

CAMBRIDGE PUBLIC SCHOOL DEPARTMENT




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SUPERINTENDENT
OF
SCHOOLS

159 THORNDIKE STREET - CAMBRIDGE, MASSACHUSETTS 02141
498-9200

May 13, 1980

To: City Council Members
Community Agencies

From: William C. Lannon 
Superintendent of Schools

Subject: Cambridge School Department:
Racial Balance Plan

Enclosed you will find a copy of our Racial Balance Plan and a letter from John McCarthy, Provisional Secretary to the School Committee, detailing a series of public hearings on Racial Balance that will be held at Cambridge Rindge and Latin School on Tuesday, May 27 and Wednesday, May 28 at 7:00 P.M.

If you have any comments or suggestions regarding this plan, please call Project Span at 498-9250.

WCL:NRM

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May 9, 1980

DEAR PARENT OR GUARDIAN,

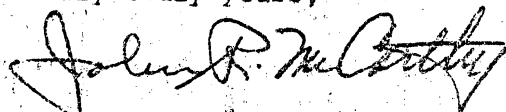
Over the past several months parents, teachers, and staff of the Cambridge School Department have been meeting to discuss several alternative proposals for achieving racial balance in the Cambridge elementary public schools. On May 6, 1980 the Superintendent of Schools, William C. Lannon, submitted a school desegregation proposal to the School Committee for their consideration. This proposal incorporates many of the suggestions made by parents and staff planning committees in each school and represents, in the judgment of the Superintendent, the proposal best able to meet both the legal requirements of racial balance and the educational objectives of quality education for all Cambridge children.

Copies of the proposed plan are available in the office of the Master or Principal and in the Parent Information Center at each elementary school. Additional copies are available in the public libraries.

The school desegregation proposal now under study by the School Committee involves some changes in existing school attendance districts. Therefore, as required by law, the School Committee will be holding public hearings to receive comment on the proposed plan.

As your child may be affected by the proposed changes, you are hereby notified that the Cambridge School Committee has scheduled public hearings at 7:00 P.M., Tuesday, May 27, 1980 and at 7:00 P.M., Wednesday, May 28, 1980 in the cafeteria, Cambridge Rindge and Latin School, 459 Broadway, Cambridge, Massachusetts 02138. The School Committee hopes that you will take the opportunity to present your views at this time.

Very truly yours,



John R. McCarthy
Provisional Secretary of the School Committee

JRM:r



CAMBRIDGE SCHOOL DEPARTMENT

159 THORNDIKE STREET
CAMBRIDGE, MASSACHUSETTS 02141

CAMBRIDGE SCHOOL DESEGREGATION PLAN

Respectfully submitted,
William C. Lannon

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1. Introduction

The purpose of this report is to present to the Cambridge School Committee a plan to address the problems of racial imbalance and racial isolation in the Cambridge elementary schools. There are compelling reasons which argue for the need to give thoughtful consideration to this plan and to focus on these pressing issues which must be resolved. The factors which bear on this proposal are the legal mandates of the federal and state government and the educational benefits to be derived from schools whose diverse student population reflects the ethnic and racial pluralism of the city and the nation.

Legal Mandates of the Federal and State Government

Voluminous litigation during the past 25 years, principally in the federal courts pursuant to the Fourteenth Amendment and Federal statutes, has produced a substantial body of law concerning the ways in which school districts are obliged to overcome the racial separation of pupils in their schools.

The Massachusetts Racial Imbalance Act

The passage of the Racial Imbalance Act in 1965 was this state's response to the national civil rights movement of the 1950's and 1960's. The preamble to the act expresses "its purpose, which is to eliminate forthwith racial imbalance in the public schools..."

The procedure by which school districts are to come into compliance with the act are specified in the legislation. On the first of October of every year, School Committees are required to submit racial counts of all their public school students and the count for each individual school within the school system. Following submission of this census, the State Board of Education notifies the appropriate school committee of any school which it finds to be imbalanced, and requires the school committee to prepare a plan to eliminate such racial imbalance and file a copy of the plan with the State Board.

Cambridge and the State Board of Education

In 1978, upon finding of racial imbalance in the Cambridge Public Schools, the State Board requested that Cambridge develop a plan to eliminate such imbalance. A joint community-school department planning process was established, and in June of 1979, the Cambridge School Committee passed the first comprehensive voluntary desegregation plan ever adopted in Cambridge. The plan adopted by the School Committee was in two parts. Part One addressed short range measures which would be implemented in September 1979 and changed the former open enrollment policy to a controlled transfer policy which would assist racial balance systemwide.

The objective of Part Two of the Racial Balance Plan adopted by the Cambridge School Committee was to develop a stable long range plan to eliminate racial imbalance and reduce racial isolation in the Cambridge

schools. The plan delineated a number of issues to be addressed in 1979-1980 and reaffirmed the joint community-school department planning process as the means for developing the long range plan.

In early October, 1979, the Superintendent requested the formation of Racial Balance and Educational Planning Advisory Committees in each of the elementary schools. In addition, a Citywide Advisory Committee with representatives from the local schools was formed to assure a coordinated planning effort citywide. These committees were requested to discuss various options for achieving stable long range racial balance and to present their concerns and suggestions to the Superintendent. From these suggestions, the Superintendent would formulate several alternative plans for remedying racial imbalance and racial isolation in the Cambridge elementary schools.

Educational Benefits of School Desegregation

Beyond the fact that it is the law of the land, there are compelling educational reasons for seeking to desegregate our schools. America is unique among the nations of the world in that within its borders live the first, second, and older generations of peoples of many cultures. In a city such as Cambridge, where this national cultural diversity is reflected in microcosm, it is increasingly important to foster diversity and to promote understanding of and respect for the values, decisions and actions of people of all cultures and races.

The public schools have a responsibility and afford an appropriate vehicle for helping people of different cultures and differing socio-economic backgrounds to develop that necessary understanding of and respect for each other. This can be accomplished if children who are different from each other have a daily opportunity to study, work, plan and communicate together under a philosophy of education which promotes a respect for individual differences, places a value on the strengths of a multicultural society and encourages an appreciation of the many rich cultural and social environments which have made this city unique. This further implies that the schools will be increasingly alert to the elimination of curricula and materials of instruction which present racial or sexual stereotypes, and will afford all youngsters opportunities to question or challenge these stereotypes.

Desegregation of the schools, then, goes beyond the matter of color or social class. It deals with a broader concern, a concern for a city in which all citizens may live in harmony and in which cultural and racial diversity will be encouraged, appreciated and understood as one of the city's greatest strengths.

Superintendent's Rationale for Recommendation of the Cambridge Educational Zones Plan

The development of a desegregation plan for this school system has been a complex process which has tried to accommodate both the concerns of the community and the mandates embodied in Federal and state law. I am submitting a modified version of Plan C to the Cambridge School Committee for their consideration. Within the guidelines of racial balance, the plan has been changed to reflect many of the suggestions which the community has made during the planning phase. The basic concepts remain the same. The plan is designed to eliminate racial imbalance and to provide a framework within which this school system may design and develop educational programs and options which enhance the quality of education for all the children.

It is my hope that schools within educational zones will work cooperatively to plan and develop a rich and diverse set of educational offerings. Over time, the development of these programs could achieve school integration through parent choice. This plan allows the school system to move in that direction.

