

SCHOOL INTEGRATION PROGRAM

for the

School District of Kansas City, Missouri

Approved by the Board of Directors
of The School District of
Kansas City, Missouri

March 20, 1977

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OVERVIEW OF THE PLAN

Factual Background

The Kansas City, Missouri School District is a school district which in the 1976-77 school enrolled approximately 51,000 students, 67% of them minority. Enrollment of both minority and non-minority students in the District has been declining for several years; the minority percentage has been increasing at an average rate of 2-3% since 1955.

The District does not include all of the area of Kansas City, Missouri; portions of 13 other school districts are within the city limits. Portions of the District are outside Kansas City, including one area - the Van Horn attendance area - which is within the city limits of Independence, Missouri.

The Kansas City District, in common with other urban school districts in the United States, serves by far the greater percentage of students in the metropolitan area who come from economically and educationally deprived backgrounds. It also serves most of the minority students in the area; every other school district on the Missouri side of the Standard Metropolitan Statistical Area has less than 5% minority enrollment.

The District is governed by a nine-member Board of Directors which reflects the multi-ethnic make-up of the District. One Board member is elected from each sub-district, and three members are elected at large. At present, the Board consists of three blacks, one Mexican-American, and five non-minority representatives.

The Kansas City School District, prior to 1955, operated a dual school system with separate schools for black children as required by the Missouri Constitution. When the decision of the United States Supreme Court in Brown v. Board of Education of Topeka was announced in 1954, the Kansas City District requested an opinion of the Missouri Attorney General as to whether it could then abolish its system of dual schools. The response was that the Missouri constitutional provision was rendered inoperative by the Brown decision, and the District was no longer required to operate a separate black school system.

In 1955, the District converted totally to assignment on the basis of neighborhood residential zones. All extra-curricular activities, the junior college, the vocational school, the faculty and PTA were integrated. Three former black schools which were improperly located for use in a unitary system were closed. Two years later, a former white school was closed for the same reason.

Because Kansas City has been and remains a city which is highly segregated residentially, the level of integration achieved through neighborhood zone assignment has never approached racial balancing in most schools of the District. The pattern has been, as in most urban school districts, that schools in black residential areas remained almost all black, while schools on the fringes of the black residential areas became integrated and then resegregated as the neighborhoods became black.

Busing for Overcrowding

The Kansas City District has made efforts subsequent to 1955 to improve integration in the District. From the mid-sixties continuing on to the present, a few schools in the District have been overcrowded. The District has maintained a policy of busing children from overcrowded schools in a manner which improves integration. In recent years, with declining enrollment, there has been little busing for this purpose but the policy has been continued.

It is the policy of the Board of Directors that any busing for overcrowding shall, if administratively feasible, be carried out in a manner which improves integration.

Integration of Faculty and Administration

The District has also taken steps to fully integrate its faculty and administrative staff. Efforts along this line were carried out through the 1960's, and in 1973 the District took steps to reassign teachers in such a manner as to racially balance the teaching staff in each school of the District. The following year, administrative reorganization was carried out for the purpose of achieving better racial balance in building administration and better racial representation in the central office administrative structure. The District is presently well-integrated as to faculty and administrative staff.

It is the policy of the Board of Directors that the integration of faculty and administration shall continue under the present plan.

Optional Zones

Historically, including the dual system period prior to 1955, the Kansas City District has utilized a number of "optional zones" within the assignment pattern. Generally, the zones were developed because a certain number of parents in an area preferred to send their children to a school other than the one to which they were assigned on the basis of residence. In some cases, the zones were established specifically as an aid to integrating more black students into predominately white schools. However, on the basis of statistics which indicate that in general optional zones tend to negatively effect integration, the District has, beginning in 1973, taken steps to eliminate all optional zones which offer the potential of inhibiting integration.

It is the policy of the Board of Directors that all optional zones in the District are abolished, except as specified in the Integration Program.

Transfer Policy

Under the pre-1955 dual system and until 1973, students in the District were allowed to obtain transfers to another school for valid reasons, so long as capacity permitted. In 1973, the District rescinded this policy, and prohibited transfer of any student from a school in which his race was in the minority to a school in which his race was in the majority, with certain specified exceptions.

In 1976, the policy was further modified, to provide that transfers inhibiting integration would be allowed only under exceptional circumstances related to education, and that transfer of a student from a school in which his race was in the majority to one in which his race in the minority would be permitted, with free transportation provided.

The present policy of the Board of Directors is that transfers which would have a negative effect on integration will be denied except in a case of exceptional circumstances relating to the educational well-being of the student or in unusual cases involving family problems. Exceptions as listed will be granted only after individual review of the Student Transfer Review Board, according to presently established procedures.

Building Location and Utilization

School buildings in the Kansas City District have traditionally been located according to a neighborhood school pattern. At the elementary level, buildings were located approximately 1 1/2 miles apart unless an area was

so heavily populated that schools needed to be closer together at the elementary level in order to avoid exceeding an upper limit of serving 750 children, or farther apart in areas so sparsely populated that buildings could not be located 1 1/2 miles apart and maintain adequate enrollment.

Schools which, because of the past dual system, were not located according to this basic plan, have been closed or are now utilized for different purposes. Buildings which were a part of the dual system and were not consistent with the pattern for a unitary system have been closed. These were Penn, Wheatly, Bruce and Dunbar, former black schools, and Lowell and Leeds, former white schools.

There has been no new school construction in the District since 1968, and shifting population patterns have resulted in under-utilization of a number of buildings, while a few remain overcrowded.

One elementary school, Mark Twain, a former white school which had become predominately minority, was destroyed by fire during the 1975-76 school year and has not been rebuilt. Students from that area have, since the date of the fire, been reassigned to schools where the assignment improves racial balance.

One high school attendance area, the Manual area, has been without a high school building for nearly ten years, since the former Manual building was razed to allow construction of the new Vocational-Technical School. Elections to authorize bonds for a new Northwest High School failed to gain the required popular vote three times. In the interim, the Manual High School students were transported to the former Junior College building across from Westport High School. Under the plan described herein, the Manual students will be absorbed into other attendance areas.

The present policy of the Board of Directors anticipates no additional building construction in the immediate future. In case of any school closings resulting from under-utilization of facilities or other causes, reassignment of students will be carried out in a manner which will not impede integration, and, where possible, will improve racial balance.

Feeder Patterns and Grade Structures

Historically, the Kansas City District has operated on a system of varying grade structures in different attendance areas of the District. Elementary Schools more distant from junior high schools have traditionally included kindergarten through grade seven, while those closer have included kindergarten through grade six. In one case, Korte-North Rock Creek, the schools were structured on a K-3 and 4-6 basis. High schools varied from the grade 8 through 12 structure of West High

School to the 10-12 structure at Paseo High School. In addition, historically junior high attendance areas have bisected elementary areas, and high school attendance areas have bisected junior high areas.

It is the policy of the District that to the maximum extent feasible, elementary school areas shall be structured on a K-6 basis; junior high shall include grades 7, and 8, and high schools shall serve grades 9, 10, 11 and 12. It is further the policy that feeder pattern shall be established in a manner which, to the maximum extent administratively feasible and educationally sound, will further integration.

Equal Educational Opportunity

HEW has alleged that the District offers inferior educational opportunity to students in predominately minority schools, in that these schools allegedly offer fewer courses at the secondary level, and are allegedly assigned less experienced, less qualified and lower-paid faculty. The Hearing Officer who presided over the Title VI hearing agreed with the District that the evidence failed to prove these contentions.

The Board of Directors of the Kansas City School District believes it would be contrary to sound educational policy to engage in numerical balancing of course offerings and to restrict teacher assignment arbitrarily in order to achieve statistical parity which may in fact be meaningless.

However, the District has always sought and continues to seek to provide fully equitable educational services to every student in the District. Consistent with this view, the District has offered and continues to offer to cooperate in an evaluative effort by objective professional educators, and to take steps to correct any inequities noted through such a study. On December 2, 1976, the District instructed its attorneys, by Resolution, to enter into an agreement with HEW for such an evaluation. The Board stands by this offer. (See certified copy of Board Resolution contained in Appendix.)

Goals of the Integration Program

As indicated in the previous section, steps taken in the Kansas City District to desegregate the schools through neighborhood assignment zones and a voluntary majority-to-minority transfer policy have, because of the high degree of residential segregation in Kansas City, failed to achieve a high degree of racial balance in the schools of the District. In the 1976-77 school year, only 20% of elementary students, 45% of junior high students and 31% of senior high students

were attending schools in which the enrollment was from 30 to 80% minority.

The primary goal of the integration program to be implemented for the 1977-78 school year is to achieve the highest level of meaningful integration which promises realistically to work for this community.

In furtherance of this primary goal, the plan assigns students to the school nearest their place of residence which is at present offering their appropriate grade level of study, except in areas in which careful study indicates that a significant improvement in racial balance could be made through clustering, pairing, boundary changes, non-contiguous assignment zones, or feeder school realignments, and there appears to be a reasonable degree of community acceptance of the changes.

Methods

In order to gain community input for the integration program, the District established a Community Task Force made up of representatives of school areas and community organizations in the District. The Task Force engaged in concentrated effort for a period of almost a year, eventually forwarding its suggestions to the School Board. The plan which was approved by the Board and is presented herein is based on suggestions from the Task Force, with modifications developed through community meetings held in each of the District's sub-district's subsequent to initial formulation of the plan, initially designated as "Plan 6-C."

The Community Task Force continues to operate, funded by the District, for the purpose of providing input as to suggestions for educational improvement, implementation of the plan, and gaining community acceptance.

The Plan in General

The primary method utilized in the plan adopted is to reduce racial isolation through enlarging the attendance areas of predominately non-minority secondary schools by incorporating areas from adjoining predominately minority high school attendance areas. The newly incorporated elementary school areas were then grouped with non-minority elementary schools in the enlarged secondary school attendance area, with a two-way reassignment of students to improve racial balance in each of the schools in the group. The boundary adjustments and student reassignments are to be implemented at the beginning of the 1977-78 school year.

School Closings

Three presently operating elementary schools, Nichols, Norman and Rollins, are permanently closed in the plan.

Three additional schools are closed and converted to another use. Manual High School is closed and the building utilized as Westport Junior High, serving grades 7, 8 and 9 for the West and Westport High Schools. Ashland Elementary School is closed to become a junior high school for the East High School area. Harrison Elementary School is closed to become a seventh grade center for the Van Horn attendance area.

Statistical Projections

In developing the plan and in projecting results, student census tract information was gathered and utilized to determine the projected number of resident students in each attendance area. Because Special Education students are assigned to classes on the basis of special educational needs rather than by neighborhood assignment, special education students were not included in enrollment projections.

Kindergarten students are not included in the integration program, and are therefore not included in the projections.

Results Projected

In 1976-77, when integration in the District was accomplished only through traditional neighborhood attendance zones, a limited amount of busing for integration and voluntary transfers, 20 of the District's schools were from 30 to 80% minority, 23 were less than 30% minority, and 41 were more than 80% minority. (See Appendix, p.)

Of the 30,724 minority students in the District, only 6,636, around 22%, attended schools which were less than 80% minority, while 24,088 (78%) attended schools 80% or more minority.

After implementation of the integration program, it is projected that 51 schools will be in the 30 to 80% minority range, no schools will be less than 30% minority, and 30 will be more than 80% minority.

Of the 29,202 projected minority student enrollment, 11,933, or 41%, will be enrolled in schools of between 30 to 80% minority, while 17,269, or 59% will be enrolled in schools more than 80% minority.

More than 99% of the 14,633 non-minority students in the District will be in schools from 30 to 80% minority.

Burdens of the Plan

Although the Kansas City School District is 67% minority and 33% non-minority, 53% of all elementary students reassigned under the integration programs will be non-minority. Thus non-minorities will bear a significantly greater proportional burden than minorities.

At the secondary school level, the only burden of any significance will be the additional distance which Melcher and Seven Oak students will be required to travel in order to attend Van Horn rather than Central secondary schools. This is balanced by the fact that Manual students will now be closer to their secondary schools.

As to school closings, the "burdens" are also equitable. Ashland was 33% minority in 1976-77, Nichols 63% minority, Norman 47%, Rollins 54%, and Manual 99%.

Practicalities of the Situation

The schools in the District which would remain more than 80% minority are located within heavily minority, densely populated areas. As mentioned previously, Kansas City is a residentially segregated city, with the minority residential areas located within KCSD.

Studies by the Community Task Force and consultants indicate that the de facto school segregation resulting from the residential patterns in Kansas City could not be resolved other than through transporting students to schools other than the schools nearest their homes. Because of this a number of schools remain disproportionately minority, even after implementation of the integration program. It is the opinion of legal counsel for the District that none of these schools are "vestiges" of the past dual system, because the present racial enrollment of the schools did not result from the past dual system, nor of any intentionally segregatory acts of the District.

It is further the belief of the Board that the actions taken offer the maximum possible opportunity for providing a meaningful level of integration for the greatest possible number of minority students under conditions which have some promise of realistically working.

Some of the practicalities of the situation in which the District finds itself in attempting to achieve meaningful integration are as follows:

Because the District is 67% minority, it cannot eliminate racial isolation (as defined by Congress in 20 U.S.C. §1619) from all schools within the District.

The District's financial resources are limited. A provision of the Missouri Constitution limits tax levies in excess of \$1.25 per \$100 assessed valuation to a majority vote of the electorate, and levies in excess of \$3.75 per \$100 assessed valuation require a 2/3 vote of the electorate. All bond issues require a 2/3 favorable vote. All bond issues since 1965 and all levy elections since 1967 seeking more than \$3.75 have been defeated. The District has sorely needed adequate long term financing to maintain and increase the quality of its programs, but has to date been unsuccessful in obtaining same.

Community support for financing education depends in large part upon the quality of education provided, and any additional integration must maintain or increase educational quality rather than reduce it.

Minority enrollment has increased in the District every year for the last 21 years. It shows no signs of stopping. A workable plan must seek to maintain integration as well as improve it. A plan which fosters resegregation cannot be an acceptable plan under the Constitution. The District believes this plan will not only increase integration in some areas, but maintain it in others. It believes further racial balancing would increase resegregation, and would not promise realistically to work on an immediate or long-term basis.

THE PLAN AS IT RELATES TO EACH HIGH SCHOOL
ATTENDANCE AREA

Central High School Attendance Area

The effects of the KCSD plan upon Central High School and its feeder schools can be seen in Figure 2 and Table 1. The most important of these effects are as follows:

1. Racial isolation in the former Central High School area is reduced as the result of rezoning a significant portion of the 1976-77 Central attendance area (Melcher, Seven Oaks, Moore, and the southern half of Greenwood Elementary Schools) to desegregated schools and making boundary adjustments to eliminate past bisecting of elementary school attendance areas by secondary school boundaries and a change to uniform grade structures.
2. Racial isolation in the former Central High elementary schools is reduced through clustering of Greenwood, Manchester and McCoy schools, pairing of Moore and Askew, Seven Oaks and Sugar Creek and Melcher and Bristol, plus additional assignment of Melcher students to West Rock Creek and Mount Washington.
3. The boundaries of Central High and Central Junior High become coterminous and enrollments are lowered sharply. Central High would have an enrollment of 1,382 compared with 1,783 in the 1976-77 school year and well over 2,000 in preceding years. This lowered enrollment eliminates what have been considered crowded conditions at Central and provides necessary space for the development of a planned career-oriented magnet center at Central High School.

