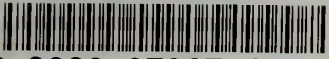
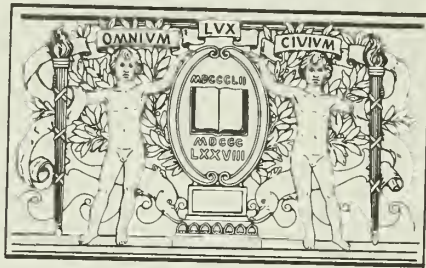


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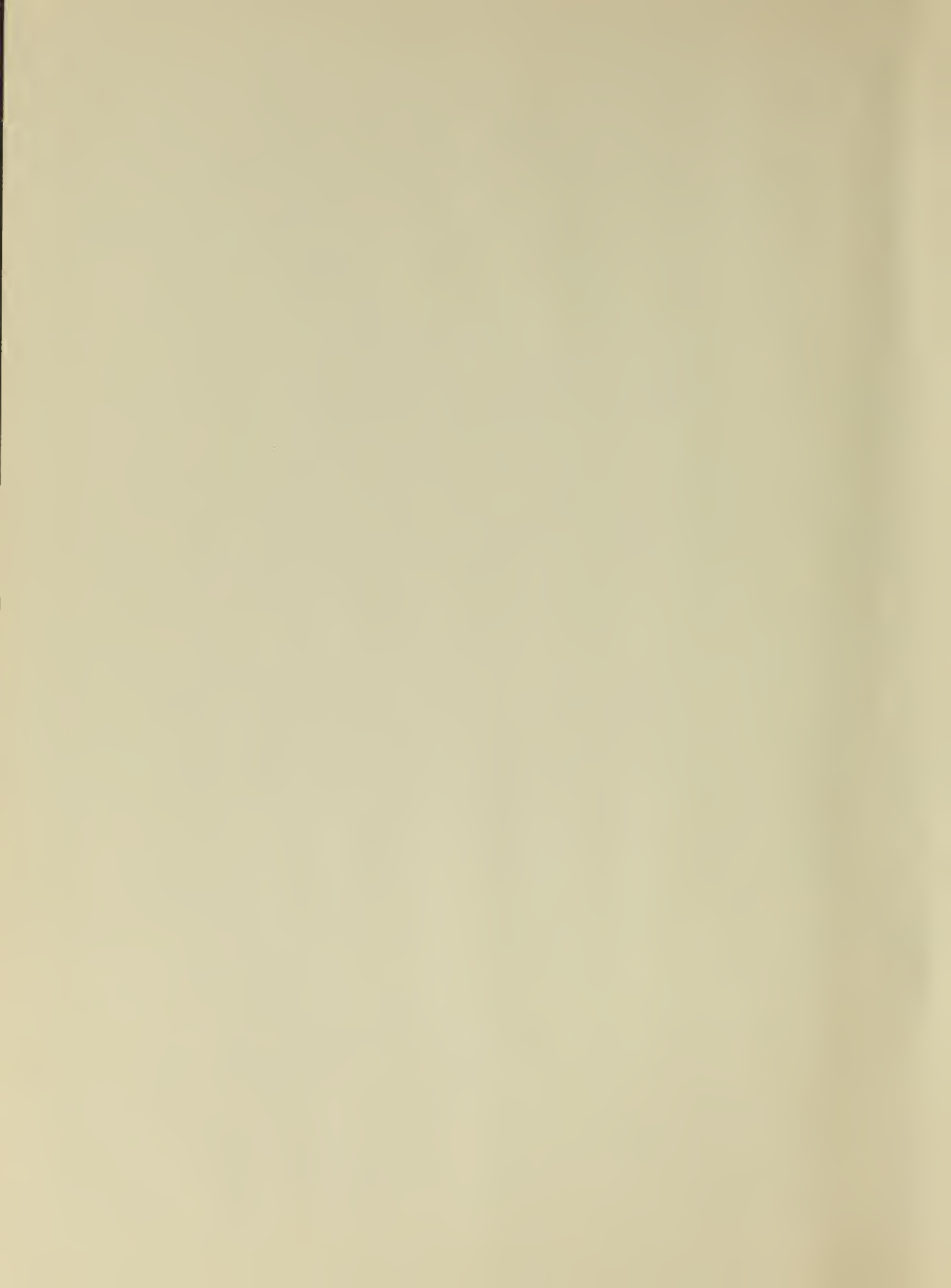
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UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

DOCKETED

TALLULAH MORGAN ET AL.,)
Plaintiffs,)
v.)
JOHN J. KERRIGAN ET AL.,)
Defendants.)

CIVIL ACTION
NO. 72-911-G

STUDENT DESEGREGATION
PLAN

GARRITY, J.

May 10, 1975

Gw Doc
LB 3062
. U66X

Introduction

The student desegregation plan which follows is intended eventually to be Part V of a filing entitled Memorandum of Decision and Remedial Orders. Other parts will include discussions of applicable rules of law, findings and conclusions underlying provisions of the plan, further particulars of the court's retention of jurisdiction, and several appendices. However, the deadline for establishing a final student desegregation plan has arrived if time is to be available for the city defendants and persons who are not parties to these proceedings to do the many things which must be done before the opening of schools next fall. Hence the accompanying plan is filed before other parts of the court's decision, which will follow as soon as possible, probably within two weeks.

A. THE COMMUNITY SCHOOL DISTRICTS

Definition and Purposes

A Community School District is an area of the city, clearly bounded by identifiable lines on a map, within which all residents are entitled to attend the public schools in that area, as seat capacities may allow. Maps, geocodes and facilities tables of the eight community districts appear infra, in subsection 3. The purposes of these Districts are: (a) To accomplish desegregation of the schools in conformance with constitutional principles; (b) To correlate the programs and operations of public educational services with the needs and interests of residents and students within a natural unit or combination of units of the residential communities of Boston; (c) To enable parents and students to plan a coherent sequence of learning experiences within an identifiable series of schools that culminate in Community District High Schools; (d) To minimize the costs and burdens of transporting students, staff, and material between distant points in the city; and (e) To utilize existing facilities fully and efficiently.

No Community District boundary shall be modified except on notice to the parties with the review and approval of the court. Community District schools shall be equal in quality and status in all respects to Citywide schools and programs.

STUDENT DESEGREGATION PLAN

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No teacher or school administrator in a Citywide school may remand a student to a district school as unsuitable for the Citywide school or as a punishment. Neither may schools in any Community District develop alternative programs which operate de facto as preventive detention or short-term segregation facilities. There shall be no segregation of students within schools, classrooms, or programs in the school system.

Administration

The city defendants shall forthwith appoint, or transfer from an existing Area Superintendency, a Community Superintendent as the chief school officer for each Community District. Each Community Superintendent shall report to the Superintendent or his Deputy and shall also consult with and be advised regularly by a Community District Advisory Council. Such Councils are established by the section of this plan entitled "Citizen Participation, Monitoring and Reporting". Each Community District school facility shall, before July 1, 1976, be administered by an administrator at the rank of principal or headmaster. Selection of all administrators is subject to future orders of the court on the desegregation of administrators, as to which plaintiffs filed a comprehensive proposal and memorandum on May 7, 1975. Principals and headmasters in each Community District shall constitute an administrative cabinet to be known as the Council of Principals, which shall be chaired by the Community Superintendent.

Each Community District shall maintain a District Office that is located in a school facility within easy reach of all residents. The Office shall contain the Community Superintendent, a secretary for staff support of Community District Advisory Councils, and a professional staff charged with district-wide servicing of ancillary and support programs. The District Office shall also be the meeting place and facility for use by members of the Community District Advisory Council, the Council of Principals, and of Racial-Ethnic Parents' Councils.

Curriculum and Grade Structure

Within the limits established by state standards, the policies of the School Department, and contractual obligations entered into with a paired college or university, each Community School District shall develop its curriculum and programs of instruction and extra-curricular activities in response to the needs and interests of the parents and students resident within the District, so that programs are non-discriminatory and inclusive of all ethnic groups. All extra-curricular activities and athletic programs shall be available and conducted on a desegregated basis. These responses shall be coherent from grade to grade and from school to school. Programs of instruction at all levels shall be planned to reinforce the quality of learning within the District High School. Each high school shall be a four year, comprehensive institution which serves with equal and uniform excellence of instruction, students seeking general culmi-

nating education, those seeking vocational training or experience, and those seeking preparation for post-secondary study. Each District High School shall also serve as an Adult or Multi-purpose Community Education facility.

Community District school grade structures shall be uniform. Schools shall be 1-5 at the elementary level, 6-8 at the middle school level, and 9-12 at the high school level. They may enroll 13th graders. Most but not all elementary schools shall contain kindergartens. Kindergarten assignments shall be made by the School Department¹ to appropriate facilities, and may include inter-district assignments. Kindergarten classes shall be desegregated wherever possible. If kindergarten students must be assigned to schools outside their home neighborhoods, the assignments shall be made in accordance with two principles: (1) The resulting student bodies shall be desegregated, and (2) the burdens of distance and transportation shall be distributed equitably across ethnic groups.

Bilingual Students

Schools where bilingual programs shall be provided are shown in the school tables which are part of this plan. Where 20 or more kindergarten students attend a school and are found

¹The words "School Department" refer collectively and individually to the members of the Boston School Committee and Superintendent and their agents, servants, employees and attorneys and all other persons under their control.

to be in need of bilingual instruction, the School Department shall provide it. Parents who seek bilingual instruction for their children at any grade level shall note this on the enrollment application form which the School Department shall mail to them. However, the School Bilingual Department staff shall make the decision to assign students to programs, but not to specific schools within Community Districts. Bilingual program assignments will be the first made by the Assignment Unit.

Special Needs Students

Every school facility shall receive and educate mild and moderate special needs students, who will be assigned to schools in accordance with regular assignment procedure by geocode. No less than one resource room and one special needs services space shall be set aside in each school. Each school shall have special educators and materials. Some moderate and severely handicapped students will be assigned directly to schools with special facilities and staff, apart from the geocode procedure. To support special education both in regular schools and in special resource schools, at least three such special schools in each community district shall be identified and planned by the School Department, for review by representatives of the court, not later than July 15, 1975. No special school shall consist wholly or primarily of special needs students.

Capacities and School Closings

Every school facility shall house a student body that does not exceed the total capacity ceiling shown in the tables in the plan in order to avoid overcrowding and enable objective assignment by geocode units. The capacity ceiling makes no distinction between the variable seat requirements for kindergarten, special needs, bilingual, and vocational programs. This must be left to the planning discretion of the School Department. The ceiling capacity figure need not be met in any particular school, to enable this planning for program differences. The ceiling capacity limit is in no way prescriptive with respect to setting or influencing variable standards for establishing class size or teacher/student ratios.

The School Committee is ordered to close permanently the following schools², not later than August 30, 1975, in order to enable and maintain desegregation through the consolidation of student bodies:

²The decisions to close these facilities were made after consideration of their locations in areas with excess seating capacity at the elementary level, of their conditions and presence on various lists of schools recommended for closing in the past, and of equity in the burden of school closings among districts and among ethnic groups.

- | | |
|-----------------|-----------------------------|
| 1. W. Allston | 11. Hamilton Annex (Rental) |
| 2. Andrew | 12. Hart |
| 3. Bacon | 13. Hoar |
| 4. J. Bates | 14. Howe |
| 5. M. Baker | 15. Logue |
| 6. Burnham | 16. Longfellow |
| 7. Cushing | 17. L. Mason |
| 8. Dean | 18. Tileston |
| 9. Dillway | 19. Tobin Annex |
| 10. Ellis Annex | 20. Wolcott |

The Following facilities which the School Committee has closed shall remain closed and not be rehabilitated:

