

3. WHAT HAS HAPPENED AS A RESULT OF SEGREGATION ALONG SOCIO-ECONOMIC AND RACIAL LINES?

- A. There are white areas in Decatur where the racial makeup of the neighborhood has not changed significantly, but where the socio-economic level has dropped. In these areas, the achievement level of students has dropped along with the drop in socioeconomic level, according to Dr. Kirby.
- B. Local drop-out studies indicate:
 - 1) Low-achieving students are more apt to drop out of school than are high achievers.
 - 2) Drop-outs tend to be clustered according to neighborhoods.
- C. The drop-out has less skill and thus is more likely to:
 - 1) be among the first to be laid off.
 - 2) once unemployed, to remain unemployed.
- D. Re-training programs for the undereducated are costly.
- E. "When Decatur is compared with other Illinois cities in areas related to adult problems, Decatur is about average for the state," Dr. Kirby says, adding, "However, in several areas related to problems concerning children (infant mortality, number of children on AFDC, etc.) it ranks relatively poorly."

4. WHAT IS BEING DONE TO CORRECT SEGREGATION ALONG SOCIO-ECONOMIC AND RACIAL LINES IN DECATUR SCHOOLS?

- A. The Decatur Board of Education issued a resolution in June, 1967 stating its majority belief that "integration of the public schools along racial and socio-economic lines is educationally sound and morally right."
- B. The Board then created a Community Commission on Integration, charged with recommending to the Board a workable plan for integrating the secondary schools in fall, 1968; and the elementary schools in fall, 1969.
 - 1) The Commission has 22 members, appointed by the Board, and representing various segments of the community.
 - 2) The chairman is Robert Shade.
 - 3) The CCI has five task forces to carry out its various responsibilities: in service education, community relations, classroom and school organization, funding, and curriculum and library materials.
 - 4) CCI meetings are open to the public.
- C. Last year Task Force 2 worked out a plan for integrating the secondary schools. Following public hearings, the Board adopted the original plan with a minor addition.

4. This month Task Force 3 will present to the CCI a plan for integrating elementary schools.

- 1) The CCI can accept the plan, accept the plan with modifications, or reject the plan.
- 2) Once a plan is accepted, the Commission will present it to the Board of Education, which will then hold public hearings.
- 3) The School Board will have the final decision.

5. WHAT ARE SOME TECHNIQUES THAT COULD BE USED AS A MEANS OF ACHIEVING INTEGRATION IN DECATUR SCHOOLS?

- A. Magnet (Laboratory) school.....features open enrollment with special curriculum offered in order to attract students from a wide area.
- B. Middle schools.....has grades not extending below grade 4 or above grade 8; can offer wider range of instruction for upper-elementary grades.
- C. Pairings--Princeton plan....Children who attended two schools have attendance area combined--all from grades k - 3 attend one, while grades 4 - 6 attend the other.
- D. Partnerships...shared activities such as field trips, assemblies, etc. on regular basis.
- E. Two - way bussing.
- F. Grade level center (one grade school)....one school has only one grade for larger attendance area. Children from remaining grades redistributed to other schools.
- G. Educational parks....several buildings combined on one large "campus" area and serving the children who formerly attended several smaller neighborhood schools. Allows long-term economy and better use of facilities such as gyms, auditoriums, etc.
- H. Supplementary centers...Each child spends part of the time at this center for a specific purpose. Time spent could vary from part of every day to just a few times a year.
- I. Open enrollment...student can choose any school in district, limitations set by availability of space and racial balance in school.

6. WHY IS IT IMPORTANT THAT SCHOOLS BE RACIALLY INTEGRATED AT THE LOWER GRADE LEVELS?

- A. Sociologists and psychologists maintain that basic attitudes are formed during the early elementary school years.
- B. Initial experience with an integrated situation at junior high age is considered too late. As long as institutional forms of

of parents that are maintained, whether the black or white child. Children are being consciously prepared for their future roles in a multi-cultural, multi-racial world.

7. HOW WOULD SCHOOL STUDENT ACHIEVEMENT BE AFFECTED BY INTEGRATION?

- A. According to the U. S. Office of Education study generally known as the Coleman report, "If a white pupil from a home that is strongly and effectively supportive of education is put in a school where most pupils do not come from such homes, his achievement will be little different than if he were in a school composed of others like himself."
- B. A report by the United States Commission on Civil Rights, "Facial Isolation in the Public Schools," states that the achievement of white students in classes which are roughly half or more than half white is no different from that of similarly situated students in all white classes.
- C. Findings of a study performed in Richmond, California and borne out by the Coleman report concluded that the family has much more influence on the achievement of white students than black students; blacks are more sensitive to variation in the school environment.
- D. It is perhaps arguable whether we really have sufficient available data to prove these conclusions beyond question. Many variables must be taken into account:
 - 1) Motivation of the individual student involved.
 - 2) The teacher's opportunity and ability to recognize readiness and challenge him beyond the required materials.
 - 3) The extent of parental interest in the child's learning.

8. WILL COMPENSATORY EDUCATION PROVIDE ADEQUATE HELP FOR THE LOW-ACHIEVING AND/OR DISADVANTAGED CHILD?

- A. "The primary purpose of the Compensatory Education program is to identify and provide special help for those students who are performing far below grade level," says Mrs. Esther Post, director of compensatory education for elementary schools in the Decatur school district. Mrs. Post adds, "These students are not "poor students," or "mentally retarded" or necessarily even "slow learners." They are individuals who have been "shortchanged" in the enriching experiences which promote mental growth home environments, good relationships with adults, etc., particularly during their early developmental years. When the kind of educational deficiencies each child has is determined, we attempt to provide the extra help which will compensate for his earlier deficiencies."
- B. Decatur's compensatory education has included such programs as:
 - 1) Head Start for pre-kindergarten children, funded by the Office of Economic Opportunity.
 - 2) Special reading helps funded under Title I of the Elementary and Secondary Education Act.

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9. BY WHAT AUTHORITY CAN THE BOARD OF EDUCATION SET SCHOOL BOUNDARIES?

- A. The Board of Education has the responsibility of assigning students to the different schools within the district. The public schools are owned and operated by the entire school district.
- B. The Armstrong Act, enacted by the 1963 session of the Illinois General Assembly, requires school boards "from time to time" to change or revise attendance units within a district in a manner which will prevent segregation and eliminate the separation of children in public schools because of color or race.
- C. This law has been tested in the courts and declared constitutional by the state Supreme Court.

10. IF THERE IS SOME TRANSPORTING OF STUDENTS REQUIRED IN ORDER TO IMPLEMENT CCI RECOMMENDATIONS, HOW WILL THIS BE FINANCED?

- A. Cost of transporting students from home to school comes from the transportation fund.
- B. Currently transportation expenses include about 2% of the total amount of the school district's budget; about half this expense is paid by state reimbursements. No money from the transportation fund can be transferred to the education fund.