East High School Attendance Area

The East High School area of the KCSD plan is shown in Figure 3 and Table 2. The following points relating to the East area are noted:

1. The East High School attendance area is enlarged to incorporate two elementary school attendance areas with predominantly minority enrollments (Greenwood, 94% minority and Moore, 90% minority).
2. Additional East High boundary adjustments are made to eliminate the historical bisecting of elementary school attendance areas. In this regard the northern portions (north of 12th Street) of the McCoy and Manchester Elementary zones are added to the East area and the southern portion of Whittier is removed from the East zone. Further, the extreme southern portion of the former Leeds Elementary attendance zone (industrial area) is rezoned from the East to the Van Horn area.
3. The eighth grade is removed from East High and placed in a junior high established in the former Ashland Elementary School. The East High enrollment would then be comprised of grades 9-12, 53% minority group.
4. The former Yeager attendance area becomes part of the Kensington attendance area except for the northwestern corner, including the Attucks East Housing Development, which is zoned to the Attucks Elementary School attendance area. The Leeds and Dunbar transport zones established as part of the District's former ESAA project are continued. Further, the Ashland Elementary School attendance area is rezoned to Askew, Greenwood, and Kensington.
5. There are two clusterings of elementary school attendance areas with grade level specialization of schools within each grouping. For example, within the grouping of Greenwood, Manchester and McCoy Elementary Schools, Greenwood serves grades 4-6 for the three schools. Greenwood students, grades 1-3, are reassigned to Manchester and McCoy which serve grades 1-3 only for the three-school grouping. Racial isolation in the East area elementary schools is eliminated with enrollments of 44% minority on the average.

Lincoln High School Attendance Area

Figure 4 and Table 3 show how the plan would relate to the Lincoln High School area. The following points are noted.

1. Racial isolation in the former Lincoln High School area is reduced through rezoning parts of the Greenwood, Longfellow, Switzer and Yeager Elementary School attendance areas to desegregated high schools.
2. Racial isolation in the elementary schools of the rezoned areas is reduced through pairings with schools in the new attendance areas.
3. The northern part of the Attucks Elementary attendance area, formerly in the Manual attendance area, is rezoned to Lincoln. Other minor adjustments in the Lincoln High boundary are made to eliminate the bisecting of elementary school attendance areas.
4. Lincoln High School and Lincoln Junior High School attendance area boundaries are made coterminus.
5. The relatively low enrollments at Lincoln High and Lincoln Junior High make it possible to establish one or more magnet centers at Lincoln. A health services career oriented magnet and a math/science magnet are under consideration for Lincoln. The proximity of Lincoln and hospital hill is an important factor in this preliminary thinking.

Northeast High School Attendance Area

The effects of the KCSd plan upon Central High School and its feeder schools can be seen in Figure 5 and Table 4. The most important of these effects are as follows:

1. The Northeast High School attendance area is enlarged to incorporate the major part of the former Manual High School attendance area including the Banneker, Karnes, Woodland and Yates Elementary School attendance areas. Additional boundary adjustments of Northeast High annex the southern part of Whittier and eliminate the northern parts of the Manchester and McCoy Elementary School attendance areas. The enrollment of Northeast High is projected at 44% minority.
2. The Northeast Junior High attendance area boundaries are coterminous with the Northeast High boundaries and have a projected enrollment of approximately 41% minority.
3. There are three clusterings of elementary schools within the Northeast High area with grade level specialization within each group which achieve a high degree of racial balance in all of the elementary schools in this area. The projected enrollments of the schools in the three groupings are 41% minority on the average. Grade level specialization of schools within each group is based on the features of each building which make it appropriate for the grade levels it serves. For example, Karnes and Yates, formerly with predominantly minority enrollments, serve grades 5-6 because these are the schools having industrial arts and home making facilities which are more useful in the educational programs of upper elementary grade students.
4. Garfield continues its present grade structure and enrollment, which includes those students from the former Martin and Banneker attendance areas.

Paseo High School Attendance Area

The relationship of the KCSD plan to the Paseo High School area is shown in detail in Figure 6 and Table 5. Some important points are as follows:

1. Racial isolation in the former Paseo High School attendance area is decreased through rezoning of the western portion of the area to desegregated high schools as shown in Figure 6.
2. Portions of the Graceland, Meservey and Weeks Elementary School attendance areas are annexed to the eastern and southern portions of the Paseo High attendance zone to eliminate the former bisecting of these elementary school attendance areas.
3. The King Junior High boundaries become coterminous with the Paseo High boundaries, for the first time giving the Paseo area a junior high school. Seventh grades are removed from all Paseo area elementary schools and reassigned to King Junior High.
4. Consideration is being given to the placement of a magnet center at Paseo High in the 1978-79 school year, capitalizing on the proximity of Paseo High to the University of Missouri-Kansas City and other cultural centers in the community.

Southeast High School Attendance Area

The effects of the KCSD plan upon the Southeast High School area are detailed in Figure 7 and Table 6. A summary of the most significant of these effects are as follows:

1. Racial isolation in the former Southeast High School attendance area is reduced, through rezoning parts of the former Southeast attendance area to southwest.
2. Marlborough Elementary School, formerly partially in the Southeast zone, is further integrated through clustering with Cook and Hartman Schools.
3. Students from the former Mark Twain School area are integrated through rezoning to elementary schools in the southern part of the Van Horn High School area. These students have the option of attending secondary schools in the Van Horn area, or of returning to Southeast.
4. The Southeast High and Southeast Junior High School boundaries become coterminus.
5. The northwestern portion of the Pershing Elementary attendance area is rezoned to Southwest area elementary schools because of crowding at Pershing. This is a continuation of a past practice. Secondary school age students living in this Pershing transport zone are given the option of attending either Southwest or Southeast area secondary schools.

Southwest High School Attendance Area

Details of the KCSD desegregation plan relating to the Southwest High School area are presented in Figure 8 and Table 7. These details are summarized as follows:

1. The Southwest High School attendance area is enlarged to incorporate areas with predominantly minority enrollments (Marlborough, Nelson, and Troost Elementary School attendance areas) from adjoining high school attendance areas.
2. The above boundary changes plus the removal of the southern one-half of the Swinney Elementary zone from the Southwest area eliminates the bisecting of elementary attendance areas and makes the Southwest High and Bingham Junior boundaries coterminus.
3. Nichols Elementary School is closed and the Nichols attendance area is consolidated with that of Cook.
4. The Cook, Hartman, and Marlborough Elementary Schools are grouped, with each school serving two grade levels from the three school area. Each of the schools serves the grade levels most appropriate for its facilities and design.
5. Students from the Pershing and Willard Elementary Schools attendance areas continue to be rezoned to Southwest area elementary schools because of crowding at the former two schools. However, the pattern of this rezoning is altered, with all of the students rezoned from Pershing going to the Cook, Hartman and Marlborough grouping. Those students rezoned from the Willard area go to either Border Star or Bryant. In the past, students from the Pershing and Willard transport zones attended their home schools at the secondary school level. In the KCSD plan these students are given the option of attending their home secondary schools or southwest area secondary schools.
6. All schools in the Southwest area are projected to have enrollments of from 42% to 53% minority with the exception of Troost Elementary School. Troost, the only school in the Southwest area receiving ESEA Title I services, is projected to have an enrollment of 94% minority. Secondary school students living in the Troost Elementary attendance area would attend desegregated Bingham Junior High and Southwest High Schools.

Van Horn High School Attendance Area

The effects of the KSCD desegregation plan upon the Van Horn High School area schools are presented in Figure 9 and Table 8. The major effects to be noted with regard to the Van Horn area are as follows:

1. The Van Horn High School attendance area is enlarged to include two elementary school attendance areas, Melcher and Seven Oaks, from the former Central High School attendance area plus an industrial area (formerly in the Leeds Elementary area) connecting these two schools with the former Van Horn area.
2. All seventh grades are removed from elementary schools in the Van Horn area and placed in two seventh grade centers converted from Harrison and Fairview Elementary Schools.
3. Nowlin Junior High continues to serve grades 8-9 and Van Horn High School continues to serve grades 10-12. The enrollments of the Van Horn area secondary schools are projected to be from 31% to 35% minority. These secondary school enrollment figures assume that one-half of the secondary school age students living in the Twain Elementary School attendance area would opt to attend Van Horn area secondary schools.
4. At the elementary school level, the Twain area students, grades 1-6, are rezoned to elementary schools in the southern portion of the Van Horn area. Because of the burning of Twain School this rezoning involves a one-way reassignment of students. All other elementary schools in the Van Horn area are involved in pairings or clustering which integrate all elementary schools in the area at projected enrollments of from 30% to 41% minority.
5. Melcher and Seven Oaks serve grades 5-6 in the elementary school groups. They could not contain more than two grade levels of a school grouping, and could not house grades 1-2 because the city fire code does not allow first and second grade students to be housed on upper floors of a school building.

West and Westport High School Attendance Areas

The details of how the KCSD plan would relate to the West and Westport High School areas schools can be seen in Figure 10 and Table 9. Summary points are as follows:

1. The 1976-77 attendance area boundaries for West High School are contined. The Westport High School boundaries are adjusted to eliminate past bisecting of elementary attendance areas. These boundary adjustments are the inclusion of parts of Bancroft, Faxon, Longellow, and Swinney which were formerly in other high school areas and the elimination of the western one-half of the Franklin area. Both West and Westport High Schools will serve grades 9-12. West High School students will be allowed to take desired courses at Westport High if these courses can not be made available at West High.
2. The former Manual High School building at 39th Street will be converted to Westport Junior High School which will serve grades 7-8 students for the combined West and Westport High School attendance areas.
3. Norman and Rollins Elementary Schools will be closed and rezoned to Volker and Swinney Elementary Schools respectively. Volker and Swinney will be paired, with a two-way reassignment of students based on grade level specialization at each school. There will be a similar school pairing involving Douglass and Switzer Schools. A bilingual/bicultural educational program emphasis will be installed in the schools of these two school pairings.
4. The western portion of the 1976-77 Faxon Elementary School attendance area is rezoned to the Longan attendance area to further desegregate Longan Elementary School. Bancroft and Faxon Elementary Schools, both receiving ESEA Title I services, remain racially isolated. However, voluntary transfers from these two schools to desegregated elementary schools in the West and Westport areas will be encouraged, and the students will be assigned to integrated secondary schools.
5. There is strong support for locating a business and retail career oriented magnet center at West High School capitalizing on the proximity of West High and the downtown area.

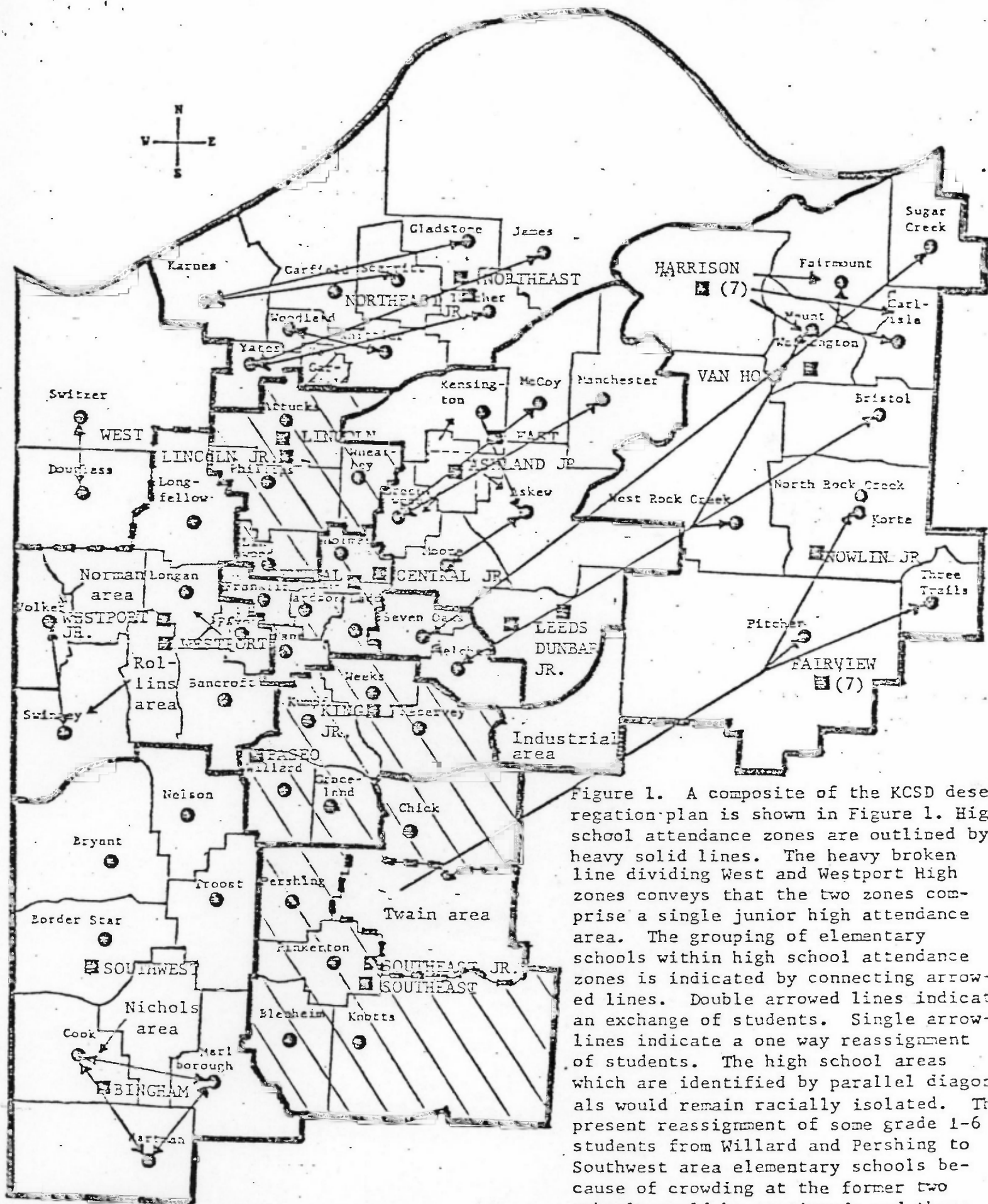


Figure 1. A composite of the KCSD desegregation plan is shown in Figure 1. High school attendance zones are outlined by heavy solid lines. The heavy broken line dividing West and Westport High zones conveys that the two zones comprise a single junior high attendance area. The grouping of elementary schools within high school attendance zones is indicated by connecting arrowed lines. Double arrowed lines indicate an exchange of students. Single arrowed lines indicate a one way reassignment of students. The high school areas which are identified by parallel diagonals would remain racially isolated. The present reassignment of some grade 1-6 students from Willard and Pershing to Southwest area elementary schools because of crowding at the former two schools would be continued; and these students would be given the option of attending Southwest secondary schools (not shown on composite).

