



UNITED STATES DEPARTMENT OF JUSTICE

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Dear Mr. Howard:

I want to thank you, Professor Hughes and Dr. Green for coming to Washington to discuss the School Board's first progress report on the development of its desegregation plan. At that meeting, on November 24, 1980, I expressed our desire that the Board provide more specific details of the steps it is taking in this regard, and I said that we would write to you concerning the details we would like to see contained in your second progress report. Set out below is an outline of the materials we think should be included. Most of the items we are interested in relate to the mechanics the Board will choose to implement those parts of the Consent Decree which call for (1) the identification and stabilization of presently integrated schools, (2) the re-assignment of students to produce newly integrated schools and (3) the identification of and the development of compensatory programs for any schools which remain segregated.

A. Standards for identification of presently integrated schools

1. What constitutes an integrated school?
 - (a) Statistical standards; rates of change; demographic projections.
 - (b) Faculty integration (race/ethnicity and experience).
 - (c) Presence/absence of other indicia of racial identifiability.