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SCHOOL COMMITTEE
459 BROADWAY
(SOLOMONS TRANSPORTATION CAREER CENTER)
CAMBRIDGE, MASSACHUSETTS 02138

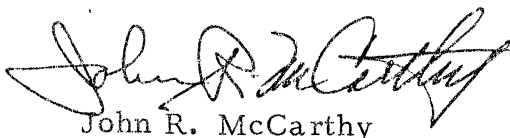
OFFICE OF THE SECRETARY
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JOSEPH E. MAYNARD

February 19, 1981

NOTICE

By order of His Honor, Mayor Francis H. Duehay, acting in accordance with Chapter I, Section 3 of the Rules of the School Committee, there will be a Special Meeting of the School Committee at 6:00 P. M., Tuesday, February 24, 1981, in the Office of the Headmaster of the Cambridge Rindge and Latin School, 459 Broadway, Cambridge, Massachusetts 02138, for the purpose of hearing advice from Counsel on legal and employee contractual matters.



John R. McCarthy

Provisional Secretary of the School Committee

cc. School Committee Members
Administration
City Clerk
President, C.T.A.
Student Representative, CRLS

Office of the City Clerk
Paul Healy, Esq.

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P R E A M B L E

INTRODUCTION

This is the final phase of the Cambridge School Committee's desegregation plan. Upon its submission and approval by the State Board of Education, the Cambridge School Committee will have completed its commitment to develop, on a voluntary basis, a plan to racially balance the Cambridge Public Schools.

The implementation of this phase is expected to result in the racial balance of virtually all schools in Cambridge in 1981/82 and the eventual balance of all schools. In its permanent assignment policy, the plan takes into account also the need to establish a stable, predictable, and parent/child oriented system so that the Cambridge schools may continue to attract a broad spectrum of children.

The completion of this plan will allow the system to concentrate its attention on the educational portion of the plan that will turn racial balance into truly effective integration.

The adoption of this plan at the same time that proposition 2 1/2 looms large is an irony. If anything can wipe out its positive intent and potential, it is the devastating damage to education that will be imposed by the implementation of that simplistic approach to much-needed tax reform. The Cambridge School Department, under the first year's implementation of 2 1/2, stands to lose \$6-\$8 million dollars of its present level \$32 million dollar operating budget. This loss of funding will require a one quarter to one third staff cut. For a City that has committed itself to racial balance, educational equity, and a desegregation plan that attempts to stem middle-class flight, that is truly a tragedy.

HISTORY OF DESEGREGATION PLANNING IN CAMBRIDGE

The Cambridge Desegregation plan, Phase III, is the final piece of a three year effort to develop a comprehensive integration plan; this has been a cooperative effort of the School Committee, School Department, and Community. This final phase is a modification of the 1980 Phase II plan, addressing those issues left hanging last year and modifying other aspects of the plan.

In the first year of planning, 1978/79, the School Department evaluated its obligations and adopted its first year voluntary desegregation plan. It called for an intensive community involvement process to develop the permanent, long-range plan.

The implementation of that process resulted, in June of 1980, in adoption of a 2nd year plan by the School Committee. That plan balanced most schools through redistricting. It

left unaddressed, however, two major issues: a plan for the Roberts and Kennedy districts and a long-range, permanent assignment policy for pupils.

The School Committee felt, in June of 1980, that the proposals that had been developed to address these issues could be inadequate and self-defeating, particularly in light of last minute Housing Authority changes. Since the remainder of the second year plan represented a considerable improvement in racial balance in any case, it committed itself to a third year process that would resolve the remaining issues in a constructive manner.

This final plan is the product of the third year process and seems, in fact, to accomplish this goal. The parent community was involved in the planning again although the process has not been as intense as in previous years. However, special efforts have been made to inform and work with the Kennedy and Roberts community and to address the issues of stability and predictability for pre-school parents, who are affected most by the assignment policy.

THE FINAL PLAN

The plan adopted by the Cambridge School Committee for submission to the State Board of Education is an extension of the plan approved in 1980. It adds the two major components missing from the 1980 plan: the balancing of the Kennedy/Roberts districts and a permanent assignment policy for youngsters entering the Cambridge Public Schools. In addition, it changes pupil assignments resulting from a proposed elementary facility study that recommends the closing of several facilities, all of which support the racial balance effort though they are not absolutely essential for its success; it adds some concepts, such as a conflict identification and resolution team; and makes a modest number of modifications to other parts of last year's plan.

Roberts/Kennedy

The plan for Roberts/Kennedy makes these contiguous neighborhoods into a single district with the Roberts a lower school and the Kennedy its upper school. All children presently enrolled in the two schools will be assigned next year to the appropriate school. Children entering school from these neighborhoods will be subject to the city-wide permanent assignment policy.

This plan has been the subject of extensive discussion within the staff and parent groups as well as within the School Department and Committee. Several alternatives were explored to reach the final plan. While there have been reservations about it, there is agreement that it can be an educationally beneficial and safe plan, but that its implementation will require careful attention.

Permanent Assignment Policy

The assignment policy for children entering school stipulates that children will be assigned to a school requested by a parent within the constraints of space and racial balance. The policy is constructed to provide stability for children in the system, a high degree of parent

choice, and the racial balance of all schools. In fact, the racial balance aspect of assignments should move the balance of the schools toward the minority/non-minority composition of the pupil population as a whole. The same policy covers children wishing to transfer within the System or requesting admission to alternative and magnet programs.

An early registration component has been built in to attract residents, who might have a choice, to the public schools and also to give a measure of preference to long-term residents of Cambridge, a very transient City.

THE QUALITY OF EDUCATION

The School Committee and School Department is responsible for providing quality educational services to all youngsters whether or not it is operating within a desegregation plan. As a result, the Superintendent's office has been developing and strengthening programs for primary grades, and for basic skills development through a substantial federal grant under Title II.

Nevertheless the School Committee is concerned that these efforts expand now that the desegregation is complete. In particular, the quality of basic skills instruction for grades 4-8 needs attention. In addition, careful scrutiny must be given to possible differences in achievement between children of differing racial or socio-economic groups and concrete plans for closing any such gaps must be developed.

Furthermore, integration of diverse populations of children requires special attention to multi-cultural and non-stereotyped curricula and day-to-day classroom management and conflict resolution.

These are educational challenges that the School Committee and Superintendent must address to make integration work.

PARENT INVOLVEMENT

Desegregation is a community process. Parents, in particular, play an important role in its success or failure.

Throughout the three year planning process, parents have been involved in the desegregation process. They have been a productive and integral force although there is no doubt that some have left in disgust because they have felt not heard and others have, for a variety of reasons, never been involved.

With the completion of the plans, the multi-racial parent councils can be developed to oversee the integration process in their schools. With this plan that provides stability, these councils should be the basis for a parent/school relationship that supports quality education for all children.

IN CONCLUSION

The Cambridge School Committee commits itself to what it believes to be an educationally sound and safe desegregation plan. Continued careful implementation and evaluation will be one key to its long-term success.

The fiscal constraints anticipated under proposition 2 1/2 will impact substantially this chance of success, however. Racial balance without educational quality and services is an empty shell and it is unlikely that Cambridge will maintain a racially balanced school system for long under 2 1/2.

Cambridge, like other older cities, needs action this spring to ensure adequate funding for education for the next school year, as well as there after. Cambridge, with its demonstrated commitment to quality education for all youngsters, deserves that action.