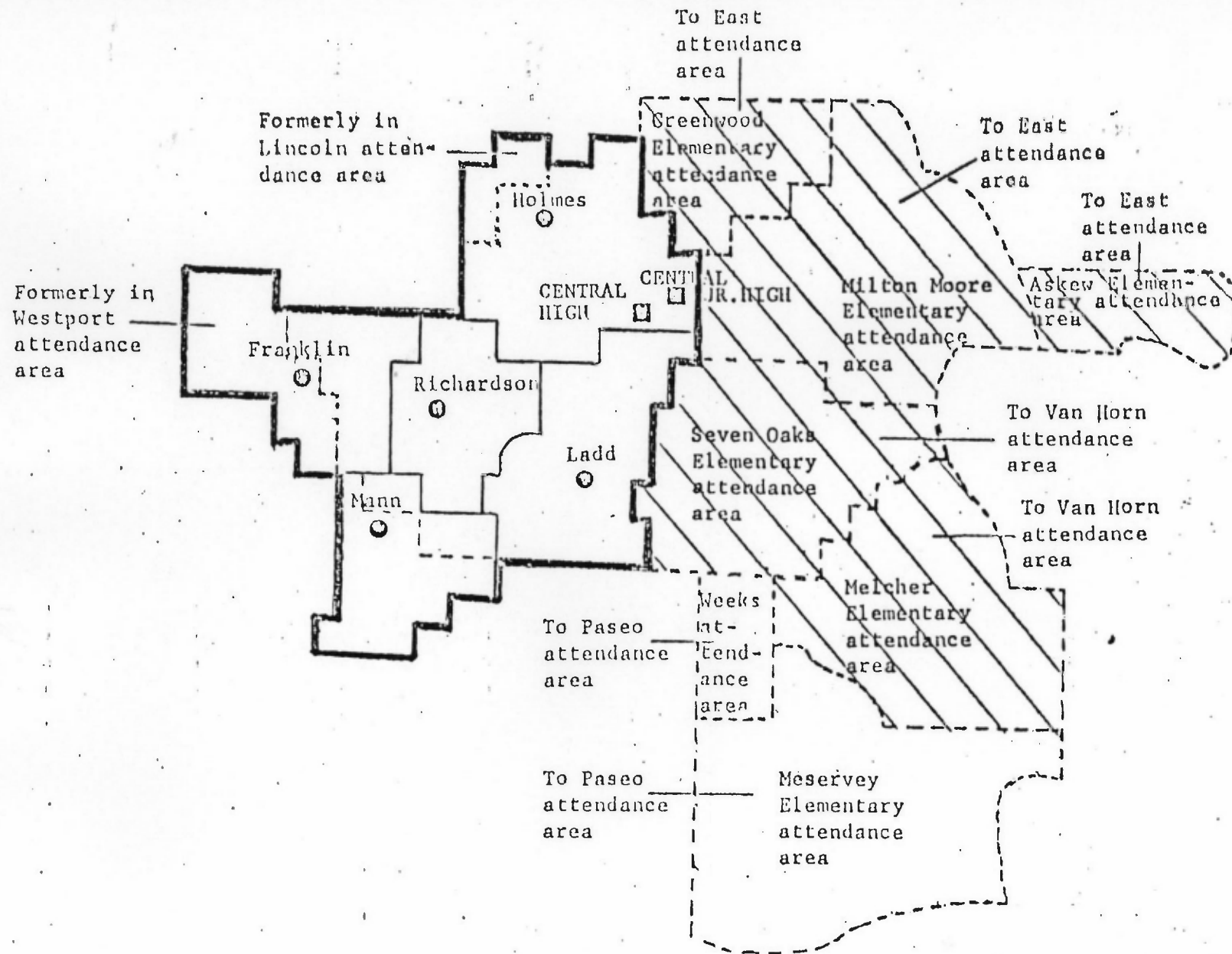


Figure 2. Figure 2 shows the Central High School area of the KCSD desegregation plan outlined by a heavy solid line. The Central High School attendance area boundary for the 1976-77 school year is shown by a broken line where it differs from the plan Six-C boundary. That part of the 1976-77 Central attendance zone which is rezoned to a racially desegregated high school attendance area in plan Six-C is identified by parallel diagonal lines.

Table 1

Grade Level Organizations, Enrollment Characteristics, and
Building Utilizations for Central High School Area Schools

Schools	Grade levels	Enrollments based on			Building utilization				Approximate miles between schools
		1976-1977	student census		Class-rooms avail-able	Regular class-rooms required	Addi-tional rooms needed ^a	% of class-rooms utilized	
		Kinder-garten total	Other grades Total	% Min-ority					
Elementary Schools									
Franklin	K,1-6	71	399	98%	40	18	14	80%	--
Holmes	K,1-6	72	316	99%	32	15	7	69%	--
Ladd	K,1-6	95	507	99%	32	24	6	94%	--
Richardson	K,1-6	74	347	100%	27	17	4	78%	--
Mann	K,1-6	41	233	100%	23	10	0	43%	--
Total		353	1,802	99%	154	84	31	75%	--
Secondary Schools									
Central Jr. High	7-8	--	721	99%	1,364 Capacity		53% Utilization		--
Central Sr. High	9-12	--	1,382	99%	2,225 Capacity		62% Utilization		--

^aRooms needed for special education and other specialized programs

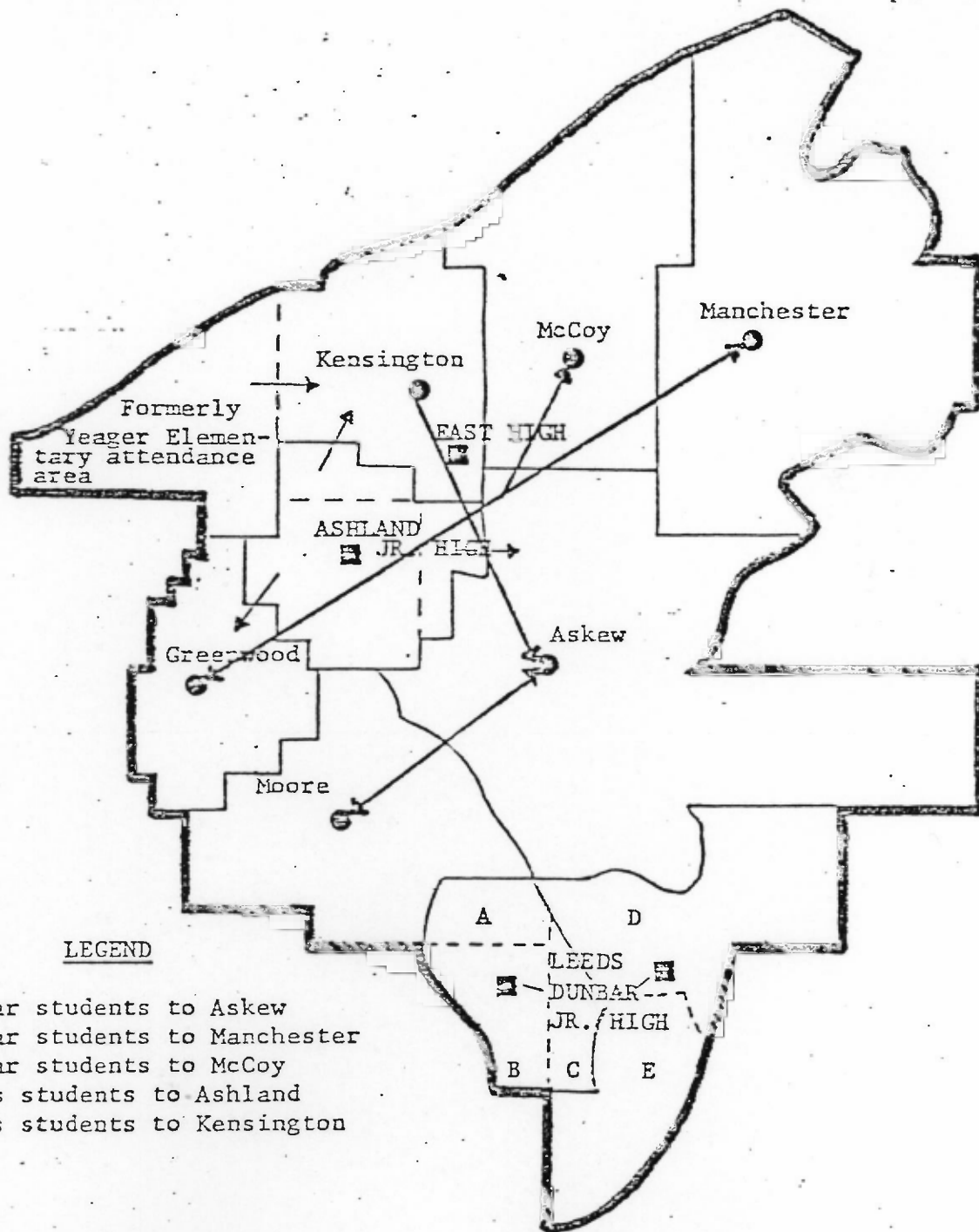


Figure 3. Figure 3 shows the East High School attendance area of the KCSD desegregation plan outlined by a heavy solid line. The grouping of elementary schools within the East High area is shown by arrowed lines. The broken lines sub-dividing the present Ashland Elementary attendance area (shown on map as Ashland Jr. High) indicate how that area would be rezoned with the closing of Ashland as an elementary school. Similarly, the lettered zones delineated by broken lines in the Leeds and Dunbar areas show the pattern of reassignment of elementary students from these areas.

Grade Level Organizations, Enrollment Characteristics, Building Utilizations and Miles between Schools for East High School Area Schools

Schools	Grade levels	Enrollments based on			Building utilization				Approximate miles between schools ^b
		1976-1977	student census		Class-rooms available	Regular class-rooms required	Addi-tional rooms needed ^a	% of class-rooms utilized	
		Kinder-garten total	Other grades Total	% Min-ority					
Elementary Schools ^c									
(Group 1)									
Kensington	K,1-3	91 ^d	288 ^e	48%	27	15	12	100%	1.5
Moore	K,1-3	42	420 ^f	50%	18	19	0	105%	1.5
Askew	K,4-6	107 ^g	685 ^h	48%	27	28	0	104%	--
Group 1 Total		240	1393	48%	72	62	12	103%	
(Group 2)									
Manchester	K,1-3	52	260 ⁱ	42%	15	12	3	100%	3.5
McCoy	K,1-3	70	340 ^j	40%	20	16	4	100%	2.7
Greenwood	K,4-6	95	604 ^k	42%	26	25	2	104%	--
Group 2 Total		217	1204	41%	61	53	9	102%	
Secondary Schools									
East Jr. High Complex	7-8								
Ashland		--			28				--
Dunbar		--			9				2.3
Leeds		--			7				2.7
Jr. High Total			871	47%	1100 Capacity		79% Utilization		--
East High	9-12	--	1842	53%	1825 Capacity		101% Utilization		--

^aRooms needed for special education and other specialized programs

^bDistance between minority and non-minority schools

^cElementary school enrollment data includes Leeds and Dunbar students reassigned as in ESAA project

^dIncludes 20% of Ashland kindergarten

^eIncludes former Yeager attendance area and 20% of Ashland enrollment, grades 1-3

^fIncludes all of Askew enrollment, grades 1-3, and 20% of Ashland enrollment, grades 1-3

^gIncludes 20% of Ashland kindergarten

^hIncludes 40% of Ashland enrollment, grades 4-6

ⁱIncludes 50% of Greenwood and 30% of Ashland, grades 1-3

^jIncludes 50% of Greenwood and 30% of Ashland, grades 1-3

^kIncludes 60% of Ashland enrollment, grades 4-6

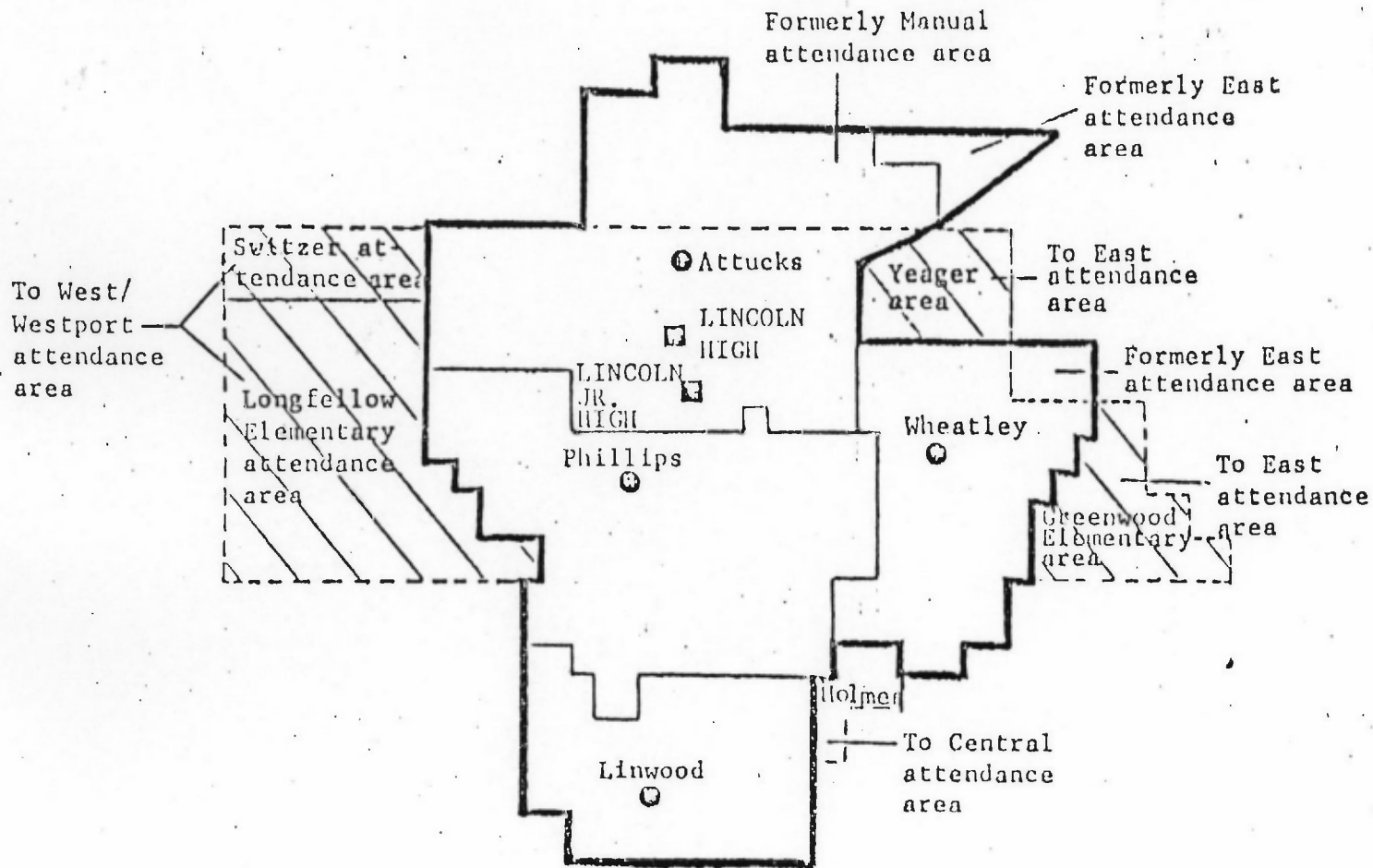


Figure 4. The KCSD plan relating to the Lincoln High School area is presented in Figure 4. The proposed Lincoln area is outlined by a heavy solid line. The Lincoln High attendance area boundary for the 1976-77 school year is shown by broken lines where it differs from the KCSD plan boundary. That part of the 1976-77 Lincoln attendance area which is rezoned in the KCSD plan to racially desegregated high school attendance areas is identified by parallel diagonal lines.