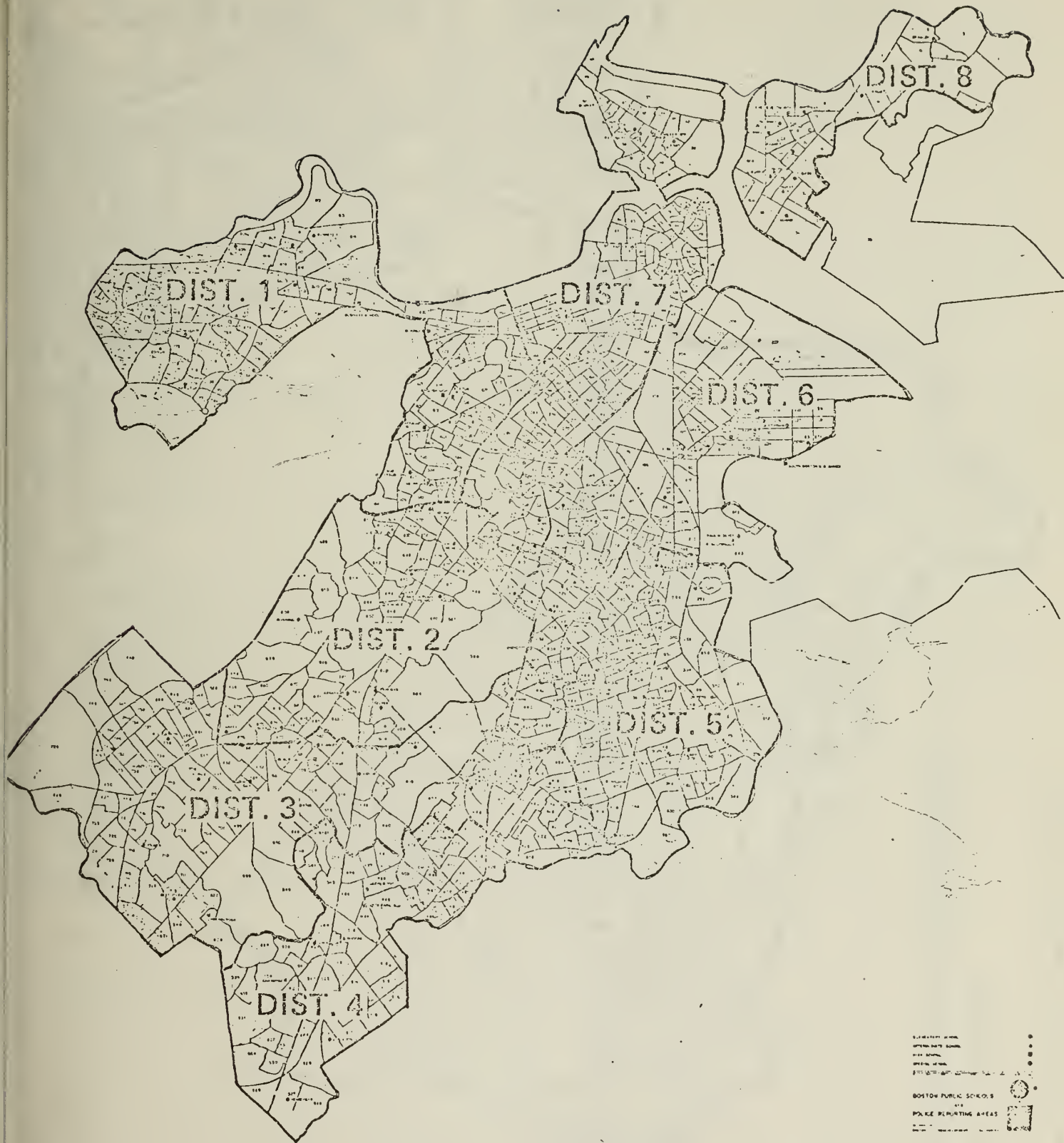
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|-----------------|-------------------------|
| 1. Ira Allen | 6. C. Perkins |
| 2. C. Gibson | 7. Savin Hill |
| 3. N. Hawthorne | 8. Stewart |
| 4. Leen | 9. Trade High for Girls |
| 5. Minot | 10. John J. Williams |

Maps, Tables, and Planning Specifications

The following maps show the boundaries, official names, and geocode units included within each of the eight Community School Districts. The base map was drawn some time ago and shows some schools now closed and others to be closed. A geocode is a bounded area of from five to fifteen residential blocks within

a District and may contain anywhere from a half dozen to several hundred public school students. The geocodes were originally developed as reporting units for use by the Boston Police Department and are now used by the School Department for planning purposes. In this plan, they shall provide the basis for assigning students to schools.

One table accompanying the map of each Community School District lists the school facilities for the District, together with the limit on capacity for each facility, the designation of numbers of students to be accommodated in bilingual program clusters within particular schools, and, in the lower right hand corner, the total available seats at each level. A second table summarizes the population composition of students residing in the District who are enrolled in public schools as of April 10, 1975. The bottom line states the racial and ethnic composition of the Community District to which the percentage variations permitted by the guidelines for assigning students relate. Following the tables is a summary of planning specifications for each District.



LEGEND

- STREET
- STREET
- STREET
- STREET

BOSTON PUBLIC SCHOOLS

POLICE REPORTING AREAS

BRIGHTON—MISSION HILL COMMUNITY SCHOOL
DISTRICT 1

COMPOSITION BY GEOCODES

283; 580-596; 599-632; 749-816; 820; 844-845; 848-850.

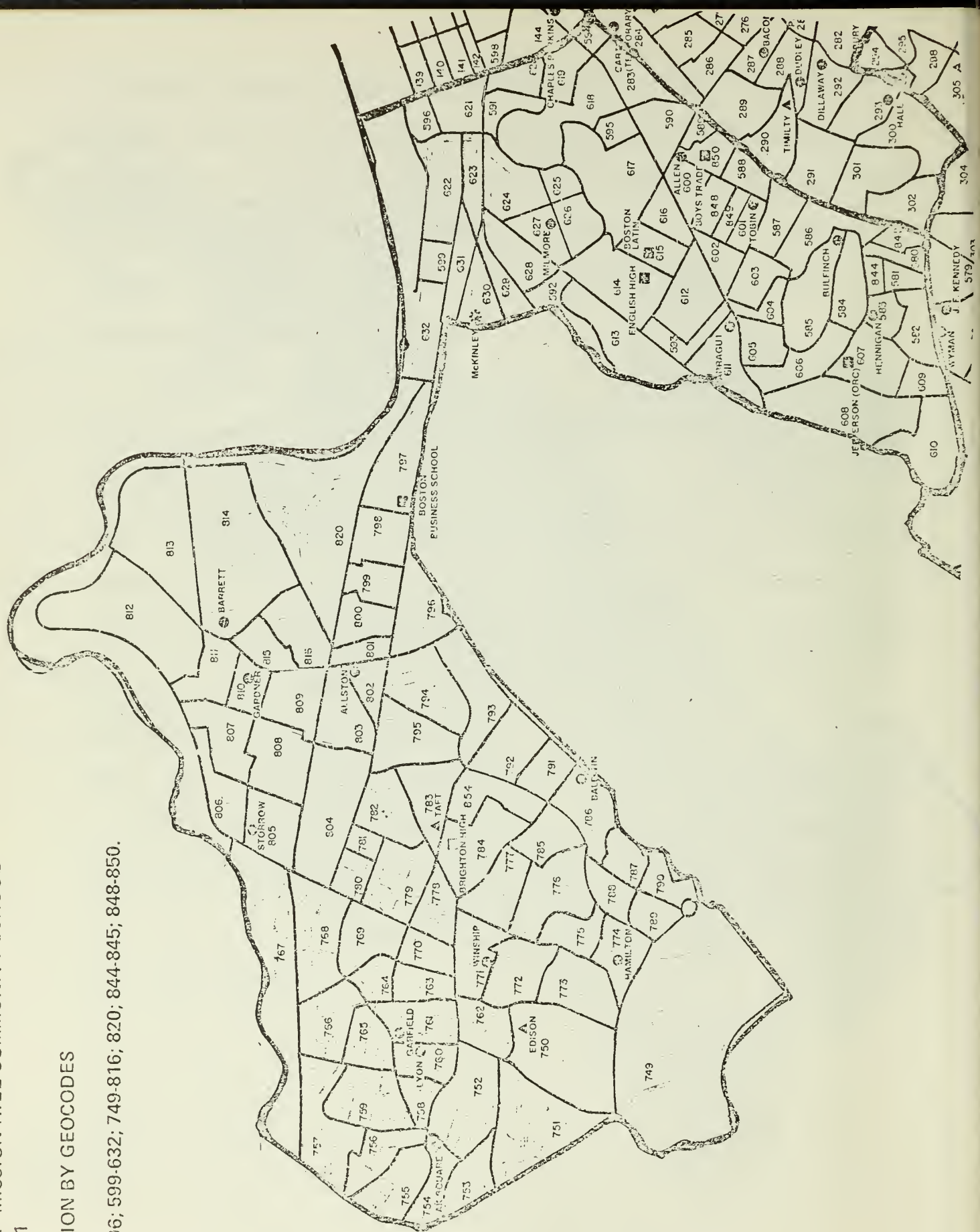


TABLE 1.
BRIGHTON-MISSION HILL COMMUNITY SCHOOL DISTRICT 1.

School	Limit On Capacity	No. Bilingual Students	
		Chinese	Hisp.
1. Brighton High	1200	100	120
2. Edison Middle	750	60	100
3. Taft Middle	850		
4. Baldwin	400		
5. Barrett	180		
6. Farragut	290		40
7. Gardner	550		100
8. Garfield	450		
9. Hamilton	380	60	
10. Lyon	200		
11. Oak Square	130		
12. Storrow	100		
13. McKinley	130		40
14. Milmore	190		40
15. Tobin	630		100
16. Winship	460		100

High School Total	1200
Middle School Total	1600
Elementary School Total	4090
Totals	6890

BRIGHTON-MISSION HILL DISTRICT 1 1974-75 STUDENT ENROLLMENTS¹

Grade Level	No. Students				%		
	White	Black	Other Minority	Total	W	B	OM
K ₁ + K ₂	572	234	289	1095	52	22	26
1 - 5	1345	1366	923	3634	37	38	25
6 - 8	789	641	388	1818	43	35	22
9 - 12	1188	677	410	2275	52	30	18
13	119	24	69	212	56	11	33
K - 13 Total	4013	2942	2079	9034	44	33	23

1. Data filed by School Department Data Processing Center and Educational Planning Center on April 10, 1975. Includes any student enrolled anywhere in Boston public schools, but residing in this District, and attending one or more days since September, 1974.

PLANNING SPECIFICATIONS
FOR
BRIGHTON-MISSION COMMUNITY SCHOOL DISTRICT

1. Approximately one-half of the resident high school students will need Citywide high school admissions or assignments.

2. The McKinley School shall be converted to a general elementary school from its present exclusive use for trainable and educable retardates of middle and high school age. So that no hardship is created for McKinley's present students, however, this change shall be gradual and phased so that current students may complete the program. A plan for accomplishing this shall be filed with the Court representatives not later than August 1, 1975. The plan shall include identification of future facility provisions for retarded youths.

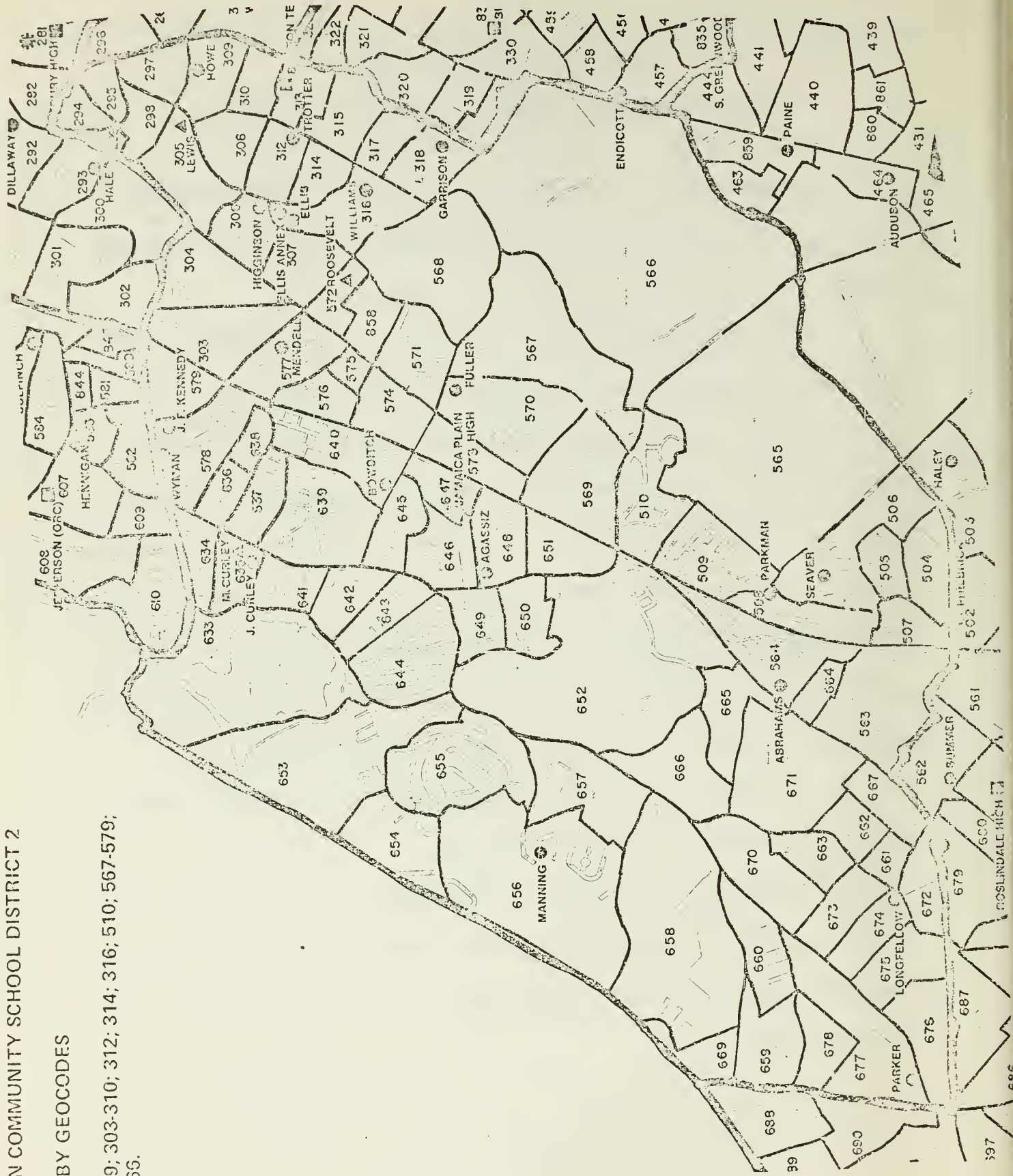
3. The Taft Elementary School shall be converted for use as part of the Taft Middle School.

