[MS-0234.006.001.011]

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October 24, 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, on behalf of the School District, by Ralph Stern and Donald Lincoln, and incorporate, at their request a number of minor revisions. As the School District has no objections to the submission of these recommendations to the Task Force, we would appreciate it very much if you would distribute, to all Task Force members, the copies that we have supplied.

Thank you for your cooperation.

Sincerely yours,

Veronica A Roeser

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

Dear Chief Kolender:

The following questions are submitted to the Task Force for possible utilization by the monitors. They are supplemental to those developed by the Task Force Subcommittee on Monitors.

Whenever the word "staff" is used, the intent is to include all staff, both classified and certificated; that is, teachers, administrators, counselors, substitute teachers, aides, clerical help, janitors, gardners, bus drivers, or any other persons employed by the district.

It is our recommendation that each monitor should be responsible for more than one school (or should at least have some experiences with more than one school) so that some comparisons can be made. Preferably the monitors should spend time at both a segregated school and a desegregated school.

Monitors should be encouraged to look for both effective and ineffective integration techniques so that successes can be replicated and so that failures need not be repeated. This should be done as soon as possible so that the whole district can benefit from the knowledge gained.

It is our belief that VEEP sending schools and segregated schools have special problems which require careful monitoring. A separate group of questions which apply only to these schools will be submitted in about a week.

Sincerely yours,

Veronica A Roeser

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cc: Hon. Louis M. Welsh
Ralph D. Stern
Donald R. Lincoln

PLAINTIFF'S SUPPLEMENTARY RECOMMENDATIONS FOR MONITORS

## 1.0 ETHNIC INFORMATION

### 1.1 Student Mix

Are the transfer students in a program-within-a-school or are they integrated into the total student body?

Are the transfer students participating on a full or part time basis? If part time:

a) what programs are the students enrolled in, in the receiving school?

b) what programs are the students enrolled in, in the neighborhood school?

c) if active in athletics, in which school do the students participate?

d) how much time is spent by the students in each school?

How much contact is there between students in a magnet program-within-a-school program and students in the school who are not in the magnet program?

How much contact is there between VEEP students and resident students in a receiving school? If there is contact in either of these situations, is the contact:

a) initiated by individual students?

b) the result of an organized program initiated by the school?

c) in the classroom or other academic setting?

d) on the playground, during recess or at lunch?

From your own observations and discussions with teachers and students do transfer students in a program-within-a-school or attending on a part time basis feel they are part of the whole school?

Have you observed effective techniques to increase contact and interaction beteen incoming students and resident students? (e.g. between resident students and transfer students in programs-within-schools, part time students, magnet students and VEEP students.) What are those techniques?

Do the transfer students come from one of the 23 court-designated minority isolated schools, from other schools which are over 50% minority, or from majority white schools? Does the experience of coming from minority isolated, over 50% minority or majority white school make any difference in how students generally adapt to or perform in the receiving school? If so, in what way?

Are there criteria or methods used in assigning students to classes which result in separating students by race or ethnic origin? (e.g. is assignment made by IQ score, achievement score or report card grades?) If so, who makes the assignments?

1.2. Staff Mix

What is the racial/ethnic composition of the staff?

1.3 Continuity

Does the program provide for the continued participation of the student in the program in which enrolled (fundamental, intercultural language, etc.) as the student progresses from the elementary grades through the secondary grades?

How many students have dropped out of the program (magnet, VEEP, other) at the schools you are monitoring?

Did the dropouts return to their neighborhood school?

Was the change initiated by the student, parent or administrator?

What reasons were given by students for dropping out of programs? It is understood that your review may not include all reasons given by all students.

Were some reasons given with significant frequency?

What were those reasons?

Did you observe programs at some schools which were particularly helpful to students or parents or both in making a sound decision to leave or stay in a program?

What are these programs?

## 2.0 HUMAN RELATIONS PROGRAMS

### 2.1 Describe the plan/program.

Have you read the Human Relations Plan which was submitted by the school to the central administration?

DEVELOPMENT: Who was involved in developing the plan? (Administrators, students, counselors, teacher's aides, teachers, clerical staff, maintenance staff, parents, others?) How many of each group?

EVALUATION: Is the plan designed to be evaluated on the school site? If so, how and by whom? How often?

LEADERSHIP: Who are the persons responsible for the human relations training on the school site? How were those persons selected? What training had those persons received?

PARTICIPATION: Are staff persons required to participate in the human relations training programs? All staff? If not all, which groups?

For each staff category required to attend:

a) how long is each session?

b) when are the sessions held? If after school hours, are staff people compensated for participation?

c) how often are sessions held?

d) how many hours are to be spent in the program?

Are students required to participate in the human relations program? If so: How do they participate:

a) Is the training a part of the regular curriculum?

b) How many hours are to be spent on the program for each student? If some students are not required to participate do they take part voluntarily? If so:

a) How many students?

b) How much ?

c) How often?

JOINT SESSIONS

Do students, staff, and parents participate together in some or all of the sessions? Which groups, if

any, participate together? In how many sessions do they participate together? How long are these sessions and how often are they held?

CONTENT OF PROGRAM

(Content should be separately evaluated for students, staff and parent participation.)

Does the training deal specifically and realistically with such things as racial stereotyping, cultural differences and the history of ethnic and racial minorities in this country?