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2/17/81

I. AN HISTORICAL PERSPECTIVE

The concepts of racial balance, desegregation and the development of a multi-cultural curriculum, while new to some of the parents and staff currently involved with the system, are not new to the Cambridge School Committee and School Department. In 1954, the School Department issued a Curriculum Guide for Democratic Human Relations. In a foreword, the then Superintendent said that he

. . . sincerely believed that education for democratic human relations which emphasises the translation of belief into practice builds character and simultaneously strengthens our nation by making our political, social, economic and religious way of life a reality for each of our citizens regardless of the group which he is identified.

In 1965, that Curriculum Guide was updated and the philosophy re-affirmed.

In 1964, the School Committee found the old Houghton School to be racially imbalanced, and enrolled additional non-minority students to correct the imbalance. The following year, an open enrollment policy was adopted as an interim desegregation measure, pending the construction of three new schools: the new Houghton (now the King), the combined Putnam-Thorndike (now the Kennedy), and the combined Haggerty-Russell (the Haggerty stayed open and the Tobin was built).

A policy statement of the Cambridge School Committee in April of 1965 indicated its

. . . general agreement with the conclusions and the recommendations of the [State] Advisory Committee on Racial Imbalance and Education. Although in Cambridge all races have lived together in a cosmopolitan area with mutual concern and respect for each other that should be the envy of other municipalities of similar diversification, improvements can and should be made. . . . Our goal shall be that which is best for each child whom parents entrust to our care.

Nor has the concept of a multi-ethnic staff been ignored. In 1971, the School Committee voted to recruit black faculty and staff until the percentage of such faculty and staff reached 20% of the total. Although the goal was not met, the policy has never been repealed.

Thus, the desegregation and affirmative action policies and procedures of the present and recent past are but the expression of long-standing concerns.

II. THE GOAL

Education, at its best, is and should be future-oriented, since the goal of education is to prepare young people to function successfully in the world they will inherit, in the future. When education fails to achieve that goal, it is often because the people responsible -- parents and educators alike -- are restricted by experiences, attitudes and assumptions that grow out of the past. These make it difficult to look very far ahead, and hinder the ability to understand some of the elements in that future with which the younger generation must cope.

While we cannot know many of the details of that world of tomorrow, certain trends are already obvious. We realize that our children will know and use science and technology unknown when we went to school. Already, they learn things in these areas that we can understand only vaguely. Similarly, our children are likely to be working with people alien to us, and in places of which we have barely heard. Already, in the "Help Wanted" sections of our Sunday newspapers, we find employers seeking people with professional, industrial and technological skills to fill positions all over the nation and the world. Many ask that the applicant speak and understand one or more foreign languages. This is a far cry from the days when a parent could expect that the children would grow up, live, work, raise their families and eventually die in a place similar to their parents' and among people just like themselves.

The children of Cambridge are fortunate that, within its public schools, the city can provide a foretaste of that diverse world they will live in. Our schools include children from many cultures, many nations, speaking many languages. Desegregation is the first step in a process that will enable our children to take advantage of that diversity.

Once we have, through desegregation, brought our children together, we will be able to undertake the most important part of the process of integration. Together they will learn about themselves and each other, about the world as it has been, as it is, and as it might be. Their teachers are already learning how to use the diversity of the city and its students in developing a multicultural approach to education. Our goal is to graduate young adults from our high school who have pride in themselves, who respect and accept others as equals, and who are confident of their ability to work with and get along with whomever they must, without either fear or arrogance. To do less would be to fail our children, to send them out ill-prepared for their world.

III. THE OBJECTIVES

1. Through affirmative action, to achieve a multi-ethnic balanced staff to act as role models for all students.
2. To provide a stable atmosphere for the integration of students who have been reassigned under desegregation.
3. To minimize the need for further movement of students who have already been moved for desegregation.
4. To conform as nearly as possible to the reduced facility costs in the proposed elementary facilities plan.
5. To provide a permanent policy for the assignment of students entering the system or transferring within the system.
6. To provide, through comprehensive staff development, a rich multicultural curriculum to support desegregation and integration.

IV. THE REQUIREMENTS

- 1. All schools must be balanced, according to state and federal laws and regulations:

State law defines a school whose enrollment is more than 50% "non-white" as "racially imbalanced," and requires that the school system operating such a school implement various measures . . . which will have the effect of eliminating this condition.

The term "non-white" is not used by the Office for Civil Rights or in the desegregation cases which have been resolved by the federal court system. A comprehensive category of "minority" is used, which includes Black, Hispanic, Native American and Asian-American students.

Federal law does not create an obligation to reduce racial imbalance, as does state law. Instead, it forbids official action which results in the segregation or isolation of minority students. The story of desegregation cases since Brown in 1964 is largely one of defining the kinds of actions which would constitute such segregation. . . . (a)

- 2. All students must have equal access to comparable facilities and programs.
- 3. The burden of transfer must be shared by various racial/ethnic groups.
- 4. There must be options for parents and students in terms of programs and locations.
- 5. There must be special concern for attracting and retaining parents of pre-school children.
- 6. Once assigned, parents, students and the schools must be assured of reasonable stability.
- 7. Parent/community involvement in planning and implementation of the plan must be assured.

a. Excerpted from "Annual Racial Census and Desegregation Report," Commonwealth of Massachusetts, Department of Education, Bureau of Equal Educational Opportunity, December 2, 1980.

8. Every reasonable effort must be made to ensure the safety of all pupils and to avoid racial confrontation.
9. Development and retention of a multi-ethnic staff and faculty must accompany desegregation of the student body.

V. THE PROCESS

In the three months since the Director of the Office of Desegregation began work, the desegregation staff has made an intensive and successful effort to involve as many people as possible in developing this plan.

After a staff brainstorming session on Saturday, December 6, at which various problem areas were explored and tasks assigned, a timetable was set. The first series of meetings was held prior to preparation of the first draft of the proposed plan, on December 11, 17 and 18. Announcements went out to everyone possible, in Spanish, French, Greek, Chinese and Portuguese as well as English; to all mailing lists in the Office of Desegregation and by a distribution in all of the schools. Despite the short notice and the fact that it was the holiday season, a number of people came out, a few more at each successive meeting.

On January 5, after considering the ideas of those with whom we had met, the Office of Desegregation presented a first preliminary draft plan to the meeting of the Superintendent's Administrative Cabinet. The result of this discussion was a second preliminary draft for informal discussion with members of the School Committee and with those of the public who attended our fourth citywide meeting, January 8. It was a lively meeting, and continued so long that it was decided to meet again the following Monday. At that time, the specific agenda was to examine the various possible options for desegregating the Roberts and Kennedy schools.

By January 20, a plan was presented, formally, to the School Committee. It was the result not only of the meetings described above, but also of many other formal and informal discussions of the issues and options with many different groups and individuals. They included some of the Masters -- especially those at the Webster, CAPS, Fletcher, Kennedy and Roberts; parents and staff of these schools; Parent Coordinators; Bilingual staff; Project Managers; State Education Department staff; the Director of Elementary Education; the Primary staff; some pre-school parents; and as many other people as we managed to meet -- including some parents who came to the Office of Desegregation to register their children for school for the first time.

After the January 20 meeting, the subcommittee on desegregation of the School Committee, chaired by Mrs. Wolf, set a schedule of meetings to discuss the draft, with members of the Committee and the public asking

questions, making suggestions and helping refine the draft plan. These sessions were held on February 3, 4 and 10. During that same period, there were continued meetings with the various staff and parent groups previously mentioned, along with the Tobin parents, the Master PAC (representatives of the Parent Advisory Councils of the five bilingual programs), the Portuguese PAC and others.

