

FILED

AUG 2 1971

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF TEXAS

DALLAS DIVISION

JOSEPH McELROY, JR., CLERK
BY _____ Deputy

EDDIE MITCHELL TASBY and PHILIP WAYNE TASBY,)
by their parent and next friend, SAM TASBY;)
EVELYN DENISE LAFAYETTE and DARLINE LAFAYETTE)
by their parent and next friend, LUDIE ANN)
COBBIN; JOHN L. MORGAN, LEON M. MORGAN, EMANUEL)
MORGAN and JACQUELINE MORGAN, by their parent)
and next friend, THELMA LEE CROUCH; JACQUELINE)
DENISE YARBOROUGH, KATHERINE YVETTE YARBOROUGH)
and WILLIE JACKSON by their parent and next friend,))
BETTYE JACKSON; NETTIE MARIE CATES by her parent)
and next friend BOBBIE LEAN COBBIN; TONY JEFFERSON,))
BEULAH JEFFERSON, ARTHUR JEFFERSON, YOLANDA)
JEFFERSON and JACQUELINE RUTH JEFFERSON; by)
their parent and next friend, RUTH JEFFERSON;)
ORA CLARA WOODS and JAMES EDWARD WOODS by their)
parent and next friend, HELEN WOODS; ANGELA)
MEDRANO and YOLANDA MEDRANO by their parent and)
next friend, RICHARD MEDRANO; individually and)
on behalf of all others similarly situated)

CIVIL ACTION
No. 3-4211-C

VS.)

DR. NOLAN ESTES, GENERAL SUPERINTENDENT OF)
DALLAS INDEPENDENT SCHOOL DISTRICT; THE BOARD)
OF TRUSTEES FOR THE DALLAS INDEPENDENT SCHOOL)
DISTRICT: MARVIN H. BERKELEY, EMMETT J. CONRAD,)
JOHN PLATH GREEN, MRS. HENRI L. BROMBERG, JR.,)
J. R. HOLLINSWORTH, SAM R. FARIS, DANIEL FOSTER,)
TRINIDAD GARZA, individually and in their)
official capacities)

Certified a true copy of an instrument
on file in my office on 10-29-96
NANCY HALL DOHERTY, Clerk, U.S. District
Court, Northern District of Texas
By Nancy Hall Doherty Deputy

J U D G M E N T

On July 16th, 1971, after hearing evidence and arguments of
counsel, this Court filed and entered a Memorandum Opinion and Order
finding and determining:

1. That in the Dallas Independent School District (DISD) all
vestiges of a dual school system have not been eliminated and that
elements of a dual system still remain;
2. That Mexican-Americans constitute a clearly separate and
clearly identifiable ethnic group, but that the Plaintiff Mexican-

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American class had failed to maintain its burden of proof to show de jure segregation against it as an ethnic minority; however, the Court directed that any desegregation plan or remedy should and would take the Mexican-Americans into account;

3. That a Tri-Ethnic Committee as distinguished from a bi-racial committee would be established and the Court immediately named three individuals to that committee, namely, Rev. Zan Holmes, Black; Attorney David M. Kendall, Jr., Anglo; and Rene Martinez, Mexican-American, each of whom accepted the heavy responsibility imposed upon them and they have rendered extremely valuable assistance to the Court;

4. That Defendant DISD Board file with this Court at 10:00 A.M. Friday, July 23, 1971, its plan for the establishment of a unitary school system and suggested to the Board that the Court was opposed to massive cross-town bussing of students for the sole purpose of mixing bodies and also directed the Board's attention to a part of one of the plans suggested by Texas Educational Desegregation Technical Assistance Center (TEDTAC) proposing the use of television in the elementary grades and transfer of classes by bus during school hours in order to enable the different ethnic groups to communicate personally with each other and further suggesting that the Board could well confer with Plaintiffs' representatives and the named members of the Tri-Ethnic Committee. Reference is made to that Order and it is incorporated herein for all necessary purposes.