Table 3

Grade Level Organizations, Enrollment Characteristics, and
Building Utilizations for Lincoln High School Area Schools

Schools	Grade levels	Enrollments based on			Building utilization				Approximate miles between schools
		1976-1977	student census		Class-rooms available	Regular class-rooms required	Addi-tional rooms needed ^a	% of class-rooms utilized	
		Kinder-garten total	Other grades Total	% Min-ority					
Elementary Schools									
Attucks	K,1-6	55	262	99%	27	14	12	96%	--
Linwood	K,1-6	52	250	97%	25	12	8	80%	--
Phillips	K,1-6	61	307	99%	24	15	7	92%	--
Wheatley	K,1-6	59	300	100%	32	14	6	62%	--
Total		227	1119	99%	108	55	33	81%	--
Secondary Schools									
Lincoln Jr. High	7-8	--	438	99%	1112 Capacity		39% Utilization		--
Lincoln High	9-12	--	944	99%	1425 Capacity		66% Utilization		--

^aRooms needed for special education and other specialized programs

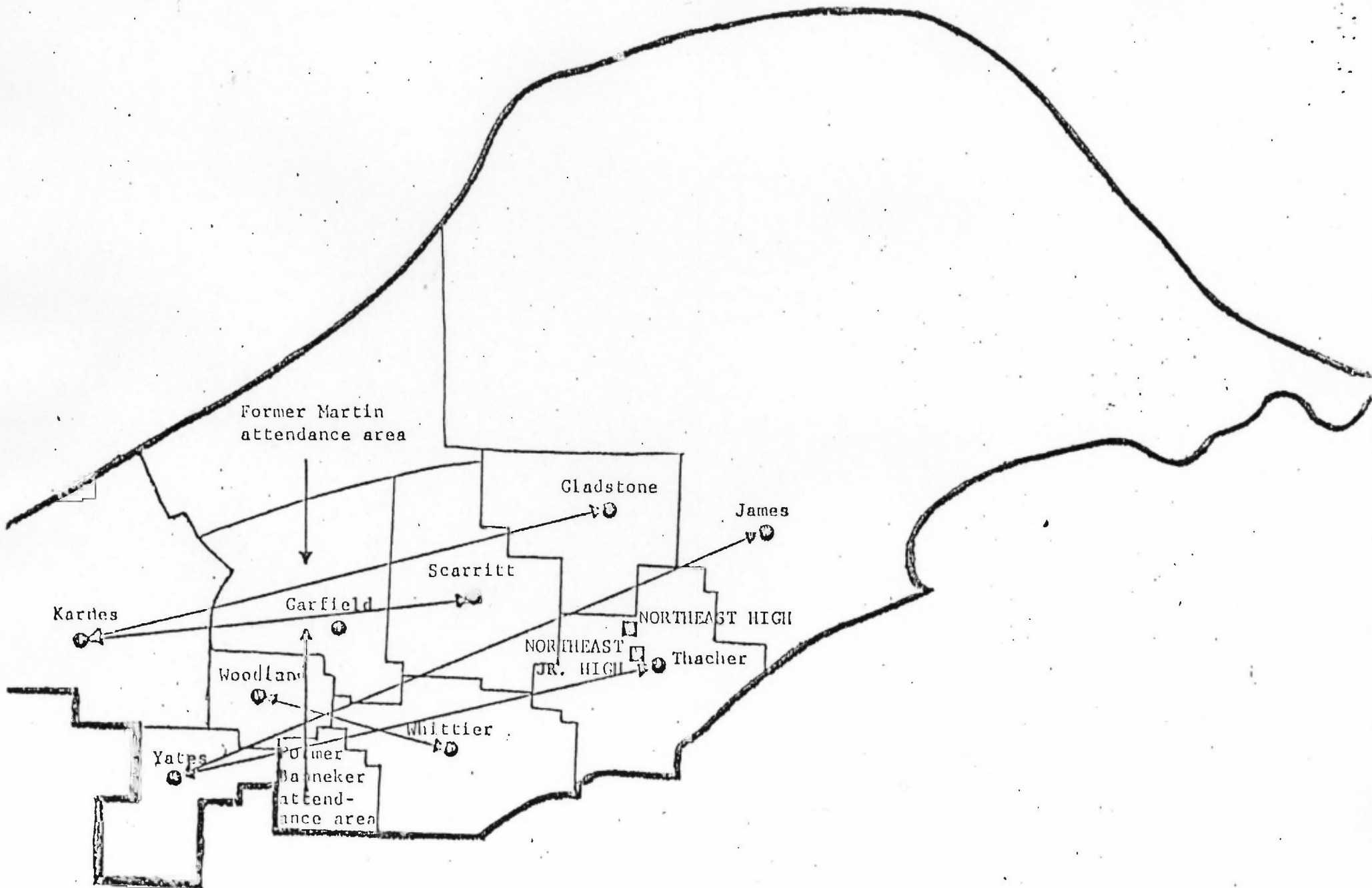


Figure 5. This figure shows the KCS D plan relating to the Northeast area. The Northeast High School attendance area in the KCS D plan is outlined by a heavy solid line. The grouping of minority and non-minority elementary schools within the Northeast area is shown by arrowed lines. Garfield would not be grouped with another school, but would receive students from the former Martin and Banneker attendance areas as it is presently doing.

Table 4

Grade Level Organizations, Enrollment Characteristics, Building Utilizations and Miles between Schools for Northeast High School Area Schools

Schools	Grade levels	Enrollments based on			Building utilization				Approximate miles between schools ^b
		1976-1977 student census			Class-rooms available	Regular class-rooms required	Addi-tional rooms ^a needed	% of class-rooms utilized	
		Kinder-garten total	Other grades Total	% Min-ority					
Elementary Schools									
(Group 1)									
Gladstone	K,1-4	41	182 ^c	40%	15	9	0	60%	3.4
Scarritt	K,1-4	61	334 ^d	42%	22	16	1	77%	2.3
Karnes	K,5-6	70	259	35%	29	11	16	93%	--
Group 1 Total		172	775	39%	66	36	17	80%	
(Group 2)									
James	K,1-4	63	320 ^e	42%	21	15	1	76%	4.1
Thacher	K,1-4	46	267 ^f	37%	16	12	0	75%	3.0
Yates	K,5-6	49	343	44%	35	13	8	60%	--
Group 2 Total		158	930	42%	72	40	9	68%	
(Group 3)									
Woodland	K,1-3	74	357	41%	35	18	5	66%	--
Whittier	K,4-6	73	329	41%	26	15	3	69%	1.3
Group 3 Total		147	686	41%	61	33	8	67%	
Garfield (includes Martin & Banneker)	K-6	75	345	47%	23	16	0	70%	--
Secondary Schools									
Northeast Jr. High	7-9 ^g	--	1532	41%	1628 Capacity		94% Utilization		--
Northeast Sr. High	10-12 ^g	--	1391	44%	1775 Capacity		78% Utilization		--

^aRooms needed for special education and other specialized educational programs^bDistance between minority and non-minority schools^cIncludes one-third of Karnes students, grades 1-4^dIncludes two-thirds of Karnes students, grades 1-4^eIncludes three-fifths of Yates students, grades 1-4^fIncludes two-fifths of Yates students, grades 1-4^gThere are 525 ninth grade students which are more than could be accommodated at the senior high school (grades 9-12 enrollment = 1916). Consequently, the present secondary school grade structure at Northeast, junior high serving grades 7-9 and senior high serving 10-12, was retained in this modification.

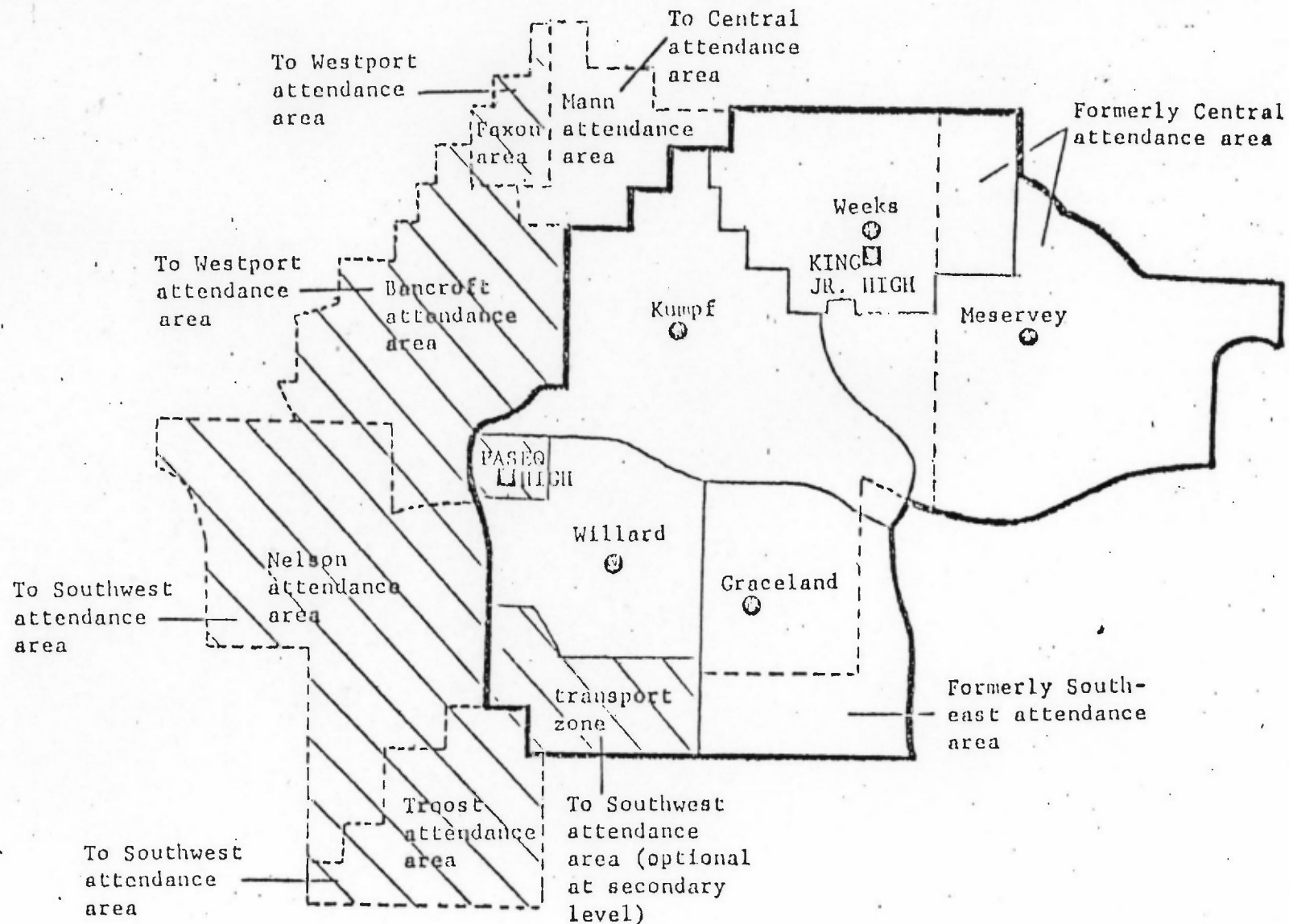


Figure 6. The Paseo High School portion of the KCSD desegregation plan is shown in Figure 6. The Paseo High attendance area is outlined by a heavy solid line. The 1976-77 Paseo boundary is shown by a broken line where it differs from the KCSD plan boundary. Portions of the 1976-77 Paseo area which have been rezoned into racially desegregated high school attendance areas are identified by parallel diagonal lines.

