

Farmington

9 vie for 2 school board seats

CANDIDATES ARE hot on the campaign trail, preparing for the annual Farmington school board election on Monday, June 11.

The names of nine candidates will appear on the ballot, at which time two non-partisan seats on the seven-member, part-time board will be filled.

Of the nine contenders, eight returned Part 3 of an Observer questionnaire about issues surrounding this year's race.

Those whose answers are featured here are challengers Cathleen Webb, Allen Warner, Kim Jaske, Laura Myers, Robert Ranney, Sharon Rands, Richard DeVries and incumbent R. Jack Inch.

Another candidate, James Barnes, said he did not intend to actively campaign but missed the deadline to

election '90

remove his name from the ballot. The nine candidates are the most in six years.

ALL HAVE filed to run for one of two four-year terms, which become available when the terms of Inch and Janice Rolnick expire June 30.

Inch, the board treasurer, has served three four-year terms and is seeking a fourth. Rolnick, the board secretary, is not seeking re-election after 12 years of service.

School board members are paid \$30 per meeting attended up to one a day and \$2 a year. Members whose terms are not up this year are Helen

Prutow, Helen Ditzhary, James Abernethy, Susan Rennels and John Cotton.

THE FARMINGTON school district includes all of the city of Farmington, most of the city of Farmington Hills and a portion of West Bloomfield Township, a half-mile north of 14 Mile along the Middlebelt Road corridor.

On June 11, voters also will fill three seats on the Oakland Community College Board of Trustees. The deadline to register to vote has passed.

Polls will be open from 7 a.m. to 8 p.m. For absentee voter ballot information, visit the school board offices at 32500 Shilohway at Farmington Road in Farmington or call 469-3300.

Name: Jack Inch
Address: 1015 E. Meadowlark, Farmington
Employment: economics professor, economics-political science classroom, Oakland Community College, Orchard Ridge Campus
Length of residence in district: 30 years



Jack Inch

How can the district better relate to taxpayers without children in the schools?

Name: Allen P. Warner

Address: Perry's Crossing, Farmington Hills
Employment: Faculty member, Department of Accounting, Wayne State University. Teaches senior and graduate courses in accounting and information systems. Coordinator, School of Business Administration's MIS Program.
Length of residence in district: 1 1/2 years



Allen P. Warner

How can the district better relate to taxpayers without children in the schools?

Name: Cathleen M. Webb

Address: Rutgers Drive, Farmington Hills
Employment: Self-employed, retail business, artist, CMW Advertising Art
Length of residence in district: 10 years



Cathleen M. Webb

How can the district better relate to taxpayers without children in the schools?

Name: Richard I. DeVries

Address: Chesapeake Court, Farmington Hills
Employment: structural optimization engineer, Ford Motor Co.
Length of residence in district: 10 years



Richard I. DeVries

How can the district better relate to taxpayers without children in the schools?

Name: Kim D. Jaske

Address: Larkspur, Farmington
Employment: Tax accountant, Electronic Data Systems
Length of residence in district: 30 years



Kim D. Jaske

How can the district better relate to taxpayers without children in the schools?

Show the taxpayers that we help to produce a quality product. The taxes they pay on the property allows us to enhance the neighborhood they live in by having buildings and grounds that are attractive.

We must communicate to the taxpayers without children in school that we need not only their finances but their input and advice to create a school system that represents the quality of the community in which they live.

Perhaps the newspapers could run some articles on class reunions that would help to enlighten the community on how well we have done our job.

to taxpayers without children in the schools?

The board can improve our children's education while reducing taxes. Today's children are tomorrow's citizens and leaders, and they must have the best education possible to compete with the Pacific Rim and the new Europe in the highly competitive global market.

We will pay for that education — to a point. The board must exercise fiscal responsibility, in providing a more cost-effective educational delivery system. We must do more with less. Taxes must decrease.

Is the district's introduction of computers and other high-tech teaching tools sufficient to keep

I am currently working with a district committee that is specifically addressing this question. We are in the process of developing a community education advisory committee, which will involve different segments of our taxpaying community. It is an attempt to offer educational opportunities to our entire community, share information and provide options that meet a variety of needs.

Is the district's introduction of computers and other high-tech teaching tools sufficient to keep

taxpayers without children by demonstrating more efficient use of their taxes in achieving better schools. The district should reasonably cooperate with private and parochial schools.

It should welcome planned community visits, and avail itself of the talents of our senior citizens. The district must cooperate with our cities, businesses, churches and civic groups and realize that the schools belong to the entire community.

Is the district's introduction of computers and other high-tech teaching tools sufficient to keep

teaching tools sufficient to keep taxpayers without children in the schools?

Many opportunities exist out there that would provide people a chance to get involved. Schools have not in the past opened up to the community. Cities have used sports teams to pull the communities they are located in together, by holding contests to name the stadium or team. Likewise, our schools should invite the public to participate.

Is the district's introduction of computers and other high-tech

Is the district's introduction of computers and other high-tech teaching tools sufficient to keep pace with the classroom of the 1990s?

The Farmington High Media Center is an example of this district's commitment to making the best of tomorrow's technology available to day. Mike Flanagan, our superintendent, is an innovative leader for the staff of Farmington Public Schools. He will lead them into the 21st century well-prepared. This district will be second to none in educational technology in the '90s. Technology required leadership as well as hardware.

pace with the classroom of the 1990s?

The district has taken a good first step, with encyclopedia CD-ROMs at seven schools, and the new computer-based curriculum to be implemented at Forest. But this is only a beginning.

Our second step should be local area networks, E-mail, shared databases and on-line access to other school districts, universities and educational sources. We must then move forward, leading the way with computer-based curricula from K-12, college-level studies and research in the high schools, decision support and expert systems for teachers and administrators, etc.

pace with the classroom of the 1990s?

Sufficient? No. A start? Yes. The board, with recommendations from the technology advisory committee, should maintain an aggressive commitment to technology in our schools. The technology grant process is a wonderful way to involve staff. The Farmington High Media Center and "Teacher on TV" offer great potential. We must ensure a K-12 technology path with curriculum applications, and provide time for staff development with access to equipment.

pace with the classroom of the 1990s?

Extensive implementation of computers and high-tech tools is appropriate for vocational education and secondary media center use. The technology introduced in these areas, however, is probably 10-20 years obsolete.

The benefits of high tech tools elsewhere in the curriculum may be overestimated. The quality of the classroom of the 1990s will continue to be determined by the quality of the teaching and curriculum development.

teaching tools sufficient to keep pace with the classroom of the 1990s?

Being employed by one of the largest data processors in the world and working in data processing 12 years has given me some very unique insights into the world of computers. However, I am not prepared at the moment to offer to you my critique as to how the current administration has handled the proliferation of computers in the schools without additional data.

Name: Laura Myers
Address: Shilohway, Farmington
Employment: Bookkeeper, Jimco Realty
Length of residence in district: 8 years



Laura Myers

How can the district better relate to taxpayers without children in the schools?

The education of our future citizens

zens and taxpayers is of vital interest to us all. We must demonstrate the value of education to the rest of the community. Show them that we are turning out a good product.

Include businesses and community groups through mentorships, job-shadowing, volunteer opportunities and enrichment education. Once the community becomes a part of the school system, it will defend that system.

Is the district's introduction of computers and other high-tech

teaching tools sufficient to keep pace with the classroom of the 1990s?

We must take the first step by providing the fancy hardware, but that is not the whole answer. Now we need to create appropriate spaces in all our school buildings for these new teaching tools. School staff are being trained but will need time to become comfortable with the new equipment. Required computer classes would give students the opportunity to use them during the school day.

1990s?

Yes, but the most important item needed in the classroom of the 1990s is a sound basic education. We must make certain that our children obtain the foundation in reading, writing, mathematics and self-discipline that they will need to keep up with the modern world.

We must also attempt to foster interest in foreign languages, as international trade is rapidly growing in importance.

Name: Robert Ranney

Address: Greening, Farmington Hills
Employment: consulting engineer, Michigan Consolidated Gas Co.
Length of residence in district: 2 years



Robert Ranney

How can the district better relate to taxpayers without children in the schools?

To maintain good property values for all homeowners in the Farmington

district better relate to taxpayers without children in the schools?

The best we can do for the taxpayers without children in the schools is to raise their property values without increasing their tax burden. This will happen if we can increase the quality of our education at the same, or lower, cost.

Is the district's introduction of computers and other high-tech teaching tools sufficient to keep

Name: Sharon A. Rands

Address: Fredericksburg, Farmington Hills
Employment: Assistant director/coordinator, adult and community education, Redford Union Schools
Length of residence in district: 10 years



Sharon A. Rands

How can the district better relate to taxpayers without children in the schools?

To maintain good property values for all homeowners in the Farmington

ton community, we must be able to offer a good/excellent school system. To attract the type of community member and potential students we would like, we must keep our property values high. With the senior taxpayers, this increased property value will result in high resale value to them. They must also realize that at the time their children were in school, the senior taxpayers at that time were paying taxes to support and keep the property values and schools at a high level for them.

Is the district's introduction of computers and other high-tech teaching tools sufficient to keep pace with the classroom of the 1990s?

I strongly feel a computer requirement needs to be implemented in the district's high school graduation requirements. This minimum requirement would offer each student some experience with computers. An expansion of the current computer curriculum needs to be looked at. At the elementary and middle school levels, expansion of computers and computer usage should be looked at. I feel each building should have a computer lab where each student is allowed quality instruction on the computer and that this should be worked into all the curriculum. Middle schools should also have the choice at the 6th, 7th and 8th grade levels to select computers for a minimum of a quarter each year.

Board hopefuls debate accreditation, time-juggling

By Susan Buck
staff writer

Support and expansion of the North Central Association of Colleges and Schools accreditation program to include more elementary schools, and the time-juggling problems of dual-income families, were discussed at a recent candidates forum of Farmington Board of Education candidates.

Seven of nine candidates answered written questions from the audience at Farmington High May 14. The forum was sponsored by the American Association of University Women-Farmington Chapter and the League of Women Voters-West Bloomfield/Farmington Area.

The issue of non-high school accreditation was also raised during the school board election in 1989, with some candidates comment-

ing that it was needed.

In April, Larkshire Elementary became the first Farmington elementary school to receive such accreditation.

"It creates outside audit of the outcome of our school system," said Richard DeVries, a structural optimization engineer for Ford Motor Co. "We audit all the input of our school system. We need to have outside auditors of the output of our school system. It's the surest way to provide quality for our children with the surest way of equity. I strongly support it."

NORTH CENTRAL Association is the largest of the country's regional accreditation agencies. It is a voluntary membership league of 6,000 schools and 800 colleges and universities within a 19-state region.

The chief value of accreditation at the

high school, middle school and community college level is that it makes you look at yourself, said incumbent Jack Inch. He is an economics professor and chair of the economics-political science department at Oakland Community College's Orchard Ridge campus.

"The real function becomes the preparation to show what you are doing in the school system, and how successful you are doing it, and makes you conscious of your own weaknesses," Inch said.

Laura Myers, a bookkeeper for Jimco Realty, reiterated the statement that accreditation provides an evaluation of performance.

Sharon Rands, assistant director/coordinator for adult and community education in Redford Union Schools, cited her experience on the accreditation evaluation team.

"School districts of the '90s will be faced with the issue of accountability. Accreditation provides accountability," Rands said.

Robert Ranney said he is a long-time supporter of the accreditation program, adding that it gives a sense of ownership and teamwork among building staff, parents and administration. "It gives us a broad base of support and expertise by independent persons. It gives us a fresh look at ourselves. It's very hard to look at ourselves as others see us," Ranney said.

ALLEN WARNER, who teaches accounting at Wayne State University, said accreditation is a quality control function. If elected, he said, he will become active and knowledgeable in the process. During the 1989-91 school year, he will be coordinating

the accreditation process for the accounting department at Wayne State University. "If we own up to our weaknesses, we strengthen ourselves. We need to have all of our schools accredited."

Cathleen Webb, a self-employed freelance retail hardlines artist, CMW Advertising Art, urged all Farmington schools to go through the process to be in line. "I have participated in school improvement planning at the building level at my elementary school, Gill Elementary, and found it to be an effective tool for the entire school," Webb said. "It assists in the entire building improving itself and in setting realistic goals. I applaud Larkshire Elementary for test-planning elementary accreditation."

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Schools prepare to adopt \$92 million operating budget

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Myers, Robert Ranney and Allen Warner — were center stage Tuesday as they questioned school officials about the proposed budget, which is expected to be adopted June 5. The tax rate also will be set then.

Candidate Richard DeVries bantered back and forth with Flanagan over the amount of the budget devoted purely for student instruction.

"Less than half the budget goes for instruction. We need a long-term goal to get it up to the 55-60 percent level," DeVries said.

Flanagan responded that more than 50 percent of the budget is for instruction. But required budgeting procedures, such as not including counseling, media and gifted personnel as instructional services, and the designated \$8.2 million for capital improvements makes the amount for instruction appear less.

"The percentage is lower because of all the money we're spending on capital," he said, adding that instruction percentages would have been higher if the \$37 million bond proposal last fall had passed.

THE PROPOSED \$92 million budget is a \$3 million increase over this year's amended budget. It includes a 10-percent contingency fund for emergencies.

The proposed budget calls for new hirings to meet enrollment growth, including 15.5 elementary, four middle school and three special education teachers. The budget also reflects startup costs for the new Hillside elementary on the west side of Farmington Hills.

Flanagan also proposes five new positions for approximately \$240,000.

A media specialist to cover the Alameda and Fairview early childhood centers and the new Farmington High media center, which will feature Saturday use.

Two guidance counselors for four elementary schools. At the end of the new school year, the program will be reviewed.

A new principal internship program to begin with the hiring of one intern at Hillside. "We have replaced a lot of principals in the last few years and we expect more in the next five years. We want to get people prepared in-house for that kind

of experience," Flanagan said.

One police-school liaison officer, the cost of which will be shared with Farmington Hills.

THE PROPOSED budget also reflects a \$2.2 million pot for anticipated needs, including districtwide facility improvements that would have been covered by the defeated \$27 million bond proposal, and pending study committee recommendations.

Originally, the pot was projected at \$5.5 million. But MESSA health insurance costs increased only 3.8 percent instead of the anticipated 15 percent. The savings were put in the pot.

Trying to complete capital projects has "been a drag on our regular budget," Flanagan said.

The school chief's strategy has been to complete as many projects as possible before state school tax reform becomes a reality.

If the state Legislature follows through on a House bill to freeze the state's reimbursement of Social Security costs for all school districts, Farmington's \$8.2 million pot could be eaten up, Flanagan said.



Farmington school board members field public questions about the proposed 1990-91 operating budget Tuesday night.