On July 23, 1971, at 10:00 A.M., the Defendant Board duly filed its desegregation plan (DX #20), consisting of 120 pages and entitling it "Confluence of Cultures" and showing a white hand, a black hand, and a brown hand clasped together in understanding, brotherhood and respect. Plaintiffs adopted and advocated, with

minor modifications, the TEDTAC plan which had been filed in this Court on July 1, 1971. See "Summary of Plaintiffs' Proposal to Desegregate the Dallas Independent School District", filed July 23, 1971 (PX #126). TEDTAC officials James P. Williams and Joe L. Price, both of whom testified in open court, stated unequivocally and positively that TEDTAC did not advocate nor endorse the so-called TEDTAC plan but had filed it simply to provide the court with information as to possible mechanics that could be used in a desegregation order.

Thereupon, the Court called for a private meeting of Plaintiffs' and Defendants' attorneys and representatives, as well as attorneys for intervenors and the Tri-Ethnic Committee members, to undertake the formation of a joint plan that would be in keeping with the respective contentions and positions of all parties concerned. Such meetings commenced on Friday and continued through Saturday, Sunday, and Monday, July 23 through 26, inclusive, to no avail, and hearing in open court was resumed at 10:00 A.M., Tuesday, July 27, and the Court heard the evidence and arguments of counsel of all parties, including intervenors.

The Court, fully confident of its constitutionality and that it will provide equal quality education for public school students of all races, creeds, and colors, now makes and enters this Order. The School Board of the Dallas Independent School District is ORDERED and DIRECTED:

1. Desegregation of Faculty and Staff.

A. No later than the opening of school, 1971, to assign the principals, teachers, teacher-aides, and other staff (including all non-professional and para-professionals) who work directly with children so that the ratio of Negro, Mexican-American, and White teachers in each school, and the ratio of other staff in each,

are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire system, with no more than 10% variance, above and below, in each school.

The DISD is directed, to the extent necessary to carry out this Order, to direct members of its staff, as a condition for employment, to accept new assignments.

B. Staff members who work directly with children, and professional staff who work on the administrative level, will be hired, assigned, promoted, paid, demoted, dismissed, and otherwise treated without regard to race, color, or national origin.

C. If there is to be a reduction in the number of principals, teachers, teacher-aides, or other staff employed by the DISD which will result in a dismissal or demotion of any such staff members, the staff member to be dismissed or demoted must be selected on the basis of objective and reasonable nondiscriminatory standards from among all the staff of the school district. In addition, if there is any such dismissal or demotion, no staff vacancy may be filled through recruitment of a person of a race, color, or national origin different from that of the individual dismissed or demoted, until each displaced staff member who is qualified has had an opportunity to fill the vacancy and has failed to accept an offer to do so.

"Demotion", as used above, includes any reassignment (1) under which the staff member receives less pay or has less responsibility than under the assignment he held previously, (2) which requires a lesser degree of skill than did the assignment he held previously, or (3) under which the staff member is asked to teach a subject or grade other than the one for which he is certified or for which he has had substantial experience within a reasonably current period. In general, and depending on the subject matter involved, five years is such a reasonable period.

D. To affirmatively recruit Mexican-American teachers and other professional staff at all levels. The DISD is specifically directed to seek a Mexican-American Assistant Superintendent and a Mexican-American Assistant to the Director of Personnel and Recruitment Services.

Nothing in this Order shall affect the ratio of Mexican-American teachers and staff in programs such as the Bi-lingual Education Program or the Metropolitan High School or similar programs. Likewise, because of the particular needs of bi-lingual students, additional percentages of Mexican-American faculty should be made available to all schools, at any level, which have a Mexican-American percentage significantly in excess of the total school district's ratio.

E. To develop non-racial objective criteria to be used in selecting the staff member who is to be hired, dismissed, paid, demoted, dismissed, or reassigned. These standards shall be submitted to the tri-ethnic committee for approval.

