

Founded 1968
CBA

COUNCIL OF BLACK ADMINISTRATORS

LOS ANGELES UNIFIED SCHOOL DISTRICT

P.O. BOX 43054 • LOS ANGELES, CALIFORNIA 90043

"Leadership in Education -- Making It Count"

C - COMMUNICATION
O - ORGANIZATION
B - BUILDING
A - ACHIEVEMENTS

April 14, 1980

Judge Paul Egly
Department L
Los Angeles Superior Court
300 Civic Center Plaza
Pomona, California

Dear Judge Egly,

I am writing to request a brief audience with you, if time permits, to present our written position on the integration plan as well as our proposals for the racially isolated minority schools. As the President-Elect of the Council of Black Administrators (COBA) of the Los Angeles Unified School District, I represent over 300 Black administrators within the District who have had no direct input into the process of planning the integration of schools, and who have not been consulted either by the District or the Court. Additionally, I am the principal of George Washington High School, a RIM school, and as such have specific ideas and proposals which may serve to alleviate the inferior educational conditions which currently exist in these situations.

A small representative group from our organization would like to meet with you prior to April 21, the time and place to be of your choosing. Realizing the constraints that you are under at this time, we respectfully and urgently plead that you give consideration to our request.

We are not a political group but rather an organization of educators who have deep concerns relative to the education of all children.

If it is not possible to meet with us, would you suggest a manner in which we might present to you our written proposal for your consideration.

Enclosed is a draft of a few of my personal thoughts on the subject. Please feel free to contact me at Washington High, 10860 S. Denker Avenue or call 757-9281.

Your wisdom in this matter is greatly appreciated and our prayers are with you at this momentous time.

Sincerely and Respectfully,

George J. McKenna III
President-Elect, COBA

W. Williams
OFFICERS
1979 - 80

W. WILLIAMS, President

✓ GEORGE MCKENNA III, President Elect

DR. WILBERT WHITAKER, Vice President

ROSE OLLIE, Recording Secretary

PEGGY SELMA, Corresponding Secretary

LEMUEL CHAVIS, Treasurer

DR. JERELENE WELLS, Reporter

→ CARRIE HAYNES, Parliamentarian

PAST PRESIDENTS

FREDERICK DUMAS

JOSEPHINE SPEARMAN

WILLIAM KENNEDY

WILLIAM BAILEY

DR. OWEN KNOX

EUGENIA SCOTT

THOMAS McLURKIN

DR. LIONEL JOUBERT

CLEOPATRA JOHNSON

ROBERT BOSWELL

ALFRED MOORE

CARRIE HAYNES

HONORARY

SENATOR DIANE E. WATSON

EXPERIMENTAL PROPOSAL FOR RACIALLY ISOLATED
MINORITY SCHOOLS

Submitted by

George J. McKenna
President-Elect
Council of Black Administrators
Principal, Washington High School

I. OVERVIEW

Objective: To provide a plan to address the needs of racially isolated minority schools. To establish a working model which may be imitated and implemented on a District wide basis.

Rationale: A current working model is necessary in order to establish a standard for excellence for all RIM schools which is more than conjecture and hypothesis.

Plan: To identify one or more target communities in which a senior high school and its predominant feeder junior high and *ultimate* feeder elementary school are utilized as the experimental community. Equitably, one target area each should be established within the Black, Mexican American, and Asian communities.

In establishing such a target community, consideration should be given to the following:

1.) Does the community have a nearby post secondary institution available in order to measure the success beyond high school? An example is the Washington High School community which is proximate to Southwest Jr. College.

2.) Is the community predominately minority and racially isolated?

Responsibility and guidelines will be established on the part of the District, local school, parents, students, business and community.

DISTRICT RESPONSIBILITIES

II. Objective: To provide an elite corps of teachers in each of the targeted schools, who are sensitive to the special needs of the specific minority students who attend schools within the target community.

Rationale: Only special teachers with special skills will be able to be successful in a RIM school.

Plan:

- 1.) Remove the OCR and District restrictions which require by law that the school must have a majority of white teachers in a predominately minority student populated school.
- 2.) Hire all faculty and staff from a zero base, that is, no personnel currently employed have guaranteed rights of employment within the school. The entire school staff will be hired as in the staffing of a new school.
- 3.) Allow for community input in the hiring of all staff, especially the principal of the school. All parents of children currently attending should be invited to a screening session to select the administrative team. An elected group of parents from within the group should be allowed to participate in the selection of all staff members in consultation with the principal. The principal will have the ultimate authority in hiring and firing staff.

