

ALTERNATIVE PROPOSAL  
FOR  
SCHOOL DESEGREGATION

April 1978

Submitted to:  
Honorable Judge Louis Welsh

Prepared by:  
Desegregation Task Force  
of the  
**SAN DIEGO COUNTY  
HUMAN RELATIONS COMMISSION**



## FOREWORD

This alternative proposal for desegregating San Diego City Schools is the result of a joint effort of community service agency representatives, citizens, parents, and teachers who comprise the Desegregation Task Force of the San Diego County Human Relations Commission. The task force was formed two years ago for the purpose of supporting peaceful and effective implementation of school integration.

It is with the belief that the future of our society depends on the kind of education our children receive today that the Desegregation Task Force deems it imperative to submit this alternative proposal for desegregation to the Honorable Judge Louis Welsh.

Respectfully submitted,

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## ABSTRACT

This alternative proposal features a comprehensive 3-year plan for desegregation of the San Diego City Schools. It includes measurable goals and milestones and addresses areas in which the plan submitted by the San Diego Unified School District is felt to be deficient.

The proposed plan has built-in provisions to solicit and accomodate wide community input; it features community-designed schools in which each parent has a voice in deciding which type of school his/her children will attend; and, most importantly, the plan goes beyond court-ordered requirements.

This process of designing educational options is based on the premise that there is no one type of school suitable to the needs of all children, but rather, that different types of schools can best serve the needs of different children.

It is important to note that the community-designed schools described in this proposal are different from "magnet schools." Magnet schools have enrichment programs in specific subject or interest areas, such as science, music, language, physical education and so forth. The type of schools developed under an options process are designed by educators, parents and community people on the basis of an educational philosophy that reflects different opinions and assumptions about the purpose of schooling and how children learn best.

Governance, or the best ways in which the basic decisions about a school -- how much money should be spent, who should hire teachers, and who will evaluate the curriculum for sexist and/or racist material -- is an integral part of the options plan.①

This options process is committed to high quality education for all students. The proposed monitoring committee will be a group that is independent and autonomous and will be given the same legitimacy and credence as the school board to ensure a principled and professional exchange of ideas, opinions and recommendations.

The process also recognizes and specifically deals with the multicultural nature of the society and world in which we live. Students who leave school having the ability to communicate with and appreciate others of many different races and ethnic backgrounds will have been given a priceless gift.

Further, we believe that because this options process will find wide acceptance in the community, it will promote an atmosphere of harmony and stability that will help San Diego continue to be an attractive place to businesses, tourists and others who come here temporarily or permanently.

The whole question of voluntary versus mandatory integration has to be considered. Since the revised Compulsory Education Law in California requires all people of a certain age to go to school, then school should be a place that is truly integrated, reflecting the culturally pluralistic society. Numerous studies have shown that voluntary integration plans have not been successful anywhere in the country. Only a plan with some mandatory measures can supply the necessary strength to comply with the law and to reverse the misnomered doctrine of "separate but equal."

A prime consideration in developing this proposal was the desegregation plans adopted by other cities. The proven aspects and programs were thoroughly analyzed and, as appropriate, incorporated and/or modified for local application. Failures, too, were studied to ensure they would not be repeated in San Diego. Much of the information in the proposal was adopted from a plan written by Elizabeth Cody and Evans Clinchy of Education Planning Associates, Inc., Newton, Massachusetts.

The writers of this alternative proposal fully understand that the success of this plan hinges upon substantial community input, acceptable options, measurable goals, and a commitment by the entire community to make it work.

The writers also feel this alternative plan contains the ingredients to be successful. It offers: choice, creativity, and a democratic system. It maintains scholastic excellence and quality education.

The proposed plan is outlined on the following pages along with a discussion of other considerations and an overview and analysis of the School District's Plan. A Summary is presented and supporting data are included as appendices. They include:

- Appendix A - Definition of Key Terms
- Appendix B - Desegregation Plans of Other Cities  
(Indianapolis, Indiana; Minneapolis, Minn.;  
Seattle, Wash.)
- Appendix C - Example of Geographic Planning Areas
- Appendix D - Options in Education
- Appendix E - Methods of Desegregation
- Appendix F - Designing an Options Elementary School
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- Appendix H - List of References

## PROPOSED PLAN FOR ALTERNATIVE INTEGRATION

### Year One (1978-79)

Year one will consist mainly of planning and training. The elementary level of the school district attendance area will be divided into several sections, each of which will approximate a 34%-66% ratio of minority to majority students -- the same as the school district total.

These sections will be referred to hereafter as "geographic planning areas." They form the basic units within which ranges of options will be designed by parents, teachers and community people. One of the planning area considerations, for example, would be the distance between home and school as it relates to K through 3 grade-level children, whose age and maturity may affect the possibility of a safe bus ride.

Each geographic planning area will have an area community steering committee comprised of parents, teachers, citizens and school administrators. The steering committees will be charged with becoming completely knowledgeable about the mechanics of designing different types of schools and the experiences of other cities. Each steering committee will oversee the work of its own area community advisory council and, when the options designing process is completed, the advisory council will be responsible for reporting to the school board the educational options its area has chosen.

Each advisory council will be expected to become knowledgeable about this plan and hold public meetings at which parents and teachers will go through the planning exercise. These exercises will be practiced by as many parents and teachers for grades K through 9 as can be reached by various methods, including evening and daytime meetings and personal home visits.

During this planning time, the process will be widely publicized and explained in all the news media. Representatives from community organizations, churches, business and other groups will also be encouraged to attend the planning sessions and offer their input. The planning process coincides both in spirit and letter with AB65, which mandates community input to the educational process.

After the advisory councils have gathered information regarding the desired options, the data will be analyzed and the results included in a steering committee report to be submitted to the school board.

This year one operation will be carried out in every geographic planning area and will take approximately nine months to complete, including two months of preparation and planning time and one month of review and public discussion. The entire community will be invited to publicly share the types of schools that have evolved.

Concurrent with development of the options program intensive human relations and race relations training and other related projects will be conducted. They include:

- 1) Mandatory Teacher Training. Teachers would be required to attend programs designed to educate and sensitize them to the dangers of prejudice and racism with the objective of equipping teachers to effectively teach in a non-racist manner.
- 2) Racial Awareness Training. Training for all staff coming in contact with students would be provided. Cafeteria workers, office staff, school bus drivers, custodians, and administrators fall in this category.
- 3) Community Education Program. These programs would educate parents on the realities of segregation, desegregation and integration.
- 4) Analysis of Textbooks and Other Learning Materials. To ensure they accurately reflect history and reality by providing more than an exclusively Anglo perspective.
- 5) School Discipline Policies would be examined and revised as necessary to include due process procedures, and establishment of a monitoring system to identify possible discriminatory application of discipline policies.
- 6) In-School Human Relations Councils. Plans would be carried out to develop in-school human relations councils and other programs for the purpose of dealing with intergroup tensions within the school and developing extracurricular/multiracial activities.
- 7) Analysis of Standardized Tests would be conducted to determine their cultural and racial bias.
- 8) Bilingual, Compensatory and Other Special Programs. Provision would be made for maintaining bilingual, compensatory and other special programs including lobbying efforts to secure appropriate changes in any laws inhibiting the maintenance of those programs in a culturally pluralistic school system.

- 9) Working Relationships with Specific Community Groups and Institutions would be established. The contact would be with groups which impact on school integration activities such as the real estate industry, lending institutions, city and county governments, builders, developers and the Comprehensive Planning Organization.

#### Year Two (1979-80)

Year Two features two major components: implementation of the planning process for grades K through 9; start-up of the planning process for grades 10 through 12.

Each K-9 school will be designed in accordance with the options chosen by teachers, parents and community people. The racial balance at each school will fall within 5% of the district's overall ratio of 34%-66% minority to majority students. In the event certain schools do not attain this ratio based on parents' first choice, some students may have to attend second-choice schools.

The steering committees and advisory councils will continue to exist as monitoring and evaluating bodies whose main function is to see that the community mandates are being carried out successfully. They will design evaluation instruments and keep in close, continuous touch with schools and parents to ensure that high-quality educational goals are being met.

The planning process that took place during the first year at the elementary level will commence at the 10 through 12 grade levels. Two major differences will be the boundaries of the geographic planning areas, and the fact that high school students themselves will participate in the planning process.

The same kind of community, media and business input will be encouraged and sought, and the same intensive human relations training will be carried out as described under Year One. At the end of the nine-month process, the analyzed results will be released, with community response and dialogue invited.

#### Year Three (1980-81)

During the 1980-81 school year, the evaluation and monitoring processes will continue at the K-9 grade levels. By the end of this year, the goal will be to have the racial balance be the same as the district's overall ratio. At the 10-12 grade levels, implementation of the previous

year's planning process will take place. As at the elementary level, a 5% discrepancy in racial/ethnic composition will be allowed in each school, to be corrected the following year. Again, if a certain school does not have this ratio, some students may be assigned to their second choice school.

During this third year, the advisory councils and steering committees will devise and set in motion the mechanism for ongoing citizen, parental, teacher, student and community input, monitoring, review, and evaluation procedures. All aspects of the educational process will be taken into account -- from statistical data analysis to the quality of human and race relations training to educational excellence. The advisory councils will establish committees to investigate and report to the school board on as many of these aspects as the community wishes to monitor. The school board may also request reports on areas about which it is concerned.

### Other Considerations

While offering these suggestions, the task force is cognizant of the Court's limitations, but believes it is vitally important that the Court be aware of the underlying perspectives of these suggestions.

A major additional concern is encouraging the Board of Education and the school administration to go far beyond the letter of the law to create or at least provide the framework for a truly non-racist, multicultural educational institution. To accomplish this requires a commitment by the Board to eliminate institutional racism from the system and establish policies and practices that have affirmative racial results.

The school institution itself represents a powerful, significant model which can have either a positive or negative impact on integration. Therefore, minorities must be involved in every aspect of the institution's behavior.