F. To implement and maintain the Desegregation Teacher Education Centers as provided in Appendix I of the DISD plan.

G. To increase the amount of time available to Staff development from two periods each month to a weekly period and to provide substantially more paid time for in service for the specific purpose of assisting the faculty and staff in their efforts towards implementing this Order. This program shall be subject to annual review and revision with the approval of the tri-ethnic committee.

H. To implement and establish the Human Relations Learning Centers as provided on page 28 of the DISD plan.

In addition, the DISD is directed to establish and maintain upon the advice of the tri-ethnic committee such Student Awareness Programs as that committee may deem advisable from time to time.

I. To continue to expand its present Confluence of Cultures Staff Development Program to assist teachers and administrators in developing greater cultural awareness and greater skills in individualization of instruction, and five of the ten days allocated for Staff Development for the 71-72 school year are to be designated for an expanding program of greater cultural awareness.

2. Majority to Minority Transfer

To implement the following transfer policy:

A. Any student attending a school in which his race is in the majority shall be permitted to transfer to any school in the district in which his race is in the minority.

B. Transferring students are to be given priority for space in the school to which he will be transferred.

C. Transportation shall be provided by the School District for any transferring student who desires it.

D. If the School District grants transfers to students living in the district for their attendance at public schools outside the district, or if it permits transfers into the district of students who live outside the district, it shall do so on a nondiscriminatory basis, except that it shall not consent to transfers where the cumulative effect will reduce desegregation in either district or re-enforce the dual school system.

E. Students who are physically handicapped, mentally retarded, highly gifted, those who seek career education courses, and other special-course students, shall be permitted to attend those schools offering appropriate facilities and courses; PROVIDED that all such transfers will be on a nondiscriminatory basis.

F. In the event the residence of a scholastic is moved from one zone to another zone during the course of a semester, such scholastic may apply for transfer to the school serving the zone of his new residence. Such transfer may be allowed on a finding that

such transfer will increase the incidence of integration of the school to which transfer is sought. Guidelines to control such transfers, and administrative procedures to consider same, shall be established.

G. Any high school student electing to transfer to a school in which he is a member of a minority ethnic group, with the consent of his parents, shall be privileged to receive a schedule of studies in such a manner (to be reasonably determined by the Dallas Independent School District) that his attendance at school on Friday of each week shall not be required.

Transferring students shall not be required to attend school for a longer semester or a longer academic year than the non-transferring student nor shall his graduation be delayed by reason of his working on a four-day school schedule. The transferring student may, however, be required to attend school for a longer period of time on any or all of his four school days, if DISD so directs.

H. DISD is affirmatively directed to afford the transferring student both transportation and a four-day school week as incentive and compensation for the student who voluntarily accepts part of the Dallas Independent School District's burden to desegregate all schools and establish one unitary system. Transportation for majority to minority transfers shall be provided on the following basis:

(1) Where a sufficient number of students from a given community, zone, or point of origin will be travelling to a single destination, transportation will be provided by DISD;

(2) Where the number of students moving to a given designated school is smaller than a bus load, transportation will be provided in the form of special bus tokens ^{or bus cards} distributed directly to the pupil involved on a weekly basis to be used on the regular Dallas Transit System routes.

I. The Tri-Ethnic Committee is directed to work closely with the DISD on any program which will promote greater numbers of students to seek a transfer by virtue of these incentives and, further, to develop assistance for such students in determining the use of their Friday exemption from school such as: (1) gainful employment, (2) work with parents, (3) work with DISD as paid tutorial aides in compensatory programs, or any other activity of a unique urban area that may be moving toward the four-day work week.