During all this process, we were refining and amending the proposed plan, defining and clarifying some of the concepts, and re-examining our conclusions and recommendations. The resulting document, presented on February 17 for a public hearing on February 24, 1981, is, of course, the responsibility of the staff of the Office of Desegregation, but it includes the ideas and insights of innumerable other people.

VI. THE RATIONALE

Some of the elements of the proposed plan are so predictable and uncontroversial as to need little or no discussion in this section. In all instances where it seems necessary, the discussions and reasoning leading to the recommendations are explained in some detail. Statistical data supporting this section and the next one will be found in Section VII.

The thinking that went into the development of the proposal was based on certain assumptions. These include:

- . An assumption that Proposition 2 1/2 will have to be implemented;
- . An assumption that the recommendations in the proposed Elementary Facilities Plan will, by and large, be implemented; and
- . An assumption that the mandate does not require that a recommendation be made simply because it is popular, or, conversely, that one must be omitted because it is unpopular; but that we are expected, also, to exercise professional judgement.

If any of these assumptions proves to be incorrect, there may need to be some modification of the plan. Such modification, if necessary, would be minor.

1. The major task before us, and one of citywide interest and significance, was to develop a long range student assignment policy.

- 1.1 One part of the task we addressed was the need to attract to the public schools a larger percent of the parents who now opt for non-public education simply because they are not sure, early enough, where their children would attend school. We had meetings with the primary staff and with a number of parents of pre-school children. Some of them have older children in the public schools, some are planning the future of their first child.

Present policy allows kindergarten registration in the spring before a child is scheduled to enter school. This is after the date that many parents have already made deposits and registered for non-public schools.

Our recommendation for early registration meets this deadline, and also gives priority in selection of school to Cambridge residents by making their assignments ahead of those for newcomers.

We also found that many of the people who took advantage of the option of having their children attend the neighborhood kindergarten even though they knew the child would have to move at the end of the year, now feel they would have done better to start the youngster where they would be continuing. The fact that there are only about twenty children who will have to move for first grade indicates that most parents did opt for stability and continuity.

Therefore, we have not included that local option for kindergarten in the proposed plan.

- 1.2 In all our discussions about the long range assignment policy, stability and choice were the two issues most often raised. Parents, even those most accepting of the concepts and ideals of desegregation and integration, need to know that their children will not be moved every year or so to maintain a balanced school system. Teachers and administrators need a stable student body in order to do an effective educational job. Furthermore, the positive impact of integration is diminished if students do not stay together long enough to develop lasting relationships.

At the same time, we need to be able to maintain and improve the racial balance of the schools. The changes that were made in September, 1980, accomplished a great deal. The changes that are proposed for September, 1981, will leave us with two elementary schools slightly racially isolated (fewer than 30% minority) and only one slightly racially imbalanced (more than 50% minority). We think that the assignment of new incoming students under the proposed policy will enable us to correct the situation at these three schools without any further movement, since the percentages are small.

It is possible to accomplish this goal because of the high percent of new students entering Cambridge schools, at all levels, each year. From June 30, 1980, to date, more than eleven hundred (1100) new students have been registered

in the elementary schools, despite an overall decline in enrollment.

An example is the King School. During 1980-81, thus far, 54 non-minority and 78 minority children entered grades K through 6 at that school, 45 of them new residents in Peabody Terrace. Under existing policy, all of them were assigned to the King. Under the proposed policy, new minority students in the area would be assigned to other nearby schools until the present 52% minority population is below 50%.

2. In addition to the long range assignment policy, and before it can be effective in maintaining racial balance in the system as a whole, one immediate situation must be resolved. In September of 1980, the Kennedy and Roberts Schools were not desegregated, because of the uncertainty of the housing situation in the Roberts district. This uncertainty remains, but it has become clear that the resolution is still several years away. Meanwhile, the students at those schools cannot any longer be denied the benefits of desegregation being made available to the rest of the city.

A great deal of time and energy went into the exploration of possibilities for the Roberts and the Kennedy. The first, and most logical idea was a simple redistricting. This proved, upon examination, to be anything but simple. Because of the geography of both districts -- each having many blocks on which no children live -- and the way people are clustered around each school, redistricting was not a good solution. It would involve moving students who live within a block of the Roberts into the Kennedy, and those living close to the Kennedy into the Roberts. There would be minority children leaving the Kennedy for the Roberts, and non-minority children leaving the Roberts for the Kennedy. (Map #1 in the Appendix shows the areas that would be involved.)

The device of allowing those children nearest each school to stay there and transferring the rest -- whether we took a distance of a half, or a quarter, or an eighth of a mile from the school as a basis -- would not work because, especially at the Roberts, most of the students would be included in that group. The result

would not have balanced the schools.

Several other ideas of how to redistrict the two schools were discussed and discarded. They included such arbitrary kinds of assignments as using a lottery, or assigning alternate blocks to each school. The result of all these would be confusing and capricious, and would also be so unstable that there would be a need to redistrict every time the composition of one or two blocks changed, which could be as often as every year.

At the request of the School Committee, we looked at what would happen if we redistricted not only the Kennedy and Roberts, but also the Harrington and the Fletcher.* The result would be even worse. Even moving more than 500 students, some of them students who have already moved at least once, we would not achieve an acceptable balance, and this solution, too, would be extremely unstable.

Even though everyone involved would have preferred a simple redistricting, all the parents and staff who had worked with us (recognizing that they were not a majority) agreed that the only solution that is fair to all the children, allows parents to know where their children would be going to school, and achieves a positive balance is a merger of the two districts, with an upper (5-8) school in one building and a lower (K-4) school in the other.

The question of which school should house which grade level was thoroughly discussed. The recommendation of K-4 at the Roberts and 5-8 at the Kennedy was influenced by the fact that the Kennedy already has facilities designed for upper grade students and that it would be wasteful, in this time of fiscal constraint, to try to duplicate these at the Roberts.

A further complication is the scheduled renovation of the Roberts building. Without exception, the parents with whom we discussed the issue did not want their children remaining in the building during the renovation. Therefore, there has been agreement to seek funds for an alternative site during the renovation for those students who will be housed in the Roberts permanently.

* See Map #2, Appendix

Further discussions around the Kennedy/Roberts merger included the necessity for the Superintendent and the Director of Elementary Education to develop plans for the educational program in both schools, providing for upgrading the basic skills of those students who are below level.

3. Another situation to be resolved for September of 1981 is that of the Webster and CAPS. The CAPS building must be closed, and it has been recommended that the school merge with the Webster School.

Since CAPS is an open school with a history of parent involvement in decision making from its beginnings, and the Webster is a traditional school with a minimum of parent involvement, the question of merger requires some compromise on both sides. There are committees in each school working on their own recommendations as to how the merger should be handled. The consensus at present seems to lead toward the development of a school that is neither CAPS nor Webster, but combines the better elements of both.

From the perspective of desegregation, the merger would have a positive impact. We would recommend that, during the first year, all parents from both schools be allowed to become part of the new school, while having the option of leaving and being assigned to nearby schools under the long range assignment plan if they desire.

It has been suggested that, instead of merging to form a new school, CAPS and Webster could exist side-by-side in the Webster building. In that event, because it would not be possible to merge classes, more space would be required than is available in the building. The Office of Desegregation would then have to reassign an equal percent of the children of minority and non-minority students, grade by grade, from each school, under the assignment policy, to the nearest appropriate school.

Whichever decision is reached by the March 15 deadline, it is recommended that the Greek and Haitian bilingual programs now in the Webster be allowed to remain in the building.