- 4.) The District should establish a written criteria for the specific qualifications for a RIM school teacher. These criteria should not be general and all encompassing, but rather quite specific in all areas such as community commitment, expectation of student achievement, agreement with community goals and philosophies, and willingness to serve the special needs of minority students. Additionally, the District should utilize these criteria in the recruiting of teachers by the Personnel Unit.
- 5.) The District should clearly establish its commitment to differentiated staffing, and to provide for the special needs of RIM schools. The reduction of the counseling ratio to 200 students to 1 teacher should be an example of the recognition of the need for counselors in RIM schools. Other examples are
 - A.) The guarantee of group counselors in each school.
 - B.) The establishment of "gang" counselors in the schools. Since gangs do exist and are a tremendous influence on the students and community, special persons are needed to cope with the problem.
 - C.) Establish a full time "Community Coordination" position to involve the parents and the community in the day to day operation of the school.
 - D.) Establish a full time student activities coordinator position to provide positive activities for students such as peer counseling, student exchanges, motivational activities and programs, big brother/sister programs and other image building activities.
- 6.) Establish a team approach to the staffing of a school, not the current policy of reassigning a new administrator to a school where the current teaching staff is united in its commitment to personality cliques, teacher apathy and low student expectations. A new principal should be allowed to bring an elite team of teachers to the school in an attempt to re-establish higher standards. As an example, if administrators are in fact to be demoted to the classroom because of budget cuts, they should be organized into a team, and placed into individual schools as a unit.
- 7.) Principals should be allowed to select department chairpersons rather than have them elected by teachers as is the policy now. The principal cannot function as the instructional leader if the persons assigned to implement department objectives are selected on the basis of popularity.

III. OTHER DISTRICT RESPONSIBILITIES

- 1.) Additional money for supplies and equipment must be allocated. As an example if the absence and transiency rate is extremely high, more money is needed for purchase of absence report forms, paper for daily master absence lists, attendance accounting forms and other necessary materials. There are numerous other examples of the need for additional monies in RIM schools.
- 2.) Re-define clerical norms to meet the needs of unusually high work loads and demands due to excessive clerical needs. The burden would be taken from the teachers who are currently inundated with clerical functions due to an inadequate clerical staffing ratio based on student enrollment.

- 3.) Establish a quota on PWT students leaving the home school. No more than 10% of any home school student population should be allowed to leave the community by virtue of PWT. No school should be drained of up to one third of its student resources as is currently occurring at Washington High School. Precedence has been established in that quotas currently exist on students transferring on open permits.
- 4.) Guarantee a safe and secure campus for students, teachers and community. Supervision Aides should be assigned on the basis of special needs determined by size of campus, student population, logistical access to campus and other criteria. Aides should be community based persons.
- 5.) Establish policy which mandates parent conferences due to excessive non-illness absence of the student from school.
- 6.) Provide more school psychologist time. A full time position in each school would be most desirable
- 7.) Establish an Opportunity Program in each of the target schools.
- 8.) Provide a smaller class size ratio similar to provisions made in mid-site schools i.e. Ratio of 1 to 28.
- 9.) More Pupil Services & Attendance Services allocated to each school.
- 10.) Provide funding for more field trips for students since racially isolated students have limited exposure beyond the immediate environment.
- 11.) Make a 3 to 5 year commitment to this experimental program at the targeted school.
- 12.) Make a commitment to expand the program if significant measurable results are achieved.

III. LOCAL SCHOOL RESPONSIBILITIES

Objective: To provide an atmosphere for learning with clearly defined goals for students and teachers, and to promote and develop confidence and self-esteem in minority children.

Rationale: Students cannot learn in an atmosphere that does not permit learning. Students cannot gain a feeling of self worth unless there is a commitment to self-esteem as a positive goal.

- Plan:**
- 1) Establish a master plan for student and teacher expectation.
 - 2) Establish and enforce a mandatory homework policy.
 - 3) Establish and enforce a workable student attendance accountability program.
 - 4) Establish a flexible schedule for teacher working day to allow for remedial classes after regular school hours.
 - 5) Establish a School Within a School for students who need remediation in reading, writing and mathematics. Adopt a basic approach for students requiring remediation, *as in LSP plan.*
 - 6) Establish a teacher exchange program between Senior, Junior and Elementary schools to provide remediation and enrichment for students. Example; students in secondary schools who need assistance may be best served by the skills of an elementary level teacher on a visiting lecturer basis. Conversely, elementary pupils may be enriched in specific subject areas by secondary teachers who are specialists in subject matter such as math and science.
 - 7) Establish departmental and subject area continuous and engage in regular staff development and teacher exchange of ideas.
 - 8) Provide a child care program on campus for the needs of parents who wish to do volunteer work on campus.
 - 9) Establish an "extended family" concept which encourages the involvement of the total community into the operation of the school.
 - 10) Adopt the policy that all school personnel are servants of the community in which they work and are employed to meet the needs of the personnel who serve the students.

IV. PARENTAL RESPONSIBILITIES

Objective: To establish guidelines for parents whose children attend the targeted schools.

Rationale: If students are to learn the parent must be actively involved in the process.

- Plan:
- 1) The parent must be responsible for the attendance of the child. The school should only be responsible for notifying the parent of the absence of the student, but the parent must assume the responsibility for the attendance of the child.
 - 2) Each parent must commit at least one hour per month to serve at the school during the normal school day, for the entire tenure of the student's enrollment. (See VI #2)
 - 3) Parents must enforce the homework standards of the school.
 - 4) Parents must attend all conferences involving their children as it relates to school concerns and agree to parental counseling after school hours.

V. STUDENT RESPONSIBILITIES

Objective: To establish guidelines for students which would allow the maximum productivity in all academic, cultural, extra-curricular and racial activities.

Rationale: Clearly defined goals must be established if students are to strive for the achievement of those goals.

- Plan:
- 1) All students must attend all classes on a regular basis and failure to do so must result in a parent conference.
 - 2) Students must choose a definite goal i.e. post secondary education or employment.
 - 3) No overt act of violence will be permitted by any student. Failure to comply may result in removal from the school.
 - 4) Student must be involved in peer counseling programs which provide positive interaction with peers.

Objective: To establish a clearly defined role of the business community in the operation of the school.

Rationale: If the goal of education is to produce productive citizens in the academic and business world, the business community must commit an effort to establish a relationship.

- Plan 1.** Business and professional persons and companies should adopt a school on a regular basis. This would involve providing speakers, resources, possible employment, and other motivational activities for students.
2. Employers should provide released time with pay for parents who wish to provide one hour per month of school service to the school of the child's enrollment. This is similar to the paid time allocated to employees for jury duty service.
 3. Employers who hire school age youngsters should utilize the school as the "clearing house" or employment agency. No student should be allowed to work as a substitute for going to school. Adopt a "we hire no drop-outs" philosophy. Allow the school to be the vehicle through which employment is secured.
 4. Establish and publicize clearly defined skills and attitudes which are necessary for entry level employment so that schools may inform and educate students as to the expectations for possible employment. Actively recruit students for employment from within the neighborhood school.

VII. COMMUNITY RESPONSIBILITIES

Objective: To establish a vehicle for the active and positive involvement of the total community or "extended family" into the daily operations of the school.

Rationale: Those persons most affected by the educational institutions, the students and parents, are least able to affect the outcome of policy decisions which impact upon them directly.

- Plan 1.** Community based organizations should make their presence known to the school and offer to become involved in an active way.
2. Churches should not be separated from schools. The separation of church and state should not be a total disfranchisement of educational institutions from institutions of religious and ~~and~~ affiliation.
 3. Community based support groups should be established to provide volunteer support to the local school.

PROPOSAL
FOR
RACIALLY ISOLATED MINORITY SCHOOLS

Submitted by:

George J. McKenna, III, Principal
George Washington High School

5/7/80

I. OVERVIEW

- Objective:** To provide a plan to address the needs of racially isolated minority schools. To establish a working model which may be imitated and implemented on a District-wide basis.
- Rationale:** A current working model is necessary in order to establish a standard for excellence for all RIM schools which is more than conjecture and hypothesis.
- Plan:** To identify one or more target communities in which a senior high school and its predominant feeder junior high and ultimate feeder elementary school are utilized as the experimental community. Equitably, one target area each should be established within the Black, Mexican American, and Asian communities.

In establishing such a target community, consideration should be given to the following:

- 1.) Does the community have a nearby post secondary institution available in order to measure the success beyond high school? An example is the Washington High School community which is proximate to Southwest Jr. College.
- 2.) Is the community predominately minority and racially isolated?

Responsibility and guidelines will be established on the part of the District, local school, parents, students, business and community.

II. DISTRICT RESPONSIBILITIES

- Objective:** To provide a learning situation for the Black child which guarantees educational excellence and to eliminate those policies, practices, programs and procedures which impede this goal.
- Rationale:** The right of Black children to an equal and effective educational opportunity is a fundamental right, protected in the Consitution and re-affirmed in the courts.
- Plan:**
- 1.) Remove the Office of Civil Rights and District restrictions which require by law that the school must have a majority of white teachers in a predominately minority student populated school.
 - 2.) Hire all faculty and staff from a zero base, that is, no personnel currently employed have guaranteed rights of employment within the school. The entire school staff will be hired as in the staffing of a new school.
 - 3.) Allow for the community input in the hiring of all staff, especially the principal of the school. All parents of children currently attending should be invited to a screening session to select the administrative team. An elected group of parents from within the group should be allowed to participate in the selection of all staff in conjunction with the principal. The principal will have the ultimate authority in hiring and evaluation of staff.

- 4.) The District should establish a written criteria for the specific qualifications for a RIM school teacher. These criteria should not be general and all encompassing, but rather quite specific in all areas such as community commitment, expectation of student achievement, agreement with community goals and philosophies, and willingness to serve the special needs of minority students. Additionally, the District should utilize these criteria in the recruiting of teachers by the Personnel Unit.
- 5.) The District should clearly establish its commitment to differentiated staffing, and to provide for the special needs of RIM schools. The reduction of the counseling ratio to 150 students to 1 teacher should be an example of the recognition of the need for counselors in RIM schools. Other examples are:
 - A.) The guarantee of group counselors in each school.
 - B.) The establishment of "gang" counselors in the schools. Since gangs do exist and are a tremendous influence on the students and community, special persons are needed to cope with the problem.
 - C.) Establish a full time "Community Coordinator" position to involve the parents and the community in the day to day operation of the school.
 - D.) Establish a full time student activities coordinator position to provide positive activities for students such as peer counseling, student exchanges, motivational activities and programs, big brother/sister programs and other image building activities.
 - E.) Provide more school psychologist time. A full time position in each school would be most desirable.
 - F.) Establish an Opportunity Program in each of the target schools.
- 6.) Establish a quota on PWT students leaving the home school. No more than 10% of any home school student population should be allowed to leave the community by virtue of PWT. No school should be drained of up to one third of its student resources as is currently occurring at Washington High School. Precedence has been established in that quotas currently exist on students transferring on open permits.
 - A.) Since the type of student who leaves the Black community is as significant as the number of students who leave, a more equitable selection process should be adopted to determine which students are allowed to participate in PWT. As an example: Invoke a Lottery system wherein each student in the home school would be assigned a number and the priority choice would be given to those students whose numbers were drawn within the established quota. This would serve to offset to some extent the current practice of predominately high achieving students being bussed in disproportionate numbers out of the home school.
- 7.) Provide easy access of white students to the RIM schools by use of PWT into the Black schools. Actively recruit white students to attend Black schools in the target area.

- 8.) Guarantee a safe and secure campus for students, teachers and community. Supervision Aides should be assigned on the basis of special needs determined by size of campus, student population, logistical access to campus and other criteria. Aides should be community based persons.
- 9.) Establish a team approach to the staffing of a school, not the current policy of reassigning a new administrator to a school where the current teaching staff is united in its commitment to personality cliques, teacher apathy and low student expectations. A new principal should be allowed to bring an elite team of teachers to the school in an attempt to re-establish higher standards. As an example, if administrators are in fact to be demoted to the classroom because of budget cuts, they should be organized into a team and placed into individual schools as a unit.
- 10.) Principals should be allowed to select department chairpersons rather than have them elected by teachers as is the policy now. The principal cannot function as the instructional leader if the persons assigned to implement department objectives are selected on the basis of popularity.
- 11.) Provide a smaller class size ratio similar to provisions made in mid-site schools i.e. Ratio of 1 to 25.
- 12.) Additional money for supplies and equipment must be allocated. As an example, if the absence and transiency rate is extremely high, more money is needed for purchase of absence report forms, paper for daily master absence lists, attendance accounting forms and other necessary materials. There are numerous other examples of the need for additional monies in RIM schools.
- 13.) Re-define clerical norms to meet the needs of unusually high work loads and demands due to excessive clerical needs. The burden would be taken from the teachers who are currently inundated with clerical functions due to an inadequate clerical staffing ratio based on student enrollment.
- 14.) Establish policy which mandates parent conferences due to excessive non-illness absence of the student from school.
- 15.) More Pupil Services and Attendance Services allocated to each school.
- 16.) Provide funding for more field trips for students since racially isolated students have limited exposure beyond the immediate environment.
- 17.) Make a 3 to 5 year commitment to this experimental program at the targeted school.
- 18.) Make a commitment to expand the program if significant measurable results are achieved.
- 19.) The retention of a full 6 period day for all students.
- 20.) Expand student to student interaction programs between Black and White students.

III. LOCAL SCHOOL RESPONSIBILITIES

Objective: To provide an atmosphere for learning with clearly defined goals for students and teachers, and to promote and develop confidence and self-esteem in minority children.

Rationale: Students learn best in an atmosphere that permits and expects learning. Students cannot gain a feeling of self worth unless there is a commitment to self-esteem as a positive goals.

- Plan:**
- 1.) Establish a master plan for student and teacher expectation.
 - 2.) Establish and enforce a mandatory homework policy.
 - 3.) Establish and enforce a workable student attendance accountability program.
 - 4.) Establish a flexible schedule for teacher working day to allow for remedial classes after regular school hours.
 - 5.) Establish a School Within a School for students who need remediation in reading, writing and mathematics. Adopt a basic approach for students requiring remediation, as in Lau plan.
 - 6.) Establish a teacher exchange program between Senior, Junior and Elementary schools to provide remediation and enrichment for students. Example; students in secondary schools who need assistance may be best served by the skills of an elementary level teacher on a visiting lecturer basis. Conversely, elementary pupils may be enriched in specific subject areas by secondary teachers who are specialists in subject matter such as math and science.
 - 7.) Establish departmental and subject area continuums and engage in regular staff development and teacher exchange of ideas.
 - 8.) Staff development should be meaningful and local school goal oriented. Leadership must be developed from within existing staff.
 - 9.) Provide a child care program on campus for the needs of parents who wish to do volunteer work on campus.
 - 10.) Establish an "extended family" concept with encourages the involvement of total community into the operation of the school.
 - 11.) Adopt the policy that all school personnel are servants of the community in which they work and are employed to meet the needs of the students and community.

IV. PARENTAL RESPONSIBILITIES

Objective: To establish guidelines for parents whose children attend the targeted schools.

Rationale: If students are to learn the parent must be actively involved in the process.

- Plan:
- 1.) The parent must be responsible for the attendance of the child. The school should only be responsible for notifying the parent of the absence of the student, but the parent must assume the responsibility for the attendance of the child.
 - 2.) Each parent must commit at least one hour of service per month at the school during the normal school day, for the entire tenure of the students enrollment. (See VI #2)
 - A.) The presence of parents on campus would significantly if not totally reduce the need for security agents on campus. Parents on campus would serve to raise the feeling of belonging and ownership on the part of students for the local school environment.
 - 3.) Parents must enforce the homework standards of the school.
 - 4.) Parents must attend all conferences involving their children as it relates to school concerns and agree to parental counseling after school hours.

V. STUDENT RESPONSIBILITIES

Objective: To establish guidelines for students which would allow the maximum productivity in all academic, cultural, extra-curricular and racial activities.

Rationale: Clearly defined goals must be established if students are to strive for the achievement of those goals.

- Plan:
- 1.) All students must attend all classes on a regular basis and failure to do so must result in a parent conference.
 - 2.) Students must choose a definite goal i.e. post secondary education or employment.
 - 3.) No overt act of violence will be permitted by any student. Failure to comply may result in removal from the school.
 - 4.) Student must be involved in peer counseling programs which provide positive interaction with peers.
 - 5.) Students must assume the responsibility for the cleanliness of their campus.

VI. BUSINESS RESPONSIBILITIES

Objective: To establish a clearly defined role of the business community in the operation of the school.

Rationale: If the goal of education is to produce productive citizens in the academic and business world, the business community must commit an effort to establish a relationship.