J. The following special efforts should be immediately implemented by DISD toward the end that greater numbers of student transfers may be affected through this provision:

(1) The DISD should seek wide publicity relative to this transfer provision and the incentives provided to transferring students in local newspapers, television, and radio media;

(2) Bulletins explaining the student transfer provisions and incentives should be conspicuously displayed at all schools;

(3) At each high school teachers should be assigned the task of being available to explain the advantages of the student transfer provisions to all interested students;

(4) A central information center should be established with a publicized telephone number established to impart transfer details to anyone inquiring.

(5) Each student may readily apply for the new transfer at the school he last attended on a semester basis; such application should be made on or before two days prior to the beginning of a new semester and the DISD shall immediately provide space for the transferring student.

3. Confluence of Cultures
Quality Education

To implement by the commencement of the 1971 school year and continue with the Confluence of Cultures Quality Education Program described in Appendix A, pp. 53-76, of the Board's plan filed with the Court on July 23, 1971, with particular attention to the Bi-lingual Education Program for Mexican-Americans, and the Board is further directed to allow Mexican-Americans to transfer to the centers where this program is offered when it does not exist at their school and shall provide for their transportation, if desired.

4. Compensatory Education

To institute and maintain the Compensatory Education Program described on page 29 of the Board's July 23, 1971 Plan, and the Board is further directed to maintain the remedial programs without maintaining segregated classrooms or tracking systems. Any proposed discontinuance of these remedial programs must first be reviewed with the Tri-Ethnic Committee before any action is taken.

5. Guaranteed Grade Level Performance

To initiate and implement the Guaranteed Grade Level Performance for all economically deprived students described on page 26 and Appendix H, p. 114, of the Board's July 23, 1971 Plan (DX #20), PROVIDED that this provision of guaranteed grade level performance for minority students shall not prohibit such assistance being made available to economically and educationally disadvantaged White students, if the DISD should deem such extended assistance advisable.

Independent evaluation services from outside the DISD and with no connection with the contractors (if any) who may be selected to provide educational assistance shall be selected by the Tri-Ethnic Committee. Evaluation services shall be used to establish District

reading norms and to determine on an annual basis if these guarantees are being effectively implemented by DISD and/or its contractual agents.

6. School Construction and Site Selection

To consult with and get the approval of the Tri-Ethnic Committee before beginning construction on any school facility or selecting future school sites. Further, all school construction and site selection, including the location of any temporary classrooms in the system shall be done in a manner that will prevent the recurrence of a dual school structure, once this plan is implemented.

7. Transportation

To work with representatives of the Dallas Transit Authority, the Transportation Department of the Dallas County School Board, and the Director of Transportation of the District in reviewing bus and vehicle routes and the transportation of all eligible pupils on a non-segregated and otherwise nondiscriminatory basis.

8. Extracurricular activities

To insure that all extracurricular activities continue to be conducted on a desegregated basis.

Where schools have been paired into one attendance zone, thus presenting a dual set of extracurricular associations, student clubs, honor societies, and other non-class activities, the DISD shall preserve both groups intact along with all student officers already elected for the academic year 1971-72 until February 1, 1972. On or before February 1, 1972, the DISD will provide the necessary time and means to the total paired student body for the purposes of merging all such activities so that each school campus will have only those student clubs or other non-classroom activities as are applicable to the grade level assigned to that campus.

Where necessary to preserve the integrity and continuity of an on-going extra curricular program, including all athletic programs, the DISD is authorized to select and exempt certain student assignments (not to exceed 100 students per semester) from this Order. Such exemptions shall be made on the basis of the student's ability and his contribution to such non-classroom programs.

9. The Tri-Ethnic Committee

A. It is hereby Ordered that a Tri-Ethnic Committee will be formed, the chairmanship of which will rotate annually between a Mexican-American, a Black, and an Anglo. The Rev. Zan W. Holmes, Jr. is appointed as the Committee's first Chairman.

B. Among other things, the Committee will review the operation of the transportation system, teacher assignments, the majority to minority transfer rule, and the selection of school sites. The Committee is authorized to hold hearings and make recommendations to the School Board in connection with any of these activities.