In addition, the flexibility of the educational zones structure allows the school system to respond to those broad social issues which affect the schools. The present uncertainty of the economic picture, the reality of declining enrollments, and the changing demographic patterns of the city may all pose future problems for the school system. This type of plan, I believe, is able to address these uncertainties with minimal disruption to students once the plan is in place.

As we begin the implementation phase, we must recognize that educational quality will not come about only from the achievement of physical desegregation. We must insure, therefore, that we have also developed those processes, programs and structures which are necessary to achieve the goal of quality education.

The provision of inservice training for all school staff, an integrated equal status faculty for all schools, assistance and advocacy for parents, and a safe, secure, and supportive environment for students will be our major objectives in this initial phase of the plan.

It is possible, over time, to achieve many of the goals discussed in the local committees during these last few months. The realization of these goals should properly come through the efforts of parents, teachers and students at the local schools through the educational planning teams. For my part, I will press for parent centers, educational accountability, monitoring and evaluation systems as the long range instruments of change.

It is hoped that all who labored on this issue will unite around this proposal. I appreciate the contributions of time and energy. This is, after all, a human endeavor subject to frailities. The issue is integration with harmony. I trust we can begin with the plan itself as a source of unity.

II. RACIAL BALANCE INFORMATION SHEET

Massachusetts General Laws, Chapter 71, section 37c : "It is hereby declared to be the policy of the commonwealth to encourage all school committees to adopt as educational objectives the promotion of racial balance and the correction of existing racial imbalance in the public schools."

SCHOOL RACIAL BALANCE CATEGORIES

- "Racial Imbalance", the condition of a public school in which more than fifty percent of the pupils attending such school are non-white.
- "Racial Balance", the condition of a public school in which more than thirty percent but not more than fifty percent of the pupils attending such school are non-white.
- "Racial Isolation", the condition of a public school in which not more than thirty percent of the pupils attending such school are non-white.

(Massachusetts General Laws, Chapter 15, section 37D)

RACIAL/ETHNIC CATEGORIES

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands or the Indian subcontinent. This area includes, for example, China, Japan, Korea, the Philippine Islands and Samoa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

Black, not of Hispanic Origin: A person having origins in any of the Black racial groups of Africa.

White, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

(U.S Department of Health, Education, and Welfare, Office for Civil Rights)

CLASSIFICATION OF CAMBRIDGE ELEMENTARY SCHOOLS BY RACIAL BALANCE CATEGORIES

Imbalanced	% Minority	Balanced	% Minority	Isolated	% Minority
Fletcher	66.6%	C.A.P.S.	40.7%	Agassiz	28.8%
King	54.6%	Fitzgerald	33.5%	Gore	04.9%
Roberts	65.8%	Lincoln	40.6%	Haggerty	22.2%
Webster	56.6%	Longfellow	40.4%	Harrington	11.6%
		Morse	35.2%	Kennedy	05.7%
		Tobin	49.3%	Peabody	22.3%

Citywide School Population: Minority 35.4%
White 64.6%

(Cambridge School Department Elementary Enrollment Statistics 1/16/1980)

III. CRITERIA FOR EVALUATING CAMBRIDGE EDUCATIONAL ZONES PLAN

Educational Components - The plan incorporates educational components which help improve the quality of education provided for all students.

Racial Imbalance and Racial Isolation - The plan eliminates racial imbalance and reduces racial isolation.

Racial and Socio-Economic Composition of the Schools - The plan creates the conditions whereby schools and classes can reflect as nearly as possible the racial and socio-economic composition of the school population.

Equity - Students are equally affected by the remedy; the remedy is not directed exclusively to certain racial or ethnic groups.

Stability - The plan is flexible enough to adapt to the changing racial and linguistic composition of the school population and, therefore, eliminates or reduces the need for modifications as the school population changes over time.

Access to Equal Educational Facilities - The plan equalizes student access to equal educational facilities.

Sense of Neighborhood Identity - The plan helps to maintain existing neighborhoods and a sense of neighborhood identity.

K-8 Grade Structure - The plan maintains, as much as possible, the existing K-8 grade structure.

Transportation - The plan is practical in terms of pupil transportation minimizing travel distance, time and expense.

Cost - The plan increases eligibility for state and federal reimbursement thus reducing the local tax support needed for the program.

IV. SUMMARY OF CAMBRIDGE EDUCATIONAL ZONES PLAN

MAJOR ELEMENTS: REDISTRICTING, REASSIGNMENT OF OUT OF DISTRICT STUDENTS WHO ARE NOT IN SPECIAL PROGRAMS, RELOCATION AND PLACEMENT OF PROGRAMS, CREATION OF EDUCATIONAL ZONES, PLANNING OF MAGNET SCHOOLS AND PROGRAMS, SCHOOL RENOVATIONS, EDUCATIONAL PLANNING.

A. OPERATIONAL CHANGES:

By September 1980:

- B. Redistricting: Certain streets presently assigned to one school district are reassigned to another school district.
- C. Students Exempted from Redistricting: The following students are exempted from redistricting:
- Grade 8 (1980 - 1981)
 - Kindergarten (by parent choice)
 - Special Needs (prototypes 502.3 and 502.4)
 - Transitional Bilingual Education
 - Magnet
 - Follow Through
 - Academically Talented
- D. Reassignment of Out-of District Students not Enrolled for Programmatic Reasons or as a Result of Voluntary Controlled Transfer Policy: Students presently enrolled outside their school district and not enrolled in special programs or as a result of Voluntary Controlled Transfer policy will be reassigned to their new district school.
- E. Out-of-District Students Exempted from Reassignment: The following students are exempted from reassignment of out-of-district students:
- Grade 8 (1980 - 1981)
 - Special Needs (prototypes 502.3 and 502.4)
 - Transitional Bilingual Education
 - Magnet
 - Follow Through
 - Voluntary Controlled Transfer Policy
 - Minority students being reassigned to the Webster School
 - White students being reassigned out of the Webster School
- F. Program Placement: Future programs (bilingual, special education, magnet, Follow Through, etc.,) will be placed with consideration of the effect of that placement on the racial balance of the schools.
- G. Creation of Educational Zones: New school districts are reconstituted into educational zones. Any child entering the Cambridge School System for the first time (1-8) will be assigned by the Central Office to a school in his/her educational zone.

EDUCATIONAL ZONES

ZONE I

Fletcher
Kennedy
Harrington
Roberts

ZONE II

Agassiz
Lincoln
Longfellow
King
Morse
Webster

ZONE III

Fitzgerald
Haggerty
Peabody
Tobin

ZONE IV

C.A.P.S.
(citywide)

H. STUDENT ASSIGNMENT POLICY

Within the federal and state mandates of racial balance, the student assignment policy is based on the guidelines that parental and student choice be maximized, that siblings be given preference to attend the same school, that children living close to a school be given preference to attend that school, and that travel, time, distance, and expense be minimized.

Children Presently Enrolled

Beginning with the school year 1980 - 1981, certain streets have been redistricted to other schools. Children residing on these streets have been reassigned to the school corresponding to the new district lines. Students exempted from redistricting include the following:

Grade 8 (1980 - 1981)
Kindergarten (by parent choice)
Special Needs (prototypes 502.3 and 502.4)
Transitional Bilingual Education
Magnet
Follow Through
Academically Talented

All children will be informed of their school assignment for the year 1980 - 1981 by the School Department following State Board of Educational approval of the desegregation plan.