Grade Level Organizations, Enrollment Characteristics, and
Building Utilizations for Paseo High School Area Schools

Schools	Grade levels	Enrollments based on			Building utilization				Approximate miles between schools
		1976-1977	student census		Class-rooms available	Regular class-rooms required	Addi-tional rooms needed ^a	% of class-rooms utilized	
		Kinder-garten total	Other grades Total	% Min-ority					
Elementary Schools									
Graceland	K,1-6	56	337	97%	23	16	5	91%	--
Kumpf	K,1-6	54	368	99%	27	17	4	78%	--
Meservey	K,1-6	72	536	99%	26	24	2	100%	--
Weeks	K,1-6	61	467	99%	38	21	6	74%	--
Willard	K,1-6	74	454 ^b	99%	23 ^c	20	0	87%	--
Total		317	2,162	99%	137	98	17	84%	
Secondary Schools									
King Jr. High	7-8	--	975 ^d	99%	1188 Capacity		82% Utilization		--
Paseo High	9-12	--	1,728 ^e	99%	1825 Capacity		95% Utilization		--

^a Rooms needed for special education and other specialized programs

^b Resident students, grades 1-6, remaining after 320 students have been reassigned to Southwest area schools

^c Includes five relocatable classrooms

^d Assumes that one-half or 50 of the junior high age students living in the Willard Elementary School transport zones (created because of crowding at Willard) would opt to attend Bingham Junior High School

^e Assumes that one-half or 111 of the senior high age students living in The Willard Elementary transport zones (created because of crowding at Willard) would opt to attend Southwest High School

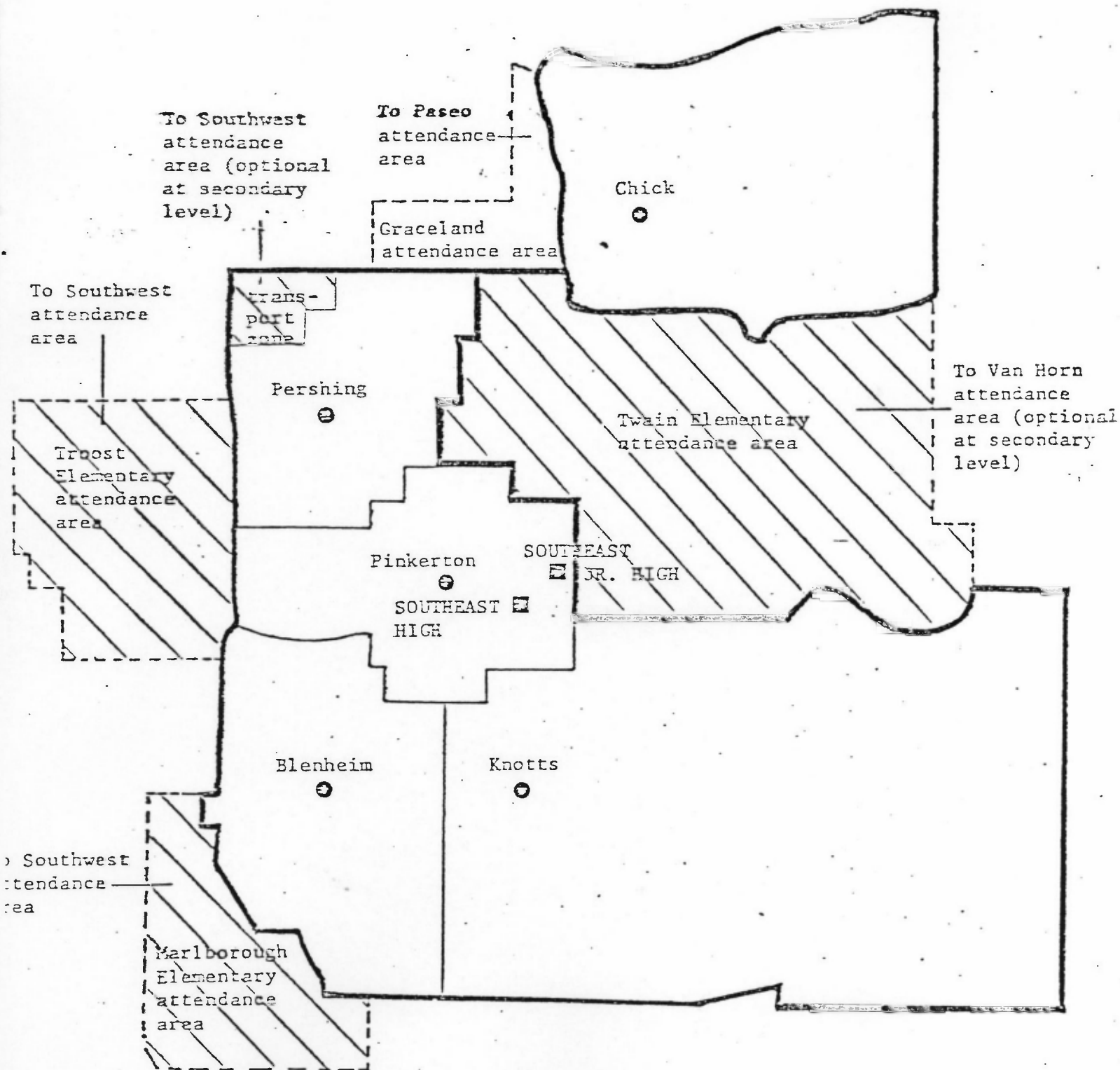


Figure 7. The Southeast High School area of the KCSD desegregation plan is shown in Figure 7. The Southeast attendance area in the KCSD plan is outlined by a heavy solid line. The Southeast High School attendance area boundary for the 1976-77 school year is shown by a broken line where it differs from the KCSD plan boundary. That part of the 1976-77 Southeast attendance area which is rezoned to a racially desegregated high school attendance area in the KCSD plan is identified by parallel diagonal lines. Secondary school students from the Twain area would be given the option of attending either the Van Horn or Southeast area secondary schools. Similarly, secondary school students from the Pershing Elementary transport

Table 6.

Grade Level Organizations, Enrollment Characteristics, and
Building Utilizations for Southeast High School Area Schools

Schools	Grade levels	Enrollments based on 1976-1977 student census			Building utilization				Approximate miles between schools
		Kinder- garten total	Other grades		Class- rooms avail- able	Regular class- rooms required	Addi- tional rooms needed ^a	% of class- rooms utilized	
			Total	% Min- ority					
Elementary Schools									
Blenheim	K,1-6	97	594 ^b	95%	26	26	0	100%	--
Chick	K,1-6	104 ^c	252	91%	20	14	6	100%	--
Knotts	K,1-6	115	487	98%	23	23	0	100%	--
Pershing	K,1-6	96	470 ^d	99%	22 ^e	21	1	100%	--
Pinkerton	K,1-6	52	382 ^f	99%	17	17	0	100%	--
Total		464	2185	97%	108	101	7	100%	--
Secondary Schools									
Southeast Jr. High	7-8	--	970 ^g	98%	1305 Capacity		74% Utilization		--
Southeast High	9-12	--	1787 ^h	98%	1925 Capacity		93% Utilization		--

^aRooms needed for special education and other specialized programs

^bIncludes 77 students rezoned from Knotts because of crowding at Knotts

^cIncludes 74 Twain Kindergarten Students

^dResident students, grades 1-6, remaining after 113 students have been reassigned to Southwest area schools

^eIncludes three relocatable classrooms

^fIncludes 51 students rezoned from Knotts because of crowding at Knotts

^gAssumes that one-half or 31 of the junior high age students living in the Pershing Elementary School transport zone (created because of crowding at Pershing) and one-half or 100 of the junior high age students living in the Twain attendance area would opt to attend Southeast Junior High

^hAssumes that one-half or 37 of the senior high age students living in the Pershing Elementary School transport zone and one-half or 225 of the senior high age students living in the Twain attendance Area would opt to attend Southeast High School

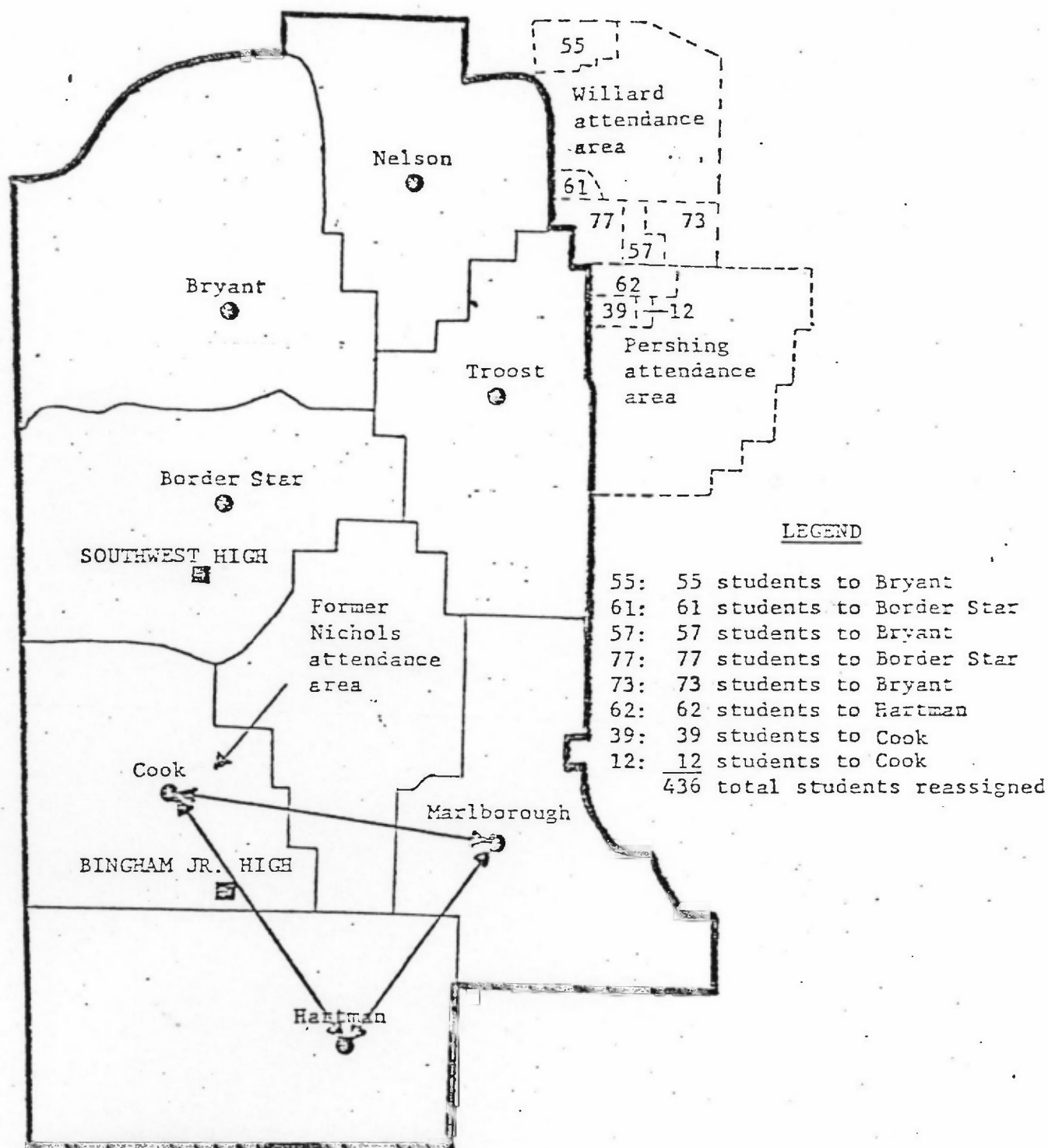


Figure 8. The Southwest portion of the KCSD plan is shown with the Southwest High School attendance area outlined by a heavy solid line. The grouping of minority and non-minority elementary schools within the Southwest area is shown by arrowed lines. Transport zones within the Pershing and Willard attendance areas from which students would be reassigned to Southwest area schools because of overcrowding at Pershing and Willard are shown by light broken lines. The numbers appearing in each transport zone represent the numbers of students, grades 1-6, who would be reassigned from each of the zones.

Table 7

Grade Level Organizations, Enrollment Characteristics, Building Utilizations, and Miles between Schools for Southwest High School Area Schools

Schools	Grade levels	Enrollments based on			Building utilization				Approximate miles between schools ^b
		1976-1977 student census		Class-rooms available	Regular class-rooms required	Addi-tional rooms needed ^a	% of class-rooms utilized		
		Kinder-garten total	Other grades Total % Min-ority						
Elementary Schools									
Border Star	K,1-6	39	337 ^c	42%	24	15	8	96%	--
Bryant	K,1-6	22	456 ^d	47%	20	20	0	100%	--
Nelson	K,1-6	23	217	51%	13	11	1	92%	--
Troost	K,1-6	81	506	94%	22	21	3	109%	--
(Group 1)									
Hartman	K,1-2	30	344	44%	23	16	4	87%	1.6
Cook	K,3-4	50	279	49%	20	12	4	80%	1.8
Marlborough	K,5-6	50	310	50%	17	12	5	100%	--
Group 1 Total		130	933 ^e	47%	60	40	13	88%	
Secondary Schools									
Bingham Jr. High	7-8	--	887 ^f	53%	1188 Capacity		75% Utilization		
Southwest High	9-12	--	2005 ^g	43%	2300 Capacity		87% Utilization		

^a Rooms needed for special education and other specialized programs

^b Distance between minority and non-minority schools

^c Includes 138 students from Willard transport zones (created because of crowded condition at Willard)

^d Includes 185 students from Willard transport zones (created because of crowded condition at Willard)

^e Includes 113 students from Pershing transport zones (created because of crowded condition at Pershing)

^f Includes 90 students or one-half of the junior high age students from the Pershing and Willard Elementary transport zones (assumes this number of students would opt to continue their education in Southwest area secondary schools)

^g Includes 148 students or one-half of the senior high age students from the Pershing and Willard Elementary transport zones (assumes this number of students would opt to continue their education in Southwest area secondary schools)

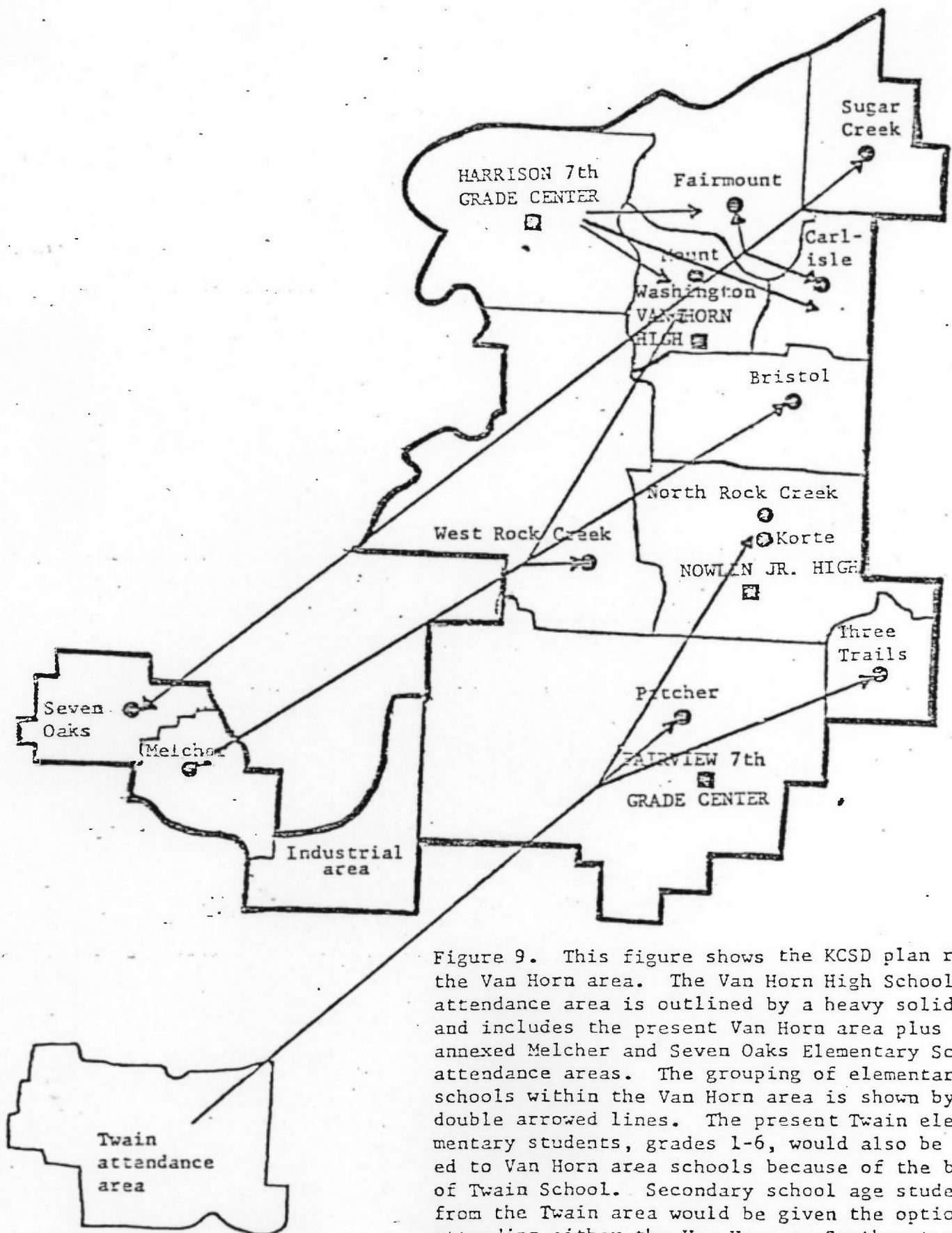


Figure 9. This figure shows the KCSD plan relating the Van Horn area. The Van Horn High School attendance area is outlined by a heavy solid line and includes the present Van Horn area plus the annexed Melcher and Seven Oaks Elementary School attendance areas. The grouping of elementary schools within the Van Horn area is shown by double arrowed lines. The present Twain elementary students, grades 1-6, would also be assigned to Van Horn area schools because of the burning of Twain School. Secondary school age students from the Twain area would be given the option of attending either the Van Horn or Southeast area secondary schools.