Teacher desegregation/reassignment should parallel student desegregation and integration to the maximum extent possible. In any event, minority teacher isolation should be absolutely avoided. An example of minority teacher isolation would be assigning only one or two minority teachers to an otherwise all-white teaching staff. ⑤

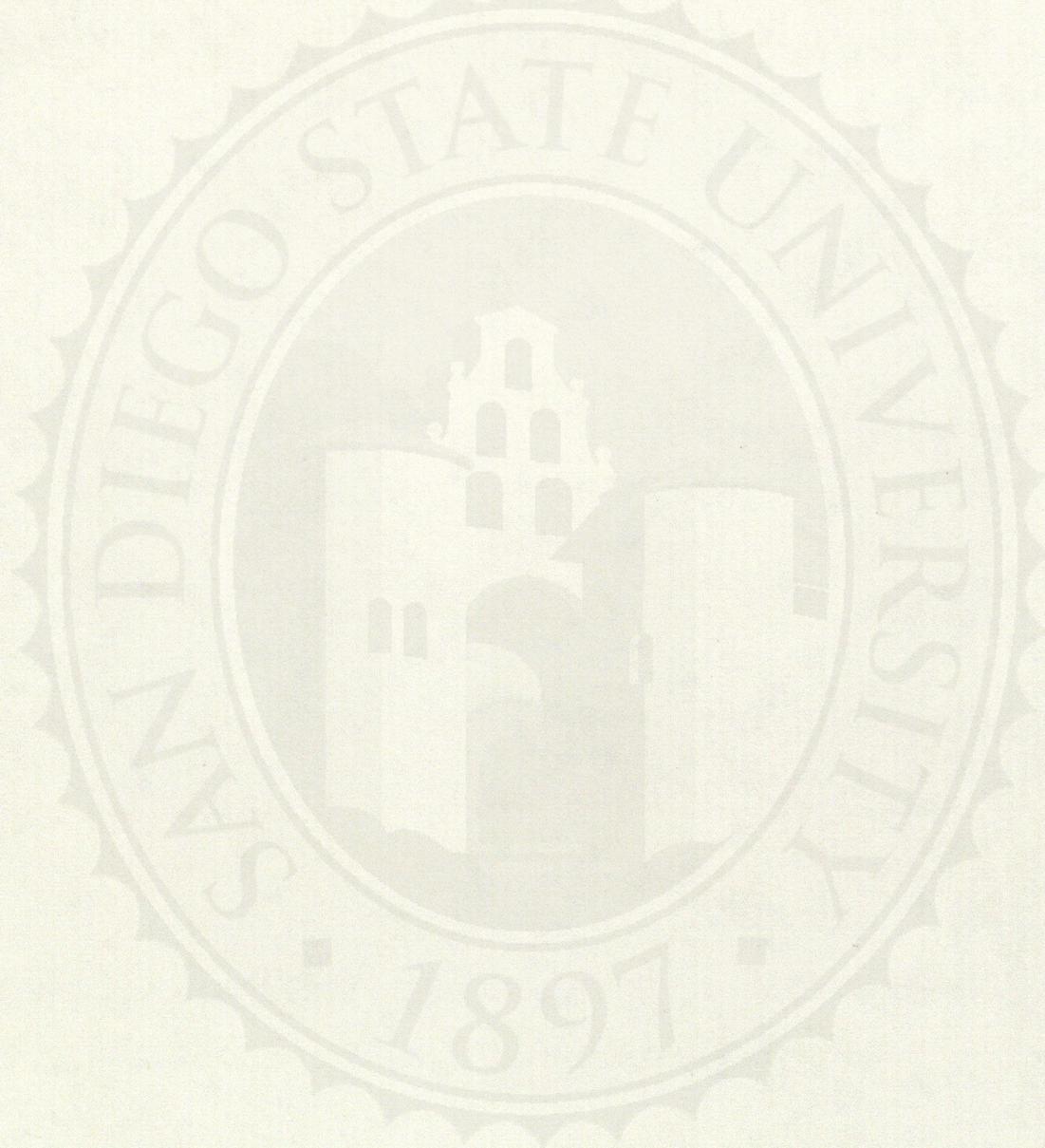
After-school activities should be encouraged by providing transportation services to involved students who are transported to school.

Provisions should be made to develop procedures for selecting and electing homecoming queens, student council representatives and so forth to avoid the total exclusion of minorities from those activities. An example: By eliminating schools in which minorities are a majority, any student elections automatically favor the white majority. This problem can be remedied by instituting proportional representation and/or "weighted" votes for minority students.

All students, to the maximum extent possible, should be provided with whatever supportive and compensatory education is necessary both in terms of academic and non-academic school activities. An examination and revision, as necessary, of school discipline policies should be made. Provisions should be made for providing due process procedures, as well as the establishment of a monitoring system to measure the impact of discipline policies in order to identify possible discriminatory application of those policies.

Plans should be made for establishing in-school human relations councils and other programs for the purpose of dealing with intergroup tensions within the school and developing extracurricular multiracial activities and programs.

An analysis of standardized tests should be undertaken to determine their cultural and racial bias. The system should use the most racially neutral tests available.



## OVERVIEW AND ANALYSIS OF SCHOOL DISTRICT PLAN

The Desegregation Task Force feels that the School District plan as submitted has little chance of success and contains glaring deficiencies. Among these are the District's limited and narrow definition of racial isolation, its failure to effectively solicit community input, and its heavy reliance on programs which have a questionable success rating. These deficiencies are expanded upon below.

The School District views racial isolation as a condition whereby only minority students are isolated from white students. Since racial isolation contributes to a profound social problem, the task force feels it is of great importance to clarify it. The task force recognizes racial isolation as a two-way condition. It is not a burden to be shouldered exclusively by minority students, as suggested by Crawford, but rather it is an arrangement whereby some students and people (majority, white) go to school, shop, worship, play and work apart from the minority community. This type of social arrangement is not conducive to the development of the human personality; and until racial isolation is recognized and addressed as a two-way problem there can be no equitable and humane approach to school desegregation.

Although only 23 of the more than 167<sup>6</sup> schools in the San Diego Unified School District have been identified as racially isolated, there are schools with equally high percentages of isolated white students. This is further example that the legal definition of an overall social problem needs re-examination.

Another major deficiency in the School District plan is the district's failure to, in good faith, solicit community input. Its statements about "white flight" have caused alarm and ill-will and militate against its stated purpose of school desegregation.

According to the District's pupil ethnic census for the 1977-78 school year, there are presently 118,460 students enrolled in district schools. Of these, 75,000, or 64%, are white students. District staff estimates that there has been a decline in enrollment of about 9,000 white students.

In the absence of actual proof and community input, it is logical to assume that there are other reasons such as military transfers and job changes<sup>①</sup> for the decline in the white student population.

Another example of the School District turning a "deaf ear" to the community is the establishment of a learning center at Grantville School (a majority-isolated school) as opposed to Johnson School, which was designated as one of the 23 racially isolated schools. The district designated Johnson as a performing arts magnet school against the expressed wishes of the majority of parents, who have voiced strong desires for a fundamental school.

The VEEP program also is indicative of the District's lack of commitment to racial integration on an equitable and fair basis. Of the 3,417 students enrolled in the program, only 300 students are white. This program is supposed to provide students with an integrated learning experience, but only the minority segment of the student population is being asked to integrate. In other words, the burden of the solution to the segregation problem is being placed on its victims. The Kaplan Survey shows that at least half of the parents interviewed knew nothing of VEEP. VEEP started about eleven years ago as a two-way system, but has degenerated into a program with only 8% white participation.

A further deficiency in the plan is the heavy reliance on magnet schools, which have been shown not to desegregate effectively. They are an expensive way to produce a new system, where specialized educational opportunities allow those academically competent minority students to go the white schools. This system deprives the minority community of its brightest students, leaving no potential leaders and role models for the rest of the minority students to emulate.

In addition, magnet schools do not deal with white isolation because, in most cases, the type of instruction offered by magnets already exists in majority schools.

## SUMMARY

The alternatives set forth in this proposal represent the best of current thinking on desegregation methods and were developed with the 24 year history of desegregation efforts in mind. They are not hypothetical strategies.

Because the School District does not see the "total picture," that minority isolation cuts two ways, their plan is not designed with a full commitment to school desegregation and has little chance of success. The tendency to invoke the hypothesis of "white flight" only frustrates desegregation efforts and arouses suspicions about their commitment.

Intensive human-relations preparation will minimize the impact of changes that will take place and teach all involved that integration is nothing to fear and offers an enriched cultural interchange for the participants.

At a time when people are calling for less government and more decentralization of power, a desegregation plan that attempts to impose voluntarism will not be well received by those whom it will impact. However, an options plan that from the outset calls for parent participation based on real educational choices will accomplish integration, improve educational quality and return the decision-making process to the people.

It has been more than two decades since the first court-ordered desegregation took place. As a country, we have come a long way in those years, but we still have a long way to go. We must ensure that the last leg of the journey is not artificially prolonged while we flounder for lack of a clear perspective.

We offer our criticisms and alternative proposal in good faith and hope that they will be received in the same spirit as that with which they were written.

## APPENDIX A

### DEFINITION OF KEY TERMS

School segregation - a condition of racial separateness where substantive interaction and understanding of the excluded racial group(s) is virtually nonexistent.

School desegregation - a process where racial separateness is eliminated through various means and techniques, thereby providing the framework in which integration can take place.

School integration - a process that results in a condition which facilitates interaction and understanding of cultural and racial differences/diversity in a pluralistic environment and produces a non-racist learning atmosphere.

Racial isolation - a two-way separateness -- American minority isolation from the American majority and vice versa.

Institutional racism - the inherent inequality of opportunity among diverse ethnic/racial groups in that policies and practices of an organization operate to benefit one race at the expense of others.

Third world persons - persons of color in the United States.

Quality education - an educational process that assists and encourages each child's intellectual, aesthetic, physical, moral and social development; furthermore, that development takes place in a culturally pluralistic environment.

Cultural pluralism - a commitment to multi-racial and multi-ethnic interactions of children and adults: educationally, socially and every other way. It implies the support of all of the socially acceptable expressions of ethnic/racial groups as well as the support of self-pride. (11)

## APPENDIX B

### DESEGREGATION PLANS OF OTHER CITIES

In order that some comparative basis be established for this proposal, the desegregation plans for three other cities -- Indianapolis, Minneapolis and Seattle -- are reviewed and outlined below.

#### Indianapolis, Indiana

The Indianapolis options desegregation plan<sup>(2)</sup> is a city-wide operation in which every school houses at least one district educational option. Parents and community representatives take part in the implementation of the entire program.

