



National Association of Federally Impacted Schools

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Andy Rotherham
Domestic Policy Council
The White House
Washington, DC 20502

August 23, 1999

Dear Mr. Rotherham,

Enclosed please find information you requested from John Forkenbrock regarding the Impact Aid program. The packet includes:

- NAFIS's proposed changes for the reauthorization of Impact Aid;
- Differences between NAFIS and the Administration's proposed changes;
- A letter from Richard Vought of the Lac du Flambeau Public School regarding what he does with Impact Aid funding;
- Several issues of "Making an Impact: What Districts do with Impact Aid"; and
- A recent NAFIS newsletter.

Please let me know if I could be of further assistance.

Sincerely,

Pauline L. Proulx
Communications Director

CLINTON LIBRARY PHOTOCOPY

The NAFIS Family

MISA
*Military Impacted Schools
Association*

NISA
*National Indian Impacted
Schools Association*

Section 8002 Districts
*Federal Property
Districts*

USA
*Underfunded Schools
Association*

**JUSTIFICATION FOR PROPOSED CHANGES
TO
THE IMPACT AID STATUTE
TITLE VIII OF THE IMPROVING AMERICA'S SCHOOLS ACT OF 1994
(National Association of Federally Impacted Schools)**

Introduction:

The 1994 Reauthorization of Impact Aid marked the first major change to the Impact Aid Program since its inception in 1950. The 1994 change created a second tier formula to the basic support element of the program (Section 8003) replacing the old method of funding federally connected school districts when the appropriations level is insufficient to fully fund the program. The new formula referred to as LOT (Learning Opportunity Threshold), is based on a dependence factor as it measures a federally impacted school district's dependence on Impact Aid. The basis of the measurement is the sum of the:

- a) percentage of students enrolled that are impact aid eligible, and
- b) percentage that the maximum impact aid payment is of the general fund

The total percentage is considered the school district's LOT factor which is then multiplied by the maximum payment the district would receive with full appropriations. This then becomes the school district's payment. Should there still be insufficient funds to fund districts at 100% of their LOT factor, all districts are prorated equally. Should there be adequate funding to increase a district's payment above their full LOT level, districts then receive additional funds equally prorated, however no district can receive a funding level in excess of their maximum payment. This approach has worked well and NAFIS does not propose to change this 1994 change as it does what in fact, Congress envisioned in that funding is allocated to those districts with the greatest dependence on Impact Aid.

The federal properties section of the law (Section 8002) also saw a significant change in 1994 through the adoption of what has been called the "highest and best" formula. The new formula takes the current condition of the taxable property adjacent to the federal property and allows for the assessment of the federal property to match the assessment of the taxable property as determined by the local assessor. This new formula although it does do a better job of measuring the "true" loss of taxes to the school system, has caused the funding for the program to be prorated at levels at or near 10% of the maximum amount a district should receive. Total maximum funding for the program has grown from a pre-1995 level of approximately \$35 million to an amount that now exceeds \$250 million. The result is that those rural districts that have not seen a significant increase in taxable land values as compared to more urban 8002 eligible districts would lose considerable funding under proration. To address this, Congress passed a technical amendment that established a floor for all districts based on a percentage of the amount a district received in FY 1994. This approach has provided stability to the program and although the "highest and best" approach is a fairer way by which to measure the loss of taxes, the need for a permanent floor has already been established through the passage of the technical amendment that is now a part of the current law. **This permanent floor must be continued in the next reauthorization.**

Having provided a brief synopsis of the 1994 reauthorization, the NAFIS proposal does not suggest any significant changes to the current program. Other than continuing a funding floor for Section 8002 (federal property districts) as described above, the only other areas where NAFIS is proposing a change is in adjusting the weights for off-base military and civilian children (civilian eligibility would remain at 10% of enrollment or 1,000 students); addressing the issue of government housing privatization efforts; placing the "Additional Assistance For Heavily Impacted School Districts" Section 8003(f) into the basic support program eliminating the separate authorization (was included in the FY 1999 Labor, HHS, and Education Appropriations Bill as a pilot project); eliminating Section 8009 (State Equalization); and, suggesting that the program's administration be improved including the notion that the program should be transferred to the Department of Treasury.

Below is a brief section-by-section description of the NAFIS proposal.

- 1) Wish to amend Section 8001 -- **(Purpose)** to better reflect the impact of federal land/students on a school district, i.e. Indian trust land (Indian land)/Soldier's and Sailor's Relief Act.
- 2) Wish to amend Section 8002 -- **(Federal Property)** to insure that local educational agencies that did not gain as a result of the new "highest and best" formula placed into the statute in 1994 are provided a funding floor.

Summary of change: Every eligible local educational agency receiving funds prior to enactment of the "new" authorization, will receive a payment (NAFIS assumes beginning in 2001) that is 37% of the maximum amount the district should have received in FY'94 or the preceding year closest to FY '94 if the L.E.A. did not receive a payment in FY'94, but no later than FY '89. The 37% figure is based on the percentage of their FY'94 maximum entitlement that section 8002 districts received in FY'94 that then served as the base of the hold harmless language contained in Title VIII as amended ---this will take approximately \$10 million. Following this calculation, the dollars remaining between the amount appropriated in FY'95 (\$16.3 million) and the \$10 million needed to fund the "foundation payment" (approximately \$6.3 million) would then be pro-rated among all districts based upon each district's percentage of the total assessed value of all section 8002 districts -- (based on the highest and best formula contained in current law) After funding special need districts (approximately \$1 million) ~~FINAL~~, those funds available above the \$17.5 million would be split 75% to "highest and best" and 25% to increase funding above the foundation payment.

3) Section 8003 -- (Basic Support Payments)

No change in LOT calculation
No change to weights for Civilians who Live and Work On --- 1.0
No change to weights for military on-base --- 1.0
No change to weights for Indian land --- 1.25
No change to weights for Low-rent Housing --- .10
No change to eligibility for civilian children payment (1,000 or 10%)

Section 8003 -- (Basic Support Payments) continued

Wish to amend weights for off-base military (currently) at .10 and weights for civilians who live or work on federal property (currently) at .05

<u>New weights</u>	Military off-base .25
	Civilian live or work on .10

Rationale: Base realignment/downsizing and privatization of housing is moving students off base (despite an overall decrease in military students nation-wide). This trend coupled with the Soldier's and Sailor's Relief Act is placing an increased financial burden on local educational agencies serving military children.

We are seeing an increase in the number of civilian children claimed due to two factors: [1997-- 248,374] [1998 --258,798] +4.2%

- 1) More defense jobs are being moved to the civilian work force of which many are retired military (they have the expertise to perform the jobs and continue to enjoy the benefits of retired military, i.e. base exchange purchasing/medical benefits)
- 2) Indian land districts have claimed more civilian children recently due to tribal members coming back to the reservations to work in casinos, but who cannot find housing on the reservations.

Financial Impact of Weight Changes:

Based on the amount currently received by eligible school districts as a percentage of their LOT payment -- it would require approximately \$60 million in increased funding to maintain the status quo.

Question: How much will heavily impacted local educational agencies lose should the weight changes described above be implemented?

Answer: No district will lose funding. The proposal provides that in each year of the new authorization the funding provided per weighted student unit will not be less than the amount received the previous year. Should program funding be reduced "all" districts would be pro-rated equally from the amount received per weighted unit in the previous year.

When calculating a local educational agency's payment the Department would pay them at either their LOT percentage payment or the previous year's payment per weighted student unit -- whichever is greater. In no case however, would a district see a reduced impact aid payment unless ---

they experienced a drop in their federal ADA
" experienced a drop in their local contribution rate
the program saw a drop in funds -- in which case all districts
would be equally pro-rated (all would take the same percentage
cut in funding)

4) Section 8003(d) -- **(Children With Disabilities)** No change

5) Wish to amend Section 8003(e) -- **(Holdharmless)** language as currently in law would be deleted with a provision that would guarantee districts a funding level at either their LOT payment or the amount received per weighted student unit in the previous year, whichever is higher. If appropriations are insufficient to maintain the dollars per weighted student unit, payments would be prorated.

6) Wish to amend Section 8003(f) -- **(Heavily Impacted School Districts)** to include in the statute the demonstration program that was placed in the FY'99 Labor, HHS, and Education Appropriations Bill. What in effect it does is to place the "Heavily Impacted" provision into the basic support program, by increasing the weights of students in those districts eligible under this subsection. Eligibility would not be effected as a district must still be highly impacted, have a tax rate equal to at least 95% of the state average and have a per pupil expenditure below the state average. The major change in addition to a weight and guaranteed LOT percentage of 100%, is that a newly eligible district would not access the additional money until the year following their eligibility and a district losing its' eligibility would not lose funding until the year following its' loss of eligibility. This guarantees timely payments --- otherwise payments would have to be held up until the Department determined each district's eligibility for each year which depends on tax and student expenditure data which in turn depends on how quickly the data can be retrieved from the state and the National Center for Education Statistics (NCES).

7) Wish to delete Section 8003 (g) -- **(Additional Payments For Local Educational Agencies With High Concentrations of Children With Severe Disabilities)** has never been funded.

8) Section 8004 -- **(Policies and Procedures Relating to Children Residing on Indian Lands)** No change

9) Section 8005 -- **(Application for Payments Under Section 8002 and 8003)** No change

10) Section 8006 -- **(Payments for Sudden and Substantial Increases in Attendance of Military Dependents)** was previously repealed

11) Wish to amend Section 8007 -- **(Construction)** to split the money 50%/50% between eligible Indian land and military districts, with Section 8008 districts not receiving money under section 8008 eligible for inclusion within the military portion of the pot.

12) Section 8008 -- **(Facilities)** No change

13) Wish to delete Section 8009 -- **(State Consideration of Payments in Providing State Aid)**

Those districts in states that are equalized find themselves at a disadvantage when compared to other non-impacted school districts when it comes to the issue of capital projects. The more heavily impacted school districts cannot even put a bond referendum on the ballot, thus although expenditures in the general fund may be equalized, a disparity still exist when considering the ability to access capital funds. Allowing these districts to receive what they otherwise "should" receive in state aid would help address this problem. States current equalized include: Alaska, Kansas, and New Mexico.

14) Wish to amend Section 8010 & Section 8011 -- **(Federal Administration & Administration Hearings and Judicial Review)** to review program timelines requiring the appeal process to be expedited --- and to transfer the program to the Department of Treasury **Wish to maintain authorization jurisdiction under the current committees as well as appropriations under Labor, HHS and Education.**

15) Section 8012 -- (**Forgiveness of Overpayments**) No change, although report language is requested that would direct the Department of Education to maintain the current regulations as the basis upon which to rule on over payment forgiveness requests. Will provide a clear and concise understanding as to what constitutes a over payment forgiveness allowance.

16) Wish to amend Section 8013 -- (**Definitions**) to clarify certain terms such as what constitutes available revenue, local revenue, and to clarify that definitions found in this section will take precedent over any rule or regulation promulgated by the Department.

17) Section 8014 -- (**Authorization of Appropriations**) No change "such sums as are necessary"

18) Privatization -- (**Addition to the statute**) would include a new "subsection" in Section 8003 stating that any action on the part of the federal government transferring federal land to a private developer for purposes of constructing housing that is located within the boundaries of a military installation or Indian reservation would not result in the reduction of students residing on such land from their current "a" status to "b" status. Instead, the students would remain as "a" children when determining their weights and after the second year, the Secretary would reduce the overall impact aid payment received by a L.E.A. having such children by any revenue received by the L.E.A. from taxes received from the property owned by the private developer.

Summary:

The intent of the statute is maintained and the work that Congress put forth in 1994 is left in tact. The changes that are proposed are either ones that the impact aid community feel would refine the present program to insure funding equity, particularly for those local educational agencies that were hardest hit by the 1994 changes to the program. The concept of program dependence is not compromised. Other changes are mainly with the administration of the program which over the past two years has been one of the worst of any federal program administered by the federal government and certainly the worst of any program administered by the Department of Education.

DIFFERENCES BETWEEN ADMINISTRATION AND NAFIS

SECTION 8001 - PURPOSE

Administration: Would shorten the purpose to as they say, "provide a succinct statement of the program's purpose, as is typical of other programs, in place of the statement in current statute, which is overly long and which refers to certain categories of eligibility that other provisions of the bill would repeal."

NAFIS: Maintains the current provision with additional language that emphasizes "local control" with little bureaucracy and identifies the impact of the Indian treaties and the Soldier's and Sailor's Relief Act. Also identifies the difficulty districts have in raising capital expenditures.

SECTION 8002 - FEDERAL PROPERTY

Administration: Would significantly change the current statute. In order to remain eligible a local educational agency (LEA) would have to have a "current" aggregate assessed value (under the highest and best formula) that is at least 10 percent of the total assessed value of all real property in the LEA. "This new provision will ensure that payments under section 8002 are made only to LEA's in which the presence of Federal property continues to have a significant effect on the local tax base."

The administration's language would also eliminate all provisions that address single school district issues. It would also provide a three year phase out for those (approximately 80) local educational agencies that would be eliminated from the program, i.e. 75% of the amount received in FY'99 in year one; 50% in year two; and 25% in year three.

NAFIS: The NAFIS proposal would continue the present law and would only change the distribution formula to insure a more equitable distribution of funds under the highest and best formula provision included into the statute in 1994. Under the NAFIS proposal LEA's eligible to receive funds between 1989 and 1994, would be paid a foundation payment based on their "full" entitlement in FY 1994 or the year most recent to FY 1994. A second payment would be made to those LEA's receiving a Section 8002 payment in FY 1995 based on their percentage of the national highest and best total property assessment. 75% of any additional funds would be distributed under the highest and best formula and 25% of the remaining funds would be distributed as per the foundation payment.

All language in the current statute addressing single district needs would remain. A new subsection (l) would be added "Data: Preliminary and Final Payments". This provision would require section 8002 eligible LEA's to submit all required data to the Department of Education within 30 days following the application deadline (normally January 31). LEA's not submitting the required data would not receive funding from the appropriations bill providing funds for the applicable year. Funds from other sources would have to be obtained. The language requires the Secretary to pay out at least 60% of the amount paid to the LEA in the previous year not later than 60 days following the passage of an Appropriations Bill and final payments are to be made no later than 12 months after the application deadline.

SECTION 8003 - PAYMENTS FOR ELIGIBLE FEDERALLY CONNECTED CHILDREN

Administration: The administration makes major changes to this section of the law.

Section 8003(a) - Only provides for Indian land; civilian who live and work on; and military on-base (including foreign military officers) as eligible categories of students. Accordingly all the weights for those children removed from the eligibility category would be eliminated. Department estimates that approximately 300,000 children would remain eligible (current eligibility approximately 1.2 million).

Section 8003(b) - Administration would delete requirement that a LEA must have an enrollment of at least 400 ADA or 3% of its' total enrollment in order to qualify for payment. Thus, any LEA with "(a)" children would qualify for a basic support payment.

Administration's proposal would eliminate two of the four options currently in the statute for the establishment of a LEA's local contribution rate (LCR). One-half the higher of the state or national average per pupil expenditure would be eliminated. In its place would be the average percentage of the state's local contribution/of the average per pupil expenditure, multiplied either by the state average per pupil expenditure or the national average per pupil expenditure --- whichever is higher. The administration would propose that the Secretary shall use (in calculating the LCR) data for the third year preceding the fiscal year for which the calculation is being made, unless such data is not provided to the Secretary by the State by September 30 of the fiscal year preceding the year for which the payments are made. Should the latter occur, the Secretary shall use data from the most recent fiscal year for which data is available and is satisfactory to the Secretary.

Section 8003(b)(B) - Learning Opportunity Threshold (LOT) is maintained in the administration's proposal, however a change in the calculation of the LOT is proposed. Under the administration's plan a LEA's LOT would be 50% + one-half the LEA's percentage of federal ADA. Thus, if a LEA's percentage of federal children was 30%, the LEA's LOT percentage would be $50 + 15 = 65\%$. It removes from the calculation the provision in current law that uses the percentage the LEA's maximum payment is of the LEA's total current expenditures. The Department justifies this change on the following: "The proposed LOT would consistently favor LEA's with high concentrations of federally connected students, which face a disproportionately high burden as a result of Federal activities, unlike the current statute, which allows an LEA to reach a LOT of 100 percent even though the federally connected students constitute considerably less than 100 percent of its total student body. The revised LOT would also remove the current incentive for LEA's to reduce their local tax effort in order to earn a higher LOT." The administration's proposal would also remove the provisions addressing "Hawaii" administrative units (single local education agency) and Hanscom Air Force Base.

Other provisions in 8003(c) through 8003(d) conform to the changes made in subsection (a) and (b). Holdharmless provision (8003(c)) is deleted.

Section 8003(f) Additional Assistance For Heavily Impacted Local Educational Agencies. The administration does not propose elimination of this subsection, but proposed major alterations: Qualification would be based on at least 40% "a" children; tax rate for general-fund purposes that is at least 100 of the average tax rate of comparable LEA's in the State --- coterminous districts would be considered as meeting this requirement; a LEA would have to make every effort to obtain financial assistance from the State and from other sources; and State would have to make state aid available to the LEA on at least as favorable basis as it does to other LEA's.

The administration states that their proposal would replace the current highly complicated provision with a single formula that, for each eligible LEA, would factor in per-pupil expenditures, the number of its federally connected children, the amount available to it from other sources for current expenditures, and the amount of basic support payments it receives under section 8003(b) and the amount of supplemental payments for children with disabilities it receives under section 8003(d). The administration's proposal appears when calculating the amount of "Unmet Need" to factor in the LEA's per pupil expenditure as it relates to their standing with the state's average per pupil expenditure. If a LEA's per pupil expenditure is greater than the state's average per pupil expenditure the unmet need is lessened and the LEA's payment grows smaller if not totally eliminated. Clearly discriminates against LEA's who have a per pupil expenditure greater than the state average. Very few LEA's will remain in the program.

The data to determine eligibility and payment calculation shall include student, revenue, expenditure, tax, and any other necessary data from the second preceding fiscal year --- IF the LEA or the State agency provides the Secretary those data within 60 days of being requested in writing to do so. If the data is not

provided, the Secretary shall use such data from the most recent preceding fiscal year for which data that are satisfactory to the Secretary are available. [Under current law, the Secretary is required to use student, revenue, expenditure and tax data from the third fiscal year preceding the fiscal year for which the determination on an application is to be made --- the NAFIS proposal would not change this provision]

Section 8003(g) - Additional Payments for High Concentrations of Children With Disabilities. The Administration would propose to eliminate this subsection. NAFIS concurs.

Section 8003(h) - Other Federal Funds. Under current law, a LEA receiving funds under Section 8003 and that also receives funds under the old section 6 (DoD domestic schools program/or by contract) could continue to do so. The Department proposes this provision be changed to prohibit a LEA receiving a substantial portion of their educational program from other federal funds from receiving funding under Section 8003.

Section 8003 (i) - Maintenance of Effort. The administration's proposal would eliminate this provision from the statute which stated that to remain eligible for Impact Aid funding, a LEA must maintain the amount of its spending per pupil to no less than 90% of its spending from the previous year.

NAFIS: The proposal for Section 8003 as supported by NAFIS would call for very few changes to the current statute.

Section 8003 (a) - NAFIS would maintain the current law except to change the weights for off-base military children from its current .10 to .25 and for civilian dependent children from its current .05 to .10.

Section 8003(b) - The current payment structure, including the calculation of the local contribution rate (LCR) and the learning opportunity threshold (LOT) would remain unchanged. It is NAFIS's position that this structure has worked as Congress envisioned in 1994 and should not be altered. Dollars are targeted under the LOT formula to where there is the greatest "need".

The NAFIS proposal would make two substantive changes:

A new paragraph (3) would be added to this subsection, "Special Rule On Computation of Payments For Special Needs". This provision would insert the present pilot program for subsection 8003(f) LEA's into the basic payment section of the law. Once a LEA is found eligible under the provisions of subsection 8003(f), it would (the year following its eligibility) see its basic support payment increased as per the use of weight and LOT adjustments. Paragraph (3) provides for the method by which the Secretary shall calculate payments for these "high need" LEA's.

A new paragraph (5) is to be added to this subsection, "Computation of Payment for Local Educational Agencies affected by removal of property from tax-exempt status". This provision addresses the privatization issue by allowing a LEA that has had property removed from non-tax status to taxable property (because of an action by the federal government) shall be able to continue to claim as children residing on this property as "a" category children. For the first two fiscal years following the removal, the Secretary shall continue to count such children as "a" category students. After the second fiscal year (the beginning of the third fiscal year), the Secretary shall count such children as "a" category children, but in processing the payment shall deduct from the LEA's payment for these children the "actual revenue produced by taxation by the federal property" transferred and received by the LEA.

Section 8003(c) Hold-Harmless Amounts. The NAFIS proposal maintains a hold-harmless provision, but changes the current law to conform with the new hold-harmless language. The new language would direct the Secretary to pay each eligible LEA under subsection (b) an amount not less than the amount "received per weighted student unit for the preceding fiscal year unless the amount the LEA is to receive as calculated is less than the amount received by such LEA in the previous fiscal year, in which case the LEA will receive the lesser amount." In other words an LEA could not receive less per weighted student unit than what it received in the previous year unless the LEA experienced a drop in total federal weights,

a reduced LOT percentage, or a drop in its LCR all of which would mean a reduced maximum support payment from what it had the previous fiscal year. Reduced appropriations for the program could also mean less money per weighted unit, but this would be prorated throughout the program so that all LEA's would be effected the same.

Section 8003(f) would remain the same as in current law except it is written to conform with the previous provision transferring the payment portion of the program to basic support. Initial program eligibility conforms to the current law. Once eligible a LEA will maintain its eligibility as long as it maintains the federal ADA percentage requirement and maintains a tax rate equal to 95% of the state average. Should a LEA lose its eligibility, funding would be eliminated the year following their ineligibility. Their eligibility would be re-certified as long as they again met the enrollment and tax rate percentage requirements, but would not receive a payment until the year following their re-certified eligibility. Also newly eligible LEA's meeting the eligibility requirements of this subsection would not receive a payment under paragraph (3) of section 8003(b) until the year following their eligibility.

Section 8003(g) is deleted as in the Administration's proposal.

NAFIS does not propose any changes to the remaining subsections of Section 8003, i.e. subsection (h) and (i). The Department does recommend a change to subsection (h) and would delete subsection (i). The NAFIS proposal rennumbers these subsections as (g) and (h) respectively.

SECTION 8004 - POLICIES AND PROCEDURES RELATING TO CHILDREN RESIDING ON INDIAN LANDS

Administration - Although it may not appear on the surface to be much of a change, the administration's proposal would propose a major change to this section of the law by moving the Impact Aid program for LEA's educating children residing on Indian land to a categorical program and away from the original intent of Impact Aid --- a general payment program to compensate LEA's for the loss of taxable property due to the presence of the federal government.

The administration's proposal would change the title of this section to, "Indian Community Participation". They would propose to require any LEA receiving Impact Aid funds and which receives funds under the Indian Education Act (Title IX of ESEA) to meet the current "Indian participation" requirements by adhering to the activities planned and carried out by the Indian parent committee established under the Indian Education Program grant under Title IX. The LEA could also choose to form such a committee for that purpose if they were not participating in a Title IX program. A LEA could also comply with this "committee" requirement by complying with the parental involvement provisions of Title I and must comply with those provisions for Indian children who it serves under Title I. A LEA could also use their Impact Aid funds (except for the special education portion) for activities designed to increase tribal and parental involvement in the education of Indian children.

The waiver from the IPP's as is currently in the law would be removed. The Department's rationale for their removal, "The proposed amendments relating to community involvement are sufficiently important that all affected LEA's should comply with them and keep records to document their compliance."

NAFIS: NAFIS does NOT propose any changes to this section of the statute.

SECTION 8005 - APPLICATION FOR PAYMENTS UNDER SECTION 8002 AND 8003

Administration: The Administration does not propose any substantive changes to this section except certain conforming amendments. They do however, remove from the statute paragraph (4) of the section allowing the State of Alaska to be deemed an applicant.

NAFIS: NAFIS does NOT propose any changes to this section of the statute.

SECTION 8006 - PAYMENTS FOR SUDDEN AND SUBSTANTIAL INCREASES IN ATTENDANCE OF MILITARY DEPENDENTS

Administration: Recommends the deletion of this section.

NAFIS: Concurs with the Administration and recommends the deletion of this section.

SECTION 8007 - CONSTRUCTION

Administration: The Administration proposes that this section be reserved only for Indian land LEA's with an enrollment of at least 50% Indian land children. Thus, their proposal eliminates those LEA's with an enrollment of at least 50% military related dependent children as well as those LEA's not meeting the 50% threshold, but meet the Section 8003(f) criteria.

The distribution of the funds to the eligible LEA's remain as in current law as it would be an equal distribution to those LEA's with an approved application --- each eligible LEA would be required to make application for the money including an assessment of its school-construction needs and their plan for the use of the money. The amount received under this provision could not exceed 50% of the cost of the project. Funds not obligated to a local educational agency within three years of the approval of its application shall be reallocated to other eligible LEA's.

NAFIS: NAFIS does not propose any substantive changes to the current law with two exceptions. One, the NAFIS proposal would reserve 50% of the money appropriated for military-related LEA's and 50% for Indian-land LEA's. The pro-rated distribution method as in current law would be maintained.

The other change would be to allow those LEA's with section 8 buildings (Department of Education owned facilities) to participate in the program in any year in which they did not receive funds under section 8.

SECTION 8008 - FACILITIES

Administration: The administration recommends that the current language be maintained. No change.

NAFIS: NAFIS concurs with the administration. No change to current statute

SECTION 8009 - STATE CONSIDERATION OF PAYMENTS IN PROVIDING STATE AID

Administration: The administration wishes to tighten the requirements allowing a state to be considered equalized, but does not really do much to tighten the eligibility rope. All requirements of current law would be maintained except that in order for the State to be considered equalized it must have a average per pupil expenditure that is at least 80% of the national average per pupil expenditure. Will not effect Kansas or Alaska. May impact New Mexico --- Not known at this time.

NAFIS: NAFIS would propose that this section of the law be eliminated to the extent that it would prohibit any state from deducting state aid from any federally impacted LEA because of revenue received under the Impact Aid program EXCEPT for those States considered equalized under the current law and maintain the same requirements for equalization as in current law. Provided further that the State may only deduct the applicable amount of state aid from those LEA's that direct the State Education Agency to continue the state deducts. This would be done on a case by case basis for each LEA in the three states currently eligible, i.e. Alaska, Kansas, and New Mexico.

SECTION 8010 - FEDERAL ADMINISTRATION

Administration: The Administration does not alter the present provision to any great extent. They propose to delete paragraph (1) under subsection (c) "Special Rules", because the provision is no longer necessary as it applied only to FY 1995.

They also propose to delete paragraph (2) under subsection (c) which addressed the eligibility of LEA's enrolling students from another state because of the hardship (normally because of geographical barriers) of attending an LEA in the state of their residence. This did occur between the States of Wyoming and Montana.

NAFIS: NAFIS concurs with the administration on the deletion of paragraph (1) of subsection (c), but would recommend that paragraph (2) be maintained to address the few unique situations that may arise and for which this provision was inserted in the first place.

SECTION 8011 - ADMINISTRATIVE HEARINGS AND JUDICIAL REVIEW

Administration: The Administration recommends that no change is necessary. Maintain current statute.

NAFIS: Although NAFIS agrees with the administration for the most part, NAFIS proposes that the time line for appeals etc. should be tightened to insure that hearings be conducted in a timely manner so as not to hold up potential payments to both the affected LEA and to the program in general.

The NAFIS proposal states that a LEA must file within 60 days, a notice to the Secretary stating that it wishes to request a hearing. Current statute does not state any time for the LEA to request a hearing. The proposal also reduces from the current law (60 days) to 30 working days as defined by the LEA, the time after receiving notice of a decision from the Secretary, to file with the United States court of appeals a petition asking for the court's review of the negative action on their initial appeal.

SECTION 8012 - FORGIVENESS OF OVERPAYMENTS

Administration: No changes proposed. Administration would maintain current statute.

NAFIS: No change requested, although they would request consideration that the Department be advised that the language currently in regulation be maintained and adhered to by the Department. (Concern that the Department may elect to change the current method of considering an overpayment request through regulatory change and that such change may be adverse to federally connected schools)

SECTION 8013 - DEFINITIONS

Administration: The Administration would make some conforming changes to the definition of "current expenditures" by removing from the current definition the reference to Title VI --- The administration's ESEA proposal would eliminate Title VI.

They would also delete under the "Federal Property" definition the reference to "Schools Providing Flight Training to Members of the Air Force" --- the administration claims this property does not merit payment under the Impact Aid Program (special interest).

Conforming amendment to reference a change in the Native American Housing Program (this is acceptable), but they also would eliminate (as a definition of federal property) references to housing for homeless children at closed military installations pursuant to section 501 of the Stewart B. McKinney Homeless Assistance Act. The latter seems to be eliminated due to the special interest of this provision.

No other changes are proposed

NAFIS: NAFIS agrees with the new reference to the Native American Housing Assistance and Self-Determination Act, but disagrees with the Department's elimination of the other provisions.

NAFIS proposed two additional definitions to be added to this section. A new definition (2)

Available Revenues -- the intent is to clarify which funds are deemed available for expenditure and those previously obligated by the school board either by contract or purchase order. A second definition clarified (14) Comparable Local Contribution Rate -- by insuring that the Department of Education's regulations not in effect governing the process by which the comparable rate is calculated remains in use and shall be the governing factor on this issue. Department tends to change interpretation on occasion to fit a specific need much to the dissatisfaction of those L.E.A.'s effected.

The interpretive rule subsection also applies to the same issue. Definitions in the Act should govern and not be subject to different interpretations depending on the Department's view at the time.

SECTION 8014 - AUTHORIZATION OF APPROPRIATIONS

Administration: No change other than to conform to other provisions of their proposal. Their new approach to school construction and their concern over appropriation availability for section 8008 has caused them to include in their authorization for 8007 and 8008, language that would provide that funds appropriated for school construction would remain available until expended.

NAFIS: Only change in this section as proposed by NAFIS would be to eliminate the authorization for section 8003(f) as this would be folded into the basic support provision under Section 8003(b)(3). All authorization provisions include a "such sums as are necessary" provisio.



Lac du Flambeau Public School

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Richard Vought, Administrator

Ken Rogers, Assistant Superintendent of Instruction

Karen Crisman, Dean of Students

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Joyce Maki, Head Start Director

June 15, 1999

John Forkenbach
National Association of Federally Impacted Schools
Hall of the States, Suite 405
444 North Capitol Street, NW
Washington, DC 20001

Dear Mr. Forkenbach:

We need to recognize that education is a national priority and should be given funding in accordance with its importance. Schools have to change to meet the changing needs of the society in which we live. We can no longer design our schools and our curriculum to meet the needs of Dave and Ricky Nelson. That era is gone. In order to meet these goals, there needs to be additional funding. We can no longer operate our schools on the agrarian calendar. There should be time set aside for staff training, curriculum development and summer programs for youth.

We have entered a new era. We may call it the post-modern era. It is a technological era and there are areas that we have to change. We have to adopt a premise that recognizes that the playing field in public education is not equal for all students. Minority students and students on military bases who are highly mobile are not playing on the same field as students from middle class and upper middle class families. We have to recognize that the greatest correlation to student achievement and student test scores has been parental income. We have to recognize that we cannot design a playing field for the minority student or military student who is highly mobile that is the same as for a successful public school in an upper middle class neighborhood. We have to create a different playing field.

In some cases, rules have to be different in order for the student to achieve success. At Lac du Flambeau Public School, where our population is 96% Native American, we are doing many many different things that a so called normal public school wouldn't be doing. We have changed the paradigm. We have designed a facility to meet the needs of our student. By facility I don't just mean the physical plant, I also include the staffing.

We have staffing in grades K through 5 with a maximum class size of no more than 15 students per teacher. We have school open at 6:00 AM and stay open late into the evening. There are many activities that our students can become involved in. We have created a playing field designed for the needs of our students. It is a playing field that is equal with or better than most.

As a nation, we tend to look at test scores as the measure of our student achievement, and that is a mistake. Would you rather have a student with a C average who is a nice person or a student with a 4.0 grade point who doesn't have moral character? We have to teach character and bear in mind that in some cases the root for character is culture. Some of the things we have to teach are not measurable. Test scores can't be the only measure of schools. There are items that are intangible that cannot be measured. How do you measure integrity, respect and kindness? There is a danger that as we enter the technological age and the post-modern era we will forfeit some things that are not measurable. We are seeing that schools are forced to cut art and music programs and programs for which there is not a definable test score and are more in the domain of appreciation. These programs are important.

The main ingredients for success are a physical plant that is safe and adequate for the educational program, a dedicated and committed staff and a curriculum that is alive and has been designed to fit the environment. The curriculum should recognize that history is a perspective and that there is not just one history. For example the Native American view of "Little Big Horn" varies a great deal from the view of the dominant culture.

What we have done is create a different playing field. We didn't model our school after those schools in white suburbia that are successful, we designed a playing field that is perhaps better and is definitely different. We spent a great deal of time in getting the entire staff involved. We spent a great deal of time in staff selection. I am not impressed by a beautiful resume or by someone who interviews well with a committee of adults. All of the staff that we select go through the traditional interview process. However, I also add another step. During the interview, I always make certain some of the questions asked are "throw the candidates a little bit" questions. Questions that see how they can deal with the situation they will become involved with. Those people who want to be missionaries are never given a second round interview. I don't have time for missionaries and nobody is going to save anybody. However, those candidates who are successful in the first round go into the second round interview and that is the round where they have to work with the clientele. How they interact with the students is the most important step in the process.

It doesn't work to hire candidates who interview well with adults. We should hire teachers based on how well they interact with students. A grade point average of 4.0 doesn't mean a great deal to me. I even had a high grade point average. Most important is, how does the perspective teacher relate with the student and create a bond. This is something that is indescribable and cannot be taught. It is important that once hired an employee is given adequate training and mentoring. In fact, it is extremely important to have a staff development program that continuously allows for staff growth. At Lac du Flambeau Public School, we generally have three to four weeks of teacher camps to work on curriculum, student discipline and technology. In addition, we offer graduate level classes to our staff that are held on Friday nights and Saturdays.

The attached pamphlet you have shows some of the programs that we offer in order to be successful. We have a Board of Education that I believe is second to none. They are all child advocates. They believe in running an exceptional program and a program that works. Our per pupil costs are over \$12,000. For the sake of comparison, we could also look at the cost of housing prisoners in jail which is about \$50,000 annually. It is our claim that we are dealing with a situation called vertical equity. We have to recognize that because the playing fields aren't equal, we have to create an equal playing field or a better playing field so that minority students and low-income students can be successful. You have to spend more per child in order to get them to the same level.

This is the premise of Head Start and Early Head Start. Starting with 1999/2000, our school will take students at birth within the Early Head Start program, which is designed for children from birth to three and the Head Start program which is designed for three to five year olds. These programs are Tribal programs. We have a close relationship with the Tribe. The Tribe has made the School District the fiscal and administrative agent for both of these programs. Thus the employees are ours. They belong to the School District. Therefore there is correlation and collaboration between the Public School teachers and the Head Start teachers. They are not separate entities trying to go in different directions but colleagues working together.

We have to recognize that students learn at different rates and different ways and that some students will need an alternative delivery system. Thus we have created two programs that offer alternate education programs for those students that have not been successful in the traditional classroom. These programs have been designed to allow the students success. We need to design our schools for success for all students, even those with exceptional education needs. However with special education, there is the danger that it could evolve into the inverse of its intended purpose. Special Education laws have actually given us a definition of what is normal that is becoming narrower with each

passing year. Those that fall outside of that definition are deemed abnormal and need services so that they can be made normal. Rather we should be able to accept differences. What Special Education classification would have been assigned to Einstein? Would he have been labeled and trained to work at McDonalds?

We have empowered our staff to make decisions, to make changes in order to become successful. Top down management does not work. You have to have a staff that is willing to work together, be creative, find the right solutions and who are child advocates. The last couple of years I have seen a lot of research being directed toward our school and why we are successful. I can't say there is one reason for it because there are numerous factors. It takes commitment on the part of the Board of Education, the administration and the teachers to become a team working together. We need to get the parents involved because they are after all the primary educators. The schools are secondary. We are given a mandate by the parents to become the educator and we have to have cooperation with them or we will not be successful.

The reality is that if you are a minority, you have a strike against you. Chances are that if you are a woman and a minority, you have two strikes against you. If you are low income, it is even worse. So, you can't design schools over the traditional models. The school that is designed has to be designed for the environment in which the school is going to serve the community. There is not one model. Ideas can be taken from many sources, but one has to realize that what works in Wisconsin may not work in South Dakota or Wyoming. The successful school design has to be adaptable to meet the needs that are unique to each community. If schools are going to be successful, they have to be given the funding.

We have a large team of volunteers, but you can't count on volunteers to be the primary educator. Our volunteers number 30, all of whom are senior citizens. They are here regularly at their appointed time working with students. Are they making a difference? If they work with 40 students a day and they touch one or two, they are going to make a difference. Our volunteers are exceptional.

If you look at the programs we are running, you will find that we are successful, that we have been able to be successful because of the funding from the Impact Aid program, funding from the Tribe, funding from the taxpayers and funding from other grant monies that we have received. Does education have to be a national priority? Yes. Can we mandate what a model school should look like at the national level? No. That would be an Alice in Wonderland situation. It will either be too big or too small. The funding has to be there at the national level and at the state level. When we are spending \$50,000 a

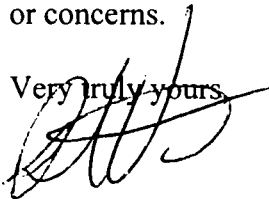
John Forkenbach
June 15, 1999

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year to house jail inmates, why can't we fund our schools to build quality educational programs that strive for excellence. That is when we will achieve the goal of a quality education for every student. We need to set our educational goals higher than you ever want to be.

I am always willing to discuss these issues with anyone and hope you will be able to appreciate the information we sent you. Please feel free to contact me with any questions or concerns.

Very truly yours,

A handwritten signature in black ink, appearing to be 'R. Vought', written over the text 'Very truly yours,'.

Richard G. Vought, District Administrator
Lac du Flambeau Public School

RGV/djn

Lac du Flambeau Schools - A School District Creating Quality



*Report Generated for NAFIS
(National Association of Federally Impacted Schools)*

SAGE and Small Class Size

The SAGE program is now in its third year at LDF and is proving that small class sizes, in combination with the availability of after-school activities and teachers' involvement in evaluation, is a formula for success. All Kindergarten through third grade teachers are involved with SAGE. As a commitment to the concept, the school board has extended the idea of small class sizes to grades four and five for the 1999-2000 school year.

8th Grade Reading Scores Soar at LdF

Lac du Flambeau Grade School reading and language scores among eighth graders have soared in the proficient or advanced levels from last year to this year.

Ken Rogers revealed the good news to the Lac du Flambeau School Board, attributing it to a "thousand reasons", but primarily motivated teachers, parents and students and a curriculum aligned with state standards.

Reading scores rose to 85% from 44% among eighth graders. Among fourth graders, scores increased to 42% from 40% in the proficient or advanced levels.

Language scores showed a remarkable increase to 71% from 4% for eighth graders. Among fourth graders, scores increased to 35% from 21%.

Fourth grade math scores increased to 41% from 40% and decreased to 39% from 48% for eighth graders. In science, fourth graders increased to 59% from 42% this year, and among eighth graders, decreased to 51% from 60%. Lastly, in social studies, scores increased across both grade levels: to 65% from 35% for fourth grade, and to 78% from 58% for eighth grade.

Among the strongest factors for the reading and language achievement, Supervisor of Instruction Rogers said was that this was a class of high achieving eighth graders. "We were hitting it hard in middle school, getting the kids prepared for and excited about testing. We got them fired up."

In addition, parents were motivated by teaching them to approach testing as important, thereby conveying that attitude to their children, Rogers said. He characterized parent involvement with these eighth graders as above average. "We have above average kids academically

because we have parents who believe education is important and show that to the kids. We're proud of that."

The school examined how the curriculum met with state standards and adopted those standards verbatim, Rogers said. "We're much more closely aligned with what the state has mandated and in the testing." Teachers follow a Department of Public Instruction program. "We spent some time looking at what they (DPI) want," Rogers said. "Teachers pooled together and did it - good teachers!"

After looking at curriculum, staff determined students were being tested too much, so they were not taking it seriously, Rogers said. The school pulled back on some of its testing to make those tests being taken more important.

"Our kids have been very creative over the years but didn't target what the state wanted in exemplary writing," Rogers said. These combined factors allow teachers, students and parents to hone in on that target.

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Early Head Start Will Get Underway This Fall

Hitler was paraphrased by Lac du Flambeau Grade School Superintendent Richard Vought when addressing the need for an Early Head Start facility at the school.

"Hitler said, "If you get me a child before the age of 3, he's mine", Vought said. "Hitler was evil. Can't we do good?"

Early Head Start serves children from birth to age 3. It is primarily federally funded and tribal funds amounting to \$50,000 are being sought for a portion of it.

"A child is set by age 3", Vought said. "Anything you do with a child after age 3 is remediation" he added to stress the need for the facility to provide an educational environment for children and parent skills for their parents." Studies show that the most important learning years are birth to 3. "You're not going to get a student in calculus in high school if he doesn't have the foundation", Vought said.

Early Head Start will provide a 4:1 teacher-student ratio serving 16 students at the

school and approximately 22 in the home. Enrollment has not yet been completed yet. Parenting classes to involve parents also will be offered including a check list of activities to match their child's developmental state. The facility will be open from 8 a.m. to 2 p.m. Setting those hours was one of the most difficult decisions to make, the Board was told, because many parents want and need extended hours for their children. The Board will approach the tribe for funds to help extend the hours.

Since this is the first year for Lac du Flambeau's Early Head Start, slated to open September 1, Vought said the staff will learn as it goes, "We'll learn more and more each day", he said.

"All schools are going to be doing this", Vought predicted. "It's just a matter of time. We have a day care crisis in our country. Who are they going to give it to?"

Computers

LDF School boasts one of the most impressive computer networks of any K-8 school throughout the state. Computers provide our students and staff with impressive communication opportunities

around the world as well as a classroom resource and window to current events both here and outside our community. Writing skills and research are emphasized throughout the grade levels to better supplement core curriculum. Most K-8 staff members use the Internet to enhance their curriculum in some way. Our computers are also used for remediation, record keeping, word processing, data storage and manipulation, and educational fun! In addition to the main computer lab, there is a lab in the Head Start Center, the primary wing, the intermediate wing, and the middle school wing. Open Computer Lab is held Monday through Friday from 3:00-5:15.

Conflict Resolution

LDF School boasts a unique program that labors to resolve conflicts among students and between students and teachers. The program gets students to realize how they have reacted to a situation and gives them a chance to work it out.

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Accelerated Reader Program

The Accelerated Reader Program is being implemented this year. The library has several books labeled as Accelerated Reader books. Each child is entered into the program on computer and needs his/her own password to get into their file. They can then take a test on a book or simply review their file. The tests consist of five, ten, or fifteen multiple choice questions about a book. When a student passes a test, they can earn an average of 5 to 10 points depending on the book they choose to read. Each test can only be taken once. The library is using the program to encourage reading and reading comprehension. The students collect points and turn them in for a prize as a reward for their reading efforts. Classroom teachers use this program to monitor each student's independent reading progress as well as an enhancement to their regular classroom reading program. Parents are asked to encourage their children to read Accelerated Reader books.

Acrobatics & Dance

Acrobatics & Dance are offered for boys and girls in grades 1-2 to teach them routines and fun exercises.

After-School Tutoring Program

The After-School Tutoring Program is available to all students from grades 3-8. Students do not need to sign up, but transportation must be provided by parents. Tutoring is available Monday through Thursday from 3:00-4:30. Students can use this time for back work, concept reinforcement or if they just need a quiet place to work.

All School Play

In the Fall and again in the Spring, students in grades 4-8 may audition for and participate in the production of a play to be performed for the school and the community. Rehearsals are held after school.

Anishinabe Ways

Staff and the community are working together to revise and develop curriculum about the history, culture, and traditions of the Lac du Flambeau Tribe. Meetings are held after school.

Aquaculture/Greenhouse Project

The purpose of the Aquaculture/Greenhouse Project is to integrate science, math, technology and marketing and give students a basic understanding of the diversity of aquaponics and the potential it holds for the United States. The project uses a science based approach and research findings that give substantial undergirding in and about aquaponics crops and practices. The bottom line in any production endeavor is to make a profit so that the principles of management and decision making are stressed. Additionally, the need for clear cut strategies and the role in planning is integral to how they affect an aquaponics business. This project will provide gifted and talented opportunities and the use of technology and life skills through aquaponics.

Art Club

Art Club meets on after school hours. The purpose is for students to let their imagination and creativity work at one's best and to enjoy friendship in sharing various art activities.

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Band & Choir

The Band and Choir are involved in several activities throughout the year including a Solo and Ensemble Contest, Band Day and Choir Day with the other feeder schools. They perform at the Christmas Concert, Spring Concert, Mother Daughter Banquet and 8th Grade Promotion.

Basketball (Boys and Girls)

Basketball is open to middle school boys and girls. The season runs from November to January. The program consists of an "A" and "B" team. Fundamental skills and game strategies are stressed. All players get a chance to play. Games are played against area schools. Practices are held daily after school. Requirements are that students have a physical and maintain appropriate academic standing.

Cheerleading

Cheerleading is done during Football and Basketball season for both home and away games. Anyone interested in Cheerleading has to try out. The cheerleaders choose captains who demonstrate leadership, positive attitudes, reliability, friendliness, and do really well in try-outs.

Core Knowledge

Core Knowledge is a highly motivating and "global" curriculum which is based on E.D. Hirsch's "What Every Student Should Know" series. It is used in some of the primary classrooms as a complementary curriculum to what the public school already has in place. It is designed to provide all children with the necessary knowledge base to be successful, interactive, global citizens.

Distance Learning

The Lakeland Area Consortium, comprised of four elementary schools-Arbor-Vitae-Woodruff, Lac du Flambeau, Minocqua-Hazelhurst-Lake Tomahawk, North Lakeland, and one high school-Lakeland Union has identified a need for more interaction and sharing between these school districts. The group of schools acknowledge that through some sharing they can realize some cost savings while advancing opportunities for students, teachers, and the communities. The consortium has developed a state of the art network that is currently being used to deliver interactive video distance learning with multiple classes and consortium meetings. The consortium has received funding from the state and other sources for

the distance learning system. This group of schools will continue to seek new and innovative opportunities to use the network and to seek support for collective activities.

Drama Club

Fifth and sixth graders are involved in Drama Club which also meets after school.

Football

Football is open to middle school students. The season runs from August until October. The program consists of an "A" and "B" team. Fundamental skills and game strategies are stressed. All players get a chance to play. Practices are held daily after school. Requirements are that students have a physical and maintain appropriate academic standing.

Forensics

Forensics is a spring event with one major meet at Lakeland Union High School. Middle School students are judged by the high school forensics team. Students prepare pieces to read or have memorized for the judging which demonstrate appropriateness, characterization, volume, organization, content, vocabulary, mechanics, and language use.

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Gifted and Talented

Gifted and Talented activities are planned each year to enhance and encourage students' abilities.

Girl Scouts

Girl Scouts is an after school program that provides girls with the opportunity to work and learn together while having fun and serving others. Girl Scouts are currently serving 61 K-7th grade girls. The four major goals of Girl Scouts are: to develop individual potential, to learn to contribute to society, to learn to relate to others, and to develop values. These goals are the foundation for all the activities and projects that are done in the five worlds, the World of Well-being, the World of People, the World of Today and Tomorrow, the World of the Arts, and the World of Out-of-Doors. The Girl Scout Promise and Law are constant reminders of the behaviors that need to be exhibited to reach goals.

GLITC: Foster Grandparent Program

The Foster Grandparent Program funded through Great Lakes Inter-Tribal Council allows grandparents the opportunity to work in the school setting with children.

Grandparents assist students with school work, tell stories, and perform other tasks as requested by the teacher. Currently, there is only one grandparent in the school and she works in the third grade.

Goals 2000

The Goals 2000 grant initiative was established by the U. S. Department of Education to help schools meet the goals established for education by the year 2000. Funding was awarded to the LDF Public School through a competitive grant process for the Planning for Systemic Change Project which is now in its third year. The grant provides help to align curriculum, instruction and assessment, train teachers, establish district standards that support state standards and Goals 2000, and involve parents. A driving force in the process is a Planning Committee comprised of representatives from school administration, teachers, parents and the community. The School Board has already adopted many committee recommendations including our Charter School (Leadership Academy), expanded reading services, expansion of Head Start and additional library services.

Head Start

Head Start is a year round federal and state funded program serving children 3-5 years old. Head Start is open from 7:00 a.m. to 4:30 p.m. Children depart for home on the bus at 3:30 p.m. The Center remains open until 4:30 p.m. for parents who work later. There are currently over 70 children enrolled in head start. Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start children take part in a variety of learning experiences that include Home and Family Center, Art Center, Science Center, Listening Center, and Block Center. Head Start children are served breakfast and lunch in a family style setting. Since Head Start is now a full day program, a snack is provided during the day and mats are provided for their comfort and protection during rest time. Parental involvement is a strong component of Head Start. Parents are encouraged to become involved in Head Start activities.

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Ice Spear Fishing Project

Sixth graders are involved with an Ice Spear Fishing Project where they make the decoys and go ice fishing one morning with community members to try out their decoys. Any fish caught are cooked for the students.

I.D.E.A.

I.D.E.A. stands for Individuals with Disabilities Education Act. This is the federal law that authorizes services to children who have been identified as having a disability that requires special education services. Every child with a disability has the right to a free appropriate public education (FAPE) that meets the child's special needs. Early Childhood is a special education program for children 3-5 years old with disabilities.

Leadership Academy

The Lac du Flambeau Public School is pleased to offer an alternative education program called Leadership Academy. It is designed to meet the needs of a unique group of students who would benefit from a new beginning and approach in their educational experience. This program provides a variety of services for students who may have had a history of truancy,

school failure, delinquency, behavioral problems or who in general have poor motivation to achieve. The services provided under this program include but are not limited to: **ACADEMIC CHALLENGES**-Each student will progress in the core subjects of math, science, social studies, language and reading with the use of computer generated curriculum designed to provide intensive support, reinforcement and success; **COUNSELING SUPPORT**-Individual, group, and family counseling is available to insure the students ongoing success; **ALTERNATIVE ACTIVITIES**-The students are challenged with in-school and out-of-school activities designed to build their self-esteem, motivation, and overall improved attitude towards life and its opportunities.

Library

The library encourages involvement in reading activities. Open Library is offered for students to check out books, work on the computers, play educational games, visit quietly with their friends, or just read before school from 7:00-7:30 and after school from 3:00-3:30 Mondays through Thursdays. Coming soon will be an Ojibwe Language and Culture CD computer program

compliments of Alexandra Smith featuring some of our own community members. There is a homework help line available through CESA. Any child may call Sunday through Thursday 4:30-9:00 p.m. for help with homework. Certified K-12 teaching staff in all subject areas are available to help students solve their homework problems.

Life Skills

The life skills program is designed to introduce sixth through eighth grade students to the technical skills, cooking, sewing, clothing care, and cleaning. Students also establish and run small businesses and then donate the funds to local worthy causes. A great deal of time and thought is given to providing student's with reality based experiences that foster positive self esteem and personal growth.

Mini Construction Course

The Mini Construction Course is offered to all sixth, seventh and eighth graders as an elective. Students choose between constructing a two-level house or six village buildings. Construction includes painting, wallpapering and some decorating.

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Monthly Character Themes

Character themes are selected for each month during the school year. Each class discusses and chooses any student exemplifying the qualities of the monthly theme. All of these students are given a certificate and their names are published in the local newspaper.

Native Roots

Native Roots is an intergenerational theater group which develops and performs pieces on Ojibwe culture throughout the Midwest. Native Roots meets on after school also.

Native Seeds

Native Seeds is a garden club that learns about growing and gathering traditional plants. Native Seeds meets after school also.

Open Gym

Open Gym is held on Saturdays from 8:00 a.m. to 12:00 p.m. for grades 5-8. Students participate in a variety of activities that include but are not limited to: basketball, volleyball, floor hockey, capture the flag, football, team handball, kick ball, etc. There are 20-40 students in for each opening.

Outdoor Club

Outdoor Club offers an activity that uplifts the student's consciousness of the natural world, explores how we can interact harmoniously with the natural world and works to improve the quality of our local natural environment. Students must make out an application and maintain "good standing" by cooperating during meetings and outings.

Parent Education Series

Parents are invited to attend informational sessions designed to give tips on how you can help your child succeed in school.

Parent Resource Room

A Parent Resource Room is opening for the first time this year in the Head Start Center. This room will be open to all families of students Head Start through 8th grade. The room is a place for parents to gather, learn new skills or enhance their present skills, have access to resource materials to assist them with their family's growth. Hours for the Parent Resource Room will be posted for times that will not disturb the Head Start student activities.

Peacemakers

Each class nominates one student who exemplifies the true meaning of peacemaker. Through the discussion and decision process, the class gathers information for each student or class (depending upon the level) to write a nomination theme. The class submissions are narrowed down to one from each wing being designated "peacemaker of the month". This person receives a tee shirt as well as being noted on a plaque near the front entrance of the school. All other nominees are recognized with award certificates of nomination and picture in an article in the local newspaper.

Police Liaison/D.A.R.E.

As a collaborative effort with the Lac du Flambeau Tribal Police Department, a Police Liaison/D.A.R.E. Instructor is located at the school in Room 115. D.A.R.E. stands for Drug Abuse Resistance Education. Education and awareness, self-esteem, peer pressure are all a part of the D.A.R.E. program to help students resist the use of drugs and develop good decision-making skills. The instructor focuses primarily on 5th graders with visits to K-4 classrooms.

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Student Council

Student Council is an organization open to all middle school students. Students must write a paper explaining why they would be a good council member to be accepted. Students meet daily and discuss, plan and implement projects in the following five areas: student recognition, staff recognition, fun, fund raising, and community service. This is a very active student leadership group.

Talking Circle

The Talking Circle group is open to all 4th, 5th, 6th and 7th grade girls. The 4th, 5th, and 6th grade group meets once every two weeks and the 7th grade group meets from 12:15 to 12:45 p.m. everyday giving each student an opportunity to get along socially, do fun things together and plan a feast for their families by holding bake sales to cover expenses.

Title I

Title I, in existence since 1965, is a federally funded program under the Improving America's School's Act (IASA). The purpose of Title I is for schools and families to form partnerships to help all children who need support in meeting high

academic standards. This is accomplished by providing meaningful and challenging opportunities for student learning. Our staff provides special supplementary instructional help and classroom support to assist each child, from prekindergarten to grade eight, to reach his/her potential. We are very proud of the involvement of parents in Title I family activities.

Title IX

Title IX is a federally funded Native American cultural education program. The Ojibwe language and culture are taught to Head Start through 8th grade students. Parents are involved with the planning of the program activities which includes a Drum and Dance group led by Cultural Consultant Hank Schuman. Parent Committee meetings are held monthly chaired by Judy Smallish, President.

Track (Boys and Girls)

Track is open to middle school students. The season runs from March until May. LDF is the only area grade school with an official track so most of the area meets are hosted by LDF. Practices and meets are run together. All students participate in some event. Meets are held with AVW,

MHLT, North Lakeland, Trinity, and Mercer. At the end of the season there is an area meet. Practices are held daily after school. Requirements are that students have a physical and maintain appropriate academic standing.

Volleyball

Volleyball is open to middle school students. The season runs from August until October. The program consists of an "A" and "B" team. Fundamental skills and game strategies are stressed. All players get a chance to play. Games are played against area schools: AVW, MHLT, North Lakeland and Trinity. A "Fun Day" is held after the season for all area 8th grade girls to get together and play. LDF also hosts an invitational each year. Practices are held daily after school. Requirements are that students have a physical and maintain appropriate academic standing.

Lac du Flambeau Schools - *A School District Creating Quality*

Volunteers

Every child has the right to a good education, and every member of our community has a role to play in the school. These basic beliefs guided a parent to form the LDF Public School Volunteer Organization. The idea was to enrich the lives of LDF school children by harnessing the time, energy and special abilities of concerned people in the community. Today LDF Public School has 20-25 active volunteers. The volunteers work with children in many ways including tutoring students, reading to children, assisting in the schoolyard or helping in the library. They also support activities outside the classroom such as chaperoning field trips and assisting with the dental hygiene program.

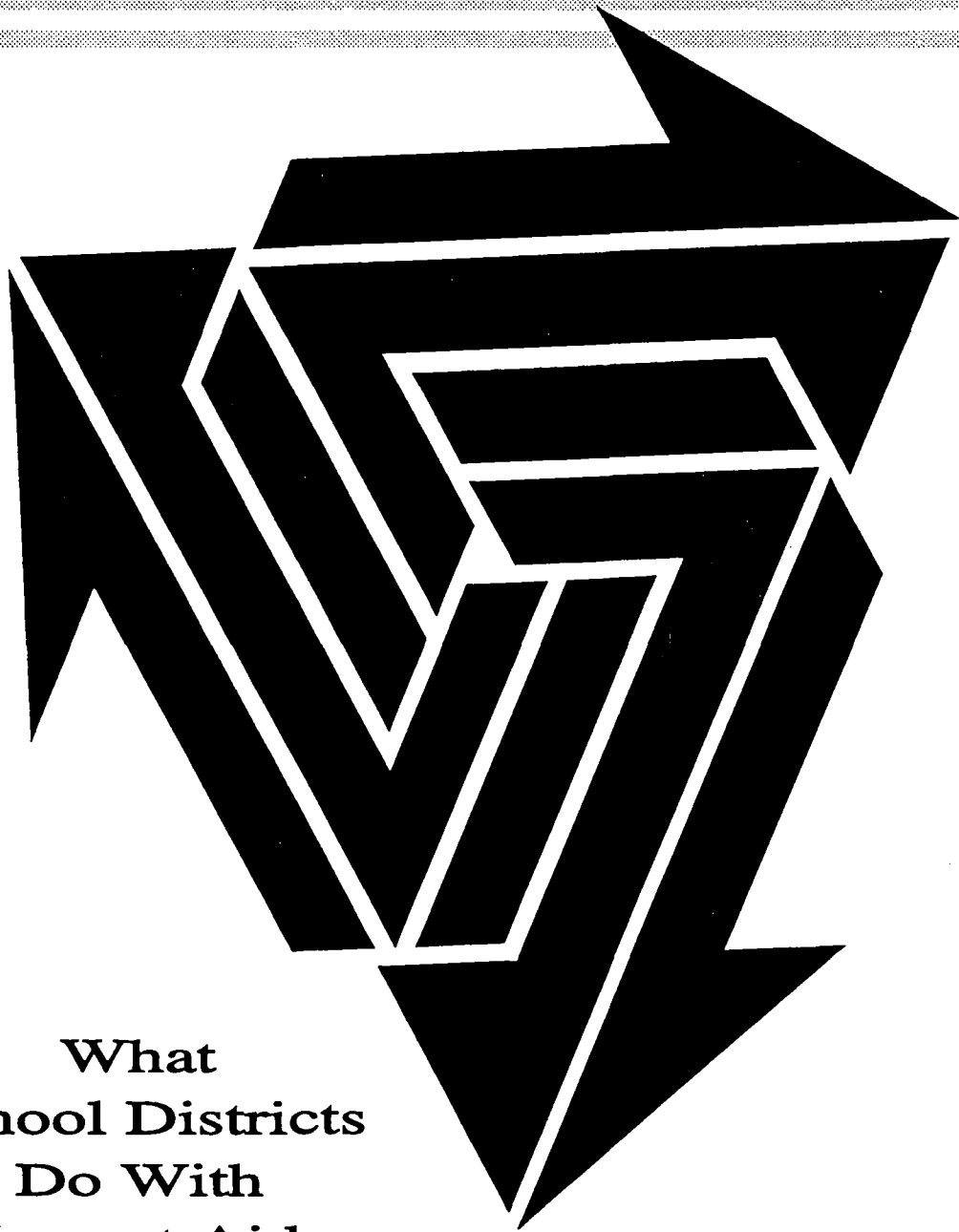
Wild Rice Project

The 8th grade students learn basic canoe safety and skills. They exercise these skills while gathering wild rice. They also process the rice for sale.

Wrestling

Wrestling is open to middle school students. The season runs from January to March. Basic skills and strategies are taught. All athletes have opportunities to wrestle students their own weight. Most meets are held on weekends in the form of tournaments. LDF hosts an area tournament of about eight teams. Practices are held daily after school. Requirements are that students have a physical and maintain appropriate academic standing.

Making an IMPACT



What
School Districts
Do With
Impact Aid

Summer 1997, Volume 1
National Association of Federally Impacted Schools (NAFIS)
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(summer 1997)

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Preface

There are no bells or whistles associated with the impact aid program. The President will never hold a Rose Garden press conference touting what school districts do with their impact aid funding. Headlines will never scream "Impact Aid Linked to Higher College Enrollment" or "Student Scores Increase on Impact Aid Aptitude Test." In fact, impact aid could be considered the Department of Education's forgotten step-child, remembered once a year when the administration submits its budget.

But for the 1,700 school districts nationwide that receive impact aid funding, the program is based on the philosophy that every child enrolled in a federally impacted district deserves the same education as students attending a school district near a wealthy suburb. The funding that the Department of Education transfers into each of the eligible school districts' general fund levels the playing field by paying for the "basics" of a child's schooling — teachers, textbooks, school buses, field trips, the utility bills. If it is a school-related expense, impact aid has probably helped pay for it.

Unfortunately for advocates of the program, these are not glamorous expenses that can be directly linked to a child excelling in school. Paying the janitors' salaries, buying paper for the copiers, or ensuring that the lights work never lured a future educator into the profession. Therefore, impact aid districts have a hard time answering the question "How does impact aid build better students and schools?" Administrators cannot ask students to pick up their Number 2 pencils and answer a few multiple-choice questions to gauge how efficiently impact aid funding was spent during the school year.

"It's a difficult program to evaluate," conceded John B. Forkenbrock, Executive Director of the National Association of Federally Impacted Schools (NAFIS). "We don't have a particular assessment tool. But the district superintendents know what impact aid is about. They know that without the program, teachers would be let go, classes cut, and ultimately the students would suffer."

With that, the National Association of Federally Impacted Schools (NAFIS) would like to offer its first attempt to show what some of our school districts do with their impact aid funding. Many of our member districts have been recognized for superior academic excellence. NAFIS thought those results should be passed on to the districts' communities, congressional representatives, and the Clinton Administration. NAFIS also asked districts to indicate how they would use additional impact aid money should the program be fully funded. The responses we received from school districts had one resounding message: If fully funded, these districts would increase technology. Some districts indicated that they had no computers or advanced technology in their schools, while others said that the computer systems currently in their schools were either insufficient or out of date.

Please take the time to review our first effort to illustrate how important the impact aid program is to federally connected school districts. Please direct your comments to NAFIS at (202) 624-5455.

Making an Impact with Impact Aid

The following case studies are superior examples of academic and developmental success among NAFIS's member schools. NAFIS feels the success of these schools would not have otherwise been possible without the financial assistance provided by impact aid. It is our goal to demonstrate the notable improvements and success achieved by schools receiving impact aid in order demonstrate the benefits in educational quality that the funding makes possible.

Fountain-Fort Carson School District, CO

% Budget: 26%

Projected FY '97: \$3.5 mill

Federal ADA: 54%

Contact: Cheryl Walker, 719-382-1300

District Achieves Honorable Mention

The Fountain - Fort Carson School District in El Paso, Colorado has been selected as an Honorable Mention Award winner in the prestigious 1997 Magna Awards. The school district was one of 58 districts chosen nationwide to receive this award which is presented annually by the American School Board Journal. The Magna Awards recognize outstanding school boards that are taking bold, creative steps to advance student learning. The judges look for schools with programs that were: developed and actively supported by local school boards; beneficial to meeting the school district's mission of advancing student learning; bold and creative; capable of being replicated by other schools; and a product of collaboration between the school board and other outsiders.

Ganado Unified School District, AZ

% Budget: 59.81%

Projected FY '97: \$ 6.4 mill.

Federal ADA: 100%

Contact: David Hammond, 520-755-3436

Primary School Receives Blue Ribbon

Ganado Primary School was one of about 250 schools nationwide that won the prestigious Blue Ribbon Award. The Arizona Department of Education nominated the school and a reviewer from the National Review Panel of the US Department of Education visited the school for two days. The school was com-

mended for its efforts to involve parents. The school has 50 parents on the payroll and another 13 who volunteer. The parents support the efforts of the staff through their involvement in the Family Literacy Program. The district was also recognized for its efforts to provide professional growth opportunities for its teachers. Rather than training a single teacher in a certain area, all teachers are offered special training opportunities. A large percentage of the staff are certified reading teachers. The reviewer, a principal from San Diego, was also impressed with the school's ESL program for special needs students.

Newport News Public Schools, VA

% Budget: 5%

Projected FY'97: \$2.7 mill.

Federal ADA: 30%

Contact: Wayne Lett, 804-591-4511

Newport News Schools does not officially designate the use of federal impact aid funds; the money is part of the general operating fund revenue. However if the funds were reduced or eliminated, the following measures would have to be taken: field trips, most of which are to local museums and historical sites, would be eliminated; intramural sports for the middle and high schools would be eliminated; and remedial assistance and after-school tutoring would be substantially reduced. The extra assistance is essential to the education of the military students since many fall behind due to transferring from other districts. The district would also be limited in the amount of aged equipment and furniture it could replace and would have to limit the amount of handouts and copies students would receive.

Newport News School Has Best Design

The seven-member team from Newport News High School Point Option Program took first place in the statewide National Engineering Design Challenge for the State of Virginia. The team won with its original design for "The Shape Shifter," a sweat suit modified with velcro-secured arm and leg bands to allow the exerciser to have resistance while working antagonistic muscle groups. The fully functional device met the competition criteria to allow the user to exercise arms, legs and torso while sitting, standing, or lying down. The device was required to accommodate different age groups, those with differing levels of fitness, and paraplegics who use a wheelchair. After winning the state competition, the team advanced to the national competition at George Washington University in Washington D.C. "The Shape Shifter" placed second in the nation and won "Best Design for Manufacturability."

Newport Makes "News" With Science Achievement

A senior at Newport News' Menchville High School in Virginia won best of show at the Tidewater Science Fair in Virginia Beach in March. Thomas Mack's entry, "Irrationality of Zeta(3)pi3" won him and his physics teacher an all-expenses-paid trip to the International Science Fair in Louisville, Kentucky.

Kittatinny Regional High School District, NJ

ADA: 934

Receives Sect. 8002 funding

Contact: Robert G. Walker, 210-383-2877

Kittatinny Receives NJ's Highest Award

Kittatinny Regional High School was selected as a Star School for 1996-1997 by the Best Practices/Star Schools Program of New Jersey's Department of Education. Educators from districts across the state served on panels that conducted a year-long identification process. The panels selected schools that significantly surpassed their expectations upon site visits. This is a particularly high honor for Kittatinny Regional, since only 10 school districts out of the state's 700 were selected for the award. Additionally, Kittatinny Regional was recognized as a 1996-1997 Best Practice in Educational Support by the Best

Practices/Star Schools Program. It was the school's Poetry and Public Speaking Program (Enhancing Public Speaking with Poetry) that received the recognition for the school. Only 40 other schools in the state received this award.

Fairborn County School District, OH

% Budget: 9%

Projected FY97: \$1 mill.

Federal ADA: 35%

Contact: Joy Paolo, 937-878-3961

The Fairborn School District uses its impact aid money for supplemental funding of school programs. In the elementary school, the money is used to fund trips to the Challenger Science Center, where students can experience hands-on learning. Advanced Placement courses are also funded with impact aid money. The district has also used the money to purchase computers to be used in the math and science labs. The district is part of the Alliance for Education, which works with local universities, including the University of Dayton. Through this alliance, teachers receive applied training at the universities then return to the classroom with new methods and experiences to share with their students. In addition, the district used impact aid money in 1995 to purchase computers for a weather research program.

Fairborn High School Earns National Recognition in Science Bowl

Fairborn High School in Ohio won first place at the Miami Valley Regional Science Bowl and advanced to the National Science Bowl sponsored by the U.S. Department of Energy. Thirty-three schools competed at the regional level, with Fairborn High coming out on top. The students demonstrated their knowledge in the areas of science and mathematics by answering tough questions on biology, chemistry, physics, astronomy, earth science, computer science, and math. Fairborn's team placed 13th in the national competition against 44 other schools. "To even make it to the national is an honor. To finish in the upper half is an exceptional honor," reported the school's principal.

Los Alamitos Unified School District, CA

% Budget: 3.08%

Projected FY '97: (Section 8003(b)) \$96,184;
District also receives Section 8002 funding
% Federal ADA: 4.86%
Contact: Ronald Murrey, 310-799-4700

The Los Alamitos district has put the funds it receives from impact aid to special use. The district employs these funds for remedial and special programs that are used primarily by military students who have fallen behind due to constant transferring between schools. Among the handful of these programs is the Reading Recovery program. The program was initiated in 1992 with impact aid money. This program targets first and second grade students who have difficulty reading. The program tracks the progress the students make and to date has been very successful. Unfortunately, the program is very expensive and requires additional teacher training. If the district's impact aid money was reduced or eliminated, the Reading Recovery program, and the others like it, would be the first to get cut.

Los Alamitos is "Distinguished" for a Second Time

The Los Alamitos School District in California has again been recognized for its educational excellence. The district was recognized by both the state and the US Departments of Education. McGaugh Elementary and Los Alamitos Elementary were selected as California Distinguished Schools by the state's education agency. This makes the second time each school has received the award. Another school at Los Alamitos was recognized nationally as a Blue Ribbon School. The Rossmoor Elementary School joins 262 schools nationwide for one of the nation's top honors. The schools were recognized for having: high standards for all students; strong family and community involvement; partnerships with the business community; safe and clean school environments and modern technology. Since 1988, all of the schools eligible at Los Alamitos have received at least one of these awards.

Central Union School District, CA

% Budget: 37.04%
Projected FY 97: \$3 mill.
Federal ADA: 68.78%
Contact: Joan Gusnow, 209-924-1153

Central Union Receives State And National Praise

Two of the four schools in the Central Union School District have been designated California Distinguished Schools and three have been awarded the prestigious National Blue Ribbon award. The district is also a leader in technology education, as every classroom and office has Internet access. The district has a technology partnership with the Lemoore Naval Air Station, which is located within the district.

Hatboro-Horsham School District

Receives Section 8002 Funding
Contact: Richard Luoma, 215-672-5660

HH Receives Blue Ribbon

Hatboro-Horsham High School was named a Blue Ribbon School by the US Department of Education. The High School is one of 18 Pennsylvania schools, and 266 schools nationwide to win the nation's top honor for schools. The principal noted the tremendous parent and community cooperation that helped boost the school to Blue Ribbon status. "It's an obligation," said the principal, "more than anything else, to maintain these standards and improve upon them."

Idaho Falls School District, ID

% Budget: .1%
Projected FY'97: \$52,200.
Federal ADA: 20%
Contact: Kenneth Schow, 208-843-2622

The Idaho Falls School District, like all impacted districts, uses the impact aid funds for its general operating budget. The money does, however, enable one-time purchases of textbooks, and curriculum development and re-alignment. Due to decreasing impact aid funds, the district has been forced to raise local taxes to operate the schools. The district sees the impact aid program as the best way the federal government could assist impacted schools.

District is What Parents Want

School Match, the nation's largest school selection consulting firm, selected Idaho Falls School District for its "What Parents Want" Award. The School Match Organization searched its data base of more than 33,000

parent questionnaires to identify "what parents want" in public education. Criteria evaluated by the competition included student/teacher ratios, per-pupil spending, and student performance on national tests. Only 1,670 of the nation's 15,853 school districts were recognized for this award. In addition, the district was recognized as a Blue Ribbon School District by Expansion Management Magazine. The district was among 750 nationwide to receive this honor. The Blue Ribbon ranking indicates that the district achieves high academic standing with comparatively low per-pupil cost. The district's elementary school was also recognized as one of Idaho's most innovative schools. The Excellence in Education Award was given to Bush Elementary School by the Idaho Education Association.

Idaho Falls School District 91 Has Winners In Every Discipline

Idaho Falls School District has seen much success in their students. In February, two students at Idaho Falls High School earned the highest scores in the state on the American Association of Teachers of German test. Ten high school students from the district who had been named semifinalists in the National Merit Scholarship Competition went on to the final round. Four students from the district were selected as candidates for the Presidential Scholars program. In March, junior high school teams from the district placed second and third in the Idaho technology conference, and several teams from the junior high schools in the district placed at the top of the state Mathcounts competition.

Gallup-McKinley County Offers a Variety of Special Programs

% Budget: 44.11%

Projected FY97: \$22.3 mill.

% Federal ADA: 56.39%

Contact: Robert Gomez, 505-722-7711

The district serves approximately 14,000 students and is the third largest geographic district in the state, spanning 5,000 square miles. Impact aid helps pay for the following programs:

-Counseling programs: Character Counts, Lion's Quest Skill for Adolescents, Project Adventure, High Ropes Counsel, Sub-

stance Abuse/Student Assistance Program, Native Voices of Unity, BOSS programs such as, School to Work, and Career Education, and Career Advisors.

-Technology education programs: Computer labs at each of the district's 31 schools, Internet access, District Technology Coordinator, District Internet System Manager, and software programs.

-Staff development: Teacher training in the following areas; ESL, Bilingual education, Standards based instruction, Technology Education, Navajo language and cultural programs, and OCR- Office of Civil Rights Settlement Agreement.

Berkeley County School District, SC

% Budget: 6.62%

Projected FY97: \$2.1 mill.

Federal ADA: 23.95%

Contact: Kenneth Coffey, 803-899-8601

Berkeley County is a Leader in Technology

In 1990, Berkeley County School District had little technology available to its students and staff. In the seven years since, the district has made a complete turnaround. Berkeley County School District now owns 3,800 computers. Classrooms and media centers in every school are networked, and every school in the district has access to the Internet. Students have access to the World Wide Web and e-mail, allowing them to graduate from the school district with a technological edge over most of their peers.

Liberty County School District, GA

% Budget: 7.36%

Projected FY97: \$1.4 mill.

Federal ADA: 50.55%

Contact: Don O'Neil, 912-876-2161

The Liberty County Board of Education was faced with a difficult situation last year. Because of language in the 1994 reauthorization, the school district was no longer eligible to receive impact aid funding for heavily impacted districts. As a result, drastic cuts in school programs were made to account for the loss of about \$1.5 million. The district was forced to lay-off 75 of the 105 teacher's assistants and 30 of the approximately 650 teachers. The school district also cut back at-risk programs for grades K-12. It also re-

duced the number of field trips classes could take; at the elementary level trips were cut to one per year. This is an especially harmful cut because the district is located in a very rural and secluded area and field trips often offer the only exposure to different environments. The district was also forced to cut office staff, cut travel allowances for staff, and end funding for teachers to attend learning conferences.

Briggs Dependent School District, OK

% Budget: 24%

Projected FY97: \$189,000

Federal ADA: 27.63

Contact: Speedy Chaffin, 918-456-4221

Briggs school district has been putting its impact aid money into building a technology system. The district has used the funding to purchase 20 Power Mac computers, renovate the current computer lab, and budget for a new computer lab to accommodate the growing student population. The school is also looking forward to using future impact aid dollars to network the entire school to the Internet. The district has used the money to purchase computer software to supplement math and reading curriculum as well.

Winona R-III School District, MO

Receives Section 8002 Funding

Contact: Michael Greene, 573-325-4221

District honored with "A+"

The Winona R-III School District was recognized as an "A+" district. This designation earned the district about \$500,000 over three years for improvements in technology. In addition, each year the school district competes in the local, regional and state Academic Bowls. The Winona R-III teams have earned several gold, silver, and bronze medals over the years. The district credits much of this success to the fact that impact aid money provided additional resources, enhanced and expanded curriculum and facility improvements.

Waynesville School District, MO

% Budget: 26.77%

Projected FY97: \$4.4 mill.

Federal ADA: 63.10%

Contact: David Edge, 314-774-6169

District Receives The Golden Apple Award

The Waynesville School District was held as an example for other districts to follow in the State of Missouri. In June 1997, the Missouri Department of Elementary and Secondary Education evaluated the Waynesville schools based on resource, process and performance standards, and praised the schools as having "distinction in performance." Earlier this spring, the district's innovative local history program had clinched a Missouri Golden Apple Award. The Golden Apple Award is part of the School Excellence program. The Incentive for School Excellence supports exemplary and innovative programs designed to improve instruction.

Clarksville-Montgomery School District, TN

% Budget: 2.7%

Projected FY97: \$777,272

Federal ADA: 34.9%

Contact: Frank Hodgson, 615-648-5600

Five Schools Receive Tennessee State Grants

Five elementary schools at Clarksville-Montgomery School District each received \$5,000 from the Tennessee Education Agency to be used at the school's discretion. Barksdale, Kenwood, Smith, Ringgold and Woodlawn Elementary Schools received the awards based on their achievements on the 21st Century Report Card issued in November. The Incentive Awards are handed out based on performance goals in the following academic areas: academic gain, attendance, promotion, competency and the dropout rate.

Solano County School District, CA

% Budget: 23.9%

Projected FY97: \$3.3 million

Federal ADA: 54.34%

Contact: Robert Rice, 707-421-6541

Scandia Recognized by State Agency

Solano County School District at Travis Air Force Base in California was the first school in its district to receive the state's Distinguished Schools award a decade ago, now it's the first in the district to earn this honor twice. Scandia was one of 225 winners throughout the state. The school was commended for its successful teaching and learn-

ing, high standards for all students, strong family and community support, safe and clean school environment and its technology program. The winning schools were chosen after their applications had been reviewed, and site visits were conducted to validate information provided on the applications.

Mad River School District, OH

% Budget: 14.56%

Projected FY97: \$1.1 mill.

Federal ADA: 28.23%

Contact: Lowell Draffen, 937-259-6606

Mad River Team Shines in Engineering Competition

The Stebbins High School Academic Team from the Mad River School District in Ohio placed second in the Wright State University contest. The competition focused on engineering questions which demanded a high degree of proficiency in math and science. The team's written portion of the competition advanced to the national level. Mad River is also proud of the accomplishments of two of its students who earned National Merit Scholar recognition. Will Archer and Katie DeLoach join an exclusive group of 7,000 students from across the nation as National Merit Scholarship Finalists. Will plans to study engineering and Katie plans to study pre-med.

Muroc Joint Unified School District, CA

% Budget: 37.5%

Projected FY97: \$4.6 mill.

Federal ADA: 77%

Contact: Chet Francisco, 619-769-4821

Successful Senior at Muroc Earns Scholarships To Prestigious Colleges

At Muroc Joint Unified School District at Edwards Air Force Base in California, one senior has been receiving a considerable amount of attention for his achievements. With a 4.0 GPA and a long list of volunteer and school activities, Tyson Clark is being rewarded for his hard work. He has been offered several scholarships and has been accepted at a handful of prestigious colleges. Tyson has been accepted at the US Air Force Academy, Stanford, Purdue, Berkeley and UCLA. Tyson plans on use the \$80,000 Navy ROTC scholarship, among several he received,

to study chemical engineering.

Desert High Wins Regional Competitions

Desert High School of Muroc Joint Unified School District was successful at both the Mock Trial Competition and the regional Mathcounts Competition. It was the team's first time at the mock trial competition and Desert High School placed second. The team tried the case, "People vs. Clevenger," which dealt with computer crimes and issues of search and seizure. Also, the team representing Desert High placed third at the Mathcounts competition, part of the 17th Annual Mathematics Field Day. A student of Desert High was individually recognized as the top point scorer. The school competed against 18 other public and private schools, many of which were much larger in size than Desert High.

St. Mary's County School District, MD

% Budget: 4.45%

Projected FY97: \$1 mill.

Federal ADA: 29.94%

Contact: Elaine Kramer, 301-475-4254

Two St. Mary's Schools Win Science Competition

Two schools in the St. Mary's County School District took first place in the Sensational Science Technology of Flight Challenges at Patuxent River Naval Air Station. Westlake High School and Spring Ridge Middle School won top honors in their respective divisions. Each of the seven high school teams were instructed to build a craft lighter than air that could fly to a specific target in the shortest time. The teams consisted of 3-4 students lead by a faculty advisor. The competition awarded cash prizes to the winning schools.

Three St. Mary's Schools Receive Grants For Their Achievements

Three St. Mary's County Public Schools were selected to receive funding from SMART Grants. The grants are awarded annually by St. Mary's County Public Schools for the purpose of encouraging creative learning experiences and promoting efficient operations throughout the school system. Teachers Lara Davis, Susan Helldorfer and Tracey Ridings of Lexington Park Elementary were awarded \$980 for a proposal titled "Animal Tracks"

which enables students to cast animal tracks and write a book about them. Spring Ridge Middle School teacher Julia Bates won \$1,000 for her proposal titled "Out of Africa" which will help students increase their knowledge about South Africa. For her proposal titled "Forensics," Amy Wilkinson of Chopticon High School was awarded \$1,000. Students will determine the polarity of molecules, limiting reagents, analysis of unknowns, and determine the pH of molecules using micro-chemistry techniques

Academy School District #20, CO

ADA: 12,637

% Budget: 5.33%

Projected FY97: (Section 8003(b)) \$820,000;

District also receives Section 8002 funding

Federal ADA: 21.20%

Contact: Steve Pratt, 719-598-2566

Academy Takes Home Honors

Academy School District in Colorado has many students to be proud of as a result of recent competitions. Two Explorer Elementary School teams competed in the Pikes Peak Odyssey of the Mind Regional Competition. Both teams headed to the state competition as a result of winning first place at the regional level. The "Double Trouble" team won the coveted Renatra Fusca Award, one of the highest awards given. The Liberty High school Knowledge Bowl Team also brought home top honors for the district. The team placed first in the La Junta Invitational competition, first place in the Pikes Peak Tournament in Pueblo, and first place in the Regional Knowledge Bowl Tournament at Sierra High School. The Air Academy Jazz Band took first place at the Washington Irving Jazz Festival in March. Featured soloists were Chris Olson and Jeff Eliassen.

Hardin County Schools, KY

% Budget: 1.33%

Projected FY97: \$165,658

Federal ADA: 8.17%

Contact: Lois Gray, 502-769-8800

Hardin Teachers, Administrators and Students Recognized

Hardin County Schools is pleased to have so many successful individuals representing the district. The district's superintendent, Lois

Gray, was named National School Administrator of the Year by the National Association of Educational Office Professionals. Brenda Tucker, a pre-school teacher at Meadow View Elementary is the 1997 Excellence in Classroom and Leadership (ExCEL) Award winner. Brenda was also recognized by the Kentucky House of Representative and the Kentucky Senate for excellence in teaching. Among several successful students in the district are: Maria Gall, a student at North Hardin High School, who has been elected as President of the Kentucky Chapter of the National Honor Society; Kevin McCollum, a student at Central Hardin High, who was elected Speaker of the House for the Kentucky Youth Assembly; and Kristen Zielmanski, also of Central High, who was elected President of the Security Council at the Kentucky Nations Assembly.

Hardin County Schools Wins At Band Competition

The Central Hardin Symphonic Band of Hardin County Schools in Kentucky was named Grand Champion at the Dixie Classic competition in Norfolk, Virginia. The Winter Color Guard received a superior rating and the Jazz Band was rated as excellent.

Hoke County Board of Education, NC

% Budget: .91%

Projected FY97: \$22,000

Federal ADA: 12.61%

Contact: Joy Upchurch, 910-875-4106

Hoke County Schools Tackle Engineering And Give Back To The Community

Two eighth graders from Hunters Creek Middle School placed first in the physical science junior division of the North Carolina State Science Fair in Greensboro last spring. K.C. Thomas and Ryan Westbrook designed a wind tunnel and different airplane wings to test the tunnel. Across town, a group of high school students took engineering outside the classroom. Last spring, nine students from the White Oak High School's masonry and carpentry classes helped build the porch and roof and put on the siding of a new house.

Pinon Unified School District #4, AZ

% Budget: 62.74

Projected FY97: \$3.2 million.

Federal ADA: 100%
Contact: Larry Wallen, 602-725-3450

Pinon Takes Top Honors in Band Competition

The Pinon High School Eagle Band, of the Pinon Unified School District #4, took top honors and received all first division ratings. The band competed against the best bands from New Mexico, Colorado, Utah, Oklahoma and Arizona. "This is the best a band can do," said Band Director Bill Walteman. "The most amazing part of it is that every student was a beginner on their instrument and they competed against students who have played for years." The students decided they wanted to compete even before they knew how to play. They raised the money, learned how to play their instruments and have committed to making something better every day. "I have never had a band so motivated in all my time working," said Walteman.

East Stroudsburg Area School District, PA
Receives Section 8002 Funding
Contact: Laura McGill, 717-424-6104

Stroudsburg Students Show Off Court Skills

The East Stroudsburg Area School District Mock Trial Team came in second in the State Regional Mock Trial Competition held in February at the Monroe County Courthouse. The students were responsible for preparing and arguing both the plaintiff's and the defendant's side of the case in a wrongful death suit.

Clover Park School District, WA
% Budget: 16.69%
Projected FY'97: \$6.2 mill.
Federal ADA: 40.02%
Contact: Mel Neighbors, 206-589-7500

Teacher Recognized For Excellence

Clover Park School District is proud of Bob Nevers, who received the Western Washington University's Woodring College of Education Award for Professional Excellence in high school education. Nevers, who has taught for 28 years in Clover park, mostly teaches science courses, but has ventured into human relations, photography and math. He was secretly nominated by his students and colleagues, and was selected from a list of hundreds.

Clover Park Is Recognized For Its Diverse Achievements

The Air Force named the Junior Reserve Officer Training Corps program at Clover Park High School in Washington an Honor School. This means it is in the top 20 percent of AFJROTC programs in the country. Among additional achievements, the Lakes Concert Choir placed first at the Heritage Music Festival Competition in San Francisco. The choir also won the Spirit of San Francisco award for the second straight year. This award is presented annually to a choir at the festival that best represents its community, school and state off the performance stage.

Students Encouraged To Read At Every Opportunity

During Literacy Week at Evergreen Elementary School, in the Clover Park School District, the students all brought pillows from home and carried their pillows and a book everywhere they went. Teachers encouraged them to curl up with the book every chance they got — going to lunch or the auditorium, or going from room to room. Literacy week is part of an overall literacy program based on a similar program developed at Johns Hopkins University called "Success for All." There's a different theme or activity every day. On the final day, staff and children dressed as their favorite storybook characters.

Birmingham Public Schools, AL
% Budget: 1%
Projected FY'97: \$225,445
Federal ADA: 14%
Contact: Larry Contri, 205-583-4600

With More Impact Aid...

Birmingham Public School System indicated a wide and varied list of improvements it would like to see funded by additional impact aid money. The district believes that these goals would substantially increase student achievement.

1. School buildings could be totally wired for a fully implemented technology program and each classroom would have access to the Internet.
2. To lower the student-teacher ratio, additional teachers could be hired.
3. Additional structures could be built

to eliminate the need for portable classrooms.

4. Additional instructional materials could be purchased for classrooms and media centers.

5. Students could be taken on additional field trips to experience hands on learning.

6. Additional staff developmental activities could be implemented to improve the quality of the teaching and personnel staff.

7. New roofs, complete paint jobs, and other structural improvements could be made to current buildings.

Oak Harbor School District, WA

% Budget: 12.86%

Projected FY97: \$2.5 mill.

% Federal ADA: 59.27%

Contact: Richard Schulte, 360-679-5800

With Full Impact Aid Funding...

If the Oak Harbor School District received more impact aid funding, the school district would use the additional money primarily to increase technology and infrastructure. There are many items listed in the district's budget, however, the areas in which the district would focus increased funds are those that it feels would best improve the resources available to students.

1. Computer technology would be added to elementary, middle and high schools. This would include computer hardware and software, staff training programs, computer maintenance, and necessary furniture and wiring to install additional computer stations.

2. The district would use \$180,000 per year to augment its extracurricular activities. Currently students must pay \$100 a year to participate in extracurricular activities. This prevents some students from participating in programs that have shown student achievement and a reduction in student use of drugs and alcohol.

3. With extra funding the district would update science laboratory equipment. In addition, out of date and worn textbooks would be replaced. Currently the high school biology texts, for example, are 10 years old and in such poor condition that teachers cannot allow students to take the books home.

4. Additional funds would be used to increase the length of the middle school day

by 45 minutes. Currently the school day is 45 minutes shorter than middle schools in other parts of the state. An additional \$800,000 would be used to increase the teaching staff to cover the longer day.

Schools Air Force program soars with award

By CRAIG COLEY
Staff Writer

There is one school dress code that is working.

Every Tuesday, the 240 cadets in the Clover Park High School Air Force Junior Reserve Officer Training Corps wear their uniforms to school — light blue shirts and dark blue slacks. JROTC is an elective class at Clover Park, but it is more than that. Cadets also must do after-school com-

munity activity.

The program has almost doubled since it started four years ago. This year the Air Force named it as an Honor School, which means it is in the top 20 percent of all AFJROTC programs in the country.

"We're pleased because we're only four years old," said Col. Bob DeFee.

DeFee was the senior instructor at the University of Washington's AFROTC pro-

gram until he retired. Now he teaches the AFJROTC program with two retired sergeants.

On Tuesdays, the cadets march. On Thursdays, they learn a "hodge-podge" of customs, courtesies and leadership techniques. The other three days they study about aviation: history in their first year, the science of flight in their second and space travel in their third year. This is the first

year freshman have been part of the program. There will be another class for them by the time they're seniors.

Half of the graduates will join some branch of the military. A few will attend military academies. One perk of the honor recognition is that the school gets to nominate up to eight students for academies without a congressional recommendation. But many students will never join the service.

"Our mission is not really to recruit," DeFee said. "It's to make better citizens."

Half of the cadets are girls. Freshman Chrissy Duffield is one of them. She has wanted to be in the Air Force since she was in fourth grade.

"It gives you a lot of career choices and it isn't as stressful as college," Duffield said. "It's like a 24-hour job, but it's a lot of fun. We do a lot of community work."

The cadets have an awareness presentation team that talks to younger students about drugs and abusive situations.

"They teach you to be leaders, and you teach others to be leaders," said senior Tim Bhan.

When Bhan moved here in ninth grade, he didn't have any friends. Now he says his fellow cadets are "like my family. I changed a lot." He plans to

enlist in the Air Force on July 30.

"I'll start out 16 months ahead of everybody," he said.

"When kids get out of the program they jump into a higher rank," said senior Alex Amosa. "Stuff they learn in basic training we already learned in JROTC."

Amosa has already sworn into the Navy. Like Duffield and Bhan, he is on the drill team. About 25 cadets come to school at 6:30 a.m. twice a week to practice with the drill team. They compete with other JROTC programs around the country. In March, Clover Park hosted a drill competition at Camp Murray.

Melanie Johnson, another member of the drill team, plans to study at the University of Portland through ROTC, then serve in the Air Force. Eventually she wants to be in the Office of Special Investigations.

"I like the leadership," Johnson said.

Clover Park principal Don Larsen is proud of the program for becoming so good so quickly. But he's most proud of what it has done for the students.

"The Air Force program has given them a sense of identity and pride to be good citizens for tomorrow," Larsen said.



Seth Long/Staff Photo

Chief Master Sargent Gayle Wesolowski reviews Air Force history and information with students at Clover Park High School last month.

Frontier named "Blue Ribbon School"

BY STEVE CRABTREE

Frontier Elementary School has received one of education's highest honors, the Blue Ribbon School of Excellence award.

The honor is only given each year by the U.S. Department of Education to about 250 schools, and Frontier is the fourth District 20 school to earn the distinction. Douglass Valley, received the award in 1985-86, Rampart in the 1990-91 school year, Pioneer Elementary, for 91-92. The program is part of the Clinton Administration's "Goals 2000: Educating America" program.

According to Principal Jim Mahoney, it all started when he saw an application for the award and realized that Frontier fit the criteria. So, Mahoney and others at the school finished a 36-page application and turned it in to the state Department of Education.

Frontier was one of six chosen by the state to be forwarded to



Teacher Brenda Hoden (3rd grade) Secretary Carol Wills, Librarians Ramona Beckett and Robyn Brands, Teacher Kathleen Gould (1st Grade), Secretary Linda DePlante and Principal Jim Mahoney show off their "Blue Ribbon" Banner.

the Blue Ribbon School committee in Washington D.C., and soon afterwards, Mahoney received notification that their school had been chosen for a "site visit."

"There were 528 public and private schools nominated, and about 250 of those received site visits," Mahoney explained. About 80 percent of those receive the Blue Ribbon award.

Continued on page 15



The 1997-98 Frontier Staff

six inches thick. And another. And another. "They don't take anything for granted," Mahoney explained. "We had to document every word that we said in that application, and they checked everything out. If we had been lying about anything, they would have found us out."

Stephanie Johnson of the Federal D.O.E. spent two days in the school, going over the thousands of pages of cross-referenced documentation the school had prepared, talking to teachers, students parents administrators and school board members before returning to Washington D.C. to deliver her report.

"Her job is to answer any questions the review panel had, and at Frontier, one of their questions was 'Are their test scores really that high?' He said that they give the COGAT and then the Iowa Standardized Achievement Test about a month later.

"Our children scored way above their potential," Mahoney said. "sometimes nearly half above." In the area of math, they've been in the 99th percentile in problem-solving, which means no school is doing better than Frontier. But, we shouldn't be. We should be in about the 75th percentile."

He said he credited the school's program involving parents, teachers and kids which says that Frontier can do more, and be better than just the average. By working together and striving always to do better, he said the school has surpassed what might have been seen as its limitations.

He said that Johnson's visit was the most critical element of the application process, and most of it was

just conversation between the students, faculty and staff and the woman who seems to have been part detective, part accountant. "She talked to everybody," Mahoney said.

"Basically she asked them 'Is this really true?'"

The rest of the time she was poring over the massive books of supporting evidence, including all the test scores for the last four years. The set of six-inch notebooks was filled with carefully cross-referenced supporting documents for each of the questions and topics asked about in the application. To show how it worked Mahoney followed the sections about the library from one book to another.

"My secretary had a book called A1," he said, waving in the direction of the front office, "and here's all the evidence for A1, the library. Then you look in here (picking up another massive notebook) at A1,

"We produced our writing scores for the last three years, she writes 25 page report back to that panel, which met May 10 and 11, and from her recommendation and her report, they made their decision."

Mahoney said that there's a good reason for the site visit: Anybody can make their school sound good in an essay. He said the panel sends the site visitor to find out "Is this true or is this some principal out in left field, talking?"

"We're trained to be good writers," he explained. "What I like about this program is that it requires a site visit to get this award. Most good principals could easily bluff their way into winning this award. As we were writing the document I literally would ask 'Can I prove

this?' If I couldn't prove it, it didn't go in here. There certainly would have been ways to write some glittering generalities, but they limit the space."

He said Johnson was surprised the school hadn't mentioned its technology program in the application. Mahoney had to explain to her that they simply ran out of space on the application.

"If you go one sentence over they'll just throw out the document," he said, momentarily without a hint of humor in his voice.

Other areas the application asked about was the school's leadership—and its principal. Mahoney has been principal at Frontier for five years. He remembered the questions well.

"How does he provide that leadership," he recalled. "What is his vision? How does he bring the community and the staff together to create that?"

It also asked about teaching environment, and Mahoney said teachers all genuinely like working at Frontier. No teachers we talked to disagreed. "They feel good about the jobs they're doing," he added.

He said the students like it there too.

"It asked about the student environment, and she talked to probably 200 kids," he said. "She went to every one of our special education kids and talked to them, because she wanted to find out if they felt they were successful. She talked to every member of the PTO and the Accountability Committee."

The review panel then looked for indicators of success, and Mahoney said the bottom line was performance.

"We have the high test

Continued on page 16

Blue Ribbon School

from page 15

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The review panel then looked for indicators of success, and Mahoney said the bottom line was performance.

"We have the high test scores, the stand-up scores," he asserted, "but we have a lot of other measures. We also have high writing scores, student attendance is one of the highest in the

district, teacher attendance rate is the highest in the district, and we have the lowest teacher turnover rate in the district."

He said he thought that while some schools might have higher "raw scores," none could match Frontier in terms of the own comparative scores versus the norm.

There were 702 students at the end of this school year.

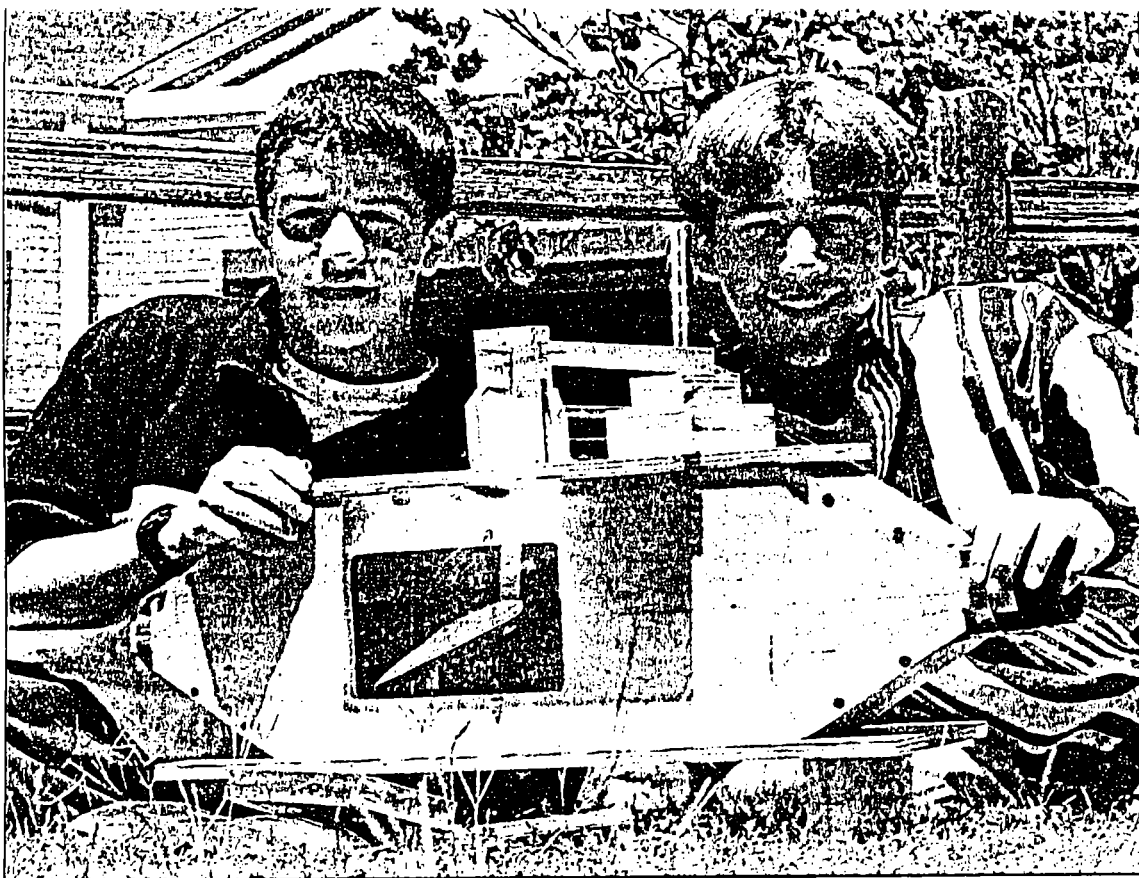
The panel was interested in successful programs, and Mahoney pointed to the school's at-risk program, which assigns adult "buddies" and involves the student, teachers and family.

"Our parents are really involved here," he added. "The hallways are packed with them. That's one of the things you'll see here. All our kids come from the community. We have two buses we added just for safety."

While the award is appreciated by all frontier's administration and staff, Mahoney said by no means is it an indication that they have "arrived" anywhere.

"One of the things I believe is that you never arrive anywhere," he said. "Schools are either getting better or getting worse. We never arrive at some place that says 'We made it.' We already had in place goals for next year."

Next, he, Superintendent Dr. Donald J. Fielder, and a teacher chosen by lottery will travel in September to Washington D.C. to meet with the President in the Rose Garden.



THE DAILY NEWS/DON BRYAN

Science fair champs: K.C. Thoman and Ryan Westbrook show off their handiwork

TUNNEL VISION

Middle school students combine enthusiasm for planes with science to produce prize-winning project

BY ROSELEE PAPANDREA
DAILY NEWS STAFF

They don't consider themselves budding scientists. And they doubt they will pursue a career in physical science.

But two eighth-graders from Hunters Creek Middle School have proven to all of North Carolina they are capable of taking a concept and developing it into a working project.

K.C. Thoman, 13, and Ryan Westbrook, 13, placed first in the physical science junior division of the North Carolina State Science Fair held in Greensboro last month.

The students developed a wind tunnel, as well as several different types of airplane wings that they tested in the tunnel.

Both boys have an interest in air-

planes, and K.C.'s father used to be a pilot in the Marine Corps so they created the wind tunnel merely to fulfill a requirement in science.

"We didn't know much about it, and we figured we could learn something," K.C. said.

That was all they expected — to learn something.

After three weeks of research, planning, drawing and building, the wind tunnel was handed in for a grade.

They received 150 — out of a possible 100 — for the project, and their teacher Kevin Kiley entered it in the science fair at Hunters Creek Middle.

K.C. and Ryan placed second in the school fair. But it was enough to advance them to the county science fair where they placed first. From there, they went to the regional com-

petition and won again.

"It was the first time in history our school ever sent anyone to the state level," Kiley said. "These guys weren't coached. They did it all on their own."

The judges make sure of that by requiring each participant to do a presentation. They must also display an informational board that includes the materials used, the purpose of the project, the results as well as graphs illustrating results.

With the use of plywood, nails, plexiglass and a postal scale, K.C. and Ryan created the wind tunnel. They used balsa wood for the wings.

In the demonstration, they had one vacuum hose blowing air into the tunnel and one pulling air out. The wings were placed inside and were judged based on the amount of lift or drag they had.

"There should be less pressure on top than on bottom so the wing will lift," Ryan said.

Both boys designed their own wings, keeping Bernoulli's Law — the faster a gas travels over a surface the lower the pressure on the surface — in mind. They also demonstrated the effect of the wind on a rectangle,

SEE TUNNEL/2B

■ TUNNEL/FROM 1B

slow-speed wing and a symmetrical wing.

Ryan and K.C. are proud of their accomplishment, but neither expect to enter any science fair competitions next year.

"I love science, but I don't like doing projects," K.C. said. "They are a lot more work than a normal assignment. This was worth it. But I don't know about next year."

Although Kiley believes the wind tunnel would have placed in higher-level competition, Ryan isn't so sure he stands a chance next year.

"Next year we'll be in the ninth grade. That will be hard, especially with all the seniors being smarter," he said.

Stebbins ROTC wins state title

Team has 1st unbeaten year

By Jim Babcock
DAYTON DAILY NEWS

Senior Master Sgt. John Norman has a ready answer when awestruck admirers ask if he and his Red Beret team ever tire of winning.

"I tell them: 'No, we don't get tired of winning. It's better than losing,'" Norman, Stebbins High School's assistant aerospace science instructor, said. "It's part of our tradition."

And quite a tradition it is.

The Stebbins U.S. Air Force Junior ROTC Red Beret Drill Team, which Norman advises, won its eighth consecutive state championship — going undefeated the entire season.

The feat means the Red Beret team has won the state trophy every year since the Ohio Veterans of Foreign Wars established it in 1989, as a memorial to five Parkersburg, W. Va., JROTC cadets killed in an auto accident in Ohio. The undefeated season is the first in team history.

"Once you start a winning tradition, the kids want to do right and continue the tradition," Norman said in diagnosing the team's motivation. "These kids have really built up a great reputation throughout the Midwest; it makes our kids really proud and they really work hard."

Counting its state championship, this year's 24-member team won a record 83 awards while competing in nine drill meets, which operate similarly to track and field meets.

Drill teams and their individual members compete in various categories for first, second and third place. Each first place earns three team points, each second is two points and each third is one point. The team with the most total points wins the meet championship, and three additional points. All points from all meets are added up at the season's end, and the state championship goes to the team with the highest seasonal score.

From the Red Beret's nine meet championships, the team garnered 37 first-place trophies, 19 seconds and 17 thirds, giving it a record 193 points. That was an impressive 98 points better than the total amassed by state



WALLY NELSON/DAYTON DAILY NEWS

The Stebbins High School Air Force Junior ROTC Drill team performs at the dedication of a police memorial at Riverside Community Park.

runner-up Westland High School near Columbus.

Put that with the previous years' accomplishments and Red Beret teams have brought home more than 550 trophies — a total far in excess of available display-case capacity.

"We've had to store a whole lot; last year's are on a table in our aerospace science classroom. This year's are sitting on the floor in my office," Norman said. "They're kind of taking up 25 percent of my office space."

Some say Norman, a 52-year-old retired Air Force career enlisted man, bears at least some responsibility for his predicament.

They point out that it was "Sarge," after all, who organized the Red Beret team as an extracurricular activity when he joined the Stebbins faculty immediately following his 1986 retirement from active duty. And, they observe, that it is he who is always devoting his extracurricular time and effort to seeing to it that the team does not want for the practice and self-discipline necessary to being champions.

"Every night they drill — three nights a week fall through

Stebbins High School Red Beret Drill Team

► **SENIORS:** Cadet Col. Jessica Nuthman, team commander; Cadet Col. Erick Holtz, deputy team commander; Cadet Maj. Feliciano San Miguel; Cadet Capt. Nikkol Cartwright; Cadet Capt. Meghan Payne.

► **JUNIORS:** Cadet Capt. Brian Bowman; Cadet Capt. Tom Benline; Cadet Chief Master Sgt. Stephanie Crabtree; Cadet Capt. Christy Drake; Cadet Capt. Richard Kice; Cadet Capt. Nate Burk.

► **SOPHOMORES:** Cadet Chief Master Sgt. Chris Geeding; Cadet Chief Master Sgt. Josh Parsons; Cadet Chief Master Sgt. Brian Oliver; Cadet Chief Master Sgt. Trisha Lutz; Cadet Chief Master Sgt. Mike Hartsock; Cadet Chief Master Sgt. John Hattab; Cadet Sgt. George Simpson.

► **FRESHMEN:** Cadet Sgt. Ben Cobb; Cadet Sgt. Chris Fields; Cadet Tech. Sgt. Zach Simpson; Cadet Master Sgt. Amber Hartsock; Cadet Sgt. Jessica Gardner; Cadet Staff Sgt. Brandon Brown.

spring — he's out there with them," said Lt. Col. Jack Morris, Stebbins aerospace science instructor. "He's real dynamic and the kids really respond to him. . . . They're really dedicated; and anything less, it wouldn't be tolerated by the Sarge. They respect and they love old Sarge. They complain (about) how hard he is, but there's not one of them that wouldn't do everything he wanted them to."

But Norman, who specialized in administrative management during his 21-year Air Force career, insisted the greater credit belongs to the drill

team's members.

"They know I'm a pretty strict disciplinarian, but once kids know what you put up with and won't put up with, they do what it takes," he said. "Probably one of the most satisfying things I've done in my career is working with these kids."

"There's not really too many people who do a job they really enjoy and get job satisfaction from it. I guess I've really been blessed."

► **CONTACT** Jim Babcock by e-mail at jim_babcock@coxohio.com or by phone at 225-2000.

Living

Everybody's reading at Evergreen

BY ALEC CLAYTON

Ranger staff

The kids all brought pillows from home, and they carried their pillows and a book everywhere they went. Going to lunch or to the auditorium, from room to room they clutched a book and a pillow. And their teachers encouraged them to curl up with a book every chance they had. It's all part of Literacy Week at Evergreen Elementary School.

"Literacy has become our whole focus at Evergreen," said Joyce Nace, reading facilitator. "Every child reads twenty minutes a night at home."

Literacy Week is part of an overall literacy program based on a similar program developed at John Hopkins University called "Success For All."

It began Tuesday with Curl Up and Read day. Every student carried their books with them all day Tuesday. They curled up to read between classes, and at 2:30 in the afternoon the whole school curled up. They put heads together to read to each other and they found quiet corners to read alone. Teachers joined in, reading to small groups. One teacher employed a hand puppet and the puppet talked to the kids about the stories they read.

Joyce Nace said, "It's working. I've never seen kids reading like this at this time of the year, and I've been teaching reading all my life. I walk into a first grade class and I go 'Wow!' It's just great."

There's a different theme or activity every day.



Alec Clayton

Evergreen Elementary students pictured from left to right Omni Gipson, Patrick Sharpe, Donald Mitchell, Jr., Zachary Condron (on chair) and Lashaya Yeldell.

Wednesday's activity was an assembly with "Julia and Friends," a puppet show. Today every child is supposed to bring a stuffed animal and read to it.

Literacy Week activities will culminate Friday when all staff and children will dress as their favorite storybook character and will parade in costume during the regular Friday assembly.

If successful, the program will become a regular activity at Evergreen. Judging from Nace's reaction, there is little doubt the program will be successful.

Congratulations on a Superb Victory!

***Andrea, Nicholas, Daniel, Nathan, Joel, Aaron, Eli,
David, and Keith. You all have made us all very proud.
Super Job!***

Bill Black

The Hanford Sentinel/Tuesday, March 18, 1997

LOCAL EDITORIAL ▼

Best and brightest

"All who have meditated on the art of government and mankind have been convinced that the fate of empires depends on the education of youth."

—Aristotle

Tigers are great!
Tigers are No. 1!
And that is no exaggeration.

Once again the members of the Lemoore High School Academic Decathlon Team has demonstrated they are champs at the most challenging intellectual event any student can face — capturing the state Academic Decathlon on Saturday.

Competing against 15 Division 3 teams — including three other Valley high schools — the Lemoore decathletes swept away every opposing team and took first place. The team captured 12 medals including a gold in the grueling Superquiz.

Lemoore's team won a berth in the state competition by beating out the other Kings high schools at the county level. The state finals are the highest level of competition possible for non-Division 1 schools.

The Academic Decathlon can best be described as the mental equivalent of a track and field event. Each team is comprised of individuals who bring specialized skills to the competition where they face tough round after tough round of questions all aimed to probe, challenge and test the participants on a wide variety of academic levels. The questions can range everywhere from advance mathematics to Renaissance art — and everything in between, around, above and below.

"We had very good luck," Harry Sussman, assistant superintendent of the Lemoore Union High School District, said. They had luck all right, but the team members also had what it took — knowledge, confidence, a game plan and old-fashioned grit — to come home champions.

They have every right to be proud of themselves — as we are proud of them.

Under the gifted leadership of coach Andrea Perez, the team, which returns home today, have brought great honor to themselves, to their school, to their community and to all of Kings County.

The decathletes — Nicholas Lopez, Daniel Perez, Nathan Cider, Joel Brown, Aaron Perez, Eli Arnold III, David Jensen and Keith Shaw and Amber Johnson, who was unable to compete — deserve our warmest congratulations for a job well done.

And they have that and more — our wish that throughout their lives, in whatever they do, the members of the Lemoore High School Athletic Decathlon team always remain champions.

TRACK AND FIELD

Greene proud to accept honor

► **Joe Greene, who has two Olympic bronze medals, has a Riverside street named after him.**

By Greg Simms
DAYTON DAILY NEWS

At 11:30 a.m. Wednesday, Joe Greene arrived at the corner of Linden Avenue and Spinning Road in Riverside in the back of a stretch limousine. The two-time Olympic bronze medalist was in town for a day in his honor sponsored by the Mad River School District and the Riverside City Council.

After finishing third in the long jump at Barcelona in 1992 and in Atlanta in 1996, Greene expected to breeze through Wednesday's activities. The Stebbins High School and Ohio State graduate was prepared to handle a busy schedule. The day began at a breakfast with Stebbins' student Senate and ended with the Stebbins Invitational track meet being renamed the Joe Greene Classic.

He had "no clue" why the limo was stopping at the corner, across the street from Carroll High School. So when Riverside Mayor Kenneth Curp

gave the word and the cloth covering the street sign high above Spinning was pulled away, Greene was visibly stunned. Like magic, there was a new sign. This one said: "Joe Greene Way."

Greene's new street runs from Linden Avenue to Airway and it nearly brought him to tears. The 30-year old is a former NCAA long jump champion. He won the 1995 U.S. Indoor title. In 1996, he was ranked third in the world. He has the world's best jump this season. Upon seeing that street sign, he said, "This is the greatest honor ever given me."

About one half hour later, just before a luncheon in his honor began at Walnut Grove Country Club, Greene was still stunned. "I still can't believe it. It's something you watch on TV," he said. "I've driven on Edwin Moses Boulevard . . . You don't think of these kinds of things. It's nice to get an honor from your community.

It's from your family . . . I don't know how to express it."

Greene's father, James, a retired U.S. Air Force sergeant, and Joe's seven brothers and sisters and Joe's wife, Susen Tiedtke-Greene, a world-class long jumper from Germany, attended the ceremonies.

There is work ahead. At 30 years old, Joe Greene has high goals. "I want to be the world

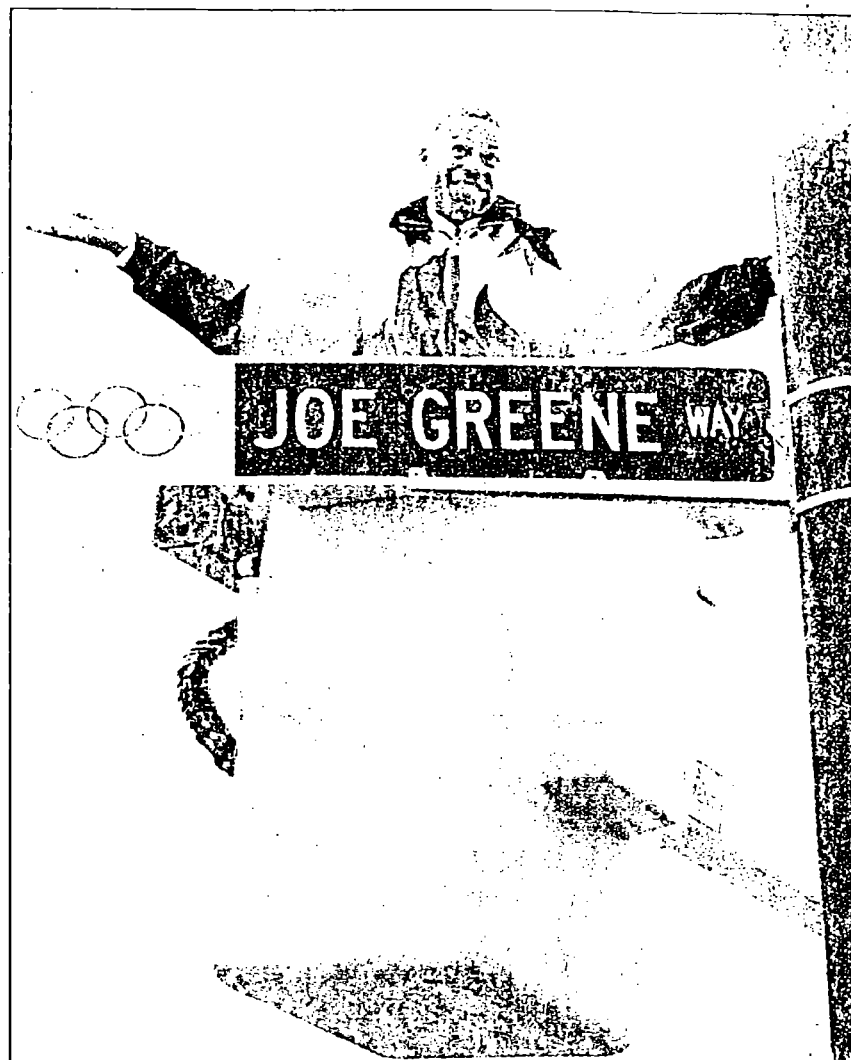
champion this year. I'm trying to break the world record," he said. Mike Powell holds that with a jump of 29 feet, 4½ inches. Greene's personal best is 28-5.

He is on track to improve that. Last Sunday, he

'It's nice to get an honor from your community. It's from your family . . . I don't know how to express it.'

JOE GREENE
A 1986 Stebbins graduate

won easily at the Mt. San Antonio College Relays in Walnut, Calif., with a leap of 27-9. That's the best jump in the world this year. Greene is looking forward to a season of jumping in mostly European meets. But on Wednesday he had more immediate plans. "Oh yes. I'll take a moment. My wife and I will walk down Joe Greene Way."



JAN UNDERWOOD/DAYTON DAILY NEWS

Two-time Olympic bronze medalist Joe Greene had a street named after him Wednesday in Riverside. He also now has a track meet in his name.

*MAD River Local Schools
Dayton, Ohio
April 23, 1997*

Mapping out a future

Fifth-grader knows where he's headed with his artistic skills

BY ROSELEE PAPANDREA
DAILY NEWS STAFF

Every month, students in the academically gifted program at Jacksonville Commons Elementary School were required to create a map of the continent they were studying. Every month, an award was given to the student with the best map.

Month after month, fifth-grader Zach Davis, 10, would hand in his assignment and collect his blue ribbon.

"We had a contest every month and Zach kept winning, so we quit having it," said Lynda Moore, who teaches academically gifted students in several Onslow County

elementary schools. "The very first time I saw his map, I thought he was gifted. He is very artistic."

Zach said every time he was recognized for his efforts, he was inspired to do more.

"I kept winning the contest, and then I realized I was good," he said. "I kept making them better and better and better."

Many of Zach's creations hang on the wall outside of the academically gifted classroom. The maps range in size and style and are colored with crayons and magic markers.

Zach said he copies a map he is interested in — whether it be Europe, Asia or Australia — and then he makes a transparency from the copy.

"I project it on the wall and trace the lines," he said.

Then he goes to work coloring the countries different colors and textures. He also



THE DAILY NEWS/JOHN ALTHOUSE

SEE MAP/2B

Future architect?: Zach Davis proudly displays his handiwork

■ MAP/FROM 1B

neatly identifies each country in magic marker.

His first map of Asia and his map of Australia are his favorites. He likes the lettering in the map of Australia because he used a ruler to keep all the writing straight.

Creating his own super heroes is something Zach does in his spare time. He also draws

cars and when he is really bored, he sketches company symbols.

Social studies and science are his favorite subjects in school. And while it seems like the fifth grade is early to plan for a career, Zach is fairly certain he will be an architect.

"I like how you can design buildings and create different structures," he said.

Success takes discipline

Travel broadened horizons

José Rosario at Bradwell

By Drue Miller
Staff Writer

José Rosario is a bit shy about his honor as Bradwell Institute's top student.

The school announced Rosario, 17, as its STAR (student teacher achievement recognition) student last week and he was recognized at a Liberty County Chamber of Commerce lunch Wednesday. A STAR student is selected using academic standards and SAT score. Rosario has the highest SAT score at his school.

The senior has been at Bradwell for the past two years. He is a native of Fayetteville, NC, and the son of José and Rosa Rosario. His father is stationed at Fort Stewart and he has traveled many places in his life so far during his father's military career.

"I have been to Germany, Kentucky, Virginia, Puerto Rico...travel has helped me grow," Rosario said.

Rosario said he was surprised about the STAR recognition. He is not involved in any activities at school but is an active member of the Chess Club and Science Quiz Bowl. His hobby is collecting baseball cards.

"I plan to go to Florida next," he said. "The town is nice, and close to a town where my parents want to live."

Rosario said he intends to



Photo by Pat Weathers

HONORS — Bradwell Institute teacher Janette Bell hands a plaque to STAR student José Rosario during a chamber of commerce luncheon to honor the county's STAR students and teachers Wednesday at the Holiday Inn.

study computer engineering. He said he likes computer games. Rosario said he is prepared for college. He said it takes discipline. But he also said he does not like homework and that his mother motivates him to complete homework.

"I don't teach so that he has to do his homework," said Janette Bell, Rosario's STAR teacher. "That may be wrong — but some students are so focused that a lesson is clear. José is well-founded in the basics and applies new materials. He does well in tests and quizzes. He focuses on what he needs to do."

STAR students pick teachers to share the honor with them.

Bell describes Rosario as "very analytical." She also

said it is important for a teenager to be a teenager.

Rosario said he chose Bell as his STAR teacher because she is the one he knew the best. He also said she is the nicest and teaches to everyone.

Bell has been Bradwell's STAR teacher for several years.

The top student at Bradwell is eager to graduate from high school. He also is eager to start a career. Rosario said one day he hopes to start a computer business. He enjoys working with computer software more than hardware. He said the Internet is not a phase or trend.

Rosario said he has big plans for the future but his first is high school graduation.

Cindy Rim at LCHS

By Drue Miller
Staff Writer

Cindy Rim follows in her older sister's footsteps as the STAR student for Liberty County High School.

Rim, 17, is the sister of Nancy Rim, who was the first STAR student at Liberty County High two years ago. Cindy also plans on following her big sister at Georgia Tech.

The two sisters are the daughters of Heahwan and Yunkwang Rim. Cindy Rim has been at Liberty since it was a middle/high school. She is a native of Liberty County but has spent many years following her father's military career. The family has since settled back in this area.

"I was born in Hinesville and moved around," she said. "I have been from Texas to Korea and now I'm back. I have been here since the seventh grade. I am so used to moving around. In the ninth grade I thought it was time to move but it was time to stay in one place."

Rim, who is rumored to also be valedictorian of the class of 1997, plans to attend Georgia Tech to study industrial engineering.

"I thought about studying medicine and research then something with technology. My dad said I am a logical, organized person so I figured I would try industrial engineering. I am not set but I could change my mind later if I want to."

Rim said one of the lessons she has learned in school is to do her best. She said she



Photo by Pat Weathers

HONORS — Liberty County High School advanced placement chemistry teacher Leigh Smith presents a plaque to STAR student Cindy Rim at a chamber of commerce luncheon honoring the county's STAR students and teachers Wednesday.

wants to be a well-rounded person. According to Rim one of her greatest challenges was in an advanced placement chemistry class where she met her STAR teacher, Leigh Smith.

"Coming into AP Chemistry I did not have a good background in science," Rim said. "It was not simple but she (Smith) made it easy to understand. It was not as bad as I thought. She also helped me understand that the SAT is not everything. She impacted me the most. She makes class interesting and fun."

Smith has been teaching for seven years, the past five in Liberty County. She said Rim is a good student.

"She stands up for herself but is respectful of her teachers," Smith said. "She is

never disrespectful but gets the point across. Her intelligence overwhelms me."

Rim said her educational success is from constant learning at home.

"I think I have a good memory," she said. "I can read something once or twice and know it. When I was younger I didn't do better. It wasn't easy when I was young."

Smith said Rim's parents are supportive of her education. Rim's achievements include the governor's honors and girls state. She also is an active participant in the National Honor Society, Panther Guard and chorus. In previous years she has been involved in drama, environmental club, chess club, student council and tutoring.

Three local students named finalists in EMC competition

Special to the Courier

Three Liberty County students have been named finalists in the Coastal Electrical Membership Corp. annual Washington Youth Tour contest.

Rebecca Royal and LaTorrryn Walthour of Bradwell Institute and Hyon Kim from Liberty County High School were selected from 12 applicants submitted to the EMC in March.

As finalist in the competition, each student will receive a \$500 scholarship. One of the three also will be

chosen to receive an all-expense paid trip to Washington, DC this summer.

"Any one of these finalists would make an excellent representative for Coastal EMC and their school during this trip," said Coastal EMC's Public Information Coordinator Rebecca Tharpe.

She also said each of the students submitted impressive applications and did well in the interview process.

Four high schools in the Coastal EMC area participate in the Youth Tour con-

test including Bradwell, Liberty County High, McIntosh County Academy and Richmond Hill High. A total of nine finalists were selected from the three local schools in the electrical membership area.

All of the finalists and their parents will be guests at a Youth Tour Presentation banquet later this month. One Youth Tour winner will be named from each of the counties at that banquet.

Last year Liberty County High senior Loressia Frazier represented this area on the Youth Tour.

Bourne High earns high marks

■ A regional accreditation group praises atmosphere and management.

By KIMBERLEE STROHM
CONTRIBUTING WRITER

BOURNE — Bourne High School received a glowing accreditation report from the New England Association of Schools and Colleges, but some of the agency's recommendations would mean an increase in future school budgets.

"It was as good an accreditation report as anyone has ever seen. They said that the high school provides a very conducive atmosphere to learning and we are very pleased about that," school committee chairman Rick Howe said.

The association sent a 14-member review committee to the high school Oct. 6 to 9 to evaluate how well the school met 10 accreditation standards. The committee also reviewed surveys sent out to parents of high school students and spoke to students and staff members over three days, according to principal John Grondin.

The school met the accreditation standards in all 10 areas and no glaring deficiencies were reported in any area, although there were recommendations for improvement.

The committee cited a need to increase computer technology and training in five of the 10 areas. Under Library Technology and Media Services the report called for a full-time technology coordinator, a computer minilab, faculty training and in-service for new technologies.

Recommendations under Curriculum and Instruction called for additional computer training and additional technical support and hardware and software for the staff. Recommendations under

Student Support Services call for an increase in computer access for special-needs students.

The school committee has submitted a request for \$1 million to come out of \$2 million in emergency school aid funds from the state to fund the initial phases of a districtwide technology plan.

Other issues stated as recommendations in the report have been included in the fiscal 1997-98 school budget and will be addressed within the next few years, according to Howe.

"Most of the recommendations are things we are well aware of, and most of the recommendations are things we have under way. Some of the things they requested we will address and will require staffing, and the next years' budgets will address those issues," Howe said.

The report highly commended the school for being "well managed and smoothly operated. . . . Most impressive is the strong sense of pride and loyalty which permeates from the professional staff, students, parents and the school committee."

"There are no surprises here," Grondin said. "They are all things that we are actively working toward and can achieve given the support and the necessary time. There is not one recommendation that we would object to."

The steering committee has two years to file a report with the association outlining how the school will accomplish the recommendations set forth in the report and how long it is anticipated that will take. The formal review visit is conducted every 10 years.

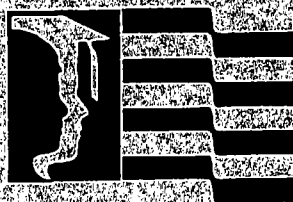
Although he was not a part of the initial process, Grondin took the position as principal two months before the last report was received by the high school in 1986, making him one of the people responsible for ensuring all of the recommendations in that report were adhered to.

Making an IMPACT



What
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Impact Aid

Summer 1998, Volume 3
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I*f it's not broke, don't fix it.* It's an old adage, but the National Association of Federally Impacted Schools (NAFIS) believes it describes the Impact Aid program. In fact, as a result of the changes made in the 1994 reauthorization, the program works better today than it has over the past 25 years.

Impact Aid does everything that many in Congress and the Department of Education believe a good federal program should do. By nature, the program is flexible – it responds to the needs of each eligible school district as determined by the locally elected school board. There are some in Congress who wish to block grant many of the programs the Department of Education administers. Impact Aid is already free of bureaucracy and thus absent from the block grant proposal list. The program also promotes equity. The 1994 amendments to the program insure that, absent full funding, Impact Aid dollars are targeted to those districts that are the most dependent on the program.

To illustrate the efficiency and effectiveness of the Impact Aid program, please review the attached success stories provided by a sampling of NAFIS member school districts. As we look toward the 2000 reauthorization of Impact Aid, please keep in mind that the eligible school districts already use the funding to provide their students with a quality education. Impact Aid truly does make a difference to the districts that receive the money.

If you have any comments after reviewing this third edition of *Making an Impact: What School Districts Do with Impact Aid*, contact Pauline Proulx, NAFIS Communications Director, at (202) 624-5455.

Making an Impact with Impact Aid

The following case studies are superior examples of academic and developmental success among NAFIS's member schools. NAFIS feels the success of these schools would not have otherwise been possible without the financial assistance provided by impact aid. It is our goal to demonstrate the notable improvements and success achieved by schools receiving impact aid in order to demonstrate the benefits in educational quality that the funding makes possible.

Window Rock Unified School District #8, AZ

% Budget: 58

Projected FY'98 impact aid: \$10.7 million

Federal ADA: 98%

Contact: Gloria Hale-Showalter, 520-729-7500

ASBA recognizes elementary school

In 1974, only 20 percent of the students at the Window Rock Elementary School in the Window Rock Unified School District were reading at or above grade level. Present data shows that 80 percent of the students are now at or above grade level. For these on-going efforts, the Arizona School Boards Association named the school a runner-up in the K-6 category for innovative intervention programs. The school individually addresses the needs of able, at-risk and average students. Struggling students are helped through a computer-assisted tutorial.

Class paper pays off

The advanced placement English class at Tse Ho Tso Middle School received a \$5,000 check from the Arizona Advisory Council Environmental Education March 12. The class won the money for a 30-page resource paper entitled "Should Timber Harvesting be Permitted in the Arizona National Forest?" The group won second place for the work. The students worked in groups and shared their research materials. In November of 1997, the class went on field trips to the Coconino National Forest, Northern Arizona University, the Department of Forestry's library and the USDA Forestry Research Center. When the class returned, the students wrote papers on selected topics. Each group prepared addenda materials and learned about footnotes and bibliographies. With the money the class won,

teacher Marguerite McGranahan plans to take students on field trips to museums and other schools, including a trip to Tucson to visit the Sonoran Desert Museum.

Central Union School District, CA

% Budget: 40

Projected FY'98 impact aid: \$3.7 million

Federal ADA: 70%

Contact: Joan Gusinow, 209-924-3405

Central Union is 'Distinguished'

The State of California honored two Central Union schools with the California Distinguished Schools award. In 1997, two schools on Lemoore Naval Air Station received the same award. Now, Central Union can proudly say that all four of its sites are California Distinguished Schools.

Because of the federal impact aid the district receives, every classroom is wired to the Internet, there are at least four computers in each room, a computer lab is equipped at all the district's sites, and all the students can talk via the Internet to a parent on Navy seaduty.

Academy School District #20, CO

% Budget: 6

Projected FY'98 impact aid: \$912,516 (District also receives Section 8002 funds)

Federal ADA: 21%

Contact: Steve Morrison, 719-598-2566

Seventh graders display improvement

Seventh graders throughout the district showed significant increases in reading, math, language and work-study skills on the Iowa Test of Basic Skills. Increases from 1997 to 1998 ranged from 6 to 24 percentile

points when compared to 1998 national school norms. The district attributes the increase to a variety of reasons, from a dedicated, hardworking staff to an increased focus on academics in all curriculum areas.

Liberty County Board of Education, GA

% Budget: 7
Projected FY'98 impact aid: \$1.8 million, also receives Section 8003(f) funds
Federal ADA: 51%
Contact: Don O'Neil, 912-876-2161

High School named 'excellent'

The Georgia Department of Education selected the Liberty County High School as the 1998 School of Excellence for the first district. Liberty High was one of 27 schools selected statewide. English teacher Paige Patterson said the high school brings "teaching to life," with such activities as a Jane Austen tea party, students dressing up as their favorite elements for chemistry day, and a biology class investigating a fake murder. Schools can only apply for the honor once every five years. Next year, the school will learn if it has been selected for competition in the National Blue Ribbon Schools.

Teachers teach technology to teachers

Four Liberty County schools are participating in the Enriching Learning through Implementation of Technology (ELITE) project designed to make teachers more comfortable with technology and to get them to incorporate technology in their lessons. According to a poll sponsored by the American Association of School Administrators (AASA), 94 percent of 1,000 educators said computer technology has improved teaching and learning in American schools. But 72 percent said the computer training offered focused on basic computer operation, not how to use computers, the Internet or software in lessons. Before teachers could change their lessons, they had to go back to school themselves. They attended seminars that drafted lessons plans using technology, including the Internet and digital cameras. At the end of the first year of the ELITE program, the four schools' teachers will become trainers and teach other teachers how to incorporate technology into their lesson plans.

Hardin County Schools, KY

% Budget: 1
Projected FY'98 impact aid: \$170,543
Federal ADA: 20%
Contact: Lois Gray, 502-769-8800

Much to be proud of at Hardin

Lincoln Trail Elementary in the Hardin County Schools system won the Seventh Region 1998 Governor's Cup Academic Competitions and had several individual winners. The North Hardin High School German students won several awards at the State Foreign Language Festival. And Joe Jagers of North Hardin High School was inducted into the National High School Athletic Association Coaches Hall of Fame.

St. Mary's County Public Schools, MD

% Budget: 5
Projected FY'98 impact aid: \$1.2 million
Federal ADA: 29%
Contact: Elaine Kramer, 301-475-4254

State of Maryland takes notice

The Maryland Attorney General and Lt. Governor's Family Violence Council selected the St. Mary's County Public Schools' Maryland Student Assistance Program (MSAP) as a promising school-based program that plays a role in breaking the cycle of violence. As part of this selection, St. Mary's program will be highlighted as an example of initiatives the council would recommend for all schools. In St. Mary's County, the Elementary MSAP identifies and intervenes with children who are considered at-risk because they live in stressful family systems. "This is yet another example of our efforts to ensure a safe and orderly environment for our students," said Patricia Richardson, superintendent.

Newport News Public Schools, VA

% Budget: 4
Projected FY'98 impact aid: \$2.1 million
Federal ADA: 28%
Contact: Wayne Lett, 757-591-4511

Searching for the Titanic

It may not be Hollywood, but third-grade students in Carol Bennett's class at Epes Elementary School have been taking part in the Titanic expedition since January through the JASON Project. Founded by Dr. Robert

Ballard, who discovered the Titanic in 1985, and named after Jason of the Golden Fleece fame, the JASON Project has students doing local investigations using the same scientific methods employed by scientists at the research sites. Bennett has been using the award-winning JASON curriculum for five years and said her students beg her to get the program started in fourth grade. Every year the projects are different. This year's theme is "Oceans of the Earth and Beyond." To learn more, visit www.jasonproject.org/front.htm.

Toppenish School District, WA

% Budget: 11

Projected FY'98 impact aid: \$470,755

Federal ADA: 14%

Contact: Eileen Beiersdorf, 509-865-4455

District students join Read Across America

Read Across America is a national program aimed at involving community members in the educational process and helping kids with reading. At Garfield School, the students celebrated Dr. Seuss's birthday March 2 with stories read by community members. Part of the day's activities included Drop Everything and Read, a class reading exchange, and wearing silly socks.

Wapato School District, WA

% Budget: 21

Projected FY'98 impact aid: \$1.4 million

Federal ADA: 26%

Contact: Pete VanderWegen, 509-877-4181

Family Education Center created

The school day just got a little longer for the district's elementary students. On Tuesday and Thursday nights from 6-8 p.m., Camas Elementary hosts a time for parents to come and be involved with school activities. Parents have a chance to visit with school staff, check out books and videos, play educational games, learn how to use a computer, and receive parenting tips. Although the center is held at only one site, it is open to all parents in the district. One parent, for example, went to the center to learn how to do fractions so he could help his son with his homework. Others attend with questions on how their children can learn good study habits.

Pick up tips for the ITBS

Staff reports

In a couple of months, elementary students will be taking their Iowa Test of Basic Skills and while they have to do the test, parents can help them study.

But like students preparing for the tests, some parents might need a few pointers on how to help.

No problem. Joseph Martin Elementary School is hosting a conference at 6:30 p.m. on Monday, Feb. 2 for just that purpose. Jan Clay, a consultant with the First District Regional Educational Service Agency, will discuss specific ways to help students do their best.

The conference promises to teach parents about the test, activities that can be done in the home to develop test skills and give them a list of things that can be done to help children prepare emotionally and physically for the test.

But the evening won't just be a lecture. Instead, parents will be asked to brainstorm and exchange ideas on things they have used to help their children.

For convenience, childcare will be provided for infants to children four years of age. Also, refreshments will be served.



Photo by Anne Cordeiro

STUDIES — Students at Joseph Martin Elementary School are listening to a story, but in March they'll be taking the ITBS test.

2-18-98



Lynn Hamilton/For the Closeup

Jordye Bacon Elementary School principal Dorothy Cotton hands out material to one of the 70 parents in attendance at the workshop held in Hinesville.

Training for parents at Hinesville school

By Lynn Hamilton
For the Closeup

HINESVILLE — "It's never too early to introduce a child to books," said Brenda Brown, a speaker at the recent Parent Training Institute held at Jordye Bacon Elementary School in Hinesville.

Brown, who has two children at Jordye Bacon, presented 101 ways to interest children in reading. Among the many novel and ingenious methods she recommended were:

- Add a few inexpensive books to your child's toy box.

- Read about vacation destinations with your child in advance of your vacation.

- Have your child create a puppet based on a character in a recently read book.

- Have your child rewrite the ending of a book.

- Tour a publishing company.

Brown also recommended getting children to read to the elderly.

"It's also companionship that is shared," she said.

In a lecture, "Misconceptions

See PARENTS, Page 2A



Photo by Lynn Hamilton/For the Closeup

Brenda Brown offered reading tips to parents.

Parents

Continued from page 1A

about Attention Deficit Disorder: A Mother's Point of View. Pam Schmidt broadcast a video of "Casper" on two video monitors, one to each side of the microphone. As the monitors blared at top volume and unrelated rap music boomed from loud speakers on the stage, Schmidt put on her glasses and delivered her speech.

Midway through her talk, Schmidt turned off the music and the movie. She said she had perceived her audience following the movie instead of her lecture and that an ADD child is similarly waylaid by less obvious distractions.

Schmidt, whose fifth-grade child is diagnosed with ADD, said that misinterpreting ADD as a lack of discipline or stupidity can lower a child's self-esteem and motivation.

"You may think they're being defiant, but the child doesn't know he's doing it," she said.

Other topics dealt with raising a happy and healthy child, the strong-willed child, stressful family situations, and homework hassles. Speakers were DeLores Thorne, Robert Smith, Gloria Brown and Marcella Pitts. Emma Peterson presided and Janice Taylor gave an overview.

Seventy parents attended the institute. Jordye Bacon, principal Dorothy Cotton, attributed the institute's success and the high rate of attendance to

Education

Student urges involvement

Staff reports

Allisha Hamilton took first place both at the post level and the district level of the Veterans of Foreign Wars Voice of Democracy essay contest.

The Liberty County High School student, poised and confident, read her essay to an audience comprised of the 11th district of VFW Saturday, Feb. 7. The essay encourages everyone of all ages to get involved in government either through the vote or by getting involved in worthy organizations. She points out that it is the individuals that shape our government and no one should feel like his/her voice doesn't count.

"Now my voice in democracy may be small because I'm

not of legal voting age yet, but that doesn't hinder me in the least," she said. While waiting to reaching a voting age, young people can serve as pages, in Scouting and other activities, she said. Hamilton received a standing ovation.

Hamilton's essay also took fifth place at the state level.

For winning first place, she received \$100, a tote bag, and a 3-day vacation of her choice (of 45 destinations).

Commander Richard Sanders of the 11th district, presented Hamilton with her awards. Hamilton is the daughter of Jack and Connie Hamilton.

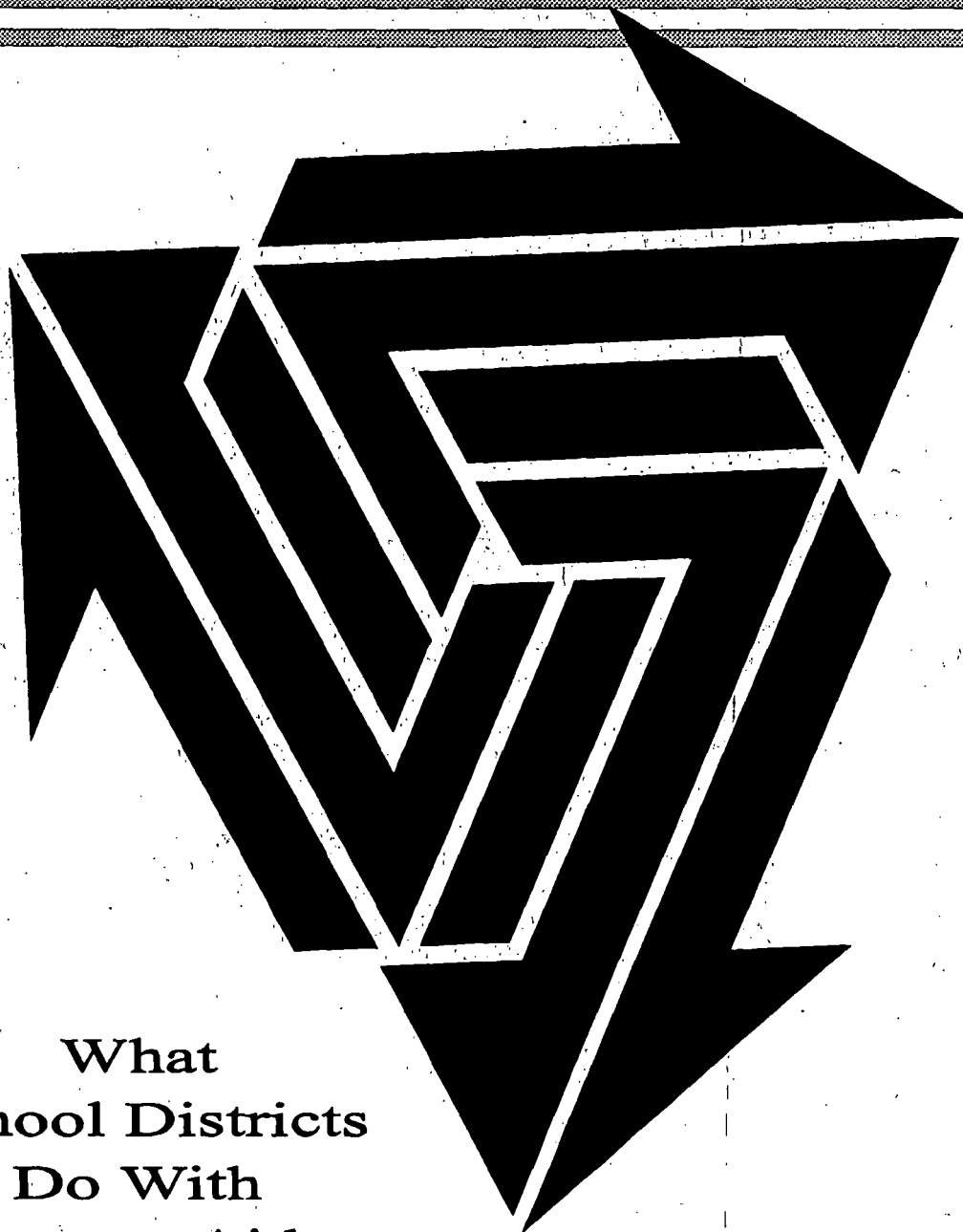
Ralph Etheridge, a teacher at LCHS, was also recognized for his support of the Voice of Democracy program.



Photo by Suzanne Bleman

POISED — Allisha Hamilton, right, was poised as she read her winning essay at the VFW as Richard Sanders listens.

Making an IMPACT



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Alaska

Southwest Region School District

% Budget: 37

% Federal ADA: 97

Projected FY'98 Impact Aid: \$3.1 million

Contact: Mary Wheller, 907-842-5288

Lightspan program at work

In April 1996, the district began a pilot program at a handful of schools using Lightspan education software, which can be played on Sony Playstations. The Playstations were provided to each family who had students in grades K-8 at the pilot sites in exchange for volunteer time. In November 1997, a representative from Lightspan traveled to each of the pilot sites and conducted training with staff during the day and with parents in the evening. The goal of the Lightspan program is to expand learning time into the homes and includes parental involvement. The effectiveness of the program will be evaluated during the year.

Also at Southwest Region, Rod Mebuis, who served as principal of "Chief" Ivan Blunka School in New Stuyahok, was selected by the American Association of Secondary School Principals (AASSP) as the 1996-97 Small School Principal of the Year. In 1997-98, Rod moved on to be named Director of Secondary Education for the district.

Rod is held in high esteem by members of the New Stuyahok community. "Whenever he is involved implementing goals for our school, Rod Mebuis always keeps in mind the goals of the community and the way we feel our children should be educated...[which] weren't easy because this village is in transition from the old ways to the modern era,"

said one citizen, adding that Rod brought community members into the schools to teach Native culture, language, arts and crafts.

Arizona

San Carlos Unified School District #20

% Budget: 77

% Federal ADA: 100

Projected FY'98 Impact Aid: \$6.1 million

Contact: John Bush, 520-475-2315

Golden Bell award

Combining high technology with the fundamental principles of education has brought distinction to the San Carlos District through a coveted Golden Bell award. The district built a state-of-the-art Curriculum Center with the help of impact aid funds. The award was presented by the Arizona School Boards Association in December 1997. San Carlos placed first out of 85 entries from 39 school districts.

California

Silver Valley Unified School District

% Budget: 35

% Federal ADA: 58

Projected FY'98 Impact Aid: \$4 million

Contact: Frank Infusino, 760-254-2916

Environmental competition

Two teams from the district participated in a statewide environmental competition. The students were given practical and written examination in such subjects as soils, wildlife, aquatics, forestry and integrated pest management. In the overall competition, Sil-

ver Valley's "Roadrunners" team took first in the state, while its "Sidewinders" placed second. The Roadrunners competed in the national competition in Pennsylvania and placed first in integrated pest management.

Colorado

Academy School District #20

% Budget: 7

% Federal ADA: 21

Projected FY'98 Impact Aid: \$1.1 million (includes Section 8002)

Contact: Steve Morrison, 719-598-2566

Educational options

Academy District 20 pursued a new direction this year and soon will offer four exciting new educational options to increase the level of academic achievement at all grade levels.

A task force of parents, patrons and staff contacted more than 50 districts that currently offer educational choices. The task force told the district's board that findings indicated a high correlation between student achievement and satisfaction as well as parent and staff satisfaction when enrollment in programs of choice is an option.

The District 20 board approved the Classical Academy option in December 1996. The Classical Academy opened in the fall of 1997 with instruction in Latin and Spanish. It incorporates proven teaching methods to develop analytical thinking skills, instill a passion for learning, and form a virtuous character.

District 20 was also contacted by the Edison Project, a private, for-profit education company, and was offered an opportunity to jointly develop an innovative education program. This option includes a longer day, more school days, and emphasizes technology and reading simultaneously. Each student is supplied a computer for use at home. The new Edison school will open for the 1998-99 school year.

An option developed by district principals was the K-12 International Baccalaureate Program, which will also begin the 1998-99 school year. It offers a heavy emphasis on academic rigor, including teaching French beginning in kindergarten and an expanded curriculum at the elementary level. After

completing the high school program, a student would receive an IB diploma which is accepted by all major universities throughout the world without reservation.

The final option was an expansion of the district's technology program. This option will also begin the 1998-99 school year.

While these options enhance educational opportunities, they do not replace or diminish the district's commitment to neighborhood schools. No funding is being diverted to these choice programs from other schools. In fact, in the case of the Edison Project, there is a cost-saving to the district.

Fountain-Fort Carson Public Schools

% Budget: 25

% Federal ADA: 54

Projected FY'98 Impact Aid: \$3.6 million

Contact: Cheryl Walker, 719-382-1300

District given AASA award

Dale Gasser and the Fountain-Fort Carson Public Schools were selected as the recipients of the Leadership for Learning Award sponsored by the American Association of School Administrators (AASA). The award recognizes superintendents who have demonstrated outstanding leadership by significantly improving student academic achievement. The award cited the district's "2000 and Beyond" program for significantly raising student achievement, graduation rates, attendance, scholarship and community satisfaction levels. In addition to receiving a glass sculpture, Gasser will be presented with a \$4,000 check to be used to further the educational opportunities for children within the district.

Illinois

Mascoutah Comm. Unit School District #19

% Budget: 38

% Federal ADA: 56

Projected FY'98 Impact Aid: \$5 million

Contact: Bob Zerkle, 618-566-2927

State tops

The Illinois State Board of Education placed Mascoutah High School in the top 12 percent of Illinois high schools. The Mascoutah High School has the sixth lowest drop-out rate in

the state at .6 percent. The high school scored well on several areas of the Illinois Goal Assessment Program (IGAP), including social studies (94 percent), science (92 percent), and math (94 percent).

No. Chicago Comm. Unit School Dist. 187

% Budget: 22

% Federal ADA: 33

Projected FY'98 Impact Aid: \$2.5 million

Contact: Dan Olson, 708-689-8150

Positive results

Based on over 300 responses to a survey mailed to North Chicago and Great Lakes residents in November, most district parents — especially those with children in the K-5 schools — view their children's schools as safe learning environments that provide a high quality education. They believe the schools are improving and want to see the improvements continue.

Of those responding, 64 percent said they liked their child's school a lot, mainly because they liked their child's teachers. But most parents see room for improvement. The most frequently cited areas for change include more classroom computers, better lunch and bus programs, more support for teachers (aides, school supplies, photocopiers), more adult supervision on the playground, and a more difficult curriculum.

Wilmington School District No. 209-U

Receives \$39,000 in Section 8002

Contact: Russ White, 815-476-2594

Excellent woodworkers

Members of the Wilmington High School's woodworking class received an award of excellence for a towel holder they entered at the Technology Educators in Indiana's 65th Annual State Conference last year.

Kentucky

Hardin County Schools

% Budget: 1

% Federal ADA: 20

Projected FY'98 Impact Aid: \$170,543

Contact: Lois Gray, 502-769-8800

Principal wins award

Donnie Lynch, principal at Vine Grove El-

ementary, was selected as the Kentucky National Distinguished Principal Representative for 1997 by the Kentucky Association of Elementary School Principals.

Maryland

St. Mary's County Board of Education

% Budget: 5

% Federal ADA: 29

Projected FY'98 Impact Aid: \$1.3 million

Contact: Elaine Kramer, 301-475-4254

SAT, ACT scores increase

Seniors at St. Mary's County Public Schools who took the Scholastic Assessment Test and participated in the American College Testing program in 1996-97 continue to show improvement.

"Our efforts to raise academic standards are making a measurable difference," said State Superintendent Nancy S. Grasmick. "The class of 1997 are the beneficiaries of our first wave of high school improvement that resulted in stiffer academic requirements for all students and higher performance."

The SAT I scores for the students increased on both the verbal and the mathematics portions of the test. Average SAT scores increased from 506 verbal and 498 math in 1996, to 509 verbal and 502 math in 1997. On the ACT, the seniors continued to exceed state and national averages in every area tested. The test scores reflect the high order thinking skills required to do successful work during the freshman year of college.

Missouri

Waynesville School District

% Budget: 30

% Federal ADA: 71

Projected FY'98 Impact Aid: \$6.1 million

Contact: David Edge, 314-774-6169

District receives two honors

The Missouri Department of Elementary and Secondary Education classified the district as "Accredited with Distinction in Performance" based on student achievement on standardized tests, college entrance tests, and persistence to graduation. The district

has a 3 percent annual drop-out rate — one of the lowest in the state.

The district was also recognized by *Expansion Management* magazine as one of 10 "Gold Medal Award" schools in Missouri. The award is based on high student performance and low expenditures per student.

Ohio

Beavercreek Schools

% Budget: 1

% Federal ADA: 29

Projected FY'98 Impact Aid: \$160,329

Contact: Michael Rarick, 937-426-1522

Blue Ribbon school

The Fairbrook Elementary School received the prestigious National Blue Ribbon award from the US Department of Education this year. Fairbrook's application for the award highlighted its Business Partners program, a peer mediation/conflict resolution program, and the school's partnership with the Trinity retirement community. The school's dedication to mainstream students with disabilities also influenced its winning the award.

At the district level, impact aid dollars provide staff, specialized equipment, materials and supplies. The district also uses the program's funds to offer comprehensive staff development programs to empower teachers and improve student performance.

Fairborn City Schools

% Budget: 9

% Federal ADA: 34

Projected FY'98 Impact Aid: \$1.2 million

Contact: Joyellen Paolo, 937-878-3961

'Knowledge' winners

Students from five elementary schools in Fairborn City Schools won first-place honors in the state and finished 20th nationally in the 1997 National Knowledge Contest.

A total of 338 teams participated nationally, 15 of which were from Ohio.

"The boys and girls worked very hard, showed a tremendous amount of enthusiasm and worked well together," Laura Daily, coordinator for the gifted and talented students in Fairborn elementary schools, told the Dayton Daily News. "We go against schools that are specifically for the gifted and talented, so to be

able to get different gifted and talented students from other schools and have the result we did is wonderful."

The Knowledge Contest is a computer-generated disk sent to the schools. The schools put the disk into their computers and input information on the disk after testing the students.

Virginia

Newport News Public Schools

% Budget: 4

% Federal ADA: 28

Projected FY'98 Impact Aid: \$2.1 million

Contact: Wayne Lett, 757-591-4550

IB program

When the Warwick High School Class of 1998 graduates next June, 20 students will still be wondering if two years of hard work have paid off. The students will be the first group to finish the International Baccalaureate program, but they will not be notified until July whether they have earned the prestigious diploma.

Started in 1993 at Warwick High School, the IB Diploma program is a rigorous course of study for highly motivated eleventh and twelfth graders. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill the requirements of an international education system, the diploma model is based on the pattern of no single country but incorporates the best elements of many.

Washington

Medical Lake School District No. 326

% Budget: 22

% Federal ADA: 44

Projected FY'98 Impact Aid: \$1.7 million

Contact: Neal Powell, 509-299-3156

New network

This past year, the district worked at planning and installing a wide area computer network ready for the 1997-98 school year. This will allow the district to provide more effective technology opportunities for our students, and should eventually help to communicate and handle data more effectively as an

organization.

Toppenish School District No. 202

% Budget: 11

% Federal ADA: 14

Projected FY'98 Impact Aid: \$470,755

Contact: Eileen Beiersdorf, 509-865-4455

Looking for 'success'

Staff and students at Kirkwood Elementary School are very excited about a new reading program called "Success For All" that will be implemented during the 1997-98 school year.

Developed by Johns Hopkins University, the program integrates all skill levels for reading. Students will be assessed every eight weeks and that information will be used to make changes in reading group placement, and to initiate family support interventions or other ways of meeting students' needs. The program's materials include thousands of booklets for reading lessons at every level in both English and Spanish.

Wyoming

Fremont County School District #14

% Budget: 39

% Federal ADA: 90

Projected FY'98 Impact Aid: \$3.5 million

Contact: Lonn Hoffman, 307-332-3904

Petroglyphics

The district's The fifth grade class got some special recognition for identifying new petroglyphs while on their science field trip to Sinks Canyon. The teacher and five students were asked to present their work at the Wyoming School Boards Association Education Exposition in November of 1997.

San Carlos receive Golden Bell award

By Paul Wolterbeek
Special to Today

SAN CARLOS, Ariz. - Education stands out on the San Carlos Apache Reservation.

Combining high technology with fundamental principles of education has brought distinction to the San Carlos Unified School District through a coveted Golden Bell Award that was awarded in December by the Arizona School Board Association.

Educators from San Carlos took first place in a category of district-wide curriculum delivery and accountability. They received the award at a ceremony when the Arizona School Board Association convened at the Doubletree Paradise Valley Resort in Scottsdale.

"Curriculum Center Director Mark Nichols and his staff should be given a lot of credit for this award, because it reflects the accomplishments of the curriculum development and research center," said Superintendent of Schools Dr. John Bush.

"There were 85 entries from 39 school districts statewide that were considered for this, and San Carlos

received first place. That really says a lot about what we're doing as a school district, as well as the hard work of Mr. Nichols and his staff."

Mr. Nichols, Bill Kummerow, Rajan Das, Bernadine Delma, Cleola Berray and other curriculum center instructors preside over a computer lab of 25 networked stations that allow students to use the latest in teaching software to sharpen their math and language skills at their own pace.

Students receive both one-on-one and group instruction at the center, which is also open during designated hours for members of the reservation to use.

"There is also an excellent after-school program for our students in grades K-5, and the center offers remedial teaching to help our first and second graders with the skills that are necessary for promotion."

Curriculum center staff also caught the attention of educators throughout Arizona by spearheading the development of two CD-ROMs that acquaint the user with the history and culture of the San Carlos Apache Tribe.

Both compact disks were paid for



Photo Courtesy Paul Wolterbeek

Striving for excellence: The staff of the Curriculum Research and Development Center and the programs they offer are the reason San Carlos Unified School District won the Golden Bell Award from the Arizona School Boards Association. Pictured here are Rajan Das, Mark Nichols, Bill Kummerow, Superintendent of Schools Dr. John Bush, Bernadine Delma, and Mrs. Cleola Berray.

by grants. Both were developed with the assistance and advice of local Apache teachers, and students of the district also helped.

These CDs were showcased at the National Indian Education Association conference at Tacoma, Washington, a few weeks ago. Many

of the people who attended that convention said how impressed they were with the ways we are using this technology, and we were told the CDs we produced are more advanced than what most other schools across the nation have accomplished," said Dr. Bush.

BEAVERCREEK



JIM RUTLEDGE DARTON DAILY NEWS

Under the watchful eye of Bill Bradford, Fairbrook Elementary School fourth-grader Jake Glynn blows a few notes on an American Indian flute made by Bradford.

School captures Blue Ribbon

4 programs help Fairbrook get nod

By Joanne Huist Smith

DAWSON COUNTY RECORD

Twenty fourth-graders from Fairbrook Elementary School in Beaver Creek scurried around the main purpose room at the Trinity retirement community like children playing in a sandbox.

In this game, though, everybody won a seat and a senior buddy to sit beside.

This pairing of senior citizens and children is part of a program the school developed along with Trinity two years ago, and it's one of the reasons the U.S. Department of Education awarded Fairbrook with a national Blue Ribbon Award in November, said Debbie Abernethy, spokeswoman for Beaver Creek schools.

The Blue Ribbon Award was

established in 1982 by the secretary of education as a school improvement strategy. Today, it recognizes outstanding public and private schools across the nation, said Kathy Crossley, education program specialist at the U.S. Department of Education.

Just applying for a Blue Ribbon requires a group of school staff to conduct quite an in-depth analysis of the school. No one person can tell

SEE RIBBON

RIBBON: School wins top award

CONTINUED FROM 1

school's story by themselves," Crossley said.

Fairbrook's application highlighted its Business Partners program, which includes the partnership with Trinity; a peer mediation/conflict resolution program; and the school's inclusive education practice.

Under the Circle of Life Inter-gradational Friendship Program with Trinity, eight classes grades one through four have rotated weeks to allow two classes per week to visit the center for about an hour. Activities include singing, show and tell, baking, movement and board games, and personal interviews, said Fairbrook principal Linda G. Beaver.

"Students ride to Trinity, about 2.5 mile away at 3218 Indian Ripple Road, on school buses, Beaver said.

"People transform when the children walk in. At first, the children are shy, timid; after the first hour that fades," said Michelle Hartlage, recreational therapist at Trinity. "Kids get past disabilities faster than many adults. It's amazing the way the kids offer unconditional

love."

Jake Glynn, 10, brought a "Dobie" Doberman beanie baby to share for show and tell. He paired up with Bill Bradford, an 81-year-old retired aeronautical engineer, who played a Native American flute that he crafted himself.

"I tried to make a willow branch whistle, but I never could get it to work. My granddaughter brought me a cassette of Native American flute music; I like it so much I decided to try to make one myself," Bradford said. "I think it (students visiting Trinity) is a wonderful opportunity for us to influence them in the right direction."

It wasn't long before young Jake puffed up his cheeks and took a turn playing the flute under Bradford's guidance.

"I like coming here and talking to people. It's fun. I like getting out of school," Jake said.

About eight years ago, Fairbrook began a pen-pal program with Trinity residents. Many classes adopt a resident for the school year. The class and residents exchange letters, cards, gifts and visits, Beaver said.

Fairbrook also has a business partnership with Key Bank, 3294 Kemp Road, and the Excalibur

Automotive Complex, 1203 N. Fairfield Road.

"They (bank representatives) come to school to talk to the kids about saving money. They help students open a savings account and they can deposit right at school," Beaver said. "Excalibur has a letter-writing program with our students and they display our seasonal artwork as decorations."

All of the school's 630 students, grades one through six, participate in the school's conflict-resolution program.

"Every Friday, 75 to 80 students come in to school early to learn a lesson about making choices. Later in the day, all students meet in one of 35 dens (dens because of Beaver Creek) and the students that came in for the early lesson will teach their den members the same lesson," Beaver said. "This program lets kids know they have a lot of power within them to resolve conflicts. They can take an active role in helping our school have a peaceful setting."

Fairbrook's dedication to mainstream students with disabilities also influenced its winning the Blue Ribbon, Beaver said.

"We're committed to all kids

who come to our school regardless of ability or disability," Beaver said. "We need to continue to evaluate where we are and work to make our school a more child-centered school. Just because we received the Blue Ribbon doesn't mean there aren't things we can't improve."

The application process for the award, which included a written application and a weeklong visitation evaluation, began in October 1996, Alberico said.

During the 1996-97 school year, 527 schools were nominated to receive the award nationwide. From that, 270 schools were visited and 263 schools were selected as winners.

Each state administers its own program for selecting schools to be nominated to the national level. The number of schools each state can nominate is based on population, Crossley said.

In Ohio, 28 schools applied with 11 winning the national award, Crossley said. Another Miami Valley school, Centerville Kindergarten Village, 6450 Marshall Road, also received a Blue Ribbon. Each Blue Ribbon school receives a certificate and a flag to herald its status, Beaver said.

From a Kid's Point of View: Graduating from New Egypt Middle School



The mural of this year's graduating class of New Egypt Middle School 1997!

By Jeremy DeAngelo

This past Monday New Egypt Middle School's eighth grade students graduated. We have spent nine years in elementary and middle school, but now we are moving on to Allentown high, where we will spend four years in various classes dealing with various topics. It is time to think ahead. Actually, thinking ahead, the classes should be a little more interesting,

because we were able to pick them. The high school just gives us some guidelines, and then sits back and lets us run the show. For example, the high school says that we have to take at least one science course. Now usually, this would be a pain, but the school gives us a choice between earth science and biology. This way, you can pick the subject that is more interesting to you. Another thing new about

high school is a novel program being implemented called Intensive Block Scheduling. Basically, the idea behind Intensive Block Scheduling is that you would have four double-period classes as opposed to eight single-period classes, then switch next semester. This new change is fine by me, because it seems likely that you would not get as much homework with this method than with the old one.

If you played your cards right, you could have no homework! You could schedule for your first semester classes Physical Education, Art, Home Economics, and Study Hall! You'd be bound no to get much homework that way! Of course, next semester you'd have Algebra I, World Cultures, Biology, and English honors, and then you'd be in trouble. So it's a good idea to alternate the easy and the hard.

Naturally, not all we've heard about the high school is good. We've heard stories about two-mile runs and teachers to look out for and Freshmen Friday. Such fears may have added to our nervousness on Monday night as we walked slowly down the auditorium's double aisles to the tune of the Graduation March. Everyone around us was smiling and laughing and saying stuff to me such as "Hi Jeremy!" and "Smile a little more, Jeremy!"

As soon as I escaped, I sat down on stage and waited for the people behind me to sit (the teachers had lined us up according to height, which bothers me a little because I'm rather short.) After that came the welcoming speeches - one by graduate Nicole Foote and another

one by our principal, Mrs. Carlson. Then we went up to receive our diplomas from Mr. Robert Schadewald, president of the Board of Education. This was fun because whenever someone's name was called, their family would clap. If the family was really rowdy, its members would hoot and holler, even stand up as if to show everyone who to blame for the ruckus. It was a great way to release the tension.

We sang next with my classmates and I singing "I believe I can fly". Awards presentations followed. This is an anxious time because no one knows who will win. The results were surprising as well.

I heard people near me expressing with confidence who would win a particular award. Then they were shocked when someone completely different won.

Next came the Teacher of the Year Awards, this year's winners were Mrs.

Janice Mayer and Mrs. Deborah D'Elena, followed by the presentation of the mural. A mural is painted by the graduating class every year, signed by all the students, filled with memorabilia, and hung in the cafeteria forever more. This year's mural depicted a falcon in various positions of taking off and displayed the message "spread my wings and fly away", which can also be found in the song we sang. Finally came the farewell speech and the march out of the auditorium, which was more pleasurable than the march in.

Perhaps my most vivid memory of graduation was walking down that aisle. Or maybe it was singing. No, I think my most vivid memory was while receiving my diploma, when Dr. Gerald Woehr, who was standing behind Mr. Schadewald, turned to me and said, "Jeremy, here's something for you to write about!" So I did.

Elks win at Wildwood

New Egypt Elks Lodge #2457 participated in the annual parade in Wildwood during the State Convention of the Benevolent and Protective Order of Elks held the first week-

The Lodge was awarded 1st place for best overall, 5th place for the Allentown Redbird Marching Band, and 3rd place for their float.

The district awards will

Air Museum
Seeks Vendors,



Impact Aid: Building Strong Schools and Communities



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(202) 624-5455
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Preface

The Impact Aid program is based on the philosophy that every child enrolled in a federally impacted school district deserves the same education as students attending a school district near a wealthy suburb. The funding that the Department of Education transfers into each of the eligible school districts' general fund levels the playing field by paying the "basics" of a child's schooling- teachers, textbooks, school buses, utility bills, etc.

In recent years, President Clinton's budget has cut Impact Aid. If adopted, this fiscal year 2000 budget proposal would cut Impact Aid by approximately 15 percent. Recently, some in Congress have backed the Education Flexibility Partnership Act, or "EdFlex," which would provide a block grant to states for education programs designed at the local level to increase student performance. Supporters of EdFlex say it would allow greater spending flexibility and local control while cutting regulations. Impact Aid money is not too far from this EdFlex proposal that some in Congress are pushing.

Federally impacted schools strive to ensure quality education with the resources available to the school districts. In some cases, a portion of these resources are used to develop and maintain after-school programs. These programs continue education the education process which provides students with a secure, learning atmosphere. The most important point to remember is that without Impact Aid many of these schools would have difficulty meeting the basic educational needs of their students and most certainly would not be able to provide quality after-school programs as described in the pages that follow.

Please take time to review The National Association of Federally Impacted Schools effort to make Congress, the Department of Education, and others aware of the fact that Impact Aid money is vital for an impacted school district. Please feel free to contact NAFIS with questions, comments, or concerns at (202) 624-5455

Thank you for your time and dedication in the fight to save Impact Aid

Sincerely,

A handwritten signature in cursive script that reads "Merissa Santin". The signature is fluid and elegant, with a long, sweeping underline that extends to the right.

Merissa Santin
NAFIS
Legislative Intern

Impact Aid: Building Strong Schools and Communities

After-school programs can play a vital role in educating a child. These programs are a useful tool in reinforcing the educational skills a child needs in order to be successful in school as well as making an effort to keep children out of potential trouble. Here are some superior examples of impacted schools that have started successful after-school programs.

Mascouthah School District #19, IL

% Budget: 37%

FY'99 Impact Aid: \$5.6 million

Federal ADA: 56%

Contact: Robert Zerkle, (618) 566-2927

Scott Elementary School Scott Air Force Base, Illinois

The Scott Elementary school after-school reading program was created because 12-25 percent of the students in grades 2-4 started school this year below grade level. The goal of the after-school program is to increase student performance in reading and to raise self-esteem. One parent had this to say about the after-school program: "Military families inherently rely on the school's curriculum to fill the void at home. The outstanding program, initiated by Principal Charles Deters, has increased (a student's) reading ability. She seems confident, as her delivery becomes more precise. It is indeed a pleasure to witness the self-esteem displayed as she completes a book." This is only one excerpt of dozens of letters NAFIS has received from parents hailing the after-school program at Scott Elementary School.

Dawn Jung, teacher participating in the program, said "I believe the program is beneficial in building self-esteem and in reinforcing reading skills in small groups." Mrs. Jung also explained a typical day in the Scott Elementary after school program. She starts with poetry to relax the children, then she moves on to discuss their classroom behavior. The day is ended by independent reading, which consists of reading and answering questions in complete sentences, staying on target, and enforcing writing skills.

While this is only a portion of what Scott Elementary School would like the after-school program to be, money has restricted the school on how much can be spent on the program. The current cost of this program is \$4,320, including teachers' salaries. Scott Elementary School would like the program to include a math and reading after-school session but the cost would double. The Principal, Charles Deters expressed enthusiasm for the program by stating, "The parents of the children attending these programs are ecstatic because the program is building self-esteem along with essential reading skills."

St. Mary's County, MD

% Budget: 5%

Projected FY'99 Impact Aid: \$1.4 million

Federal ADA: 31%

Contact: Elaine Kramer, (301) 475-4254

St. Mary's County, MD

In the summer months of July and August 1998, St. Mary's County hosted a three-week summer intervention program. This was an intervention program targeted to accelerate a student's progress by allowing more frequent periods of instruction. The program, paid for in part by Impact Aid, targeted first and second grade students who had difficulty in gaining basic literacy skills, despite the best efforts of parents and teachers.

Principals chose students who would benefit most from intensive small group instruction within the constraints of a 12-day program. The program lasted three hours a day, four days a week for three weeks.

After the program was over, parents, teachers, and students were given opportunities to provide feedback to Department of Instruction regarding the challenges students faced, as well as accomplishments and recommendations for the program. Some of the benefits that teachers and parents listed were increased confidence in the student, the student's ability to learn to like reading, and the benefit of individual assistance. Parents and teachers recommended that the program last longer and that the program include third, fourth, and fifth grade students.

Toppenish School District #202, WA

% Budget: 9.5%

Projected FY'99 Impact Aid: \$388,614

Federal ADA: 12%

Contact: Eileen Beiersdorf, (509) 865-4455

Kirkwood Elementary

&

Toppenish High School

Toppenish, WA

In Toppenish, Washington, Impact Aid funding plays a vital role in keeping the school doors open. Through Impact Aid, Toppenish has been able to balance the budget since 1992. Impact Aid money often pays for new textbooks and resource materials for new student curricula. The ultimate goal for the school district is to have all students reach standards on the state-testing program within three years. Impact Aid money has allowed the district to be competitive in preparing to reach state standards.

Kirkwood Elementary, along with Toppenish High School, has put together an exemplary program in the hopes of having students reach standards on the state-testing program

within three years. The two schools have developed a cooperative after-school program at Kirkwood Elementary. The high school provides over 120 students with one-on-one tutoring daily. High School tutors work with the same students every day. Through this one-on-one tutoring, the student and tutor develop a working relationship.

With the help of a grant from the Washington Reading Corps (WRC), a certified teacher circulates throughout the room during tutoring. While the main focus is to enhance the education of children, there is another purpose for this program. Parents can participate in English language classes, basic computer literacy, or receive instruction to earn a General Education Diploma (GED). The children of these parents are required to attend the program. These children are in another classroom where they do their homework, read, and receive snacks.

The Kirkwood tutoring program is one step in achieving Toppenish School District's ultimate goal of having each student reach the state standard level. The program directly helps elementary students increase their reading skills and also indirectly helps literacy programs for all ages.

Santee School District, NE

% Budget: 63.11%

FY '99 Impact Aid: \$597,630

Federal ADA: 100%

Contact: Chuck Squier, (402) 857-2741

**Santee Community School
Santee, Nebraska**

Many Impact Aid schools have developed after-school programs, including Santee Community School in Nebraska. Santee's after school program is known as the "9th Hour." The program was implemented because 57 percent of seventh through twelfth grade students were receiving incompletes. Since the program, less than 3 percent have an incomplete. The "9th Hour" has proved to be successful at Santee Community School.

The "9th Hour" uses several proven intervention techniques, including a one-on-one student-to-teacher ratio, and instructional intervention in a relaxed environment. The "9th Hour" is a continual program throughout the day. Each classroom teacher enters the lesson plan and assignments into the student management system, which is available via the computer network at every workstation or in each classroom. At the end of each instructional period, the teacher checks off completed work, leaving only the assignments not completed on the computer. Through this technique, the teacher/tutor is able to pull up the individual assignments and lesson plan, thus planning what is needed for each student during the "9th Hour." At the end of the day, the teacher/tutor collects the assigned work and puts the work in the specific teacher's mailbox for grading and entering into the electronic grade book.

Although this program has brought success to the students at Santee Community School, the “9th hour” was not the cure for the large numbers of incompletes that plagued students. The final intervention was the continuation of school. For instance, if a student has not shown mastery of the performance outcomes they will continue coming to school during the summer to complete work. No student will go into the next grade until they show mastery in the performance outcomes for the last grade. If the student does not show such mastery an “R” is entered onto the transcript indicating they will repeat the class.

While this program has been successful, it has not been inexpensive. The cost of the student management system, salaries for teacher/tutors, and additional resources needed to implement this intervention exceeded \$30,000. The ongoing cost is less than \$10,000.

Lawton School District, OK

% Budget: 8.99%

FY '99 Impact Aid: \$3.5 million

Federal ADA: 41.53%

Contact: Barry Beauchamp, (580) 357-6900

**Pat Henry Elementary
Lawton, OK**

Pat Henry Elementary, located in Lawton, Oklahoma, hosts a myriad of after-school programs and intervention programs. Currently, there are over 15 programs taking place at Pat Henry Elementary. These programs were implemented into the curricula to help remedy and enrich the students by offering a wide range of needs through fun and interesting activities. NAFIS has picked five of the school's after school programs to use as examples. The five programs include enrichments, evening library activities, reading recovery, Cameron University tutoring program, and Army Partnership with Lawton area schools. Here is a brief overview of these programs:

1. Enrichments: Enrichment activities are offered each quarter. Certified teachers provide classes for one hour each day for 12 sessions. The classes meet after school from 3-4 p.m. These activities are designed to strengthen math and reading skills as students participate in hands-on, fun activities. Examples of enrichment classes include Accelerated Reader, Kitchen Chemistry, Test Taking Skills, and Science of Bugs. About 320 students are served each year through this program.

2. Evening Library Activities: One evening each month the library is open and an activity is planned for parents and students. The focus of each of these activities is the improvement of skills through fun activities that families can do together. About 350 students and family members attend.

3. Reading Recovery: First grade students are tested early in the year and those with the lowest reading ability are given one-on-one instruction by a certified reading specialist for 30 minutes each day until they are reading at grade level. The school is able to serve nine students daily with this program. Although this is an expensive program, students who graduate out of the program continue to score on grade level in reading

skills throughout elementary school. About 12-15 students are served through this program.

4. Cameron University tutoring program: Cameron University provides education majors to work with students in third grade who need one-on-one assistance. CU tutors spend 1-2 hours one day a week with the students, working on reading and math. Approximately 8-10 students are served through this program.

5. Army Partnership with Lawton Area Schools (APLAS): Approximately 20 soldiers from the 1/77 Field Artillery come to the school each week to work as mentors and tutors for the school's more needy students. Each soldier works with the same student for the entire year to build a strong relationship of trust. About 20 students are served through this program.

Pat Henry Elementary devotes much time to caring for not only the students but their parents. Currently, the school is attempting to provide GED software for parents to use at school to further their education. Caring is the key at Pat Henry Elementary and according to Principal Lisa Roberson hugs carry power and are given frequently along with mutual respect between parents, teachers, and students. "We realize here at Pat Henry that we are working with a very diverse population with numerous needy families. We cannot change many things outside the school culture, but we can embrace the families into our school culture, giving them the tools to realize personal change" said Principal Roberson.

North Chicago School District #187, IL

% Budget: 27%

FY '99 Impact Aid: \$4.9 million (including subsection (f) funds)

Federal ADA: 35.74%

Contact: Dr. Patricia Pickles, (847) 689-8150

North Chicago Schools North Chicago, IL

Teachers and administrators in the North Chicago School District have been looking for ways to provide more "on task" learning time for students. Throughout the North Chicago area many schools host after school programs.

The Homework Club is a popular after school program, which South Elementary and Katenmaier Middle School participate. The Homework Club not only tutors students in reading, writing, and math, but also teaches self-reliance. One student who participates in the club said "I couldn't do my homework because I don't have anyone at home to help me." Students receive guidelines as well as encouragement they need to succeed in their everyday assignments.

At Linbergh Elementary School students are learning a second language early through the after school Spanish Club. The Club is held twice a week for those English-speaking students who want to learn Spanish. Another after school program at Linbergh is Navy

tutoring. A group of Navy volunteers and parents help about 40 students with homework twice a week.

Working together can make all the difference in the world and two North Chicago schools have taken this philosophy and implemented it into an after school program. While Greenbay Elementary school has many after school programs, such as its tutoring program twice a week, an "Internet Club" and a "Strategy Club" is offered. In February, the school started a Wednesday afternoon "Top Cat" program for about 25 third and fourth grade students. Libertyville High School juniors and seniors spend an hour and a half building a one-on-one relationship with their Greenbay "buddies". The high school students read and tell stories, teach crafts and games, and just stay interested in the elementary students' lives. The program enhances both academic and interpersonal skills for all the students involved in the program.

While this is only a fraction of the after school programs that take place in the North Chicago School District, it is evident that the district is making every effort to give the students at all the schools a quality education.

Frontier School District

% Budget: 15.35%

FY '99 Impact Aid: \$247,101

Federal ADA: 32.50%

Contact: Steve Shiever, (405) 723-4360

Frontier Public School Frontier, Oklahoma

An innovative after-school program, "Bridge 21", takes place at Frontier Public School. The program serves students in grades 1 through 8 who are referred by a parent or teacher and can benefit from one-on-one tutoring in specific subject areas. The objective of the program is to "bridge" the gap that lies between the after-school hours, when students are unsupervised at home, until a guardian returns home from work. The program provides a rich learning environment filled with one-on-one tutoring with certified teachers and peer tutors, multi-cultural special events, enrichment activities, a main focus on art and technology, and an emphasis on reaching leadership skills, conflict resolution, and healthy relationships. This is the first year of the program at Frontier, which is fast becoming a true success as it aids the students in the classroom, at home, and in the community.

Currently Frontier's "Bridge 21" program has an enrollment of about 65 students and a consistent daily attendance between 45 and 55. The program runs Monday-Thursday from 3:30 p.m. until 6:00 p.m. each week. "Bridge 21" has only been in action since late January 1999, but the program is already showing promise. The school hopes to meet even more of the students' and communities' needs during the upcoming summer months and following school year.

San Diego Unified School District

% Budget: 5.69%

FY '99 Impact Aid: \$14.6 million (includes section 8002)

Federal ADA: 13.68%

Contact: Richard Knott, (619) 293-8200

San Diego City School

San Diego, California

Impact Aid plays a crucial role in providing quality education to San Diego Unified School District. Chesterton Elementary School, located in the San Diego Unified School District, is one of many schools in the area which extends the education process, with most of its five hundred plus students coming from military families. The school has established two, successful after-school programs. One of the programs is an after-school program offering tutoring in reading for first through fifth grade students. Each year, about 100-125 students participate in this program. The program was implemented about four years ago and according to Principal Tim Asfazadour, has been highly successful. Chesterton Elementary also offers an after-school homework assistance program, which provides students tutoring in any assignments they have difficulty completing. Approximately 75 students attend this program. While both programs are successful, they are not mandatory. Students participate in both programs on a voluntary basis.

Principal Asfazadour notes that since so many of the children are from military families, his population is mobile. Despite this fact, the school's test scores have remained either stable or have gone up since the after-school reading program began.

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Summer 1999 Volume 15 No. 7

School notes from a war zone

As superintendents of school districts serving military children, Charles Patterson and Dick Parker have seen the effects of military deployments through their students' eyes. But a recent trip to Bosnia has given the two Texas-based administrators a taste of what deployments do to their parents — the soldiers.

Patterson and Parker were part of a 30-member group who took a three-day tour of Bosnia, which was sponsored by the First Cavalry Division, based at Fort Hood and currently deployed in Bosnia. It was designed to give civic leaders a glimpse of what the Army is doing in the region.

"It was really an eye opener to see the dedication of our soldiers," said Parker, superintendent of Copperas Cove Independent School District. "The commitment they have, the expertise they bring to their job — it was just a refreshing, reassuring message that we are in good hands with our military."

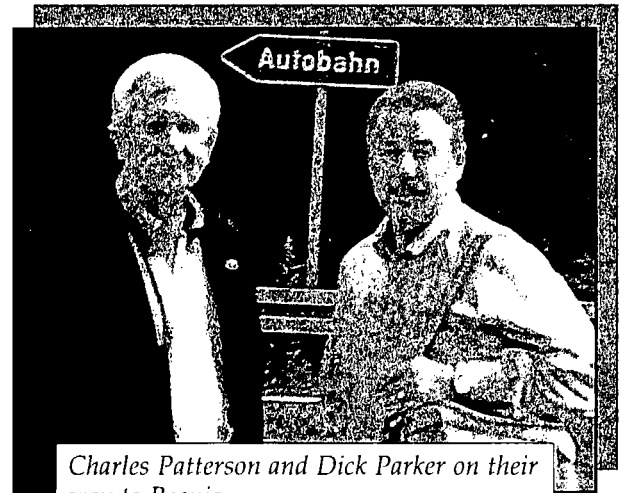
NAFIS Board Member Charles Patterson, who has been superintendent of the Killeen Independent School District for more than 10 years, saw the same dedication.

"I visited with a lot of soldiers in Bosnia and every single one had very high morale, knew their mission, and were proud to be a part of something that they considered significant for the United States," he said. "There was not a complaint."

The group departed Austin June 14 and arrived the following day in Frankfurt, Germany. At Rhein Main Air Base they boarded a C-130 for Tuzla.

In addition to meeting with the troops from Fort Hood, the 30 Texans visited the site of some of Bosnia's worst war crimes and toured some of the country's most devastated areas.

"I was gripped by the children," said Patterson, whose student population is more than 60 percent military connected. "There's no way you can have an educational sys-



Charles Patterson and Dick Parker on their way to Bosnia.

tem where the environment is positive for learning and I think it is taking a toll on the country."

More than 50 percent of Parker's students are federally connected. Upon returning from his trip, he had some words of wisdom for his staff.

"The soldiers' commitment was truly impressive and we need to be as committed in our district so the soldiers don't have to worry about their families back home," said Parker, who has been superintendent at Copperas Cove for the past five years and has seen two military deployments from Fort Hood.

The army post worked closely with Killeen and Copperas Cove during the Bosnia deployment. Military personnel from Fort Hood met with the faculties so they

knew exactly what the military families were experiencing.

"The parents of our students are finding themselves more and more away from their children, whether it's overseas or domestic," Patterson said. "From a school district's perspective, we need to understand what this does to families."

Patterson met a soldier who said she missed spending summers at the lake boating and swimming the most since being deployed. But she also told him that Bosnia is where she is supposed to be right now and that there will be time for summers at the lake later.

"The trip will be forever in my memory," he said. "It gave me greater insight into our children's parents and what they experience on a day-to-day basis."

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