4. Twenty-five percent of the seats in the Jackson portion of the Citywide Jackson-Mann School and in Hennigan School and Boston Trade High School shall be reserved for residents of this District.

JAMAICA PLAIN COMMUNITY SCHOOL DISTRICT 2

COMPOSITION BY GEOCODES

294-295; 297-299; 303-310; 312; 314; 316; 510; 567-579;
633-658; 665; 666.



JAMAICA PLAIN DISTRICT 2 1974-75 STUDENT ENROLLMENTS¹

Grade Level	No. Students				%		
	White	Black	Other Minority	Total	W	B	OM
K ₁ + K ₂	744	410	202	1356	55	30	15
1 - 5	1585	1685	675	3945	40	43	17
6 - 8	861	855	301	2017	43	42	15
9 - 12	1216	954	299	2469	49	39	12
13	71	35	37	143	50	24	26
K - 13 Total	4477	3939	1514	9930	45	40	15

1. Data filed by School Department Data Processing Center and Educational Planning Center on April 10, 1975. Includes any student enrolled anywhere in Boston public schools, but residing in this District, and attending one or more days since September, 1974.

PLANNING SPECIFICATIONS
FOR
JAMAICA PLAIN COMMUNITY SCHOOL DISTRICT

1. A new Jamaica Plain High School also known as Southwest II, shall be built in 1977 to replace the present facility. Until then, about two-thirds of the District's resident high school students will need Citywide high school admissions or assignments.

2. Twenty-five percent of the seats in Citywide elementary schools J. Curley and Trotter are reserved for residents of this District.

WEST ROXBURY COMMUNITY SCHOOL DISTRICT 3

COMPOSITION BY GEOCODES

431-432; 439-442; 444; 463-471; 477; 490; 498-503;
545; 549-552; 555-562; 668; 679-748; 818; 821-822; 825-
826; 828; 831; 859-861.

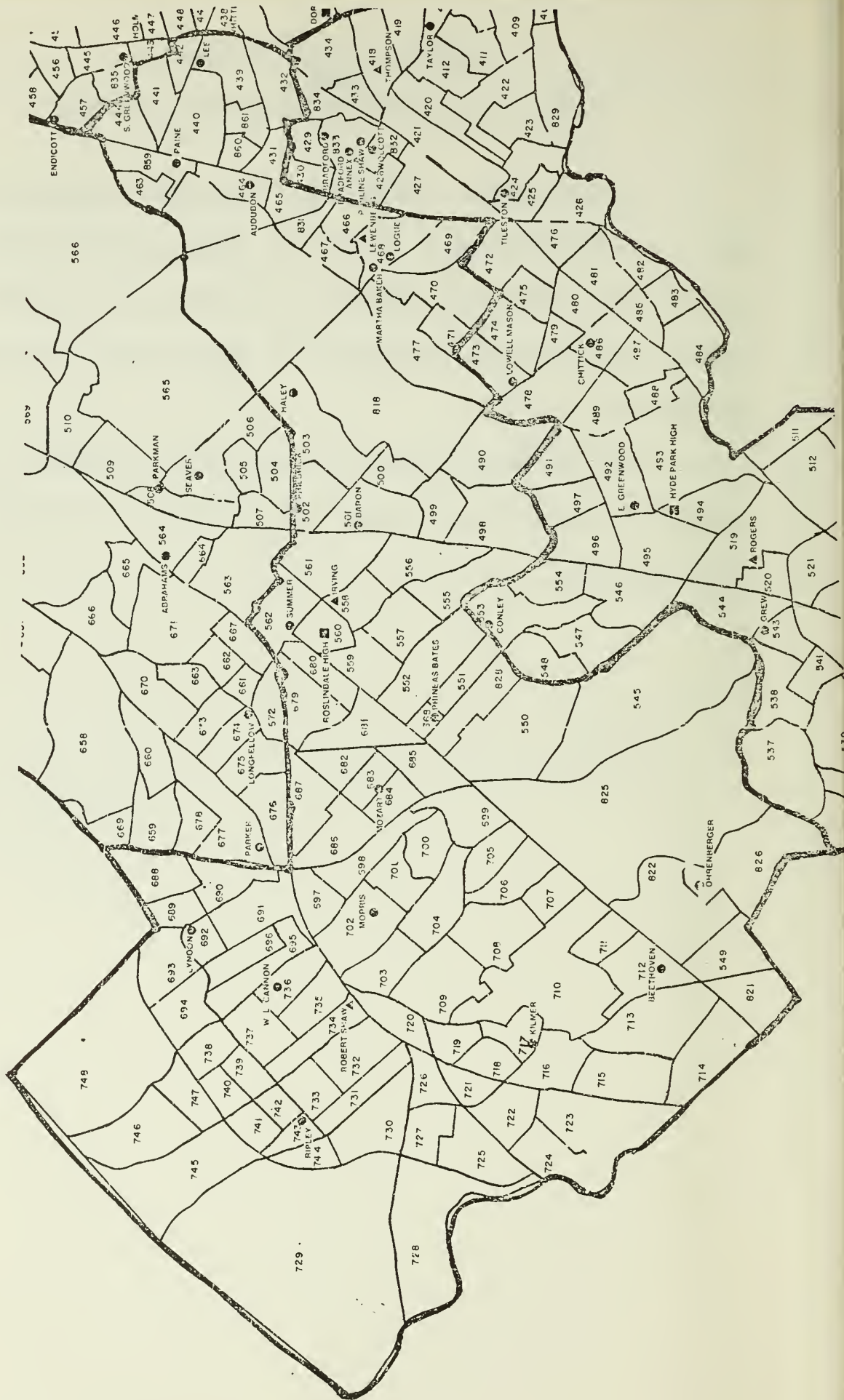


TABLE 3.
WEST ROXBURY COMMUNITY SCHOOL DISTRICT 3.

School	Limit On Capacity	No. Bilingual Students
1. Roslindale High	1020	Greek 60
2. Irving Middle	1040	Hisp. 60 Greek 40
3. Lewenberg Middle	900	Fr. Haitian 60
4. Shaw Middle	800	
5. Barron	260	
6. P. Bates	360	
7. Beethoven	410	
8. Cannon	230	
9. Kilmer	360	
10. Lydon	310	Greek 60
11. Morris	400	
12. Mozart	330	
13. Philbrick	200	
14. Ripley	400	
15. Sumner	600	
16. Audubon	260	
17. Lee	1000	Hisp. 140
18. Paine	490	

High School Total	1020
Middle School Total	2740
Elementary School Total	5610
Totals	9370

WEST ROXBURY DISTRICT 3 1974-75 STUDENT ENROLLMENTS¹

Grade Level	No. Students			Total	%		
	White	Black	Other Minority		W	B	OM
K ₁ + K ₂	1096	604	69	1769	62	34	4
1 - 5	2439	2191	236	4866	50	45	5
6 - 8	1483	1081	114	2678	55	40	5
9 - 12	1987	1115	91	3193	62	35	3
13	166	29	9	204	81	14	5
K - 13 Total	7171	5020	519	12710	56	39	5

1. Data filed by School Department Data Processing Center and Educational Planning Center on April 10, 1975. Includes any student enrolled anywhere in Boston public schools, but residing in this District, and attending one or more days since September, 1974.

PLANNING SPECIFICATIONS
FOR
WEST ROXBURY COMMUNITY SCHOOL DISTRICT

1. Roslindale High School can accommodate only one-third of the District's resident high school students. When Southwest I High School has been completed, 25 percent of its seats shall be reserved for residents of this District. Meanwhile, two-thirds of the students will need admissions or assignments to Citywide High Schools.

2. Twenty-five percent of the seats in Citywide elementary facilities Haley and Ohrenberger are reserved for residents of this District.

3. M. Baker and Logue Schools shall be replaced by the new Mattapan Elementary School.

HYDE PARK COMMUNITY SCHOOL DISTRICT 4

COMPOSITION BY GEOCODES

406-413; 418-430; 433-434; 472-476; 478-489; 491-497;
511-544; 546-548; 553-554; 827; 829; 832-834.

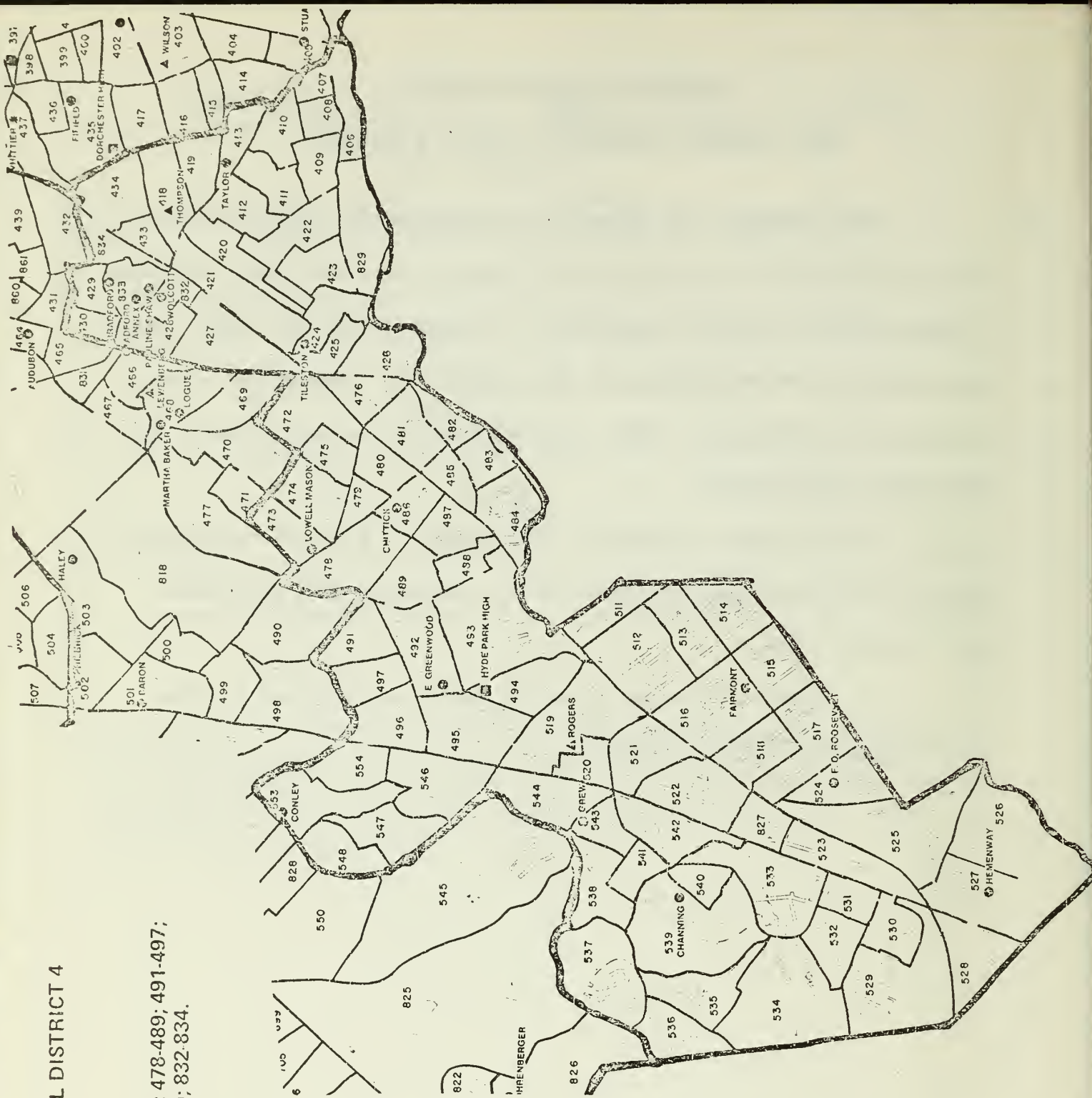


TABLE 4
HYDE PARK COMMUNITY SCHOOL DISTRICT 4.

School	Limit On Capacity	No. Bilingual Students	
1. Hyde Park High	1250		
2. Rogers Middle	1000		
3. Thompson Middle	800		
4. Bradford	360	Fr. Haitian	30
		Hisp.	40
5. Bradford Annex	390		
6. Channing	490		
7. Chittick	540		
8. Conley	480		
9. Fairmount	390		
10. E. Greenwood	600		
11. Grew	420		
12. Hemenway	200		
13. F. Roosevelt	350		
14. Taylor	680		
15. P. Shaw	490		

High School Total	1250
Middle School Total	1800
Elementary School Total	5390
Totals	8440

HYDE PARK DISTRICT 4 1974-75 STUDENT ENROLLMENTS¹

Grade Level	No. Students				%		
	White	Black	Other Minority	Total	W	B	OM
K ₁ + K ₂	851	408	36	1295	66	32	2
1 - 5	1950	1358	100	3408	57	40	3
6 - 8	885	623	56	1564	56	40	4
9 - 12	1734	773	67	2574	67	30	3
13	92	30	9	131	70	23	7
K - 13 Total	5512	3192	268	8972	61	35	4

1. Data filed by School Department Data Processing Center and Educational Planning Center on April 10, 1975. Includes any student enrolled anywhere in Boston public schools, but residing in this District, and attending one or more days since September, 1974.

PLANNING SPECIFICATIONS
FOR
HYDE PARK COMMUNITY SCHOOL DISTRICT

1. About half of the resident high school students will need Citywide high school admissions or assignments.

DORCHESTER COMMUNITY SCHOOL DISTRICT 5

COMPOSITION BY GEOCODES

247-255; 257; 319-323; 326; 328-330; 332-405; 414-417;
443; 435-438; 445-462; 817; 819; 823; 830; 835-841.