The Cambridge Elementary Schools have been placed within educational zones. These zones are as follows:

<u>ZONE I</u>	<u>ZONE II</u>	<u>ZONE III</u>	<u>ZONE IV</u>
Fletcher	Agassiz	Fitzgerald	C.A.P.S.
Kennedy	Lincoln	Haggerty	(citywide)
Harrington	Longfellow	Peabody	
Roberts	King	Tobin	
	Morse		
	Webster		

Newly Entering Students

Within each educational zone parents and students will be able to list their choices of schools in order of preference. Not all children will be able to receive assignment to their first choice. However, in accordance with the following criteria, the greatest number of children will receive their preferred assignment within the required guidelines.

1. Racial Balance

The racial and ethnic composition for each school will be established according to the racial and ethnic composition of its educational zone. Each school will seek to reflect the composition of its educational zone. Each school will ideally reflect the racial and ethnic composition of the city as a whole. Students will be assigned on a ratio basis (minority/non-minority) as determined by the needs of each school.

2. Space Available

After a determination of the racial and ethnic composition for each school has been established, students will be assigned by computer on a space available basis within each grade.

3. Siblings

First preference for assignment to available spaces will be given to students with a sibling in that school except when their preferred assignment will result in racial imbalance at that school. Racial imbalance refers to a school with a minority population greater than 50%.

4. Geographic Proximity

Children who live close to a school of their choice will be given preference over children who live farther from that school. That is, if the factors of racial balance and sibling attendance are similar, that student with geographic proximity to the school will be given preference.

Newly Entering Kindergarten Children 1980 - 1981 Only

Parents of children entering Kindergarten in 1980 only may choose to send their children to their neighborhood school. Upon completion of Kindergarten, children will be assigned to schools under the same guidelines as other newly entering students. Beginning September 1981 Kindergarten children will be assigned on the same basis as other newly entering students.

Bilingual, Special Education, and Other Atypical Classes

Students in special education classes will continue to be assigned by the CORE Evaluation process. Students in special education, bilingual, or atypical classes who complete their programs will be assigned to schools under the same guidelines as newly entering students.

Students in special education, bilingual classes, or atypical classes who complete their programs may request to remain in the same school even if it is not within their educational zone. It is possible that such requests may be granted within the criteria of racial balance and space available. However, given limited space within a school, students from bilingual, special education, or atypical classes will not be given preference over other students.

Assignment to C.A.P.S.

Assignment to C.A.P.S. may be made for the following students during the year 1980 - 1981:

1. Minority students from schools with a minority population 40% or greater, and
2. White students from schools with a white population 58% or greater.

Assignment to Other Magnet and Atypical Programs

Students may apply for magnet and atypical programs as follows:

White students from schools with a white population of 58% or greater to schools with a minority population of 40% or greater

(and)

Minority students from schools with a minority population of 40% or greater to schools with a white population of 58% or greater.

Under these guidelines preference will be given to students who reside within the zone of the school housing the program. Second preference will be given to those students from outside the zone.

Voluntary Controlled Transfer Policy

For the school year 1980 - 1981 there will be a moratorium on all Voluntary Controlled Transfers except as follows:

White students from schools with a white population of 58% or greater to schools with a minority population of 40% or greater

(and)

Minority students from schools with a minority population of 40% or greater to schools with a white population of 58% or greater.

Student assignments will be processed by computer. All students will be notified in writing of their school assignment by the Cambridge School Department following State Board of Education approval of the desegregation plan.

A student assignment manual will be prepared following State Board of Education approval of the desegregation plan.

I. PROGRAM PLACEMENT AND RELOCATION

Agassiz	No changes
Fitzgerald	No changes
Fletcher	No changes
Haggerty	Receives special class from Tobin (self-contained L.D. class)
Harrington	No changes
Kennedy	No changes
King	Receives the two King Open classes presently at Tobin Sends one special needs class (Hearing Impaired) to Webster
Lincoln	No changes
Longfellow	Receives Academically Talented Program presently at Peabody
Morse	No changes
Peabody	Sends Academically Talented Program to Longfellow
Roberts	No changes
Tobin	Sends the two King Open classes back to King Sends one special class (L.D. self-contained) to Haggerty Expands Tobin Magnet: one additional class (4-5)
Webster	Receives one special education class (Hearing Impaired) presently at King

J. PLANNING OF MAGNET SCHOOLS AND PROGRAMS

Identified schools begin planning magnet schools and programs.

V. Educational Planning to Accompany School Desegregation

The achievement of desegregation is only the first step in a series of changes which must occur before a school system can be considered successfully integrated. Successful integration is a complex long-term process of institutional and social change and adaptation. While the transition period between desegregation and integration is difficult, it can also be viewed as the opportunity for the initiation of important educational changes which improve the quality of education offered to all children in the system. As we begin the process of school desegregation, we must determine what steps are necessary to achieve the goals of academic achievement and positive race and ethnic relations in all our schools.

In the pages that follow, I will outline the general areas to be addressed in the initial period of educational planning to accompany school desegregation and propose a series of recommendations to meet the needs which will arise in the implementation of the Cambridge School Desegregation Plan.

A. Major Areas to be Addressed

1. Leadership

Masters will play a key role in the adjustment and adaptation of the schools to their altered student population and community setting. There will be a need to provide strong educational leadership and to set a school climate which is supportive of school integration.

2. Faculty and Staff Integration

An effectively integrated staff provides a positive role model to students by reflecting the ideals of positive race relations, respect for members of all races, equality in influence and prestige, sensitivity to personal and cultural values and cooperation in achieving shared goals. There will be a need to assure integrated equal status staffing in each school.

3. Staff Training and Development

The role of the teaching staff is central to the success of integration and to the quality of education offered to all children in the system. There will be a need to provide training to assist teachers in the following:

- avoiding stereotyping and developing positive attitudes towards racial, ethnic and cultural diversity;
- acquiring needed information about the history, culture, and contributions of minority groups and integrating this information into the standard curriculum.
- developing new teaching styles and approaches to meet the educational needs of a diverse student population.
- developing fair procedures for student discipline.

4. Curriculum and Extra-Curricular Activities

Both the formal curriculum and extra-curricular activities provide opportunities for students to learn and interact with each other. There is a need to assure that the curriculum is multicultural and multiethnic. It should provide ample coverage of the history, culture, and contributions of minority groups, and should assure that teaching and learning activities are designed to promote positive interactions among parents, students, and staff.

5. Student Safety and Adjustment

At all stages of the desegregation process there will be a need to assure the physical safety and social-emotional adjustment of students in the altered school and community setting.

6. Parent and Community Involvement

Successful school desegregation can be achieved only through the involvement of all the participants in the process. There will be a need to promote and support ongoing parent and community involvement in the planning, implementation, monitoring, and evaluation of the plan.

7. Long Range Planning for Educational Zones

The proposed school desegregation plan can be viewed as a framework within which a school system may design and develop educational programs and options to serve the needs of its students. The creation of educational zones composed of a number of elementary schools provides opportunities for developing a variety of educational programs and new magnet schools. For example:

- a. Each school within a zone could develop a unique enrichment program which would serve all the students within that zone. One school might house a computer center for use by all the upper grade students within the zone; another school could provide a program for the arts, a professional careers program, or an after-school reading and math center.
- b. Each school within a zone could develop a distinctive teaching-learning style where the core curriculum is taught within the framework of a particular educational philosophy. Parents and students within a zone could then have a choice among different philosophies and styles of education so long as the mandated racial balance was maintained.
- c. All the schools within the zone could plan together to provide activities for the whole community; events such as multicultural fairs or multicultural arts performance could provide the occasion to break down barriers between neighborhoods and communities and promote positive inter-racial and inter-cultural interactions.

The concept of educational zones is a flexible concept which allows both for the development of individual school educational plans which reflect the philosophy and concerns of parents and staff and also provides opportunities for collaboration among schools which may be different in student composition, educational style or philosophy. The success of this educational concept, however, requires a strong planning capacity at each school. There is a need to assure that this planning capacity is developed and that clearcut procedures are established for monitoring and implementing educational plans.

B. Recommendations on Educational Planning

The above outline represents the main areas of concern to be addressed in the first phase of educational planning. The major commitment of time, effort and resources will be to those schools most affected by the implementation of the first phase of school desegregation. The following is a series of recommendations to address the needs which will arise in the implementation of the racial balance plan.

B. Recommendations on Educational Planning

1. That the Director of Elementary Education will meet weekly with the Elementary School Administrators to monitor the continuous progress of the Racial Balance and Educational Planning beginning May, 1980.
2. That the Director of Elementary Education will plan a series of workshops for Elementary School Administrators, focused on leadership styles and shared decision making, during the month of June, 1980 and continuing during the school year of September, 1980 - June, 1981
3. That the Director of Elementary Education will hold Progress Evaluation Seminar Days -- November, 1980; February, 1981; and May, 1981 -- with the Elementary School Administrators to discuss issues, concerns, and solutions on Racial Balance and Educational Planning.
4. That the Director of Elementary Education present a plan and a timeline for the development of the individual school educational plan, during 1980-81. The plan should identify the structure for parent and staff involvement and establish procedures for monitoring the progress of the individual school plan.
5. That the Director of Elementary Education and the Project SPAN staff begin meeting at least once weekly with Educational Planning Committees of teachers, parents, and administrative staff to identify specific activities, programs, and support components which need to be set in place for the successful implementation of the plan.

The recommendations of the Educational Planning Committees should address the areas of staff training and development, curriculum, student safety and adjustment, support for parents and staff, parent and community involvement, and should include:

- an assessment of need
- a set of objectives
- a program of activities to meet these objectives
- an estimate of needed personnel and resources
- a timetable for implementation

Recommendations of the Educational Planning Committee should be submitted to the Superintendent by June 30, 1980.

6. That upon receipt of recommendations from the teaching staff in the elementary schools, the Director of Elementary Education plan a series of workshops for teachers to take place prior to the implementation of the plan.
7. That by June 15, each elementary school administrator will form an implementation team that will oversee summer planning at the local school level. This team will consist of:
 - a. Elementary School Administrator
 - b. Parent Liaison Person
 - c. Community School Representative
 - d. Members of Racial Balance and Educational Planning Task Forces
 - e. Parents
 - f. Teachers
 - g. Upper-grade students
8. That the Director of Public Relations hold a series of meetings with civic, business and religious leaders, city employees, and community agencies to disseminate information on what the school desegregation plan entails and how each party can participate in the implementation of the plan.
9. That the Cambridge School Department seek funding to establish a parent center with paid parent staff in each elementary school to assist in the planning, implementation, monitoring, and evaluation of the school's desegregation plan.
10. That there be weekly updates in the Chronicle on the planning process, and two (2) notices of meetings by the daily media and/or mail, and at least a week in advance.
11. That the Director of Personnel, the Office of Affirmative Action, and the Cambridge Teachers Association develop a plan to move each school towards integrated equal status staffing. This plan to be submitted to the Superintendent by June 30, 1980.
12. That the Assistant Superintendent for Business Management devise a transportation plan which includes the following:
 - the planning of bus routes
 - the coordinator of safety plans with the police and fire departments
 - the identification of traffic supervisors for street crossings
 - the hiring and training of monitors to supervise bus transportation
 - the coordination of after-school activities transportation

The transportation plan to be submitted to the Superintendent by July 30, 1980.

13. That the Assistant Superintendent for Business Management will provide an opportunity for newly assigned children and parents to ride the bus to their new schools previous to the opening day of school.
14. That the Coordinator of Social Studies will send to each primary, middle, and upper grade teacher three (3) lesson plans on preparing students to understand in a positive way the concept of racial integration. These lessons will serve as a guide for teachers to be used during the month of June.
15. That support teams be formed in each elementary school for parents, students, and teachers to assist newly assigned children in adjusting to their new school environment.
16. That the Assistant Superintendent for Curriculum continue the process of curriculum needs assessment and revision, using information from Racial Balance and Educational Planning Advisory Committees.
16. That an advisory group with representatives from Community Schools, Recreation Department, Youth Service Groups, and parents develop activities for after school programs.
17. That upon receipt of recommendations from the teaching staff in the elementary schools, the Director of Elementary Education, with the staff development advisory group, plan a series of workshops for teachers to take place prior to the implementation of the plan.
18. That the Superintendent identify the organizational structure for Racial Balance Implementation.
19. That Racial Balance and Educational Planning Advisory Committees, with the local Implementation Team, plan summer activities for students with sending and receiving schools; e.g., Peabody and Tobin Community Picnic.
20. That on-going staff training and development take place during the school year 1980-81, based on needs identified during the Racial Balance and Educational Planning Process.

VI. SCHOOL RENOVATIONS AND RECONSTRUCTIONS

The issue of renovation and construction is certainly a consideration in any racial balance plan, but it must be remembered that a school system is under the affirmative obligation to remedy racial imbalance with or without renovations and constructions.

With an approved racial balance plan, however, the school system has the added advantage of developing a plan for capital improvements to its elementary facilities with the cost of renovations and constructions at least partially underwritten by state funds (reimbursement of 75% of approved renovation and construction under an approved racial balance plan.)

Since the original draft report of "Three Alternatives for Eliminating Racial Imbalance and Reducing Racial Isolation" was prepared, school district facilities have been reviewed by the Massachusetts Department of Education Office of School Building Assistance, Mr. Joseph A. Bishop in a letter dated March 20, 1980 (Appendix).

A. SUMMARY OF STATE DEPARTMENT OF EDUCATION REVIEW

1. C.A.P.S. is in such an inferior building that it does not qualify for state assistance for renovations.
2. A replacement facility for C.A.P.S. would qualify for reimbursement.
3. Roberts, Webster, and Longfellow are sound buildings in need of "minimal adjustments of interior spaces to provide for the change to a primary School emphasis."
4. Agassiz is a wooden structural building to which renovations and modernization would be more costly than new construction, and under State regulations would require replacement.
5. The Lincoln School, although structurally sound, is "educationally inadequate." Undersized classrooms and inadequate facilities should restrict its use. A recommended alternative is to provide for its enrollment in the Agassiz replacement.
6. The Haggerty School is a type III wood structural building with seven of nine classrooms undersized and other limited facilities. The question is raised as to whether the facility should be renovated. "It would make greater sense to replace it in the future."

On the basis of the State Department of Education Review, it appears that the following facilities' constructions and renovations would be approvable:

<u>Renovations</u>	<u>Construction Replacement</u>	<u>Renovation or Replacement</u>
Roberts	Agassiz	Haggerty
Webster	Lincoln	
Longfellow		

In view of the pressing need to make capital improvements to our educational facilities, and in light of the financial incentives offered by the level of state reimbursement, I will make the following recommendations:

B. Recommendations on School Renovations

1. I will recommend that the Cambridge School Committee hire an educational consultant and an architect to work with the Educational Planning Committees of the Longfellow, Roberts, and Webster schools to develop educational and architectural specifications for these schools. Specifications should reflect the educational objectives of the school and community and should achieve the objective of "equalizing student access to equal educational facilities." Specifications to be received by the Cambridge School Committee no later than March 30, 1981.

2. I will recommend that the Cambridge School Committee hire a consultant to work with the Educational Planning Committees of the Agassiz, Lincoln, and C.A.P.S. schools to provide detailed demographic information on which a long range facilities plan for these schools can be based.

VII
 ESTIMATE OF FUNDS REQUIRED FOR THE
IMPLEMENTATION OF THE CAMBRIDGE SCHOOL DESEGREGATION PLAN
 1980 - 1981

<u>Type of Program and Description</u>	<u>Estimated Cost</u>	<u>Source</u>
<u>Transportation</u> Busing for the Cambridge School Desegregation Plan	\$40, 965	City Revenues Request for State reimbursement
<u>Bus Monitors</u>	\$21,000	City Revenues Request for State reimbursement
<u>Inservice Training</u>	\$115,900	City Revenues Request for Title IV Subpart F, ESAA, & State Reimbursement
<u>Staff Training</u> for Teachers Sept. 1980 - June 1981	\$63,000	Federal and State Revenues
<u>Instructional</u>	\$100,000	Federal and State Revenues
<u>Educational</u> Program Activities	\$100,000	Federal and State Revenues
<u>Parent Coordinator</u>	\$144,000	Federal and State Revenues

VIII

PROPOSED IMPLEMENTATION TIMELINEWeek of:

May 6

1. Superintendent's recommendation to School Committee.

May 7 -
May 9

2. Meeting of Central Office Implementation Team for assignment of tasks.
3. Meeting of Project Span, Director of Elementary Education, and ESAA Consultants to discuss writing of proposal.
4. Meeting of Director of Elementary Education, Project Span, and Elementary School Administrators to discuss specific role and tasks during the implementation process.
5. Project Span, Director of Elementary Education, and Magnet Managers to discuss Magnet Proposal.

Week of:May 12 -
May 16

1. Elementary School Administrators will meet with Local Racial Balance and Educational Planning Task Force to:
 - a. Introduce Parent Liaison person;
 - b. Introduce ESAA Proposal writing consultant;
 - c. Set up weekly schedule of meeting dates for the months of May and June;
 - d. To inform task force of the process for the development of ESSA Proposal. The proposal will address issues in the following areas:

Leadership Roles

Faculty and Staff Integration

Staff Training and Development

Curriculum and Extra-Curriculum Activities

Student Safety and Adjustment

Parent and Community Involvement

- e. Send dates and time to the Director of Elementary Education by Friday, May 16.

Week of: (continued)

May 12 -
May 16

2. Central Office Implementation Team will meet with Central Office Sub-Committees to address issues in the following areas:

Leadership Roles
Faculty and Staff Integration
Staff Training and Development
Curriculum and Extra-Curriculum Activities
Student Safety and Adjustment
Parent and Community Involvement

3. Central Office Administrator will submit dates, time, and place of meetings to be held weekly to the Director of Public Relations by Friday, May 16.
4. Elementary School Administrators will hold weekly staff meetings.
5. Director of Elementary Education will hold weekly staff meetings with Elementary Administrators.
6. Acting Director of Project Span and Director of Elementary Education will hold weekly Central Office Implementation Team Meetings.
7. Notification will be sent to parents of School Committee Hearing dates.

Week of:

May 19 -
May 23

1. Individual school Racial Balance and Educational Planning Task Forces will meet to develop ESAA Proposal.
2. Central Office Implementation Team will continue to meet weekly.
3. Central Office Sub-Committees will continue to meet weekly.
4. Elementary School Administrators will continue to hold weekly staff meetings.
5. Director of Elementary Education will continue to hold weekly meetings with Elementary Administrators.

Week of: (continued)

May 19 -
May 23

6. ESAA Proposal Writing Consultants will meet with staff from individual schools during the day.
7. Racial Balance and Educational Planning Task Forces will meet in the evening.
8. There will be two parent representatives invited to weekly staff meeting for proposal writing.
9. There will be teacher representatives invited to each Racial Balance and Educational Planning Meeting.

Week of:

May 27 -
May 30

1. Racial Balance and Educational Planning Task Forces will continue to meet to develop ESAA proposal.
2. Central Office Implementation Team will continue to meet weekly.
3. Central Office Sub-Committees will continue to meet weekly.
4. Elementary School Administrators will continue to hold weekly staff meetings.
5. Director of Elementary Education will continue to hold weekly meetings with Elementary Administrators.
6. Possible School Committee Public Hearings.

Week of:

June 2 -
June 6

1. Meetings of previous groups will continue.

Week of:

June 9 -
June 13

1. Meetings of previous groups will continue.
2. One representative from each Racial Balance and Educational Planning Task Force will meet with Central Office Implementation Team to present feedback from local meetings.
3. The specific suggestions and activities from local Racial Balance and Educational Planning Task Force Meetings will be the basis for the:
 - a. development of the ESAA Proposal by the Central Office Sub-Committees;
 - b. continued Individual Elementary School Educational Planning and Workshops;
 - c. implementation activities to take place during June, July and August.
4. Each elementary school will form an implementation Team that will oversee implementation at the local school level. This team will consist of:
 - a. Elementary School Administrator
 - b. Parent Liaison Person
 - c. Community School Representative
 - d. Members of Racial Balance and Educational Planning Task Forces
 - e. Parents
 - f. Teachers
 - g. Upper-grade students

Week of:

June 16 -
June 20

1. Meetings of previous groups will continue.
2. A Citywide Racial Balance and Educational Planning Task Force Meeting will be held.
3. Possible change in School Closing Date.
4. Individual Elementary School Implementation Team will meet.

Week of:

June 23 -
June 27

1. Monday and Tuesday systemwide elementary staff training sessions at individual schools.
2. Wednesday, Thursday, and Friday Elementary Administrator Leadership Workshop.
3. Continue Central Office Implementation Team Meetings.
4. Continue Central Office Sub-Committee Meetings.
5. Individual Elementary School Implementation Teams will meet.
6. Upon approval of the desegregation plan by the Cambridge School Committee, the plan will be submitted to the State Board of Education.
7. Upon approval of the desegregation plan by the State Board of Education, all Cambridge Elementary School students will receive their assignments for September, 1980 by mail.

During:

July and
August

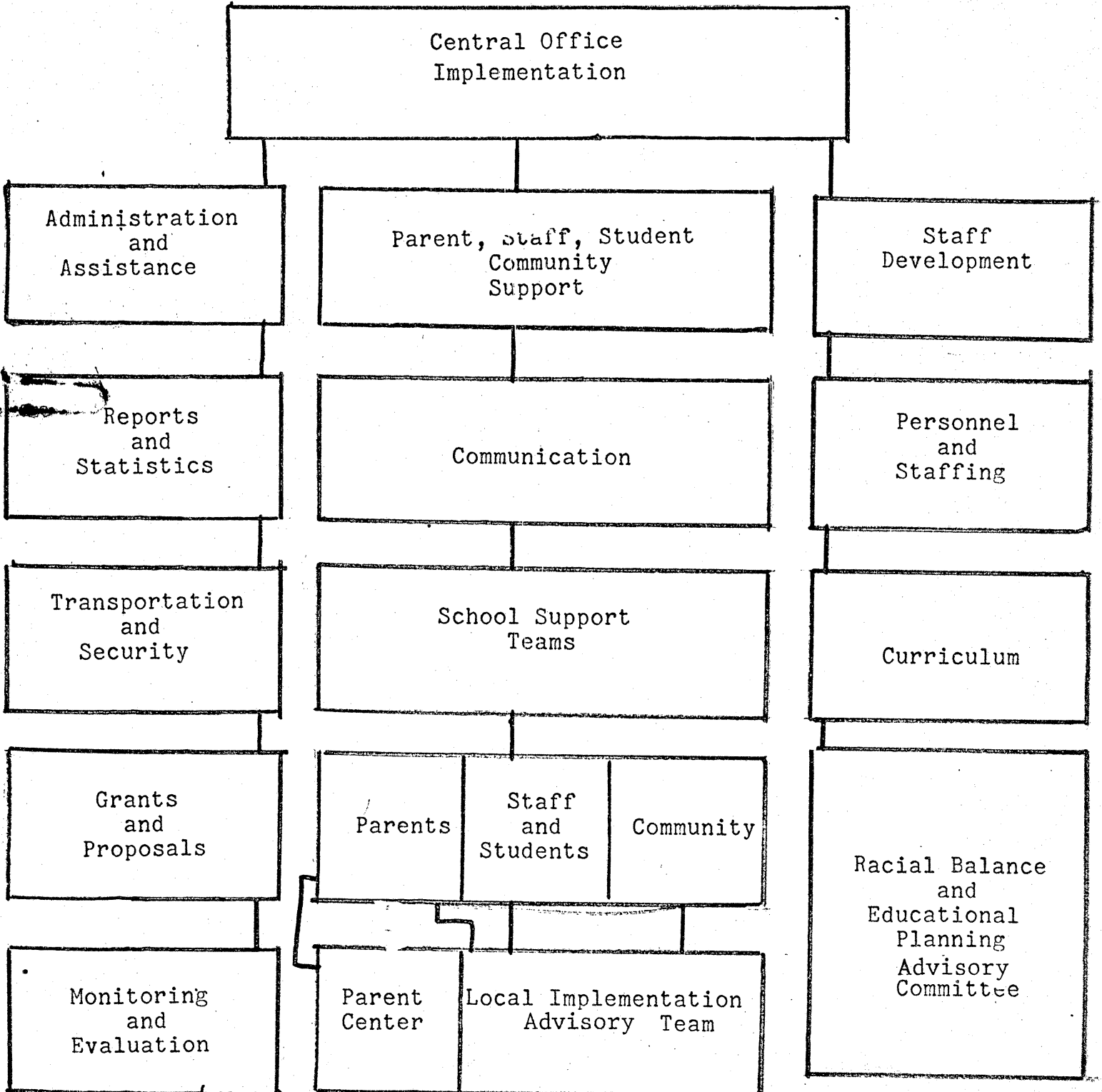
1. Staff training and development for all elementary school staff will take place..... coordinated by Director of Elementary Education.
2. Individual Elementary School Implementation Teams will continue to meet.
3. Central Office Implementation Teams will continue to meet.
4. Recommendations for returning dates for staff and students will be developed after consultation with parents and staff.

September,
1980 -
June, 1981

1. Continue implementation of plan.
2. Monitor process of implementation.
3. Evaluate process of implementation.
4. Evaluate Desegregation Plan.

IX

ORGANIZATION STRUCTURE
FOR
RACIAL BALANCE IMPLEMENTATION



OVERVIEW

IMPACT OF RACIAL BALANCE PLAN ON: RACIAL BALANCE, STUDENT REASSIGNMENT

Transportation, and Facilities Usage

Racial Balance

Of the fifteen elementary schools in Cambridge, eleven will be balanced and four will be isolated. (Haggerty, Harrington, Kennedy, and Lincoln)

Students Changing Schools as a result of Redistricting

Of the 6386 students enrolled in the elementary schools, a total of 623 will change schools as a result of redistricting. Of the total number of students changing schools as a result of redistricting 376 are white representing 9 % of the white student population, and 247 are minority representing 11 % of the total minority student population.

Students Changing Schools as a result of the Return of Out-of-District Open Enrollment Students

The total number of students who will be changing schools as a result of returning open enrolled students is 264. Of this total 158 are white representing 4 % of the total white student population and 106 are minority representing 5 % of the total minority student population.

Students Changing Schools as a result of Program Placement

A total of 83 students will change schools as a result of program placement. Of the total number of students changing schools for programmatic reasons 58 are white, representing 1 % of the total white student population, and 25 are minority, representing 1 % of the total minority student population.

Total number of students changing school as a result of the Racial Balance Plan.

The total number of students who will be changing schools as a result of the Racial Balance Plan is 970. Of the total number of students changing schools as a result of the Racial Balance Plan 592 are white representing 14 % of the total white student population and 378 are minority, representing 17 % of the total minority student population.

TRANSPORTATION NEEDED AS A RESULT OF REDISTRICTING

Of the 623 students changing schools as a result of redistricting 327 will require transportation for reasons of safety and/or distance.

IMPACT OF SCHOOL DESEGREGATION PLAN ON RACIAL
AND ETHNIC COMPOSITION OF CAMBRIDGE PUBLIC SCHOOLS *

*(1979 EIGHTH GRADE NOT INCLUDED)

		MINORITY	WHITE	Row Total
	10.	66	149	215
AGASSIZ		30.7	69.3	3.8
	11.	234	400	634
FITZGERALD		36.9	63.1	11.1
	12.	153	171	324
FLETCHER		47.2	52.8	5.7
	13.	52	130	182
HAGGERTY		28.6	71.4	3.2
	14.	145	580	725
HARRINGTON		20.0	80.0	12.7
	16.	96	481	577
KENNEDY and GORE		16.6	83.4	10.1
	17.	242	264	506
KING		47.8	52.2	8.8
	18.	33	88	121
LINCOLN		27.3	72.7	2.1
	19.	202	236	438
LONGFELLOW		46.1	53.9	7.6
	20.	129	170	299
MORSE		43.1	56.9	5.2
	21.	114	251	365
PEABODY		31.2	68.8	6.4
	22.	171	189	360
ROBERTS		47.5	52.5	6.3
	23.	253	302	555
TOBIN		45.6	54.4	9.7
	24.	111	136	247
WEBSTER		44.9	55.1	4.3
	27.	76	103	179
CAPS		42.5	57.5	3.1
Column Total		2077	3650	5727
		36.3	63.7	100.0

APPENDIX B

PUPILS LEAVING AS A RESULT OF
REDISTRICTING

AGASSIZ SCHOOL	TOTAL:	22	WHITE:	17	MINORITY:	5
FITZGERALD SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
FLETCHER SCHOOL	TOTAL:	53	WHITE:	24	MINORITY:	29
HAGGERTY SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
HARRINGTON	TOTAL:	106	WHITE:	95	MINORITY:	11
GORE STREET SCHOOL	TOTAL:	85	WHITE:	77	MINORITY:	8
KENNEDY SCHOOL	TOTAL:	54	WHITE:	52	MINORITY:	2
KING SCHOOL	TOTAL:	49	WHITE:	11	MINORITY:	38
LINCOLN SCHOOL	TOTAL:	1	WHITE:	1	MINORITY:	0
LONGFELLOW SCHOOL	TOTAL:	55	WHITE:	43	MINORITY:	12
MORSE SCHOOL	TOTAL:	56	WHITE:	42	MINORITY:	14
PEABODY SCHOOL	TOTAL:	53	WHITE:	43	MINORITY:	10
ROBERTS SCHOOL	TOTAL:	101	WHITE:	29	MINORITY:	72
TOBIN SCHOOL	TOTAL:	44	WHITE:	9	MINORITY:	35
WEBSTER SCHOOL	TOTAL:	29	WHITE:	10	MINORITY:	19

TOTAL CHANGING SCHOOLS 708 *
TOTAL WHITE 453 TOTAL MINORITY 255

* INCLUDES GORE STUDENTS REASSIGNED TO KENNEDY

APPENDIX C

PUPILS LEAVING AS A RESULT OF
THE RETURN OF OUT OF DISTRICT - OPEN

ENROLLED STUDENTS

AGASSIZ SCHOOL	TOTAL:	13	WHITE:	10	MINORITY:	3
FITZGERALD SCHOOL	TOTAL:	2	WHITE:	2	MINORITY:	0
FLETCHER SCHOOL	TOTAL:	23	WHITE:	9	MINORITY:	14
HAGGERTY SCHOOL	TOTAL:	6	WHITE:	5	MINORITY:	1
HARRINGTON	TOTAL:	33	WHITE:	28	MINORITY:	5
GORE STREET SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
KENNEDY SCHOOL	TOTAL:	32	WHITE:	26	MINORITY:	6
KING SCHOOL	TOTAL:	26	WHITE:	15	MINORITY:	11
LINCOLN SCHOOL	TOTAL:	31	WHITE:	5	MINORITY:	26
LONGFELLOW SCHOOL	TOTAL:	27	WHITE:	12	MINORITY:	15
MORSE SCHOOL	TOTAL:	15	WHITE:	12	MINORITY:	3
PEABODY SCHOOL	TOTAL:	35	WHITE:	26	MINORITY:	9
ROBERTS SCHOOL	TOTAL:	17	WHITE:	8	MINORITY:	9
TOBIN SCHOOL	TOTAL:	1	WHITE:	0	MINORITY:	1
WEBSTER SCHOOL	TOTAL:	3	WHITE:	0	MINORITY:	3

TOTAL CHANGING SCHOOLS 264

TOTAL WHITE 158 TOTAL MINORITY 106

APPENDIX D

PUPILS LEAVING AS A RESULT OF
PROGRAM CHANGES

AGASSIZ SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
FITZGERALD SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
FLETCHER SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
HAGGERTY SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
HARRINGTON	TOTAL:	0	WHITE:	0	MINORITY:	0
GORE STREET SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
KENNEDY SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
KING SCHOOL	TOTAL:	17	WHITE:	10	MINORITY:	7
LINCOLN SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
LONGFELLOW SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
MORSE SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
PEABODY SCHOOL	TOTAL:	34	WHITE:	31	MINORITY:	3
ROBERTS SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
TOBIN SCHOOL	TOTAL:	32	WHITE:	17	MINORITY:	15
WEBSTER SCHOOL	TOTAL:	0	WHITE:	0	MINORITY:	0
TOTAL CHANGING SCHOOLS 83						
TOTAL WHITE 58 TOTAL MINORITY 25						

DISTRIBUTION OF PUPILS BY GRADE

	Row %	MINORITY	WHITE	Row Total
K	41.1	244	350	594
UN	50.0	148	148	296
01	41.3	272	386	658
02	35.9	249	445	694
03	38.7	261	413	674
04	35.0	239	444	683
05	33.5	255	506	761
06	28.6	203	506	709
07	31.3	206	452	658
Column Total	36.3	2077	3650	5727
			63.7	100.0

RACIAL AND ETHNIC COMPOSITION OF REDISTRICTED
CAMBRIDGE SCHOOL DISTRICTS

	Row %	MINORITY	WHITE	Row Total
NONE	0.	3	8	11
		27.3	72.7	0.2
AGASSIZ	10.	50	155	205
		24.4	75.6	3.6
FITZGERALD	11.	364	459	823
		44.2	55.8	14.4
FLETCHER	12.	183	283	466
		39.3	60.7	8.1
HAGGERTY	13.	48	148	196
		24.5	75.5	3.4
HARRINGTON	14.	174	518	692
		25.1	74.9	12.1
KENNEDY	16.	136	441	577
		23.6	76.4	10.1
KING	17.	188	198	386
		48.7	51.3	6.7
LINCOLN	18.	38	93	131
		29.0	71.0	2.3
LONGFELLOW	19.	137	290	427
		32.1	67.9	7.5
MORSE	20.	143	228	371
		38.5	61.5	6.5
PEABODY	21.	109	230	339
		32.2	67.8	5.9
ROBERTS	22.	171	217	388
		44.1	55.9	6.8
TOBIN	23.	199	257	456
		43.6	56.4	8.0
WEBSTER	24.	134	125	259
		51.7	48.3	4.5
Column Total		2077	3650	5727
		36.3	63.7	100.0

* (EXCLUDING 1979 GRADE 8 PUPILS)

APPENDIX H
STREETS INVOLVED IN REDISTRICTING

FROM \ TO	AGASSIZ	FITZGERALD	HAGGERTY	LINCOLN	LONGFELLOW	PEABODY	TOBIN
AGASSIZ					Kirkland St. Sumner Rd. Irving Terr. Irving St. 0-52		
FITZGERALD							
HAGGERTY							
LINCOLN						Raymond St. #142 200 even	
PEABODY							Bond St. Concord Ave. #1-259A Donnell St. Garden St. 1-29 odd 0-146 even Garden Terr. Garden Ct. Grey Garden West Holly Ave Huron Ave RC Kelly Rd. Madison St. Winslow St. Orrin St. Walden St.
TOBIN						Walden Square #10-18	

STREETS INVOLVED IN REDISTRICTING

FROM	TO	FLETCHER	HARRINGTON	KENNEDY	KING	LONGFELLOW	MORSE	ROBERTS	WEBSTER
FLETCHER			Hampshire #6-117 Bristol 78-end Windsor 242-303 Market #11-51 Union 1-17 Columbia 156-278 Clark 170-183 Crossland all						
HARRINGTON		Elm 289-333 Norfolk 369-412 Columbia 283-459 Lincoln #42-101 Union 18-end Union Terrace all						Clark 199-203 Bristol 1-74 Windsor #242-298 Portsmouth all Webster #9-81	
KENNEDY								Sciarappa #80-125 Third #136-303 Second #72-215 Spring #10-84 Hurley #10-236 Charles #21-189 Atheneum all Rogers all Lopez Ave all	
KING						Cottage Row all Franklin Place all Belvidere Place all Howard 28-end Kinnaird #27-91 Soden all Western Ave #2-215 Franklin #300-514 Green #349-568 Mass Ave #674-962 Jay 22-end Hancock 0-74			

STREETS INVOLVED IN REDISTRICTING

FROM \ TO →	FLETCHER	HARRINGTON	KENNEDY	KING		MORSE	ROBERTS	WEBSTER
LONGFELLOW	Tremont			Hancock 75-end Ware Trowbridge Place Dana Cambridge #1520-1750 Ellsworth Highland Broadway #389-491 Trowbridge Centre	Ellsworth Park Greenough Place Mass Ave. #964-1327 Chatham Cleveland Felton Quincy 1-40 Prescott Harvard #314-398 Ellery			
MORSE								Pleasant 104 to Allston Erie #131-246 Hamilton #113-246 Prince Allston #137-309
ROBERTS		Newtowne Courts 1-10	Washington Elms					
WEBSTER						Brookline #107-195 Speridakis Valentine Decatur Lopez Memorial Dr. (808,812) Emily Tudor Pacific Sidney Merriam		

COMMUNITY CONCERNS REFLECTED IN THE
MODIFICATIONS OF THE CAMBRIDGE SCHOOL DESEGREGATION PLAN

The following is a summary of the modifications of the Cambridge School desegregation plan:

1. Redistricting: Changes were made in redistricting as follows:

A. No redistricting of streets to the Lincoln School

Reason for Change: As a result of the reassignment of out-of-district students, the Lincoln becomes isolated. If redistricting occurred the Lincoln School would become further isolated.

B. Fletcher streets will be redistricted to Harrington

Reason for Change: The redistricting of Fletcher to Roberts would not have resulted in a significant positive racial balance impact at the Roberts. Redistricting of Fletcher with Harrington and Harrington with Fletcher has a positive racial balance impact on both the sending and receiving schools.

C. Only part of Newtowne Courts will be redistricted to Harrington

Reason for change: The major concern of the Roberts community was the degree to which the Racial Balance Plan impacted on their community. This change will minimize the degree of impact experienced by the Roberts community.

2. Reassignment of Out-of-District Students not Attending Special Programs and not Voluntary Controlled Transfers

All students presently enrolled in out-of-district schools will be reassigned to their new school district except the following:

Grade 8 (1980 - 1981)

Special Education (prototypes 502.3 and 502.4)

Transitional Bilingual Education

Magnet

Follow Through

Academically Talented

Voluntary Controlled Transfers

Minority students being assigned to the Webster School

White students being assigned out of the Webster School

Reason for Change: Based on the principle of equity, out of district students should not be exempted from the racial balance plan.

Webster Exemption

If white out-of-district students presently attending the Webster School and minority Webster School students presently attending schools outside the Webster district were all reassigned to their home school districts, the Webster School would become more imbalanced. To compensate for this increase in imbalance, more redistricting would have to occur. In order to avoid further disruption, this exception to the reassignment of out-of-district students has been made.

3. Change in Composition of Educational Zones

New school districts are constituted into educational zones as follows:

<u>ZONE I</u>	<u>ZONE II</u>	<u>ZONE III</u>	<u>ZONE IV</u>
Fletcher	Agassiz	Fitzgerald	C.A.P.S.
Harrington	Lincoln	Haggerty	(Citywide)
Kennedy	Longfellow	Peabody	
Roberts	King	Tobin	
	Morse		
	Webster		

Reason for Change: To provide parents in the Morse and Webster district greater choice regarding assignment to a school within their zone.

4. Change in Time Frame for Beginning Educational Zones and Assignment of Newly Entering Students

In September 1980, new school districts are reconstituted into educational zones and all students newly entering the Cambridge School system (1-8) will be assigned by the Central Office.

Reason for Change: The creation of educational zones and the student assignment policy will begin in September 1980 in order to maximize the amount of desegregation which will take place. In an analysis of the redistricting in plans A and C the State Department of Education indicated concern that a number of schools were very close to being racially imbalanced. Rather than do additional redistricting, the Cambridge School Department will begin the assignment policy this coming September for newly entering students. This will increase the amount of desegregation which will be achieved in phase one.

5. Change in Student Assignment Policy

Newly entering students (1-8) will be assigned to a school within their zone. Parents will fill out a form indicating their order of preference. Parents may also request assignment to magnet schools or to a school outside their zone.

Within the racial/ethnic composition determination for each school, preference will be given to:

1. Students who have siblings in their preferred school
2. Students who live nearest their preferred school.

Reason for Change: The student assignment policy seeks to address concerns of parents about a number of difference issues. Thus, for example, some parents have concerns regarding the socio-economic composition of the schools within their zone and have indicated that the criteria of socio-economic diversity has greater weight than the criteria of neighborhood schools. On the other hand, some parents have concerns about keeping brothers and sisters together at the same school and minimizing travel distance and time. Still other parents have indicated a preference for a particular teaching and learning style and indicate that this is a foremost concern.

This student assignment policy tries to address this wide range of views by maximizing parent choice to accommodate individual concerns and differences.

6. Exemption of Kindergarten Students from Assignment for 1980 - 1981

Parents of children entering Kindergarten (1980 only) may choose to send their children to their home district school. Upon completion of Kindergarten, children will be assigned on the same basis as all newly entering students.

Reason for Change: To give parents the opportunity to familiarize themselves with the different schools and programs which will be available.

7. Program Modifications

A. No additional Spanish bilingual program will begin at the Fitzgerald this year. For 1980 - 1981 the entire Spanish bilingual program will remain at the Longfellow School. A committee of the Spanish bilingual P.A.C. and the Bilingual Department will make recommendations to the Superintendent regarding the feasibility of beginning an additional Spanish bilingual program in North Cambridge.

Reason for Change: Until there is a complete analysis of all bilingual students by LA category, an assessment of whether there are sufficient students for two programs cannot be made.

B. Only one Special Education class (Hearing Impaired) will be moved from the King School to the Webster School.

Reason for Change: The other Special Education class which was to be relocated will be phased out due to low enrollment.

C. The Haitian Bilingual Program will remain at the Webster School for 1980 - 1981. A committee of the Haitian Bilingual P.A.C. and the Bilingual Department will make recommendations to the Superintendent regarding a permanent home for the Haitian Bilingual Program.

Reason for Change: Students who attend the Haitian Bilingual Program reside in different parts of the city. About half the students live in the Webster School District and a little less than a half live in North Cambridge. Therefore, an analysis needs to be made regarding the most suitable location for a permanent placement of the Haitian Bilingual Program.



CAMBRIDGE CITY COUNCIL

CITY HALL, CAMBRIDGE, MASSACHUSETTS 02139

(617) 498-9094

May 9, 1980

The Honorable, The City Council:

Enclosed please find the Racial Balance Plan which Superintendent Lannon has submitted to the School Committee.

This plan is enclosed for your information only and obviously requires no Council action. However, if any of you would like to discuss this plan in detail, please give me a call and I will arrange a briefing for you.

Very truly yours,

A handwritten signature in cursive script that reads "Richard McKinnon".

Richard McKinnon
Administrative Assistant to the
City Council

RM/smc

Enclosure

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Comm. from Richard McKinnon, Adm. Asst. to
the Council, transmitting a copy of the
desegregation plan presented by Supt. Lannon
to the School Committee.

In City Council,

May 12, 1980

5/12/80

Placed on File