTHER MINORITIES IN THE MORRIS COUNTY SCHOOLS. THIS IS THE BEGINNING OF A STATE WIDE PROGRAM IN RESPONSE TO THE NATIONAL ORGANIZATION'S EMPHASIS ON EDUCATION IN THE '80'S. THE INVESTIGATION IS TO EXAM THE QUALITY OF EDUCATION FOR BLACKS AND OTHER MINORITIES AND IN MORRIS COUNTY TO EXAM WHETHER THERE IS SEGRATION REINSTITUTED WITHIN AN INTEGRATED SCHOOL SYSTEM.

FOR FURTHER INFORMATION CONTACT STATE PRESIDENT IRENE HILL-SMITH AT (609)468-5952 UNTIL SATURDAY JUNE 25. AFTER THAT DATE YOU MAY CONTACT ME AT THE HEADQUARTERS PLAZA HOTEL, MORRISTOWN, NEW JERSEY. CONTACT FOR THE MORRIS COUNTY BRANCH NAACP IS PRESIDENT RENO O. SMITH AT (201)267-5261.

SINCERELY,

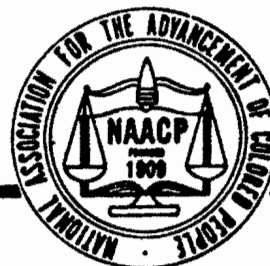
IRENE HILL-SMITH, PRESIDENT NEW JERSEY STATE NAACP

22:47 EST

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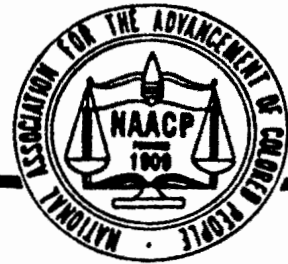
Morris County Branch

National Association for the Advancement of Colored People



19

Morris County Branch
National Association for the Advancement of Colored People



35 Ridgedale Avenue

Morristown, New Jersey 07960

(201) 267-52

Officers

President

Reno O. Smith

NEW JERSEY STATE NAACP I HILL-SM
512 GLASSBORO RD
WENONAH NJ 08090 31AM

Western Union Mailgram[®] UNITED STATES POST U.S. MAIL

4-005424S212-07/31/87 ICS IPMNTZZ CSP NWKB
6094685952 MGMB TDMT WENONAH NJ 151 07-31 0918A EST

► MS RENO O SMITH, PRESIDENT MORRIS COUNTY
BRANCH NAACP
39-1/2 RIDGEDALE AVE
MORRISTOWN NJ 07960

*Sal Cooperman's Off
also; to Wm. Bennett.
U.S. Sec. of Edu.*

THE NEW JERSEY STATE CONFERENCE OF NAACP BRANCHES AND THE MORRIS COUNTY NEW JERSEY BRANCH NAACP REQUEST AN IMMEDIATE THOROUGH INVESTIGATION BY YOUR OFFICE OF THE MORRIS COUNTY SCHOOLS; ELEMENTARY, SECONDARY AND VOCATIONAL. WE HAVE FOUND IN THE MORRIS SCHOOL DISTRICT THAT BLACK STUDENTS MAKE UP 32 PERCENT OF THE SCHOOL POPULATION BUT ARE 70 PERCENT OF THE SPECIAL/REMEDIAL EDUCATION CLASSES. WE HAVE MANY MORE FACTS AND CONCERNS INCLUDING PERSONAL TESTIMONY THAT BLACKS, MINORITIES AND THE POOR ARE NOT RECEIVING EQUAL EDUCATIONAL OPPORTUNITIES IN THIS SCHOOL DISTRICT. WE ARE REQUESTING AN IMMEDIATE MEETING WITH YOUR OFFICE BECAUSE OF THE MYRIAD OF INEQUITIES FACING OUR CHILDREN WHICH ARE TOO MANY TO LIST. WE AWAIT YOUR IMMEDIATE REPLY.

CC: GOVERNOR THOMAS KEAN

IRENE HILL-SMITH, PRESIDENT NEW JERSEY STATE NAACP, RENO O SMITH,
PRESIDENT MORRIS COUNTY BRANCH NAACP

09:17 EST

MGMCMP

than answers, because there are no easy answers. The recommendations which are included, are designed to insure compliance with state and federal regulations, identify areas in need of attention, provide guidance and offer assistance to facilitate further improvement by the district.

RECOMMENDATIONS

The Morris School District is required to develop a comprehensive plan that includes each of the corrective actions which follow:

1. Review and research educational strategies and approaches that are designed to be broadly heterogeneous in composition. These strategies and approaches should include students of different races, national origins, gender, social/economic status' and academic achievement levels. They shall benefit all students, harm and retard the progress of none, and help those who need it. These alternatives should be reviewed with the assistance of nationally-known educational leaders in this field.
2. Investigate strategies of proven effectiveness that organize students into instructional groups, racially and academically heterogeneous, and produce significantly improved learning outcomes, especially for minority and economically poor students. Three of the district's senior administrators acknowledged awareness of Johns Hopkins University's Student Team Learning (STL) and believed that it may have value as an integrated instructional strategy. They voiced even more support for the Los Angeles County Unified School District's Teacher Expectations/Student Achievement (TESA) and Dr. Thomas Gordon's Teacher Effectiveness Training (TET) as strategies for heightening teachers' awareness and skill levels regarding well-intended but unconsciously biased classroom perceptions of and behaviors toward students.

(TESA was actually introduced into the District through inservices, but did not "catch on" with teachers. STL and TET were never tried, apparently. However, the need for both strategies, and other effective but non-biased classroom management strategies, seems to be both obvious and ongoing.)

3. Develop an instructional approach that will, effectively:
 - a. break the cycle of expectations of failure and low self-esteem;
 - b. provide an instructional base that will enable disadvantaged students to start and sustain their school experiences on a par with students of other races and socio-economic backgrounds;
 - c. group and teach students through strategies that match their learning styles and predispositions;

- d. Inservice teachers on effective, heterogeneous classroom management techniques;
- e. Evaluate the Pupil Support Committee and
 - formally train all of its members,
 - conduct an administrative review of its questions, its use of PSC Review Forms, minutes, etc., for consistency, adequacy, effectiveness, documentation and comparison of results.
4. Obtain recognized experts with knowledge and understanding of the needs of minority and disadvantaged students.
5. Assign minority staff at all levels of responsibility to bring broader perspectives and experiences to district policies, programs and practices. They should work in areas such as curriculum, guidance and child study teams, to identify culturally diverse student needs and develop compatible and effective instructional responses.
6. Develop a major outreach program to involve parents, community groups, elected officials, and other interested persons in an active and visible partnership of collaboration and cooperation to set goals and assess the benefits of school programs to students.
7. Identify a district professional as a school-community or human relations coordinator to facilitate parent training community outreach, and the restoration of public confidence in the school district.
8. Develop an evaluation process to collect and compare data on all regrouped classes, grades and schools. Care should be taken to assess the outcomes and objectives for which programs were designed.
9. Correct all areas of non-compliance related to the operation of Compensatory Education and Special Education programs and procedures.
10. On or before July 30, 1988, submit to the Director of the Office of Equal Educational Opportunity and the Morris County Superintendent of Schools for review and approval a comprehensive and workable corrective action plan, including a timeline for implementation. The Department is willing to provide technical and program assistance to the district, as appropriate, throughout the planning and initial implementation phases, in response to the district's requests.

APPENDIX - E

MORRIS SCHOOL DISTRICT - ACTION PLAN RE: Office of Equal Educational Opportunity Report

Complainant: NAACP Date: April 30, 1989 Revision
 Statement of Purpose: The Action Plan is designed to reduce the overrepresentation of minority youngsters in lower ability groups and increase their representation in more advanced groups.

GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
0. Increase awareness of staff toward the needs of minority youngsters	1. To make staff aware that the OEEG reported concerns regarding staff attitudes toward the learning capabilities and effective needs of minority students	1. a. Make copies of report available to administrative and teaching staff b. Discuss information in the State report with all administrative staff at regular Administrative Council meetings and at a special session designed to develop strategies for building and departmental activities (see attached minutes) c. Present major findings in the report at local building level d. Lead building level (K-8) and departmental meetings regarding the State report	Superintendent Superintendent/Cabinet H. Eastone - Woodlawn/TJ J. Hittingly - Hillcrest/AM V. Teague - Vol/Sussex W. G. McIvor - High School	4/88 Administrators 9/88 Teachers 6/14/88 7/14/88 8/30/88 9/27/88 10/11/88 10/24/88 10/24/88 10/24/88 11/88
	2. To focus district activities on self-esteem and effective needs of youngsters	2. a. Select an effective outcome as one of the three district objectives for the 1988-1989 school year as follows: As a result of a variety of staff development activities planned and implemented at the building level, students, grades K-12, will develop more positive attitudes toward themselves, other students, school staff and the school learning environment as measured by the appropriate level of the Minnesota School Attitude Survey.		Principals/Department Chairperson Superintendent/Assistant Superintendent/Board of Education

MORRIS SCHOOL DISTRICT - ACTION PLAN RE: Office of Equal Educational Opportunity Report

Complainant: NAACP Date: April 30, 1989 Revision
 Statement of Purpose: The Action Plan is designed to reduce the overrepresentation of minority youngsters in lower ability groups and increase their representation in more advanced groups.

GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
		<p>This objective will be considered realized if there is a sensitive, statistical difference, as measured by a median test (Chi Square), between Fall 1988 and Spring 1989 student responses resulting from administration of the MSAS to randomly selected groups of students in grades 2, 5, 8 and 11.</p> <p>The number of students affected by these staff development activities which should have an impact on student attitudes is 3530. A randomly selected group of about 100 students in each of grades 2, 5, 8 and 11 will respond to the instrument in May to assess progress.</p>		
		b. Develop district and building level action plans to implement the effective objective and submit them to the County Office. c. Collect baseline data regarding self concept of students utilizing the Minnesota School Attitude Survey d. Implement objective at building level utilizing Monday staff meetings for planning activities and providing in-service e. Assess outcome of building activities incorporating results as described above in (a)	Assistant Superintendent/Building Principals Principals/ D. Schlanher Principals Principals	9/30/88 10/1/88 10/88-1/89 6/88
	3. To implement staff development activities as part of building based management decisions	3. a. Select and plan to implement at the Building (K-8) and departmental levels (6-12) staff development plans for 1988-1989 related to building based management decisions	Principals/Department Chairpersons/Assistant Superintendent	4/30/88

MORRIS SCHOOL DISTRICT - ACTION PLAN RE: Office of Equal Educational Opportunity Report
 Date: April 30, 1989 Revision
 Complaint: NAACP
 Statement of Purpose: The Action Plan is designed to reduce the overrepresentation of minority youngsters in lower ability groups and increase their representation in more advanced groups.

GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE																										
		b. Conduct staff development activities on 4 half days and one full day; groups targeting effective areas are as follows: <table border="1"> <thead> <tr> <th>School</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>Alfred Tall</td> <td>Developmental patterns in youngsters K-2 - adjusting to different levels</td> </tr> <tr> <td>Millcrest</td> <td>Develop a positive self-concept in all subjects</td> </tr> <tr> <td>Woodland</td> <td>Cooperative Learning to teach math</td> </tr> <tr> <td>Alexander Hamilton</td> <td>Developing a positive climate, proactive discipline</td> </tr> <tr> <td>Sussex</td> <td>Dysfunctional child - strategies for developing self-esteem, self-concept, decision making, etc.</td> </tr> <tr> <td>Thomas Jefferson</td> <td>Developing a positive school climate</td> </tr> <tr> <td>Frelinghuysen</td> <td>The dysfunctional child</td> </tr> <tr> <td>Lafayette</td> <td>Here's Looking At You 2000</td> </tr> <tr> <td>Foreign Language</td> <td>Cooperative Learning</td> </tr> <tr> <td>Home Economics</td> <td>Strategies to deal with mainstreamed special education students</td> </tr> <tr> <td>Art</td> <td>Dysfunctional child (Join Frelinghuysen)</td> </tr> <tr> <td>Math</td> <td>Strategies for positive action for student initiative</td> </tr> </tbody> </table>	School	Topic	Alfred Tall	Developmental patterns in youngsters K-2 - adjusting to different levels	Millcrest	Develop a positive self-concept in all subjects	Woodland	Cooperative Learning to teach math	Alexander Hamilton	Developing a positive climate, proactive discipline	Sussex	Dysfunctional child - strategies for developing self-esteem, self-concept, decision making, etc.	Thomas Jefferson	Developing a positive school climate	Frelinghuysen	The dysfunctional child	Lafayette	Here's Looking At You 2000	Foreign Language	Cooperative Learning	Home Economics	Strategies to deal with mainstreamed special education students	Art	Dysfunctional child (Join Frelinghuysen)	Math	Strategies for positive action for student initiative	Administrators/ Presentors	9/1/88 - 1 day 10/17/88 - 1 day 11/10/88 - 1 day 1/23/89 - 1 day
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MORRIS SCHOOL DISTRICT - ACTION PLAN RE: Office of Equal Educational Opportunity Report
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 Complaint: NAACP
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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
	4. To plan staff development activities for 1989-90	4. a. Review outcomes of 1988-89 staff development workshops and activities at the building and departmental levels b. Determine district objectives for 1989-90 based on results of Spring '89 ITBS scores, analysis of success in meeting 1988-89 objectives and input from Administrative Council. c. Determine priorities for each building or departmental staff development plan based on the following considerations: i. Results of review in 4a above ii. Analysis of test data for building iii. Need for instructional strategies applicable in heterogeneous groups iv. Need for staff sensitivity to learning styles, effective development and academic capabilities of minority students. d. Design building & departmental staff development plans for 1989-90 e. Approve staff development plans & assist with obtaining resources for implementation f. Implement Plans g. Evaluate Plans See attached memorandum and forms for evaluating staff development program and planning for 1989-90.	Principals Dept. Chairpersons U.S. McIvor Sd. of Education Principals Dept. Chairpersons Principals Dept. Chairpersons U.S. McIvor T. Tolosco J. Speck Principals Dept. Chairpersons Principals Dept. Chairpersons	3/89 8/89 8/89 9/89 10/89 10/89-4/90 6/90

Complainant: NAACP

Date: April 30, 1988 Revision

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
	5. To review selected current literature and research on issues affecting minority education	<p>5. a. Conduct a review of research on grouping practices.</p> <p>b. Distribute selected articles and tapes to staff by Jeff Howard, Ray Hammond, Robert Slavin, Judith Oakes, Richard Allington, Barbara Bennett etc.</p> <p>c. Attend workshop on Equity & Excellence focused on issues of minority education - instructional strategies and grouping practices</p> <p>d. Utilize 2-3 days of the summer administrative workshop for study of issues related to education of minority youngsters and discussion of literature distributed during year. This will be done in conjunction with the evaluation of grouping practices scheduled for the summer of 1989. (See 6b)</p> <p>Review will include research on the comparative effectiveness of grouping methods that do not produce or maintain separation or isolation of students on the basis of race, national origin or socio-economic status.</p> <p>Sample titles:</p> <p><u>James Goodlad, A Place Called School</u> (New York: McGraw Hill, 1984)</p> <p><u>Gary Fenstermacher and John Goodlad, eds., Individual Differences and the Common Curriculum</u> (Chicago: Yearbook of the National Society for the Study of Education, University of Chicago Press, 1983).</p> <p><u>Caroline Parrott, Education and Inequality: The Roots and Results of Stratification in America's Schools</u> (New York: Free Press, 1977).</p> <p><u>Jocelyn Oakes, Keeping Track: How Schools Structure Inequality</u> (New York, Conn.: Yale University Press, 1985).</p>	<p>W.B. McIvor W.B. McIvor</p> <p>W.B. McIvor V. Tolosco J. Mettingly</p> <p>W.B. McIvor V. Tolosco J. Speck J. Mettingly B. Schlenker</p>	<p>Ongoing 1986-89</p> <p>Ongoing 1988-89</p> <p>January 1989</p> <p>6/88-9/88</p> <p>9/88</p>

Complainant: NAACP

Date: April 30, 1988 Revision

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
To develop programs which provide at risk youngsters with improved educational opportunities.	<p>1. To expand summer school to additional age groups.</p> <p>2. To initiate a "prep program" for underschieving youngsters who are academically capable of more advanced work.</p>	<p>1. Add grades 4 & 5 to the program during the summer of 1989. Continue summer program for youngsters at the primary level and for those who have failed or are likely to fail the MSPT.</p> <p>2. a. Guidance Counselors, teachers and administrators to identify underschieving youngsters at the eight grade level who are academically capable of successfully completing college preparatory courses if given additional assistance.</p> <p>b. Contact individual parents to encourage support for parent participation; hold one meeting for all parents of selected students.</p> <p>c. Meet with individual students and have one group session for the selected participants.</p> <p>d. Contact V. Tolosco regarding any eligible students who may not wish to participate or who are not being encouraged to do so by parents. Follow up will come from central office as a special parent contact.</p> <p>e. Implement program - four weeks for 5 days at Fralighyuse; hire teachers, arrange transportation, room assignments, etc.</p> <p>f. Determine success of program by evaluating the following factors: Attendance during summer Achievement test scores compared at the beginning and end of the summer program</p>	<p>S. Goldenberg</p> <p>G. Batar</p> <p>G. Batar G. A. Pirone G. Matotto</p> <p>G. Batar G. A. Pirone G. Matotto</p> <p>Counselors V. Tolosco</p> <p>J. Lipper F. Lolata</p> <p>G. Batar F. Lolata J. Lipper</p>	<p>Summer 1989</p> <p>6/88</p> <p>5/89</p> <p>5/89</p> <p>6/89</p> <p>6/89</p> <p>6/90</p>

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
	3. To develop a comprehensive early intervention program	<p>Grades of students in course work related to the summer program during 1988-89 school year</p> <p>Proportion of minority youngsters in old and upper track sections of courses related to summer program</p> <p>Number of youngsters continuing in more accelerated sections for the 1988-89 school year</p> <p>3. a. Evaluate outcome of First Teacher program through the use of Portage scales and parent interview.</p> <p>Add a second section to Saturday morning First Teacher Program</p> <p>b. Encourage eligible parents to participate in the First Teacher program by:</p> <ul style="list-style-type: none"> i. soliciting assistance of social workers at Neighborhood House and Maachen Village ii. meeting with the Urban League and representatives of other groups based in the minority community iii. placing notices in churches and with other organizations serving the minority community iv. continuing the services of a community liaison for three hours per week to initiate and maintain contact with First Teacher and preschool parents <p>c. Pilot a preschool program which would provide staff assistance and direct services to existing community operated day care centers.</p>	<p>J. Mattingly V. Szalay</p> <p>J. Mattingly V. Szalay</p> <p>J. Mattingly V. Szalay L. Gullick</p> <p>J. Mattingly V. Szalay</p>	<p>6/89</p> <p>8/89</p> <p>6/89-9/89</p> <p>9/89</p>

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
	4. To maintain small heterogeneous homogeneous	<p>Complete the following activities as part of the pilot:</p> <p>Hire and assign one staff member to Neighborhood House Day Care Program</p> <p>Select an evaluation instrument (e.g. DIAL or Portage)</p> <p>Assess three and four year old youngsters to determine which children should be targeted for intensive intervention</p> <p>Provide in-service to caregivers by modeling activities, joint planning sessions, demonstrations of materials, etc...</p> <p>Confer with kindergarten teachers of youngsters who will be entering public schools as of September 1989</p> <p>Evaluate youngsters participating in programs utilizing the selected instruments</p> <p>Expand program to a 2nd daycare facility</p> <p>Please note: Participants are enrolled in daycare centers; parents hold entry level positions or are in school and have little or no income. All eligible children may participate. Staff of the Neighborhood House and Urban League will be contacted to encourage parental follow-up and involvement. Social worker at Maachen Village will also be involved.</p> <p>4. a. Open at least one additional kindergarten class in September 1989 if enrollment continues at its present level.</p>	<p>J. Mattingly V. Szalay</p> <p>J. Mattingly V. Szalay</p> <p>J. Mattingly V. Szalay</p> <p>Superintendent Board of Education</p>	<p>8/89</p> <p>9/89</p> <p>10/89</p> <p>10/89-6/90</p> <p>6/90</p> <p>5 & 6/90</p> <p>9/90</p> <p>9/89</p>

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
		<p>4. b. Revise schedules to permit greater flexibility in room and staff use at Freilagnysen in September 1989.</p> <p>c. Maintain enrollment in the low 20's in each class.</p> <p>d. Provide for the following in the District's long term facilities plan.</p> <p>i. additional kindergartens so that enrollment can be reduced to approximately 20.</p> <p>ii. more space for small group instruction K-3</p>	<p>Superintendent Board of Education</p> <p>9/89</p> <p>Superintendent Board of Education</p> <p>9/89</p> <p>L. Pisano</p> <p>1989-1990 Planning</p>	
	5. To expand the substance abuse programs and counseling services available to at risk youngsters	<p>5. a. Increase the number of teachers trained in the Morris Learning At You 2000 curriculum, with special emphasis on the affective domain.</p> <p>b. Expand minority participation in the Peer Leadership Program at Morrisown High School.</p> <p>c. Develop closer relationship with the community and police through implementation of the Drug Free Schools Enforcement Guide. Have police representative train administrators and other staff in the guide and make classroom presentations.</p>	<p>Student Assistance Counselors/</p> <p>Summer 1989</p> <p>Student Assistance Counselors</p> <p>1988-89, ongoing</p> <p>F. Busso/Morrisown and Morris Township Police/Principals</p> <p>1988-89 and ongoing</p>	

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
	6. To develop a comprehensive, integrated, basic skills program to support regular class instruction for youngsters in need of extra assistance	<p>6. a. Review current level of service for all students currently in OSI, Remedial and Open Resource Rooms.</p> <p>b. Obtain assessment information: Spring 1989 IQMA test results rank ordered by score from high to low; teacher recommendations; report card grades; special needs form for youngsters in OSI for 1988-89, etc..</p> <p>c. Determine which students have the greatest need based on above information</p> <p>d. Determine if replacement or support is needed for each youngster</p> <p>e. Establish appropriate OSI classes</p>	<p>S. Goldenberg CST Principals</p> <p>1988-89</p> <p>S. Goldenberg</p> <p>7/89</p> <p>S. Goldenberg Principals</p> <p>8/89</p> <p>S. Goldenberg Principals</p> <p>9/89</p>	
	7. To develop consistent criteria for grouping youngsters	<p>7. a. Specify guidelines for using achievement test scores, ability scores, grades, teacher recommendation, etc... for establishing instructional groups</p> <p>b. Review achievement scores of youngsters in different ability groups during the 1988-1989 school year to determine if they are utilized consistently.</p>	<p>Principals V. Tolosco</p> <p>August 1988</p> <p>G. Schlenker V. Tolosco Principals</p> <p>October 1988</p> <p>G. Schlenker</p> <p>Summer 1989</p>	

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE	
	8. To evaluate the effectiveness of current grouping practices	8. a. Collect & analyze achievement test data from the Spring 1988 administration of the ITBS and prepare a longitudinal study of ITBS scores for regrouped youngsters from 9/88 - 6/89	G. Schlonker	Summer 1989	
		b. Obtain input from instructional staff on perceptions of effectiveness of grouping practices	V. Tolasco	6/89	
		c. Analyze the degree of mobility of students from one ability group to another	Principals/ V. Tolasco	Summer 1989	
		d. Establish an administrative group to review and further analyze the longitudinal study of achievement test scores (ITBS) of regrouped students from 9/88 and 6/89 and to study the literature on grouping/teaching practices.	G. Schlonker W. B. McIver G. Schlonker	Summer 1989	
		e. Establish a committee of administrators, parents, teachers, Board members, and community representatives to review the reports on achievement test results, degree of mobility, and staff attitude toward regrouping and to review the research literature on grouping/teaching practices	W. B. McIver V. Tolasco J. Mattingly	9/89	
		f. Above named committee to issue a report recommending any changes in instructional grouping practices - for 1990-91 implementation.	W. B. McIver V. Tolasco	9/90	
		g. Review report regarding grouping practices with DEED and County Office. Submit test data and surveys with the report	W. B. McIver V. Tolasco	1/90	

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
	9. To implement new guidelines for PSC operations	9. a. Revise guidelines for PSC (see Special Education Action Plan)	J. Mattingly LDT-Cs	4/89
		b. In-service CST members on revised guidelines	J. Mattingly LDT-Cs	4-6/89
		c. Review PSC guidelines with Principals	J. Mattingly LDT-Cs	6/89
		d. Organize PSC in each building	Principals	9/89
		e. Conduct one training session for members regarding issues of culture, environment and learning styles of minority students (Note: Testing of students is no longer a part of the PSC process)	J. Mattingly Principals	9/89
		f. Evaluate outcome of PSC operations utilizing the the district form which is designed to gather data on PSC outcomes on a monthly basis	J. Mattingly	Monthly
		g. Review with principals monthly the PSC recommendations as they impact on minority students	J. Mattingly	Monthly
		h. Determine if there are inconsistencies in PSC operations based on the monthly reviews	J. Mattingly	Monthly
		i. Determine if regular educational interventions are being utilized for minority youngsters based on monthly reviews	J. Mattingly	Monthly
		j. Provide additional in-service based on needs determined in and above.	J. Mattingly	1/90

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
Increase involvement of lower representing the minority community and off in the Morris School District.	1. To provide opportunities for the NAACP, Urban League, Church groups and other organizations to participate in planning educational programs which impact heavily on minority children	1. a. Meet with representatives of the minority community to review the findings in the State Report. b. Conduct a follow-up meeting to establish the priorities to be addressed in the action plan c. Review of Action Plan by representatives of the minority community, Board of Education, staff, administration, and Mayor before submission to the State Department of Education. d. Review of progress toward meeting goals and objectives of the Action Plan during 1988-1989 and development of plans for 1989-1990.	Superintendent Cabinet Members Board of Education Superintendent Cabinet Members Board of Education Superintendent Cabinet Members Board of Education	September 18, 1988 October 10, 1988 December 2, 1988 December 2, 1988
	2. To initiate joint programs with voluntary groups and social agencies which are involved in the minority community	2. a. Establish program to encourage parents to come to school events (e.g. provide bus service and baby-sitting for conferences and open houses). b. Establish a substance Abuse Council integrating representatives from diverse community groups. c. Appoint a community liaison/public relations coordinator (Joyce Lovenson appointed 8/88) d. Locate preschool programs in day care centers serving primarily minority youngsters e. Provide for Urban League representatives to meet with the Guidance Department and Child Study Team regarding Teen Pregnancy and job training programs	Superintendent Superintendent Board of Education J. Mettingly V. Bailey S. Geter J. Mettingly	March 1988 June 1988 October 1988 September, 1988 September 1988 September 1988 First Teacher 9/ Preschool class 8/88 November 1988 April 1989

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
	3. To assist the community to understand the need for developing self esteem	f. Convene session for community leaders on District OSI (PAR) and special education programs	V. Tolson J. Mettingly S. Goldenberg	December 1988 April 1989
		g. Coordinate parent meetings on OSI (PAR) and special education with community groups	V. Tolson J. Mettingly S. Goldenberg	December 1988 January 1989 March 1989 June 1988
		3.a. Organize a parent workshop on self esteem (Maurice Elton to speak at an evening session)	J. Speck	April 1989
		4. Distribute "tips" on developing at-home activities to all parents	J. Speck	4 times per yr 88-89
	4. To provide parents with suggestions for at-home activities to support self esteem & academic development			

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
	1. To have minority staff members represented in designing district policies, programs and practices	3. a. Evaluate current assignment of minority guidance counselors (3) to determine if they should be re-assigned to different levels (e.g. transfer of one to middle school) b. Evaluate extent of minority input into classification/evaluation process at present: Two of the seven elementary buildings have minority principals who participated in the PSC process to determine the need for an evaluation and have input into the classification and IEP Principal and three guidance counselors are minority and have input into PSC and IEP proceedings in the High School Minority social worker is assigned to two elementary schools and often acts in an advocacy role at the request of parents and other educators c. Reassign minority social worker to at least one additional elementary building without a minority principal, guidance counselor or other staff member who could participate in the PSC and IEP deliberations d. Provide time in schedule for minority social worker to act as child/parent advocate; inform parent of availability of assistance from this social worker or put parent in contact with Urban League or other advocacy groups e. Provide released time for EST members to participate in training programs on needed assessment and issues	G. Beater J. Mattingly J. Mattingly J. Mattingly J. Mattingly	6/88 4/88 9/88 Three half hr sessions or equivalent 9/88-6/90 9/88-6/90

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GOALS	OBJECTIVES	ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
		concerned with the classification of minority students (learning styles, effective strategies, role of cultural factors) f. Provide for increased minority teachers participation in Pupil Support Committees, particularly in buildings without minority principals or guidance counselors g. Continue present practice of having minority representatives on Curriculum Councils. The specific curriculum committees have minority representation, as does the Curriculum Council, which must give approval to all changes in texts, guides, etc... before being presented for Board action.) h. Appoint a minority instructional staff to district committees being formed for: 1. reviewing achievement test scores and grouping practices 2. overseeing the substance abuse program 3. developing The Special Education Plan for 1988-1993 4. advising the Director of Special Funded Programs in regard to OSJ, ESL, and bilingual issues i. Continue present affirmative action practices of hiring minority staff members (Affirmative Action report is available for review as a separate document)	V. Tolosco H. Costano M. S. Aciver J. Jones	9/88 Ongoing 6/88 3/88 6/88 6/88 Ongoing

GUIDELINES FOR EFFECTIVE STAFF DEVELOPMENT

MEMORANDUM FOR: SUPERVISORS, STAFF DEVELOPMENT

TO: All Administrators
FROM: Jean Speck
DATE: March 8, 1999
SUBJECT: Staff Development

The afternoon session of March 23 should focus on a follow-up activity and a wrap-up of your staff development initiative.

Dr. McCarty, our keynote speaker, will provide us with a packet of information on enhancing self-esteem. As you plan your activities for this session, you may use this information which will be distributed to you and your teachers at the convention (at Dr. McCarty's request) as a basis for a follow-up discussion on enhancing student self-esteem.

I am sending you a set of Guidelines For Effective Staff Development (Attachment A) and a list of Essential Components of Staff Development (Attachment B) which you may use as you begin the process of evaluation. These guidelines may help you in orienting teachers' knowledge and/or in further developing an effective staff development program and completing the following activities:

- the formal evaluation focus (Attachment C) - due in Mr. Tolness's office April 14
- Staff Development Action Plan for 1999-00 (Attachment D) - due in Jean Speck's office June 7
- a written evaluation of your building/departments initiative - due in Mr. Tolness's office June, 1999

Those of you who will not be attending the March 23 Convention may plan to meet with your staff at another convenient time to complete the tasks mentioned above.

Please call me if I can help you in any way.

Thanks again for your cooperation.

J5:ps
Attachments

A set of six guidelines for effective staff development and successful instructor provided by Hood and Thompson, "Guidelines for Better Staff Development," are listed below.

- 1. The in-service sessions should include more participant control over the "what" and the "how" of learning.
2. There should be a focus on job-related tasks that the participants consider real and important.
3. There should be provision for choices and alternatives that accommodate the differences among participants.
4. Opportunities should be included for participants in staff development activities to practice what they are to learn in simulated and real work settings as part of their training.
5. There should be encouragement for the learners to elect in small groups and to learn from each other.
6. The use of threat of external judgment from one's superordinates should be reduced by allowing peer participation to give each other feedback concerning performance and areas of needed improvement.

ESSENTIAL COMPONENTS OF STAFF DEVELOPMENT

The first stage of our staff development program was successful which engaged our interest and exposed us to knowledge and information through workshops, tapes, lectures, and presenters. Theory was presented and described.

The next four stages and/or components of staff development listed below are necessary if we are to effectively and efficiently utilize a much greater variety of teaching approaches and curricular models. You may use one or more of the components as you plan your activities for 1989-90.

Modeling - demonstration of skills or models of teaching. Teachers need to see the strategy demonstrated with children.

Practice - practice in simulated and classroom setting.

Feedback - structured and open-ended feedback. Teachers need to be able to practice the new strategy with feedback under protected (non-evaluated) conditions.

Classroom Application - coaching for application (hands-on, in-classroom consultation with the transfer of skills and strategies to the classroom). Teachers need help in transferring the new strategy to their actual classroom situations until the new strategy feels normal and comfortable.

RESULTS OF BUILDING/DEPARTMENT BASED STAFF DEVELOPMENT INITIATIVE

The purpose of this evaluation form is to provide an opportunity for you to indicate your feelings about your building/department staff development initiative.

1. To what degree were your department/building initiative objectives met? Please circle the number that best reflects your feelings: COMPLETELY 4 3 2 1 NOT AT ALL

Comments:

2. My overall evaluation of my department/building based initiative is EXCELLENT 4 3 2 1 POOR

3. To what degree did your initiative provide you with greater understanding of your topic? COMPLETELY 4 3 2 1 NOT AT ALL

4. What was the most helpful part of your staff development initiative?

5. What are some ways your particular staff development initiative could be improved?

6. Did the in-service activities for 1988-89 respond to your interests or needs? EXCELLENT 4 3 2 1 POOR

7. Did your feelings or attitudes change as a result of in-service activities? _____ toward yourself as a professional (feeling more skillful, more a part of a group, more aware of resources) _____ toward your colleagues _____ toward children, particularly those with special needs.

Please explain briefly any changes.

8. Is there anything you wanted to say or ask but didn't?

STAFF DEVELOPMENT ACTION PLAN 1989-90

Attachment 2

SCHOOL/DEPARTMENT _____

DATE _____

TOPIC/AREA OF INTEREST:

OBJECTIVE:

RATIONALE:

ACTIVITIES PLANNED:	RESPONSIBILITY	INDICATORS OF SUCCESS	TIME
What are the activities planned for September 5, 1989 (Full day)? _____ _____ _____			
What do you anticipate will happen on each of the half days? October 23, 1989 _____ _____ December 11, 1989 _____ _____ January 29, 1990 _____ _____			
Who will conduct the sessions? _____			

STAFF DEVELOPMENT ACTION PLAN 1989-90 (Cont'd.)
Page 2

Attachment 2

ACTIVITIES PLANNED:	RESPONSIBILITY	INDICATORS OF SUCCESS	TIME
What provisions will be made for choices and alternatives that accommodate the differences among participants? _____ _____			
What kinds of activities will teachers do to support and foster the next stage of your initiative? _____ _____			
What opportunities will be provided for participants to practice what they have learned in simulated and real work settings? _____ _____			
How will progress be monitored? _____ _____ _____			
What will be your criteria for assessing progress? _____ _____ _____			
What budget needs do you anticipate? _____ _____ _____			