A general guideline of the options plan takes into account the ultimate goal of desegregating the Indianapolis public schools, therefore, planning and selection of options and final assignment of students to schools is responsive to the overlying goal of desegregation, with the necessity of clearly defined racial composition guidelines. The racial composition guidelines make the plan work even though some of the parents and/or teachers do not necessarily get their initial choices of options. Central to the process is the idea that it is desirable to have many parents and community people involved in the process of building the best educational options.

In general, Indianapolis' options building and implementation process has an organizational structure that includes a Board of School Commissioners at the lead. The Board is joined with a city-wide Community Advisory Council along with a public information operation, which, in turn, relates to a city-wide School/Community Action Team (SCAT). Along with education consultants, SCAT generates area Steering Committees, area Community Councils and appropriate staff for the areas created from the Indianapolis city school district.

A breakdown of each area planning operations might include an area Steering Committee, the membership of which is nominated by the city-wide Community Advisory Council and SCAT. In addition, the Board of School Commissioners might appoint six parents, two teachers, two school administrators, one SCAT member, and one city-wide Advisory Council member. This steering committee acts as overall coordinator and manager of the options building and implementation process for its area.

An area Community Advisory Council might include at least two members elected by each PTA; one American minority and one person of color; one teacher elected by the staff

of each school; one representative from every neighborhood association and area civic group and other voluntary community service groups; four students from the area high school; and a fulltime community consultant or staff person.

Ultimately, the options selection process involves parents and teachers choosing the kinds of schools they want. The parental selection process, for example, produces two crucial pieces of information to find out if the options desegregation plan is working smoothly: 1) the number of parents choosing each of the options offered in each area; and 2) the racial/ethnic breakdown of options selected in each area.

An attempt is made to distribute the options -- especially the most popular ones -- throughout the district so that transportation might be minimized.

Child assignment to schools on the basis of parental choice, race and minimum transportation requirements is a challenging aspect of the options desegregation process. If, in the selection process, there is a good mix of race/ethnic groups, children with a minimum of difficulty go to the school of their choice, and perhaps, to the nearest school offering their selected option. If this racial/ethnic mix is not in line, several solutions are possible. For instance, if the continuous progress option in an area comes up with a 10% minority to 90% non-minority balance, the non-minority parents are asked to consider their second-choice option.

Also, if an imbalance exists in the continuous progress option, the opposite of that imbalance might exist in another option. In that case, the non-majority parents are asked to accept their second choice. By using such a system, racial/ethnic balance is achieved and maintained.

If voluntary adjustments do not work, a lottery system is used to choose first-choice option "winners." The options system operates in the same way to desegregate the teaching staff, with the added control being that teachers are able to teach in their first-choice option only if the parents have selected that option to provide the required number of staff positions.

#### Minneapolis, Minnesota

The goal of the Minneapolis desegregation plan was to redistribute students physically so that no school had more than a 42% minority enrollment. As of 1977, not all of the schools had achieved their goal, but the integration section of the Minneapolis plan has not been fully

implemented. With some schools having enrollments of 97% or more white students, white segregation has been addressed. Generally, the various elements of the community -- school board, administration, superintendents, teachers, business leaders, religious leaders, some parents and the media -- are supportive of desegregation efforts (especially those involving the minority-segregated part of the population), and these groups participated to some extent in the formulation and implementation of the plan. (13)

Beginning in about 1972, the Minneapolis plan emerged along with a new building program similar to the Indianapolis model. Institution of a number of new educational alternatives in the school curriculum were included. Some of these were school concept, busing, magnet programs to attract whites into communities with high minority populations, school clustering and, importantly, preparatory and ongoing programs for handling problems associated with the social and psychological aspects of desegregation.

The Minneapolis plan calls for enlargement of neighborhood school zones into expanded community school areas. Some schools closed and additional areas were built. There was also a redesigning of basic grade structure and teaching. At the elementary level, three basic methods of desegregation were used: 1) expanded community schools to serve wider attendance zones; 2) clustering or pairing of schools to facilitate development of primary schools (K-3) and intermediate centers (4-6); and 3) pilot learning centers, where students are involved for short periods in integrated and enriched learning experiences.

On the secondary level, the district used three approaches to achieve desegregation. They were: 1) senior highs were changed from three to four-year schools; 2) junior highs were reduced to two grade-level schools; and 3) plans were made for new curricula development and specialized programs. For instance, a K-12 program of social studies was developed to foster awareness of local and national ethnic heritage.

The preparation and implementation of the Minneapolis plan took about three years (1972-75), with a court order inspiring the strong desegregation efforts although the district had been designing the plan before the actual court order. Along with the input derived from some 150 meetings that were held during the formulation of the plan, another important factor was the faculty and staff development program which aimed at human relations training, centered on a city-wide network of human relations representatives from each school. Communications laboratories were held and faculty members placed on special

assignment to assist in securing faculty reaction to the plan. In-service training programs included a series of workshops in human relations and institutional racism.

The desegregation plan was formulated to gain the support of both white and minority parents. Key elements of parental interest included replacing obsolete buildings, forming magnet schools with special programs, clustering of children into schools serving narrower grade ranges, decentralizing the administrative structure and providing a choice of educational programs.

There was some vocal opposition from parents, though, and although the school population dropped in the years following implementation of the plan, the causal factor was not ascertained. Also, some of the children who were removed from schools because they were being desegregated later returned.

Generally, out-transfer rates slowed down after the first two years of desegregation. Concerning the children, positive social contacts occurred both in the classroom and in extracurricular activities. There has been no decline in academic achievement. Rather, there is some evidence that test scores rose.

The desegregation plan in Minneapolis tries to combine educational improvements, a school building and upgrading program and the racial/ethnic desegregation of the school system. In all, fifteen schools closed and a \$19 million building program started. Students were able to choose which type of learning program they wanted.

The school district also undertook a recruitment program for hiring minority teachers. Unfortunately, the improvement of the early 1970's has not continued. School enrollment has declined district-wide in the past few years and, while the proportion of minority students in the district has increased, the percentage of minority teachers has fallen. By 1975, 21% of the students were minority, while only 10% of the teachers were minority. The court ordered the district to "spread" the 10% minority teachers so that each school had at least one minority faculty member before two minority faculty members were present in any one school.

The Minneapolis also plan intended to minimize problems related to pupil transportation. The school district endeavored to limit one-way travel for bused students to thirty minutes. The average ride was less than twenty minutes, and the length of the ride did not increase measurably after desegregation. More than 50% of Minneapolis' 54,613 students were bused to school, but only one in five (11,000) for desegregation purposes. The question of whether or not minorities bear the transportation burden is a sore one, and Minneapolis still has several schools which are totally white.

Overall, the desegregation efforts may take a generation or two to achieve fruition.

Seattle, Washington (14)

Seattle has chosen to desegregate its' public schools within two years by mandatory racial assignment of students. The decision was confirmed by a 6-1 vote of their school board. It was not ordered by a federal court or bureaucracy.

Racial imbalance was defined as the situation that exists when the combined minority exceeds the average by 20 percentage points. It takes into account that the single minority enrollment (as defined by current federal categories) should not exceed 50% of the student body in any school.

The Seattle school board wanted at least one-half of the existing racial imbalances to be eliminated during the 1978-79 school year. This is to be accomplished by: 1) eliminating racial imbalance in at least half of the racially imbalanced schools; 2) reducing racial imbalance by half in segregated schools; and 3) a combination of (1) and (2). Because these efforts were fostered by "educationally sound strategies," desegregation plans were designed to meet the educational needs of Seattle's children, these needs are defined as: (a) equal educational opportunities for all children; (b) provisions for the safety needs of all children; (c) a choice of options; (d) curricula which include basic skills, multi-ethnic/multicultural emphases, career readiness and sex-equity education; (e) maintenance of ethnic identity for both minority and majority students; (f) high expectations of academic achievement; and (g) the assurance that every child can succeed in school.

The Seattle plan is a cooperative effort of citizens and district planners and represents the synthesis of five earlier drafted plans.

The Seattle school district is comprised of three zones or geographic attendance areas. In each zone certain elementary schools are limited in groups of two or three, thus racially balancing the proportions in either.

By the beginning of the 1979-80 school year, other elementary schools which are close to being racially balanced will either undergo boundary changes -- by being converted to racially balanced magnet schools -- or experience sufficient voluntary student movement to assure that they are not racially imbalanced.

