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November 6, 1978

Chief William Kolender
Chairman, Integration Task Force
801 W. Market
San Diego, California, 92101

Dear Chief Kolender:

The attached letter and recommendations were reviewed by school district counsel. We made a number of minor revisions at the school district's request and, in its present form, the school district has no objections to our submitting them to the Task Force.

We would appreciate it very much if you would distribute the enclosed copies to all Task Force members. Thank you for your cooperation.

Sincerely yours,

Veronica A Roeser

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VAR:ply
Enc.
cc: Ralph D. Stern
Donald R. Lincoln

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Chief William Kolender
Chairman, Integration Task Force
801 W. Market
San Diego, California, 92101

Dear Chief Kolender:

Attached are some additional questions the Task Force may wish to have the monitors utilize. These questions deal specifically with the monitoring of VEEP and magnet sending schools and court-designated segregated schools.

Sincerely yours,

Veronica A Roeser

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PLAINTIFF'S SUPPLEMENTARY RECOMMENDATIONS FOR MONITORS

(ADDITIONS TO QUESTIONS SUBMITTED ON OCTOBER 24, 1978)

1.0 Effects of the VEEP and magnet programs on sending schools.

What are the effects of the VEEP and magnet programs on sending schools?

How much are enrollments reduced?

In secondary schools has this affected curriculum offerings? (Lists of curriculum offerings are available at each school)

How?

In Elementary schools has this affected the educational options (classes with different styles or methods of teaching)?

Does a reduced enrollment result in fewer facilities at a school (library, audio-visual aids, laboratories and laboratory equipment, playground equipment, etc.)?

What is the effect, if any, on athletic programs at secondary schools?

What is the effect, if any, on other extra-curricular programs?

Have you observed additional differences between sending schools and other schools?

If there are differences, what are they?

If there are differences, what is their effect on the sending school and the students who remain?

Do there tend to be differences (e.g.: athletic, academic, citizenship, leadership, motivation) between students who volunteer for the VEEP or magnet programs and those who choose to remain in their neighborhood, segregated school?

What are these differences, if any?

If there are differences, what is the effect, if any, on the sending school?

Some have reported that sending schools suffer a "brain drain" or a "leadership drain". If this is a problem, have you observed programs which deal with it?

What are they?

Are they successful?

When students are leaving a school to participate in the VEEP or magnet programs does this affect the perceptions of the school by the students who remain?

Does it affect the perceptions of the school by the community?

If so, how are the perceptions affected?

What effect, if any, do these perceptions have on the students who remain?

2.0 Court-designated segregated schools with no desegregation programs.

Do these schools have offerings not found in other schools which strengthen their education program?

What are these offerings?

Are they effective in achieving their objectives?

Is the education offered at court-designated segregated schools which do not have desegregation programs comparable to that in other schools?

Do court-designated segregated schools without desegregation programs benefit from any of the desegregation programs in other schools?

Which programs?

In what way do they benefit?

3.0 Preparation of students in sending schools for VEEP or magnet programs.

Are students and parents in sending schools counseled about the nature of VEEP or magnet programs to assist them in making an informed decision on the suitability and acceptability of the program to the student?

How are they counseled?

Do students and parents generally find the counseling helpful?

Are students and parents briefed by the sending and/or receiving school concerning what to expect in academic programs and in social and interpersonal relations in the receiving school?

How are they briefed?

Do parents and students generally find this briefing helpful?

Are students and parents informed by the sending and/or receiving school of what support services are available in the receiving school?

How are they informed?

Do students and parents generally find this information helpful?

May a student visit a receiving school before deciding to participate in VEEP or a magnet program? If so:

Are such visits encouraged and facilitated?

How is this done?

Do students find such visits helpful?

Are students who apply for the VEEP or magnet programs screened?

If screened, what is the screening process?

What criteria are used?

If there is a screening process, is it evaluated at the end of the year to determine its effectiveness?

How is it evaluated?

4.0 Effects on individual students.

How many students from a single sending school participate in the VEEP or magnet programs?

Are the students from the sending school distributed to several different receiving schools?

What effect, if any, does the number of VEEP or magnet students have on the participating students?

Are some students in court-designated segregated schools unable to participate in magnet programs or VEEP?

If so, what are the reasons?

When students drop out of the VEEP or magnet programs how are they received and helped in the new school to which assigned, whether it is their original neighborhood school or another school?

ERRATA SHEET FOR QUESTIONS SUBMITTED ON OCTOBER 24, 1978.

Add the following question to Section 1.3 of October 24 questions:

In addition to observing and collecting general data on dropouts from VEEP and magnet programs, monitors should be encouraged to follow a few individual dropouts through the process. This should include the reception of the student in the school to which assigned on dropping out and his or her adaptation to this new school. The purpose of this is to observe the effect of the process on the individual student.

Add the following question to Section 2.2 of October 24 questions:

Is there a process for a student or parent to make a complaint concerning a problem or incident which he or she believes involves racial prejudice?

What is the process?

Is it effective in dealing with the racial tensions in such situations?