TABLE 5.
DORCHESTER COMMUNITY SCHOOL DISTRICT 5..

School	Limit On Capacity	No. Bilingual Students
1. Burke High	1100	
2. Dorchester High	1550	Haitian French 100
3. Champlain Middle	320	
4. Cleveland Middle	1100	Hisp. 100
5. Holmes Middle	600	Hisp. 80
6. Wilson Middle	1050	
7. P. Brooks	340	
8. Dickerman	350	
9. Endicott	310	
10. Everett	490	Hisp. 80
11. Fenwick	340	Hisp. 40
12. Fifield	590	
13. S. Greenwood	800	
14. Holland	1000	Hisp. 80
15. Kenny	420	
16. Marshall	1000	Hisp. 100
17. Mather	800	Hisp. 80
18. Murphy	1000	Hisp. 60
19. Motley	360	
20. O'Hearn	310	
21. Richards	230	
22. Rochambeau	410	
23. Stone	350	
	High School Total	2650
	Middle School Total	3070
	Elementary School Total	8760
	Totals	14480

DORCHESTER DISTRICT 5 1974-75 STUDENT ENROLLMENTS¹

<u>Grade Level</u>	<u>No. Students</u>				<u>%</u>		
	<u>White</u>	<u>Black</u>	<u>Other Minority</u>	<u>Total</u>	<u>W</u>	<u>B</u>	<u>OM</u>
K ₁ + K ₂	1272	926	141	2339	54	40	6
1 - 5	2843	3537	584	6964	41	51	8
6 - 8	1504	1804	225	3533	43	51	6
9 - 12	1951	1959	220	4130	47	48	5
13	158	63	27	248	64	25	11
K - 13 Total	7728	8289	1197	17214	45	48	7

1. Data filed by School Department Data Processing Center and Educational Planning Center on April 10, 1975. Includes any student enrolled anywhere in Boston public schools, but residing in this District, and attending one or more days since September, 1974.

PLANNING SPECIFICATIONS
FOR
DORCHESTER COMMUNITY SCHOOL DISTRICT

1. About 44 percent of the resident high school students in this District will need admissions or assignments to Citywide High Schools. Whittier shall continue as a Dorchester High Annex. The seat ceiling capacity shown includes this school.

2. The Cleveland, Holmes and Wilson Middle Schools fall short of accommodating the resident middle school students in this District by approximately 1,000. Because a surplus of roughly 1,000 elementary seats exists at present, the School Department shall convert two or more elementary facilities for middle school use for September 1975.

3. Twenty-five percent of the seats in Citywide Hernandez and M. L. King shall be reserved for residents of this District.

SOUTH BOSTON COMMUNITY SCHOOL DISTRICT 5

COMPOSITION BY GEOCODES

114; 172-246; 256; 258-269; 296; 311; 324-325; 327;
331; 842; 843; 846; 853.

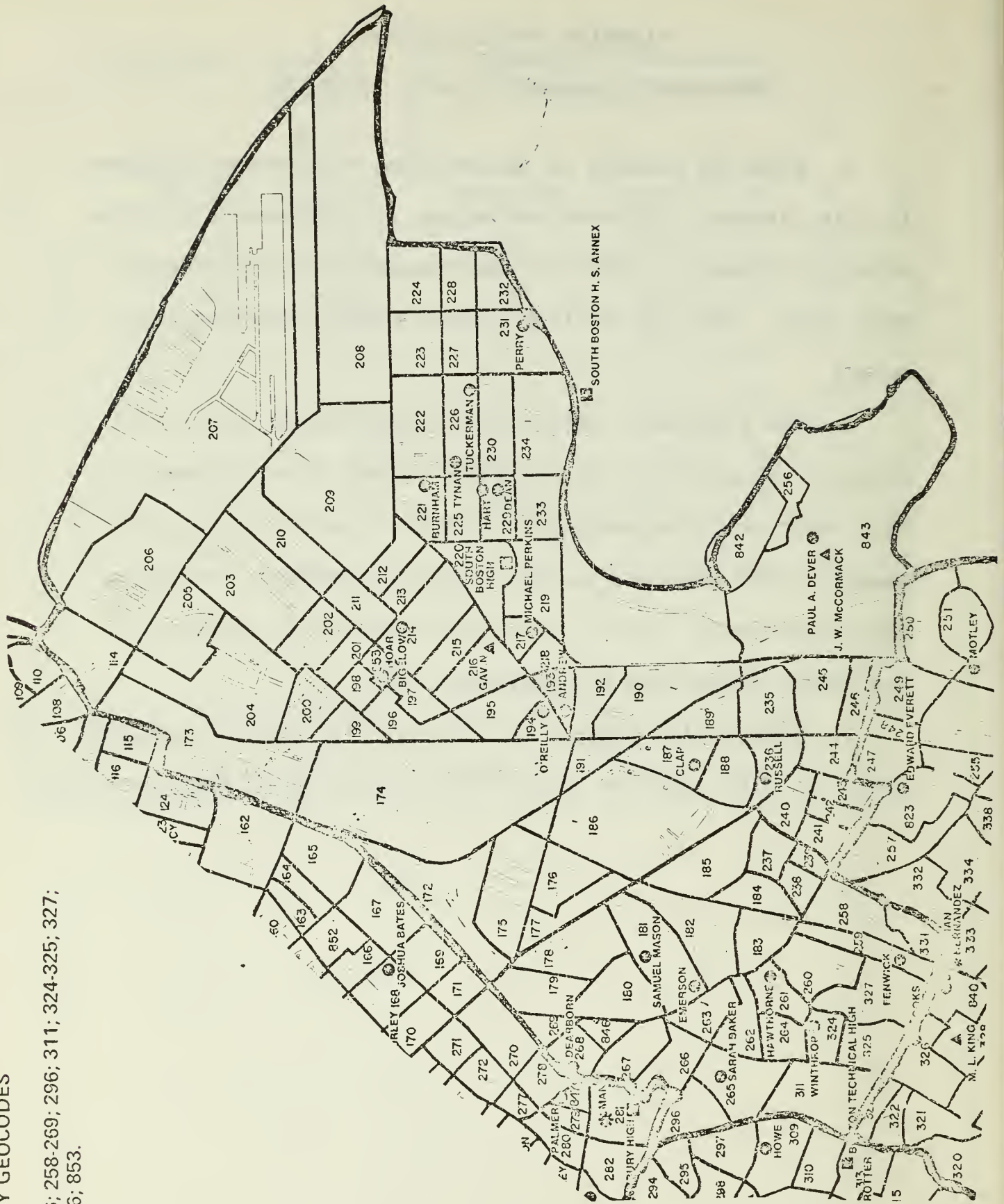


TABLE 6.
SOUTH BOSTON COMMUNITY SCHOOL DISTRICT 6..

School	Limit On Capacity	No. Bilingual Students
1. South Boston High	1100	Hisp. 80
2. L. Street Annex	400	
3. Dearborn Middle*	600	
4. Gavin Middle	1100	
5. McCormack Middle	900	Hisp. 100
6. Bigelow	520	
7. Clap	350	
8. (New) Condon	1000	
9. Dever	700	Hisp. 100
10. Emerson	260	Hisp. 60 Port. 40
11. S. Mason	300	Hisp. 60
12. O'Reilly	360	
13. Perkins	400	
14. Perry	440	
15. Russell	550	
16. Tuckerman	280	
17. Tynan	570	
18. Winthrop	380	Hisp. 60

* Includes Dearborn Annex

High School Total	1500
Middle School Total	2600
Elementary School Total	6110
Totals	10210

SOUTH BOSTON DISTRICT 6 1974-75 STUDENT ENROLLMENTS¹

<u>Grade Level</u>	<u>No. Students</u>				<u>%</u>		
	<u>White</u>	<u>Black</u>	<u>Other Minority</u>	<u>Total</u>	<u>W</u>	<u>B</u>	<u>OM</u>
K ₁ + K ₂	920	339	220	1479	62	23	15
1 - 5	2510	1560	867	4937	51	32	17
6 - 8	1028	903	312	2243	46	40	14
9 - 12	1460	941	234	2635	56	36	8
13	148	28	44	220	67	13	20
K - 13 Total	6066	3771	1677	11514	53	33	14

1. Data filed by School Department Data Processing Center and Educational Planning Center on April 10, 1975. Includes any student enrolled anywhere in Boston public schools, but residing in this District, and attending one or more days since September, 1974.

PLANNING SPECIFICATIONS
FOR
SOUTH BOSTON COMMUNITY SCHOOL DISTRICT

1. About 43 percent of the resident high school students in this District will need admissions or assignments in City-wide High Schools.

2. The Gavin and J. McCormack Middle Schools fall short of the seat requirements for this District. Therefore, the School Department shall convert Dearborn for middle school use with Dearborn Annex, now a middle school by September 1975.

3. Depending upon their geocoded residence, Hispanic special needs students currently assigned to the Fenwick School shall be assigned to the M. L. King and the J. McCormack Middle Schools.

MADISON PARK COMMUNITY SCHOOL DISTRICT 7

COMPOSITION BY GEOCODES

37-113; 115-171; 270-282; 284-293; 300-302; 597-598;
846-847; 851-852.

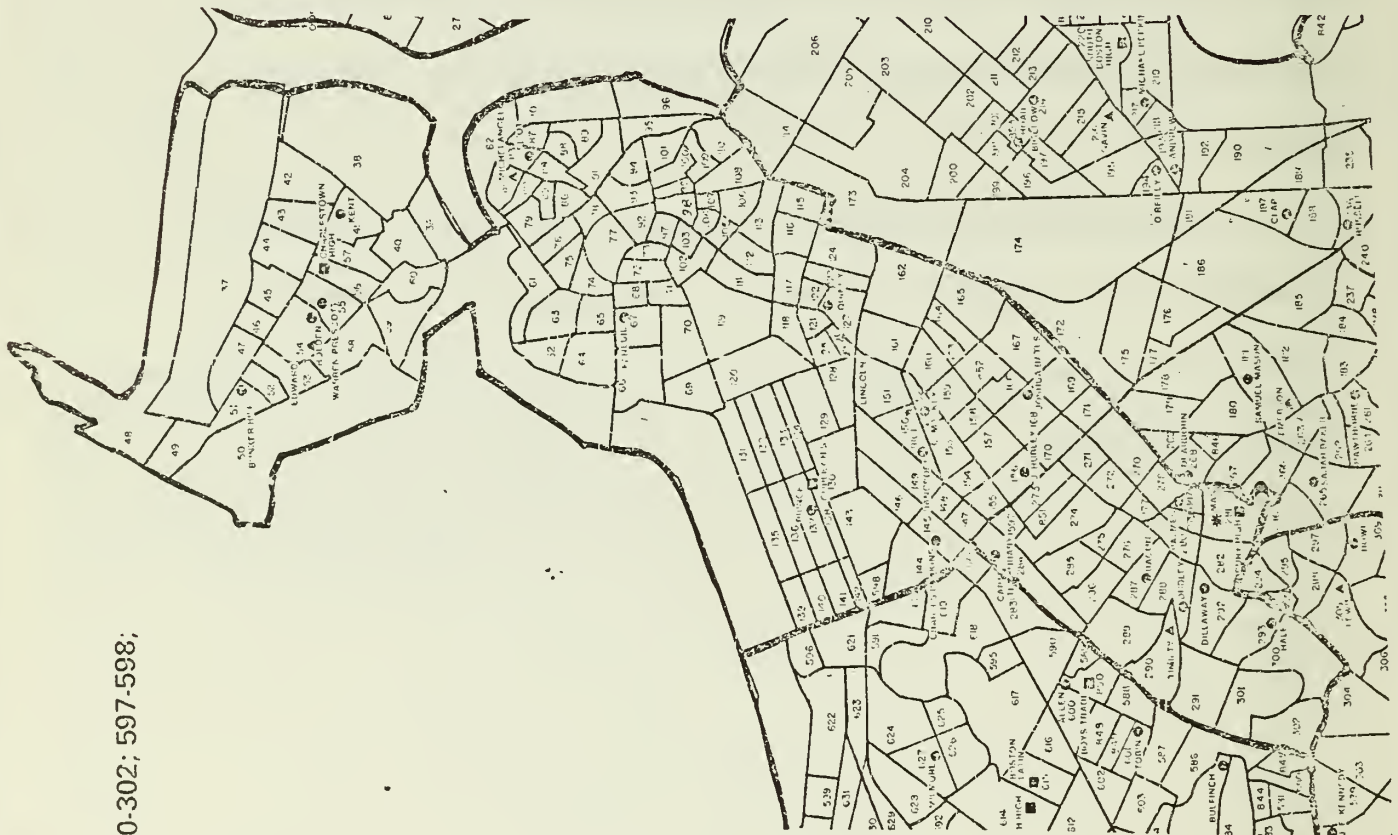


TABLE 7.
MADISON PARK COMMUNITY SCHOOL DISTRICT 7.