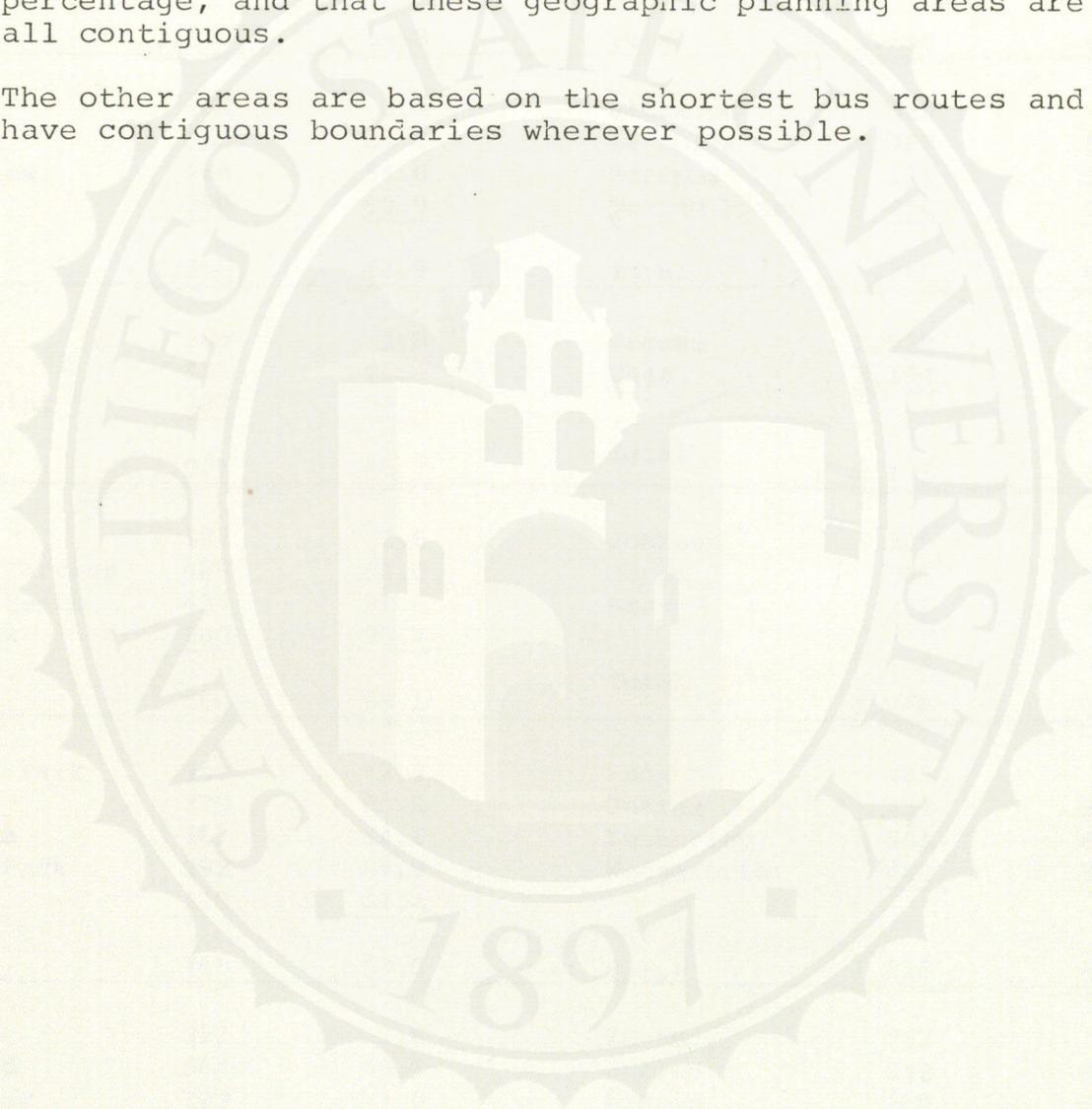
Elementary schools will feed junior and middle schools within their zones, and so on through high school. For 1978-79, only students changing from elementary schools to junior high or middle schools will be affected by these strategies, provided that the selection of options in lieu of assigned programs does not contribute to racial imbalance. When possible, the same options will be available to students who are not affected by redesigned attendance areas.

Some of the alternatives are: magnet programs within pairs/triads, all-zone magnets, all-city magnets, alternative schools, and other special programs. Additionally, staff training in human relations will be a high priority. The estimated increase in budget allowance in order to implement the plan was primarily for transportation, bus supervision and start-up costs.

## APPENDIX C

The following list is an example of how the geographic planning areas might be put together on the elementary school level. Note that school attendance areas having a 20-50% minority population are in with others of the same percentage, and that these geographic planning areas are all contiguous.

The other areas are based on the shortest bus routes and have contiguous boundaries wherever possible.



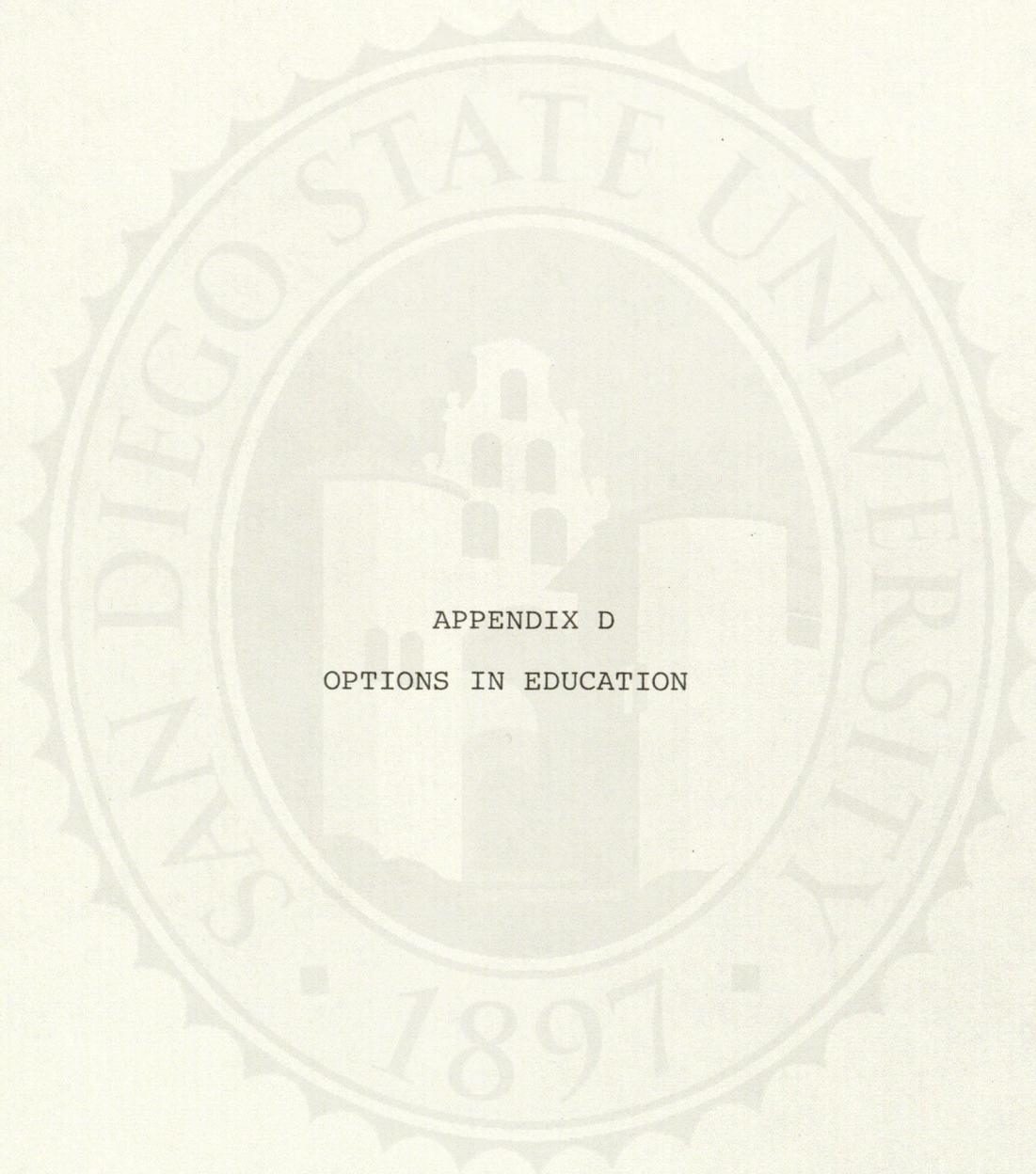


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School	Number of Students	% of White Students	School	Number of Students	% of White Students
Balboa	521	6.8	Sherman	825	9.9
Silvergate	670	88.0	Alcott	496	90.1
Sunset View	337	96.1	Stevenson	429	81.5
Cabrillo	334	92.2	Whitman	694	81.8
Ocean Beach	516	93.0	Cadman	454	88.9
<b>Total</b>	<b>2,678</b>	<b>64.8</b>	<b>Total</b>	<b>2,898</b>	<b>65.0</b>
Emerson	404	2.0	Stockton	549	3.8
Bay Park	368	87.2	La Jolla	483	89.3
Longfellow	284	94.0	Scripps	273	92.0
Toler	290	90.9	Torrey Pines	456	92.8
<b>Total</b>	<b>1,346</b>	<b>63.8</b>	<b>Total</b>	<b>1,761</b>	<b>63.9</b>
Burbank	289	3.8	Freese	1,029	25.7
Farnum	451	91.6	Gage	1,104	95.8
Crown Point	337	87.5			
<b>Total</b>	<b>1,077</b>	<b>66.7</b>	<b>Total</b>	<b>2,133</b>	<b>62.0</b>
Lowell	387	2.6	Johnson	305	.3
Bayview Terrace	489	83.0	Jones	569	85.4
Pacific Beach	434	91.6	Ross	372	84.4
Bird Rock	280	95.7			
<b>Total</b>	<b>1,590</b>	<b>68.1</b>	<b>Total</b>	<b>1,246</b>	<b>64.0</b>
Valencia Park	452	2.2	Knox	445	1.1
Hardy	379	80.2	Juarez	377	84.6
Montezuma	367	84.2	Lubberley	555	81.3
Rolando Park	292	84.9	Wedgeforth	449	85.7
Clay	278	87.4			
<b>Total</b>	<b>1,768</b>	<b>63.0</b>	<b>Total</b>	<b>1,826</b>	<b>63.5</b>
Fulton	352	2.6	Kennedy	752	1.9
Cleveland	564	89.9	Euclid	342	81.0
Weinberger	393	97.0	Wiggin	280	86.0
Forward	485	92.4	Lindbergh	1,131	79.8
<b>Total</b>	<b>1,794</b>	<b>74.9</b>	<b>Total</b>	<b>2,505</b>	<b>57.3</b>

School	Number of Students	% of White Students	School	Number of Students	% of White Students
Webster	289	2.6	Tierransanta	866	87.4
Green	569	91.7	Meade	<u>276</u>	<u>4.3</u>
Dailard	<u>635</u>	<u>95.0</u>			
<u>Total</u>	<u>1,493</u>	<u>79.0</u>	<u>Total</u>	<u>1,142</u>	<u>67.3</u>
			Chollas	417	1.5
			Miller	<u>1,937</u>	<u>79.4</u>
			<u>Total</u>	<u>2,354</u>	<u>65.5</u>
Horton	435	3.2	Baker	436	1.4
Hearst	550	92.0	LaFayette	647	84.4
Marvin	881	90.8	MacDowell	<u>631</u>	<u>88.3</u>
Benchley	222	96.0			
Foster	<u>480</u>	<u>95.2</u>			
<u>Total</u>	<u>2,568</u>	<u>77.4</u>	<u>Total</u>	<u>1,714</u>	<u>62.3</u>
Logan	896	4.5			
Curie	1,130	90.0			
Spreckles	577	90.3			
Marcy	<u>516</u>	<u>92.8</u>			
<u>Total</u>	<u>3,119</u>	<u>65.9</u>			

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APPENDIX D  
OPTIONS IN EDUCATION

### OPTIONS IN EDUCATION

The idea of options in education is not new. The idea has been around since mass, bureaucratically centralized education has been an accomplished fact of American life. The plan which follows, however, is the first to be developed and applied experimentally on a large scale. Developed by Educational Planning Associates of Boston, Mass, the plan is now being tried in cities such as indianapolis, Minneapolis, Chicago and Seattle. It is too early to draw any sweeping conclusions from these experiments but it is clear that they constitute a dramatic turn in American educational history for the Options in Education plan allows the beneficiaries of free, public education actually to have a voice in the structure of that education.