TABLE 8
Grade Level Organizations, Enrollment Characteristics, Building Utili-
zations and Miles between Schools for Van Horn High School Area Schools

Schools	Grade levels	Enrollments based on			Building utilization				Approximate miles between schools
		1976-1977 student census			Class-rooms available	Regular class-rooms required	Addi-tional rooms needed	% of class-rooms utilized	
		Kinder-garten total	Other grades Total	% Min-ority					
Elementary Schools									
(Group 1)									
Fairmount	K,1-4	50	271 ^c	30%	17	12	0	71%	8.2
Sugar Creek	K,1-4	22	119 ^d	33%	9	6	1	78%	9.5
Carlisle	K,1-4	28	138 ^e	30%	11	7	2	82%	8.2
Seven Oaks	K,5-6	50	257	35%	17	10	3	76%	--
Group 1 Total		150	785	32%	54	35	6	76%	
(Group 2)									
Mount Washington	K,1-4	78	359 ^f	33%	19	17	0	89%	8.0
Bristol	K,1-4	64	287 ^g	35%	22	14	3	77%	7.7
West Rock Creek	K,1-4	33	187 ^h	37%	11	9	0	82%	4.8
Melcher	K,5-6	57	433	34%	20	18	0	90%	--
Group 2 Total		232	1,266	34%	72	58	3	85%	
(Group 3)									
Korte/N. Rock Creek	K,1-6	68	625 ⁱ	37%	37	27	5	86%	11.3
Three Trails	K,1-6	12	201 ⁱ	37%	14	9	0	64%	9.4
Pitcher	K,1-6	55	471 ⁱ	41%	21	21	0	100%	7.7
Group 3 Total		135	1,297	38%	72	57	5	86%	
Secondary Schools									
Harrison 7th Grade Center	7	--	391	35%	550 Capacity	71%	Utilization	--	
Fairview 7th Grade Center	7	--	230	35%	325 Capacity	71%	Utilization	--	
Total 7th Grade			621 ^j	35%	875 Capacity	71%	Utilization	--	
Nowlin Jr. High	8-9	--	1,249 ^j	34%	1,452 Capacity	86%	Utilization	--	
Van Horn High	10-12	--	1,896 ^j	31%	1,850 Capacity	102%	Utilization	--	

^a Rooms needed for special education and other specialized programs

^b Distance between minority and non-minority schools

^c Includes 22 Harrison and 78 Seven Oaks students;

^e Includes 14 Harrison and 40 Seven Oaks students;

^g Includes 97 Melcher students;

ⁱ Includes Twain students (233 to Korte/North Rock Creek; 73 to Three Trails; and 179 to Pitcher)

^j Assumes that one-half of the secondary school students from the Twain area would exercise option to attend Van Horn secondary schools (47 grade 7 students; 113 grade 8-9 students; and 165 grade 10-12 students)

^d Includes 38 Seven Oaks students

^f Includes 110 Harrison and 110 Melcher students

^h Includes 69 Melcher students

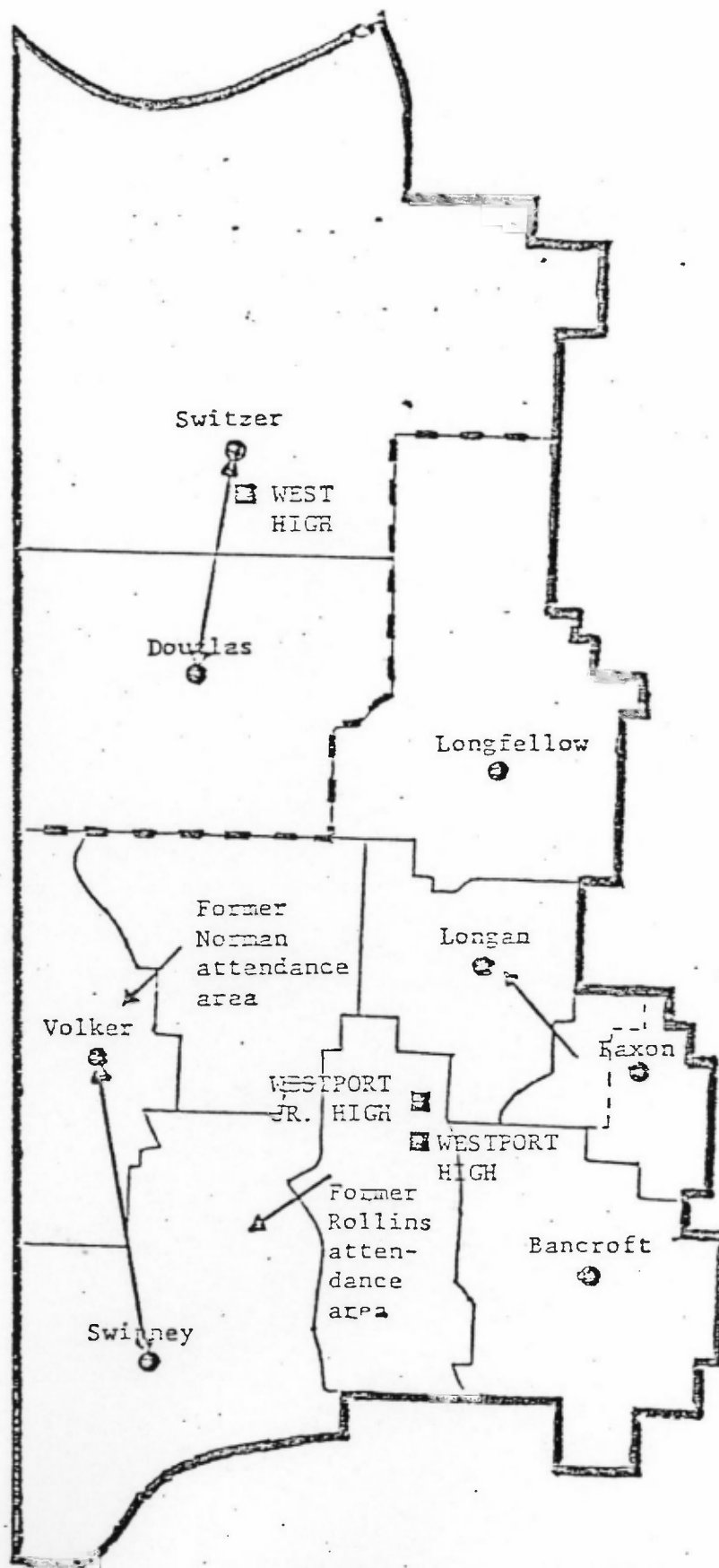


Figure 10. Figure 10 shows the KCSD plan related to the West and Westport High School areas (heavy solid line). The heavy broken line shows the boundary between the West and Westport High attendance areas. Westport Junior High would serve both the West and Westport High areas. Paired elementary schools are indicated by double arrowed connecting lines. It can be seen that the western portion of the Faxon attendance area would be rezoned to Longan.

Grade Level Organizations, Enrollment Characteristics, Building Utilizations and Miles between Schools for the West and Westport Area Schools

Schools	Grade levels	Enrollments based on 1976-1977 student census					Building utilization				Approximate miles between schools
		Kinder-garten total	Total	Other grades			Class-rooms available	Regular class-rooms required	Addi-tional rooms needed	% of Class-rooms utilized	
				% Black	% His-panic	% Total Minority					
Westport Elementary Schools (Group 1)											
Douglas	K,4-6	26	238	36%	44%	80%	17	11	6	100%	1.0
Switzer	K,1-3	81	259	34%	41%	75%	27	12	15	100%	- -
Group 1 Total		107	497	35%	43%	77%	44	23	21	100%	
Westport Elementary Schools (Group 2)											
Swinney ^b	K,1-4	52	316	15%	20%	37%	20	15	5	100%	1.4
Volker ^c	K,5-6	51	148	17%	22%	41%	13	7	6	100%	- -
Group 2 Total		103	464	15%	21%	38%	33	22	11	100%	
Bancroft	K,1-6	99	564	87%	1%	88%	28	24	5	104%	- -
Faxon	K,1-6	47	335	97%	2%	99%	22	14	4	82%	- -
Longan	K,1-6	45 ^d	256 ^e	29%	4%	35%	18	12	3	83%	
Longfellow	K,1-6	67	254	41%	6%	56%	23	13	5	78%	
Secondary Schools											
Westport Jr. High ^f	7-8	--	738	54%	14%	69%	1325 Capacity		56%	Utilization	- -
West High	9-12	--	279	30%	48%	78%	800 Capacity		35%	Utilization	- -
Westport High	9-12	--	1160	58%	12%	71%	1725 Capacity		67%	Utilization	- -

Rooms needed for special education and other specialized programs

Includes Rollins attendance area

Includes Norman attendance area

Includes 8 students rezoned from Faxon

Includes 50 students rezoned from Faxon

Serves both West and Westport High School areas

IMPACT OF THE KCSD DESEGREGATION PLAN UPON
RACIAL ISOLATION IN THE SCHOOL DISTRICT

The impact of the KCSD desegregation plan upon racial isolation in the School District of Kansas City, Missouri is summarized in Tables 10, 11, 12, and 13. It can be seen in Table 10 that after the implementation of the KCSD plan that 51 of the District's schools would be desegregated and 30 schools would remain racially isolated. By contrast, Table 11 shows that before implementation of the plan only twenty schools were desegregated and 64 schools were racially isolated.

Table 12 shows that 38% of the minority elementary students, 46% of the minority junior high students and 41% of the minority high school students would be attending a desegregated school after the implementation of the KCSD school desegregation plan. If one includes students attending the District's Vocational/Technical Education Center from racially isolated high schools there would be 46% of the minority high school students attending racially desegregated schools. These percentages compare with 15%, 11% and 22% of elementary, junior high, and senior high school minority students attending desegregated schools prior to the implementation of the KCSD plan (Table 13).

It can be seen from Table 12 that 58% of the of all elementary students 66% of all junior high students and 59% of all high school students in the School District would attend desegregated schools after the implementation of the KCSD desegregation plan. If Vocational/Technical Center attendance were included as discussed in the preceding paragraph, 65% of all high school students in the district would be attending a desegregated high school after implementation of the KCSD plan. Before implementation of the plan only 20% of all elementary students, 15% of all junior high students, and 31% of all high school students in the District attended desegregated schools (Table 13).

Table 10

Enrollment Characteristics^a of Schools in the School District of Kansas City, Missouri after the Implementation of the KCSD School Desegregation Plan

Schools with 30% to 80% minority enrollments				Schools with more than 80% minority enrollments			
Schools	Minority	Total	% Minority	Schools	Minority	Total	% Minority
Elementary ^b				Elementary ^b			
Askew.....	329	685	48%	Attucks.....	259	262	99%
Border Star.....	142	337	42%	Bancroft.....	496	564	88%
Bristol.....	100	287	35%	Blenheim.....	564	594	95%
Bryant.....	214	456	47%	Chick.....	229	252	91%
Carlisle.....	41	138	30%	Faxon.....	332	335	99%
Cook.....	137	279	49%	Franklin.....	391	399	98%
Douglas.....	194	259	75%	Graceland.....	327	337	97%
Fairmount.....	81	271	30%	Holmes.....	313	316	99%
Garfield.....	162	345	47%	Knotts.....	477	487	98%
Gladstone.....	73	182	40%	Kumpf.....	364	368	99%
Greenwood.....	254	604	42%	Ladd.....	502	507	99%
Hartman.....	151	344	44%	Linwood.....	242	250	97%
James.....	134	320	42%	Mann.....	233	233	100%
Karnes.....	91	259	35%	Meservey.....	531	536	99%
Kensington.....	138	288	48%	Pershing.....	465	470	99%
Korte/N.R. Creek...	231	625	37%	Phillips.....	304	307	99%
Logan.....	90	256	35%	Pinkerton.....	378	382	99%
Longfellow.....	142	254	56%	Richardson.....	347	347	100%
Manchester.....	109	260	42%	Troost.....	476	506	94%
Marlbrough.....	155	310	50%	Weeks.....	462	467	99%
McCoy.....	136	340	40%	Wheatley.....	300	300	100%
Meicher.....	147	433	34%	Willard.....	449	454	99%
Moore.....	210	420	50%				
Mount Washington...	118	359	33%	Sub Total	8441	8673	97%
Nelson.....	111	217	51%				
Pitcher.....	193	471	41%	Junior High			
Scarratt.....	140	334	42%	Central Jr.....	714	721	99%
Seven Oaks.....	90	257	35%	King Jr.....	965	975	99%
Sugar Creek.....	39	119	33%	Lincoln Jr.....	434	438	99%
Swinney.....	117	316	37%	Southeast Jr.....	951	970	98%
Switzer.....	190	238	80%				
Thacher.....	99	267	37%	Sub Total	3064	3104	99%
Three Trails.....	74	201	37%				
Volker.....	61	148	41%	Senior High			
West Rock Creek....	69	187	37%	Central.....	1368	1382	99%
Whittier.....	135	329	41%	Lincoln.....	935	944	99%
Woodland.....	146	357	41%	Paseo.....	1710	1728	99%
Yates.....	151	343	44%	Southeast.....	1751	1787	98%
Sub Total	5194	12095	43%	Sub Total	5764	5841	99%
Junior High							
Bingham Jr.....	470	887	53%				
East Jr.....	409	871	47%				
Fairview 7th.....	81	230	35%				
Harrison 7th.....	137	391	35%				
Northeast Jr.....	628	1532	41%				
Nowlin Jr.....	425	1249	34%				
Westport Jr.....	509	738	69%				
Sub Total	2659	5898	45%				
Senior High							
East.....	976	1842	53%				
Northeast.....	612	1391	44%				
Southwest.....	862	2005	43%				
Van Horn.....	588	1896	31%				
West.....	218	279	78%				
Westport.....	824	1160	71%				
Sub Total	4080	8573	48%				

^a Special education students assigned full time to special education classrooms are not included.