- Plan:**
- 1.) Business and professional persons and companies should adopt a school on a regular basis. This would involve providing speakers, resources, possible employment, and other motivational activities for students.
 - 2.) Employers should provide released time with pay for parents who wish to provide one hour per month of school service to the school of the child's enrollment. This is similar to the paid time allocated to employees for jury duty service. Parents on campus will greatly enhance the performance of students and thereby produce a more marketable potential employee resulting in increased business productivity.
 - 3.) Employers who hire school age youngsters should utilize the school as the "clearing house" or employment agency. No student should be allowed to work as a substitute for going to school. Adopt a "we hire no drop-outs" philosophy for students who are of school age. Allow the school to be the vehicle through which employment is secured.
 - 4.) Establish and publicize clearly defined skills and attitudes which are necessary for entry level employment so that schools may inform and educate students as to the expectations for possible employment. Actively recruit students for employment from within the neighborhood school.

VII. COMMUNITY RESPONSIBILITIES

Objective: To establish a vehicle for the active and positive involvement of the total community or "extended family" into daily operations of the school.

Rationale: Those persons most affected by the educational institutions, the students and parents, are least able to effect the outcome of policy decisions which impact upon them directly.

- Plan:**
- 1.) Community based organizations should make their presence known to the school and offer to become involved in an active way.
 - 2.) Churches should not be separated from schools. The separation of church and state should not be a total disenfranchisement from institutions of religious and moral affiliation. Local clergy must make their presence felt in the daily operation of the school program.
 - 3.) Community based support groups should be established to provide volunteer support to the local school.

Bilingual Education

Relationship to Desegregation:

The fact that a student is either NES or LES severely limits participation in educational programs. In addition, a majority of the NES/LES students in Los Angeles are concentrated in RIM schools, further isolating them from "mainstream" education. The combination of the lack of dominant language proficiency and separation from students who do possess a fluency exacerbates the harms of racial isolation.

While the plaintiffs attempted to bring Lau under the equal protection clause, this was struck down by the Ninth Circuit. The ruling was based on Title VI of the Civil Rights Act and the 1970 HEW Memorandum which required all school districts to take "affirmative steps" to ensure national origin students effective participation in educational programs.

Implementation Problems:

1. Assessment and Identification of students -
2. Staffing
3. Materials, programs, curriculum
4. Moving students and staff for desegregation ("follow the child" with funding and programs)
5. Compliance and monitoring

The Court can only address #'s 2, 4 & 5 ??

5/7/80

Rules Evaluation
should
be done
at Annual

EIS → RIM
conflict

Evaluation of Principals

The Executive Council of COBA submits the following position outline on the topics listed:

PWT

Permits With Transportation

- The actual practice of PWT has included predominately minority students, which has placed an undue burden on the Black child and community in an attempt to foster desegregation.
- We are opposed to any expansion of this program when it involves an excessive loss of students from any individual school-community.
- We recommend that a 10% ceiling be placed on the number of students permitted to leave any one school as a result of PWT.
- We also feel that the type of student who leaves the Black community is as significant as the number of students who leave and we recommend that a more equitable system be established such as a lottery, for determining which students will be permitted to leave the home school.
- We support PWT only for those schools which will not be affected by any court ordered integration plan.

Definition of Integrated School

- The original 1954 ^{known} Crawford case dealt with the problem of the segregation and isolation of Black students from the majority White culture and therefore the resolution of this case and any attenuating plan should be concerned with the integration of Black and White students who attend predominately Black and predominately White schools.
- Consideration should be given to other significant minorities so that an attempt should be made to create multi-ethnic schools where possible.

Travel Time

- We recommend that any mandatory travel plan be restricted to a 75 minute maximum one way traveltime for all students.

Staff Integration

- As in the Crawford case, wherein the issue related to the integration of Black and White students, the integration of staff within the District should also relate to the integration of Black teachers.
- We object to any limitations on the hiring of Black teachers by virtue of quota. The present 42% limitation on combined minority staff being hired within a school, limits the employment opportunities of all minority teachers and specifically Black teachers since they are only a part of that combined minority.

9 → Sr Hgt
OK

staff
w/ closest
principals

Implementation Schedule

- We recommend that ^{any} ~~any~~ integration plan be phased in over a 3 year period.

Plan for RIM Schools

- _ See Attachment

Magnet Schools

- We recommend that any integration plan be designed so as to continue the establishment of magnet schools within the minority community

Grade level of Students

- We recommend that any plan include students at all grade levels.

RIM teachers get ~~quality~~
w/ ESEA — \$

2 additional deep Staff Development

Teacher impact evaluation
should not be on stability
basis only.

Rather year - round
than satellite

ADN ?

Title I -

May 22 - Superintendents