An options plan is one which would provide parents, educators and administrators the chance to choose among a diversity of educational programs. Let's face it, there is no one unified educational philosophy to which everyone adheres. On the contrary, differing needs of students are best served by different educational structures. These structures can range from the "fundamental type school" to the "open classroom", from the Montessori school to the traditional classroom. The types of schools provided under any options plan would depend upon the range of choice of parents (and in the case of secondary schools of students as well). For parents, Options would provide an opportunity both to choose an option coinciding with their particular views about education and a chance actually to create that option. For teachers and administrators, Options would provide the chance to work in the kind of school most suitable to their philosophies of education. An options plan recognizes the great diversity of need among students, the diversity of opinion among educators and parents and provides all with an opportunity to make their own decisions and to choose that type of educational structure which most suits them.

#### Reasons for an Options Plan:

1. Options will provide parents with choice and diversity of programs by providing an array of different kinds of schools.
2. Options could provide not only a legally but also an educationally acceptable solution to problems of desegregation. Options would provide something educationally desirable at the end of any bus ride and not merely a mandatory demographic redistribution of students
3. Since teachers, administrators and parents do not agree on what the single, best type of school should be it stands to reason that there should be no single best kind of school. Rather, there should be a diversity of types available.
4. Options would defuse the issue of "mandatory bussing" and place the emphasis where it should be - on the quality of education available to each and every child
5. In a system of educational options, each optional school becomes a "magnet" to those who want that particular kind of school.

- Benefits of Options:
- A. Options would unite in one school, parents, teachers and administrators who agree basically on educational philosophy.
  - B. Options would democratize the school system
  - C. Options will encourage and foster maximum participation of parents. ie. Options will require parents to educate themselves about education in order to make sound, responsible decisions about their childrens' futures.
  - D. Options could "naturally" desegregate schools because no one ethnic group will send their children to one particular type of option. Rather, all options will attract members of all racial and ethnic groups.

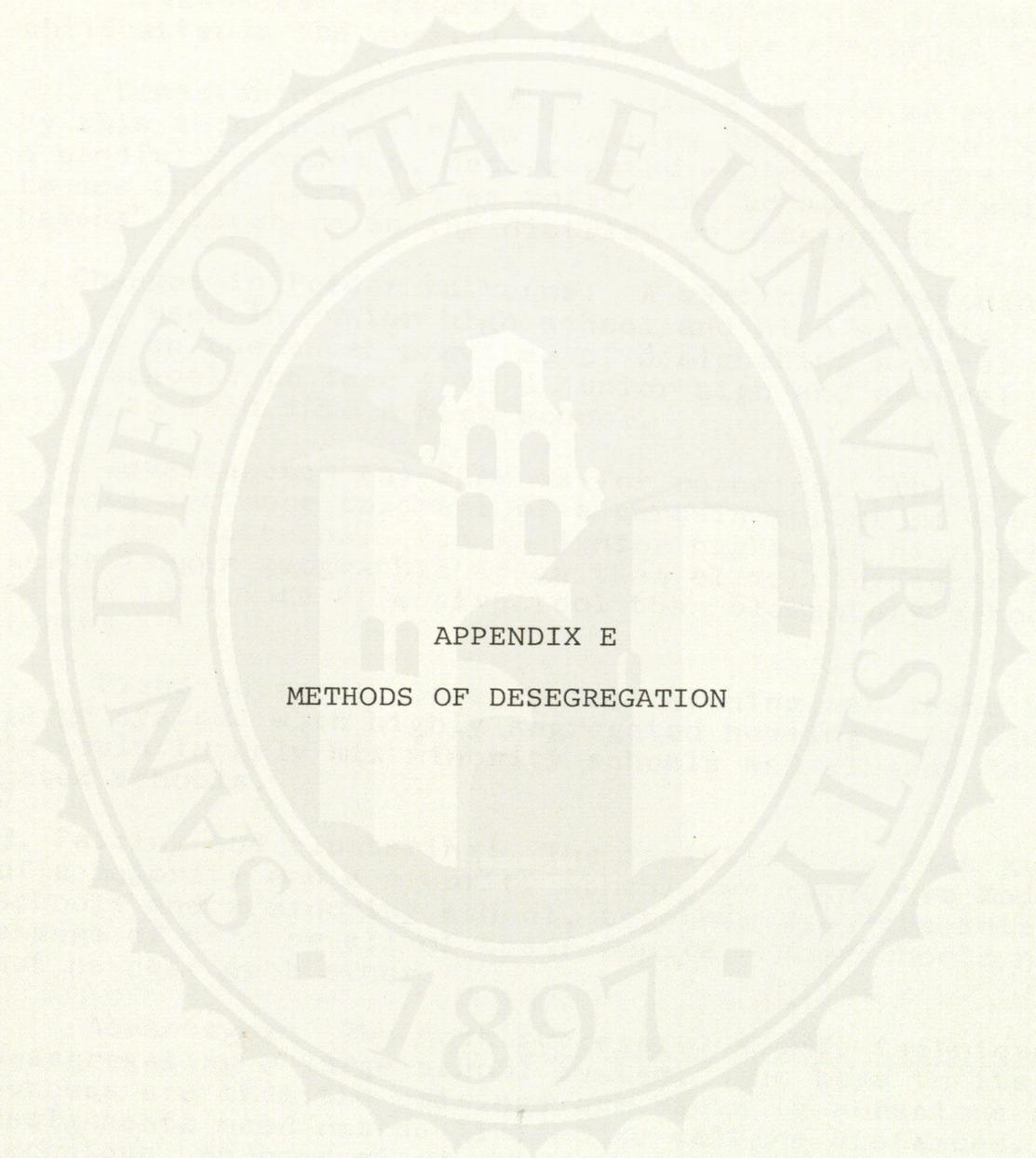
Requirements in building an Options system:

- I. It must be kept in mind that an Options program must operate
- 1. within the general policies established by the state and by local school boards.
  - 2. and within established desegregation guidelines

This means that all basic skills will be taught as well as the full range of school subjects mandated by boards of education and that no school will be allowed to house more than a certain quota of minority or majority students. This latter proviso will be the most difficult to achieve logistically. It is not a "given" that perfect numbers of majority and minority parents will choose any particular option. It may be necessary to ask some parents to accept their second option as their school. This is a problem that will have to be worked out but it must be emphasized that it can be solved.

- II. All options must be considered equally legitimate, all optional school should share equally in monies allocated dependant upon numbers of students enrolled.

- III. Because educational philosophies differ from option to option, all parties involved must be prepared to plan and make decisions about basic school organization, about curriculum and about governance structures.



APPENDIX E  
METHODS OF DESEGREGATION

## METHODS OF DESEGREGATION

1. Rezoning schools: Where majority and minority schools are divided by an attendance boundary, both can sometimes be desegregated by drawing the boundary differently.

Advantages: Preserves the neighborhood school. Each child attends the nearest school or one almost as close.

Disadvantages: (a) Most schools cannot be reached by this technique. (b) By limiting desegregation to only a handful of schools, desegregated whites are more likely to see their treatment as unfair and to move to "white havens" elsewhere in the district or outside it.

2. Changes in Feeder Patterns: A variant of rezoning that can be used in junior high school and high school. It relies on the usual practice of designating several elementary schools to feed into a junior high and several junior highs to feed into a high school.

Advantages: (a) Same as for rezoning. (b) In addition, parents are more tolerant of a certain amount of arbitrariness in feeder patterns. (c) As junior highs and high schools serve larger geographic areas than elementary schools, this method is a more effective tool than elementary school rezoning.

Disadvantages: Same as for rezoning, at least in large systems with highly segregated housing. In San Diego, it would largely mix minority schools and already desegregated schools.

3. Pairing and clustering: The racially conscious grouping of a majority and a minority school, or maybe two majority schools and a minority school, together with the interchange of some or all of their pupils. The schools need not be near each other.

Advantages: The most successful single technique for desegregating a large school system. The keys to its success are that the pairings are racially conscious and assignments need not be limited to walking distances. This technique, perhaps mixed with others, can successfully desegregate the whole system. *Chicago grade structure (4-6 " B")*

Disadvantages: (a) Transportation costs. (b) Some means of selecting pupils for reassignment (e.g., by which

block they live on) can put all the burden on only part of the pupils and encourage the relocation of families.

4. Grade restructuring. When the number of grades served by a school is changed, the geographic area it serves can be made larger or smaller. Occasionally these changes can be racially significant. When combined with the pairing and clustering technique, grade restructuring can bring two or three schools of different racial compositions together as a single school with two or three campuses. Children from three segregated elementary schools, for instance, could attend kindergarten and grades 1 and 2 at white school No. 1, grades 3 and 4 at the minority school, and grades 5 and 6 at white school No. 2.

Advantages: (a) Children will remain with the same interracial group throughout their education. (b) Parents can still select homes on the basis of schools serving the area, but the schools will be desegregated rather than segregated as at present. (c) Existing neighborhoods will not be divided among those chosen for busing and those not chosen. All children are integrated at once and sooner or later all are educated in another neighborhood but among familiar classmates.

Disadvantages: (a) Transportation costs. (b) Parents of several children will have more schools to keep up with. This problem can be reduced if the district administrators clustered and paired schools as single units or principals coordinate their schedules.

5. "Freedom of Choice" or "Magnet Schools." A freedom of choice plan lets each child or parent decide to attend a school other than the nearest one. The only restraint would be that the transfer improve the racial balance at both the losing and the gaining school. (Without such a restraint, a freedom of choice plan normally increases segregation by encouraging whites to leave schools with a high minority percentage.) A magnet plan is a freedom of choice plan "with sugar on top." The notion is that outstanding programs will attract students.