School	Limit On Capacity	No. Bilingual Students	
1. Charlestown High	700		
2. Roxbury High	850	Chinese	80
		Hisp.	80
3. Blackstone Middle	400		
4. Edwards Middle	670		
5. Lincoln Middle	700	Hisp.	100
		Chinese	80
6. Michelangelo Middle	350	Ital.	40
7. Timilty Middle	700	Hisp.	100
8. Bancroft	230		
9. Blackstone	800	Hisp.	100
10. Carter	210		
11. Eliot	430	Ital.	80
12. Faneuil	270		
13. Hale	300	Hisp.	60
14. Holden	150		
15. Hurley	470	Hisp.	60
16. Kent	600	Chinese	60
17. Palmer	200		
18. Prince	300		
19. Quincy (New)	800	Chinese	160
20. Warren-Prescott	520		
		High School Total	1550
		Middle School Total	2120
		Elementary School Total	4780
		Totals	8450

MADISON PARK DISTRICT 7 1974-75 STUDENT ENROLLMENTS¹

<u>Grade Level</u>	<u>No. Students</u>				<u>%</u>		
	<u>White</u>	<u>Black</u>	<u>Other Minority</u>	<u>Total</u>	<u>W</u>	<u>B</u>	<u>OM</u>
K ₁ + K ₂	519	334	285	1138	46	29	25
1 - 5	1356	1423	1065	3844	35	37	28
6 - 8	792	781	516	2089	38	37	25
9 - 12	1133	857	498	2488	46	34	20
13	65	26	122	213	31	12	57
K - 13 Total	3865	3421	2486	9772	40	35	25

1. Data filed by School Department Data Processing Center and Educational Planning Center on April 10, 1975. Includes any student enrolled anywhere in Boston public schools, but residing in this District, and attending one or more days since September, 1974.

PLANNING SPECIFICATIONS
FOR
MADISON PARK COMMUNITY SCHOOL DISTRICT

1. The Roxbury and Charlestown High Schools together can accommodate about 62 percent of the District's resident high school students. Therefore, about 38 percent will need admissions or assignments to Citywide High Schools. Charlestown High is to be replaced with a new facility in 1977.

The vocational education staff at Charlestown High shall make special efforts to recruit and admit black and other minority students into the program, beginning with 1975-76 enrollments.

2. The Edwards, Michelangelo, and Timilty Middle Schools fall 400 seats short of the needs for this District. Therefore, the School Department shall convert one or more elementary facility for middle school use by September, 1975.

3. Twenty-five percent of the seats in Citywide Boston High School, Copley Square High School, English High School, Madison Park High School, Madison Park Temporary High School, and the Mackey Middle School, shall be reserved for residents of this District.

4. In order to consolidate this District for purposes of desegregation, various bilingual programs now ongoing in schools outside this District but serving its residents have been deliberately assigned to schools in this District.

5. The new Quincy School will not be ready for occupancy until September, 1976. It will occasion the closing of an additional elementary facility in the District on that date. Until then, the Chinese bilingual program shall be located in a school selected by the Bilingual Department.

6. The Dudley School shall be used for kindergarten classes only.

7. The new Carter shall be constructed promptly and shall include an elementary and a middle school facility.

EAST BOSTON COMMUNITY SCHOOL DISTRICT 8

COMPOSITION BY GEOCODES

1-36; 824; 855-857.



TABLE 8.
EAST BOSTON COMMUNITY SCHOOL DISTRICT 8.

School	Limit On Capacity	No. Bilingual Students
1. E. Boston High	1350	Ital. 150
2. (Old) Barnes Middle	750	Ital. 60
3. Adams	350	
4. Allighiere	170	Ital. 40
5. Bradley	340	
6. Chapman	320	
7. Cheverus	390	
8. Lyman	260	
9. O'Donnell	290	
10. Otis	420	
11. Sheridan	310	

High School Total	1350
Middle School Total	750
Elementary School Total	2850
Totals	4950

EAST BOSTON DISTRICT 8 1974-75 STUDENT ENROLLMENT¹

Grade Level	No. Students				%		
	White	Black	Other Minority	Total	W	B	OM
K1 + K2	704	19	29	752	94	2	4
1 - 5	2049	64	62	2175	94	3	3
6 - 8	1106	31	27	1164	95	3	2
9 - 12	1541	46	19	1606	96	3	1
13	61	2	7	70	87	3	10
K - 13 Total	5461	162	144	5767	95	3	2

1. Data filed by School Department Data Processing Center and Educational Planning Center on April 10, 1975. Includes any student enrolled anywhere in Boston public schools, but residing in this District, and attending one or more days since September, 1974.

PLANNING SPECIFICATIONS
FOR
EAST BOSTON COMMUNITY SCHOOL DISTRICT

1. In September, 1976, East Boston High School shall become Citywide District East Boston Technical High School. At that time, 25 percent of the seats in that facility shall be reserved for residents of the District.

Staff in the vocational program at East Boston High School shall make special efforts to recruit black and other minority students for enrollment in their program, effective September, 1975.

2. If the old Barnes Middle School enrollment from within this District exceeds 750 in any one year, arrangements for temporary 6th grade classes may be devised in one or more of the District elementary facilities.

3. The Daniel Webster School shall be used for continuing and community education and recreation purposes only.

4. The new Barnes Middle School, and the Guild and McKay facilities - all part of Citywide School District 9 - shall reserve 25 percent of their seats for residents of District 8.

B. THE CITYWIDE SCHOOL DISTRICT

Definition and Purposes

Citywide School District 9 shall comprise those schools offering distinctive programs of instruction that may serve the needs and interests of students residing anywhere within Boston. Citywide schools range from those offering admission by examination to those targeting their services at students eligible for Title I federal aid. District 9 shall be organized like the Community School District, with a Citywide Superintendent, a District office, a Council of Principals and a Community District Advisory Council.

The purposes served by the Citywide School District are identical to those set forth for Community School Districts, with these additions: The Citywide District shall facilitate the establishment of a substantial sector of the school system within which complete desegregation with relatively slight deviations from systemwide racial ratios is accomplished on the basis of the magnetic attraction of the programs of instruction. These programs are intended to address a wide range of needs and interests and to respond to them educationally in ways that unify all groups within the city.

The provisions of the plan contained in the previous section dealing with Community District Schools, e.g., administration, curriculum, bilingual and special needs students and capacities, shall apply equally to District 9 schools except where inconsistent with particular provisions contained in this section, e.g., the six grade structure of Latin School and Latin Academy.

Options and Applications

The School Department shall, under the court's supervision, prepare an "Orientation and Application Booklet." The booklet shall be printed for mailing in an English and Spanish version and in a Chinese version. The English-Spanish version shall be mailed to the parents or guardians of all students enrolled in the public schools. The Chinese version shall be mailed to the parents or guardians of students identified from enrollment lists as Oriental. Translations into French, Greek, Italian and Portuguese shall be printed for distribution and copies of the booklet in these languages as well as in English-Spanish and Chinese shall be made available at local schools, Community School District offices and at other municipal locations. A statement in each language shall appear in the English-Spanish booklet mailed to parents and students informing them of the availability and location of copies in these languages. The orientation section of the booklet shall present brief but

cogent descriptions of all of the schools and their programs within Citywide District 9 and shall orient readers accurately to school resources and to the range of options and restrictions governing final assignments.

The enrollment application section shall instruct the parents or guardians of all prospective students under 18, as well as the student who is 18 or over, in how to apply for the schools and programs the student prefers. Prior to mailing the booklet, the School Department shall conduct an orientation program within the schools and through the media. The School Department shall conduct and encourage conferences and planning sessions between staff, parents, students, and civic leaders to explore and develop the full implications of magnet programs. After the booklets have been mailed, there shall be an information and guidance center located in each Community School District office to which parents and students may direct inquiries. The address and telephone number of each center shall be printed in the booklet.

The application portion shall include a request that is obligatory for responses as to student's age, ethnicity (white, black, Hispanic, Oriental, American Indian, or other); address of residence; last school and grade attended; special learning or treatment needs; Title I eligibility; home language; and other data the School Department deems essential for processing

the applications. The application shall present parents and students with the following options³:

a. Preference for assignment to the Community School District schools with the specific school not named.

b. Preference for one or more specific Citywide District schools, or programs within such a Citywide District school.

The application shall inform parents and students that all currently enrolled students (except current 12th and 13th graders) will be assigned to the extent possible on the basis of their preferences, but that if the application is not returned before the deadline for doing so or omits essential information, the student will be assigned to a school without having his or her preferences considered in the initial assignment process. The application should also state that students not currently enrolled who seek to enroll for the 1975-76 school year, who do not submit an application by the deadline for doing so will be permitted to express preferences but will have to be assigned on the basis of available seats. The booklet shall inform readers that citywide magnet preferences are not guaranteed, nor is assignment to a Community District

³METCO, EDCO, or similar programs shall not be offered as options, but the booklet shall inform readers of the nature of such programs and shall provide an opportunity for the parent or student to request further information about the programs.

school; and that the school to which each Community District student is admitted cannot be identified until notification is made in writing to the parent by the School Department.

The enrollment application shall be printed in such a manner as to be detachable and returnable by prepaid mail to the School Department. Students and parents shall be given ten days in which to study, complete and mail the Application. The School Department shall notify all applicants and currently enrolled students of their admission assignments in writing by mail not later than 21 days after the application's return deadline has expired.

The most crucial feature of this three-step procedure is the reservation to the School Department of the power to assign the applicant to a specific school and program in a school. As the Timetable of Performance, infra, makes plain, the analysis of applications and the assignment of pupils to schools and programs will be supervised by the court.

Examination Schools

Citywide schools range from the three examination schools with special entrance requirements, to the Title I eligible subsystem schools, to schools which have achieved distinction in offering unique programs at all levels. Some of the schools are now being erected, for use in 1976.

Boston Latin School and Boston Latin Academy will continue for the school year 1975-76 to provide a six-grade program and to accept both 7th and 9th grade students. At least 35% of each of the entering classes at Boston Latin School, Boston Latin Academy and Boston Technical High in September 1975 shall be composed of black and Hispanic students. The School Department may utilize the scores of applicants on the SSAT, alone or combined with students' grade point averages or standings as criteria for admission. The School Department shall exercise its judgment in setting criteria such as a minimum SSAT score or relative weights to be given to scores and grades, so long as the criteria chosen result in entering 7th and 9th grade classes at least 35% black and Hispanic. These orders apply only to the 1975-76 school year and are subject to change both as to grade structure and admissions criteria, dependent upon an ongoing evaluation of racial data and of the effect of this admissions program upon the desegregation of the examination schools.

The School Department shall also institute and conduct programs (a) to make all students in the system aware of the admission requirements and type of instruction offered at the examination schools, and (b) to recruit black and Hispanic applicants to the examination schools in future years.

Any tutorial programs given to prepare students for entrance examinations shall be conducted on a desegregated basis, as shall advanced work classes (if they are to be continued). Any enrichment and remedial programs for students admitted to or enrolled in the examination schools shall be available and conducted on a desegregated basis. There shall be no tracking of students within the examination schools which results in racially segregated classes.

Institutional Support

Institutions of higher education and culture, business corporations, labor unions and other organizations in the Greater Boston area have committed themselves to support, assist, and participate in the development of educational excellence within and among the public schools of Boston. These institutions shall not be asked or required to make grants of their funds, or to be responsible for administration. There is no wish or intention on the part of the court or of these institutions to usurp or replace the proper role of the School Department or any of its employees; their sole purpose is to benefit the public school children of the city.

The court has matched colleges and universities with particular high schools, both community and citywide, and with selected other schools and programs, in ways that fit the capabilities and needs of the partners. Other colleges and universities may be added as this Plan is implemented. In addition, businesses have been explicitly paired and associated with schools. The leadership of the Boston Trilateral Task Force, composed of business and other concerned institutions, has pledged itself to continue and enlarge this kind of support in order to supplement academic theory with business practicability.

Labor organizations have expressed a readiness to support and assist in occupational, vocational, technical, and trade

education, and planning for some programs has already begun. The court will foster paired relationships in similar detail at a later stage in the planning. A committee of the Boston Bar Association has assisted the court in developing institutional support and will continue to do so.

The Metropolitan Cultural Alliance, a membership organization of 110 cultural institutions, has also renewed its commitment to continue its support and assistance to schools in the Citywide District as well as in several Community School Districts⁴. The Alliance made a major contribution to the implementation of the state plan in 1974-75 by working with thousands of students and hundreds of teachers. This work will continue to expand and improve. Its major impact will be upon Citywide magnet programs.

The pairings listed below shall enable participating institutions of higher learning to share in the direction and development of curriculum and instruction under court-sanctioned contracts with the School Department. These contracts shall be unique to each institution and its matching school. They shall set forth the scope of authority of the parties and the role to be played by each in educational program planning, curriculum development, instruction, research, and the like. The city

⁴Details appear in Appendix

defendants shall use their best efforts to negotiate a contract pertaining to each school listed below acceptable to both the Boston School Committee and the contracting institution of higher learning. Good faith discussions and negotiations are already in progress between college and university representatives and School Department personnel, in cooperation with an Ad Hoc Committee of three attorneys appointed by the court on April 15, 1975. Jurisdiction is reserved to enter additional orders in this area should they become necessary.

Several of the colleges and universities are currently conducting programs, some of long standing, in various schools. The pairings listed below do not supplant programs either already in operation or planned independently of this plan. Also, some undertakings may overlap, e.g., a college may work in a high school located in a district where a different college has general responsibility. In order to promote understanding of the roles of paired educational and business institutions, the Orientation and Application booklet shall include language substantially as follows:

"To assist the school department in its efforts to improve the quality of education in the Boston school system, many colleges, universities and businesses in the greater Boston area are collaborating with individual schools, most but not all at the high school level, in

designing and implementing new programs of instruction and strengthening existing programs. Cooperation from the business community began last year in the form of a Tri-Lateral Task Force whereby particular companies were paired with particular schools. Other businesses have since volunteered to enter into "pairings" with schools, and labor organizations have also shown interest in helping.