ACTIVE TRAINING: Do the programs involve active personal interaction among participants? If so what kind? (e.g. Discussion of topics in a small group, practice in improving interpersonal communications, value clarification exercises) How long are such sessions? How often are they held? What proportion of the total program requires active participation?

PASSIVE TRAINING: Do the programs involve passive activities? (e.g. Watching films or TV, writing essays, reading a text, attending assemblies, attending multi-cultural fairs) How long are such sessions? How often are such sessions held? What proportion of the total program includes passive participation?

PREPARATION FOR DESEGREGATION/INTEGRATION

Is there a program at the sending school to prepare

students for transferring to a new school? If so, what is the program? Does the program include preparation for both the new academic and interpersonal aspects of the experience which may differ from those in their neighborhood school?

Are there support services in the receiving school to assist transferring students who may need help in adjusting to the new academic setting and the new interpersonal relationships? If so, what are these services?

Are the students and staff in the receiving school given training which will prepare them to welcome transfer students? If so, what is the training? What is the welcoming process? (e.g. Orientation Day, "buddy system")

2.2 How functioning.

Have you learned of any specific good results from the human/race relations programs? Have such results been reported to you by students, staff or parents? Give examples.

Is race relations dealt with explicitly in these programs?

In practice, how does the human relations program correspond with the written plan which had been submitted to the central administration? If there are substantial deviations from the plan, what are the reasons for them? Do these deviations strengthen or weaken the plan?

Is there significant positive correlation between active staff participation in developing the plan and staff support for and participation in the plan?

## 3.0 TRANSPORTATION

### 3.3 Punctuality of buses.

Are there procedures for taking action when a bus is late or running late?

What are these procedures?

Is the receiving school notified?

Does the receiving school have procedures to expedite students getting to class once a late bus arrives?

What steps, if any, are taken to notify parents of children of the delays when they are waiting for a bus which is running late?

### 3.4 Time utilization.

Are there programs available on the buses which interested students may utilize for learning while enroute?

Are there monitors or aides on the buses?

What is their function?

What is their training?

Are they effective?

### 3.9 Safety/Policies.

Are there rules to assure driver alertness and fitness? If so, are they enforced with respect to:

a) use of drugs, including alcohol?

b) physical examinations?

c) reporting of illness?

d) minimum sleep before driving?

e) adequate time between shifts?

Are routes planned in such a way as to minimize hazards? (e.g. avoiding railroad crossings where possible)

3.11 Accountability

What is the plan for keeping track of the students on the buses?

Is there a procedure for notifying the bus monitor (or the school if there is no monitor) that a student will not be on the bus in the morning?

If the parents have not contacted the school to report an absence, are they contacted promptly if their child is not on the bus?

Is there a procedure for making sure that all the students who were on the bus in the morning are on the bus again in the afternoon?

Are monitors notified if a child goes home ill during the day?

4.0 STAFF/ADMINISTRATION

4.3 Are parents of transfer students encouraged to participate in the activities of the receiving school through techniques such as the following:

Scheduling some school meetings in the neighborhoods of the transfer students.

Providing bus transportation for parents of transfer

students from the neighborhoods of the sending schools to programs in the receiving schools.

Having proportional representation for parents of transfer students on committees in the receiving schools.

Carrying on a continuous dialogue with parents of transfer students to determine what is needed to facilitate their participation.

4.6 Procedures for identifying and dealing with integration related staff problems.

Is there a procedure for identifying problems which staff may be having in working with an integrated student body or with transfer students?

What procedures are planned for resolving these problems?

Are the procedures utilized?

Are they effective?

Are staff who may be having problems with newly integrated schools or classes encouraged to ask for help?

Are they penalized for admitting a need for help?

Do they ask for help?

Are they given help when they ask for it? What kind of help? Is it effective?

7.5 Special Resources of Magnet Schools

What is the nature of the special resources available to the magnet school students? More individual attention? More or better equipment? Better text books? Other?

Are the special resources and services offered by magnet

schools made available in a manner which will minimize conflict between students, parents and staff in the magnet with those in the regular school?

## 8.0 LEARNING CENTERS

### 8.4 Basic Skills

How much time is spent on basic skills?

What is the nature of the basic skills programs? Is it designed to deal with the diversity of students coming from several different schools? (This needs particular attention if students have had different basic skills curricula, different teaching methods and different levels of achievement.) How effective is the program? Have you observed any programs which are particularly successful? What are they?

## 12.0 SELECTION OF STUDENTS FOR SPECIAL PROGRAMS

How are students selected to participate in magnet or other special programs?

Who does the selecting?

What are the selection criteria?

Are students clearly informed of the nature of the special program for which they are applying? By whom?

Is the counselling designed to help the student and his/her guardians to determine whether the student is suited for the program and likely to benefit from it?

May a student visit a program before enrolling in it? What are the reasons given by students and parents for not

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participating in the special programs?

Are there otherwise qualified students at the school who wish to participate in the special programs but are not permitted to because their participation would not alleviate segregation?

13.0 SUPPORT SERVICES FOR TRANSFER STUDENTS IN MAGNET PROGRAMS AND VEEP

Are there academic support services at the receiving school for those transfer students who may need them? What are these services?

Do the students know of these services? Are they offered in a way which encourages acceptance of them? Do the students use them?

Are the support services effective in strengthening the students' academic work?

Are the support services given in a manner which will enhance integration?

For example: Is the help individualized? Is the help given in groups? What is the size of the groups? What is the racial composition of the groups?

Have you observed some especially effective support services which combine good academic help with integration? What are they?