Advantages: Participation is voluntary.

Disadvantages: (a) These plans, by themselves, are incapable of desegregating an entire school system of any size or even the existing minority schools within the system. No magnet has yet been found that will attract

large numbers of whites into minority areas. That is the case with San Diego's present plan and with all magnet plans elsewhere. (b) Even if the "magnet" schools are themselves desegregated, the rest of the schools will remain unaffected. Those minority students most likely to transfer are those who are most academically inclined and who are leaders. When they leave, their former schools lose their best students. (c) Frequently the academic program is cut back in minority schools because of the overall loss of students. The impact on college-oriented courses is especially severe. (d) Most magnets, especially those designed to attract whites into minority areas, are more expensive than regular schools. (e) Transportation under a magnet plan is more expensive, per pupil, than under any other plan because pupils will, hopefully, be drawn in small numbers from all parts of the city. Total transportation costs can be kept low only by the program's predictable failure to attract large numbers of pupils. (f) A common variant, the school-within-a-school magnet plan, emphasizes the artificiality of the device and prevents the "host" regular school from being desegregated (i.e., keeps it segregated). This variant is normally designed to serve only a small population.

6. Closing minority schools: This technique assigns students in segregated minority schools to white schools, assigns no whites to minority schools and closes the existing minority schools.

Advantages: Minimum upset in the white community, which is more opposed to sending children to minority neighborhoods than to receiving minority children in "white" schools.

Disadvantages: (a) All the burden of transportation time is placed on the minorities, an inherent unfairness. (b) All schools will be perceived as "white", and minority students will be seen as "outsiders," strangers in their own schools. This is the common perception now under the voluntary ethnic transfer program. (c) White students will be denied the (unsought but real) benefit of attending school in a minority neighborhood. (d) One-way transportation is about twice as costly as two-way because buses cannot carry passengers both ways. (e) Elimination of minority school buildings, most of which are quite sound, is economically wasteful. (f) Closing minority school buildings destroys a valuable community resource in minority communities.

## DESEGREGATION EXPERIENCE ELSEWHERE

The most commonly expressed fears about school desegregation are that it will lead to violence and that it will cause a deterioration in the quality of education offered whites.

1. Violence. The two types of violence feared are protests by adults and abuse within school by children. Less frequently, black parents express a concern for "psychic violence" by white administrators.

a. Protests by adults. Aside from a day or two of picketing by adults, this type of protest is rare. Violent protest is even less common. The notion that it is common is fostered by the media's fascination with the dramatic and by the tension all of us know exists. Everyone has heard of Boston, but few realize how hard the Boston School Board has worked to keep things in a turmoil. It has gone so far as to hire riot organizers as "integration aides." Even so, only four of Boston's many desegregated schools have been seriously disrupted. Almost no one realizes the large number of urban districts that have desegregated peacefully. In the last year, Detroit, Dayton, Omaha, Dallas, Milwaukee and Minneapolis, to name only a few, have desegregated peacefully.

The price of avoiding disruption cannot be to maintain segregation. Constitutional rights are not to be surrendered to mob action. The key to peace is firm public leadership and an organized citizen's group committed to helping the schools and families adjust to change. All the cities named above as peacefully desegregating last year had both elements.

b. Disturbance within schools. Children frequently carry family upsets into school with them. As the community remains calm, students will. Arguments and fights between students are inevitable, whatever the color of the pupils. But well-trained school staffs can prevent the inevitable frictions of adolescence from being, or being seen as, racial incidents. The school district has complete control over how much in-school disturbance it will condone or encourage.

c. "Psychic violence" by school administrators, particularly by those who resist desegregation, is a danger, but minority children are already exposed to it as staffs are now desegregated. In its plan of desegregation, the

district can work to minimize this problem by training staffs in evenhanded treatment of pupils who have different lifestyles and expectations.

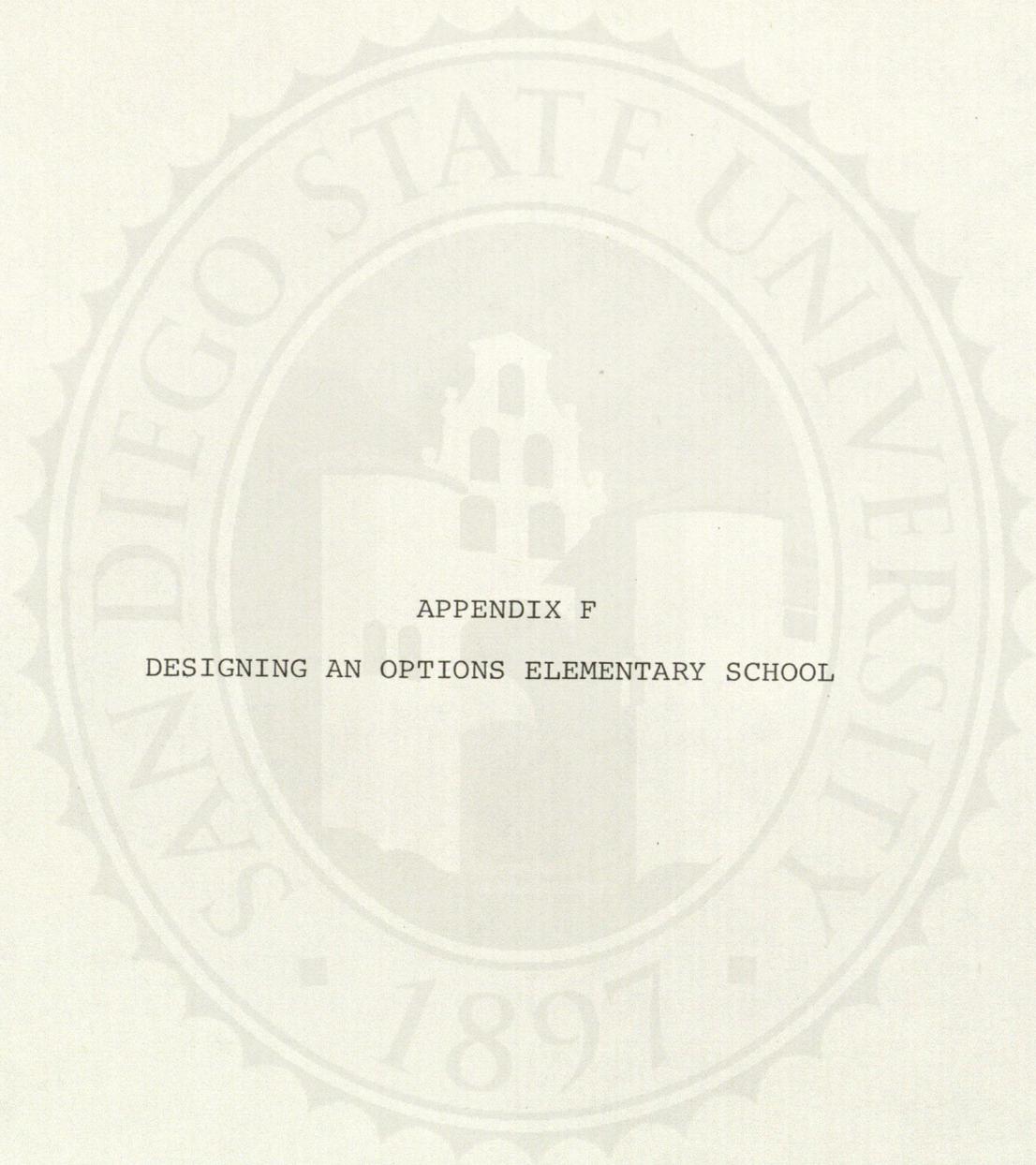
2. The quality of education. Ironically the fear of loss of quality through integration is an unintended admission that separate has not been equal. Ironies aside, this is a concern that need not exist. The one unanimous finding of sociological research into school desegregation has been that standardized test scores for whites do not decline. Sometimes they improve marginally. Usually they are unaffected. Scores for minority students are less predictable. Sometimes they improve sharply over several years; sometimes they remain unchanged. There are two major explanations for the differences in minority results: the social class mix and the quality of school administration. When lower socio-economic status minority children are mixed with lower status white children, all maintain low achievement rates. But when the whites are middle class, and thus their test scores are higher, the lower status minority students' scores generally improve. Middle status minorities do not improve when mixed with lower status whites but usually improve when mixed with middle status whites. Where a school administration works competently to truly integrate a school, minority pupils show the sharpest gains in test scores. Where the administration grudgingly accepts desegregation but resists true integration, minority gains are most limited.

Test scores are not the only indicator of education. But to the extent other educational factors are identifiable, they too improve or do not improve as a result of the nature of the social class mixture and the degree to which school leaders promote integration as well as desegregation.

## BILINGUAL PROGRAMS

The state and federal governments sponsor bilingual education programs, aimed particularly at kindergarten through third grades but occasionally touching higher grades. The eligibility of a district for funds to run these programs is based on the number of children from non-English speaking homes and on the nature of the local district's bilingual program. School desegregation will not affect the number of children. State and federal law both require the district to offer these children an education in a language they can understand. So neither of the two eligibility factors will be changed by desegregation.

Desegregation may affect the location at which bilingual education is offered and may offer opportunities to mix English and non-English speaking children at a younger age. Therefore the programs may be revised. But they can be endangered only if the district were to make a concerted effort to destroy them, and were to win over the opposition of both state and federal governments. That is a highly unlikely prospect.