C. The Committee will make reports to this Court on a monthly basis, or at such time less than monthly as the Committee deems advisable. These reports will advise the Court as to the maintenance of a unitary school system by the DISD and such other matters as the Committee may determine to be proper, providing DISD and Plaintiffs with a copy of such report.

D. Adequate office space will be made available in the Federal Building at 1100 Commerce for purposes of meetings and the maintenance of an office staff. The Board is directed to provide sufficient funds to employ two secretaries, one of whom will be a bilingual Mexican-American, telephones, and appropriate office equipment and supplies. In this connection, it is contemplated by the Court that funds will be available out of the Emergency School Assistance Program (ESAP), for which the Board is expected to apply.

E. In addition to Rev. Zan Holmes, Mr. David M. Kendall, and Mr. Rene Martinez, the following are appointed to the Committee:

1. Mr. D. Marcus Ranger, 4510 S. Oakland, Dallas, Tex. (Black)
2. Mrs. Kathlyn Gilliam, 2507 Third Ave., Dallas, Tex. (Black)
3. Mr. J. B. Jackson, 4351 Jamaica, Dallas, Texas (Black)
4. Dr. C. F. Toles of Bishop College (Black)
5. Mrs. Mary Greene, of KERA's Sesame Street program (White)
6. Mr. John E. Stitt, 10040 Meadowbrook, Dallas, Tex. (White)
7. Mr. Donald Jarvis, 3338 S. Ravinia, Dallas, Tex. (White)

8. Mr. Richard Stroman, 1201 S. Buckner, Dallas, Tex. (White)
9. Mr. Frank P. Hernandez, Southwest Building, Dallas, Tex.
(Mexican-American)
10. Mr. Luis Estrada, 4014 Odessa, Dallas, Texas
(Mexican-American)
11. Mr. Frank Diaz, 14417 Sunrose Lane, Dallas, Texas
(Mexican-American)
12. Mr. Trinidad Garza, 2235 W. Colorado Blvd., Dallas, Texas
(Mexican-American)

STUDENT ASSIGNMENT PLAN

10. Senior High Schools

A. Pursuant to the Board's Plan, J. N. Ervin High School, Madison High School, and Crozier Tech will be closed as High School facilities, PROVIDED, however, that Black students and Mexican-American students now assigned to Crozier Tech will be admitted and provided transportation to Skyline Career Center.

B. Pair Kimball, South Oak Cliff and Carter High Schools in the following manner:

- (1) Retain 1970-71 zone lines in those high schools;
- (2) Assign one-half of the 10th Grade in South Oak Cliff to Kimball which shall retain its regular 10th Grade;
- (3) Assign one-half of the 10th Grade in South Oak Cliff to Carter which shall retain its regular 10th Grade;
- (4) Assign all 11th Grade students to South Oak Cliff;
- (5) All 12th Grade students will attend and graduate from the High School serving the zone in which they reside;
- (6) With respect to extracurricular activities, including athletic programs, attention is directed to the terms and provisions of Paragraph 8 of this Order.
- (7) Transportation as requested by students may be provided in the form of special bus tokens or bus cards, distributed directly to the pupil involved on a weekly basis, to be used on regular Dallas Transit System routes.

C. Pursuant to the Board's plan of satelliting and zoning ethnic groups into High Schools, student assignments are made in

accordance with Appendix A attached hereto and made a part hereof.

With respect to satellite zones listed and enumerated on Appendix A, transportation will be provided by the Board.

11. Junior High Schools

A. Pursuant to the Board's Plan, Pearl C. Anderson will be closed as a Junior High School facility and will become an elementary school.