4. The problem of the isolation of linguistic minorities, while not specifically addressed by this proposed plan, is an issue that concerns both the Office of Desegregation and the Bilingual department.

Staff of both units are continuing to meet with parents of students in the bilingual programs to explain the reasons for and the benefits of desegregation.

Both staff agree that there should be, as soon as the fiscal situation allows, an evaluation of the possibility of establishing additional sites for the larger bilingual programs, in order to provide for these families the same opportunities for choice and their children the same exposure to diversity that we provide for other families.

5. It is impossible to discuss and plan for the desegregation and integration of the student body of the schools without, at the same time, recognizing the need to provide diverse role models for a diverse student body. Therefore, we recommend retaining and increasing, as soon as fiscally feasible, the minority staff of the schools.
6. Since there are some programs within the schools that are important supports for desegregation and integration, there should be a policy of exploring new sources of funds -- e.g., foundation and corporate funds -- in the event that existing local, state and federal funds prove inadequate.
7. The plans for parent involvement in implementing the desegregation plan as detailed in the pending ESAA proposal must be implemented. This whole spectrum of activities was of great concern to many of the parents with whom we met.
8. Of even greater concern to everyone was the educational program to accompany desegregation and integration. In addition to the funded multi-cultural programs, present and projected, there must be ongoing efforts to improve the quality of teaching and learning in order to achieve the goal of an equal education for all students, regardless of ethnic group or school assignment. This does not mean, of course, that all children will have exactly the same program. Diversity of type of educational experience will be encouraged, but each type should lead to narrowing the achievement gap that presently exists.

VII. ELEMENTS OF THE PLAN

1. The Long Range Assignment Policy.

This policy is designed to provide maximum choice for parents in selecting the schools their children will attend, within the constraints imposed by the space available, the requirements of racial balance and the special needs of the children. It provides stability of assignment for children and, at the same time, a mechanism for adjusting the racial balance of the schools, as needed, without unnecessary movement of students. It gives a priority in assignment to current residents of the city over later arrivals.

A "Decision Tree" in the Appendix demonstrates how the selection/assignment process works.

1.1 Early registration and assignment:

There will be two major registration periods for parents of pre-school children. They will be encouraged to register their children in the fall of the year prior to the time the children are expected to start school, stating their priorities as described in the policy below. At the end of the registration period, assignments will be made, with parents being given a period of time to indicate that they will accept the assignment.

Thereafter, until the spring, registrations will be accepted as they come in, and assignments will be made monthly.

In the spring, another long registration period for the following fall will be held. At that time, all parents who have previously accepted assignments will be asked to reconfirm their expectation of having their children in the schools in the following September. (This will allow us to use the space reserved for children of families whose plans change during the year.)

The procedures detailed below as to assignment policies, waiting lists, information and appeals will apply.

A specific timetable for kindergarten registration and assignment will be found in the Appendix.

1.2 Long Range Pupil Assignment Policy:

Current students: The school to which a student is assigned as of September, 1981, will become his/her "home school," with the exceptions listed below. Every effort will be made to allow the student to remain in the home school until graduation. Such a student will be guaranteed that he/she will not be moved for desegregation purposes for at least four years.

New and Transferring students: Students newly entering the school system, those whose parents' request for transfer has been approved and those subject to reassignment as defined in the sections below will be assigned to the "nearest appropriate school." All such assignments will be made by the Central Assignment Officer in the Office of Desegregation. Once the assignment is made, that school will become the student's home school.

1.3 Criteria for Assignment:

The criteria used in assigning students will be defined as follows:

Parental Preference:

At the time of registration, or at the time a transfer is requested, a parent may indicate three preferences, in order of importance. These may include a particular school, a magnet school or program, a parent's desire that the child attend the nearest school, and/or that siblings be assigned together. The parents' preferences will be honored so long as they do not violate the other necessary provisions of this policy.

If it is not possible to grant any of the three priorities indicated by the parent, and he/she is dissatisfied with the assignment that is made, the parent may file an appeal under the provisions described under "Hardship Appeals."

Space Available:

Space available in a particular school, program or grade will be defined according to the policy then in effect as to class size and school capacity.

Special Needs of the Student:

Any student requiring a bilingual program will be assigned to such a program, regardless

other factors in the assignment policy.

Any student requiring a special education program will be assigned according to the Core Evaluation process, regardless of other factors in the assignment policy.

A student classified as 502.4 who is reclassified as 502.3, and a student who has completed a bilingual program will be allowed to remain in that school for one additional "transition year," after which he/she will be subject to reassignment under the assignment policy. The exception will be that students whose transition year is the seventh grade will be allowed to complete the eighth grade without being moved.

Once it is possible to establish sites for these programs throughout the system, so the students are not isolated in a few schools, this provision for transfer will no longer be necessary.

Racial Balance:

Transfers and assignments, except as noted above, must meet the requirements of racial balance. The goal is to achieve a situation in which each school, program and grade reflects, within a few percentage points above or below, the minority/non-minority percentages of the system as a whole.

Accordingly, so long as a school is racially isolated, (less than 30% minority), no minority student may transfer from it except after an approved hardship appeal. Similarly, so long as a school is racially imbalanced (more than 50% minority), no non-minority student may transfer from it except after an approved hardship appeal.

Minority students will have the right to be assigned to a school, program or grade having a minority population below 30%. Non-minority students will have the right to be assigned to a school, program or grade having a minority population above 50%.

Minority and non-minority students may apply to schools, programs and grades that are racially balanced.

If the minority population of a school, program or grade is 5% or more above the city-wide average, priority will go to non-minority students. Conversely, if the minority population is 5% or more below the citywide average, priority will go to minority students.

Place of Residence: This will be the final criterion considered for most assignments. If two students meet all the other criteria, and the space is available for only one of them, the one requesting sibling preference, if any, will get the priority. Otherwise, the assignment will go to the student living nearest the desired school.

Magnet Schools and Programs: Applications for magnet schools and programs must meet the same criteria as other applications. A committee representative of all the magnet schools and programs will work with the Office of Desegregation to ensure that magnet admissions meet the special requirements of each magnet as well as the general regulations.

Lottery: In the event that, after considering all priorities, there are more eligible applicants for a particular school or program than there are spaces available in that school or program, the Office of Desegregation will conduct a lottery of the relevant category or categories of applicants (i.e., minority third-graders, or non-minority fifth-graders, or whatever category applies), in order to fill the available space. Other applicants, to the extent possible, will be given their second or third choices.

Waiting List: A parent whose child cannot, for any reason, be assigned to the school of his/her choice may have the child's name placed on a waiting list. If a suitable vacancy occurs in the desired school or program, names on the waiting list will have priority over new entrants.

1.4 Dissemination of Information:

Information about the assignment policy and about the various schools and programs that parents may choose will be circulated as widely as possible. Announcements will be made in the press and other media. Information will be available at the schools, the Parent Information Center and at the public libraries. It will be translated into French, Spanish, Greek, Portuguese and Chinese. It will be distributed to pre-schools and day care centers.

1.5 Certification of Address:

All entering students, and current students upon request, must submit a properly documented Certification of Address form to the Central Assignment Officer. A copy of a lease or mortgage, or the notarized signature of the landlord or manager of the property will constitute documentation. The Central Assignment Officer will be responsible for verifying addresses as necessary.

1.6 Transfers:

Requests for transfer of students requiring bilingual or special education programs will be granted automatically.

A request for transfer of a student will be granted if the student meets the criteria of the school or program, there is a suitable space available and the transfer meets racial balance requirements.