"Along similar lines, beginning in April of this year colleges and universities have been paired with the schools listed below and collaborative efforts have begun toward making various planning and educational resources of area colleges and universities available to the particular schools listed, in the hope of formulating and implementing magnet type educational programs of the general description indicated. The process of planning and developing new educational programs is a complex and continuing one. It is impossible to predict what programs now in the planning stage will have been developed completely by the fall of this year. However, a great deal of effort is currently being expended in the hope that new programs may be ready for enrollment in the fall of this year or later during the 1975-76 school year.

Furthermore, magnet-type programs which were in existence during the 1974-75 school year, which are also listed below, will continue and in some instances will have been expanded by the time schools open next fall."

There follows a list of the college and university pairings:

Participating Colleges and Universities

1. Boston College will work with Community School District 3, West Roxbury, at all school levels from kindergarten through Roslindale High. It will help plan programs for the new Southwest 1 Citywide high school, somewhat along the lines developed to date.⁵

2. Boston State College will work with Community School District 5, Dorchester, at all levels, including the two high schools, and with Boston High School, a Citywide magnet school.

3. Boston University will work with the Brighton-Mission Hill Community School District 1. In addition, it will support and assist the Bilingual Hispanic programs located throughout the city.

4. Brandeis University will work with the Citywide magnet English High School, which will be both a comprehensive four year high school and a specialty school for the arts.

⁵See George G. Collins, Educational Associates Inc., An Overview of the Educational Specifications for a Proposed High School in West Roxbury.

5. Bunker Hill Community College will work with the Charlestown school components of the Madison Park Community School District 8, giving special emphasis to the development of a retailing education program and other cooperative programs between Charlestown High and the College.

6. Emerson College will work with the Citywide magnet Copley Square High School

7. Emmanuel College will work with the Citywide magnet William H. Ohrenberger School.

8. Harvard University will work with the staff and students of Roxbury High School.

9. Lesley College will work with the Citywide magnet J. M. Curley Elementary School.

10. The Massachusetts College of Pharmacy will work with the Citywide magnet Mackey Middle School.

11. Massachusetts Institute of Technology will work with the cooperation of Wentworth Institute, to redesign East Boston High School into the Citywide East Boston Technical High School and with the Barnes Middle School, a new Citywide magnet middle school. Both schools will stress aspects of environmental protection engineering and aviation maintenance technology.

12. Northeastern University will work with the Madison Park Community School District 7 at all levels.

13. Regis College will work with the Citywide magnet Boston Latin Academy, formerly known as the Girls Latin School.

14. Simmons College will work with Jamaica Plain High School.

15. Stonehill College will work with Hyde Park High School.

16. Suffolk University will work to support and assist the schools included within the Title I Model Subsystem. It will also assist Citywide Boston Trade School.

17. Tufts University will work with the Citywide magnet Boston Technical High School.

18. University of Massachusetts, Boston, will work with Community School District 6, South Boston, at all levels from South Boston High to elementary schools. This support, includes help in developing the McCormack Middle School. University of Massachusetts will also collaborate with Boston State College in Dorchester.

19. Wellesley College will work with Citywide magnet Boston Latin School.

20. Wheelock College will work will work with the Citywide magnet Hennigan School.

The Tri-Lateral Task Force, made up of business leaders, has been working with the Boston School System since June of 1974 to improve the quality of education. This represents a substantial commitment of the talent, resources and experience

of the Boston business community to the city's high schools. The pairing of businesses with high schools, similar to the pairing of institutions of higher learning, will establish a degree of responsibility and identification resulting in a genuine commitment to heightening the effectiveness of each school.

Participating Business Organizations

The list of businesses which have agreed to assume a responsibility for a specific school and the tentative pairing with high schools is as follows:

1. Blue Cross Blue Shield -- Occupational Resource Center
2. Boston Edison Company -- Boston Technical High School
3. Boston Gas Company -- Jamaica Plain High School
4. Federal Reserve Bank -- Boston Latin School
5. First National Bank of Boston -- Hyde Park High School
6. Gillette Company Safety Razor Division -- South Boston High School
7. Honeywell, Inc. -- Brighton High School
8. International Business Machines -- Boston Latin Academy
9. John Hancock Insurance Company -- English High School
10. Ledgemont Laboratories -- Boston Technical High School
11. Liberty Mutual Insurance Company -- Charlestown High School
12. Massport Authority -- East Boston High School
13. National Shawmut Bank -- Copley High School

14. New England Merchants Bank -- Roslindale High School
15. N. E. Mutual Life Insurance Company -- Jeremiah Burke
High School
16. New England Telephone Company -- Dorchester High School
17. Prudential Insurance Company -- Boston High School
18. State Street Bank -- Roxbury High School
19. The Stop and Shop Companies, Inc. -- Charlestown High School
20. Traveler's Insurance Company -- Jamaica Plain High School

Citywide Schools and Programs

All Citywide schools except the English Language Center and the examination schools, shall reserve 25 percent of their seats for students residing in the Community District in which the school is located. There follows a listing of the schools that comprise the Citywide School District, together with the court's designation of the program of instruction to be featured in each. Program features were developed on the basis of descriptions provided by the School Department combined with modifications introduced by the court for the purpose of enhancing the desegregative power of the schools as magnets:

High Schools

1. Boston High School. Limit on capacity: 600.

This school features work/study, or cooperative education. Its students must be employable, so that the close relationships established with businesses and other employers may be sustained. The academic program of the school will constitute a comprehensive high school program commensurate with state requirements. The work program entails paid employment and coordinated supervision.

2. Boston Business School. Limit on capacity: 500.

This is a 13th year school for business education stressing skills preparatory for employment in business, office,

secretarial and related fields. This school shall be subject to the same desegregation guidelines and listing in the Orientation and Application Booklet as all other citywide schools.

3. Boston Latin Academy. Limit on capacity: 1200. This coeducational school features a 7th through 12th grade college preparatory, classical program of instruction.

4. Boston Latin School. Limit on capacity: 2100. This coeducational school features a 7th through 12th grade college preparatory, classical program of instruction.

5. Boston Technical High School. Limit on capacity: 1750. This is a scientifically and mathematically oriented technical school which prepares students for careers in science, mathematics, engineering, and industrial technology.

6. Boston Trade High School. Limit on capacity: 800. This school shall function as a general high school emphasizing academic as well as trade and vocational education by close association with the Occupational Resource Center. Where once this school had students in residence and was smaller in capacity, its basic plant is sound and shall be improved for full non-residential utilization by September, 1975.

7. Copley Square High School. Limit on capacity: 500. This school features alternative ways of motivating students

to learn. Its program is comprehensive. It includes a solid academic, college preparatory base mixed with a flexible "Extern" program which enables students to work and study in diverse settings throughout the city on an approved project basis. This school is part of the Title I Model Subsystem of Boston.

8. Projected East Boston Technical High School. Limit on capacity: 1350. This school, now East Boston High School, will be redesigned academically to become the city's second technical, science and engineering-oriented secondary school as of September, 1976. It will stress instruction in environmental protection and aviation-linked technology.

9. English High School. Limit on capacity: 2200. This school features a comprehensive academic program combined with elective specialties in the performing and visual arts. Self-expression through creativity and sensitivity is one of its goals. A program for 180 Hispanic bilingual students is included.

10. Projected Madison Park High School. Limit on capacity: 3000. The programs of this school will be planned during 1975-76, and the new facility will be open for use in September, 1976.

11. Temporary Madison Park High School. Limit on capacity: 1500. This 9th through 12th grade school will offer a diversity of alternative education programs in com-

ination with a solid base of academic offerings, somewhat in the manner of Copley Square High School. This school will operate at 100 Arlington Street for only one year, 1975-76, after which its students will be guaranteed seats, upon application, at the new Madison Park High School.

12. Projected Southwest I High School. Limit on capacity: 1200. The program features of this school will be planned during 1975-76, and the new facility will be open for use in September, 1976.

Middle Schools

13. Projected New Barnes Middle School. Limit on capacity: 1100. The program features of this school will be planned during 1975-76, and the new facility will be open for use in September, 1976. The program will be coordinate with the new programs to be planned for projected East Boston Technical High School.

14. Martin Luther King Middle School. Limit on capacity: 1000. The programs of this school feature a strong emphasis on instruction in the language arts and mathematics, including computer applications. The school shall also contain a Hispanic bilingual program for 100 students and shall function as a resource school for leadership in special education.

15. Mackey Middle School. Limit on capacity: 500. This school shall comprise the relocated Hennigan Middle

School, which serves as the Title I Model Subsystem Middle School for Boston. Its program emphasizes highly individualized instruction, multicultural content, and an open, flexible approach to scheduling. The facility, which has served in 1974-75 as a 9th grade Annex to Jamaica Plain High School, shall be improved and made fit for use as a magnet middle school by September, 1975.

Elementary Schools

17. James M. Curley Elementary School. Limit on capacity: 350. This school features an experimental, ungraded program divided into kindergarten, primary, and intermediate units. Skill mastery in basic subjects is combined with an emphasis on a close-knit, family style relationship between faculty and students.

18. Guild Elementary School. Limit on capacity: 390. This school features a strong program in language arts within the framework of a basic and traditional method of grouping and instruction.

19. Haley Elementary School. Limit on capacity: 300. This school features a partially ungraded approach to highly individualized and small group instruction, but it is traditional rather than experimental in method and content.

20. Donald McKay Elementary School. Limit on capacity: 700. This school features reading and mathematics laboratories as well as special concern with instruction in general

and applied science and the uses of the scientific method.

The curriculum style is traditional.

21. Rafael Hernandez Elementary School. Limit on capacity: 200. This school features a distinctive experiment in bilingual and multicultural education. It welcomes students who wish to learn Spanish as well as English and want to learn about Spanish culture. Up to 130 Hispanic students may enroll.

22. Hennigan Elementary School. Limit on capacity: 1000. This is an open space, multicultural school that features a library, a swimming pool, a fine gymnasium, and division into five large learning areas. Children are grouped by age and ability for instruction in basic skills and subjects. The program includes Portuguese bilingual instruction for 20 students.

23. Jackson-Mann Elementary School. Limit on capacity: 1000. This new facility houses a multicultural educational program, including clusters for Hispanic bilingual instruction for 100 students, adjacent to a technically advanced unit for the special education of children with speech and hearing problems.

24. William H. Ohrenberger. Limit on capacity: 750. This is an open education school situated on a twelve acre wooded location. Each teaching area is called a pod and is

made up of from four to six learning areas which are near a large, common learning area. The program emphasizes the need for each child to proceed at a pace consistent with his own ability and learning style.

25. William Monroe Trotter Elementary School. Limit on capacity: 600. This school is the Title I Model Subsystem Elementary School and features multi-graded classrooms in which each child learns at his own pace and in his own style. Using open classrooms and study pods, Trotter's faculty encourages students to explore and select activities freely within a flexible framework established by each teacher.

Special Schools

26. The English Language Center. Limit on capacity: 350. This center specializes in the teaching of English as a second language to students--many of them new to the United States--whose home language is not English.

Maps and Tables

The following map of the city shows the eight Community School Districts and shows the locations of the schools in Citywide School District 9. A table listing those schools which will be citywide in 1975-76 with their capacities and bilingual clusters indicated, and seat totals at each grade level, accompanies the map. A second table gives the citywide racial and ethnic composition of enrolled students in 1974-75.



STREET 100' WIDE
STREET 75' WIDE
STREET 50' WIDE
STREET 25' WIDE

BOSTON PUBLIC SCHOOLS
POLICE REPORTING AREAS




TABLE 9.
CITYWIDE SCHOOL DISTRICT 9.

School	Limit On Capacity	No. Bilingual Students	
1. Boston High School	600		
2. Boston Business School	500		
3. Boston Latin Academy	1200		
4. Boston Latin School	2100		
5. Boston Technical High School	1750		
6. Boston Trade High School	800		
7. Copley Square High School	500		
8. English High School	2200	Hisp.	180
9. Temp. Madison Park High School	1500		
10. Martin Luther King	1000	Hisp.	100
11. Mackey Middle	500		
12. Bullfinch	300		
13. James M. Curley	350		
14. Guild	390		
15. Haley	300		
16. Donald McKay	700		
17. Rafael Hernandez	200		
18. Hennigan	1000	Port.	20
19. Jackson-Mann	1000	Hisp.	100
20. Ohrenberger	750		
21. Trotter	600		
22. English Language Center	350		

High School Total	11150
Middle School Total	1800
Elementary School Total	5640
Totals	18590

CITYWIDE 1974-75 STUDENT ENROLLMENT¹

<u>Grade Level</u>	<u>No. Students</u>				<u>%</u>		
	<u>White</u>	<u>Black</u>	<u>Other Minority</u>	<u>Total</u>	<u>W</u>	<u>B</u>	<u>OM</u>
K ₁ + K ₂	6678	3274	1271	11223	60	29	11
1 - 5	16077	13184	4512	33773	48	39	13
6 - 8	8448	6719	1939	17106	49	39	12
9 - 12	12210	7322	1838	21370	57	34	9
13	880	237	324	1441	61	16	23
K - 13 Total	44293	30736	9884	84913	52	36	12

1. Data filed by School Department Data Processing Center and Educational Planning Center on April 10, 1975. Includes any student enrolled anywhere in Boston public schools, but residing in this District, and attending one or more days since September, 1974.