B. Pair Atwell, Browne, Hulcy, Storey and Zumwalt as follows:

(1) Assign all 9th grade students to Atwell;

(2) Assign one-half of the 7th grade students in Atwell, and all 7th grade students in Storey to Browne, which shall also retain its regular 7th grade;

(3) Assign one-half of the 7th grade students in Atwell and all the 7th grade students in Zumwalt to Hulcy, which shall also retain its 7th grade;

(4) Assign one-half of the 8th grade students in Atwell and all the 8th grade students from Browne to Storey, which shall also retain its 8th grade;

(5) Assign one-half of the 8th grade students in Atwell and all the 8th grade students from Hulcy to Zumwalt, which shall also retain its 8th grade;

Upon the opening of the new Hulcy facility, the School Board may consider exchanging the grade levels in Hulcy and Atwell only.

C. Pair Stockard, Edison, and Sequoyah as follows:

(1) Assign all 7th grade students to Stockard, all 8th grade students to Edison, and all 9th grade students to Sequoyah.

D. Pursuant to the Board's Plan of satelliting and zoning of ethnic groups into Junior High Schools, student assignments are made in accordance with Appendix B attached hereto and made a part hereof.

With respect to satellite zones listed and enumerated on Appendix B, transportation will be provided by the Board.

12. ELEMENTARY TELEVISION PLAN

A. To establish a clustering of present elementary attendance zones in such a manner as to group those elementary schools together that would provide an approximate 2:1 ratio of Anglo classrooms to minority classrooms.

B. To assign those elementary students residing in the elementary zones for the ¹⁹⁷¹⁻⁷²~~1970-71~~ school year to the same neighborhood elementary school which served that zone in 1970-71 (except for those elementary schools which upon recommendation of the School Board are closed by this order). Schools which are to be closed are:

Vickery
Stephen J. Hay
Letot

and the students in Vickery are assigned to Hodgkiss, in Stephen J. Hay to Sam Houston, and in Letot to Burnett.

C. To establish elementary class schedules and courses of study so as to provide each elementary student with a daily minimum of one hour of contact with students of another race. Such contact shall be a simultaneous two-way oral and visual communication via television cable between two or more schools; classrooms of each such elementary school shall be identifiably paired in such a manner so that approximately two Anglo classrooms are paired with one minority classroom for the entire academic year. It is contemplated that from two to seven studio classrooms will be established at each elementary school.

Such studio rooms shall be equipped so as to provide the teacher and students seated therein the ability to see and hear the students and teachers in the other paired classrooms who will also be seated in studio rooms at their schools.

The electronic cable necessary to effectuate this order shall be leased or installed between the elementary schools along with such other equipment (including channel modulators) as shall be deemed most engineeringly feasible to provide the simultaneous two-way oral and visual contact required above.

D. To provide at least one weekly visit of an educational nature and during regular school hours between the two or more paired classrooms that daily communicate with each other. Such visit shall provide not less than three hours of personal contact between the paired classrooms. Transportation for purposes of implementing this portion of the elementary assignment plan shall be provided forthwith by leasing available vehicles from public or private transit companies.

DD. Attached hereto is Appendix C which suggests a possible series of Clusters which provide an approximate 2 to 1 ratio of Anglo classrooms to minority classrooms, but nothing in this Order is intended to prevent the Board from establishing Clusters which may be more technically acceptable and more economically feasible so long as the stated ratio of approximately 2 to 1 is maintained.

E. To create a new administrative position of Cluster Director. This person shall be the chief administrator of all faculties, programs, and schools electronically clustered together for the purpose of establishing identifiably paired classrooms by television. Such person shall report to the Assistant Superintendent — Elementary Operations. The building principals shall report to the Cluster Director.

F. To provide for an appropriate training program designed to enable Cluster Director to implement this plan.

G. To instruct each Cluster Director to appoint a representative committee of teachers within the Cluster to serve as a Faculty Advisory Committee on matters of curriculum, extra-curricular programs, acquisition of teaching materials, classrooms methods, desegregated television contact work, and interschool visits. Each elementary school will be presented on such a committee which will be multi-ethnic in its makeup.

H. To instruct each Cluster Director to appoint, from parents within the Cluster, a multi-ethnic committee to serve the Cluster in an advisory capacity only. Each committee will be so constituted as to give equal representation to each elementary school and each ethnic group in proportion to that ethnic group's representation in the total enrollment of the Cluster as of October in any current academic year.

The advisory committee serving a Cluster will be required to meet a minimum of one time each month and make monthly reports of its recommendations to the Assistant Superintendent — Elementary Operations and the Cluster Director.

No parent will be permitted to serve more than two years on such a committee

I. To encourage the continuance of all P.T.A. or other parent organizations currently serving individual elementary

campuses. However, the formation of one cluster organization of this type to serve all the parents and all the schools of an entire Cluster is strongly recommended.

J. To direct that within a Cluster there should be equality of program and teaching materials. The programs as compared between Clusters might vary when viewed across the district as a whole. Parity between schools within a Cluster is an integral basis of this plan.

K. To implement The Elementary Television Plan in the following time period:

(a) The period of August 1, 1971 - February 1, 1972 shall be set aside for planning the full establishment of the elementary desegregation plan and installation of all equipment.

(b) On or before February 1, 1972, this program shall commence and shall achieve a maximum operational level by May 1, 1972, subject to the impossibility of acquisition of materials.

L. In line with the suggestion of Mr. Franklin Spafford, attorney for the Board, the following committee is appointed to provide the professional leadership needed to insure that the Elementary Television Plan adopted herein effectively functions as a tool of desegregation:

Dr. Edwin Tapscott, of Houston, Texas

Dr. Donald A. Cowan, President, University of Dallas

Mr. A. Earl Cullum, Jr., Engineer

Mr. James T. Maxwell, Intervenor

Mr. Rod Surratt, Attorney,
with Mr. Surratt as Chairman.

13. Reporting Provision

A. The School District shall, on November 1, 1971, and on April 15, 1972, and annually thereafter on April 15 of each succeeding year, until further order of this Court, file with the Clerk of this Court a report setting forth the following:

(1)

(a) The number of students by race enrolled in the School District;

(b) The number of students by race enrolled in each school of the District;

(c) The number of students by race enrolled in each classroom in each of the schools in the District.

(2)

(a) The number of full time teachers by race in the District;

(b) The number of full time teachers by race in each school in the District;

(c) The number of part-time teachers by race in the District;

(d) The number of part-time teachers by race in each school in the District.

(3)

The number of interdistrict transfers granted during the current school semester, or since the last report to the Court, the race of the students who were granted such transfers, and the School District to which the transfers were allowed.

(4)

Whether the transportation system, if any, in the District is desegregated to the extent that Negro and White students are transported daily on the same buses.

(5)

Whether all facilities, such as gymnasiums, auditoriums, and cafeterias are being operated on a desegregated basis.

(6)

A brief description of any present or proposed construction or expansion of facilities; including

(a) the exact location and nature of the proposed site acquisition, new construction, or expansion;

(b) the grade levels to be served by the proposed structure, and the anticipated number and race of the students to be assigned;

(c) the action taken by the Board pursuant to the submitted proposal and the anticipated dates for: (i) preliminary architectural plans, (ii) final plan, (iii) construction bids advertised and accepted, (iv) site preparation, and (v) construction undertaken.

(7)

(a) Whether the school board has sold or abandoned any school facility, equipment, or supplies having a total value of more than \$500.00 since this Court's Order entered this day.

(b) Whether the school board has sold, abandoned, or otherwise transferred any real property of this school district since this Court's Order entered this day.

(c) Whether the school board has closed or discontinued use of any school property, building, or facility since this Court's Order entered this day.

14. Retention of Jurisdiction

To the end that a unitary school system shall be maintained in the Dallas Independent School District, the United States District Court for the Northern District of Texas retains jurisdiction of this case.

SO ORDERED this 2nd day of August, 1971.


UNITED STATES DISTRICT JUDGE