^b Grades one through six only, kindergarten excluded

Table 11

Enrollment Characteristics^a of Schools in the School District of Kansas City, Missouri before the Implementation of the KCSD School Desegregation Plan

Schools with 30% to 80% minority enrollments				Radially isolated schools							
				Schools with less than 30% minority enrollments				Schools with more than 80% minority enrollments			
Schools	Minority	Total	% Minority	Schools	Minority	Total	% Minority	Schools	Minority	Total	% Minority
Elementary ^b				Elementary ^b				Elementary ^b			
Ashland.....	146	447	33%	Aske.....	131	460	28%	Attucks.....	316	322	98%
Border Star.....	166	377	44%	Bristol.....	15	365	4%	Bancroft.....	476	534	89%
Bryan.....	112	355	32%	Carlisle.....	5	161	3%	Blenheim.....	481	511	94%
Cook.....	190	372	51%	Fairmount.....	10	282	4%	Chick.....	298	312	96%
Garfield.....	167	385	43%	Gladstone.....	17	168	10%	Douglass.....	205	246	83%
Hartman.....	266	399	67%	Harrison.....	6	302	2%	Faxon.....	295	298	99%
Longan.....	104	317	33%	James.....	49	361	14%	Franklin.....	579	593	98%
Longfellow.....	139	250	56%	Kensington.....	111	377	29%	Graceland.....	346	350	99%
Nelson.....	155	286	54%	Korte/N.R. Creek..	21	573	4%	Greenwood.....	346	370	94%
Nichols.....	255	404	63%	Manchester.....	83	309	27%	Holmes.....	454	457	99%
Norman.....	86	184	47%	McCoy.....	72	383	19%	Karnes.....	332	410	81%
Rollins.....	74	138	54%	Mt. Washington ...	54	290	19%	Knotts.....	593	605	98%
Swinney.....	67	225	30%	Pittcher/Fairview..	25	406	8%	Kumpf.....	450	450	100%
Switzer.....	223	311	72%	Rock Creek W.....	8	221	4%	Ladd.....	490	495	99%
Volker.....	96	177	54%	Scarritt.....	41	324	13%	Lindwood.....	263	269	97%
Sub Total	2246	4627	49%	Sugar Creek.....	1	169	1%	Mann.....	282	284	99%
Junior High				Thacher.....	26	297	9%	Marlborough.....	300	341	88%
Bingham Jr.....	377	808	47%	Three Trails.....	1	165	1%	Melcher.....	459	478	96%
Leeds/Dunbar.....	93	287	32%	Whittier.....	56	462	13%	Meservey.....	441	446	99%
Sub Total	470	1095	43%	Sub Total	744	6075	12%	Pershing.....	439	440	99%
Senior High				Junior High				Phillips.....	294	297	99%
East.....	751	1665	45%	Northeast Jr.....	403	1509	27%	Pinkerton.....	351	357	98%
Southwest.....	699	1947	36%	Nowlin Jr.....	6	898	7%	Richardson.....	424	424	100%
Westport.....	940	1373	69%	Sub Total	409	2405	17%	Seven Oaks.....	265	266	99%
Sub Total	2390	4985	48%	Senior High				Troost.....	489	509	96%
				Northeast.....	312	1354	23%	Weeks.....	644	649	99%
				Van Horn.....	65	1470	4%	Wheatley.....	367	368	99%
				Sub Total	377	2824	13%	Willard.....	605	607	99%
								Woodland.....	383	391	98%
								Yates.....	279	280	99%
								Moore.....	218	244	89%
								Sub Total	12167	12603	97%
								Junior High			
								Central Jr.....	876	878	99%
								King Jr.....	915	915	99%
								Lincoln Jr.....	690	700	99%
								Southeast Jr.....	1118	1142	98%
								Sub Total	3599	3636	99%
								Senior High			
								Central.....	1776	1783	99%
								Lincoln.....	1187	1191	99%
								Manual.....	1156	1165	99%
								Paseo.....	1558	1565	99%
								Southeast.....	2347	2379	98%
								West.....	298	369	81%
								Sub Total	8322	8452	98%

^aSpecial education students assigned full time to special education classrooms are not included.

^bGrades one through six only, kindergarten excluded

Table 22

The Extent of Student Desegregation within the School District of Kansas City, Missouri after the Implementation of the KCSD School Desegregation Plan

Students ^a	Attending desegregated schools (30% to 80% minority enrollments)		Attending racially isolated schools (more than 80% minority enrollments)		Total
	Number	% of Total	Number	% of total	
Minority					
Elementary school ^b	5,194	38%	8,441	62%	13,635
Junior high school	2,659	46%	3,064	54%	5,723
Senior high school	4,080	41%	5,764	59%	9,848
Non-minority					
Elementary school ^b	6,901	97%	232	3%	7,133
Junior high school	3,239	99%	40	1%	3,279
Senior high school	4,493	98%	77	2%	4,570
Total					
Elementary school ^b	12,095	58%	8,673	42%	20,768
Junior high school	5,898	66%	3,104	34%	9,002
Senior high school	8,573	59%	5,841	41%	14,414

^a Special education students assigned full time to special education classrooms are not included.

^b Grades one through six only, kindergarten excluded

^c During the 1976-77 school year there are 489 students from what would be the remaining racially isolated high schools (Central, Lincoln, Paseo, and Southeast) attending the District's desegregated Vocational-Technical Center. Considering that the total enrollments of these four schools during the 1976-77 school year is 16% greater than they would be after the implementation of plan Six-C, one would project a similar reduction in the number of students from these schools attending the Voc-Tech Center, or a Voc-Tech attendance of 411. Adding this number to the 4,293 minority group high school students attending desegregated schools full time in the KCSD plan would increase the percent of minority high school students attending a desegregated school from 41% to 46%. It would be necessary for an additional 433 minority students attending racially isolated high schools to attend desegregated magnet centers to bring the percentage of minority high school students attending desegregated schools to 50%.

Table 13

The Extent of Student Desegregation within the School District of Kansas City,
Missouri before the Implementation of the KCSD School Desegregation Plan

Students ^a	Attending deseg- regated schools (30% to 80% min- ority enrollments)		Attending racially isolated schools				Total
			Less than 30% minority enroll- ments		More than 80% minority enroll- ments		
	Number	% of total	Number	% of total	Number	% of total	
Minority							
Elementary school ^b	2,246	15%	744	5%	12,167	80%	15,157
Junior high school	470	11%	409	9%	3,599	80%	4,478
Senior high school	2,390	22%	377	3%	8,322	75%	11,089
Non-minority							
Elementary school ^b	2,381	29%	5,331	66%	436	5%	8,148
Junior high school	625	24%	1,996	75%	37	1%	2,658
Senior high school	2,595	50%	2,447	47%	130	3%	5,172
Total							
Elementary school ^b	4,627	20%	6,075	26%	12,603	54%	23,305
Junior high school	1,095	15%	2,405	34%	3,636	51%	7,136
Senior high school	4,985	31%	2,824	17%	8,452	52%	16,261

^aSpecial education students are included.

^bGrades one through six only, kindergarten excluded

Table 4

Proportion of Responsibility Placed on Minority and
Non-minority Students at the Elementary School Level

Elementary school reassignments	Grade levels re- signed	Minority group		Non-minority group	
		Number of students	Number of students times number of grade- levels	Number of students	Number of students times number of grade- levels
0 to 3 Miles between schools					
Swinney to Volker	5-6	18	36	44	88
Volker to Swinney	1-4	67	268	78	312
Faxon to Longan	K, 1-6	52	364	6	42
Douglas to Switzer	4-6	68	204	12	36
Switzer to Douglas	1-3	120	360	47	141
Cook to Marlborough	5-6	40	80	80	160
Cook to Hartman	1-2	23	46	115	230
Hartman to Cook	3-4	27	54	51	102
Hartman to Marlborough	5-6	33	66	63	126
Marlborough to Cook	3-4	88	176	16	32
Marlborough to Hartman	1-2	47	194	15	30
Kensington to Askev	4-6	117	351	148	444
Moore to Askev	4-6	129	387	24	72
Askev to Moore	1-3	97	291	180	540
McCoy to Greenwood	4-6	33	99	160	480
Greenwood to McCoy	1-3	136	408	204	612
Woodland to Whittier	4-6	117	351	6	18
Whittier to Woodland	1-3	28	84	202	606
Thacher to Yates	5-6	8	16	88	176
Yates to Thacher	1-4	84	336	1	4
Scarritt to Karnes	5-6	10	20	101	202
Karnes to Scarritt	1-4	119	476	19	76
Sub-total		1,511	4,667	1,660	4,529
Percent of combined groups		48%	51%	52%	49%
3.1 to 6 Miles between schools					
Melcher to West Rock Creek	1-4	68	272	1	4
West Rock Creek to Melcher	5-6	1	2	73	146
Manchester to Greenwood	4-6	9	27	86	258
Greenwood to Manchester	1-3	110	330	150	450
James to Yates	5-6	5	10	101	202
Yates to James	1-4	123	492	3	12
Gladstone to Karnes	5-6	6	12	57	114
Karnes to Gladstone	1-4	59	236	10	40
Sub-total		381	1,381	481	1,226
Percent of combined groups		44%	53%	56%	47%
6.1 to 9 Miles between schools					
Melcher to Bristol	1-4	94	376	3	12
Bristol to Melcher	5-6	4	8	87	174
Melcher to Mt. Washington	1-4	107	428	3	12
Mt. Washington to Melcher	5-6	1	2	120	240
Seven Oaks to Carlisle	1-4	40	160	1	4
Carlisle to Seven Oaks	5-6	2	4	41	82
Seven Oaks to Fairmount	1-4	76	304	2	8
Fairmount to Seven Oaks	5-6	3	6	81	162
Sub-total		327	1,288	238	694
Percent of combined groups		49%	65%	51%	35%
9.1 to 12 Miles between schools					
Seven Oaks to Sugar Creek	1-4	38	152	-0-	-0-
Sugar Creek to Seven Oaks	5-6	-0-	-0-	44	88
Sub-total		38	152	44	88
Percent of combined groups		46%	63%	54%	37%
Grand total		2,257	7,488	2,523	6,537
Percent of combined groups		47%	53%	53%	47%

Note-- Mark Wain students reassigned to Korte/North Rock Creek, Pitcher, and Three Trails Elementary Schools are not included in this table since their reassignment is necessitated by factors other than desegregation.

Table 15

Distance of Desegregated Secondary Schools from their 1976-77 Elementary Feeder Schools Compared with Distance from their Annexed Elementary Feeder Schools

Elementary feeder schools	Before implementation of desegregation plan		After implementation of desegregation plan	
	Miles from junior high school	Miles from high school	Miles from junior high school	Miles from high school
East High School area				
1976-77 feeder schools			Ashland Jr.	East
Ashland.....	--	--	--	.9
Askew.....	--	--	1.0	1.1
Kensington.....	--	--	.8	.4
Manchester.....	--	--	2.4	1.6
McCoy.....	--	--	1.5	.8
Average 1976-77 feeder schools	--	--	1.4	1.0
Annexed feeder schools				
Greenwood.....	.7 ^a	.9 ^b	1.0	.9
Moore.....	.6 ^a	.8 ^b	1.3	1.8
Average annexed feeder schools	.6	.8	1.2	1.4
Northeast High School area				
1976-77 feeder schools			Northeast Jr.	Northeast
Garfield.....	--	--	1.6	1.8
Gladstone.....	--	--	1.0	.8
James.....	--	--	1.2	1.0
Scarritt.....	--	--	1.1	.9
Thacher.....	--	--	.2	.4
Whittier.....	--	--	1.6	1.8
Average 1976-77 feeder schools	--	--	1.1	1.1
Annexed feeder schools				
Karnes.....	1.8 ^c	6.0 ^d	2.7	2.9
Woodland.....	1.7 ^c	4.6 ^d	2.3	2.5
Yates.....	.4 ^c	3.8 ^d	3.0	3.2
Average annexed feeder schools	1.3	4.8	2.7	2.9
Southwest High area				
1976-77 feeder schools			Bingham	Southwest
Border Star.....	--	--	1.8	.4
Bryant.....	--	--	2.8	1.1
Cook.....	--	--	.8	1.2
Hartman.....	--	--	1.2	2.6
Marlborough (western).....	--	--	1.4	2.6
Nichols.....	--	--	1.8	1.4
Average 1976-77 feeder schools	--	--	1.6	1.6
Annexed feeder schools				
Marlborough (eastern).....	2.5 ^e	2.5 ^f	1.4	2.6
Nelson.....	2.3 ^d	1.4 ^g	3.9	3.0
Troost.....	2.3 ^e	2.3 ^f	3.5	1.8
Average annexed feeder schools	2.4	2.0	2.9	2.5

continued

Table 15 continued

Elementary feeder schools	Before implementation of desegregation plan		After implementation of desegregation plan	
	Miles from junior high school	Miles from high school	Miles from junior high school	Miles from high school
Van Horn High School area				
1976-77 feeder schools			Nowlin	Van Horn
Bristol.....	--	--	2.0	1.3
Carlisle.....	--	--	2.8	1.2
Fairmount.....	--	--	4.2	1.3
Harrison.....	--	--	4.0	1.8
Korte/North Rock Creek.....	--	--	.4	2.1
Mount Washington.....	--	--	3.3	0.8
Pitcher.....	--	--	1.4	3.7
Sugar Creek.....	--	--	3.9	2.6
Three Trails.....	--	--	1.2	3.7
West Rock Creek.....	--	--	2.2	3.1
Average 1976-77 feeder schools	--	--	2.4	2.2
Annexed feeder schools				
Melcher.....	2.4 ^a	2.2 ^b	6.4	9.0
Seven Oaks.....	1.0 ^a	1.2 ^b	6.0	7.4
Average annexed feeder schools	1.7	1.7	6.2	8.2
Westport High School area				
1976-77 feeder schools			Westport Jr.	Westport
Bancroft (northwestern).....	--	--	1.1	1.1
Faxon (western).....	--	--	1.2	1.2
Longan.....	--	--	.9	.9
Longfellow.....	--	--	1.7	1.7
Norman.....	--	--	1.2	1.2
Rollins.....	--	--	.5	.5
Swinney (northern).....	--	--	1.7	1.7
Volker.....	--	--	1.6	1.6
Average 1976-77 feeder schools	--	--	1.2	1.2
Annexed feeder schools				
Bancroft (southeastern).....	1.1 ^d	1.0 ^g	1.1	1.1
Faxon (eastern).....	1.2 ^d	1.6 ^g	1.2	1.2
Swinney (southern).....	1.7 ^h	2.9 ⁱ	1.7	1.7
Average annexed feeder schools	1.3	1.8	1.3	1.3
West High School area				
1976-77 feeder schools			Westport Jr.	West
Douglas.....	1.0 ^j	1.0 ^j	2.8	1.0
Switzer.....	.1 ^j	.1 ^j	3.0	.1
Average 1976-77 feeder schools	.6	.6	2.9	.6
Annexed feeder schools				
None				

^aCentral Junior High School;^bCentral High School;^cLincoln Junior High School^dManual High School;^eSoutheast Junior High School;^fSoutheast High School^gPaseo High School;^hWestport High School;ⁱSouthwest High School^jWest High School

The Board of Directors of the School District of Kansas City, Missouri, met in Executive Session on December 2, 1975, in the Board Dining Room, with the following members present: Mrs. Robbie R. Tyler, President; Mr. Charles R. Rinehart; Mr. James H. Lyddon; Mrs. Anne B. Blond; Mr. William B. Bundschu; Mr. Samuel J. Carpenter; Mr. Fletcher Daniels; Mr. Barton L. Hakan and Mrs. Mary Roberson, being all the members of the Board.