C. VOCATIONAL EDUCATION

Ongoing programs in occupational and vocational education in the high schools shall serve desegregated student bodies within the districts on the same bases as all other programs in the system. However, in order to avoid hardship to students and, in some instances, their families, students currently enrolled in vocational programs who would be in 11th, 12th or 13th grade in September 1975, may elect to continue in place and complete their diplomas. Tenth grade students and any new 11th and 12th grade students entering vocational programs in Community District schools shall be residents of the district and they shall be defined in all respects as part of the general student body of each school. An exception shall be the 10th grade of the cooperative-industrial program in machine shop instruction offered at East Boston High School, which shall be open to students residing in other districts and shall receive applications for enrollment under the same guidelines and restrictions governing other citywide programs.

Where occupational and vocational programs are ongoing in 1975-76, they shall be properly equipped, housed, and staffed for effective instruction. Representatives of the court will inspect these facilities and review their staffing and operating plans not later than August 1, 1975.

The city and state defendants shall fulfill their responsibilities under state law to make occupational and vocational education the equal in quality of programs now extant elsewhere throughout the state. In order to accomplish this goal, the city and state defendants shall prepare a single, unified plan which shall be filed with the court not later than September 8, 1975. The plan shall include: (a) detailed program and facility plans for an Occupational Resource Center designed for citywide use; (b) provision of access to desegregated occupational and vocational education for every high school student in the system; (c) provision for bilingual and special needs instruction in selected portions of the overall program; (d) plans to phase out outdated programs and to introduce new, updated programs appropriate to changes in the state's occupational mix.

D. GUIDELINES FOR ASSIGNING STUDENTS

Assignments shall be made by a staff unit designated by the Superintendent, under the supervision of court representatives.

Applications

The parents of each prospective student, or the student if 18 or older, will be asked to indicate preferences among school assignments. At the elementary and middle school levels, parents should rank up to three preferences from among the citywide schools and a community district assignment. Assignment to a community district school is guaranteed at the elementary and middle school levels, for any student who prefers such an assignment or who indicates no preference. At the high school level, the parents or student should rank three preferences among the citywide high schools and a community district assignment. The admission process will attempt to honor these indicated preferences.

Assignments to Community District Schools

The basic unit for assignment shall be the geocode, i.e., except where specifically provided, all students shall be assigned to community district schools on the basis of the geocodes in which they reside. Geocodes may be divided into as many as three parts, but only where such a division aids in achieving the assignment goals. Each community district school shall have assigned to it geocodes that lie within the district, so that each school's racial and ethnic composition generally reflects the percentages of white, black and other minority students, kindergarten through grade 13, who reside in the district. Assignments of geocodes to schools should avoid, wherever feasible, dividing neighborhoods that are ethnically integrated, and should attempt to minimize the transportation of students.

Where necessary in order to fit students assigned by geocode units to seat capacities, to make allowance for geographical obstacles and transportation routes and to minimize mandatory busing, the composition of schools within a district may vary within ranges to be determined by computing the white, black and other minority shares

of the District's student population and multiplying the resultant percentages by 25 percent. For example, white students residing in Brighton-Mission Hill District 1 make up 44 percent of the District's school population. Under this guideline the extent of permissible variation is determined by multiplying 44 by 25%; the extent of permissible variation thus is 11 percentage points. While the desired norm shall be 44 percent, the percent white students in District 1 community schools may, where necessary, range between 33 and 55 percent. The tolerances provided here, based on the size of each group, assure protection against disproportionate isolation for the smaller groups within each district, while providing the latitude to minimize mandatory busing and ease the matching of geocodes to school capacities, consistent with desegregation.

Exceptions to these variation limits shall be permitted where necessary to allow appropriate bilingual assignments or to allow students in any racial or ethnic group to be assigned to a particular school in groups of at least twenty. As a result, some schools may have no other-minority students in attendance.

Certain students will be assigned without the use of geocodes. Students in need of bilingual education or special education will be assigned individually to appropriate programs within the district of residence. High school students entering their year of graduation in the fall of 1975 and students wishing to continue participation in a vocational program will, if they request, be assigned to the school attended in the previous year, even if that school lies outside the applicant's district of residence.⁶

Admissions and Assignments to Citywide Schools

Admission and assignment of students to citywide schools shall be on an individual basis, not by geocode. They shall grant student preferences to the extent possible while at the same time achieving a racially desegregated student body, providing seats for high school students from districts with overcrowded community district high schools and assuring that the compositions of community district schools remain within the ranges set for those schools. Admissions and assignments shall be made under the supervision of representatives of the court, and will be reviewed by the court.

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For the assignment of kindergarten students, see ante, p. 4.

Admissions and assignments shall be carried out so as to achieve racial and ethnic compositions at citywide schools closely reflecting the racial and ethnic composition of the school system as a whole. The white and combined black and other minority percentages at each citywide school shall be within five percentage points of the systemwide percentages (projected as 51% and 49% respectively for 1975-76), thus allowing a range of ten percentage points (56% to 46% white and 54% to 44% combined black and other minority for 1975-76). Other minority students may make up as much as but no more than 30% of admissions, and no minimum percentage will be required, but where possible black and other minority students will be admitted to each citywide school in proportion to the systemwide black and other minority percentages (37% black and 12% other minority for 1975-76).

These admission guidelines for citywide schools are subject to three exceptions: (a) Students entering their year of graduation in the fall of 1975 shall be assigned to the school attended in the previous year, if they elect that school as their first preference. (b) The Hernandez

school, which contains a citywide Spanish-English bilingual program, may enroll a student body up to 65% Hispanic. Non-Hispanic other minority students will be eligible along with white and black students, within the remaining 35% of school capacity. (c) The examination schools are subject to independent desegregation requirements for the 1975-76 school year.

Citywide assignments shall be made in a manner that avoids carrying any community district school's composition beyond the variation limits for white and black students set in the section governing community district school assignments.

If a citywide school is oversubscribed, applicants shall be admitted in the following order of priority. applicants residing in the community district where the citywide school is located, up to 25% of the school's capacity; applicants who attended the school in the preceding year; high school students whose community district school is, or during the assignment process, remains oversubscribed; all other applicants.

Applicants shall be selected, from among students in the same category of priority, on the basis of the preference rankings entered on their enrollment applications for the particular citywide school (e.g., a first preference for a particular school will outrank a second preference for the same school); further admission selections shall be made at random, except to the extent necessary to prevent overcrowding at the community district schools or departure in community district schools from the variation limits for white and black students set in the section governing community district school assignments.

If high school students do not elect to attend citywide high schools in numbers sufficient to prevent overcrowding at community district high schools, high school students shall be assigned to citywide high schools to the extent necessary to prevent overcrowding at community district high schools, using the following method: from each racial or ethnic group of applicants for admission to an oversubscribed community district high school, students shall be selected at random for admission to the community district high school until the school is

filled to the capacity set in this plan in accordance with the racial and ethnic percentages and permissible variation limits for that community district. Students not admitted to the community district high school to which they applied shall be assigned to citywide high schools, honoring preferences entered on enrollment applications where possible and in all other cases placing the student at the citywide high school opening nearest to his residence in keeping with the guidelines applicable to citywide schools generally.

A master list of all prospective enrollees shall provide the basic resource for implementing the assignment procedure. The list shall be developed by the School Department alphabetical list of students filed April 10, 1975 by the school committee, as revised by the addition of and supplemented by geocode designations and the reconciliation of data on the list with data obtained from the enrollment application forms.

Transfers

A student may transfer from one school to another with a suitable opening only when the transfer, whether intradistrict or interdistrict, would diminish racial imbalance, i.e., move the racial composition of the more racially imbalanced of the two schools closer to the systemwide racial composition. Transfers may also be made to provide students with appropriate bilingual or special education services and for purposes and under conditions authorized by the court in orders entered in these proceedings during the fall of 1974.

E. TRANSPORTATION

Students are assigned to schools on the basis of community districts on the one hand and citywide magnet schools on the other. Within any Community District, the average distance from home to school will not exceed 2.5 miles, and the longest possible trip will be shorter than 5 miles. Bus travel times will average between 10 and 15 minutes each way, and the longest trip will be less than 25 minutes. Students bused at one school level such as 1 through 5, will be assigned to walk-in schools at the next level such as 6-8, wherever possible.

The court finds that an adequate remedy in this case must involve mandatory transportation of students. 20 U.S.C. § 1755. Mandatory transportation by chartered bus refers to the service that the School Department shall provide for students assigned to elementary schools which are more than 1 mile from home; for middle school students who live more than 1 1/2 miles; and for students assigned to high schools who live more than 2 miles from the school. The reason for mandatory transportation may be distance, safety, or controlled transfer, or a combination of these. For

high school students assigned to schools within ready reach of mass transit, the School Department may fulfill its obligation by providing for free use of buses and subways. Mandatory bus transportation will be required for approximately 21,000 students, as follows:

<u>Grades</u>	<u>Total Students</u>	<u>To Be Bused</u>
1 - 5	33,773	12,000
6 - 8	17,106	5,000
9 - 12	<u>21,370</u>	<u>4,000</u>
	72,249	21,000

Because of the use of district boundaries, between one-third and one-half of students bused mandatorily will travel shorter distances than students totaling approximately 17,000 who are bused mandatorily under the state plan currently in effect.

Assignment of every student to the school closest or next closest to his residence, considering only school capacity, natural physical barriers or both, along with grade level and the type of education provided, cannot achieve substantial desegregation in Boston due to the geography of the city and racial and ethnic distribution

in the city. 20 U.S.C. § 1713 (a) (b), § 1714. Revision of attendance zones and grade structures, construction of new schools and the closing of old schools, a controlled transfer policy with limited exceptions and the creation of magnet schools have been used in the formulation of the plan here adopted in order to minimize mandatory transportation. 20 U.S.C. § 1713. The court finds, however, that some transportation of students to schools other than those next closest to their residences is required to remedy adequately the denial of plaintiffs' constitutional rights and to eliminate the vestiges of a dual school system in Boston. 20 U.S.C. § 1702(b), § 1714(a). The court has required no transportation, however, that would pose a risk to the health of students or impinge on the educational process for those students due to excessive time or distance travelled. 20 U.S.C. § 1714(b).

The School Department shall prepare a transportation plan and file it on or before July 7, 1975 for review by and approval of the court. After notice the court will

hear the parties on the question whether a consultant in modern transportation engineering should be appointed to assist and supervise preparation of a transportation plan providing the safest, shortest and cheapest routes and stops for every District.

F. COST CONSIDERATIONS

The plan will require the use of approximately 420 buses, if planned transportation routes develop like those used in 1974-75. On these assumptions the busing costs, computed at \$100 per bus per day, would total approximately \$7.6 million per year. More precise route and stop planning might reduce this by \$1 million per year. Virtually all of the costs of mandated transportation under this plan are fundable by the State Board of Education. Such costs will amount to less than 7 percent of the school committee's annual budget, and in this respect are well within the national average school district outlays for transportation.

The plan allows completion of those projected and ongoing school facility construction projects which are noted in the section on school closings and in the sections containing planning specifications. Proposals for other

facility replacements shall be filed by the Public Facilities Department or the School Committee for court review, and will be approved where they are necessary for health and safety reasons or for desegregation.

The plan orders that 13 schools which are open this year and 11 now unused be closed permanently. Savings in fuel and maintenance expenditures will be realized from these closings. Efficient utilization of space will be possible in an estimated 70 elementary schools which are now fully heated and maintained, but under-enrolled.

The plan has as a goal voluntary desegregation through the Citywide District schools and the application process for registering program preferences. Roughly one-fourth of all students may be located in schools by parental option. This may enable safety and enforcement expenditures to be reduced from those incurred during 1974-75.

The plan requires new expenditures for a Citywide Education Council, Community District Advisory Councils, District office staff and equipment, and for increased

numbers of school administrators. Staffing can be achieved from within the existing complement of personnel, and through normal methods of replacing resigning and retiring personnel. Staff development costs for the plan will include outlays for minority recruitment and hiring previously ordered, and staff training in human relations and for new assignments in changing programs.

By obtaining institutional support through school pairings, savings in support and assistance costs may be realized and new external revenues generated. These institutions may serve as fiscal agents for research, teacher training, curriculum, and program development grants and contracts.

The treatment in the plan of special needs students conforms with state law and enables the Boston public schools to qualify for federal and state aid for special education.

With the implementation of the plan, the Boston public school system may attract more funding from public sources and from increased numbers of private sources.

G. CITIZEN PARTICIPATION, MONITORING AND REPORTING

Citywide Coordinating Council

Membership

A Citywide Coordinating Council (CCC) will be established having approximately 40 members appointed by the court. The membership will include members of the white, black, Hispanic and Asian ethnic groups, parents from all sections of the city and persons from educational, business, labor, civic, religious and community organizations. Two members of the Citywide Parents' Advisory Council (CPAC) will be members of the CCC, as will two students to be selected from Racial-Ethnic Student Councils. Most, but not all, CCC members will be residents of Boston; all will be persons deeply concerned with the welfare of the city and its school system. Diversity of views regarding school desegregation will be sought consistent with willingness to support the responsibilities of the council. Members of the CCC will be appointed to serve through June of 1976. The court will appoint an interim CCC chairperson and subcommittee chairpersons for a period of 60 days, during which time the CCC shall hold elections for these positions.

Purposes

The CCC will foster public awareness of and involvement in the process of implementation of the court's desegregation orders. It will be the primary body monitoring implementation on behalf of the court. It will in this connection file monthly reports with the parties and the court covering its activities. It will attempt to avoid the difficulties caused by lack of preparation and community education associated with the state plan currently in effect. It will work to develop the cooperative efforts of universities and colleges, cultural institutions and business and labor organizations with the Boston schools. The CCC will attempt to identify and resolve problems by mediation and conciliation. In its actions, it will act with awareness of the needs of non-English speaking groups and communities in the city. It may bring unresolved problems to the attention of the parties, the court or other appropriate persons. It may communicate and publicize its views and recommendations to the public, the parties and the court. The CCC will not co-manage or make policy for the Boston schools. Neither will it assume the responsibility of the Boston school committee and superintendent and other defendants to carry out the court's orders.

Organization

Separate subcommittees of the CCC will deal with each of the following areas:

(1) Public information--the provision of accurate and adequate information concerning all aspects of the desegregation plan and process.

(2) Monitoring--assuring compliance by all parties with the court's desegregation orders and monitoring of other aspects of the desegregation process through the administration and extension of the present monitoring program established by the Community Relations Service.

(3) Community Liaison--exchange of information and assistance between the CCC and business, civic, neighborhood, religious and academic groups and agencies; coordination of efforts and stimulation of new efforts from these groups when and where needed.

(4) District Council Liaison--development of a plan for formation and operation of Community District Advisory Councils; liaison with local councils when established.

Such aspects, which may not be covered by specific court order, may include school committee policies, administration and staffing, curriculum and instruction, discipline, transfer procedures, police-school relations, budgeting and allocation of resources and teacher and student human relations training.

(5) Education Programs--support of efforts to improve quality education; addressing problems in the desegregated provision and accessibility of various programs, including bilingual, special needs, magnet school and vocational programs; liaison with universities, colleges, cultural, business and labor groups involved in mutual assistance arrangements with the school committee and department.

(6) Public Safety and Transportation--monitoring of the development and implementation of safety and security procedures and of human relations programs and other training in connection with desegregation.

(7) An executive committee composed of the CCC chairperson, the subcommittee chairpersons and one member of the Citywide Parents' Advisory Council will conduct CCC business between meetings of the full council, receive subcommittee reports and recommendations and authorize and approve subcommittee activities. It will formulate bylaws and establish quorums and other procedural rules for the CCC and the subcommittees. The bylaws may provide for cochairpersons or vicechairpersons of the CCC and its subcommittees and for their immediate election, in which

event they shall assume office immediately and share responsibility with the interim chairpersons appointed by the court to serve for 60 days. A member of the Community Relations Service of the Department of Justice shall be permitted to attend and participate in meetings of the executive committee in a non-voting capacity.

The Boston school committee and superintendent shall meet with the executive committee of the CCC at least once each month in open session to discuss progress in implementation of the plan and resolution of problems identified by the CCC. The school committee shall provide the CCC with copies of agendas and minutes of all school committee meetings.

Meetings

The CCC will meet at least once each month and the subcommittees at least twice each month. The agenda for CCC meetings shall be prepared and publicized in advance. The CCC will act in open session and any written reports to the court will be public. The Community Relations Service of the Department of Justice will provide technical assistance to the CCC and a member of the Service shall be permitted to attend and participate in meetings of the CCC and its subcommittees in a non-voting capacity.

Powers and Authority

The CCC will be the monitoring body for the court. The CCC shall have the power to discharge its responsibilities adequately, including the authority to hold public meetings, conduct hearings, make written reports and make inspections of school facilities. The parties shall cooperate fully with the CCC and provide its members with reasonable access to information required for its work. The CCC may submit recommendations and reports to the court and shall file monthly reports with the court beginning July 1, 1975.

The CCC shall have staff assistance including a staff director and necessary secretarial and clerical personnel, all of whom it will select, appoint and fix compensation for, subject to court approval. It will have permanent office space not associated with any party or the court. Salaries and other expenses of the CCC, including expenses of the monitoring program which have been approved by the court, shall be paid by the city defendants.

Community District Advisory Councils

A community district advisory council will be established in each district, including citywide school district 9, no later than one month after the opening of school in the fall of 1975. (The citywide district's advisory council is included in all references to community district advisory councils.) Each district council shall include 10 parent representatives who shall be elected at a meeting of the Racial-Ethnic Parents' Councils of all the schools in that district from among their members; two student members will be elected by the Racial-Ethnic Student council members of the district's schools from their membership. A district council may contain no more than 20 members including representatives of teachers, police, school department administration, business, university, labor or community groups. The CCC will nominate such representatives as reflect the composition of the school population and needs of the district for appointment

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Schools where in the fall of 1975 the criteria for establishment of Racial-Ethnic Parent and Student Councils are not met may elect representatives to vote with Racial-Ethnic Council members in selecting district council members.

by the court to complete each district council. Each district council will develop as soon as possible, preferably within two weeks of its establishment, by-laws concerning quorums and meeting procedures. District council members shall elect a chairperson from its membership to preside at council meetings, which shall be held at least once each month. Meetings may be held in the office established for each district by the school department. There shall be a secretary located in that office who will work for the council. Vacancies in elected membership will be filled by elected alternates; vacancies in appointed positions will be filled by the court from nominations of the district council endorsed by the CCC. The district councils will act as an advisory group to district school department personnel and will monitor implementation of the plan on the district level. Reports of CCC monitoring will be sent to the appropriate district council. Unresolved matters may be brought by district councils to the CCC, which will supply assistance and supervision to the district councils. Reasonable access to information shall be given to district councils by the parties.

Racial-Ethnic Parent Councils

The establishment and operation of Racial-Ethnic Parent Councils (RPCs) in each school, as set out in the court's order of October 4, 1974 and amendments thereto, shall continue. Additional schools which in 1975 meet the criteria for establishment of RPCs shall elect RPCs. The RPCs will continue to provide mechanisms for concerned parents to address racial problems in their children's schools. Their role will be expanded to include electing parent representatives and alternates to the community district advisory councils.

The Citywide Parents' Advisory Council (CPAC) similarly will continue to provide support and communication to the local RPCs. It will be increased in size according to the number of districts established by the court's plan, so as to continue to be composed of two members from each district, and will also contain two Hispanic and two Asian-American parent representatives to be elected by citywide caucuses of parents and guardians of Hispanic and Asian-American students. The CPAC will elect two of

its members to the CCC, one of whom will serve on its executive committee, and the CPAC will work especially closely with the community liaison subcommittee of the CCC. The CPAC will remain the body exclusively composed of parents concerned with resolution of racial problems within the schools.

Reports

Appropriate school personnel shall participate with Community District Advisory Councils and with school Racial-Ethnic Parent Councils in developing during the course of the school year an annual report of progress covering that school. The Superintendent shall file with the court on or before February 1, 1976 a report stating the procedures instituted, responsibilities delegated and forms devised for the purpose of compiling information to be contained in the annual reports. These individual school reports shall be analyzed and consolidated by the District Superintendent in each community school district and in the citywide school district, with the assistance and participation of the Community District Advisory Council. The Superintendent shall file with the court

annually on or before July 15 a report covering the entire system for the previous school year. Copies shall also be sent to the CCC and shall be available to the parties and to interested citizens.

The report shall contain racial and ethnic data and other information on each school, each district, and systemwide covering:

1. The number and percentage of students in each racial or ethnic category by grade in each school, and by grade level in each district and systemwide.
2. The number and percentage of faculty in each racial or ethnic category by grade (or subject taught) in each school, and by grade level in each district and systemwide.
3. The number and percentage, in each racial or ethnic category, of other staff within each job classification, including transitional aides, bus monitors, attendance supervisors and custodial staff, at each school, in each district, and in the system as a whole.

4. The length of experience of faculty and numbers of faculty with permanent or provisional status at each school, and by grade level in each district and in the system as a whole.
5. The number and percentage, in each racial or ethnic category, of administrators within each job classification, at each school, in each district, and in the system as a whole.
6. The number of students suspended and the length of their suspensions, and the number expelled, in each racial or ethnic category, by month of suspension or expulsion.
7. In each racial or ethnic category, by number of days absent (reasonably classified), the number of absentee students, and the percentage of all students in that racial or ethnic category that this number constitutes, at each school, and by grade level for each district and systemwide.
8. Student achievement information, e.g., results of reading tests, showing the number and percentage of students within each racial or ethnic category for each school and, by grade level, for each district and systemwide.

9. The number and percentage, in each racial or ethnic category, of student transfers requested and of transfers granted, by ground for transfer, e.g., desegregative, medical necessity, etc.
10. The number and percentage of students, in each racial or ethnic category, enrolled in special programs including bilingual education, vocational programs, special education (showing the number and percentage taught in separate classrooms and the number and percentage otherwise taught), advanced work classes and others, at each school and, by grade level, in each district and systemwide.
11. The adequacy of facilities, the conversion or repairs made on facilities.
12. Plans for new schools or additions or expansions of existing facilities with projected enrollment data by race or ethnicity and a statement of how such plans will affect desegregation.
13. Plans for improvements in school facilities, staff, supplies and programs.

14. Staff training and human relations training provided to staff and students, with details as to numbers of participants, nature and length of programs.
15. The number and percentage of students manditorily transported to school, by grade and by race or ethnicity, the minimum and maximum distances travelled and minimum and maximum times of trip, the average distance and time travelled, for each school and district and systemwide totals for elementary, middle and high schools.
16. Citizen participation and involvement, including summaries of activities of Racial-Ethnic Councils, Community District Advisory Councils and Citywide Coordinating Council; use by community of school facilities.
17. Particular programs involving colleges and universities, business and labor groups and cultural institutions and types of programs conducted and numbers and percentages of students participating, by grade and race or ethnicity.

18. Budgets for areas of major expenditures during school year just ended and school year about to begin.

The report may also include other information which the Superintendent believes would be helpful or informative.

H. TIMETABLE FOR IMPLEMENTATION

The defendants, their officers, agents, servants, employees and attorneys shall take all actions necessary to accomplish the steps set out below on or before the dates listed; where filings with the court are ordered, copies shall be served on the parties and the court-appointed experts.

- May 19 File print-ready copy of the Orientation and Application Booklet for parents and students.
- May 20 Hold seminars on the plan for principals, guidance counselors and others.
- May 27 Mail approved booklet to parents and guardians and students, stating a deadline for returning applications of June 6, 1975.
- May 30-31 Hold explanatory and orientation sessions for parents, students and teachers in every District.

- June 6-19 Review applications and prepare student assignments.
- June 20 File proposed assignments, enrollment totals and racial compositions of each school.
- June 25 Mail approved notices of assignment to parents, guardians and students.
- June 25-27 Plan student and parent orientation meetings to be conducted toward end of summer.
- June 30 Complete faculty and staff assignments.
- July 7 File transportation plan.
- July 14 Notify parents, guardians and students of transportation provisions.
- July 15 File report on job descriptions, hiring procedures and orientation and training plans for bus monitors, transitional aides and other staff; and report on development of contractual arrangements with colleges and universities.
- July 30 File safety and police utilization plans which shall be drafted as soon as possible in consultation with other governmental agencies; report on facilities preparations; and report on planning and arranging a two-week period

of staff planning for operation of this desegregation plan which shall be the ten week days immediately prior to the opening of the schools in the fall of 1975.

The city defendants may, on or before May 19, 1975 propose alternate dates for the steps listed above and propose additional steps they believe to be essential, with suggested deadlines.

The school department shall develop and file, on or before May 23, 1975, a detailed plan of activities, responsibilities, and internal scheduling for the implementation of the plan ordered by the court in the available time period, similar to that filed as section VII of the plan filed by the school committee on January 27, 1975.

I. FURTHER REMEDIAL ORDERS

The Boston School Committee, the Superintendent, the Public Facilities Department, the Mayor, the State Board of Education, all their members, officers, commissioners, agents, servants, employees and attorneys, and all other parties and persons in active concert or participation with them who receive actual notice of these orders by personal service or otherwise, are hereby ORDERED to implement the student desegregation plan hereby established and to comply with all its provisions in accordance with the timetable for implementation stated in the previous section.

The orders contained in the student desegregation plan herein established and in this section shall be binding upon the Boston School Committee, the Superintendent, the Public Facilities Department, the Mayor, the State Board of Education, all their members, officers, commissioners, agents, servants, employees and attorneys, and all other parties and persons in active concert or participation with them who receive actual notice of these orders by personal service or otherwise.

The interlocutory order entered in these proceedings on June 21, 1974 included in Appendix A to the court's opinion on that date is hereby made final.

All previous orders of the court included in these proceedings which are not inconsistent with specific provisions of the student desegregation plan hereby established shall remain in full force and effect unless modified by the court upon application of a party.

J. RETENTION OF JURISDICTION

The following areas, as to which the parties have made separate filings, shall be among the subjects for further hearings and orders in these proceedings and are among the matters not finally disposed of by the student desegregation plan and various remedial orders: desegregation in promotion and hiring of administrators; desegregation of other school department personnel, e.g., attendance supervisors; student discipline; assignment of faculty; advanced work classes; and establishment of a Citywide Student Racial-Ethnic Council.

The court retains jurisdiction generally.

W. Arthur Harbo
United States District Judge