APPENDIX F

DESIGNING AN OPTIONS ELEMENTARY SCHOOL

APPENDIX H

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## DESIGNING THE SCHOOL YOU BELIEVE IS THE BEST KIND OF SCHOOL

### An Exercise in Building Elementary School Educational Options

#### Educational Philosophy

- A.
1. The purpose of school is to teach children the basic skills, knowledge, attitudes and values that will help them be successful in the adult world and will make them good, productive citizens.
  2. Children learn best when all -- or most -- school learning activities are defined and presented to them by a teacher.
  3. Children learn best in a school in which all of the school activities -- curriculum, discipline, organization -- are determined by the teachers and the principal.
  4. It is each student's job: 1) to accept the rules and the curriculum established by the school; 2) to conform to those rules; and 3) to emerge from school having covered and learned a set curriculum and a way of behaving in adult society.
- B.
1. The purpose of school is to assist and encourage each child's intellectual, aesthetic, physical, moral and social development.
  2. Development is the process of moving from simple to more complex and advanced ways of thinking about, understanding and coping with the natural world and with human society. Children will learn best, including the learning of the basic skills of reading, writing and arithmetic, if the material to be learned matches their developmental levels.
  3. Children develop and learn best if their school environment challenges them: 1) to move from simple to complex ways of identifying and solving problems; and 2) to invent new ways of doing things.
  4. Children develop and learn best when there is a cooperative interaction between student and teacher, one in which a teacher encourages each child to learn: 1) to teach himself or herself; 2) to develop initiative and responsibility; and 3) to make as many choices and decisions as possible about his or her school activities.
- C.
1. The purpose of school is to help children acquire the basic skills, knowledge, values and attitudes that will help them succeed in adult society.
  2. Children learn best by having teachers present them with a carefully defined curriculum which takes into consideration the fact that children differ in their abilities, talents, interests and the rate at which they learn.
  3. Children learn best when allowed to move through this carefully defined curriculum at their own rate of speed.
  4. Included in the curriculum should be activities which help children: 1) to learn how to teach themselves; 2) to develop initiative and responsibility; and 3) to make some choices and decisions about what they would like to work on in school.
- D.
1. The purpose of school is to encourage children to develop their skills and talents as they decide those skills and talents should be developed.
  2. Children can and will learn on their own with minimal direction from teachers.
  3. Students play a major part in deciding how the school and curriculum will be organized.
  4. Teachers are resources for students and provide them with guidance and suggestions about ways to organize the curriculum and the operation of the school.
- E. If none of the suggested educational philosophies agree with yours, please describe yours.

#### II. Curriculum Organization

- A.
1. The work to be done should be carefully defined and presented in a set sequence of activities at each grade level.
  2. The basic skills and traditional subjects should be emphasized heavily, including: language arts (reading, speaking, writing), mathematics, science and social studies.
  3. All children study the same material at the same time and are expected to master specific skills by the end of each grade level.
  4. The academic training should be rigorous and include meaningful drill, homework and achievement testing.

## II. Curriculum Organization

- B.
  - 1. The material to be learned should be carefully defined at the beginning of each school year and organized from easy first steps to more difficult later steps.
  - 2. Basic skills and the traditional subjects should be emphasized, including: language arts (reading, writing, speaking), social studies, mathematics and science.
  - 3. Each child should start at his or her appropriate level and proceed through the sequence of learning activities at his or her own most appropriate speed.
  
- C.
  - 1. The school is organized to encourage children to learn how to identify problems and to invent ways of solving those problems.
  - 2. In grades K-3, children develop basic skills and inquiry skills by working with a wide array of materials that can be manipulated. In grades 4-8, children begin to use their basic skills and their inquiry skills to work their way through specially designed exercises which encourage them to invent and try out solutions for a variety of problems.
  - 3. Many subjects are presented in an inter-disciplinary style.
  
- D.
  - 1. A curriculum must promote the individual development of each child in a school. It must be flexible and responsive to the changing needs of each child.
  - 2. The teacher guides a child's activities and makes sure each one develops and learns as much as possible, including the learning of basic skills.
  - 3. The curriculum should be based on the carefully selected materials with which a teacher fills a classroom.
  - 4. Children select the materials they wish to work with and learn through the interaction with the materials and with each other.
  
- E.
  - 1. A major part of each child's education should be to learn how society operates. For elementary school children, the best way to do this is for students to invent and to operate their own social institutions within the school.
  - 2. Children learn basic skills and acquire knowledge in the process of running their micro-society institutions.
  - 3. The institutions would include: a justice system; a government and political system; a currency and economic system; cultural organizations; and service organizations, etc.
  
- F.
  - 1. A curriculum can best promote each child's development by using special materials and teaching methods which recognize the interaction between a child's physical and intellectual development.
  - 2. Basic skills are developed as children work with the specially designed learning materials.
  - 3. Guided by a teacher, a child chooses from an array of naturally appealing materials which provide exercises in language, mathematics, art, sensory and practical-life activities.
  - 4. The materials enable a child to: 1) figure out their uses with minimal instruction by a teacher; 2) invent new ways of using them to solve problems; and 3) interact with other children.
  
- G.
  - 1. School work should be based upon the kinds of learning activities that students -- with the advice of their teachers -- feel will best suit their educational needs.
  - 2. Basic skills are learned through and as part of activities that require more complex thought.
  - 3. The courses of study should be initiated as much as possible by students with the assistance and support of their teachers.
  - 4. Much education can and should take place outside the school and through students studying themselves and their own development.
  
- H. If none of the suggested curricular organizations agree with the one you would prefer, please describe yours.

III. Student/Teacher Assignment Procedure

- A. 1. Classes can be made up of children of widely different ages, running sometimes from kindergarten through the sixth or the twelfth grade.  
2. Grouping will depend upon which children are interested in and can benefit from activities going on or materials available in a particular subject area.
- B. Groups of children of the same age are assigned to one teacher and one classroom, for example, six-year-olds are assigned to one first grade teacher, seven-year-olds are assigned to one second grade teacher, and so on.
- C. 1. Children are organized into large groups of up to 150 students, usually of mixed ages, and are assigned to a team of five teachers, each a specialist in one of the major subject areas. One hundred fifty children, ages six through eight, will be grouped with five "primary" teachers. One hundred fifty children, ages nine through eleven, will be grouped with five "intermediate" teachers.  
2. The children in the large groups will be divided into smaller classes according to their achievement level in each subject area.
- D. 1. From kindergarten through the second grade, children should be assigned to one teacher who teaches most or all subjects in one classroom: five-year-olds are assigned to one kindergarten teacher and six-year-olds are assigned to one first grade teacher, etc.  
2. After the second grade, students should be organized into large groups of up to 150 and assigned to a team of five teachers, each a specialist in one of the major subject areas.  
3. The children in the large groups will be divided into smaller classes according to their achievement level in each subject area.
- E. 1. Children of different ages are assigned to one teacher and one classroom, for example, a mixture of six-, seven- and eight-year-olds are assigned to one "primary" teacher. A mixture of nine-, ten- and eleven-year-olds are assigned to one "intermediate" teacher.  
2. Older children help teach younger children.
- F. If the suggested ways of assigning children to teachers do not include the way you would prefer, please describe yours.

IV. Governance

- A. 1. The school is run and all decisions are made by the school's professional staff and the staff of the school system under the general direction of the citywide board of education.  
2. The principal and the staff decide what will be taught, when it will be taught, who will teach it and how the available money will be spent.  
3. Parents are not involved in the process of making decisions at the local school level.
- B. 1. The school is run and decisions are made by the principal and teachers with advice and guidance from a parent group or a parent/teacher group.  
2. The principal and staff are not required to take the advice and guidance from parents if they feel it would be unwise to do so.
- C. 1. The school is run and all basic decisions are made by a local governing board made up of elected representatives of the parents, teachers and students (in the case of secondary schools).  
2. The local board reports to and operates within the policies and guidelines set down by the citywide board of education.  
3. The principal of the school acts as the executive officer of the local board, carrying out the board's decisions on what kind of school it will develop.
- D. 1. All policy decisions are made by local school governing boards made up of elected representatives of the parents, the teachers and, in the case of secondary schools, the students.  
2. The principal of the school acts as the board's executive officer and is responsible for carrying out the board's policies in the day-to-day operation of the school. The principal selects the teachers and makes budget recommendations pending final approval by the board.

DESIGNING THE HIGH SCHOOL OF YOUR CHOICE:

An Exercise in Building Secondary School Educational Options

I. Educational Philosophy

- A. 1. The purpose of school is to provide an environment which helps students acquire the basic skills, knowledge, attitudes and values that will help them succeed in adult society as it is organized presently.
2. Students learn best when all of the school learning activities are determined by the teachers and the principal.
3. Students learn best when the school presents them with a sequenced curriculum in which students at a given grade level study the same material at the same time.
4. Competition is important and helps students measure their abilities realistically against those of their classmates.
5. It is each student's job: 1) to respect the rules and the curriculum established by the school; 2) to accept the responsibility of being a student; and 3) to emerge from school having covered and learned a set curriculum.
- B. 1. The purpose of school is to provide an environment which helps students acquire the basic skills, knowledge, attitudes and values that will help them succeed in adult society as it is organized presently.
2. Students learn best by having teachers present them with a carefully defined curriculum which takes into consideration the fact that people differ in their abilities, talents, interests and the rate at which they learn.
- C. 1. The purpose of school is to provide an environment which encourages students to develop all of their intellectual, moral, social and artistic powers so that they can cope with, succeed in and perhaps even change adult society for the better.
2. Students develop and learn best if their school environment challenges them: 1) to move from simple to complex ways of identifying and solving problems; and 2) to invent new ways of doing things.
3. Students develop and learn best when there is a cooperative interaction between student and teacher, one in which a teacher encourages each student to learn: 1) to teach himself or herself; 2) to develop initiative and responsibility; and 3) to make as many choices and decisions as possible about his or her school activities and about the operation of the school itself.
- D. 1. The purpose of school is to provide an environment which enables students to direct their own educational lives as much as possible and to figure out how they wish to cope with and relate to adult society.
2. Students learn best when they can develop their skills and talents on their own with minimal direction from teachers.
3. Students learn best when they play a major part in deciding how the school and the curriculum will be organized.
4. Students learn best when teachers function as resources who provide students with guidance and suggestions about ways to organize the curriculum and to operate the school.
- E. If none of the suggested educational philosophies agree with yours, please describe yours.

II. What Next?

- A. A student successfully completing high school should be prepared to be admitted to a four-year liberal arts college.
- B. A student successfully completing high school should be prepared to take advanced technical training for a career or a job.
- C. A student successfully completing high school should be prepared to and able to get and hold a job.
- D. A student successfully completing high school should be prepared to enter college or technical school but should also have one specific job skill that will enable him or her to earn money.
- E. If none of the above describe your view about what students should be prepared to do upon graduating from high school, please describe your idea.

III. Optional School Programs

- A.
  1. The course of study should include a minimum of: four years of English and history, three years of science and mathematics, three years of a classical language (Latin or Greek) and three years of a modern language.
  2. The basic course of study should be supplemented by elective honors courses in each major discipline and by additional electives in art and music appreciation, fine arts, vocal and instrumental music and architectural drawing.
- B.
  1. The course of study should introduce students to the intellectual and artistic heritage of both Western and non-Western man.
  2. The course of study will be based upon the great works of philosophy, history, literature, the natural and behavioral sciences, the arts, mathematics and classical and modern foreign languages. It will be organized to help teach students to think clearly and wisely about life and the contemporary world.
  3. The development of a student's writing skills will be emphasized as a measure of his or her ability to assimilate ideas and to define and communicate ideas clearly to others.
- C.
  1. The course of study is determined on the basis of what it takes to enter and to progress in a particular career or job.
  2. The course of study will include traditional subjects such as English, history, science and mathematics, but these courses will be designed to support and relate to the requirements of a particular career or job.
  3. The course of study will include internships designed to give students practical experiences in the world of work.
  4. An important part of a student's final year in high school will center around applying for and interviewing for jobs.
  5. A requirement for graduation might well include either a letter from an employer indicating that a student has been offered a job or evidence that a student is going on for further career or job training.
- D.
  1. The course of study develops from the carefully selected materials with which teachers fill classrooms and project centers. The materials will provide students with a way of studying the traditional subjects of English, history, mathematics and science.
  2. Students select the materials they wish to work with and learn through the interaction with the materials and with each other and their teachers.
  3. The course of study and the materials will emphasize the relationships that exist among academic disciplines and will draw a variety of subject areas together as much as possible.
  4. A range of special activities and experiences will be available for students to choose among, activities designed to use the resources outside the school: governmental agencies, museums, businesses, the natural world, cultural organizations.
  5. Independent study will be encouraged for which a student prepares a study plan or a research design for approval by his or her advisor.
- E.
  1. Students will learn all of the basic skills and study the traditional subject areas of English, history, mathematics and science by:
    - a. designing and operating the school as a small society, including establishing and operating a school government and justice system, an economic system, a repair and maintenance system, a food system, and so on;
    - b. developing and operating student corporations that will provide services outside the school, such as building and selling houses, repairing autos, making furniture, providing child care and home maintenance services, business services, catering services, travel agencies, and so on.
  2. All school personnel become both teachers and corporation advisors to students and their companies. Skilled people in the outside world also serve as advisors and teachers. The work and the courses of study are jointly planned by staff, advisors and students.

III. Optional School Programs (Continued)

- F. 1. Students cover the traditional studies of English, history, mathematics, science and the arts but do so by "going to school: out in the larger society. Teachers and representatives of business, industry and cultural institutions jointly design and operate special centers in banks, museums, industries, governmental agencies, professional theatres, historical societies, newspapers, TV and radio stations, and so on. Students are "taught: by both teachers and practitioners in the various fields.
2. Students, with help and advice from teachers and practitioners, may set up and operate their own companies; conduct their own studies of urban problems; and develop all of their intellectual, moral, social and artistic powers by studying, criticizing and coming to understand how the world works and then by attempting to design better ways for society to operate.
- G. 1. Basic skills are learned and the traditional subject areas of English, history, science and mathematics are covered through and as a part of activities designed around the special talents and interests of the students.
2. Many of these activities will and should take place outside of school, with students and teachers taking part in community and political life, using these experiences as the basis for study and discussion in the classroom.
3. An emphasis will be placed on the development of a student's creative abilities: chemistry and physics will stress laboratory work and experimentation; biology will stress field work and environmental studies; English will stress journalism, publication, playwriting and production; history will stress research, archeological excavation; the fine arts will stress studio work, and so on.
4. The joint governance and operation of the school by students and teachers will provide students with learning activities ranging from financial planning and administration to curriculum design and facilities management.
- H. If none of the optional programs described here agree with the one you prefer, please describe yours.

IV. School Size

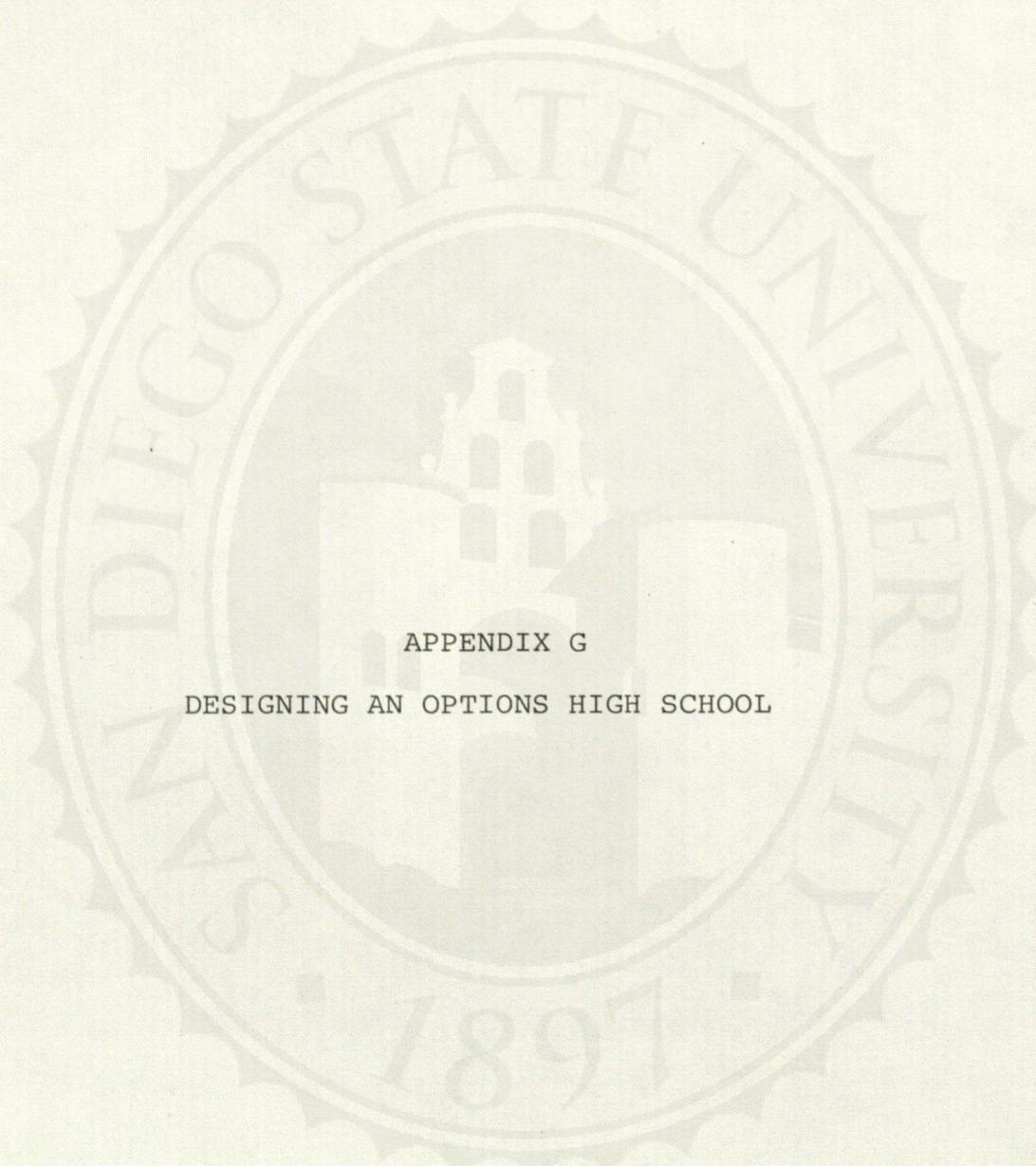
- A. 1. One of the main troubles with most high schools is that they are too large and therefore impersonal. Students tend to feel that no one cares or pays attention to the concerns of individual people. They feel they are cogs in some big machine.
2. Therefore, no high school should be larger than 500 students. Some high schools can be as small as 100.
- B. 1. There is a real danger that a high school can be too big and too impersonal. But a very small school does not have enough students to offer all of the different courses students need and want.
2. Therefore, high schools should have about 1,000 students.
- C. 1. High schools need to be able to offer all of the courses students need and want. They also need a full and complete range of expensive facilities in order to offer that full range of courses.
2. In order to do those things efficiently and economically, high schools need to have at least 2,000 students.
- D. Whatever the total size of a high school may be, it should be broken down into small, more personal sub-units of no more than 500 students. These sub-units can then share central facilities such as gyms, swimming pools, cafeterias and auditoriums.
- E. If none of the suggested school sizes agree with your view, please describe yours.

V. Governance

- A.
  - 1. The school is run and all decisions are made by the school's professional staff and the staff of the school system under the general direction of the citywide board of education.
  - 2. The principal and the staff decide what will be taught, when it will be taught, who will teach it and how the available money will be spent.
  - 3. Parents are not involved in the process of making decisions at the local school level.
  
- B.
  - 1. The school is run and decisions are made by the principal and teachers with advice and guidance from a parent group or a parent/teacher group.
  - 2. The principal and staff are not required to take the advice and guidance from parents if they feel it would be unwise to do so.
  
- C.
  - 1. The school is run and all basic decisions are made by a governing board made up of elected representatives of the parents, the teachers and the students of that school.
  - 2. The governing board reports to and operates within the policies and guidelines set down by the citywide board of education.
  - 3. The principal of the school acts as the executive officer of the governing board, carrying out the board's decisions on what kind of school it will develop and how the school should be run.
  
- D.
  - 1. The school is run and all basic decisions are made by the professional staff with advice and guidance from an advisory board of parents and students.
  - 2. There is no principal.
  - 3. Teachers rotate in the position of head teacher for specified periods of time. The teaching staff selects new teachers, makes decisions on money, involves parents and students in planning for the school.
  
- E. If you would prefer another type of governance system, please describe it.

IV. Governance

- E. 1. The school is run and all basic decisions are made by the professional staff with advice and guidance from an advisory board of parents and students.
  - 2. There is no principal.
  - 3. Teachers rotate in the position of head teacher for specified periods of time. The teaching staff selects new teachers, makes decision on money, etc.
- F. If you would prefer another type of governance system, please describe it.



APPENDIX G

DESIGNING AN OPTIONS HIGH SCHOOL