If assignment to a particular school clearly creates an undue medical hardship for a student, and another school assignment would lessen the hardship, the parent may apply for a transfer for medical reasons. Such request must be documented by a statement from the child's physician and one from a Cambridge school official. Such cases may be investigated by the Office of Desegregation and reviewed by a School Department physician.

Students who move from one address to another within the city of Cambridge will not be required to transfer to another school. The parent may, however, request a transfer because of the new address, and the student will be reassigned under the provisions of the assignment policy.

Under special and rare circumstances, transfers may be made when proof of the necessity can be provided by a parent, school official or other relevant professional (e.g., social worker, probation officer, etc.). Such cases will be reviewed by the Office of Desegregation and the transfer will be made only if the need is clearly substantiated.

1.7 Hardship Appeals:

A parent who has not been assigned one of his/her three preferences; and who is dissatisfied with the assignment received; one whose

request for a medical transfer has been denied; and one who has applied under the "special and rare circumstances" provision and been denied may appeal.

Step 1: Fill out a Hardship Appeal form in the Office of Desegregation, along with all relevant documentation and information.

The Office of Desegregation will undertake any necessary investigation and consultation with the parent and other relevant and knowledgeable individuals, then make a finding of the facts. All information, plus the recommendation of the Office of Desegregation will be forwarded to the Hardship Appeals Board within five working days of receipt of the appeal. At the same time, a copy of the findings and recommendation will be sent to the parent.

Step 2: The Hardship Appeals Board will review each case referred to it. Using the criteria of safety and extraordinary educational need, the Board will recommend approval or disapproval of the request, in writing, giving the reasons for their recommendation.

Step 3: The Superintendent, the Chairperson of the Hardship Appeals Board and a representative of the Office of Desegregation will review each case. The recommendations of the Board will be implemented unless there compelling reasons against such action, for example, documented and substantial reason to doubt the facts as presented. In any case, the final decision, along with the recommendations at the Board and Superintendent level will be conveyed to the parent, in writing, by the Office of Desegregation.

Every effort will be made to expedite the work of the Hardship Appeals Board, so that final decisions can be made within two weeks of receipt of the appeal by the Board, or prior to the opening of school in the case of appeals made during the summer.

Proceedings of the Appeals Board will be recorded by a secretary, and all records will be maintained accurately. They will be available for review by

the School Committee and authorized representatives of the State Department of Education. Records shall not be made public, but public disclosure may be made of the statistics relating to hardship appeals, provided the identity of the persons filing appeals is protected.

Composition of the Hardship Appeals Board:

Central Office Administrator (Chairperson)
 Bureau of Pupil Services representative
 Teacher (designated by the CTA)
 Two parents, one minority, one non-minority,
 recruited by the Office of Desegregation
 Resident of Cambridge, representing religious,
 human or social services

Quorum for Meetings and Decisions:

At least four members of the Appeals Board must be present to decide each appeal, and a majority of those present and voting at any meeting having a quorum will be sufficient to make a recommendation.

2. Desegregation of the Roberts and Kennedy Schools

- 2.1 The two school districts are to be merged into a single district, with a lower school in the Roberts building and an upper school in the Kennedy building.
- 2.2 All students in the combined district in grades kindergarten through four will be assigned to the lower school at the Roberts.

 All students in the combined district in grades five through eight will be assigned to the upper school at the Kennedy.
- 2.3 All new admissions to the combined district will be in accordance with the long range pupil assignment policy.
- 2.4 Since renovation of the Roberts building will begin in 1981, the desegregated population of the lower school will be housed in a neutral site until the renovations are completed.
- 2.5 Transportation will be provided to each of the two school buildings.

- 2.6 The Community School at the Roberts will continue to serve the present spectrum of age groups. The other community services now at the Roberts will be expanded, with their needs being considered in the final plans for the renovation.
- 2.7 The Assistant Superintendent for Planning & Management Services will work with the City Manager and other relevant officials to acquire additional play space adjacent to the Roberts School building.
- 2.8 The Superintendent and the Director of Elementary Education will form a planning team to develop the curricula for both the upper and lower schools:
- In the lower school, the existing K-3 reading program will be monitored carefully for improvement, if needed; resources will be sought for an expanded pre-school program; steps will be taken to decrease and eliminate any gap in educational achievement between the students now in the two schools.
- In the upper school, there will be an emphasis on improving basic skills, eliminating the gap in achievement and developing a curriculum to meet the needs of upper elementary students.
- 2.9 The Masters and faculties of the two buildings will be encouraged to continue to work together to ensure the proper continuity for pupils moving from one building to the other.
- 2.10 During the spring and summer of 1981, activities already in place, and others in the planning stage will help bring the two student bodies and the two faculties, as well as the parents of children in the two schools, in preparation for the merger in the fall.
- These activities will include the Urban Modification of Project Adventure (UMPA), School Climate, joint field trips, exchange of classes, joint planning meetings of parents and staff, etc.
- 2.11 The combined district will retain the names of both schools -- the Roberts/Kennedy or Kennedy/Roberts.

3. Merger of the Webster and CAPS

- 3.1 The Webster and CAPS school organizations will be merged into a new unit, with recommendations coming from the parent bodies and faculties of both schools, subject to approval of the Superintendent, under the provisions of the planning process adopted by the superintendent.
- 3.2 For the fall of 1981, all parents of students now attending either Webster or CAPS will have the right to remain in the new unit, or to request reassignment. Reassignment will be made under the requirements of the assignment policy. It is reasonable to assume that all parents who desire to will be able to be accommodated at nearby schools.
- 3.3 All applicants after September, 1981, will be assigned under the terms of the long range assignment policy, as it applies to magnet admissions.

4. Bilingual and Special Education Programs

While these programs are not presently affected by this proposed plan, it is hoped that -- when fiscal constraints allow -- it will be policy to locate new sites for the children needing such special attention in various parts of the city. This will serve the dual purpose of giving their parents the same opportunities for choice as the plan gives to all others, and avoiding the isolation of such students in only a few schools, thus depriving them of the advantages of diversity.

5. Staffing

An extremely important element of a successful multicultural integrated education is the presence of a faculty and staff that, at all levels, reflects our diverse, multi-ethnic school population.

Minority students need role models with whom they can identify in order to promote development of positive self-images. A positive self-image is the base upon which to build the motivation and high aspirations that contribute heavily to academic success.

Non-minority students, despite all our teaching, will find it difficult to relate effectively to those who

are different if they do not see these groups represented not only among their classmates, but also among those in positions of responsibility and authority.

Therefore, the School Committee reaffirms its policy statement included in the June, 1980 desegregation plan:

All staffing categories (including but not limited to teachers, administrators, secretaries, etc.) within the Cambridge Public Schools shall be hired so as to reflect the racial composition of the general population of Cambridge.

Since this goal has not yet been met, nor has the goal set in 1970 of achieving a 20% black faculty, this policy must become a priority consideration in all personnel decisions. Accordingly, even in the face of fiscal constraints, no department or program can have fewer qualified minority staff in each category than they have at present, as a result of layoff, unless that program or department continues to meet these standards.

6. New Resources

Some of the programs that are vital to the goal of equal education are or are likely to become victims of federal, state or local cuts in funding. UMPA and Follow Through are but two examples. Therefore, it is necessary to explore the possibility of finding other sources -- foundations and corporations, for example -- of funding to preserve these programs.

7. Parent Involvement

Parent Involvement is material to the success of multicultural integrated education. Parents will work with faculty and staff at all levels of planning, implementing and monitoring educational improvement and racial balance.

7.1 Multiracial parent councils, including linguistic minorities, will be selected/elected, according to a procedure approved by the School Committee, within each school and citywide.