Mrs. Robbie R. Tyler, President, in the Chair.

Among other proceedings, the attached resolution was approved.

Mr. Daniels moved approval of the following resolution:

RESOLUTION

WHEREAS, the United States Department of Health, Education, and Welfare has notified the District of its belief that the District has failed to meet the requirements of Title VI of the Civil Rights Act of 1964, alleging that the District has failed to take sufficient affirmative action to racially balance schools and failed to provide equal educational opportunity to students in predominantly minority schools, and

WHEREAS, the District denies that it has in any way failed to meet the requirements of Title VI of the Civil Rights Act of 1964 but does desire to take additional voluntary action for the benefit of all children of the District by the beginning of the 1975-76 school year, and

WHEREAS, the District has organized a Community Task Force to assist it in achieving this goal, and

WHEREAS, federal court decisions in recent months relating to two cities, Detroit, Michigan and Atlanta, Georgia, wherein the factual situations are, in several pertinent respects, similar to those existing in Kansas City, indicate at both the district court and court of appeals levels an awareness of the special problems which must be considered by predominantly minority urban districts surrounded by predominantly non-minority suburban districts as they seek to make the best possible education available to the students they serve, and

WHEREAS, the District believes that in light of these decisions the U.S. Department of Health, Education and Welfare should now be willing to accept desegregation plans reflecting these considerations,

WHEREAS, HEW's response to this resolution is needed immediately in order to develop a plan acceptable beginning of the 1976-77 school year,

BE IT THEREFORE RESOLVED:

1. That the District hereby declares its willingness to negotiate with the Department of Health, Education and Welfare, pursuant to the guidelines herein set forth, for settlement of the current controversy between the Department and the District concerning the District's alleged non-compliance with the requirements of Title VI.
2. That in attempting to settle the matter, the District commits itself to acceptance of the following general elements to be included in a plan:
 - a. Restructuring of the District's student assignments through educationally sound and administratively feasible boundary changes, school closings, and individual reassignments in such a manner that, except under unusual circumstances, no school in the District shall have less than 20% minority population; provided, however, that:
 - (1) The District shall not be required to make changes in pupil assignments affecting any school which is integrated at a 25% to 60% minority level.
 - (2) Kindergarten, preschool and special education programs shall not be included.
 - (3) Assignments necessitating transportation or long-distance walks shall be minimized and in no instance shall bussing be required other than to the school closest to a student's place of residence which offers appropriate grade level education for that student, if the parent or guardian of a child so assigned objects to the assignment.
 - b. Continuation and increased encouragement of the District's current transfer policy pursuant to which:
 - (1) Any student wishing to transfer from a school in which his race is that of the majority of the student population to a school in which his race is in the minority of the student population (majority-to-minority transfers) shall be granted the transfer if space is available in the school requested.

- (2) If space in the receiving school is limited, students requesting majority-to-minority transfers shall be given preference over those requesting transfer for other reasons.
 - (3) If distance to the receiving schools in a majority-to-minority transfer is such as to meet the District requirements for provision of transportation at District expense, the District shall provide for free transportation. In so doing, the District may utilize public transportation.
 - (4) Transfers involving changes from one school in which the race of the student requesting transfer is in the majority to another school in which his race is also in the majority or from a school in which the student's race is in the minority to another school in which his race would be in the minority may be granted at the discretion of the District staff.
 - (5) Transfers in which a student requests transfer from a school in which his race is in the minority of the student enrollment to a school in which his race is in the majority shall be prohibited except under extreme circumstances as set out more fully in the current transfer policy.
- c. Possible establishment of alternative schools at the elementary level with open, voluntary enrollment.
 - d. Possible establishment of magnet high schools patterned after the Kansas City Vocational-Technical High School, with open, district-wide enrollment for specialized programs such as fine arts and advanced academic classes.
 - e. A provision for seeking voluntary cooperation from suburban districts, in both Missouri and Kansas, in providing programs for inter-racial exchanges and in improving racial balance of schools throughout the metropolitan area through agreement of said suburban districts to accept enrollment of a given number of minority students from the Kansas City District volunteering for such assignment.
 - f. A provision that the District commits itself to working in conjunction with area housing authorities and planning agencies in an effort to achieve increased residential integration.
- 3. If HEW agrees to negotiate as outlined above, the details of a plan incorporating these general provisions shall be developed by a team of 5-10 experts satisfactory to HEW and the District. The team of experts shall consult with the Community Task Force while developing this plan. Development and implementation of a plan as outlined herein is not intended to restrict or place any time limitations on the Community Task Force. The purpose of the plan proposed herein is to achieve a settlement with HEW and thereby

prevent a cutoff of federal funds while the Task Force prepares its own integration recommendations.

4. The plan developed by the team of experts and the Community Task Force shall be submitted to the Board of Education and HEW for final approval.
5. That a team of three educational consultants satisfactory to HEW and the District be employed by the District to evaluate the comparability of educational services in the schools of the District. If said consultants find inequities to exist, the District agrees to implement plans for remedying the inequities; provided, however, that if remedies are recommended and if in the judgment of the District the remedies suggested by the consultants are not educationally sound and administratively feasible, the District shall work with the consultants until remedial action satisfactory to HEW and the District is agreed upon.
6. That in view of the expenses involved in developing and implementing an innovative plan designed to meet the special needs of a predominantly minority urban school district, the District shall apply to HEW for special ESAA funds to assist in planning and implementing the plan for reducing racial imbalance and residential segregation as outlined herein.
7. The attorneys for the District are directed to provide HEW with a copy of this resolution and to seek HEW's acceptance of the proposals set forth herein.

The motion was seconded by Mr. Hakan and approved by the following vote:

Ayes: Mrs. Blond, Mr. Bundschu, Mr. Daniels, Mr. Lyddon, Mr. Hakan, Mr. Rinehart, Mrs. Roberson, Mrs. Tyler

Noes: Mr. Carpenter

THIS IS TO CERTIFY THAT THE ABOVE and foregoing is a true and correct copy of an excerpt taken from the minutes of the meeting of the Board of Directors of the School District of Kansas City, Missouri, held December 2, 1975.


Mildred U. LaBouff
Mildred U. LaBouff, Secretary Pro Tem
Board of Directors,
THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

The Board of Directors of the School District of Kansas City, Missouri, met in Special Session at 1:30 p.m., March 20, 1977, in the Auditorium of the Kansas City Vocational Technical Education Center, 1215 East Truman Road, with the following members present: Mr. James H. Lyddon, President; Mr. Samuel J. Carpenter; Mrs. Anne B. Blond; Mr. James P. Bonadonna; Mr. Fletcher Daniels; Mr. Maurice E. Dwyer; Mr. John A. Rodriguez, Dr. Edward W. Scaggs and Mrs. Joyce Stark, being all the members of the Board.

Mr. James H. Lyddon, President, in the Chair.

Among other proceedings, the following was had and made:

After the presentation, Dr. Scaggs moved that the Board vote on proposed Interim Desegregation Plan: Modified Six-C dated March 18, 1977 by high school attendance areas and that the administration be directed to implement the changes as approved.

The motion was seconded by Mr. Daniels and was approved as follows:

Ayes: Mrs. Blond, Mr. Carpenter, Mr. Daniels, Mr. Dwyer,
Mr. Lyddon, Mr. Rodriguez, Dr. Scaggs, Mrs. Stark

Noes: Mr. Bonadonna

Mrs. Blond moved that the desegregation plan for the Westport High School attendance area be approved as presented; that Norman School be closed with the attendance area assigned to William Volker School; that Rollins School be closed with the attendance area assigned to E. F. Swinney School; that Manual High School be closed and reopened as a junior high school for the Westport High School and West High School areas and that the former Manual High School attendance area be assigned to Northeast High School and Lincoln High School.

The motion was seconded by Mr. Rodriguez and was approved as follows:

Ayes: Mrs. Blond, Mr. Carpenter, Mr. Daniels, Mr. Lyddon,
Mr. Rodriguez, Dr. Scaggs, Mrs. Stark

Noes: Mr. Bonadonna, Mr. Dwyer

Mrs. Stark moved that the desegregation plan for the Southwest High School attendance area be approved as presented: that the J. C. Nichols School be closed and that the attendance area be assigned to Hale H. Cook School.

The motion was seconded by Mr. Carpenter and was approved as follows:

Ayes: Mrs. Blond, Mr. Carpenter, Mr. Daniels, Mr. Lyddon,
Mr. Rodriguez, Dr. Scaggs, Mrs. Stark

Noes: Mr. Bonadonna, Mr. Dwyer

Mr. Carpenter moved that the desegregation plan for the Southeast High School attendance area be approved as presented.

The motion was seconded by Mr. Daniels and was approved as follows:

Ayes: Mrs. Blond, Mr. Carpenter, Mr. Daniels, Mr. Lyddon,
Mr. Rodriguez, Dr. Scaggs, Mrs. Stark

Noes: Mr. Bonadonna, Mr. Dwyer

Mrs. Stark moved that the desegregation plan for the Van Horn High School attendance area be approved as presented; that the Benjamin Harrison School and the Fairview School be closed as elementary schools and reopened as seventh grade centers.

The motion was seconded by Mr. Carpenter and was approved as follows after Mr. Dwyer had expressed his objections to the plan.

Ayes: Mr. Carpenter, Mr. Daniels, Mr. Rodriguez, Dr. Scaggs,
Mrs. Stark

Noes: Mrs. Blond, Mr. Bonadonna, Mr. Dwyer, Mr. Lyddon

Mrs. Blond moved that the desegregation plan for the East High School attendance area be approved as presented; that the former Yeager School elementary attendance area be assigned to Kensington School that Ashland School be closed as an elementary school with elementary attendance areas assigned to Kensington School, Askew School and Greenwood School and that Ashland be reopened as a junior high school.

The motion was seconded by Dr. Scaggs. Mr. Bonadonna expressed objection to the motion. The motion was approved as follows:

Ayes: Mrs. Blond, Mr. Carpenter, Mr. Daniels, Mr. Lyddon,
Mr. Rodriguez, Dr. Scaggs, Mrs. Stark

Noes: Mr. Bonadonna, Mr. Dwyer

Mr. Daniels moved that the desegregation plan for the Northeast High School attendance area be approved as presented and that the former Martin School attendance area and the former Banneker School attendance area be assigned to Garfield.

The motion was seconded by Dr. Scaggs. Mr. Bonadonna expressed objections to the motion. The motion was approved as follows:

Ayes: Mr. Carpenter, Mr. Daniels, Mr. Rodriguez, Dr. Scaggs,
Mrs. Stark

Noes: Mrs. Blond, Mr. Bonadona, Mr. Dwyer, Mr. Lyddon

Mr. Rodriguez moved that the Desegregation plan for West High School attendance area be approved as presented.

The motion was seconded by Mr. Carpenter and was approved as follows:

Ayes: Mrs. Blond, Mr. Carpenter, Mr. Daniels, Mr. Lyddon,
Mr. Rodriguez, Dr. Scaggs, Mrs. Stark

Noes: Mr. Bonadonna, Mr. Dwyer

Mr. Daniels moved that the desegregation plan for the Lincoln High School attendance area be approved as presented.

The motion was seconded by Mrs. Stark and was approved as follows:

Ayes: Mrs. Blond, Mr. Carpenter, Mr. Daniels, Mr. Lyddon,
Mr. Rodriguez, Dr. Scaggs, Mrs. Stark

Noes: Mr. Bonadonna, Mr. Dwyer

Mr. Daniels moved that the desegregation plan for the Central High School attendance area be approved as presented.

The motion was seconded by Mr. Carpenter and was approved as follows:

Ayes: Mrs. Blond, Mr. Carpenter, Mr. Daniels, Mr. Lyddon,
Mr. Rodriguez, Dr. Scaggs, Mrs. Stark

Noes: Mr. Bonadonna, Mr. Dwyer

Mr. Carpenter moved that the desegregation plan for the Paseo High School attendance area be approved as presented.

The motion was seconded by Mrs. Stark and was approved as follows:

Ayes: Mrs. Blond, Mr. Carpenter, Mr. Daniels, Mr. Lyddon,
Mr. Rodriguez, Dr. Scaggs, Mrs. Stark

Noes: Mr. Bonadonna, Mr. Dwyer

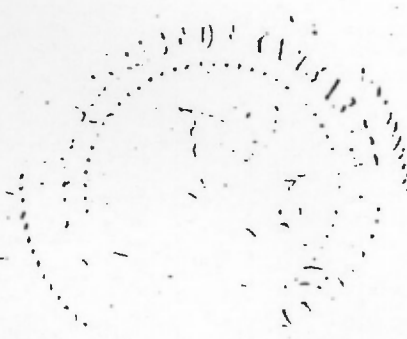
Mr. Daniels moved that the Board approve the total Proposed Interim Desegregation Plan: Modified Six-C dated March 18, 1977 as presented.

The motion was seconded by Mr. Carpenter and was approved as follows:

Ayes: Mrs. Blond, Mr. Carpenter, Mr. Daniels, Mr. Lyddon,
Mr. Rodriguez, Dr. Scaggs, Mrs. Stark

Noes: Mr. Bonadonna, Mr. Dwyer

THIS IS TO CERTIFY that the above
and foregoing is a true and correct
copy of an excerpt taken from the
minutes of the meeting of the Board
of Directors of the School District
of Kansas City, Missouri, held
March 20, 1977.



Mildred U. LaBouff

Mildred U. LaBouff, Secretary Pro Tem,
Board of Directors,
THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI