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# FOIA MARKER

**This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.**

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**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Speechwriting, White House Office of  
**Series:** Speech File Backup Files  
**Subseries:** Chron File, 1989-1993

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**OA/ID Number:** 13808  
**Folder ID Number:** 13808-005

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**Folder Title:**  
Lehigh Valley 2000 4/16/92 [OA 7572] [3]

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>22</b>	<b>4</b>	<b>5</b>

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~~Easton~~ <sup>Sharon</sup>  
~~2 Rivers Area~~ <sup>Hunshberger</sup>

Chamber of Commerce

Bethlehem Area

CC

Cities: volunteer CC

EMMAUS

w/ in  
Lehigh

Catasaugua

Whitehall

Slatington

Berk Co. adjacent

Kutztown

Majority of Northampton → Nazareth CC  
Bethlehem Area  
Easton

Lehigh

Allentown - Lehigh Co.

Chamber of Commerce.

215-  
437  
9661

Easton  
Bethlehem  
areas of  
geography

218

OMB  
Chief Counsel

\$15 billion

\$ grants & loans

Student

Tom Sully

x 5179

Benny Anderson

Teri Wm

x 5880

4630

x Han White 4532

Ba

names of Jewish Univ.  
in Pa.

State Ed. Dept. in Pa.

Yeshiva in Pa?

Harrisburg (717)

~~(717) 783-6788~~

(717) - 783-6788

Bob Okun  
Dept. of Ed. 401-0020

~~# 535~~ million <sup>start point</sup>  
545 ok 550  
more than 500 million

---

~~# 100 million~~ \* America 2000 \*  
activities

set back = Congress  
private sector moving  
ahead  
to fund it.

---

open-ended that  
not a word would  
be used

---

voluntary <sup>market based</sup> system  
America!

member

in Senate bill

public school choice

Naples - waiver

Senate pri choice

House all

choice

Stripped

---

Terri Williams ext. 5880

for 91 commitments - 13.5 bil.  
disbursements - 12.3 bil.

for 92 commitments - 14.6 bil  
disbursements - 13.4 bil

↙ just loans ↗

Total (= loans plus grants)  
w/ study

91 19.9 billion

92 21.4 billion

estimate

Richard Whalen  
Dept. of Education  
219-1664

# teachers in U.S.  
(public school)

Fall 1990

for school yr. 90-91

preliminary # 2,401,000  
Louisiana not reporting

Fall 1991

for school yr. 91-92

Dept. estimate @ 2,431,000

Easton = Two Rivers Area  
Chamber of Commerce.

Bethlehem Area C.C.

Cities in Lehigh Co.

Emmaus  
Catasaugua  
Whitehall  
Slatington

} volunteer  
Chambers  
of Commerce.

adjacent co. = Berks Co.

Kutztown C.C.

Northampton Co.

majority in Easton & Bethlehem  
but also

Nazareth Area C.C.

Sharon Hunsberger

Allentown - Lehigh Co.

Chamber of Commerce

(215)-437-9661

Lehigh Valley Area Schools

La Fayette College - 1,162 M, 831 W - United Presbyterian Church  
(Easton)

Moravian College - 567 M, 578 W - Moravian Church  
(Bethlehem)

Muhlenberg College - 791 M, 824 W - Evangelical Lutheran Church  
(Allentown) in America.

Kutztown Univ - 2,483 M, 3,454 W - non-sectarian  
(Kutztown)

(?) Loyola none in Pennsylvania !!!

- Loyola College - Maryland
- Loyola Marymount Univ. - California
- Loyola University - Louisiana
- Loyola University of Chicago (Illinois)

priv. - non. Public  
 PENN ST.  
 pr. Pres.  
 Lehigh - Lafayette  
 pr. Cath.  
 Villanova ...

Public  
Penn State - University Park - 16,318 M 12,910 W  
univ. non-sectarian, no religious requirements

Private  
Univ. of Penn - Philadelphia - 5410 M, 3985 W non-sectarian

Private  
Lehigh Univ - Bethlehem - 2,868 M 1,625 W - non-sectarian ?

Public  
Univ. of Pittsburgh - Pittsburgh Campus - 6,949 M 6,555 W non-sectarian

Private  
Westminster College - New Wilmington - 593 M 799 W  
~~affiliated~~ affiliated w/ Presbyterian Church, USA

---

### Others

Private  
Bucknell - Lewisburg - 1,854 M, 1,490 W - non-sectarian

Private  
Carnegie Mellon - Pittsburgh - 2,800 M, 1,308 W - non-sectarian

Private  
Drexel Univ - Philadelphia - 4,801 M, 2,258 W - non-sectarian

Public  
Temple Univ. - Philadelphia - 8,258 M, 8,165 W - non-sectarian

Private  
Villanova Univ. - Philadelphia (area) - 3,390 M, 3,010 W  
affiliated w/ Roman Catholic Church (The Augustinians) ✓

Private  
LaSalle Univ - Philadelphia - 1,889 M, 1,676 W  
affiliated w/ Roman Catholic Church (Christian Brothers)

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### Even More

Private  
Albright College - Reading, Pa - 614 M, 692 W - United Methodist Church

Bryn Mawr - Bryn Mawr, Pa - 1195 W - non-sectarian

Dickinson College - Carlisle, Pa - 912 M, 1065 W - non-sectarian

Franklin & Marshall Coll - Lancaster, Pa - 1023 M, 853 W - non-sectarian

Gettysburg College - Gettysburg - 950 M, 950 W - Lutheran Church

Haverford College - Haverford - 647 M, 512 W - Society of Friends (Quakers)

St. Joseph's - Philadelphia - 1343 M, 1385 W - Roman Catholic (Society of Jesus)

Swarthmore Col - Swarthmore - 675 M, 642 W - non-sectarian

expenses of education. Ever since the GI Bill for veterans from World War II we have thought it was a good investment in our nation's future. And the money has gone directly to students to use at colleges or universities of their choice. No one said, you can only go to Penn State instead of Penn. Or that you can't go to Lehigh or Pitt Loyola or Westminster or Yeshiva. [use Pennsylvania examples here] Let the students and their families--not the government--decide. Choice helped to create the best system of colleges and universities in the world. It can help to create the best system of elementary and secondary schools in the world.

✓  
IN NY.

*[Handwritten scribble]*

*George: please research the denominations, locations, etc. of these schools - are any located in Lehigh Valley; are they non-denominational; sectarian; parochial - etc.?*

*Thanks -*

*[Handwritten signature]*

*Are there other lg. universities in Pa. that we have overlooked?*

Penn State  
 Univ. Penn  
 Lehigh  
 Pitt  
 Loyola  
 Westminster

614, 692  
 United Methodist Church  
 1199 W non  
 1854, 1490 non  
 2800, 1308 non  
 \* Bucknell - Lewisburg  
 Carnegie Mellon - Pittsburgh

912, 1065 non  
 Dickinson, Carlisle  
 4801, 2258 non  
 Drexel - Philly  
 Franklin + Marshall - Lancaster

1623, 853 non  
 950, 950 Lutheran Church  
 Gettysburg -  
 Hanover -

2162, 831  
 Society of Friends (Quakers)  
 Lafayette - Easton  
 Monaca - Bethlehem  
 567, 578 Bethlehem non  
 Allen town

Muhlenberg -  
 Church in America  
 St. Joseph's - Allentown  
 Swarthmore - Swarthmore non  
 675 642

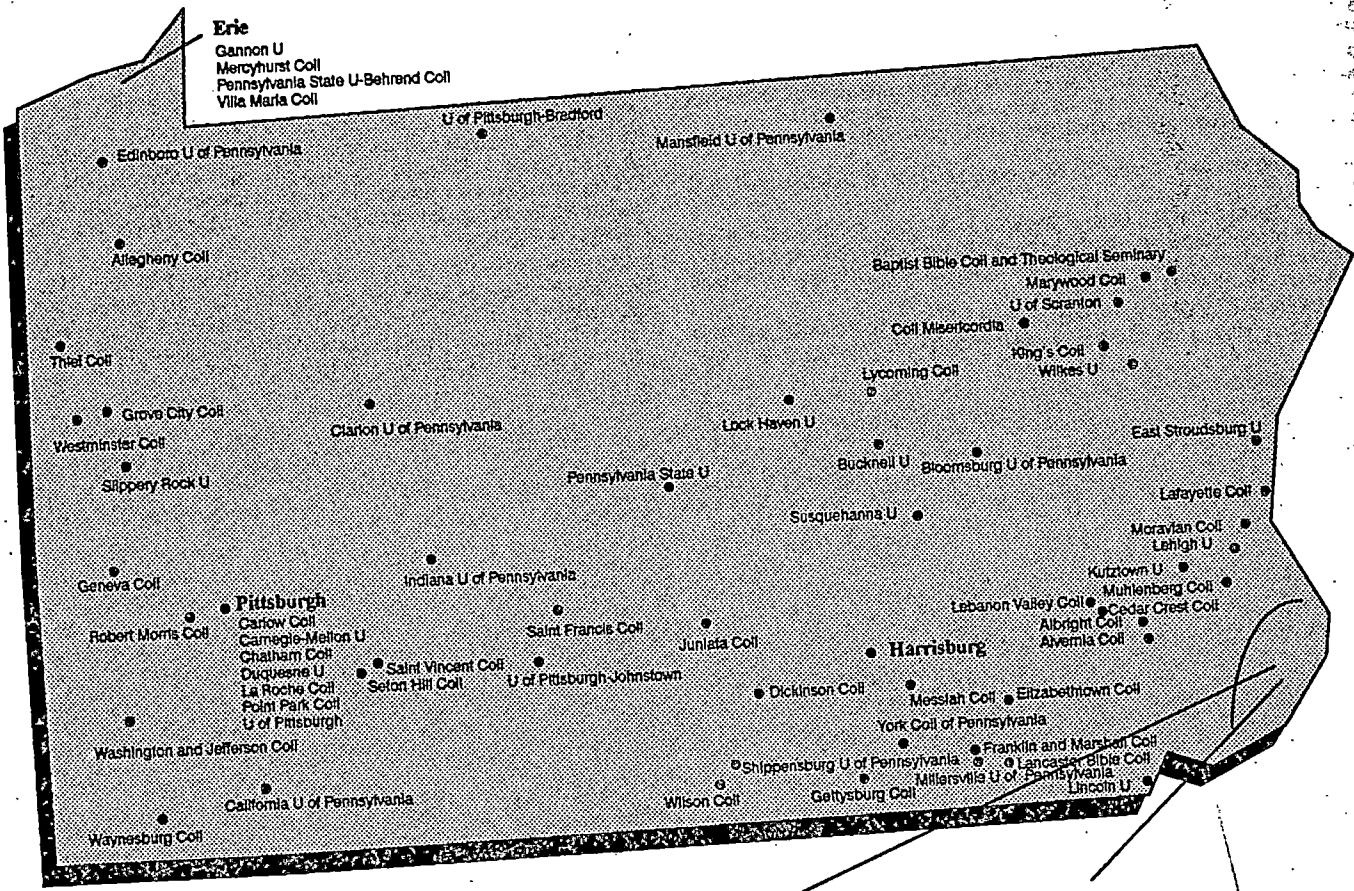
Temple - Phila  
 Villanova 3390, 3010 RCC  
 (The Augustinians)  
 Kutztown -

2483, 3454 non  
 LaSalle Univ - Philly  
 1889, 1676

Roman Catholic Cl.  
 (Christian Bros)  
 in Westminster Ph. 1970s  
 2000s

791, 824  
 Episcopal  
 1343, 1385  
 (Society of Friends)  
 8258, 3876, 5000 non

# Pennsylvania



**Erie**  
 Gannon U  
 Mercyhurst Coll  
 Pennsylvania State U-Behrend Coll  
 Villa Maria Coll

**Philadelphia metro area**

Academy of the New Church Coll  
 Allentown Coll of St. Francis de Sales  
 Beaver Coll  
 Bryn Mawr Coll  
 Cabrini Coll  
 Cheyney U of Pennsylvania  
 Delaware Valley Coll of Science and Agriculture  
 Eastern Coll  
 Gwynedd-Mercy Coll

**Philadelphia**

Haverford Coll  
 Immaculate Coll  
 Neumann Coll  
 Philadelphia Coll of Bible  
 Rosemont Coll  
 Swarthmore Coll  
 Ursinus Coll  
 Villanova U  
 West Chester U  
 Widener U

Chestnut Hill Coll  
 Curtis Inst of Music  
 Drexel U  
 Gratz Coll  
 Hahnemann U, School of Health Sciences & Humanities  
 Holy Family Coll  
 La Salle U  
 Moore Coll of Art & Design  
 Pennsylvania Coll of Optometry  
 Philadelphia Coll of Pharmacy and Science  
 Philadelphia Coll of Textiles and Science  
 St. Joseph's U  
 Spring Garden Coll  
 Temple U  
 U of Pennsylvania  
 U of the Arts

**Academy of the New Church College**  
 Bryn Athyn, PA 19009 215 947-4200

**1989-90 Costs.** Tuition: \$2,553. Room & board: \$2,709. Fees, books, misc. expenses (school's estimate): \$775.

**Enrollment.** Undergraduates: 73 men, 66 women (full-time). Freshman class: 62 applicants, 62 accepted, 57 enrolled (25% from public schools).

**Test scores.** Average SAT scores: 510 verbal, 540 mathematics.

**Faculty.** 23 full-time; 12 part-time. 17% of faculty holds doctoral degree. Student/faculty ratio: 6 to 1.

**Selectivity rating.** More competitive.

**PROFILE.** The Academy of the New Church College provides education in the arts and sciences and in the doctrines and philosophy of the New Church, a religious group inspired by the theological writings of Emanuel Swedenborg. Bachelor's degree programs include a major in education to prepare teachers for New Church Schools, a major in religion for pretheology students, and interdisciplinary majors.

The town of Bryn Athyn, 15 miles from Philadelphia, is a community of members of the New Church.

**Accreditation:** MSACS.  
**Religious orientation:** Academy of the New Church College is affiliated with the General Church of the New Jerusalem (Swedenborgian). Eight terms of religion required. Chapel attendance is mandatory three times per week. Convocation attendance is also required.

**Library:** Collections totaling over 95,000 volumes, 270 periodical subscriptions, and 1,400 microform items.

**Special facilities/museums:** Medieval and Far and Near Eastern museums.

**Athletic facilities:** Field houses, tennis courts, athletic fields, Nautilus room.

**STUDENT BODY. Undergraduate profile:** 65% are state residents; 5% transfers 3% Asian-American, 1% Black, 96% White. Average age of undergraduates is 20.

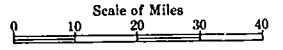
**Freshman profile:** 3% of freshmen who took SAT scored 700 or over on verbal, 39 scored 700 or over on math; 19% of freshmen who took SAT scored 600 or over on verbal, 19% scored 600 or over on math. (The majority of accepted applicants too SAT) 25% of freshmen come from public schools.

**Undergraduate achievement:** 85% of fall 1988 freshmen returned for fall 1989 semester. 20% of entering class graduated.

**Foreign students:** 40 students are from out of the country. Countries represented include Ghana, Japan, South Africa, Canada, Great Britain, China, Brazil, Holland and Australia.

**PROGRAMS OF STUDY. Degrees:** B.A., B.S., B.Th.  
**Majors:** Education, Interdisciplinary Studies, Religion.  
**Requirements:** General education requirement.

# PENNSYLVANIA



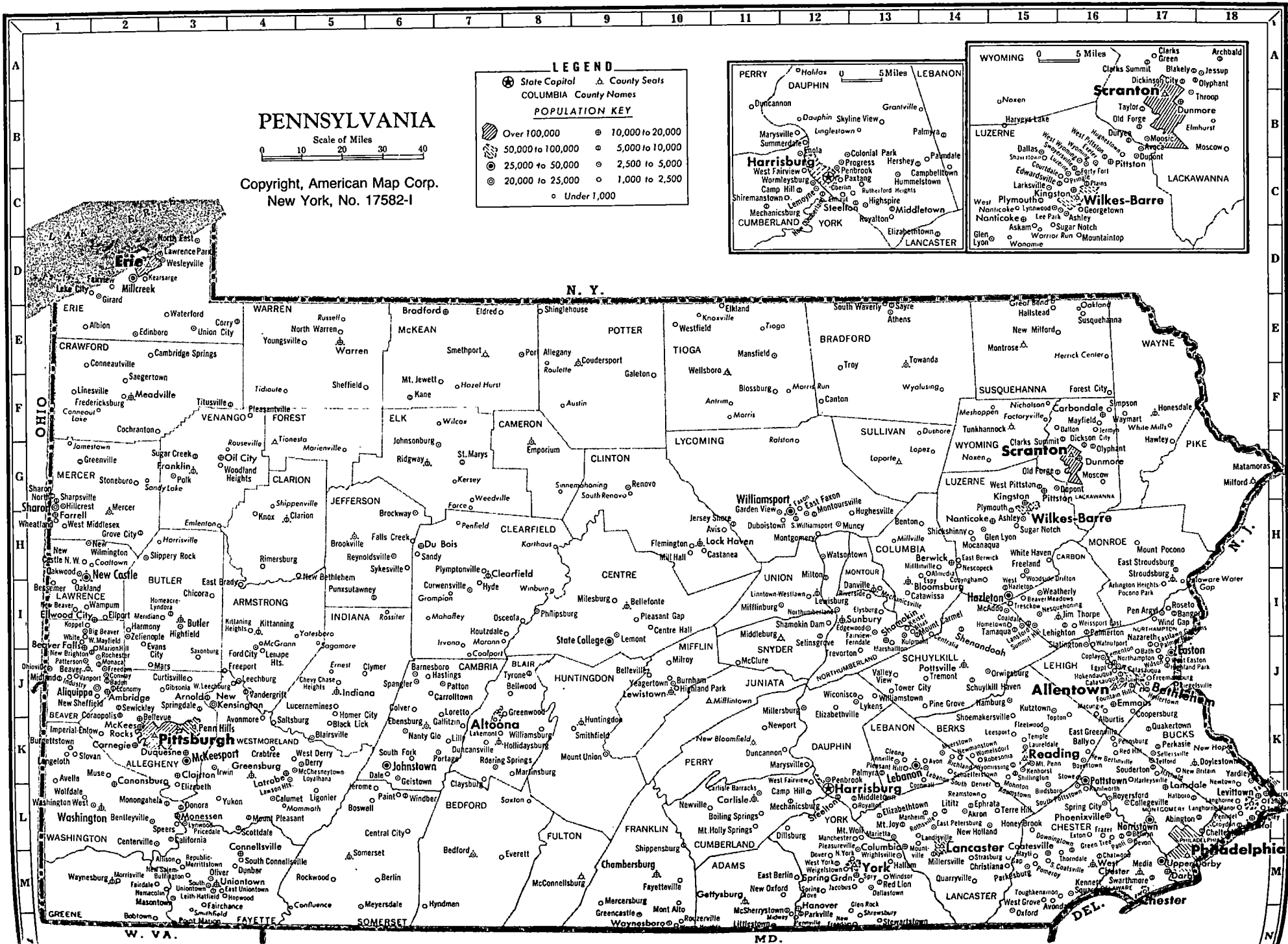
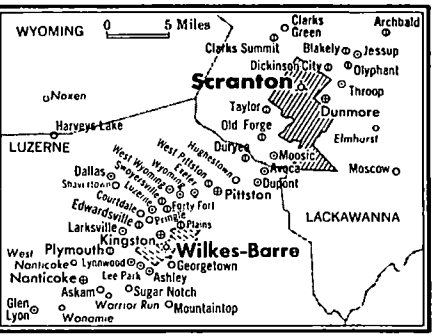
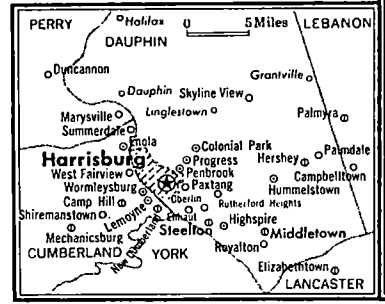
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### LEGEND

⊕ State Capital    △ County Seats  
COLUMBIA County Names

#### POPULATION KEY

Over 100,000	10,000 to 20,000
50,000 to 100,000	5,000 to 10,000
25,000 to 50,000	2,500 to 5,000
20,000 to 25,000	1,000 to 2,500
	Under 1,000



(717) 787-6576

Pa. Dept. of Ed.  
12 Harrisburg.

Dr.  
Sydney  
Grobman

Kathy Feavons ext. 7845

3- <sup>non-</sup>~~existent~~ <sup>to</sup> Dropsie College  
Annapenberg ↓ prestigious  
2 small

⌘ Yshivath Beth  
(small) Scantler Moshe

~~Gratz College~~  
Metzger Park  
near Philly

also  
Reconstructionist  
Rabbinical College. in Philly

**COMPUTER FACILITIES.** Burroughs multi-user computer system. 100 terminals are available for student use. Dormitories are equipped with computer terminals and modems. 50 microcomputers. Apple, Apple Macintosh, and IBM-compatible microcomputers. Computer languages and software: ALGOL, AppleWorks, BASIC, COBOL, dBASE, FORTRAN, Lotus 1-2-3, Pascal, PL/1.

**Use:** Computers are available to all students.

**Fees:** None.

**Hours:** 24 hours.

**GRADUATE CAREER DATA.** Graduate school percentages: 10% enter graduate business programs. 10% pursue graduate studies in the humanities. 6% attend law school. 5% enter medical school. 2% enter graduate engineering programs. 2% pursue graduate studies in the theology. Highest graduate school enrollments: George Washington U, Dickinson School of Law, Peabody Conservatory of Music, Penn State, U of Virginia, U of Pennsylvania. 40% of graduates choose careers in business and industry. Companies and businesses that hire graduates: Aetna Life and Casualty Insurance Co., Arthur Andersen, AT&T, Eastman Kodak, Maryland National Bank, Merck & Co., Procter & Gamble, U.S. Gypsum.

**PROMINENT ALUMNI/AE.** Dr. Alexander Astin, educator and researcher; Carol Bellamy, former New York City council president; Frederick Fielding, attorney, former chief council to President; Robert Hosking, president, CBS radio; Dr. Norman Rasmussen, nuclear engineer, recipient of Fermi prize; Jennifer Stone, head athletic trainer, U.S. Olympic Training Center.

## Gratz College

Melrose Park, PA 19126

215 635-7300

**1989-90 Costs.** Tuition: \$2,100. Housing: none. Books, misc. expenses (school's estimate): \$450.

**Enrollment.** Undergraduates: 1 man, 8 women (full-time). Graduate enrollment: 74.

**Test scores.** N/A.

**Faculty.** 1 full-time; 7 part-time. 88% of faculty holds doctoral degree. Student/faculty ratio: 11 to 1.

**Selectivity rating.** N/A.

**PROFILE.** Gratz College, which began instruction in 1897, was established "for the education of Jews residing in the city and county of Philadelphia." Courses are offered in the areas of Biblical studies, education, Hebrew and related languages, history, Jewish thought, literature, music and the arts, Rabbinics, and sociology.

**Accreditation:** MSACS.

**Religious orientation:** Gratz College is nonsectarian; no religious requirements.

**Library:** Collections totaling over 55,000 volumes, 115 periodical subscriptions, and 250 microform items. Audio-visual library. Jewish music library.

**Special facilities/museums:** Oral History Holocaust Archives. Education Resource Center. Division of Community Services.

**STUDENT BODY. Undergraduate profile:** 91% are state residents. 6% Black, 1% Hispanic, 89% White, 4% Foreign. Average age of undergraduates is 32.

**Foreign students:** Countries represented include Israel.

**PROGRAMS OF STUDY. Degrees:** B.A. Jewish Stu., B. Hebrew Lit., B.S. Jewish Stu.

**Majors:** Bible Studies, Education, Hebrew and Related Languages, History, Jewish Thought, Judaica Librarian Studies, Literature, Music and the Arts, Political Science and Government, Rabbinics, Sephardic Studies, Sociology.

**Requirements:** General education requirement. 80 credits required for graduation; 40 must be liberal arts credits earned at accredited general college or university.

**Academic regulations:** "B" average with no incompletes must be maintained.

**Special:** Optional minor in Jewish music. B.A./J.T.D.: each major can be combined with the Jewish Teachers Diploma Program, a professional education program designed to meet the needs of Jewish schools for Jewish studies instruction in English. Certificate programs in Judaica librarianship and Sephardic studies. Gratz College High School has five-year program of Jewish studies on secondary level, with courses transferable to local schools. Independent study. Accelerated study. Graduate school at which undergraduates may take graduate-level courses. Member of consortium with Beaver College and Temple U. Teacher training program. Jewish elementary and Jewish secondary education certification. Study abroad in Israel.

**Academic assistance:** Tutoring in Hebrew language learning.

**ADMISSIONS. Academic basis for candidate selection** (in order of priority): Secondary school record.

**Nonacademic basis for candidate selection:** Character and personality are important. Particular talent or ability is considered.

**Requirements:** Secondary school graduation or GED is required. SAT is recommended. Campus visit and interview required, off-campus interviews available.

**Procedure:** Visit college for required interview by October 10 of current academic year. No application deadline. Notification of admission on rolling basis. Freshmen accepted in terms other than fall.

**Special programs:** Admission may be deferred. College has own advanced placement program, based on tests administered by the college and on participation in accelerated programs at various high schools. Credit may be granted for life experience. Concurrent enrollment program.

**Transfer students:** Transfer students accepted for terms other than fall.

**Admissions contact:** Sholom Handelman, Ph.D., Director of Admissions and Financial Aid. 215 635-7300.

**FINANCIAL AID. Available aid:** School grants. Deferred payment plan.

**Financial aid statistics:** Scholarships limited and based solely on need; continuation of aid is contingent upon satisfactory academic performance.

**Supporting data/closing dates:** School's own aid application: accepted on rolling basis.

**Financial aid contact:** Director of Financial Aid. 215 635-7300.

## Grove City College

Grove City, PA 16127

412 458-2000

**1989-90 Costs.** Tuition: \$4,050. Room & board: \$2,220. Books, misc. expenses (school's estimate): \$325.

**Enrollment.** Undergraduates: 1,039 men, 1,048 women (full-time). Freshman class: 2,105 applicants, 926 accepted, 541 enrolled (91% from public schools).

**Test scores.** Average SAT scores: 510 verbal, 577 mathematics. Average ACT composite score: 25.

**Faculty.** 103 full-time; 21 part-time. 55% of faculty holds doctoral degree. Student/faculty ratio: 20 to 1.

**Selectivity rating.** More competitive.

**PROFILE.** Grove City College, founded in 1876 on what is now known as Lower Campus, is an independent, Christian college of liberal arts and sciences. In 1929, the College was moved to a farm on a hill across Wolf Creek and evolved into a modern campus. The academic program is organized into various departments that include aerospace, business, computer systems, economics, education, engineering, humanities, mathematics, physical education, the sciences, and social sciences. The 150-acre campus is divided into two sections connected by a stone arched footbridge and city streets. It is near the center of Grove City, about 60 miles north of Pittsburgh.

**Accreditation:** MSACS.

**Religious orientation:** Grove City College is affiliated with the Presbyterian Church USA. Two semesters of religion required. Attendance at convocations is mandatory 16 times during semester. One credit per year granted for convocation attendance.

**Library:** Collections totaling over 148,000 volumes, 800 periodical subscriptions, and 158,500 microform items. Computerized search system available next year.

**Special facilities/museums:** Language lab. New technological learning center. On-campus preschool.

**Athletic facilities:** Field house, 400-meter track, bowling alleys, basketball arena, natatorium, racquetball and tennis courts, numerous playing fields (including softball, baseball, and football), intramural rooms, pits and runways for jumping and pole vaulting.

**STUDENT BODY. Undergraduate profile:** 71% are state residents; 9% transfers. 1% Asian-American, 1% Black, 1% Hispanic, 95% White, 2% Other. Average age of undergraduates is 20.

**Freshman profile:** 1% of freshmen who took SAT scored 700 or over on verbal, 7% scored 700 or over on math; 14% of freshmen who took SAT scored 600 or over on verbal, 39% scored 600 or over on math. 7% of freshmen who took ACT scored 30 or more on composite; 70% scored 24 or over on composite. (91% of accepted applicants took SAT; 27% took ACT) 91% of freshmen come from public schools.

**Undergraduate achievement:** 87% of fall 1988 freshmen returned for fall 1989 semester. 80% of entering class graduated. 50% of students completing a degree program went on to graduate study within five years.

**Foreign students:** 44 students are from out of the country. Countries represented include England, Ethiopia, India, Nepal, and Peru; 27 in all.

**PROGRAMS OF STUDY. Degrees:** B.A., B.E., B.M., B.S.

**Majors:** Accounting, Applied Physics, Biochemistry, Biology, Business Administration and Management, Chemistry, Christian Ministries, Communication Arts, Computer Systems, Economics, Electrical Engineering, Elementary Education, Engineering, Financial Planning, French, History, International Business Management, Literature, Management Information Systems, Marketing, Mathematics, Mechanical Engineering, Molecular Biology, Music, Music Education, Office Administration, Operations Management, Philosophy, Political Science and Government, Psychology, Religion, Sociology, Spanish.

**Distribution of degrees:** The majors with the highest enrollments are business administration, engineering, and accounting; philosophy and French have the lowest.

**Requirements:** General education requirement.

**Academic regulations:** Minimum 2.0 GPA must be maintained.

**Special:** Courses in fine arts, geography, geology, and Greek. All students must complete 18 credit hours of Keystone Curriculum providing a broad-based foundation for the student's further development. Self-designed majors. Double majors. Independent study. Accelerated study. Internships. Professional Option Plan: cooperative programs whereby students receive bachelor's degree after first year in accredited professional schools. Preprofessional programs in dentistry, law, medicine, theology. Teacher certification in elementary and secondary education. Teacher certification also in music. Study abroad in England, France, Mexico, Spain, West Germany, and other countries.

*Costs per Year:* \$13,625 tuition; \$3,160 board and room; additional expenses average \$900.

*Collegiate Environment:* The college is comprised of 43 buildings located on 200 acres. It contains a library of 308,000 volumes, 70,000 periodicals, 38,000 microforms and 59,100 audiovisual materials. Dormitory facilities accommodate 1,200 students and fraternities house 650 men. There are 12 social fraternities and 7 social sororities located on or near the campus. Students from other geographical locations are accepted as well as midyear students. Approximately 49% of students applying for admission are accepted and 90% of the previous freshman class returned to this campus for the sophomore year. About 68% of the current freshman class graduated in the top fifth of the high school class; 29% of the second fifth; 3% in the third fifth; average scores, SAT 538V, 582M; Financial aid is available and 40% of the current student body receive some form of financial assistance.

*Community Environment:* Population of Gettysburg 9,000. Here, one of the most important battles of the Civil War was fought. Today, Adams County surrounding Gettysburg has 20,000 acres of apple orchards. There are many historical sites within the surrounding area. Gettysburg is served by railroad, bus lines, and an airport. There are several churches, 13 museums, a library, two radio stations, YWCA, and a youth center to serve the community. Recreational facilities include horseback riding, two state parks nearby, three movie theatres, 2 ski resorts, The Appalachian trail, and a summer theatre. Part-time employment is available.

#### GRATZ COLLEGE (M-17)

Tenth Street and Tabor Road  
Philadelphia, Pennsylvania 19141

(215) 329-3363

*Description:* Privately supported, coeducational, non-denominational affiliated college of Jewish, Hebraic and Middle East Studies and Jewish Education. Established in 1895, it operates on the semester system with two summer sessions offered. The College is accredited by the Middle States Association of Colleges and Schools. Total institutional enrollment is 170 students. The college offers courses leading to Bachelor of Arts in Jewish Studies and Bachelor of Hebrew Literature degrees, a Hebrew Teacher's and Jewish Teacher's Diploma as well as the following graduate degrees: Master of Arts in Jewish Education, Master of Arts in Jewish Music, Master of Arts in Jewish Studies and Master of Hebrew Literature. In addition, certificates are awarded in Jewish Chaplaincy, Judaica Librarianship and Shephardic Studies. Joint undergraduate programs have been established with the Colleges of Education and Arts and Sciences of Temple University and the Department of Education of Beaver College. The College's Division of Community Services is the central agency for Jewish education in the Greater Philadelphia area, providing consultative services and resource materials to the region's 85 Jewish Schools (15,000 students) and to the community at large.

*Entrance Requirements:* Open enrollment policy. Rolling admission, early admission, early decision, delayed admission and advanced placement plans available.

*Costs per Year:* \$1,550 tuition; additional expenses average \$400.

*Collegiate Environment:* The College welcomes a geographically, religiously and racially diverse student body and will accept midyear students. The Library contains over 100,000 items including 48,000 volumes, 115 periodicals and 68,500 music and audio-visual items. The College is housed in a modern, well-equipped building adjacent to several other major communal institutions, as well as near other major colleges and universities (Temple University, LaSalle University and Beaver College). A warm, friendly and helpful atmosphere prevails. Plans are underway for the college to be re-located on a 30 acre suburban campus within the next few years.

*Community Environment:* All the amenities of Greater Philadelphia's cultural and academic environment--museums, concert halls, colleges and universities, etc.--are available and accessible to Gratz's multi-faceted student body (by either private or public transportation). A large, diverse and well-organized Jewish community enables those interested in an active Jewish communal life to thrive.

#### GROVE CITY COLLEGE (H-2)

Grove City, Pennsylvania 16127

(412) 458-6600

*Description:* Privately supported, coeducational liberal arts college founded in 1876 and affiliated with the United Presbyterian Church U.S.A. It is fully accredited by the Middle States Association of Colleges and Schools and grants the Bachelor degree. By the authority of the Pennsylvania Department of Public Instruction it has the right to recommend candidates for elementary and secondary school certification. The college operates on the semester system and enrolls 1,070 men full-time, 1,053 women full-time, 15 men, 10 women part-time. A faculty of 103

full-time and 21 part-time gives a faculty-student ratio of 1-20.

*Entrance Requirements:* Approved high school graduation; completion of 18 units including 4 English, 3 mathematics, 2 science, 2 foreign language, 4 social studies; advanced placement, early admission, early decision, rolling admission, delayed admission plans available; \$15 application fee.

*Costs per Year:* \$3,800 tuition; \$2,100 room and board; additional expenses average \$500.

*Collegiate Environment:* The campus comprises 150 acres. The original location of the school, now commonly called the lower campus, was in the heart of the town of Grove City. The buildings of the lower campus include the Robert E. Thorn Field for football and track, tennis courts, Phillips Field House, and Carnegie Hall. All other buildings are located on the beautiful hillside campus across Wolf Creek from the town. The 26 college buildings include a library of 145,000 volumes, 750 periodicals, 134,000 microforms and dormitory facilities for 983 men and 965 women. Students from other geographical locations are accepted as well as midyear students. Approximately 49% of students applying for admission are accepted and 96% of the previous freshman class returned to this campus for the sophomore year. Average high school standing of a recent freshman class; 80% in the top 5th, 18% in the second 5th; average scores, SAT 502V, 570M. Financial aid is available and of 400 scholarships offered, 170 are for freshmen.

*Community Environment:* Population 8,312. Grove City is an urban community which produces compressors, gas and diesel engines, as well as soldering equipment and linemen's supplies. Bituminous coal mining is very important to the area. The city has one new hospital, several churches, a library and various civic and fraternal organizations. Part-time employment is available here. Local recreation includes a theatre, a drive-in, hunting, fishing, golf, football, baseball, swimming, tennis, basketball, bowling, boating, a YMCA, and ice and roller skating.

#### GWYNEDD-MERCY COLLEGE (M-17)

Sumneytown Pike  
Gwynedd Valley, Pennsylvania 19437

(215) 641-5510

*Description:* Privately supported college of arts and sciences established in 1948 and sponsored by the Sisters of Mercy. It is accredited by the Middle States Association of Colleges and Schools, National League for Nursing, and the American Medical Assn., the Committee on Allied Health Education and Accreditation. The college operates on the semester system and offers two summer terms. There are 78 men and 567 women full-time, and 182 men and 985 women part-time enrolled. A faculty of 91 full-time and 64 part-time gives a faculty-student ratio of 1-11. The college grants the Associate and Bachelor degrees as well as programs leading toward Teacher Certification in both elementary and secondary education, early childhood and special education. Army ROTC is available through LaSalle University.

*Entrance Requirements:* High school graduation with rank in upper 40%; completion of 16 units including 4 English, 3 mathematics, 2 foreign language, 3 science, 2 social science; SAT or ACT required; non-high school graduates (with GED) considered; early admission, early decision, rolling admission, delayed admission, advanced placement plans available; \$25 application fee.

*Costs per Year:* \$6,500 tuition; \$3,200 board and room; additional expenses average \$300.

*Collegiate Environment:* Combining the quiet atmosphere of the country with easy access to Philadelphia, the college is located in a beautiful section of Montgomery County, between Ambler and North Wales. The 10 college buildings include a library of 84,882 volumes, 550 pamphlets, 790 periodicals, 86 titles on microforms, 5,494 recordings, student union building, and dormitory facilities for 180 students. Students from other geographical locations are accepted as well as midyear transfer students. Approximately 81% of students applying for admission are accepted and 84% of the previous freshman class returned to this campus for the sophomore year. Average high school standing of the recent freshman class, top 40%; 40% in the top quarter; 49% in the second quarter; 9% in the third quarter; average scores, SAT 446V, 456M. Financial aid is available for economically disadvantaged students and 75% of the current student body receive some form of financial assistance. The college awarded 139 Associate and 233 Bachelor degrees during a recent academic year.

*Community Environment:* Gwynedd Valley is a suburban location. The community is located 20 miles from Center City, Philadelphia with all of its cultural, recreational, and community service opportunities. The immediate locale has churches, and recreational facilities, shopping malls, movies and restaurants.

## Gratz College

Tenth Street and Tabor Road  
Philadelphia, Pennsylvania 19141  
Tel: (215) 329-3363

**Characteristics of Institution.** Gratz College is a private, independent, nondenominational college of Jewish, Hebraic, and related Middle East studies. *Enrollment:* 69 men / 159 women. *Degrees awarded:* Baccalaureate, master's. Diplomas and certificates also given.

**Accreditation.** *Regional:* MSA/CHE.

**History.** Chartered 1849; established 1895; offered first instruction at postsecondary level 1897; awarded first degree (baccalaureate) 1952.

**Institutional Structure.** *Governing board:* Board of Overseers. 42 regular members (plus voting honorary members), plus president, 1 faculty representative, 1 student representative; president of alumni association as ex officio. *Composition of institution:* Administrators 8 plus part-time administrator/faculty members, including chairman of faculty who is responsible for academic affairs. Management/business/finances directed by financial affairs officer. Academic governance body, the faculty, meets monthly during the academic year. A Faculty Senate represents full-time academic professionals *vis a vis* the Board and Administration.

**Calendar.** Semesters. 1986-87 academic year Sept. 9 to May 21. Freshmen admitted Sept., Feb. Degrees conferred and formal commencement June. 1987 summer session of 1 term from early June to late July.

**Admission.** Rolling admissions plan. Apply any time up to the second week of classes. *Requirements:* Graduation from accredited secondary school or GED; for Bachelor of Hebrew Literature, proficiency in Hebrew language. *Entrance tests:* College Board SAT and/or institutional examinations may be required. For foreign students TOEFL. *For transfer students:* 40-46 semester hours maximum transfer credits accepted in Jewish or Hebrew studies; liberal arts credits generally accepted (40 or 60 as required). *For graduate students:* B.A. from accredited institution required; GRE or MAT may be required; letter of recommendation and interview required; maximum of 12 transfer credits accepted.

**Degree Requirements.** *For all undergraduate degrees:* 120-152 semester hours which must include 40-60 liberal arts credits earned at an accredited college or university; 50% of program in residence; distribution requirements; some required courses. *For graduate degrees:* 30 graduate credits; undergraduate prerequisites may be required; comprehensives; thesis optional in some programs. *Grading system:* A-F.

**Distinctive Educational Programs.** Undergraduate programs in Jewish studies and Hebrew language and literature and Jewish education; joint programs in education with Beaver College and Temple University and a joint program with the College of Liberal Arts of Temple University; graduate programs in Jewish studies, Jewish education, Hebrew literature, and Jewish music; certificate programs in Jewish chaplaincy, Judaica librarianship; Sephardic studies and Jewish communal studies.

**Degrees Conferred, 1985-1986.** 8 baccalaureate: areas studies 2, letters 6; master's: letters 2. 5 honorary degrees awarded: Hebrew Literature 3, Humane Letters 2.

**Fees and Other Expenses.** *Full-time tuition per academic year 1986-87:* undergraduate full-time (10 or more credits per year) \$1,000, part-time \$100 per credit; graduate full-time (10 or more credits per year) \$1,250, part-time \$125 per credit. Reduced fee schedule (25%) for senior citizens, full-time staff members of Federation agencies, parents of current students. *Registration fee per year:* \$50.

**Financial Aid, 1985-1986.** Aid from institutionally generated funds is provided on the basis of financial need.

**Departments and Teaching Staff.** Professors 6, associate professors 1, assistant professors 2, part-time teachers 11.

*Total instructional faculty:* 20. *Total tenured faculty:* 5. *Degrees held by full-time faculty:* Doctorate 90%, master's 10%.

**Enrollment, Fall 1986.** Total enrollment 228. Undergraduate full-time 7 men / 10 women, part-time 6m / 14w; unclassified part-time 44m / 82w; graduate full-time 5m / 27w, part-time 7m / 26w.

**Characteristics of Student Body.** Extension education offered on campus. 15% of student body attends summer session.

**Foreign Students, 1986.** 8 nonresident aliens enrolled fall 1986: undergraduate full-time 4 men / 1 woman, part-time 1w; graduate full-time 2w. No programs available to aid students whose native language is not English. No financial aid specifically designated for foreign students.

**Student Life.** No on-campus housing available. *Surrounding community:* Philadelphia 1980 population 1,688,210. Served by mass transit bus and

train systems; airport 25 miles from campus; passenger rail service 1/4 mile from campus.

**Publications.** *90th Anniversary Festschrift;* occasional papers.

**Library Collections.** 45,000 volumes. 10,000 audiovisual materials; 115 current periodical subscriptions. Access to 2 computerized retrieval systems. Total 1986-87 budget for books, periodicals, audiovisual materials, microforms \$26,000.

Most important special collections include Holocaust Oral History Archives; Jewish Education Collection; Schreiber Library of Jewish Music.

**Finances, Fiscal Year 1986.** \$1,868,600 total current funds revenues, including \$360,000 from student tuition and fees; \$1,246,600 local appropriations; \$75,000 unrestricted private gifts, grants, and contracts; \$75,000 unrestricted endowment income, \$75,000 restricted; \$35,000 auxiliary enterprises.

\$1,908,323 total current funds expenditures and mandatory transfers, including \$1,876,323 for total education and general expenditures and mandatory transfers (\$828,900 instruction; \$79,900 academic support for libraries; \$133,000 operation and maintenance of plant; \$8,425 restricted scholarships and fellowships); \$32,000 auxiliary enterprises.

**Buildings and Grounds.** Campus area 1 building. Book value of buildings, grounds, equipment \$1,903,609.

**Chief Executive Officer.** President Gary S. Schiff.

Address admission inquiries to Director of Admissions and Registrar.

## Grove City College

Grove City, Pennsylvania 16127  
Tel: (412) 458-6600

**Characteristics of Institution.** Grove City College is a private college affiliated with the Presbyterian Church (USA). *Enrollment:* 1,069 men / 1,064 women. *Degrees awarded:* Baccalaureate.

**Accreditation.** *Regional:* MSA/CHE.

**History.** Established and offered first instruction at postsecondary level 1876; incorporated 1884; awarded first degree (baccalaureate) 1885. See David M. Dayton, *'Mid the Pines* (Grove City: Grove City College Alumni Association, 1971) for further information.

**Institutional Structure.** *Governing board:* Grove City College Board of Trustees. Extraintitutional representation: 30 trustees, including 12 alumni; institutional representation: president of the college. 1 ex officio. 30 voting. *Composition of institution:* Administrators 15 men / 5 women. Academic affairs headed by vice president for academic affairs. Management/business/finances directed by vice president for business affairs. Full-time instructional faculty 73 men / 20 women. Academic governance body, Grove City College Faculty, meets an average of 9 times per year plus in numerous committee meetings.

**Calendar.** Semesters. 1986-87 academic year Sept. 2 to May 16. Freshmen admitted Sept., Jan. Degrees conferred and formal commencement May. No summer session.

**Characteristics of Freshmen, Fall 1986.** Average secondary school rank of freshmen men 84th %ile, women 90th %ile, class 87th %ile. Mean SAT scores men 495 verbal, 581 mathematical; women 505 (v), 550 (m); class 500 (v), 566 (m). Mean ACT composite score 25.

51% of applicants accepted. 61% of accepted applicants enrolled. 80% of entering freshmen expected to graduate within 5 years. 72% of freshmen from Pennsylvania. Freshmen from 17 states and 8 foreign countries.

**Admission.** Rolling admissions plan. For fall acceptance, apply as early as 15 months prior to enrollment, but not later than May 1 of year of enrollment. Apply by Nov. 1 for early decision; need not limit application to Grove City College. Early acceptance available. *Requirements:* Either graduation from accredited secondary school or GED. Recommend 4 units English, 2 foreign language, 3 mathematics, 2 science, 2 social studies, 3 academic electives. *Entrance tests:* College Board SAT or ACT composite. *For transfer students:* 2.0 minimum GPA; from 4-year accredited institution 90 hours maximum transfer credit; from 2-year accredited institution 60 hours.

College credit and advanced placement for postsecondary-level work completed in secondary school. Advanced placement for extraintitutional learning on basis of ACE *Military Guide*, faculty assessment.

Tutoring available.

**Degree Requirements.** 128 credit hours; 2.0 GPA; 2 semesters in residence; weekly chapel attendance; 2 semester hours physical education; distribution, core curriculum requirements.

- New American Schools
- Emphasize inspire children to learn
- designing a report card - (accountability)
  - 2 questions:
    - Δ did we do what we said in our strategy
    - Δ did action taken move closer to our goals

▲ a national model: what Pres. wants done everywhere  
 making it happen

Lehigh Valley 2000

a model for nation in many, many ways

→ helped get 37 other PA. commits in got going A2000  
 Ed Donney / catalyst behind PA 2000

Jack Jordan (fan. @ Chamber) remarks

James Le Van student PHS

Mike Meitinger, principal PHS

- Bethlehem State 250 birthday this yr.
- Moravian Colleges 250 today Page, Rusty, Martin

13 April 1992

Lehigh Valley 2000:

Scott Hamilton meet<sup>g</sup> w/ 8 steering committee

① Themes: world has changed - fundamental change needed  
AV industries are international  
what was good enough 20 yrs. ago won't cut @ today

Air Products → in 29 other countries

② Community-wide involvement is needed  
too fast for → 2 yrs. mtgs monthly

③ Common goals - transformation of system  
not tinkering around edges

④ Unprecedented teamwork  
Jerry Stark - winter outside - winter inside  
approach to others as equals  
talking, cooperating within and without

⑤ Not just a <sup>workplace</sup> skills problem → education prob.  
the other 91% spent outside school; contin<sup>e</sup> ed;  
early ed.

⑥ Long-term commitment - emphasis on outcomes  
not inputs /

regulation / flexibility

Ann of A. 2000

PA 2000 not result of LV 2000

Jane Bernard Ham Monday mtg.  
To Jan

Q a New American School? NO

any elementary @ all of 2,000 how many students, what age parents?

1350 Diruff  
no elementary  
4- 500 Task Force / Action Com  
Community leaders LV 2000  
state/local officials  
Bjorkman shj  
coord in w/ state  
8 action centers

Gov. Cary Alan Spector  
Becky Anderson

Lehigh Valley  
Shelton Center in  
Wharfedale

LV is choice  
PA 2000 no choice

1985 LEHIGH VALLEY PARTNERSHIP (35 CEOs FROM PRINCIPAL CORPS. SOLVE REGIONAL PROBLEMS)

1989 LEHIGH VALLEY BUSINESS EDUCATION PARTNERSHIP (NOVEMBER)

1991 BC LEHIGH VALLEY 2000: A BK. PARTNERSHIP

EDUCATION summit - Sept. 27, 1989 Charlottesville, Va  
[A2000 Ann April 18, 1991]

Orly Research Foundation

Drug McKimzie stall office: (215-433-2221) [Call Rae?]

Advance times:

final p: 12:25-45 min  
12:55-1:30 speech

task force turned into action coms.

Go by b's white brochure  
→ update since the 4 date

LV 2000 position on choice:

→ analyze now  
and / hope white paper soon

PA vote on choice:

→ voted on Constitutionality → voted unconv by slim margin  
(Biu Durro 2126) → VP's office

LV 2000 got PA 2000 going? sorta

→ Franly's Quotes on  
Future  
Revolution  
Education

no such thing?

↑ Call and see if there is a #

Lehigh Valley Chamber of Commerce -  
Allentown Chamber of Commerce 215-437-9661

~~County~~  
[Allentown - Lehigh ~~County~~ Chamber of Commerce]

FROM RAE NELSON

*The Lehigh Valley*  
*An America 2000 Community*

October 21, 1991

A Progress Report Submitted by  
Lehigh Valley 2000: A Business-Education Partnership

to

Lamar Alexander  
U.S. Secretary of Education

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## I. Vision Statement

The people of the Lehigh Valley, Pennsylvania have banded together to create a responsible and caring community where all persons are prepared to exercise the rights and responsibilities of citizenship and to help us build a viable economy in a fast-changing world. Just as our corporate institutions are finding it necessary to restructure their operations to compete, we must remake our education system to be responsive to new demands and conditions. We must instill in everyone the practice and love of learning, a commitment to always do his or her best, and a dedication to continuous improvement. This can best be accomplished by having all segments of our community join with our educational institutions to create an integrated system that meets all the cognitive, social, physical, and emotional needs of our young people and adults through cooperative efforts that are responsive to individual needs, ambitions, and situations.

We know that the ultimate result will be a long time in coming; in fact, the process in which we are engaged will be a never-ending journey of immense challenge. However, the only way to get there is to begin, using all the collective wisdom and energy we can muster. As community leaders and volunteers from all segments of the society and all walks of life, we each commit to do our part in this ambitious but vitally important endeavor.

## II. History of the Lehigh Valley Business-Education Partnership

If one is to approach an issue from a community perspective, he must first define the "community." For purposes of this initiative, we want an area large enough to elicit the support and participation of major institutions and employers in the region, e.g. encompassing the sphere of influence of their local employees and associates. At the same time, we want an area small enough to engender sufficient affinity and agreed-upon common interests among the participants for concerted action. For the Lehigh Valley, this community was defined as early as 1985 when thirty-five chief executive officers first met to form the Lehigh Valley Partnership. The chief executive officers represented the principal corporations located in the Valley. Their purpose was to marshal area resources to solve problems which they felt were best dealt with from a regional perspective. From the start, these local business leaders committed themselves to promoting the region's economic prosperity and maintaining its quality of life, with a focus on improving the quality of education in the Lehigh Valley.

The Lehigh Valley region consists of two Pennsylvania counties, Lehigh and Northampton, with a combined population of over 500,000. It embraces three cities (Allentown, Bethlehem, and Easton), fifty-nine other municipalities, twenty-two school districts, several private school systems, and ten institutions of higher learning.

After several years of activities to address various concerns in both public and vocational education, the business leaders recognized the need for a more sustained effort involving the

direct participation of education leaders. This led to the formalization of the Lehigh Valley Business-Education Partnership (LVBEP) in November, 1989. (Appendix A) This formation was the beginning of a journey that established the foundation for a larger effort that is addressing the need for a more skilled work force to keep Lehigh Valley businesses competitive. The vision, shared by members of the Partnership, was to help all students realize their full potential. This required an understanding of diverse community interests. Because the Partnership considered the community its ultimate beneficiary, as a customer, its support was critical.

LVBEP leaders recognized that, at the time of its founding, a number of community organizations and Chambers of Commerce were sponsoring education-related programs, such as employer visitation days, student shadowing programs, and businesses contributing equipment to schools. These community service types of programs were recognized as valuable and their continuation was encouraged. However, the LVBEP decided that there was a clear need to go beyond these efforts to develop a broader, more systematic approach to the way education is performed in the Lehigh Valley. The Partnership subsequently devised a structure of multiple task forces to reach all segments of the community for their assistance and support. To provide the best opportunity for significant educational restructuring, LVBEP leaders insisted that the Board of Directors and all task forces be built upon a full collaboration between business and education representatives.

### III. The Stakeholders and Their Roles

One of the key elements of Lehigh Valley 2000 is the recognition that many aspects of people's lives contribute to their ability and desire to learn. The formal education system is a very important player. However, we are not likely to get the results we desire by simply demanding that educational institutions supply the community's needs for a trained and motivated workforce; there are many other segments of the community with contributions and roles to play. Using the words of the total quality movement, various sectors of the community are both customers of education as well as suppliers to education. Some of those stakeholders include:

- Business Community: Business is a prime customer of education because it receives the graduates, and the quality of those graduates can have a dramatic impact on the success of business and industry. In addition, business is a supplier to education because (1) it provides support (resources, volunteers, etc.) for school boards, school programs, etc. and (2) it must define the skills and expertise that graduates need to be productive citizens and employees.
- Community Human Services Organizations: Community health and social service organizations supply valuable services to the community and directly to education to help meet the physical, social, and emotional needs of young people and their families. They also depend on education for qualified and sensitive graduates, and their efforts are more effective when school systems provide a supportive and caring environment during the time students are there.

- Government: Government is a customer of education because it hires the graduates and looks to education to provide a citizenry that is responsible, knowledgeable, and involved. It is also a supplier because it provides resources and passes laws that can help or hinder the process of education.

- Higher Education: Higher education is a major customer of basic education's graduates, and the ability of higher education to do its job is highly dependent on the quality of these incoming students. It is also the prime supplier of services to educate teachers and administrators.

- Teachers: Teachers are internal suppliers to education because they are a primary source of knowledge and experience being imparted to the students. They are also customers of the educational system because they need to receive support from the system to do their jobs effectively, and they need opportunities for continued learning experiences for themselves.

- Parents: Parents are customers of education because they look to the school system to provide adequate training and support for their children. They are also suppliers to education to the extent that they encourage their children to learn and they provide a good environment for them to live.

- Students: Students are probably the most easily identified customers of the services of learning provided by education. However, they are also suppliers to the extent that they devote their energies and attention to the tasks presented to them, and to the extent that they help their peers and associates in the process.

These various stakeholders, along with others, both contribute to and benefit from education in a complex, interdependent way. Thus, improving education is a complex initiative involving the interaction of many organizations, businesses, and individuals.

#### **IV. Developing a Consensus and Approach to Improving Education**

Based on their experience, the members of the LVBEP recognized that a broad range of perspectives from many organizations, businesses, and individuals would need to be considered. This is because of the complex interaction of the roles of the many stakeholders as customers of and suppliers to education. Thus, a structure of task forces was created to address the concerns that were expected to arise among the participants. Each task force was co-chaired by an industry leader and a school superintendent. Volunteers from the many stakeholder groups were both accepted and recruited, thus insuring input from representatives from all segments of the community. These task forces were asked to make recommendations to the Lehigh Valley Business-Education Partnership, acting in its role as a community steward of the restructuring process.

Seven task forces were established to address the following topics:

- The Learning Environment
- The Teaching Environment
- State Regulations

- Curriculum
- At-Risk Youth
- Education for Employment
- Basic/Higher Education Cooperation

Separate standing committees were created to steer the project and to address the issues of communication and funding. In addition, a special task force was established for restructuring and choice because of the controversial nature of this issue.

More than three hundred people participated in these efforts. (Appendix B) The task forces had a fast-track schedule to complete research, analysis, documentation of findings, and to make recommendations, which led to more than eighteen months of dedicated efforts by concerned managers, teachers, manufacturers, school administrators, chief executive officers, parents, and many others working toward education reform.

Early meetings of the LVBEP and its task forces were spent largely developing trust and understanding. Business and education leaders found that they had a great deal to learn about each other's challenges before they could proceed. As issues were developed, the roles of other parties in the education process were identified, and representatives of those parties were invited into the LVBEP. The collaboration among all segments of the Lehigh Valley community, and the respect for each other that developed through this process, have been key elements of the LVBEP's success to date. The Partnership has been careful to nurture this environment every step of the way.

## V. Results of the Planning Effort

Each of the seven task forces developed a report and a set of recommendations relating to its particular focus area. The individual reports were combined into one larger report. The LVBEP's Task Force report, which was released on June 10, 1991, contains more than 200 suggestions relating to education and the role of the various stakeholders in it.

To garner further consensus and buy-in from the community, the complete LVBEP Task Force Report was made available to all Lehigh Valley public and private school district offices, Chambers of Commerce, public libraries, and other interested organizations. In addition, more than 1,000 copies of this comprehensive report, including the recommendations of each task force, were distributed widely in the community and, by request, throughout the country. Local media provided extensive coverage of the process and the conclusions, including a special newspaper supplement which has fulfilled requests for over 12,000 copies (Appendix C). This further helped to raise the community's awareness for the need to improve education. The impact of media participation is necessary to obtain and sustain the will and resources needed over a long period of time.

Recognizing the need to cooperate and coordinate with other efforts and activities in Pennsylvania, LVBEP members worked with Pennsylvania Governor Robert P. Casey to con-

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2005

vene a special conference on Business Education Partnerships on June 13-14, 1991 in Harrisburg (Appendix D). This conference was held in response to a state report, Economic Development Partnership's Committee on Work Force Development. (Appendix E) This report called for the creation of a statewide business and education coalition to advocate and assist local partnerships such as the Lehigh Valley Business-Education Partnership. As a result of this conference a statewide coalition has been formed, and its action plan for implementation has been recently approved by Governor Casey.

## VI. Steps to Implement the LVBEP Plan

When announcing the recommendations developed by the LVBEP task forces, LVBEP members expressed strong feelings that this not be another report that simply sits on a shelf. Thus, the board of LVBEP took immediate action, approved by the Board of Directors on August 16, 1991, to set up a structure and process to implement the recommendations. First, the Board reviewed all 205 recommendations and identified eighteen that deserve priority attention. Then, seven action committees were created to coordinate implementation of the recommendations. A Steering Committee was established to manage the system of implementation. It created the framework or Blueprint for Action (Appendix F). It also assigned at least three of the priority recommendations to each action committee, and will coordinate and approve the action committee plans for implementation.

In addition, on August 16, 1991, the Board of the LVBEP passed a resolution to adopt the name of "Lehigh Valley 2000: A Business-Education Partnership." This name change is more than symbolic. It reflects the Partnership's commitment to the goals of the President and the nation's governors as expressed in the AMERICA 2000 initiative. We believe that the goals of AMERICA 2000 are fully consistent in tone and substance with our own, and that our process of implementation can be constructively steered by joining with the nation in achieving our common objectives.

The current action committees are:

- State Regulations Action Committee
- Business and Schools Coalition Action Committee
- Schools Action Committee
- Restructuring and Choice Action Committee
- Strategic Planning Action Committee
- New American School Committee
- Community Report Card Task Force

The first four action committees mirror the task forces that developed the Partnership's plan. They have been assigned various recommendations to implement as a result of that plan.

As the initial eighteen priority recommendations are successfully implemented, the Steering Committee will assign additional recommendations from the Partnership's Task Force Report to the appropriate action committees until all 205 recommendations have been successfully completed or dealt with in an appropriate way.

The Strategic Planning Action Committee was created to develop a monitoring system to track the completion of the various recommendations. [The New American School Committee was created explicitly to develop an approach to a new school, an experimental break-the-mold approach to basic education, which will be sponsored by Lehigh Valley 2000.] Finally, the Community Report Card Task Force was charged with developing a report card and reporting process to track the overall progress of the community in attaining the vision of Lehigh Valley 2000. The report card is intended to go beyond the progress of each recommendation to capture the synergy of our multipronged approach to the issues and the results we are obtaining in all sectors of the community.

As of the date of this progress report, the leadership and initial membership of each of the action committees have been identified, and the committees are all up and running. Each committee is co-chaired by shared leadership from business and education, as has been the Partnership's policy.

The action committees have been encouraged to solicit the support of community groups and organizations associated with education-related issues. Initial action committee tasks include recruiting committee members and developing objectives and milestones for each recommendation assigned to it. Several of the committees have already initiated programs or planning for programs in response to their assignments. All action committees are meeting approximately on a monthly basis until their tasks have been completed.

## VII. Relationship with AMERICA 2000 Strategy

Lehigh Valley 2000 initiated its education improvement efforts independent of the Summit on Education in Charlottesville, Virginia. However, the short and long-term efforts of Lehigh Valley 2000 are consistent with the six national education goals. Lehigh Valley 2000 members are pleased to share a common vision with President Bush's AMERICA 2000: An Education Strategy. Both are calling for efforts toward becoming a community where all segments work together to insure that life-long learning happens. To this end, the Board of Directors passed a resolution on August 16, 1991 committing the Lehigh Valley to become an AMERICA 2000 Community. The Partnership will endeavor to incorporate the achievements of the national goals into its ongoing action plans.

Lehigh Valley 2000 has accomplished much since November of 1989 toward the goal of restructuring our educational system. The Partnership has formally adopted the national education goals as its own on behalf of the Lehigh Valley (Appendix G). Furthermore, it has developed a community-based strategy and process to achieve those goals--a strategy that has been

New American School ©

developed with significant and broad community input and that has widespread support in the Lehigh Valley. Under the umbrella of the Partnership, each school district and each stakeholder in the community is being encouraged and enabled to take appropriate steps to implement the Partnership's recommendations.

We recognize, however, that these actions are only the beginning. The Lehigh Valley 2000 comprehensive Community Report Card study is well underway. This study, expected to be carried out for a period of at least ten years, is being designed using the principles and practices of total quality management. Each of the stakeholders, and their role as customer and supplier to education, have been identified, and we are developing and refining baseline and measurable goals designed to foster continuous improvement in education. The report card will provide an incentive for all Lehigh Valley 2000 participants to do their part in reaching our goals, and it will evaluate the synergy of all the community groups working together toward our common objective.

Finally, the Steering Committee of Lehigh Valley 2000 has formally committed to the concept of a New American School. An action committee, headed by a partnership of business and school leaders, has begun to discuss ways in which the Lehigh Valley can incorporate the very best ideas from our own community and the nation to provide an educational system that achieves the goals of AMERICA 2000 and also the vision of Lehigh Valley 2000. We hope to develop the new school in such a way that we can transfer the successes throughout our community through the existing school districts or other appropriate means.

Indeed, a "quiet revolution" has been set in motion in the Lehigh Valley. It is one that employs a quality process and a partnership of people working together to attain a common goal. We are confident of its outcome, and we believe Lehigh Valley 2000 has significant lessons to share and contribute to others. The Board of Directors of Lehigh Valley 2000 looks forward to achieving the banner of an AMERICA 2000 Community designation and would be proud to be part of a national effort.

New American School!

MEMORANDUM TO: MEDIA AFFAIRS STAFF  
FROM: ALEX ELIAS  
RE: MARLIN BRIEFING, 4/12/92, 10:30AM

---

ANNOUNCEMENTS

11:00am The President will sign the Beck decision executive order.  
4:00pm Meeting with the Polish Prime Minister (this is a private visit, his first)

At some point he will meet representatives of the law enforcement community to discuss the crime bill.

Tomorrow:

Detroit: travel schedule is out

In his scheduled speech, he will discuss the 5 pillars of reform, and possible veto of CAFE standards as the program will cost American jobs.

Will attend a B/Q Fundraiser that 850-1000 people will attend.

Thursday:

Will travel to Allentown, PA to visit the Lehigh Valley school district. This is to highlight the first anniversary of America 2000 by speaking at Dierdruff High School.

Other:

Background on Beck:

--There will be a fact sheet, copy of speech, and other materials available.

The Beck decision refers to the use of funds for campaign specific activities over and above the cost of collective bargaining. If the employee objects, the union cannot spend his/her dues for promotion of political candidates. The important thing to note is that this executive order applies only to federal contracts and does not implement the decision nationally. This requires legislation by Congress. The Beck decision came down in 1988 and the majority opinion was written by Justice Brennan.

---

QUESTIONS

Why has it taken so long to implement the decision?

--We have proposed implementation of it in the Campaign Reform Act of on 10/26/89. Congress hasn't acted to introduce the legislation that would implement it nationally.

--The Council on Competitiveness has estimated that it would save members \$2.4 billion if it were implemented nationally.

Why is an executive order necessary?

--It requires legislation to implement nationally, we had hoped it would be implemented nationally and an executive order is the only thing under his authority.

Does it hurt Democrats?

--The Supreme Court doesn't see it as preferential.

Does the Administration have any legislation on the hill now to implement it nationally?

--Yes, the Campaign Reform Act has been there since September of 1989, no information on the status.

Why did the President wait 3 years?

--It is not the right way to do it, now he has no alternative.

Why is legislation necessary if the Supreme Court already decided on it?

--Need an attorney to answer...

Campaign Reform Act: What about big money contributions of \$100,000 or more...soft money...?

--Don't know what you are talking about...Congressional Reform Act is our position.

Can the government be forced to abide by this...how?

--It is subject to enforcement: It is included in contracts...must be notified of costs other than those related to collective bargaining. Entitled to refund/reduction of percentages spent on political activities.

How do individual members make use of the decision?

--They file grievances to NLRB

How much is it being violated (the decision)?

--several hundred...300 cases...

Why is Charlton Heston here?

--He heard that we have great interns, and he is involved in worker rights. He is member of 4 unions, and is aware of the rights of union workers. The interns part is a JOKE...

Does the Campaign Reform Act cover soft money?

--No information...

Are ag credits to the CIS in jeopardy?

--We are watching the situation; General Scowcroft has said that it might.

---

#### SUMMARY

The overwhelming majority of questions were in relation to the Beck decision. The press seemed to suggest hypocrisy on the part of the Administration with regard to campaign funds, and the manner in which they are accepted. There was generally confusion on why, if the Supreme Court has made that decision the law of the land, why any legislation or an executive order is necessary.



City/State: Allentown, PA  
 Event: Educ 2000  
 Date: 3-10-92

## OFFICE OF PRESIDENTIAL ADVANCE CONTACT SHEET

Name	Office	Phone Number
Presidential Advance Office		202/456-7565
Presidential Advance Fax Number		202/456-2820
John Herrick/Patricia Conrath	WH Advance	202-456-7565
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- RAY ERB	ASSISTANT SUPERINTENDENT	215-821-2625
- BERT DADAY	Spec Asst Pz Power Light - Lehigh Valley	2000-215-774-3323
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Jane B. Leonard	DPL/WH	202 456 7845
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KEN HUFFER	USSS/MOTORCADE	202-435-7400
<del>Richard W</del>		
<del>Samuel Johnson</del>	<del>Assistant Principal</del>	<del>215-821-2200</del>
Richard S. Parke	Assist. Principal	215-820-2205
MAJOR Tim Corbin	MARINE ONE ADVANCE	202-395-2034
THOMAS A. PETRO	USSS PHILADELPHIA	215-597-0600
Kam Flynn	USSS-PPD	
MIKE ROSE	USSS-PPD LEAD ADVANCE	215-597-0600
DOUG MacKinnon	WH	202-456-7565
JEANNIE BUNTON	SPEECHWRITING	202-456-7750
Bruce Wilson	WH Advance	202 456 7565

- 10 April 92 -

Mike Miley, principal Dieruff High School  
Sandra Horik hst. principal

Doug McKenzie  
Lead

**PRE-ADVANCE/WALK-THRU QUESTIONNAIRE**

POTUS en route KOPPEL FOR EASTER

trip released to Press  
on Monday

**EVENT:** Lehigh Community, Allentown, PA.

**DATE:** Thursday April 16, 1992

**TIME:** 12-2 p.m.      ≈ 12:25 arrive school

**LOCATION:** Dieruff High School  
(GIVE DETAILS)

**EXPECTED AUDIENCE:** # 2000  
(NUMBER AND COMPOSITION)

**PRESS COVERAGE:**

**DIAS PARTICIPANTS:** TBD

**EXPECTED PARTICIPATION BY MEMBERS OF CABINET/CONGRESSIONAL/ADMINISTRATION:** TBD Specter, (asa)

**POTUS INTRODUCTION:** TBD

**PERTINENT SPEECH TOPICS:** Highlight A 2000 anniversary  
5 pillars

**REASON FOR EVENT:** Highlight first and. America 2000  
5 pillars - educational reform

**PLEASE ATTACH PRE-ADVANCE/WALK-THRU CALL SHEET**

EXECUTIVE OFFICE OF THE PRESIDENT

10-Apr-1992 04:57PM

TO: DANIEL B. MCGROARTY

FROM: JEAN M. BUNTON  
OFFICE OF COMMUNICATIONS

SUBJECT: LEHIGH VALLEY/DIERUFF HIGH SCHOOL EVENT

PRE-ADVANCE TODAY WENT VERY WELL. DOIN' THE HARD WORK OF FREEDOM.

EVENT: TWO TIERS

1. POTUS MEETS WITH REPRESENTATIVES OF LEHIGH VALLEY 2000 AND PENNSYLVANIA 2000 [20 MIN.]
2. POTUS REMARKS IN GYMNASIUM [1 P.M.]

AUDIENCE: 2,000

COMMUNITY LEADERS, SCHOOL FACULTY, STUDENTS, PARENTS

POTUS INTRO: TBD - POSSIBLY A STUDENT

DAIS: TBD

OFFICIALS: SEC. ALEXANDER, NO FLOTUS, OTHERS TBD

[POTUS EN ROUTE TO KPORT FOR EASTER WEEKEND]

→ DATES TO NOTE:

BOYS TENNIS, J.V. SOFTBALL, VARSITY SOFTBALL, J.V. BASEBALL, VARSITY BASEBALL AND BOYS VOLLEYBALL TEAMS COMPETE ON APRIL 15TH; TRACK TEAMS ON APRIL 13TH.

APRIL 24 SCHOOL AF ROTC PROMOTION NIGHT

APRIL 25-26 KARATE TOURNAMENT

APRIL 28 PENNSYLVANIA PRIMARY

MAY 21-25 LEHIGH VALLEY COMMUNITY MAY FAIR

JUNE 11 GRADUATION

LOUIS E. DIERUFF [DEER-RUFF] HIGH SCHOOL:

0 NAMED FOR LOUIS ELMER DIERUFF -- STRONG SUPPORTER OF PUBLIC EDUCATION, A TEACHER, ADMINISTRATOR, BUSINESS MANAGER, PRINCIPAL. WAS RETIRED WHEN SCHOOL NAMED FOR HIM. NOW DECEASED.

FOUNDED IN 1959. THREE MEMBERS OF THE CURRENT FACULTY HAVE BEEN AT DIERUFF SINCE 1959: RICHARD KING, DENNIS MCGINLEY, CLEM WEST.

1984-85 EXCELLENCE IN EDUCATION RECIPIENT - USA MODEL SCHOOL, LOTS OF AWARDS FROM UNITED WAY  
PRINCIPAL - MICHAEL MEILINGER; AST. PRINCIPALS: SANDRA S.

**HOLOD AND RICHARD G. PARKS**

0 **MASCOT - "THE HUSKY" [SCHOOL HAS LIVE HUSKY NAMED KISKA - SHE LIVES WITH A TEACHER AND ATTENDS PEP RALLIES, GAMES. PURPORTEDLY BRED FROM ADMIRAL BYRD'S LINE OF POLAR HUSKIES.]**

**SCHOOL MOTTO: "HUSKY PRIDE"**

**SCHOOL COLORS: BLUE AND GRAY**

**ALMA MATER:** DIERUFF HIGH SCHOOL, BE OUR STAY,  
BEARING PROUDLY BLUE AND GRAY,  
MAY WE FOR THY SPIRIT YEARN,  
HELP US 'ER TO SEEK AND LEARN  
NOW HAIL OUR ALMA MATER STRAY  
AND MAY WE PROUDLY SAY  
TO YOU WE EVER WILL BELONG  
WE SALUTE YOU BLUE AND GRAY.

0 **MORE COLOR - POSTERS ARNOLD AND HIS PUMPTITUDE PROMOTING PHYSICAL FITNESS, PROM TUXEDOS \$40, "EXPECT THE UNEXPECTED - YEARBOOK 92"**

**FREEDOM SHRINE: IN ALL ALLENTOWN SCHOOLS, COPIES OF GETTYSBURG ADDRESS, TREATY OF PARIS, CONSTITUTION, BILL OF RIGHTS, KENNEDY INAUGURAL, LETTER FROM GEORGE WASHINGTON, ETC. HANGING ON WALL IN SCHOOL.**

**NAMES OF HONOR STUDENTS POSTED IN HALLS**

0 **TRIVIA - DIERUFF JR. AMY CRUZAN MET POTUS AT MAIZE CRAZE EVENT IN MANCHESTER, NH -- SHE AND FIVE CLASSMATES ARE SHOWN IN GRIP AND GRIN WITH POTUS, PHOTO FEATURED ON FRONT PAGE OF "THE LEADER" SCHOOL NEWSPAPER.**



**FAMOUS ALUMS: ANDRE REED [RIED] WIDE RECEIVER BUFFALO BILLS, STATE REPRESENTATIVE KAREN RITTER** *(have not fact checked this)*

**A FEW BUZZ WORDS FROM CONVO WITH SANDRA HOLOD ON WHY ATTENDANCE IS SO HIGH AT DIERUFF:**

**THERE IS "NO WAY TO SLIP THROUGH THE CRACKS" -- SECRETARIES AND AST. PRINCIPALS CALL THE HOME OF UNACCOUNTED FOR ABSENTEES EVERY MORNING -- ABOUT 100 PHONE CALLS PER DAY. HAVE BEEN DOING THIS FOR ABOUT 13 YEARS.**

**"KIDS ARE THE CAREER HERE", THEY KNOW THERE ARE CONSEQUENCES OF BEHAVIOR AND THEY KNOW THEY HAVE TO ACCEPT RESPONSIBILITY FOR THEIR BEHAVIOR.**



## UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

April 3, 1992

MEMORANDUM TO RAE NELSON

FROM: STEPHEN I. DANZANSKY

SUBJECT: Comments on Upcoming Education Speeches:  
April 7 -- Washington  
April 14 -- Detroit

What follows are the Secretary's personal comments on three speeches -- Teacher of the Year, American Business Conference (April 7) and the Detroit Speech (April 14):

**I. Teacher of the Year**

"Teachers are at the heart of AMERICA 2000. First, Tom, we want to give teachers and principals more flexibility in their classrooms from the web of federal regulations that impose a one-size-fits-all solution on our schools. Second, teachers in hundreds of schools are part of the exciting effort to create the first wave of an entire generation of break-the-mold new American Schools that meet the needs of today's children. Teachers know best how to create the best schools in the world for our children. Third, teachers in mathematics and in sciences and history and in other critical subjects are leading the way in defining world-class academic standards, creating new state curriculum frameworks and establishing a system of voluntary national exams -- to help us raise our sights and measure our performance. We want teachers to be deeply involved -- as they are in Detroit -- in creating new school options, new choices for parents -- we especially must work hard to give middle and low income families more of the same school choices that families with money already have.

We know that these major changes in our education system will require new opportunities for teacher retraining -- that's why we have focused the more than \$2 billion the federal government spends on math and science education on teacher retraining. That's why I have proposed that Congress help states create Governors' Academies for Teachers of math, science, English, history and geography."

**II. American Business Conference**

(Note: It is important to mention Jim Jones, the former Democratic Congressman and President of the American Stock Exchange and member of the New American Schools Development Corporation Board. )

"Our AMERICA 2000 initiative aims to re-invent American schools. Your Chairman, Jim Jones, is a leader in the New American Schools Development Corporation, a private group created at my request to launch an entire generation of break-the-mold New American Schools that meet the needs of today's children.

We need real change in our education system. We must help communities create break-the-mold schools, give teachers and principals more flexibility in their classrooms, agree upon a set of world class academic standards for our schools and a system of voluntary national examinations to measure our progress toward those standards, and we must give middle and low income families more of the same choices of schools that families with money already have. Business as usual will not allow our children and grandchildren to reach the six ambitious National Education Goals that they must reach if they are to have the kind of jobs and the kind of lives we want them to have. [And this is not a job just for our schools -- I have challenged every community to become an AMERICA 2000 community. As the African proverb says, 'It takes an entire community to educate one child.']"

### III. The Detroit suburban speech -- some themes:

Better schools, colleges and universities mean better jobs -- and more jobs.

People change jobs often now.

And a new job means new skills, new training, usually more education.

To help with that:

- "Make students, who only have time to take one course, eligible for federal grants and loans. A working mother with a family and a job doesn't have time to take more than one course at a time.
- "I have supported Rep. Tom Petri's amendment that would create a \$25,000 lifetime line of credit for education and job training for every American to be paid back out of earnings. In my 1993 Budget, I called for a special focus on lifelong learning and a credit card to encourage more people to get the training they need. A better education is the surest path to a better job and this would make that available for you, your spouse and your children to be paid back when you are able to pay it back.

- "I also proposed two major tax incentives to help middle and low income families pay college costs. The first makes interest on existing and new student loans deductible for tax purposes. The second would allow individuals to withdraw savings from IRAs without penalty to pay college expenses.
- "And I have recommended the largest increase in history -- more than \$1 billion for Pell grants -- to help families pay their college expenses. Today, one of every two college students in America has a federal grant or loan to help pay education expenses.

"When I think of America in the year 2000, I think of America moving from a nation at risk to a nation of students -- students of all ages -- attending the best system of schools, colleges and universities in the world."



3RD STORY of Level 1 printed in FULL format.

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Heritage Foundation Reports

March 21, 1990

SECTION: BACKGROUNDER; NO. 760

LENGTH: 5298 words

HEADLINE: A PRIMER ON CHOICE IN EDUCATION: PART I -- HOW CHOICE WORKS

SERIES: This study reviews the arguments in favor of choice, its success to date, and the choice options available. Part II will address the legal considerations that should guide policy decisions.

BYLINE: Prepared for The Heritage Foundation by Clint Bolick, Director, Landmark Legal Center for Civil Rights, Washington, D.C.

BODY:

#### INTRODUCTION

Every year, America spends increasing sums on education, yet it seems to be without much noticeable impact on the disastrously low academic achievement of the nation's youngsters. For this reason, a growing consensus is emerging that doubts whether more spending and more tinkering will improve the performance of schools.

What will improve it, say increasing numbers of liberals and conservatives, are reforms that give parents the freedom to choose the best schools for their children. This would create competition among schools that would improve the schools and schooling. Last year alone, 23 states considered some form of education-choice proposals; three enacted choice legislation. n1 In fact, there are already an estimated 10,000 schools which students attend as a matter of choice rather than assignment. Reports Fortune magazine: choice in education "is simply the hottest item on the education reform agenda today." n2

n1 Susan Phillips, "Education Choice Emerging Trend?" Family, Law & Democracy Report, July 1989, pp. 1-3.

N2 Jaclyn Fierman, "Giving Parents a Choice of Schools," Fortune, December 4, 1989, p. 147.

Harlem Success. Choice in education must not be limited to the wealthy or well-off who can afford either to pay for a private school or move to a good school district. Choice is needed most by financially poor parents whose children are trapped in the most inferior schools. When given a choice in schools, as is now available in New York City's Harlem school district, for instance, test scores rise dramatically.

Restoring Teaching's Prestige. With widespread public support, different choices schemes have been adopted in the states. Opponents mainly have been the education establishment, fighting to protect its monopoly and job security. Yet educators need not fear choice. Upgraded schooling, rising test scores, and fading illiteracy will raise the prestige of and respect for teachers and principals, restoring to teaching the high status that it enjoyed just a

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little more than a generation ago.

Educators should join with parents and lawmakers in backing such choice options as magnet schools and open enrollment for public schools, and tuition tax credits and vouchers for private schools. Choice plans instituted to date generally have been limited to public schools. While this limits their benefits, it addresses the most pressing needs and makes broader political support possible.

Though many choice plans have been adopted only in recent years, where evidence is available it is clear that competition among the schools boosts student performance. Thus state governors increasingly support parental choice, and George Bush has made choice the cornerstone of his education improvement agenda. The choice movement is gaining momentum, and policy makers must continue to introduce choice where it has not been tried and to expand it where it has been successful.

#### HOW CURRENT EDUCATION REFORMS HAVE FAILED

More than six years have passed since the report by the National Commission on Excellence in Education pronounced America's public school system a virtual shambles. n3 Yet the United States remains educationally "a nation at risk."

n3 National Commission on Excellence in Education, A Nation at Risk (Washington, D.C.: U.S. Government Printing Office, 1983).

The Commission's alarming findings triggered a flurry of reform that has included increased public school expenditures, higher academic standards and an emphasis on basic skills -- all with very disappointing results. In fact, last year the U.S. Department of Education reported that Scholastic Aptitude Test (SAT) scores have remained stagnant or declined during the past three years. n4 Only 20 percent of American high school seniors can write a simple letter and only 5 percent can decipher a bus schedule. n5 And the problem is most acute for the urban poor. n6 The evidence is clear -- increased spending and recent education reform measures have failed to improve student performance.

n4 Secretary of Education Lauro F. Cavazos, "Restructuring American Education Through Choice," speech delivered to the Education Press Association (May 19, 1989), p. 1.

n5 Survey findings by the National Assessment of Education Progress.

n6 The Right to Choose: Public School Choice and the Future of American Education (New York: Manhattan Institute for Policy Research, 1989), P. 8 [hereinafter Right to Choose].

#### How Reforms Picked the Wrong Target

The type of reforms undertaken since 1983 actually have little relationship to student performance. A 1989 survey of 187 studies by University of Rochester Economics Department Chairman Eric A. Hanushek, for instance, finds that teacher salaries, per-pupil expenditures, class size, and graduation requirements are unrelated to academic performance. n7 After surveying two decades of educational research, this report concludes:



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Expenditure increases, if undertaken within the current institutional structure, are likely to be dissipated on reduced class size or indiscriminate raises in teacher salaries with a result that growth in costs will almost surely exceed growth in student performance. n7

n7Eric A. Hanushek, "The Impact of Differential Expenditures on School Performance," Educational Researcher, May 1989, p. 47.

Rather, such less tangible factors as a clear educational mission, strong leadership, and an atmosphere of professionalism and flexibility have a much more significant impact on student achievement. These critical factors, notes Brookings Institution Senior Fellow John Chubb, "are not things that school reformers can easily influence with policies." n8

n8Right to Choose, pp. 9-10.

The lessons of the 1980s are clear: spending more money and fiddling modestly will not improve the performance of American students. What will is competition among schools. This will force the improvements needed to make American students as well educated as their foreign counterparts. There are different methods of introducing competition into the school system, all of which give parents some degree of choice in selecting their children's schools.

#### OPTIONS FOR EXPANDING CHOICE

The principal options for promoting educational choice include (either alone or in combination) magnet schools, open enrollment, tuition tax credits, vouchers, and home schooling. The first two options normally confine choice to public schools, while tax credits and vouchers extend the freedom of choice to some or all private schools. Each of these strategies had different attributes and different implications for parents and for schools.

#### Choice within the Public Schools

Most current proposals focus on increasing choice and competition among public schools. This empowers the vast majority of parents. Students can improve their opportunities and poor schools will face powerful incentives to improve. Among the most important versions of public school choice:

**Magnet Schools.** The term "magnet" connotes an intrinsic drawing power, and this is precisely how magnet schools are designed. To attract students from outside their normal attendance areas, magnet schools are given the flexibility to design specialized courses of instruction and experiment with instructional techniques. Used increasingly in recent years as a desegregation device, magnet schools have accomplished what decades of forced busing could not: voluntarily integrated schools offering high-quality educational opportunities.

Magnet schools currently comprise about 25 percent of all schools of choice. They are organized around particular themes: specialized academic courses like math, science, foreign languages, or remedial education; performing or creative arts; vocational or technical education; or particular learning methods. One-third of these schools base admission on established criteria, such as superior academic performance; the remainder admit students on a lottery or first-come basis. It is not uncommon for this latter version to result in long lines of parents camped out for days, waiting to register their children.

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Magnet schools exist at the primary or secondary level and the size-attendance zone can vary widely. Examples: Montclair, New Jersey, has turned all its elementary and secondary schools into magnets and has instituted open enrollment throughout the municipality; St. Louis, by contrast, has created a program in which it exchanges students with 23 suburban school districts. n9

n9Educating Our Children: Parents & Schools Together (Washington, D.C.: U.S. Department of Education, 1989), p. 29.

Impressive Gains. The academic gains produced by magnet schools so far are impressive. The Education Department reports that 80 percent of the magnet schools in fifteen urban districts showed higher achievement scores than their district averages. n10

n10Ibid, p. ii.

In designing magnet schools, policy makers should offer real choices to the maximum number of students. If a school district creates a number of magnet schools that prove to be successful, other district schools should be permitted to compete with the magnets by modifying their own curricula or methods. Schools with long waiting lists should be replicated.

To the extent they are used as a desegregation device, magnet schools can succeed only if the principal goal is educational quality rather than racial balancing as an end in itself.

Open Enrollment. Also called "public school choice," open enrollment is the most comprehensive way to introduce competition within the public educational sector.

Minnesota is the pioneer in open enrollment. Launched in 1987, the Minnesota program requires open enrollment in certain school districts; all the state's school districts will be included by the 1990-1991 school year. Under this policy, students may apply to schools in districts other than the one in which they reside, and the schools must accept them unless space is inadequate or the transfer would upset racial balance. n11 The state's portion of the cost of educating a student "follows" the student to the school of choice. Thus schools that attract more students attract more money.

n11This requirement may well be unconstitutional. Landmark Legal Foundation has filed on behalf of black schoolchildren a legal challenge to the Kansas City policy of strict racial quotas in magnet school admissions, under which the school district has turned away black students despite having empty seats in the magnet schools. See the discussion of nondiscrimination in Part II of this paper, forthcoming.

The student's family is responsible for transportation to the new district's boundaries, but from there transportation is provided for needy students at public expense. In the four years since open enrollment was first proposed, public opinion in Minnesota has flipped from 2-to-1 opposed to 2-to-1 in favor of the policy. n12 Last year, Arkansas, Iowa, and Nebraska, enacted open-enrollment programs patterned after Minnesota's, and Ohio has launched an open-enrollment pilot program. n13



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n12The Right to Choice, op. cit., p. 19.

n13 Phillips, op. cit., p. 3.

Denying Choice to Some. Other jurisdictions have opted for "controlled" choice giving parents the opportunity to identify their top two or three school preferences. Administrators then assign students to a school aiming at achieving a racial balance, with parent preferences as a secondary concern. Boston instituted controlled choice last year, and although most of the city's students received their first and second choices, a large percentage of students were assigned to a school they had not chosen. After a generation of racial conflict stemming from forced busing, administrators hoped that controlled choice would enable the schools to integrate through voluntary means. n14 However, unlike open enrollment plans, controlled choice does not permit a child to attend the neighborhood school if it would upset the racial balance. This choice option, therefore, denies choice to a large proportion of parents, whose children remain subject to mandatory busing.

n14"American Agenda," ABC World News Tonight, November 13, 1989.

Other examples:

\*\* In 1981, Cambridge, Massachusetts, abolished attendance zones for grades K-8 and allowed parents to select their top three schools, subject to space and desegregation limitations. Following the introduction of choice, the proportion of students electing to attend public schools rose from 74 percent to 82 percent, and student achievement scores have risen steadily. n15

n15Schools of Choice: The Beginnings of a Systemic Change in American Education? U.S. Senate Republican Policy Committee, August 3, 1989, p. 8.

\*\* New York City gives 90,000 of its 940,000 students choices among 250 alternative programs, some on a lottery basis and others subject to screening requirements.

\*\* Colorado's Second Choice Pilot Program offers school dropouts a chance to attend certain out-of-district public schools, vocational/technical schools, or adult educational programs, transferring 85 percent of the per-pupil expenditures from the resident to the nonresident school district. n16

n16Educating Our Children, op. cit., p. 31 and Model IV (Appendix).

Magnet schools, open enrollment, and controlled choice have proven effective in improving education by injecting an invigorating dose of competition into the public school system. Public school choice can promote program innovation and specialization as well as greater parental involvement and school autonomy. But competition that is limited to the public sector cannot accomplish the full range of benefits available from competition that includes the private sector.

Choice and Private Schools

A 1988 Harris poll finds that more than half of public school parents would choose private schools for their children had they the means to do so. n17 Perhaps the greatest indictment of Chicago's failed public school system is

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that Chicago public school teachers who live in that city are twice as likely as all other parents to send their children to private schools -- 46 percent of teacher parents and only 22 percent of other parents. n18 These teachers' own union vehemently opposes extending the same choice to less affluent parents. b

n17Educational Choice: A Catalyst for School Reform (Chicago: City Club of Chicago, 1989), p.5.

n18Herbert J. Walberg, Michael J. Bakalis, Joseph L. Bast, Steven Baer, We Can Rescue Our Children (Chicago: The Heartland Institute, 1988) p.11.

While private schools are often beyond the reach of low-income families, they are not exclusively serving the affluent. In fact, according to the Council on American Private Education in 1988, some 41.7 percent of families who send their children to private schools have incomes less than \$25,000 a year. Moreover, providing assistance to less-affluent parents to enable them to exercise that choice actually could save taxpayers billions of dollars. The reason: typically it costs less to educate a child in a private school. Each child attending a non-public school saves taxpayers at east \$4,000, which is the annual per pupil average cost in public schools. The five million pupils currently in non-public schools save taxpayers over \$20 billion a year.

Currently there are several strategies and proposals expand choice to private schools. Among them:

Tuition Tax Credits. One much-debated option for expending choice is a tax credit for tuition or other educational expenditures incurred in out-of-district public, private non-sectarian, and/or church-affiliated private schools. Tax credit advocates note that because the aid flows directly to parents rather than to educational institutions, credits eliminate the need for burdensome and intrusive regulation of private schools. Critics argue that tax credits do not help those low-income families who pay little or no taxes, but this criticism ignores the fact that tax credits could be refundable to assist low-income families who do not have tax liability.

Minnesota allows state income tax deductions for tuition, textbook, and transportation expenses incurred at public or private schools, covering expenses from \$650 to \$1,000 per student. Iowa has a tax credit of 5 percent of private school tuition up to \$1,000 per child. n19

n19Educating Our Children, op. cit., Model V (Appendix) and p. 30.

Several New Hampshire towns are exploring the prospects for property tax abatements for school expenses. The towns would give taxpayers a \$1,000 credit for every youngster who enrolls in a school (private or public) outside the district. The abatement would also be available to taxpayers who provide scholarships. The abatement program reduces the towns' education costs, while giving parents greater access to education alternatives.

Tuition tax credits can expand the option of attending a private school to less affluent families. Private schools have been shown to be particularly successful in educating poor and minority school children. Providing financial assistance in the form of such tax credits, could go a long way toward expanding opportunity for the neediest in society.



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Vouchers. The most comprehensive -- and controversial -- form of education choice is vouchers. In theory, these allow students to "purchase" educational programs at any school with certificates representing their individual share of tax dollars. Public schools would set "tuitions" and would be dependent upon vouchers for their revenues. As in other choice plans, funding would follow the student, and so schools would have to compete for "customers." Parents could supplement their vouchers if they elected to send their children to a more expensive school.

Because vouchers put public and private schools on equal footing, they directly challenge America's public school monopoly. For this reason, many experts believe that vouchers and other methods that include private school choice offer the only real chance for real reform. But also for this reason, a comprehensive voucher proposal would require enormous political courage. Yet the educational benefits seem likely to make it well worth risk. No other policy proposal would do as much to empower parents to control the educational destinies of the children.

Home Schooling. A choice option used by tens of thousands of American families is home schooling. This is formal education conducted in whole or part within the home. For those with the necessary commitment and resources, home schooling can provide wholesome, top-quality educational opportunities. n20 But laws regulating home schooling vary from state to state, and in many places legal obstacles exist to educating children in the home. Limiting regulations of home schooling to ensure minimal educational standards while otherwise allowing maximum liberty will expand education choice in a significant way.

n20See Clint Bolick, "The Home Schooling Movement," The Freeman, March 1987, p. 84.

#### THE GROWING CONSENSUS FOR CHOICE

The evidence indicates that achievement in America's schools will improve only if there are fundamental changes in the way that schools are managed and controlled. Central to this, a growing number of reformers maintain, is educational choice. The Bush Administration is backing its rhetorical support of choice with some action. Example: Bush has endorsed increased federal funds for magnet schools. The Department of Education also has convened a roundtable on public school choice, and last fall convened a series of regional grass-roots strategy meetings to promote choice.

Education choice is advocated by reformers of all political stripes. Observes Edward Fiske, the New York Times expert on education, "Conservatives see school choice as a way of injecting free enterprise into the educational system. Liberals see it as a way of giving the poor the same freedom that the rich have." n21 Indeed, Governor Rudy Perpich, a Democrat, has championed the statewide choice plan in Minnesota. He argues that "without choice, school districts have little incentive to change and to provide alternatives for those families that want them." n22

n21Edward Fiske, "Lessons," The New York Times, January 11, 1989, p. B8.

n22Lee A. Daniels, "Efforts to Allow Choice of Schools Stir Debate," The New York Times, March 1, 1989.



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Strong Public Support. Business leaders, meanwhile, faced with a severe shortage of skilled labor, are backing choice. Xerox Corporation Chairman and Chief Executive Officer David T. Kearns calls for "the total restructuring of our schools" n23 to be "driven by competition and market discipline." n24 Polls show strong public support for education choice. A 1987 Gallup Poll finds that 71 percent of Americans, including 77 percent of non-whites, favor allowing parents to choose among local schools; a plurality supported the even more comprehensive alternative of vouchers. n25 This broad consensus provides a strong foundation for meaningful education reform centered on choice.

n23David T. Kearns and Denis P. Doyle, *Winning the Brain Race* (San Francisco: Institute for Contemporary Studies, 1988), p. 2.

n24Ibid., p. 5.

n25Educational Choice, op. cit., p. 5.

#### WHY CHOICE IS THE KEY

Choice is seen as a critical lever for change because the central flaw in the public education system is its monopoly on providing education. The high taxes imposed to finance public education make it difficult, if not impossible, for most parents to opt out of public schools. And like any monopoly "industry" with a captive market of consumers and a guaranteed flow of revenue, public schools are under little pressure to produce a quality product.

This monopoly system traps students from poor families, who often are consigned to inferior schools where drugs and crime are far more common than educational opportunities. n26 Robert Woodson, president of the Washington-based National Center for Neighborhood Enterprise, which seeks to spur improvement within inner-city minority communities, views educational choice as crucial to the progress of poor Americans. Woodson explains that:

[w]hen we talk about enhancing choice, we are simply talking about giving working class people and poor people the same opportunity [as the affluent] to choose schools and services for their children. n27

n26See Clint Bolick, *Changing Course: Civil Rights at the Crossroads* (New Brunswick, New Jersey: Transaction Books, 1988), pp. 104-112.

n27Educational Choice, op. cit., pp. 8-9.

The deficiencies of the public educational system owing to its monopoly status are exacerbated by a second fundamental flaw: the educational system is controlled by the political process rather than by its "customers," the parents and the pupils.

Union Control. As part of the political process, public education is susceptible to special interest pressures, such as teacher unions' control of personnel. The unions dictate who is qualified to teach and often protect incompetent teachers. This undermines the autonomy schools have over their own policies and personnel.

Consider the staffing of public schools. As Brookings's Chubb points out, "Control over personnel is the most important quality that a school needs . . ."

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. in order to be effectively organized," yet "within the public sector, autonomy is more the exception than the rule." n28 Owing to this lack of control over personnel, the system frequently transfers incompetent teachers from one school to another. They often wind up teaching in poor communities.

n28Right to Choose, op. cit., p. 11.

The monopoly and special interest control of the public school system are antithetical to the autonomy and accountability essential to quality education. Hence, say advocates of choice, the most effective reform proposals must address both flaws. Allowing choice among schools, public and private, would do most to end the monopoly and the problem of political control. Short of this, freedom of choice within the public sector, with increased control by parents over the management of individual schools, could lead to significant improvements.

The crucial feature of a choice plan is increased competition between schools, even if that choice is limited to public schools. Explains Xerox's Kearns:

In a choice system, the state would fund individual children . . . Money earmarked for public education would reach the public school only when the student elected to enroll. The school would lose its guaranteed income, and it would be forced to provide the offerings that met the needs and interests of the community it proposed to serve. n29

n29Kearns and Doyle, op. cit., p. 18.

#### HOW CHOICE HELPS POOR FAMILIES

One of the most successful choice plans was initiated fifteen years ago in New York City's East Harlem, a school district about two-thirds Hispanic and one-third black. East Harlem's "open enrollment" policy allows parents to send their children to any of the 23 schools within the district. Parents choose among schools specializing in different themes, including performing arts and math and science. School administrators and teachers have the freedom to design new programs and hire new teachers to attract students.

East Harlem's choice plan has moved that district's reading scores from last to sixteenth among New York City's 32 school districts. The number of students who read at or above grade level in the district has increased from 15 percent to 64 percent. n30

n30Educating Our Children: op. cit., pp. 29-30.

Staying in the Neighborhood. East Harlem has the highest poverty concentration in Manhattan, But its choice plan has led to this impressive success. The great majority of students attend their neighborhood school even though they may attend any school in the district. The critical factor in improving student performance appears to be the decentralization that has allowed parents, teachers, and principals to make most decisions affecting their own schools.

The results are even more remarkable for urban minority students able to attend private schools. n31 The reasons for this are simple. By virtue of the

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need to produce competitive results to attract pupils and thus survive, private schools must be efficient. They have smaller bureaucracies than public schools, and they stress the academic basics to attract students. They also enjoy strong parental support for a disciplined and orderly school environment.

n31Jill Rachlin and Paul Glastris, "Of More Than Parochial Interests," U.S. News & World Report, May 22, 1989, p. 61.

#### THE ARGUMENTS AGAINST CHOICE

Critics contend that widespread freedom of choice among schools would lead to more affluent and well-educated parents taking their children to suburban schools or to the best urban schools, turning inner-city schools into "dumping grounds" for the very poor and the hard-to-educate.

This contention is refuted soundly by the experience of families in East Harlem who made informed choices when they were free to choose and provided with through information about available choices. In fact, students were not left behind in inferior schools when East Harlem adopted choice. Instead, two schools that failed to attract students were closed and later re-opened with new staff and programs.

Critics also charge that choice is not a cure-all for what ails education and that its supporters often promote choice as a total solution. To be sure, choice is not the panacea. It must be coupled with reforms such as greater school autonomy and accountability, and high standards of achievements. Yet, even alone, choice will raise educational standards through competition. And then this competition will spur other necessary reforms to be made more quickly than they would have been in the absence of choice. n32

n32Chester E. Finn, Jr., "The Choice Backlash," National Review, November 10, 1989.

#### CONCLUSION

Choice -centered reform proposals are receiving growing bipartisan political support and are endorsed by the great majority of parents. Some school administrators, like California Superintendent of Public Instruction, William Honig, recognize that choice brings increased flexibility for themselves and teachers and prompts greater parental support. Despite the support of educators like Honig, the principal opposition to choice comes from education establishment. Politically powerful teachers' unions fight choice proposals at the federal and state levels. They seem to dread the prospect of competition and accountability.

Business Backing. Countering the opponents are grass roots parent groups and business leaders who recognize the value of competition. They have formed coalitions pressing for choice plans in the states. The California Business Roundtable, a group of 90 top executives, backs choice legislation in that state; the Illinois Manufacturer's Association has joined other business groups in promoting choice among public and private schools in the city of Chicago; and the Louisiana Association of Business and Industry, the state's Chamber of Commerce, has backed plans to introduce education vouchers.



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State Leaders. Some state governors have been at the forefront of the choice movement, like Minnesota's Perpich, a Democrat. In Wisconsin, Republican Governor Tommy Thompson has proposed legislation to create "education enterprise zones" for poor students. His plan would give parents educational vouchers to enable them to send their children to either public or non-sectarian private schools within the district. This effort in behalf of low-income students has received the support of black urban legislators.

Republican Congressman Steve Bartlett of Texas has introduced legislation that would allow federal aid to disadvantaged students (Chapter I funds) to go directly to parents of eligible students to be used toward payment of tuition at their school of choice. Bartlett's bill, H.R.3697, also would provide federal aid to help local and state education agencies design open enrollment plans and would remove federal regulatory barriers that impede choice.

George Bush's education legislation expands the federal magnet school program to make it available to school districts not under court-ordered desegregation plans. Bush also has requested additional funds to assess the results of choice plans. Bush and Education Secretary Lauro Cavazos must continue to highlight choice as the only reform strategy with the potential to boost student performance and parental involvement.

Restoring Accountability. Bush and Cavazos should take their cues from the parents, officials, and business leaders across America who have overcome opposition from the education establishment and have introduced competition and accountability into the school system. Where choice has not been supported, reformers should focus on putting together bipartisan coalitions in support of choice for disadvantaged youngsters.

Policy makers no longer lack the tools to improve educational quality and to expand opportunities for those who need them the most. The results are in, and they are encouraging: choice works and the greater the choice, the greater the results.

Nothing written here is to be construed as necessarily reflecting the views of The Heritage Foundation or as an attempt to aid or hinder the passage of any bill before Congress.

# THE FEDERAL PAGE

## No 'Radical Change' for Nation's Classrooms

*In Fact, Little Improvement Seen a Year After Bush Unveiled Education Plan, Secretary Says*

By Mary Jordan  
Washington Post Staff Writer

One year after President Bush called for a "true renaissance in American education," little has changed in America's classrooms, Education Secretary Lamar Alexander acknowledged yesterday.

Alexander blamed the lack of improvement on public apathy and Congress's rejection of the administration's plan for "radical change."

"All we heard from Congress is, 'If we can put missiles down smokestacks, why can't we have better schools?'" Alexander said at a news conference. "Well, we are ready to do it. They are sitting on it. . . . They seem stuck in the mud."

Congressional leaders responded yesterday by saying Alexander is playing election-year politics and unfairly trying to redirect blame, more accurately laid on the administration.

"In fact, Congress is acting, and acting effectively on education reform," said Sen. Edward M. Kennedy (D-Mass.), chairman of the Labor and Human Resources Committee. "Secretary Alexander's problem is that Congress has done too well."

Both the Senate and the House have watered down or rejected the four key components of the administration's "America 2000" strategy unveiled last April. They are: approving \$545 million for "break-the-mold" schools; establishing new national tests and standards in math, history and other subjects; allowing parents to use tax money for public or private schools of their choice; and giving new power to the education secretary to waive certain federal education regulations.

Kennedy has been a key opponent of the "choice" program, which would allow federal money to be spent on private schools, a practice its critics say would destroy already hurting public schools.

"We have rejected the administration's proposals because we found them inadequate, and we are about to send two major reform bills to the president with broad bipartisan support," the senator said.

A key component of one of those bills would give \$852 million to existing local schools instead of the \$545 million for "break-the-mold" schools.



*"All we heard from Congress is, 'If we can put missiles down smokestacks, why can't we have better schools?' Well, we are ready to do it. They are sitting on it. . . . They seem stuck in the mud."*

—Lamar Alexander

An education bill approved by the Senate rejects the "choice" provision for private schools, but accepts the national standards and tests and includes—in limited form—the two other components of the administration's plan. A pending House bill, however, rejects all of them. One House amendment goes as far as seeking a prohibition on national exams and standards. Congress last year approved \$100 million for the America 2000 plan but has not yet determined how to spend it.

As the November election nears, Bush is expected to be pressed harder on precisely what he has accomplished to deserve his self-imposed title of "education president." So far, many education officials say, there has been far more rhetoric than results.

"Everybody knows this administration is going to blame everything on Congress," said Keith Geiger, president of the National Education Association, the nation's largest teachers union. "But the fact is, the administration was wrong a year ago [in its reform strategy] and it is wrong now."

Geiger said real classroom progress will come when the administration pays more attention to the "real problems of our children, such as health care."

C. Peter Magrath, president of the National Association of State Universities and Land-Grant Colleges, said that "though nothing has changed very much" the administration has raised the level of discussion about education and its crucial importance.

"This is a political season, so we can expect blame lobbed back and forth," Magrath said, adding that it is too early to despair, because "fundamental change does not happen overnight."

Deputy Education Secretary David T. Kearns, former chairman of Xerox Corp., agreed that "at the school level itself, there probably has not been a lot of change." He warned that if Congress continues to make a "mishmash" of the administration's proposals, progress will be stymied, students will lose and the '90s will look like the '80s.

Alexander, appearing frustrated at the lack of concrete results to report one year after the America 2000 unveiling, said a major "disappointment" has been the public's resistance to "revolutionary change." Many parents, he said, have the attitude: "What was good enough for me is good enough for my children."

On the positive side, Alexander noted that 43 states—including Arkansas, "Governor Bill Clinton's

state"—have signed on to the six national education goals. The goals, devised by Bush and the nations' governors, include making American schoolchildren first in the world in math and science by the year 2000 and ensuring that all children arrive at school in a condition so that they are ready to learn.

The goal of raising \$150 million to \$200 million in private money for the administration's cornerstone "break-the-mold" schools also has fallen short, with only \$45 million collected to date. But Kearns said yesterday that "there isn't any question in my mind" the goal will be met.

Alexander said he was buoyed by the movement toward voluntary national examinations and standards, and said proof of the administration's commitment to schools is in its budget. Bush's budget proposal for a 10 percent increase for the Education Department is higher than the rise for any other federal agency.

"We have a clearer focus, a more radical agenda, and more people are taking education seriously," Alexander said, summing up the progress of the year.

But asked if students were learning any more this year as a result of America 2000, he said, "I don't think it's right for us to say that."

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4TH STORY of Level 1 printed in FULL format.

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Los Angeles Times

January 14, 1990, Sunday, Home Edition

SECTION: Opinion; Part M; Page 4; Column 1; Opinion Desk

LENGTH: 1127 words

HEADLINE: THE CHOICE APPROACH TO EDUCATION;  
SCHOOLS: LETTING STUDENTS AND PARENTS PICK THE PROPER CAMPUS IMPROVES BOTH  
ACADEMIC PERFORMANCE AND ATTITUDES.

BYLINE: By Stuart E. Gothold, Stuart E. Gothold is Los Angeles County  
superintendent of schools.

BODY:

Advocates say it is the solution to what ails education. Detractors say it is the dreaded voucher system in disguise. The "it" is choice, one of the most widely and forcefully debated reform efforts in American education.

Choice, to be sure, is not the panacea for what's wrong with education in the United States. But early results show that it is effective in meeting the needs of an increasingly diverse student population.

Unlike the voucher system, choice does not provide dollars for students who want to attend private or parochial schools. Instead, it seeks to improve the curriculum, climate, administration and effectiveness of public systems.

More and more school systems are adopting choice programs. Iowa and Arkansas have joined Minnesota, the first to implement the idea, in passing statewide open-enrollment legislation; 20 other states are considering similar action. Polls show that 71% of the American public approves the choice approach.

The benefits have been documented. Mary Ann Raywid of Hofstra University says that more than 120 studies confirm that choice programs help improve student performance and attitude. Increased parental involvement, higher morale among teachers and administrators and an overall rise in the graduation rate are other positive changes resulting from the programs.

Educators, however, must never forget that choice is a means, not an end. To be effective, schools participating in choice programs can have only one objective -- to educate every child to the best of his or her ability, with no preconceived ideas about the limits of any child's ability. Choice proponents who believe that the goal is enhanced competition or the furtherance of free enterprise are not only mistaken -- they are dangerous.

There are at least six different forms that choice plans can take:

Interdistrict choice allows parents to choose among schools in districts where they do not live.

Postsecondary options allow high-school juniors and seniors to take courses for high-school or college credit at such institutions as community colleges,



1990 Los Angeles Times, January 14, 1990

vocational/technical institutes, four-year colleges or universities.

"Second-choice" programs are designed for students who do not perform well in a traditional school setting. Some programs allow them to attend a public school other than the one to which they would normally be assigned; others provide alternative programs or postsecondary options.

Intradistrict choice (community options): Controlled choice allows parents to pick a school within the child's home district. Because one of the goals of this plan is frequently voluntary desegregation, each school must maintain the desired racial-ethnic balance.

Intradistrict choice (method emphasis): Teacher-initiated programs strive to make every campus in the district a school of choice, organized around a shared philosophy of education. Teachers have a major role in selecting the curriculum and in developing teaching strategies.

Intradistrict choice (subject emphasis): Magnet schools have open-enrollment policies for students throughout the district who share a particular subject interest.

The latter three plans seem most appropriate for Los Angeles. Yet there are special circumstances under which interdistrict choice plans can be advantageous.

The Los Angeles County High School for the Arts, by all accounts, is a case in point. Located on the campus of California State University, Los Angeles, it serves more than 400 students from 44 school districts. In addition to excelling in the fine and performing arts, its students consistently score above state averages in math and English. Because Arts High is a regional school, it neither drains the most talented students from any one district nor diminishes district revenues. (This fall, a high school devoted to math and science will be established on the campus of Cal State Dominguez Hills.)

The advantages of intradistrict choice plans are no less evident. For one, district revenues are not transferred to other districts, as is the case with interdistrict plans. Transportation problems are minimal. The home-school relationship is strengthened as a result of parents becoming more involved in decision-making. Individual schools are encouraged to improve their programs.

Choice programs also offer options to the poor that have traditionally been available only to the wealthy. Consider the East Harlem schools. In the mid-'70s, they ranked last among 32 community school districts in New York on standardized test scores. Only 15% of the students could read or do math at their grade level. Vandalism and absenteeism were rampant.

During the '80s, the district began creating different types of instructional plans from which families could choose. Programs to keep parents abreast of these developments were formed. Today, families can choose from among all junior high schools in the district. There are more than 50 optional schools in 20 buildings; 65% of the students score at or above grade level on standardized tests. Vandalism and absenteeism have dramatically declined. There is a waiting list of teachers wanting to transfer into the schools.



1990 Los Angeles Times, January 14, 1990

School districts interested in establishing intradistrict choice plans should consider the following:

By controlling enrollment to ensure racial-ethnic balance, choice plans need not undermine district desegregation plans.

Enrollment on a first-come, first-served basis is not ideal, since it may give better-informed, more assertive parents an unfair advantage. To avoid this, all parents must receive clearly worded guidelines and the information necessary to make an intelligent choice. Past academic and behavioral records should not be used to disqualify applicants.

A major hurdle is transportation, especially when there is no commitment of national, state or local resources to provide it to poor or inner-city students. Local businesses, civic and service organizations could pick up some of the financial slack by "adopting" students or offering transportation scholarships.

There are other obstacles to clear before choice programs can be implemented. Union cooperation and support must be secured. The desire in some communities to use choice as a detour around desegregation should be resisted. One of the most effective ways to ensure balance is for citizens to elect school-board members who are committed to providing a quality education to all children in the community.

As educators grapple with the challenges of restructuring what has been a uniform, rigidly structured system, allowing students -- with parents' blessing -- to attend schools of choice may prove to be a significant part of the solution.

GRAPHIC: Drawing, CATHERINE KANNER / for The Times

TYPE: Opinion



7TH STORY of Level 1 printed in FULL format.

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July 2, 1989, Sunday, NASSAU AND SUFFOLK EDITION

SECTION: IDEAS; Pg. 7  
Other Edition: City Pg. 5

LENGTH: 762 words

HEADLINE: A Choice of Schools: Try It, You'll Like It

BYLINE: By Joe Nathan. Joe Nathan is is the author of "Public Schools by Choice" (Meyer Stone), from which this was adapted.

KEYWORD: OPINION; SCHOOL; EDUCATION

BODY:

WHY DO more than 70 percent of the American public, governors of both parties and the president support more choice among public schools?

One of the central American freedoms is the right to choose. We select our political leaders, homes, jobs, department stores and churches. Yet many families have little or no choice among public schools.

Nothing, including choice, will solve all of education's problems. But evidence is accumulating that well-designed public school choice plans will help improve student achievement, raise graduation rates and increase parent involvement.

Two quite different public school choice plans illustrate the value of this idea. The first is found in Manhattan's East Harlem, and the second in Minnesota.

East Harlem has drug dealers, poverty, deteriorating housing and a remarkable public school system. Fifteen years ago its schools ranked last among New York City's 32 community districts in almost everything: student achievement, attendance, etc. Only 15 percent of its students read at or above grade level.

But now, generally 60 percent of the elementary and junior high students read at or above grade level. School vandalism is down dramatically, and East Harlem is one of the country's few inner-city districts with a waiting list of teachers who want to work there. What happened?

District administrators Sy Fliegel and Anthony Alvarado let teachers create many distinctive programs from which families could choose. Today, parents can choose from among all the junior high and elementary schools. Several schools that did not attract many students were closed; successful schools were replicated.

East Harlem's experience shows that public school choice can produce dramatic improvements in inner-city students' achievement and provide opportunities to help create distinctive quality schools, each teaching basic skills, but all using a somewhat different approach.



(c) 1989 Newsday, July 2, 1989

Thus, well-designed programs can have a widespread positive impact, rather than benefiting just a relatively few students.

Hofstra University education professor Mary Anne Raywid identified more than 100 studies showing public school choice helps increase graduation rates, student achievement, parent participation and educator morale.

Unlike East Harlem, Minnesota has few depressed inner-city areas. However, Minnesota students also have benefited from public school choice plans. Five years ago, the Minnesota legislature agreed to allow public high school juniors and seniors to attend college and university courses for free, with payments by the state to the high schools covering all tuition, book and laboratory fees.

More than 10,000 students have used the program. Ninety percent of the students said they learned more in college courses. Most high school students earned grades as high or higher than the freshman college class.

Yet many of these students did not do particularly well in high school. They were ready for college's greater freedom and responsibility. Minnesota high schools also responded by quadrupling the number of courses offered on their campuses for high school and college credit.

Other Minnesota programs allow students aged 12-21 who have not succeeded in one school to attend another one outside their district. About 4,000 youngsters have used this program, approximately half of whom had once dropped out.

Minnesota is also phasing in a law allowing all students to move across district lines so long as the receiving district has room and the movement does not harm desegregation programs. Several statewide polls found most Minnesotans support these choice plans. Groups including the Minnesota PTA, school principals and Minnesota Business Partnership have spoken in favor of the laws.

There is no one best choice plan for each state or district, but the best have certain features.

These include parent information and counseling, equal admissions opportunity for all students, replication of successful programs, opportunities for educators to create new programs from which families may select, provision for transportation, and approximately the same number of dollars spent on students in each school.

Allowing choice among public schools expands opportunities for low and moderate income families and recognizes that there is no one best school for all students, families or educators. National Gallup polls show more than 70 percent of the public supports choice of schools. Experience and research show it can produce the kind of achievement and graduation rate improvements we need.

GRAPHIC: Photo-Joe Nathan. Newsday illustration by Ned Levine-Student with fork in the road and a choice of 3 schools

## Lehigh Valley 2000

Established in 1989, the Lehigh Valley 2000 program began to develop a quality process to educate youth to meet the challenges of the 21st century. The first phase was a two-year study involving 400 local citizens. The study produced eight comprehensive reports with 205 recommendations addressing: the learning and teaching environments, state regulations, the curriculum, at-risk youth issues, education for employment, basic and higher education cooperation, and choice. All 205 recommendations were adopted in June of 1991. The second phase is the implementation of the recommendations.

Building upon experiences gained during the study period, the partnership established seven **guiding principles** for the implementation phase.

• **Ongoing Oversight** by LV2000 of the implementation phase and the action plan • **Continued Involvement** of key leaders from business and education • **Flexibility** to meet changing needs • **Realistic and Achievable** recommendations to be given top priority • **Inclusiveness** to insure all original study recommendations are addressed • **Regular Communication** and feedback to all stakeholders in the community • **Endorsement** of national America 2000 strategy

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### Lehigh Valley 2000 Forges Ahead

According to the Secretary of Education, Lamar Alexander, the Lehigh Valley's progress toward becoming an AMERICA 2000 Community is among the most advanced of all AMERICA 2000 efforts. **"I don't know of any community that's further along,"** said Alexander during a Lehigh Valley Business-Education Partnership meeting at the South Mountain Middle School in Allentown, October 21.

*America 2000 Newsletter, U.S. Department of Education  
No. 7, Week of October 21, 1991*

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for Community Affairs  
Pennsylvania Power and Light Company

## An America 2000 Community

A community must meet four requirements to become an America 2000 community. Lehigh Valley 2000 has already adopted the six national goals and has published a community-wide strategy. The two remaining requirements are being addressed by two special committees. One committee is developing a community report card and the second is writing a proposal for a New American School in the Lehigh Valley. The six national goals are:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least ninety percent.
3. American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities conducive to learning.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

#### Community Report Card Committee Chair

Janet Stainbrook, Assistant Director  
NET Ben Franklin Technology Center

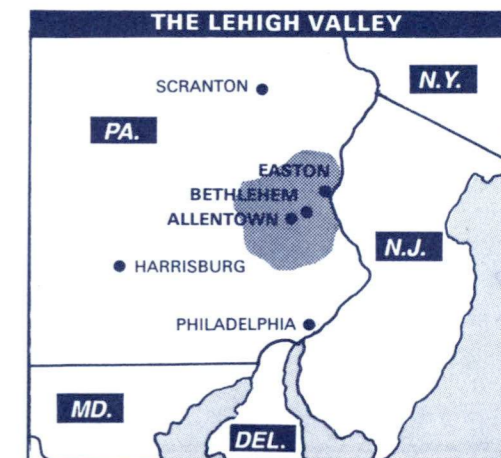
#### America 2000 School Committee Chairs

Stephen Donches, Vice President  
State/Community Affairs  
Bethlehem Steel Corporation

Laird Evans, Superintendent  
Salisbury School District

## Lehigh Valley 2000: A Business-Education Partnership

### Blueprint for Action



#### Chairman:

**Mr. Edward Donley**  
Chairman, Executive Committee  
Air Products and Chemicals, Inc.  
7201 Hamilton Boulevard  
Allentown, PA 18195-1501

(215) 481-7004

### **State Action Committee**

This group will address three recommendations that require action by the State Department of Education.

- streamline regulations that apply to the administration of the schools and eliminate duplication and conflicting requirements
- provide school-based pre-K programs to all low-income, high-risk students and enroll every eligible child in Head Start
- raise the legal drop-out age to eighteen and do not issue working papers to students who are failing

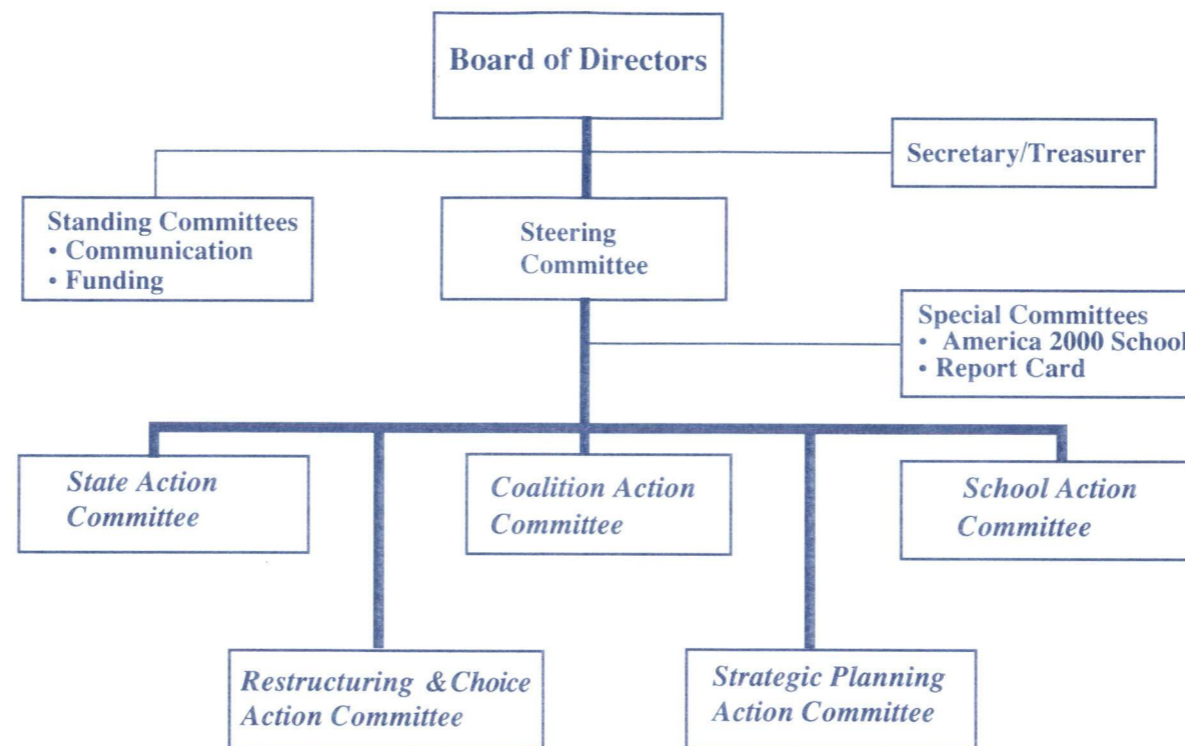
### **School Action Committee**

This group will address nine recommendations that can be implemented directly by the schools within present state regulations.

- involve teachers in planning in-service programs
- adopt a common definition of drop-out rate for all school districts in the region
- integrate thinking and communication skills in the overall curriculum
- improve the image of the vocational-technical schools and reward excellence
- establish a K-12 drug education curriculum
- ensure that students graduate with the ability to read, write, and compute
- emphasize world history, geography and economics in the curriculum
- address students' fear of math and science by integrating technology with the instructional program in these subjects
- use technology to provide a fully interdependent system of education that links basic and higher education teachers and students from pre-K to doctoral study

## **Lehigh Valley 2000: A Business-Education Partnership**

### **Blueprint for Action**



### **Organization of the Implementation Phase**

The steering committee serves the LV2000 Board of Directors and oversees the work of all action committees and special committees. It is comprised of members from the five action committees, the special committees, the standing committees, and the board of directors.

### **Recommendations from the Study Phase**

The original eight study groups made a total of 205 recommendations for educational reform in the Lehigh Valley. The steering committee selected twenty-two of these for immediate implementation and organized four action committees to begin the action process. A fifth action committee for strategic planning was organized to develop a systematic process to deal with the remaining 183 recommendations.

### **Coalition Action Committee**

This group will address six recommendations that will require continued cooperation between the business and school communities for implementation.

- develop and offer parenting skills workshops
- expand management development opportunities for school administrators
- match material taught in school with the needs of business and industry
- provide free health care screening for at-risk youth and a user-friendly clearinghouse for such services should be available to all parents
- provide employer support for employee involvement in educational activities
- implement a "quality process" to insure that trust and teamwork form the basis for all interaction between the business and education communities

### **Restructuring and Choice Committee**

This group will retain and expand the work of the original study group. The four initial recommendations to be addressed are:

- increase the length of the school year
- urge the State to change regulations in order to facilitate pilot choice programs where most appropriate
- study limited types of parental choice programs
- pursue an ongoing dialogue about cooperation between adjacent school districts

### **Strategic Planning Action Committee**

This group will develop the overall blueprint to measure the progress being made in addressing the 183 recommendations not being addressed initially by the other action committees.

Louis E. Dieruff High School

# Ledger

1991-1992



Allentown School District  
Allentown, Pa.

Name \_\_\_\_\_

Address \_\_\_\_\_

Homeroom \_\_\_\_\_

Telephone \_\_\_\_\_

Locker No. \_\_\_\_\_

Locker Combination \_\_\_\_\_

### TELEPHONE NUMBERS

*215-*  
Main Office – 820-2200  
Attendance Office – 820-2205  
Guidance Office – 820-2212  
Athletic Office – 820-2236

### VISITORS ARE WELCOME

Please report to the Office

Unauthorized persons are subject to prosecution under  
the City of Allentown Trespass Ordinance No. 12004—  
Bill No. 20-1973.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
7						
6						
5						
4						
3						
2						
1						

**SCHOOL DISTRICT OF THE CITY OF ALLENTOWN  
BOARD OF SCHOOL DIRECTORS**

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*President*

Norman C. Ziegler  
*Vice-President*

Willard S. Clewell, Jr.  
Patricia D. Hoffman  
Richard J. Mongilutz

Thomas W. Ruhe  
J. Milo Sowards  
Ronald W. Skinner

Janice L. Williams

Sandra J. Blank  
*Secretary*

William G. Malkames  
*Solicitor*

Patrick J. Brennen  
*Treasurer*

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*Superintendent of Schools*

Ray Erb, Jr.  
*Assistant Superintendent,  
Personnel and Pupil Personnel Services*

John A. McAdams  
*Assistant Superintendent,  
Curriculum and Instruction*

Ronald R. Engleman  
*Business Manager*

C. David Miller  
*Director of Early Childhood,  
Federal Programs, and Special Projects*

Ralph A. Daubert  
*Director of Pupil Services*

Ralph S. Todd  
*Director of Special Education*

**L. E. D. Administrators**

Michael P. Meilinger, *Principal*  
*Assistant Principals*

Sandra S. Holod

Richard G. Parks

*... The Ledger ...*

---

*Louis E. Dieruff High School  
Student Handbook*



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815 North Irving Street  
Allentown, Pennsylvania 18103-1894  
1991 - 1992

## FOREWARD

Welcome to Louis E. Dieruff High School! Through these doors lie opportunities for you to continue the basics and, at the same time, broaden your education into the areas of your talents and abilities; thereby, laying a solid foundation for your selected occupation and later adult life.

Your years at Dieruff will be only as successful as you set out to make them. Decide now to maintain an attitude of sincere purpose in your school work, to be a loyal supporter of your school, and to keep alive school spirit at all times. In so doing, you will earn the respect of your teachers, your parents, and your community.

We, as teachers see our tasks as one of leading you to that point where you can effectively think for yourself. Our democracy will survive only so long as each of us is able and willing to think for himself/herself.

As you continue your education at Dieruff High School, we trust your days will be filled with rewarding, profitable, and happy experiences.

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## THE SCHOOL DISTRICT OF THE CITY OF ALLENTOWN

It is the policy of the Allentown School District not to discriminate on the basis of sex, handicap, race, color and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI.

The Allentown School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about this policy, please contact Dr. Ray Erb, Assistant Superintendent, Administration Center, 31 South Penn Street, Box 328, Allentown, Pa. 18105. Phone: 821-2625.

## LED PROFILE

Louis E. Dieruff High School, named after a respected teacher, principal and school board member, is one of two senior high schools located in the School District of the City of Allentown.

A comprehensive four-year high school, established in 1959, Dieruff's program of studies includes courses to prepare students for college, for employment in clerical and sales occupations and to provide a general education. Students enrolled in trade and industrial or technical courses have their academic work at LED and their lab work at the Lehigh County Area Vocational Technical School. In addition, a variety of specialized/alternative programs are available: ESOL, Gifted/Honors/Advanced Placement, Work Experience Program, Special Education, Reading Lab, Drop-out Prevention Programs.

Modern facilities and a spacious campus provide a unique environment for the Dieruff Community. An award-winning Band and Bandfront, yearly instrumental/vocal productions, art shows, athletic and academic achievements, student-centered clubs, school/community activities make Louis E. Dieruff High School a school to be proud of . . . USA 1985 Model School.

Enrollment: 1330                      Grades: 9, 10, 11, 12

Staff: Teachers - 93	Para-professionals - 13
Administrators - 3	Secretaries - 10
Guidance Counselors - 5	Custodians - 11
School Nurse - 1	Cafeteria - 20
Librarian - 1	Security - 2

Mascot: Siberian Husky named KISKA

Colors: Blue and Gray

Principal – Michael P. Meilinger

Assistant Principal – Sandra S. Holod

Assistant Principal – Richard G. Parks

## SCHOOL CALENDAR

1991 - 1992

September 3	In-Service - Teachers Report
September 4	Freshman Orientation
September 5	Schools Open – Grades 9 - 12
October 6	LED Band Festival (Raindate 10/27)
October 14	Schools Closed - ASD In-Service
October 28-31	Middle States Visiting Committee at LED
TBA	Close of First Rating Period
November 14	Drama Club Production
November 19	LED Open House
Nov. 28-Dec. 2	Schools Closed - Thanksgiving Holiday
December 19	Holiday Concert
Dec. 23 to Jan. 3 (incl.)	Schools Closed - Winter Holiday
January 20	Schools Closed-Martin Luther King's Birth.
January 31	Close of Second Rating Period/First Semester
Feb 14, 17	Schools Closed - Presidents' Day
March 27, 28	Drama Club Production
Apr. 16, 17, 20	Schools Closed - Spring Holiday
TBA	Close of Third Rating Period
April 24	AFJROTC Promotion Night
May 8 - 24	Art Show
May 14	Spring Concert
May 20	KISKA Banquet
May 25	Schools Closed - Memorial Day Holiday
TBA	Band Banquet
June 4	TROIKA Banquet
June 5	Senior Prom
June 12	LED Commencement
June 16	Close of Fourth Rating Period

## CHEERLEADERS

Cheerleaders at Dieruff High School are encouraged to be the best they can be as well as radiating and sharing their own special spirit. They should be prepared to accept the challenges of effective leadership and live up to the highest principles along with excellence in cheerleading ability.

Cheerleaders should possess the following:

- A willingness to learn
- Enthusiasm and spirit
- School pride and loyalty
- High personal standards
- A positive attitude
- Self-respect and respect for others

### Objectives:

- To help Dieruff achieve the most worthwhile objective of its interscholastic athletic program.
- To promote good sportsmanship regardless of the outcome of the event.
- To represent Dieruff with the best of Husky Pride.

## FANS

- Good sportsmanship means cheering for your team; and not against your opponent.
- Good conduct and good sportsmanship standards will be expected of all fans while on the premises for any athletic activity/event.

## 1991-92 FACULTY

James Ackley	Daniel Joseph
David Adam	Barbara Kautzman
Joseph Ambrosavage	Richard King
Roy Arlotto	Paulette Kish
Albert Arnold	William Kleckner
David Babb	John Kochey
John Bannon	William Landis
Gary Becker	Samuel Leh
Melissa Bell	Michael Marcks
Wayne Bilder	Dianne Mascari
Timothy Billy	Dennis McGinley
Julianne Brazina	S. Michael Mihalik
Carol Brita	William Miller
Mary Brower	John Molotzak
Terrence Buckno	John Morrow
LeRoy Burrows, Jr.	Raymond Muniz
Morag Christie-Churm	Joseph Musto
Karen Coleman	Chad Neff
Linda Cruttenden	Keith Newhard
Dennis Danko	Mary Ann Olson
Judith Davidson-Roth	Thomas Ott
Roland DeLuca	Theodore Phillips
Elizabeth DeWalt	Donna Pinsley
Gene Dieter	Patricia Pitera
Denise Draybeck	Jean Porotsky
Esther Erdman	Beverly Quigney
Martha Forss	Lawrence Rhoads
Terry German	Melvin Riddick
William Gibbard	Peter Santa Maria
Elizabeth Gillen	Camille Santangelo
Thomas Gitch	Harry Schaeffer
Jeanne Hamm	Daniel Schaffer
Jeffrey Hannis	Nancy Schultz
William Hartmann	Martina Semmer
Annamae Hein	Rosemary Simpson
Erika Hemperly	Mary Ann Skrincosky
Jennie Hoffman	Donna Steckel
Margaret Horvath	Theodore Steiner

Melodie Stinner  
 Diane Szalachowski  
 Daniel Tannous  
 Mary Ann Tremba  
 Bruce Trotter  
 Chloe Urland  
 Barbara Wehr  
 Dale Weiss

Clem West  
 Glenn Whiteman, II  
 Donald Winger  
 William Wood  
 Myron Yoder  
 Barbara Yost  
 Thomas Young  
 Olindo Zanchettin

**OFFICE STAFF** – Edith Ottinger . . . . . Secretary  
 Betty Brader . . . . . Secretary (Athletic Office)  
 Stephanie Gaal . . . . . Secretary (Main Office)  
 Betty Heckman . . . . . Secretary (Guidance Office)  
 Lisa Heller . . . . . Secretary (Guidance Office)  
 Betty Holler . . . . . Secretary (Health Room)  
 Mary Kominsky . . . . . Secretary (Guidance Office)  
 Rosemary Krivenko . . . . . Secretary (Attendance Office)  
 Nancy Leitgeb . . . . . Secretary (Attendance Office)  
 Gloria Ockovic . . . . . Secretary (Library)

**CUSTODIAL STAFF** – Steve Budihas . . . . . Head Custodian  
 Robert Fagan . . . . . Assistant Head Night Custodian  
 Marcos Acrich, Eugene Capers, Gary Fry, Sterna Kling-  
 bog, Hilda Ortiz, Orrin Rabenold, Michael Walters.

**CAFETERIA STAFF** – Vivian Schuetz . . . . . Manager  
 Venice Crouthamel, Ruth Emery, Jean Flood, Diane  
 Gollinger, Caroline Guerino, Helen Krause, Maria Lucas,  
 Althea Martucci, Francine Micek, Lorraine Myers, Joan  
 Myers, Joan Olsen, Rosemarie Pypiuk, Marion Royer,  
 Elaine Seder, Judith Stevens, Kathryn Stangl, Louise  
 Strobl, Patricia Wittman.

## SPORTSMANSHIP CODE

Suggested Code of rules for Good Sportsman-  
 ship adopted by the Student Councils of local  
 high schools.

### General Suggestions for All Sports

1. Win or lose, congratulate opponents.
2. Be a good sport at all times.
3. Be sure your behavior is becoming to a lady or to a gentlemen.
4. Offer assistance to an injured opponent.
5. Play hard but clean.
6. Arrangements should be made so that oppo-  
 nents have ample practice time before game  
 time.

### Band

1. Don't play while your opponents' cheerleaders  
 are cheering.
2. Band should cooperate with cheerleaders and  
 fans.
3. Combined marching is desired; if not, regulate  
 time in half-time between both.
4. All home team bands, cheerleaders, and twirlers  
 should greet visiting students both before an  
 event and at half-time period.
5. Give the visiting band the privilege of playing  
 first.

## BLUE AND GRAY FIGHT SONG

We're gonna cheer, cheer, cheer for Dieruff High,  
Our Alma Mater staunch and true;  
Her stalwart sons are fearless lads  
Who know just what to do.

We pledge allegiance to our Blue and Gray,  
To win this game we'll "do or die,"  
As we fight, fight, to victory,  
As we cheer for Dieruff, Dier- Dier- Dieruff,  
Fight for Dieruff High!

## SCHOOL CHEERS

### RIGHT ON (chant)

Right on, Right on, Right on (clap, clap)  
Right on big D. H. S. (clap, clap)  
We got the spirit together we'll fight  
Right on, Right on, Right on (3 or 4 more times)

## THE DIERUFF CODE

1. As a loyal Dieruff student I will be a considerate, mature person who reflects credit on myself and my school by accepting the responsibility of following this code for the common good of all.

2. I will respect the rights, privileges, and property of my fellow students and faculty members at all times.

3. I will keep the corridors, rooms, and surrounding grounds clean and will use school property as my own prized possession.

4. I will refrain from talking and from receiving or giving assistance in all test situations.

5. I will support my school in all sporting events and activities and conduct myself in an exemplary manner so as to bring honor and credit to Dieruff and always uphold Husky Pride.

School Colors: Blue and Gray

School Mascot: Husky — Kiska

School Motto: Husky Pride

## CLASS ADVISORS:

Class of 1991 (Sr.)	Mary Ann Skrincosky
Class of 1992 (Jr.)	Rosemary Simpson
Class of 1993 (Soph.)	Jean Porotsky
Class of 1994 (Fresh.)	TBA

## LED SCHOOL COUNCIL

The Allentown School District has entered into a new program called **SCHOOL BASED IMPROVEMENT (SBI)**. The goal of the program is to make our already good schools even better for our more than 13,000 students. Its purpose is for individual schools to address their own needs and to find solutions to their own problems. Schools will work together with the Central Administration to reach their goals.

The people who best understand the problems of our school are those who work there daily, namely our administrators, teachers and support staff. Additionally, parents/guardians share the same interest with our professionals in our greatest resource, our children. This is why shared decision-making affecting our children and their school is something we all should want to achieve.

Dieruff has formulated a council for this purpose. These teachers, parents/guardians and community representatives will consider areas of concern, strengths and weaknesses. The ideas, problems and their solutions, that will make Dieruff a better school is what the **SBI** concept is all about. As this process unfolds, we will ask you for your input/participation to make a better Dieruff and to continue its tradition of "**HUSKY PRIDE.**"

## SCHOOL SONGS

### ALMA MATER

Dieruff High School, be our stay,  
Bearing proudly Blue and Gray;  
May we for thy spirit yearn,  
Help us e'er to seek and learn.

#### *Chorus:*

Now hail our Alma Mater strong,  
And may we proudly say,  
To you we ever will belong,  
We salute you, Blue and Gray.

Through our days we'll ne'er forget  
Standards you have firmly set;  
Honoring you we'll always try  
To live aright, O Dieruff High.

#### *Repeat Chorus*

*Words by* Marilyn Bankhard Nagy, '60  
Nancy Olenwine, '61

*Music by* Peter Carpenter

*Colors:* Blue and Gray

# SCHOOL ROUTINE



## **ASSEMBLY PROGRAMS**

There will be no regularly scheduled assembly periods. Need and interest by both the faculty and the students will determine the extent to which the auditorium facilities will be utilized.

Individuals or organizations desiring to present a program must make early reservations in the main office and submit a copy of the script well in advance of the program date.

## **ATTENDANCE REGULATIONS**

It is the responsibility of the parents/guardians to call the Attendance Office (820-2205) between 7:45 a.m. and 10:00 a.m. to report student absences, and inform the Attendance Office of continued absences. It is the student's responsibility to make up all work missed.

**ABSENCES** – Upon return to school from an absence, a student will be given an excuse form by his/her homeroom teacher. This must be completed by a parent/guardian and returned to the homeroom teacher the next school day.



## ATTENDANCE PHILOSOPHY FOR SENIOR HIGH

It is the purpose of this policy to set forth the general condition for attendance in the Allentown School District in order that each student derives the most from the school program. It is our belief that good attendance fosters an educational program which is beneficial to all. Good classroom attendance is not only appropriate for the individual but also affects the learning process/atmosphere of the entire class and therefore the school community.

Regular attendance at school is by law a parental responsibility. A student and his/her parent(s) or guardian(s) are responsible for the maintenance of a good attendance record. **Pennsylvania State Law** requires every child to attend regularly. The Allentown School District rules and regulations on attendance will encourage every student to attend school on a regular basis.

Success in school is directly related with being in the classroom, joining in class discussion, and doing the assigned work on a regular basis. There is no way to duplicate the classroom experience after the student has been absent. There is no way to replace the impact of a teacher with respect to student learning. Therefore, course credit will be awarded to students only if they meet an attendance requirement in addition to earning a passing grade.

The following has been designed to promote communication and cooperation with the home concerning school attendance.

### PROCEDURE FOR TAKING ATTENDANCE

1. Attendance in the Allentown School District is kept on a daily basis by homeroom teachers. The attendance office(s) are notified of all absentees.
2. Parent(s)/guardian(s) are expected to notify the school by phone on the day of the student's absence. Failure of the parent(s)/guardian(s) to contact the school by 3:00 p.m. may result in an illegal or unexcused absence for the day.
3. In addition to the phone contact, parent(s)/guardian(s) are expected to send a note to the homeroom teacher and/or fill out the excuse blank given to the student within three (3) days of each absence. Failure to do this may result in an illegal/unexcused absence.

## ATTENDANCE RULES AND REGULATIONS

*COURSE CREDIT MAY BE DENIED WHEN A STUDENT IS ABSENT NINETEEN (19) TIMES FOR A YEAR COURSE AND THIRTEEN (13) TIMES FOR A SEMESTER COURSE.*

1. After any student has acquired six (6) days of absence, a phone call will be made to the home, a letter will be sent to his/her parent(s)/guardian(s) with a copy of the attendance rules and regulations and a record of the student's attendance. The Guidance Department will be notified and involved in a cooperative approach with the student's attendance status.

The attendance office phone numbers for the Allentown School District are the following:

Wm. Allen: 820-2350

L. E. Dieruff: 820-2205

2. After a student has acquired twelve (12) days of absence (full year course), a second letter will be delivered to his/her parent(s)/guardian(s) by the school community worker along with a copy of the attendance rules and regulations and a record of the student's attendance. After receiving this letter, parent(s)/guardian(s) are required to contact the school for a conference regarding the student's attendance. The Guidance Department will be notified and involved in a cooperative approach with the student's attendance status.
3. After a student has had twelve (12) days of absence (semester course), and no extenuating circumstances exist, a letter will be sent to his/her parent(s)/guardian(s) with a copy of the attendance rules and regulations and a record of the student's attendance. At this time a conference will be held with the principal, the student, and his/her parent(s)/guardian(s).

Upon reaching the thirteenth (13th) absence and no extenuating circumstances exist, the student will not be granted credit and may be required to repeat the educational program. In addition, the student will be excluded from all school sponsored activities (i.e. athletics, dances, school events, et.al). The assistant principal in charge of attendance and a counselor will determine an alternate educational program for the student.

## ALL-AMERICAN HUSKIES

George Atiyeh – Wrestling  
Rich Hollister – Swimming  
Skip Kintz – Basketball  
Doreen Marcks – Swimming  
Ross Moore – Football  
Roman Urbanczuk – Soccer

## ALL-STATE HUSKIES

Dennis Atiyeh – Wrestling  
George Atiyeh – Wrestling  
Robin Bleamer – Gymnastics  
Dave Haluko – Wrestling  
Craig Harkins – Diving  
Rich Hollister – Swimming  
Charlie Houser – Wrestling  
Dan Howard – Wrestling  
Jan Kapcala – Basketball  
Skip Kintz – Basketball  
Doreen Marcks – Swimming  
Ross Moore – Football  
Dan Newhard – Wrestling  
Simon Saliby – Soccer  
John Smurda – Football  
Jon Thompson – Track  
Roman Urbanczuk – Soccer  
Andy Voit – Wrestling  
Martin Hind – Soccer

Note 3. *Any senior who has been a team member in a sport for three years and has shown regular attendance at practices is eligible for a varsity letter upon the coach's recommendation and the principal's concurrence.*

Note 4. *Students must participate in a school sport for the extent of 2 years to receive a varsity award.*

## **TYPES OF VARSITY AWARDS**

### **Senior High School**

#### **First Varsity Award**

Plaque plus plate (year and sport).

#### **Second Varsity Award (in same sport)**

Jacket with letter and patch, and plate with year and sport for the plaque.

#### **Subsequent Awards**

Each subsequent varsity award to be a plate for the plaque and a patch and star for the jacket.

#### **Junior Varsity Awards**

J.V. letters will be awarded in football, wrestling, basketball, and baseball only. Only 1 letter will be issued per athlete.

#### **Ninth Grade Awards**

Certificate of participation will be awarded for all ninth grade sports.

4. After a student has had eighteen (18) days of absence (full year course) and no extenuating circumstances exist, a letter will be sent to his/her parent(s)/guardian with a copy of the attendance rules and regulations and a record of the student's attendance. At this time a conference will be held with the principal, the student, and his/her parent(s)/guardian(s). Upon reaching the nineteenth (19th) absence (full year course) and no extenuating circumstances exist, the student will not be granted credit and may be required to repeat the education program. In addition, the student will be excluded from all school sponsored activities (i.e. athletics, dances, school events, et.al.). The assistant principal in charge of attendance and a counselor will determine an alternate educational program for the student.

If course credit is withdrawn, one of the following options or any other appropriate option may be exercised.

- (a) Student remain in class after course credit has been withdrawn.
- (b) Recommended alternate school or program placement for the remainder of the semester/school year. These may include:
  - (1) A.E.P. placement (grades ten (10) and above)
  - (2) Furlough
  - (3) Off-Site Attendance Alternative School
  - (4) Partial student schedule.

NOTE 1: Some credit may be earned in an alternative program.

NOTE 2: Days of suspension will not be included in the attendance plan.

NOTE: Any student absent from school the day of ANY activity CANNOT participate in that activity.

**Truancy and Unexcused Absence** – In cases of illegal or unexcused absence, citizenship will be marked “unsatisfactory” on the report card and school records, and zero will be given for each class missed.

Students **WILL NOT** be given the opportunity to make up work.

**Doctor/Dental Appointments** – The school requests that a note from the parent/guardian be submitted one day prior to appointment. These are verified and processed in the Attendance Office.

**Tardiness to School/Class** – Students must be in their assigned homerooms by 8:20 a.m. Late-comers shall report to the Attendance Office for admission. Failure to report to the Attendance Office and immediately to class will be treated as a cut class, which will result in detention.

Accumulated time of unexcused tardiness may be added to illegal/unexcused absences. Three lateness to school in one semester make an individual eligible for detention. Continued class lateness also warrants detention.

**Early Dismissal** – To leave school early because of illness or any other reason, an excuse *must* be obtained from the school nurse, or an administrative assistant. Under any other circumstances such absence will be considered unexcused/illegal.

### **Baseball/Softball**

Must participate in at least 50% of the total number of innings. Pitchers will be awarded letters at the discretion of the coach.

### **Cross Country**

Must score in 50% of the meets and score as many points as there are meets. (7-6-5-4-3-2-1). Seven-man team.

### **Rifle**

Must shoot in 50% of the matches and accumulate a number of points equal to half the number of matches (5-4-3-2-1)

### **Girls and Boys Volleyball**

Must participate in 50% of the games.

### **Field Hockey**

Must participate in 50% of the halves of all the games.

### **Gymnastics**

Must participate in 50% of the dual meets or earn the same number of points as there are dual meets or place (1-2-3-4-5) in Districts.

### **Cheerleaders**

Must participate in 50% of the halves of all the games.

Note 1. *Participation is defined as personally competing in scheduled interscholastic sports. Team membership alone is not considered to be participation.*

Note 2. *A varsity letter may be awarded for injury at the discretion and recommendation of the coach with the approval of the principal.*

## ATHLETIC AWARD QUALIFICATIONS AND REQUIREMENTS AT DIERUFF HIGH SCHOOL

*School District of the City of Allentown*

### Football – Boys and Girls Basketball – Soccer

Must participate (see Note 1 for definition of *participation*) in 40% of all quarters of the games on the schedule.

### Boys and Girls Swimming

Must participate in 50% of the meets and in addition earn the same number of points as there are dual meets, or place in the District or State championship's meet.

### Wrestling

Must participate in 50% of the dual matches or earn the same number of points as there are dual meets or place (1-2-3-4) in District, Eastern or State.

### Track

Must participate in 75% of the meets and, in addition, earn the same number of points as there are dual meets, or place (1-2-3-4-5) in a District, Eastern Regional, or State Championship meet.

### Boys and Girls Tennis

Must participate in 50% of the matches for the year.

### Golf

Must score in 50% of the matches played.

## Bell Schedule

### FIRST LUNCH

First Bell	- 8:15
Homeroom	- 8:20 - 8:30
Period 1	- 8:35 - 9:25
Period 2	- 9:30 - 10:15
Period 3	- 10:20 - 11:05
Lunch	- 11:05 - 11:30
Period 4	- 11:35 - 12:25
→ Period 5	- 12:30 - 1:15
Period 6	- 1:20 - 2:05
Period 7	- 2:10 - 2:55

### SECOND LUNCH

First Bell	- 8:15
Homeroom	- 8:20 - 8:30
Period 1	- 8:35 - 9:25
Period 2	- 9:30 - 10:15
Period 3	- 10:20 - 11:05
Period 4	- 11:10 - 11:35
Lunch	- 11:35 - 12:00
Period 4	- 12:05 - 12:25
Period 5	- 12:30 - 1:15
Period 6	- 1:20 - 2:05
Period 7	- 2:10 - 2:55

### THIRD LUNCH

First Bell	- 8:15
Homeroom	- 8:20 - 8:30
Period 1	- 8:35 - 9:25
Period 2	- 9:30 - 10:15
Period 3	- 10:20 - 11:05
Period 4	- 11:10 - 12:00
Lunch	- 12:00 - 12:25
Period 5	- 12:30 - 1:15
Period 6	- 1:20 - 2:05
Period 7	- 2:10 - 2:55

## AVTS

### A.M. VO-TECH

At Vo-Tech	- 8:30 - Noon
Homeroom	- 12:15 - 12:25
Period 5	- 12:30 - 1:15
Period 6	- 1:20 - 2:05
Period 7	- 2:10 - 2:55

### P.M. VO-TECH

First Bell	- 8:15
Homeroom	- 8:20 - 8:30
Period 1	- 8:20 - 9:25
Period 2	- 9:30 - 10:15
Period 3	- 10:20 - 11:05
Lunch	- 11:05 - 11:25
Board Bus	- 11:25

**College Visitation** – Seniors desiring an excuse to visit a college shall submit a letter confirming the appointment from a parent/guardian. The letter must be countersigned by the school counselor and taken to the Attendance Office one day in advance.

### **AUTOMOBILES**

All motor driven vehicles brought to school must be registered in the main office during the first week of school, reporting the make, model, and license number.

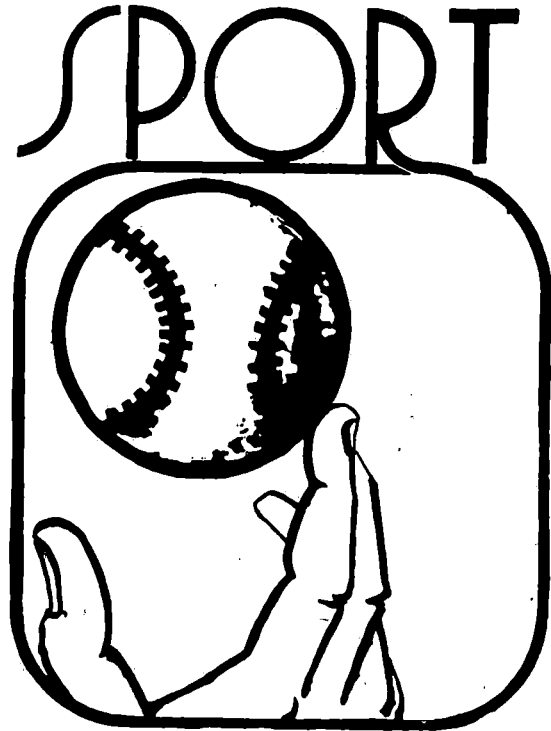
Students will use the east parking lot (Jerome Street only); teachers, guests and buses, the west parking area (Irving Street), and the north parking area (Cedar Street). Any car in violation will be towed away at owner's expense. All drivers are urged to park within the white guidelines.

The privilege of parking on the school property will be withdrawn if a student is found guilty of reckless driving, or any other action detrimental to the best interest of the school.

Routine police patrols throughout the day will identify drivers who double park and/or race around the building. Do *not* park Mondays or Tuesdays in street areas posted by the city for cleaning.

### **Student Driving Regulations –**

1. All motor driven vehicles brought to school **MUST** be registered.
2. All motor driven vehicles brought to school



## II. PROCEDURE FOR THE ELECTION OF CLASS OFFICERS

- A. Petitions for junior and senior class offices shall be patterned after those used by the Dieruff Student Council; see Amendment 3 in the *Ledger*. Sophomores shall meet with the Director of Activities and Class Advisor in order to meet the requirements of "I-B" above.
- B. All candidates for junior and senior class offices shall procure a petition from their Class Advisor.
- C. Junior and Senior class officers shall be elected in spring; sophomore officers in early September.

## III. REMOVAL OF CLASS OFFICERS

- A. The "Class Executive Committee" is hereby created. This "Class Executive Committee" shall consist of the homeroom executive officers, the class officers, and the class advisor of the particular class involved.
- B. If a class officer is consistently derelict in fulfillment of the duties of his office, said officer is subject to removal by 2/3 vote of the "Class Executive Committee."
- C. The responsibility of filling a vacancy created by the removal or resignation of a class officer shall be left to the "Class Executive Committee" except when the office of class president shall devolve on the Vice-President.

## VISITORS TO DIERUFF

All visitors MUST report to the Main Office for passes. Visitors' passes for students must be cleared through the Main Office at least one day prior to "requested visit". Student visitors from other schools must have "permission letters" from their principals.

may not be driven between 8:20 a.m. and dismissal.

3. Students will use the east parking lot only (Jerome Street.) A space in the northeast corner of this lot is reserved for motor bikes.
4. All drivers are urged to park within the white guidelines.
5. At no time will students block service entrance to cafeteria or ANY entrances to parking lots. **CARS WILL BE TOWED AWAY AT OWNER'S EXPENSE.**
6. Respect for school neighbors will be shown.
7. Reckless driving will be reported to parents and police.

## BULLETINS

Every day during homeroom period, a bulletin of announcements is read in each classroom. All announcements for the following day must be given to the main office no later than 12:30 p.m., and must be approved by a member of the faculty and an administrator.

## CALL BLANKS

A call blank is issued to call a student out of class. The blank tells one where and when to report. Students: Show the call blank to the teacher who is to excuse you and report promptly at the time and place designated.

## CHANGE OF ADDRESS

Please inform the guidance office of changes of address, telephone number, or guardian.

## BUS CONDUCT (AVTS & LANTA)

The following are prohibited when on a school bus:

1. Smoking, eating or drinking.
2. Engaging in fighting or other unwarranted acts.
3. Use of obscene or other indecent language.
4. Use of emergency exit unless an emergency exists.
5. Tampering with the bus or any of its equipment.
6. Regulating windows unless permitted to do so by the driver.
7. Extending any part of body out of the window.
8. Standing or walking when the bus is in motion.
9. Placing of books, gym bags, or other articles in the aisle or in front of emergency door.
10. Possessing or using any dangerous or sharp instrument such as knives, firearms and fireworks, also water guns.
11. Behaving in any manner which would endanger the health, safety, or welfare of other students or the driver.
12. Having pets or other living creatures not permitted by the bus driver.
13. Playing radios or tape recorders without permission of the driver.
14. Throwing things in the bus, on the floor, or out of the windows.
15. Disturbing the driver when he is driving.
16. Vandalizing the inside or outside of the bus.

## ARTICLE VIII

### Amendments

#### Section I

To amend these by-laws, a petition bearing the signature of twenty-five students must be presented to the Student Council.

#### Section II

The proposal shall become an amendment upon the approval of the Student Council.

#### STUDENT COUNCIL OFFICERS – 1991-1992

President – Jennifer Rhodes  
Vice President – Veronica Fey  
Treasurer – Michelle Gogle  
Secretary – Chriline Stewarts

#### QUALIFICATIONS AND PROCEDURES FOR CLASS OFFICERS

*(Proposed by the 1964-65 Student Council; Ratified by 1965-66 Student Body)*

##### I. QUALIFICATIONS

- A. All candidates for junior and senior class officers must have an over-all average of at least a "C" in their composite scholastic record at Dieruff.
- B. All candidates for any class office must have a constant "S" rating in Citizenship.
- C. All candidates must have shown evidence of participation and interest in school functions, and give allegiance to school before self and outside interests.

- B. The President shall name all committees.
- C. The President shall serve as ex-officio member of all committees.
- D. The President shall represent the student body at public functions.

**Section II – Duties of the Vice-President**

- A. The Vice-President shall assume all duties and powers of the President in his/her absence or inability to serve.

**Section III – Duties of the Secretary-Treasurer**

- A. The Secretary shall take minutes at all regular and special meetings of the Student Council.
- B. The Secretary/Treasurer shall assume all other duties assigned to him/her by the President.
- C. The Treasurer shall be in charge of all Student Council funds and shall render a report at regular intervals or whenever requested to do so.

**ARTICLE VI**  
*Committees*

**Section I**

The Chairman of all committees shall be appointed by the President.

The Chairman shall choose as many members as he/she may deem necessary.

**Section II**

The number of committees, their duties and their natures shall be unlimited.

**Section III – The committees are empowered to:**

- A. report their findings to the Student Council.
- B. submit their proposals to the Student Council.
- C. carry out a proposal by the Student Council.

**ARTICLE VII**  
*Ratification*

This constitution shall become effective immediately upon ratification by a two-thirds vote of the faculty, two-thirds vote of the student body, and the approval of the President.

**BUS SCHEDULE:**

Buses to/from LED will follow the regular LANTA schedules.

LANTA phone number – 776-7433 (776-RIDE)

Bus Tickets are on sale in the Main Office – 7:30 a.m. – 8:15 a.m.; 3:00 p.m. – 4:00 p.m.

**FIELD TRIPS**

Each student going on a field trip must bring a permission blank signed by his/her parents/guardians to the teacher sponsoring the trip. Medical cards must also be signed and carried with the student for out of town trips.

**FIRE DRILLS**

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. The teacher in each classroom will give the students instructions.

During an air raid drill, students will follow the instructions of the teacher. Corridor areas are assigned to each room. Instructions to air raid drills are posted near the exit of each classroom.

No talking is permitted during a fire drill; subdued conversation, during an air raid drill.

**LOCKERS**

Each student is assigned a corridor locker with book and coat compartments.

1. Students may report to their lockers as long as it does not interfere with class time.

2. No student may go to his/her locker during classes without permission.
3. Students should report all broken lockers to the Attendance Office or custodian.
4. The school cannot assume responsibility for personal belongings in the lockers. Any students wanting additional security for their lockers may provide their own lock.
5. Each student will be assigned an individual locker. Any one else using this locker will not be given the combination by the Attendance Office.

### PROPER SCHOOL ATTIRE

This Proper School Attire code was developed in cooperation with the high school principals, teacher volunteers, the Student Council of Dieruff High School in conjunction with the Student Government Association of William Allen High School. As a result of a series of meetings, the following interpretation of the code is submitted:

#### INTERPRETATIONS

Students should not wear any dress that interferes with such activities as physical education, industrial arts, home economics, and art and science laboratories. Such interference might be hair styles that block view, articles of clothing that restrict movement, or any mode of dress that creates a hazard to the student at school.

Dress or appearance which disrupts the planned educational process will not be allowed. Guidelines regarding acceptable and unacceptable attire are listed below:

1. Headgear (hats, visors, sunglasses, etc.) is not acceptable.

4. Elected officers during the term of their office must maintain the qualifications specified in Article III, Section III, B 1 and 2. Failure to maintain these qualifications will result in removal from office.
5. If a vacancy exists in the office of President, the vacancy shall be filled by the Vice-President. All other officers, if a vacancy exists, shall be elected by Student Council within its own membership by vote of Student Council.

#### B. Elections

1. Elections for the following scholastic year shall be held during the month of May on a date to be designated by the Principal.
2. Petitions shall be circulated the week preceding the elections.

### ARTICLE IV

#### *Duties and Powers*

##### Section I – Duties and Powers of the Council

- A. The duties of the Dieruff Council shall be to study school problems, to plan improvements, and to recommend action for the general welfare of the school.
- B. The powers of the Dieruff Council shall be advisory. It shall not have power to legislate, to judge, or to execute plans unless those powers have been expressly delegated by the proper authorities.
- C. The Dieruff Council shall not exercise disciplinary authority over fellow students, but may make recommendations to the proper authorities in cases requiring discipline.

### ARTICLE V

#### *Duties of the Officers*

##### Section I – Duties of the President

- A. The President shall preside at all meetings and conduct them according to Parliamentary Procedure.

## **- ARTICLE I**

### **Name**

The name of this organization shall be the Louis E. Dieruff Student Government Association as represented by Student Council.

## **ARTICLE II**

### ***Aims and Objectives***

The aim of Student Council is to serve as a medium for Student-Faculty relationships and to serve as the executive branch of the Student Body.

## **ARTICLE III**

### ***Membership***

#### **Section I - Officers shall be:**

President  
Vice-President  
Secretary  
Treasurer

#### **Section II**

- A. The President shall be a member of the Senior Class.
- B. The Vice-President may be a member of any class.
- C. The Secretary-Treasurer may be a member of any class.

#### **Section III**

##### **A. Qualifications for Officers**

1. A candidate for an office in Student Council shall not receive an unsatisfactory mark in Citizenship in the scholastic term in which the election is held.
2. A candidate for an office in the Student Council shall not receive a failing grade in any subject in the scholastic term in which the election is held.
3. Members of the Student Body so qualified shall submit an endorsement of their candidacy signed by five members of the Faculty.

2. Dresses must cover the shoulders and extend to cover three quarters of the thigh to be acceptable.
3. Tops and shirts must cover the shoulders to the waist and fit within the following restrictions to be acceptable.
  - a. Midriff may not be exposed, no cut off shirts.
  - b. Muscle shirts, tank tops or halter tops are not acceptable.
  - c. Mesh shirts must have a shirt underneath to be acceptable.
4. Skirts must cover from the waist to three quarters of the thigh to be acceptable.
5. Shorts are acceptable school attire if they cover the waist to mid-thigh and also fit within the following restrictions.
  - a. Cut-offs of any type are not acceptable.
  - b. Athletic shorts are not acceptable: gym shorts, running shorts, or tight fitting stretch short/pants.
  - c. Coaches shorts are acceptable.
6. Spandex are not acceptable as outerwear garments.
7. Sandals which do not have a strap on the back of the ankle are not acceptable. Flip-flops are not acceptable.
8. Shirts with offensive logos or sayings are not acceptable (i.e. some Rock T-shirts).

Since the educational process takes place in the classroom, it is the responsibility of the administration and faculty to decide whether this dress code is being followed.

## RULES FOR L.E.D.

DETENTION: In Room 119 - As Assigned

Time: 3:05 - 4:00 p.m.

1. Tardiness to school - 3rd offense
2. Late to class - 3rd offense
3. Cutting class - 1st offense - 2 nights

SUSPENSION:

1. Cutting class - 2nd offense (3 p.m. suspension)
2. Leaving the building during school hours without justification
3. Breaking cafeteria regulations
4. Smoking
5. Cutting detention
6. Fighting between and/or among students
7. Vandalizing school property

Types:

- a. *3 p.m. Suspension* - student must attend all classes and return with parent/guardian for readmission the following morning.
- b. *In-School Suspension* - administrative prerogative.
- c. *3-10 day Suspension* - administrative prerogative.

Upon *second suspension* a conference with student, parent/guardian and guidance counselor and/or juvenile authority and/or school district psychologist.

COUNSELING AND/OR CONFERENCES AND/OR  
DETENTION AND/OR SUSPENSION:

1. Truancy and unexcused absence
2. Disrespect to staff.
3. Vulgar and abusive language
4. Unconventional dress
5. Loitering in the halls (class will be rescheduled)

## STUDENT COUNCIL

### Election of Officers

LED students will elect their Student Council officers in the fall. Those officers will represent the student body during the school year.

### Qualifications

1. The candidates should show the ability to assume the obligations of their school work and maintain a passing average in all subjects.
2. The candidates should give proof of their ability to maintain regular attendance.
3. The candidates should have:
  - a. an active interest in the school's welfare;
  - b. a willingness to observe all regulations;
  - c. self-reliance;
  - d. respect for their fellow students.
4. The candidates should have the ability to speak with clarity and with forcefulness.
5. The candidates should be able to bear the load of their council work without having it interfere with their curriculum.
6. The candidates must be good school citizens and abide by all official rules and regulations.

### BY-LAWS OF STUDENT COUNCIL

#### Preamble

We, the Student Body and Faculty of Louis E. Dieruf High School, do establish this constitution for the purpose of promoting and defining Student Government within the school.

## TITLE IX

Questions regarding the Title IX Affirmative Action Program should be referred to Dr. Ray Erb, Assistant Superintendent. His office address is: Administration Center, 31 South Penn Street, P.O. Box 328, Allentown, Pa. 18105. Phone — 821-2625.

6. Drug and alcohol abuse
7. Littering school property
8. Damaging school property (restitution required)

### JUVENILE AUTHORITIES AND/OR ARREST:

1. Vandalism, theft, rip-offs, intimidation
2. Problems on LANTA buses and vo-tech buses
3. Striking an administrator or staff member
4. Drug/alcohol abuse
5. Loitering

*NOTE: "Unsettled Accounts" (books, equipment, uniforms, fund-raisers, class dues, etc.) must be paid as soon as possible in the Attendance Office . . . report cards/diplomas will be withheld until settlement of all costs.*

### Detention Regulations

1. Proctor: TBA
2. Detention Room: 119
3. Detention Time: 3:00 - 3:50 p.m.
4. Detention time will be spent in activities as assigned by proctor.
5. Cutting of detention will result in suspension from school, and DETENTION MAKE-UP.
6. Creating a disturbance during detention can result in another detention and/or suspension.
7. Detention is an administrative device employed primarily to curb:
  - a. latenesses to class/school
  - b. class cutting
  - c. other disciplinary situations in school (PDR)

**RADIOS, TAPEDECKS, WALKMANS, ETC.** – Tape-decks, radios, “boxes”, walkmans, etc. are not allowed in the building at anytime. If discovered, these items will be confiscated.

### **SENIOR HIGH SCHOOL SMOKING POLICY**

Students are prohibited from using any tobacco product within the school buildings at any time. The use of any tobacco product on school grounds is prohibited during the school day.

- A. First Offense – One Full Day Suspension
- B. Second Offense – Three Full Days Suspension
- C. Third Offense – Three or more days of suspension and a letter from the parent/guardian indicating that their son/daughter is enrolled in a smoking withdrawal program.

### **EARLY ARRIVAL**

Doors will not be opened until 8:00 a.m. The Main Office door will be opened at 7:30 a.m. Please adjust your arrival time accordingly. Students must make special arrangements with teachers in order to be admitted into school before 8:00 a.m.

### **S(Students) A(Against) D(Driving) D(Drunk)**

LED has organized a very successful SADD chapter. The Program is designed to help students understand the hazards of drinking and driving. SADD is a proven lifesaving program which is motivated by student and community support. Advisors: Mary Ann Olson, Linda Cruttenden

### **SCHOOL STORE**

The School Store, adjacent to the Commons, is a service rendered the school by the Distributive Education Department.

This service is designed to meet the needs of the students and, therefore, will keep in stock the best supplies for school purposes at reasonable prices. The store will be open at convenient times before and during the school day.

### **TELEPHONE**

Only in an emergency will a message be given to the student from the general offices. *There are three public telephones – two in the gymnasium foyer and another in the auditorium area where students may call.* The telephones shall not be used during class periods, but only during the lunch periods (with permission) or *before and after school.*

## **S(STUDENT) A (ASSISTANCE) P(PROGRAM)**

A state funded grant has provided the Allentown School District with monies for a Student Assistance Program dealing with drug and alcohol abuse. Each SAP team on the high school level consists of a building administrator, a counselor, a nurse, a school psychologist, and two teachers. Teams identify students with problems and refer them for help. The SAP provides assistance. It is not the school's intent to identify these students and expel them. The team not only works with students who have drug and alcohol problems, but also with those who have severe depression and/or suicidal tendencies. Referrals to the SAP team have been made by teachers, counselors, administrators, parents/guardians, and students. If you suspect that your child is having a problem, you can contact his/her counselor for a referral into the program. All information gathered by the SAP team is held in confidence. Aftercare programs for students returning from drug and alcohol rehabilitation are available and will provide additional support during the school year. Do contact your child's counselor for more information about this program.

## **DISMISSAL PROCEDURE**

- a. **Students with sixth and seventh period study halls may leave the building instead of going to study hall.**
- b. **Students with seventh period study hall may also leave the building**
- c. **No student is permitted to be in corridors after 2:20 p.m. without a permission slip from a teacher. Anyone in the corridors after 2:20 p.m. without said pass will receive one night's detention and/or schedule change.**
- d. **Students may go to the library, but must remain there until the 2:55 bell.**

## CAFETERIA

Dieruff High School operates on a closed luncheon period program. Facilities are provided in the cafeteria which is located north of the gymnasium. Pupils may bring their own lunches or choose from the menu offered.

There are three lunch periods, beginning at 11:05 a.m. (first lunch period), 11:35 a.m. (second lunch period), and 12:00 p.m. (third lunch period). A light breakfast is also served before 8:15 a.m.

The serving area along the east wall serves the school lunch menu of the day. The serving line at the south wall serves a la carte and other choices.

### *Cafeteria Hints*

1. Have the correct change handy to speed up the service.
2. Respect others as you would in other public eating places.
3. After you have finished your lunch, you must clean your tables, dispose of trash in the nearby trash cans, and return dishes, silverware, and trays to the dishwashing room window.

### **Dieruff Cafeteria Regulations**

The following rules are necessary to provide a pleasant and safe atmosphere in the cafeteria:

1. Enter the cafeteria in an orderly manner.  
*Do Not Run!*
2. Do not put books on cafeteria tables and chairs.
3. Form orderly lines while waiting to be served.  
*Do not jump the line by squeezing in front of another student - Violation - Detention.*

- B. That students unassigned periods 6 and 7 are free to use the library without a pass so long as they leave the building by exits on the lower level immediately upon completion of their work in the library.
- C. That teachers on supervisory duty have been assigned by the administration to help maintain an atmosphere that makes possible the optimum use of the library by all students.
- D. That the library is not to be used as a free discussion period in the manner that the study hall in the cafeteria is structured.
- E. That the Pass System will continue to serve as the admission system. English teachers will continue to issue passes for recreational reading. As the need arises, all teachers may issue library passes to their students for work in their specific subject area.

### **LOST AND FOUND**

A Lost and Found department is maintained in the Main Office and Attendance Office, where lost articles may be redeemed upon proper identification, and where found articles should be taken.

## **Air Force Junior Reserve Officers' Training Corps**

**Objectives:** To promote orderly habits, precision and respect for constituted authority.

To promote patriotism.

To encourage a high degree of personal honor, self-reliance and discipline.

To provide education for Civil Defense.

To promote a means for pupils to become better informed as citizens on matters of national defense and aerospace challenges.

(The ROTC Squad room is located at the lower level of new library wing.)

### **THE LIBRARY**

#### **I. Primary Premise**

The library should serve as an effective and meaningful learning center where class, small group, and individual learning can be accomplished in an atmosphere that is conducive for learning. All resources of the library are available for student and teacher use.

#### **II. Student Understandings**

- A. That meaningful library experiences consist of purposeful research and recreational reading, studying, and discussion activities. These discussions in the library are to be centered around library-oriented and subject-centered materials.

4. Normal talking is permitted in the cafeteria. *Yelling or cheering will not be tolerated.*
5. Do not put purses on cafeteria tables. Keep purses with you *at all times.*
6. Throwing food or utensils (knives, forks, etc.) *Violation – Suspension from school.*
7. Do not attempt to leave the cafeteria for any reason without asking one of the supervisors on duty.
8. *Do not dismiss* from the cafeteria until the proper signal is given by the cafeteria supervisors.
9. Do not leave trays or empty containers on the tables – *Violation - clean tables and/or detention and/or suspension.*
10. All students must sit on chairs – not on stage, heat registers, or tables.
11. *Lavatories* are to be used *before* or *after* lunch, *not during lunch.* (Except in cases of extreme emergencies).
12. No food shall be taken from the cafeteria.

#### **SCHOOL PROPERTY**

State law requires that the responsible students pay the cost of any equipment damaged, lost or destroyed, as well as labor costs:

No diplomas will be granted and all other high school records will be withheld for those who do not make complete settlement. This rule applies to all school items including choir gowns, uniforms, athletic equipment, textbooks, class dues, etc.

## **LEAVING THE BUILDING**

If necessary to leave the building while school is in session:

1. **Must get permission from an administrator.**
  2. **When coming back into the building tell that administrator you are back in the building.**
- \* **If you must leave during lunch a permission slip is required and also administrative approval, at which time the permit will be issued.**

## **STUDY HALL**

Study halls are considered as regularly scheduled classes.

Passes are issued to students who wish to be excused from study hall to report to a subject teacher for help, to spend the period in the library (subject teacher approval), or to do service work elsewhere in the building.

## **SUBSTITUTE TEACHERS**

Our school is fortunate in have capable people to help us whenever our regular teachers are ill or are attending conferences. A substitute teacher is an important visitor whose impressions of our school will be carried into the community. Let us be certain that these are good impressions by being polite, helpful and considerate, as you would be to your regular teacher.

## **CRIMINAL CODE**

Criminal Code of the State of Pennsylvania as it pertains to students in a Public School setting.

1. **Students and parents of students are to be aware that various acts or infractions may be**

## **Standardized Tests**

Interest inventory tests are available to students. These results, along with other background material, form the basis of counseling with individual students and are important in making vocational plans.

## **Withdrawal from School**

A student will be permitted to withdraw from school only after the matter has been carefully discussed with him/her by his/her parents/guardian and counselor.

## **HEALTH**

The school nurse is present at all times to care for emergency cases. Secure an excuse to go to the health room. No student may be excused from school in case of illness except by the sanction of the nurse.

Permission to be excused from physical education will be granted only on the request of the student's physician. Take excuses to school nurse.

If the school nurse is not available, report to the Main Office.

In averaging for a semester course with a final exam, a student must have a .75 average and pass two (2) of the three (3) rating periods (2 rating periods plus final exam). In order to pass a semester course without an exam, a student must have a .75 average. One of the rating periods may be failed by a .75 average is necessary to pass.

**Examples:**

Rating Periods	1	2	Final Grade	
	F	C	1.0	D
	F	D	.5	F
	B	F	1.5	C
	A	F	2.0	C

**THE NATIONAL HONOR SOCIETY**

The National Honor Society is a school organization for outstanding students in grades 11 and 12. The purpose of the Society is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character.

Students may be admitted on these conditions:

1. At the end of the Sophomore year a student must have a 3.5 average.
2. At the end of the junior year, having attained at least 6 of the possible 8 Honor Roll ratings.
3. At the end of the second rating period of the senior year, having attained at least 7 of the possible 10 Honor Roll ratings.

in violation of certain sections of the criminal code.

**2. Section 2709 – harassment**

- a. A person commits a summary offense when, with intent to harass, annoy or alarm another person:
  - i. he strikes, shoves, kicks or otherwise subjects him to physical contact, or attempts or threatens to do the same; or
  - ii. he follows a person in or about a public place or places; or
  - iii. he engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy such other person and which serve no legitimate purpose.

**3. Section 3304 – criminal mischief**

- a. Offense defined – a person is guilty of criminal mischief if he:
  - i. damages tangible property of another intentionally, recklessly, or by negligence in the employment of fire, explosives, or other dangerous means relating to causing or risking a catastrophe.
  - ii. intentionally or recklessly tampers with tangible property of another so as to endanger person or property; or
  - iii. intentionally or recklessly causes another to suffer pecuniary loss by deception or threat.

- b. Grading – criminal mischief is a felony of the first degree if the actor intentionally causes pecuniary loss in excess of \$5,000 or a substantial interruption or impairment of public communication, transportation, supply of water, gas or power, or other public service. It is a misdemeanor of the second degree if the actor intentionally causes pecuniary loss in excess of \$1,000 or a misdemeanor of the third degree if he intentionally or recklessly causes pecuniary loss in excess of \$500. Otherwise criminal mischief is a summary offense.
4. Section 3305 – Injuring or Tampering with Fire Apparatus, Hydrants.
- a. Whoever willfully and maliciously cuts, injures, damages, or destroys or defaces any fire hydrant or any fire hose of fire engine, or other public or private fire equipment or any apparatus appertaining to the same, commits a misdemeanor of the third degree.
5. Section 2702 – Aggravated Assault.
- a. Offense defined – a person is guilty of aggravated assault if he:
- i. attempts to cause serious bodily injury to another, or causes such injury intentionally; knowingly or recklessly under circumstances manifesting

- d. When the average of the two rating periods falls exactly on 1.5 or .5, the final grade shall be computed in the following manner:
- (1) The nominal numerical value of the grade for the final rating period is to be considered.
  - (2) If the nominal numerical value of the grade for the final rating period is higher than the average of the two rating periods, the final grade moves to the next level above the average.

**Examples:**

Semester	1	2	
Grade	P	O	
Numerical Value	1	2	2   3 = 1.5 Average
Final Grade	= O		

Semester	1	2	
Grade	P	F	
Numerical Value	1	0	2   1 = .5 Average
Final Grade	= F		

**10. Class Rank**

- a. The grade point average is the grade point total divided by the sum of subject units.
  - b. Each Gifted, Honors, A.P. and Level IV Foreign Language Course will be weighted .2 for a full year course and .1 for a semester course. After computing the grade point average, the average value of the weighted courses will be added to the grade point average. A grade of an A or B must be earned in order to receive the weighted grade point.
11. In reviewing the grade averaging for full year courses with exams, a student must have a .75 average and pass three (3) of the five (5) rating periods (4 rating periods and final exam). In order to pass a full year course without an exam, a student must also have a .75 average and pass three (3) of the four (4) rating periods.

**Examples: Full Year Course**

Rating Period	1	2	3	4
Grade	A	B	B	A
Nominal Value	4	3	3	4
	$4 \overline{)14} = 3.5$ Average			

Numerical value of fourth rating period is 4.0 which is higher than the average of all four rating periods: therefore, the final grade is **A**.

Rating Period	1	2	3	4
Grade	A	B	A	B
Nominal Value	4	3	4	3
	$4 \overline{)14} = 3.5$ Average			

Numerical value of fourth rating period is 3.0 which is lower than the average of all four rating periods: therefore the final grade is **B**.

**Example: Semester Course**

Rating Period	1	2
Grade	B	A
Nominal Value	3	4

Numerical value of the second rating period is 4.0 which is higher than the average of both rating periods: therefore, the final grade is **A**.

**9. Physical Education Marking System**

- a. O = Outstanding    P = Pass    F = Fail
- b. Numerical Value of Grade  
O = 2                    P = 1                    F = 0
- c. The final grade will be determined by averaging the numerical value for the two rating periods:

**Example:**

Semester	1	2	Average
Grade	O	O	O
Numerical Value	2	2	2

extreme indifference to the value of human life:

- ii. attempts to cause or intentionally, knowingly or recklessly causes serious bodily injury to a police officer making or attempting to make a lawful arrest:
- iii. attempts to cause or intentionally or knowingly causes bodily injury to a police officer making or attempting to make a lawful arrest: or
- iv. attempts to cause or intentionally or knowingly causes bodily injury to another with a deadly weapon: or
- v. attempts to cause or intentionally or knowingly causes bodily injury to a teaching staff member, school board member, other employee or student of any elementary or secondary publicly-funded educational institution, any elementary or secondary private school licensed by the Department of Education or any elementary or secondary parochial school while acting in the scope of his or her employment relationship to the school.

**6. Ordinance No. 12676**

An Ordinance "Prohibiting application of graffiti on any public or private property in the City of Allentown; establishing penalties for any person or persons who fail, or refuse to comply with the requirements or provisions of this Ordinance; also known as Part Seven,

Public Offenses, Article 706 of the Codified Ordinances of the City of Allentown.

BE IT ORDAINED BY THE COUNCIL OF THE CITY OF ALLENTOWN;

Section 1. That Article 706, Graffiti be added to the Codified Ordinances of the City of Allentown and shall read as follows:

**Article 706 - Graffiti Ordinance**

**706.01 PURPOSE**

The use of broad-tipped pens, paint spray cans, pencils, pens, crayons or other marking devices to write or place graffiti on the walls or other available spaces on public or private buildings, vehicles, areas or facilities, causes serious defacement of such buildings, vehicles and areas, public and private, and contributes to the deterioration of property values, as well as offending the public's right, public and private, not to have unsightly and unlawful graffiti on, with defacement of, public and private property, and it constitutes a deleterious practice contrary to the public health and welfare. In addition, such contempt for the property rights of private citizens, as well as public facilities, contributes to the erosion of law and order and contributes to the deterioration in the quality of life of the community and must be opposed and punished.

**706.02 DEFINITIONS.**

For the purposes of this Ordinance the following definitions shall apply:

- (a) "Graffiti" shall include any and all unsightly, offensive or defacing writings, drawings, markings or other written or pictorial matter by any method or device,

	Grade
3.50+	A
2.50 to 3.49	B
1.50 to 2.49	C
0.75 to 1.49	D
0.00 to 0.74	F

**Example: (Full Year Final Examination)**

1st	2nd	3rd	4th	Exam	Final Grade	
B	C	D	D	D	C	(1.6)
F	D	C	D	D	D	(1.0)
B	C	F	F	F	*F	
A	B	A	A	B	A	(3.6)

\*Does not meet requirement 8a.

**Example: (Full Year No Final Examination)**

1st	2nd	3rd	4th	Final Grade	
B	B	D	C	C	(2.25)
C	D	D	D	D	(1.25)
A	F	F	F	*F	

\*Does not meet requirement 8b.

**Courses with No Final Examination**

When the average of the rating periods falls exactly at 3.500, 2.500, or 1.500, the final grade shall be computed in the following manner:

- (1) The nominal numerical value of the grade for the final rating period is to be considered.
- (2) If the nominal numerical value of the grade for the final rating period is higher than the average of the four rating periods, the final grade moves to the next level above the average.
- (3) If the nominal numerical value of the grade for the final rating period is lower than the average of all four rating periods, the final grade moves to the next level below the average.

7. **Grade Point Value**

- a. Letter grades are given a number value:  
A=4 B=3 C=2 D=1 F=0
- b. Gifted, A.P., Honors, and Level IV Foreign Language Courses:  
A=5 B=4 C=2 D=1 F=0  
C is below the standard expected in these courses (See Addendum A).
- c. Physical Education  
O=2 P=1 F=0

8. **Computation of Subject Averages**

- a. In order to pass a course requiring a final examination, a student must pass at least three of the four rating periods or two rating periods and pass the final examination regardless of the grade point average.
- b. In order to pass a course that does not require a final examination, a student must pass at least three of the four rating periods regardless of the grade point average.
- c. In order to compute the final average for a year course requiring a final examination, you add the grade point value for each rating period, add to the grade point value of the final exam, and divide by 5.
- d. In order to compute the final average for a semester course, you double the grade point value for each rating period, add to the grade point value of the final examination, and divide by 5.
- e. **Final Average Grade Point Value**

Grade Point Total	Grade
20,19,18	A
17,16,15,14,13	B
12,11,10,9,8	C
7,6,5,4	D
3,2,1,0	F

and of any personal property involved and which contributes to the ugliness and unsightliness of the object, space, area or community and which is detrimental to the beauty, neatness and good order of the area and community. This Article shall not be construed to prohibit easily removable chalk markings on the public sidewalks and streets used in connection with traditional children's games.

- (b) "Minor" shall mean any person under the age of eighteen (18) years.
- (c) "Person" shall mean and include associations, clubs, corporations, firms, partnerships and bodies politic, as well as individuals.
- (d) "Property" shall mean any public or private property in the City of Allentown.

706.03 **DEFACEMENT OF PROPERTY PROHIBITED**

No person shall write, print or place with ink, paint, chalk or other substances, graffiti on the real or personal property of another, whether said personal or real property be publicly or privately owned, unless the owner of said property shall have, prior to the writing, printing or placing of graffiti, specifically consented to the same.

706.04 **PARENTAL ASSISTING IN OR ENCOURAGING VIOLATIONS.**

It shall be unlawful for any parent, legal guardian or other person having custody and care of any minor child under the age of eighteen (18) years to knowingly assist, aid, abet, allow, permit or encourage said minor to violate the provisions

of this Article, as herein defined, either by words, overt act, or by failing to act.

#### 706.05 ACCESSORIES.

All persons, directly or indirectly involved, shall be equally responsible and guilty, not alone the individual who may personally deface the object or area, but others in a group who knowingly make available the tools, writing material, ladders, lookouts, materials or assistance, or who knowingly supply funds to acquire such materials for such purposes, shall be equally guilty and liable to punishment under this Article.

#### 706.99 PENALTIES.

- (a) Any person violating any of the provisions of this Article shall upon conviction be fined not more than Three Hundred (\$300.00) Dollars or imprisoned not more than ninety (90) days or both.
- (b) Any person who violates either Sections 706.03, 706.04 or 706.05 of this Article may also be responsible, at the discretion of that Magistrate, for the cost of cleaning, repairing, painting, or otherwise restoring the property which he/she has damaged, defaced or vandalized so as to bring the property to the condition it was in prior to the application of the graffiti.
- (c) If said violator was under the age of eighteen (18) years old at the time of committing said offense, the Magistrate may order the person having care and custody of the said violator to make restitution to said real or personal property owner.

- f. Grades earned at the Vo-Tech will be used to determine Honor Roll.
- g. Weighted grades will not be used in determining Honor Roll. (A=5 and B=4)

#### 6. Final Examinations

- a. A teacher will administer a District-wide and/or teacher-prepared final examination to all students. Subject final examinations are mandatory for all courses unless otherwise designated.

- b. A comprehensive examination/evaluation will be required in the following courses:

<b>Art</b>	<b>English</b>
All art courses	Journalism I & II
	Advanced Journalism
	Public Speaking
<b>Business</b>	Reading & Study Strategies
Typing I & II	Composition for College

- c. The final examination or comprehensive examination will count 20% of the grade.

- d. If a student does not take the final examination, or does not exert due effort to pass the examination, he/she will fail the course for the year because he/she has not completed all of the course requirements.

- e. A final examination/evaluation will not be required in the following courses:

<b>Business</b>	<b>Industrial Arts</b>
Data Processing I & II	All Courses
Office Machines	<b>Music</b>
Office Simulation (LED)	Band
	Orchestra
	Instrumental Music
<b>ESOL</b>	Piano I & II
ESOL I, II, III	Organ I & II
	Music Laboratory
<b>Health &amp; Phys. Ed.</b>	Choir
All Courses	Glee Club
	Voice I & II
<b>Home Economics</b>	<b>Special Education</b>
Personal Sewing	All Courses
Creative Stitchery	71.
Creative Cooking	
Teen Living	

4. A report of unsatisfactory work (RUW) shall be issued to every student who is failing, is in danger of failing, or is achieving at a level below ability. This report may be issued in the middle of each rating period but no later than the seventh week of the rating period.

SCHOOL DISTRICT OF THE CITY OF ALLENTOWN  
Allentown, PA

Report of Unsatisfactory Work

Date \_\_\_\_\_, 19\_\_\_\_ Homeroom: \_\_\_\_\_

Rating Period: 1 2 3 4 Grade: \_\_\_\_\_

Student: \_\_\_\_\_ Subject: \_\_\_\_\_

\_\_\_\_\_ is failing \_\_\_\_\_ is in danger of failing \_\_\_\_\_ is achieving at a level below ability

For IMPROVEMENT, the following suggestions are recommended:

- |   |   |                            |
|---|---|----------------------------|
| <input type="checkbox"/> Follow instructions carefully          | <input type="checkbox"/> Compress in class                    | Tris: _____                |
| <input type="checkbox"/> Prepare lessons carefully              | <input type="checkbox"/> Observe classroom procedures         | Outlets: _____             |
| <input type="checkbox"/> Devise more time to meaningful study   | <input type="checkbox"/> Bring materials to class             | Class/Lab: _____           |
| <input type="checkbox"/> Improve study habits                   | <input type="checkbox"/> Exercise care for equipment/material | Projects: _____            |
| <input type="checkbox"/> Prepare daily assignments subsequently | <input type="checkbox"/> Observe safety habits                | Homework: _____            |
| <input type="checkbox"/> Make up work ahead                     | <input type="checkbox"/> Improve techniques                   | Assignments Missing: _____ |
| <input type="checkbox"/> Come in for help                       | <input type="checkbox"/> Produce at a faster pace             |                            |
| <input type="checkbox"/> Attend class regularly                 | <input type="checkbox"/> Improve intrinsic performance        |                            |
| <input type="checkbox"/> Show more interest                     | <input type="checkbox"/> Use class time more wisely           |                            |
| <input type="checkbox"/> Display a positive attitude            |   |                            |

COMMENTS:

Teacher Signature \_\_\_\_\_ Student Signature \_\_\_\_\_

\_\_\_\_ Conference Requested

White Parent's Copy Yellow Guidance Copy Pink Teacher's Copy

10-85/ASD/12/01/070

Section 2. SEPARABILITY.

The provisions of this Article are severable and if any of its sections, clauses or sentences shall be held illegal, invalid or unconstitutional, such provisions shall not effect or impair any of the remaining sections, clauses or sentences. It is hereby declared to be the intent of Council that this Article would have been adopted if such illegal, invalid or unconstitutional section, clause or sentence had not been included herein.

5. Honor Roll

- Students who earn a grade point average of 3.5 or higher, and no grade lower than a C, will be nominated for the Honor Roll at the end of each rating period.
- Grade values will be used in computing Honor Roll. A subject meeting 10 or 15 periods will be counted twice or three times in determining Honor Roll.
- The grade point average is the grade total divided by the sum of the number of subjects.
- A **U** in citizenship will disqualify a person from the Honor Roll.
- A grade of **F**, **I**, **E**, **W**, or **U** in any subject will disqualify a person from the Honor Roll.

## SUBSTANCE ABUSE POLICY

### School District, City of Allentown

1. The Board of School Directors of Allentown School District recognizing that the abuse of Substances is a serious problem with legal, physical, emotional, and social implications for the whole school community, adopts the position that the abuse of Substances interferes with learning.
2. The Board of School Directors recognizes that all students have a right to be educated in a safe and healthy environment with due consideration for their legal rights and responsibilities.
3. The School District's Comprehensive Drug and Alcohol program shall consist of a three faceted approach including (1) prevention, (2) intervention and (3) referral.
4. It is therefore this district's policy to prevent and prohibit the possession, use and/or distribution of any illegal or controlled mood-altering chemical or medication not approved by the Health Office on school property, at school sponsored events and on school vehicles.
5. Violations of this policy as defined and described within the parameters of the Substance Abuse Administrative Regulations may result in permanent expulsion from school by the Board of Directors or a lesser administrative penalty.
6. Student Support Systems consisting of specially trained school personnel will be established at each building to ensure appropriate identification, interventions and support for at risk students in compliance with the district's confidentiality policy.
7. This policy will be implemented through the cooperative efforts of the faculty, administration, school employee groups, students, parents/guardians and community agencies of the Allentown School District.
10. **DEFINITIONS**

The following words and phrases when used in these Regulations shall, for the purpose of the Regulations, have the meanings respectively ascribed to them in this section, except where the context clearly indicates a different meaning:

1. "Cocaine Spoon". A spoon with a bowl so small that the primary use for which it is reasonably adapted or designed is to hold or administer cocaine, and which is so small as to be unsuited for the typical, lawful uses of a spoon. A cocaine spoon may or may not be merchandised on a chain and may or may not be labeled as a "cocaine" spoon or "coke" spoon.
2. "Controlled Substance". Any drug, substance or immediate precursor enumerated in Section 4 of the Act of April 14, 1972, P.L. 223, No. 64, as amended (35 PSA Section 780-104 and 35 PS Section 780 - 104 sub.e1 (3) (vii) (being Section 4 of what is commonly known as the "Controlled Substance, Drug, Device and Cosmetic Act" of 1972).
3. "Marijuana or Hashish Pipe". A pipe characterized by a bowl which is so small that the primary use for which it is reasonably adapted or designed is the smoking of marijuana or hashish, rather than lawful smoking tobacco, and which may or may not be equipped with a screen.
4. "Paraphernalia". Containers and other objects primarily adapted or designed for use in storing or concealing controlled Substances; objects primarily adapted or designed for use in injecting, ingesting, inhaling or otherwise introducing marijuana, cocaine, hashish oil into the human body, such as (a) Metal, wood, acrylic, glass, stone, plastic or ceramic pipes with screens, permanent screens, hashish heads, or punctured metal bowls; (b) Water pipes; (c) Smoking and carburetion masks; (d) Carburetion tubes and devices; (e) Roach clips; meaning objects used to hold burning material; such as marijuana cigarette, that has become too small or too short to be held in the hand; (f) Miniature cocaine spoons and cocaine vials; (g) Chamber pipes; (h) Carburetor pipes; (i) Electric pipes; (j) Air-driven pipes; (k) Chillums; (l) Bonges; (m) Ice pipes or chillers. (Taken from Allentown City Ordinance No. 12419)
5. "Lookalike drugs". Any tablet, capsule, or other Substance packaged, designed, or intended to mimic the appearance and physical effect of any controlled Substance.
6. "Intoxicating Beverages". Any alcohol, liquor, wine, beer, malt or brewed beverage.

The Student Does	The Student Does Not
2 Achieve at apparent ability level	1
4 Show intellectual curiosity	3
6 Accept constructiive criticism	5
8 Show qualities of dependability	7
10 Employ time to best advantage	9
12 Display good judgement	11
14 Perform additional tasks	13
16 Display qualities of leadership	15
18 Take pride in personal achievement	17
20 Show improvement	19
22 Cooperate in class	21
24 Display originality and creativity	23
26 Bring materials to class	25
28 Observe safety habits	27
30 Complete assignments on time	29
32 Respect others' rights	31
34 Show good behavior	33
36 Have a good class attendance record	35
38 Make up work missed	37
40 Prepare daily assignments adequately	39
42 Follow instructions carefully	41
44 Understand concepts	43
46 Have good study habits	45
48 Perform well on tests/quizzes	47
50 Participate frequently in class	49
52 Assume responsibility	51
54 Work well in a group	53
56 Dress properly for physical education	55
98 RUW issued	99
Request parent conference	99
Report cards will be mailed to the parent/guardian of every student four times a year.	

## Reporting Pupil Progress in the Senior High School

### 1. Letter Grades

- A** Mastery of subject matter for the grade as evidenced by high test marks, active participation in class discussion, completion of all assignments, willingness to work beyond the limits of given assignments, neatness and accuracy of work habits.
- B** Above average test marks, frequent participation in class discussion, completion of all assignments, neatness and accuracy of work habits.
- C** Fair to good marks in tests, minimum participation in class discussion, completion of assignments, neatness of work habits.
- D** Minimum passing grades in tests, infrequent class participation, careless attention given to written and study assignments.
- F** Failing test marks, very little or no participation in class, poor attitude toward study, failure to complete assignments, careless work habits.
- I** Incomplete work in a subject must be completed by the end of the fourth week of the next rating period.
- E** Excused or exempt from grade (one rating period)
- W** Withdrawal failure - subject has been dropped.
- S** A subject taken as a pass/fail course (Pass).
- U** A subject taken as a pass/fail course (Failure).

#### Physical Education

- O** Outstanding
- P** Pass
- F** Failure
- M** Medical Excuse

### 2. Attitude Ratings

Numerical attitude ratings shall be given by each teacher to indicate those areas in which a pupil has done well or has shown improvement. Numerical attitude ratings shall be given by each teacher to indicate those areas in which a student may improve his conduct in the classroom or in his attitude toward the subject matter.

- 7. "Prohibited Materials". Any cocaine spoon, controlled Substance, marijuana or hashish pipe, paraphernalia, lookalike drug, or intoxicating beverages, or steroids for any pupil involved in school-related athletics.
- 8. "District". School District of the City of Allentown.
- 9. "Pupil". Any pupil enrolled in the District.
- 10. "Premises". Any building, grounds or vehicle in the possession or control of the District or to which any Pupil is assigned by the District. Any locker, desk, cabinet or other enclosure upon the Premises shall be considered part of the Premises.
- 11. "District Employee". Any administrator, teacher, nurse, custodian or other employee of the District.

#### 2.0 BAN OF SALE, GIVE AWAY OR DISPLAY

It shall be unlawful for any pupil to sell, offer for sale, dispense, give away or display "prohibited material" as herein defined in or upon the premises.

#### 3.0 EXEMPTIONS

The prohibition contained in Section 2.0 hereof shall not apply to any pupil suffering from diabetes, asthma, or any other medical condition requiring self injection or administration. All such cases shall be registered with the school nurse.

#### 4.0 LOCKERS

Lockers are the property of the District. Pupils are given the qualified privilege of using lockers only for the purpose of storing books, lunches, garments and other personal items whose possession is not prohibited by the District. No pupil shall use any locker for the retention of any prohibited material as herein defined. The District and District's employees reserve the right to inspect any locker and its contents at any time, either with or without any pupil's consent and either in or out of any pupil's presence, and confiscate any prohibited materials. The District and District's employees may remove any lock to permit the inspection of any locker or the confiscation of any prohibited material.

#### 5.0 SEARCH OF A PUPIL'S GARMENTS OR OF A PUPIL'S POSSESSIONS

The District reserves the right to search a pupil's pockets, or any possession (including but not limited to purses, gym bags, jackets, coats, parcels, packages, or other containers) to discover or confiscate any prohibited materials.

#### 6.0 CONSTRUCTION; SEVERABILITY

If any provisions of these Regulations shall be declared unconstitutional or invalid, such decision shall not affect the remaining portions of these Regulations. The District hereby declares that the Regulations would have been enacted and each article and subsection thereof irrespective of the fact that any one or more of the articles and subsections, clauses or phrases, may or might be found by court action or decision to be unconstitutional or otherwise invalid.

#### 7.0 PENALTIES

Any pupil who violates any provision or provisions of this Administrative School Policy or who shall fail to comply with any requirements hereof shall be subject to discipline in accordance with the "Student Rights - Responsibilities Policies and Substance Abuse Administrative Regulations" adopted by the District.

4-90/ASD/03-01/013

## REGULATIONS FOR PUPIL BEHAVIOR

### School District of the City of Allentown

Section 1. Pupils are required to obey the following regulations.

- A. Pupils shall attend school and classes regularly and on time. Pupils may be excused from school for illness, medical appointments, religious instruction, and for other reasons deemed valid by the administration. A written excuse must be furnished from the pupil's parent/guardian stating the reason for the absence.
- B. Pupils must obey all health and safety regulations.
- C. Pupils shall know that the following are punishable offenses, so defined by law or regulations of the Board of Directors, and shall apply on school property or at any school sponsored activity:
  1. Use of obscene language or possession of obscene materials as defined by law.
  2. Illegal conduct as defined by law.
  3. Theft.
  4. Possession of alcoholic beverages, narcotics, or dangerous weapons.
  5. Assault on a teacher or pupil.
  6. Defiance of teachers' lawful authority.
  7. Intimidation of a teacher or a pupil.
  8. Leaving school without permission of school authorities.
  9. Cutting classes.
  10. Driving recklessly on school property.
  11. Illegal entry or trespassing.
  12. Loitering.
  13. Endangering the lives and property of others.
  14. Willfully defacing or destroying school or other

## GRADING POLICY

### *Guidelines for Dealing with Gifted, Honors, and A.P. Student Grading*

The motivation of Gifted, Honors and Advanced Placement students is the obligation of every professional involved. Students in the Gifted, Honors, and Advanced Placement Programs are expected to achieve and perform at the grade level of an A or B.

#### **General Guidelines for Report Card Grades**

1. A student should receive the grade which he/she has earned.
2. Grading should not be used as a negative motivational device.
3. If a teacher observes a student who is not achieving at the grade level of A or B, the following steps shall be instituted:
  - a. the teacher should meet with the student to try to help the student
  - b. The counselor should be consulted and the counselor should meet with the student for specified counselor intervention
  - c. during the fifth week of the rating period, or at any time, a progress report must be sent to the parents indicating areas of concern
  - d. if the student does not respond to the teacher/counselor intervention, a parent-teacher conference shall be arranged by the counselor to discuss the problem(s).

If a student, after the above steps have been taken, still is not achieving at an A or B level, the pupil placement should be re-evaluated using the multi-disciplinary team where appropriate, and a recommendation of alternative placement, may be made. This recommendation could suggest removing a student from the Gifted, Honors, or A.P. course in which he/she is enrolled.

**Calculus (Gifted, Advanced Placement)**  
**Physics (Gifted, Advanced Placement)**  
**Physics (Honors)**  
**Biology (Gifted, Advanced Placement)**  
**Art (Advanced Placement)**

*(Detailed information regarding every subject is contained in the Program of Studies which is distributed to pupils annually.)*

property and supplies. Pupils who do so, or who lose school supplies or property, must replace same or repair at their own expense.

15. Throwing of objects (stones, snowballs, etc.) as missiles on school property.
  16. Using tobacco in any form except in authorized areas.
- D. Pupils shall conform to all other reasonable rules of conduct set by school authorities. They shall respect the authority of the classroom teacher to make and enforce reasonable rules of conduct. They shall also respect the authority of school officials to adopt reasonable rules of conduct in all other situations such as field trips, sports activities, transportation, dances, and other school sponsored activities.

#### Section 2. Disciplinary Actions

Violation of any of the regulations listed under Section 1 (Regulations for Pupil Behavior) shall make the pupil subject to disciplinary action by school authorities. School authorities, in maintaining discipline, have an obligation to set an example of fairness and respect for individual rights as well as the rights of all pupils. The principal shall arrange for a conference with the pupil's parent or guardian in cases of repeated pupil misbehavior. Suspensions shall be imposed in those situations which, in the judgement of the principal, are flagrant enough to warrant such actions.

#### Section 3. Student Rights and Responsibilities

The Allentown School District adopted general policies and guidelines concerning Student Rights and Responsibilities on April 28, 1988, in compliance with Basic Education Circular 139 of October 3, 1974. The regulations in Sections 1 and 2 are in conformance to them and shall in no way replace or change the intent or meaning of the adopted policies and guidelines or Basic Education Circular 139.

The Board of Directors of the Allentown School District, in public session on the above date, resolved to amend the Student Rights and Responsibilities policy as indicated by the asterisked passage (\*). The following policy is required by the State Board of Education and is provided in order to implement the policy, effective immediately:

**STUDENT RIGHTS AND RESPONSIBILITIES**  
School District, City of Allentown

**TO PARENTS AND PUPILS:**

**I. Student Responsibilities**

- a. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- b. No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
- c. Students should express their ideas and opinions in a respectful manner.
- d. It is the responsibility of the students to conform with the following:

1. Be aware of all rules and regulations for student behavior and conduct themselves in accord with them.
2. Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
3. Dress and groom themselves in order to meet fair standards of safety and health and to cause no substantial disruption to the educational processes.
4. Assume that until a rule is waived, altered, or repealed in writing, it is in effect.
5. Assist the school staff in operating a safe school for all students enrolled therein.
6. Comply with the state and local laws.
7. Exercise proper care when using public facilities and equipment.
8. Attend school daily, and be on time at all classes and other school functions.
9. Make up work when absent from school.
10. Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local authorities.
11. Report accurately and do not use in student newspapers and publications any indecent or obscene language.

**II. Corporal Punishment**

- a. No employee or representative of the School District of the City of Allentown may administer corporal punishment to any pupil. For this purpose, "corporal punishment" is defined to mean the physical punishment of a pupil for an offense.
- b. The District recognizes that it is bound by Section 12.5 (d) of the State Board of Education Regulations which provides as follows:

"(d) However, even when a parent or the School Board prohibits corporal punishment, reasonable force may be used by teachers and school authorities under any of the following circumstances:

**Gifted, honors, and advanced placement classes are offered in the following subjects:**

**Grade 9**

**English I (Gifted, Honors)**  
**Themes in American Cultures (Gifted, Honors)**  
**Algebra II (Gifted, Honors)**  
**Biology (Gifted, Honors)**

**Grade 10**

**English II (Gifted, Honors)**  
**20th Century U.S. History (Gifted, Honors)**  
**Western Civilization (Gifted, Honors)**  
**Modern Geometry (Gifted, Honors)**  
**Chemistry (Gifted, Honors)**

**Grade 11**

**English III (Gifted, Honors)**  
**American History (Gifted, Advanced Placement)**  
**European History (Gifted, Advanced Placement)**  
**Chemistry (Gifted, Honors)**  
**College Algebra (Gifted, Honors)**  
**Modern Trigonometry (Honors)**  
**Analytic Geometry (Gifted, Advanced Placement)**  
**Physics (Gifted, Honors)**

**Grade 12**

**English IV (Gifted, Advanced Placement)**  
**American History (Gifted, Advanced Placement)**  
**European History (Gifted, Advanced Placement)**

Dieruff High School offers courses to meet the educational and vocational interests of students:

1. Education for admission to 4-year colleges or universities or other post-high school courses.
2. Education for entry into positions in offices as stenographers, typists, file clerks, receptionists, etc.
3. Basic education with specialization in a field such as art, music, home economics, industrial arts which may lead to immediate employment, or a specialized post-high school course for continued training.
4. Trade and Industrial education (half day at Lehigh County Area Vocational Technical School).
5. Technical Education (half day at Lehigh County Area Vocational Technical School).

#### **Gifted, Honors, and Advanced Placement Programs**

Academically able students are selected to work in gifted, honors, and advanced placement classes in those academic subject areas in which they have exceptional talent and interest. Participation in this program enables a student to work on the college freshman level in certain subjects during his senior year in high school, to prepare for the Advanced Placement Examinations and to qualify for advanced standing in comparable subjects in college.

1. To quell a disturbance.
2. To obtain possession of weapons or other dangerous objects.
3. For the purpose of self-defense.
4. For the protection of persons or property.\*

#### **III. Exclusion from School (Suspensions and Expulsions)**

- a. Exclusion from school may be effected by suspension or expulsion.
  1. The types of offenses that could lead to exclusion (suspension or expulsion) from school in the Allentown School District are violations of student responsibilities and regulations for pupil behavior.
  2. "In-School Suspension" shall mean exclusion from classes for an offense.
  3. "Suspension" shall mean exclusion from school for an offense for a period of up to ten school days.
  4. "Expulsion" shall mean exclusion from school for an offense for a period exceeding ten school days, and may be permanent expulsion from the school rolls.
  5. The length of suspension to be imposed or any recommendation for expulsion will be based upon the severity of the offense(s).
  6. All exclusions must be reported to the Superintendent and the parents.
- b. No student may receive an in-school suspension unless the student has been informed of the reason(s) for the suspension and has been given an opportunity to respond before the suspension becomes effective. Communication to the parents or guardian shall follow the suspension action. When the in-school suspension exceeds ten consecutive school days, an informal hearing with the principal shall be offered to the student and parents prior to the eleventh school day in accordance to section 12.8(c) of State Board of Education Chapter 12. Some provision for the students' education will be made during the in-school suspension period.
- c. No student shall be suspended until the student has been informed of the reason(s) for the suspension and given the opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened. The parents and superintendent shall be notified immediately in writing. When the suspension exceeds three school days, the student and parents shall be given the opportunity for an informal hearing in accordance to section 12.8(c) of State Board of Education, Chapter 12. Suspension may not run consecutively beyond the ten school day period.
- d. During the period prior to the suspension, or to the hearing and decision of the board of school directors in an expulsion case, the student shall be placed in his or her normal class except as in sub section (f).
- e. Students shall be permitted to make up exams and work missed while being disciplined by suspension. It is the responsibility of the pupil to make all necessary arrangements and complete make-up work within a reasonable length of time under the direction of the teacher or the principal.
- f. If, when expulsion proceedings are initiated, it is determined after an informal hearing that a student's presence in his or her normal class would constitute a threat to the health, safety, morals, or welfare of others, and it is not possible to hold a formal hearing within the period of a suspension the student may be excluded from school for more than ten school days, provided the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative instruction.

- g. Students who are less than seventeen years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education. The initial responsibility for providing the required education rests with the parents through placement in another school, through tutorial or correspondence study or through another educational program approved by the district superintendent within thirty days. If the parents are unable to provide for the required education, they must within thirty days submit to the district written evidence so stating. In the event that no satisfactory evidence is received after thirty days, the district must recontact the parent(s) and pending parents provision of such education, must make provision for the education and/or may take action in accordance with the Juvenile Act of 1972 42 Pa. C.S. Chapter 63.

Parents with specific questions concerning these policies and guidelines are invited to call the school office.

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## **PLANNING YOUR SCHOOL PROGRAM**

**One of the major goals of education is to meet the educational needs of every student. The selection of courses, beginning in the eighth grade, is a very significant step in your educational planning. You and your counselor should study your achievement record, review your plans, explore your interests and abilities and develop a realistic long range educational plan. During your selection of courses each year you will review and modify that plan as your interests and goals change. Planning your program each year is also a time for personal evaluation and honest discussion with your counselor and your parents/guardians. Your final choice of subjects must meet the approval of you, your parents/guardians, and your counselor.**

**The educational program tries to meet the needs of each student as well as to introduce him to as many subject areas as possible. Students are urged to make an effort to avoid extremes in specialization at the high school level and plan programs which will reflect training in all of the major areas.**

- b. Humanities. . . . . 5 Units Required  
 Mythology, Shakespeare, Contemporary Literature, Emerging Nations, Soviet/Chinese Studies, American Foreign Policy, Anthropology, Latin I or above, Cultural Italian, and second level or above Spanish, German, and French.
- c. An additional 1.0 Unit must be taken in one or more of these areas:  
 Fine Arts as listed above. Humanities as listed above, and Industrial Arts and Home Economics.

**Delayed Graduation**

A student who fails to meet the requirements for his/her graduation from Dieruff High School may qualify for the high school diploma by completing the required make-up work in summer school during the summer immediately following the senior year. Students who have not successfully passed all of the requirements for graduation will not be permitted to participate in the commencement program.

**Minimum Promotion Requirements**

- 1. A student must pass five or more academic units of work to qualify for promotion to tenth grade, at least ten units to qualify for promotion to eleventh grade, and fifteen units to be classified as a senior.
- 2. A student must repeat a subject failed if the satisfactory completion of that subject is considered essential to his/her further education. It is recommended that the subject failed be repeated in summer school.



Commonwealth of Pennsylvania

**STATE BOARD OF EDUCATION**

**PENNSYLVANIA CODE  
 TITLE 22. EDUCATION**

**CHAPTER 12. STUDENTS**

**REGULATIONS  
 ON  
 STUDENT RIGHTS  
 AND RESPONSIBILITIES**

Section

- 12.1. Free Education and Attendance.
- 12.2. Student Responsibilities.
- 12.3. School Rules.
- 12.4. Discrimination.
- 12.5. Corporal Punishment
- 12.6. Exclusions from School.
- 12.7. Exclusion from Classes - In-School Suspension
- 12.8. Hearings.
- 12.9. Freedom of Expression.
- 12.10. Flag Salute and the Pledge of Allegiance.
- 12.11. Hair and Dress.
- 12.12. Confidential Communications.
- 12.13. (Reserved)
- 12.14. Searches.
- 12.15. (Reserved).

**PUPIL RECORDS**

- 12.31. General Requirements.
- 12.32. Elements of the Plan.
- 12.33. (Reserved).

**§ 12.1. Free education and attendance.**

(a) All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth's public schools.

(b) Parents or guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age if they are fulfilling their responsibilities as students. A student may not be excluded from the public schools nor from extracurricular activities because of being married or pregnant.

**§ 12.2. Student responsibilities.**

(a) Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

(b) No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

(c) Students should express their ideas and opinions in a respectful manner.

(d) It is the responsibility of the students to conform with the following:

(1) Be aware of all rules and regulations for student behavior and conduct themselves in accord with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.

(2) Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.

(3) Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption to the educational processes.

(4) Assist the school staff in operating a safe school for all students enrolled therein.

(5) Comply with Commonwealth and local laws.

(6) Exercise proper care when using public facilities and equipment.

(7) Attend school daily and be on time at all classes and other school functions.

(8) Make up work when absent from school.

(9) Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and local school authorities.

(10) Report accurately and not use indecent or obscene language in student newspapers or publications.

**§ 12.3. School rules.**

(a) The school board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rule-making power, however, is not unlimited; it must operate within statutory and constitutional restraints. A school board has only those powers which are enumerated in the statutes of this Commonwealth, or which may reasonably be implied or necessary for the orderly operation of the school.

(b) School boards may not make rules which are arbitrary, capricious or outside their grant of authority from the General Assembly. Their rules must stand the test of fairness and reasonableness. A rule is generally considered reasonable if it uses a rational

**GRADUATION AND PROMOTION REQUIREMENTS**

Each pupil and counselor will work together to assure that the pupil maintains proper promotion and graduation requirements. The minimum requirements are listed below.

**Minimum Graduation Requirements for Ninth, Tenth, Eleventh and Twelfth Grade Students**

Graduation from Dieruff High School requires the satisfactory completion during the ninth, tenth, eleventh, and twelfth grades of no fewer than twenty-one and one-half (21.5) units.

English . . . . .	4.0 Units
Social Studies . . . . .	3.5 Units
Science . . . . .	3.0 Units
Mathematics . . . . .	3.0 Units
Art and Humanities . . . . .	2.0 Units
Health . . . . .	.2 Units
*Physical Education . . . . .	.8 Units
Electives . . . . .	5.0 Units
Total . . . . .	21.5 Units

*\*Students who are physically unable to meet the Physical Education requirements are given course work in place of it.*

1. Credits earned in the seventh and eighth grades shall not be counted toward graduation. However, Middle School credits in mathematics and language will be used to satisfy the prerequisite requirements for some courses.
2. *Arts and Humanities* 2.0 Units Required  
a. Fine Arts . . . . . .5 Units Required  
Art, Music, and Drama courses

## Financial Aid

Virtually all colleges in the country offer financial aid in the form of partial-to-full tuition grants for students in need. Any resident of the state of Pennsylvania is eligible to apply for a Pennsylvania Higher Education Assistance Agency Grant. A student applying for such a grant must also apply for a Basic Educational Opportunity Grant from the federal government. In addition to these two sources, money may also be available from the colleges themselves. A Parent's Confidential Statement must be filed to obtain such aid. All of the above-mentioned forms can be obtained in the Guidance Office.

## Transcripts

Requests for transcripts are made to the Guidance Office. An official transcript will be sent directly to any college or personnel office upon completion of Transcript Release form available in the Guidance Office.

## Employment-Working Papers

The Guidance Office will post notices of part-time and summer jobs. All students under 18 must have working papers, with a new certificate for every change of job. Working papers may be secured from Raymond Flood at the Administrative Building, 31 So. Penn Street. Students are urged to discuss their working intentions with their guidance counselors. Working papers are not to be processed on school time.

means of accomplishing some legitimate school purpose.

(c) Each board of school directors shall adopt a code of student conduct which shall include policies governing student discipline and a listing of student rights and responsibilities as outlined in this chapter. This conduct code shall be published and distributed to students and parents. Copies of the code shall also be available in each school library.

### § 12.4. Discrimination

Consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951-963), no student shall be denied access to a free and full public education on account of race, religion, sex, national origin, or handicap.

### § 12.5. Corporal Punishment.

(a) Corporal punishment, namely physically punishing a student for an offense, may be administered by teachers and school officials to discipline students when authorized by, and in accordance with policies and guidelines established by, the board of school directors.

(b) Reasonable force may be used but under no circumstances shall a student be punished in such a manner as to cause bodily injury.

(c) Where corporal punishment is authorized, school authorities shall notify all parents of this policy. Corporal punishment may not be administered to a child whose parents have notified school authorities that such disciplinary method is prohibited.

(d) In situations where a parent or school board prohibits corporal punishment, reasonable force may still be used by teachers and school authorities under any of the following circumstances:

- (1) To quell a disturbance.
- (2) To obtain possession of weapons or other dangerous objects.
- (3) For the purpose of self-defense.
- (4) For the protection of persons or property.

(e) Corporal punishment should never be administered in the heat of anger. It should be recognized that corporal punishment always contains the danger of excessiveness. No disciplinary action should exceed in degree the seriousness of the offense. Students shall not be required to remove clothing when being punished.

### § 12.6. Exclusions from school.

(a) The board of school directors shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain exceptional students shall be governed by §§ 13.62 and 341.91 (relating to right to education and disciplinary exclusions of certain handicapped students from special education placement).

(b) Exclusion from school may take the form of suspension or expulsion.

(1) Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.

(i) Suspensions may be given by the principal or person in charge of the public school.

(ii) No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

(iii) The parents and the superintendent of the district shall be notified immediately in writing when the student is suspended.

(iv) When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in § 12.8(c) (relating to hearings).

(v) Suspensions may not be made to run consecutively beyond the 10 school day period.

(vi) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the board of school directors.

(2) Expulsion is exclusion from school by the board of education for a period exceeding 10 school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under § 12.8 (relating to hearings).

(c) During the period prior to the hearing and decision of the board of school directors in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).

(d) If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education which may include home study.

(e) Students who are less than 17 years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education.

(1) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, through tutorial or correspondence study or through another educational program approved by the district's superintendent.

(2) If the parents or guardian are unable to provide for the required education, they must within 30 days submit to the school district written evidence so stating. The district then has the responsibility to make some provision for the student's education. If 30 days pass without the district receiving satisfactory evidence that the required education is being provided to the student, it must recontact the parent and, pending the parents' or guardian's provision of such education, the district must make some provision for the student's education or proceed under paragraph (3) or do both.

(3) If the approved educational program is not complied with, the school district may take action in accordance with Chapter 63 of the Juvenile Act (42 Pa. C.S. § § 6301-6308), to ensure that the child will receive a proper education. See § 12.1 (b) (relating to free education and attendance).

#### § 12.7. Exclusion from classes - in-school suspension

(a) No student may receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.

blem arises. Appointments are generally scheduled during study periods unless an emergency exists.

## CHANGE IN COURSES

Changes will be considered only if there has been a change in the educational plan of the student and only upon the personal request of the parent or guardian. However, no subject may be dropped after August 1. If a student can present a justifiable basis for making a change after August 1, such change may be made between September 16 and September 20 and during the second week of the second semester for semester courses. A course dropped after either of the stated periods will be recorded on the student's record as "Withdrawn-Failure" and will be used in computing the cumulative average.

## COLLEGE COUNSELING

### College Admissions Examinations

Applications and information may be obtained in the Guidance Office.

### College Catalogues

College catalogues may be borrowed from the Guidance Office. They may also be obtained by writing to the director of admissions at the college. (Check with Guidance Department). Students are free to use catalogues before school, during study periods, and after school. They may obtain call blanks before 8:20 a.m.

## GUIDANCE COUNSELOR ASSIGNMENTS

Guidance Office Telephone — 820-2210

Counselor  
No.

301 David Babb 820-2212 or 570	Grade 9	All . . . . . A-D
	Grade 10	All . . . . . A-D
	Grade 11	All . . . . . A-C
	Grade 12	All . . . . . A-C
305 LeRoy Burrows 820-2212 or 572	Grade 9	All . . . . . E-J
	Grade 10	All . . . . . E-J
	Grade 11	All . . . . . D-G
	Grade 12	All . . . . . D-G
313 Erika Hemperly 820-2212 or 570	Grade 9	All . . . . . K-Q
	Grade 10	All . . . . . K-Q
	Grade 11	Male . . . . H-M
	Grade 11	Female . . . . H-L
	Grade 12	Male . . . . H-M
	Grade 12	Female . . . . H-L
303 Mary Ann Tremba 820-2212 or 573	Grade 9	All . . . . . R-V
	Grade 10	All . . . . . R-V
	Grade 11	Male . . . . N-R
	Grade 11	Female . . . . M-R
	Grade 12	Male . . . . N-R
	Grade 12	Female . . . . M-R
311 Michael Mihalik 820-2212 or 571	Grade 9	All . . . . . W-Z
	Grade 10	All . . . . . W-Z
	Grade 11	All . . . . . S-Z
	Grade 12	All . . . . . S-Z
	All Grades	LD, EMR, SED

Students are welcome to come to the Guidance Office to discuss any problem, whether it be scheduling, educational, vocational, or personal. To avoid any delay, obtain a call blank from the Guidance Office before school or when a pro-

(b) Communication to the parents or guardian shall follow the suspension action taken by the school.

(c) When the in-school suspension exceeds ten consecutive school days, an informal hearing with the principal shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in §12.8 (relating to hearings).

(d) The student's school district has the responsibility to make some provision for the student's education during the period of the in-school suspension.

### § 12.8. Hearings.

(a) Education is a statutory right, and students must be afforded all appropriate elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process.

(b) A formal hearing is required in all expulsion actions. This hearing may be held before the board of school directors or a duly authorized committee of the board, or a qualified hearing examiner appointed by the board. Where the hearing is conducted by a committee of the board or a hearing examiner, a majority vote of the entire school board is required to expel a student.

(1) The following due process requirements are to be observed with regard to the formal hearing:

(i) Notification of the charges shall be sent to the student's parents or guardian by certified mail.

(ii) Sufficient notice of the time and place of the hearing must be given.

(iii) The hearing shall be held in private unless the student or parent requests a public hearing.

(iv) The student has the right to be represented by counsel.

(v) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.

(vi) The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.

(vii) The student has the right to testify and present witnesses on his own behalf.

(viii) A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript.

(ix) The proceeding must be held with all reasonable speed.

(2) Where the student disagrees with the results of the hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court.

(c) The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

(1) The informal hearing is meant to encourage the student's parents or guardian to meet with the principal to discuss ways by which future offenses can be avoided.

(2) The following due process requirements are to be observed in regard to the informal hearing:

(i) Notification of the reasons for the suspension shall be given in writing to the parents or guardian and to the student.

(ii) Sufficient notice of the time and place of the informal hearing shall be given.

(iii) A student has the right to question any witnesses present at the hearing.

(iv) A student has the right to speak and produce witnesses on his own behalf.

(v) The district shall offer to hold the informal hearing within the first 5 days of the suspension.

#### § 12.9. Freedom of Expression

(a) The right of public school students to freedom of speech was affirmed by the United States Supreme Court in the case of *Tinker v. Des Moines Community School District*, 393 U.S. 503 (1969).

(b) Students have the right to express themselves unless such expression materially and substantially interferes with the educational process, threatens immediate harm to the welfare of the school or community, encourages unlawful activity, or interferes with another individual's rights.

(c) Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities.

(1) Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression.

(2) Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.

(d) Identification of the individual student or at least one responsible person in a student group may be required on any posted or distributed materials.

(e) School officials may require students to submit for prior approval a copy of all materials to be displayed, posted or distributed on school property.

(f) Bulletin Boards shall conform with the following:

(1) School authorities may restrict the use of certain bulletin boards.

(2) Bulletin board space shall be provided for the use of students and student organizations.

(3) School officials may require that notices or other communications be officially dated before posting, and that such materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.

(g) School newspapers and publications shall conform with the following:

(1) Students have a right and are as free as editors of other newspapers to report the news and to editorialize within the provisions in paragraphs (4) and (5).

(2) School officials shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.

(3) School officials may not censor or restrict material simply because it is critical of the school or its administration.

(4) Prior approval procedures regarding copy for school newspapers shall



identify the individual to whom the material is to be submitted and shall establish a limitation on the time required to make a decision. If the prescribed time for approval elapses without a decision, the material shall be considered authorized for distribution.

(5) Students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by nonstaff members shall be developed and distributed to all students.

(h) The wearing of buttons, badges, or armbands shall be permitted as another form of expression within the restrictions listed in subsection (c).

(i) School officials may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school.

(1) A proper time and place set for distribution is one which would give the students the opportunity to reach fellow students.

(2) The place of such activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.

(j) School officials should adopt and publish guidelines for student use of school facilities and equipment.

(k) The constitutional right of freedom of speech guarantees the freedom of public school students to publish materials on their own.

(1) The school has no responsibility to assist students or to provide facilities in the publishing of such materials.

(2) The students themselves have sole responsibility for any statements published.

(3) Approval procedures must be followed prior to distribution or display of materials on school property. See subsection (i).

#### **§ 12.10. Flag Salute and Pledge of Allegiance.**

It is the responsibility of every citizen to show proper respect for his country and its flag.

(1) Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions.

(2) Students who choose to refrain from such participation shall respect the rights and interest of classmates who do wish to participate.

#### **§ 12.11. Hair and dress.**

(a) Students have the right to govern the length or style of their hair including facial hair. Any limitation of this right shall include evidence that the length or style of hair causes a disruption of the educational process or constitutes a health or safety hazard. Where length or style of the hair presents a problem, some types of covering should be considered.

(b) School officials may not impose limitations on dress unless the attire causes the disruption of the educational process or constitutes a health or safety hazard.

(c) Students may be required to wear certain types of clothing while participating in physical education classes, shops, extra-curricular activities, or other situations where special attire may be required to insure the health or safety of the student.

(d) Students have the responsibility to keep themselves, their clothes, and their hair clean. School officials may impose limitations on student participation in the regular

instructional program where there is evidence that the lack of cleanliness constitutes a health hazard.

§ 12.12. Confidential communications.

(a) Use of a student's confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceeding. See, for example, 42 Pa. C.S. §5945 (relating to confidential communications to school personnel).

(b) Information received in confidence from a student may be revealed to the student's parents, the principal or other appropriate authority where the health, welfare or safety of the student or other persons is clearly in jeopardy.

§ 12.13. (Reserved)

§ 12.14. Searches.

School authorities may search a student's locker and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary proceedings. Prior to a locker search students shall be notified and given an opportunity to be present. However, where school authorities have a reasonable suspicion that the locker contains materials which pose a threat to the health, welfare and safety of students in the school, student lockers may be searched without prior warning.

§ 12.15. (Reserved)

PUPIL RECORDS

§ 12.31. General Requirements.

(a) The governing board of every school district, intermediate unit and area vocational-technical school shall adopt a plan for the collection, maintenance and dissemination of pupil records and submit the same to the Department for approval.

(b) Copies of the approved plan shall be maintained by the local educational agencies and updated as required by changes in State or Federal law. Copies of the updated plan shall be submitted to the Department only upon the request of the Secretary.

§ 12.32. Elements of the Plan

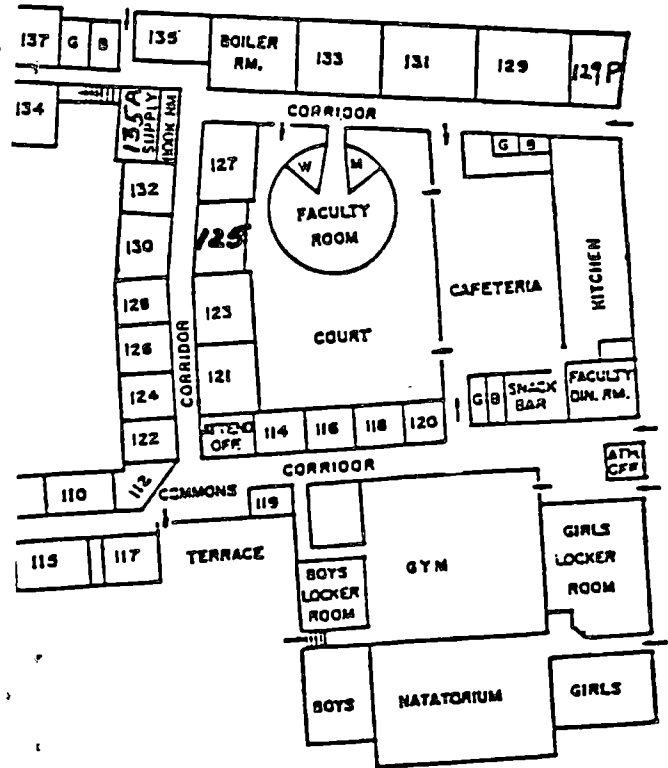
(a) The plan for pupil records shall conform to § 12.33 (relating to guidelines)\*, except that a school district may modify § 12.33 with the approval of the Secretary, to conform with local policy.

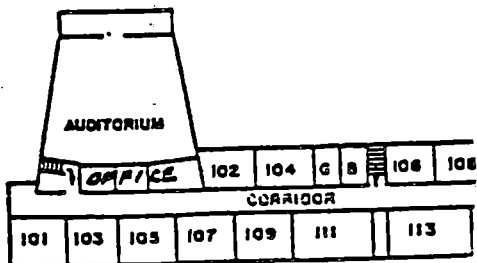
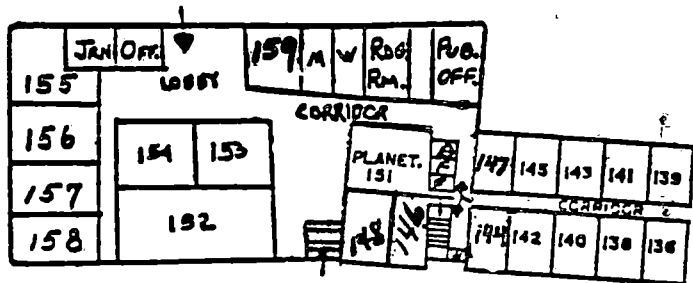
(b) The plan shall establish policies on pupil records consistent with the minimum requirements of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232g) and in 34 C.F.R. Part 99 (relating to privacy rights of parents and students).

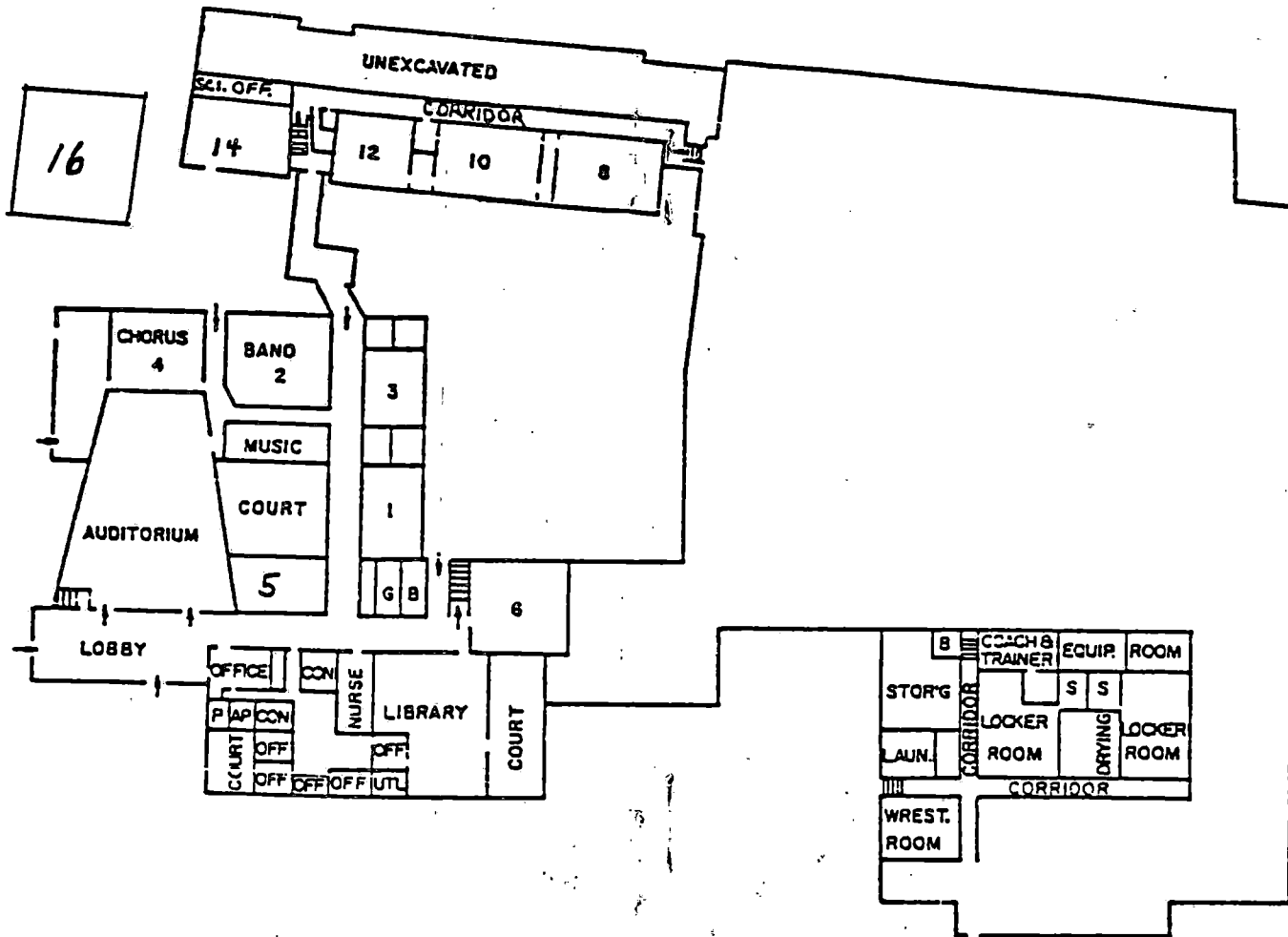
§ 12.33 (Reserved)

(Pa.B.Doc. No. 84-231, filed 2/17/84.)

\*Guidelines for the Collection, Maintenance and Dissemination of Pupil Records, the full text of which is set forth at 4 Pa.B. 1092 (June 1, 1974).







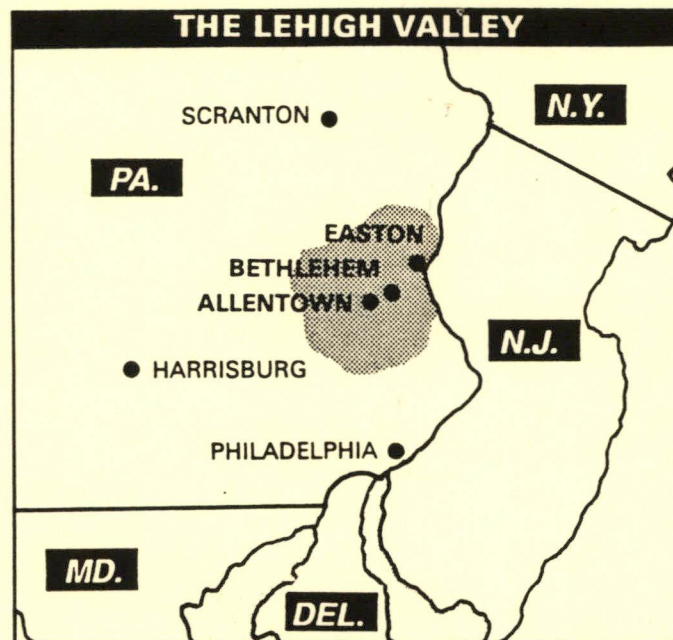
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# The Lehigh Valley Business-Education Partnership

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## TASK FORCE ACTION PLAN

*Business and education working  
together for the future*



**Chairman:**

**Mr. Edward Donley**  
Chairman, Executive Committee  
Air Products and Chemicals, Inc.  
7201 Hamilton Boulevard  
Allentown, PA 18195-1501

**(215) 481-7004**

# MESSAGE FROM THE CHAIRMAN

June 10, 1991

Dear Citizens of the Lehigh Valley:

This report is dedicated to the several hundred Lehigh Valley citizens who have generously contributed extensive amounts of their time and judgment to its preparation. It is the product of more than 18 months of effort by concerned managers, teachers, manufacturers, school administrators, CEOs, parents, and many others working toward education reform.

Since the formation of the Lehigh Valley Business-Education Partnership in the spring of 1989, President Bush and the governors of our 50 states have met in an education summit at Charlottesville, Virginia and have agreed upon goals for improving kindergarten through 12th grade education in the United States. President Bush and U.S. Secretary of Education Lamar Alexander have recently set forth their proposed program "America 2000: An Education Strategy" for carrying forward the goals which were devised by the 50 governors.

As this report shows, we in the Lehigh Valley are clearly in the vanguard of this education reform movement.

I personally express my most heartfelt appreciation to every Lehigh Valley citizen who has contributed to this important program. Our work, however, is by no means finished. It will require the deep dedication of every person interested in education reform to advocate the necessary changes to our neighbors, particularly to our thousands of dedicated teachers and public officials in the Lehigh Valley and throughout Pennsylvania who have the responsibility for the management of our school systems.



Edward Donley  
Chairman  
Lehigh Valley Business-Education  
Partnership  
Chairman, Executive Committee  
Air Products and Chemicals, Inc.

## UTILIZING THE QUALITY PROCESS TO ACHIEVE QUALITY EDUCATION IN THE LEHIGH VALLEY

The Lehigh Valley Business Education Partnership has "lived" the quality process during this important study phase of our work. Trust, mutual respect and understanding have developed among the many constituencies involved in the process (superintendents, CEOs, teachers, college presidents, parents, etc.). Team building has been accomplished and conventional wisdom and traditional ideas and concepts have been challenged.

This "quiet revolution" has established the foundation for success as the Partnership moves to the operational or implementation phase of our work. The Quality Process will be utilized in this ongoing phase of the work. Similarly all schools will be encouraged to implement this process toward building the necessary relationships to ensure long-term success of our "education improvement process."

# **THE LEHIGH VALLEY BUSINESS-EDUCATION PARTNERSHIP**

## **TASK FORCE REPORTS**

*The following is a summary report of seven individual task forces, each co-chaired by a leader from business and education. The complete document prepared by each task force is available for review at all Lehigh Valley Public and Private School District offices and these locations:*

*Allentown Public Library (main office)  
1210 Hamilton Street  
Allentown, PA 18102*

*Bethlehem Public Library (main office)  
11 West Church Street  
Bethlehem, PA 18018*

*Easton Public Library (main office)  
Sixth and Church Streets  
Easton, PA 18042*

*Allentown-Lehigh County Chamber of Commerce  
462 Walnut Street  
Allentown, PA 18105-1229*

*Bethlehem Area Chamber of Commerce  
459 Old York Road  
Bethlehem, PA 18018-5870*

*Two Rivers Area Chamber of Commerce  
157 South Fourth Street  
Easton, PA 18044-0637*

# **TASK FORCE REPORTS**

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- II. TASK FORCE ONE: THE LEARNING ENVIRONMENT
- III. TASK FORCE TWO: THE TEACHING ENVIRONMENT
- IV. TASK FORCE THREE: STATE REGULATIONS
- V. TASK FORCE FOUR: CURRICULUM
- VI. TASK FORCE FIVE: AT-RISK
- VII. TASK FORCE SIX: EDUCATION FOR EMPLOYMENT
- VIII. TASK FORCE SEVEN: BASIC/HIGHER EDUCATION  
COOPERATION
- IX. SPECIAL COMMITTEE ON RESTRUCTURING AND CHOICE
- X. TASK FORCE MEMBERSHIP
- XI. ACTION PLAN

## I. INTRODUCTION

All sectors of the American society have come to agreement in recent years over the need for changes of one sort or another in the U.S. educational system. The President of the United States and bipartisan leadership of both houses of the United States Congress have proposed comprehensive programs for reform of K-12 education.

National business leaders are increasingly voicing their concerns that the system is not producing enough graduates with the skills needed to keep -- or make -- U.S. industry competitive.

Several studies have shown that U.S. high school graduates do not compare favorably with those of other industrial countries with which the U.S. must compete. This is particularly true in the areas of science and math, which are particularly crucial to a technology-driven economy, but also applies to other disciplines.

Educators point out that the system operates in an increasingly difficult environment of factors beyond their control, factors such as the urban poor and single-parent families. The schools also have been required to take on many social educational responsibilities such as teenage pregnancy, AIDS and drug use -- in addition to academic requirements -- with no increase in the time students spend in school.

Into this environment the Lehigh Valley Business-Education Partnership was launched in 1989, as part of the Lehigh Valley Partnership.

The Lehigh Valley Partnership has been operating since April 1985 to mobilize private sector resources in response to the needs of the regional community. Its mission is to provide the resources of businesses in the community, in partnership with those of the public sector, toward selected initiatives which will improve the quality of life and the economic prospects for the people of the Lehigh Valley region. One of the prime concerns of the organization since its beginning has been education.

The Lehigh Valley Business-Education Partnership is led by a 27-member board of directors composed of 11 chief executive officers, eight secondary school superintendents, one vocational-technical school director, one community college president, one four-year college or university president, and five ex-officio representatives from labor, business, United Way, the Iaccoca Institute and the Lehigh Valley Association of Independent Colleges.

Its mission is to bring together people in the community who have the ability to influence the future direction of education and to permit them to jointly explore options that can have a positive influence on education in the Lehigh Valley. The overall objectives for the next several years are:

-- To identify the knowledge and skills that business, industry, arts, science and higher education will require all students to possess to compete effectively in the workplace of the 21st century.

-- To provide the motivation necessary to encourage learning and to enhance the value and role of our teachers.

-- To provide a more effective structure for using the skills and talents of business and other segments of the community to enhance education.

With those goals in mind, seven areas have been identified for further study by individual task forces, each co-chaired by a leader from business and education. More than 300 individuals from business, education, labor, government, youth and parents are volunteering their time to work on the task forces. Chartered to begin their work in April 1990, the task forces are:

-- The Learning Environment, to identify programs that will result in a higher level of commitment by students to learn material that is offered to them.

-- The Teaching Environment, to identify programs that will improve the teachers' environment to provide additional motivation.

-- State Regulations, to identify appropriate actions to cause change in the state regulations under which school districts must operate.

-- Curriculum, to identify areas where programs could be implemented to change or augment the curriculum to enhance learning, to establish clear and specific objectives that are measurable, and to hold educators accountable for attaining those objectives.

-- At-Risk Youth, to identify opportunities for special efforts to support youth at risk of becoming dropouts and to motivate them to stay in and even excel in school.

-- Education for Employment, to define an education-for-employment program using resources in the business community to smooth the transition of students from school to work by giving the students a better understanding of the work environment.

-- Basic Education/Higher Education Cooperation, to identify ways to use higher education resources to invigorate the K-12 teachers and provide them with expanded sources of information and support.

In addition, a special task force was chartered to examine areas of school restructuring outside of the defined areas of responsibility of the seven major task forces.

The task forces have now returned to the partnership with their initial reports, which form the bulk of this document -- first in summary form and then in their entirety. During 1991 the partnership will decide upon specific projects to be undertaken, based on these reports, and begin implementation. That implementation phase will continue into 1992 and beyond.

## **II. TASK FORCE ONE: THE LEARNING ENVIRONMENT**

- A. MISSION
- B. SPECIAL NOTE
- C. RECOMMENDATIONS FOR ACTION BY  
COALITION
- D. RECOMMENDATIONS FOR ACTION BY  
SCHOOL DISTRICTS
- E. RECOMMENDATIONS FOR ACTION AT THE  
STATE LEVEL
- F. SUPPORTING POINTS

## A. MISSION

To identify programs that would result in a higher level of student commitment to learn the material offered to them.

## B. SPECIAL NOTE

The task force was divided into three subcommittees to better cover the breadth of this subject. The subcommittees are:

- Basic Needs: Family and school support in the learning process.
- The School's Academic Setting: Creating a positive structure and work climate.
- Basics of Instruction and Beyond: Content and disciplines.

The recommendations of the three subcommittees have been combined into the following overall recommendations, but their individual reports have been maintained in the full body of this report.

## C. RECOMMENDATIONS FOR ACTION BY COALITION

- 1) Create a valley-wide consortium to address professional development for educators. The consortium should include representatives from the private sector and education. It would provide a center for staff development resources and information, and serve as a think-tank for innovation. Members would share ideas, programs, funding, etc.
- 2) Professional development should provide opportunities to view successful practices and for peer coaching. To accomplish this, a survey should be conducted to identify staff development options throughout the Valley. Linkages should be made with state programs, businesses, higher education, the community and school districts.
- 3) Businesses and Chambers of Commerce should offer seminars and workshops on parenting skills or education-related topics. Community-based organizations, business employees and educators should be invited to participate.
- 4) Parents must be educated about the merits of heterogeneous classroom groupings, as contrasted to existing homogeneous tracking and grouping patterns that sort and place students by ability levels.

5) A clearinghouse of information on suppliers of before- and after-school care services should be established. This database should include all public and private locations, program statistics and descriptions.

6) The benefits of successful child-care programs should be publicized.

7) Information about human services needs and existing resources in the Valley should be centrally compiled, analyzed and disseminated through one convenient referral system.

8) Media and citizen attention needs to be focused on human service problems, unmet needs, and available options for addressing those problems and needs.

#### **D. RECOMMENDATIONS FOR ACTION BY SCHOOL DISTRICTS**

1) Professional development opportunities for administrators should include skills in management and leadership, financial and strategic planning, communication, and hiring and evaluation.

2) Professional development opportunities for teachers should include motivational techniques, learning styles and methodologies, planning and communication skills, curriculum content (especially reading), uses of technology to stimulate learning, and teaching ethics.

3) Public schools should not sort students by their perceived ability into homogeneous groups in the formative school years, and thus decide which students will go on to higher education. To accomplish this, school districts should:

--Eliminate all barriers which might prevent students from reaching their full potential for academic excellence.

-- Eliminate all between-class groupings in elementary school. Each classroom should be heterogeneously grouped with high expectations for all students.

-- Abolish all tracking at least through the eighth grade. This should be a progressive process, with tracking abolished in K-3 in September 1991, and following those children through their school years. By the year 2000, all tracking will be eliminated in Lehigh Valley schools.

-- Provide all students with access to "gatekeeper" courses.

-- Offer advanced placement/honors courses only in the upper level courses and then to all highly qualified students.

-- Put off the beginning of a vocational-technical education until the 11th or 12th grade to ensure academic competency in basic skills for all vocational-technical students.

-- Encourage vocational-technical school students to further their education through trade and technical schools. Those schools should be supported financially, in part, by local industry.

- 4) Class size should be reasonable, reflecting teaching methodology, academic content, student capability and the needs of the student population.
- 5) Teachers need a well thought-out blueprint for instruction to teach to all modalities of learning.
- 6) Teachers and students can benefit from the thinking of others in an atmosphere of cooperative learning.
- 7) Schools should implement Adopt-A-Student programs to personalize the school experience to certain students by providing intensive one-to-one staff/student interaction. The staff member would maintain contact with the student at a rate of more than once per week to tutor in skill areas, listen to the student and be an advocate for the student.
- 8) Because strong reading skills are essential for the transfer of all knowledge, a reading emphasis is needed in all grades and subjects. In addition, this mandates improved library resources.
- 9) Strategies used for "gifted" students, such as an emphasis on teaching higher order thinking and reasoning skills, should be expanded to all students.
- 10) Pre-service teacher education and in-service development programs must include four distinct categories of teaching strategies: directive, mediative, generative and collaborative. Mastery of these strategies should be a precondition for entrance into the teaching profession. The strategies should be used on a daily basis in all classrooms.
- 11) Teachers should use highly developed discussion and questioning techniques in the classroom to promote student reasoning and higher order thinking skills across all disciplines.
- 12) High expectations for all students, insistence on mastery learning and a focus upon student accountability for outcomes must be present in all classrooms.
- 13) Training in problem solving, critical thinking and the basics of technological literacy should be part of the fundamental learning goals in every school.
- 14) Schools need to establish absenteeism prevention programs to provide preventative measures and early intervention services for children who are chronically absent or tardy from schools. The root causes of the problem must be examined and dealt with.

15) Students should only be excused from school for legitimate reasons. Dismissals for sports and special activities should be limited. Absences for personal reasons, other than illness, should be highly discouraged.

16) A program involving community-based organizations should be implemented in Lehigh Valley schools to provide youth and their families with a system for receiving needed human services.

17) Schools should develop before- and after-school child care programs, offered in their facilities and on a fee-for-service basis.

18) Developmental guidance classes should be introduced for all elementary schools to help improve self-esteem among younger students. In addition, an adequate number of guidance counselors should be provided for elementary students to help solve problems before they become destructive to the child.

19) Educational entities need to "market" themselves through innovative, media-oriented programs that highlight accomplishments and share successes. There must be an emphasis on the value and consequences of learning and the need for the constant acquisition of knowledge

## **E. RECOMMENDATIONS FOR ACTION AT THE STATE LEVEL**

1) The required age to stay in school should be changed to 18, in place of the current 16, which is based on an agricultural society and now creates a societal problem.

## **F. SUPPORTING POINTS**

1) The creation of an environment where the student is motivated to want to learn is fundamental to the education process.

2) Sufficient developmental opportunities for educators can serve to maintain a high level of proficiency to keep up with methodology, technological developments and their classroom applications, or course content.

3) Many administrators can benefit from training in management skills.

4) Many school districts have no effective system to coordinate staff development, despite Act 178.

- 5) There is a great deal of redundancy throughout the Valley as each school district creates its own staff development program.
- 6) When schools sort students by their abilities into homogeneous groups, the schools are deciding which students will go on to higher education. But, when an 18-year-old decides to be an auto mechanic, a physician or a secretary, that should be the student's decision and not that of a primary-grade teacher.
- 7) Effective teaching includes a variety of methods: cooperative learning, peer teaching, small group instructions, to name a few. But these many methods have not been consistently applied. Problems with environment and class size have meant that active learning experiences have not been the norm. In particular, large class-size often prevents teachers from giving individualized attention. Many teachers conduct their classes solely as lectures rather than as active learning experiences. They frequently do not set high enough standards and fail to incorporate positive reinforcements into their teaching approaches.
- 8) The amount of educational opportunity lost within the school schedule, as it is now defined, is high. Not enough of a student's time is spent in the classroom, focused on studies.
- 9) Educators have been called upon increasingly to assume responsibilities previously fulfilled by families. But parents can be a resource to strengthen the learning environment. They play a critical role in supporting the education of their children, from early childhood development through academic assistance to study reinforcement.
- 10) The physical, emotional, psychological and social needs of many children are not being satisfied in the home environment. As a result, many non-educational problems are impacting on the educational environment.

### **III. TASK FORCE TWO: THE TEACHING ENVIRONMENT**

- A. MISSION
- B. RECOMMENDATIONS FOR ACTION BY  
COALITION
- C. RECOMMENDATIONS FOR ACTION BY  
SCHOOL DISTRICTS
- D. RECOMMENDATIONS FOR ACTION AT  
STATE LEVEL
- E. SUPPORTING POINTS

## **A. MISSION**

To identify programs that will improve the teaching environment.

## **B. RECOMMENDATIONS FOR ACTION BY COALITION**

- 1) Certifying universities and school districts should establish partnerships for the development of leadership seminars, field study and applied research on changing roles of administrators and teachers.
- 2) Pre-service programs should be modified to create awareness at the entry level of the changing roles of school personnel.
- 3) In-service training of school administrators with similar managers from business, industry and higher education should be instituted.
- 4) All qualified persons interested in administration should be offered a formal assessment of their potential at a university-based center.
- 5) Colleges and universities should develop advisory councils of teachers and administrators to help design more effective pre- and in-service programs.

## **C. RECOMMENDATIONS FOR ACTION BY SCHOOL DISTRICTS**

- 1) In-service programs should provide teachers with the opportunity for creative interaction through non-threatening relationships to aid the development of a sense of professional community among teachers.
- 2) Qualified minority and women candidates should be identified, recruited and helped with their training for administrative positions.
- 3) Existing models of differentiated staffing, master/lead teacher programs and peer coaching should come under continuing review. Support should be provided for experimentation in these areas.
- 4) Beginning administrators should be assigned to a mentorship program that would serve as support system and liaison between district, university and novice.

- 5) Professional development programs should be systematically planned, focused and of long term to be effective.
- 6) Each teacher should have a professional development plan that is agreed upon by the teacher and a supervisor.
- 7) Teachers should be involved in planning in-service programs with the support and encouragement of the district to encourage professional dialogue and risk-taking.
- 8) Teachers should be actively involved in curriculum revision and review. This involvement should include exposure to innovative ideas, methods and technologies through in-service programs with area agencies, business, industry, and higher education, and through professional conferences.
- 9) Support of laws such as Act 178, the Professional Development Act, should continue.
- 10) Regional efforts that foster teacher sharing, such as the Lehigh Valley Lead Teacher Consortium, should be expanded.
- 11) Professional development of teachers and administrators should be based on the needs of students, staff and community.
- 12) Any meaningful evaluation system should provide for a variety of reviews that link professional development to classroom practice.

#### **D. RECOMMENDATIONS FOR ACTION AT STATE LEVEL**

- 1) Preparation programs for administrators should focus on the organizational skills, knowledge and attitudes needed for new roles and new partnerships within the schools, the district and the community.
- 2) Act 178, the Professional Development Act, should be strengthened to require participation by all educators.
- 3) The school year should be extended to include time for professional development.

#### **E. SUPPORTING POINTS**

- 1) The role of central staff administrator is moving from ultimate authority, central organizer and chief initiator of ideas to support, research and resource.

- 2) The role of the school principal has expanded beyond decision-making to include instructional and organizational leadership.
- 3) Minority populations continue to increase, but administrative ranks remain overwhelmingly white and male.
- 4) The traditional view of the role of the teacher as uninvolved in decision-making beyond the classroom is disintegrating with new demands for reform.
- 5) Staff development that makes a difference in the classroom can be accommodated by teachers helping other teachers in creative, non-threatening relationships.
- 6) There is much available information about teaching, learning and instructional leadership about which teachers in the field need to be updated.
- 7) Teacher development in schools needs to be more purposeful through adequate planning and support.
- 8) Act 178 is a positive but limited step toward mandating ongoing professional development.
- 9) Pre-service education of teachers must be revised in order to adequately prepare them for the classrooms of the nineties.

## **IV. TASK FORCE THREE: STATE REGULATIONS**

- A. MISSION
- B. SPECIAL NOTE
- C. RECOMMENDATIONS FOR ACTION AT  
STATE LEVEL
- D. SUPPORTING POINTS

## A. MISSION

To examine state regulations on education and identify appropriate actions to cause change where needed.

## B. SPECIAL NOTE

A subcommittee was formed to investigate the financial structure of public schools.

## C. RECOMMENDATIONS FOR ACTION AT STATE LEVEL

- 1) The State Department of Education and State Board of Education should organize and codify the regulations, laws, standards, guidelines, basic education memoranda and circulars, and court decrees that relate to the administration of schools. Duplication and conflict should be eliminated or reconciled, and priority and value should be assigned to the various components.
- 2) The General Assembly and Department of Education should eliminate out-of-date, irrelevant and otherwise inappropriate regulations from the education code. Standards, guidelines, basic education circulars or memoranda, and court or consent decrees no longer appropriate should be expunged.
- 3) The General Assembly should appropriate sufficient funds to allow for additional hours of instruction in the school year.
- 4) The General Assembly should pass legislation which encourages no-strike settlements of school labor disputes. This should include financial penalties for both boards of education and teachers if a strike or work interruption results in loss of instructional time.
- 5) The Department of Education and Board of Education should allow school districts the maximum amount of flexibility in meeting broad educational goals.
- 6) Accountability reporting requirements should be reviewed to eliminate unnecessary reports and consolidate the rest, standardize report formats, and develop a state-of-the-art data collection system that will avoid duplication of data collection and/or reporting.
- 7) All proposed legislation, regulations and standards should include an analysis of time and cost required for implementation. Legislation, regulations and standards should be issued only if full funding for implementation is provided. Education should be de-regulated at the federal and state levels to allow more authority and freedom to address local needs.

8) Local school districts should be given flexibility in hiring qualified personnel who are not certified, with the districts being held accountable for such hiring as measured by student success.

9) A plan should be developed to equitably provide federal and state programs and services to students in both public and nonpublic schools.

10) The statewide factor for per pupil spending used in calculating the base subsidy, known as FEE, must be set at an appropriate level. The determination of this level should be removed from the politically charged annual budgeting process. One possibility is to equate it to an acceptable and verifiable standard or indexing it by some similar measure.

11) Subsidy payments must be made to school districts in the month and year in which they are due, even if that means raising state taxes.

12) Another opportunity should be provided for tax reform that would allow school districts to more heavily use income-based tax.

13) The continuing charge that the current system of funding public schools in Pennsylvania does not provide equal opportunities to students in poorer districts must be resolved.

#### **D. SUPPORTING POINTS**

1) Pennsylvania's public schools are burdened by over-governance through a myriad of laws, regulations, standards, guidelines, court orders and basic education memoranda, and an over-emphasis on compliance and reporting to state and federal officials. These various elements are not codified or organized together in any helpful way.

a) Copies of these various regulatory components are sometimes difficult to obtain and not provided freely to school districts.

b) Even when they are available, the sheer volume and the uncoordinated status of these components makes full understanding of the requirements questionable.

c) Given these circumstances, school district administrators rely considerably on explanations by itinerant personnel in the Department of Education, on professional meetings and on discussions with their peers.

d) There is a perception at the local level that this proliferation of regulations (the generic term for all these components) serves as an obstruction to school administration and effective instruction.

- 2) Old laws are not "de-commissioned" when they no longer serve a valuable function. Some are not merely outdated, but even have a negative impact on modern education.
- 3) The minimum 180 days of instruction, mandated in the Public School Code of 1949, has in practice become a maximum because of state funding, tradition, collective bargaining and other reasons unrelated to student needs.
- 4) Instruction and learning are severely interrupted during teacher and school employee strikes. Under Act 195 of the Public School Code, Pennsylvania has had more teacher strikes than any other state.
- 5) The many regulations describe in detail the approaches that must be followed in the school setting rather than specifying general education goals for the student and the institution to meet.
- 6) Massive amounts of time are required to comply with reporting requirements imposed by the Department of Education and Board of Education. In many cases the reports are redundant and of little beneficial use to the schools or students.
- 7) Inflexible teacher certification requirements prevent school districts from hiring many qualified professionals with specific expertise.
- 8) Many federal and state programs and services are inadequately provided to nonpublic school students.

## **V. TASK FORCE FOUR: CURRICULUM**

- A. MISSION
- B. RECOMMENDATIONS FOR ACTION BY  
COALITION
- C. RECOMMENDATIONS FOR ACTION BY  
SCHOOL DISTRICT
- D. RECOMMENDATIONS FOR ACTION AT  
STATE LEVEL
- E. SUPPORTING POINTS

## **A. MISSION**

To identify improvements in curriculum for students K-12.

## **B. RECOMMENDATIONS FOR ACTION BY COALITION**

- 1) Businesses, industries and schools should form sustained partnerships for the acquisition, instruction and application of computers and other technology.
- 2) Vocational-technical students should receive advanced standing with community colleges for satisfactory completion of duplicated programs.
- 3) School districts and community colleges should develop partnerships to initiate tech prep.

## **C. RECOMMENDATIONS FOR ACTION BY SCHOOL DISTRICTS**

- 1) Thinking skills and communication skills should be integrated throughout the curriculum in every subject area.
- 2) Curriculum should be developed locally to meet the needs and aspirations of students and families served. When state and federal governments become involved with curriculum legislation, allowances should be made for a variety of responses from school districts that have unique differences in the communities they serve.
- 3) Curriculum development should reflect current research.
- 4) Computer instruction should emphasize software usage with keyboard familiarization and vocabulary presented in early grades, database and basic programming in middle grades, and advanced programming and program languages in later grades.
- 5) Integrated learning systems should be available in all schools for multi-disciplinary applications.
- 6) In-service training should be provided for all teachers on the use of computers in the classroom.
- 7) Teachers certified in technology should be employed to integrate computers into all facets of the curriculum.

- 8) Staff development programs should provide concentrated and continuing efforts to implement current workable research to improve instruction, and encourage literacy and skill enhancement among staff.
- 9) Teachers should be encouraged to provide cooperative learning experiences in addition to the prevailing competitive and individualistic approaches. This will teach group processing, positive interdependence, collective problem-solving and face-to-face interaction.
- 10) Varied literature experiences should be offered to all students, involving higher order skills such as inferencing, reasoning, processing and thinking.
- 11) Holistic instructional approaches should be employed to teach language, integrating skills that have previously been taught separately, such as spelling, writing, grammar, vocabulary and handwriting.
- 12) Programs should be offered to parents to emphasize the value of reading to their children.
- 13) Math and science instruction should concentrate more on process and application, and less on repeated drill and memorization.
- 14) In the early grades science instruction should require students to count things, collect and write data and observations, and recognize patterns.
- 15) Students should be made comfortable with uncertainty through science and math instruction.
- 16) The use of technology, such as computers, calculators and electronic interactive videos, should be integral to science and math instruction.
- 17) Learning experiences should be provided for the practical application of math skills to daily life and business situations.
- 18) Emphasis under the state's Chapter 5 Curriculum Regulations should be directed toward world history, American history, geography and economics.
- 19) Emphasis should be placed on the understanding of foreign cultures and political systems of countries with world-class economies.
- 20) Current events should be a regular discussion topic, with students encouraged to determine related cause and effect.
- 21) Foreign language instruction should be offered to all students over a minimum of four years.

- 22) Vocational-technical programs should be established through local needs, with linkages between academic and vocational curricula.
- 23) Competency-based education should begin in the elementary grades to provide greater success for students choosing vocational-technical training.
- 24) Instructional techniques should place less emphasis on the acquisition of facts and more emphasis on the processing of information.
- 25) Selected textbooks should incorporate suggested innovative instructional techniques, opportunities for thinking skills and problem-solving, and references to the use of technology.
- 26) Textbooks should be chosen to fit the curriculum, as well as the needs of the students.
- 27) Textbooks should be a basis for curriculum, but not as the only source of learning.
- 28) Explicit values should be established and advertised. These should include honesty, integrity, responsible behavior and respect for the individual.
- 29) Study groups, parent and teachers' conferences, and school programs should encourage the involvement of parents and guardians in learning and their children's education.
- 30) Standards should be set and incentives and awards should be provided for students, teachers and families.
- 31) Teachers should be encouraged to offer students experiences in cooperative learning.
- 32) Curriculum and testing should exhibit a clear match among what is written, what is taught and what is tested.
- 33) There should be less reliance on standardized testing and greater utilization of alternative assessment devices.
- 34) Testing should not control learning or be used exclusively to rate and compare schools and students. It should be a tool to help ensure a sound and appropriate education.
- 35) Selected tests should require responses in writing rather than multiple choice or true/false.

## **D. RECOMMENDATIONS FOR ACTION AT STATE LEVEL**

- 1) Increased funding at the state and federal levels is needed not only for secondary training programs, but also for assessment and retraining programs made available for adults.

## **E. SUPPORTING POINTS**

- 1) Two overriding themes became evident through the work of the task force. They are the critical needs for curriculum to integrate the teaching of thinking, reasoning and problem-solving into every subject area at every grade level, and the importance of establishing partnerships between businesses, industries and schools for the support and assistance necessary in offering instructional activities relevant to life and the workplace.
- 2) Jobs today are demanding better reading, writing and reasoning skills, and much more math and science. This is a continuing trend and it is projected that more than half the jobs in our economy at the beginning of the next century will require post- high school education.
- 3) Students today need more than knowledge. They need understanding, application and analysis in a wide context. Appropriate curriculum involves both content and process.
- 4) Technology can be an integral facet of a successful curriculum, but its practical application is dependent upon the context in which it is used.
- 5) Student academic achievement increases at least 10 percent with a good staff development program.
- 6) Curriculum will not be effective, regardless of well-thought- out sequences and appropriate applications to work or college requirements, if it is not delivered with good instructional performances that provide quality experiences that encourage application, retention and further learning.
- 7) Students need to be given the opportunity to select and extend reading and writing experiences beyond the limitations of English and reading classes. In addition to providing students with the opportunity to utilize their communication skills to enhance their learning of subject matter, they need to learn the components of language within the context of real-life reading, writing and listening experiences.
- 8) Insofar as the hard sciences and mathematics cannot be divorced, the teaching of them should be approached from a single frame of reference.

- 9) Repeated use rather than learning by rote is more likely to help students to retain details, mathematical constants and the like that are useful to have committed to memory.
- 10) Globalization has an impact on many facets of American life, but particularly so in the realm of economics, necessitating an understanding by students of foreign cultures. The second ramification is growing international competition.
- 11) Study of foreign cultures, an understanding of economics, and mastery of science and math will be essential preparation for most workers of the future.
- 12) All education, including vocational-technical, in today's society must be viewed for its ability to meet the changing needs of students and community.
- 13) In order to produce an effective workforce for the future, we need tech prep -- an articulated curriculum, spanning the last two years of high school and two years at a community college, designed to produce proficient technicians in advanced technology fields.
- 14) In a number of recent surveys, Valley employers have indicated their concern that their employees have difficulty thinking critically or independently.
- 15) The knowledge base students will use in their personal and employment lives will change from year to year. They must know how to acquire, understand, assess and use whatever knowledge base they encounter.
- 16) All too often textbooks are used as the single source for instruction, although there are fewer publications from which to choose and the information in texts is often outdated.
- 17) Children acquire values from their families, but today's families are spending far less time together. In addition, many families cannot provide the stability and guidance that children need to develop positive values toward learning and working.
- 18) Businesses can also become involved in the promotion of values, showing the students the relevancy of their learning to the workplace and modeling behavior characteristic of successful employees.
- 19) American business today is in search of futurists who will be motivated enough to become leaders. Industrial leaders seek individuals who can cooperate and communicate with co-workers.
- 20) Although tests are useful to measure certain areas of achievement and evaluate the appropriateness of an instructional program, there needs to be caution in the interpretation of test scores.

**VI. TASK FORCE FIVE:  
AT-RISK**

- A. MISSION
- B. RECOMMENDATIONS FOR ACTION BY  
COALITION
- C. RECOMMENDATIONS FOR ACTION BY  
SCHOOL DISTRICTS
- D. RECOMMENDATIONS FOR ACTION AT  
STATE LEVEL
- E. SUPPORTING POINTS

## A. MISSION

To identify opportunities for special efforts to support at-risk youth and to motivate them to stay in school and excel in their studies.

## B. RECOMMENDATIONS FOR ACTION BY COALITION

- 1) Free health care screenings should be provided for at-risk children.
- 2) Proper nutrition should be provided to all school-aged children. (This also requires state level action.)
- 3) A readily available, user-friendly clearinghouse of at-risk services and providers should be established. It should be accessible to all parents.
- 4) Uniform reliable measures of at-risk factors are needed. (All three sectors should be involved in accomplishing this.)
- 5) Commitments should be solicited from corporate, government and educational groups to provide resources to meet the needs of at-risk youth.
- 6) A program should be implemented to coordinate dropout prevention programs in the Valley's secondary schools.
- 7) Industry should be asked to provide a list of occupational needs for use in adjusting vocational-technical education programs accordingly. (This would also involve school district action.)
- 8) A bank of employee volunteers, who can be released during work hours, should be established to tutor children and/or parents on a one-to-one basis.
- 9) A corporate volunteer council should be established to cooperatively operate a review board to manage school and community requests for corporate dollars, nonmonetary resources and volunteer services.
- 10) Media strategies should be established to promote at-risk issues to the general community and to the business/corporate sector.
- 11) United Way's efforts to develop a plan to meet the health care needs of the socially-economically disadvantaged should be supported.

12) Weekend retreats and seminars should be held to emphasize the skills required for success in the workplace.

13) Grant-writing assistance should be provided to school districts.

### **C. RECOMMENDATIONS FOR ACTION BY SCHOOL DISTRICTS**

1) A common set of criteria for at-risk youth should be adopted for each stage of a child's development, including pre-school, elementary, middle/junior and high schools.

2) A common definition of a dropout should be adopted, which compares the enrollment of students in ninth grade with the number graduating four years later.

3) Parenting programs for families in need should be developed.

4) Teen pregnancy programs should be provided to assist pregnant teenagers in completing their education and to provide prenatal and parenting instruction.

5) Adequate preschool screening for risk factors should be developed and made readily available.

6) Pre-first grades for at-risk children should be established in each school district.

7) A drug education curriculum for K-12 should be adopted.

8) Work-study programs should be provided for dropouts, in which they would receive courses at their place of employment before and/or after work. This would enable the dropout to receive a diploma or G.E.D. certificate. (Coalition input also will be important here.)

9) Tutoring should be mandated for all students receiving 75 percent or lower on any course work.

10) Workshops on at-risk students should be provided for counselors, teachers and administrators.

11) Tutorial services should be provided before and after school as a supplement to teacher efforts.

12) Study hall periods should be used for tutoring during school hours. Teachers and/or peer tutors should be employed in this effort.

13) Academic readiness assessment should be implemented for at-risk youth in kindergarten, pre-kindergarten and pre-first grade.

- 14) All students should receive a study skills course prior to the seventh grade.
- 15) All students should graduate with the ability to read, write and compute. The school district must ensure this.
- 16) Bench mark requirements should be established for basic communication and computational skills at the end of elementary, middle/junior high and high schools. (This also requires coalition action.)
- 17) Parents-as-Teachers programs should be developed in each school district and/or neighborhood to train parents/guardians to enhance young children's development and skills.
- 18) School- and neighborhood-based information and support systems should be developed for parents/guardians.
- 19) The option of a full-day kindergarten should be available to provide children with extended school experiences.
- 20) Sufficient numbers of school personnel should be trained to use substance abuse programs.
- 21) Student Assistance Programs should be established for elementary, junior and senior high schools.
- 22) Support groups and cooperative learning groups should be provided to work as team toward graduation of at-risk students.
- 23) Summer training courses should be provided at company sites to allow students to experience various occupations and learn business etiquette.
- 24) Students under age 18 should be employed only if they maintain a "C" average in their school course work.
- 25) The number of professionally-trained guidance counselors should be increased within each school to work with the at-risk youth population.
- 26) A file of parents should be compiled by interest and area of expertise to be used by teachers as resources for instruction.
- 27) A high-profile of "alumni" of previous at-risk students should be trained to work directly with the at-risk student population.
- 28) Homework hotlines of teachers, peers, parents and business should be established.

- 29) The curriculum should be broadened to include positive role models for women and minorities.
- 30) A business education program should be established that integrates mentors and role models into the learning process. (This will also involve coalition effort.)
- 31) At-risk youth must be made to understand that he/she is accountable for achieving rigorous academic and behavioral standards, such as homework, study habits and conduct in the classroom.
- 32) Native-language vocational interest and aptitude assessment should be provided.
- 33) Career fairs sponsored by schools and business should be offered. (This will require coalition action as well.)
- 34) Stipends should be provided to volunteer teacher aides.

#### **D. RECOMMENDATIONS FOR ACTION AT STATE LEVEL**

- 1) School-based preschool programs targeted to low-income/high- risk children should be developed. They should provide transportation and case management studies. Every child eligible for Head Start programs should be enrolled.
- 2) A special competency academic and vocational course curriculum should be developed to assure enhancement of at-risk students' success rate.
- 3) Increased funding is needed for existing services for abused and neglected children and dysfunctional families.
- 4) The school year and the length of the school day should be restructured.

#### **E. SUPPORTING POINTS**

- 1) The school districts in the Valley do not have a common definition and agreed upon criteria to identify at-risk children at various stages of development. Consistency, continuity and parity across the geopolitical borders are essential to ensure a valleywide approach to the problem.
- 2) Educational/parenting programs that increase the prospect of academic success for at-risk children are generally lacking in the Valley. The first responsibility lies with parents, but not all parents are equally prepared to provide the home environment and support that guarantees success.

- 3) The lack of proper health care is a major risk factor. Research has shown that the learning process is enhanced when students have adequate nutrition and good health.
- 4) The at-risk child can and should be identified prior to entering the educational system. Early childhood development programs are essential.
- 5) There is a high correlation among substance abuse and the dropout rate, absenteeism from school and the workplace, poor academic performance, low worker productivity, and crime.
- 6) Grades nine through 12 are society's last opportunity to salvage at-risk youth. This is the time in life when at-risk factors become most acute.
- 7) Training aimed at identifying and dealing with at-risk children is found nowhere in the formal education process for our teachers and staff. Because at-risk youth require special programs and attention, professionals need special skills to deal with them.
- 8) Parents and employers are discovering that too many high school graduates cannot read, write or compute sufficiently to succeed in even entry level jobs. This factor inhibits the productivity of the Valley's workforce.

**VII. TASK FORCE SIX:  
EDUCATION FOR EMPLOYMENT**

- A. MISSION
- B. SPECIAL NOTE
- C. RECOMMENDATIONS FOR ACTION BY  
COALITION
- D. RECOMMENDATIONS FOR ACTION BY  
SCHOOL DISTRICTS
- E. RECOMMENDATIONS FOR ACTION AT  
ALL LEVELS
- F. SUPPORTING POINTS

## **A. MISSION**

To define an education for employment program that will use business community resources to facilitate the transition from school to workplace.

## **B. SPECIAL NOTE**

The task force was split into two subcommittees. They are:

- Employer and Education Needs
- Existing Programs Inside and Outside the Lehigh Valley

## **C. RECOMMENDATIONS FOR ACTION BY COALITION**

- 1) A job analysis survey of occupations in the Valley should be developed and maintained to ensure that academic, employability and occupational skills being taught are consistent with the needs of business and industry.
- 2) Formalized internship programs should be developed to allow existing teachers of all subjects, academic and vocational, to experience the workplace.
- 3) Local employers should be encouraged to require grades and attendance of those high school students they are considering for full-time and part-time employment. They should also be encouraged to use a formal employment application and an interview process.
- 4) Support should continue for an annual counselor tour and updating of the Resource Directory for elementary, middle and high school counselors. (This would be accomplished in cooperation with school districts.) Comments should be solicited on how useful, practical and helpful the Resource Directory is to guidance counselors, and modifications made as appropriate.
- 5) Employers should review employees serving on vocational- technical craft committees and business advisory committees. High quality, committed people should be assigned to these committees, which should be made a "prestigious" position on behalf of the company. Input should be solicited from Vocational-Technical Schools.
- 6) Employers should formalize their employee involvement in support of education to coordinate and be consistent in support. Employees should be encouraged to run for school boards and those who do should be supported by employers.

- 7) Excellence in vocational-technical students and teachers should be recognized and rewarded.
- 8) Employers must focus on the importance of education for employees with children and provide information and encouragement for parental involvement in education. Employers should be encouraged to hold vocational career nights at their location for employees and their children. Employers should also formalize their participation in tours for students, career days, etc.
- 9) Employment counseling should be provided to assist secondary students going into the workforce to match their skills with employer needs.
- 10) A "Quality Process" should be studied to determine how it can improve teamwork, attitudes, relationships and motivation for administrators, teachers, parents and students. Trust and teamwork must be built between businesses, school administrators, teachers, students and parents before any meaningful improvement will be made.
- 11) Vocational school administrators, instructors and counseling staff should develop aggressive programs to inform potential students about vocational-technical opportunities.
- 12) Parents should be encouraged to get involved with their children's education: to make resources available for good study habits, visit schools and meet with teachers. Parents should be encouraged to make certain that children are prepared to learn: properly nourished, prepared with homework assignments, and given an understanding of high standards of achievement.
- 13) Students should be assisted to explore careers through parental work experience discussion or visit, reading, discussion with counselors, interest and ability discussion, research and visits with other family members and friends' places of employment.
- 14) As demographics change, education must continue efforts to encourage unbiased gender career information. Business and industry must provide role models and encourage equity in employment practices.

#### **D. RECOMMENDATIONS FOR ACTION BY SCHOOL DISTRICTS (Including Vocational- Technical Programs & Schools)**

- 1) There should be a focus on good employment opportunities available as a result of competency-based vocational-technical education. A similar focus should concentrate on the strength of applied academics.
- 2) Excellence and achievement in students and teachers should be recognized and rewarded.
- 3) Technical fairs and other programs offered by the vocational- technical schools or industry should be supported to help students identify careers and interests.
- 4) A proactive approach should be adopted to "improve the image" of vocational-technical schools, students and programs.
- 5) Successes and accomplishments of students and teachers should be publicized. Excellence in teaching occupational skills should be promoted and achieved.
- 6) Vocational student organizations should be an integral part of the vocational curriculum to teach employability skills, professionalism, competitiveness, work ethic and leadership.
- 7) Parents should be encouraged to visit vocational-technical schools with their children at early ages to observe the many occupations available through training at the vocational- technical school.
- 8) The changing role of administrators in restructuring needs to be defined. Academic supervisor and administrative supervisor roles should be considered separately.

#### **E. RECOMMENDATIONS FOR ACTION AT ALL LEVELS**

- 1) Some business- and industry-related courses, referring to the integration of vocational awareness and workplace basics, in the curriculum for attaining a degree in education.
- 2) There must be a focus on excellence in basic education in grades K-9 to enable senior high school curriculums to develop new skills and a better knowledge of existing skills in academics, employability and occupational training.
- 3) Vocational awareness and workplace basics should be integrated into the K-12 curriculum.

- 4) The most effective delivery of social services to students should be studied.
- 5) A committee should be created to review the U.S. Department of Labor Apprenticeship Program and local industry apprenticeship programs, and integrate in cooperative education plans where possible.
- 6) There should be an evaluation of changing the structure of the school year.
- 7) Accountability should be introduced into the classroom education process.
- 8) State regulations should be changed so that working papers would not be issued to students with failures in any subject or unless they complete an employability skills training program.
- 9) The establishment of comprehensive vocational-technical schools should be evaluated.

## **F. SUPPORTING POINTS**

- 1) Solutions to the "Education for Employment" problem must be implemented throughout the education process and will interface with recommendations by other task forces.
- 2) These solutions will be helpful to those high school graduates who enter the workforce after a college experience.
- 3) There are both evolutionary approaches to solutions, which can be implemented within existing systems, rules, regulations and budgets, and revolutionary approaches, which might be more effective in the long term but will require significant change.
- 4) Solution of the "Education for Employment" problem will require the involvement of every facet of education, business, parents and the community.
- 5) There is no one program that will provide the solution, but there are many programs that can be implemented by the various sectors to begin making a difference.

**VIII. TASK FORCE SEVEN:  
BASIC/HIGHER EDUCATION  
COOPERATION**

- A. MISSION
- B. RECOMMENDATIONS FOR ACTION BY  
COALITION
- C. SUPPORTING POINTS

## **A. MISSION**

To develop strategies for broadening, deepening and institutionalizing intersector cooperation and resource sharing between basic and higher education.

## **B. RECOMMENDATIONS FOR ACTION BY COALITION**

- 1) A formal association between the Partnership and the Lehigh Valley Education Cooperative should be developed to enable ongoing rather than episodic cooperation. The senior leadership of the colleges and schools should regularly be involved in the work of the LVEC and the Partnership.
- 2) A fully interactive, distance-learning network should be established within the region to link colleges, school districts, and business educational and training sites.
- 3) Large scale conferences or workshops should be held periodically to address issues, themes or initiatives of interest to educators at all levels by bringing prominent national figures into the region.
- 4) Study groups should be established to explore issues similar to those of the conferences or workshops on a local level through multiple meetings during a restricted period of time.
- 5) Action research groups should be established to address specific concerns/problems of educational practice over an extended time by examining current knowledge, identifying and piloting interventions, and assessing their effectiveness.
- 6) Series of workshops or courses should be held during a restricted time period to utilize a specialist's expertise in a discipline as a readily accessible source of updating for subject area teachers.
- 7) Intensive collegiate partnership should be developed for an extended time to develop special projects, such as curriculum and instructional materials.
- 8) There should be more opportunities for team-teaching involving collegiate and school district faculty at both colleges and schools.
- 9) Collegiate faculty should be used more widely as guest lecturers by schools.
- 10) School faculty should have access to specialized equipment and facilities at colleges and industrial centers for professional development.

- 11) School districts should have easy access to visiting foreign faculty and students at area colleges.
- 12) Training, support and other incentives should be provided for college students to tutor elementary and secondary students, including academic credit to those who participate in well-structured, systematic tutorial programs.
- 13) More summer enrichment programs should be offered in the absence of legislation to lengthen the K-12 school year.
- 14) Collegiate programs for gifted and talented students should be developed in consultation with school districts.
- 15) Colleges should encourage the involvement of capable high school students in first-year college courses.
- 16) Programs should be provided for the parents/guardians of minority students to assist them with the process of planning for college.
- 17) Special learning and career-oriented opportunities should be provided for minority students with college potential.
- 18) The Partnership, through the LVEC, should sponsor a major conference for educators from both sectors to consider Partnership recommendations that impact relations between colleges and universities and school districts.
- 19) The Partnership (or LVEC on behalf of the Partnership) should convene a meeting of student leaders from each of the region's college, universities and high schools to sensitize them to the issues and elicit their support for Partnership efforts.

### **C. SUPPORTING POINTS**

- 1) Serious resource sharing and cooperation between colleges and districts holds promise of a stronger, richer educational environment for students, faculty and administrators.
- 2) Most current cooperative programs are episodic in nature, begun with heroic bursts of enthusiasm but likely to fall away for want of sustaining incentives and administrative support.
- 3) Neither the basic nor the post-secondary educational sector provides significant incentives for their employees or students to sustain serious collaborative programming and collegiate relationships in the face of competing responsibilities.

4) Many regional accrediting bodies, including the Middle States Association of Colleges and Schools, have endorsed school-college collaboration through academic alliances.

5) Cooperation between basic and post-secondary education must be treated as a vital, normal function of both sectors. This can only happen if those with authority and with access to resources decide to take a systematic approach to building and maintaining cross-sectorial communication and cooperation.

6) New technologies, as well as new organizational structures are required if serious cooperation is to become a reality.

## **IX. SPECIAL COMMITTEE ON RESTRUCTURING AND CHOICE**

- A. MISSION**
- B. RECOMMENDATIONS**
- C. SUPPORTING POINTS**

## A. MISSION

To investigate areas of school restructuring outside the defined areas of responsibility of the seven major task forces, primarily the areas of parental choice programs and lengthening the school year and/or school day.

## B. RECOMMENDATIONS

- 1) The length of the school year should be increased. This is potentially less disruptive than other forms of restructuring in the lives of students, teachers and parents.
- 2) Recognizing that there is growing support for the choice movement it should be a priority in the State of Pennsylvania to change regulations in order to facilitate fair and carefully drawn tests of choice programs at locations in the state where most appropriate.
- 3) Limited types of parental choice systems should be available, possibly including magnet school systems offering specialized instruction and focused programs at particular institutions.
- 4) The Partnership and other groups should pursue an ongoing dialogue about cooperation between adjacent school districts and the establishment of broader choice programs, as a consensus-building process.

## C. SUPPORTING POINTS

- 1) The large number of school boards and political entities in the Valley indicate that restructuring options that could involve a number of school districts will require a significant amount of consensus building and political cooperation.
- 2) Many school professionals throughout the Valley are genuinely interested in exploring restructuring options that could strengthen the educational system.
- 3) K-12 students in the U.S. attend school a significantly lower number of days than students in countries that have consistently scored higher in recent years in educational attainment.

4) The typical 180-day school year in the U.S. was more appropriate for our agrarian past than for a future that will require higher levels of basic skills for participation in the non-agrarian workforce.

5) Most professional educators believe the extended summer vacation in the U.S. results in a significant interruption in the educational process from K-12. A significant amount of time must be devoted each fall to bringing students up to the levels they already possessed at the time that school vacation began.

## **X. TASK FORCE MEMBERSHIP**

## **WHO IS THE PARTNERSHIP?**

Established in 1989, as part of The Lehigh Valley Partnership, LVBEP brings together leaders in business and education. The Governing Boards of Directors is comprised of eleven chief executive officers, eight school superintendents, one vocational-technical school director, one community college president, one union representative and one four-year college or university president.

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Mr. John T. Burke, President, Bethlehem Administrators Education Association  
Dr. Richard H. Cahn, Administrator, Allentown School District

Mr. Joseph A. Cammarata, Director, Eastern Northampton County Vocational-Technical School

Dr. Michael S. Clark, Administrator, Northern Lehigh School District

Mr. John F. Cooney, Campus Executive Officer, Penn State University, Allentown Campus

James J. Cusimano, Esq., Director, Department of Education, Diocese of Allentown

Mr. Thomas J. Doluisio, Administrator, Bethlehem Area School District

Mr. Jerold Dougherty (Ex-Officio), President, East Penn Education Association

Dr. F. Laird Evans, Administrator, Salisbury Township School District

Dr. David L. Fallinger, Administrator, Northwestern Lehigh School District

Dr. Frank J. Farrell, Administrator, Catasauqua Area School District

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Dr. James E. Gilbert, President, East Stroudsburg University

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Dr. M. David Preston, Administrator, Saucon Valley School District

Mr. Carmen J. Riola, Administrator, Parkland School District

Mr. Russell H. Roper, Administrator, Pen Argyl School District

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Dr. Jerry B. Stout, Executive Director, Carbon-Lehigh Intermediate Unit #21

Mr. Ralph J. Tarola, Administrator, Northampton Area School District

Dr. George E. Taylor, Superintendent, Quakertown Community School District

Mr. Eric Weiland, President, Lehigh County Vocational-Technical Education Association

Dr. Daniel J. Yakubecek, Administrator, Whitehall-Coplay School District

Mr. Albert J. Zarbatany, Administrator, Wilson Area School District

**TASK FORCE ONE:  
THE LEARNING ENVIRONMENT**

*Co-Chairs*

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William L. Leary Jr., Superintendent, East Penn School District

**MEMBERS**

***Subcommittee 1: Basic Needs***

Michael Carpenter, 11th grade student, Parkland and Lehigh County Vocational-Technical School

Victoria A. Cerulli, Guidance Counselor, Palmerton Area School District

Thaddeus N. Dobracki, Senior Principle Process Engineer, Air Products and Chemicals Inc.

Ella Jane Kunkle, Director, Lower School Moravian Academy

Patricia Lunt, foreign language teacher, Southern Lehigh School District

Karen Peters, Coordinator of Adult and Continuing Education, Lehigh County Vocational-Technical School

Carol Rhoads, Vice President for Administration and Finance, Cedar Crest College

James Scagliotti, Director of Pupil Personnel Services, East Penn School District

***Subcommittee 2: The School's Academic Setting***

Donelle Bowie, social studies teacher, Allentown School District

Jerold Dougherty, President, East Penn Education Association

Jane Ervin, parent, East Penn School District

Julie Iannini, 11th grade student, Emmaus High School

David Reinhard, teacher, Springhouse Junior High School

Joseph Roy, social studies teacher, East Penn School District

Louis Serensits, English teacher, East Penn School District

William Yerger, Principal, Rinehard School, Saucon Valley School District

***Subcommittee 3: Basics of Instruction***

Cecilia Birdsell, Board Secretary, East Penn School District

Deborah Hunter, parent, Nazareth Area School District

Sue Jones, parent, Salisbury Township School District

Audrey Mathison, English teacher, Parkland School District

Dr. Joyce Morgan, Dean of Community Education, Northampton Community College

Tracy Rosbaugh, Director of Personnel Relations, Pennsylvania Power & Light Company

***Facilitators***

Laura C. Finn, Manager of Human Resources Services, Air Products and Chemicals, Inc.

Carol A. Keene, Senior Training Specialist, Air Products and Chemicals, Inc.

Rebecca L. Ray, Training Coordinator, Air Products and Chemicals, Inc.

Lynn N. Scheitrum, Manager of Human Resources Planning, Air Products and Chemicals, Inc.

Lisa A. Weigel, Secretary, Air Products and Chemicals, Inc.

**TASK FORCE TWO:  
THE TEACHING ENVIRONMENT**

***Co-Chairs***

Dr. Richard Cahn, Superintendent, Allentown School District

John A. Jordan Jr., Senior Vice President, Bethlehem Steel Corporation

**MEMBERS**

Richard Burton, President, Allentown Chapter NAACP

Dr. Elaine Clark, Staff Development/Teacher Training , Intermediate Unit 21

Sharon Czekner, teacher, Allentown School District

Ed Duckvitz, teacher, Easton School District


Dr. Galen Godbey, Director, Lehigh Valley Association of Independent Colleges

William Hoppe, General Manager, Bethlehem Steel Corporation

Bruce Hutchinson, Principal, South Mountain Middle School

William Kirkendall, Science Department Head, Salisbury Township School District

Anthony Kovalovich, teacher, East Penn School District

 James LeVan, student, Dieruff High School

Fern Mann, President, Allentown Education Association

Dr. Charles Marple, Professor of Education, Kutztown University

Gary Mauer, teacher, Area Vocational-Technical School

Dr. John McAdams, Assistant Superintendent for Instruction, Allentown School District

Jack H. McNairy, Resident Vice President, Merrill Lynch, Pierce, Fenner & Smith Inc.

Edward Meehan, Executive Director, Rider-Pool Foundation

Ellen Pagano, School Director, Bethlehem Area School District

Fred Phillips, teacher, Northwestern Lehigh School District

Beatrice Ramirez, coordinator, Casa Guadalupe

Robert C. Wood, President, Wood Company

Beth Yocum, teacher, Allentown School District

**TASK FORCE THREE:  
STATE REGULATIONS**

*Co-Chairs*

Dr. Michael F. Greene, Superintendent, Southern Lehigh School District

John R. Howell, Chairman, First Valley Bank

**MEMBERS**

John Adams, First Valley Bank

Joseph Bard, Commissioner of Basic Education, Pennsylvania Department of Education

Dr. Robert Barthlow, President, Lehigh County Community College

Dr. James Cusimano, Superintendent, Diocese of Allentown

Ruth Dex, board member, East Penn School District

Donald L. Foellner, Director, Bethlehem Area Vocational-Technical School

Leon C. Holt Jr., Vice Chairman of the Board, Air Products and Chemical Inc.

Antoinette Johnson, teacher, Allentown School District

Joseph Mangan, Fuller Company

D. Phillip Markley, teacher, Southern Lehigh School District

Dr. Peter Sipple, Headmaster, Moravian Academy

Dr. Roger H. Martin, President, Moravian College

David Myers, Bethlehem Steel Corporation

Virginia Schiffer, Nurse Educator, Allentown School District

Claude Shappelle, Assistant Superintendent, Nazareth Area School District

James Snell, Business Manager, Southern Lehigh School District

Donald Steffy, Principal, Parkland Jr. High School

Dr. Jerry Stout, Executive Director, Intermediate Unit 21

*Subcommittee*

Frederick Barnyard, Chief Financial Officer, First Valley Bank

Sharon Dries, parent, Southern Lehigh School District

Marley Numbers, parent, Southern Lehigh School District

James Snell, Business Manager, South Lehigh School District

**TASK FORCE FOUR:  
CURRICULUM**

*Co-Chairs*

John D. Jenkins, Nazareth Area School District

Alexander Mackiewicz, AT&T Microelectronics

**MEMBERS**

Joseph A. Cammarata, Eastern Northampton County Vocational-Technical School

Barbara Diamant, Bethlehem

Dr. Kathryn F. Groller, Allentown

Dr. John R. Holloway, Allentown

Betty J. Itterly, Pen Argyl

Dr. Robert Mundhenk, Vice President for Academic Affairs, Northampton Community College

Kathleen Schintz, Emmaus

Linda Stubits, Nazareth

**TASK FORCE FIVE:  
AT-RISK**

*Co-Chairs*

Thomas J. Doluisio, Superintendent of Schools, Bethlehem Area School District

Gary Shorts, Publisher and CEO, The Morning Call

**MEMBERS**

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Dr. Raymond Bell, College of Education, Lehigh University

Julianne Brazina, counselor, Project E.A.S.Y. and JPTA Program, Allentown School District

Eleanor Brinker, teacher, Swain School

Joseph Cammarata, Director, Eastern Northampton County Vocational-Technical School

Kathy Friedenber, Northampton Community College

Sister Lea Hunter, Co-Founder, Learning Club

Sandra Jones, Valley Youth House

Dianne Koch, NIE Coordinator, The Morning Call

Josephine McPhillips, teacher, Bethlehem Area School District

Alice Mesaros, Alcohol Council

Susan Miosi, Lehigh County Department of Human Services

Craig Moyer, Principal, Northampton School District

Jon Peters, Wiley House

John Pressmann, former State Representative

Mary Redline, Discere Inc.

William Scharf, Greenfield Associates

Carol Sham, administrative intern, Bethlehem Area School District

Kathleen Shorter, Department of Physical Therapy, Easton Hospital

George Spill, Managing Partner, Deloitte & Touche

Cheri Sterman, Binney & Smith Inc.

Dr. Michael Waddell, Assistant Principal, Emmaus High School

**TASK FORCE SIX:  
EDUCATION FOR EMPLOYMENT**

*Co-Chairs*

Frank J. Farrell, Superintendent, Catasauqua Area School District

Elmer D. Gates, Vice Chairman, Fuller Company

**MEMBERS**

Alfonso Abruzzi, President, Teamsters Local 773

Ted Calaruso, Bethlehem, Job Service

Carl Crouse, South Lehigh High School

Merlin Davidson, Bethlehem Steel Corporation

Nancy Dischinat, Private Industry Council

Diane Donaher, Lehigh Valley VICA

Mike Dowd, Two Rivers Area Chamber of Commerce

Dr. Griffith Dudding, PP&L Training Center

Carol Garrett, parent, Allentown

William Hartman, industrial arts teacher, Allentown

Dawn Harvey, business education teacher, Catasauqua High School

Larry Hecht, Iacocca Institute, Lehigh University

Milagros Hines, teacher, Catasauqua

William Kuhnsman, President, Crowder Jr. Company

Robert Kopecek, President, Northampton Community College

Drew Landis, Binney & Smith Inc.

Sean M. McManus, Air Products and Chemicals Inc.

\* Mike Meilinger, Principal, Dieruff High School

Larry Oberly, economics, Nazareth High School

Carmen Riola, Administrator, Parkland School District

Joe Rothdeutsch, Director, Lehigh County Vocational-Technical School

Donald Saul, Bethlehem Steel Corporation

Jack Siplak, Metropolitan Edison Company

George Soto, Inner City Coordinator, Boy Scouts

R. Erik Wassenich, Allentown

Barb Yost, business teacher, Allentown

**TASK FORCE SEVEN:  
BASIC/HIGHER EDUCATION**

*Co-Chairs*

Dorothy Gulbenkian Blaney, President, Cedar Crest College

Sheldon P. Siegel, President, WLVT-TV Channel 39

**MEMBERS**

Donald Benner, President, Industrial Development Corporation

Margo Borinsky, teacher, Parkway Manor Elementary School

Robert Cohen, consulting engineer for Lehigh Valley and independent counselor

Jack Cooney, Campus Executive Officer, Penn State Allentown

Dr. Laird Evans, Administrator, Salisbury Township School District

Dr. Galen Godbey, Director, Lehigh Valley Association of Independent Colleges

Theodore Hartz, professor, College of Business, Kutztown University

Charles Klein, Principal, Cetronia Elementary School

Dr. Robert Kopecek, President, Northampton County Community College

Dr. Evette Lamka, Director of Basic Instructional Service, Intermediate Unit 21

Dr. Robert Mauro, Principal, Lehigh County Vocational-Technical School

The Rev. Gary Miller, Chaplain, Lafayette College

Marlene Mondlak, Chairman, English department, Salisbury High School

Peter Sipple, Headmaster, Moravian Academy

Marvin Zim, Director of Corporate Communications, Union Pacific Corporation

**SPECIAL COMMITTEE ON  
RESTRUCTURING AND CHOICE**

*Chairman*

Laurence W. Hecht, Executive Director, Iacocca Institute, Lehigh University

**MEMBERS**

Ross Born, President, Just Born Inc.

James J. Cusimano, Director, Department of Education, Diocese of Allentown

Dr. F. Laird Evans, Administrator, Salisbury Township School District

Jane Gerencher, teacher, Moravian Academy

Dr. Robert J. Kopecek, President, Northampton Community College

Dr. Jonathan C. Messerli, President, Muhlenberg College

Dr. William J. Moloney, Administrator, Easton Area School District

Donna Mulholland, President and CEO, Easton Hospital

William Nothstein, teacher, Catasauqua Area School District

Dr. M. David Preston, Administrator, Saucon Valley School District

Dr. Jerry B. Stout, Executive Director, Intermediate Unit 21

Joseph L. Teklits, Eastern Division Manager, Metropolitan Edison Company

**STEERING COMMITTEE**

*Chairman*

John A. Jordan, Jr., Vice President, Bethlehem Steel Corporation

**MEMBERS**

John V. Cooney, Campus Executive Officer, Penn State, Allentown

Bert P. Daday, Special Assistant to President for Community Affairs, Pennsylvania Power & Light Company

Edward Donley, Chairman of the Executive Committee, Air Products and Chemicals, Inc.

Jerold Dougherty, President, East Penn Education Association

Dr. F. Laird Evans, Superintendent, Salisbury Township School District

Elmer D. Gates, Vice Chairman, Fuller Company

George R. Hall, Retired Manager Community Affairs, Bethlehem Steel Corporation

Laurence W. Hecht, Executive Director, Iacocca Institute

Dr. Robert J. Kopecek, President, Northampton Community College

Gary Shorts, Publisher and CEO, The Morning Call

Marcia Theodoredis, Publisher, Rodale Press, Inc.

Ellen Weller, Consultant

## **XI. ACTION PLAN**

**Lehigh Valley Business-Education Partnership (LVBEP)**

**Implementation of Final Report Recommendations**

## RATIONALE FOR RECOMMENDATIONS

- 1) Positive reinforcement by making and reporting progress in the near term.
- 2) Encourage the building of "operational partnerships" to complement "study partnerships."
  - \* Business -- Employee
  - \* Business -- Education
  - \* Business -- Human Services
- 3) Continue creative "study partnerships" in search of new ideas.
  - \* Combining Business/Administrative functions among districts.
  - \* Meeting state mandates with paramedics.
- 4) Consistent with President's and Governor's Programs.

## GUIDING PRINCIPLES

- 1) The LVBEP, gaining in cohesiveness and stature, should endeavor to maintain sufficient control over the implementation process so as to influence the outcome.
- 2) The LVBEP should seek to maintain the active involvement of key educators and businesspersons, who have been active in the leadership of the task forces, in the implementation process.
- 3) Given the comprehensive nature of the current recommendations and the probability that the evolution of education reform will necessitate changing priorities and revisions in emphasis and scope, it is desirable that the LVBEP retain maximum flexibility in respect to its implementation of action plans in future years.
- 4) Early success in achieving positive action on selected and prioritized recommendations will enhance the stature of the LVBEP and provide momentum for positive action on other recommendations.
- 5) Given the history of involving a large number of interested persons in the fact finding and report writing activities, it is important that the implementation process be of sufficient scope and depth so as to encompass all of the recommendations that survive the final report.
- 6) Periodic status reports should be provided to persons active on the original task forces. Consideration should be given to reactivating the task forces or some other similar vehicles at a future date, e.g., 1994, in order to reassess the original findings.

7) The LVBEF endorses the education goals for America that were adopted by the President and Governors at the Charlottesville Summit and will endeavor to incorporate the achievement of those goals into its ongoing action plans.

## **STRUCTURE**

### **Steering Committee**

- \* State Action Committee
- \* Coalition Action Committee
- \* School District Action Committee
- \* Restructuring and Choice Action Committee
- \* Strategic Planning Action Committee

### **Communication Committee**

### **Funding Committee**

## **COMMITTEE ACTIVITY DESCRIPTION**

### ***Steering Committee***

- 1) Provide the Board of Directors with a minimum of three recommendations for each Committee to be implemented initially by the LVBEF.
- 2) Approve the action plans of the Committees.
- 3) Initiate a Strategic Planning Process to implement the other Task Force recommendations in a timely fashion.
- 4) Monitor the progress of the State, Coalition, School District and Restructuring and Choice Committees and the Strategic Planning Committee.

### ***State, Coalition, School District, Restructuring and Choice and Strategic Planning Committees***

- 1) Recruit committee members from Task Forces, Chambers of Commerce, School Works!, Lehigh Valley Education Cooperative, VICA, etc.
- 2) Develop action plans for the implementation of the initial recommendations.

- 3) Determine milestone schedule for the implementation of the recommendations.
- 4) Implement the action plans.

#### *Communications Committee*

- 1) Develop a communications plan for implementation on June 10.
- 2) Work with the Steering Committee to develop an ongoing communications plan to facilitate the implementation process of the action committees.

#### *Funding Committee*

- 1) Provide the necessary financial resources when necessary.

### **LEHIGH VALLEY BUSINESS-EDUCATION PARTNERSHIP RESPONSE TO NATIONAL EDUCATION GOALS**

The LVBEP initiated its education improvement efforts independent of the convening of the Summit on Education in Charlottesville, Virginia. This Educational Summit has significantly raised the visibility of the "education improvement process" and the short- and long-term efforts of the LVBEP should be, and will be consistent with the six goals outlined at the Educational Summit which are:

- 1) All children in America will start school ready to learn.
- 2) The high school graduation rate will increase to at least 90 percent.
- 3) American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.
- 4) U.S. students will be first in the world in science and mathematics achievement.
- 5) Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities conducive to learning.
- 6) Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The above goals are challenging and will continue to challenge the LVBEP in its pursuit of educational excellence in the Lehigh Valley.

## **RECOMMENDATIONS--STATE ACTION COMMITTEE**

- 1) The State Department of Education and State Board of Education should organize and codify the regulations, laws, standards, guidelines, basic education memoranda and circulars, and court decrees that relate to the administration of schools. Duplication and conflict should be eliminated or reconciled, and priority and value should be assigned to the various components.
- 2) School-based pre-school programs targeted to low-income/high risk children should be developed. They should provide transportation and case management studies. Every child eligible for Head Start programs should be enrolled.
- 3) Working papers should not be issued to students with failures in any subject or unless they complete an employability skills training program and the required age to stay in school should be changed to 18, in place of the current 16, which is based on an agricultural society and now creates a societal problem.

## **RECOMMENDATIONS--COALITION ACTION COMMITTEE**

- 1) Businesses and Chambers of Commerce with the assistance of human service organizations, should offer seminars and workshops on parenting skills or education-related topics.
- 2) Professional development opportunities for administrators should include skills in management and leadership, financial and strategic planning, communication, and hiring and evaluation.
- 3) Free health care screening should be provided for at-risk children and a readily available, user-friendly clearinghouse of at-risk services and providers should be established which is accessible to all parents.
- 4) A job analysis survey of occupations in the Valley should be developed and maintained to ensure that academic, employability and occupational skills being taught are consistent with the needs of business and industry.
- 5) Employers should formalize their employee involvement in support of education to coordinate and be consistent in support. Employees should be encouraged to run for school boards and those who do should be supported by employers.

6) A "Quality Process" should be studied to determine how it can improve teamwork, attitudes, relationships and motivation for administrators, teachers, parents and students. Trust and teamwork must be built between businesses, school administrators, teachers, students, and parents before any meaningful improvement will be made.

## **RECOMMENDATIONS--SCHOOL ACTION COMMITTEE**

1) Teachers should be involved in planning in-service programs with the support and encouragement of the district to encourage professional dialogue and risk-taking.

2) Thinking skills and communication skills should be integrated throughout the curriculum in every subject area.

3) A common set of criteria for at-risk youth should be adapted for each stage of a child's development, including pre-school, elementary, middle/junior and high schools and a common definition of a dropout should be adopted, which compares the enrollment of students in ninth grade with the number graduating four years later.

4) Excellence and achievement in students and teachers should be recognized and rewarded and a proactive approach should be adopted to "improve the image" of vocational-technical schools, students and programs.

5) A drug education curriculum for K-12 should be adopted.

6) All students should graduate with the ability to read, write and compute. The school district must ensure this.

7) Emphasis under the State's Chapter 5 Curriculum Regulations should be directed toward world history, American history, geography and economics.

8) Students should be made comfortable with uncertainty through science and math instruction. The use of technology, such as computers, calculators and electronic interactive videos, should be integral to science and math instruction.

9) There should be a fully interdependent system of education, using the latest technology as well as face to face contact, from pre-Kindergarten through doctoral study. This means linkages between schools and colleges, teachers in all institutions, as well as student to student relationships, are essential to excellence in education and economic competitiveness.

## **RECOMMENDATIONS--SPECIAL COMMITTEE ON RESTRUCTURING AND CHOICE**

Retain and expand the Special Committee on Restructuring and Choice to examine in depth the following four Committee recommendations:

\* The length of the school year should be increased. This is potentially less disruptive than other forms of restructuring in the lives of students, teachers and parents.

\* Recognizing that there is growing support for the choice movement, it should be a priority in the State of Pennsylvania to change regulations in order to facilitate fair and carefully drawn tests of choice programs at locations in the state where most appropriate.

\* Limited types of parental choice systems should be available, possibly including magnet school systems offering specialized instruction and focused programs at particular institutions.

\* The Partnership and other groups should pursue an ongoing dialogue about cooperation between adjacent school districts and the establishment of broader choice programs, as a consensus-building process.

## **RECOMMENDATIONS--STRATEGIC PLANNING ACTION COMMITTEE**

Recognizing that the many recommendations contained in all of the LVBEP Task Force reports will be addressed by a wide spectrum of individuals and public and private sector organizations, it is imperative that a comprehensive strategic plan be developed. This strategic plan will be the overall blueprint against which progress in individual recommendations not being dealt with by the State, Coalition and School District Action Committees will be measured.

Similarly, we are operating in a constantly changing world, and this strategic plan will be periodically reviewed and adjusted where appropriate to any new realities in the environment in which we are living.

Responsibilities of this committee are:

\* Develop the initial strategic plan which incorporates the recommendations of the LVBEP Task Force reports not being dealt with by the State, Coalition and School District Action Committees.

\* Develop an implementation and monitoring schedule and periodically report progress to the committee.