7.2 The Citywide Council will work on suggestions and concerns of a citywide nature. It will have direct access to the School Committee on a regular basis, as determined by the Committee.

- 7.3 Local school councils will deal with the educational and racial balance issues in each school. Each such council must be fully representative of the racial/ethnic/linguistic composition of the school.
- 7.4 The Parent Information Center, Parent Coordinators and Parent Liaisons will assist the local councils with information and resources, and will provide staff assistance to the Citywide Council.
- 7.5 The ESAA Advisory Committee, composed of a cross-section of school department personnel and parents, including a racial/ethnic mix, will monitor the use of the ESAA grant funds.

8. Curriculum Planning and Implementation

In addition to the basic curriculum review and revisions that are being undertaken by the Superintendent and Director of Elementary Education, there are provisions in the pending ESAA grant proposal that refer specifically to the curriculum.

- 8.1 At each level, the Superintendent, Office of Elementary Education, Masters, Teachers, Staff Developers, parents and the ESAA Advisory Committee will participate in the planning and implementation of the new curriculum approaches.
- 8.2 The Kindergarten through Third Grade proposals include:
 - A multicultural curriculum infusing basic skills with the culture of the children's community, city and the world;
 - Utilization of the skills of the parents both in the classroom and in supporting the work of the schools at home;
 - Training for parents and teachers to work together in the education of the children.
- 8.3 The Fourth Grade will have a "Transition Curriculum" between the primary curriculum and the cluster approach proposed for the upper elementary grades:
 - "Celebrate Cambridge" through exploration of neighborhoods and their cultures;
 - Participate, in a limited and exploratory way, in the upper level cluster activities.

- 8.4 Grades Five through Eight will have the opportunity to select clusters -- in essence, part-time magnet programs, in various areas:

Each cluster will provide both required and elective courses in the area of concentration;

Clusters available will be decided on the basis of interests of the students;

Clusters might include foreign language immersion; visual and performing arts; computer science or business;

Each cluster will be housed in a single school, with students from a number of school participating in it;

Each cluster will have a "Governance Board" made up of a parent and a teacher from each of the grades, plus the Master and a relevant Curriculum coordinator;

All clusters must be racially balanced.

9. In-Service Training

The skills required to function effectively within a multicultural, integrated school system are skills that can be learned, just as other educational skills are learned. Some activities for Masters, faculty and parents, such as Racial Awareness Workshops, the work of the School Climate teams, etc., are already in place.

There will be continued and expanded opportunities for faculty and staff at all levels, as well as for parents and students, to develop the necessary technical and interpersonal skills they will need.

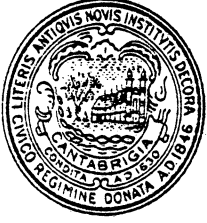
10. Conflict Identification and Resolution Team

While it is anticipated that the next phases of desegregation/integration will proceed as smoothly as has the initial phase, there are certain to be some problems arising, in the schools and the community that need to be handled promptly and effectively. We, therefore, will establish a Conflict Identification and Resolution Team of students and adults.

- 10.1 Five students from the upper grades of each elementary school will be recruited by the Office of Desegregation;

- 10.2 An adult team of especially qualified adults will be selected by the Office of Desegregation;
- 10.3 The student members of the team will participate in weekly training workshops, helping them learn to identify potential trouble situations in the school and the community before they become serious;
- 10.4 The adult members of the team will participate in the training sessions for the students, and will also provide sessions for school personnel in how to handle classroom situations that arise out of bringing different groups together for the first time.
- 10.5 The primary purpose of the team will be to identify situations that could, if not handled or improperly handled, lead to racial confrontation or violence, or the involvement of law enforcement officials in school or school-related problems. The adult members of the team would take or recommend actions to avoid these consequences.
- 10.6 The role of the student members of the team must be communicated, effectively and accurately, to school personnel and their classmates, lest they be perceived as informers or members of a "goon squad." Their responsibility will be simply to develop a sensitivity to the climate or atmosphere within which negative incidents can develop, and to make regular reports on the climate in the schools. The identification of specific individuals is the responsibility of school personnel and the adult team members, as is any action to enforce regulations.

A P P E N D I X



CAMBRIDGE SCHOOL DEPARTMENT

159 THORNDIKE STREET
CAMBRIDGE, MASSACHUSETTS 02141

KINDERGARTEN

Early Registration 1981
Time Line:

March - April	Program Information Centers
April 15, 1981	Available space defined and assignments made for Kindergarten
May - September	Continuous registration
First school day of each month.	Available space defined and assignments made for September, 1981.

Information sites will be publicized in the Chronicle and other media, at the Parent Information Center and at the schools. The intensive information will include program information, immunization requirements, and update on racial balance, long range student assignment policy, and transportation. The sites will be staffed with school personnel and parents.

Registration for succeeding years will be as follows:

October - November	Program Information Centers
November 15	Available space defined and assignments made for Kindergarten.
February - March	Program Information Centers
March 15	Available space defined and assignments made for Kindergarten.

APPENDIX

ASSIGNMENT SYSTEM OPERATION: SUMMARY

Assignment of students to schools will be made in accordance with the following procedure:

1. System Objective:
The objective of the assignment system is to keep each school and grade at $\pm 5\%$ of the city wide mean (currently 37%).
2. Priority for Currently Enrolled Students:
Transfer and waiting list students (e.g. students already enrolled) have priority over new students.
3. Priority for Students with Siblings:
Where there is more than one applicant for an available space at a grade level, a student with a sibling at the school will be given preference, all other things but distance being equal.
4. Distance Final Determining Factor, All Other Things Being Equal:
If two or more applicants both have siblings at a given school and other factors are equal, the closest student will be assigned.
If there are two or more applicants without siblings and all other things but distance are equal, then distance controls.
5. New Student Assignment Procedure:
Incoming students will be assigned appropriately to isolated, imbalanced or schools outside the $\pm 5\%$ standard after 1st choices of transferees have been accommodated.
Assignments of new students will be made on a weekly basis.
6. Special Class/Bilingual Students:
Separate class special needs and bilingual students will be assigned to schools where appropriate special classes exist.
7. Bilingual Students: After Program Completion:
A bilingual student who has completed his/her program is allowed one year to remain in the current school and then will be assigned in accordance with the above factors and with the same priority as other currently enrolled students.
8. Space Availability:
Available seats will be defined by school and by grade. A complete listing will be produced monthly, showing minority, non-minority and neutral seats available by grade and school.
9. Waiting Lists:
A waiting list updated monthly of prospective transfer students will be maintained.
10. All Factors Equal - Date of Application:
If two are exactly equivalent in all ways (including front door to front door distance), the date and order of the application shall govern (earliest, first choice).



CAMBRIDGE SCHOOL DEPARTMENT

159 THORNOIKE STREET
CAMBRIDGE, MASSACHUSETTS 02141

Proposed

Pairing Roberts K-4

Pairing Roberts Building

K-4 Pairing

	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>%Minority</u>
Roberts	135	77	212	63.8%
Kennedy	14	196	210	6.7%
	149	273	422	35.0%

PAIRING KENNEDY 5-8

Kennedy Building

5-8 Pairing

	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>%Minority</u>
Roberts	117	67	184	63.8%
Kennedy	16	215	231	6.7%
	133	282	415	32.0%
Bilingual		74	74	100%
Totals	133	356	489	27.2%

*Based on projected enrollment 81-82



CAMBRIDGE SCHOOL DEPARTMENT

159 THORNOIKE STREET
CAMBRIDGE, MASSACHUSETTS 02141

PAIRING ROBERTS 6-8

IDEA 1 Pairing 6,7,8 and K,1,2,3,4,5

Roberts Building

	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>%Minority</u>
Roberts 6-8	75	42	117	63.8%
Kennedy 6-8	12	166	178	6.7%
	87	208	295	29.5%
Bilingual		74	74	100%
Totals	87	282	369	15.5%

PAIRING KENNEDY K-5

Kennedy Building

	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>%Minority</u>
Roberts K-5	164	93	257	63.8%
Kennedy K-5	18	245	263	6.7%
	182	338	520	35.0%

*Based on projected enrollment 81-82



CAMBRIDGE SCHOOL DEPARTMENT

PAIRING

159 THORNDIKE STREET
CAMBRIDGE, MASSACHUSETTS 02141

IDEA #2

ROBERTS BUILDING

5-8 Pairing	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>%Minority</u>
Roberts	117	67	184	63.8%
Kennedy	16	215	231	6.7%
	133	282	415	32.0%
Bilingual		74	74	100%
Totals	133	356	489	27.2%

OPTION #3 Pairing

KENNEDY BUILDING

K-4 Pairing

	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>%Minority</u>
Roberts	135	77	212	63.8%
Kennedy	14	196	210	6.7%
	149	273	422	35.0%
Special Needs	<u>11</u> 160	<u>21</u> 294	454	35.2%

*Based on projected enrollment 81-82



CAMBRIDGE SCHOOL DEPARTMENT

159 THORNDIKE STREET
CAMBRIDGE, MASSACHUSETTS 02141

REDISTRICIT ROBERTS

IDEA #3

Redistrict some Kennedy Students

	<u>Minority</u>	<u>Non-Minority</u>	<u>Roberts Building</u>	
			<u>Total</u>	<u>%Minority</u>
Roberts K-8	244	138	382	63.8%
Kennedy Redist.	2	79	81	
Total	246	217	463	53.1%

REDISTRICIT KENNEDY

	<u>Minority</u>	<u>Non-Minority</u>	<u>Kennedy Building</u>	
			<u>Total</u>	<u>%Minority</u>
Kennedy K-8	38	510	548*	6.7%
Roberts Redist.	102	44		
Total	140	554	684	20.4%

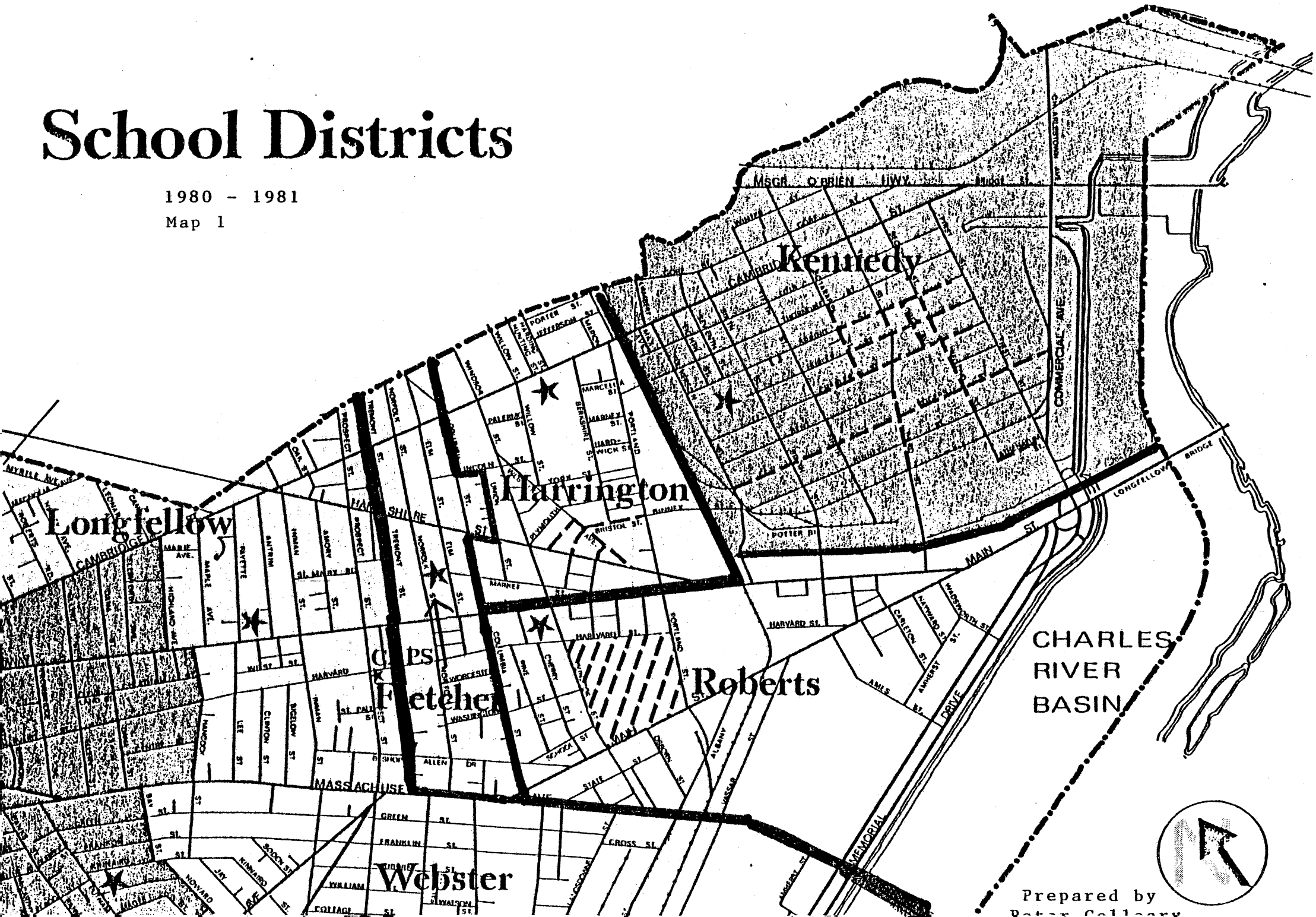
*Includes 74 Bilingual students & 33 Special Needs

*Based on projected enrollment 81-82

School Districts

1980 - 1981

Map 1



Prepared by
Peter Callery



CAMBRIDGE SCHOOL DEPARTMENT

159 THORNDIKE STREET
CAMBRIDGE, MASSACHUSETTS 02141

IDEA #4

Roberts Building

K-4

	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>%Minority</u>
Roberts & Kennedy	149	273	422	35.0%
Fletcher Redist.	38	2	40	
Total	187	275	462	40.4%

Kennedy Building

5-8

	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>%Minority</u>
Roberts & Kennedy	133	282	415	32.0%
Fletcher Redist.	51	9	60	
Total	184	291	475	38.7%
Bilingual		74	74	
	184	365	549	33.5%



CAMBRIDGE SCHOOL DEPARTMENT

PAIRING

159 THORNDIKE STREET
CAMBRIDGE, MASSACHUSETTS 02141

Pairing K-3

IDEA #5

ROBERTS BUILDING

	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>% Minority</u>
Roberts	116	63	179	64.8%
Kennedy	14	183	197	7.1%
	130	246	376	34.5%

Pairing 4-8

KENNEDY BUILDING

	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>%Minority</u>
Roberts	127	68	195	65.1%
Kennedy	21	270	291	7.2%
Bilingual		74	74	
	148	338	560	30.4%

*Based on projected enrollment 81-82



CAMBRIDGE SCHOOL DEPARTMENT

PAIRING

159 THORNDIKE STREET
CAMBRIDGE, MASSACHUSETTS 02141

IDEA #6

ROBERTS BUILDING

Roberts K-2

	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>% Minority</u>
Roberts	91	51	142	64.0%
Kennedy	8	103	111	7.2%
	99	154	253	39.1%

Kennedy 3-8

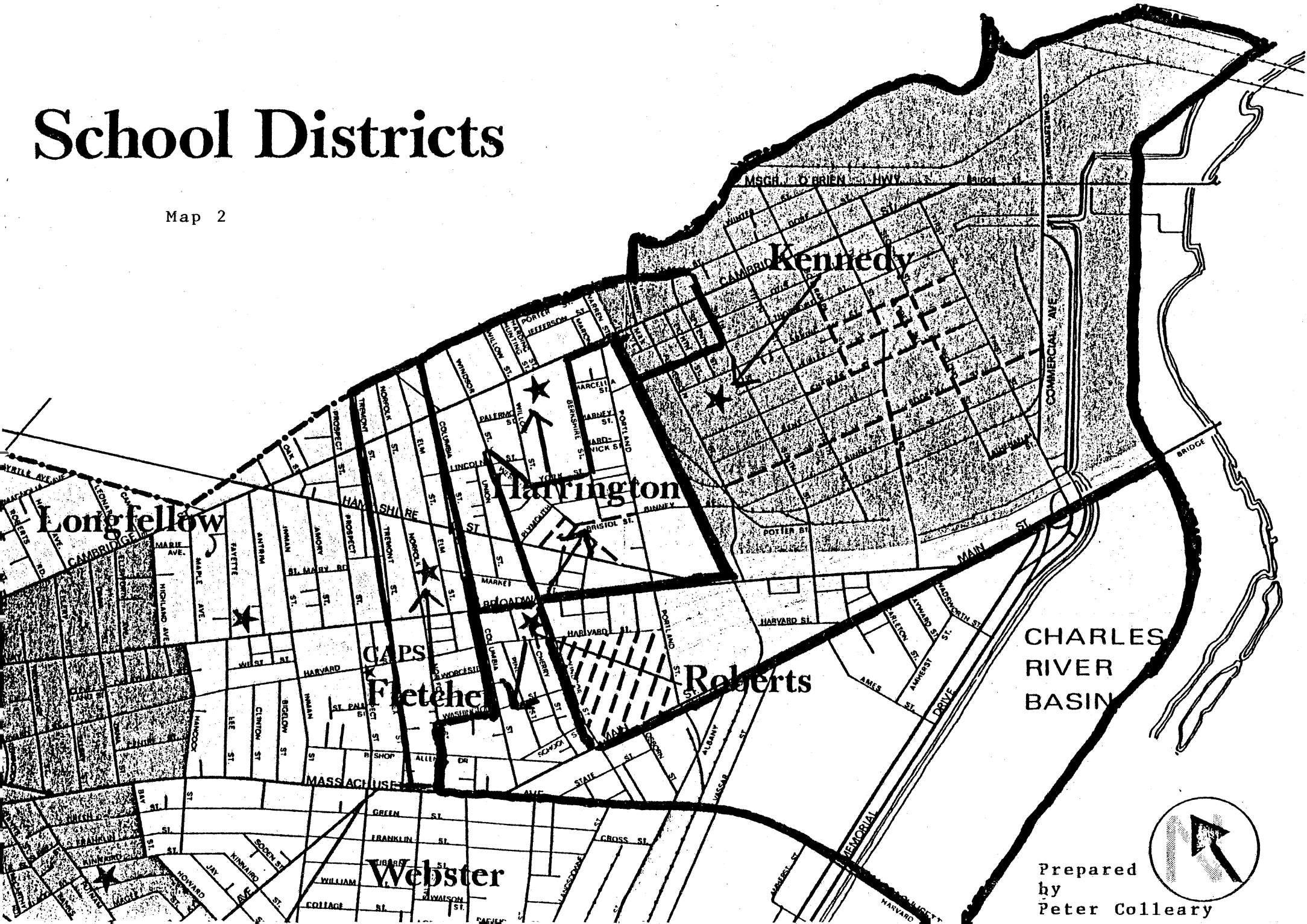
	<u>Minority</u>	<u>Non-Minority</u>	<u>Total</u>	<u>% Minority</u>
Roberts	153	87	240	63.7%
Kennedy	32	405	437	7.3%
	185	492	677	27.3%

*Based on Projected enrollment for 81-82

*As renovations progress phase in new grades

School Districts

Map 2



Prepared by Peter Colleary

<u>Years</u>	<u>*Number: Administrative positions available</u>	<u>Number: Minority Candidates hired</u>	<u>Number: Non-Minority Candidates hired</u>	<u>% MINORITY Candidates hired</u>
75-76	3	0	3	0
76-77	6	1	5	16.7
77-78	16	2	14	12.5
78-79	19	1	18	5.3
79-80	22	7	15	31.8
80-81	25	10	15	40.0
<u>Totals</u>	91	21	70	23.1
<u>Years</u>	<u>Number: Teaching positions available</u>	<u>Number: Minority Candidates hired</u>	<u>Number: Non-Minority Candidates hired</u>	<u>% Minority Candidates hired</u>
75-76	70	13	57	18.6
76-77	56	12	44	21.4
77-78	59	13	46	22.0
78-79	72	5	67	6.9
79-80	64	16	48	25.0
80-81	18	3	15	16.7
<u>Totals</u>	339	62	277	18.3

Administrative positions include: all positions identified in the ratio schedule of the (CTA) Cambridge Teachers Association contract and the positions of Affirmative Action Officer, Project Manager and Assistant, Staff Developer, City-Wide Parent Information Coordinator and Community Relations Specialist, Family Services Coordinator, Student Advocate and School Security Manager.

CHAIRMAN
FRANCIS H. DUEHAY

VICE CHAIRMAN
ALICE K. WOLF

SCHOOL COMMITTEE

(SOLOMONS TRANSPORTATION CAREER CENTER)
CAMBRIDGE, MASSACHUSETTS 02138



OFFICE OF THE SECRETARY

(Tel. 498-9251)

MEMBERS

HENRIETTA S. ATTLES
SARA MAE BERMAN
DONALD A. FANTINI
GLENN S. KOOCHER
JOSEPH E. MAYNARD

February 19, 1981

Office of the City Clerk
Paul Healy, Esq., City Clerk
City Hall
Cambridge, Massachusetts 02139

Dear Mr. Healy:

Kindly notify the members of the City Council that I have requested the Office of Desegregation to send to you and to each member of the City Council a copy of the Cambridge School Committee Desegregation Plan.

A Special Meeting has been called by the Chairman of the School Committee for Tuesday, February 24, 1981 at 7:30 P. M. in the cafeteria of the Cambridge Rindge and Latin School, 459 Broadway, Cambridge, Massachusetts 02138, for the purpose of conducting public hearings regarding amendments to the racial balance plan and school desegregation plan as required by Massachusetts General Law Chapter 71, Section 37D.

I invite any suggestions the members of the City Council may have relative to the Draft Plan.

On March 3, 1981 the School Committee will take a vote on the Draft Plan.

Very truly yours,

Alice K. Wolf, Chairman,
Sub-Committee on Desegregation

AKW/jrm

13. S- 121

Comm. from Alice K. Wolf, Chairman, Sub-
Comm. on Desegregation, transmitting
notice of a special meeting of the School
Committee for Tuesday Feb. 24, 1981 in
cafeteria.

In City Council,
Feb. 23, 1981